

REVISED UG SYLLABUS UNDER CBCS
(To Be Implemented from academic year 2020-21)

PROGRAMME: FOUR YEAR B.A

Domain Subject: Social work

Skill Enhancement Course for Semester V
(Syllabus-Curriculum)

Structure of SECs for 5th Semester w.e.f 2022-23

(To Choose any one Pair from the three Alternative Pairs of SECs)

Uni code	Course No 6&7	Name of Course	Hours /Week	Credits	IE:20 Fieldwork: 5	Sem End
	6A	Counseling skills in social work	5	4	25	75
	7A	Social work practice with differently-abled persons	5	4	25	75
OR						
	6B	Rehabilitation Services & Skills in Social work	5	4	25	75
	7B	Professional competence for social work practice	5	4	25	75
OR						
	6C	Skills in group work & community work	5	4	25	75
	7C	Social welfare administration skills	5	4	25	75

Note-1: For Semester –V, for the Domain Subject Social work , any one of the three pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The pair shall not be broken (ABC allotment is random, not on any priority basis)

Note-2: One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate field skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the field skills embedded in the syllabus citing related real field situations

Semester-wise Revised Syllabus under CBCS, 2020-21

Four-year B.A
(SEC) Subject: SOCIAL WORK
IV Year B.A.-Semester-V

Course 5: **COUNSELLING SKILLS IN SOCIAL WORK**
(Skill Enhancement Course, 04 Credits)

I. Learning Outcomes:

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

1. Understanding the need, scope and concepts of counseling in social work.
2. Various sources of counseling skills in social work to be identified.
3. Comprehend various factors of social work.
4. Learning counseling skills effectively.
5. At deeper level of learning, one can understand the techniques and approaches for counseling and practice.

II. Syllabus:(Hours: Teaching:60, Training:10, Others incl. unit tests: 05)

Unit: 1

Introduction to counselling skills in social work

Meaning, definition, principles and goals of counselling. Preventive, crisis, facilitative and developmental concepts of counselling.

Unit: 2

Counselling process in social work

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

Unit: 3

Practice of counselling in different settings

Practice of counselling in family counselling centers, family courts, counselling bureau.

Unit: 4

Counselling techniques in social work

Initiating contact, intake, establishing, structure, behaviour, interaction, observation, responding, rating and interpretation.

Unit: 5

Approaches for counselling in social work

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

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 sen gupta 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)

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 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.

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time: 3hours

Max. marks:75

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-wise Revised Syllabus under CBCS, 2020-21

Four-year B.A
(SEC) Subject: SOCIAL WORK
IV Year B.A.-Semester-V

Course 5: **SOCIAL WORK PRACTICE WITH DIFFERENTLY-ABLED PERSONS**
(Skill Enhancement Course, 04 Credits)

I. Learning Outcomes:

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

1. Understanding how social work practice is conducted with people with disabilities..
2. Awareness on disability.
3. Develop the ability to observe and analyze social realities among differently-abled.
4. To understand and promote opportunities to differently abled.
5. To provide education and train differently abled in social work.

II. Syllabus:(Hours: Teaching:60, Training:10, Others incl. unit tests: 05)

Unit: 1

Social work with differently abled persons

Introduction, definition of disability, discrimination over differently abled.

Unit: 2

Types and causes for disability

Types of disability, causes, magnitude, assessment, impairment and the final impact.

Unit: 3

Needs and problems of differently abled

Physical, mental, reproductive and sexual disability dependence and flattering self esteem.

Unit: 4

Psychological disability

Self thinking, decision making, unconditional thoughts and unparallel behaviour.

Unit: 5

Cure and treatment

Therapy, animal therapy, drama therapy, dance, music and role of a social worker in curing the differently abled.

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:

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 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 case studies.

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time: 3hours

Max. marks:75

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-wise Revised Syllabus under CBCS, 2020-21

Four-year B.A
(SEC) Subject: SOCIAL WORK
IV Year B.A.-Semester-V

Course 5: **REHABILITATION SERVICES AND SKILLS IN SOCIAL WORK**
(Skill Enhancement Course, 04 Credits)

I. Learning Outcomes:

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

1. To understand psychosocial influences, beliefs and values..
2. Students will learn managing and administering rehabilitation units.
3. Effectively discuss the various aspects of rehabilitation process.
4. To demonstrate a strong foundation in rehabilitation.
5. These programmes will promote best practice in rehabilitation.

II. Syllabus:(Hours: Teaching:60, Training:10, Others incl. unit tests: 05)

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 and speech services.

Unit: 3

Principles of a social worker in rehabilitation

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

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.

