



# **RAICHUR UNIVERSITY, RAICHUR**

## **Under Graduate Curriculum for Degree of Bachelor of Social Work (I & VI Semester)**

**As per Revised NEP 2024  
With Effect from the Academic year from  
2024-25 and onwards**

**SECOND SEMESTER**

Sl.	Course Code	Title of the Paper	Teaching Hours/week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	L2.1	Language-1 (As per the common syllabus for BA Programme of Raichur University)	4	80	20	100	3	3
2	L.2.2	Language-2 (As per the common syllabus for BA Programme of Raichur University)	4	80	20	100	3	3
3	DSC2.1	Social Case Work	6	80	20	100	5(T)+ 1(t)	3
4	DSC2.2	Social Group Work	6	80	20	100	5(T)+ 1(t)	3
5	SWP2.3	Field Work Practicum -II (Concurrent Field Work)	8	80 Vivo-Voce	20	100	6	-
6	CC 2.4	Environmental Studies	2	40	10	50	2	2
<b>Total</b>			<b>28</b>	<b>440</b>	<b>110</b>	<b>550</b>	<b>26</b>	<b>-----</b>

**Note:** T: Theory, t: Tutorial P: Practical, DSC: Discipline Specific Course, C: Compulsory Course S: Skill and E: Elective.

\* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the UGC Model Curriculum for Social Work Education, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). **Hence, the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

## **The Preamble**

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group, and community levels to fulfill their unmet/felt needs and find the solutions to the problems which inhibit them to lead a meaningful and satisfying life in the society. The profession is especially concerned with the advancement of economic interest of the people with social justice and at the same time it helps to seek a deeper source of happiness i.e. self-realization. Social workers view people and their environment as integrally intertwined and interdependent. As service professionals and change agent social workers not only work with individuals to effect personal changes, but also share a commitment to working towards changes in institutions and society. The profession is committed to encourage the people to take a broad view of the issues and challenges confronting any person, group or their organization; and thus places emphasizes on taking a holistic view of human life.

Strong foundation of social work education and practice is based on its three primary (Social Casework, Social Group Work and Community Organization) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the class room settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people. Social work believes in the individual freedom, human rights and individual and collective responsibility where the welfare of the people is at the center stage i.e. there is no clash of interest between society and its units. It prepares the human beings at different stages of their life to face and address the challenges and for this it draws the knowledge, theories, skills, values and norms from many other social sciences.

Social work firmly believes in the inherent and hidden potential of the people and the need based optimum use of the available resources in the environment. It focuses on the individual wellbeing in a social context that would consequently lead to larger collective growth and wellbeing. As a profession, social work believes in the interplay of individual and environmental resources that impact each other contributing positively to the growth and development of the people and society. Professional social workers are always aware and sensitive to the cultural and ethnic diversities and crunch of resources that leads to discrimination, poverty, unemployment, deprivation, and injustice. Social work activities are found in form of direct and indirect services like direct practice, supervision, consultation, administration, counseling, advocacy, social action, extension work, policy planning and development, education, research and evaluation. Each has its arena of practice; in seclusion or

as is mostly seen in conjunction. Theories of Social Work practice have made sense of a lot of unknown social phenomenon, and over decades to come up with a vivid picture of social realities.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: in terms of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

Society is not a static entity as change is the law of nature. With the changes taking place in the society, the nature of the human needs and the ways and means to satisfy them also change, the social reality diversifies and the economic social and technological advancement create new challenges, new issues and new problems. Social work which is deemed to be a panacea for all social problems has to be abreast of all these realities and social work educators and practitioners should also change them accordingly. It is against this back drop that the University Grants Commission (UGC), New Delhi, has appointed an Expert Committee for drafting Learning Outcomes based Curriculum Framework (LOCF) for Social Work Syllabus at undergraduate level intending to prepare a uniform pattern in terms of Model Syllabus for the institutions imparting social work education at the UG level.

Bachelor of Social Work (BSW) is an undergraduate programme/course aimed at preparing its learners to be Professional Social Workers at the grassroots levels. As Social Work is a practice-based profession, the BSW course has been designed with a good combination of theory and practicum (fieldwork). This helps the learners to imbibe the right attitude, values, knowledge, and skills required to be industry-ready or social entrepreneurs as per their interests and needs of the target communities of the social work profession. The Raichur University (RU), Raichur has provided an excellent opportunity to all the stakeholders of Social Work Education at the undergraduate level to take it to the next level. It is in this backdrop that the Board of Studies (B.O.S.) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

## Introduction

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes.

Contemporary India is unique in terms of having more than 50 percentage of its population below the age of 25 years. The country needs to address the needs of students aspiring for professional education and for them to be well equipped with knowledge and skills to take up employment. There is a need to inculcate in them an attitude for life-long learning and understand the need for ongoing skill development. It therefore posits the need for paying attention to skill building and enhancing employability of these youth and to give them the direction for building the foremost nation of the world. In this direction, the Institutions of higher education have an important role to play.

