

ANDHRA UNIVERSITY

**Regulations and Syllabus relating to
M.A.DEGREE EXAMINATION IN
SOCIAL WORK
(Syllabus under Credit Based Choice System)
(With effect from 2015-2016)**

REGULATIONS

1. Candidates for the Master of Arts Degree Examination shall be required:
 - (a) To have passed the qualifying examination of this University as detailed in Annexure I, or an examination of any other University recognized by the Academic Senate as equivalent there to; and
 - (b) To have undergone subsequently a further course of study extending over a period of two academic years in this University, each academic year consisting of two terms ordinarily consecutive:

Provided that the B.O.M. shall have power to grant-exemption from the production of the prescribed attendance certificates in the subjects: in which instruction is available in the University College to candidates.

- i. Who have obtained the prescribed qualifications noted in Annexure II against the M.A.Degree Course or an examination recognized as equivalent thereto; and
 - ii. Who, by the time they appear at the next higher examination, shall have completed at least one year after they passed the previous qualifying examination.
2. The course and scope of instruction shall be as defined in the syllabus prescribed.
 3. (a) The course consists of 4 semesters, two in first year and two in second year.
 - (b) The candidates shall be required to take an examination at the end of each semester of the study as detailed in the scheme of examination. Each paper of the semester-end examination shall unless otherwise prescribed, be of three hours duration and carries 80 marks.
 - (c) In addition, two mid exams, one on-line with multiple choice questions and the other one, conventional (descriptive) type for 20 marks each for theory papers will be conducted under internal assessment. The average of these two mid exams shall be taken as marks obtained for the paper.
 - (d) A candidate appearing for the whole examination shall be declared to have passed the examination if he/she obtains not less than E grade, i.e, 35% of the total marks in all the papers put together in the semester- end for a maximum 100 marks in each paper. All other candidates shall be deemed to have failed in the examination. Candidates who have completed the first semester course and have earned the necessary attendance and progress certificates shall be permitted to continue the second semester course irrespective of whether they have appeared or not at the previous examination. Such candidates may be permitted to appear for the First semester and Second semester examination but they should register for 1st Semester examination.

4. (a) The candidate shall be required to take an examination at the end of the second semester of the course of study as detailed in the Scheme of Examination. Each paper of the examination shall, unless otherwise prescribed, be of three hours duration and carries 85 marks.

(b) In addition, two mid exams, one on-line with multiple choice questions and the other one, conventional (descriptive) type for 20 marks each for theory papers will be conducted under internal assessment. The average of these two mid exams shall be taken as marks obtained for the paper.

(c) A candidate appearing for the whole examination shall be declared to have passed the examination if he/she obtains not less than E grade, i.e., 35% of the total marks in all the papers put together in the semester-end for a maximum of 100 marks in each paper. All other candidates shall be deemed to have failed in the examination.

(d) Candidates who have completed the second semester course and have earned the necessary attendance and progress certificates shall be permitted to continue third semester course only if they have passed 50% of the subjects of first and second semester examinations put together in previous examination.

The items mentioned in (4) may be followed in the 3rd and 4th semesters also.

5. The Scheme of Instruction, Regulations concerning semester and examinations, and the Scheme of Examination as per Credit system of the branches shall be as given in Annexure II, Annexure III and Annexure IV.

6. (a) Notwithstanding anything contained in the above regulations, in the case of Project Report/Dissertation and Concurrent Field Work/Consecutive Field Work/Block Field Work, candidates shall obtain not less than D grade, i.e., 40% of marks to be declared to have passed in the examination, and in the case of Viva-Voce examination not less than C grade, i.e., 50% of marks.

(b) Candidates shall put in attendance at the college for not less than 75% of the total number of working days in each semester. If a candidate represents the University officially at games, sports or other officially organized extra-curricular activities, it will be deemed that he/she has attended the college on the days he/she is absent for this purpose.

7. The names of the successful candidates at the examination shall be arranged in the order in which they are registered for the examination as follows on the basis of Grade and Grade points obtained by each candidate at the First, Second, Third and Fourth semester examinations put together.

M.A. Social Work, Andhra University - Grades and Grade Point Details
with effect from 2014-15 Admitted Batch

S.No	Range of Marks	Grade	Grade Points
1.	> 70 %	O	10.0
2.	60 % – 69 %	A	9.0
3.	55 % - 59 %	B	8.0
4.	50 % - 54 %	C	7.0
5.	40 % - 49 %	D	6.0
6.	35 % - 39 %	E	5.0
7.	< 35 %	F (Fail)	0.0
8.	The Grade W represents failure due to insufficient attendance in a year or semester	W	0.0
9.	Incomplete (Subsequently to be changed into pass or E to O or F grade in the same semester)	I	0.0

Only those candidates who appear and pass the examination in all the papers of the First semester of the M.A.Degree Examination, all the papers of the Second semester, all the papers of the Third semester, and similarly all the papers of the Fourth semester, at first appearance are eligible to be placed in O grade. However, no candidate who has not passed all the papers relating to any semester at the first appearance shall be eligible for the Award of Medals or Prizes by the University and to receive certificates of rank obtained by them in the examination.

Candidates declared to have passed Master's Degree course in Arts, Science, Commerce and Management Studies and also Diploma courses, obtaining third or second class may reappear for the same examination to improve their class by appearing for the papers of the first, second, third and fourth semester-end examination or whole or all four examinations with the existing regulation without further attendance at a college. Such reappearance shall be limited only to five chances with in 5 years from the date of first passing the final examination. Such candidates are not required to cancel their earlier results unless they want to retain their later result.

Provided further that candidates declared to have passed the first/second/third semester examination may reappear for the same examination before completing the Fourth semester examination to improve their grade by appearing for one or more papers of the first/second/third semester examination or whole of the first/second/third semester examination with the existing regulations without further attendance at a college. Such reappearance shall be limited only to 5 chances within 5 years from the date of first passing, the first/second/third semester examination. Such candidates are not required to cancel their earlier results unless they want to retain their later result.

Candidates who have reappeared for the examination under the above provision may opt for combining the better marks obtained by them at the latest examination to those of better marks obtained at earlier first, second, third and fourth semester–end examinations pattern for purposes of classification.

Candidates appearing for the above examination under transitory provision are eligible to appear and complete the examination or improve the class by appearing paper wise as long as the transitory regulations are in force. Thereafter they should take the whole examination under the regulations then in force.

ANNEXURE – I

Eligibility

<i>M.A. Degree Examination in</i>	<i>Qualifying Examination for Admission</i>
Social Work	B.A. Social Work as one of the subjects/ B.A. Social Sciences/ B.Sc./ B.Com./ B.L./B.G.L./B.F.A./ B.B.M./ B.A.L.

Annexure - II

SCHEME OF INSTRUCTION

First Semester:

<i>Course No.</i>	<i>Title of the Paper</i>	
First Semester:		
	101. Social Case Work	Core
	102. Social Group Work	Core
	103. History, Philosophy and Field Practice in Social Work	Elective
	104. Individual and Society	Elective
	105. Dynamics of Human Behavior	Elective
	106. Integrated Social Work Practice	Elective
	107. Gandhian approach welfare and development	Elective
	Concurrent field work	Compulsory
Second Semester:		
	201. Community Organization and Social Action	Core
	202. Social Work Research and Social Statistics	Core
	203. Social Problems and Social Legislations	Elective
	204. Human Rights, Social Justice and Social Work	Elective
	205. Participatory Development	Elective
	206. Population and Environment	Elective
	207. Unorganized Labour and Legislations	Elective
	Concurrent field work	Compulsory

Third Semester:

301. Life Skills and Soft Skills for Social Workers		Core
302. Social Policy and Planning		Core
303. Social Work with Elderly and Differently Abled.	(OR)	Elective

304 Political Economy and Development (OR)

305 Rehabilitation and after care services (OR)

306 Specialization papers Elective

(a) Human Resource Management (OR)

(b) Rural and Tribal Community Development (OR)

© Criminology (or)

(d) Social Medicine (OR)

(e) The Family – Changing Trends

307 Specialization papers Elective

(a) Labour Legislation and Labour Welfare (OR)

(b) Programmes for Rural and Tribal Community Development (OR)

© Crime, Criminal law and criminal policy (or)

(d) Psychiatry for Social Workers (OR)

(e) Family Welfare – Strategies and Interventions (OR)

Consecutive Field Work Compulsory

Fourth Semester:

401. Development Administration	Core
402. Corporate Social Responsibility	Core
403. a) Disaster management and Environmental Social Work (OR)	Elective
b) Project Report	
404 SHG and Micro Credit	
405 Social Work with HIV/AIDS	

Specialization papers**Elective**

- 406 (a) Industrial Relations and Trade Unions (OR)
 406 (b) Structure of Urban Community (OR)
 406 © Penology, custodial Institutions and legislations

406(d) Medical Social Work (OR)

406(e) Child Welfare

Specialization papers**Elective**

- 407(a) Organizational Behaviour (OR)
 407(b) Urban Community – Problems and Services (OR)
 407 © Correctional Administration and Social Defence
 407(d) Psychiatric Social Work (OR)
 407(e) Women and Development

Consecutive Field Work**Compulsory****Block Field Work Compulsory****Viva-voce Compulsory**

In first and second semesters the candidate has to study 2 core papers and has to select three electives out of the 5 elective subjects. In the third and fourth semesters the candidate has to study 2 core papers i.e., 301,302,401,402 and has to select 1 elective each from 303, 304 & 305 and 403, 404 & 405 and he has to select one paper from among 306a,b,c,d,e. and 1 from 307 a,b,c,d,e. likewise in the 4th semester also. The candidate who has selected 306(a) should also select 307(a), 406(a), 407(a) like wise. Field work is compulsory in all the semesters.

Candidates shall have field work in the agencies/communities specific to their area of specialization for a period of one month at the end of 3rd & 4th Semesters. They will have the field work supervisory conference on every Saturday morning between 9AM and 1PM for a minimum duration of half an hour per each candidate.

Further the candidates shall have block field work placement in organizations specific to their area of specialization and outside the place where their Departments are located, for a period of 6 weeks at the end of 4th Semester.

The following five specializations are offered during the third and fourth semesters. Each specialization consists of four papers (2 during third semester and 2 during fourth semester).

- (a) Personnel Management and Labour Welfare
- (b) Community Development
- (c) Criminology and Correctional Administration
- (d) Medical and Psychiatric Social Work
- (e) Family and Child Welfare

During all the four semesters the medium of instruction and writing examination is English only.

ANNEXURE – III**Regulations Concerning Semester-end Examinations**

(a) The semester-end examination shall be based on the question paper set by an external paper-setter and there shall be single/double valuation as per the University regulations.

(b) In order to be eligible to be appointed as an internal examiner for the semester-end examination, a teacher shall have to put in at least three years of service as a teacher for the degree class concerned.

(c) If the disparity between the marks awarded by both the examiners is 25% or less, the average marks shall be taken as the marks obtained in the paper. If the disparity happens to be more, the paper shall be referred to another examiner for third valuation. To the marks obtained in the third valuation the first or second valuation marks whichever is nearest to the third valuation marks are added for arriving at the average marks which shall be final.

(d) A candidate who fails in the semester-end examination or who is not able to take it even though qualified to do so shall be eligible to take the same examination at the end of the following year.

The concurrent field work at the end of first and second semester and consecutive field work at the 3rd and fourth semesters will have double valuation

Annexure - IV

Scheme of Examination as per Credit System

First Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Single valuation / Double Valuation (Internal + External) as per University rules	Internal Assessment
101	Social Case Work	6	100	80	20
102	Social Group Work	6	100	80	20
103	History, Philosophy and Field Practices in Social Work	6	100	80	20
104	Individual and Society	6	100	80	20
105	Dynamics of Human Behaviour	6	100	80	20
106	Integrated Social Work Practice	6	100	80	20
107	Gandhian Approach Welfare and development	6	100	80	20
	Case Presentations	6	100	80	20
	Concurrent Field Work	15	100	80	20
	Total	51	700	560	140

Average the marks obtained by a candidate to 100 to determine Grade point.

Second Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Single valuation/ Double Valuation (Internal + External) as per University rules	Internal Assessment
201	Community Organisation and Social Action	6	100	80	20
202	Social Work Research and Social Statistics	6	100	80	20
203	Social Problems and Social Legislations	6	100	80	20
204	Human Rights, Social Justice and Social Work	6	100	80	20
205	Participatory Development	6	100	80	20
					20
206	Population and Environment	6	100	80	
207	Unorganised Labour Legislation				
	Case Presentation	6	100	80	20
	Concurrent Field Work	15	100	80	20
	Total	51	650	560	140

Average the marks obtained by a candidate to 100 to determine Grade point.

Third Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Single valuation / Double Valuation (Internal + External) as per University rules	Internal Assessment
301	Life Skills and Soft Skills for Social Workers	6	100	80	20
302	Social Policy and Planning	6	100	80	20
303	Social Work with Elderly and Differentially Abled (OR)	6	100	80	20
304	Political Economy and Development (OR)	6	100	80	20
305	Rehabilitation and after care services (OR)	6	100	80	20
306	Specialization Papers: a) Human Resource Management (OR) b) Rural and Tribal Community Development (OR) c) Criminology (OR) d) Social Medicine (OR) e) The Family – Changing Trends	6	100	80	20
307	Specialization Papers: a) Labour Legislation and Labour Welfare (OR) b) Programmes for Rural and Tribal Community Development (OR) c) Crime , Criminal Law and Criminal Policy (OR) d) Psychiatry for Social Workers (OR) e) Family Welfare – Strategies and Interventions	6	100	80	20
	Consecutive Field Work	15	100	80	20
	Total	45	600	480	120

Average the marks obtained by a candidate to 100 to determine Grade point

Fourth Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Single valuation / Double Valuation (Internal + External) as per University rules	Internal Assessment
401	Development Administration	6	100	80	20
402	Corporate Social Responsibility	6	100	80	20
403	a) Disaster Management and Environmental Social Work (OR)	6	100	80	20
	b) Project Report	6	100	80	20
404	SHGs Micro Credits and Women Empowerment	6	100	80	20
405	Social Work with HIV + AIDS	6	100	80	20
406	Specialization Papers	6	100	80	20
	a) Industrial Relations and Trade Unions (OR)				
	b) Structure of Urban Community (OR)				
	c) Penology, Custodial Institutions and Legislation (OR)				
	d) Medical Social Work (OR)				
	e) Child Welfare				
407	Specialization Papers	6	100	80	20
	a) Organizational Behavior (OR)				
	b) Urban Community – Problems and Services (OR)				
	c) Correctional Administration and Social Defence (OR)				
	d) Psychiatric Social Work (OR)				
	e) Women Development				
	Consecutive Field Work	15		80	20
	Block Field Work	30		160	40
	Viva-Voce	6		100 *	
	Total	81		740	160

Average the marks obtained by a candidate to 100 to determine Grade point.

* Single Valuation by Viva-Voce committee.

Total Marks and Total Credits of M.A. Social Work:

Marks : First, Second, Third & Fourth Semesters put together : 700+700+600+ 900 = 2900

Credits: First, Second, Third & Fourth Semesters put together : 51+51+45+81 =228

SYLLABUS (CORE)

FIRST SEMESTER

101 SOCIAL CASE WORK

Objectives

- Understanding case work as a method of social work and its role in social work practice
- To have knowledge of values and principles of working with individuals.
- To develop knowledge of components of social casework.
- To develop knowledge of social resources and how they contribute to the uniqueness of social case work
- To know the various aspects of interview and its effective use in case work practice.
- To understand the role of worker client relationship and develop appropriate skills and attitudes to work with individuals.
- To understand various models of helping and their theoretical background.
- To understand the role of multidisciplinary approach in professional practice.
- To have knowledge about the use of casework in different practice settings.
- To develop skills in recording and measuring the effectiveness of Social Case Work.

UNIT I: Case work – definition, method in social work, its relationship with other methods in social work. Principles of social case work. Components of social case work – Problem, person, place, professional and process – Initiating a contact, collecting information, assessment and analysis, identifying areas needing intervention, intervention strategies. Knowledge and use of social resources.

UNIT II: Interview in case work – its structure, goals and components. Worker client relationship – qualities of a helping person and qualities of helping relationship.

UNIT III: Theories and models of helping – psycho-social, functional, problem solving, Crisis intervention and family therapy – critical analysis of models.

UNIT IV: Use of case work in different settings especially where complex psycho-social problems are handled like health, school, industry, correctional institutions and de-addiction programmes.

UNIT V: Social case recording – Need for recording, main considerations in recording, essential qualities and types of recording – discussion of select case records. Measurement of effectiveness of social case work.

References:

01. The Essence of Case Work Relationship
02. An Introduction to Social Case Work , Grace Mathew, TISS, 1991
03. Garrett, A. (1942). Principles of Social Case Recording, New York: Columbia University Press.
04. Social Case Work A Therapeutic Approaches, R.K. Upadhyaya, Rawat Publications .
05. Kadushin, A. (1972). Interviewing in Social Work, New York: Columbia University Press.
06. Peartman Helen Harris (1957). Social Case Work: A problem solving process, Chicago: University of Chicago Press.
07. Robert, Robert, W. & Nee Robert, H. (Eds.) (1970). Theories of social case work, Chicago: University of Chicago Press.

102 SOCIAL GROUP WORK (CORE)

Objectives

- To be enlightened about the concepts of social groups, their importance and group dynamics.
- To understand the need for social group work and its relationship with other methods of social work.
- To understand the principles and programme planning in social group work.
- To have knowledge about leadership in group work process.
- To understand the concept of evaluation with its various factors and its significance.
- To understand the nature and scope of social group work practice in different settings

UNIT I. Social Group – Definition, types, differences, significance of group life – concept of group dynamics, its nature, significance.

UNIT II. Social Group Work – Definition, as a method in social work, its relation with other methods. The need for group work in the modern society, specific objectives of group work, its values.

UNIT III. Principles of group work – nature and importance of programme planning – principles and strategies of programme planning in group work, leadership in group work process, importance of professional and voluntary leaders, their role, significance and functions.

UNIT IV. Concept of Evaluation – types, importance in group work programmes, significance and utility of recording – types, processes involved, their advantages and disadvantages, discussion of case records.

UNIT V. Nature and scope of social group work practice in various settings such as orphanages, old age homes, community centres, industries, hospitals, and rural, urban and tribal community development programmes.

