

ANDHRA KESARI UNIVERSITY



**(w.e.f. Academic Year 2023-2024) Minor
Programme: Social Work**

S. No.	Paper	Hours	Credits
1	Basic Methods of Social Work	4	4
2	Social Problems and Social Legislations	4	4
3	Social work practice with government and NGOs	4	4
4	Professional Competence for Social Work Practice	4	4
5	Integrated Social Work Practice and Field Work	4	4
6	Social Welfare Administration Skills	4	4

1. Basic Methods of Social Work

I. Objectives

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

Learning Outcomes

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

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

II. Syllabus:

Unit – 1: introduction to social work

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

UNIT – 2: Introduction to Social Work Methods

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

UNIT – 3: Introduction to Social Case Work

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

UNIT – 4: Introduction to Social Group Work

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

UNIT – 5: Community Organisation

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

III. REFERENCES

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

IV. Co-Curricular Activities:

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

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

b) Suggested co-curricular activities

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

2. Social Problems and Social Legislations

I. Objectives

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

Learning Outcomes:

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

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

II. Syllabus:

UNIT I. Introduction to social problems

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

UNIT II. Social Problems Causes and Consequences

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

UNIT III. Social Legislations in India

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

UNIT IV. Services by NGOs and Government

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

UNIT V. Role of Social Worker

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

III. REFERENCES:

1. Barber, J.G. (1995). Social work with Addiction, New Delhi: Macmillan Publications.
2. Becker, K.A. (1966). Social Problems: a Modern Approach, New York, John Wiley and Sons.
3. Dandekar, V.M. and Rath, N. (1971). Poverty in India, Poona: Indian School of Political Economy.
4. Fischer, J.H. (ed.) (1971). Problems of Urbanization, Bombay: Leslie Sawhby Programme for Training for Democracy.

5. Gangrade, K.D. (1978). Social Legislation in India, Vol.I & II, Delhi: Concept Publishing Company.
6. Schriver, J.E. (1995). Human Behaviour and the Social Environment, Allyn and Bacon.
7. Velleman, R. (1998). Counselling for Alcohol problems, Delhi: Sage Publications.

IV. Co-Curricular Activities:

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

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

b) Suggested co-curricular activities

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

3. 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:

UNIT - I

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

UNIT - I

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

III. REFERENCES:

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

IV. Co-Curricular Activities:

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1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programmes Teacher education prepares teachers for future. Pre Service Student Teachers will have to be prepared and made efficient to be capable of conducting various cocurricular activities at the pre service level itself which will help them to conduct such type of activities when they actually start working in schools as regular teachers.
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4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

b) Suggested co-curricular activities

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

4. 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:

Unit: 1 - Elevating competence in social workers

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

Unit: 2 - Professionalism in social work

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

Unit: 3 - Evaluating and monitoring

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

Unit: 4 - Types of competencies in social work

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

Unit: 5 - Components of professional competence

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

III. REFERENCES:

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

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

I V. Co-Curricular Activities:

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

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

5. Integrated Social Work Practice and Field Work

I. Objectives

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

Learning Outcomes

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

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

II. Syllabus:

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

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

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

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

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

III. REFERENCES:

1. Barborka, G.A 1972: The Devine Plane, Adyar, Chennai, India, the Therosophical Publishing House.
2. Barlett Harriett, 1970 the common base of social work practice. National Association of social workers.
3. Conn away Ronda, S 1988
4. Social work Practice, New Jersey: Prentice Hall.
5. Goldsterin, Howard 1973:
6. Social Work Practice: A Unitary Approach, Columbia University.
7. Johnson Louise C 1983.
8. A Generalist Approach (3rd) Eds. Boston

9. Lippit, R.J Watson 1958
10. The dynamics of planned changes, New York.
11. Parsons Ruth, J Jorgensen 1984 The Integrated social work practice, California
12. Pincus, Allen and Anne minaham 1973 Social work practice: Model and Method, Illinois.
13. Specht. Harry and Anne Vickery 1977 Integration Social Methods, London: George Allen and Unwin.
14. Swamy Chinmayananda 2000 Atema Bodha –A Contemporary of Swamy Chinmayananda Mumbai Central Chinmaya Mission Trust.
15. Uberoi N.K 1995 Professional Competency in Higher education, Centre for Professional Development in Higher education

IV. Co-Curricular Activities:

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6. Case works and case studies.

6. SOCIAL WELFARE ADMINISTRATION SKILLS

I. Objectives

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

Learning Outcomes:

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

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

II. Syllabus:

Unit: 1 Introduction to social welfare administration

Definition, Meaning and scope of social welfare administration; historical development of social welfare administration; characteristics of social welfare administration

Unit: 2 Principles of Social Welfare Administration

Principles of social welfare administration, Principle of dual approach, principle of manifold programmes, relational, analytical and research principles.

Unit 3: Skills in Social Welfare Administration

Planning, organizing, staffing, directing, coordinating reporting, budgeting, evaluation and feedback.

Unit: 4 Social service organization

Societies registration act 1860, registration and management of a voluntary organisation. Functions of Voluntary Organisations

Unit: 5 Fundamental aspects of social administration

Social administration enhancement; field work skills in social work; leadership and administration; social advocacy as a tool for social change.

III. REFERENCES:

1. M.K.Singh, social welfare administration and social policy.
2. Dr.Birender Prasad Verma, welfare administration and social development.
3. Ravindra Prasad Singh, social welfare and administration.
4. P.N.Sharma, new horizon in social welfare administration.
5. Dobabrata mohanty, Sushant kumar kar, welfare administration and development in urban India.

I. Co-Curricular Activities:

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

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6. Case works and studies.

ANDHRA KESARI UNIVERSITY - ONGOLE

BA DEGREE(UG-REGULAR) EXAMINATIONS 2023-24

I-YEAR, II-SEMESTER - MODEL QUESTION PAPER

PAPER-III: PAPER:IV

MAX.TIME: 03 HOURS

MAX.MARKS: 7

SECTION-A (10 MARKS QUESTIONS) :: 5Qx10M=50M

ANSWER ANY FIVE(05) OF THE FOLLOWING QUESTIONS

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?
7. ?
8. ?
9. ?
10. ?

SECTION-B (05 MARKS QUESTIONS) :: 2Qx05M=10M

ANSWER ANY TWO(02) OF THE FOLLOWING QUESTIONS

11. ?
12. ?
13. ?
14. ?
15. ?



ANSWER ALL OF THE FOLLOWING QUESTIONS

16. ?

A.

B.

C.

D.

17. ?

A.

B.

C.

D.

18. ?

A.

B.

C.

D.

19. ?

A.

B.

C.

D.

20. ?

A.

B.

C.

D.

SECTION-D (1 MARK FILL IN THE BLANKS) :: 5x1=5

Map Pointing

21. _____.

22. _____.

23. _____.

24. _____.

25. _____.

SECTION-E (1 MARK MATCH THE FOLLOWING) :: 5x1=5
PARTS OF THE CONSTITUTION - ITEMS

26. Match the following

A.

() 1.

B.

() 2.

C.

() 3.

D.

() 4.

E.

() 5.

SECTION-C

16	
17	
18	
19	
20	

KEYS
SECTION-D

21	
22	
23	
24	
25	

SECTION-E

26A	
26B	
26C	
26D	
26E	

① WRLS

2 WRLS

3 WRLS
29/9/2023

4. WRLS
29/9/2023

WRLS