

**GONDWANA UNIVERSITY, GADCHIROLI**

**B.A.-I<sup>st</sup> year**

**SUBJECT- BACHELOR OF SOCIAL WORK  
(BSW)**

## CURRICULAM FOR EDUCATIONAL PROGRAMMES OF SOCIAL WORK PROFESSION - UNDERGRADUATE

### **BSW Semester I :**

#### **1. Core Domain - Social Work Profession.**

1.1 Social Work Profession : Introduction to professional Social Work

1.2 Social Work Profession : Working with individuals

1.3 Social Work Profession : Social Work Practicum

#### **2. Supportive Domain - Social Work Profession.**

2.1 English (Compulsory)

2.2\* i. Marathi

ii. Hindi

iii. Supplementary English

\*(Compulsory any One)

2.3 General Psychology

**BSW - I**  
**First Semester**  
**(Supportive Domain)**  
**Paper - III**  
**GENERAL PSYCHOLOGY**

**Unit I - Psychology**

Definitions

Branches of Psychology

Approaches to Psychology

Methods of Psychology

**Unit II - Learning**

Definitions

Classical and operant conditioning, Basic processes

Extinction, Spontaneous recovery, Generalization and discrimination

Verbal learning, Observational learning

Types of memory: Forgetting, Improving memory.

**Unit III - Motivation**

Definition: Approaches to motivation

Motivational cycle Motivational Conflicts

Defense mechanism

Types of Motives

**Unit IV - Intelligence**

Definitions

Strnberg's triarchic Theory

Gardner's theory of multiple

Intelligences : Concept of Mental Age and I.Q., Distribution of I. Q. scores

Influence of heredity and environment

Extremes of intelligence

**Unit V - Personality**

Definitions

Trait and Type approaches

Determinants of personality, Tests of personality

Paper, pencil and Projective

## REFERENCES:

1. Baran, R. A. (2001). Psychology. New Delhi: Pearson Education Pvt. Ltd. Behaviour. Singapore: Thomson Wadsworth
2. Benjamin, L. T. (1997). History Of Psychology: Original Sources and Contemporary
3. Bernstein, D. A., Roy, E. J., Wickens, C. D. and Srull, T. K. (1988). Psychology. Boston:
4. Borkar P. M. (2009). Manasashastrai Manavi vad va Vikas. Nagpur: Pimpalasure
5. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
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13. Passer, M. W. & Smith, R. E. (2007). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill Prakashan. Research. New Delhi: McGraw-Hill Companies.
14. Smith, D. B. (1908). Psychology: Science and Understanding. Boston: McGraw-Hill.
15. Smith, E. E., Hocksema, S. N., Fredrickson, B. & Loftus, G. R. (2003). Atkinson and
16. Zimbardo, P.G. and Weber, A. L. (1997). Psychology. N. Y.: Longman

**BSW - I**  
**First Semester**  
**(Core Domain)**  
**Paper - IV**

**Social Work Profession : Introduction to professional Social Work**

**Unit I - Professional Social Work**

An Introduction, Meaning, Definitions, Values, Objectives, Importance and Scope of Social Work.

Philosophy and Principles of Professional Social Work,  
Skills and techniques of Professional Social Work

**Unit II - History of Social Work Profession :**

Introduction, History of Social Work in India  
Social Work Education in India  
Interface between Professional and Voluntary Social Work

**Unit III - Social Work and related concepts :**

A brief understanding of Social Service, Social Reform, Social Welfare, Social Policy, Social Security

**Unit IV- Methods of Social Work :**

Methods of Social Work : An overall understanding of Social Case Work, Social Group Work, Community Organisation, Social Welfare Administration, Social Action, Social Work Research

**Unit V- Some Areas of Social Work Practice :**

A Brief outlook of Community Development, Labour Welfare & Personal Management, Medical & Psychiatric Social Work, Crime & Correctional Social Work, Family & Child Welfare.

**REFERENCES**

1. David Cox & Manohar Pawar, International Social Work : Issues , Strategies and Programmes, Vistar Publication (Pvt. Ltd.) New Delhi, 2006.
2. Frederic Reamer, Social Work Values & Ethics, Rawat..... 2005.
3. Malcolm Payne ; What is Professional Social Work? Rawat Pub. 2007.

