

GOVERNMENT COLLEGE (A) RAJAHMUNDRY

NAAC Re-Accredited with 'A+' Grade

BOARD OF STUDIES

DEPARTMENT OF SOCIAL WORK

I, II, III, IV, V & VI SEMESTERS 2024-2025

**PROCEEDINGS OF THE PRINCIPAL, GOVERNMENT COLLEGE
(AUTONOMOUS) RAJAHMUNDRY**

PRESENT: Dr. RAMACHANDRA R.K, M.Sc., Ph.D.

RC. NO: SPL./ACAD.CELL-GCRJY/BOS/2024-25, Dated: 27th April 2024

Sub: Government College (Autonomous), Rajahmundry– **Board of Studies** 2024-25 nomination of Members - Orders Issued.

- Ref:**
- 1 UGC Guidelines for Autonomous Colleges – 2018
 - 2 Proceedings of the Vice-Chancellor, ANUR No. ANUR Government College (A) Rajahmundry, dated 27-04-2024
 - 3 UGC, Curriculum and Credit Framework for undergraduate programs dated 7 December 2022.

ORDER

The Principal, Government College (Autonomous), Rajahmundry is pleased to constitute. The **BOARD OF STUDIES IN SOCIAL WORK** for framing the syllabi in Social Work subject for all semesters under **single major system** duly following the norms of the UGC Autonomous guidelines 2018 and curriculum framework issued by UGC for single major system vide Ref.3 above.

| S. NO | NAME | DESIGNATION |
|--------------|--|--|
| 1 | Dr. K. Sita Mahalakshmi | Chairman |
| 2 | All Faculty members in the department | Member |
| 3 | Dr. R. Janaki Rao, Dept of Social Work, AKNU Rajahmundry | Subject Expert |
| 4 | Dr. Abraham Mutluri, Department of Social Work, Andhra University | Subject Expert |
| 5 | Prof: P. Arjun, Andhra University, Visakhapatnam | University Nominee |
| 6 | Dr. N. Kiran Chandra, Department of social work,AKNU Rajahmundry | Expert from the Industry/Corporate sector |
| 7 | Mr. M. Anil Kumar | Student Nominee |

The above members are requested to attend the BOS meetings and share their valuable views, and suggestions on the following functionalities:

- (a) Prepare syllabi for the subject keeping in view the objectives of the college, the interest of the stakeholders and national requirements for consideration and approval of the Academic Council
- (b) Suggest methodologies for innovative teaching and evaluation techniques
- (c) Suggest a panel of names to the Academic Council for the appointment of examiners

(d)Coordinate research, teaching, extension, and other activities in the department of the college
The term of the members will be Two years from the date of issue of this proceeding. The Chairman
of the BoS (HoD/lecturer In-Charge of the department) is directed to coordinate with the Principal of
the College and conduct BoS meetings as and when necessary, but at least twice a year.

Note: For further information, please go through the guidelines provided by the Academic Cell of the College.

Copy to:1.The above individuals

2.File


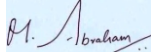



RAMACHANDRA, R.K

PRINCIPAL GOVERNMENT COLLEGE [A] RAJAHMUNDR

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
DEPARTMENT OF SOCIAL WORK
COMPOSITION OF BOARD OF STUDIES FOR THE YEAR 2024-2025

The Board of Studies of **Social Work** Department was convened on **2/05/2024** from **10.00 AM** onwards in the Department of Social Work under the Chairmanship of Dr. Sita Mahalakshmi , Lecture-in-Charge of the Department.

The following members were present in the meeting.

| Sno | Name | Role in the Committee | Signature |
|-----|--|---|---|
| 1 | Dr K SitaMahalakshmi Incharge Department of Social Work | Chairman |  |
| 2 | Dr Rani Sivakoti, Lecturer in Social Work | Staff Member | S Rani |
| 3 | Dr Abraham Mutluri, Department of social work, Andhra University, Visakhapatnam | Subject Expert |  |
| 4 | Dr R.Janaki Rao, Dept. Of Social Work, AKNU Rajahmundry. | Subject Expert | |
| 5 | Prof P Arjun, Department of social work, Andhra University, Visakhapatnam | University Nominee |  |
| 6 | Dr N Kiran Chandra , Department of Social Work, AKNU Rajahmundry. | Expert from Industry/corporate sector |  |
| 7 | M. Anil kumar III PARDSW | Student Nominee | |

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY

DEPARTMENT OF SOCIAL WORK

Board of Studies for the Academic Year 2024-25

I, II, III, IV, V & VI Semesters

MINUTES OF THE MEETING

The Board of Studies of **Social Work** Department is convened on **02/05/ 2024** at 10.00 am in the Department under the Chairmanship of Dr K Sita Mahalakshmi, Lecture-in-Charge of the Department.

Briefing about the agenda points, the Chair explained that the syllabus for the I,II, III, IV, V & VI SEMESTERS is framed keeping in view the diversified needs of stakeholders like students, industrialists and alumni. The syllabus is thoroughly discussed to include changes wherever necessary as per student feedback and also market requirements. The academic flexibility is used to include cross cutting issues in the curriculum. After detailed deliberations, the following resolutions are unanimously made.

