

Syllabus
SOCIAL WORK

Admitted Batch 2008 - 2009



Andhra University

SUBJECT COMMITTEE

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ANDHRA UNIVERSITY
B.A. Social Work Syllabus Admitted batch 2008-09
List of papers

Paper I
(Core – 1) Social Work Profession, Philosophy and Basic Social Science Concepts

Paper II
(Core – 2) Social work Intervention – Basic methods

Paper III
(Core – 3) Social work Intervention – Auxiliary methods

Paper IV
(Optional) a. Management of Non Governmental Organisations

or

b. Social Work with HIV/AIDS

or

c. Social work with Elderly and Challenged

or

d. Social work with women and children

ANDHRA UNIVERSITY
B.A. Social Work Syllabus for the academic year 2008-09
Scheme of Instruction
Social Work

The scheme of instruction for B.A. Social Work be as follows

Year end Name of the Paper	Marks		Hours of Work* Per week	
	Theory	Practicum	Theory	Practicum*
First Year:				
Core I: Social Work Profession, Philosophy and Basic Social Science Concepts	75	25	6	2
Second Year:				
Core II: Social Work Intervention - Basic Methods	75	25	6	6
Third Year:				
Core III: Social Work Intervention – Auxiliary Methods.	75	25	5	3
Core IV: (Optional)				
a) Management of Non Governmental Organisations				
or				
b) Social Work with HIV/AIDS				
or				
c) Social Work with Elderly and Challenged	75	25	5	3
or				
d) Social Work with Women and Children				
Total Marks: Theory = 300+Practicum = 100 = 400				

* Field work being a curricular activity, the hours meant for field practicum have to be shown in the time table along with the theory hours.

Paper I **Social Work Profession, Philosophy and Basic Social Science**
(Core – 1) **Concepts**

- UNIT I **Social Work:** Definition, Nature & Scope, Origin of social work Profession in US and India. Religious roots of humanity, charity and philonthropy.
- UNIT II **Goals of social work** – Developmental and radical; Generic Principles of Social Work, social work values and ethics; concepts of social work - social welfare, social service, social services, social development and social change; Fundamental Rights and directive principles of state policy in Indian Constitution.
- UNIT III **Social Reform Movements and Social Work Profession** with special reference to Brahma Samaj, Arya Samaj and, Movements for widow-remarriage in A.P.
- UNIT IV **Groups and Communities:** Definition of group, characteristics, types of groups and communities; social stratification; social inequality and social exclusion.
- UNIT V **Understanding Human Behaviour:** Stages of human development Heredity, Environment; Motivation and Perception. Personality - Definition; factors influencing personality.
- UNIT V I **New economic order in contemporary India** - Liberalization, privatization and globalization. Changing role of the state and NGOs.

References

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Paper II **Social Work Intervention – Basic Methods**
(Core – 2)

- Unit I **Working with individuals** – case work as a method of social work, definition, relevance; historical Development; Principles of case work; components of social case work – Person, Place, Problem, Professional and Process – study, diagnosis and treatment. Practice in different settings such as hospitals, schools, industry, correctional institutions and family.
- Unit II **Techniques, Skills and recording** : Techniques of case work – communication, listening, use of self with awareness, and professional relationships. Qualities of a helping relationship and a helping professional; skills in working with individuals –rapport establishment, interviewing, enabling, facilitation, resource mobilization, training, reflective thinking and analysis. Recording - principles, types. Discussion of a case record.
- Unit III **Groups:** Significance of group, group dynamics - Leadership, isolation, decision making, contagion, conflict, communication and relationships.
- Unit IV **Working with the groups** – Group work as a method; historical development, values & Principles, skills in group work. Group work process, techniques of group work, use of group work in different fields of social work – hospitals, correctional settings, schools and communities, recording in group work. Discussion of a group record.

- Unit V **Community** – Problems of Communities, Community organization – Definition and scope as a method in relation to other methods of social work.
- Unit VI **Principles, Skills and use of Community Organization:** Principles of community organization; Skills of community organization practitioner - problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation and networking. Use of community organization in different settings - rural, urban, tribal and coastal..