4. Rajaram Shashtri, (Hindi) SAMAJ KARYA, UP Hindi Sansthan, Hazaratganj, Lucknow 2009.
5. Tanksale P.; Samajkarya Vichardhara va Itihas, Shri Mangesh Prakashan Nagpur. 2007.
6. Tanksale P.; Vyavasayik Samajkarya Sankalpana aani Sidhantha, Shri Sainath Prakashan Nagpur. 2000.

**BSW – I**  
**(Core Domain)**  
**Paper - V**

**SOCIAL WORK PROFESSION : WORKING WITH INDIVIDUALS**  
**First Semester**

**Unit I - Introduction to Social Case Work**

Meaning, Definitions, Assumptions, Values and Principles of Social Case Work  
Historical development of Social Case Work: India and Western countries.  
Problems: Meaning, Types of problems faced by individuals.

**Unit II - Components of Social Case Work**

Person – Client, Significant, Family ties.  
Problem – Need, Identification and Impaired Functioning  
Place – Agency, Its Functions and specific resources  
Process – Study, Assessment, diagnosis, intervention, termination and Follow up.

**Unit III - Introduction to Approaches of Case work**

Psycho-social approach  
Behavior modification approach  
Problem solving approach

**Unit IV - Tools & Techniques of Social Case Work**

Communication process in Social Case Work - verbal & nonverbal  
Communication Barriers in Case Work context  
Listening- importance, causes of poor listening, strategies of effective Listening.  
Interview-Meaning, types & process of interview  
Rapport Building  
Observation  
Home Visit

Relationship in Case Work

Recording as a tool of case work- meaning & types

### **Unit V - Skills, Qualities and Role of Social worker**

Essential Qualities and Skills required by Social Worker;

Role of Social worker: Enabler, Facilitator, Mediator, Therapist, Resource Mobilizer, Guid

### **REFERENCE :**

1. Alfred Kadushin & Daniel Harknes ; Supervision in Social Work, Rawat.. 2004.
2. B.T. Lawani; Social Work Education & Field Instructions, Centre for Research & Development, Bharati Vidyapeeth, Erandawane, Pune-411038. 2002.
3. Grace Mathew; An Introduction to Social Case Work, TISS, Bombay, 1991.
4. Hellen H Pertman ; Social Case Work- A Problem Solving Process, Rawat Publications, Ansari Road, Daryaganj, NewDelhi-110002. 2011.
5. I.S.Subhedar ; Field Work Training in Social Work, Rawat, 2001.
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9. Tanksale P.; Vyakti sahayakarya Bhag 1; Shri Mangesh Prakashan Nagpur. 2003.
10. Tanksale P.; Vyakti sahayakarya Bhag 2; Shri Mangesh Prakashan Nagpur. 2004.
11. Tanksale P.; Vyakti sahayakarya Bhag 3; Shri Mangesh Prakashan Nagpur. 2004.
12. Dr. Sanjiv Nimbalkar, Social Welfare , Kesaw krusna prakashan
13. Dr. Pragati Narkhedkar, Community Organization, G.F. Publication, Nagpur

## CURRICULAM FOR EDUCATIONAL PROGRAMMES OF SOCIAL WORK PROFESSION - UNDERGRADUATE

### **BSW Semester II:**

#### **1. Core Domain - Social Work Profession.**

1.1 Social Work Profession : Historical Concept and Ideology

1.2 Social Work Profession : Working with Groups

1.3 Social Work Profession : Social Work Practicum

#### **2. Supportive Domain - Social Work Profession.**

2.1 English (Compulsory)

2.2\* i. Marathi

ii. Hindi

iii. Supplementary English

\*(Compulsory any One)

2.3 Social Psychology

#### **3. Elective Domain - Social Work Profession.\***

i. Counselling: Theory and Practice Part 1

ii. Disaster Management Part 1

iii. Legal System In India Part 1

iv. Gerontological Social Work Part 1

\*(Compulsory any One)



**BSW - I**  
**(Second Semester)**  
**Supportive Domain**  
**Paper - III**  
**SOCIAL PSYCHOLOGY**

**Unit I - Social Perception :**

Non-verbal Communication

Language Expression, Gazes, Gestures

Attribution: Understanding the causes of behavior, Self-Attribution.

