

## DEPARTMENT OF SOCIAL WORK – BSW PROGRAMME

### BSW – PROPOSED SYLLABUS FOR THREE SEMESTERS

#### SEMESTER I

SEM	COURSE	CATEGORY OF COURSE	L-T-P	CREDITS
I	Foundations of Social Work Profession	MAJOR/MINOR	4-0-0	4
	Minor (from other disciplines)	MINOR	4-0-0	4
	Minor (from other disciplines)	MINOR	4-0-0	4
	Multidisciplinary Course - I	MDC 1 *	3-0-0	3
	Ability Enhancement Course - I	AEC 1 *	2-0-0	2
	Skill Enhancement Course - I	SEC 1 *	3-0-0	3
	Value Added Course - I	VAC 1 *	2-0-0	2
<b>Total Number of Credits</b>				<b>22</b>

\*Students have to choose one course from the pool of courses offered under MDC, AEC, SEC, VAC.

#### SEM I – FOUNDATIONS OF SOCIAL WORK PROFESSION

Course Code	Course Title	Course Category	Hours Per Week L-T-P	Credits
	<b>Foundations of Social Work Profession</b>	<b>Major/Minor</b>	<b>4-0-0</b>	<b>4</b>

#### Course Objectives

- To develop an insight about social work and its related concepts;
- To understand the emergence of social work in the West and in India with specific reference to the contribution of social reform movements;
- To obtain an overview on the principles, values and ethics that guide the profession;
- To introduce the profession of social work and its attributes.
- To familiarize oneself to the functioning of different professional social work associations.

#### Course Outcome

**At the end of the course, the students shall be able to:**

- CO1 –Define and differentiate the different concept related to social work.(Remembering and Understanding)
- CO2 –Categorize and interpret the significant developments in tracing the history of social work profession and education in the West and in India. (Applying)
- CO3 –Integrate the values and ethics that guide social work practice in the field. (Creating)
- CO4 –Determine the importance and functioning of the professional associations of social work and their contribution to the growth and development of the profession. (Evaluating)
- CO5 –Integrate the conceptual understanding of social work philosophy, principles and values in the context of practicing social work as a profession. (Creating)

<b>Module</b>	<b>Topic</b>	<b>Course Content</b>	<b>Hours</b>
<b>I</b>	<b>Introduction to Social Work</b>	<ul style="list-style-type: none"> <li>• Conceptual understanding of social work – Meaning, definition, objectives, principles, functions and scope.</li> <li>• Concepts related to social work – Social service, social welfare, social security, social justice, social development, social action.</li> </ul>	<b>10</b>
<b>II</b>	<b>Evolution of Social Work in the West</b>	<ul style="list-style-type: none"> <li>• Historical development of social work in the West – UK, USA (Elizabethan Poor Law, Charity Organization Society, Settlement House Movement, Poor Law Commission).</li> </ul>	<b>15</b>
<b>III</b>	<b>Social Work in India</b>	<ul style="list-style-type: none"> <li>• Emergence of social work in India – Social Reforms, social movements and ideological background of social work in India, Contribution of social reformers.</li> <li>• Social work education in India</li> </ul>	<b>15</b>
<b>IV</b>	<b>Values and Ethics of Social Work</b>	<ul style="list-style-type: none"> <li>• Values and attributes relating to social work practice.</li> <li>• Code of Ethics (National Association of Social Workers - NASW)</li> </ul>	<b>10</b>
<b>V</b>	<b>Social Work Profession</b>	<ul style="list-style-type: none"> <li>• Profession – Meaning, definition, professionalization of social work in India.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Role and Responsibilities of Professional Associations for social work (National and International) - International Federation of Social Workers (IFSW).</li> <li>• Social Worker's Associations – National Association of Social Workers (NASW). Professional Social Worker's Association (PSWA), International Association of Schools of Social Work (IASSW), National Association of Professional Social Workers In India (NAPSWI).</li> </ul>	<b>10</b>
<b>Total Hours</b>		<b>60</b>
<b>Methodology</b>	<b>Lectures, Discussions, Assignments, Reading Material</b>	
<b>References/Suggested Readings</b>		
<ul style="list-style-type: none"> <li>• Banks, S. (1995). <i>Ethics and Values in Social Work: Practical Social Work Series</i>. Macmillan Press Ltd: London.</li> <li>• Choudhary, P. (1983). <i>Introduction to Social Work</i>. Atma Ram and Sons: New Delhi.</li> <li>• Dasgupta, S. (1964). <i>Towards a Philosophy of Social Work in India</i>. Popular Book Services: New Delhi.</li> <li>• Desai, M. (2000). <i>Curriculum Development on History of Ideologies for Social Change and Social Work</i>. Mumbai: Social Work Education and Practice Cell, TISS</li> <li>• Desai, M. (2010). <i>Ideologies and Social work (Historical and Contemporary Analysis)</i>. Rawat Publications: Jaipur.</li> <li>• Diwakar, V. D. (Ed.). (1991). <i>Social Reform Movements in India: A Historical Perspective</i>. Popular Prakashan: Bombay.</li> <li>• Encyclopaedia of Social Work in India. Ministry of Welfare: New Delhi.</li> <li>• Friedlander, W. A. (1977). <i>Concepts and Methods of Social Work</i>. Prentice Hall of India Pvt. Ltd: New Delhi.</li> <li>• Gore M.S. (1965). <i>Social Work and Social Work Education</i>. Asia Publication House: Mumbai.</li> <li>• Joshi S.C. (2004). <i>The Handbook of Social Work</i>. Akansha Publishing House: New Delhi.</li> <li>• Nair, T. K. (1981). <i>Social Work Education and Social Work Practice in India</i>, Madras Association of School of Social Work in India.</li> <li>• National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. NASW Press: Washington D.C.</li> <li>• Skidmore R.A., Milton G.T., &amp; Farley A. W. (1991). <i>Introduction to Social Work</i>. Englewood Cliffs: Prentice Hall: New Jersey.</li> <li>• Woodrofe, K. (1962). <i>From Charity to Social Work</i>. Routledge and Kegan Paul: London.</li> </ul>		

