## Andhra Pradesh State Council of Higher Education
### (w.e.f. Academic Year 2023-2024)
### Programme: B.A. Honours in Social Work

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Learning objectives: The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

Learning Outcomes: On successful completion of the course the student will be able to:

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behaviour
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

Unit – I – What is Social Science?
1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

Unit - II: Understanding History and Society
1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

Unit – III – Society and Social Behaviour
1. Definition , Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

Unit – IV – Political Economy
1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

Unit - V – Essentials of Computer
1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals

Reference Books
1. The social sciences: An Integrated Approach by James M. Henslin and Danniel F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman

Activities:

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.
Paper – II
Perspectives on Indian Society

Learning objectives: The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

Learning Outcomes: On successful completion of the course the student will be able to:

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

Unit – 1 – Man in Society
1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns

Unit-II: Indian Heritage and Freedom Struggle in India
1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

Unit – 3 – Indian Constitution
1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

Unit – 4. Indian Economy
1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

Unit – 5 - Impact on Society & Analytics
1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

References
1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Activities:

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.
3. Basic Methods of Social Work

I. Objectives

- To understand the concept of social work
- To acquire the knowledge on social work methods
- To enhance knowledge on social case work
- To get knowledge on social group work
- To understand the basic concepts of community organisation

Learning Outcomes

At the end of the course the student will be able to:

- The students will understand the concept of social work
- The students will acquire the knowledge on social work methods
- The students will enhance knowledge on social case work
- The students will get knowledge on social group work
- The students will understand the basic concepts of community organisation

II. Syllabus: Total Teaching Hours: 45)

Unit – 1: introduction to social work

Global definition of social work, meaning, scope of social work profession in India, challenges of social work profession in India, Paradigm shift of social work profession in India

UNIT – 2: Introduction to Social Work Methods

Basic and auxiliary methods of professional social work, principles and goals of social work profession

UNIT – 3: Introduction to Social Case Work

Definition and objectives of Social Case Work, Principles of Social Case Work, Components of Social Case Work

UNIT – 4: Introduction to Social Group Work

Definition and objectives of Social Group Work, Principles of Social Group Work, Dynamics and Skills of Social Group Work

UNIT – 5: Community Organisation

Definition and objectives of Community Organisation, Principles of Community Organisation, process and skills of community organisation
III. REFERENCES
6. H.V.Siddiqui group work theories and properties.

IV. Co-Curricular Activities:
   a) Mandatory: (Training of students by teacher in field related skills:10 hours)

   1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

   2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

   3. Max marks for field work report: 05.
   4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
   5. Unit tests (IE).

   b) **Suggested co-curricular activities**

   1. Seminars, group discussion, quiz, debates etc.
   2. Preparation of videos on social work programmes.
   3. Assignments.
   4. Training of students by a related field expert.
   5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
   6. Case works and case studies.
4. History, Philosophy and Development of Social Work Profession

I. 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 develop knowledge on social practice in various settings

Learning outcomes
At the end of the course the student will be able to:

• Get knowledge on social reform movements in India.
• Understand the origin and growth of social work in USA, UK and India.
• Acquire knowledge on social work values, ethics, principles and approaches.
• Develop knowledge on social practice in various settings

II. Syllabus: Total Teaching Hours: 45)

UNIT I: Social Reform Movements
History of social reform movements in India; Social Reform Movements related to women, depressed classes and untouchability.

UNIT II: Social Work Profession
Social Work values and ethics; social work as a profession, generic principles of social work; developmental and radical approaches to social work

UNIT III: Historical development of social work profession
Global Definition of Social Work Profession; origin and development of social work profession in the UK, USA

UNIT IV: Historical Development of Social Work Profession In India
Historical Development of Social Work Profession in India; Social Work practicing agencies in India; Scope of social work profession in India

UNIT V: Social Work Practice
Practice of social work in various fields-community development; medical and psychiatric social work; and correctional social work,

III. REFERENCES:

IV. Co-Curricular Activities:

a) Mandatory:(Training of students by teacher in field related skills:10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case works and case studies.
5. Social Problems and Social Legislations

**I. 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

**Learning Outcomes:**

Students at the successful completion of the course will be able to;

