

ANDHRA KESARI UNIVERSITY



(w.e.f. Academic Year 2023-2024)
Programme: B.A. Honours in Social Work

Semester	S. No.	Paper	Hours	Credits
I	1	Fundamentals of Social Sciences	4	4
	2	Perspectives on Indian Society	4	4
II	3	Basic Methods of Social Work	4	4
	4	History, Philosophy and Development of Social Work Profession	4	4
III	5	Social Problems and Social Legislations	4	4
	6	Social Work with women and children	4	4
	7	Counselling skills in Social Work	4	4
	8	Social work practice with differently abled persons	4	4
IV	9	Social work practice with government and NGOs	4	4
	10	Professional Competence for Social Work Practice	4	4
	11	Rehabilitation services and skills in Social Work	4	4

5. Social Problems and Social Legislations

I. Objectives

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

Learning Outcomes:

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

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

II. Syllabus: Total Teaching Hours:45)

UNIT I. Introduction to social problems

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

UNIT II. Social Problems Causes and Consequences

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

UNIT III. Social Legislations in India

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

UNIT IV. Services by NGOs and Government

The preventive and remedial services available at the Government and 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

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 Sawh by Programme for Training for Democracy.
5. Gan grade, 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:**(Trainingofstudentsbyteacherinfieldrelatedskills:10hours)

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 cocurricularactivitiesatthepreservicelevelitselfwhichwillhelpthemtoconductsuch 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. Maxmarksforfieldworkreport: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 the mina systematic way in a file.
6. Case work sand case studies.

APPROVED and Forwarded

 (Dr. V. Ramakrishna Kumar)
 Chairman BOS
 Andhra Kesari University
 Ongole.

6. Social Work with Women and Children

I. Objectives

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

Learning Outcomes

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

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

II. Syllabus: Total Teaching Hours: 45)

Unit I: Status of Women in India

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

Unit II: Violence and Legislations for women

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

Unit III: Status of Children in India

Definition, Status of Children in India, influence of heredity and environment – family, peer group, neighborhood 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.

III. REFERENCES

1. Berk Laura, E. 1996: Child Development, New Delhi: Prentice Publications
2. Brook E and Davis, Ann.1985: Women, the Family and Social Work, London: Tavistock Publications.
3. Kuppu swamy, 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.


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 preservice 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 the minia systematic way in a file.
6. Case works and case studies.

Approved and Forwarded

(Dr. V. Ramesh Kumar)
Chairman BOS
Andhra Kesari University
ONGOLE.

7. COUNSELLING SKILLS IN SOCIAL WORK

I. Objectives

- To get oriented on the need, scope and concepts of counseling in social work.
- To develop skills in Counselling and aware on the process of Counselling
- To provide knowledge on various Counselling techniques in practice
- To get oriented on approaches of counselling
- To understand the counselling practice in various settings

Learning outcomes

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

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

II. Syllabus: Total Teaching Hours: 45)

Unit:1-Introduction to Counselling in social work

Meaning, definition, principles and goals of counselling. Preventive, crisis, facilitative and developmental concepts of counselling. Difference between social case work and counseling

Unit:2- Counselling process and counselling skills

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

Unit:3- Counselling techniques in social work

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

Unit:4- Approaches for counselling in social work

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

Unit:5- Counselling practice in various settings

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

III. REFERENCES:

1. Janet sedan, counseling skills in social work practice, 2005.

2. Argyle. M social interaction London (Methuen), 1969.
3. Miller lise, counseling skills for social work, 2nd edition.
4. Richard nelson-jones, basic counselling skills, 2003.
5. Priyanka Sengupta Aswani rai, modern techniques of counselling skills, 2013.


IV. Co - Curricular Activities:

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

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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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5. Collection of material, figures, photos related to social work program the minia systematic way in a file.
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 Chairman BOS
 Andhra Kesari University
 Ongole.

