	Government College (Autonomous) Rajahmundry	Program CODE -210 Semester-I			
Course Code 121001	TITLE OF THE COURSE COURSE-I (CORE): Paper – 1 Fundamentals of Social Sciences	I B.A Social Work			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper – 1 Fundamentals of Social Sciences

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
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
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

Reference Books

1. The social sciences : An Integrated Approach by James M. Henslin and Danniell 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
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson


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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	3	2	3	2	2	2	1	2	2	2			
CO 2	3	1	2	3	1	3	2	1	3	2			
CO 3	3	2	2	2	2	2	2	2	3	3			
CO 4	3	2	2	2	1	2	1	2	3	3			
CO 5	3	3	2	3	1	3	1	1	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE -211 Semester-I			
Course Code 121002	TITLE OF THE COURSE COURSE-II (CORE): Paper-2 Perspectives on Indian Society	I B.A Social Work			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

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
4. Human Life – Social Influence and Social Impact

Unit-II: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India

2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari , formation of linguistic states.

Unit – 3 – Indian Constitution Philosophical Foundations of Indian Constitution

1. Elements of Indian Constitution
2. Study of Rights in Indian Constitution
3. Directive principles to

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
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	3	2	3	2	2	2	1	2	2	2			
CO 2	3	1	2	3	1	3	2	1	3	2			
CO 3	3	2	2	2	2	2	2	2	3	3			
CO 4	3	2	2	2	1	2	1	2	3	3			
CO 5	3	3	2	3	1	3	1	1	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE - 212			
Course Code 121003	TITLE OF THE COURSE COURSE-III (CORE): Paper-3 Basic Methods of Social Work	Semester-II I B.A Social Work			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper-III: 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 organization

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

References:

1. Khinduka, S.K. (1965). Social Work in India.
2. Nair, T.K. (ed). (1981) Social Work Education and Social Work Practice in India, Madras: ASSWI.
3. Wadia, A.R. (1968). History and Philosophy of Social Work in India, Bombay: Allied.
4. Janet sedan, counseling skills in social work practice, 2005.
5. Abraham, M. (2018), Social Work Practice in India, Desh Vikas Publications, Visakhapatnam
6. H.V.Siddiqui group work theories and properties.
7. Harleigh B.Trecker, social group work principle and practice, 1972.

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 case studies

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	3	2	3	2	2	2	1	2	2	2			
CO 2	3	1	2	3	1	3	2	1	3	2			
CO 3	3	2	2	2	2	2	2	2	3	3			
CO 4	3	2	2	2	1	2	1	2	3	3			
CO 5	3	3	2	3	1	3	1	1					

	Government College (Autonomous) Rajahmundry	Program CODE -213 Semester-II I B.A Social Work			
Course Code 121004	TITLE OF THE COURSE COURSE-IV (CORE): Paper-4 History Philosophy and Development of Social work Profession				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper-IV 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

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,

References:

1. Billey R and Brake M (1975). Radical Social Work, London: Edward Arnold.
2. Fink, A.E. (1945). The Field of Social Work
3. Friedlander, W.A. (1964). Introduction to Social Welfare, New Delhi: Prentice Hall of India.
4. Government of India (Publication Division) (1987). Encyclopedia of Social Work, Vol.I, II, III and IV; NewDelhi: Author.
5. Khinduka, S.K. (1965). Social Work in India.
6. Mujumdar, A.M. Social Welfare in India.
7. Nair, T.K. (ed). (1981) Social Work Education and Social Work Practice in India, Madras: ASSWI.
8. Natarajan, S. (1964). Century of Social Reforms in India, Bombay: Asia Publishing House
9. Wadia, A.R. (1968). History and Philosophy of Social Work in India, Bombay: Allied.

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

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	2	1	1	1	2	3	1	2	3	2			
CO 2	2	1	3	2	3	3	2	2	3	2			
CO 3	3	2	2	2	2	2	2	3	3	3			
CO 4	2	2	2	3	2	2	2	2	3	3			
CO 5	2	2	1	2	3	3	1	2	3				

	Government College (Autonomous) Rajahmundry	Program Code 214 Semester-III II BA Social work			
Course Code 121005	TITLE OF THE COURSE COURSE-V (CORE):Paper -5 Social Problems and Social Legislations				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper-V 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

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 Non- Governmental 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

References:

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

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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	1	2	3	1	2	3	1			
CO2	2	2	1	2	3	2	2	3	3	2			
CO3	2	3	1	2	2	3	2	2	3	2			
CO4	3	3	2	3	2	2	1	3	3	2			
CO	3	3	2	3	3	3	1	2	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE -215			
Course Code 121006	TITLE OF THE COURSE COURSE-6 (CORE): Paper-6 Social Work with Women and Children	Semester-III			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper- VI: Social Work with Women and Children

Objectives

- To understand the status of women in India
- To acquire the knowledge on violence against 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

- Understand the status of women in India

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

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

Domestic violence, female foeticide and infanticide, dowry related violence: Relevant legislations such as a. Dowry Prohibition Act: 1961 (Amended – 1984) b. Prevention of domestic violence Act – 2005 c. Pre-natal diagnostic techniques (regulation and prevention of misuse) Act. 1994.