## SEM I - HUMAN RIGHTS AND SOCIAL WORK

Course Code	Course Title	Course Category	Hours Per Week L-T-P	Credits
	<b>Human Rights and Social Work</b>	<b>Minor</b>	<b>3-1-0</b>	<b>4</b>

### Course Objectives

- To develop a conceptual understanding on concepts related to human rights and social work;
- To be sensitized about the vulnerable groups and communities who are marginalized and deprived of basic human rights;
- To be familiar with the varied statutory bodies and organizations for protection of human rights;
- To understand the scope of social work practice and interventions in protection of human rights.

### Course Outcome

- CO1 – Students would have a complete understanding of all the concepts related to human rights, social justice and social work. (Remembering and Understanding)
- CO2 – Examine the different situations of human rights violations and be sensitized to the concerns and issues related to marginalized communities and groups. (Applying and Analyzing)
- CO3 – Determine the importance and functions of the statutory bodies and organizations established for the protection of human rights. (Evaluating)
- CO4 – Integrate the scope of social work interventions in the area of human rights protection. (Creating)

Unit	Topic	Course Content	Hours
<b>I</b>	<b>Introduction to Concepts</b>	<ul style="list-style-type: none"> <li>• Understanding Rights, Human Rights, Social Justice and Social Work – Concept and Definitions. Historical Context of Human Rights.</li> <li>• Constitution of India (Fundamental Rights and Directive Principles of State Policy)</li> <li>• Universality of human rights and Universal Declaration of Human Rights</li> </ul>	10

		(1948).	
<b>II</b>	<b>Violation of Human Rights</b>	<ul style="list-style-type: none"> <li>• Violation – Concept and meaning.</li> <li>• Groups and Communities marginalized – children, women, minorities, dalits, tribals, people living with disability, refugees, people with HIV/AIDS, LGBTQ communities, prisoners and people in conflict situations.</li> </ul>	15
<b>III</b>	<b>Statutory Provisions for Protection of Human Rights</b>	<ul style="list-style-type: none"> <li>• National Human Rights Commissions: National Commission for Women, National Commission for Protection of Child Rights, National Commission for Minorities, National Commission for SC &amp; ST.</li> <li>• IPC provisions on protection related to family violence, murder, rape etc. Family Courts, <i>Lok Adalats</i>, The Legal Aid.</li> </ul>	10
<b>IV</b>	<b>NGOs and Civil Societies for Human Rights Protection</b>	<ul style="list-style-type: none"> <li>• NGOs and civil society organizations – International and National (Amnesty International, Human Rights Watch, PUCL –Peoples’ Union for Civil Liberties, PUDR – People’s Union for Democratic Rights, Human Rights Law Network).</li> </ul>	10
<b>V</b>	<b>Scope of Social Work in Protection of Human Rights</b>	<ul style="list-style-type: none"> <li>• Social work and the rights-based approach. Advocacy, Networking, Campaigning and Social Action – Role of social workers in implementing the social legislations – Writ Petition, Public Interest Litigation (PIL), Affidavits, First Information Report (FIR), Bail Plea etc.</li> </ul>	15
<b>Total Hours</b>			<b>60</b>
<b>Methodology</b>		Lectures, Discussions, Group Activities, Assignments, Documentaries, Reading Material	
<b>References/Suggested Readings</b>			
<ul style="list-style-type: none"> <li>• Bakshi, P.M. (2013). <i>The Constitution of India</i>. Universal Law Publishing.</li> <li>• Baxi. U. (2007). <i>Human Rights in a Post Human World</i>. Cambridge University Press. New Delhi.</li> <li>• Biju, M. R, (2005). <i>Human Rights in a Developing Society</i>. New Delhi: Mittal Prakashan.</li> <li>• Biswal.T. (2006). <i>Human Rights – Gender and Environment</i>. New Delhi: Vira</li> </ul>			

Publications.

