

ANDHRA UNIVERSITY

Regulations and Syllabus relating to M.A.DEGREE EXAMINATION IN SOCIAL WORK (Restructured Syllabus under Semester System) (With effect from 2007-2008)

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 85 marks.
 - (c) In addition, two mid exams, one on-line with multiple choice questions and the other one, conventional (descriptive) type for 15 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 15 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.
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 2007-08 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>	<i>Compulsory/Elective</i>	<i>No. of periods of instruction per week</i>
101	History, Philosophy and Field Practice in Social Work	Compulsory	7 hours
102	Individual and Society	Compulsory	7 hours
103	Dynamics of Human Behaviour	Compulsory	7 hours
104	Social Case Work	Compulsory	7 hours
105	Social Group Work	Compulsory	7 hours
106	Community Organization	Compulsory	7 hours
	Concurrent Field Work	Compulsory	16 hours at the rate of 4 hours per day for four days.
	Functional English	Compulsory (Non-credit)	2 hours

Candidates shall report for field work in the afternoons of Monday, Tuesday, Wednesday and Thursday at the rate of four hours per day. They will have the field work supervisory conference in the evening of Saturday from 3.00 P.M. onwards for a minimum duration of half-an-hour per each candidate.

Second Semester:

<i>Course No.</i>	<i>Title of the Paper</i>	<i>Compulsory/Elective</i>	<i>No. of periods of instruction per week</i>
201	Social Action for social change	Compulsory	7 hours
202	Counselling and Communication	Compulsory	7 hours
203	Social Problems and Social Legislation	Compulsory	7 hours
204	Social Work Research and Social Statistics	Compulsory	7 hours
205	Human Rights, Social Justice and Social Work	Compulsory	7 hours
206	Disaster Management	Compulsory	7 hours
	Concurrent Field Work	Compulsory	16 hours at the rate of 4 hours per day for four days.
	Functional English	Compulsory (Non-credit)	2 hours

Candidates shall report for field work in the afternoons of Monday, Tuesday, Wednesday and Thursday at the rate of four hours per day. They will have the field work supervisory conference in the evening of Saturday from 3.00 P.M. onwards for a minimum duration of half-an-hour per each candidate.

Third Semester:

<i>Course No.</i>	<i>Title of the Paper</i>	<i>Compulsory/Elective</i>	<i>No. of periods of instruction per week</i>
301	Life Skills and Soft Skills for Social Workers	Compulsory	7 hours
302	Social Policy and Planning	Compulsory	7 hours
303	Social Work with Elderly and Differentially Abled	Compulsory	7 hours
304	Participatory Development	Compulsory	7 hours
305	Specialization papers	Elective	7 hours
	(a) Human Resource Management (OR)		
	(b) Rural and Tribal Community Development (OR)		
	(c) Criminology (OR)		
	(d) Social Medicine (OR)		
	(e) The Family – Changing Trends		
306	Specialization papers	Elective	7 hours
	(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		
	Consecutive Field Work	Compulsory	7 hours per day for a period of one month

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 the Semester. They will have the field work supervisory conference on every Saturday morning between 8AM and 1PM for a minimum duration of half an hour per each candidate.

Fourth Semester:

<i>Course No.</i>	<i>Title of the Paper</i>	<i>Compulsory/Elective</i>	<i>No. of periods of instruction per week</i>
401	Development Administration	Compulsory	7 hours
402	Management of Voluntary Organizations	Compulsory	7 hours
403	Social Work with HIV ⁺ /AIDS	Compulsory	7 hours
404	Optional Papers (a) Population and Environment (OR) (b) SHGs, Micro-Credit And Women Empowerment (OR) (c) Project Report	Elective	7 hours
405	Specialization papers (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	Elective	7 hours
406	Specialization papers (a) Organizational Behaviour (OR) (b) Urban Community – Problems and Services (OR) (c) Correctional Administration and Social Defence (OR) (d) Psychiatric Social Work (OR) (e) Women and Development Consecutive Field Work	Elective Compulsory	7 hours 7 hours per day for a period of one month

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 the Semester. They will have field work supervisory conference on every Saturday morning between 8AM to 1PM for a minimum duration of half-an-hour per each candidate.

