



ANDHRA KESARI UNIVERSITY ::ONGOLE


Model Syllabus for 4-Year UG Honours in B.A. (Social Work) as Major in consonance with Curriculum framework w.e.f. AY 2025-26

COURSE STRUCTURE

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits	
I	I	1	Introduction to social work	4	4	
		2	Psychology for social work practice	4	4	
	II	3	Basic Methods of Social Work	4	4	
		4	History, Philosophy and Development of Social Work Profession	4	4	
II	III	5	Social Problems and Social Legislations	4	4	
		6	Social Work with women and children	4	4	
		7	Social work practice with differently abled persons	4	4	
	IV	8	Social work practice with Government and NGOs	4	4	
		9	Professional Competence for Social Work Practice	4	4	
		10	Rehabilitation services and skills in Social Work	4	4	
III	V	11	Integrated Social Work Practice And Field Work	4	4	
		12 A	Social Welfare Administration Skills	4	4	
		OR				
		12 B	Skills in Group Work and Community Organization	4	4	
13 A	Family Welfare Strategies and Interventions	4	4			

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
IV		OR			
		13 B	Substance abuse and social work intervention	4	4
	VI	14 A	Counseling skills in Social work	4	4
		OR			
		14 B	Mental Health and Counseling	4	4
		OR			
		15 A	Family and Child Development	4	4
		OR			
		15 B	Community Development	4	4
	VII	16	Individual and Society	4	4
		17	Dynamics of Human Behavior	4	4
		18	Social Work and Disaster Management	4	4
		SEC 5	Life Skills and Soft Skills for Social Work Practice	4	4
SEC 6		Social Work Practice in Health Care Setting	4	4	
VIII		19	Social Justice and Human Rights	4	4
		20	Urban, Rural and Tribal Community Problems and Programs	4	4
		21	Social Policy and Development	4	4
		SEC 7	Corporate Social Responsibility and Social Entrepreneurship	4	4
		SEC 8	Fundamentals of Social Work Research	4	4

Note: In the III Year (during the V and VI Semesters), students are required to select a pair of electives from one of the **Two** specified domains. **For example: if set 'A' is chosen, courses 12 to 15 to be chosen as 12 A, 13 A, 14 A and 15 A.** To ensure in-depth understanding and skill development in the chosen domain, students must continue with the same domain electives in both the V and VI Semesters.

Accepted and Forwarded

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

SEMESTER-I

COURSE 1: INTRODUCTION TO SOCIAL WORK

Theory

Credits: 4

4 hrs / week

Objectives

- To provide students with knowledge of the history, philosophy, and evolution of social work in India and abroad.
- To introduce values, principles, and ethics of the social work profession.
- To familiarize students with methods and fields of social work practice.
- To develop an understanding of the relationship of social work with other social sciences.
- To orient students to contemporary issues, challenges, and future perspectives in social work.

Learning Outcomes

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

- Explain the concept, meaning, nature, and scope of social work.
- Trace the historical evolution of social work in India and Western countries.
- Demonstrate knowledge of social work values, principles, and ethics.
- Distinguish between professional and voluntary social work practice.
- Identify the methods, fields, and emerging trends in social work.
- Relate social work to sociology, psychology, economics, and political science.

II. Syllabus: Total Teaching Hours: 45)

Unit I: Introduction to Social Work

- Concept, definition, objectives, philosophy, and scope of social work.
- Basic values, principles, and ethics of social work profession.
- Social service, social welfare, social reform, social security, and social justice.

Unit II: History and Development of Social Work

- Historical development of social work in the West (UK & USA).
- Evolution of social work in India: ancient, medieval, and modern period.
- Contribution of social reformers (Raja Ram Mohan Roy, Mahatma Gandhi, Jyotiba Phule, Dr. B.R. Ambedkar, Ishwar Chandra Vidyasagar, etc.).

Unit III: Methods of Social Work

- Primary methods: Social Case Work, Social Group Work, Community Organization.
- Secondary methods: Social Work Research, Social Action, Social Welfare Administration.
- Relevance of these methods in Indian context.

Unit IV: Fields of Social Work

- Family and child welfare, school social work, medical and psychiatric social work, correctional social work, industrial social work, rural and urban community development.
- Role of social workers in NGOs, government agencies, and international organizations.

Unit V: Social Work and Related Disciplines

- Relationship of social work with sociology, psychology, economics, political science, and anthropology.
- Contemporary issues and challenges in social work profession.
- Emerging trends: globalization, rights-based approach, sustainable development goals (SDGs).

III. REFERENCES

1. Zastrow, C. (2017). Introduction to Social Work and Social Welfare: Empowering People. Cengage Learning.
2. Skidmore, R.A., Thackeray, M.G., & Farley, O.W. (2014). Introduction to Social Work. Pearson.
3. Desai, M. (2006). The Foundations of Social Work Practice. Rawat Publications, Jaipur.
4. Friedlander, W. A. (2012). Introduction to Social Welfare. Prentice-Hall of India.
5. Pathak, S. (2012). Social Work and Social Welfare. Nirali Prakashan.
6. Bhattacharya, S. (2014). Social Work: An Integrated Approach. Deep & Deep Publications, New Delhi.
7. NASW (National Association of Social Workers). Code of Ethics. Washington DC.

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 programs 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 programs.
 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.

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time: 3hours
marks:75

Max.