References:

01. Davies, B. (1975). Use of groups in Social Work Practice, London: Routledge and Kegan Paul.
02. Douglas Tom (1976). Group Work Practice, London; Tavistock.
03. Konopka Gisela (1963). Social Group Work, Englewood Cliffs, Prentice Hall.
04. McCullough, M.K. Ely Peter, J. (1965). Social Work with groups, London; Routledge and Kegan Paul.
05. Ottaway, A.K.C. (1966). Learning through group experience, London: Routledge and Kegan Paul.
06. Trecker, H.P (1970). Social group work – Principles and Practice, New York: Association Press.
07. Wilson, G. and Ryland, G. (1949). Social Group Work Practice, Boston: Houghton Mifflin Company.

(ELECTIVE)

FIRST SEMESTER

103. HISTORY, PHILOSOPHY AND FIELD PRACTICE IN SOCIAL WORK (ELECTIVE)

Objectives

- To get oriented to social reform movements in India.
- To develop knowledge about origin and growth of social work in USA, UK and India.
- To acquaint with the social work values, ethics, principles and approaches.
- To get equipped with the practice skills in different social work related settings.

UNIT I: History of social reform movements in India in the 19th and 20th Centuries – contributions made by prominent social reformers in the various fields – Women, depressed classes and un touchability.

UNIT II: Definition and scope of Social Work; origin of social work profession in the UK and USA; Social Work values and ethics; social work as a profession, generic principles of social work; New approaches to social work – developmental and radical.

UNIT III: Concepts of social welfare and social services; scientific basis for social work, growth of professional social work in India; current social work practice in India – content and dimensions, Interface between professional and voluntary social work.

UNIT IV: Field work – its role and place in social work education; field work placement; supervision and evaluation; Recording – purpose, types and uses of recording. Types of field work.

UNIT V: Practice of social work in various fields-community development; medical and psychiatric social work; correctional social work, family and child welfare; labour welfare; school social work and gerontological social work.

References:

01. Billey R and Brake M (1975). Radical Social Work, London: Edward Arnold.
02. Dolgoff R (2005). An Introduction to supervisory practice in Human Services, New York: Allyn & Bacon.
03. Fink, A.E. (1945). The Field of Social Work
04. Friedlander, W.A. (1964). Introduction to Social Welfare, New Delhi: Prentice Hall of India.
05. Government of India (Publication Division) (1987). Encyclopaedia of Social Work, Vol.I, II, III and IV; New Delhi: Author.
06. Khinduka, A.A. (1977). Supervision in Social Work
07. Khinduka, S.K. (1965). Social Work in India.
08. Milly, K.K., O.Melia, M. and Dubois, B. (2007). Generalist Social Work Practice – An empowering approach, New York: Pearson, Allyn & Bacon.
09. Mujumdar, A.M. Social Welfare in India.
10. Mujumdar, D. History of Indian Social and Political Ideas.
11. Nair, T.K. (ed). (1981) Social Work Education and Social Work Practice in India, Madras: ASSWI.
12. Natarajan, S. (1964). Century of Social Reforms in India, Bombay: Asia Publishing House
13. Singh, R.R. (1986). Field work in Social Work Education
14. Stroup, H.H. (1965). Social Work: an Introduction to the Field.
15. Sunna J.Wilson: Recording, Guidelines for Social Workers.
16. Wadia, A.R. (1968). History and Philosophy of Social Work in India, Bombay: Allied.

104. INDIVIDUAL AND SOCIETY (ELECTIVE)

Objectives

- To understand society and its situation
- To acquire knowledge of social institutions and their functions.
- To gain knowledge about the importance of socialization, social control and role of different agencies of socialization and social control.
- To develop knowledge about understanding social stratification.
- To have enhanced knowledge on social change and its impact on the society.

UNIT I. Society: Meaning; characteristics; functions; types of societies – Rural – urban – tribal communities – characteristics. Cultural, social, economic changes in all the three communities - Tribal, rural, urban – characteristics, individual and society – relationship. Social structure, social organisation.

UNIT II. Social Institutions – marriage – meaning, types, functions – changes. Family in the transmission of values and in proper development of the child. Changes in structure and function; kinship – meaning, characteristics, functions, changes. Economy: Meaning, types of economy, functions of economy; Modern political institutions, legislative violations, liberty, justice, equality, power – activity. Concept of welfare state – Religion – meaning, types, role, functions – modern religious institutions.

UNIT III. Socialisation and social control: Socialisation: meaning, process and mechanism. Agencies of Socialisation. Problems of Socialisation, Social Control: Meaning, nature, agencies of social control – custom, tradition, religion, morality, law, education and public opinion.

UNIT IV. Social stratification – social groups – Types. Society – class, caste, creed, untouchability. Social verses natural inequalities, middle class in capitalist society, social modality in present society

UNIT V. Social change: Factors of social change – social change process in India. Components of social change. Social change and social development. industrialisation, urbanisation, modernisation. Westernisation, globalisation, liberalisation, secularisation. Planned economic development and five year plans – future shock due to social change. Kinds of Social change

References:

- 1 Bottomore, T.B. (1962). *Sociology – A guide to problems and Literature*, London: Allen and Unwin.
- 2 Day, P.R. (1987). *Sociology in Social Work Practice*, London, Macmillan Education.
- 3 Dube, S.C. (1955). *Indian Village*, London: Routledge & Kengan Paul.
- 4 Furer Halmendarf, C.V. (1982). *Tribes in India: The Struggle for Survival*, Delhi: OUP.
- 5 Johnson, H.M. (1978). *Sociology – A Systematic Introduction*, Mumbai: Allied Publishers Private Limited.
- 6 Kapadia, K.M. (Ed.). (1959). *Marriage and Family in India*, Mumbai: OUP.
- 7 Srinivas, M.N. (1966). *Social Change in Modern India*, Mumbai: Allied Pub.
- 8 Maciver, R.M. and Page, C.H. (1985). *Society – An Introductory Analysis*, Chennai: Macmillan India Ltd.

105.DYNAMICS OF HUMAN BEHAVIOUR (ELECTIVE)

Objectives

- To acquire a clear understanding of Human Behaviour
- To develop knowledge and skills regarding the nature and conditions of learning.
- To learn the social and cultural dimensions of needs.
- To gain knowledge of normal and abnormal behaviours so as to work with different personalities.
- To know attitudes which are basis for the social behaviour

UNIT I: Understanding Human Behaviour: Nature and scope of psychology in relation to social work. Heredity and environment: Concepts, mechanisms – interplay of Heredity and environment in shaping human behaviour. Nature and principles of human growth and development: Determinants of development – Milestones of development – stages of development.

UNIT II: Learning – nature and theories – classical conditioning, operant conditioning, observational learning – application of learning principles in behaviour theory and in behaviour modification techniques.

UNIT III: Motivation – social and cultural dimensions of needs. Perception: Nature, process and factors – defence mechanisms.

UNIT IV: Personality: Meaning, Definition, and types– factors influencing personality development; – Neuroses, psychoses psychosomatic disorders, personality disorders. Psychological testing. Nature and types of tests – Use of psychological tests in Social Work.

UNIT V: Social bases of behaviour: attitudes – formation and changes of attitudes through techniques of persuasion, propaganda and education. Group dynamics and group behaviours – norms and conformity behaviour.

References:

01. Anstasi A.C. (1987). Psychological Testing, New York: Macmillan (Rev. Edition).
02. Halls C.S. and Lindzey, G. (1978). Theories of Personality, New York: Wiley.
03. Hillgard, Atkinson and Atkinson (1975). Introduction to Psychology, New Delhi: Mcgraw Hill Publications.
04. Kuppuswamy, B.C. (1980). An Introduction to Social Psychology, Bombay: Media Promoters & Pub. Pvt. Ltd.
05. Schimberg, L.B. (1985). Human Development, London: Macmillan Pub. Co., 2nd ed.

Paper – 106 : Integrated Social Work Practice (ELECTIVE)

UNIT-I

Concept of Social work, Characteristics of social Systems, Units of social work Individual, Family, Groups, communities and Organization

UNIT-II

Approaches to Integration, The system Approach, Environmental approach Understanding of life sustaining elements and their interrelationships.

Unit III

Social Work Roles, Roles, role –theories- theoretical insights. Role tasks, skill and techniques, outcomes.

UNIT-IV

Action for and Action In The client system, the problem, process and phases. Initiating contact, collecting data, assessment, negotiation of contract. Problem solving, termination and evaluation for integrated practices.

Unit-V

Social Work Professional and Practice Social work professional as a single change actor as one in the team integrated social work practice,

REFERENCES:-

1. Barborika, G.A 1972: The Devine Plane, Adyar, Chennai, India, the Therosophical Publishing House.
2. Barlett Harriett, 1970 the common base of social work practice. National Association of social workers.
3. Conn away Ronda, S 1988
4. Social work Practice, New Jersey: Prentice Hall.
5. Goldsterin, Howard 1973:
6. Social Work Practice: A Unitary Approach, Columbia University.
7. Johnson Louise C 1983.
8. A Generalist Approach (3rd) Eds. Boston
9. Lippit, R.J Watson 1958
10. The dynamics of planned changes, New York.
11. Parsons Ruth, J Jorgensen 1984 The Integrated social work practice,,California
12. Pincus, Allen and Anne minaham 1973Social work practice: Model and Method, Illinois.
13. Specht. Harry and Anne Vickery 1977 Integration Social Methods, London: George Allen and Unwin.
14. Swamy Chinmayananda 2000Atema Bodha –A Contemporary of SwamyChinmayananda Mumbai Central Chinmaya Mission Trust.
15. Uberroi N.K 1995 Professional Competency in Higher education, Centre for Professional Development in Higher education

Paper 107 –

Title: GANDHIAN APPROACH TO WELFARE AND DEVELOPMENT (ELECTIVE)

INTRODUCTION

The course aims at sensitizing the learner to the Gandhian approach and to utilize Some of the skills in practice.

OBJECTIVES

a. Develop an understanding of Gandhi's concept of society and his approach to social transformation. Develop knowledge of the specific programmes formulated by Gandhi for rural reconstruction and the development of the weaker sections of society, with the focus on strategies and skills. c. Develop the ability to identify similarities and differences between the Gandhian and professional social work approaches to social change, welfare and development.

Course Content

Unit I

Gandhian thought: Salient features of Gandhian thought; Gandhian values; Concepts and methods; Concept of a healthy society; Sarvodaya.

Unit II

Gandhian Approach: Economic and its organization: Ownership of property; Concept of trusteeship, distribution and economic equality; System of production, problems of mechanization, decentralization of production, rural-urban relationship.

Unit III

Social Organisation: Marriage and family, position of women, social stratification, caste and untouchability, education and its role; Basic education.

Unit IV

Constructive programmes: 18 points constructive programme Contents training of constructive workers, skills involved, nature of programmes; Bhoodan, Gramdan. Gandhian and Vinbobha's movements with special reference to Bhoodan and Gramdan.

UNIT V Gandhian and Professional Social Work Approach: Similarities and differences between Gandhian and professional approach to social development and welfare

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2. Bandopadhyaya, J 1969 Social and Political Thought to Gandhi, Bombay: Allied Publishers
3. Gandhi, M.K Social Service, Work and Reform; 3 Volumes, Ahmedabad: Navijivan Press
4. Ganguli, B.N 1972 Gandhi's Vission of Ideal Society, Hyderabad: Andhra Mahila Sabha
5. Iyer, R 1986 Moral and Political Writings of Gandhi, Vol 3, Delhi: Oxford University Press
6. Kumarappa, J.C 1951 Gandhian Economic Thought, Bombay: Vora and Co.
7. Mishra, R.M 1972 Bhoodan Movement in India, Delhi: S Chand.
8. Nanda, B.R 1985 Gandhi and His Critics, Delhi: Oxford University Press
9. Narayan, J 1965 from Socialism to Sarvodaya, Varanasi: Sarva Seva Sangh
10. Palkhiwala, N 1986 Relevance to Gandhi, New Delhi: Gandhi Peace Foundation. Page 47 of 102
11. Unitahna, T.K.N 1979 Gandhi and Social Change, Jaipur: Rawat Publications

**M. A. SOCIAL WORK - SECOND SEMESTER
SYLLABUS
PAPER: 201 COMMUNITY ORGANISATION AND SOCIAL ACTION (CORE)**

Objectives

- * To study and understand the fundamental concepts and components of community, community organization and social action
- * To gain knowledge about practice, models and approaches of community organization and social action
- * To study and enlist community development programmes and practices, and contribute for the peoples' understanding on the need for community development.
- *To acquire developmental skills and knowledge; and promote strategies
- *To practice social work knowledge, skills, techniques and interventions.

UNIT I. Community: Concept of community, definitions, components, characteristics, and needs; understanding and analyzing community problems, participatory approaches; community resources and mobilization; major forms of communities – tribal, rural, urban-their features and differences.

UNIT II. Community Organisation: Concept of community organisation, definition, scope; community organization in India; models, phases, and trends of community organisation; principles of community organisation.; role and functions of community organizer; community organisation and its relationship with other methods of social work.

UNIT III. Community Development: Concept, definition, objectives; forms of community development- tribal, rural and urban; micro- level planning; self-help groups; role of NGOs' in community development; Institution of Panchayat Raj, salient features of Panchayat Raj Act; structure and functions of ITDA, DRDA, UCD

UNIT IV. Social Action: Definition, concept and scope; relationship with other methods of social work ; forms of social action- Popular form and elitist form; principles and strategies of social action; creating awareness of social action – Role of power groups – Advocacy ; drafting a bill;Lobbying- techniques of winning public support and political parties for smooth passage of a bill; Role of Social workers and agencies in the enforcement of the Acts.

UNIT V: Social movements in India; Protest and dissent movements such as Dalit Movement, Agrarian and peasant movements, "Sons of soil" movements, Sarvodaya and Bhudan movements; Social action and social issues: civil, women and child rights; Environmental and ecological issues; Right to Information Act

References

1. Baldok Peter (1974) Community Work and Social Work, Routledge&Kegan Paul, London
2. Biklen, D (1983): Community Organising: Theory and Practice, Prentice Hall, New York
3. Burghardt, S (1982): Organising for Community Action, Sage, Beverly Hills
4. Cox M. Fred and Erlich L. John (1987): Strategies of Community Organisation, F.E. Peacock Publishers Inc, New York
5. Dan Chekki A (1979): Community Development, Vikas Publishing, New Delhi
6. Dayal, R (1960): Community Development Programmes in India
7. Harper E.B and Dunham, A (1959) : Community Organisation in Action., Association Press, New York
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9. Gangrade, K.D (1971): Community Organisation in India, Popular Prakashan, Bombay
10. Govt of India (1987): Encyclopaedia of Social Work (relevant chapters), Publications Division, New Delhi
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Community Development: A Critical Approach, Rawat Publications, Jaipur**
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14. Kramer R.M and Harry Specht (1983): Readings in Community Organisation Practice, Prentice Hall Inc, London
15. MacIver R.M. and Page, CB (1985): Society: An Introductory Analysis, McMillan, New York
16. Mehta R Shiv (1985) : Rural Development in India, Sage, New Delhi
17. Rubin, Herbert and Irene Rubin (1992): Community Organising and Development Macmillan, New York
18. Ross, M.G (1955): Community Organisation – Theory and Practice, Harper Bros, New York
19. Sanjay Bhattacharya (1985): Social Work: An Integrated Approach, Deep & Deep Publishers, New Delhi
20. Sengupta, P.R (1976). Community Organisation Process in India
21. Siddique, H.Y (1997): Working with Communities-An Introduction to Social Work, Hira Publications, New Delhi
22. Somesh Kumar (2002): Methods for Community Participation: A Complete Guide for Practitioners
23. Steve Burghardt (1982): Organizing for Community Action, Sage Publications, New Delhi
24. Thudipara J.Z (2008): Urban Community Development, Rawat Publications, Jaipur
25. Weil Marie (ed) (2005) The Hand Book of Community Practice, Sage, New Delhi
26. Maurianne et.al (2000) Readings for diversity and social justice. Routledge: New York

M. A. SOCIAL WORK - SECOND SEMESTER

202. SOCIAL WORK RESEARCH AND SOCIAL STATISTICS (CORE)

Objectives

- Acquire understanding about the nature and steps in the research process.
- Develop theoretical knowledge about the different methods and tools in social work research.
- Acquire skills and knowledge in the use of appropriate statistical methods in research.

UNIT I. The scientific method – nature and characteristics. Nature of social research and social work research – Selection of topic and problem formulation. Basic elements of research - concepts, operationalisation of concepts, variables, hypothesis; attributes and sources of good hypothesis.

UNIT II. Research design objectives: Exploratory, descriptive and experimental, research design types; survey, experimental, quasi-experimental and case study. Types of data - sources – primary and secondary – use and limitations. Approaches to research: - Quantitative and qualitative;. Sampling: Purpose, types; advantages and limitations of different types of sampling.

UNIT III. Methods of data collection: Observation, interview and questionnaire. Participatory research as an alternative methodology – techniques such as village social mapping, focus group discussions etc. Levels of measurement in Social research; Nominal, ordinal interval and ratio. Analysis and interpretation of data. Basic elements of research report writing, Elements of research proposal, Functions, importance and limitations of statistics.

UNIT IV. Social Statistics – Meaning, and use in social work research and limitations. Classification and tabulation of data, graphic and diagrammatic representation of data. Measures of Central tendency – meaning, types – mean, median, mode and quartiles, their specific application to social work research. Measures of dispersion – meaning; types, their specific application to social work research.

UNIT V. Correlation: Concept of product moment (only ungrouped data), spearman's rank correlation. Tests of significance – 't' test for significance of differences of two means, chi-square for independent association of attributes (two attributes only). Social work research and need for computer applications in social research – importance; Statistical Package for the Social Sciences (SPSS).