- Chiranjivi J. (2002). *Human Rights in India*. New Delhi: Oxford University Press.
- Das, A.K. & Mohanty, P.K. (2007). *Human Rights in India*. Sarup and Sons. New Delhi.
- Das, B.D. (1994). *Human Rights in Constitutional Law*. Princeton Hall. London
- Finnis, J, (1980). *Natural Law and Natural Rights*. Oxford: Clarendon Press.
- Kohli A.S. (2004). *Human Rights and Social Work Issues*. Madurai: Society for Community Organisation.
- Mangibhai, J. P. (2014). *Human Rights as Practice*. Oxford University Press.
- Puhl, R. (2011). *Human Rights and Social Justice and its Relevance for Social Work Theory and Practice*. In Adwan S. & Wildfeuer A. (Eds.), (pp. 151-158). Opladen; Farmington Hills.
- Reichert, E. (2003). *Social Work and Human Rights. A Foundation for Policy and Practice*. Columbia University Press (Ed.), (pp. 97-121). New York: Columbia University Press.
- SAHRDC. (2006). *Introducing Human Rights*:New Delhi: South Asia Human Rights Documentation Centre.
- Sandel, M. J. (2010). *Justice: What's the right thing to do?* UK: Penguin.
- Sastry, T. S. N. (2005). *India and Human Rights*. Delhi: Concept Publishing Company.
- Sehgal, B.P.S. (1995). *Human Rights in India: Problems and Prospects*. Delhi: Deep and Deep.
- Sharma, S. S. (1993). *Legal Aid to the Poor*. New Delhi: Deep and Deep Publications
- Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on Women and Human Rights – A Guide for Social Activists(Part 1 and Part 2)*.New Delhi: Kanishka Publishers.
- South Asia Human Rights Documentation Centre. (2006). *Handbook of Human Rights and Criminal Justice in India*. New Delhi: Oxford University Press.
- Waldron, J.J. (1984). *Theories of Rights*. Oxford: Oxford University Press.

## SEMESTER II

SEM	COURSE	CATEGORY OF COURSE	L-T-P	CREDITS
II	Social Work Methods and Fields of Practice	MAJOR/MINOR	4-0-0	4
	Minor Course Paper (from other discipline)	MINOR	4-0-0	4
	Minor Course Paper (from other discipline)	MINOR	4-0-0	4
	Multidisciplinary Course - II	MDC 2 *	3-0-0	3
	Ability Enhancement Course - II	AEC 2 *	2-0-0	2
	Skill Enhancement Course - II	SEC 2 *	3-0-0	3
	Value Added Course - II	VAC 2 *	2-0-0	2
<b>Total Credits</b>				<b>22</b>

\*Students have to choose one course from the pool of courses offered under MDC, AEC, SEC, VAC.

### SEM II – SOCIAL WORK METHODS AND FIELDS OF PRACTICE

Course Code	Course Title	Course Category	Hours Per Week L-T-P	Credits
	<b>Social Work Methods and Fields of Practice</b>	<b>Major/ Minor</b>	<b>4-0-0</b>	<b>4</b>

#### Course Objectives

- To be oriented to the primary methods of social work practice and their significance;
- To gain an understanding on the relevance of the secondary methods of social work practice;
- To familiarize oneself about the varied fields of social work practice and interventions in the contemporary times.

#### Course Outcome

- CO1 – Understand and distinguish the objectives and purpose of the primary and secondary methods of social work.(Remembering and Understanding).
- CO2 – Examine the relevance of primary and secondary social work methods

of interventions in the field. (Analyzing).

- CO3 – Integrate the different social work methods of interventions across wide range of practice settings. (Creating).

<b>Unit</b>	<b>Topic</b>	<b>Course Content</b>	<b>Hours</b>
<b>I</b>	<b>Primary Social Work Methods</b>	<ul style="list-style-type: none"> <li>• Social Case Work – Definition, Objectives, Scope, Principles and Role of the Case Worker.</li> <li>• Social Group Work – Definition, Objectives, Scope, Principles and Role of the Group Worker.</li> <li>• Community Organization – Definition, Objectives, Scope, Principles and Role of the Community Organizer.</li> </ul>	<b>15</b>
<b>II</b>	<b>Secondary Methods of Social Work Practice</b>	<ul style="list-style-type: none"> <li>• Social Action – Importance and its relation to social work practice</li> <li>• Social Welfare Administration – Understanding administrative process, procedures and functioning of organizations.</li> <li>• Social Work Research – Definition, Objectives and Scope</li> </ul>	<b>15</b>
<b>III</b>	<b>Fields of Social Work Practice – I (Groups and Communities)</b>	<ul style="list-style-type: none"> <li>• Community Settings</li> <li>• Social Work with Marginalized Communities</li> </ul>	<b>10</b>
<b>IV</b>	<b>Fields of Social Work Practice – II (Institutional Settings)</b>	<ul style="list-style-type: none"> <li>• Health Settings</li> <li>• Family Settings - (Children, Youth and Elderly)</li> <li>• Educational Settings</li> <li>• Industrial Settings/ Labour welfare</li> <li>• Correctional Settings</li> </ul>	<b>15</b>
<b>V</b>	<b>Fields of Social Work Practice – III</b>	<ul style="list-style-type: none"> <li>• Disaster situations, Trauma situations, War/conflict situations</li> </ul>	<b>5</b>
<b>Total Hours</b>			<b>60</b>
<b>Methodology</b>		<b>Lectures, Discussions, Group Activities, Assignments, Reading Material</b>	



### References/Suggested Readings

- Bhatt S., & Singh, A.P. (2015). *Social Work Practice: The Changing Context*. The Readers Paradise: New Delhi.
- Fink Arthur, et al. (1985). *The Fields of Social Work*. Calif: Sage Publications: Beverly Hills.
- Friedlander W. A. (1977). *Concepts and Methods of Social Work*. Prentice Hall of India Pvt. Ltd: New Delhi.
- Mudgal S.D. (1997). *An Introduction to Social Work*. Book Enclave: Jaipur.
- Singh K. (1994). *Social Work Theory and Practice*. Prakashan Kendra: Lucknow.
- Singh R.R. (1985). *Field Work in Social Work Education: A Perspective for Human Service Profession*. Concept Publishing Company: New Delhi.
- Zastraw H.C. (2003). *The Practice of Social Work*. Thomson Learning Academic Centre: Canada.

