



**Andhra Pradesh State Council of Higher Education**  
(w.e.f. Academic Year 2023-2024)

**Minor**

**Programme: Social Work**

<b>S. No.</b>	<b>Paper</b>	<b>Hours</b>	<b>Credits</b>
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:**

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.

## **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.

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

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

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

## 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. Uberroi N.K 1995 Professional Competency in Higher education, Centre for Professional Development in Higher education

#### **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.
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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.

## 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)**

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).

#### **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 studies.