References:

1. Bruce Thyer (2010) the hand book of Social Work Research Methods, New Delhi; Sage Puublications
2. Hart, C.H. (1998). Doing a literature review, Delhi: Sage.
3. Kidder, L.H. (1980). Research Methods in Social Relations (4th ed.), NY: Kolt, Rinehart & Winston.
4. Kumar, R. (1999). Research Methodology – A Step by Step Guide for Beginners, New Delhi: Sage.
5. Mark, R. (1996). Research Made Simple, New Delhi: Sage.
6. Nachmias, C. and Nachmias, D. (1981). Research Methods in Social Sciences, UK: Edward Arnold.
7. Punch, K.F. (1998). Introduction to Social Research, Delhi: Sage.
8. Yegidis, B.L. and Weinbach, R.W. (1990). Research Methods for Social Workers, NY: Allyn and Bacon.
9. Padgett, D.K. (1998). Qualitative Methods in Social Work Research, New Delhi: Sage.
10. Riessman, C.K. (1994) (ed.). Qualitative studies in Social Work Research, New Delhi: Sage.
11. Laldas, D.K. (2000). Practice of Social Research, New Delhi: Rawat.

203. SOCIAL PROBLEMS AND SOCIAL LEGISLATION (ELECTIVE)

Objectives

- To develop knowledge about and analyse the origin, and causes of social problems
- To understand the effects of social problems on individuals, groups and society.
- To acquire knowledge about social reforms, social policy and social legislation and critically understand their role in controlling the social problems.
- To create an awareness about the preventive and remedial services of Govt and Non- Govt organizations in dealing with social Problems

UNIT I. Concept of social pathology. Definition of Social deviance, social disorganisation and social problems. Social deviance – the process of induction and labelling of deviance, deviant subcultures and their interaction with society.

UNIT II. Study and analysis of specific social problems such as AIDS, crime, juvenile delinquency, prostitution, alcoholism, drug addiction, untouchability, women related specific social problems such as dowry, female foeticide and infanticide.

UNIT III. Historical development of social reform, formulation of social policies. Social legislation related to crime, juvenile delinquency, prostitution, alcoholism and drug addiction, dowry, untouchability and female foeticide, domestic violence.

UNIT IV. The preventive and remedial services available at the Government and Non-Governmental level to deal with problems mentioned above.

UNIT V. A critical study of models of preventive and remedial work with reference to the role of social work profession. Formulation of research projects to study social problems.

Reference:

1. Barber, J.G. (1995). Social work with Addiction, New Delhi: Macmillan Publications.
2. Becker, K.A. (1966). Social Problems: a Modern Approach, New York, John Wiley and Sons.
3. Dandekar, V.M. and Rath, N. (1971). Poverty in India, Poona: Indian School of Political Economy.
4. Fischer, J.H. (ed.) (1971). Problems of Urbanisation, Bombay: Leslie Sawhby Programme for Training for Democracy.
5. Gangrade, K.D. (1978). Social Legislation in India, Vol.I & II, Delhi: Concept Publishing Company.
6. Schriver, J.E. (1995). Human Behaviour and the Social Environment, Allyn and Bacon.
7. Velleman, R. (1998). Counselling for Alcohol problems, Delhi: Sage Publications.

204. HUMAN RIGHTS, SOCIAL JUSTICE AND SOCIAL WORK(ELECTIVE)

Objectives

- Orient about the origin and development of Human Rights.
- Develop knowledge about the constitutional provisions relating to Human Rights and Social Justice.
- Acquire advocacy skills to deal with several matters relating to Human Rights.
- To develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

UNIT I. Human Rights – Evolution of human rights, UN Charter on Human Rights. International Covenants and treaties, India's position in this context.

UNIT II. Human Rights and Social Justice concerns in Indian society – inequality, injustice and oppression; social, economic, political structures of Indian Society.

UNIT III. Indian Constitution – preamble, fundamental rights and directive principles of state policy. Law as an instrument of achieving social justice in India. Legal aid as an instrument of Human Rights – a critical review.

UNIT IV. Role of social work in relation to Humanism. Human rights and social justice, public interest litigation. Role of advocacy, role of social action.

UNIT V. Efforts to prevent Human rights violation, national and international initiatives. NHRC, Amnesty International, Civil Liberties.

References

1. Director, Publications Division, Ministry of Information and Broad Casting (1985). Encyclopaedia of Social Work in India, Vol.I, II, and III, New Delhi: Author.
2. 02. Gore, M.S. (1965). Social Work and Social Work Education, Mumbai: Asia Publishing House.
3. 03 Kendall, K.A. (1978). Reflections on Social Work Education, New York: International Association of Schools of Social Work.
4. Minahen, A. (Ed-in-chief) (1987). Encyclopaedia of Social Work, Vol.1,2 & 3, New York, National Association of Social Workers.
5. Pandey, S.R. (1991). Community Action for Social Justice, New Delhi: Sage Publications.
6. Yalaja, S.A. (1982). Ethical issues in Social Work, Spring Field, Charles C.Thomas.
7. Young Husband, C. (1967). Social Work and Social Values, Vol.III, London: George Allen and Unwin.

205.PARTICIPATORY DEVELOPMENT(ELECTIVE)

Objectives

- Understand the evolution and meaning of people's participation and participatory development.
- Acquire knowledge about participatory research methodologies in participatory development.
- Acquire skills in using participatory skills and participatory research methodologies in Participatory development.

UNIT I. Understanding participation – meaning and principles; knowledge, power and participation; participation and governance.

UNIT II. Development – changing meaning of development; different approaches; development actors; participatory development –meaning, principles and experiences; Gender and development.

UNIT III. Methodologies to facilitate community participation; participatory planning – principles, processes and experiences; Micro-planning; Participatory monitoring and evaluation.

UNIT IV. Participatory research – History and meaning; PR Methodologies – principles and implications of PR and PD for NGO sector.

UNIT V. Case studies/exercises in PD and PR.

References:

1. Goulet, Denic (1989). Participation in development: New avenues, *World Development* 17(2), pp165-178.
2. Rehnema, Majid (1977). Participation, in *Development dictionary: A guide to knowledge as power*, New Delhi: Orient-Longman. pp.155-175
3. Oakley, Peter (June, 1994). People's participation in development: Reviewing the balance sheet, New Delhi: PRIA.
4. Midgley, J. (1998). *Social Development*, New Delhi: Sage Publications.
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6. Oakely Peter (1988). *Strengthening people's participation in Rural Development*, Occasional paper series No.1, New Delhi; PRIA.
7. Narayan, D. and Srinivasan, L. (1994). *Participatory development toolkit: Materials to facilitate community empowerment*, Washington: World Bank.
8. Acharya, B. June (1996). Participatory programme planning as a renewal process. *Experiences of NGOs in Western region of India. Renewal* (2) June, pp.15-22.
9. Paul, Sohini, (1997). Microplanning: the Mandi experience, *Participation and Governance*, 4(9), pp.10-18.
10. PRIA (1988). *A manual for participatory training methodology in development*(5th ed.), New Delhi: Author.
11. Brown, L. David (1985). *People-Centered development and participatory research*, IDR Reports, 2(2).
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13. Chambers, Robert (1994). *Participatory Rural Appraisal (PRA): Analysis of experiences*, *World Development*, 22(9), pp.1253-68.
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16. Mukherjee, Amitava (Ed.) (1995). *Participatory rural appraisal: Methods and applications in rural planning*. New Delhi: Vikas Publishing House.
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18. Sanjeev, S. and Sargadharam M. (1995) *PRA – an alternative to survey method in rural research*, Kurukshetra, November.
19. Mikkelson, B. (1995). *Methods of development work and research: A guide for practitioners*, New Delhi: Sage.
20. Chambers, R. (1994). *The origins and practice of Participatory Rural Appraisal*,

Paper 206 – Title : POPULATION AND ENVIRONMENT(ELECTIVE)

Objectives:

- To acquire the fundamental and theoretical knowledge about population
- To acquire a sound knowledge to understand the determinants of population growth.
- To enhance the knowledge and utilization of natural resources and management in waste material.
- To understand legal provisions related to environmental protection and role of NGO's. Evaluation of the role of social work in the conservation of environment..
- To get exposed to and participate in research in the fields of population and environment.

UNIT I. Population– components of population. Population growth in the World and India. Sources of demographic data, population theories.

UNIT II. Determinants of population growth: Fertility, mortality, migration factors influencing fertility, mortality and migration. Differentials of fertility, mortality and migration. Family planning: Methods of family planning. Population policy, population education – Role of social worker in family planning and allied services.

UNIT III. Natural Resources and Diversity: Utilisation and management of forest, land, water, air, energy sources. Pollution – sources, treatment, prevention. Waste material – disposal, recycling, renewal, problems, and issues.

UNIT IV. Acts related to environmental protection – Forest conservation, water pollution, standards and tolerance level. Role of government and NGO's. People's initiatives, international initiatives. Role of social worker in conservation of environment.

UNIT V. Understanding and utilization of Research: The students will examine at least four empirical studies in the areas of population and environment and they are expected to examine these studies in terms of objectives, research design, tools used for data collection, presentation of results, analysis and use of statistical methods etc. In this unit the students may be asked to write in their examinations a review of any of the research aspects covering the above areas or a research proposal in that field i.e., population and environment.

References

1. Cassen, R.H. (1978). Indian Population, Economy and Society, London: Macmillan.
2. Fisher, W.F., (1997). Toward sustainable development (struggling over India's Narmada River), New Delhi: Rawat Publications.
3. Prasad, R.K. Population Planning, Policy and Programmes, New Delhi: Deep and Deep Publications.
4. Satapathy, N. (1998). Sustainable Development (An alternative paradigm), Ahmedabad: Karnavati Publications.

Course : 207 : Unorganized Labour AND LEGISLATION (ELECTIVE)

UNIT I: Unorganized Labour: Concept, Nature, Size, Structure and Problems. Its role in the Indian Economy. Unorganized labour in primary sector: Nature, Size, Structure, Wages and legal Implications of Agriculture Labour; Plantation Labour; Fisheries Labour; Forest and Tribal Labour.

UNIT II : Unorganized Labour in Secondary Sector: Nature, Size, structure, Employment Status, Wages and Legal Implications of construction labour; Home based and domestic workers, Beedi Workers, Small and Medium Scale industries, Mines and Quarry Labour.

UNIT III : Unorganized labour and Employment classes, Nature, Size and structure, Employment Status, wages and legal enactments of contract and Casual labor, bonded labour, Inter - State Migrant labour, women labour, child labour, scavengers.

UNIT IV : Unorganized Labour in Service Sector: Nature, Size, Structure, Wages and Legal Implications of Shops and Establishments, Hotels, Loading and Unloading workers.

UNIT V : HRD Interventions for Unorganized Labour; Human Rights and Unorganized labour. ILO and Unorganized labour; Important futures of second National Labour Commission Report on Unorganized Sector; social Security for Unorganized Labour, Social Security Act, 2008; Organizing the Unorganized labour: Role of Trade Unions, CBWE, Cooperative Organizations, Jana Sikshana Samsthan, NGO's and Government.

Case Analysis :

Suggested readings :

1. Government of India, Report of the National Commission on Labour, New Delhi, 1969.
2. Government of India, Report of the Second National Commission on Labour, New Delhi, 2002.
3. Government of India, Report of the Royal Commission on Labour, New Delhi, 1929.
4. Dutt, Rudra Organizing the Unorganized Workers, Vikas Pub. House. Pvt. Ltd., New Delhi.
5. Singh. I.S. (Ed.), Women as a Work force in the Organized Sector: Empirical Perspectives, Oxford IBH publication. Ltd New Delhi.
6. Jhabrala, Renana and RKA Subarmanya, The Unorganized Sector - Work Security and Social Protection, Sage Publications, New Delhi.
7. Holomstrom, Mark, Industry ad Inequality, Orient Longman, Hyderabad.
8. Gangrade, K.D., Gathia, J.A., Women and child Workers in Unorganized Sector: Non Government Organizations' Perspective, Concept Pub. Co., New Delhi.
9. Sivaramakrishna, k., Ramensh.k., and Gangadhara Rao. M., HRM in Agriculture, Discovery Pub. House, New Delhi.
10. Neera, Burrra, Born to Work: Child Labour in India, Oxford University Press, New Delhi.
11. Government of India, Agricultural Labour Enquiry Reports, Labour Bureau, Simla.

THIRD SEMESTER

301. Life Skills And Soft Skills For Social Workers.(CORE)

Objectives

- To learn to communicate effectively, vocally, in writing and in presentation format.
- To develop skills in working with different groups.
- To gain knowledge of life skills.
- To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.

UNIT I. Presentation skills: listening centered message, knowing about the listeners messages, over coming anxiety, persuasive strategies, structuring the presentation, effective use of visual aids, verbal and non verbal communication. Basic forms of writing, styles and contents, formal correspondence.

UNIT II. Life skills: Self awareness, self esteem, assertiveness, coping with anger, fear, anxiety, stress, hurt and depression, sensitivity, empathy and support, creative thinking, time management, decision making, understanding defence mechanisms, positive thinking, enhancing capacity to love, be happy and enjoy.

UNIT III. Soft- Skills: Communication, commitment, conflict resolution, civic and traffic sense, emotional competence, listening skills, nonverbal communication, skills in dealing with selected groups such as.

UNIT IV. Building effective relationships: Building rapport, nurturing friendship. Personal communication skills: Self- disclosure, feedback. Conflict management skill: negotiating; resolving disagreement, Team work and synergy skills: creating groups energy in pursuing collective goals, Open-minded ideas, Team work contribution, influencing skills, making a positive difference, leadership skills, initiating and managing needed change, and innovation.

UNIT V. Practicum: Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, role-play evaluation.

References:

1. Pasty McCarthy a Caroline Hatcher, (2002) Presentation Skills The essential guide for students, New Delhi SAGE Publications.
2. Neil Thompson (1996) People Skills, London; Macmillan.
3. Dalai Lama and Cutler, H.C (1998) the Art of Happiness: A Handbook for Living. London: Coronet Books.
4. Hargie, Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London: Routledge.

302. SOCIAL POLICY AND PLANNING (CORE)

Objectives

- Acquire theoretical understanding about social policy and social development in the changing socio-economic context.
- Develop Understanding about the different sectoral policies and programmes relating to social development.
- Acquire knowledge about concepts relating to human development and macro social work practice approaches.

UNIT I. Social Policy – Concept, need, constitution basis for social policy and social welfare policy; relationship between social policy and development.

UNIT II. New economic policy and changing concept of social development and welfare state – concepts of state, market and civil society – their inter-relationship – people’s participation in development – concept of sustainable development.

UNIT III. Models of social policy: Residual – welfare; achievement – performance; institutional – redistributive models; changing perspectives in social development. Social Empathy and its benefits.

UNIT IV. Social policy and social planning – social policy formulation, contribution of research, role of social worker, different sectoral policies and their implications; policies and measures concerning social welfare in general and of women, environment, poverty alleviation programmes in particular.

UNIT V. Social indicators of development – Human development index; concept of social work macro practice and methods.

References

1. Bajpai, N. (1995). Economic reforms in Developing Countries – Theory and Evidence, EPW 30(2), January 14, 113-118.
2. Ghosh, A. (1995). Development Paradigms: China and India since 1949, The Economic and Political Weekly (EPW) 30 (788) Feb. 18-25, 355-358.
3. Goel, S.L. and Jain, R.K. (1988). Social Welfare Administration, Vol.I & II, New Delhi: Deep & Deep.
4. Gore, M.S. (1975). Some Aspects of Social Development, Mumbai: TISS.
5. Govt. of India (1987). Encyclopaedia of Social Work in India, 4 volumes, New Delhi: Planning Commission.
6. Kulkarni, P.D. (1965). Social Policy in India, Madras: ASSWI.
7. Midgley, J. (1998). Social Development: The Developmental Perspectives in Social Welfare, New Delhi: Sage.
8. Minahan, A. (editor in chief) (1987). Encyclopaedia of Social Work (18th ed.), Vol.I & II Silver spring, Mary Land, MASW.
9. Netting, F.E.Kettner, P.M. and McMurtry, S.L. (1993). Social Work Macro Practice, NY:Longman.

303. SOCIAL WORK WITH ELDERLY AND DIFFERENTLY ABLED(ELECTIVE)

Objectives

- To acquire knowledge on Gerontology and the problems of the Elderly in India
- To know about the Constitutional and legislative provisions for the welfare of the elderly and the National Policy on Older Persons.
- To gain knowledge about the concept and types of differently abled.
- To enhance the knowledge of various services available for the differently abled in India.
- To acquire knowledge and skills of professional social work practice to work with the elderly and differently abled.

UNIT I. Gerontology: Concept, definition and growth of Gerontology - Factors contributing to the problems of the elderly – socio-economic, emotional and health problems of the elderly. Neglect and abuse of the elderly.

UNIT II. Programmes for the elderly: International and national Constitutional and legislative provisions for the welfare of the elderly. National policy on older persons, Maintenance and welfare of Parents and Senior citizens Act, 2007, institutional and Non-Institutional services for the welfare of the elderly.

UNIT III. Differently abled: Concept and, classification; causes and problems of locomotor, visual, hearing, speech and mentally retarded. .

UNIT IV. Constitutional and legislative provisions, for the differently abled; Rehabilitation Council of India; Persons with Disabilities (equal opportunities protection of rights and full participation) Act 1995, National Trust for the welfare of persons with Autism, Cerebral Palsy, Mentally retarded and Multiple disabilities act; governmental and non-governmental services for the differentially abled. National Institutes for the differently abled in India.

UNIT V. Professional social work practice: Professional social work practice with the elderly and differently abled. Role of government and non-governmental agencies. HelpAge India - Objectives and functioning of HelpAge India.

References:

1. Binstock, R.H & Shanas, E (eds) (2002) Hand book of Ageing and the Social Sciences, New York, D.van Nostrand
2. Desai, K.G.(1982). Aging in India, Mumbai: TISS.
3. Gajendragadkar (ed.) (1983). Disabled in India, Mumbai: Somaiye Pub.
4. Marshal, M. (1993). Social Work with old-people, London: Macmillan Press.
5. Oliver, M. (1983). Social Work with the disabled, London: Macmillan.
6. Sharma, M.L. and Dak, T.M. (Eds.) (1987). Aging in India, New Delhi: Ajanta Publications.
7. Shubha, S. et. a;. (2000). Senior Citizens Guide, New Delhi: Help Age.

Paper - 304
Political Economy of Development (Elective)

UNIT – I

Introduction to Political Economy Meaning of Political Economy significance of the study of Political Meaning and Characteristics and under development.

UNIT – II

Development – A human Right Perspective Social ideals of Indian Constitution Fundamental right Human Right .