Agenda1. Syllabus and curriculum framework for Semesters I to VI of B A social Work

Discussion: As there are BA honors with single Major course for Social Work for the admitted batch from 2023-24 as per NEP 2020 guidelines and old pattern of three core subject admitted batch of 2022-23 is to be passed out in 24-25, it is necessary to frame syllabus for the above two different batches along the next batch for 2024-25. Hence University nominee suggested that to continue with new pattern of Single major honors to the upcoming batch along with 2023-24 batches and to continue the old pattern for 2022-23 batch of V and VI semesters. Thus it is inevitable to frame syllabus keeping in view of outgoing, existing and upcoming batch of Social Work students. Hence a detail discussion on courses and papers by the members suggested to adopt 11 courses for semesters I to IV and to have 2 papers and internship for semester V and VI. The Board members also suggested to adopt modules on cross cutting issues like Intellectual Property Rights without credits to create awareness among the young generation.

Resolutions:

1. Resolved to continue the syllabus for I&II semesters as per the NEP 2020 with Single Major Course further for 2024-25 batch also and approve APSCHE guidelines for the single major course pattern for III & IV semesters of the 2023-24 admitted batch.
2. Resolved to approve the syllabus for the old three core pattern for V & VI Semesters of 2022-23 admitted batch as per the guidelines issued by the UGC, APSCHE and Adikavi Nannaya University, Rajahmundry.
3. Resolved to approve the following courses and papers for B.A Social Work for the Academic Year 2024-25

| Semester | Sno | 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 | 6 | Fields of Social work | 5 | 4 |
| | 7 | Social work with HIV/ AIDS | 5 | 4 |
| VI | 8 | Internship | 6 | 4 |

1. awareness among students about various intellectual property rights, their importance and procedure for procuring these rights.

Agenda 2: Evaluation aims and techniques to be adopted through continuous and end semester examinations through activities based on curricular, co-curricular and extracurricular plans.

Discussion: Board members discussed on evaluation methods to assess the faculties on the domain subject from memory test, authority on content, comprehension, critical thinking and finally to problem solving skill. To assess the above different traits, it is essential to adopt different tools such as descriptive, quiz, multiple choice questions, class room seminars, field visit and report writing and viva.

Resolutions:

2. Resolved to approve model question papers carrying 50 marks for semester end examinations and 50 marks for Continuous Internal Assessment (CIA) For I, II,

III, IV, V & VI Semesters and 50: 50 for SEE and CIA for all semester as per the guidelines of APCCE

3. Student Activities like Data/picture analysis, Seminars, Assignments, and Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, and Models are Part of Curriculum in all papers. The teacher shall identify appropriate activities for each unit and assign them to all the students for improving domain skills.
4. Resolved to approve the list of examiners / Papers setters for the academic year 2024–25.

Agenda: To finalize value addition to the students from other disciplines on the importance of Social work

Discussion: As the young generation play crucial role in the future of nation's development, every student has to be equipped with basic knowledge on social responsibility through serving and contributing the society irrespective of subject domain. Hence a basic interdisciplinary course to all students would augment their understanding on the nature and needs of the society in general.

Resolutions:

5. Resolved to approve a Certificate Course from the Department, titled "Social Work Profession and Youth Studies" to 4th semester students of all streams. It also has been resolved to approve syllabus and model paper for the above mentioned Certificate Course.

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
DEPARTMENT OF SOCIAL WORK

Blue Print for Question Paper Setting (50 Marks Question Paper)

TIME:2½Hours

Max.Marks:50

| Unit No. | No. of Questions for 10 marks | No. of Questions for 5marks | Total No. of Questions with Choice | Total Marks allotted to each Unit |
|---|--------------------------------------|------------------------------------|---|--|
| Unit- I | 1 | 1 | 2 | 15 |
| Unit- II | 1 | 1 | 2 | 15 |
| Unit- III | 1 | 1 | 2 | 15 |
| Unit- IV | 1 | 1 | 2 | 15 |
| Unit- V | 1 | 1 | 2 | 15 |
| From Any Unit | 1 | 1 | 2 | 15 |
| Total no. of questions with choice | | | 12 | |
| Total no. Of marks with choice | | | | 90 |

The following documents are submitted to the Academic Coordinator and Controller of Examinations:

1. Resolutions of Board of Studies Meeting
2. Syllabus of I, II, III, IV, & V Semesters
3. Model Question Paper of I, II, III, IV,& V Semesters
4. List of Revised Examiners
5. Other new Proposals

Date:

Chairman
BOARD OF STUDIES

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY

DEPARTMENT OF SOCIAL WORK

LIST OF EXAMINIERS 2024-25

| S. NO | NAME | COLLEGE | CITY |
|-------|----------------------|---|-------------|
| 1 | Dr. N. Kiran Chandra | Dept. Of Social Work, AKNU Rajahmundry. | Rajahmundry |
| 2 | Dr.P.Venkateswarlu | Dept. Of Social Work, AKNU Rajahmundry. | Rajahmundry |
| 3 | Dr.R.Janaki Rao | Dept. Of Social Work, AKNU Rajahmundry. | Rajahmundry |
| 4 | D.Sailaja | Lecturer in Social Work, Rajiv Gandhi College. Rajahmundry. | Rajahmundry |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
DEPARTMENT OF SOCIAL WORK


