

ADIKAVI NANNAYA UNIVERSITY

UNIVERSITY COLLEGE OF ARTS & COMMERCE

RAJAMAHENDRAVARAM - 533296



DEPARTMENT OF SOCIAL WORK
M.A SOCIAL WORK SYLLABUS

(W.e.f 2019-2020 A.B)


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Board of Studies in Social Work
Adikavi Nannaya University
Rajamahendravaram - 533296

PROGRAM STRUCTURE

(W.e.f 2019-2020 A.B)

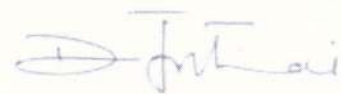
S.No	Course Code	Title	Total Marks	Internal Exam Marks	Sem End Exam Marks	Teaching Hours/ week	Credits
SEMESTER-I							
1		History Philosophy And Field Practice	100	25	75	5	4
2		Dynamics Of Human Behaviour	100	25	75	5	4
3		Social Case Work	100	25	75	5	4
4		Social Group Work	100	25	75	5	4
5		Community Organization	100	25	75	5	4
6		Concurrent Field Work	100	25	75	16	6
7		Case presentations	50	12	38	3	2
SEMESTER-II							
8		Social Action For Social Change	100	25	75	5	4
9		Counseling And Communication	100	25	75	5	4
10		Social Problems And Social Legislation	100	25	75	5	4
11		Social Work Research And Social Statistics	100	25	75	5	4
12		Disaster Management	100	25	75	5	4
13		Concurrent Field Work	100	25	75	16	6
14		Case Presentations	50	12	38	3	2
15		Rural Camp/Social Audit	Non-Creditable	-	-	-	-
SEMESTER-III							
16		Social Policy And Planning	100	25	75	5	4
17		Social Work With Elderly And Differentially Abled	100	25	75	5	4
18		Participatory Development	100	25	75	5	4
19		Programmes For The Rural And Tribal Community Development	100	25	75	5	4
ELECTIVES							
20		(A) Human Resource Management	100	25	75	5	4
21		Or (B) Rural Community Development	100	25	75	5	4
22		Or (C) The Family Changing Trends	100	25	75	5	4
23		Consecutive Field Work	100	25	75	16	6
24		Case Presentations	50	12	38	3	2
SEMESTER-IV							
25		Development Administration	100	25	75	5	4
26		Management Of Voluntary Organizations	100	25	75	5	4


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27	Social Work With Hiv/Aids	100	25	75	5	4
ELECTIVES –COMBINATION - A						
28	(A)Women Empowerment	100	25	75	5	4
29	Or(B) Dissertation	100	25	75	5	4
ELECTIVES –COMBINATION - B						
30	(A)Industrial Relations And Labour Welfare	100	25	75	5	4
31	Or (B)Urban Community Development	100	25	75	5	4
32	Or (C)Social Work With Children	100	25	75	5	4
33	Consecutive Field Work	100	25	75	16	6
34	Case Presentations	50	12	38	3	2
35	Block Field Work	150	38	112	48	6
36	Project Work	50	12	38	16	3
37	Viva-Voce	50	-	50	-	3

INTERNAL MARKS BREAKUP DETAILS OF INTERNAL/LAB/PROJECT

Internal Theory Exam				Internal Lab Exam	External Practical/Lab Exam	External Project Marks	
Activity				Activity	Activity	Activity	
Break up	MID – I	MID- II	Marks	-	-	BREAKUP	Marks
a.	Two mid exams average		10			a. viva-voce	50
b.	Attendance		05			- -	-
c.	Presentations/Assignments		05			- -	-
d.	Swatchhata		05			- -	-
Total Marks			25			Total Marks	100



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M.A SOCIAL WORK PROGRAM OUTCOME

The Program, aims at producing good and committed professionals to serve the communities at large the society. The course provides an opportunity for the students to interact and work with various communities throughout the four semesters. There are different field work possibilities for the students in both Government and Non-Governmental Organizations. The field work is: concurrent, consecutive, block field works and study tours for the exposure of students. From this, the students shall have a chance to acquire the skills and knowledge through various surveys, data collection and communication with SHGs bringing forth awareness about various Government schemes under poverty eradication centers. Having various field work practices during the program , and completion of the program, the experiences will help the students to get employment opportunities as State coordinators, State Liaison Officers, District Coordinators, District Project Managers, District Resource Persons, Assistant Project Coordinators/Managers, Area Coordinators Mandal Coordinators Cluster Coordinators, Personal and Public Relation Officers in both Government and Non-Governmental Organizations such as DRDA, ITDA, MEPMA, APSACS, NREGS, CSR, CSWB, NGO's and INGO's etc.