Candidates shall have rural camp for a period of 10 days during the course period. It is a non credit and compulsory requirement for the award of Master's degree in Social Work.

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 the 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, Rural, Urban and Tribal
- (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 double valuation.

(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. Also in each semester the students have to present 5 case presentations each carrying 10 marks. These case presentations shall have double evaluation (internal & external).

Annexure - IV

Scheme of Examination as per Credit System

First Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Double Valuation (Internal + External)	Internal Assessment
101	History, Philosophy and Field Practice in Social Work	6	100	85	15
102	Individual and Society	6	100	85	15
103	Dynamics of Human Behavior	6	100	85	15
104	Social Case Work	6	100	85	15
105	Social Group Work	6	100	85	15
106	Community Organization	6	100	85	15
	Functional English (Non-credit)				
	Concurrent Field Work	15	100	85	15
	Case Presentation	3	50 #	42	8
	Total	54	750	637	113

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

Second Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Double Valuation (Internal + External)	Internal Assessment
201	Social Action for Social Change	6	100	85	15
202	Counselling and communication	6	100	85	15
203	Social Problems and Social Legislation	6	100	85	15
204	Social Work Research and Social Statistics	6	100	85	15
205	Human Rights, Social Justice and Social Work	6	100	85	15
206	Disaster Management	6	100	85	15
	Functional English (Non-credit)				
	Concurrent Field Work	15	100	85	15
	Case Presentation	3	50 #	42	8
	Total	54	750	637	113

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

Third Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Double Valuation (Internal + External)	Internal Assessment
301	Life Skills and Soft Skills for Social Workers	6	100	85	15
302	Social Policy and Planning	6	100	85	15
303	Social Work with Elderly and Differentially Abled	6	100	85	15
304	Participatory Development	6	100	85	15
305	Specialization Papers:	6	100	85	15
	a) Human Resource Management (OR)				
	b) Rural and Tribal Community Development (OR)				
	c) Criminology (OR)				
	d) Social Medicine (OR)				
	e) The Family – Changing Trends				
306	Specialization Papers:	6	100	85	15
	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				
	Consecutive Field Work	13	100	85	15
	Case Presentation	3	50 #	42	8
	Total	52	750	637	113

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

Fourth Semester:

Course No.	Title of the Paper	Credit	Max. Marks.	Double Valuation (Internal + External)	Internal Assessment
401	Development Administration	6	100	85	15
402	Management of Voluntary Organizations	6	100	85	15
403	Social Work with HIV * / AIDS	6	100	85	15
404	Optional Papers: a) Population and Environment (OR) b) SHGs, Micro-Credit And Women Empowerment (OR) c) Project Report	6	100	85	15
405	Specialization Papers 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	6	100	85	15
406	Specialization Papers 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	6	100	85	15
	Consecutive Field Work	13	100	85	15
	Case Presentation	3	50 #	42	8
	Block Field Work	22	150 #	126	24
	Project Report prepared on a topic pertaining to the organization where the student is placed in Block Field work	3	50 #	42	8
	Viva-Voce	3	50 #	50 *	-
	Total	80	1000	855	145

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 : 750+750+750+ 1000 = 3250

Credits: First, Second, Third & Fourth Semesters put together : 54 + 54 + 52 + 80 = 240

SYLLABUS

FIRST SEMESTER

101. HISTORY, PHILOSOPHY AND FIELD PRACTICE IN SOCIAL WORK

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 in India in the 19th and 20th Centuries – Scope and range of social reform movements. Social reform movements in India pertaining to women, depressed classes, untouchability, contributions made by prominent social reformers in the various fields.

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; relationship of the student with Dept and agency, 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.

102. INDIVIDUAL AND SOCIETY

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 – 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. Rural – urban – tribal communities – characteristics. Cultural, social, economic changes in all the three communities. Rural migration and tribal unrest in India.

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. Social change and social development. Planned economic development and five year plans – future shock due to 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 & Kegan 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.

103. DYNAMICS OF HUMAN BEHAVIOUR

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 – Attention, perceptual set, defence mechanisms.

