

Department of Social Work
School of Studies of Social Science
Guru Ghasidas Vishwavidyalaya (A Central University)
UG Course Curriculum - BSW 3 year/4 year Course NEP

Sl No	Semester	Course Code	Course Type	Course Name	Level	Course Credit	Total Marks		
							Internal Assessment	ESE	Sub Total
14	III		Major	Introduction to Social Case Work	3	4	30	70	100
15	III		Major	Field Work Practicum - III	3	4	30	70	100
16	III		Minor	Social Work Response to Substance Abuse	3	4	30	70	100
17	III		Multi	To be offered from the departmental pool	1	3	30	70	100
18	III		AEC	Hindi-I	1	2	30	70	100
19	III		SEC	To be offered from the departmental pool	1	3	30	70	100
				Total Sem - III		20			600
20	IV		Major	Introduction to Social Group Work	3	4	30	70	100
21	IV		Major	Community Organization	3	4	30	70	100
22	IV		Major	Field Work Practicum- IV	3	6	30	70	100
23	IV		Minor	Public Health and Social Work	3	4	30	70	100
24	IV		AEC	Hindi - II	1	2	30	70	100
25	IV		SI	Summer Internship		4	30	70	100
				Total Sem IV		24			600
Note: The student must complete the 4-credit vocational course/Internship either after first year or second year during summer term to get UG Diploma if he wishes to exit the program after first 4 semesters.									
EXIT - II	UG DIPLOMA			Total 2nd Year		44+44=88			1700+1200 =2900

COURSE TITLE: - INTRODUCTION TO SOCIAL CASE WORK

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		III	Major	30+70=100	4	3

Course Description:

The course is designed to enhance the basic generalized theoretical knowledge in the perspective of professional casework. The course tries to give a theoretical framework to guide the knowledge, skill and attitude of students. The course is more practical and skill oriented which helps and prepares students to meet the need of different human service organization. This course introduces the theoretical concepts, objectives, purpose, scope and historical development of social case work. It provides knowledge of components and process, approaches and application of social case work in different settings. Moreover, the course examines the issues related with individual and provides ideas to solve those problems within the field of social casework.

Unit I: Evolution and Development of Social Case Work

- The Nature of Individual
- Basic Concepts and Meaning of Social Case Work Method
- Philosophical Assumptions Underlying Social Case Work Practice
- Historical Development of Social Case Work in West and India

Unit II: Principles and Components of Social Case Work

- Meaning and Nature of Client Worker Relationship
- Principles of Social Case Work Practice
- Components of Social Case Work: Person, Problem, Place and Process
- Value of Social Case Work within the Sphere of Social Work

Unit III: Approaches to Social Case Work Practice

- Diagnostic, Functional and Psychosocial Approaches to Social Case Work, Task Centered Case Work, Radical Case Work
- Eclectic Approach, Problem Solving Approach, Strength Based,

- Crisis Intervention Approach and Behavior Modification Approach
- Developing Skills of a Case Worker (Interpersonal and Intra Personal Skills, Interviewing Skills, Empathy, Counselling and Documentation, Skills).

Unit IV: Process, Tools and Techniques of Social Case Work

- Phases of Social Case Work Intervention
- Tools of Social Case Work: Interviewing, Listening, Observing, Recording, Home Visits, Supervision and Referral
- Techniques of Social Case Work
- Counselling in Social Case Work and Psychotherapy: Reflective Discussion, Advise, Motivation, Clarification, Modelling,

Unit V: Social Case Work in Different Settings

- Social Case Work in Families, Adoption Agencies,
- Social Case Work in Correctional and Mental Health Settings
- Social Case Work in Oppressed and Marginalized Groups.
- Role of Social Case Worker

Course Objectives	Course Outcomes
Unit-I_Evolution and Development of Case Work	
To provide an understanding evolution and developmental phases of social case work.	Develop understanding of working with individuals and families.
Unit-II Principles and Components of Case Work	
To accept the uniqueness of individuals and work towards strengthening personality of clients by fostering skills of self-help.	Explore and develop the professional ethics and profession use of self and skills of a practitioner.
Unit –III Approaches to Case Work Practice	
To understand social casework as a method of social work practice.	Learn different approaches, processes and interventions of case work practice
Unit-IV: Process, Tools and Techniques of Social Case Work	

To develop understanding and skills in case work process and intervention and to equip with comprehensive knowledge of Process, Tools and Techniques of Social Case Work.	Attains the theoretical experience in social casework as a method of social work practice.
Unit-V: Social Case Work in Different Settings	
To Provides comprehensive knowledge of social case work and its functions in different settings.	Develop skills and techniques of working with individuals in different settings.