8. SOCIAL WORK PRACTICE WITH DIFFERENTLY-ABLED PERSONS

I. Objectives

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

Learning Outcomes

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

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

II. Syllabus: Total Teaching Hours: 45)

Unit:1-Introduction to disability

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

Unit:2-Types and causative factors of disability

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

Unit:3-Needs and problems of differently abled

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

Unit:4 -Psychological disability

Mental retardation-Definitions of mental Retardation, Causes of Mentally Retarded, characteristics, classification, prevention. empathy, unconditional thoughts and un parallel 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 asocial worker in curing the differently abled. Social welfare programmes for persons with disability

III. REFERENCES:

1. Petersim cock and R had a castle, social work and disability.
2. Graemeax ford jane Bissell, differently abled taking a stand making a difference, 2021.

3. Rich do novan, unleash different, achieving success through disability, 2018.
4. Aietmanski, 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:10hours)

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 preservice 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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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

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

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9. Social Work Practices with Government and Non- Governmental Organizations

I. Objectives

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

Outcomes

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

II. Syllabus: Total Teaching Hours: 45)

UNIT-I

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

UNIT-I

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

III. REFERENCES:

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

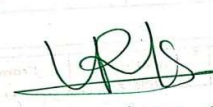
IV. Co- Curricular Activities:

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

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5. Unit tests (IE).

b) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
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• 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.
- Con textualization of knowledge, praxis and technique.
- Describes a wider range of competency, behavior, knowledge and skill.
- Improve competitive, intellectual skills and cognitive strategies.
- Understand the field work types and skills required in social work

II. Syllabus: Total Teaching Hours: 45)

Unit:1-Elevating competence in social workers

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

Unit:2-Professionalism in social work

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

Unit:3-Evaluating and monitoring

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

Unit:4-Types of competencies in social work

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

Unit:5-Components of professional competence

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

III. REFERENCES:

1. P.D.Misra, Binamisra social work profession in India.

2. Frank cooper professional boundaries in social work and social care.
3. Amanda M. nick son, Margaretanne carter, Abrahamp. francis, super vision and professional development in social work practice.
4. Michael E. Sherr, Johnky M. Jones competence based social work.
5. Neilthomp son, the professional social worker meeting the challenge.

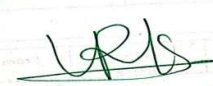
IV. Co- Curricular Activities:

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

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

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• 11. REHABILITATION SERVICES AND SKILLS IN SOCIAL WORK

I. Objectives

- To understand psycho social 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 psycho social influences, belief sand values.
2. Learn managing and administering rehabilitation units.
3. Get knowledge on the various aspects of rehabilitation process.
Demonstrate a strong foundation in rehabilitation.
4. 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 asocial 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 socia lwork

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

Unit: 5

Rehabilitation

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

III. REFERENCES:

1. Ajitkdallal, disability rehabilitation and social work the Indian scenario, 2020.

2. Margareta. Turk, Nancy R. Mudrick, rehabilitation interventions, 2012.
3. Rich hood, complexity in social work, 2018.
4. Lois Metzger, atrick of the light, 2013.
5. Lizmurray, 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.
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ANDHRAKESARIUNIVERSITY-ONGOLE
BA DEGREE (UG-REGULAR) EXAMINATIONS 2023-24
II-YEAR, III & IV-SEMESTER - MODEL QUESTION PAPERS

MAX.TIME:03

HOURS MAX.MARKS:75

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

ANSWER ANY FIVE OF THE FOLLOWING QUESTIONS

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

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

ANSWER ANY TWO (02) OF THE FOLLOWING QUESTIONS

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

SECTION-C(1MARKMCOs)::5Qx1M=5M

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(1MARKFILLINTHEBLANKS)::5x1=5

ANSWERALLOFTHEFOLLOWINGQUESTIONS


- 21. _____.
- 22. _____.
- 23. _____.
- 24. _____.
- 25. _____.

SECTION-E(1MARKMATCHTHEFOLLOWING)::5x1=5

PARTSOFTHECONSTITUTION-ITEMS

26.Matchthefollowing

- A. () 1.
- B. () 2.
- C. () 3.
- D. () 4.
- E. () 5


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KEYS

SECTION-C

SECTION-D

SECTION-E

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