UNIT IV: Personality: Meaning, Definition, types of personality – factors influencing personality development; Psycho pathology – concept of abnormality, types of abnormality – Neuroses, psychoses psychosomatic disorders, personality disorders. Psychological testing. Nature and types of tests – Use of testing 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 – individual in a group, norms and conformity behaviour.

References:

01. Anastasi 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. Kuppawamy, 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.

104. 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 relation to 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: Curative and preventive aspects of social case work. The multidisciplinary approach in professional practice. 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, types of recording – discussion of select case records. Measurement of effectiveness of social case work.

References:

01. Compton, B.R. and Galaway, B. (1979). *Social Work processes* (Rev. Edition) Illinois, The Dorsey Press.
02. Cross, C.P. (Ed.) (1974). *Interviewing and Communication in Social Work*, London: Routledge and Kegan Paul.
03. Garrett, A. (1942). *Principles of Social Case Recording*, New York: Columbia University Press.
04. Glicken, M.D. (2004). *Using the strengths perspective in Social Work Practice*, New York: Allyn and Bacon.
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. Poorman Paul (2003). *Microskills and Theoretical Foundations for Professional Helpers*, New York: Allyn & Bacon.
08. Robert, Robert, W. & Nee Robert, H. (Eds.) (1970). *Theories of social case work*, Chicago: University of Chicago Press.

105. SOCIAL GROUP WORK

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 McCullouch, 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: Hughton Mifflin Company.

106. COMMUNITY ORGANISATION

Objectives

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

UNIT I. Community: Concept, Definition, meaning, components, characteristics; major forms of community – tribal, rural, urban- their features and differences; urban slum community – characteristics, problems and programmes.

UNIT II. Community Organisation: Concept, definition, scope; community organization in U.K., U.S.A. and India; models of community organization, strategies and trends. Principles of Community Organisation. Community Organisation and its relationship with other methods of social work,

UNIT III: Practice of community organization: process and steps; role and functions of community organizer; role of NGO's: peoples' participation – concept, approaches, obstacles; Radical Community organization: resource mobilization; micro-level planning.

UNIT IV. Community Development: Concept, definition, objectives, historical trends; forms of community development- tribal, rural and urban; extension- concept definition principles; leadership- concept, types, role of community leadership in community organization.

UNIT V. Programme Implementation – Institution of Panchayat Raj, salient features of Panchayat Raj Act; Structure and functions of ITDA, DRDA, UCD; self help-groups- (DWACRA, DWACUA).

References

- 1 Dayal, R. (1960). Community Development Programmes in India.
- 2 Dunham, A – Community Welfare Organisation – Principles and Practice.
- 3 Fried Lander, W.A. (1958). Concepts and Methods of Social Work.
- 4 Gangrade, K.D. (1971). Community Organisation in India.
- 5 Ross, M.G. (1955). Community Organisation – Theory and Practice.
- 6 Sengupta, P.R. (1976). Community Organisation process in India.
- 7 Siddique, H.Y. (1997). Working with Communities.
- 8 Steve Burghardt. (1982). Organizing for Community Action. New Delhi; Sage publications.
- 9 Macaiver R.M. and Page, Cb (1985). Society: An introductory analysis, New Delhi: Mc. Milan India Ltd.
- 10 Weil Marie (ed) (2005) The Hand book of community Practice New Delhi: Sage

FUNCTIONAL ENGLISH (Non-credit course)

UNIT I. Spoken English – Need for spoken English; Characters of Spoken English including weak forms and intonation; Use of Dictionary for pronunciation (vowels, consonants, diphthongs, stress pattern). Tasks/Activities – Oral Presentation.

UNIT II. Academic Writing – 1, Paragraph writing (link words) – Describing, Narrating, Persuading, Reporting, Note-making, Summarising.

References:

1. Balasubrahmaniam, T. A textbook of English Phonetics for Indian, Students, Chennai: Macmillan.
2. Champa Tickoo and Java Sasikumar, Writing with a purpose (O.U.P.)
3. N.Krishna Swamy and T.Sriraman, Current English for Colleges, Chennai: Macmillan.

