



RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

(Established by Government of Central Provinces Education Department by
Notification No. 513 dated the 1st of August, 1923 & presently a State
University governed by Maharashtra Universities Act, 1994)

SYLLABUS

FOR THE

BACHELOR OF SOCIAL WORK (BSW)

For

**First and Second Semester
(w.e.f. 2022-23 Academic Session)**

**(SEMESTER PATTERN) (CHOICE BASED CREDIT SYSTEM AS PER
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK LOCF)**

SUBMITTED BY

BOARD OF STUDIES SOCIAL WORK

**Rashtrasant Tukadoji Maharaj Nagpur
University, Nagpur**

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Components weightage: 50%+ DCC Social Work (Core Course)

Relational weightage assigned to Continuous Internal Evaluation may range from 20%.

1. Marks structure for theory papers: 80 Marks for University /Theory Examination and 20 Marks for Internal Assessment.
2. Internal assessment will be based on one assignment from each paper/subjects. Student must appear for the internal assessment in the paper/subject.
3. Attendance in each component of Social Work Practicum is mandatory .Students remained absent in the any component will be considered as failure in the same.

Acronyms Expanded:

- **AECC:** Ability Enhancement Compulsory Course (English Mar / Hin / Modern Indian Languages. MIL)
- **DCC:** Discipline Core Course 50%
- **DSE:** Discipline Specific Elective.(Sociology Psychology Economics Indian Constitution, Policy, etc.)
- **DSE:** Discipline Specific Elective/ Specialization
- **OEC:** Open Elective Course
- **SEE:** Semester End Examination 80%
- **CIE:** Continuous Internal Evaluation 20%
- **L+T+P:** Lecture + Tutorial + Practical(s)

RULES AND REGULATIONS

1. **Units:** There are Four units in each theory paper. Thus the students will have to answer four questions with two internal options and fifth question will be compulsory.
2. The students will have to pass independently in theory and practical exams. The criteria for passing will be 40% passing marks in respective subject. For promotion in next semester passing in Social Work Practicum is mandatory.

3. Examination:

Examination of all subjects of Under Graduate Programmes shall be conducted by the R.T.M. Nagpur University as per the scheme of Examination prescribed by the Board of Studies of a particular discipline / subject. Every student desirous for appearing at BSW examination will have to complete practical work as

per the directions of the concerned teachers and obtain completion certificate to that effect duly signed by Head of the department. The student who fails to produce completion certificate will not be eligible to appear for the related practical or theory examination.

a. The term end examination, however, shall be conducted by the RTM Nagpur University, Nagpur in the allotted centers.

b. Academic calendar showing dates of commencement and end of teaching, internal assessment tests & term end examination shall be duly notified before commencement of each semester every year by the University / Department / Affiliated Colleges.

ATKT Rules

The admission to the programme shall be subject to ATKAT rules as given below.

Admission to Semester	Candidate should have passed in following examinations	Candidate should have filled in the examination form of	Eligibility for Admission
Semester-I	Bachelor Degree	-----	-----
Semester-II	-----	Semester-I	-----
Semester-III	-----	Semester-II	Candidate should have passed at least 50% subject (including Social Work Practicum) of Semester-I & Semester II
Semester-IV	-----	Semester-III	Candidate should have passed 1st semester and at least 50% subject (including Social Work Practicum) of Semester II and III
Semester-V	-----	Semester-IV	Candidate should have passed I and II semester and at least 50% subject (including Social Work Practicum) of Semester III and IV
Semester-VI	-----	Semester-V	Candidate should

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			have passed 1st II and III semester and at least 50% subject (including Social Work Practicum) of Semester IV & V
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For further guidance regarding ATKT and Exemption matters Ordinance of 2022 will be considered.

ABSORPTION SCHEME

1. Failure Students of BSW CBCS old scheme will have the 5 chance to clear the exams from the academic year 2022-23.
2. Students seeking admission to third semester must clear 50% subjects of first and Second semester examination.
3. Rules and regulations passed by the university in this matter will govern the absorption scheme.

Course Details
THEORY PAPERS
Bachelor of Social Work (BSW) Semester –I

BSW Semester: I

Total Marks: 600

Total credits: 20

S. N.	Paper Code	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW1T1	DCC	Introduction to Social Work	100	80	20	40	3.2	03
2	BSW1T2	DCC	Areas of Social Work Practice	100	80	20	40	3.2	03
3	BSW1T3	DCC	Social Case Work	100	80	20	40	3.2	03
4	BSW1T4	AECC	English	100	80	20	40	3.2	03
5	BSW1T5	AECC	Marathi OR Hindi OR Supplementary English	100	80	20	40	3.2	03
6	BSW1P1	DCC	Social Work Practicum	100	--	20*	40	04	14

***Internal Viva-Voce**

Bachelor of Social Work (BSW) Semester-I
Paper –I (1TI)
Introduction to Social Work Profession
(Discipline Core Course)

Learner's Objective:

1. Understand the concept, of social work Profession.
2. Develop knowledge of history and development of social work.
3. Understand the current trends of social work practice in India.
4. Develop understanding of the perspectives of social work practice in India.

(Signatures)

UNIT-I : Concept of Professional Social Work: Concept, Definition, Objectives, Goals, Values, Principles and Code of Ethics. in Social Work, Scope of Professional Social Work, Attributes of Professional Social Worker.

UNIT-II: Evolution of Social Work: Evolution of Social Work, Social work in Ancient, Medieval, and Modern Period. (In UK, USA and India)

UNIT- III: Social Work and Related terms: Social Services, Social Welfare, Social Reforms & Charity. Social Security, Human Rights and People's participation, Social Justice and Social development.

UNIT- IV: Development of Social Work Education in India: Evolution of social work education in India, Training in Social Work Education, Focus, Nature and Content of Social Work Education. Social Work is a profession and scientific discipline originated recently, Fields of Social Work.

Assignment

1. Class room seminar presentation and written assignment related to the theory paper.
2. Field visit to understand the functions and roles of the Government and Non-Government Organizations

References:

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House.
2. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company.
3. Dasgupta, Sugata (1964) Towards a Philosophy of Social Work in India, New Delhi: Popular Book Services.
4. Desai, Murali (2002) Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
5. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai: Popular Prakashan.
6. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London: Allyn and Bacon.
7. Feibleman, J.K. (1986) Understanding Philosophy - A Popular History of Ideas, New York: Souvenir Press.
8. Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) The Fields of Social Work, New York: Henry Holt and Company.
9. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
10. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras : Association of School of Social Work in India
11. Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur: Mangal Deep Publications.
12. Roy, Bailey and Phil, Lee (1982) Theory and Practice in Social Work, London: Oxford Pub. Ltd.

13. Sheldon, B., & Macdonald, G., (2010) A Textbook of Social Work, London: Routledge.
14. Singh, R.R. (1985) Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company.
15. Wadia, A. R. (Ed.) (1961) History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd.
16. टाकसाळे, प्राजावता, व्यवसायिकसमाजकार्य, साईनाथप्रकाशन, नागपुर
१७७ शास्त्री, राजाराम: समाजकार्य, उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ

Bachelor of Social Work (BSW) Semester- I
Paper- II (1T2)
Areas of Social Work Practice
(Discipline Core Course)

Objectives:

1. To develop the understanding of various fields of social work
2. To get acquainted with the social work intervention in the areas of Social Work practice

Unit I .Introduction to Family and child welfare: Concept, meaning, scope, Institutions and Organisations,schemes, programmes and services for family and child welfare in India.