- Develop knowledge about and analyze the origin, and causes of social problems
- Understand the effects of social problems on individuals, groups and society.
- Acquire knowledge about social reforms, social policy and social legislation and critically understand their role in controlling the social problems.
- Aware on the preventive and remedial services of Govt and Non-Govt organizations in dealing with social Problems

**II. Syllabus: Total Teaching Hours: 45**

**UNIT I. Introduction to social problems**

Concept of social pathology, Social deviance, social disorganization and social problems

**UNIT II. Social Problems Causes and Consequences**

Causes and Consequences of AIDS, crime, drug addiction, untouchability, and gender based violence

**UNIT III. Social Legislations in India**

Social legislations related to AIDS, crime, drug addiction, dowry, and untouchability

**UNIT IV. Services by NGOs and Government**

The preventive and remedial services available at the Government and NonGovernmental level to deal with problems AIDS, crime, drug addiction, gender based violence and untouchability

**UNIT V. Role of Social Worker**

Application of social work methods to the sufferers of AIDS, crime, drug addiction, gender based violence and untouchability

**III. REFERENCES:**


IV. Co-Curricular Activities:

a) **Mandatory:** (Training of students by teacher in field related skills:10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.

4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

b) **Suggested co-curricular activities**

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case works and case studies.
6. Social Work with Women and Children

I. Objectives
• To understand the status of women in India
• To acquire the knowledge on violence agonist women
• To enhance knowledge on legislations related to women
• To understand the status of children in India
• To get know legislations for children
• To enhance the knowledge on role of professional social worker and Programmes for Women and Children

Learning Outcomes
At the end of the course the student will be able to:

• Understand the status of women in India
• Acquire the knowledge on violence agonist women
• Enhance knowledge on legislations related to women
• Understand the status of children in India
• Get know legislations for children
• Enhance the knowledge on role of professional social worker and programmes for women and children

II. Syllabus: Total Teaching Hours: 45)

Unit I: Status of Women in India
Status of women in India; Role of women in family, marriage, religion and economy; Problems related to women in India

Unit II: Violence and Legislations for women

Unit III: Status of Children in India

Unit IV: Legislations for Children
Constitutional safe guards for Children in India, Juvenile Justice act 2015, Child Marriage Prohibition Act

Unit VI: Role of professional social worker and Programmes for Women and Children
ICDS, ICPS, SHGs, Role of Social Worker in Family counseling centers, marital counseling centers and educational institutions.
III. REFERENCES

4. Govt. of India 1974: Towards equality – A Report of the Committee on Status of Women in India, Delhi:

IV. Co-Curricular Activities:

a) Mandatory: (Training of students by teacher in field related skills: 10 hours)

1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. For student: separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

7. Seminars, group discussion, quiz, debates etc.
8. Preparation of videos on social work programmes.
9. Assignments.
10. Training of students by a related field expert.
11. Collection of material, figures, photos related to social work program them in a systematic way in a file.
12. Case works and case studies.
I. Objectives
• To get oriented on the need, scope and concepts of counseling in social work.
• To develop skills in Counselling and aware on the process of Counselling
• To provide knowledge on various Counselling techniques in practice
• To get oriented on approaches of counselling
• To understand the counselling practice in various settings

Learning outcomes
At the end of the course the student will be able to:
• Get oriented on the need, scope and concepts of counseling in social work.
• Aware on the process of counselling and Develop skills in Counselling
• Get knowledge on various Counselling techniques
• Understand the approaches of counselling
• Know the counselling practice in various settings

II. Syllabus: Total Teaching Hours: 45)

Unit: 1 - Introduction to Counselling in social work
Meaning, definition, principles and goals of counselling. Preventive, crisis, facilitative and developmental concepts of counselling. Difference between social case work and counseling

Unit: 2 - Counselling process and counselling skills
Problem exploration and classification, dynamics of self-understanding, developing a new perspective, values, skills and ethics in counselling.

Unit: 3 - Counselling techniques in social work
Initiating contact, intake, establishing rapport, assessment, interaction, observation, behavior change, responding, rating and interpretation, counselling techniques in practice.