SECOND SEMESTER

201. SOCIAL ACTION FOR SOCIAL CHANGE

Objectives

- To develop orientation about mass social problems and their effects.
- To narrate the principles, strategies and forms of social action with illustrations
- To develop knowledge about leadership, power structure, advocacy and lobbying
- To acquire skills in intervention and advocacy.

UNIT I. Social structure – mass social problems; nature of society, origin and development of mass social problems, effects of social pathology: social conflict; social justice.

UNIT II. Definition, concept and scope of social action – 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 – social resources and their mobilization.

UNIT III. Concepts of social reform, social revolution and social legislation. Leadership. Analysis of power structure – Role of power groups – Advocacy – drafting a bill- techniques of winning public support and political parties for smooth passage of a bill. Lobbying – role of Social workers and agencies in the enforcement of the Acts.

UNIT IV: Social movements in India; protest and dissent movements such as Dalit Movement, Agrarian and peasant movements, “Sons of soil” movements, Antyodaya and Bhudan movements. Social action and social issues: civil, women and child rights; Environmental and ecological issues.

Unit V : Social Action through Social Change; Concept and Process of Social Change; Modernization and Change; Development and Social Change; Right to Information Act.

References:

1. Maurianne et.al. (2000). Readings for Diversity and social justice. New York: Routledge publication,
2. Moorthy, M.V. (1951). Social Action.
3. Paulo Friere, S. (1971). Pedagogy of the Oppressed.
4. Siddique, H.Y. (1985). Social Work and Social Action.

202. COUNSELLING AND COMMUNICATION

Objectives

- To develop theoretical understanding of the counselling process.
- To acquire skills and techniques of counselling
- To develop knowledge about application of counselling in different settings.
- To develop understanding about basic concepts of communication including verbal and non-verbal.
- To acquire skills in communication with people with special problems.

UNIT I. Counselling: Definition, goals of counselling. Counselling as tool for enhancing potentialities of individual - Principles of counselling. Counsellor as a professional personality, burnout, self-renewal, prevention of burnout. Three stage model of counselling, rapport, resistance, handling resistance, transference, counter transference, counselling techniques.

UNIT II. Theoretical background of counselling – Psychoanalytical, client centered, behavioural modification.

UNIT III. Aptitude and intelligence. Roles and functions of counselling in different settings – educational institutions such as schools, colleges, vocational guidance clinics, child guidance clinics, industries and family centered counselling, family crisis intervention.

UNIT IV. Communication – Definition, process, types of communication - verbal and non-verbal communication, channels of non-verbal communication Kinesics, paralanguage, proxemics, artefacts. Functions of non-verbal communication.

UNIT V. Communication – Formal/Informal. Conditions for effective communication, patterns of communication. Barriers to communication. Communicating with people with special problems. Role of social workers in creating an environment conducive to communication.

References.

1. Berlo, D.K. (1960). *The Process of Communication*, New York: Winsten Inc.
2. Bessel, R. (1971). *Interviewing and Counselling*, London: B.T.Botsford.
3. Brammer: *Helping Relationship – Process and Skills* (6th edition).
4. Carkhuff, R.R. and Beneason, B.S.Holt (1977). *Beyond Counseling and Therapy*, London: Rinchart & Winston.
5. Dave Indu (1983). *The Basic essentials of counselling*, New Delhi: Sterling Publishers Pvt. Ltd.
6. Fullmer, D.W. and Bernard, H.W. (1972). *Counselling: Content and Process*, New Delhi: Thomas Press India.
7. Harms E and Schreiber, P. (1963). *Handbook of Counselling Techniques*, New York, Pergamon Press.
8. Lishman, J. (1994). *Communication in Social Work*, New Delhi: Macmillan Company Ltd.
9. Nunnally, E. and Moy, C. (1989). *Communication Basics for Human Service Professionals*, New Delhi: Sage Publications.

10. Ragg, N.M. (1977). *People not cases; A Philosophical Approach to Social Work*, London: Routledge and Kegan Paul.

203. SOCIAL PROBLEMS AND SOCIAL LEGISLATION

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.