Introduction to- Medical and Psychiatric Social Work and Health care: Concept, meaning, scope, Institutions and Organisations, schemes, programmes and services in health care system.Public Health.Mental, Emotional and spiritual Health, Different therapeutic approaches.

Unit II Introduction to Labour welfare and personnel management: Areas of Labour Welfare Administration: Concept, definition, and meaning of labour welfare, Importance of welfare for workers, major welfare programmes for labourers in India.

Introduction to Criminology and Correctional Administration -Importance of Criminology and correctional administration: Definition, causes and classification of crime, strategies for prevention and control of crime in Indian context, introduction to criminal justice system.

Unit III .Introduction to community Development - Understanding about the Urban, Rural and Tribal community, Concept, meaning, scope, schemes, programmes and services in community development, prominent Institutions and Organizations,

Unit IV.Contemporary Fields of Social Work –School Social Work, Geriatric Social Work , Unorganised labour, Gender Justice, Disaster Management, Environment Protection, Suicide Prevention, Human Trafficking, Trauma Management, Youth welfare and Development., Children in conflict, women and development ,

Assignments: Interface with Practitioners, Field visits, workshops on contemporary fields of social work.

REFERENCES:

1. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
2. Choudhary D. Paul: Introduction to Social work
3. Encyclopedia of Social work (1987) Encyclopedia of social Work in India; New Delhi,Publication division, Ministry of welfare

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Bachelor of Social Work (BSW) Semester-I Paper III (1T3)
SOCIAL CASE WORK
(Discipline Core Course)

Learning Objectives:

1. To understand the social work practice.
2. To understand the case work method and its application in practice
3. To equip learners with the theoretical knowledge for work with individuals and families
4. To develop competencies in learners to use the method in practice while working with Individual clients and families.
5. To equip learners with values and skills necessary for working with individuals and families.

Learning Outcome:

By the end of the course students will be able to:

1. To gain the knowledge about social work practice.
2. To learn the theoretical knowledge of concepts of case work.
3. To understand the knowledge about how to handle the client and related contents.
4. To acquire the various skills for handling the case.

Unit- I: History: Historical Development of Case Work Method in India, USA and UK

Unit-II: Introduction to Case Work Method: Meaning and concept of Social Case Work, Definition, Scope of Case Work, Values, Components of casework, objectives, importance of case work, case work writing.

Unit -III: Case Work as a Method: components of case work, phases in case work practice, role of case worker in case work practice, skills, techniques and tools of case work, Limitations of the method; professional relationship between client and social worker.

Unit -IV: Principles and Approaches of Social case Work: Approaches: Problem solving approach, Family therapy approach, Crisis intervention approach, Behavior modification approach.

Assignments: Case presentation, workshop on case work tools: interview/home visit/recording and assignment based on theory

References:

- Banerjee G.R. (1967), Concept of Being and Becoming in the practice of social work Mumbai: Tata Institute of social Science.
- Banerjee G.R. (1971), some Thoughts on Professional Self in Social work, Indian journal of social work, Mumbai: Tata Institute of social Science.
- Friedlander W.A. (1987), Concept and Methods of Social Work,

- Englewood cliffs, Prentice Hall.
- Fischer Joel, (1978), Effective Case work practice: An Eclectic Approach, New York: McGraw Hill book Co.
 - Mathew G. (1987), Case Work in Encyclopedia of social Work in India, Delhi: Ministry of social Welfare.
 - Nursten J., (1974), Process of Case work, GB: Pitman Publication.
 - Perlman H., (1957), Social Case Work: A Problem-Solving Process, Chicago: University of Chicago.
 - Pippins J. (1990), Developing Case WORK Skills, Caliph: Sage Publication.
 - Richmond M.E., (1922), What is social Case Work? An introductory description, New York: Russell Sage Publication.
 - Rotele A. D., (2022) Conceptualization of Social Work Methods, Om Sai Publisher and Distributer, Nagpur.
 - Timms N., (1964), Social Case Work Principles and Practice, London: Routledge and Kegan Paul.

Bachelor of Social Work (BSW) Semester I

Paper V (1T5)

Basic English – I

(Ability Enhancement Compulsory Course)

Theory : 80 Marks

Internal : 20 Marks

Theory :-

Full Marks : 100

OBJECTIVES OF THE PROGRAMME:

1. To develop the basic concept of English language
2. To enhance the reading and listening skill
3. To introduce writing skills to the students
4. To enrich their active and passive vocabulary
5. To improve their communication skills
6. To testify the students during their viva-voce

PROGRAMME OUTCOME:

1. Students can develop their ability to read, write, listen and speak.
2. They can develop their vocabulary and communication skills.
3. Students can learn the fundamentals of grammar.

Textbook Prescribed: 'Oasis', An analect of Prose and Poetry, A Textbook for College Students (Macmillan) Ed. By Dr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Nandita Mane, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar

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UNIT – I : Prescribed Lessons :- 20 Marks

1. The Power of Prayer - Abdul Kalam
2. On Saying Please – A G Gardiner
3. Homage to Gandhi – Jawaharlal Nehru

UNIT – II : Prescribed Poems :- 20 Marks

1. Voice of the Unwanted Girl – Sujata Bhatt
2. Passage to India – Walt Whitman
3. Laugh and Be Merry – John Masefield

UNIT – III : Writing Skills :- 20 Marks

1. Précis Writing
2. Comprehension of Passage

UNIT – IV : Grammar and Vocabulary 20 Marks

1. Parts of Speech
2. Tenses
3. Synonyms

UNIT – V : Internal Assessment Conversational Skills 20 Marks

'Step Up I – Improve Your English
Ed. by Lovely J Menachery and Malati Panga (Foundation

Books)

Internal Assessment will be based on:

A) Assignments – 10 marks

1. Making Introductions
2. Greeting People
3. Talking about Family
4. Describing People
5. Expressing Feelings

B) Viva-Voce – 10 marks

Recommended Books:

1. Learners Grammar and Composition by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
2. English Grammar, Composition and Usage by J.C. Nesfield (Macmillan India Ltd.)

Bachelor of Social Work (BSW) Semester I

Paper V (1T6)

MARATHI (मराठी)

(Ability Enhancement Compulsory Course)

Theory : 80 Marks
Internal : 20 Marks
Theory :-

Full Marks : 100

उद्देश :

1. मराठी भाषेतील प्रमुख अभिजात साहित्याचा व साहित्यिकाचा परिचय घडविणे.
2. मराठी भाषा आणि साहित्य यांसंबंधीची आवड निर्माण करणे.
3. विद्यार्थ्यांचा वाङ्मयीन व कल्पविशयक अभिचा विकास करणे.
4. मराठी भाषेच्या अभ्यासातून जीवनाविषयक व समाजविषयक ज्ञान विकसित करणे, प्रगल्भ करणे.
5. समकालीन स्पर्धा व इंग्रजी भाषेचे अतिक्रमण अशा परिस्थितीत मराठी भाषेचे संरक्षण करणे. संवर्धनाबरोबरच तिचे भुद्ध व अविश्रुत रूप टिकविण्याच्या दृष्टीने जागरूकता निर्माण करणे.
6. भाषा व्यवहारासाठी आवश्यक ते लेखन, भाषण, वाचन ही कौशल्य विकसित करणे.
7. भाषिक कौल्याचे विविध अविश्रुत, संपर्क, प्रसार माध्यमे आणि समाजकार्य अभ्यासक्रमाचा परस्पर संबंध समाजवृत्त सांगणे.
8. भाषेचे तसेच साहित्याचे आकलन आणि जीवनव्यवहारात उपयोजन करण्यास प्रवृत्त करणे.