## SEM II - DISABILITY AND SOCIAL WORK

Course Code	Course Title	Course Category	Hours Per Week  L-T-P	Credits
	<b>Disability and Social Work</b>	<b>Minor</b>	<b>3-1-0</b>	<b>4</b>

### Course Objectives

- To develop a holistic understanding on the concept of disability, the types, causes and demographic statistics of prevalence of disability in India;
- To understand the paradigm shift in the approaches towards disability;
- To be sensitized to the issues, concerns and challenges faced by persons with disabilities and their families;
- To be aware of the varied legislations and programmes for people living with disabilities as part of their rehabilitation.
- To critically examine the scope of social work interventions in the field of disability and role of the social worker.

### Course Outcome

- CO1 – Understand the concept of disability and distinguish it among other related concepts. (Remembering and Understanding).
- CO2 – Relate theories of disability in practical application in the field. (Applying).
- CO3 – Sensitized on the issues, concerns and challenges faced by persons with disabilities and their families to perceive its magnitude in relation to people living with disability. (Analyzing).
- CO4 – Assess the significance and importance of legislations and programme components for persons with disability. (Evaluating).
- CO5 – Design and promote social work interventions for the well-being and rehabilitation of people living with disability. (Creating)

Unit	Topic	Course Content	Hours
<b>I</b>	<b>Understanding Disability</b>	<ul style="list-style-type: none"> <li>• Definitions – Impairment, Handicap, Disability</li> <li>• ICIDH (International Classification of Impairments, Disabilities and Handicaps) Classification; Types of Disability, Causes of Disability</li> <li>• Prevalence of disability in India – Statistics of disability population</li> </ul>	<b>10</b>

<b>II</b>	<b>Theoretical Approaches to Disability</b>	<ul style="list-style-type: none"> <li>• Charity Approach, Medical Approach, Social Approach, Human Rights Approach.</li> </ul>	<b>10</b>
<b>III</b>	<b>Concerns and Challenges of Persons with Disabilities</b>	<ul style="list-style-type: none"> <li>• Needs and Issues related to Persons with disabilities – Challenges in day-to-day functioning. Impact of disability on the family and primary caregivers across life span.</li> <li>• Societal attitude and treatment of persons with disabilities – stigma, discrimination, exclusion, oppression.</li> <li>• Women and disability, People with multiple, severe and profound disabilities – concerns and challenges.</li> </ul>	<b>15</b>
<b>IV</b>	<b>Legislations and Programmes for Persons with Disability</b>	<ul style="list-style-type: none"> <li>• Legislations – UN Convention on Rights of Persons with Disabilities. National Legislations – Rehabilitation Council of India 1992, Persons with Disability Act 1995, National Trust Act 1999, National Policy for Persons with Disabilities 2006, Rights of Persons with Disabilities Act 2016, The Mental Health Care Act 2017.</li> <li>• Programmes – Institutional and Community Based Rehabilitation Programmes, Government and Non-Governmental Organizations for Persons with Disability – RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Government Departments, NGOs and PWD Associations.</li> </ul>	<b>15</b>
<b>V</b>	<b>Social Work Interventions for People with Disability</b>	<ul style="list-style-type: none"> <li>• Prevention, Early Identification, Intervention, Rehabilitation, Awareness, Advocacy and sensitization on disability, creating barrier free environments, counselling and empowering persons with disabilities and their families, enabling community-based rehabilitation, networking and coordination with multidisciplinary team for mobilization of rehabilitation services.</li> </ul>	<b>10</b>
<b>Total Hours</b>			<b>60</b>