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. SOCIAL WORK RESEARCH AND SOCIAL STATISTICS

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 process; concepts, operationalisation of concepts, variables, hypothesis and causation; attributes 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; distinction. Sampling: Purpose, types; advantages and disadvantages 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. Basics of research report writing and style.

UNIT IV. Social Statistics – Meaning, Descriptive and inferential; 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. Test for significance of correlation coefficient. 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.

References:

1. Hart, C.H. (1998). *Doing a literature review*, Delhi: Sage.
2. Kidder, L.H. (1980). *Research Methods in Social Relations* (4th ed.), NY: Kolt, Rinehart & Winston.
3. Kumar, R. (1999). *Research Methodology – A Step by Step Guide for Beginners*, New Delhi: Sage.

4. Mark, R. (1996). *Research Made Simple*, New Delhi: Sage.
5. Nachmias, C. and Nachmias, D. (1981). *Research Methods in Social Sciences*, UK: Edward Arnold.
6. Punch, K.F. (1998). *Introduction to Social Research*, Delhi: Sage.
7. Yegidis, B.L. and Weinbach, R.W. (1990). *Research Methods for Social Workers*, NY: Allyn and Bacon.
8. Padgett, D.K. (1998). *Qualitative Methods in Social Work Research*, New Delhi: Sage.
9. Riessman, C.K. (1994) (ed.). *Qualitative studies in Social Work Research*, New Delhi: Sage.
10. Laldas, D.K. (2000). *Practice of Social Research*, New Delhi: Rawat.

205. HUMAN RIGHTS, SOCIAL JUSTICE AND SOCIAL WORK

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.

206.DISASTER MANAGEMENT

Objectives

- To gain exposure to the key concepts and typologies of disasters.
- To focus on the understanding of the processes of disaster mitigation and disaster management.
- To understand the issues of and provisions related to disaster mitigation and disaster management.
- To develop skills to assess the vulnerability.
- To analyse the intervention strategies used in earlier disasters and develop new strategies and models for the future eventualities.
- To acquire skills and promote strategies for community participation
- To develop capacity to work with different agencies, initiate the intervention strategies and develop skills to assess the vulnerability.

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 III. Impact of disaster: During disaster; post-disaster; impact of disaster on physical, economical, spatial, psycho-social conditions; post-traumatic stress disorder (PTSD); politics of aid; victims of disaster: children, elderly, and women; gender issues.

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 V. 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.

References:

1. Backer, C.W. and Chapman, W. (ed.). (1969). *Man and Society in Disasters*, New Delhi: Basic Books.
2. Birnbaum, F.; Coplon, J. and Scharff, T. (1973). "Crisis Intervention after a natural Disaster". *Social Case Work*, Vol.54, No.9 (p.545-551).
3. Blackford, K. and Levine, J. (1972). 'Crisis Intervention in earthquake', *Social Work*, Vol.17, No.4, 16-19.
4. Chen, L. (1973). *Disaster in Bangladesh*. 'Health crisis in a developing Nation' New York: Oxford University Press.
5. Clarke, J.I., Peter Curson, et. al. (ed.) (1991). *Population and Disaster*, Oxford: Basil Blackwell Ltd..
6. Cuny, Frederick (1984). *Disasters and Development*, Oxford: Oxford University Press.
7. Fritz, C.E. (1968). 'Disaster. In Sills D. (ed.) *International Encyclopaedia of Social Science*', Vol.4, USA: The Macmillan Company and the Free Press (202-208).
8. Gangrade, K.D. and Dhadde, S. (1973). *Challenge and Response*, Delhi: Ranchana Publications.
9. Garb, S. and Eng. E (1969). *Disasters Hand Book*, New York: Springer.
10. Hoff, A. (1978). "People in Crisis" understanding and Helping, California: Addison Wesley Publishing Company.
11. Joint Assistance Centre (1980). *Natural Disaster*, New Delhi: Adhyatma Sadhana Kendra.
12. Maskrey, Andrew (1989). *Disaster Mitigation: A Community Based Approach*, Oxford: Oxfarm.
13. Narayan, Sachindra (ed.) (2000). *Anthropology of Disaster Management*, New Delhi: Gyan Publishing House.
14. Parasuraman, S. and Unnikrishnan, P.V. (2000): *India Disasters Report: Towards Policy Initiative*, New Delhi: Oxford University Press.
15. Shader, I. and Schwartz, A. (1966). Management of reaction to disaster, *Social Work*, Vol.II, No.2.
16. Singh, R.B. (ed.) (2000). *Disaster Management*, New Delhi: Rawat Publications.
17. Sinha, P.C. (ed.) (1998). *Encyclopedia of Disaster Management (Vol.1-10)*, New Delhi: Anmol Publications.
18. Tata Institute of Social Sciences (2002). Special Volume on Disaster Management, *Indian Journal of Social Work*, Vol.63, Issue 2, April.
19. Wlfenstein, M. (1977). *Disaster: A Psychological Essay*, New York, Arno Press.