BOARD OF STUDIES FOR THE YEAR 2024-2025 COURSE OUTCOMES

| S.N O. | CODE | COURSE TITLE | COURSE OUTCOMES |
|-----------|---------------------------------|---|--|
| 1 | SEMESTE R-I 210 | PAPER-1 Fundamentals of Social Sciences | <ol style="list-style-type: none"> 1. Learn about the nature and importance of social science. 2. Understand the Emergence of Culture and History 3. Know the psychological aspects of social behaviour 4. Comprehend the nature of Polity and Economy Knowledge on application of computer technology |
| | 211 | PAPER -2 Perspectives on Indian society | <ol style="list-style-type: none"> 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 Knowledge on Indian Economy |
| 2 | SEMESTE R-II 212 | PAPER -3 Basic Methods of Social Work | <ol style="list-style-type: none"> 1. The students will understand the concept of social work 2. The students will acquire the knowledge on social work methods 3. The students will enhance knowledge on social case work 4. The students will get knowledge on social group work 5. The students will understand the basic concepts of community Organisation |
| | 213 | PAPER-4 History Philosophy and Development of Social work profession | <ul style="list-style-type: none"> • 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 |

| | | | |
|---|-------------------------|---|---|
| 3 | SEMESTER -III 214 | PAPER-5 Social problems and Social legislations | <ul style="list-style-type: none"> • 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 |
| | 215 | PAPER-6 Social work with Women and Children | <ul style="list-style-type: none"> • 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 |
| | 216 | PAPER-7 Counselling skills in Social work | <ul style="list-style-type: none"> • 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 |
| | 217 | PAPER-8 Social work Practice with Differently abled person | <ul style="list-style-type: none"> • 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 |

| | | | |
|---|------------------------|---|--|
| 4 | SEMESTER -IV 218 | PAPER-9 Social work Practice with Government and NGOs | <ul style="list-style-type: none"> ● 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 |
| | 219 | PAPER-10 Professional Competence for Social Work Practice | <ul style="list-style-type: none"> ● 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 |
| | 220 | PAPER-11 Rehabilitation services and skills in social work | <ul style="list-style-type: none"> ● 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. |

| | | | |
|---|-----------------------|--|--|
| 5 | SEMESTE R-V 221 | PAPER-6 Fields of Social Work | <ul style="list-style-type: none"> ● .Student Able To Understand The Role And Status Of Women In India. ● Student Able To Know About The Concept Of Gender. ● Student Know About The Violence Against Women And Various Acts For Welfare Of Women Related To Violence. ● Student Able To Know About The Concept Of Child And Child Issues. ● Student Able To Know About The Programmes For Women And Child Like ICDS, Child Line And SHGs Etc. |
| | 222 | PAPER-7 Social Work with HIV/ AIDS | <ul style="list-style-type: none"> ● Student Know About The Concept And Complete Information Of HIV/AIDS Like Symptoms And Causes Etc. ● Student Know About The Role Of Prevention The HIV/AIDS Through Various Services Like VCTC,PPTCT And Related Services. Student Know About The Social Work With People Living With HIV/AIDS And Community Based Services. ● Student Know About The Role Of Social Worker In The Field Of HIV/AIDS. ● Student Know About The Role Of UNAID,APSACS,NACO And NGOs. |
| 6 | SEMESTER -VI | Internship | |

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

Paper – 1 Fundamentals of Social Sciences

Learning objectives

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

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

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

Unit – I – What is Social Science?

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences

3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

UNIT-II: Understanding History and Society

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

Unit – III – Society and Social Behaviour

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

Behavior

Unit – IV – Political Economy

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

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

Reference Books

1. The social sciences : An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson


Activities:

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

CO-PO Mapping:

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

| | P O 1 | P O 2 | P O 3 | P O 4 | P O 5 | P O 6 | P O 7 | PO 8 | PO 9 | PO 10 | P S O 1 | P S O 2 | P S O 3 |
|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|---------|----------|------------------|------------------|------------------|
| CO 1 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | | | |
| CO 2 | 3 | 1 | 2 | 3 | 1 | 3 | 2 | 1 | 3 | 2 | | | |
| CO 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | | | |
| CO 4 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | | | |
| CO 5 | 3 | 3 | 2 | 3 | 1 | 3 | 1 | 1 | 3 | 2 | | | |

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

Paper – II Perspectives on Indian Society

Learning objectives

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

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

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

Unit – 1 Man in Society

1. Human Nature and Real Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

Unit-II: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India

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

Unit – 3 – Indian Constitution Philosophical Foundations of Indian Constitution

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

Unit – 5 - **Impact on Society & Analytics:**

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

References

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Activities:


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

CO-PO Mapping:

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

| | P O 1 | P O 2 | P O 3 | PO 4 | P O 5 | P O 6 | P O 7 | P O 8 | PO 9 | PO 10 | PS O 1 | PS O 2 |
|-------------|-------------|-------------|-------------|---------|-------------|-------------|-------------|-------------|---------|----------|--------------|--------------|
| C O 1 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | | |

| | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|--|--|
| C O 2 | 3 | 1 | 2 | 3 | 1 | 3 | 2 | 1 | 3 | 2 | | |
| C O 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | | |
| C O 4 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | | |
| C O 5 | 3 | 3 | 2 | 3 | 1 | 3 | 1 | 1 | 3 | 2 | | |

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

Paper-III: Basic Methods of Social Work

I. Objectives

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

Learning Outcomes

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

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

Unit – 1: introduction to social work

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

UNIT – 2: Introduction to Social Work Methods

Basic and Auxiliary Methods of Professional Social Work, Principles and Goals of Social Work Profession.

UNIT – 3: Introduction to Social Case Work

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

UNIT – 4: Introduction to Social Group Work

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

UNIT – 5: Community Organisation

Definition and objectives of Community Organisation, Principles of Community Organisation, process and skills of community organisation

References:

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

Co-Curricular Activities:


- a) **Mandatory:** (Training of students by teacher in field related skills:10 hours)
 1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co- curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
 2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.
 3. Max marks for field work report: 05.
 4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
 5. Unit tests (IE).
- b) **Suggested co-curricular activities**
 1. Seminars, group discussion, quiz, debates etc.
 2. Preparation of videos on social work programmes.

3. Assignments.
4. Training of students by a related field expert.
5. Collection of material, figures, photos related to social work program them in a systematic way in a file.
6. Case work and case studies

CO-PO Mapping:

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

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

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

Paper-IV History Philosophy and Development of Social work Profession

I. Objectives

- To get oriented to social reform movements in India.
- To develop knowledge about origin and growth of social work in USA, UK and India.
- To acquaint with the social work values, ethics, principles and approaches.
- To develop knowledge on social practice in various settings

Learning outcomes

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

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

UNIT I: Social Reform Movements

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

UNIT II: Social Work Profession

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

UNIT III: Historical development of social work profession

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

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

UNIT V: Social Work Practice

Practice of social work in various fields-community development; medical and psychiatric social work; and correctional social work,

References:

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

Co-Curricular Activities:

- a) **Mandatory:**(Training of students by teacher in field related skills:10 hours)
1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co- curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
 2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.
 3. Max marks for field work report: 05.
 4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
 5. Unit tests (IE).


b) Suggested co-curricular activities

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

CO-PO Mapping:

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

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

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

Paper-V Social Problems and Social Legislations

I. Objectives

- To develop knowledge about and analyze the origin, and causes of social problems
- To understand the effects of social problems on individuals, groups and society.
- To acquire knowledge about social reforms, social policy and social legislation and critically understand their role in controlling the social problems.
- To create an awareness about the preventive and remedial services of Govt and Non- Govt organizations in dealing with social Problems

Learning Outcomes:

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

- Develop knowledge about and analyze the origin, and causes of social problems
- Understand the effects of social problems on individuals, groups and society.
- Acquire knowledge about social reforms, social policy and social legislation and critically understand their

role in controlling the social problems.

- Aware on the preventive and remedial services of Govt and Non- Govt organizations in dealing with social Problems

UNIT I. Introduction to social problems

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

UNIT II. Social Problems Causes and Consequences

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

UNIT III. Social Legislations in India

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

UNIT IV. Services by NGOs and Government

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

UNIT V. Role of Social Worker

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

References:

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

Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co- curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.
3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).


b) Suggested co-curricular activities

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

CO-PO Mapping:

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

| | P O1 | PO2 | P O 3 | PO4 | P O5 | PO6 | P O7 | P O 8 | PO9 | P O 10 | PS O 1 | PS O 2 | PS O 3 |
|-------------|---------|-----|-------------|-----|---------|-----|---------|-------------|-----|--------------|--------------|--------------|--------------|
| C O 1 | 1 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | | | |
| C O 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | | | |
| C O 3 | 2 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | | | |
| C O 4 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 3 | 2 | | | |
| C O 5 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | | | |

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

Paper- VI: Social Work with Women and Children

Objectives

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

Learning Outcomes

- Understand the status of women in India

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

Unit I: Status of Women in India

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

Unit II: Violence and Legislations for women

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

Unit III: Status of Children in India

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

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

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

references

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

Co-Curricular Activities:

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

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

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

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


b) Suggested co-curricular activities

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

CO-PO Mapping:

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

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

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

Paper-VII Conselling skills in Social work

To understand the counselling practice in various settings

Learning outcomes

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

- Get oriented on the need, scope and concepts of counseling in social work.
- Aware on the process of counselling and Develop skills in Counselling
- Get knowledge on various Counselling techniques
- Understand the approaches of counselling
- Know the counselling practice in various settings

Unit: 1 - Introduction to Counselling in social work

Meaning, definition, principles and goals of counselling. Preventive, crisis, facilitative and developmental concepts

of counselling. Difference between social case work and counseling

Unit: 2 - Counselling process and counselling skills

Problem exploration and classification, dynamics of self –understanding, developing a new perspective, values, skills and ethics in counselling.