**Unit II - Attitudes :**

Definition

Forming Attitudes : Learning and experience

Change attitudes

Measurement of attitudes

**Unit III - Interpersonal Attraction :**

Evaluating strangers, Compliance and obedience

Prosocial Behavior: Helping, Intervening, Cooperation and Competition

Meaning of Aggression, Theories of Aggression, Influences on Aggression

**Unit IV- Group and Individual Behavior :**

Meaning of Group Social Facilitation

Social Loafing

Deindividuation, Group Polarization

Groupthink Environmental Influences on Behavior

Urban Environment and Social Behavior

Environmental stress

**Unit V- Social Behavior :**

Prejudice, meaning, Nature and Power of Prejudice

Motivational Sources of Prejudice

Cognitive Sources of Prejudice

Consequences of Prejudice, Persuasion

Conformity, Compliance, Obedience, Group cohesiveness

## REFERENCES :

1. Baron, R. A. & Bryne, D. (2005). *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India.
2. Baron, R. A., Bryne, D., & Branscombe, N. R. (2007). *Social Psychology*. (11th Ed) New Kool, V.K. & Agraval, R. (2006). *Applied Social Psychology*. New Delhi: Atlantic Delhi: Pearson Education.
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5. Palsane, M.N., & Talwalkar, V. (2000) *Samajik Manasashastra* Pune: Continental Prakashan Publishers.

**BSW – I**  
**(Second Semester)**  
**(Core Domain)**  
**Paper -IV**

**SOCIAL WORK PROFESSION : HISTORICAL CONCEPTS AND IDEOLOGY**

**Unit I - AN Indian History of Ideologies for Social Change**

**Ancient period** – Vedic, Vedantic and Non-vedic Ideologies,

**Modern period** – Christianity in India, Hindu Social reform movement, Gandhian ideology and Sarvoday movement, Spirituality, Bhakti Movement & Sufi Movement

**Unit II - Western History of Ideologies for Social Change**

Organized and scientific charity

Beginning of Social Work Education in the Western countries

History of Professional Social Work in USA & UK,

**Unit III - Indian contemporary Ideologies for Social Change**

National & International Democracy

Ideologies of Indian constitution

Secularism, Rationalism

Dalit movement and Tribal movement

**Unit IV - Western Contemporary Ideologies for Social Change**

Neo – Liberalism and globalization

Post modernism, feminism, human rights, Multi-Culturalism.

**Unit V - Social Work Ethics**

Concept and philosophy of ethics

Ethical Responsibilities in Social Work, Ethical decision making and dilemmas in micro and macro social work practice.

## REFERENCES :

1. David Cox & Manohar Pawar, International Social Work : Issues , Strategies and Programmes, Vistar Publication (Pvt. Ltd.) New Delhi,2006.
2. Frederic Reamer, Social Work Values & Ethics, Rawat, 2005.
3. Malcolm Payne ; What is Professional Social Work? Rawat Pub. 2007.
4. Rajaram Shashtri, (Hindi) SAMAJ KARYA, UP Hindi Sansthan,Hazaratganj, Lucknow..... 2009.
5. Tanksale P.;Samajkarya Vichardhara va Itihas, Shri Mangesh Prakashan Nagpur. 2007.
6. Tanksale P.;Vyavasayik Samajkarya Sankalpana aani Sidhantha, Shri Sainath Prakashan Nagpur. 2000.

**BSW – I**  
**(Second Semester)**  
**(Core Domain)**  
**Paper - V**

**SOCIALWORK PROFESSION: WORKING WITH GROUPS**

**Unit I - Introduction and History of Social Group Work**

Meaning, Definition, Assumption, Values, Objectives, characteristics, and Principles of Group work.  
Historical development of Social Group Work

**Unit II - Types Of Groups**

Meaning, definition, Types, Purpose, Membership, Duration, Process of Group Formation  
Important Concepts involved in Group Work like group Culture, Group Mind, group feeling, group life and group control

**Unit III - Stages Of Group Development**

Steps in the Group Work Process, Importance and need for Group Work Intervention  
Different stages of group development, orientation, bonding, Interaction, Conflict, Conflict resolution  
Termination of the Group