बी.एस.डब्ल्यू. भाग-1, सत्र क्रमांक-1, विषय -मराठी

घटक क्रमांक- 1 गद्य विभाग

रसीकरंक्षण -महाभट

1. वैराग्यमूर्ती गाडगेबाबा: व्यक्तित्व आणि विचार-डॉ. प्रमोद गारोडे
2. जोतीरावांची तत्त्वप्रणाली-महात्मा जोतीराव फुले
3. बुद्ध आणि सौंदर्य-डॉ. यशवंत मनोहर
4. संत साहित्यांतील सामाजिक बंडखोरी-डॉ. राजेंद्र नाईकवाडे

घटक क्रमांक -2 पद्य विभाग

1. माय मराठी- मुकुंदराज
2. मजुरावर उपासमारीची पाळी- केशवसुत
3. मार्चबांधणी-डॉ. मनोहर नाईक
4. पॅरानोया -हेमंत दिवटे
5. ऐसा गा मी ब्रम्ह!-नारायण सुर्वे

घटक क्रमांक -3 व्यावहारिक मराठी

1. संहिता लेखन-
2. व्याकरणाच्या अभ्यासाचे महत्व- मो. रा. बाळंबे

घटक क्रमांक - 4 समाजसुधारक

1. गोपाळ गणेश आगरकर
2. राष्ट्रसंत तुकडोजी महाराज
3. डॉ. पंजाबराव देशमुख

घटक क्रमांक -5 अंतर्गत मुल्यमापन

1. स्वाध्याय
2. वादविवाद
3. गटचर्चा

समाजकार्य पदवी अभ्यासक्रम (बी.एस डब्ल्यू.)

विषय-मराठी

प्रश्नपत्रिकेचे स्वरूप सत्र 1 ते 6

वेळ -तीन तास

एकूण - ८०

प्रश्न १ अ गद्यावर आधारित दीर्घ प्रश्न किंवा गद्यावर आधारित दीर्घ प्रश्न	8
ब गद्यावर आधारित दीर्घ प्रश्न किंवा गद्यावर आधारित दीर्घ प्रश्न	8
प्रश्न २ अ पद्यावर आधारित दीर्घ प्रश्न किंवा पद्यावर आधारित दीर्घ प्रश्न	8
ब पद्यावर आधारित दीर्घ किंवा पद्यावर आधारित दीर्घ प्रश्न	8
प्रश्न 3 व्यावहारिक मराठीवर आधारित सहापैकी चार प्रश्न	16
प्रश्न 4 समाजसुधारकावर आधारित सहापैकी चार प्रश्न	16

1. गद्यावर आधारित दोन प्रश्न
2. पद्यावर आधारित दोन प्रश्न
3. व्यावहारिक मराठीवर आधारित दोन प्रश्न
4. समाजसुधारकावर आधारित दोन प्रश्न

संदर्भग्रथाची यादी

1. विकास स्वामी विवेकानंद साहित्य, २००१
2. पेरा इंद्रजित भालेराव
3. ४२ सेन साई बेस बीरा राठोड
4. कल आणि का केदार काळवणे, २०२१
5. लॉकडाऊन महेंद्रकुमार मेश्राम, स्वयंदीप प्रकाशन, पुणे, प्रथमावृत्ती २६ नोव्हेंबर २०२०
डेमोफुन- केतन पिंपळापुरे
6. ससीकरण म्हाझंभट साहित्य संवाद -भाग ३, २०१८
7. वैराग्यमुर्ती गाडगेबाबा व्यक्तित्व आणि विचार डॉ. प्रमोद गारोडे, अनघादित्य प्रकाशन परतवाडा, अमरावती आवृत्ती प्रथमावृत्ती १५ जानेवारी २०१६
8. महात्मा जोतीराव फुले धनजय कीर पॉप्युलर प्रकाशन प्रा. लि दूसरे पुनर्मुद्रण २००५
9. सत्याचे सौंदर्य आणि सौंदर्याचे सत्य यशवंत मनोहर, वर्णमुद्रा पब्लिशर्स पहिली आवृत्ती सप्टेंबर, २०२१
10. संत साहित्यातील सामाजिक बंडखोरी: आकलन आणि चिकित्सा, संपादक डॉ. कल्पना एस बोरकर, प्रथम आवृत्ती २०१८
11. उपयोजित मराठी संपा संतोष शेणई,
12. समग्र केशसुत-प्रा. में श्री पंडित, व्हीनस प्रकाशन, ३८१ क. शनिवार पेठ, पुणे आठवी आवृत्ती
13. युद्ध गाळा (कवितासंग्रह) - मनोहर नाईक, संवेदना प्रकाशन, खापरखेडा, नागपूर आवृत्ती-प्रथमावृत्ती २७ मे २०१८
14. पॅरानोया (कवितासंग्रह) हेमंत दिवटे, पोएट्रीवाला, पेपरवॉल मीडिया अॅण्ड पब्लिशिंग प्रा लि से पिट सप्टेंबर २०२०
15. नारायण सुर्वे यांच्या समग्र कविता- नारायण सुर्वे, पॉप्युलर प्रकाशन, मुंबई, पहिली आवृत्ती - २०११
16. साई ज्योती पब्लिकेशन प्रथमावृत्ती-२०११
17. व्यावहारिक मराठी लीला गोविलकर, स्नेहवर्धन पब्लिशिंग आवृत्ती २००४
18. सुगम मराठी व्याकरण व लेखन मो. रा. वाळिंबे, नीतिन प्रकाशन, पुणे, प्रथम आवृत्ती २०१५
19. भाषा व साहित्य: संशोधन- डॉ. वसंत जोशी, महाराष्ट्र साहित्य परिषद प्रथमावृत्ती २७ मे १९८९
20. आगरकर लेखसंग्रह-संपादक गणेश प्रभाकर प्रधान, साहित्य अकादमी, २०१३
21. सहा कथाकार संपादक, भालचंद्र फडके, कॉन्टिनेंटल प्रकाशन पुणे चवथी आवृत्ती २००२