Unit III: Status of Children in India

Definition, Status of Children in India, influence of heredity and environment – family, peer group, neighbourhood and school. Children in Difficult Circumstances – Street children, child labour and Orphans; Institutional and non-institutional services for children.

Unit IV: Legislations for Children Constitutional safeguards 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.

references

1. Berk Laura, E. 1996 : Child Development, New Delhi: Prentice Publications
2. Brook E and Davis, Ann. 1985: Women, the Family and Social Work, London: Tavistock Publications.
3. Kuppaswamy, B. 1990: Child Behaviour and Development, New Delhi: Konark Publications.
4. Govt. of India 1974 : Towards equality – A Report of the Committee on Status of Women in India, Delhi:
5. Uma Shankar Jha and Premalatha Pujari 1996: Indian Women Today, Vol.I & II, New Delhi: Kanishka Publications.
6. Kumar, R. 1988: Child Development in India, Vol.I & II, Delhi: Ashish Publishers.

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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	3	2	3	2	2	2	1	2	2	2			
C O 2	3	1	2	3	1	3	2	1	3	2			
C O 3	3	2	2	2	2	2	2	2	3	3			
C O 4	3	2	2	2	1	2	1	2	3	3			
C O 5	3	3	2	3	1	3	1	1	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE -216 Semester-III			
Course Code 121007	TITLE OF THE COURSE COURSE-7 (CORE): Paper-7 Conselling skills in Social work	II B.A Social Work			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper-VII Conselling skills in Social work

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

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

References:

1. Janet sedan, counseling skills in social work practice, 2005.
2. Argyle. M social interaction London (Methuen), 1969.
3. Miller lise, counseling skills for social work, 2nd edition.
4. Richard nelson-jones, basic counselling skills, 2003.
5. Priyanka sen gupta aswani rai, modern techniques of counselling skills, 2013.

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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High],'-:No Correlation)

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	3	2	3	2	2	2	1	2	2	2			
C O 2	3	1	2	3	1	3	2	1	3	2			
C O 3	3	2	2	2	2	2	2	2	3	3			
C O 4	3	2	2	2	1	2	1	2	3	3			
C O 5	3	3	2	3	1	3	1	1	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE 217			
Course Code 121008	TITLE OF THE COURSE COURSE- 8 : Paper-8 SOCIAL WORK PRACTICE WITH DIFFERENTLY-ABLED PERSONS	Semester-III			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4
		II BA Social work Semester-IV			

Paper-VIII: 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.
3. Rich donovan, unleash different, achieving success through disability, 2018.
4. Ai etmanski, the power of disability, 2020.
5. Michael oliver, social work with disabled people.

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

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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	3	2	3	2	2	2	1	2	2	2			
C O 2	3	1	2	3	1	3	2	1	3	2			
C O 3	3	2	2	2	2	2	2	2	3	3			
C O 4	3	2	2	2	1	2	1	2	3	3			
C O 5	3	3	2	3	1	3	1	1	3	2			

	Government College (Autonomous) Rajahmundry	Program Code 214 Semester-III			
Course Code 121005	TITLE OF THE COURSE Social Problems and Social Legislations	II BA Psychology- Minor			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Paper-V 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

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 Non- Governmental 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

References:

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

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).Suggested co-curricular activities

- Seminars, group discussion, quiz, debates etc.
- Preparation of videos on social work programmes.
- Assignments.
- Training of students by a related field expert.
- Collection of material, figures, photos related to social work program them in a systematic way in a file.
- Case works and case studies.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	P O1	PO2	P O 3	PO4	P O 5	PO6	P O7	P O 8	PO9	P O 1 0	PS O 1	P S O 2	PS O 3
C O 1	1	2	2	1	2	3	1	2	3	1			
C O 2	2	2	1	2	3	2	2	3	3	2			
C O 3	2	3	1	2	2	3	2	2	3	2			
C O 4	3	3	2	3	2	2	1	3	3	2			
C O 5	3	3	2	3	3	3	1	2	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE -			
Course Code 121009	TITLE OF THE COURSE COURSE- V11 (CORE): Paper-9 Social Work Practices with Government and Non-Governmental Organizations	218			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