References

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Paper III **Social work Intervention – Auxiliary Methods**
(Core – 3)

- Unit I **Social Action:** Meaning, scope, principles, various techniques and stages of social action.
- Unit II **Social work research:** Meaning, scope, difference between social work research and social research. Stages of social work research.
- Unit III **Sampling** – meaning; probability and non-probability sampling, types of sampling limitations.
- Unit IV **Tools of data collection -** Questionnaire, Interview Schedule and observation.
- Unit V **Development Administration:** Meaning and nature. Principles – planning, organization, staffing, recording and budgeting.

Unit VI **Basic requisites of forming a NGO:** Constitution, By-laws, Memorandum of association; Registration of organization.

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Steiner, R. : *Managing Human Service Organization, From Survival to Achievement*, Beverly Hills: Sage.
1977

Paper IV **Social Work with HIV/AIDS**
(Optional – B)

- Unit I **HIV/AIDS** – Definition; prevalence in the world, India and AP; symptoms of HIV/AIDS, Causes.
- Unit II **HIV/AIDS** - Public health implications - Role of prevention – importance of communication; treatment approaches; services - VCTC, PPTCT and related services.
- Unit III **Psycho-social implications** of HIV on infected and affected persons with special reference to women and children; stigma and its implications for marginalisation of PLWHA; Community based care and support programmes.
- Unit IV **Role of Social Worker:** in working with persons infected/affected with HIV/AIDS; Social worker as a counselor; ethical issues in counseling.
- Unit V **Government and Non-Governmental Organisations:** Role of UNAID, NACO, APSACS, NGOs and media in the prevention and control of HIV/AIDS.
- Unit VI Examination of 3 research studies covering awareness, stigma, psycho-social implications.

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1997
- Park, K. : *Park's Text Book of Preventive and Social Medicine*, Jabalpur: M/s.Banarsidas Bhanot, pp.271-281.
2005

Premilla D' Cuz : *Family Care in HIV/AIDS*
2004

Stine J, Gerald : *AIDS Update 1999*, New Jersey: Prentice Hall.
1998

Paper IV **Social work with Elderly and Challenged**
(Optional – C)

Unit I **Elderly** - Concept and definition. Problems of elderly - socio-economic and health problems; elder abuse and neglect

Unit II **Provisions and Services:** Constitutional and legislative provisions for elderly; Institutional and Non-Institutional services for elderly.

Unit III **Challenged:** Concept and classification - Blind, deaf-dumb, and orthopaedically handicapped, mentally challenged, mentally ill - causes and consequences.

Unit IV **Governmental and Non – Governmental Efforts:** Governmental and Non-governmental programmes and services for different types of challenged.

Unit V **Social work Practice with Elderly and Challenged:** use of social work methods while working with elderly and challenged.

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Guidelines for Social Work Practicum in the Model Common Core Syllabus

Social work is a practice oriented profession. Hence, the content offered during its education must have the vital component of practice learning opportunities. In other words Social Work education programme is incomplete without satisfactory provision of guided practice learning (UGC:2001). This guided practice learning is done through field work.

Fieldwork being an indispensable aspect of social work curriculum, it plays a very important role in Social Work Education. While theory is taught in the classroom, values of social work, and the skills in using the methods are learnt at the field level. In social work education, field work has to be done under the guidance of a supervisor who during supervisory conferences tries to inculcate the values and skills of social work in the student. The proceedings of the supervisory conference have to be recorded by the student in the supervisory conference sheets (Please see annexure-1) after the conference and then signed by the student and the concerned teacher.

The students are expected to adhere to the following guidelines for field work during all the 3 years of their course.

1. Field work records should be prepared exclusively for field work, properly maintained and submitted every week to the concerned teacher incharge of field work. Records have to be viewed as an expression of interest, engagement in practice, and as a product of work done. They should indicate a continued process of conscious growth of the professional self of the student. Appropriate teaching learning remarks written on the record should describe the abilities, skills, behaviour and attitude of the student toward learning.
2. The student shall carry a diary along with him / her to the field and an up to date work diary shall be maintained by the student.
3. Weekly individual and group supervisory conferences should be conducted and the proceedings noted in the field work supervisory conference sheet.
4. The teacher incharge of student field work should scrutinize the record and put his / her signature with specific remarks. The conference sheets be submitted to the external examiners along with fieldwork record during the viva-voce examination.
5. The students during a year should attend to a maximum of 20 weeks field work. To be eligible to be evaluated during the year end examination the student should attend to a minimum of 15 weeks (75%) of field work.