Unit: 3 - Counselling techniques in social work

Initiating contact, intake, establishing rapport, assessment, interaction, observation, behavior change, responding, rating and interpretation, counselling techniques in practice.

Unit: 4 - Approaches for counselling in social work

Psycho-analytical theory, client centered theory, rational-emotive therapy, help and self-help, marital and family therapy.

Unit: 5 - Counselling practice in various settings

Practice of counselling in family counselling centers, family courts, counselling bureau, counselling in hospitals and educational institutions

References:

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

Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co- curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.
3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

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

CO-PO Mapping:

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

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

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

Paper-VIII: Social Work Practice with Differently abled persons

I. Objectives

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

Learning Outcomes

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

- Understanding how social work practice is conducted with people with disabilities.
- Get Awareness on different types of disability.
- Develop the ability to observe and analyze social realities among differently-abled
- Understand and promote opportunities to differently abled.
- Acquire knowledge on prevention, treatment and welfare programmes

II. Syllabus: Total Teaching Hours: 45)

Unit: 1 - Introduction to disability

Introduction, meaning and definition of disability; disability in India; stigma and discrimination over differently abled;

Unit: 2 - Types and causative factors of disability

Types of disability, causes, magnitude, assessment, impairment and the final impact. Characteristics of persons with multiple disabilities

Unit: 3 - Needs and problems of differently abled

Physical, social, educational, reproductive and sexual problems of disability, dependence and flattering self-esteem.

Unit: 4 - Psychological disability

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

Unit: 5 - Cure, treatment and welfare

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

III. REFERENCES:

1. Peter sim cock and Rhada castle, social work and disability.
2. Graeme axford jane Bissell, differently abled taking a stand making a difference, 2021.
3. Rich donovan, unleash different, achieving success through disability, 2018.
4. Ai etmanski, the power of disability, 2020.
5. Michael oliver, social work with disabled people.

IV. Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co- curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.

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

b) Suggested co-curricular activities

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

CO-PO Mapping:

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

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

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

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

I. Objectives

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

Outcomes

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

II. Syllabus: Total Teaching Hours: 45)

UNIT - I

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

UNIT - I

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

I. REFERENCES:

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

II. Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co- curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service program.
3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings,

conclusions and acknowledgements.

5. Unit tests (IE).

b) Suggested co-curricular activities

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

CO-PO Mapping:

(1: Slight [Low];

2: Moderate[Medium];

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

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

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

PAPER-10 PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE

I. Objectives

- To understand the competency, work ethics in social work profession

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

Learning Outcomes:

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

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

II. Syllabus: Total Teaching Hours: 45)

Unit: 1 - Elevating competence in social workers

Definition, introduction, including skill knowledge on social work profession; Effective work habits, soft skills and empowering positive attitude among social workers.

Unit: 2 - Professionalism in social work

Identification, commitment, demonstration, ethical decisional and accountability; challenges faced by social work profession in India

Unit: 3 - Evaluating and monitoring

Integrated social work values, acquired and applied knowledge, transferred knowledge, skills and values in practice. Monitoring and evaluation

Unit: 4 - Types of competencies in social work

Communicative competence, organizational competence, analytical competence, reflexive competence, and social competence.

Unit: 5 - Components of professional competence

Integrative social education, behavior in the society, development and presence of professional competence. Types of field work and skills required in field work

III. REFERENCES:

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

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

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

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

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

IV. Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service programme.
3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

2. Suggested co-curricular activities

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

CO-PO Mapping:

(1: Slight [Low];

2: Moderate[Medium];

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

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

| | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|--|--|--|--|
| C O 4 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | | | | |
| C O 5 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | | | | |

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

PAPER-XI: REHABILITATION SERVICES AND SKILLS IN SOCIAL WORK

I. Objectives

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

Learning Outcomes:

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

1. Understand psychosocial influences, beliefs and values.
2. Learn managing and administering rehabilitation units.
3. Get knowledge on the various aspects of rehabilitation process.
4. Demonstrate a strong foundation in rehabilitation.
5. Aware on the programmes which promotes rehabilitation.

II. Syllabus: Total Teaching Hours: 45)

Unit: 1

Physical rehabilitation in social work

Aim, purpose, psycho social functioning, process, increased confidence, hope and autonomy.

Unit: 2

Rehabilitation services by a social worker

Occupational services, physical services, speech services, and cognitive therapy Unit: 3

Principles of a social worker in rehabilitation

Promote adaptation, treat the whole person mentally and physically, time, educate, people centered care and mental health rehabilitation services.

Unit: 4

Involving rehabilitation schools in social work

Introduction, goals of rehabilitation schools, involving social worker in rehabilitation schools, as a disciplinary team.