Essential Readings:

- Beistek, F. P. (1957). The casework relationship. Chicago: Loyola University Press.
- Davison, H. E. (1972). Casework: A psychosocial therapy. New York: Random House.
- Fook, J. (1993). Radical Casework: A Theory of Practice. Australia: Allen & Unwin.
- Frankel, A. J. (2011). Case management: An introduction to concepts and skills (3rd ed.). New York. USA: Oxford University Press
- Hamilton, G. (2013). Theory and practice of social case work. New Delhi, India: Rawat Publications
- Hollis, F. (1964). Casework: A psychosocial therapy. New York: McGraw Hills
- Holosko, M. J. (2017). Social work case management: Case studies from the frontlines. California, USA: SAGE Publications
- Hudson, J. (2014). Structural functional theory, social work practice and education. The journal of Sociology and Social Welfare, 5. 2-18.
- Mathew, G. (1992). An introduction to social casework. Bombay: Tata Institute of Social Science
- Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New D elhi, India: Rawat Publications
- Siddiqui, H. Y. (2015). Social work & human relations. New Delhi, India: Rawat Publications

Suggested Readings:

- Pearlman, H. H. (1957). *Social casework: A problem-solving process*. Chicago: The University of Chicago Press.
- Pippins, J. A. (1980). *Developing casework skills*. California: Sage Publications.
- Reid, W. J. (1978). *The task-centered system*. New York: Columbia University Press.
- Richmond, M. E. (2010). *What is social case work? An introductory description (1922)*. New York, USA: Kessinger Publishing
- Robert, R. W. & Ne e, R. H. (ed.) (1970). *Theories of social casework*. Chicago: The University of Chicago Press
- Shahid M. & J ha M. (2014). Revisiting client-worker relationship: Biestek through a Gramscian Gaze. *Journal of Progressive Human Services* 25. 18-36.
- Summers, N. (2011). *Fundamentals of Case Management Practice: Skills for the Human Services (HSE 210 Human Services Issues) (4th ed.)*. CA, USA: Brooks Cole
- Tracy, E. M., & Whittaker, J. K. (1989). *Social Treatment: An Introduction to interpersonal Helping in Social Work Practice*. New York: Aldinede Gruyter University of Chicago Press.

COURSE TITLED: FIELD WORK PRACTICUM III

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		III	Major	30+70=100	4	3

Concurrent Field Work (Community Placement)

The department will identify different communities located in and around Bilaspur and send the students for concurrent field work.

COURSE TITLE: SOCIAL WORK RESPONSE TO SUBSTANCE ABUSE

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		III	Minor	30+70=100	4	3

Course Description:

This course provides a comprehensive overview of substance abuse, focusing on the social work response to this critical issue. Students will learn about the nature and extent of substance abuse, its impact on various populations, and the role of social workers in addressing these challenges. The course will cover theories and models of substance abuse, assessment and intervention strategies, treatment modalities, and prevention techniques. Emphasis will be placed on ethical and culturally competent practices. Through case studies, discussions, and practical exercises, students will develop the skills necessary to effectively address substance abuse issues in their professional practice.

Unit 1: Understanding Substance Abuse

- Definition and types of substances
- Patterns and trends in substance abuse
- Causes and risk factors (biological, psychological, social)
- Impact of substance abuse on individuals, families, and communities

Unit 2: The Role of Social Workers in Addressing Substance Abuse

- Historical perspective of social work in substance abuse
- Ethical considerations and professional responsibilities
- Prevention strategies and programs
- Intervention and treatment approaches

Unit 3: Theories and Models of Substance Abuse

- Disease model and medical approaches
- Behavioral and cognitive theories
- Socio-cultural models
- Integrated approaches

Unit 4: Assessment and Intervention Planning

- Assessment tools and techniques
- Developing intervention plans

- Evidence-based practices
- Cultural competence in intervention

Unit 5: Policies and Programs for Substance Abuse

- National and international policies on substance abuse
- Government and non-government programs
- Community-based initiatives
- Evaluation of policy effectiveness

Course Objectives	Course Outcomes
Understanding Substance Abuse	
To understand the nature and extent of substance abuse and its impact on individuals, families, and communities.	Students will gain comprehensive knowledge of substance abuse, including its causes, consequences, and prevalence.
Unit 2: The Role of Social Workers in Addressing Substance Abuse	
To examine the role of social workers in addressing substance abuse through prevention, intervention, and treatment.	Students will be able to identify the role of social workers in substance abuse prevention, intervention, and treatment.
Unit 3: Theories and Models of Substance Abuse	
To explore various theories and models related to substance abuse and their application in social work practice.	Students will demonstrate the ability to apply theories and models of substance abuse in practical social work settings.
Unit 4: Assessment and Intervention Planning	
To develop skills in assessment, intervention planning, and implementation for clients affected by substance abuse.	Students will develop practical skills in assessing and planning interventions for clients with substance abuse issues.
Unit 5: Policies and Programs for Substance Abuse	

To analyze policies and programs aimed at combating substance abuse and promoting recovery	Students will critically evaluate substance abuse policies and programs and their effectiveness in addressing substance abuse problems.
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Essential Readings:

- Gladding, Samuel. T, 1995: Family Therapy: History, Theory and Practice, Printice Hall, New Jersey.
- Durrant, Russel and Thakur, Jo, 2003: Substance Use and Abuse, Cultural and Historical Perspectives, Sage, Thousand Oaks.
- Jordon Cathleen, 2003: Clinical assessment for Social Worker (2nd edition) Lyceum Books, Chicago.
- Merchant, Y.A and Dorkings, P.D, 1994: Narcotics, An In-depth study of Drug Abuse, Information, Rehabilitation and Research Centre.
- Mangal, S.K, 1989: Abnormal Psychology, Sterling Publishers Pvt. Ltd, New Delhi.
- Musak, Douglas N, 1992: Drugs and Rights, Cambridge University Press, London.
- O'Hare Thomas, 2009: Essential Skills of Social Work Practice, Lyceum Book, Chicago.
- Park, K, 1995: Textbook of Preventive and Social Medicine, M/S Banarasi Das, Jabalpur.
- Perkinson, Robert R, 2003: The Alcoholism and Drug Abuse Patient Workbook, Sage, Thousand Oaks.