Methodology	Lectures, Discussions, Group Activities, Assignments, Documentaries, Reading Material
<b>References/Suggested Readings</b>	
<ul style="list-style-type: none"> <li>• Albrecht, G.L., Katherine, D. S., &amp; Bury, M. (2001). <i>Hand Book of Disability Studies</i>. London: Sage.</li> <li>• Bacquer, A., &amp; Sharma, A. (2014). <i>Disability: Challenges vs Responses</i>, New Delhi: CAN Publications.</li> <li>• Banerjee, G. (2001). <i>Legal Rights of a Person with Disability</i>. New Delhi: Gyan Publishing House.</li> <li>• Baquer A., &amp; Sharma, A. (2014). <i>Disability: Challenges vs Responses</i>. New Delhi: Global College Press.</li> <li>• Barnes, C., &amp; Mercer, G. (2010). <i>Exploring Disability</i>. Cambridge: Polity Press.</li> <li>• Bhumali, A. (2009). <i>Rights of Disabled Women and Children in India</i>. New Delhi: Serials Publications.</li> <li>• Charlton, J. I. (2000). <i>Nothing about us without us: Disability Oppression and Empowerment</i>. Univ of California Press.</li> <li>• Dhawan, S. (2011). <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House.</li> <li>• Fleischer, D. Z., &amp; Zames, F. (2001). <i>The Disability Rights Movement: From Charity to Confrontation</i>. New Jersey: Temple University Press.</li> <li>• Ghosh, N. (2016). <i>Handbook of Disability and Rehabilitation</i>. New Delhi: Arise Publishers and Distributors.</li> <li>• Hans, A., &amp; Patri, A. (2003). <i>Women and Disability</i>, Delhi: Sage Publications.</li> <li>• Karna, G.N. (1999). <i>United Nations and the Rights of Disabled Persons: A Study in Indian Perspective</i>. New Delhi.</li> <li>• Kundu, C.L. (ed). (2003). <i>Disability Status India</i>. New Delhi: Rehabilitation Council of India.</li> <li>• Mukherjee, M. (2006). <i>Problems of Disabled People</i>. New Delhi: Associated Publishers.</li> <li>• OHCHR, United Nations Department of Economic and Social Affairs and Inter-Parliamentary Union, <i>From Exclusion to Equality: Realizing the Rights of Persons with Disabilities—Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities and its Optional Protocol (HR/PUB/07/6)</i></li> <li>• OHCHR, FAQ on the Convention on the Rights of Persons with Disabilities <a href="http://www.ohchr.org/EN/Issues/Disability/Pages/FAQ.aspx">www.ohchr.org/EN/Issues/Disability/Pages/FAQ.aspx</a>.</li> <li>• Oliver, M. (1996). <i>Understanding Disability: From Theory to Practice</i>. Basingstoke, New York: Palgrave Macmillan.</li> <li>• Oliver, M., &amp; Sapey, B. (2006). <i>Social Work with Disabled People</i>, New York: Palgrave MacMillan.</li> <li>• Pandey, &amp; Advani. (1995). <i>Perspectives in Disability and Rehabilitation</i>. [SEP] New Delhi: Vikas Publishing House.</li> <li>• Punanani, B., &amp; Rawal, N. (1997). <i>Community Based Rehabilitation (visually impaired)</i>. Mumbai: NAB.</li> <li>• Puri, M., &amp; Abraham, G. (eds.). (2004). <i>Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries</i>. New Delhi: Sage Publications.</li> <li>• Robert, P., Marinelli, R.P., &amp; Dell Orto, A.E. (1999). <i>The Psychological and Social Impact of Disability</i>. New York: Springer. World Health Organization.</li> </ul>	

- Rothman, J.C. (2003). *Social Work Practice across Disability*. Boston: Allyn & Bacon.
- Sen, A. (1988). *Psycho-Social Integration of the Handicapped: A Challenge for Society*. New Delhi: Mittal Publishers.
- WHO. (2010). *Community-based Rehabilitation: CBR Guidelines*. Geneva: WHO Press.
- World Health Organization. (1980). *International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases)*, Geneva: World Health Organization.

### SEM – II - BASIC COUNSELLING SKILLS

Course Code	Course Title	Course Category	Hours Per Week L-T-P	Credits
	<b>Basic Counselling Skills</b>	<b>MDC</b>	<b>2-1-0</b>	<b>3</b>

#### Course Objectives

- To be oriented to the concept of counseling and the requisite qualities of a counsellor;
- To understand the different stages involved in the counselling process and also be familiar with theoretical approaches in counselling practice;
- To be equipped with the skills and techniques requisite for counselling practice;
- To understand the scope and need of counselling in different situations.

#### Course Outcome

- CO1 – Oriented to what is counselling and imbibe the qualities and ethics essential for a counsellor. (Understanding).
- CO2 – Demonstrate application of theoretical approaches in the counselling process. (Applying).
- CO3 – Assess the importance and utilization of counselling skills and techniques in practice. (Evaluating)
- CO4 – Integrated counselling theories, principles, ethics, skills and techniques across practice with diverse groups and communities. (Creating).

Unit	Topic	Course Content	Hours
<b>I</b>	<b>Introduction to Counselling</b>	<ul style="list-style-type: none"> <li>• Concept and definitions of Counselling; Guidance, Psychotherapy and Counselling. Goals, Principles and</li> </ul>	10

		<p>Ethics of Counselling.</p> <ul style="list-style-type: none"> <li>Qualities of a counselor – Empathy, Genuineness/Congruence, Self-awareness, Warmth, Sense of Humour. Client – Counsellor Relationship. Core conditions in a counseling relationship.</li> </ul>	
<b>II</b>	<b>Stages and Approaches to Counselling</b>	<ul style="list-style-type: none"> <li>Therapeutic Approaches – Psychoanalytical, Psychodynamic, Humanistic, Cognitive, Behavioural Approach, Existential Approach.</li> <li>Counselling Stages – Role of counsellor in the counselling process.</li> </ul>	10
<b>III</b>	<b>Skills and Techniques in Counselling</b>	<p><b>Lab sessions</b></p> <ul style="list-style-type: none"> <li>Supportive Skills – Non-verbal (SOLER), Verbal – Attending, Paraphrasing, Reflection of Feelings, Summarizing</li> <li>Facilitative Skills – Probing, Interpreting, Silence</li> <li>Techniques – Clarification, Ventilation, Reassurance, Confrontation, Self-Disclosure.</li> </ul>	15
<b>IV</b>	<b>Scope of Counselling in Different settings</b>	<ul style="list-style-type: none"> <li>Health, Educational Institutions, Family Welfare, Substance Abuse, Crisis situations.</li> </ul>	10
<b>Total Hours</b>			<b>45</b>
<b>Methodology</b>		Lectures, Discussions, Group Activities, Workshops, Reading Material	
<b>References/Suggested Readings</b>			
<ul style="list-style-type: none"> <li>Capuzzi, D., &amp; Mark, S. D. (Edited). (2016). <i>Counseling and Psychotherapy: Theories and Interventions</i>. 6<sup>th</sup> Edition. Alexandria: USA. American Counseling Association.</li> <li>Dave, M., &amp; Brian, T. (1988). <i>Person Centred Counselling in Action</i>. New Delhi: Sage Publication.</li> <li>Egan, G. (2014). <i>The Skilled Helper: A Problem –Management and Opportunity Development Approach to Helping</i>. 10<sup>th</sup> Edition. USA: Brooks/Cole Cengage Learning.</li> <li>Fuster, J.M. (2008). <i>Personal Counseling</i>. Mumbai: Saint Paul/ Better Yourself Books.</li> </ul>			