Unit: 4 - Approaches for counselling in social work
Psycho-analytical theory, client centered theory, rational-emotive therapy, help and self-help, marital and family therapy.

Unit: 5 - Counselling practice in various settings
Practice of counselling in family counselling centers, family courts, counselling bureau, counselling in hospitals and educational institutions

III. REFERENCES:

IV. Co-Curricular Activities:
   a) Mandatory:(Training of students by teacher in field related skills: 10 hours)

   1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre-service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

   2. For student: separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

   3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities
   1. Seminars, group discussion, quiz, debates etc.
   2. Preparation of videos on social work programmes.
   3. Assignments.
   4. Training of students by a related field expert.
   5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
   6. Case works and case studies.
8. SOCIAL WORK PRACTICE WITH DIFFERENTLY-ABLED PERSONS

I. Objectives
- To impart knowledge on disability, types and causes of disability
- To familiarize the students on the needs and problems of persons with disability
- To enable the students to become aware of psychological disability
- To make students to acquire knowledge on prevention, treatment and welfare programmes

Learning Outcomes
Students at the successful completion of the course will be able to;
- Understanding how social work practice is conducted with people with disabilities.
- Get Awareness on different types of disability.
- Develop the ability to observe and analyze social realities among differently-abled.
- Understand and promote opportunities to differently abled.
- Acquire knowledge on prevention, treatment and welfare programmes

II. Syllabus: Total Teaching Hours: 45

Unit: 1 - Introduction to disability
Introduction, meaning and definition of disability; disability in India; stigma and discrimination over differently abled;

Unit: 2 - Types and causative factors of disability
Types of disability, causes, magnitude, assessment, impairment and the final impact. Characteristics of persons with multiple disabilities

Unit: 3 - Needs and problems of differently abled
Physical, social, educational, reproductive and sexual problems of disability, dependence and flattering self-esteem.

Unit: 4 - Psychological disability
Mental retardation- Definitions of mental Retardation, Causes of Mentally Retarded, characteristics, classification, prevention. empathy, unconditional thoughts and unparallel behaviour. Intellectual disability, Psychological problems of differently abled persons

Unit: 5 - Cure, treatment and welfare
Therapy, animal therapy, drama therapy, dance, music and role of a social worker in curing the differently abled. Social welfare programmes for persons with disability

III. REFERENCES:
1. Peter sim cock and Rhada castle, social work and disability.
2. Graeme axford jane Bissell, differently abled taking a stand making a difference, 2021.

IV. Co-Curricular Activities:

a) **Mandatory:** (Training of students by teacher in field related skills: 10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre-service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre-service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For Student:** Separate field work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre-service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others' ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) **Suggested co-curricular activities**
   13. Seminars, group discussion, quiz, debates etc.
   14. Preparation of videos on social work programmes.
   15. Assignments.
   16. Training of students by a related field expert.
   17. Collection of material, figures, photos related to social work programmes then in a systematic way in a file.
   18. Case works and case studies.

I. Objectives

- To understand the concept of Non-Governmental Organisations
- To acquire the knowledge on formation of non-governmental organisation
- To enhance knowledge on management of non-governmental organisation
- To understand the financial management of non-governmental organisation
- To enhance the knowledge on financial management of non-governmental organisation

Outcomes

- Understand the concept of Non-Governmental Organisations
- Acquire the knowledge on formation of non-governmental organisation
- Enhance knowledge on management of non-governmental organisation
- Understand the financial management of non-governmental organisation
- Enhance the knowledge on financial management of non-governmental organisation

II. Syllabus: Total Teaching Hours: 45)

UNIT - I
Non-Governmental Organisations - Concept, Meaning and Types, Relationship of NGOs with government. Historical development of Non-governmental organisation in India

UNIT - I
Promotion and Formation of NGOs - Voluntary action - Concept and trends, Andhra Pradesh State Societies Registration Act, 2001 - Features and steps; Societies Registration act 1860

UNIT - III
Management of the NGOs - Executive Committee, General Body, Roles and functions; memorandum of association

UNIT - IV
Financial Management - Sources of Finance - Governmental and Non-Governmental; methods of resource mobilisation. Corporate Social Responsibility (CSR);

UNIT - V
Project Management - Formulating a project, preparing an Organisational Budget, needs assessment, project proposal

III. REFERENCES:
1. **Chandra Sneha Latha** – Non-Governmental OrganisationStructure relevance and functions

2. **Thomas, A.** - What is development?