Mapping of Courses having focus on Employability/ Skill Development/ Course Possess Entrepreneurship

S.No	Title	Does the Course Provides Employability	Does the Course Provides Skill Development	Does the Course Provides Entrepreneurship
1	History Philosophy And Field Practice	.....	.....	.....
2	Dynamics Of Human Behaviour	.....	.....	.....
3	Social Case Work	.....	.....	.....
4	Social Group Work	.....	.....	.....
5	Community Organization	.....	.....	.....
6	Concurrent Field Work	.....	.....	.....
7	Case presentations	.....	.....	.....
8	Social Action For Social Change	.....	.....	.....
9	Counseling And Communication	√	.....	.....
10	Social Problems And Social Legislation	.....	.....	.....
11	Social Work Research And Social Statistics	√	.....	.....
12	Disaster Management	√	.....	.....
13	Concurrent Field Work	.....	.....	.....
14	Case Presentations	.....	.....	.....
15	Rural Camp/Social Audit	.....	.....	.....
16	Social Policy And Planning	.....	.....	.....
17	Social Work With Elderly And Differentially Abled	√	.....	.....
18	Participatory Development	.....	.....	.....
19	Programmes For The Rural And Tribal Community Development	√	.....	.....
20	(A)Human Resource Management	√	.....	.....
21	(B)Rural Community Development	√	.....	.....
22	(C)The Family Changing Trends	√	.....	.....
23	Consecutive Field Work	.....	.....	.....
24	Case Presentations	.....	.....	.....
25	Development Administration	.....	.....	.....
26	Management Of Voluntary Organizations	√	.....	.....
27	Social Work With Hiv/Aids	√	.....	.....
28	Women Empowerment	.....	.....	.....
29	Dissertation	.....	.....	.....
30	Industrial Relations And Labour Welfare	√	.....	.....
31	Urban Community Development	√	.....	.....
32	Social Work With Children	√	.....	.....
33	Consecutive Field Work	.....	.....	.....
34	Case Presentations	.....	.....	.....
35	Block Field Work	.....	.....	.....
36	Project Work	.....	.....	.....
37	Viva-Voce	.....	.....	.....

SEMESTER- I
COURSE - 1
HISTORY, PHILOSOPHY AND FIELD PRACTICE

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: Students will learn the history and philosophy through theory and exposure to field practices personally.

Course 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. 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.

Suggested Reading:

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). Encyclopedia of Social Work, Vol. I, II, III and IV; New Delhi: Author.

SEMESTER- I
COURSE- II
DYNAMICS OF HUMANBEHAVIOUR

Teaching hours per week	credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: Students will acquire knowledge and understand the human behavior in various communities.

Course Objectives:

- To acquire a clear understanding of Human Behavior
- 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 behaviors so as to work with different personalities.
- To know attitudes which are basis for the social behavior.

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 and Motivation. Learning – nature and theories – classical conditioning, operant conditioning, observational learning – application of learning principles in behavior theory and in behaviour modification techniques. Motivation – social and cultural dimensions of needs. Perception: Nature, process and factors – Attention, perceptual set, defense mechanisms.

UNIT III: 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 IV: 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.

Suggested Reading:

01. Anstasi A.C. (1987). Psychological Testing, New York: Macmillan (Rev.Edition).
02. Halls C.S. and Lindzey, G. (1978). Theories of Personality, New York: Wiley

03. Hillgard, Atkinson and Atkinson (1975). Introduction to Psychology, New Delhi: McGraw Hill Publications.
04. Kuppaswamy, 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., 2nded.

**SEMESTER- I
COURSE- III
SOCIAL CASE WORK**

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, students will Learn various types of interviews and understand the worker client relationship.

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

UNIT III: 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 programs.

UNIT IV: 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.