Suggested Reading:

- Rasmussen, Sandra, 2000: Addiction Treatment, Sage, Thousand Oaks.
- TTRCRF, 1992: Alcoholism and Drug Dependency: Issues and Treatment Procedure in Aftercare. An advanced Master Guide for Professionals, T.T Ranganathan Clinical Research Foundation, Madras.
- Velleman, Richard, 2001: Counselling for Alcohol Problems, Sage, London.
- VHAI, 1986: A Rational Drug Policy: Problems, Perspectives and Recommendations, Voluntary Health Association of India, Delhi.
- Walrond Skinner Sw, 1977: Family Therapy Treatment of Natural System, Routledge & Kegan Paul, London.

COURSE TITLE: INTRODUCTION TO SOCIAL GROUP WORK

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		IV	Major	30+70=100	4	3

Course Description:

This course introduces the principles, techniques, and practice of social group work. It covers the theoretical foundations, stages of group development, leadership roles, and the use of group work in various settings. Students will engage in experiential learning through group exercises, discussions, and practical applications.

Unit I: Introduction to Social Group Work

- Social groups: meaning, characteristics, types and significance
- Historical Development of Group Work in India
- Concept of group work: characteristics and objectives
- Basic values and principles of group work

Unit II: Groups Processes and Dynamics

- Process of Group Formation
- Models of group work practice
- Stages of Group Formation
- Group Dynamics

Unit III: Development of the Group

- Skills of social group work
- Tools and techniques of group work
- Use of program media-types characteristics, importance
- Leadership and power

Unit IV: Role of Social Group work in Different settings

- Role of Social Worker in Group Work
- Social Group Work in Educational Settings
- Social Group Work in Different Settings: Disability, health,
- Social Work in community settings: Children, Women, Transgender, Youth Elderly

COURSE OBJECTIVES	COURSE OUTCOMES
UNIT-I: Introduction to Social Group Work	
Provide a foundational understanding of the concept of Group, its importance, values, principles and different models	Learners will be able to use group work principles and practices in the various spheres of social work practice and understand Social Group Work as a method of Social work and apply it as an intervention
UNIT-II: Groups Processes and Dynamics	
Provide a comprehensive understanding of Effective group behaviour leads to increased productivity, communication within the group and cohesion & conflict among members.	Develop an understanding of and ability to adopt a Multidimensional Approach in Assessment, like behaviour pattern, communication skill and with help of them enhance unity among groups.
Unit- III: Development of the Group	
These outcomes aim to guide students towards a comprehensive understanding of group work development, the application of program tools, and the role of group workers across different stages of group work practice.	Learners will be able to gain skills for synthesizing and applying social group work for developmental and therapeutic purposes. And uses of program tools in different stages of group work practice.
UNIT-IV: Role of Social Group work in Different settings	
To understand the uses of group work in educational settings, Recognize the functions played by group workers from many angles and in various dimensions. Recognize the function of groups in various contexts; Acquire knowledge of the guiding ideas and methods employed by groups in these contexts; Acknowledge the constraints inherent in each context.	Understanding of Group Work Theories and Models Gain knowledge of various theoretical frameworks and models of group work. Learn to apply these skills in diverse settings to promote group cohesion, goal attainment, and member satisfaction. Understand ethical considerations and dilemmas in group work, including issues of confidentiality, informed consent, boundaries, and power dynamics. Learn to navigate ethical challenges and apply ethical principles in practice to ensure client welfare and professional integrity.

Essential Readings:

- Brandler, S., & Roman, C. P. (1999). Group work: Skills and strategies for effective interventions. The Haworth Press.
- Fatout, M. (1992). Models for change in social group work. AldineTransaction.
- Garvin, C. (1997). Contemporary group work* (3rd ed.). Allyn and Bacon.

- Glassman, U., & Kates, L. (1990). *Group work: A humanistic approach. SAGE Publications Inc.
- Glassman, U. (2008). Group work: A humanistic and skills building approach (2nd ed.). Sage Publications.
- Gladding, S. T. (1998). Group work: A counseling specialty. Merrill.
- Henry, S. (1992). Group skills in social work: A four-dimensional approach (2nd ed.). Brooks/Cole Publishing Company.
- Macgowan, M. J. (2008). A guide to evidence-based group work. Oxford University Press.
- Malekoff, A. (2007). Group work with adolescents: Principles and practice. Guilford Press.