Unit: 5

Rehabilitation

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

I. REFERENCES:

1. Ajit k dallal, disability rehabilitation and social work the Indian scenario, 2020.
2. Margaret a.Turk, Nancy R.Mudrick, rehabilitation interventions, 2012.
3. Rich hood, complexity in social work, 2018.
4. Lois Metzger, a trick of the light, 2013.
5. Liz murray, breaking night, 2010.

I. Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various co-curricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
2. **For student:** separate filed work Planning, Organizing and Executing co-curricular activities will help in developing in Pre Service Student Teachers leadership skills, group dynamics, skill of socialization, skill to accept others ideas, skills to be patriotic, skill to be working in group and therefore along with the curricular activities co-curricular activities finds a very important part at the pre-service programme.
3. Max marks for field work report: 05.
4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

1. Suggested co-curricular activities


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

CO-PO Mapping:

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 2 | 1 | 1 | 2 | 3 | 1 | 2 | 2 | 2 | | | |
| CO2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | | | |

| | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|--|--|--|
| C O 3 | 1 | 1 | 3 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | | | |
| C O 4 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | | | |
| C O 5 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | | | |

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|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program COD E- 221 Semester -V III BA PRDSW | | | |
| Course Code 121012 | TITLE OF THE COURSE COURSE- VI: Paper-VI FIELDS OF SOCIAL WORK | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

PAPER -VI: FIELDS OF SOCIAL WORK

Course Objectives:

1. To acquire knowledge on Gerontology and the problems of the Elderly in India, to know about the Constitutional and legislative provisions for the welfare of the elderly and the National Policy on Older Persons.
2. To gain knowledge about the concept and types of differently abled, to enhance the knowledge of various services available for the differently abled in India
3. To acquire knowledge and skills of professional social work practice to work with the elderly and differently abled.
4. To understand the different community wise problems in terms of social, economic and environmental problems.
5. To gain knowledge about the Problems of labour-types of labour- industrial labour, agricultural and non-agricultural labour- welfare services for the labour.

Course Outcomes:

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

SYLLABUS

UNIT:I

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

UNIT:II

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

UNIT:III

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

UNIT:IV

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

UNIT:V

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

Reference books:

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


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

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

CO-PO Mapping:

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

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| COC1 | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 2 | | | |
| COC2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | | | |
| COC3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | | | |
| COC4 | 2 | 1 | 1 | 1 | 2 | 3 | 1 | 3 | 3 | 2 | | | |
| COC5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | | | |

| | | | | | | | | |
|---|--|--|--|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program COD E- 222 Semester- V III BA PRDSW | | | | | | |
| Course Code 121013 | TITLE OF THE COURSE COURSE- 7 : Paper- 7: Social Work with HIV/AIDS | | | | | | | |
| Teaching | Hours Allocated: 60 (Theory) | | | | L | T | P | C |
| Pre-requisites: | | | | | 4 | 1 | - | 4 |

PAPER- VII : SOCIAL WORK WITH HIV/AIDS

Course Objectives:

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

consent.

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

Course Outcomes:

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

SYLLABUS

UNIT- I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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


Reference books:

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

CO-PO Mapping:

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

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| CO 1 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | | | |
| CO 2 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 2 | | | |
| CO 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | | | |
| CO 4 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | | | |
| CO 5 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | | | |

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|---|---|--|--|--|---------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | | | | Program CODE-223 | | | |
| Course Code 121014 | Certificate Course On “SOCIAL WORK PROFESSION AND YOUTH STUDIES” | | | | Semester -V III BA PRDSW | | | |
| Teaching | Hours Allocated:60 (Theory) | | | | L | T | P | C |
| Pre-requisites: | | | | | 5 | 1 | - | 4 |

Certificate Course On

“SOCIAL WORK PROFESSION AND YOUTH STUDIES”

Course Objectives

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

Course Outcomes:

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

SYLLABUS

UNIT-I

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

UNIT-II

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

UNIT-III

Role of Social worker and social work practice in different settings – family, school, hospitals, industries and correctional institutions. Social practice with HIV/AIDS, child and women. Formation and management of NGO. (CO3)

UNIT-IV

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

UNIT-V

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

References:

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

**MODEL PAPERS I,II,III,IV SEMESTERS FOR BA SOCIAL WORK AND V, SEMESTER
MODEL PAPER FOR BAPARDSW AND CERTIFICATE COURSE MODEL PAPER FOR V
SEM ALL UG STREAMS**

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

PROGRAMME: B.A. SOCIAL WORK SEMESTER: II

COURSE CODE -121003 (CORE): PAPER III – BASIC METHODS OF SOCIAL WORK

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Write the biggest challenges of social work in India.

2. What are the methods of social work profession
3. Briefly explain the components of social case work with an examples.
4. What are the principles of social group work?
5. Explain about skills of social group work.
6. Definition of community organization and its objectives.