**Unit IV - Group Dynamics & Leadership**

Meaning & process of group dynamics  
Leadership development in groups and communication in groups

**Unit V - Tools Techniques & Roles for Group Workers in Group Work Practice**

Programme as a tool, its Goals, Principles, Planning, Implementation & Required skills, Facilitation.  
Role of Group Worker in Group Work Practice

## REFERENCE :

1. Prayagdeen Mishra ; (Hindi) SAMAJIK SAMUHIK KARYA, UP Hindi
2. Dorothy s. Whitaker&others ; Using Groups to Help People, Routledge & Kegal, Paul Inc. New York.
3. Charles D Darwin &others ; Hand Book of Social Work with Groups, Rawat Publications, Ansari Road, Daryaganj, NewDelhi-110002, 2007
4. I.S.Subhedar ; Field Work Training in Social Work, Rawat,2001.
5. B.T. Lawani; Social Work Education & Field Instructions, Centre for Research & Development, Bharati Vidyapeeth, Erandawane, Pune-411038. 2002.
6. Tanksale P.; Gatkarya Bhag 1(Purwardha); Shri Mangesh Prakashan Nagpur. 2004.
7. Tanksale P.; Gatkarya Bhag 2(Uttarardha); Shri Mangesh Prakashan Nagpur. 2004.
8. Malcolm Payne ; What is Professional Social Work? Rawat Pub. 2007. 2008.

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

**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 aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

The tasks ware 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 were designed. About eight different sets of opportunities with details of content and related tasks were 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 people's 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 affected persons, adolescents for life skill development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.

**1.3.7. Concurrent practice learning –**

On going learning of practice is an opportunity to develop intervention skills in reality situation. This entails learning social work practice for two, or two and a half days or its equivalent, each week of



the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.

#### **1.3.8. Summer Placement –**

Provides an opportunity to experience day-to-day work in setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The period recommended for this experience is about three weeks, after the first year of the post graduate programme.

#### **1.3.9. Block placement –**

Enables learners integrate learning and generate new learning by participating in the intervention processed over a period of 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**

#### **1. 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 practicum**

- 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 network agencies, along reference to other development and welfare service in the location with a brief.

**2. 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. Relevantfactual 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. Therelationship 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 center/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 charge of institutional visit.**

- a. Select the agencies to provide an understanding of various setting for development, preventive and crisis situations programme.
- b. Communication to the selected agencies must -
  - i. Carry a request for making such a visit.
  - ii. A request for arrangements to meet with specified members of the staff, and client system.
  - iii. A follow up letter to appreciate the agency's cooperation for the visit is essential.
- b. 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.
- c. 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 following up with sharing of the group reports. Use of variety of methods of presentations to be encourage.

**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.

**3. 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 :-**

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 among the learners, and with no latent desire to interrupt learning during the "flow of communication".
6. i. Observe and sense stress being generated by unresolved feelings of individual learners.  
ii. Ability to help such learners.

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

### **Method of Assessment**

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

#### **4. RURAL CAMP**

##### **Objective :-**

- a. Understand the rural social system with special reference to a specific poverty group.
- b. Analyze 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, dominant caste and untouchability.
3. Marriage, types of families and 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 and average size of holding (in a tribal area), income and indebtedness, bonded labour.
5. Exploitation by landlord, moneylender, and trader, sector 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.
  - I. Objectives.
  - II. The approach and methods used for achieving objectives.
  - III. Organizational structure.
  - IV. Priorities and programmes evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
  - V. Impact on the village in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
  - VI. 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 ZillaParishadSamiti/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 zillaparishad, 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.

**5. EXPOSURE VISIT/STUDY TOUR-URBAN RURAL/TRIBAL/INNOVATIVE PROJECTS**

**Objective :-**

- A. Understand government and development services in the context of emerging social relations.

- 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 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 n 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 is 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 relationshipsconflicts, 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.

**6. WORKSHOPS : SKILLS DEVELOPMENT**

**Introduction**

Working with people brings up situations, wherein, some problems or conditions encountered by most learners. One or two day workshops have 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 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 – Counselling 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.