3. **Drucker, P.** - Managing non-profit Organisations

**IV. Co-Curricular Activities:**

a) **Mandatory:** (Training of students by teacher in field related skills: 10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.

4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

b) **Suggested co-curricular activities**

1. Seminars, group discussion, quiz, debates etc.

2. Preparation of videos on social work programmes.

3. Assignments.

4. Training of students by a related field expert.

5. Collection of material, figures, photos related to social work program them in a systematic way in a file.

6. Case works and case studies.
10. PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE

I. Objectives

- To understand the competency, work ethics in social work profession
- To get oriented the professionalism in social work
- To get knowledge on types of competencies in social work
- To acquire knowledge on Components of professional competence and field work practice

Learning Outcomes:

Students at the successful completion of the course will be able to;

- Understand the competency, work ethics in social work profession.
- Contextualization of knowledge, praxis and technique.
- Describes a wider range of competency, behavior, knowledge and skill.
- Improve competitive, intellectual skills and cognitive strategies.
- Understand the field work types and skills required in social work

II. Syllabus: Total Teaching Hours: 45]

**Unit: 1 - Elevating competence in social workers**
Definition, introduction, including skill knowledge on social work profession; Effective work habits, soft skills and empowering positive attitude among social workers.

**Unit: 2 - Professionalism in social work**
Identification, commitment, demonstration, ethical decisional and accountability; challenges faced by social work profession in India

**Unit: 3 - Evaluating and monitoring**
Integrated social work values, acquired and applied knowledge, transferred knowledge, skills and values in practice. Monitoring and evaluation

**Unit: 4 - Types of competencies in social work**
Communicative competence, organizational competence, analytical competence, reflexive competence, and social competence.

**Unit: 5 - Components of professional competence**
Integrative social education, behavior in the society, development and presence of professional competence. Types of field work and skills required in field work

III. REFERENCES:

1. P.D.Misra, Bina misra social work profession in India.
2. Frank cooper professional boundaries in social work and social care.
3. Amanda M. nickson, Margaret anne carter, Abraham p. francis, supervision and professional development in social work practice.
4. Michael E.Sherr, Johnky M. Jones competence based social work.
5. Neil thompson, the professional social worker meeting the challenge.

I V. Co-Curricular Activities:
   a). Mandatory: (Training of students by teacher in field related skills:10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service programme.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b). Suggested co-curricular activities
1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case works and case studies.
11. REHABILITATION SERVICES AND SKILLS IN SOCIAL WORK

I. Objectives

• To understand psychosocial influences, beliefs and values.
• To learn managing and administering rehabilitation units.
• To get knowledge on the various aspects of rehabilitation process.
• To demonstrate a strong foundation in rehabilitation.
• To aware on the programmes which promotes rehabilitation.

Learning Outcomes:
Students at the successful completion of the course will be able to:
1. Understand psychosocial influences, beliefs and values.
2. Learn managing and administering rehabilitation units.
3. Get knowledge on the various aspects of rehabilitation process.
4. Demonstrate a strong foundation in rehabilitation.
5. Aware on the programmes which promotes rehabilitation.

II. Syllabus: Total Teaching Hours: 45

Unit: 1
Physical rehabilitation in social work
Aim, purpose, psycho social functioning, process, increased confidence, hope and autonomy.

Unit: 2
Rehabilitation services by a social worker
Occupational services, physical services, speech services, and cognitive therapy

Unit: 3
Principles of a social worker in rehabilitation
Promote adaptation, treat the whole person mentally and physically, time, educate, people centered care and mental health rehabilitation services.

Unit: 4
Involving rehabilitation schools in social work
Introduction, goals of rehabilitation schools, involving social worker in rehabilitation schools, as a disciplinary team.

Unit: 5
Rehabilitation
Role of social worker in rehabilitation of person with disability, theoretical perspectives regarding PWDs, constitutional provisions. UN convention rights of persons with disability and on human rights, PWD Act.