UNIT – III

Socio economic order and Comparitive economics system Capitalism, Socialism and Mixed economy, their features, merit and demerits.

UNIT – IV Poverty in India-Structural Problem Causes, effects and implications. Entitlement approach to understanding poverty.

UNIT – V Approaches to development Modernization, Capitalist, Socialist and Gandhian approaches to development.

REFERENCES :

1. Agrawal A.N. Lal Kundan 1989 Economics and development and planning, New Delhi; Vikas publishing house private ltd.,
2. Augustine, John S 1989 Strategies for third world development, New Delhi : Sage Publications
3. Chakraborty Bimal 1996 the United Nations and the third world, New Delhi, Tata Mac Graw Hill Publishing Co.
4. Descroches, John 1977 methods of Social Analysis, Bangalore : Centre for Social Action
5. Elsenhans, Hartmut 1991 Development and Under Development : the History, economics and politics of North-South Relations, New Delhi, Sage Publication.
6. Nagards, S.P. 1994 Developmetn and change, New-Delh, Asian Publishing House.
7. Nana Poku Liyid Rebuilds up the third world, London, Mac Millan, Pres Ltd.,
8. Rao, V.Lakshmana 1994 Essays on Indian economy, New Delhi, Asian Publishing House.
9. Reddy, D.V. 1994 Essays on Indian Economy, Asian Publishing House.
10. Rugman Alan 2000 The end of Glo0balisation, London, Random
11. Seltz John 1990 the political of development, Bombaby, Popular Prakashan
12. Sharma S.L. 1986 Development : Socio Cultural Dimensions, Jaipur Rawat Publication
13. Tandon BB KK Tandon Indian Economy, New Delhi Tata MaeGraw Hill Publishing. Co.

Paper - 305

Title : Rehabilitation and after care services (Elective)

Objectives :

1. To impart knowledge on the technology used for the visually impaired.
2. To familiarize the students with current trends and issues faced in the field of Visual impairment
3. To enable the students to become aware of the technological developments, Educational programmes and communication approaches for persons with hearing Impairment.
4. To help students understand the fundamentals of mentally retarded like Definitions, causes and classifications.
5. To make students realize the scope of medical rehabilitations of mentally retarded.
6. To make the students aware of the vocational prospects for the mentally retarded
7. To enable the students gain practical experience in administrative skill.

UNIT – I

Multiple disability – Introduction and Definitions of persons with Multiple Disabilities, Implications and causes of Multiple disabilities, Characteristics of persons with multiple disabilities, Difference between Multiple Disabilities and Profound mental retardation. Assessment of multi- disabled and various functions, needs, communication and Approaches for persons with Multiple Disabilities, Curriculum and Life planning.

UNIT – II

Visual Impairment – Definitions and categories. Psycho social of visual impairment. Historical Perspectives, Physical, Medicine Eye Diseases. Technologies for prevention, Assistive Technology, Independence training, early detection and Learning for Visually Impaired, Trends and Issues in Rehabilitation of persons with Visual Impairment.

Unit III

Hearing Impairment – Definitions, Introduction and Advantages of Early Identification for Children with HI and Consequences of late identification, Syndromes related to persons with Hearing Impairment, Medical, Educational, Social and vocational rehabilitations, Psycholinguistics, Education and Assistive Technology for Children with Hearing Impairment.

Unit IV

Mental retardation- Definitions of mental Retardation world over, Causes of Mentally Retarded, characteristics, classification, prevention, Historical development of services for Mentally Retarded in India, Medical, Social, educational and vocational and vocational Rehabilitation of Mentally Retarded.

Unit V

Locomotor disability – Introduction and definition to Locomotor System. Introduction to body systems, Orthopedic and Neurological Problems, Common congenital Deformities, Components, of Rehabilitation of persons with Locomotor Disability (Meaning, causes, types, assessment and documentation, associated problems, aids and appliances)

References:

- Punani .B. and Rawal N. (2000). Visual Impairment Handbook, 2nd Edition, Ahemedabad; Blind People's Association (India).
- Koenig A.J. and Holbrook M.C. (Eds.) (2000). Foundations of Education (2nd Ed.), Vol. II, instructional strategies for Teaching Children and Youths with Visual Impairments, New York; AFB Press.
- Murickan .J.S.J. (1995). Persons with Disabilities in Society, Trivandrum; Kerala Federation of the Blind.
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- Divya Prabhat, (1991). Ear-Nose-Throat, Bombay; Vera Medical Publication.
- Lauren . B.J. Jeanne et.al. (1998). Communication Assessment and Intervention for Adults with Mental Retardation. U.S.A.: Little Brown & Company.
- Henley Martin & Ramsey .S. Roberta (1993). Characteristics and Strategies for Teaching Students with mild Disabilities. U.S.A. : Allyn & Bocon.
- Usha Rani, P. (1988). Down's syndrome, New Delhi; Vijay Printers.
- Muthaiah, N. (2001) Education of Low Vision Children with Associated Disabilities in Mani, M.N.G., (Ed.) Booklet on Education of Low Vision Children. B.Ed. (SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
- Narayanan, J. (2001) Curriculum for Persons with Severe / Profound Mental Retardation and Multiple Disabilities in Booklet on Curriculum Guidelines in Mental Retardation. B.Ed. (SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
- Narayanan, J. (2001) Booklet on Motor and Communication Aspects -Role of Multidisciplinary Team. B.Ed. (SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
- Norris Meriel, (1997). Rehabilitation Therapy Assistant Manual. Bangalore; Rehabilitation, Research and Training centre.

306. (a) HUMAN RESOURCE MANAGEMENT

(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To achieve a sound Theoretical understanding about Human Resource Management.
- To develop knowledge and skill in handling and resolving different types of problems in an organization.
- To orient the student about the importance of “people” dimension in an organization.
- To acquaint the student with the goals of the organization.

UNIT I. Human Resource Management: Concept, definition, scope, philosophy, objectives and principles. Concept of Management; contributions of Taylor, Fayal, Elton Mayo. Approaches to the study of Management. Span of control, decentralisation, delegation of authority. Line and staff relationship and functions.

UNIT II. Human Resource Planning: Concept, objectives and process. Forecasting and determination of current and future human resource requirements. Career planning. Recruitment, selection, placement and induction, Job analysis, job description and job specification.

UNIT III. Training and development-concept, importance and identification of training needs. Process of training, designing, monitoring and evaluation of training programmes. Types and methods of training. Conceptual principles of learning.

UNIT IV. Wage and salary Administration: Meaning, scope, concepts and principles. Wage determination. Wage Boards, Pay Commissions, incentives, types and methods – employee compensation.

UNIV V. Job evaluation: Performance appraisal, management by objectives, career development programmes. Discipline and domestic enquiry, superannuation, retirement, discharge, dismissal and voluntary retirement schemes.

References

1. Ashwappa, K. Human Resource and Personnel Management, New Delhi: Tata Mcgraw Hill Publications.
2. Dale, S. Beach (1975). Personnel – The Management of People at Work.
3. Drucker Peter, F. (1989). Management Tasks, Responsibilities and Practices.
4. Fisher, Scheoenfeldt and Shaw: Human Resource Management; New Delhi: Tata Mcgraw Hill Publications.
5. Flippo, E.B. (1980). Principles of Personnel Management.
6. Ghosh, P. (1975). Personnel Administration in India.
7. Koontz O'Donnel. Principles of Management Tokyo: Mcgraw Hill Pub.
8. Monappa, Arun and Saiyadain, Mirza: Personnel Management, New Delhi: Tata Mcgraw Hill Pub.
9. Pigon, P. & Mynes, C.A. (1961). Personnel Administration, New York: Mcgraw Hill Pub.
10. Venkata Ratnam, C.S. and Shrivastav. Personnel Administration and Human Resources, New Delhi: Tata Mcgraw Hill Pub.

306 (b). RURAL AND TRIBAL COMMUNITY DEVELOPMENT

(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To understand the Rural Community and its features
- To acquire knowledge of Rural Economy and its allied sectors.
- To know about Tribal Community and role of tribal social institutions.
- To learn about Tribal economy and role of forests in Tribal economy
- To understand the tribal problems in terms of social, economic and environmental problems.

UNIT I. Rural Community: Major features of rural community. Physical, economic, social and political structure of an Indian village. Dominant power elite. Rural – urban relationships.

UNIT II. Rural Economy: Peasant economy. Cottage and small-scale industries. Co-operatives – origin, characteristics and principles. The role of co-operatives in India. Social change in rural India.

UNIT III. Tribal Community: Concept and definition of Tribes, Characteristics of tribal communities. Classification and distribution of tribes in India. Family and kinship, social organisation of tribal communities. Cultural, social, and economic changes in tribal communities – Tribes in Andhra Pradesh.

UNIT IV. Tribal Economy: Major features of tribal economy. Forms of tribal economy. Political and religious organisations of tribal community. The role of forests in tribal economy.

UNIT V. Tribal problems: Major tribal problems – social, economic, environmental problems of tribals in India. Land alienation and displacement among tribal communities.

References:

1. Desai, A.R. (Ed.) (1986). Agrarian struggles in India after independence, Delhi: Oxford University Press.
2. Desai, A.R. (1987). Rural Sociology in India, Mumbai: Popular Prakasan.
3. Dhanagare, D.N. (1983). Peasant movements in India – 1920-50, Delhi: Oxford.
4. Govt. of India (1987). Encyclopaedia of Social Work in India, New Delhi: Author.
5. Rao, M.A.S. (Ed.) (1978-79). Social Movements in India, Vol.I & II, Delhi: Manohar.
6. Singh, R.R. (1980). Social Work Perspectives on Poverty, New Delhi: Concept Publishing Company.
7. Dube, S.C. (1960). The Tribal problems in India.
8. Roy Burman (1975). Perspectives for Administration and Development of the Scheduled Tribes.
9. Singh, K.S. (1994). The Scheduled Tribes, Delhi: OUP.
10. Srinivas, M.N. (1987). The dominant caste and other essays, Delhi: OUP.

306 (c). CRIMINOLOGY**(SPECIALISATION PAPERS –ELECTIVE)****Objectives**

- To study and understand the key concepts of deviance.
- To study and understand the key concepts of deviance
- To understand the characteristics and elements of crime.
- To gain knowledge about the fundamental theories of crime.
- To gain knowledge to understand the sociological theories of crime.

UNIT I. Concept of criminology, definition, meaning, scope and extent.

UNIT II. Concept of deviance, definition, meaning, scope content and theories.

UNIT III. Concept of crime, definition, meaning, scope and extent. Characteristics of crime and elements of crime.

UNIT IV. Theories of criminology – pre classical, classical, neo-classical and positive school. Physiological and psychological theories.

UNIT V. Sociological Theories – economic explanation, labeling, differential association and cultural theories.

References:

1. Barneshe & Teeters, N.K. (1966). *New Horizons in Criminology*, New Delhi: Prentice Hall of India.
2. Clinard, M.B. et. al. *Anomie and Daviant Behaviour*, Free Press.
3. Cohen, A.K. (1970). *Deviance and Control*, New Delhi: Prentice Hall of India.
4. Glasser D. *Handbook of Criminology*.
5. Maguirem, et. al. (ed.) (1994). *The Oxford handbook of Criminology*, London: Clarendon Press.
6. Vold, G. B. (1958). *Theoretical Criminology*. New York: O.U.P

306 (d) SOCIAL MEDICINE
(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To acquire sound theoretical understanding of Nutrition and Health.
- To know general epidemiology of communicable diseases and their control.
- To develop knowledge and skills to analyse different types of communicable diseases and their control.
- To acquire knowledge of various National and International health programmes and vital statistics.
- To know health planning in India.

UNIT I. Social Medicine – definition and scope. Nutrition and health, importance of nutrients, and their availability, deficiency disorders – their prevention and control.

UNIT II. Epidemiology – Definition, general epidemiology of communicable diseases, dynamics of disease transmission, general measures of communicable disease control.

UNIT III. Study of communicable diseases such as malaria, T.B., leprosy, STD and AIDS with special reference to their incidence, causation, Prevention and treatment.

UNIT IV. Various national health programmes and their critical review. International health, occupational health and vital statistics.

UNIT V. Health Planning in India, Health care systems in India – at Central, State and District.

References:

1. Bereson, A.S. (1980). Control Communicable Diseases in Man (13th ed.), New York: American Public Health Association.
2. Burn, J.L. (1959). Recent Advances in Public Health, (2nd ed.), Churchill.
3. Park, K. (2004). Park's Textbook of Preventive and Social Medicine, Jabalpur, M/s.Banarsidas.
4. Susser, M.W. and Watson, W. (1962). Sociology in Medicine, London: Oxford.

306 (e). THE FAMILY – CHANGING TRENDS

(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To gain knowledge about the theoretical foundations of the institution of family and its importance.
- To develop an understanding on different types of Family and the social processes in the family.
- To orient the students with the changing forms of the family in the wake of industrialization.
- To develop insights in to the problems like marital break down and domestic violence faced by the families.

UNIT I. Family: Concept, definition, importance, functions. Perspectives on family – Marxian and functionalist views
on family.

UNIT II. Types of family – joint, nuclear and extended. Family of origin and procreation. Marriage – rules of residence, social processes in the family, role relations. Impact of industrialisation on the family.
Structural
differentials and changing functions of family.

UNIT III. Types of families- single parent families, female-headed families, Re-marriage families – their structural characteristics, tensions and contradictions, Dual earner families, empty nest families. Alternative family systems cohabitation, singlehood.

UNIT IV. Marital breakdown – Dissertion, divorce and separation – definition, nature, extent and determinants and process.

UNIT V. Family violence – definition, .types – wife battering, child abuse, incest, sibling abuse, elder abuse.

References:

1. The Family – William Josiah Goode – Google Books
2. The Family (2nd Edition): William J. Goode : 9780133017540
3. A Sociology of Family Life : Deborah Chambers
4. Sociology of the Family : Macmillan
5. Successful Single Parenting: Gary Richmand
6. In Defense of Single – Parent Families : Nancy E. Dows : Amazon.com
7. Single Parent Families -: Kris Kissman, Jo Ann Allen- Google Books

307.(a). LABOUR LEGISLATION AND LABOUR WELFARE
(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To acquire knowledge about the labour laws that are applicable to factories, mines and plantations, contractors, and shops and establishments.
- To gain insights into the resolution of different types of industrial disputes.
- To acquire knowledge relating to labour welfare programmes undertaken in the industrial establishments.
- To develop knowledge about the labour problems and the role of social work in industry.

UNIT I. Welfare Legislation: Factories Act 1948, Mines Act 1952, Plantation Labour Act 1951, Contract Labour (Regulation and Abolition) Act 1970 and A.P.Shops and Establishments Act.

UNIT II. Industrial Relations Legislation: Industrial Disputes Act 1947; Industrial Employment (standing orders) Act 1946 and Trade Unions Act 1926.

UNIT III. Wage and Social Security Legislation; Payment of wages Act 1936, Minimum wages Act 1948; Payment of Bonus Act 1966. Payment of Gratuity Act 1972, workmen's compensation Act 1923; Employees State Insurance Act 1948, Maternity Benefit Act 1961 and Employees Provident Fund and Miscellaneous Provisions Act 1952.

UNIT IV. Labour Welfare: Concept, scope and philosophy, principles of labour welfare, Indian constitution and labour, agencies of labour welfare and their role. State, management and Trade unions. Role of ILO and ILC - Impact of ILO on labour welfare in India. Labour problems – Indebtedness, Absenteeism, Alcoholism, Personal and Family Counselling.

UNIT V. Labour welfare programmes – statutory and non-statutory, extra mural and intra mural, Central Board of Workers' Education; Workers' Cooperatives; Welfare Centers, Welfare Officers' role, status and functions. Role of social work in industry.

References:

1. Govt. of India (Ministry of Labour, 1969). Report of the Commission on Labour Welfare, New Delhi: Author.
2. Govt. of India (Ministry of Labour, 1983). Report on Royal Commission on Labour in India, New Delhi: Author.
3. Malik, P.L. (1977). Industrial Law, Lucknow: Eastern Book Company.
4. Mishra, S.N. (1990). An Introduction to Labour and Industrial Laws.
5. Moorthy, M.V. (1982). Principles of Labour Welfare, New Delhi: Oxford University Press.
6. Pant, S.C. Indian Labour Problems, Allahabad: Chaitanya Pub. House.
7. Sarma, A.M. (1988). Aspects of Labour Welfare and Social Security, New Delhi: Himalaya Publishing House.
8. Vaid, K.N. (1970). Labour Welfare in India, New Delhi: Sri Rama Centre for I.R.

**307 (b). PROGRAMMES FOR THE RURAL AND TRIBAL COMMUNITY DEVELOPMENT
(SPECIALISATION PAPERS –ELECTIVE)**

Objectives

- To know the Constitutional provisions for local self-government and the structure and functioning of Panchayat Raj Institutions in India and Andhra Pradesh.
- To gain knowledge on rural and tribal development programmes in India.
- To understand the concept and importance of community participation.
- To enhance knowledge on professional social work practice, its scope and application in rural and tribal community development programmes.

UNIT I. Rural Local Self Government: Origin, and development of Panchayathi Raj system in India. Salient features of 73rd Constitutional Amendment. Panchayathi Raj Institutions in Andhra Pradesh – Structure and Functions.

UNIT II. Rural Development Programmes: Early experiments of rural reconstruction – Sriniketan, Marthandom, Gurgoan, Baroda etc. Post independent projects – Nilokhiri, Faridabad, Etawah pilot projects etc. Community development programme – philosophy and objectives of community development. Community development and community organisation. Poverty alleviation programmes – implementing by the Central and State governments in rural areas, NABARD – objectives, and programmes, role of NABARD in Rural Development.

UNIT III. Tribal Development Programmes: Constitutional and legislative provisions for the development of tribals in India. Policies toward the tribals during post-Independence period. Integrated Tribal Development Agency – objectives, structure and functions. Other agencies and programmes for the tribal development in India and Andhra Pradesh .

UNIT IV. Community participation: People’s participation – meaning and importance. Concept, objectives and role of self help groups. Participatory Rural Appraisal (PRA) – Concept, characteristics and methods of PRA. The use and applicability of PRA techniques in rural and tribal communities.