Social Work is a dynamic profession and always endeavors to respond to fresh challenges. Located in the very depth of the socio-cultural milieu, its very existence depends on this response to a changing context. It addresses the concerns of society and develops young social work professionals with the best of knowledge, skills and attitudes.

As is the case with other professions, Social Work too has a 'science' and an 'art' to it. Besides its core domains, it draws upon other disciplines. Over years, all professions have grown, and with expansion of knowledge, the boundaries between different disciplines have become porous. It therefore emerges (a) that curricula need to be revisited and revised; (b) supportive knowledge areas and skill demands for practice be addressed in the curriculum; (c) employability of young professionals should be kept in view; (d) pedagogies should be innovative and evolving out of the profession and (e) assessment and evaluation need to have a wide coverage of the knowledge and skills acquired during the course of study.

## **Vision**

The LOCF-Social Work envisions the creation of a just and humane environment where professionally trained social workers having a quest for life-long learning and deeper sense of service, help people in enhancing their capacity and efficacy in finding lasting solutions to their problems and fulfillment of diversified needs, and thus work towards making this world livable in a free and fair manner in harmony with nature.

## **Mission**

The Mission of Learning Outcomes based Curriculum Framework for Social Work is to ensure quality education to the aspirants foreseeing the developmental trends in higher education, incorporating multi-disciplinary skills, making professional education and practice of social work more attractive, preparing the youth for life- long learning in a competitive world and ultimately increasing the chances of their employability on the one hand and shaping their personality to take up new challenges, new assignments and new responsibilities comfortably on the other, and thus ultimately contributing in the mitigation of the problems of suffering humanity.

## **Learning Outcomes-Based Curriculum Framework (LOCF) for Social Work Education at the Under-Graduate Level.**

The Learning Outcomes-Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through Field Work Training;
2. Knowledge of Media and Information Literacy in the context of Social Work practice;
3. Application of Programme Media in social work practice;
4. Skill development and entrepreneurship abilities to be taught at undergraduate levels;
5. Learning by doing through concurrent and block Field Work which provides an opportunity to the students to practice in diverse settings;
6. Selection of courses of their choice from a range of electives which allows in-built flexibility for students to learn what they are truly interested in and avoid that which they may not be much inclined to learn; and
7. Development of research and analytical abilities through dissertation as a separate paper at the honors or research degree level in the fourth year of the undergraduate degree.

## **Aims of Bachelor's Degree Programme in Social Work**

The specific aims of learning outcomes-based curriculum framework (LOCF) in social work are:

- a. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
- b. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
- c. To inculcate in the students values of enquiry and research; and thereby develop

- problem solving and decision making abilities;
- d. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population;
  - e. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
  - f. To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
  - g. To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development
  - h. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work- thereby developing in them the vision to work towards an egalitarian society.

### **Program Outcomes**

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

1. Gain in-depth knowledge of the history, philosophy, values, ethics, and functions of the social work profession, and its linkages with other social science disciplines;
2. Have a complete understanding of the core and ancillary methods of professional social work and its practice base;
3. Imbibe the spirit of inquiry and research, and thereby develop problem-solving and decision-making abilities;
4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop as young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. Imbibe the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.
9. Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.

## Major Components of the Program Structure

The following are some of the key components included in this syllabus as per the Revised NEP guidelines:

**Discipline Specific Course (DSC):** These courses which form the heart of Social Work Education are to be compulsorily studied by learners as a core requirement to complete the requirement of BSW programme/course. These major subjects include theory, methods, and areas of social work and research-based projects. In their search-based project, students will be offered to learner search methodology and prepare a small dissertation. In addition, Social Work Practicum (fieldwork) is the backbone of social work education which involves multiple learning pedagogies and activities in real-life situations.

**Elective (E):** An elective course is a course that can be chosen from a pool of papers. It may comprise:

1. Supportive to the discipline of Social Work,
2. Providing an expanded scope required for Social Workers at the grassroots level,
3. Enabling exposure to some other discipline/domain as required for Social Work Practice, and
4. Nurturing proficiency/skill required for Social Work Practice at the grassroots levels.

Thus, these DSE courses are a value-addition to the students of social work in strengthening their knowledge and skills and bringing about high-quality standards in practice learning.

Apart from the above components there are compulsory courses also included in the course structure.

### **The format of the LOCF Social Work curriculum includes the following:**

**Compulsory Course (CC):** Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

**Field Work Practice (FWP):** Concurrent fieldwork placement aims at on-going learning through integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real life situations. In structuring the field work, the essence of learning has been of making it incremental over the six semesters. The first semester has now a theory paper on field work which includes self-awareness, ethics of practice, report writing, and skills and techniques. It is considered that a theory paper will develop a deeper understanding among the students of importance of field work and make them ready for working in agency/community. The Semester 2 also has a different format with observation visits to different settings of Social Work practice. Programme media workshops will develop their skills for practice in settings in forthcoming semesters.