Paper-IX: Social Work Practices with Government and Non-Governmental Organizations

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


I. REFERENCES:

1. **Chandra Sneha Latha** – Non-Governmental Organisation Structure relevance and functions
2. **Thomas, A.** - What is development?
3. **Drucker, P.** - Managing non-profit Organisations

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,

	Government College (Autonomous) Rajahmundry		Program CODE -			
Course Code 121010	TITLE OF THE COURSE COURSE- VIII (CORE): Paper-10 PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE		219			
Teaching	Hours Allocated: 60 (Theory)		L	T	P	C
Pre-requisites:			4	1	-	4

PAPER-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:

IV. P.D.Misra, Bina misra social work profession in India.

V. Frank cooper professional boundaries in social work and social care.

VI. Amanda M. nickson, Margaret anne carter, Abraham p. francis, supervision and professional development in social work practice.

VII. Michael E.Sherr, Johnky M. Jones competence based social work.

VIII. Neil thompson, the professional social worker meeting the challenge.

IV. Co-Curricular Activities:

1. 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).


2. 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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High],'-:No Correlation)

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	3	2	3	2	2	2	1	2	2	2			
C O 2	3	1	2	3	1	3	2	1	3	2			
C O 3	3	2	2	2	2	2	2	2	3	3			
C O 4	3	2	2	2	1	2	1	2	3	3			
C O 5	3	3	2	3	1	3	1	1	3	2			

	Government College (Autonomous) Rajahmundry	Program CODE 220			
Course Code 121011	TITLE OF THE COURSE COURSE- X Paper- 11 REHABILITATION SERVICES AND SKILLS IN SOCIAL WORK	Semester-IV II BA Social work			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

PAPER-XI: 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.

I. REFERENCES:

1. Ajit k dallal, disability rehabilitation and social work the Indian scenario, 2020.
2. Margaret a.Turk, Nancy R.Mudrick, rehabilitation interventions, 2012.
3. Rich hood, complexity in social work, 2018.
4. Lois Metzger, a trick of the light, 2013.

5. Liz murray, breaking night, 2010.

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, 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.

CO-PO Mapping:


(1: Slight [Low];

2: Moderate[Medium];

3: Substantial[High], '-' : No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	3	1	2	2	2			
CO2	2	2	3	2	3	2	2	3	2	2			

CO3	1	1	3	1	2	2	2	2	3	2			
CO4	2	3	2	2	3	2	1	2	3	3			
CO5	2	2	1	3	2	1	1	2	2	2			

	Government College (Autonomous) Rajahmundry								Program CODE -				
Course Code	TITLE OF THE COURSE								221				
121012	Paper-3 Social Work Practices with Government and Non-Governmental Organizations								II BA Psychology				
Teaching	Hours Allocated: 60 (Theory)								L	T	P	C	
Pre-requisites:									4	1	-	4	

Paper-IX: Social Work Practices with Government and Non-Governmental Organizations

III. 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

IV. 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 Organisation Structure relevance and functions
2. **Thomas, A.** - What is development?
3. **Drucker, P.** - Managing non-profit Organisations

IV. Co-Curricular Activities:

c) **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).

d) 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.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
CO1	3	2	2	1	2	2	2	2	3	1			
CO2	3	2	2	2	3	1	3	2	2	2			
CO3	3	1	1	2	3	1	2	2	2	2			
CO4	3	2	2	3	2	2	3	3	2	2			
CO5	3	2	2	2	2	2	2	3	3	3			

5													
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Course Code 121013	TITLE OF THE COURSE Paper-4 PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE	222 Semester-IV II BA Psychology -Minor			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

PAPER-10 PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE

IX. 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

X. 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

XI. REFERENCES:

- XII.** P.D.Misra, Bina misra social work profession in India.
- XIII.** Frank cooper professional boundaries in social work and social care.
- XIV.** Amanda M. nickson, Margaret anne carter, Abraham p. francis, supervision and professional development in social work practice.
- XV.** Michael E.Sherr, Johnky M. Jones competence based social work.
- XVI.** Neil thompson, the professional social worker meeting the challenge.

IV. Co-Curricular Activities:

1. 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).**

2. 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.