22. डॉ. बाबासाहेब आंबेडकर यांचे स्त्रीविषयक लेखन संपादक— महेंद्र गायकवाड
संघ प्रकाशन नागपूर प्र जानेवारी २०१८
23. दाही दिशा— रवींद्र शोभणे, विजय प्रकाशन, हनुमान गल्ली, सीताबर्डी, नागपूर.
दुसरी आवृत्ती जून २००७
24. राष्ट्रसंत तुकडोजी महाराज व्यक्ती आणि वाडःमय संपा. अक्षयकुमार काळे,
असा बुक्स नागपूर, २००८
25. महानगरीय कादंबरीचे मुक्तचिन् डॉ. प्रशांत सूर्यवंशी, युरोबलड पब्लिकेशन मुंबई,
पहिली आवृत्ती २०२१
26. निरंतर संघर्षरत राहण्यासाठी संजय ओरके, शब्ददान प्रकाशन, नांदेड, प्रयामा
३० मिल २०१८
27. गोघड (कवितासंग्रह) — वाहरु सोनवणे, सुगावा प्रकाशन ५६२ राशि प्रथमती
— मार्च २००६
28. मी रागेत उभा आहे भूषण रामटेक, विजय प्रकाशन, हनुमान गल्ली, साताबर्डी,
नागपूर १८ मार्च २०१
29. व्यावहारिक मराठी— लारा नसिराबादकर फडके प्रकाशन, कोल्हापूर. आठवी
आवृत्ती २००८
30. रानवाटा — मारुती चितमपल्ली साहित्य प्रसार केंद्र आठवी आवृत्ती २०१३
31. निळासावळा जी. ए. कुलकर्णी, पॉप्युलर प्रकाशन मुंबई, १९९५
32. विवेकवाद नरेंद्र दाभोळकर
33. आज्ञापत्र रामचंद्रपंत अमात्य, संपादक— प्र. न. जोशी, व्हीनस प्रकाशन, पुणे,
तिसरी आवृत्ती जून १९८०
34. आधुनिक मराठी काव्यसंपदा संपादकः मधु मंगेश कर्णिक, कोकण मराठी
साहित्य परिषद, दुसरी आवृत्ती १ ऑगस्ट २०१४
35. ब्लूप्रिंट वैभव सोनारकर, डिंपल प्रकाशन, आवृत्ती तिसरी, २३ जानेवारी २०१४
36. अस्तित्व गमावलेली माणसे महेंद्र गायकवाड, संघर्ष प्रकाशन, नागपूर, २६
जानेवारी २०२२
37. आयडेंटिटीचे बँडेडयुद्ध— अशोक इंगळे उसा प्रकाशन गृह,
38. निर्माणा अगोदरची पीडा—नामदेव दसाठ, आर्यन प्रकाशन सांगली पहिली
आवृत्ती १४ एप्रिल २०१
39. शतकातील आदिवासी कविता संपादक डॉ विनायक तुमराम, हरिवंश प्रकाशन,
चंद्रपूर. १ ऑगस्ट २००३
40. शिळान अधिक आठ कथा—उद्धव शळके, पॉप्युलर प्रकाशन, तिसरी आवृत्ती
१९८२
41. अजूनही बरंच काही बाकी — दिनकर मनवर, पोएट्रीबाला, पेपरबॉल मीडिया
अँड पब्लिशिंग पा लिये इम्पिट पहिली आवृत्ती जानेवारी २०१६
42. विठठल रामजी शिंदे समजून घेताना— सुहास कुलकर्णी, समकालीन प्रकाशन,
दुसरी आवृत्ती २३ एप्रिल २०१६ आंबेडकरवादी मराठी साहित्य मीमांसा
43. डॉ सुरेश देवराव वर्षे, देवयानी प्रकाशन, मुंबई प्रथमावृत्ती ०५ जानेवारी
44. आंबेडकरी नवनिर्माणाची तत्त्वसौंदर्यवादी कविता— डॉ. सुरेश देवराय वर्षे
देवयानी प्रकाशन, मुंबई, प्रथमावृत्ती ६ ऑक्टोबर २०१५
45. ४० — डॉ. सुरेश देवराव बंधे देवयानी प्रकाशन मुंबई, दुसरी पहिली आवृत्ती
जानेवारी २०१६,
46. अरण्यात दागो काळे, कॉपर कॉइन पब्लिशिंग प्रा लि दुसरी पहिली आवृत्ती
जानेवारी २०१६ फेब्रुवारी २०२१
47. जागतिकीकरण आणि समकालीन समीक्षा डॉ. सुरेश देवराव वर्षे देवयानी
प्रकाशन मुंबई प्रथमावृत्ती २४ डिसेंबर २०१३

48. माणूस आणि नवसमाजनिर्मितीची कविता आकलन आस्वाद आणि समीक्षा डॉ. सुरेश देवराजवर्धन प्रकाशन मुंबई प्रथमावृत्ती १४ एप्रिल २०१४
49. सांगत्ये ऐका हंसा वाडकर आणि समकालीन स्त्रियांचे आत्मचरित्र – डॉ. पु. गु. पखाले, ३० नोव्हेंबर २०१७
50. विदर्भातील आंबेडकरवादी कथाकार डॉ. पु. गु. पखाले, टी. एम. सी. पब्लिकेशन, नागपूर पहिली आवृत्ती जानेवारी २०१६ ३० डिसेंबर २०१२
- अग्निपरीक्षेचे वेळापत्रक – यशवंत मनोहर वर्णमुद्रा पब्लिशिंग, शेगाव प्रथम आवृत्ती जानेवारी २०२१

Bachelor of Social Work (BSW) Semester I

Paper V (1T6)

HINDI (हिंदी)

(Ability Enhancement Compulsory Course)

Theory : 80 Marks

Internal : 20 Marks

Theory :-

Full Marks : 100

पाठ्यक्रम के उद्देश्य:

1. हिंदी भाषा और साहित्य के प्रति विद्यार्थियों में अभिरुचि निर्मित करना।
2. हिंदी भाषा के विविध विधाओं से विद्यार्थियों को परिचित कराना
3. विद्यार्थियों को हिंदी साहित्य के साहित्यकारों की रचनाओं से परिचित कराना।
4. विद्यार्थियों में मानवीय गुणों का विकास करते हुए स्वाभिमान की नागरिक बनाने हेतु मार्गदर्शन देना।
5. साहित्य के विविध शैलियों से परिचित कराना।
6. अभ्यास कार्य के माध्यम से साहित्य की विभिन्न विधाओं में लिखने हेतु प्रेरित करना।
7. विद्यार्थियों के भाषाई सामर्थ्य, रचना वैविध्य को वृद्धिगत करना।
8. भाषा के परिमार्जित रूप तथा साहित्य का सम्यक ज्ञान कराने में विद्यार्थियों की सहायता करना।
9. विद्यार्थियों में भारतीय संस्कृति एवं नैतिक मूल्यों का संवर्धन करना।

10. समाज सुधारकों के माध्यम से साहित्य एवं भाषा में समाज सुधार हेतु किए गए कार्यों से विद्यार्थियों को अवगत कराना।

इकाई 1- गद्य विभाग

1. संत साहित्य की ऐतिहासिक भूमिका (निबंध) - रामविलास शर्मा
2. सलाम (कहानी) - ओमप्रकाश वाल्मीकि
3. आवाज का नीलाम (एकांकी) - डॉ. धर्मवीर भारती
4. पहिला सफेद बाल (व्यंग्य) - हरिशंकर परसाई

इकाई 2 - पद्य विभाग

1. मनुष्यता - मैथिलीशरण गुप्त
2. जीवन नहीं मरा करता है - गोपालदास नीरज
3. जो शिलाएँ तोड़ते हैं - केदारनाथ अग्रवाल
4. हंसो हंसो जल्दी हंसो - रघुवीर सहाय

इकाई 3 - प्रयोजनमूलक हिंदी

क्षेत्र कार्य एवं प्रतिवेदन में प्रयुक्त हिंदी:

1. क्षेत्र कार्य की प्रणालियाँ, प्रक्रिया, क्षेत्र कार्य में प्रयुक्त हिंदी
2. प्रतिवेदन की परिभाषा, प्रतिवेदन लेखन, प्रारूप, विशिष्टताएं

इकाई 4 - अन्य पाठ्य सामग्री

समाजसुधारक : व्यक्तित्व एवं कृतित्व

1. क्रांतीज्योती सावित्रीबाई फुले
2. महात्मा गांधी

द्वुत वलकन

1.नडक कल दरुगल (कहलनी) डुरेडकंद

2.कुरी और डुरलशुवलत (आतुडकथल) डुहलतुडल गलंधी

अंतर्गत डूलुडलंकन :

संपूरुण सतुर डें उडसुथलतल, सतुर के डुलथुडकुरड डर कलंक डरीकुषल, सलडलकल वलषड डर कवलतल तथल नलरल लेखन

डुलथु डुसुतक :

सलहलतुड सृकन, डुलथुडकुरड सडलतल, लुकडलरती डुरकलशन, डुरडलगरलक.