UNIT V. Professional Social Work Practice:- The scope of Social Work practice in Rural and Tribal Community Development. The role of non-governmental agencies in rural and tribal community development.

References:

1. Chhabra, S.S. (1983). Community Development, Delhi: Surjeet Publications.
2. Gangrade, K.D. (1986). Social Work and Development, New Delhi: Northern Book Centre.
3. Govt. of India (1987). Encyclopaedia of Social Work in India, New Delhi: Author.
4. Kurtz, L.F. (1977). Self Help and Support Groups, New Delhi: Sage.
5. Nair, T.K. (ed)(1981). Social Work Education and Social Work Practice in India, Madras: ASSWI.
6. Voluntary Action Network India (1995). State Panchayat Acts – a Critical Review, New Delhi: Author.

307 (c) CRIME, CRIMINAL LAW AND CRIMINAL POLICY

(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To understand the importance of personality factors in criminal and offender behaviour.
- To study and understand the major forms of crime.
- To understand crime in the context of individuals, community and associations.
- To gain knowledge in analysing crime statistics and identify the trends and patterns of crime.
- To study and understand the crime policy and criminal law.

UNIT I. Psychological factors in criminal and offender behaviour, emotional behaviour, habit formation and personality factors.

UNIT II. Forms of crime – professional crime, white-collar crime, organized crime, violent crime.

UNIT III. Crime and individuals – youthful offenders, denotified communities (ex criminal tribes).
Decoity, recidivism, terrorism.

UNIT IV. Crime in India – Crime statistics, patterns and trends.

UNIT V. Criminal policy, criminal law – IPC and CRPC.

References:

01. Govt. of India: Crime in India, New Delhi: Author.
02. Reckless, W.C. The Crime Problem.
03. Simhadri, Y.C. (1979). Ex-Criminal Tribes of India, Delhi: National Publishing House.
04. Smith, J.C. and Hoger Brain (1992). Criminal Law, Butter Worth and Co.
05. Sutherland, E.H. and Cressary, D.R. (1968). Principles of Criminology, Bombay: Times of India Press.

307 (d). PSYCHIATRY FOR SOCIAL WORKERS
(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To understand what is personality and Freudian theory of personality development.
- To know the classification of mental disorders and the symptomatology of various psychiatric disorders
- To develop skill in case history taking in a psychiatric settings.
- To know the types and causative factors of different types of psychiatric disorders and to identify the role of social work intervention in dealing with them
- To develop understanding of various aspects of mental retardation and identify the role of social worker in dealing with it.
- To have knowledge about addictions and the role of social worker in dealing with them.
- To understand the problems of behaviour among children
- To understand the relation between Psychiatry and law.
- To know the need for knowledge of psychiatry for social workers working in the psychiatric settings.

UNIT I. Psychiatry – Definition, personality – definition, Freudian theory of personality development. Classification of mental disorders (DSM IV), symptomatology of psychiatric disorders. Case history taking in a psychiatric setting.

UNIT II. Anxiety Disorders – types, symptoms, causative factors and role of social worker; somatoform disorders- types, symptoms, causative factors and role of social worker. Schizophrenia and other psychotic Disorders, mood disorders and Bi Polar disorders– types, symptoms, causative factors and role of social worker.

UNIT III. Mental retardation – Definition, causative factors, types symptoms and role of social worker. Personality disorders- types, symptoms . Addictions: drugs and alcohol, definition, symptoms, causative factors and role of social worker.

UNIT IV. Disorders usually first diagnosed in infancy, childhood or adolescence. Attention deficit and disruptive behaviour disorders, feeding and eating disorders of infancy or early childhood, Elimination disorders. Case history taking in a child psychiatry setting.

UNIT V. Psychiatry and law – Indian Lunacy Act, Mental Health Act 1986. Need for the knowledge of psychiatry for social workers.

References:

1. Altschuler, J. (1997). Working with Chronic Illness – A family approach, New Delhi: Macmillan Publications.
2. Butcher, J.N., Mineka S and Hooley, J.M. (2007). Abnormal Psychology (13th ed.), New York: Pearson Allyn & Bacon.
3. Busfield, J. (1996). Men, Women and Madness, New Delhi: Macmillan Publications.
4. Caplan, G. (1964). Principles of Preventive Psychiatry, New York: Basic Books Inc.
5. First Michael B(ed) (1995) Diagnostic and statistical manual of Mental Disorders (IV edition) New Delhi: Jay Pee brothers.
6. Freedman, A.M. et. al. (1976). Modern synopsis of comprehensive text book of psychiatry, Baltimore: The Williams and Williams Co.
7. Kanner Leo (1975). Child Psychiatry (3rd Ed.) Illinois; Charles E Thomas.
8. Prior, L. (1996). Social organisation of mental illness, New Delhi: Sage.
9. Prior, P.M. (1999). Gender and Mental Health, New Delhi: Macmillan Publications.
10. Suinn Richard, M. (1975). Fundamentals of behaviour pathology, New York: John Wiley and Sons Inc.
11. Surber, R.W. (1994). Clinical case management, New Delhi: Sage Publications.

307 (e). FAMILY WELFARE – STRATEGIES AND INTERVENTIONS
(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- Gain knowledge about nature, scope and importance of family welfare, family policy and family well-being.
- Acquire knowledge of laws related to women's issues.
- Understand various aspects related to family life education.
- Acquire knowledge about strategies for intervention.
- Understand the various state, national and international initiatives for family welfare.

UNIT I. Family Welfare – Definition, nature, scope and importance. Family policy, family wellbeing.

UNIT II. Legislation relating to family, marriage, inheritance, dowry, divorce and violence against women.

UNIT III. Family Life Education - Definition, nature, content, principles. Types of family life education – parent education, sex education, education for family resource management, marriage and intimate relationship, major issues and challenges to family life education.

UNIT IV. Strategies for Intervention: Family service agencies – role and functions. Pre marital and marital counselling, counselling couples before and after divorce. Family crisis intervention, family therapy, family advocacy. Use of social work methods. Case presentations.

UNIT V. Initiatives for family welfare– state, national and international.

References:

1. Andrian & James, et. al. (1988). Social Work in family procedure – practice guide, Routledge Publications.
2. Arcus Margaret, E., Schvaneveldl Jay D. Joel Moss (1993). Handbook of Family Life Education, Delhi: Sage Publications, Vol.I and II.
3. Gelles: Intimate Violence, New Delhi: Sage Publications.
4. Hansen, M. & Harway, M. (1993). Battering and Family Therapy, Delhi: Sage Publications.
5. Holaling Gerald, T. et. al. (1988). Coping with family violence, Delhi: Sage Publications.
6. Kirkwood Catherine (1993). Leaving Abusive Partners, Delhi: Sage Publications.

References:

Punani .B. and Rawal N. (2000). Visual Impairment Handbook, 2nd Edition, Ahemedabad; Blind People's Association (India).

Koenig A.J. and Holbrook M.C. (Eds.) (2000). Foundations of Education (2nd Ed.), Vol. II, instructional strategies for Teaching Children and Youths with Visual Impairments, New York; AFB Press.

Murickan .J.S.J. (1995). Persons with Disabilities in Society, Trivandrum; Kerala Federation of the Blind.

Punani .B. and Rawal .N. (1993). Handbook: Visual Handicap. New Delhi: Ashish Publishing House.

Graham Martin (2001) 6th edn. Ballantyne's Deafness edited by John Graham & Muke Martin.

Ture Jonson, (1995). Inclusive Education, VNNDP Inter-Regional programmes for disabled people.

Bamford and Saunders, (1994). Hearing Impaired, auditory perception and language disability, New Delhi; Lakshmanchand Arya Publishing Company.

Richard .W. Fling, (1994). History of Hearing Impairment. New Delhi; A.I.T.B.S. Publishers.

Divya Prabhat, (1991). Ear-Nose-Throat, Bombay; Vera Medical Publication.

Lauren . B.J. Jeanne et.al. (1998). Communication Assessment and Intervention for Adults with Mental Retardation. U.S.A.: Little Brown & Company.

Henley Martin & Ramsey .S. Roberta (1993). Characteristics and Strategies for Teaching Students with mild Disabilities. U.S.A. : Allyn & Bocon.

Usha Rani, P. (1988). Down's syndrome, New Delhi; Vijay Printers.

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Narayanan, J. (2001) Curriculum for Persons with Severe / Profound Mental Retardation and Multiple Disabilities in Booklet on Curriculum Guidelines in Mental Retardation. B.Ed. (SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.

Narayanan, J. (2001) Booklet on Motor and Communication Aspects -Role of Multidisciplinary Team. B.Ed. (SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.

Norris Meriel, (1997). Rehabilitation Therapy Assistant Manual. Bangalore; Rehabilitation, Research and Training centre.

FOURTH SEMESTER
401.DEVELOPMENT ADMINISTRATION (CORE)

Objectives

- Gain knowledge about organizations life cycle, governing ideas and sustainability.
- Acquire knowledge and skills in the different aspects of management of non-governmental organizations.
- Acquire knowledge about Project management and proposal writing.

UNIT I. Human Service Organisation's – their characteristics like size, nature and design – origin and growth of organisations as response to social needs – External environment.

UNIT II. Management of human service organisations: Governance and administration – Executive Board, General Body – other functionaries – roles and inter relationship; Team building; Strategic planning for NGO's: Meaning, basic principles and processes; internal implications.

UNIT III. Development – Meaning and approaches, Development actors, Participatory Development – Meaning and Principles – Participation and governance.

UNIT IV. Organisational governance – Vision Mission and goals. Developing and implementing a promotional plan. Role of NGOs in Development Administration.

UNIT V. Project Management: Elements of project planning and development, Community Participation – Micro – Planning: Participatory research – Methodologies Principles and implications of P.R and P.d for social development

References

1. Denver, J.C. (1979). Office Administration, Plymouth, Mac Donald and Evans.
2. Drucker, P. (1990). Managing the Non-profit Organisations, NY: Karper Collins.
3. Hurt, Karen (2003). Promoting your Organisation, CIVICUS toolkit, <www.civicus.org>
4. Kandaswamy (1986). Governance and Financial Management in Non-profit Organisations – A reference Manual, New Delhi: Caritas India.
5. Leigh, Andrew (1996). 20 ways to Manage Better (2nd ed.), Hyderabad: University Press.
6. Mohanty, M. and Singh, A.K. (Eds.) (2002). Volunteerism and Government: policy, programmes and assistance, New Delhi: VANI.
7. Mohanty, M. and Singh, A.K. (Eds.) (2002). Foreign aid and NGOs, New Delhi: VANI.
8. Shapiro, Janet (2003). Strategic Planning, CIVICUS toolkit, www.civicus.org.
9. Shapiro, Janet (2003). Monitoring and Evaluation, CIVICUS toolkit, www.civicus.org.
10. Soriano, F.I. (1995). Conducting needs assessment, New Delhi: Sage Publications.
11. Slugter, G.P. (1998). Improving Organisational Performance, New Delhi: Sage Publications.
12. Thomas, A. (1996). What is Development Management: Journal of International Development 8(1), 95-110.
13. Thomas, A. et al (1998). Finding out Fast: Investigative skills for policy and development, New Delhi: Sage
14. Weiner, M. (1982). Human Service Management, Illinois, The Dorsey Press.

402: Corporate Social Responsibility (CORE)

Objectives:

- Develop a holistic understanding of the concept CSR
- Gain adequate knowledge on CSR Policy
- Understand global perspectives on CSR practices
- Know various CSR practices in India and Andhra Pradesh through case study

UNIT: I Corporate Social Responsibility, Concept, definition and Scope Need and significance of CSR, principles and issues.

UNIT – II Social Responsibilities of Corporate Sector, Interest groups related to CSR, Drivers, Tools and Benefits of CSR. CSR in reduction of Poverty.

UNIT – III Designing a CSR policy, factors influencing CSR policy, managing CSR in an organization, social auditing, Global recognitions of CSR – ISO 14000, SA 8000, AA 1000, codes formulated by UN Global compact, UNDP, Global reporting initiative.

UNIT – IV Global perspective of CSR, History of CSR in India, CSR Activities in Andhra Pradesh carried out by different corporate giants and their outcomes, CSR Projects in primary, secondary and service sector.

UNIT – V CSR implementation and Directives of Government, Need assessment surveys, execution Monitoring and evaluation of CSR projects, People's participation, CSR Networking with NGO's, Civil Societies and Government

References

- Anil Prasad Bandela and R.D. Sampath Kumar 2013. Corporate Social Responsibility: A Perspective : Mohit publications, New Delhi
- Bradshaw, T.and D. Vogel. 1981. Corporations and their Critics: Issues and Answers to the problems of Corporate Social Responsibility, New York: McGraw Hill Book Company.
- Brummer, J.J. 1991. Corporate Social Responsibility and legitimacy – An Interdisciplinary Analysis, Westport, CT: Greenwood Press.
- Cannon, T. 1992. Corporate Social Responsibility (is ted.) London: Pitman Publishing
- Grace, D. and S. Cohen 2005. Business Ethics: Australian Problems and cases. Oxford: Oxford University Press
- Reddy, Sumati and Stefan Seuring. 2004. Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.

403 (A) DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK (ELECTIVE)

Objectives:

- Dissemination of knowledge on Environmental issues
- Create understanding about disaster management
- Explain the role of stakeholders in environmental protection
- Study of relevant acts and cases related to environmental issues

UNIT I. Disaster concept, meaning, definition, significance; major disaster events in India and the world; types of disasters – natural disasters: famine, drought flood, cyclone, tsunami, earthquake; man-made disasters: riots, blasts, industrial, militancy, displacement; causes, effects & impact and interventions.

UNIT II. Disaster mitigation and disaster management – Profile, forms and reduction of vulnerability; pre-disaster; concept and principles of disaster mitigation and disaster management; risk assessment; prevention; preparedness; education & awareness.

UNIT IV. Disaster process: Concept and components of relief, reconstruction; rehabilitation; major issues and dynamics in the administration of relief, reconstruction and rehabilitation; short-term & long-term plans; community participation: objectives, prerequisites and constraints; resource mobilization.

UNIT III. Disaster and intervention opportunities: Disaster policy in India; disaster management act of 2005; national and international agencies: NDMA, NIDM NCMC; UN, UNDRO, UNESCO, UNDP; role of NGOs, media, defence; role of social workers and intervention strategies; case studies: Bhopal gas tragedy, Gujarat & Marathwada earthquakes, Orissa super cyclone, 2004, tsunami.

UNIT :IV - Environment: Meaning and Concept. Ecology: Definition, Principles and scope - Ecological imbalances. Ecological Sustainability; Environmental Education and Awareness: Environmental problems and its causative factors. Over population, Food, Health and Energy security. Negative side of Green Revolution, Desertification and deforestation, Climate change and its effect

UNIT:V- Conservation and Management: Conventions on Biological diversity, Aims and Objectives, Conservation strategies and legislations-Forest and Environment Protection Acts, Wildlife (Protection), National Wildlife Action Plan. Biodiversity Act, 2002.

403 (B) Project Report

Objectives

- Understand the evolution and role of SHGs and micro-credit in alleviating poverty
- Develop the Knowledge and skills to promote and strengthen SHGs and microenterprises.
- Develop understanding about micro finance institutions

Unit I. Concept and contextualisation of poverty: trends, profiles of poverty-rural,urban and tribal -gender dimension of poverty – Credit needs of the Poor – Formal and informal sources characteristics; Empowering through microcredit and SHGs as a poverty alleviation initiative; Concept of self-help; Microcredit and self-help-emergence of SHG model – different models- Grameena system – critical evaluation.

Unit II. Preparation and group building – Life cycle of SHG; 4-stage model of SHGs development – group configuration, leadership, framing rules/bylaws, application of social group work skills in group building and stabilizing Basic Principles of Self Help groups - Norms for functioning - (*homogeneity,regularity in savings and internal lending, financial management, audit, bookkeeping, governance mechanisms, conduct of meetings, group control,conflict resolution, participation in community issues, and vision and mission building*); characteristics of a good SHG, Rural and urban differentials. SHGs: Case studies and success stories. SHG-Bank linkage Programme – RBI/NABARD guidelines for linkage of SHGs - role and importance of NABARD in the SHG movement

Unit III. Federating SHGs, and advantages; Levels: Village/ward, Mandal and District; Mutually Aided Co-operative Societies (MACS); Different models – Cooperative Development Forum (CDF), Mysore Resettlement and Development Agency (MYRADA), Development of Humane Action foundation (DHAN),Professional Assistance for Development Action (PRADAN), Kutumbasree, SAPAP and Velugu / Indira Kranti Pathakam (IKP).SHGs and entrepreneurship; qualities of a social entrepreneur; services needed to promote and build SHG –led Micro-enterprises - challenges.

Unit IV. Rating of SHGs – Need and significance; Procedures and methods, role of NABARD in developing assessment methods – Critical Rating Index (CRI); Capacity Building of SHGs – Issues; Trainings and Exposure visits – Training Needs Assessment. Best practices in SHGs.

Unit V. Micro Finance: Concept and historical emergence- models - Role of Micro finance in Poverty alleviation; Micro Finance Institutions (MFIs) – and related organizations in India and Andhra Pradesh – Rashtriya Mahila Kosh (RMK), RBI, Banks, National Bank for Agriculture and Rural Development (NABARD), Small Industries Development Bank of India (SIDBI) and other models- BASIX, Grameena Bank etc.

References

1. BASIX (1999), Case studies on select micro-finance institutions in India (study produced for the International Fund for Agriculture Development), Hyderabad BASIX.
2. CARE & STEP (2004). *Swayam Sahayaka Sanghala Sikshana Karadeepika*, Hyderabad, Ministry of Rural Development, A.P.
3. CDF (1999). Member participation in new generation thrift cooperatives around Warangal Town in Andhra Pradesh, 1997, Hyderabad: Author
4. Cooperative Development Foundation (1999). Set of books of SHGs (5 Volumes) Hyderabad: Books for change.
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9. Govt of India (1999). *Swarna Jayanthi Gram Swarozgar Yojana Guidelines*, New Delhi: Ministry of Rural Development.
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12. Karmakar K.G. (1999). Rural Credit and Self Help Groups: Micro finance needs and concept in India, New Delhi: SAGE publications.
13. Kumaran, K.P (1997). Self help Groups: An Alternative to institutional credit to the poor- A Case study in Andhra Pradesh, Journal of Rural Development, Vol.16, No.3, 516.
14. MYRADA (2000). The MYRADA experience: A manual for capacity building of self-help groups, Banglore: Author.
15. NABARD (1999). Task force on supportive policy and regulatory frame- work for micro-finance: Report, NABARD, Mumbai.
16. NABARD (2000). NABARD and micro finance, Mumbai: Author.
17. Nair, A (2001). Sustainability of Micro finance Self Help Groups in India: Would federating Help? Paper submitted to Woodrow Wilson School of Public and International Affairs Princeton University.