III. REFERENCES:

1. Co-Curricular Activities:
   a). Mandatory: (Training of students by teacher in field related skills: 10 hours)

   1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

   2. For student: separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service programme.

   3. Max marks for field work report: 05.
   4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
   5. Unit tests (IE).

1. Suggested co-curricular activities
   1. Seminars, group discussion, quiz, debates etc.
   2. Preparation of videos on social work programmes.
   3. Assignments.
   4. Training of students by a related field expert.
   5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
   6. Case works and case studies.
12. Integrated Social Work Practice and Field Work

I. Objectives

- To understand the concept of social work
- To acquire the knowledge on social work methods
- To enhance knowledge on integrated approach of social work
- To get knowledge on problem solving and termination
- To obtain knowledge on importance and types of field work in social work

Learning Outcomes

At the end of the course the student will be able to:

- Understand the nature and development of professional social work in India and abroad.
- Learn different social service traditions, reform movements and transition from welfare to empowerment
- Develop the social work professional practice
- Acquire knowledge on problem solving and termination

II. Syllabus: Total Teaching Hours: 45)

UNIT-I: Concept of Social work, Characteristics of social Systems, Units of social work
Individual, Family, Groups, communities and Organization

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

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

Unit-IV: Social Work Profession, Practice Social work professional as a single change
actor as one in the team, multidisciplinary social work practice, integrated social work
practice

Unit V: Definition and Concept of Field work; purpose and importance of field work in
social work; field work placement; supervision and evaluation; Observational Visits,
Concurrent Field Work, Consecutive Field Work,

III. REFERENCES:
3. Conn away Ronda, S 1988
5. Goldsterin, Howard 1973:
9. Lippit, R.J Watson 1958
10. The dynamics of planned changes, New York.
11. Parsons Ruth, J Jorgensen 1984 The Integrated social work practice, California
15. Uberroi N.K 1995 Professional Competency in Higher education, Centre for Professional Development in Higher education

IV. Co-Curricular Activities:

a) Mandatory: (Training of students by teacher in field related skills:10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

   **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

   **Max marks for field work report:** 05.

2. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.

3. Unit tests (IE).

b) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case works and case studies.
13. SOCIAL WELFARE ADMINISTRATION SKILLS

I. Objectives

- To impart knowledge on social welfare administration.
- To explain the students about the principles of social welfare administration
- To enable the students to become aware on Skills in Social Welfare Administration.
- To help students to understand the fundamentals of Social service organization
- To enable the students gain practical experience in Fundamental aspects of social administration

Learning Outcomes:
Students at the successful completion of the course will be able to;

- Students will demonstrate the ability to administrate.
- Students will learn about the principles of social welfare administration.
- Students will gain knowledge on skills of social welfare administration.
- This includes taking responsibility and proactive action.
- Understand the theories and mechanisms of social welfare administration skills.

II. Syllabus: Total Teaching Hours: 45

Unit: 1 Introduction to social welfare administration
Definition, Meaning and scope of social welfare administration; historical development of social welfare administration; characteristics of social welfare administration

Unit: 2 Principles of Social Welfare Administration
Principles of social welfare administration, Principle of dual approach, principle of manifold programmes, relational, analytical and research principles.

Unit 3: Skills in Social Welfare Administration
Planning, organizing, staffing, directing, coordinating reporting, budgeting, evaluation and feedback.

Unit: 4 Social service organization
Societies registration act 1860, registration and management of a voluntary organisation. Functions of Voluntary Organisations

Unit: 5 Fundamental aspects of social administration
Social administration enhancement; field work skills in social work; leadership and administration; social advocacy as a tool for social change.

III. REFERENCES:
2. Dr. Birender Prasad Verma, welfare administration and social development.
3. Ravindra Prasad Singh, social welfare and administration.
4. P.N. Sharma, new horizon in social welfare administration.
5. Dobabrata Mohanty, Sushant Kumar Kar, welfare administration and development in urban India.

I. Co-Curricular Activities:
   a). Mandatory: (Training of students by teacher in field related skills: 10 hours)

   1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre-Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre-service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

   2. For student: separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre-Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others’ ideas, skill to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service programme.