CO-PO Mapping:


(1: Slight [Low];

2: Moderate[Medium];

3: Substantial[High], '-' : No Correlation)

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	2	2	1	2	3	2	2	2	3				
C O 2	2	2	2	3	2	3	2	2	2				
C O 3	2	2	1	2	3	3	2	2	3				

C O 4	2	1	2	2	2	2	3	2	3				
C O 5	2	2	2	2	3	2	2	3	3				

	Government College (Autonomous) Rajahmundry	Program COD E- 223 Semester -V			
Course Code 121014	TITLE OF THE COURSE COURSE- VI: Paper-VI FIELDS OF SOCIAL WORK	III BA PRDSW			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

PAPER -VI: FIELDS OF SOCIAL WORK

Course Objectives:

1. 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.
2. 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
3. To acquire knowledge and skills of professional social work practice to work with the elderly and differently abled.
4. To understand the different community wise problems in terms of social, economic and environmental problems.
5. To gain knowledge about the Problems of labour-types of labour- industrial labour, agricultural and non-agricultural labour- welfare services for the labour.

Course Outcomes:

- CO1- The Student Is Able To Understand The Concept Of Elderly And Problems Of Elderly.
- CO2- The Student Is Able To Understand The Institutional And Non-Institutional Services For Elderly.
- CO3- The Student Is Able To Understand The Concept Of Challenged And Classification Of Challenged.
- CO4- The Student Is Able To Understand The Governmental And Non-Governmental Services For Challenged People.
- The Student Is Able To Understand The Concept Of Labour, Problems Of Labour And Services For The Labour

SYLLABUS

UNIT:I

Elderly: concept and definition, problems of the elderly- socio-economic and health problems ; elder abuse and neglect- constitutional and legislative provisions for elderly.(CO1)

UNIT:II

Institutional and non-institutional services for elderly- helage , social work practice with elderly.(CO2)

UNIT:III

Challenged: concept and classification- blind, deaf and orthopaedic, mentally retorted and mentally ill-causes and consequences. (CO3)

UNIT:IV

Governmental and non-governmental programmes and services for different types of challenged. Social work practice with challenged.(CO4)

UNIT:V

Problems of labour-types of labour- industrial labour, agricultural and non-agricultural labour- welfare services for the labour.(CO5)

Reference books:

1. Social Work Dictionary by Barker, Robert L.
2. Encyclopedia of Social Welfare History by Herrick, John M., ed.
3. Field Instruction in Social Work Education by Nair Roshni and Juvva Srilatha and Nadkarni Vimla V, Taylor & Francis
4. Social Work: An Integrated Approach - by S. Bhattacharya


5. Social Work In Health And Ageing: Global Perspectives by Barbara Ber

6. THE SENIOR CITIZENS' HANDBOOK , by Dr. Dhanajay Chavan

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	PO 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	PO 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	2	2	2	1	2	3	1	2	2	2			
C O 2	2	2	2	2	3	2	2	3	3	2			
C O 3	2	1	2	2	2	2	2	2	3	2			
C O 4	2	1	1	1	2	3	1	3	3	2			
C O 5	2	2	2	2	2	2	2	2	3	3			

	Government College (Autonomous) Rajahmundry	Program COD			
Course Code 121015	TITLE OF THE COURSE COURSE- 7 : Paper- 7: Social Work with HIV/AIDS	E- 224 Semester- V III BA PRDSW			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

PAPER- VII : SOCIAL WORK WITH HIV/AIDS

Course Objectives:

1. To understand psycho- social impact of HIV on the infected and affected persons. To develop knowledge about community based services.
2. To have knowledge about issues related to HIV/AIDS such as stigma, discrimination and informed

consent.

3. To have knowledge about Government and Non-governmental Organisations : Role of UNAID, NACO, APSACS, NGOs and media in the prevention and control of HIV/Aids.
4. To have knowledge about Psycho-social implications of HIV on infected and affected persons with special reference to women and children; stigma and its implications of marginalization of PLWHA.

Course Outcomes:

- CO1- Student Know About The Concept And Complete Information Of HIV/AIDS Like Symptoms And Causes Etc.
- CO2- Student Know About The Role Of Prevention The HIV/AIDS Through Various Services Like VCTC,PPTCT And Related Services.
- CO3- Student Know About The Social Work With People Living With HIV/AIDS And Community Based Services.
- CO4- Student Know About The Role Of Social Worker In The Field Of HIV/AIDS.
- CO5- Student Know About The Role Of UNAID,APSACS,NACO And NGOs

SYLLABUS

UNIT- I

HIV/AIDS: Definition: prevalence in the world, India and A.P.; symptoms of HIV/AIDS, causes .(CO1)

UNIT-II

HIV/AIDS: Public health implications- Role of prevention – importance of communication; treatment approaches; services – VCTC, PPTCT and related services.(CO2)

UNIT-III

Psycho-social implications of HIV on infected and affected persons with special reference to women and children; stigma and its implications of marginalization of PLWHA; Community based care and support Programmes.(CO3)