Suggested Reading:

1. Compton, B.R. and Galaway, B. (1979). Social Work processes (Rev. Edition) Illinois, The Dorsey Press.
2. Cross, C.P. (Ed.) (1974). Interviewing and Communication in Social Work, London: Routledge and Kegan Paul.
3. Garrett, A. (1942). Principles of Social Case Recording, New York: Columbia University Press.
4. Glicken, M.D. (2004). Using the strengths perspective in Social Work Practice, New York: Allyn and Bacon.
5. Kadushin, A. (1972). Interviewing in Social Work, New York: Columbia University Press.

**SEMESTER- I
COURSE- IV
SOCIAL GROUP WORK**

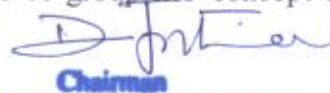
Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: By the end of the course, students will know the group dynamics and realize the role of group worker within the group.

Course 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.



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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. 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.

Suggested Reading:

1. Davies, B. (1975). Use of groups in Social Work Practice, London: Routledge and Kegan Paul. Douglas Tom (1976). Group Work Practice, London; Tavistock.
2. Konopka Gisela (1963). Social Group Work, Englewood Cliffs, Prentice Hall.
3. McCullouch, M.K. Ely Peter, J. (1965). Social Work with groups, London; Routledge and Kegan Paul.
4. Ottaway, A.K.C. (1966). Learning through group experience, London: Routledge and Kegan Paul.


SEMESTER- I
COURSE- V
COMMUNITY ORGANISATION

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: At the end of the course, the student will Perceive the concept, characteristics and forms of communities, and realize the role of community organizer while working with the communities.

Course 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.


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

Suggested Reading:

- 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.



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SEMESTER- II
COURSE- I
SOCIAL ACTION FOR SOCIAL CHANGE

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, the students will Understand the role of Social worker about various Social problems and issues and will be equipped with intervention strategies, skills and leadership qualities

Course 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.

Suggested Reading:

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.


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SEMESTER- II
COURSE- II
COUNSELLING AND COMMUNICATION

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: By the end of the course the students will Realize the role of counselors and will be aware of the skills and techniques of counseling

Course Objectives:

- Proficiency in developing counseling relationships, performing culturally competent counseling interventions, advocating for clients, and consulting with other professionals and systems
- Proficiency in performing intake interviews and mental status examinations, gathering bio psycho social histories, assessing clinical information, documenting and reporting clinical information
- Proficiency in conceptualizing cases, developing treatment plans, applying evidenced based practices, strategies, and techniques and evaluating treatment outcomes for a variety of mental health issues
- Develop understanding about basic concepts of communication including verbal and non-verbal
- Acquire skills in communicating with people with special problems.
- Orient students to enhance , update or develop specific skills.

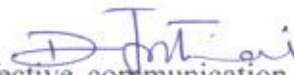
After Completion of this course the student will get the opportunity to work as Councilors in VCTC /HIV-AIDS / DE-ADDECTION / FAMILY COUCELLING / Carrier Guidance/ Child Guidance Clinics / Prison Councilors

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

UNIT-II: Theoretical background of counseling – Psychoanalytical, client centered, behavioural modification – Aptitude and intelligence. Roles and functions of counseling in different settings educational institutions such as schools, colleges, vocational guidance clinics,child guidance clinics, industries and family centered counseling, family crisis intervention.

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


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Suggested Reading:

1. Berlo, D.K. (1960). The Process of Communication, New York, WinstenInc.
2. Bessel, R. (1971). Interviewing and Counseling, London : B.T.Botsford.
3. Brammer : Helping Relationship – Process and Skills (6thedition).
4. Carkhuff, R.R. and Beneason, B.S. Holt (1977). Beyond Counseling and Therapy, London : Rinchart &Winston.
5. DaveIndu(1983).TheBasicsessentialsofcounseling.NewDelhi: SterlingPublishers Pvt.Ltd.

SEMESTER- II
COURSE-III
SOCIAL PROBLEMS AND SOCIAL LEGISLATION

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: By the end, the student will acquire knowledge on social problems and their relevant policies and legislations

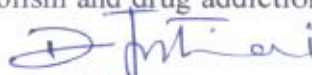
Course Objectives:

- To develop knowledge about and analyze 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 disorganization and social problems. Social deviance – the process of induction and labeling 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 politics. Social legislation related to crime, juvenile delinquency, prostitution, alcoholism and drug addiction, dowry, untouchability and female foeticide.