FUNCTIONAL ENGLISH (Non-credit course)

UNIT I. Remedial Grammar: Tenses; Noun-verb concord; Articles, Prepositions; Conditional clauses; Coordinators – neither/nor, either/or, not only/but also and so on; Common errors.

UNIT II. Study Skills and Presentation: Reading (Skimming, scanning and using a dictionary); Reference skills, preparing bibliography; Research format; Transferring information from non-verbal (graphs, tables etc.) to verbal mode; Group discussion, debates and mock interviews.

References:

1. Authira, S.R. and V.Saraswathi “Enrich Your English Academic Skills”. (OUP).
2. Wood, F.T. A Remedial Grammar for Foreign Students, New Delhi: Macmillan.
3. Dictionaries; Oxford Advanced Dictionary of Current English; Longman’s Dictionary of Contemporary English; Collins Cobuild Dictionary of Essential English.
4. F.T.Wood: Current English Usage Flavell & Flavell.

THIRD SEMESTER

301. Life Skills And Soft Skills For Social Workers.

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

Objectives

- Acquire theoretical understanding about social policy and social development in the changing socio- economic context.
- Develop Understanding about the different sectoral polices 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.

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 DIFFERENTIALLY ABLED

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 differentially abled.
- To enhance the knowledge of various services available for the differentially abled in India.
- To acquire knowledge and skills of professional social work practice to work with the elderly and differentially abled.

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

UNIT II. Programmes for the elderly: Constitutional and legislative provisions for the welfare of the elderly. National policy on older persons, institutional and Non-Institutional services for the welfare of the elderly.

UNIT III. Differentially abled: Concept and, classification – extent, causes and problems of each category .

UNIT IV. Constitutional and legislative provisions, for the differentially abled; governmental and non-governmental services for the differentially abled. National Institutes for the differentially abled in India.

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

References:

1. Desai, K.G.(1982). Aging in India, Mumbai: TISS.

2. Gajendragadkar (ed.) (1983). Disabled in India, Mumbai: Somaiye Pub.
3. Marshal, M. (1993). Social Work with old-people, London: Macmillan Press.
4. Oliver, M. (1983). Social Work with the disabled, London: Macmillan.
5. Sharma, M.L. and Dak, T.M. (Eds.) (1987). Aging in India, New Delhi: Ajanta Publications.
6. Shubha, S. et. a;. (2000). Senior Citizens Guide, New Delhi: Help Age.

304.PARTICIPATORY DEVELOPMENT

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.
5. Rahman Md.Anisur (Ed.) (1984). Grassroots participation and self-reliance, Oxford: IBH Publishing Co. and PRIA.
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).
12. MYRADA, (U.D.). Participatory mapping and modeling: users notes, Bangalore: Author.
13. Chambers, Robert (1994). Participatory Rural Appraisal (PRA): Analysis of experiences, *World Development*, 22(9), pp.1253-68.
14. Hall, Budd, Gillette, Arthur and Tandon, Rajesh (1982). *Creating knowledge: A monopoly? Participatory Research in Development*, New Delhi: PRIA.
15. Tandon, Rajesh (1988). Social transformation and participatory research, *Convergence*, 2192/3), pp.5-15.
16. Mukherjee, Amitava (Ed.) (1995). *Participatory rural appraisal: Methods and applications in rural planning*. New Delhi: Vikas Publishing House.
17. PRIA (1998). *Doing research with people – Approaches to PR; An Introduction*, New Delhi: ISI.
18. Sanjeev, S. and Sarngadharam 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, *World Development*, 22(7), pp.953-969.