V. References:

6. Ajit k dallal, disability rehabilitation and social work the Indian scenario, 2020.
7. Margaret a.Turk, Nancy R.Mudrick, rehabilitation interventions, 2012.
8. Rich hood, complexity in social work, 2018.
9. Lois Metzger, a trick of the light, 2013.
10. Liz murray, breaking night, 2010.

VI. 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).

7. 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.

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time:3hours

Max. marks:75

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-wise Revised Syllabus under CBCS, 2020-21

Four-year B.A
(SEC) Subject: SOCIAL WORK
IV Year B.A.-Semester-V

Course 5: **PROFESSIONAL COMPETENCE FOR SOCIAL WORK PRACTICE**
(Skill Enhancement Course, 04 Credits)

VII. Learning Outcomes:

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

1. Describes essential learning that occurred and within the time and opportunity.
2. Contextualization of knowledge, praxis and technique.
3. Enables student retention and allows for success.
4. Describes a wider range of competency, behaviour, knowledge and skill.
5. To improve competitive, intellectual skills and cognitive strategies.

II. Syllabus:(Hours: Teaching:60, Training:10, Others incl. unit tests: 05)

Unit: 1

Elevating competence in social workers

Definition, introduction, including skill knowledge, effective work habits and empowering positive attitude.

Unit: 2

Professionalism in social work

Identification, commitment, demonstration, ethical decisional and accountability.

Unit: 3

Evaluating and monitoring

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

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, behaviour in the society, development and presence of professional competence.

III. References:

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

I V. Co-Curricular Activities:

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

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

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time:3hours

Max. marks:75

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-wise Revised Syllabus under CBCS, 2020-21

Four-year B.A
(SEC) Subject: SOCIAL WORK
IV Year B.A.-Semester-V

Course 5: **SKILLS IN GROUP WORK AND COMMUNITY WORK**
(Skill Enhancement Course, 04 Credits)

II. Learning Outcomes:

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

1. Break complex tasks into parts and steps.
2. To develop stronger working skills together.
3. With more ability they can tackle more complex problems than they could do on their own.
4. To reinforce skills that are relevant to both group and community work.
5. To help students to develop their skills in collaboration.

II. Syllabus:(Hours: Teaching:60, Training:10, Others incl. unit tests: 05)

Unit: 1

Group and community work

Meaning, definition of rural society, ecological, social, economic and political structure.

Unit: 2

Community occupational structure

Nature of group occupational distribution and the concept of work participation rates in social work.

Unit: 3

Panchayat raj institution on groups

Origin and development of this system panchayat raj organization and functioning in Andhra Pradesh.

Unit: 4

Development of groups and communities

Experimental projects with groups, finding and rectifying their problems and issues.

Unit: 5

Indian co-operative movement

Concept and history of Indian co-operative movement role of co-operative movement in groups development, current community development programmes.

III. References:

1. H.V.Siddiqui group work theories and properties.
2. Harleigh B.Trecker, social group work principle and practice, 1972.
3. Joan benjamin, Judith bessant and rob watts, making group work, 1992.
4. Mark J.Macgowan, group work, 2009.
5. Batten .T.R and Batten.M, the non directive approach in community and group work, 1967.

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 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 work and study.

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time:3hours

Max. marks:75

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-wise Revised Syllabus under CBCS, 2020-21

Four-year B.A
(SEC) Subject: SOCIAL WORK
IV Year B.A.-Semester-V

Course 5: **SOCIAL WELFARE ADMINISTRATION SKILLS**
(Skill Enhancement Course, 04 Credits)

I. Learning Outcomes:

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

1. Students will demonstrate the ability to administrate.
2. Students will learn about the human welfare system.
3. To understand and gain knowledge about social welfare administration.
4. This includes taking responsibility and proactive action.
5. To understand the theories and mechanisms of social welfare administration skills.

II. Syllabus:(Hours: Teaching:60, Training:10, Others incl. unit tests: 05)

Unit: 1

Administration skills of social work

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

Unit: 2

Principles of social administration

Principle of dual approach, principle of manifold programmes, relational, analytical and research principles.

Unit: 3

Concepts of social administration

Historical evaluation of social administration meaning, definition and characteristics of social administration.

Unit: 4

Social service organization

Societies registration act 1860, registration and management.

Unit: 5

Fundamental aspects of social administration

Social administration enhancement is to show interest toward field skills, social work field skills embedded in the volunteers, social advocacy as a tool for social change.

V. 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.

VI. 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.

V . Suggested Question Paper Patten:

MODEL QUESTION PAPER

Time:3hours

Max. marks:75

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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