



# 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

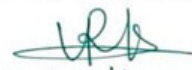
## COURSE STRUCTURE

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

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

**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-III

### COURSE 5: SOCIAL PROBLEMS AND SOCIAL LEGISLATIONS

Theory

Credits: 4

4 hrs / week

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#### 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 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 Behavior and the Social Environment, Allyn and Bacon.
7. Velleman, R. (1998). Counseling 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 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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## SEMESTER-III

### COURSE 6: SOCIAL WORK WITH WOMEN AND CHILDREN

Theory

Credits: 4

4 hrs / week

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#### **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 feticide 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 labor and Orphans; Institutional and non-institutional services for children.

##### **Unit IV: Legislations for Children**

Constitutional safe guards for Children in India, Juvenile Justice act 2015, Child Marriage Prohibition Act

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

### **III. REFERENCES**

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


### **IV. Co-Curricular Activities:**

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

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

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## SEMESTER-III

### COURSE 7: SOCIAL WORK PRACTICE WITH DIFFERENTLY-ABLED PERSONS

Theory

Credits: 4

4 hrs / week

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#### 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 programs

#### **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 programs

#### 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 behavior. 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 programs 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.

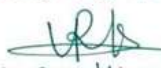
### IV. Co-Curricular Activities:

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 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.
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## SEMESTER-IV

### COURSE 8: SOCIAL WORK PRACTICES WITH GOVERNMENT AND NON- GOVERNMENTAL ORGANIZATIONS

Theory

Credits: 4

4 hrs / week

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#### I. Objectives

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

#### **Outcomes**

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

#### II. Syllabus: Total Teaching Hours: 45)

##### **UNIT - I**

**Non-Governmental Organizations** - Concept, Meaning and Types, Relationship of NGOs with government. Historical development of Non-governmental organization 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 mobilization. Corporate Social Responsibility (CSR);

##### **UNIT - V**

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

### **III. REFERENCES:**

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

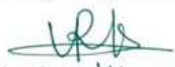
### **IV. Co-Curricular Activities:**

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.

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## SEMESTER-IV

### COURSE 9: PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE

Theory

Credits: 4

4 hrs / week

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#### I. Objectives

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

#### **Learning Outcomes:**

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

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

#### II. Syllabus: Total Teaching Hours: 45)

##### **Unit: 1 - Elevating competence in social workers**

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

##### **Unit: 2 - Professionalism in social work**

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

##### **Unit: 3 - Evaluating and monitoring**

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

##### **Unit: 4 - Types of competencies in social work**

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

##### **Unit: 5 - Components of professional competence**

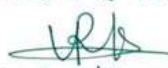
Integrative social education, behavior in the society, development and presence of professional competence. Types of field work and skills required in field work

### **III. REFERENCES:**

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

### **IV. Co-Curricular Activities:**

- a). **Mandatory:** (Training of students by teacher in field related skills:10 hours)
1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of 10 hours on techniques of organizing and identifying sources of social work 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 programme.
  3. Max marks for field work report: 05.
  4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
  5. Unit tests (IE).
- b). **Suggested co-curricular activities**
1. Seminars, group discussion, quiz, debates etc.
  2. Preparation of videos on social work 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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## SEMESTER-IV

### COURSE 10: REHABILITATION SERVICES AND SKILLS IN SOCIAL WORK

Theory

Credits: 4

4 hrs / week

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#### 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 programs 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 programs which promotes rehabilitation.

#### II. Syllabus: Total Teaching Hours: 45)

##### **Unit: 1**

##### **Physical rehabilitation in social work**

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

##### **Unit: 2**

##### **Rehabilitation services by a social worker**

Occupational services, physical services, speech services, and cognitive therapy

##### **Unit: 3**

##### **Principles of a social worker in rehabilitation**

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

##### **Unit: 4**

##### **Involving rehabilitation schools in social work**

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

##### **Unit: 5**

##### **Rehabilitation**


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

### **III. REFERENCES:**

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

### **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 programme.
  3. Max marks for field work report: 05.
  4. Suggested format for field work: Title page, student details, contents page, introduction, work done, findings, conclusions and acknowledgements.
  5. Unit tests (IE).
- b)**Suggested co-curricular activities**
  1. Seminars, group discussion, quiz, debates etc.
  2. Preparation of videos on social work 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.
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