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

Suggested Reading:

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 II (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.

SEMESTER- II
COURSE-IV
SOCIAL WORK RESEARCH AND SOCIAL STATISTICS

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100


Course Outcome: After completing the course ,the students will acquire knowledge in designing tools and the steps and statistical methodologies in the research process .

Course 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

After completion of this course the student may work as Research Investigators / RA / SRF as well as JRF

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.


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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. – 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).

Suggested Reading:

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, Rinchart & 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 ; EdwardArnold.

**SEMESTER- II
COURSE-V
DISASTER MANAGEMENT**

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: At the end of the course , the students will acquire skill gain exposure to the key concepts and typologies of disasters and will acquire skills to assess the vulnerability and awareness in the conduction of rescue, relief and rehabilitation measures.

Course Objectives:

- Gain exposure to the key concepts and typologies of disasters.
- Develop skills to assess the vulnerability.
- Acquire skills and promote strategies for community participation.

After completion of this course the students will get an opportunity to work as Supervisors in Disaster Mitigation

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. – 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-IV: 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.

Suggested Reading:

1. Backer, C. W. and Chapman, W. (ed.) Man and Society in Disasters, New Delhi: Basic Books.
2. Birinbaum, 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.


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SEMESTER- III
COURSE- I
SOCIAL POLICY AND PLANNING

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course the students will understand the social policies and social development programmes for human development.

Course Objectives:

- Acquire theoretical understanding about social policy and social development in the changing socio- economic context.
- Develop understanding about the different sectoral policies and programmes relating to social development.
- Acquire knowledge about the 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. – Models of social policy; Residual – welfare; achievement performance; institutional – redistributive models; changing perspectives in social 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 : 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-IV : Social indicators of development – Human development index ; concept of social work macro practice and methods.

Suggested Reading:

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.

SEMESTER- III
COURSE- II
SOCIAL WORK WITH ELDERLY AND DIFFERENTIALLY ABLED

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After going through the course, the students will acquire knowledge on Gerontology and the problems of the Elderly in India and will learn social work professional skills to work with the elderly and differently abled.

Course Objectives:

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

After Completion of this course the students get will opportunities to work as Councilors / Coordinators in Old age & Disability Homes

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

UNIT-IV: 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.

Suggested Reading:

1. Desai, K.G. (1982). Aging in India, Mumbai : TISS.
2. Gajendragadkar (ed.) (1983). Disabled in India, Mumbai : Somaiya 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.

**SEMESTER- III
COURSE- III
PARTICIPATORY DEVELOPMENT**

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max.Marks
5	4	25	75	100

Course Outcome: By the end of the course, the students will be able to perceive the methods of PRA towards enhancing the level of community participation , from bottom to top approach.

Course Objectives:

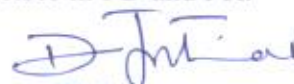
- Connect with community members to identify their needs and develop plans to initiate the upgrading process.
- Ensure community members are the main drivers of the project and receive support from major stakeholders using Shared Action Learning (SAL)
- Discuss and prepare plans for future improvements and further community upgrades and leave plan for future implementation of the plans.
- Create a graphic-based and visually appealing guidebook detailing the major factors to consider when upgrading in an informal settlement. This guidebook is designed to aid future upgrading efforts by communities, organizations, and individuals.

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. Case studies / exercises in PD and PR.



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Suggested Reading:

1. Goulet, Denic (1989). Participation in development ; New avenues, World Development 17 (2), pp 165 – 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 : SagePublications.
5. Rahman Md. Anisur (Ed.) (1984). Grassroots participation and self – reliance, Oxford : IBII Publishing Co. andPRIA.

SEMESTER- III

COURSE- IV

PROGRAMMES FOR THE RURAL AND TRIBAL COMMUNITY DEVELOPMENT

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, the students will understand the features and problems of Rural ,Tribal, Urban communities.

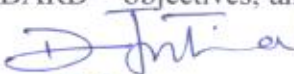
Course Objectives:

- 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 in terms of social, economic and environmental problems.

After completion of this course the student get an opportunity to work as Coordinators in Community Development

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. Etwah polot projects etc. Community development programme – Philosophy and objectives of community development. Community development and community organization. Poverty alleviation programmes in rural areas, NABARD – objectives, and programmes, role of NABARD in Rural Development.