Suggested Reading:

- Northen, H., & Kurland, R. (2001). Social work with groups (3rd ed.). Columbia University Press.
- Sharry, J. (2007). Solution-focused groupwork (2nd ed.). Sage Publications.
- Shulman, L. (2006). The skills of helping individuals, families, groups, and communities (5th ed.). Thompson.
- Siddiqui, H. Y. (2008). Group work: Theories and practices. Rawat Publications.
- Steinberg, D. M. (2004). The mutual-aid approach to working with groups: Helping people to help each other (2nd ed.). The Haworth Press.
- Toseland, R. W., & Rivas, R. F. (2005). Introduction to group work practice (5th ed.). Allyn & Bacon.
- Tripathi, S. (2022). Social group work. University Grants Commission.

COURSE TITLE: COMMUNITY ORGANISATION

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		IV	Major	30+70=100	4	3

COURSE DESCRIPTION

This course aims to help students understand the concept of community organization and why it is a primary method in social work. Students will learn about the idea of community, explore various types of communities, and gain insights into community power dynamics. The course will also provide knowledge about different models and approaches in community organization, explain the community organization process, and highlight the role of a community organizer.

UNIT-I: Understanding Community

- Concept and definition of community
- Different types of communities
- Characteristics of communities,
- Problems of different types of communities.

Unit II: Community Dynamics

- Understanding community power structure
- Relevance of power in community organization
- Community Empowerment and barriers to empowerment
- Capacity building through community participation.

Unit III: Community Organization

- Meaning, definition and objectives of community organization
- Historical development of community organisation
- Principles of community organization
- Models of community organisation.

Unit IV: Community Organization Process and Role of Community Organizer

- Study, Analysis, Intervention, Discussion, Implementation, Evaluation, Modification, and Follow-up
- PRA Techniques – Social Mapping, Resource Mapping, Transect Walk, Seasonal Calendar, Venn Diagram, Trend Analysis, Priority Matrix & Time Line.
- Role of community worker
- Skills of an effective community organiser.

Course Objective	Course Outcomes
To understand the concept of Community and Community organisation.	Learners will be able to understand the definitions and differences between these terms, including examples from various contexts.
To understand Community Power Dynamics.	Learners will be able to recognize and describe the influence of power dynamics on community interactions and decision-making processes.
To understand different models and approaches in Community Organization	Learners will be able to understand community organisation models and their applicability in different scenarios.
To understand the community organization process and PRA techniques and the role of the community organizer	Learners will understand the steps involved in organizing a community and how PRA techniques help communities actively participate in identifying and solving their issues what community organizers do and their responsibilities.

Essential Readings:

- Amit, H.R. Participatory Approaches to Development. Mangalore: Institute for Social Development, 2000.
- David A. Hardcastle, Patricia R. Powers, and Stanley Wenocur 2022: Community Practice: Theories and Skills for Social Workers" (2nd Edition) Oxford University Press
- Gangrade, K. D. 1971, Community Organisation in India, Bombay, Popular Prakashan.
- Herbert J. Rubin and Irene S. Rubin 2022: Community Organizing and Development (4th Edition) Pearson
- Marie Weil, Michael Reisch, and Mary L. Ohmer 2022: The Handbook of Community Practice (2nd Edition) Sage Publications
- Michael L. Shier 2023: Community-Based Social Work: Models and Interventions Springer
- Ross Murray G.1967, Community Organisation: Theory, Principles and Practice, New York
- Yadav.C.P.2007, Encyclopedia of Social Work and Community Organisation, Anmol Publication, New Delhi
- Zubair Meenai., Participatory Community Work: Concept Publishing Company, New Delhi.
- Siddiqui, H. Y. 1997, and Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
- Gandhi, M. K. Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.

Suggested Reading:

- Participative Development. Centre for Social Research and Development.
- Journal of Social Work and Development Issues. Udaipur School of Social Work.
- Social Change. Journal of the Council for Social Development.

COURSE TITLED: FIELD WORK PRACTICUM IV

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		IV	Major	30+70=100	4	3

Concurrent Field Work (Community Placement)

The department will identify different communities located in and around Bilaspur and send the students for concurrent field work.

COURSE TITLE: PUBLIC HEALTH AND SOCIAL WORK

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		IV	Minor	30+70	4	3

Course Description

Integrating public health education into social work is essential for preparing social workers to address the complex and interconnected health and social issues facing individuals and communities. It promotes a holistic approach to care, enhances interdisciplinary collaboration, and empowers social workers to advocate for health equity and improved public health outcomes. By understanding and applying public health principles, social workers can significantly contribute to the well-being of the populations they serve.