Course : 405.SOCIAL WORK WITH HIV*/AIDS

Objectives:

- To understand the various clinical and epidemiological aspects, extent and spread of HIV in India and its consequences to public health.
- To understand pre and post test counselling. Have knowledge about behavior change.
- To understand psycho- social impact of HIV on the infected and affected persons. To develop knowledge about community based services.
- To have knowledge about issues related to HIV/AIDS such as stigma, discrimination and informed consent.
- To develop knowledge about communication strategies for HIV/AIDS prevention, care and management.
- Appreciate and appraise critically the policies, programmes and advocacy strategies of various national and inter-national organizations in the field of

HIV/AIDS.

- To understand the role of Social Worker in the field of HIV/AIDS.
- Acquire skills in understanding research studies pertaining to HIV*/AIDS, develop capacity to formulate research proposals regarding them.

UNIT I. History of the Virus, clinical and epidemiological aspects, Modes of transmission. Magnitude of the problem in India and the world, surveillance mechanisms, implication to public health, Perceived risk and high-risk behaviour, Targeting unique population; Trafficking, Implications for HIV*/AIDS. Role of UN AIDS, NACO, SACS, NGOs and media.

UNIT II. Psychological impact of HIV+/AIDS on families and individuals with special reference to women and children, people living with AIDS (PLWA) CLHAS and CAAS- problems and needs. Issues related to stigma and discrimination, informed consent, professional ethics. Support groups (positive groups) community services.

UNIT III. Testing for HIV/AIDS; Different tests and their implications – VCTS, PPTCTS and related services – communication strategies; policies related to AIDS prevention, care and management.

UNIT IV. Counselling as an intervention strategy. Preventive, Counselling: Risk assessment and risk reduction, Counselling skills. Pre and Post test Counselling: Crisis counselling, dealing with disclosure – children and adults- skills. Supportive counselling: living with HIV/AIDS- individual, family, community levels, ethical issues in HIV/AIDS counselling; Role of Social Worker.

UNIT V. Understanding and utilization of Research: The students will examine at least two empirical studies in the areas of HIV+/AIDS and they are expected to examine these studies in terms of objectives, research design, tools used for data collection, presentation of results, analysis and use of statistical methods etc. In this unit, the students may be asked to write in their examinations of a review a research study with reference to aspects covering the above areas or research in the field i.e.,

HIV+/AIDS.

References

1. Gracious, Thomas, et. al. (1997). AIDS, Social Work and Law, New Delhi: Rawat Publications.
2. Premilla, D' Cruz (2004). Family Care in HIV/AIDS – Exploring lived experiences, New Delhi: Sage Publications.
3. Singhal, A. and Rogers, E.M. (2003). Combating AIDS – Communication Strategies in Action; New Delhi: Sage Publications.
4. Stine, J. Gerald (1998). AIDS update 1999; New Jersey; Prentice Hall.

406 (a). INDUSTRIAL RELATIONS AND TRADE UNIONS (SPECIALISATION PAPER – ELECTIVE)**Objectives**

- To acquire a sound theoretical knowledge regarding the concept, origin and perspectives on industrial Relations.
- To develop knowledge and skill to analyse Labour Management Cooperation in India.
- To acquire skills of Industrial Relations Machinery.
- To know the concept, objectives, origin, and growth of trade unions and their social responsibilities.
- To acquire knowledge about Management of Trade Union in India.

UNIT I. Industrial Relations and Trade Unions: Concept, origin, development and determinants. Perspectives on industrial relations. Marxian approach, Gandhian approach, Human relations approach, development systems approach. International labour organisation and Indian Labour Conference.

UNIT II. Labour Management Cooperation in India; Works Committees, Joint Management Councils, Workers Participation in Management, Collective Bargaining Employee grievance redressal system. Industrial conflict and its causes.

UNIT III. Industrial Relations Machinery: Conciliation, mediation, adjudication, voluntary arbitration, code of conduct, code of discipline, unfair labour practices.

UNIT IV. Trade Unions: Concept and objectives, origin and growth of labour and trade unions movement. Trade unions in contemporary society. Emerging trends in unionisation in India. Trade union and social responsibility.

UNIT V. Management of Trade unions in India: Registration, structure, functions, membership, union security, leadership, trade union disputes, union finances, union elections, promotion of trade unions. Role of trade unions in Industrial Relations.

References

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2. Govt. of India (1969). Report of the National Commission on Labour in India, New Delhi: Author.
3. Karnik, V.B. (1960). Indian Trade Unions, A Survey, Bombay: Labour Education Service.
4. Kennedy, V.D. (1966). Union, Employers and Government, Mumbai, Manaktalas.
5. Monappa, Arun. (1989). Industrial Relations, New York: Tata McGraw Hill.
6. Myers, L.A (1965). Labour Problems in the Industrialisation in India. New Delhi: Oxford University Press.
7. Myers, C.A. and Konappan, S. (1958). Industrial Relations in India, Mumbai: Ashish Publications.
8. Puneke, S.D. etal (1984). Labour Welfare, Trade Unions and Industrial Relations, Bombay: Himayala Pub. Home.
9. Puvvada, D.O. Dynamics of Trade Unionism, New Delhi: Ashish Publications.
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11. Richadson, J.H. (1965). An Introduction to Industrial Relations, London: Allen & Unwin.
12. Sen, S. (1979). Working Class of India - History of its emergence and Movement 1830-1970, Calcutta: K.D.Bagchi & Company.
13. Sharma, A.M. (1961). Industrial Relations, Conceptual and Legal Framework, Mumbai: Himalaya Pub. House.
14. Vaid, K.N. (1968). The New Worker, Mumbai: Asia Publication House.
15. Verma Pramod: (1981). Management of Industrial Relations, New Delhi: Oxford and IBH Publication Company.

406 (b). STRUCTURE OF URBAN COMMUNITY
(SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To acquire knowledge on urban community and its features.
- To understand the process of urbanization.
- To enhance knowledge about Urban social organizations
- To know about urban local self-government and its types.
- To know the role of urban development authorities in Andhra Pradesh.

UNIT I. Urban Community: Concepts of urban, urbanisation and urbanism. Major features of urban community. Differences between rural and urban communities.

UNIT II. Urbanisation: Trends in India's urbanisation. Causes and consequences of urbanisation. Classification and growth of towns and cities in India. Urbanisation in Andhra Pradesh. .

UNIT III. Urban Social Organisation: Urbanisation and Social Institutions. The family, caste and class, economic and religious aspects of urban communities.

UNIT IV. Urban local self-government: Significance of municipal administration. Types of urban local self governments – Municipalities, Municipal Corporations, Cantonment Boards, etc. – their composition, powers and functions. The salient features of 74th amendment to the Constitution of India.

UNIT V. Urban Development Authorities: The origin and growth of urban development authority in Andhra Pradesh. The objective, structure, powers and functions of urban development authorities, co-ordination with the other agencies in Urban areas.

References

1. Anderson, N.L. and Iswaran, K. (1965). Urban Sociology, Mumbai: Asia Publication House.
2. Bose, Ashish (1973). Studies in India's Urbanisation 1970-71, Mumbai: Tata Mcgraw Hill.
3. Desai, A.R. et. al. (Ed.) (1970). Slums and Urbanisation, Mumbai: Popular Prakashan.
4. Maheswari, S.R. (1992). Local Government in India, Agra: Laxmi Naraina Agarwal.
5. Rao, M.S.A. et. al. (1991). Urban Sociology, New Delhi: Orient Longman.
6. Ramachandran, R. (1989). Urbanisation and Urban systems in India, New Delhi: OUP.
7. Suvani, N.V. (Ed.) (1966). Urbanisation and Urban India, Mumbai: Asia Publishing House.

406 (c). PENOLOGY, CUSTODIAL INSTITUTIONS AND LEGISLATION (SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To study and understand the basics concepts, theories and forms of punishment.
- To have knowledge about the history and development of custodial institutions.
- To gain knowledge about the prison system and reforms pertaining to it.
- To understand the various institutional services established for different category of convicts.
- To study and examine the important legislative provisions available for the treatment of offenders

UNIT I. Punishment – definition, nature, meaning, theories of punishment. Types of punishment – corporal and capital punishment.

UNIT II. Imprisonment – emergence and development of custodial institutions.

UNIT III. Prison as a Community, classification of prisoners. Modern objectives of imprisonment. Prison programmes and objectives; Prison reforms committees.

UNIT IV. Administrative functioning, programmes and limitations of open prisons, Borstal schools, certified schools, reformatory schools, remand homes, observation homes, juvenile homes and special homes.

UNIT V. Legislation – Borstal school Act, Juvenile justice Act, Probation of offenders Act, Prison Act, Prisoner’s Act, Immoral Traffic Prevention Act. UN Standard minimum rules for the treatment of prisoners.

References

1. Bhattacharya, B.K. Prisons.
2. Clemmer, D. Prisons.
3. Maguire, M. et. al. (1985). Accountability and Prisons – opening up a closed world, London: Tavistock.
4. Relevant Acts.

406 (d). MEDICAL SOCIAL WORK (SPECIALISATION PAPERS –ELECTIVE)

Objectives

- To acquire a clear understanding of medical Social Work.
- To develop knowledge regarding hospital as a complex social system of organization.
- To acquire skills regarding the role of social workers in relation to patient and family.
- To develop communication skills in hospital settings.
- To acquire a sound theoretical understanding on Health Education.

UNIT I. Medical Social Work – Definition and Meaning: Historical development of medical social work in USA and India.

UNIT II. Hospital: A complex social system of organisation – its goals, social structure and functions. Organisation and Management of social work department in Hospitals.

UNIT III. Role of social worker in relation to patient and family. Role of medical social worker in the field of STD, HIV*/AIDS, TB, Leprosy and Cancer.

UNIT IV. Communication in Hospital – Medical social worker as a communicator and interpreter, Role of medical social worker in treatment plan. Specific social work interventions in a medical setting.

UNIT V. Health education – definition, objectives, principles, content, stages of adoption of new practices. Health education as a tool for social worker; People’s participation in health and the role of medical social worker.

References

1. Benerjee, G.R. Papers on Social Work
2. Dwivedi, R.S. Human Relations and Organisational Behaviour.
3. Ferguson, T. & Machpail, A.N. Hospital and Community.
4. Friedlander, W.A. Introduction to Social Welfare
5. Johnson, J.L. & Grant, G.Jr.(eds.) (2005). Medical Social Work, New York: Pearson, Allyn and Bacon.
6. Mumford, Emily & Skipper, Hospitals – Social Medicine.
7. Park, K. (2004) Parks. Textbook of Preventive and Social Medicine, Jabalpur: M/S Banarsidas.
8. Pathak, S.H. Medical Social Work in India.
9. Prasad, L.M. Organisation Theory and Behaviour.
10. Stroup, H.H. Social Work – An Introduction to the Field.

406 (e). CHILD WELFARE

SPECIALISATION PAPER –ELECTIVE)

Objectives

- To have knowledge about fundamental concepts pertaining to child.
- To understand the factors influencing the development of personality among children.
- To study and understand the needs and problems of various categories of children
- To gain knowledge about the provisions related to various categories of children.
- To develop ability to practice strategies to work with vulnerable children.
- To practice social work knowledge, skills, techniques and interventions in different child focused settings.

UNIT I. Child – concept, definition stages, physical, educational, social needs specific to different stages of childhood. Personality development – Influence of heredity and environment – Family, peer group, neighbourhood, and school.

UNIT II. Child Population in India – profile, trends, health, nutrition, literacy, morbidity and mortality rates. Socio-cultural, psycho-social, economic and political perspectives for understanding the problems of children in India and other developing countries.

UNIT III. Problems of Children: Child abuse and neglect – causes and effects, juvenile delinquency – definition, meaning, causes. Theories – the problems of street children, girl child, child labour.

UNIT IV. Child Welfare: Concept, definition, nature, principles. Foster care, adoption, crèche, child guidance clinics. Institutional/Non-Institutional services for those needing special services – orphans, street children, child labour, handicapped and delinquents. Social Work practice with children. ICDS, SOS, CSWB, CRY, UNICEF, CHILDLINE.

UNIT V. Constitutional provisions relating to child welfare; Laws – Juvenile justice Act, Child Labour Prohibition and Regulation Act 1986, Bonded Labour Act, National Policy on Children. UN Declaration of rights of children.

References

1. Berk Laura, E. (1996). Child Development, Prentice Publications, New York
2. Centre for Learning, Innovation (2006): A Basic Introduction to Child Development Theories, New South Wales
3. Chaudhary, D Paul (1980) Child Welfare and Development, Atmaram & sons, Delhi
4. Chaudhary, D Paul (1980) Child Welfare Manual, Atmaram & sons, Delhi
5. Gredericson (1987). Child and his Welfare, Hazel Publications. London
6. Govt of Andhra Pradesh & Govt. Of India: website on child Welfare and Development
7. Govt. of India (1987). Encyclopaedia of Social Work (relevant chapters), New Delhi: Author.
8. Govt of India: Planning Commission Reports, Publication Division, New Delhi
9. Govt. Of India: Rights of the Child: A Commitment, Dept. of W&CD, MHRD, New Delhi
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11. Kapoor Malavika (1995). Mental Health and Indian Children, Delhi: Sage Publications.
12. Kumar, R. (1988). Child Development in India, Vol.I & II, Ashis Publishers.
13. NIPCCD: Relevant Publications and Reports on Children, New Delhi
14. UNICEF: Relevant Publications and Reports on Children.

407 (a). ORGANISATIONAL BEHAVIOUR

SPECIALISATION PAPER –ELECTIVE)

Objectives

- To acquire a sound theoretical understanding of organizational Behaviour.
- To know how the people at work in an organization could be motivated to work together in harmony.
- To orient the student about how to integrate social sciences as they affect people at work.
- To understand organizations as social systems where people function as total human beings with respect and dignity.

UNIT I. Organisational Behaviour – Definition, fundamental concepts, scope and approaches. Historical perspective of organisational behaviour. Scientific management. Human Relations' Movement, Behaviourism.

UNIT II. Motivation for work: Theories of Maslow, McGnegor, Herzberg and Vroomm, Job satisfaction, stress, fatigue, monotony, boredom, frustration, accident proneness, alienation and anomie. Job enrichment. Job enlargement.

UNIT III. Leadership Theories; Decision making in the organisation. Decision-making – techniques and process. Critical evaluation of contributions of Chris Argwins, Rensis, Likerton, Peter Drucker, Black and Mounon.

UNIT IV. Management of Conflict and related concepts: Role, sources and manifestation. Frustration. The process of model conflict. Diagnosis and intervention, conflict management. Transactional analysis.

UNIT V. Communication: Concept, nature, significance and process. Communication networks. Communication barriers and effective communications system. Organisational change and system development. Nature and levels of change. Managing planned change. Organisational development - characteristics process and intervention.

References

1. Davis Keith. Human Behaviour at work, New Delhi: Tata Mcgraw Hill Publishers.
2. Dwivedi, R.S. Human Relations and Organisational Behaviour, New Delhi: McMillan India Limited.
3. Luthans Fred. Organisational Behaviour, Tokyo: Mcgraw Hill Publishers.
4. Robbins Stephen, P. Organisational Behaviour, New Delhi: Prentice Hall of India.
5. Tyagi Archana. Organisational Behaviour, New Delhi: Excel Books.

407 (b). URBAN COMMUNITY – PROBLEMS AND SERVICES

SPECIALISATION PAPER –ELECTIVE)

Objectives

- To understand the different problems of the urban community.
- To know the concept of migration and its impact on urban community
- To gain knowledge on agencies working for urban community development and services available for the welfare of women, children, slum dwellers, etc.
- To know the scope of professional social work practice in urban community development and acquire knowledge and skills pertaining to it.

UNIT I. Problems of Urban community: Definition and characteristics and growth of slums in urban areas. Causes and consequences of growth of slums.

UNIT II. Migration – concept, types, causes and impact of migration. Urban poverty, housing, civic amenities in urban areas. Pollution – types causes

UNIT III. Agencies working for urban community development: concept, objectives and programmes of Delhi, Hyderabad and Visakhapatnam UCD Projects.

UNIT IV. Programmes for urban community: Programmes for the urban community development – The Government and Government of Andhra Pradesh – JNNURM, SJSRY etc. Programmes for women and children, marginalized sections etc.

UNIT V. Professional Social Work Practice. The scope of social work practice in urban community development. The role of non-governmental agencies in urban community development. Scope and importance of peoples participation in urban community development. Factors hindering or promoting people's participation.

References

1. Chandra, A. and Punalekar, S.P. UCD Programmes in India, New Delhi: NIPCCD.
2. Clinard, M.B. (1965). Slums and Community Development, Experiments in Self-Help, New Delhi: The Free Press.
3. Misra, R.P. (1998). Urbanisation in India, New Delhi: Regency Publication.
4. Mohan, L. (1988). Environmental awareness and Urban Development, New Delhi: Ashish Publishing House.anty, B. (Ed.) (1993). Urbanisation in Developing Countries: Basic Services and Community Participation, New Delhi: Concept Publications.

407 (c). CORRECTIONAL ADMINISTRATION AND SOCIAL DEFENCE
SPECIALISATION PAPER –ELECTIVE)

Objectives

- To study and understand the basic elements of correctional methods and approaches.
- To get familiarity with the Indian police system.
- To gain knowledge on the provisions of judicial system.
- To understand various aspects related to Social Defence.
- To study and identify the practices of non-institutional services
- To acquire skills of correctional social work and understand the role of professional social workers in correctional institutions.

UNIT I. Correctional Administration: Definition, philosophy, objectives, methods and approaches of contemporary correctional social work. Origin, development and functions of police in India.