305. (a) HUMAN RESOURCE MANAGEMENT.

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.

UNIT 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.

305 (b). RURAL AND TRIBAL COMMUNITY DEVELOPMENT

Objectives

- To understand the Rural Community and its features
- To acquire knowledge of Rural Economy and it's 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 interms 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.
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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.

305 (c). CRIMINOLOGY

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.
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305 (d) SOCIAL MEDICINE

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 epidimology 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.

305 (e). THE FAMILY – CHANGING TRENDS

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 critical 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.

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. Berger Eugenia and Hepworth (2004), Parents as partners in Education – Families and Schools working together, Pearson Merrill Prentice Hall.
2. Chibucos Thomas R. & W. Leite Randall (2005), Readings in Family Theory, Sage.
3. Desai, M. (ed.) (1994). Family and Intervention: A course compendium, Bombay: Tata Institute of Social Sciences
4. TISS (1993). Special issues of the Indian Journal of Social Work on ‘Family Development’, 54(1), Mumbai: Tata Institute of Social Sciences (TISS).
5. TISS (1995). Special Issue of The Indian Journal of Social Work on ‘The Family, 56(2), Mumbai: TISS.
6. White James M. & Klein David, M. (2002), Family Theories (Second edition) Sage.

306.(a). LABOUR LEGISLATION AND LABOUR WELFARE

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 on labour, agencies of labour welfare and their role. State, management and Trade unions. 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.

306 (b). PROGRAMMES FOR THE RURAL AND TRIBAL COMMUNITY DEVELOPMENT

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, it's 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 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. Politics toward the tribals during British, and post Independence period. Integrated Tribal Development Agency – objectives, structure and functions. Other agencies and programmes for the tribal development.

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 urban 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.

306 (c) CRIME, CRIMINAL LAW AND CRIMINAL POLICY

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). Deceit, 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.
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306 (d). PSYCHIATRY FOR SOCIAL WORKERS

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.
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11. Surber, R.W. (1994). Clinical case management, New Delhi: Sage Publications.

306 (e). FAMILY WELFARE – STRATEGIES AND INTERVENTIONS

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.

FOURTH SEMESTER

401.DEVELOPMENT ADMINISTRATION

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. Establishment: Promotion and formation of societies – different types of legislations – the A.P. Societies Registration Act 2001 – legislations relating to trusts etc. – Organisational governing ideas – Vision, mission and goals; Developing and implementing a promotional plan for the organisation.

UNIT III. 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 IV. Financial Management: Sources of Finance; organisation budget: Types and significance; Themes and methods of resource mobilisation; Corporate social responsibility – trends and issues.

UNIT V. Project Management: Elements of project planning and development, guidelines for formulation of project proposals, project monitoring and evaluation: their meaning, significance and implications to project management.

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.>
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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.MANAGEMENT OF VOLUNTARY ORGANIZATIONS

Objectives

- To have knowledge on concept, types, trends and problems of voluntary sector.
- To acquire skills pertaining to functional aspects of voluntary organizations such as selection of project, preparation of project proposal, monitoring and evaluation.
- To develop capacities pertaining to management of voluntary organization.
- To get oriented to aspects such as reports, returns and laws related to the voluntary sector.

UNIT I. Voluntary Organisations – concept, types and meaning and its linkages with government. Voluntary action; concept and trends and problems of voluntary action. Registration of voluntary organisations. Salient features of Societies Registration Act 1860.

UNIT II. Functional aspects of Voluntary Organisations: Selection of project area and priorities. Data based – social survey, programme identification and formulation, programme implementation – people’s participation. Voluntary Organisation – Roles and functions of key functionaries.

UNIT III. Management of Voluntary Organisations: Concept of management, functions of management, principles of management, structure, composition and functions of NGO. Management of administration and organisational behaviour with special emphasis to team building and leadership. Understanding conflict, conflict resolution, creating positive climate.