UNIT: Introduction to Public Health

- Public Health - Definition, objectives and Rise of Public Health
- Social factors influencing the health of people
- Role of social worker in public health
- Sources of health information

UNIT II: Disease and Disease Classification

- Disease – Concept and Meaning -Spectrum of Disease, Factors responsible for Disease
- Communicable diseases -Poliomyelitis, Tuberculosis, Vector Borne Diseases, Water Borne Diseases
- Non-Communicable Diseases - Cardiovascular Disease, Hypertension, Obesity, Diabetes, Cancer, Accidents
- Immunization

UNIT III: Nutrition and Public Health

- Classification of Nutrients -Macronutrients-types, sources, functions and deficiency disorders
- Micronutrients-types, sources, functions and deficiency disorders

- Balanced diet, Malnutrition, food adulteration, Prevention of Food Adulteration act (1954)
- National Nutrition Mission

UNIT IV: Environment and Disaster Management in Relation to Health

- Environment: concept, types and challenges
- Pollution and its effect on health, laws related to environmental protection
- Disaster management: Concept, types, Disaster management and response
- The Disaster Management Act 2005

UNIT V: Health care, health Communication and health planning

- Health care of the community-concept, level of health care India,
- Primary health care: concept and elements
- Health Communication -concept, types, Functions, Methods
- Health Education-concept, objectives, principles, approaches

Course objective	Course outcome
Unit-I: Introduction to Public Health	
To equip students with the knowledge, skills, and competencies necessary to address the complex interplay between health and social factors, ultimately improving the well-being of individuals and communities.	It will enhance the ability of social workers to address complex health and social issues, promotes a holistic approach to client care, and fosters interdisciplinary collaboration. It will also give an insight about rise of public health.
Unit II: Disease and Disease Classification	
To articulate the knowledge disease and their causing factors, and also make them aware about the control and prevention of diseases.	It will make students equipped with the knowledge and skills necessary to support clients facing health challenges, enhances interdisciplinary collaboration, and promotes holistic care.

Unit-III: Nutrition and Public Health	
The objective of this section is to develop an understanding about the role of nutrition in health promotion at individual and community level.	Teaching nutrition in social work contributes to broader public health efforts to combat diet-related health issues. Promotion of healthy eating habits within communities can lead to a healthier overall population. Social workers equipped with nutrition knowledge can advocate for policies that support healthy food access and nutrition education.
Unit-IV: Environment and Disaster Management in Relation to Health	
It aims to create awareness about importance of Environment and Disaster management in relation to health.	Students will understand that environment and disaster management in relation to health is essential for preparing social workers to effectively address and mitigate the impact of environmental issues and disasters on individual and community health.
Unit V: Health care, health Communication and health planning	
To provide an understanding about the Health care, health Communication and health planning.	Students will be able to provide holistic care, advocate for better healthcare policies, and collaborate within interdisciplinary teams. They will have understanding about healthcare systems, health education and communication and the health programmes can significantly contribute to improving the overall health and well-being of the populations they will serve.

Essential Readings:

- Park and Park, Textbook of Preventive & Social Medicine, Jabalpur: Banarsidas Bhanot Publishers, 23rd edition 2023
- Sundar Lal, Adarsh, Pankaj, Textbook of Community Medicine (Preventive & Social Medicine), CBS Publishers, New Delhi 2021
- Carol Holtz, Global Health Care: Issues & Policies Jones and Bartlett Publisher, USA 2008

- Carol Holtz, Global Health care: Issues & Policies Jones and Bartlett Publisher, USA 2008.
- James F. Mckenzie, Robert R. Pinger, Jerome E. Kotecki, An Introduction to Community Health (Fifth edition) Jones and Bartlett Publisher, USA 2005
- Surendra Singh, P.D. Mishra, Health and Disease: Dynamics and Dimensions, New Royal Book Company 2000
- Piyush Gupta, O.P. Ghai, Textbook of Preventive & Social Medicine CBS Publishers, New Delhi.

SUMMER INTERNSHIP

Programme	Course Code	Semester	Nature	Marks	Credits	Level
BSW		IV	Internship	30+70=100	4	3

Student will be placed in different government and non-government agencies/organization for summer internship.

Marking Scheme:

Internal: 30 (PPT Presentation on the Internship-15 marks, and Evaluation of daily reports-15 marks)

External Evaluation: 70 (Evaluation of compiled report-30 Marks, Viva- Voce- 40)

COURSE TITLE: WORKING WITH DISTRESSED CHILDREN

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		III	Multidisciplinary (MDC)	30+70=100	3	1

Course Description:

This course provides an in-depth exploration of working with children experiencing various forms of distress. It covers psychological theories, practical assessment techniques, and therapeutic interventions. The course also emphasizes the importance of a supportive environment and multidisciplinary approach in addressing the needs of distressed children.

Unit 1: Understanding Distress in Children

- Definition and types of distress
- Factors contributing to distress
- Developmental impact of distress
- Real-life examples

Unit 2: Identifying Signs of Distress

- Indicators of distress
- Symptoms
- Assessment tools and techniques
- Role of teachers, parents, and caregivers in identifying distress

Unit 3: Therapeutic Communication and Intervention Strategies

- Building trust and rapport with children
- Techniques of active listening and empathy
- Cognitive-behavioral approaches
- Play therapy and art therapy

Unit 4: Support Systems and Resources

- Role of family, school, and community in supporting distressed children
- Child protection services and policies
- Collaborating with mental health professionals
- Accessing and utilizing community resources

Unit 5: Developing Intervention Plans

- Creating individualized intervention plans
- Monitoring and evaluating progress
- Case management and follow-up
- Ethical considerations

Course Objective	Course Outcome
Unit 1: Understanding Distress in Children	
To understand the psychological, social, and emotional factors contributing to distress in children.	Demonstrate knowledge of the causes and effects of distress in children.
Unit 2: Identifying Signs of Distress	
To learn techniques for identifying signs of distress in children.	Identify and assess signs of distress in children.
Unit 3: Therapeutic Communication and Intervention Strategies	
To develop skills in therapeutic communication and intervention strategies.	Apply appropriate therapeutic techniques and interventions.
Unit 4: Support Systems and Resources	
To explore various support systems and resources available for distressed children.	Utilize community resources and support systems effectively.
Unit 5: Developing Intervention Plans	
To create effective plans for working with children in different distressing situations.	Develop and implement intervention plans for children in distress.