   3. Max marks for field work report: 05.
   4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
   5. Unit tests (IE).

   b). Suggested co-curricular activities
   1. Seminars, group discussion, quiz, debates etc.
   2. Preparation of videos on social work programmes.
   3. Assignments.
   4. Training of students by a related field expert.
   5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
   6. Case works and studies.
14. SKILLS IN GROUP WORK AND COMMUNITY ORGANISATION

I. Objectives

- To impart knowledge on types and principles of social group work.
- To impart knowledge on types and characteristics of communities
- To enable the students on the concept of panchayat raj organization
- To help students to understand the process of group and community development
- To enable the students to gain knowledge on cooperative movement

Learning Outcomes:
Students at the successful completion of the course will be able to;
- Get knowledge on types and principles of social group work.
- Get knowledge on types and characteristics of communities
- Understand the concept of panchayat raj organization
- Understand the process of group and community development
- Gain knowledge on cooperative movement
- Reinforce skills that are relevant to both group and community work.

II. Syllabus: Total Teaching Hours: 45

Unit: 1 - Introduction to group work
Meaning, definition and scope of group work, principles of group work, types of groups; functions of group worker

Unit: 2 - Introduction to Community
Meaning and definition of community, characteristics of rural society, ecological, social, economic and political structure.

Unit: 3 - Panchayat raj institution on groups
Origin and development of panchayat raj organization; functions of panchayat raj system in Andhra Pradesh.

Unit: 4 - Development of groups and communities
Process of group development; Experimental projects with groups, problems and issues of groups and communities.

Unit: 5 - Indian co-operative movement
Concept and history of Indian co-operative movement; role of co-operative movement in groups development; current community development programmes.

III. REFERENCES:
1. H.V.Siddiqui group work theories and properties.
II. Co-Curricular Activities:

a). Mandatory: (Training of students by teacher in field related skills: 10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b). Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case work and study.
15. Family Welfare Strategies and Interventions

I. 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.

Learning Outcomes

At the end of the course the student will be able to:

- 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.

II. Syllabus: Total Teaching Hours: 45)


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

III. REFERENCES:

IV. Co-Curricular Activities:

c) Mandatory: (Training of students by teacher in field related skills: 10 hours)

6. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre-service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

7. For student: separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

8. Max marks for field work report: 05.
9. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
10. Unit tests (IE).

d) Suggested co-curricular activities

7. Seminars, group discussion, quiz, debates etc.
8. Preparation of videos on social work programmes.
9. Assignments.
10. Training of students by a related field expert.
11. Collection of material, figures, photos related to social work program them in a systematic way in a file.
12. Case works and case studies.
7.1 Individual and Society

I. 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.

Learning Outcomes
At the end of the course the student will be able to:

- Understand society and its situation
- Acquire knowledge of social institutions and their functions.
- Gain knowledge about the importance of socialization, social control and role of different agencies of socialization and social control.
- Obtain knowledge about understanding social stratification.
- Enhanced knowledge levels on social change and its impact on the society.

II. Syllabus: Total Teaching Hours: 45)


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

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

UNIT V: Social change: Factors of social change – social change process in India. Components of social change. Social change and social development.

III. REFERENCES:

IV. Co-Curricular Activities:

a) Mandatory: (Training of students by teacher in field related skills: 10 hours)

1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. For student: separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities find a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case works and case studies.
7.2 Dynamics of Human Behaviour

I. 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

Learning Outcomes
At the end of the course the student will be able to:

- Obtain a clear understanding of Human Behaviour
- Extend knowledge and skills regarding the nature and conditions of learning.
- Learn the social and cultural dimensions of needs.
- Increase knowledge of normal and abnormal behaviors’ so as to work with different personalities.
- Get clarity on the attitudes which are basis for the social behavior

II. Syllabus: Total Teaching Hours: 45)


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


UNIT IV: Personality: Meaning, Definition, and types – factors influencing personality development; Neuroses, psychoses psychosomatic disorders, personality disorders.