**Social Work Camp (SWC):** The 5 to 7 days camp will acquaint the students with rural and tribal scenario and their socio-economic aspects. They will in this manner get familiarized with group dynamics and power structures in a rural Community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The camp trains students in the art of organizing and managing activities and events relating to camp.

**Internship:** In Fifth semester, each student shall take up an internship programme which aimed at on-going learning through integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real life situations. Students shall be placed for internship at various governmental and non-governmental organizations, institutions, projects, and community based organizations, The evaluation of student performance is an "on-going" process, in which the Field Instructor provides the student with constructive feedback and an accurate description of their performance. Student internship performance is jointly evaluated by the Field Instructor and the student.

**Dissertation/project Work:** In Semester Six of the programme, the students will be required to work on a dissertation apart from their theory and fieldwork courses. The topic for the dissertation will be decided in consultation with the concerned faculty supervisor on any relevant and contemporary social issue or social problem. It will give them an opportunity to develop their research skills.

### **Assessment Process**

There will be continuous internal assessment as well as term-end examination, as part of the assessment process.

### **Continuous Internal Assessment**

Evaluation process of IA marks shall be as follows:

1. The first component (C1) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
2. The second component (C2) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, fieldwork, internship/industrial practicum/project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
3. During the 17<sup>th</sup>–19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each Course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 80%.
4. In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test touch and debate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
5. For assignments, tests, case study analysis etc., of C1 and C2, the students should bring

their own answer scripts (A4size), graph sheets etc. required for such tests/assignments and these be stamped by the concerned department using the department sealant the time of conducting tests/assignment work etc.

6. The outline for continuous assessment activities for Component-I (C1)and Component-II(C2) of a course shall be as under;

**Outline for continuous assessment activities for C1and C2 are as follows:**

<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Tests (Two)	5% marks	5% marks	10
Assignment cum Seminars /Presentations	5% marks		05
Attendance	5% marks		05
<b>Total=</b>			<b>20</b>

**Assessment of Social Work Practicum**

Supervised Concurrent Field Work Practice is an integral part of Social Work Training Programme. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare Agencies/Institutions/Organizations and other type of placements. The Educational Programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of the cortical knowledge taught in the class room to actual situations requiring Social Work Intervention. Learning is added through Observation, Analysis of Social Realities and Experience of participation in designing and providing Social Work Intervention. Students are encouraged to acquire various skills from simple to complex, to become gradually independent workers. *Social Work Practicum programme is to be carried out for 16 hours for Two days in a week.*

**Field Work Practice Evaluation**

Outline for continuous assessment activities for Field Work Practice are as follows:

<b>Activities</b>	<b>Total Marks</b>
Regularity, level of participation and leadership in the execution of planned fieldwork activities	10
Regularity and level of participation in Individual and Group Conferences (50% weight age)and regularity and neatness in writing and submission of Field Work reports / records (50% weightage).	05
Case study/ Assignment related to Fieldwork	05
<b>Total</b>	<b>20</b>

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 80marks attend of each semester assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate

shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or has qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

## **SECOND SEMESTER**

### **Course Code and Title: DSC 2.1. Social Case Work**

#### **Course Objectives:**

- To understand human behavior and coping capacities of individuals.
- To understand the principles and techniques of working with individuals and families.
- To learn the applicability of social case work in various setting.

#### **Learning Outcomes:**

- Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
- Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

#### **Unit–I. Introduction to Social Case Work**

Introduction to Social Case Work: Meaning, Definition, Nature and Scope of Social Case Work; Historical Development of Social Case Work Method.

Components of Social Case Work: The Person, the Problem, the Place and the Process.

#### **Unit-II. Components, Principles and Process of Social Case Work**

Components: Person, Problem, Place and Process

Principles of Social Case Work: Individualization, acceptance, client self-determination, controlled emotional involvement, confidentiality, non-judgmental attitude, purposeful expression of feelings.

Social Case Work Process: Intake, Study, Assessment, Intervention, Evaluation, Termination, and Follow-up.

#### **Unit-III. Approaches, Tools, and Techniques of Social Casework**

Approaches to Case Work: Psycho-social Approach, Functional Approach, Problem-solving Approach, and Holistic Approach.

Tools in Social Case Work: Interview, Home Visit, Observation, Listening, Communication and Rapport Building.

Techniques of Social Case Work: Supportive Techniques, Resource Enhancement Techniques and Counseling.

#### **Unit IV. Skills, Recording, and Settings of Social Casework**

Skills in Social Case Work Practice

Records: Purpose and principles of recording.