UNIT II. Criminal Justice System: Courts a

nd correctional administration. Hierarchy of courts, functions and powers. Lok Adalats, Lokayukta, Legal Aid, Functions of law commission.

UNIT III. Social Defence: Meaning, development, and functions of social defence. NISD – objectives and functions. The significance of NISD. Crime prevention strategies.

UNIT IV. Probation and Parole: Origin, nature, process and practice of probation and parole in India. Meaning, development and organisation of aftercare in India.

UNIT V. Correctional Social Work: Correctional Social Work in India. Human Rights and correctional services. The role of professional social workers in correctional institution.

References

1. Alan Vand, K. Criminal Justice System – Readings.
2. Bedi Kiran: (1998). Its Always Possible, Sterling.
3. Faax Vernon. Introduction to Corrections.
4. Glasser, D. Criminology.
5. Hawkes, L. Corrections – Science and Art.
6. NISD. Social Defence Reports, New Delhi: Author.
7. Shaw Jyostna. Probation Services in India.
8. Smykla, J. Community based Corrections.
9. Tappan Paul, W. Contemporary Corrections.

407 (d). PSYCHIATRIC SOCIAL WORK

Objectives

- Understand the history of psychiatric Social Work
- To develop knowledge about the role of psychiatric social worker in various settings in relation to the patients and their families.
- To appreciate the need for multi disciplinary approach.
- To understand the nature of rehabilitation in a psychiatric setting.
- To have knowledge of various types, techniques of and steps in psychotherapy.
- To understand the concept of community mental health and importance of community mental health as an alternative to institutionalisation.
- To develop knowledge about intervention strategies unique to social work in the field of psychiatry
- To know about mental health programmes and mental health Acts pertaining to India.

UNIT I. Psychiatric Social Work: Definition and its meaning. Growth of psychiatric social work in USA, UK and India. Role of psychiatric social work in child guidance clinic, psychiatric clinics and hospitals for the mentally ill: Role of social worker in relation to patient and family in a psychiatric setting.

UNIT II. The multi dimensional nature of human problems. Concept of team work Multi-disciplinary approach; Rehabilitation – Definition need for and nature of Rehabilitation in psychiatric settings.

UNIT III. Psychotherapy – Types of Psychotherapy – Techniques of psychotherapy – steps in the process of psychotherapy.

UNIT IV. Community mental health – definition – levels of prevention; community mental health as an alternative to institutionalisation.

UNIT V. Approaches unique to social work – case work, supportive treatment, use of resources, building social support, social skill learning, milieu therapy; mental health programmes and related Acts in India.

References

1. Coleman, James, C. Psychology and effective behaviour.
2. French, Louismeredith (1940). Psychiatric Social Work, London: Geoffrey Cumberlege, Oxford University Press.
3. Herbert, S. Streaan. The Social Worker as Psychotherapist.
4. Poornyan Paul (2003). Microskills and Theoretical foundations for Professional helpers, New York: Allyn & Bacon.
5. Seligman, L. (2004). Technical and Conceptual Skills for mental Health Professionals, New Jersey: Herrill Prentice Hall.
6. Sphry, L., Carlson, J. and Diane K.Jose (2003). Becoming an Effective Therapist, New York: Allyn & Bacon.

407 (e). WOMEN AND DEVELOPMENT

SPECIALISATION PAPER – (ELECTIVE)

Objectives

- Understand demography in relation to sex ratio.
- Develop knowledge about sexual division of labour and its various theoretical perspectives.
- Know the difference between sex and gender.
- Acquire knowledge about the issues and problems related to women.
- Understand women in difficult situations.
- To acquire knowledge about various aspects of violence on women.
- Understand provisions- both constitutional and legal for empowering women. Also to understand national and international initiatives with reference to women empowerment.

UNIT I. Demographic composition of women: Sex ratio, Regional variation in sex ratio. Implications of the declining sex ratio. Changing perspectives of the roles and obligations of the women through history.

UNIT II. Sexual Division of Labour. Functional, Marxist and feminist perspectives, concepts of gender and sex.

UNIT III. Issues related to women: Health, Education, Employment, Self-employment – Types and specific problems. Political participation, environment, women in difficult situations.

UNIT IV. Violence against women: Legislation relating to women foeticide, infanticide, child marriage, rape, wife battering, sati, dowry death, sexual harassment.

UNIT V. Empowerment of Women: Constitutional guarantees, legal provisions, Property Rights, Mahila Courts, Women Police Stations, Women's Commissions – National, State, Self help groups – DWACRA, DWACUA, International Initiatives, National State Government Developmental programmes for women, National Policy for the empowerment of Women.

References

1. Brook, E. and Davis Ann (1985). Women, the Family and Social Work, London: Tavistok Publications.
2. Everett, J. Women and Social Change in India.
3. Govt. of India (1974). Towards Equality – a report of the committee on status of women in India, Delhi: Author.
4. Harlambos, M. and Heard, R.M. (1980). Sociology – Themes and Perspectives, Oxford Publications.
5. Jeffrey, W. Dyer and Raymond, T. Coward (1992). Gender, Families and Elder Care, Delhi: Sage Publications.
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Field Work Manual For M.A. Social Work



DEPARTMENT OF SOCIAL WORK
ANDHRA UNIVERSITY
VISAKHAPATNAM
ANDHRA PRADESH
INDIA

Effective from 2015-2016 admitted batch

Field Work is an integral part of social work education, and supervised field work is the core of Social Work Education. It aims to sensitize the student to social realities and problems related to individuals, groups, communities and society at large, and develop a humane approach in dealing with the clientele. Field Work training provides practical orientation to the social situations and problems and integrates theories into practice. It helps the student to develop professional skills and practice in the field setting so as to enable the student to acquire professional competencies and values. Social Work practice has been conceived in a wider perspective and includes enabling people in difficult situations to deal with those situations and administering needed welfare services to them. The social work education believes that the professional competence required for such practice, and develops when the student makes an integrated use of knowledge, acquired through various class room instruction and other sources, translates it into appropriate skills and develops an attitude suited to it. This development primarily takes place in the field when the student is involved in working with people at the field level. While doing so, student's total personality is actively involved in trying to meet the various intellectual and emotional demands – relating to clients who are under stress; relating to faculty supervisor who is there to educate the student; and relating to agency personnel and other professional persons, etc., of the situations.

In this dynamic and multidimensional relationship, the student learns to function as a professional person. The students' field work training is oriented wherein social work concepts, values and principles are deepened and broadened. All this makes field work in social work education a pattern setting and growth fostering process. The ways and means of involvement of the student in this process is very significant.

The specific purposes of field work placement regardless of the setting can be defined in terms of essential components of this learning and helping situation. They are:

- i. Helping process
- ii. Agency structure and functions where social work is practiced, and
- iii. Community concern reflected in social policies and practices

The following are the specific objectives set for field instruction in each of these areas mentioned above.

I. Specific objectives of field instruction in a helping process:

1. To give actual experience, and not a just observation to the student but working with or helping people.
2. To enable the student to use, and also to acquire wherever needed, knowledge (including knowledge of himself/herself) in a disciplined way in relationship with another person or persons.

3. To help the student to practice the concepts, principles and values of social work profession in such a way that these are meaningfully related and adapted to the socio-cultural background of a given situation.
4. To test and experience oneself as a helping person in a helping agency so that the student can transform himself/herself as a professional social worker. This experience should be constantly related to broad social purposes and forces.

II. Specific objectives of field instruction in relation to Agency structure and functions:

Agency is an important component of enabling process, of helping people to help themselves. This enabling process consists of intervening in situations through specific inputs in the form of services. As services have to be administered, helping is also a process of administering. The experience of administering services can be given to a student by placing in an agency and help the student to work as part of the agency administration. In this context, the goals set for training of the student are:

1. To understand and evaluate agency structure, functions, policies as well as practices and to relate to them in a positive and imaginative way, in the role of help giver.
2. To give the student an experience of teamwork and to make use of, and respond to the authority of each other. This goal will be achieved when the student is involved in the decision making process of the agency and feels identified with it.
3. To enable the student to work under an administrative setting and to help in carrying out professional task as well in orienting and educating others regarding the profession.
4. To give the student adequate experience of working with voluntary workers and non-governmental agencies, to accept and respect them and to develop capacity for net working with them for professional functioning.
5. To enable the student to relate his/her feelings and understanding to the demands of clients, to the agency policies and procedures, to professional standards, and to learn to understand, and interpret each in terms of the other.
6. In many fields of social work, there are gaps between services available and needs of the clients. Hence, there is a need to organize services, then to administer them. In such situations field work enables students to appraise these gaps and to develop skills in the organization of services.

III. Specific objectives of field instruction in relation to community concerns reflected in social policies and practices:

The existence of a social agency in a community reflects the concern of the people in that community with regard to a social situation or problem or an unmet need. Hence, the social work student must have a 'feel' of the community. Social work practice is highly indigenous as its practice situation emerges from a specific social-cultural milieu. Field placements must help the students to perceive and develop this perspective and enable them to see meanings and correlation in ones work and an understanding appreciation of social policies and practices with reference to the social problem under consideration as well as those in general. In order to achieve this, the goals of field work placement in relation to community concerns reflected in social policies and practices are:

1. To enable the student to continuously relate to professional goals and agency functions in the broad social purposes and practices, to examine their adequacy or otherwise and if needed to assess the need for change.
2. As a natural corollary of this goal, the student should be involved in educating the community, in evaluating social provisions and in contributing to the development of new standards and values.
3. To help students to know various types of community resources, internal and external and develop the competence to appreciate their use and to mobilise the resources in the problem solving task. The student should understand the interrelationships that exist between different agencies in a community and work to promote inter agency coordination and collaboration.

Thus, the above are the core goals of field placement, irrespective of the method used or the area of specialization.

TYPES OF FIELD WORK

The Department organizes field work for the students which include Observational Visits in first semester; Concurrent Field Work in first and second semesters (in first year); Consecutive Field Work in third and fourth semesters (in final year); and Block Field Work at the end of fourth semester. In addition, the Department conducts a ten-day Rural Camp.

Observational visits:

During the first semester, prior to the commencement of concurrent field work, the Department arranges observational visits. The first two-weeks in first semester are spent for providing opportunity to the students to visit various social welfare organizations. This is to enable the students to have an exposure and orientation to the services being offered by various organizations and societies as a response to peoples' needs

The specific objectives of the observational visits are:

1. To get exposed to social welfare organizations.
2. To understand agency's objectives, organizational structure and programmes.
3. To understand the problems and constraints faced by the organization.
4. To develop skills in observation and reporting.

These visits are arranged covering institutions in the fields of mental health, correctional administration, differently abled, family and child welfare, etc. Students are oriented about the nature of organization and importance of observation visits besides, recording.

Concurrent Field Work and Consecutive Field Work:

Concurrent field work (in first year) and Consecutive field work (in final year) provide an opportunity to the students to use social work methods that they learned during classroom teaching. The students are placed for their field work practice in an agency or a community.

Duration of Field Work:

In first and second semester, each student has to do 16 hours of concurrent field work, ie, from Monday to Thursday (4 days), during afternoons. In third and fourth semesters the duration of consecutive field work is four weeks, which is scheduled at the end of theory classes. Consecutive field work will be organized on Monday to Friday.

Attendance:

The students are expected to put in a minimum of 75% attendance for concurrent and consecutive field work, failing which they shall not be evaluated at the end of each semester. However, those students whose attendance is in between 66% and 75% are eligible for field work evaluation only after completing compensatory field work. Those students whose attendance in field work is below 66% have to repeat the total field work specific to that semester.

Leave:

The student can avail 3 days of leave during each semester with prior approval from Faculty Supervisor and Head of the Department, failing which the absence from field is considered as 'absent'. Such absences shall be taken into consideration during evaluation.

Selection of the agency/ community for field placement depends on

(a.) Agency's / community's capacity to provide opportunities for experimental

learning to the students, and

(b) Cooperation extended by the agency personnel/ community in training the students.

In each semester, before the commencement of field placement, an evaluation of the agencies/communities will be done and accordingly the Department identifies the new agencies/communities to suit to the needs and changing trends of the profession and provide a comprehensive training to the students.

After the student is assigned a specific agency/community, the student is provided with orientation regarding the agency, its area of operation, goals, organizational structure, programmes etc., and most importantly, what is expected of the student to learn and practice during the placement so as to realize the objectives of field work.

Concurrent field work during first year is based on practice of models and intervention strategies relevant to the methods of social work in relation to individuals, families, groups and communities with a specific emphasis on study, identification of needs, programme planning and implementation. During Consecutive field work in final year the students will be placed in the agencies / communities as per their field of specialization.

Content of Field Work Programme:

A. Understanding field setting with special reference to agency placement:

1. To understand the social context with special reference to the socio-economic and cultural realities, from which the agency draws its clients.
2. To understand the philosophy, objectives, policies and programmes of the agency.
3. To understand the organization pattern including infrastructure, their functions, communication pattern, decision-making patterns etc.
4. To know the type of clients being addressed by the organization.
5. To understand the constitutional safe guards, Government policies, programmes and legislations pertaining to the concerned field work agency and its client group.
6. To understand the type of net working and referral services being extended by the agency for the benefit of its clients.
7. To participate and develop skills in the administrative aspects of the agency.
8. To develop the capacity to establish professional relationship with the agency staff working in the agency.
9. To develop ability to relate and participate fruitfully in the team.
10. To improve the ability to formulate new service delivery system for the agency clientele.
11. To develop ability to plan and organize programmes independently.

B. Working with individuals:

1. To develop ability to establish rapport and empathies with the client.
2. To identify the psycho-social factors responsible for the client's problem, analyse and contextualise the same so as to understand their impact on the client's life.
3. To develop skill in formulating and implementing intervention strategies to enable the client to deal with his/her problem.

4. Identify resources both, internal and external available in the client system and introduce processes so that the client is able to use them for meeting his/her needs.
5. To use the principles and skills of case work while working with clients.
6. To provide appropriate referral services to the clients.

C. Working with groups:

1. To develop ability to form groups around a specific need.
2. To develop skill in assessing the needs of group members.
3. To develop appropriate programmes to meet the needs of the group members.
4. To understand the different phases of group dynamics including relationships, communication, subgroups, patterns of conflict resolution and decision-making and to play required role in each of these phases.
5. Arranging individualized services outside the group when need be.
6. To identify resources needed for group functioning and enable the group to utilize the same.
7. Planning termination.

D. Working with communities:

1. Understanding community in terms of its social-cultural, economic and political realities either through primary or secondary data.
2. To understand the services of the agency in relation to the community.
3. To identify measures to improve agency services through community participation.
4. To identify and analyse community problems.
5. To analyse community perception about problems.
6. To help community prioritize its needs.
7. To involve people at various levels of problem identification, implementation and evaluation

Recording and Record submission:

The students are expected to carry a diary with them to the field and note down briefly in it the work done by them and later a report has to be written in a detailed manner in the field work record specifying the work done on each day of the field work. Process recording is preferred so that the growth of the student in terms of development of professional self, acquisition of skills in social work process, etc., can be closely monitored and the student be advised accordingly. This would also help the Faculty Supervisor in enabling the student to sharpen the skills in observation, identification of appropriate selection of methods, application of principles etc.

Weekly, field work records along with diaries should be submitted before 10.30 a.m. on every Friday by the first and second semester students; similarly before 10.30 a.m on every Saturday by third and fourth semester students. Inability to submit records on time is considered as late submission. Such late submissions again shall have an impact over student field work evaluation.

Supervision:

Supervision is an essential component of social work education and the student should carry out field work under the guidance and supervision of a Faculty Supervisor. During concurrent field work, each student will be supervised by Field work Supervisor. In the consecutive field work, Faculty Supervisor guides and supervises the field work activity of the students as per the field of specialization of each student. Supervision aims at developing core skills in the students such as skills in communication, establishing professional relationship, interviewing, record writing, intervention etc. This enhances the student trainee to the levels of a professional social worker.

Role of Field work Supervisor:

The Field Work Supervisor plays a key role during the period of concurrent field work placement of students in first and second semesters. The role specifications of Field work Supervisor are as follows.

1. The Field work Supervisor plans field placements under the guidance of Head of the Department.
2. Provides orientation to students regarding field work.
3. Keeps in touch with agency personnel and community people to make needed modifications in the field placements.
4. Regularly visits the students in the field to provide needed support to them in the field and to obtain first hand knowledge of agency/community functioning and students' progress.
5. Assists in the evaluation of the students during joint evaluation

Role of Faculty Supervisor:

Under each Faculty Supervisor 3 to 4 students are placed for concurrent field work and consecutive field work for supervisory guidance. The Faculty Supervisor is directly responsible for the student's learning in the field. The following is the role of Faculty Supervisor.

1. Gives orientation to the students regarding the agency/community regarding pattern of field work and assessment of field work done in the agency/community.

2. Assigns work to the student after discussing with him/her and the agency personnel and community people. Similarly, specific tasks are assigned considering the sequential pattern of learning. These tasks may have to be reviewed keeping in view the student's capacities, changing in agency's policies/community needs etc.
3. Makes visits to the field work agencies/communities.
4. The Faculty Supervisor conducts individual and group conferences for the students placed under her/his guidance.

Methods of Supervision and Field work Conferences:

The Faculty Supervisor takes the major responsibility of enabling students in acquiring skills and attitudes required of a professional and in developing professional self. This is done through individual and group conferences. The field work conferences are scheduled to take place in the afternoons of every Saturday.

Records are a tool for field work conferences. Hence, before the field work conference commences, the Faculty Supervisor has to go through the record and make critical assessment of the work done by the student and writes appropriate comments in the margins of the report. This approach gives seriousness to the supervisory process; otherwise the student does not perceive the value of the written record. This exercise helps the student to know the pitfalls of recording as well as the process of field work. The comments of the Faculty Supervisor should be related to the student's learning and the comments should be in the tune of constructive criticism and it should encourage and motivate the students but should not block the growth and make the student defensive. Every week, in all the semesters, each student has to fill the supervisory conference sheet (Appendix) and submit the same to the Head of the Department in the first week of every month.

When the student is found absent for field work without prior permission his/her absence may be reported to the Head of the Department by the Field Work Supervisor and Faculty Supervisor and a memo be issued to the student calling for explanation. In the absence of satisfactory explanation from the student, that will be considered during the field work evaluation. If the student fails to submit the record or did not attend supervisory conference in time inspite of repeated warnings, the same may be informed to the Head of the Department for further action. Group conferences shall also be conducted either for a group of students placed under a particular Faculty Supervisor or for students placed in similar type of agencies.