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

III. REFERENCES:


IV. Co-Curricular Activities:

a) Mandatory: (Training of students by teacher in field related skills: 10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

7. Seminars, group discussion, quiz, debates etc.
8. Preparation of videos on social work programmes.
9. Assignments.
10. Training of students by a related field expert.
11. Collection of material, figures, photos related to social work program them in a systematic way in a file.
12. Case works and case studies.
7.3 Social Work and Disaster Management

I. Objectives:

- To dissemination of knowledge on Environmental issues
- To create understanding about disaster management
- To explain the role of stakeholders in environmental protection
- To study of relevant acts and cases related to environmental issues

Learning outcomes

At the end of the course the student will be able to:

- Update knowledge on Environmental issues
- Understanding the disaster management and its process
- Understand the role of stakeholders in environmental protection
- Get knowledge on relevant acts and cases related to environmental issues

II. Syllabus: Total Teaching Hours: 45)

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, 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.

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.

UNIT III: Disaster and intervention opportunities: Disaster policy in India; disaster management act of 2005; national and international agencies: NDMA, NIDM NCMC; UN, UNDRO, UNESCO, UNDP; role of NGOs, role of social workers and intervention strategies.


III. REFERENCES

1. C.P. Barthwal – Understanding Management
2. George Claude – History of Management Thought
3. Earnest Dale – Management: Theory and Practice
4. Peter F. Drucker – The Practice of Management
5. S.L. Goel – Modern Management Techniques
6. N.S. Gupta – Principles and Practice of Management
7. T-Jangam – Recent Theories of Administration and Management
9. Robert E. Markland – Topics in Management
10. B.C. Mathur and others (eds.), Management in Government

IV. Co-Curricular Activities:

a) Mandatory: (Training of students by teacher in field related skills: 10 hours)

1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. For student: separate field work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

13. Seminars, group discussion, quiz, debates etc.
14. Preparation of videos on social work programmes.
15. Assignments.
16. Training of students by a related field expert.
17. Collection of material, figures, photos related to social work program them in a systematic way in a file.
18. Case works and case studies.
7.4 Life Skills and Soft Skills for Social Work Professionals

I. 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 interpersonal influences on relationships in terms of power, persuasion and assertiveness.

Learning Outcomes
At the end of the course the student will be able to:

- Learn to communicate effectively, vocally, in writing and in presentation format.
- Improve the skills to work with different groups.
- Gain knowledge of life skills.
- Develop a comprehensive understanding of interpersonal influences on relationships in terms of power, persuasion and assertiveness.

II. Syllabus: Total Teaching Hours: 45

UNIT I: Presentation skill, 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, and depression, empathy and support, creative thinking, time management, decision making and understanding defence mechanisms

UNIT III: Soft Skills: Communication, commitment, conflict resolution, emotional competence, listening skills, nonverbal communication

UNIT IV: Building effective relationships: Building rapport, nurturing friendship. Conflict management skill, Team work and synergy skills and leadership skills

UNIT V: Practicum: Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research project skills, Computer skills

III. REFERENCES:


IV. Co-Curricular Activities:

a) **Mandatory:** (Training of students by teacher in field related skills: 10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) **Suggested co-curricular activities**

19. Seminars, group discussion, quiz, debates etc.
20. Preparation of videos on social work programmes.
21. Assignments.
22. Training of students by a related field expert.
23. Collection of material, figures, photos related to social work program them in a systematic way in a file.
24. Case works and case studies.
7.5 Social Work Practice in Health Care Setting

I. 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.

Learning outcomes

- At the end of the course the student will be able to:
- Acquire a clear understanding of medical Social Work.
- Develop knowledge regarding hospital as a complex social system of organization.
- Acquire skills regarding the role of social workers in relation to patient and family.
- Develop communication skills in hospital settings.
- Acquire a sound theoretical understanding on Health Education.

II. Syllabus: Total Teaching Hours: 45)

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 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.

III. REFERENCES

1. Benerjee, G.R. Papers on Social Work
2. Dwivedi, R.S. Human Relations and Organisational Behaviour.
3. Ferguson, T. & Machpail, A.N. Hospital and Community.
4. Friedlander, W.A. Introduction to Social Welfare
IV. Co-Curricular Activities:

c) **Mandatory:** (Training of students by teacher in field related skills: 10 hours)

6. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre-service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

7. **For student:** separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

8. Max marks for field work report: 05.

9. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.