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UNIT-III: Tribal Development Programmes: Constitutional and legislative provisions for the development of tribals in India. Policy towards 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. 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.

Suggested Reading:

1. Chhabra S.S (1983). Community Development, Delhi: SurjeetPublications.
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.

SEMESTER- III
COURSE- V (a)
HUMAN RESOURCE MANAGEMENT
ELECTIVE-1

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100


Course Outcome: By the end of the course, the students will understand about Human Resource Management in the domain of industry.

Course Objectives:

- To achieve a sound theoretical understanding of 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.

After completion of this course the student get an opportunity to work as a personal Managers in Various Companies

UNIT I: Human Resource Management: Concept, definition, scope, philosophy, objectives and principles. Concept of Management; contributions of Taylor, Fayal, Elton


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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.

Suggested Reading:

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

**SEMESTER- III
COURSE- V (B)
RURAL COMMUNITY DEVELOPMENT
(ELECTIVE-2)**

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, the students will gain awareness on rural and tribal development programmes in India.

Course Objectives:

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

After completion of this course the students will get an opportunities to work as Coordinators/ Field workers / Project Mangers in Community Development

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 organization of tribal communities. Cultural, social and economic changes in tribal communities – Tribes in Andhra Pradesh. – Tribal problems: Major tribal problems – social, economic, environmental problems of tribals in India. Land alienation and displacement among tribal communities.

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

Suggested Reading:

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 : PopularPrakasan.
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).SocialMovementsinIndia,Vol.I&II,Delhi;Manohar



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SEMESTER- III
COURSE- V (C)
THE FAMILY – CHANGING TRENDS
(ELECTIVE-3)

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: By the end of the course , the students will be able to perceive different types of familial and the social processes in the family.

Course 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.

After completion of this course the students will get opportunities to work as Councilors in Family Counseling Centers

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 industrialization 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 – Desertion, divorce and separation – definition, nature, extent and determinants and process. – Family violence – definition, types – wife battering, child abuse, incest, sibling abuse, elder abuse.

Suggested Reading:

1. Desai, M. (ed.) (1994). Family and Intervention : A course compendium, Bombay : Tata Institute of SocialSciences.
2. TISS (1993), Special issues of the Indian Journal of Social Work on 'Family Development', 54 (1), Mumbai : Tata Institute of Social Sciences(TISS).
3. Tatalnstituteofsocialsciences(1995).SpecialIssueofTheIndianJournalofsocial Work on 'The Family, 56(2), Mumbai : TISS.


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SEMESTER- IV
COURSE- I
DEVELOPMENT ADMINISTRATION

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, the students will acquire knowledge and skills in different aspects of management of nongovernmental organizations, and a knowledge in project management and proposal writing.

Course Objectives:

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

UNIT-I: Human Service Organization's – their characteristics like size, nature and design – origin and growth of organizations are 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. Organizational governing ideas – Vision, mission and goals ; Developing and implementing a promotional plan for the organization.

UNIT-III: Management of human service organizations: Governance and administration Executive Board, General Body – other functionaries – roles and inter relationships, Team building: Strategic planning for NGO's Meaning, basic principles and processes : Internal implications.

UNIT-IV: Financial Management sources of Finance, organization budget: Types and significance. Themes and methods of resources mobilization; Corporate social responsibility – trends and issues. – 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.

Suggested Reading:

1. Denver, J.C. (1979). Office Administration, Plymoueth, Mac Donald, and Evans.
2. Drucker, P. (1990). Managing the Non-profit Organization, NY : Karper Collins.
3. Hurt, Karen (2003). Promoting your organization, CIVICUS toolkit. www.civicus.org.
4. Kandaswamy (1986). Governance and Financial Management in Non – profit Organisations – A reference Manual, New Delhi : Caritas India.
5. Leigh, Andrew (1996). 20 ways to Manage Better (2nd ed.), Hyderabad : University Press

SEMESTER- IV
COURSE- II
MANAGEMENT OF VOLUNTARY ORGANIZATIONS

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, the students will get equipped with the knowledge on concept, types, trends and problems of voluntary sector and will develop capacities pertaining to management of voluntary organization.

Course 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.