The focus of the field work conferences be on understanding the following:

- Needs, resources and dynamics of the client systems
- Student's reaction to the client system

- Discussion and analysis of the work done during the previous week and action plan for the subsequent weeks
- The attitude of student toward field instruction and supervision and his/her ability to make use of it
- Linking the theory with field practice
- Analysis of personal problems and or personality of the student that obstruct his/her performance in the field and enabling the student to develop insights into his personality and work pattern.

The Faculty Supervisor visits the agency/community and keeps close contact with the agency personnel and community people. In case of unsatisfactory performance of a student, the Faculty Supervisor has to discuss the same with the student and subsequently with the Head of the Department. The Faculty Supervisor holds an evaluation conference during the semester and discusses the student's performance in each area of learning. The Faculty Supervisor should be an enabler, guide and educator and be a role model for the student in terms of developing professional self.

Rural Camp:

Rural Camp is a non-credit compulsory field work requirement. If any student fails to fulfill this requirement he/she shall not be eligible to get his/her degree. The students are placed in a rural area for a period of 10 days. They stay in the selected rural area throughout the 10-day period. One of the faculty members shall be the Convener of the camp who shall also stay along with the students throughout the camp period. Other staff members shall assist him in conduct of the camp. The basic objective of the rural camp is to orient the students with the rural realities of life and involve in the community development activities including working with weaker sections and women groups.

Block Field Work:

After completion of all course work and examinations, at the end of fourth semester, the Department arranges six weeks of Block Field Work training in the field of his/her specialization. All students have to attend the same. This Block Field Work training provides the students an opportunity to carryout the entire Block Field Work training independently with the help and guidance of Agency Supervisor. The main thrust of the field training should be toward helping the students to gain a comprehensive understanding of the services rendered by various agencies in the field.

Following are the general instructions to students undergoing block field work training:

1. The students shall report to the respective organizations for Block Field Work Training on the date specified.
2. The students should report to the concerned training officer (Agency Supervisor) as per the communications given to them.

3. The student should maintain a dairy of their day-to-day training activities and get it signed by the agency supervisor at the end of every week.
4. The student should dispatch their weekly reports duly signed by the Agency Supervisor on every Monday under certificate of posting.
5. The absence of any student from the agency without prior permission during the training period will be viewed seriously. In case of emergency or sickness, the students have to obtain necessary permission from the agency supervisor and the same should invariably be intimated to the Head of the Department of Social Work.
6. The students are advised to take their identity cards from the Department and submit the same in the agency at the time of reporting. They should take two recent passport size photographs with them. These have to be submitted in the agency for the purpose of obtaining pass from the organization/agency.
7. The Students are expected to acquaint themselves with the policies, procedures and standing orders of the organization/agency.
8. The students are expected to seek opportunities to associate themselves with the activities of the agency.
9. The students should work directly under the control of the agency and should abide by the rules and regulations of the organizations/ agency in which they are undergoing Block Field Work Training. Any negative remark from the organization/agency about the student(s) will be seriously viewed and taken into account during Block Field Work evaluation.
10. At the end of the sixth week the students should submit dairy and a consolidated report of their training to the Department.

Block Field Work Supervision:

One or two Faculty Member(s) will be deputed to conduct Block Field Work Supervision. The Faculty Member(s) shall visit the Block Field Work placements and meet the Agency Supervisors and obtain the needed information related to the students' regularity and performance at the agency, and submit a detailed report to the Head of the Department. While evaluating the Block Field Work performance of the students, this report will be taken into consideration. The report of the Faculty Member shall include the regularity of the students' in attending to Block Field Work and also feed back of the Agency Supervisor about the students.

Consecutive /Block Field Work guidelines for the students specializing in the field of Personnel Management and Labour Welfare:

1. About the Industry:
 - a. Objectives of the industry
 - b. Nature of activity.
 - c. Number of employees (category wise)
 - d. Organizational chart (departments dealing with personnel, industrial relations and welfare work)
2. Personnel Management:
 - a. Personnel philosophy and objectives of the industry.
 - b. Determination of manpower planning and procedures.
 - c. Job analysis

- d. Job description
- 3. Recruitment and Selection:
 - a. Recruitment policy – Reservations to S.C., S.T's, Displaced persons.
 - b. Selection procedure
 - i. Advertisement.
 - ii. Application Blank
 - iii. Constitution of selection committee
 - iv. Interview and written test, aptitude test, trade test, medical test etc.
 - v. Induction.
- 4. Personnel Development:
 - a. Training and its objectives, policies and programmes, Management and development programmes, supervisory training etc.
 - b. Performance appraisal – procedures and uses.
 - c. Promotion and transfer-policies and procedures.
- 5. Wage Administration:
 - a. Procedure for wage fixation and revision, payment deductions, increments etc.
 - b. Wage agreements, settlements, awards etc.
- 6. Communication:
 - a. Study and analysis of communication methods in the industry.
- 7. Domestic Enquiry Procedure
- 8. Committees:
 - a. Study of the functioning of works committees, Joint Management Councils, Canteen Committees, Safety Committee etc and other Bi-partite Committee.
- 9. Grievance Procedure:
- 10. Disputes and their Settlements:
 - a. Collective bargaining.
 - b. Conciliation
 - c. Arbitration
 - d. Adjudication
- 11. Working conditions, Health Safety and Welfare Programmes:
 - a. Canteen and its management.
 - b. Crèches and its management.
 - c. Recreation facilities.
 - d. Education facilities.
 - e. Medical facilities.
 - f. Housing.
 - g. Cooperatives.
 - h. Festival Advances.
 - i. Provident fund and Family pension

- j. Gratuity
 - k. Transport
 - l. Leaves.
12. Trade Unionism:
- a. Organizations and functions.
 - b. Activities of the union.

Consecutive/ Block Field Work guidelines for the students specializing in the field of Medical and Psychiatric Social Work

A. Medical Setting:

1. To understand the objectives, administrative set up and functioning of the organization in general and the Department of Medical Social Work / Social Service in particular.
2. To understand the role and functions of Medical Social Worker in the field with special reference to the identification, treatment, surveillance, rehabilitation and health education.
3. To understand the role of health education in the prevention and treatment of stigmatized disorders.
4. To understand the contribution of the organization in the rehabilitation of patients.

Apart from the above, the student has to do the work assigned by the organization and follow the guidance given by the personnel of the organization with regard to field work.

B. Psychiatric Setting:

1. To understand the objectives, administrative set up and functioning of the organization in general and the Department of Psychiatric Social Work in particular.
2. To understand the role and functions of psychiatric social worker in different units such as adult psychiatry, child guidance, community psychiatry and neuro-psychiatry.
3. To understand the importance of occupational therapy and rehabilitation in the treatment of mentally ill.
4. To attend case conferences, book reviews etc.

Apart from the above, the student has to do the work assigned by the concerned Departments/agencies and follow the guidance given by its supervisors with regard to field work.

Consecutive/Block Field Work guidelines for the students specializing in the field of Community Development

1. Study of the organizational structure, functions, philosophy, objectives, programmes of the agency/department.

2. Study of the literature pertaining to the agency/department,
3. Work with the agency in the formulation and implementation of the programmes designed by the agency/department,
4. Seek opportunities to involve themselves in the administration of different programmes, special tasks or assignments such as survey, field visits, case studies etc.
5. Take guidance from the agency any other matter subject related to the practice of social work in community development setting.

Consecutive /Block Field Work guidelines for students specializing in the field of Family and Child Welfare

1. Study the organizational structure, functions, philosophy, objectives, programmes of the agency/department
2. Exposure to the specific areas of work in Family and Child Welfare such as welfare activities for women and children, family life or population education, family planning education, nutrition education and such other educational programmes.
3. While working with the agencies, the students may conduct case studies, and involve in assigned works of the agency related to subject under study.
4. Take part in observational visits organized by the agency. The students should focus on the study of organizational structure, functions, philosophy, objectives, programmes of the agency/department with a purpose to have a comprehensive understanding of the nature and types of programmes of the agency in the field.

Consecutive /Block Field guidelines for the students specializing in the field of Criminology and Correctional Administration:

1. To study and understand the institution/agency in relation to its structure, functions, programmes, policies etc.
2. To study, understand and prepare the profiles of target groups – individuals, groups, institution as a whole etc.
3. To study and analyze the causative factors for the crime, recidivism, legal provisions etc.
4. Conduct of case studies, organizing events, working with the assigned works by the staff of the institute.
5. To study and understand the needs and issues of the target groups both in the institution and outside.
6. To study institutional classifications, dynamics, institutional discipline, human rights,
7. To study the provisions of welfare, correctional approaches, release procedures, probation, after care, rehabilitation etc.

Evaluation:

Evaluation is an important aspect of field instruction in social work education. The aim of evaluation is to analyse the performance of the students with a view to enable them to develop competencies and attitudes required of a professional social worker, as field work in social work is mainly process oriented than task centered. Evaluation has to concentrate on the process of the development of skills and professional self, required for a competent social worker.

Evaluation is an ongoing activity and is closely related to the supervisory process. During this process the student and the Faculty Supervisor are expected to participate actively in the evaluation of the student's performance in field work. It is implicit in every weekly individual conference. The growth of the student has to be closely monitored during these conferences and student has to be made aware of his/her growth or absence of growth and needed improvement be suggested to the student. The concentration of evaluation during these weekly conferences shall be on 1) Areas of learning 2) Areas of strength 3) Areas needing change 4) Areas of future learning needs and 5) Growth of professional self.

The student should be made clear of what is expected of him/her at the end of field placement and the processes involved in it. The Faculty Supervisor must explain the evaluation process during the orientation.

Each student is evaluated according to the criteria of achievement expected of him/her level of learning. At the end of each semester, the field work of the student is evaluated by both internal and external examiners.

During the joint internal evaluation, the Faculty Supervisor presents the performance of the student, consisting of Head of the Department and all the Faculty Members including the Faculty Supervisor of the student concerned and Field Work Supervisor. On the basis of criteria specified for different levels of growth, the student shall be awarded internal marks.

The external examiner does the external evaluation. The external examiner shall go through the field work records of the students and each student shall appear before the external evaluation to present the work done by him/her in the field. Basing on the reports and their oral presentation, the students shall be awarded marks by the external examiner. The marks of internal evaluation and the external evaluation will be averaged and awarded to the student accordingly. In terms of difference of marks awarded during external evaluation and internal evaluation, a third valuation has to take place as per the University rules.

At the end of the course, the Department conducts viva-voce examination to each student by a committee consisting of Head of the Department, one or two external examiners from outside the University and two

faculty members nominated by the Head of the Department on rotation. The committee as per the performance of the student will award marks.

In order to be more objective in assessing the performance of the students, a standardized procedure i.e., Concrete Level and Behavioural Level evaluation will be followed in the evaluations of Concurrent field work, Consecutive field work and Block field work.

maximum marks for Concurrent field work in first and second semesters are 100 each (15 marks internal; 85 marks internal and external valuation - concrete level- 35 marks and behavioural level- 50 marks). Similarly the maximum marks for Consecutive field work in third and fourth semesters are 100 each (15 marks internal; 85 marks internal and external valuation- concrete level- 35 marks and behavioural level- 50 marks). Block Field Work at the end of fourth semester carries 150 marks ((24 marks internal; 126 marks internal and external valuation- concrete level- 50 marks and behavioural level- 76 marks).

Concrete Level :

The Concrete Level of evaluation in each semester (both internal and external) carries 35 marks in Concurrent and Consecutive field works; and 50 marks in Block field work. Following are the criteria and maximum marks for each criterion.

Criteria	Maximum Marks
1. Regularity in attending to Field Work	
a) Concurrent Field Work -I Semester	15
b) Concurrent Field Work -II Semester	20
c) Consecutive Field Work -III Semester	20
d) Consecutive Field Work -IV Semester	20
e) Block Field Work - IV Semester end	10
2. Regularity in submission of Field Work Records/Reports	
a) Concurrent Field Work -I Semester	05
b) Concurrent Field Work -II Semester	05
c) Consecutive Field Work -III Semester	05
d) Consecutive Field Work -IV Semester	05
e) Block Field Work - IV Semester end	10
3. Regularity in attending to Supervisory conferences	
a) Concurrent Field Work- I Semester	10
b) Concurrent Field Work- II Semester	10
c) Consecutive Field Work-III Semester	10
d) Consecutive Field Work- IV Semester	10
4. Agency / Block Field Supervisor Feed back Block Field Work-IV Semester end	10
5. Comprehensive Report and Contents of the Six weeks Block field Work Reports-- Block Field Work –IV Semester end	20

Behavioural Level:

The Behavioural Level of Evaluation takes into consideration the following:

1. Consistency in performance:

- a. Very consistent performance
- b. More or less progressively even performance
- c. Though at times performance may show some degree of regression, over all performance is satisfying.
- d. Performance shows a little uneven movement with periods of improved functioning in response to frequent and specific instructions from the supervisor.
- e. No progress in field work performance.

2. Ability to analyse client system:

- a. Superior ability to analyse social situation and superior skill in the social work process.
- b. Very good ability to analyse social situation and very good skill in social work process.
- c. Good ability to analyse social situations and good skill in social work process.
- d. Shows limited ability to analyse social situation and limited skill in intervention strategies.
- e. Very poor or no ability to analyse social situations and formulating intervention strategies.

3. Ability to integrate theory into practice:

- a. Superior ability to integrate theory with practice
- b. Good ability to integrate theory with practice
- c. Fairly good ability to integrate theory with practice
- d. Limited ability to integrate theory with practice
- e. Very poor ability to integrate theory and practice

4. Ability to identify with the profession:

- a. Strong identification with the profession, an excellent attempt to internalize its values and a clear clarity about the role of social worker in the agency.
- b. Clear identification with the profession, good attempt to integrate values, has clear understanding of the role of social worker.
- c. Identifies with the profession and has attained some clarity about social worker's role.
- d. Though began to identify with profession, still has some inappropriate attitudes.

- e. Persistence of inappropriate attitude, inability to internalize the professional values and identify with the profession and lack of clarity about the social worker's role.

5. Ability to be 'other' focused:

- a. Strong motivation and total orientation to client system.
- b. Strong motivation, minimal pre-occupation with one's needs which do not interfere with the student's field work performance.
- c. Has basic motivation to be of help to others. However at times preoccupation with own needs and problems affects field work performance.
- d. Frequent preoccupation with own needs and problems resulting unevenness in productivity. However there are periods when the student is able to motivate to meet field work requirement.
- e. Preoccupation with own needs could not be effective help-giver.

6. Having commitment and integrity:

- a. Very disciplined approach to work. Good sense of responsibility, commitment and team spirit.
- b. Disciplined approach to work, good sense of responsibility and commitment, good capacity for teamwork.
- c. Shows appropriate professional demeanour, good sense of responsibility.
- d. Though shows to be responsible and committed to client system, sometimes needs to be reminded of the same. Contributed in a limited way to the team.
- e. No responsibility and commitment to client system and unwillingness/ inability to work and contribute to team.

7. Ability to establish professional relationship:

- a. Superior capacity to relate purposefully, to empathise and respond appropriately. Superior capacity for involving clients in the problem solving.
- b. Good capacity to relate, empathies, and involve clients in problem solving.
- c. Has capacity to relate purposefully. Most of the time able to maintain focus on work and involve the clients in the problem solving process.
- d. Limited ability to view client system objectively and sensitively, difficulty in disciplining his/her own feelings.
- e. Total lack of empathy with client system and evidence of destructiveness with clients.

8. Ability to use social work methods and skills:

- a. Superior ability in using all the methods of social work and their various techniques skillfully.

- b. Good capacity to use all the methods and skills of Social work.
- c. Shows evidence of basic capacity to use all the methods of social work. However, the skilful use of various methods varies from good to average ability.
- d. Restricted in capacity to use various methods of social work skillfully and can offer help in a limited way.
- e. Lack of capacity to use the methods of social work, only able to use very concrete task oriented skills.

9. Ability to be resourceful:

- a. Outstanding initiative and self-direction.
- b. Good initiative and self-direction.
- c. Has capacity for initiative and self-direction.
- d. Restricted capacity for self-direction and resourcefulness. Dependent on the direct, continued guidance from the supervisor.
- e. Inability to think and act independently and to maintain time

10. Ability to learn from supervisory/agency guidance:

- a. Very often uses constructive criticism for growth and makes positive use of supervision.
- b. Shows basic objectivity and openness to learn. Has made positive and constructive use of supervision.
- c. Though basically objective and open to learning sometimes, tends to become defensive which affects the student's capacity.
- d. Shows limited ability to involve self in learning process. Frequently uses defenses, has difficulty in transferring learning from one situation to another.
- e. Inability to use field work as a learning experience

Basing on the performance of the students on the above ten items, each student will be evaluated and will be put in any of the following five categories and marks will be awarded accordingly.

The Maximum marks for Behavioural level (internal and external valuation) for Concurrent field work and Consecutive field work is 50 in each semester; and in Block field work it is 76. Following are the criteria and maximum marks for each criterion

Level of performance	Concurrent Field Work	Consecutive Field Work	Field Block Field Work
	M A X I M U M M A R K S		
Excellent	5	5	7.6
Very Good	4	4	6.6
Good	3	3	5.6

Average	2	2	4.6
Poor	1	1	3.6

Case Presentation:

In each semester, every student has to submit five case presentations. Each case presentation may consist of 5 to 10 pages. The case presentations may be on individual/ group/ community by applying social work methods and its related principles. Each case presentation carries ten marks (a total of 50 marks in each semester- 8 marks internal; and 42 marks internal and external valuation). The method of double evaluation (internal and external) in case presentations (for 42 marks in each semester) will be followed, as in the case of other theory papers.

Appendix:

PROFORMA OF FIELD WORK SUPERVISORY CONFERENCE

Name of the Student :

Name of the Supervisor :

Name of the Agency/Community :

Year & Semester :

Date and time of conference	Major areas covered during Conference	Follow up Plans	Remarks of the Faculty supervisor	Remarks of the Student	Signature of the Student	Signature of the Faculty Supervisor	Signature of the Head of the Department