Application of Social Case Work in Various Settings: Family and child welfare settings, School settings, Medical and psychiatric settings, Correctional settings, Industrial settings.

Role of Social Worker in case work settings.

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Upadhyay, R.K. 2010. Social Case Work: A Therapeutic Approach. Jaipur: Rawat Publications.

**Lecture videos available on YouTube:**

Methods of Working with Individuals and Families: e-pathashala,

URL: <https://www.youtube.com/watch?v=uHAw11E5QPM>

Stages of Case Work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=5dXLshcX4gU>

Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=ausahOeYOMQ>

Treatment in Social Case work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=oKnDldvSJXo>

Recording in Social Case Work: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=8B0oagqBD6s>

Major Components of Social Case Work: MOOCs EMRC Osmania University.

URL : [https://www.youtube.com/watch?v=\\_AqQgCVaZO0](https://www.youtube.com/watch?v=_AqQgCVaZO0)

Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=Nqo9owG8WkA>

Social Case Work in School Setting: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=61Dy8nOip7g>

Process of Case Work: CH-03: PRABODH (Social Science-I).

URL: <https://www.youtube.com/watch?v=6-4vFApTAGw>

IGNOU Study material:

Philosophy, Principles and Components of Social Case Work, Module 3, Quadrant 1, URL:

[http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/social\\_work\\_education/work\\_with\\_in](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/work_with_individuals_an)

[dividuals\\_an](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/work_with_individuals_an_d_families/03._philosophy,_principles_and_components/et/6089_et_et.pdf)

[d\\_families/03.\\_philosophy,\\_principles\\_and\\_components/et/6089\\_et\\_et.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/work_with_individuals_an_d_families/03._philosophy,_principles_and_components/et/6089_et_et.pdf)  
IGNOU Study material available at website: <http://www.ignouhelp.in/ignou-msw-study-material/>

Basics of Social Case work: URL: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf>

Kumar Renuka: Social Work Methods, URL: <http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>.

## **Course Code and Title: DSC 2.2. Social Group Work**

### **Course Objectives:**

- To develop understanding of types of groups, processes and techniques of group work.
- To develop skill to apply group work method.
- To understand application of group work method in various settings.

### **Learning Outcomes**

- Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice
- Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups

### **Unit-I. Introduction to Social Group Work**

Introduction to Social Group Work: Meaning, Definitions, Objectives, and Principles of Social Group Work - Historical Development of Social Group Work. Types of Groups: Support Groups, Educational Groups, Growth Groups, Therapy Groups, Socialization Groups, and Social Action Groups.

### **Unit-II. Group Dynamics and Theories Underlying Group Work Practice**

Group Dynamics: Role, Leadership, Decision making, Sub-group, Isolation, Bond, Contagion, Scapegoat, Conflict and Group control. Theories Underlying Group Work Practice: Systems Theory, Psychodynamic Theory, Learning Theory, Field Theory, and Social Exchange Theory.

### **Unit-III. Processes of Group Work**

Processes of Group Work: Pre-group Formation Phase (formulating group's purpose, deciding the composition of the group, determining the size of the group, enrolling the members, and contracting), Initial Phase (self- presentations by the worker and the members, orientation about the group work, goal formation, structuring the group session, and reviewing the contract), Middle Phase (making arrangements for the conduct of group sessions, structuring the time, facilitating group meetings, and assessment of the group's progress), Evaluation of the Group, Termination and Stabilization of the Change Efforts. Programme Planning in Group Work Practice.

## Unit-IV. Skills, Recording and Social Group Work Practice in various settings

Skills required in Social Group Work.

Role of Social Group Worker through the Group Work Process. Importance of Recording in Social Group Work: Principles of recording, Types of records, and structure of records. Application of Social Group Work in Different Settings: Community Development Setting, Clinical Setting, School Setting, Institutions for Delinquents, Institutions for Women, Institutions for the Aged.

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## **Course Code and Title: SWP 2.3. Field Work Practicum-II**

### **(Concurrent Field Work)**

#### **Course Objectives**

- To understand the basics of fieldwork, concept of self and fieldwork and the professional role of social workers.
- To critically understand and Appreciate Programmes and projects of governmental and non-governmental organizations.
- To enhance importance of skills in report writing and documentation

#### **Course Outcomes**

- Able to understand the concept of fieldwork education to develop self-awareness
- Able to develop skills in fieldwork report writing, record of the observation visits and engage in meaningful discussions during group interactions
- Able to understand Programmes and projects of governmental and non-governmental organization

#### **Field Work Contents (Tasks /Activities)**

##### **Field work practicum of Second Semester comprises Concurrent field work**

**Concurrent Field Work:** The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for one day (08 hours) per every week of the semester.

The student shall complete a minimum of 15 days of visits in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery.

Submission of reports to their allotted respective faculty supervisors.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

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