After completion of this course the students will get an opportunity to work as Coordinators in NGO offices as well as the skills required to Establish the NGO / VO

UNIT-I: Voluntary Organizations – Concept, types and meaning and its linkages with government. Voluntary action; concept and trends and problems of voluntary action. Registration of voluntary organizations. Salient features of Societies Registration Act 1860. – Management of Voluntary Organizations: Concept of management, functions of management, principles of management, structure, composition and functions of NGO. Management of administration and organizational behavior with special emphasis to team building and leadership. Understanding conflict, conflict resolution, creating positive climate.

UNIT-II: Functional aspects of Voluntary Organizations: Selection of project area and priorities. Data based social survey, programme identification and formulation, programme implementation, people's participation. Voluntary Organization - Rules and functions of key functionaries.

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

UNIT-IV: Programme Development – Programmes 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.

Suggested Reading:

1. Beckhard. R. (1969). Organisational Development Strategies and Models, Reading : AddisonWesley.
2. Chandra,Snehlata(2001).Non-GovernmentalOrganisations:Structure,Relevance and Functions, New Delhi : KamishakaPublishers.
3. Connors, Tract Dainer (Ed.) (1993). The Non-Profit Management Handbook; Operating policies and procedures , New York : John Wiley and SonsInc.
4. CAPART (1992). Directory of Voluntary Organisation, New Delhi :CAPART.
5. Edwin. B. Flippo (). Principles ofManagement.

**SEMESTER- IV
COURSE- III
SOCIAL WORK WITH HIV/ AIDS**

Teaching hours per week	Credits	Internal marks	SEM End/External Marks	Max. Marks
5	4	25	75	100

Course Outcome: By the end of the course, the students will be able to increase various clinical and epidemiological aspects, extent and spread of HIV in India and its consequences to public health and realized the role of social worker in the field of HIV/AIDS.

Course Objectives:

- Understand the various clinical and epidemiological aspects, extent and spread of HIV in India and its consequences to public health.
- Understand pre and post test counseling. Have knowledge about behavior change.
- Understand psycho-social impact of HIV on the infected and effected persons.To develop knowledge about community based leaders.
- Understand the role of Social Worker in the field of HIV/AIDS.

After completion of this course the student will get an opportunity to work as Councilors and Project managers in HIV/AIDS Fields

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 behavior, Targeting unique population ; Trafficking, Implications for HIV*/AIDS. Role of UN AIDS, NACO, SACS, NGOs and media.



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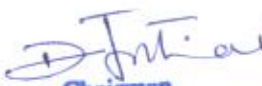
UNIT-II: Psychological impact of HIV*/AIDS on families and individuals with special reference to women and children, people living with AIDS (PIWA) (CLHAS and CAAS – problems and needs. Issues related to stigma and discrimination, informed consent, professional ethics. Support groups (positive groups) community services. – 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-III: Counseling as an intervention strategy. Preventive, Counseling : Risk assessment and risk reduction, counseling skills. Pre and post test Counselling : Crisis counseling, dealing with disclosure – children and adults skills. Supportive counseling ; living with HIV/AIDS – individual, family, community levels, ethical issues in HIV/AIDS. Counselling ; Role of Social Worker.

UNIT-IV: Understanding and utilization of Research : The students will examine at least two empirical studies in the areas of HIV*/AIDS and they are expected in 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.

Suggested Reading:

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 – SagePublications.
3. Singhal,A.andRogers,E.M.(2003).CombatingAIDS–CommunicationStrategiesin Action : New Delhi : SagePublications.
4. Stine, J. Gerald (1998). AIDS update 1999; New Jersey ; PrenticeHall.


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SEMESTER- IV
COURSE- IV
WOMEN EMPOWERMENT

Teaching hours per week	Credits	Internal marks	SEM End/ External Marks	Max. Marks
5	4	25	75	100

Course Outcome:By the end, the students will acquire knowledge about sexual division of labor and its various theoretical perspectives.

Know the difference between sex and gender and understood the provisions- both constitutional and legal for empowering women.

Course Objectives:

- Understand demography in relation to sex ratio.
- Develop knowledge about sexual division of labor 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 :Concept and contextualization 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 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 shavings 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, Municipality 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), Kutumbsree, 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. 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.

Suggested Reading:

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.