Essential Reading:

- Sinha, D. (2021). *Psychological Perspectives on Child Development*. Concept Publishing Company Pvt Ltd.
- Choudhary, S. (2020). *Counseling Children: A Practical Introduction*. SAGE Publications India Pvt Ltd.
- Ahuja, R. (2019). *Child Development and Education*. SAGE Publications India Pvt Ltd.
- Verma, S. (2018). *Counseling Children and Adolescents: Theory, Research, and Practice*. SAGE Publications India Pvt Ltd.
- Mishra, S. (2018). *Understanding Child Development*. Orient BlackSwan.
- Sells, S. P., & Souder, E. (2017). *Treating traumatized children: A casebook of evidence-based therapies*. Springer. ISBN: 978-0826178886.
- Srivastava, R. (2017). *Handbook of Children's Rights: Global and Indian Perspectives*. SAGE Publications India Pvt Ltd.
- Chatterjee, P. (2017). *Childhood and Growing Up: A Paradigm for Teacher Education*. Atlantic Publishers & Distributors.
- Nanda, V. K. (2016). *Manual for Child Mental Health: A Training Guide for Child Care Workers*. SAGE Publications India Pvt Ltd.
- Kaul, V. (2015). *Early Childhood Education in India: History, Trends, Issues, and Achievements*. SAGE Publications India Pvt Ltd.
- Pathak, R. P. (2015). *Education in the Emerging Indian Society*. Atlantic Publishers & Distributors.
- van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking. ISBN: 978-0670785933.

Suggested Reading:

- Mathur, S. (2014). *Working with Children and Families: Knowledge and Contexts for Practice*. SAGE Publications India Pvt Ltd.
- Bajpai, A. (2013). *Child Rights in India: Law, Policy, and Practice* (2nd ed.). Oxford University Press.
- Singh, R. (2012). *Child Protection and Juvenile Justice System for Juvenile in Conflict with Law*. SAGE Publications India Pvt Ltd.
- Malchiodi, C. A. (2008). *Creative interventions with traumatized children*. Guilford Press. ISBN: 978-1606237854.

COURSE TITLE: SOCIAL WORK WITH PERSON WITH DISABILITIES

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		III	MDC	30+70=100	3	1

Course Description:

This course provides an in-depth understanding of social work practices with persons with disabilities. It focuses on the unique challenges faced by individuals with physical, intellectual, and developmental disabilities and explores strategies to promote their well-being and inclusion in society. The course covers historical and contemporary perspectives on disability, relevant policies and legislation, and evidence-based interventions. Students will develop skills to advocate for and empower persons with disabilities, ensuring their rights and opportunities for full participation in community life

Unit: 1 Social work with differently abled persons

- Introduction
- Definition of disability
- Identification
- Discrimination over differently abled.

Unit: 2 Types and causes for disability

- Types of disability,
- Causes
- Assessment
- Impairment

Unit: 3 Needs and problems of differently abled

- Physical and mental
- Reproductive and sexual disability
- Social
- Dependence and flattering self-esteem.

Unit: 4 Psychological disabilities

- Self-thinking

- Decision making,
- Unconditional thoughts
- Unparallel behavior.

Unit: 5 Cure and treatment

- Animal therapy,
- Drama therapy,
- Dance and music
- Role of a social worker in curing the differently abled.

Course Objective	Course Outcome
Unit: 1 Social work with differently abled persons	
Gain a comprehensive understanding of the concept of disability, its definitions, and the discrimination faced by persons with disabilities.	Able to define disability and recognize various forms of discrimination faced by differently abled persons Analyse the social and systemic factors contributing to discrimination and marginalization of persons with disabilities.
Unit: 2 Types and causes for disability	
Learn about various types of disabilities, their causes, magnitude, and assessment methods, as well as the impact of impairments.	Identify and classify different types of disabilities and their causes. Conduct assessments to understand the magnitude and impact of impairments on individuals.
Unit: 3 Needs and problems of differently abled	
Understand the diverse needs and problems faced by persons with disabilities, including physical, mental, reproductive, and sexual health issues, and their impact on self-esteem and dependence	Understand the physical, mental, reproductive, and sexual health needs of persons with disabilities. Identify and address issues related to dependence and self-esteem among differently abled persons.
Unit: 4 Psychological disabilities	

Explore the psychological aspects of disabilities, including self-thinking, decision-making processes, and behavioural issues.	Able to analyse self-thinking patterns, decision-making processes, and behavioural issues in persons with psychological disabilities. Develop strategies to support individuals with psychological disabilities in making decisions and managing behaviours.
Unit: 5 Cure and treatment	
Examine various therapeutic approaches, such as animal therapy, drama therapy, dance, and music therapy, and understand the role of social workers in the treatment and support of persons with disabilities.	Implement various therapeutic approaches, including animal therapy, drama therapy, dance, and music therapy, for the treatment of differently abled persons. Understand and fulfill the role of a social worker in providing support, advocacy, and intervention for persons with disabilities.