SECTION-B

**Answer any FOUR the following questions.
Each question carries 5 marks**

(4 x 5 = 20 Marks)

7. Global definition of social work
8. Goals of social work
9. Social case work
10. Objectives of social group work
11. Community organization
12. Skills in community organization

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
PROGRAMME: B.A. SOCIAL WORK SEMESTER: II COURSE CODE - 121004 (CORE):
PAPER IV –HISTORY PHILOSOPHY AND DEVELOPMENT OF SOCIAL WORK
PROFESSION

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.
Each question carries 10 marks

(3 x 10 = 30 Marks)

1. History of social reform movements in India.
2. What are the values and ethics of social work profession?
3. The historical development of social work profession in UK.
4. Explain the origin and development of social work profession in USA.
5. Write about the scope of social work profession in India.
6. Briefly explain the Role of social work at field practices.

SECTION-B

Answer any FOUR the following questions.
Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Depressed classes.
8. Social work as a profession.
9. Global definition of social work.
10. Scope of social work.
11. Medical social work.
12. Correctional social work.

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
PROGRAMME: B.A. SOCIAL WORK SEMESTER: III COURSE CODE -121005 PAPER 5 –
SOCIAL PROBLEMS AND SOCIAL LEGISLATIONS
MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.
Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Explain the concept of social pathology.
2. Write an essay on untouchability.
3. Write about social legislations related to HIV/ AIDS.
4. what are the NGOs role and activities to deal with HIV/ AIDS
5. Write an essay on gender based violence and untouchability.
6. Role of social work with crime and drug addiction and AIDS.

SECTION-B

Answer any FOUR the following questions.
Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Social deviance.
8. social problems
9. gender based violence
10. Crime.
11. Dowry.
12. Remedial services for drug addiction.

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

PROGRAMME: B.A. SOCIAL WORK SEMESTER: III

COURSE CODE -121006 (CORE): PAPER 6– SOCIAL WORK WITH WOMEN AND CHILDREN

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. The role and status of women in India.
2. The dowry prohibition act 1961
3. Write an essay heredity and environment on children.
4. What are the constitutional safe guards for children in India?
5. Write about ICDS activities.
6. The role of social work at counselling.

SECTION-B

Answer any FOUR the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Women in family.
8. Domestic violence.
9. Street children
10. Child labor.
11. juvenile justice act
12. SHGs

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

PROGRAMME: B.A. SOCIAL WORK SEMESTER: III

COURSE CODE -121007 (CORE) PAPER 7– COUNSELLING SKILLS IN SOCIAL WORK

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks (3 x 10 = 30 Marks)

1. Give an introduction to counselling, principles and goals of counselling.
2. Describe the ethics, values, and skills in counselling.
3. What are the counselling techniques in social work.
4. Write an approaches for counselling in social work.
5. Describe the psycho analytical theory.
6. Explain the counselling practice in social work.

SECTION-B

Answer any FOUR the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Deference between social case work and counselling
8. Problem exploration and classification
9. Ethics in counselling
10. Assessment
11. Marital and family therapy
12. Counselling at educational institutions

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

PROGRAMME: B.A. SOCIAL WORK SEMESTER: III

COURSE CODE -I21008 (CORE) 8: PAPER 8– Social work practice with Differently abled persons

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Explain about stigma and discrimination of differently abled.
2. What are the characteristics of persons with multiple disabilities.
3. What are the needs and problems of differently abled?
4. Define mental retardation and causes of mentally retarded.
5. Write about psychological problems of differently abled persons.
6. What are the welfare programs for persons with disability.

SECTION-B

Answer any FOUR the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. give an introduction to disability
8. Causes of disability.
9. Write about self-esteem.
10. Disability and classification.
11. Role of social work at differently abled.
12. Animal therapy.

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

PROGRAMME: B.A. SOCIAL WORK SEMESTER: IV COURSE CODE

I21009: PAPER – 9 Social work practice with government and NGOs

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. The concept of NGO and types of NGOs.
2. Historical development of non-governmental organizations in India.
3. Andhra Pradesh state society's registration act 2001.
4. Explain the roles and functions of general body?
5. Analyze the methods of resource mobilization.
6. Define project formulation and preparing an organizational budget.

SECTION-B

Answer any FOUR the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Non-governmental organizations.
8. Promotion and formation of NGOs.
9. Executive committee.
10. Financial management.
11. Corporate social responsibility.
12. Project proposal

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
PROGRAMME: B.A. SOCIAL WORK SEMESTER: IV COURSE CODE
I21010: PAPER 10 – Professional Competence for Social Work Practice

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Briefly explain skills, knowledge on social work profession.
2. What are the challenges faced by social work profession in India.
3. Explain about integrated values and skills in social work practice.
4. Write the types of competencies in social work.
5. What are the components of professional competence.
6. Define field work and what are the skills required in field work.

SECTION-B

Answer any FOUR the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Define social work profession.
8. Professionalism in social work.
9. Integrated social work values.
10. Monitoring and evaluation.
11. Organizational competence.
12. Development and presence of professional competence.

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

PROGRAMME: B.A. SOCIAL WORK SEMESTER: IV

COURSE CODE- I21011 PAPER 11 – Rehabilitation services and skills in Social Work

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any THREE of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Write an essay on physical rehabilitation in social work.
2. What are the rehabilitation services are provided by a social worker.
3. Principles of social worker in rehabilitation.
4. Role of social worker in rehabilitation schools.
5. UN convention rights of persons with disability and on human rights PWD act.
6. What are the theoretical perspectives regarding PWDs and constitutional provisions.