- Gibson, R.L., & Mitchell, M. (2008). *Introduction to Counselling and Guidance*. 7<sup>th</sup> Edition. New Jersey: Prentice Hall.
- Gibson, R.L., & Mitchell, M. (2008). *Introduction to Counselling and Guidance*. 7<sup>th</sup> Edition. New Jersey: Prentice Hall.
- Gladding, S.T. (2017). *Counseling: A Comprehensive Profession*. 8<sup>th</sup> Edition. USA: Pearsons Publication.
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- Hutchinson, D. (2011). *The Counseling Skills Practice Manual*. Sage Publications.
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## SEMESTER III

SEM	COURSE TITLE	COURSE CATEGORY	L-T-P	CREDITS
III	Social Case Work	MAJOR/MINOR	4-0-0	4
	Minor (from other disciplines)	MINOR	4-0-0	4
	Minor (from other disciplines)	MINOR	4-0-0	4
	Multidisciplinary Course - III	MDC 3 *	3-0-0	3
	Ability Enhancement Course - III	AEC 3 *	2-0-0	2
	Skill Enhancement Course - III	SEC 3 *	3-0-0	3
<b>Total Number of Credits</b>				<b>20</b>

\*Students have to choose one course from the pool of courses offered under MDC, AEC, SEC, VAC.

### SEM III - SOCIAL CASE WORK

Course Code	Course Title	Course Category	Hours Per Week L-T-P	Credits
	<b>Social Case Work</b>	<b>Major/Minor</b>	<b>3-1-0</b>	<b>4</b>

#### Course Objectives

- To understand social case work as a method of social work and the significance of the case-worker client relationship;
- To gain knowledge on the different therapeutic approaches essential to practice social case work;
- To be familiar with the different phases of intervention in the social case work process;
- To learn the skills and techniques that are essential for social case work practice;
- To comprehend the application of social case work practice across different settings.

#### Course Outcome

CO1 – Understand the concept of social case work as a method of social work



practice and the guiding principles and values essential while working with individuals. (Remembering and Understanding)

CO2 – Demonstrate knowledge of the therapeutic approaches and process involved in practicing social case work. (Understanding and Applying)

CO3 – Equipped with the skills and techniques for social case work practice. (Applying)

CO4 – Assess the scope and importance of social Aware of the diverse social case work practice settings. (Evaluating)

CO5 –Integrate social case work theory, approaches and skillsin the field with different client population (Creating)

<b>Unit</b>	<b>Topic</b>	<b>Course Content</b>	<b>Hours</b>
<b>I</b>	<b>Introduction to Social Case Work</b>	<ul style="list-style-type: none"> <li>• Definition, objectives, evolution of social case work</li> <li>• Principles and values of working with individuals.</li> <li>• Case Worker – Client Relationship – Characteristics of professional relationship, Core conditions of the relationship.</li> </ul>	10
<b>II</b>	<b>Approaches to Social Case Work Practice</b>	<ul style="list-style-type: none"> <li>• Psycho-social approach, Psychoanalytical, Functional approach, Problem solving approach, task centered approach, person-in-environment, strengths approach and crisis intervention, empowerment approach, eclectic approach.</li> </ul>	15
<b>III</b>	<b>Social Case Work Process</b>	<ul style="list-style-type: none"> <li>• Basic components of social case work – Person, Problem, Place and Process.</li> <li>• Phases of social case work intervention – Study, Assessment, Diagnosis, Treatment, Monitoring, Evaluation, Termination, Follow up.</li> </ul>	10
<b>IV</b>	<b>Skills and Techniques in Social Case Work Practice</b>	<ul style="list-style-type: none"> <li>• Skills - listening, observation, interview.</li> <li>• Techniques in practice – ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role-playing and confrontation.</li> <li>• Homevisits, collateral contacts,</li> </ul>	10

