



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

Semester	S. No.	Paper	Hours	Credits
I	1	Fundamentals of Social Sciences	4	4
	2	Perspectives on Indian Society	4	4
II	3	Basic Methods of Social Work	4	4
	4	History, Philosophy and Development of Social Work Profession	4	4
III	5	Social Problems and Social Legislations	4	4
	6	Social Work with women and children	4	4
	7	Counselling skills in Social Work	4	4
	8	Social work practice with differently abled persons	4	4
IV	9	Social work practice with government and NGOs	4	4
	10	Professional Competence for Social Work Practice	4	4
	11	Rehabilitation services and skills in Social Work	4	4
V	12	Integrated Social Work Practice and Field Work	4	4
	13	Social Welfare Administration Skills	4	4
	14	Skills in Group Work and Community Organisation	4	4
	15	Family Welfare Strategies and Interventions	4	4
VI		Internship		
VII	7.1	Individual and Society	4	4
	7.2	Dynamics of Human Behaviour	4	4
	7.3	Social Work and Disaster Management	4	4
	7.4	Life Skills and Soft Skills for Social Work Practice (Skill Enhancement Course)	4	4
	7.5	Social Work Practice in Health Care Setting (Skill Enhancement Course)	4	4
VIII	8.1	Social Justice and Human Rights	4	4
	8.2	Urban, Rural and Tribal Community Problems and Programmes	4	4
	8.3	Social Policy and Development	4	4
	8.4	Corporate Social Responsibility and Social Entrepreneurship (Skill Enhancement Course)	4	4
	8.5	Fundamentals of Social Work Research (Skill Enhancement Course)	4	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
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
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.

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

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
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.

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

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.

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.

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:

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; New Delhi: 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.

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.

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:

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.

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 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

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

- 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 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

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 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

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: Tavistok Publications.
3. Kuppuswamy, 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: Kanishaka Publications.
6. Kumar, R. 1988: Child Development in India, Vol.I & II, Delhi: Ashish Publishers.

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. COUNSELLING SKILLS IN SOCIAL WORK

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:

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.

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.

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.

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 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.

9. 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

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:

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.

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.

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 find 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. 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.

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:

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

1. M.K.Singh, social welfare administration and social policy.
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, 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 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.
2. Harleigh B.Trecker, social group work principle and practice, 1972.
3. Joan benjamin, Judith bessant and rob watts, making group work, 1992.

4. Mark J. Macgowan, group work, 2009.
5. Batten .T.R and Batten.M, the non-directive approach in community and group work, 1967.

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

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

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

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

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

III. REFERENCES:

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

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 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.
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.
- Got 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 I: Society: Meaning; characteristics; functions; types of societies – Rural – urban – tribal communities – characteristics. Individual and society – relationship.

UNIT II: Social Institutions – marriage – meaning, types, functions – changes. Kinship – meaning, characteristics, functions, changes. Religion – meaning, types, role, functions – modern religious institutions.

UNIT III: Socialisation and social control: Socialisation: meaning, process and mechanism. Agencies of Socialisation. Problems of Socialisation, Social Control: Meaning, nature, agencies of social control

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.

Industrialization, Urbanization, Modernization. Globalization, Liberalization, Kinds of Social change

III. REFERENCES:

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

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.

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.
- Learnt 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 I: Understanding Human Behaviour: Nature and scope of psychology in relation to social work. Heredity and environment: Concepts, mechanisms, Nature and principles of human growth and development

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

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

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

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:

1. Anastasi A.C. (1987). Psychological Testing, New York: Macmillan (Rev. Edition).

2. Halls C.S. and Lindzey, G. (1978). Theories of Personality, New York: Wiley.
3. Hillgard, Atkinson and Atkinson (1975). Introduction to Psychology, New Delhi: Mcgraw Hill Publications.
4. Kuppaswamy, B.C. (1980). An Introduction to Social Psychology, Bombay: Media Promoters & Pub. Pvt. Ltd.
5. Schimberg, L.B. (1985). Human Development, London: Macmillan Pub. Co., 2nd ed.

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.

UNIT IV: Environment: Meaning and Concept. Ecology: Definition, Principles. Ecological Sustainability; Environmental Education and Awareness: Environmental problems at and its causative factors. Over population, Food, Health and Energy security.

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

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
8. Donnell F.Koontz – Principles of 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 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.

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 inter personal 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 inter personal 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:

1. Pasty McCarthy a Caroline Hatcher, (2002) Presentation Skills The essential guide for students, New Delhi SAGE Publications.

2. Neil Thompson (1996) People Skills, London; Macmillan.
3. Dalai Lama and Cutler, H.C (1998) the Art of Happiness: A Handbook for Living. London: Coronet Books.
4. Hargie, Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London: Routledge.

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.

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

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

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

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

5. Johnson, J.L. & Grant, G.Jr. (eds.) (2005). Medical Social Work, New York: Pearson, Allyn and Bacon.
6. Mumford, Emily & Skipper, Hospitals – Social Medicine.
7. Mutluri A & Rangarao ABSV (2016), Children Orphaned by AIDS, Prudvi Publications
8. Park, K. (2004) Parks. Textbook of Preventive and Social Medicine, Jabalpur: M/S Banarsidas.
9. Pathak, S.H. Medical Social Work in India.
10. Prasad, L.M. Organisation Theory and Behaviour.
11. Stroup, H.H. Social Work – An Introduction to the Field.

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 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.
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.
- Develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

II. Syllabus: Total Teaching Hours: 45)

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

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

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

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

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

III. REFERENCES

1. Director, Publications Division, Ministry of Information and Broad Casting (1985). Encyclopaedia of Social Work in India, Vol.I, II, and III, New Delhi: Author.

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

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.

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:

Oxford University Press.

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

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.

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

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

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

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

III. REFERENCES

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

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

1. Anil Prasad Bandela and R.D. Sampath Kumar 2013. Corporate Social Responsibility: A Perspective : Mohit publications, New Delhi

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

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:

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

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.