**SEMESTER- IV
COURSE- IV
(B).DESSERTATION**

Teaching hours per week	Credits	Internal marks	SEM End/ External Marks	Max. Marks
5	4	25	75	100

Course Outcome: The students had an awareness on statement of the problem, Review of literature, objectives of research and its methodology. Further also learnt organization and analysis of data, discussion and conclusion, They also learnt how to add Annexure, References and data collection tools.

Course Objectives:

- Develop ability to conceptualize, formulate and conduct simple research projects.
- Develop for use of library and documentation services for research.
- Develop ability for logical reasoning and critical analysis.
- Develop attitudes favorable the judicious integration of practice, Research and Theory.


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SEMESTER- IV
COURSE- V (A)
INDUSTRIAL RELATIONS AND LABOUR WELFARE
(ELECTIVE-1)

Teaching hours per week	Credits	Internal marks	SEM End/ External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After going through the course, the students will acquire a sound theoretical knowledge regarding the concept, origin and perspectives of industrial Relations and growth of trade unions and their social responsibilities.

Course 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.

After completion of this course the student get an opportunity to work as Labor Welfare Officers / Social worker in Department of Workers Education

UNIT I. Industrial Relations: 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. Industrial Relations Legislation: Industrial Disputes Act 1947; Industrial Employment (standing orders) Act 1946 and Trade Unions Act 1926. Industrial Relations Machinery: Conciliation, mediation, adjudication, voluntary arbitration, code of conduct, code of discipline, unfair labour practices. Trade Unions: Concept and objectives, origin and growth of labour and trade unions movement. Trade union and social responsibility.

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

Suggested Reading:

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.

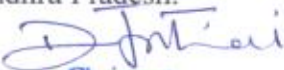
**SEMESTER- IV
COURSE- IV(B)
URBAN COMMUNITY DEVELOPMENT
(ELECTIVE-2)**

Teaching hours per week	Credits	Internal marks	SEM End/ External Marks	Max. Marks
5	4	25	75	100

Course Outcome: By the end of the course, the students will understand the features urban community, process of urbanization and role of urban development authorities in Andhra Pradesh.

Course 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.


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After completion of this course the student get an opportunity to work as Social workers , Project Mangers in UCD Projects

UNIT-I: Problems of Urban community : Growth of slums in urban areas. Definition and characteristics of slums. Causes and consequences of growth of slums – Migration – concept, types, causes and impact of migration, Urban poverty, housing, civic amenities in urban areas. Pollution – types of causes.

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

Unit-III: Agencies working for urban community;various programmes for the urban community development – SJSRY, DWCUA, APUSP, etc. Programmes for women and children, slum, dwellers.

Unit-IV: 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 people participation in urban community development. Factors hindering or promoting people's participation.

Suggested Reading:

1. Chandra, A. and Punalekar, S.P. UCD Programmes in India, New Delhi ;NIPCCD.
2. Clinard,M.B.(1965).SlumsandCommunityDevelopment,ExperimentsinSelf-Help, New Delhi : The FreePress
3. Mohan, L. (1988), Environmental awareness and Urban Development, New Delhi : Ashish PublishingHouse.
- 4.Mohanty,B.(Ed).(1993).UrbanisationinDevelopingCountries:BasicServicesand Community Participation, New Delhi : ConceptPublications
- 5.Misra, R.P. (1998). Urbanisation in India. New delhi : Regency Publication.

**SEMESTER- IV
COURSE- V (C)
SOCIAL WORK WITH CHILDREN
(ELECTIVE-3)**

Teaching hours per week	Credits	Internal marks	SEM End/ External Marks	Max. Marks
5	4	25	75	100

Course Outcome: After completing the course, the student will gain knowledge about needs and problems of various categories of children and practiced social work knowledge, skills, techniques and interventions in different child focused settings.

Course Objectives:

- To provide 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.

After completion of this course the students will get an opportunity to work as project officers / Special officers in ICDS and Child Related Projects.

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. 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-III: 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-IV : 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.

Suggested Reading:

1. Berk Laura. E (1996). Child Development, PrenticePublications.
2. Govt. of India (1987). Encyclopedia of Social Work (relevant chapters), New Delhi, Author.
3. Gredericson(1987). Child and his Welfare, HazelPublications.
4. KapoorMalavika(1995)MentalHealthandIndianChildren,DelhiSagePublicaions.
5. Kuppuswamy, B. (1990) Child behavior and Development, KonarkPublications.

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