		referrals. <ul style="list-style-type: none"> <li>• Case history taking – fact-finding tools, Genogram, Ecomap.</li> <li>• Record keeping – Intake sheets, Face sheet, Narrative, Process and Summary recording.</li> </ul>	
<b>V</b>	<b>Application of Social Casework in different settings</b>	<ul style="list-style-type: none"> <li>• Practice of Casework in different settings - Educational, Family and Child Welfare, Health settings, Correctional setting and Industrial setting.</li> </ul>	15
<b>Total Hours</b>			<b>60</b>
<b>Methodology</b>		Lectures, Discussions, Group Activities, Assignments, Reading Material	
<b>References/Suggested Readings</b>			
<ul style="list-style-type: none"> <li>• Aptaker, H. (1982). <i>Dynamics of Case Work and Counselling</i>. Boston:Mifflin Pub.</li> <li>• Biestek, F. (1968). <i>The Casework Relationship</i>. London: Unwin University Books</li> <li>• Elizabeth, A S., et.al. (2010). <i>Professional Social Work</i>. India: Cengage Learning India Pvt. Ltd.</li> <li>• Government of India. (1987). <i>Encyclopedia in Social Work</i>. New Delhi: Publication Division (Social Welfare Ministry).</li> <li>• Hamilton, G. (2013). <i>Theory and Practice of Social Casework</i>. New Delhi: Rawat Publications.</li> <li>• Mathew, G. (1992). <i>An Introduction to Social Case Work</i>. Bombay: Tata Institute of Social Sciences.</li> <li>• Perlman, H. H. (2011). <i>Social Case Work – Problem Solving Process</i>. India: Rawat Publications.</li> <li>• Ratna, G. (2012). <i>Social Work with Individuals and Groups</i>.New Delhi. Centrum Press.</li> <li>• Richmond, M. (1970). <i>Social Diagnosis</i>. New York: Free Press.</li> <li>• Segal, E. A. (2010). <i>Professional Social Work</i>. New Delhi: Cengage Learning India Pvt. Ltd.</li> <li>• Timms, N. (1966). <i>Social Casework: Principles and Practice</i>. London: Routledge &amp; Kegan Paul.</li> <li>• Timms, N. (1972). <i>Recording in Social Work</i>. Routledge and Kegan Paul.</li> <li>• Trevithick, P. (2000). <i>Social Work Skills: A Practice Handbook</i>. Open University Press.</li> <li>• Upadhya, R. K. (2010). <i>Social Case Work - A Therapeutic Approach</i>. New Delhi: Rawat Publications.</li> </ul>			

### SEM III - PARTICIPATORY APPROACHES IN SOCIAL WORK

Course Code	Course Title	Course Category	Hours Per Week  L-T-P	Credits
	<b>Participatory Approaches in Social Work</b>	<b>Minor</b>	<b>2-1-1</b>	<b>4</b>

#### Course Objectives

- To understand the concept of communities, community development and the significance of participatory approaches in social work;
- To be oriented on the theory and methodology of conducting PRA;
- To familiarize oneself with the varied tools and techniques of PRA;
- To enable students practically implement the PRA methods in the field.

#### Course Outcome

CO1 – Understand communities and importance of participatory approaches in social work interventions for community development. (Understanding)

CO2 – Oriented with the theory and process of conducting PRA exercises. (Remembering and Understanding)

CO3 – Critically examine the use of different PRA tools and techniques in the field. (Applying and Analyzing)

CO4 – Design and implement PRA exercises to assess the needs and concerns of communities. (Evaluating and Creating)

Unit	Title	Course Content	Hours
<b>I</b>	<b>Introduction to Participatory Approaches</b>	<ul style="list-style-type: none"> <li>• Concept and definitions – Community, Community Development, Participatory Approach, Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA).</li> <li>• History, Principles, Objectives, Importance and Scope of Application.</li> <li>• Understanding importance of Participatory Approaches in social work interventions to community development.</li> </ul>	10
<b>II</b>	<b>Theory and Planning of PRA</b>	<ul style="list-style-type: none"> <li>• Participatory Approach Theory. Organization and Planning – Selection of team members, Framing Objectives, Roles and responsibilities, Selection of methods, designs and respondents, Identification of key informants, team meeting, report writing.</li> </ul>	10

<b>III</b>	<b>PRA Process of Problem Solving</b>	<ul style="list-style-type: none"> <li>Stages in Problem solving with PRA - Rapport formation, Understanding, Reframing, Solution searching, Solution planning and commitment development, Implementation, Evaluation and adjustment, Ending and consolidation.</li> </ul>	10
<b>IV</b>	<b>Tools and Techniques used in Participatory Approaches</b>	<ul style="list-style-type: none"> <li>Tools – Semi- structured interviews, Focus Group Discussions, Observation,</li> <li>Techniques – Transect walk, Resource mapping, social mapping, mobility map, venn diagram, flow diagram, trend analysis, seasonal calendar, wealth ranking, timeline, pair-wise ranking, matrix ranking, livelihood assessment, cause effect diagram, SWOT analysis.</li> </ul>	15
<b>V</b>	<b>Practical Application of PRA (Group Activity)</b>	<ul style="list-style-type: none"> <li>Students are expected to undertake a PRA exercise in the neighbouring community in order to practically implement theoretical knowledge and develop an understanding of conducting PRA.</li> </ul>	15
<b>Total Hours</b>			<b>60</b>
<b>Methodology</b>		Lectures, Discussions, Group Activities, Workshop, Field Activity, Reading Material	
<b>References/Suggested Readings</b>			
<ul style="list-style-type: none"> <li>Branom, C. (2012). Community-based participatory research as a social work research and intervention approach. <i>Journal of Community Practice</i> 20(3): 260–273.</li> <li>Burton, E. S., Robert, P. B., &amp; Andrew, J. S. (1998). Improving Agricultural Extension. A Reference Manual.</li> <li>Dinbabo, M. F. (2003). <i>Development theories, participatory approaches and community development</i>. Unpublished paper. Bellville: Institute for Social Development, University of the Western Cape.</li> <li>Jim, T., Milanjali, M., Kawthar, Z., &amp; Tanya, H. (1999). <i>Participatory Rural Appraisal</i>. International Development Research Centre, Ottawa, Canada.</li> <li>Narayanasamy, N. (2009). <i>Participatory Rural Appraisal: Principles, Methods and Applications</i>. Sage Publications: New Delhi.</li> <li>Nevin, S. S., Gary, R. G. (1992). Rapid Assessment Procedures. International Nutrition Foundation for Developing Countries.</li> <li>Paul, S. (1987). Community participation in development projects; The World</li> </ul>			