आधलर ग्रंथ :

डुरडुकनडूलक हलंदी: सलदुधलंत और डुरडुक, दंगल कललुटे, वलणी डुरकलशन, नई दललुली

**Bachelor of Social Work (BSW) Semester I
Paper V (1T6)
SUPPLEMENTARY ENGLISH
(Ability Enhancement Compulsory Course)**

Theory : 80 Marks

**Internal : 20 Marks
Full Marks : 100**

Unit I: Prose (30)

Prescribed Book: The Many Worlds of Literature- Ed. Jasbir Jain
(Macmillan)

- a) The Story of Muhammad Din by Rudyard Kipling.
- b) The Inspector of Schools by M. Athar Tahir
- c) Indian Women and the Salt Satyagraha by
Kamaladevi Chattopadhyaya
- d) A Special Child by Uma Rao

Unit II: Poems (30)

Prescribed Book: Wings of Poesy: Ed. N.K. Mishra & N. Mukherji (S. Chand & Company Ltd)

- a) Under the Greenwood Tree by William Shakespeare
- b) Upon Westminster Bridge by William Wordsworth
- c) The Human Seasons by John Keats
- d) Crossing the Bar by Alfred Lord Tennyson

Unit III: Applied Language Skills (20)

- a) Sequencing of Ideas
- b) Paragraph Writing
- c). Writing Minutes of the Meeting

Unit IV : Internal Assessment (20)

- a) Write about your own self describing in detail your aim and objectives for joining the social work profession.
- b) Reading skills – 5 marks
- c) Extempore (on any social activist) - 5 marks

Recommended Books:

Learner's English Grammar and Composition by N. D.V. Prasada Rao (S. Chand Company Ltd.)

English for Practical Purposes by Z.N. Patil, B.S. Walke, Ashok Thorat, Zeenat Merchant (Macmillan)

Pattern of Question

Paper Full Marks: 80

Time: 03 hours

- Q. 1. (A) Long Answer question based on first two lessons from Unit I to be attempted in about 150 words. (One out of two) - 10 Marks
- (B) Long Answer question based on last two lessons from Unit I to be attempted in about 150 words. (One out of two) - 10 Marks

- Q.2. (A) Short Answer question based on first two lessons from Unit I to be attempted in about 75 words. (One out of two) -05 Marks
(B) Short Answer question based on last two lessons from Unit I to be attempted in about 75 words. (One out of two) - 05 Marks
- Q.3 (A) Long Answer question based on first two poems from Unit II in about 150 words. (One out of two) - 10 Marks
(B) Long Answer question based on last two poems from unit II to be attempted in about 150 words. (One out of two) - 10 Marks
- Q.4 (A) Short Answer question based on first two poems from Unit II in about 75 words. (One out of two) - 05 Marks
(B) Short Answer question based on last two poems from Unit II to be attempted in about 75 words. (One out of two) - 05 Marks
- Q 5 A). A Jumbled set of sentences of a paragraph will be presented; students have to recognize them in the correct sequence. (05)
B). Write a Paragraph on the given Topic (one out of two) 10 Marks.
C) Write Minutes of the Meeting you attended. 05 Marks



Bachelor of Social Work (BSW)
Syllabus Structure for - BSW (CBCS) Semester-II

BSW Semester-II				Total Marks: 600		Total credits- 20			
S. N.	Paper	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW2T1	DCC	Ideologies for Social Work	100	80	20	40	3.2	03
2	BSW2T2	DCC	Skills for Social Work	100	80	20	40	3.2	03
3	BSW2T3	DCC	Social Group Work	100	80	20	40	3.2	03
4	BSW2T4	DSE	Introduction of Sociology for Social Work	100	80	20	40	3.2	03
5	BSW2T5	DSE	Psychology for Social Work	100	80	20	40	3.2	03
6	BSW2P1	DCC	Social Work Practicum	100	--	20*	40	04	14

*Internal Viva-Voce

Certificate in Social Work: Total Credit: 40

Bachelor of Social Work (BSW) Semester-II
Paper- I (2T1)
IDEOLOGIES FOR SOCIAL WORK PROFESSION
(Discipline Core Course)

Objectives:

- To understand the concept of democracy and constitutional foundation as a base for ideologies in social work profession.
- To develop an understanding of some ideologies and its approach to social transformation
- To develop an understanding on Social Work approach for social change.

Unit-1: Democracy as a concept- Meaning, types, features, strengths and limitations.

Unit-2: Constitutional Foundations- Salient features of Indian constitution, Preamble of constitution, composition, power and functions of Indian constitution.

Unit-3 Introduction to ideologies: Ideology of Sustainable and People centered development. Ideology of action groups & social movements
 Ideology of non-government organizations.

Approach to Social Work-Rights –Based approach, strength based approach

Unit-4: Some contemporary Ideologies- Nationalism, Feminism, Multiculturalism, Postmodernism,

Assignments: Class room seminar, Interface with - activists, Legal Service providers, representatives' of NGO's and exposure visit.

References:

- Adams Robert (2010), The short Guide to Social Work, New Delhi: Rawat Publication, (Indian Reprint 2012)
- Charles H. Zastrow (2009) , Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)
- Desai Murali (1998) : Towards People's Centered Development; Social Work Education and Practice Cell (TISS)
- Desai Murli (2000): Curriculum Development on History of Ideologies for Social Change and Social work; Mumbai: Social Work Education and Practice Cell (TISS)
- Iyer, R., (1986), Moral and Political Writings of Gandhi, Vol. 3 Delhi: Oxford University Press.
- John Pierson(2011), Understanding Social Work , New Delhi: Rawat Publication, (Indian Reprint 2012)
- Narayana J., (1965), From Socialism to Survodaya Varanasi: Sarva Sewa Sangh
- Nanda B.R., (1985), Gandhi and His Critics, Delhi: Oxford University Press.
- Palkhiwala N.,(1986), Relavance of Gandhi, Dew Delhi: Gandhi Peace Foundation
- Parrish Margarete (2010), Social Work Perspectives on Human Behaviour, New Delhi: Rawat Publication, (First Indian Reprint 2012)
- Reichert Elisabeth (2003), Social Work and Human Rights, New Delhi: Rawat Publication
- Trevithick Pamela (2013), Social Work skills and Knowledge, New Delhi: Rawat Publication

Bachelor of Social Work (BSW) Semester –II

Paper-II (2T2)

Skills for Social Worker

(Discipline Core Course)

Learners Objectives-

1. To understand the scientific knowledge of social work skills
2. To develop the systematic approach towards the social work skills
3. To learn the application of skills in practice.