**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.

**7. CONCURRENT PRACTICE LEARNING**

Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must design 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 appropriate 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 that are related to the programme. The assessment shouldbase 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 maycreate. In case opportunities not provided for reality or simulated situation, the learner cannot be assessed for the same.

The learner toprovide with the time for an 'Individual Conference' every week. The time to provideis about an hour. The learner expected to submit written record of work done and the instructor expected to enter comments prior to the conference. Process records initially, and a time task, skills learnt diary be kept. Later summary records canmaintained. A 'Group Conference' every fortnight is yet another teaching-learning situation to provide. Minutes of these conference to 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**

With the help of the field instructor, the learner begins to understand:

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

## **SKILLS**

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 and 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**

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.
- c. The learner accepts individual inspire of their socioeconomic background and their behavior.
- d. Tries to motivate client system to participate in the task of problem solving.
- e. Develop and manifest respect and concern for the client system.
- f. Appreciates and acknowledge expertise of others and works cooperatively with colleagues and staff.
- g. Shows beginning awareness of personal strength and limitations.

## **Criteria for Practice Teaching – Learning and Evaluation.**

### **Development in areas of Knowledge, Skills and Attitudes.**

#### **KNOWLEDGE**

1. The learner is able to understand :
  - a. The socioeconomic background of the individuals/families and specific groups in the client system and the needs/types of problems.
  - b. The reasons for these problems.
    - i. Micro level, for example the problem of dropouts due to factors in the family and school.
    - ii. Macro level, for example the problem of dropouts in the context of the and wider social educational system.
  - c. The agency's rules, regulations and services which try to respond to these needs/problems.
  - d. The organizational and administrative set-up of the agency, objectives, auspices, funding and staffing.
  - e. The agency as a sub-system in the wider system of health, education and welfare, for example the role of the local government, local self-government, and voluntary efforts.

- f. The importance of using community resources for problem solving within and outside the agency, for example the dispensary for basic health problems of the client system.
  - g. The importance of planning, organizing, implementing, evaluating problem-solving activity, and change.
  - h. The importance of participation of target groups in problem solving, for example participation of mothers in the balwadi programme, teachers in school programmes.
  - i. The importance of teamwork in the agency's functioning and problem-solving activities, e.g. co-ordination and contribution of self as well as that of others in the team.
  - j. The importance of the contribution of other disciplines within and outside the agency, for example teacher, lawyer, public health workers.
2. With the help of field instructor, the learner is able to understand different social work approaches like, curative, preventive, promotive and developmental. The learner is able to see the tasks in teams of the above approaches and their relationship to overall objectives.

**SKILLS :-**

1. The learner
  - a. Sees the inter-relationship between the selected methods of social work to the needs problem of individuals and groups.
  - b. Selects relevant information from different sources about the needs/problems as also about individuals and groups, for example socio-cultural information regarding members of a group is gathered through the members, their families, and agency personnel.
  - c. Begins to work independently with groups, that is planning, organizing, implementing and evaluating activities involved in practice of planning TB campaigns, population education programmes, awareness campaigns like consumer goods sales pressure, impact of advertisements, AAIDS/HIV.
  - d. Tries to involve the client-system in the activities undertaken, sees the major blocks in participation, like traditional beliefs and help in dealing with them.
  - e. Begins to work at the individual level (one to one basis) whenever necessary.
  - f. Helps individuals/groups to express both positive and negative feelings in relation to their needs/problems, their capacities to cope and the agency's help. Learners may need in handling such feelings.

- g. Identifies resources and enables the client system to utilize the same.
2. Selects relevant facts for recording and attempts to write own assessment of the situation activities.
3. Tries to apply knowledge to practice, for example use of non-formal education techniques while working with adult semi-illiterate groups.
4. Understands the importance of teamwork, 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 and 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 took 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 – 00
- ❖ Skill Laboratory –05
- ❖ Concurrent practice learning – 30
- ❖ Agency visit – 05
- ❖ Viva-voce – 10
- ❖ **Total Marks – 50**

### **BSW ( Semester II )**

- ❖ Orientation – 00
- ❖ Seminar – 05
- ❖ **Concurrent practice learning – 30**
- ❖ Skill Lab Activity or Formal And Informal Survey – 05
- ❖ Viva-voce – 10
- ❖ **Total Marks – 50**