SECTION-A

Answer any six questions. Each answer carries 5 marks (At least 1 question should be given from each unit)

6x5=30 marks

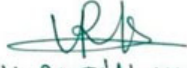
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SECTION-B

Answer any three questions. Each answer carries 15 marks
(At least 1 question should be given from each unit)

3X15=45

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Accepted and Forwarded

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

SEMESTER-I

COURSE 2: PSYCHOLOGY FOR SOCIAL WORK PRACTICE

Theory

Credits: 4

4 hrs / week

I. Objectives

- To introduce the fundamental concepts of psychology relevant to human behavior.
- To understand human growth and development across the life span.
- To study personality, learning, motivation, and adjustment in relation to social work practice.
- To apply psychological concepts in case work, counseling, and community practice.
- To equip students with knowledge that enhances professional intervention with individuals and groups.

Learning outcomes

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

- Explain the meaning, scope, and importance of psychology in social work.
- Describe the stages of human growth and development.
- Analyze personality types, traits, and theories relevant to client assessment.
- Apply concepts of learning, motivation, and adjustment in social work settings.
- Use psychological insights to plan effective interventions in counseling and rehabilitation

II. Syllabus: Total Teaching Hours: 45)

Unit I – Introduction to Psychology

- Definition, scope, and branches of psychology.
- Relevance of psychology to social work.
- Methods of studying psychology: observation, interview, case study, experimental method.

Unit II – Human Growth and Development

- Concept of growth and development.
- Principles of development.
- Stages of development: prenatal, infancy, childhood, adolescence, adulthood, old age.
- Developmental tasks and challenges in each stage.

Unit III – Personality

- Definition and determinants of personality.
- Theories of personality: Freud (Psychoanalytic), Carl Rogers (Humanistic), Trait theories.
- Personality assessment methods: observation, inventories, projective tests.
- Application in client understanding and counseling.

Unit IV – Learning, Motivation, and Emotion

- Learning: classical conditioning, operant conditioning, social learning.
- Motivation: types, theories (Maslow's hierarchy, drive-reduction, incentive theory).
- Emotion: meaning, types, emotional intelligence.
- Role in social adjustment and maladjustment.

Unit V – Adjustment and Mental Health

- Concept of adjustment and maladjustment.
- Stress, conflict, defense mechanisms, coping strategies.
- Concept of mental health and well-being.
- Role of social worker in promoting mental health.

III. REFERENCES:

1. Billey R and Brake M (1975). Radical Social Work, London: Edward Arnold.
2. Fink, A.E. (1945). The Field of Social Work
3. Friedlander, W.A. (1964). Introduction to Social Welfare, New Delhi: Prentice Hall of India.
4. Government of India (Publication Division) (1987). Encyclopedia of Social Work, Vol.I, II, III and IV; 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.

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 programs 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 programs.
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.

Accepted and Forwarded


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Chairman, BOS
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V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time: 3hours
marks:75

Max.

SECTION-A

Answer any six questions. Each answer carries 5 marks (At least 1 question should be given from each unit)

6x5=30 marks


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SECTION-B

Answer any three questions. Each answer carries 15 marks
(At least 1 question should be given from each unit)

3X15=45

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SEMESTER-II

COURSE 3: BASIC METHODS OF SOCIAL WORK

Theory

Credits: 4

4 hrs / week

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 organization

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

Syllabus: Total Teaching Hours: 45)

Unit – 1: introduction to social work

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

UNIT – 2: Introduction to Social Work Methods

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

UNIT – 3: Introduction to Social Case Work

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

UNIT – 4: Introduction to Social Group Work

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

UNIT – 5: Community Organization

Definition and objectives of Community Organization, Principles of Community Organization, process and skills of community organization

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.

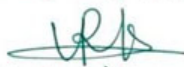
Co-Curricular Activities:

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

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

d) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programs.
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.

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Suggested Question Paper Patten:

MODEL QUESTION PAPER

**Time: 3hours
marks:75**

Max.

SECTION-A

Answer any six questions. Each answer carries 5 marks (At least 1 question should be given from each unit)

6x5=30 marks


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SECTION-B

Answer any three questions. Each answer carries 15 marks (At least 1 question should be given from each unit)

3X15=45

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SEMESTER-II

COURSE 4: HISTORY, PHILOSOPHY AND DEVELOPMENT OF SOCIAL WORK

PROFESSION

Theory

Credits: 4

4 hrs / week

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

Syllabus: Total Teaching Hours: 45)

UNIT I: Social Reform Movements

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

UNIT II: Social Work Profession

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

UNIT III: Historical development of social work profession

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

UNIT IV: Historical Development of Social Work Profession In India

Historical Development of Social Work Profession in India; Social Work practicing agencies in India; Scope of social work profession in India

UNIT V: Social Work Practice

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

REFERENCES:

1. Billey R and Brake M (1975). Radical Social Work, London: Edward Arnold.
2. Fink, A.E. (1945). The Field of Social Work
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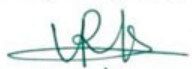
Co-Curricular Activities:

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

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work programs 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).

d) Suggested co-curricular activities

1. Seminars, group discussion, quiz, debates etc.
2. Preparation of videos on social work programs.
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.

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Suggested Question Paper Patten:

MODEL QUESTION PAPER

**Time: 3hours
marks:75**

Max.

SECTION-A

Answer any six questions. Each answer carries 5 marks (At least 1 question should be given from each unit)

6x5=30 marks

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SECTION-B

Answer any three questions. Each answer carries 15 marks (At least 1 question should be given from each unit)

3X15=45

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