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- Salmen, L.F., & Kane, E. (2006). *Bridging Diversity: Participatory Learning for Responsive Development*. World Bank Publications: Washington, DC.
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### SEM III - YOUTH DEVELOPMENT

Course Code	Course Title	Course Category	Hours Per Week L-T-P	Credits
	<b>Youth Development</b>	<b>MDC</b>	<b>2-1-0</b>	<b>3</b>

#### Course Objectives

- To obtain an understanding of youth demographics in India and the northeast region;
- To gain knowledge on factors that influences their physical, social and emotional development;
- To critically analyse the issues and concerns relating to the youth;
- To be aware of the policies and programmes for the welfare of youth in India.

#### Course Outcome

CO1 – Define youth and categorize them based on characteristics from Indian perspective. (Remembering and Understanding)

CO2 –Examine the influence of socialization factors on youth development from a theoretical perspective. (Analyzing)

CO3 – Critically assess the impact of varied issues and challenges that confront the youth in the current times. (Evaluating)

CO4 – Collaborate with concerned organizations to advocate for programmes leading to the development of youth in India. (Creating)

Module	Title	Course Content	Hours
<b>I</b>	<b>Youth and Youth Welfare</b>	<ul style="list-style-type: none"> <li>• Youth - Concept, definition and characteristics of youth.</li> <li>• Classification of youth in India and northeast – gender, urban, rural, tribal, class, caste</li> <li>• Youth Welfare – Concept and definition.</li> </ul>	5
<b>II</b>	<b>Socialization Factors and Youth</b>	<ul style="list-style-type: none"> <li>• Erickson’s Psychosocial theory of development relating to Adolescence</li> </ul>	15

		<ul style="list-style-type: none"> <li>• Influence of Family, Peers, Neighborhood, Schools and Religion in the development of the youth.</li> </ul>	
<b>III</b>	<b>Issues and Concerns Related to the Youth</b>	<ul style="list-style-type: none"> <li>• Lab Session - Group Based Activity</li> <li>• Problems and Challenges faced by the youth in the contemporary times. (Stress, Addictions, Dysfunctional families, Broken Relationships, Poverty, Emotional Problems, Identity Issues, Suicide, etc.).</li> </ul>	15
<b>IV</b>	<b>Policies and Programmes for Youth Development</b>	<ul style="list-style-type: none"> <li>• National Youth Policy of India – Features and Provisions</li> <li>• Youth Welfare Programmes – NCC, NSS, Scouts, Guide, Youth Hostels, Youth Festivals, Nehru Yuva Kendras etc.</li> <li>• UN Exchange Programmes for the youth.</li> <li>• Explore opportunities for youth involvement in social change.</li> </ul>	10
<b>Total Hours</b>			<b>45</b>
<b>Methodology</b>		Lectures, Discussions, Group Activities, Assignments, Reading Material	
<b>References/Suggested Readings</b>			
<ul style="list-style-type: none"> <li>• Arimpoor. J.P. (1983). <i>Indian Youth in Perspective</i>. Tirupattur: Sacred Heart College.</li> <li>• Balan, K. (1985). <i>Youth Power in the Modern World</i>. New Delhi: Ajanta Publications.</li> <li>• Barry, M. (2005). <i>Youth Policy and Social Inclusion</i>. London: Routledge.</li> <li>• Chowdhry, D.P. (1988). <i>Youth Participation and Development</i>. New Delhi: Atmaram and sons Publications.</li> <li>• Chowdhry, D.P.(1988). <i>Youth Participation and Development</i>. New Delhi: Atma Ram and Sons Publications.</li> <li>• D'Souza, P. R. (2009). <i>Indian Youth in a Transforming World</i>, New Delhi: SAGE Publication.</li> <li>• Eccles J.S., &amp; Gootman J.A. (2002). <i>Community Programs to Promote Youth Development</i>. Washington, DC: National Academies Press.</li> <li>• Gore, M.S. (1978). <i>Indian Youth – Process of Socialization</i>. New Delhi: VeshvaYuvak Kendra.</li> <li>• Harrison, R., Benjamin, C., Curran, S., &amp; Hunter, R. (2007). <i>Leading Work with Young People</i>. London: SAGE Publication.</li> <li>• International Labor Organization (ILO). (2006). <i>The Global Challenge</i>. Geneva: Youth Employment Network.</li> </ul>			

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- Sibereisen, K., & Richard, M. L. (2007). *Approaches to Positive Youth Development*. New Delhi: Sage Publications.
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