UNIT IV. Financial Resources: Fundamentals of budgeting, sources of finance, fund raising – governmental and non governmental, Income Tax exemption under 12A of the Income Tax Act, 1961, FCRA-1976 Accounting. Importance and significance of audit, keeping reports and returns. Cost benefit analysis.

UNIT V. Programme Development – Programme management: Long term, short term and documentation: Project proposals, based on needs, nature of resources, eligibility criteria, records, evaluation and research. Impact analysis – qualitative and quantitative. Need for public relations. Use of media for publicity.

References

1. Bechard, R. (1969). Organisational Development: Strategies and Models, Reading: Addison Wesley.
2. Chandra, Snehlata (2001). Non-Governmental Organisations: Structure, Relevance and Functions, New Delhi: Kamishaka Publishers.
3. Connors, Tract Daiiner (Ed.) (1993). The Non-Profit Management Handbook; Operating policies and procedures, New York: John Wiley and Sons Inc.
4. CAPART (1992). Directory of Voluntary Organisation, New Delhi: CAPART.
5. Edwin, B.Flippo () – Principles of Management.
6. Chaturvedi and Pithisavias (2003). Income Tax Law – 5th ed. June, 2003.
7. Kramer, R. (1981). Voluntary Organisations and the Welfare State, Berkeley, University of California Press.
8. PRIA (1990). Manual on Financial Management and Accounts keeping for Voluntary Organisations, New Delhi: Society for Participatory Research in Asia.
9. John, M.Riley. Stake Holders in Rural Development.

403.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 behaviour 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.

404 (a) POPULATION AND ENVIRONMENT

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.
5. Sharma, P.D. (1995). Ecology and Environment, New Delhi: Rastogi Publishers.

404 (b). SHGs, Micro-Credit and Women empowerment

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 micro-enterprises.
- 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 micro-credit and SHGs as a poverty alleviation initiative; Concept of self-help; Micro-credit 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 – *Co-operative 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.
5. Devi Prasad, B (Ed.) (2006). Manual for Women's SHGs (*Mahila Swayamsahayaka Podupu Sanghala manual*), Visakhapatnam: Dept of Social Work, UGC DRS Programme.
6. Devi Prasad.B and Haranath .S (2004) "- Micro credit through self help groups: A strategy in poverty Alleviation in G. Rama Chandrudu and M. Prasad Rao: (Eds). *Census-2001 and Human Development in India*. New Delhi, Serials publication.
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405 (a). INDUSTRIAL RELATIONS AND TRADE UNIONS

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.

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405 (b). STRUCTURE OF URBAN COMMUNITY

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

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405 (c). PENOLOGY, CUSTODIAL INSTITUTIONS AND LEGISLATION

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.

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4. Relevant Acts.

405 (d). MEDICAL SOCIAL WORK

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.

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10. Stroup, H.H. Social Work – An Introduction to the Field.

405 (e). CHILD WELFARE

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

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406 (a). ORGANISATIONAL BEHAVIOUR

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

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406 (b). URBAN COMMUNITY – PROBLEMS AND SERVICES

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: Growth of slums in urban areas. Definition and characteristics of slums. 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 and causes.

UNIT III. Agencies working for urban community development: Agencies in urban community development, UCD Project- concept, objectives and programme, UCD projects of Delhi and Hyderabad.

UNIT IV. Services of urban community: Various programmes for the urban community development – SJSRY, DWCUA, APUSP, etc. Programmes for women and children, slum dwellers.

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.

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406 (c). CORRECTIONAL ADMINISTRATION AND SOCIAL DEFENCE

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 and 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

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8. Smykla, J. Community based Corrections.
9. Tappan Paul, W. Contemporary Corrections.

406 (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.

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406 (e). WOMEN AND DEVELOPMENT

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, 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: 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.

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Field Work Manual For M.A. Social Work



DEPARTMENT OF SOCIAL WORK
ANDHRA UNIVERSITY
VISAKHAPATNAM
ANDHRA PRADESH
INDIA

Effective from 2007-08 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 out-side.
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.

The 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
6. Attending to Observational visits	
Concurrent Field Work – I Semester	05

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 need field work requirement.
- e. Preoccupation with own needs could not be affective 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 remained 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
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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	§