Essential Reading:

- Mani, D. R., & Goyal, P. K. (2015). Disability advocacy and empowerment: A study of rights-based advocacy organizations in India. *Disability, CBR & Inclusive Development*, 26(1), 82-99.
- Ghai, A. (2015). *Rethinking disability in India*. Routledge India.
- Verma, S. K., & Jha, M. K. (Eds.). (2014). *Disability and social exclusion: Experiences of persons with disabilities in India*. SAGE Publications India.
- Mehrotra, N. (2013). Disability, gender and caste intersections in Indian economy. *Indian Journal of Gender Studies*, 20(2), 137-162.
- Deshpande, S., & Thomas, M. J. (Eds.). (2013). *Beyond inclusion: The practice of equal access in Indian higher education*. Routledge India.
- Kumar, N., & Ghai, A. (2012). *Interrogating disability in India: Theory and practice*. Springer India.
- Kothari, J. (2012). *The future of disability law in India: A critical analysis of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995*. Oxford University Press India.
- Gautam, V. (2012). Disability rights movement in India: Politics and practice. *Indian Journal of Social Work*, 73(3), 327-342.

Suggested Reading:

- Pal, G. C. (2010). Disability, intersectionality and deprivation: An analysis of disabled women's access to maternal healthcare in India. *Asian Social Work and Policy Review*, 4(1), 3-24.
- Kar, N. (2010). Community care of mental health in India: Practical issues and prospects. *Journal of Community Psychology*, 38(1), 85-101.
- Kalyanpur, M. (2008). Equality, quality and quantity: Challenges in inclusive education policy and service provision in India. *International Journal of Inclusive Education*, 12(3), 243-262.

- Addlakha, R. (2008). *Deconstructing mental illness: An ethnography of psychiatry, women and the family*. Zubaan.
- Thomas, P. (2005). *Disability, gender and development*. SAGE Publications India.
- Rao, S. (2001). Faculty attitudes and students with disabilities in higher education: A literature review. *College Student Journal*, 38(2), 191-198.

COURSE TITLE: WELFARE AND DEVELOPMENT OF TRIBES

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	MDC	30+70=100	2	1

Course Description

This course explores the socio-economic, cultural, and political dimensions of tribal welfare and development in India. It examines the historical context, policy frameworks, and contemporary challenges faced by tribal communities. The course provides an in-depth understanding of various government and non-government initiatives aimed at improving the lives of tribal populations. Through case studies, research projects, and interactive discussions, students will gain insights into the complexities of tribal development and the strategies for sustainable and inclusive growth.

Unit 1: Introduction to Tribal Communities in India

- Historical background and demographic profile
- Cultural diversity and social organization
- Major tribes and their geographical distribution
- Traditional livelihoods and economic activities

Unit 2: Policy Framework and Legal Provisions

- Constitutional provisions and safeguards for tribes
- Key legislations: PESA, FRA, and others
- Government policies and schemes for tribal development
- Role of Tribal Advisory Councils and Panchayats

Unit 3: Socio-Economic Development Programs

- Education and health initiatives
- Livelihood and employment generation programs
- Infrastructure development: housing, roads, and electrification
- Case studies of successful development projects

Unit 4: Challenges and Issues in Tribal Development

- Land alienation and displacement
- Issues of identity and cultural preservation
- Political marginalization and representation

- Environmental challenges and sustainable development

Unit 5: Role of Various Stakeholders

- Role of central and state governments
- Contributions of NGOs and international organizations
- Community participation and grassroots movements
- Future directions and strategies for inclusive development

Course Objective	Course Outcome
Unit 1: Introduction to Tribal Communities in India	
To understand the historical and socio-cultural background of tribal communities in India	Demonstrate an understanding of the historical context and cultural diversity of tribal communities in India.
Unit 2: Policy Framework and Legal Provisions	
To analyze the policy framework and development programs targeted at tribal welfare.	Analyze and critique the effectiveness of government policies and programs for tribal welfare.
Unit 3: Socio-Economic Development Programs	
To critically evaluate the impact of various initiatives on the socio-economic status of tribal communities.	Identify key challenges and opportunities in the development of tribal areas.
Unit 4: Challenges and Issues in Tribal Development	
To explore the role of government, NGOs, and international organizations in tribal development.	Propose innovative and sustainable solutions for improving the welfare of tribal populations.
Unit 5: Role of Various Stakeholders	
To develop practical solutions for the sustainable development of tribal regions.	Engage in informed discussions about the socio-economic and political issues affecting tribal communities.

Essential Reading:

- Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson Education India.