10. Unit tests (IE).

d) **Suggested co-curricular activities**

25. Seminars, group discussion, quiz, debates etc.
26. Preparation of videos on social work programmes.
27. Assignments.
28. Training of students by a related field expert.
29. Collection of material, figures, photos related to social work program them in a systematic way in a file.
30. Case works and case studies.
8.1 Social Justice and Human Rights

I. Objectives
- To orient the students about the origin and development of Human Rights.
- To develop the knowledge about the constitutional provisions relating to Human Rights and Social Justice.
- To 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.

Learning Outcomes
At the end of the course the student will be able to:

- 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.

II. Syllabus: Total Teaching Hours: 45)


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.

III. REFERENCES

IV. Co-Curricular Activities:

a) Mandatory: (Training of students by teacher in field related skills: 10 hours)

1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. For student: separate filed work. Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programmes.
3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case works and case studies.
8.2. Urban, Rural and Tribal Community Problems and Programmes

I. Objectives

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

Learning outcomes

At the end of the course the student will be able to:

• Understand the Rural Community and its features
• Acquire knowledge of Rural Economy and its allied sectors.
• Know about Tribal Community and role of tribal social institutions.
• Learn about Tribal economy and role of forests in Tribal economy
• Understand the tribal problems in terms of social and environmental problems.

II. Syllabus: Total Teaching Hours: 45)

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. Cooperatives – 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 and Andhra Pradesh. Family and kinship, social organisation of 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.

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

III. REFERENCES

1. Desai, A.R. (Ed.) (1986). Agrarian struggles in India after independence, Delhi:
IV. Co-Curricular Activities:

a) Mandatory:

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

7. Seminars, group discussion, quiz, debates etc.
8. Preparation of videos on social work programmes.
9. Assignments.
10. Training of students by a related field expert.
11. Collection of material, figures, photos related to social work program them in a systematic way in a file.
12. Case works and case studies.
8.3. Social Policy and Development

I. Objectives

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

Learning Outcomes
At the end of the course the student will be able to:

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

II. Syllabus: Total Teaching Hours: 45

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


IV. Co-Curricular Activities:

a) Mandatory:(Training of students by teacher in field related skills:10 hours)

1. For Teacher: Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. For student: separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities
13. Seminars, group discussion, quiz, debates etc.
14. Preparation of videos on social work programmes.
15. Assignments.
16. Training of students by a related field expert.
17. Collection of material, figures, photos related to social work program them in a systematic way in a file.
18. Case works and case studies.
8.4 Corporate Social Responsibility and Social Entrepreneurship

I. Objectives:

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

Learning outcomes

At the end of the course the student will be able to:

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

II. Syllabus: Total Teaching Hours: 45)

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

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

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

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

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

III. REFERENCES


IV. Co-Curricular Activities:

a) **Mandatory:** (Training of students by teacher in field related skills:10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes. Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.

4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

b) **Suggested co-curricular activities**

19. Seminars, group discussion, quiz, debates etc.

20. Preparation of videos on social work programmes.

21. Assignments.

22. Training of students by a related field expert.

23. Collection of material, figures, photos related to social work program them in a systematic way in a file.

24. Case works and case studies.
8.5 Fundamentals of Social Work Research

I. 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.

Learning Outcomes
At the end of the course the student will be able to:

- 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.

II. Syllabus: Total Teaching Hours: 45)

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

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

UNIT III: Methods of data collection: Observation, interview and questionnaire. Participatory research as an alternative methodology: Levels of measurement in Social research; Nominal, ordinal interval and ratio. Analysis and interpretation of data. Basic elements of research report writing

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

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

III. REFERENCES:


IV. Co-Curricular Activities:

a) **Mandatory:** (Training of students by teacher in field related skills: 10 hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.

2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) **Suggested co-curricular activities**
25. Seminars, group discussion, quiz, debates etc.
26. Preparation of videos on social work programmes.
27. Assignments.
28. Training of students by a related field expert.
29. Collection of material, figures, photos related to social work program them in a systematic way in a file.
30. Case works and case studies.