Unit I- Communication process in social work practice- Concept, principle's, barriers in communication, Types of Communication- Verbal: Oral and written, Non Verbal : Body language (facial expression, gesture, posture, eye contact, sign language,) Presentation skills.

Unit II- Training Skills- Need and importance of training , training process : planning, implementation and evaluation, training methods : group discussion,

simulation games, photo language, role play, preparation of Modules. Concept of SWOC analysis.

Unit III- Management Skills- Self Management, Time Management, Conflict Management, stress management,

Unit IV- General Essential Skills for Social Workers: Empathy, Active learning, Organization, Problem solving, Critical thinking, Patience, Emotional intelligence, Persuasion, Self awareness, Leadership, Advocacy, Social work professional skills, Tolerance, Team work, Collaboration, Public relation etc.

Assignments: Workshop on Healing and Therapies, demonstration of Role play, organising short duration training programme on any of two skill areas, visit to healing and therapies centres.

References:

- Cournoyer, Barry (2000) Social Work Skills Workbook, Third Edition, California: Wordsworth Publishing Company.
- Pawar, M. Hunna, G. and Shreedan, R. (2004) International Social Work Practicum in India Australian Social Work 53(3)
- Patkar Pravin, (1999) Field Work, Granthali Publication, Mumbai
- PRIA, Training for Trainer, Institutional area, Tughlakabad, Delhi.
- Pincus, Allen (1973) Social Work Practice : Model and Method, Illinois: F.E. Peacock Anne Minahan Publishers inc
- Parsons Ruth, J., Jorgensen J.D. Hernandez, Santos H. (1994) The Integration of Social Work Practice, California: Brooks Cole.
- Roy, G.S. (2004) International Field Work Experience : A Survey of U.S. School.

Bachelor of Social Work (BSW) Semester-II
Paper III (2T3)
SOCIAL GROUP WORK
(Discipline Core Course)

Learners Objectives:

1. Understand the place of group work in social work intervention.
2. Understanding group work as an instrument of change, multiple relationships and use of programme.
3. Understand the use of programmes as tool for group development.
4. Develop the skills to work with different stages and group development.
5. Understand relevance of group in different fields of social work.

Learning Outcomes:

1. To gain the knowledge about social work intervention in group work.
2. To acquire various skills related to social work intervention in group work.
3. To understand the group work practices in group work settings.

Unit- I: Working with Groups: Brief introduction of group work, Definition of Group Work, Membership, Duration and Phases in Group Work. Steps and stages in group formation

Unit-II: Group Process and Dynamics: Process in groups; recreational, non-formal education, skill development in group, leadership, isolation, decision making, communication, relationship, conflict, personal experiences,

Unit -III: Social Group Work as a Method: Objectives, principles, values of Group Work, Behavior Modification Approach, Humanitarian Approach. Role of Group Worker in various type of groups

Unit -IV: Skills, Techniques and Evaluation in Group Work: programme: programme planning and Implementation, concept of developmental programme planning. Facilitation, and leadership development, simple recording, types and methods of evaluation. Role of social worker in different stages of group development

Assignments base on theory and practice:

Identify the various groups in the community. Group Work in different settings. Role play, steps in programme planning. Working on various approaches in group work.

References:

1. Alissi A.S., (1980), Perspectives on Group Work Practice: A Book of Readings, New York: The Free Press.
2. Balgopal P.R. and Vassil, (1983), Group in Social Work- An Ecological Perspective, New York: Macmillan Publishing Co. Inc. 246
3. Brandler S. and Roman C.P., (1991) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.
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5. Charles H. Zastrow (2009), Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)
6. Garwin C. (1987), Contemporary Group Work, New York: Prentice- Hall inc.
7. Kemp C.G. (1970), Perspectives on Group Process: School of social welfare, Albany: State University of New York.
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9. Kurland R. & Salmon R. (1998), Teaching a Method in Working with Groups, Alexandria: Council on Social Work Education.
10. Middleman R.R., (1968), The Non-verbal Method in working with groups.
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13. Sundel M. Glasser P. Sarri R. Vinter, (1985), Individual Change Through Small Groups, New York: The Pree Press.
14. Siddique H.Y., (2008) Group Work: Theories and Practice, Rawat Publication.
15. Toselance R.W., (1984), An Introduction to Group Work Practice, New York: Macmillan Publication Co.
16. sTrecker Harleigh B. (1990), Social Group Work: Principles and Practice, New York: Association Ptness.

Bachelor of Social Work (BSW) Semester I
Paper IV (1T4)
Introduction of Sociology for Social Work
(Disciplinary Specific Elective)

Objectives:

1. To Provide inside about the subject sociology as a science of society.
2. To introduce students to the basic social processes of society, social institutions & social groups.
3. To provide the knowledge about social structure, socialization and culture.

Unit I: Sociology and Other social sciences

Sociology: Origin, Meaning, Definition, Importance and scope, Relationship of sociology with social work, Psychology, Economics, Anthropology, Political Science.

Unit II: Society and Institutions

Society: Meaning and characteristics Institutions: Family: concept and types; Marriage: concept and major types; Religion: concept and functions.

Unit III: Culture and Socialization Culture: Meaning, characteristics, elements, types.

Socialization: Meaning, stages and agencies.

Unit IV: Social Process and Social group Social Process: Meaning, social interaction, cooperation, competition, conflict. Social Group: Meaning, characteristics, primary group, secondary & reference Group.

Assignment-

Class room seminar presentation and written assignment related to the theory paper.

Recommended Readings:

1. Adinarayan, S. P. (1964) Social Psychology, New Delhi : Allied Publishers Pvt. Ltd.
2. Ahuja, Ram. 1997, *Social Problems in India*, Rawat Publications.
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4. Bhatnagar, Ved (1998) Challenges to India's Integrity: Terrorism, Casteism, Communalism, New Delhi : Rawat Publication.

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6. Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal.
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12. Durkheim E., 1952, *Suicide*, London, Routledge, Book 3.
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24. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication.
25. Puniyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.
26. Ritzer, George, 2000, *Classical Sociological Theory*, New York: McGraw Hill.
27. Sakharkar, Vinayak., Nikose, Chandrakant, Introduction of Sociology for Social Work, Om Sai Publishers and Distributors.
28. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
29. Singh, Yogendra : Ideology and Theory in Indian Sociology, New Delhi : Rawat Publication.
30. Vaidya, N. S., Samajshastra, Vidya Prakashan, Ruikar Marg, Nagpur.
31. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.

BSW - Semester II Paper –V BSW (2T5)
Psychology for Social Work
(Ability Enhancement Compulsory Course)

Learner Objectives:

1. To understand the fundamental concepts of human behaviour.
2. To understand the basic psychological processes and their applications in everyday life.
3. To develop a better understanding of human behavior in students.
4. To understand social aspects of human behaviour.
5. To develop understanding of phenomenon related with social functioning.

Unit 1: Introduction to Psychology:

Definition, Brief History, Branches of Psychology: Social, Abnormal, Child, Educational, Industrial, Clinical, Community, and Criminal. Methods of Psychology: Observation, Case-history, Survey, Questionnaire, and Interview.

Unit 2: Learning & Motivation:

Definition, Classical conditioning, Trial and error learning, Insight learning, Observational learning . Motivation: Definition, Motivational cycle, Types of motives,
Motivational conflict and conflict resolution.