SECTION-B

Answer any FOUR the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Psycho social functioning.
8. Hope and autonomy.
9. Cognitive therapy.
10. Rehabilitation services.
11. Goals of rehabilitation.
12. PWD act.

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
PROGRAMME: B.A PARDSW , Paper-6. SEMESTER: V SUBJECT: SOCIAL WORK
COURSE CODE - 121012: FIELDS OF SOCIAL WORK

MODEL QUESTION PAPER

TIME: 2 ½ Hours

Max.Marks:50

SECTION – A

Answer any **THREE** of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Define Elderly and explain problems of Elderly?
2. Constitutional and Legislative Provisions for Elderly?
3. Explain the Social Work Practice with Elderly?
4. Define Challenged and explain the classification of challenged?
5. Governmental and Non-governmental Programs for Challenged people?
6. Explain about types of labour and welfare services of Labour?

SECTION- B

Answer any **FOUR** the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Socio-Economic problems of Elderly
8. Helpage India
9. Services for aged
10. Classification of Challenged or Disabilities
11. Problems of Labour
12. Rights of Older persons Against Neglect, Abuse and Violence

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

**PROGRAMME: BA PARDSW , Paper- 7 SEMESTER: V SUBJECT: SOCIAL WORK
COURSE: 121013 Social Work with HIV/AIDS**

MODEL QUESTION PAPER

TIME : 2 ½ Hours.

Max.Marks:50

SECTION – A

Answer any **THREE** of the following questions.

Each question carries 10 marks.

(3 x 10 = 30 Marks)

1. Explain the HIV/AIDS, and its symptoms and causes?
2. Write about services for HIV infected persons?
3. Explain about stigma and its implications of marginalization of PLWHA?
4. Role of social worker in the field of HIV/AIDS?
5. Role of NACO and UNAID in prevention of HIV/AIDS?
6. Explain the community based care and support services for HIV prevention?

SECTION- B

Answer any **FOUR** the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. HIV/AIDS
8. Causes for HIV infection
9. VCTC & PPTCT
10. PLWHA
11. APSACS
12. Social worker as a counsellor in counselling with HIV Infected people

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

Certificate Course On

“SOCIAL WORK PROFESSION AND YOUTH STUDIES”

MODEL QUESTION PAPER

TIME : 2 ½ Hours

.Marks:50

SECTION – A

Answer any **THREE** of the following questions.

Each question carries 10 marks

(3 x 10 = 30 Marks)

1. Define the social Work? Explain the principles of social work?
2. Explain about the Social work methods ?
3. Explain the Role of Social worker in the field of HIV/AIDS?
4. Define the youth and explain about the status and population of youth in India?
5. Explain the Role of youth in community development and nation building?
6. Explain about the Youth development Programmes?

SECTION- B

Answer any **FOUR** the following questions.

Each question carries 5 marks

(4 x 5 = 20 Marks)

7. Code of ethics of social work
8. Social case work
9. HIV/AIDS
10. NYKS & NSS
11. RGNIYD & MOYAS
12. Youth as a resource
13. Youth participation
14. Social action

LIST OF PROPOSED ACTIVITIES

| S.N O | NAME OF THE ACTIVITY | DATE | PARTICIPANT GROUP |
|----------|--|------------------------------------|------------------------|
| 1 | NATIONAL GIRL CHILD DAY | 24 TH JANAURY | ALL |
| 2 | WORLD LEPROCY DAY | 30 TH JANUARY | ALL |
| 3 | FIELD VISIT TO UNDERSTAND PUBLIC MENTAL HEALTH, WOMEN AND CHILDREN PROBLEMS | | I BA SOCIAL WORK |
| 4 | FIELD TRIP TO INVESTIGATE SOCIAL PROBLEMS | | I BA SOCIAL WORK |
| 5 | INTERNATIONAL SOCIAL WORK DAY | 21 ST MARCH | - ALL |
| 6 | INTERNATIONAL DAY AGAINST DRUG ABUSE AND ILLICIT TRAFFICKING | 26 TH -JUNE | ALL |
| 7 | FIELD VISIT TO STUDY THE JUVENILE DELINQUENCY, CAUSES AND EFFECTS | | III BA PARDSW |
| 8 | FIELD VISIT TO MEET AGED PEOPLE | | III BA PARDSW |
| 9 | INTERNATIONAL DAY OF OLDER PERSONS | 1 ST OCTOBER | - ALL |
| 10 | CAMPAIGN TO EDUCATE THE PEOPLE THOSE WHO ARE INFECTED WITH HIV/ AIDS & CANCER | | II BA PRDSW |
| 11 | INTERNATIONAL DAY OF PERSONS WITH DISABILITIES | 3 RD - DECEMBE R | ALL |
| 12 | HUMAN RIGHTS DAY | 10 TH - DECEMBE R | ALL |