Field Work during First Year

During the first year there shall be 2 hours of fieldwork per week which includes giving information on philosophy, concept scope and significance of field work and report writing. Fieldwork during this period includes observational visits to a minimum of eight welfare institutions covering settings such as health, education and those catering to special groups such as the handicapped, destitute, aged, women, children etc. These visits aim at helping the student to understand the functioning of various human service organizations in the community and to learn how to enable the client to make use of their services available there in case of need. These observation visits aim at understanding the

- 1 History, Philosophy, thrust area, values, assumptions and principles of the organization and its services.
- 2 Socio-economic background, needs and problems of the client system it serves.
- 3 Organizational pattern and administration of the different programmes/services /strategies and their relevance to the needs of people. The interrelationship between problems at the micro-level and macro level and
- 4 Problems faced by the people in relation to the policies and services of the agency, and participation of the client system in the management.
- 5 Role of social work in the organization
- 6 Role of other professionals in the organization of services/programmes, strategies
- 7 The administration and Funding Pattern of the organization.

The fieldwork records of the student have to reflect the above.

The fieldwork during first year shall carry a maximum of 25 marks.

Field Work during Second Year

In the second year of UG social work, the students will be placed for field work in different welfare/development organizations for a period of 6 hours a week at the rate of 2 hours a day.

During the field work the student with the help of the field work supervisor is expected to

- a. Obtain information about the individuals/groups from different sources and select assignments such as sports competitions, health campaigns, early child programmes, hygiene and sanitation, and environment awareness.
- b. Select the activities and resources related to the tasks undertaken, such as organizing the client system and fund raising.
- c. Plan, organize, implement and evaluate the activity with coworkers and others in the agency.
- d. Involve individuals/groups in the tasks undertaken.
- e. Understand the method of utilizing the available community resources through written personal appeals.
- f. Analyse 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.
- g. Relate meaningfully to: (i) Individuals/groups (ii) Coworkers / Staff.
- h. Participate in simple administrative procedures related to the tasks such as official filing, correspondence, minutes, reports, and documentation.
- i. Record relevant facts (either individually or with coworkers) related to the activity undertaken and utilize the recordings as a tool for learning in conference and seminars.
- J Utilise field instruction as a medium of learning and assume responsibility for own learning, for example participating in groups and conferences.
- k. See the relationship between classroom teaching and field practice.

The student has to take care that the above are reflected in his / her records.

The fieldwork during the second year shall carry a maximum of 25 marks.

Field Work during Third Year:

In the third year there shall be fieldwork for 6 hours per week at the rate of 2 hours a day. The third year students will be placed in a low-income community for fieldwork. The students are required to form and work with youth clubs and mahilamandal's and conduct adult education classes. Also they are expected to take up work related to the area of their optional paper.

- 1 With the help of the field work supervisor the learner is expected to
 - a) Under take Socio-economic survey to understand factors in the neighborhood and community, which affect the client system and the type of needs/problems of the community.
 - b) Understand reasons for these needs/problems, such as poverty, unemployment/lack of employable skills and
 - c) Identify the thrust areas, rules and regulations of agencies and their services available, in response to these needs/problems.
 - d) Identification and use of appropriate social work methods to deal with the problems identified.

The fieldwork during third year shall carry a maximum of 50 marks (25+25).

At the end of each year the field performance shall be evaluated both by the internal examiner and external examiner appointed by the university. To have first hand knowledge about the performance of the students, a viva on field practicum shall be conducted on the basics of the records submitted. This has to be conducted and evaluated by both the external examiner and the lecturer in charge of field work of the student. The external examiner shall send the marks to the university directly.

Annexure – 1

Field work supervisory conference sheet

Name of the agency		Name of the student	Name of the field work Supervisor		
Date and time of Conference	Area covered	Follow up plans	Remarks of the Supervisor	Signature of the student	Signature of the teacher