Unit 3: Memory and Personality:

Definition, Atkinson and Shiffrin model of memory, Types of Memory, Tests of retention: recall, retention and relearning .Improving memory. Forgetting: theories and causes of forgetting. Personality: Definition and Determinants of personality.

Unit 4 : Social Phenomenon:

Attitudes: Definition and nature, Formation of Attitudes, Attitude Change – Heider's balance theory, Feininger's cognitive dissonance theory. Prejudice- meaning, consequences, combating prejudice **Propaganda:** Definition and nature, Types of propaganda, Techniques of propaganda Rumours-nature and consequences.

Assignment: Preparation of assignment on any two topics of the syllabus.

References:

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3. Morgan, C.T. & King, R.A. (1986) Introduction to Psychology, New York, McGrawhill
4. Mangal, S. K. (2010) An Introduction to Psychology, Sterling Publisher Pvt. Ltd ISBN 9788120718401
5. Mangal, S. K. (2013) General Psychology, Sterling Publisher Pvt. Ltd
6. Ronald J. Comer, Fundamentals of Psychology 7th Edition
7. Gerald Davidson, John Neale, Abnormal Psychology ISBN-13- 978111801849 ISBN-10-1118018494
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15. इनामदार मुकुंद, गाडेकर केशव, पाटील अनघा बी. एस. २००६, आधुनिक सामान्य मानसशास्त्र, पुणे, डायमंड पब्लिकेशन ISBN--819028584
17. देशपांडे एस. २००६, सामान्य मानसशास्त्र, पुणे, उन्मेश प्रकाशन
18. सिंह अरुण कुमार व सिंह आशीश कुमार २००६, आधुनिक सामान्य मनोविज्ञान, नई दिल्ली, मोतीलाल बनारसीदास
19. कळके माधवी आणि साळुंखे दीपक जुलै २०१० मानसशास्त्राची मूलतत्वे, पुणे, निराळी प्रकाशन
20. कतरणी स्फूर्ती मानसशास्त्र २०१० नागपुर, साईनाथ प्रकाशन
21. पंडित र. वि. कुलकर्णी अ. वि. व गोरे वं. वि. २०१० सामान्य मानसशास्त्र, नागपुर, पिंपलापुरे प्रकाशन
22. तडसरे वी. डी. आणि हिरवे आर. एस. २००१० मानसशास्त्राची मूलतत्वे, कोल्हापुर फडके प्रकाशन ,
23. पाटील अनघा, राजहंस मानसी व सुशील सुर्वे. २०१२ अपसामान्यांचे मानसशास्त्र, पुणे, उन्मेश प्रकाशन
24. मिश्रा गिरिश्वर जैन उदय १९९६, समाज मनोविज्ञान के मूल आधार, भोपाल मध्य प्रदेश हिन्दी ग्रंथ अकादमी
25. इनामदार मुकुंद, गाडेकर केशव, पाटील अनघा बी. एस. आणि चौधरी जी. बी २०१० सामाजिक मानसशास्त्र, पुणे, डायमंड पब्लिकेशन
26. पळसाने आणि तळवळकर २०११ सामाजिक मानसशास्त्र पुणे, कॉन्टीनेंटल प्रकाशन
27. पवार बी. एस चौधरी जी. बी. आणि जाधव . एस. वी २००८ आधुनिक सामाजिक मानसशास्त्र जळगांव, प्रशांतपब्लिकेशन
28. श्रीवास्तव डी. एन . सिंह रंजीत, पाण्डेय जगदीश २००० आधुनिक समाज मनोविज्ञान, आगरा, एच पी भार्गव बुक हाउस ISBN :81:86851-30-5
29. सिंह अरुण कुमार समाज मनोविज्ञान की रुपरेखा, नई दिल्ली, मोतीलाल बनारसीदास
30. सुलैमान आधुनिक समाज मनोविज्ञान पटना, शुक्ला बुक डिपो
31. ओक एस ए. आणि परुलेकर २००० प्रगत सामाजिक मानसशास्त्र, प्राची प्रकाशन

**RASHTRASANT TUKDOJI AHARAJ NAGPUR
UNIVERSITY**

**SCHEME OF
EXAMINATION
FOR**

**SOCIAL WORK
PRACTICUM**

**BACHELOR OF SOCIAL WORK (CBCS)
SEMESTER PATTERN**

**W. E. FROM ACCADEMIC
SESSION 2022-2023**

Onwards

Appendix: A

Examination leading to Degree of Bachelor of Social Work Detailed note regarding BSW Semester-I

Social Work Practicum

(A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 1.5)

(B) The Social Work Practicum of the student shall be supervised by the Social Work faculty. (i.e. a teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur.)

(C) The Social Work Practicum shall comprise of the following components:

Components	Marks	Days
I) Orientation	15	04
II) Structured Laboratory Experience (5 sessions) (Working with self-defeating habits, emotional release through self-expression, Observation, Listening, and stress management)	10	05
III) Observational Visits (05)	15	05
V) Concurrent Practice Learning (School setting & Welfare organization setting)	50	16
i) Working with Individuals (02) - Case work Summery Report -	-	20 05
ii) Working with Group (Group Formulation, Group Study) Group Work Summery Report -	-	20 05
V) Internal Viva-Voce		10
Total	100	3



(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of **12 (Twelve)** Clock Hours spread over two days in a week covering total 16 days in an academic session.

(E) Attendants Sheet maintains in Agencies supervisor and Agencies supervisor give remarks, Signature and Seal on Attendance Sheets about the Students performance.

(F) Field Work Dairy maintain in field by the students.

(G) Attendants Sheet, Dairy, Summery Report & Journals are compulsory for CPL.

(H) Field Work Records should be submitted in Weekly.

(I) Field Work Conference is compulsory in weekly and maintain the separately Records.

i) Individual conference in Week.

ii) Group conference must conduct two times in the Month.

(J) Field Work Records Should be separately every semester.

(K) Every Semester can change Field Agency, Field work area.

(L) 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.

(M) Absence from activities covered under the head Social Work Practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.

(N) Orientation and Internal Viva-Voce Examination components are compulsory. Students will not be get admission in the next semester till they fulfill these criterions.

(O) Social Work Practicum records shall include Social Work Practicum journal/ file, attendance sheets, conference sheets diary etc.

(P) 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 RTM Nagpur University, Nagpur 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.

(Q) 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 RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

(R) The concurrent practice learning shall have the work-load of 1.30 clock hours per student per week.

Appendix: B

Examination leading to Degree of Bachelor of Social Work Detailed note regarding BSW Semester-II

Social Work Practicum

(A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper-2.5)

(B) The Social Work Practicum of the student shall be supervised by the Social Work faculty. (i.e. a teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur.)

(C) The Social Work Practicum shall comprise of the following components:

Components

Marks Allotted

Days



I) Orientation	10	04
II) Structured Laboratory Experience (5 sessions)	10	05
(Capacity building, Motivation, exploration, self rapport establishment (Self & Introduction of guests) and Writing skills (Application, Invitation, Press note, Slogan Writing)		
III) Concurrent Practice Learning		
(School setting & Welfare organization setting)		
a) Working with individual -----	30	
(Min. 2 Case work, either previous or New formed)		
Case Work summery Report -----	05	
b) Working with Group -----	30	16
(In Schoool setting)		
(Identification of Group, Problem solving Process/Activities)		
Group Work Summery Report -----	05	
V) Internal Viva-Voce	10	
Total	100	25

(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of **12 (Twelve)** Clock Hours spread over two days in a week covering total 16 days in an academic session.