UNIT-IV

Role of social worker; Working with persons infected/affected with HIV/AIDS; Social worker as a counsellor; ethical issues in counselling.(CO4)

UNIT-V

Government and Non-governmental Organisations : Role of UNAID, NACO, APSACS, NGOs and media in the prevention and control of HIV/Aids.(CO5)


Reference books:

1. AIDS and Behavior: An integrated approach(1994), the national academies press
2. Neeraj:MSWE-1 (HIV/AIDS : Stigma Discrimination and Prevention) by IGNOU
3. Social Work and HIV/AIDS (Practitioner's Guides) Paperback
4. by [Riva Miller](#) (Author)

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

	P O 1	P O 2	P O 3	P O 4	PO 5	P O 6	P O 7	P O 8	PO 9	P O 10	P S O 1	P S O 2	P S O 3
C O 1	2	1	2	1	2	2	1	2	3	2			
C O 2	2	2	2	1	3	3	2	3	2	2			
C O 3	2	2	2	2	2	2	1	2	2	3			
C O 4	2	1	3	2	2	3	1	2	3	2			
C O 5	2	2	2	1	3	2	2	2	2	2			

	Government College (Autonomous) Rajahmundry			Program CODE- 225			
Course Code 121016	Certificate Course On “SOCIAL WORK PROFESSION AND YOUTH STUDIES”			Semester -V III BA PRDSW			
Teaching	Hours Allocated:60 (Theory)			L	T	P	C
Pre-requisites:				5	1	-	4

Certificate Course On

“SOCIAL WORK PROFESSION AND YOUTH STUDIES”

Course Objectives

1. Understanding case work as a method of social work and its role in social work practice, to develop skills in recording and measuring the effectiveness of Social Case Work. and to have knowledge of values and principles of working with individuals.
2. 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.
3. Nurture ability among students to apply the acquired knowledge and skills to find solutions to specific theoretical and applied problems in Social Work settings like School, Family and Industrial etc.
4. To get knowledge about the methods of social work, and formation and management of NGO.
5. To acquire a clear understanding of youth studies and youth institutions.
6. To know about the importance of youth involvement in community development and in nation building.

Course Outcomes:

- CO1- The student is able to know and understand concept of social work and its profession principles, ethics, values etc.
- CO2- The student know about the concepts of social work methods.
- CO3- The student know about the role of social worker and social work practice with various fields.
- CO4- The student know about Youth problems & solutions, various youth institutions.
- CO5-The student know about importance of youth in community development and in nation building.

UNIT-I

History of social work, definitions, concepts, principles, code of ethics, Values, goals of social work, religious roots of social work.(CO1)

UNIT-II

Social work profession, methods of social work- case work, group work, community organisation, social action, social welfare administration, social work research.(CO2)

UNIT-III

Role of Social worker and social work practice in different settings – family, school,

SYLLABUS

hospitals, industries and correctional institutions. Social practice with HIV/AIDS, child and women. Formation and management of NGO. (CO3)

UNIT-IV

Youth Concept, definitions, youth problems and solutions, youth Status & population, youth role in community development and nation building, youth institutions- NSS,NYKS,NCC,RGNIYD,MOYAS,IRCS. (CO4)

UNIT-V

Youth policies , youth life, youth development and youth development programmes, youth associations & clubs, youth as a resource or asset of country, youth leadership, youth needs, youth participation and youth recreations.(CO5)

References:

1. Telugu Academy, Hyderabad - Sangha Samkshema Krushi
2. Sharma - Individual & Theory
3. Telugu Academy Hyderabad - Sangha Samkshema Krushi,
4. Friedlander, W.A. - Concepts and Methods of Social Work
5. Introduction to Social Work: An Advocacy-Based Profession Book by Carolyn J. Tice, Dennis D. Long, and Lisa E. Cox
6. Non-Governmental Organizations, Management and Development
By david levis.
7. AIDS and Behavior: An integrated approach(1994), the national academies press
8. youth development: emerging perspectives (english, hardcover, udaya mahadevan, henry rozario,
k. gresan, rambabu botcha(ed.))
1. Community Youth Development: Programs, Policies, And Practices
By Francisco A. Villarruel (Ed.); Daniel F. Perkins (Ed.); L:ynne M. Borden (Ed.); Joanne G. Keith (Ed.)
2. Youth Development in the New Millennium (English, Hardcover, Narayanasamy S)
3. www.nyks.nic.in
4. www.nss.gov.in
5. www.rgniyd.gov.in
6. www.yas.nic.in
7. www.indianredcross.org