(E) 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

(F) The student who fails in Social Work Practicum shall have to repeat the same process in the next subsequent academic semester.

(G) Absence from activities covered under the head Social Work Practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.

(H) Orientation and Internal Viva-Voce Examination

components are compulsory. Students will not be get admission in the next semester till they fulfill these criterions.

(I) Social Work Practicum records shall include Social Work Practicum journal/ file, attendance sheets, conference sheets diary etc.

(J) 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 RTM Nagpur University, Nagpur 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.

(K) 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 RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

(L) The concurrent practice learning shall have the work-load of 1.30 clock hours per student per week.

Chair

**RASHTRASANT TUKDOJI MAHARAJ NAGPUR
UNIVERSITY**

SOCIAL WORK PRACTICUM MANUAL

Based on UGC Model Curriculum in Social Work Education

FOR

UG COURSE

BACHELOR OF SOCIAL WORK (BSW)

(2022-2023)

Core Domain : SOCIAL WORK PRACTICUM
Learning Opportunity Title : INTRODUCTION TO
SOCIAL WORK PRACTICUM Level: UG

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.

Objectives

The objectives are providing variety of experiences to learners:

1.
 - i) To Develop the ability to observe and analyze social realities.
 - ii) To Understand the characteristics of social systems and their dynamics.
 - iii) To Appreciate society's response to people's needs, problems, and social issues.
 - iv) To Develop critical understanding of the application of legislation, legal process, and social policy.
2.
 - i) To Develop the ability to examine the process of programme management and participate in the efforts at various level.
3.
 - ii) To Develop the ability to recognize the need for newer 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-to-day administration for human service programmes.
 - 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. 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.

1. | **Orientation** provides information regarding
 - i. the importance and place of the practicum in the educational programme.
 - ii. the purpose, functions and ethics in professional practice
2. **Visits**—provide an exposure to and understanding of the services provided in response to people's needs.
3. **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.
4. **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.
5. **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.

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 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.
7. **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.

Each set of the learning opportunities has its own design elaborated upon in the next few page.

Core Domain : SOCIAL WORK PRACTICUM
Learning Opportunity Title : SOCIAL WORK PRACTICUM
ORIENTATION

Learning Opportunity No. : 1

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 two weeks.

ORIENTATION

A. Orientation to social work practice

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms, and 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.

B. 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.

Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : SOCIAL
WORK PRACTICUM- VISITS Learning

Opportunity No. : 2

Level UG (BSW Semester-1)

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 macrosituation, the appropriation of the organization's resources and nature of intervention.

Gaps identified and suggestions.

Note—Suggestions for field visits

A minimum of **five 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. ⁵

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.
- 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 visits.

Select the agencies to provide an understanding of various settings for development, preventive, and crisis situations programme.

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.

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.

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, phone calls.

Method of Assessment

Credits/marks may be given as per the RTM Nagpur University Manual Group reports to be presented

Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : STRUCTURED EXPERIENCE LABORATORY

Learning Opportunity No. : 3

Level: UG 1,2,3 (Semester-I,II,III,IV,V and VI)

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 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 of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- b. Reflect over one's own behaviour, and its effect on self and others.
- c. Observe others' behaviour 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 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.

- a. 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.



Facilitators competencies

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

Facilitator's competence must reflect in the ability to:

1. Be open to learning through involvement in this experience. Understand self and role of a facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion, and understand its application.
5. Continually look for opportunities to maximize learner involvement and aid exchange of experiences 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 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.

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:

1. Willingness coupled with desire and motivation to be a facilitator.
2. Willingness to come to facilitator practice sessions.
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 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 learners 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 to be evaluated for credit / marks

Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : CONCURRENT PRACTICE LEARNING Level : UG Programme

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

Note to the 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 strengths in order to provide appropriate learning opportunities and rate growth: develop ability for self-assessment and accept instructor assessment of strengths and limitations. Assessment format may be shared with 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 be viewed as an expression of interest, engagement in practice, and as a product 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 person. Probing in personal matters to be generally avoided except when it blocks learning. Awareness of transference counter transference and ability to handle it on the onset necessary. Learner personality problems specially of severe nature be referred to specialist with the learners consent.



The learning of practice and professional role modelling is shaped by the instructors being hence need for the instructor to be positive role model.

Place of instruction preferably to be the setting agency of its outdoor facilities garden shady 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 skills 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 the 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. A suggested format follows.

Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : CONCURRENT PRACTICE LEARNING Learning
Opportunity No. : 7.1

Level : UG 1 (First 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.

Objectives

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.

Develop understanding of the causes of problems and their effects on individuals/families and group functioning.

Develop skills to help individuals and families to solve simple problems.

Begin to see the relationship between classroom teaching learning and field practice.

Note to practice teaching instructor

Learning does not follow a progressively linear pattern. The tasks assigned should be structured, specific and clearly defined. The learner should be encouraged to participate in the planning and implementing of the programme and to acquire certain programme skills.

A few tasks are to be designed for the learner around problems requiring exploration, use of community resources and simple problem solving techniques which are related to the programme. The assessment should be based on the learner's progress and effort towards problem solving. In a reality situation where specific opportunity for learning is not available, a simulated situation may be created. In case opportunities are not provided for either the reality or simulated situation, the learner cannot be assessed for the same.

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

Criteria for Practice Teaching, Learning and Evaluation Development in areas of Knowledge, Skills and Attitudes.

KNOWLEDGE

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

Factors in the neighborhood and community which affect the client system and the type of needs/problems which exist in the community.

Reasons for these needs / problems, such as poverty / unemployment / lack of employable skills.

History, philosophy, thrust, rules, regulation of services available, in response to these needs/problems.

Roles 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:

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.

Select the activities and resources related to the tasks undertaken, such as organizing the client system and fund raising.

Plan, organize, implement and evaluate the activity with colleagues and others in the agency.

Involve individuals/groups in the tasks undertaken.



Understand the method of utilizing the available community resources through written personal appeals.

Analyze the activity in terms of the dynamics of behaviour and interaction, as observed in work with individuals/groups, such as co-operation, resistance and conflict.

Relate meaningfully to: (i) Individuals/groups (ii) Colleagues/staff.

Participate in simple administrative procedures related to the tasks- such as official filing, correspondence, minutes, reports, and documentation.

Record relevant facts (either individually or with colleagues) related to the activity undertaken and utilize the recordings as a tool for learning in conference and seminars.

Utilise field instruction as a medium of learning and assume responsibility for own learning, for example participating in groups and conferences.

See the relationship between classroom teaching and field practice.

ATTITUDE

With the help of the field instructor

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.

Learner begins to adopt professional attitudes pertaining to social work values and principles. These are manifested in the way in which:

The learner accepts individual in spite of their socio-economic background and their behaviour.

Tries to motivate client system to participate in the task of problem solving.

Develop and manifest respect and concern for the client system

Appreciates and acknowledges expertise of others and works cooperatively with colleagues and staff

Shows beginning awareness of personal strengths and limitations.

Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : CONCURRENT PRACTICE LEARNING Learning
Opportunity No. : 7.2

Level : UG 1 (Second Semester)

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.

Objectives:

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.

Criteria for Practice Teaching, Learning and Evaluation Development in areas of Knowledge, Skills and Attitudes. 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.