- Bose, A. B. (2013). *Social Welfare Policy and Programmes in India*. M N Das Institute of Social Sciences.
- Das, G. (2012). *Tribals and Their Social Transformation in India*. Kalpaz Publications.
- Dube, S. C. (2010). *Tribal Heritage of India*. Indian Institute of Advanced Study.
- Elwin, V. (2016). *The Tribal World of Verrier Elwin: An Autobiography*. Oxford University Press.
- Guha, R. (1999). *Savaging the Civilized: Verrier Elwin, His Tribals, and India*. University of Chicago Press.
- Maharatna, A. (2005). *Demographic Perspectives on India's Tribes*. Oxford University Press.
- Mehta, P. (2013). *Tribal Development in India: Problems and Prospects*. Mittal Publications.
- Minz, N. (2010). *Education and Social Change among Tribals in India*. Concept Publishing Company.
- Nathan, D., & Kelkar, G. (2004). *Globalization and Indigenous Peoples in Asia: Changing the Local-Global Interface*. SAGE Publications.
- Rath, G. C. (Ed.). (2006). *Tribal Development in India: The Contemporary Debate*. SAGE Publications.
- Rao, M. S. A. (2002). *Social Movements in India: Studies in Peasant, Backward Classes, Sectarian, Tribal and Women's Movements*. Manohar Publishers & Distributors.
- Singh, K. S. (1995). *The Scheduled Tribes*. Oxford University Press.
- Sundar, N. (1997). *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-2006*. Oxford University Press.
- Verma, R. C. (1990). *Indian Tribes Through the Ages*. Publications Division, Ministry of Information and Broadcasting, Government of India.

COURSE TITLE: CONTEMPORARY SOCIAL ISSUES

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	MDC	30+70=100	2	1

Course Description:

This paper deals with the contemporary social issues. It aims to develop an understanding among students about their magnitude and enable the students to understand the impact of social problems on social life. To prepare students in dealing with social concerns.

Unit I: Understanding Social Problems

- Social problems: Concept, Meaning and Definitions
- Classification of social problems
- Causes and consequences of social problems.
- Social Work response to social problems

Unit II: Poverty, population and Gender and Related concerns

- Poverty: cause, consequences and prevention
- Population problems: Causes, Population explosion and preventive programmers.
- Understanding Gender and Gender based violence
- National and international Initiatives to promote gender equality

Unit III: Vulnerable Groups

- Working Children SC, ST, OBC and Minorities
- Working with Differently Abled
- Working with street children, Beggars and Elderly
- Human trafficking

Unit IV: Health Issues and Concerns

- Reproductive and Child Health: concept, services and significance
- HIV/ AIDS: cause, and prevention
- Mental Health: concept, problems and prevention of mental health problems
- Substance Abuse: cause, types and consequences

Unit V: Environment, Disasters and Society Climate Change

- Environment: concept, types and challenges
- Pollution, global warming and climate change
- Environmental protection
- Disaster management: Concept, types, Disaster management and response

Course objectives	Course Outcomes
Unit I: Understanding Social Problems	
To give them an insight about the prevalent social problems and factors responsible for social problems	Students will have an understanding about cause types and impact of social problems.
Unit II: Poverty, population and Gender and Related concerns	
To provide them an understanding about Poverty, population and Gender and Related concerns of society	Incorporating education about poverty, population and gender into social work curriculum equips future social workers with the knowledge and skills necessary to address one of society's most pervasive and challenging issues.
Unit III: Vulnerable Groups	
To educate and equip students to deal with the vulnerable groups of the society such as SC/ST/ Minorities etc	Students will develop a sensitive approach to deal with these vulnerable groups of the society.
Unit IV: Health Issues and Concerns	
To provide an insight about importance of health in reference to individual, community and society and also make them skilled in dealing various prevalent health issues.	Incorporating knowledge about health issues into social work education ensures that social workers are well-equipped to support the diverse and complex health needs of their clients.
Unit V: Environment, Disasters and Society Climate Change	
It aims to create awareness about importance of Environment and Disaster management in relation to health.	Students will understand that environment and disaster management in relation to health is essential for preparing social workers to effectively address and mitigate the impact of environmental issues and disasters on individual and community health.

Suggested Readings

- Rao, M.S.A. (1978), Social Movements and Social Transformation in India, Vols I & II, New Delhi:
- Macmillan. Sharma, K.L. (ed.) (1977), Social Stratification in India: Issues and Themes. New Delhi: Sage.
- Ahuja, Ram (1992) Social Problems in India, Rawat Publications, Jaipur.
- Becker, H.S (1996) Social Problems: A Modern Approach, John Wiley and Sons, New York.
- Bhatt, U (1963) The Physically Handicapped in India: A Growing National Problem, Popular Book Depot. Bombay.

- Chaturvedi, T.N. (1981) (Ed) Administration for the Disabled: Policy and Organizational issues, Indian institute of Public Administration, New Delhi.
- Fisher, H.J(Ed) (1971) Problems of Urbanization, Leslie Sawhny Programme of Training and Democracy, Bombay
- Habiburrahman M (2001) Social Development, Northern Book Centre, New Delhi.
- Beteille, Andre (1983), Equality and Inequality, Delhi OUP.
- Desai, A.R.(1966), Social Background of Indian Nationalism, Bombay: Popular.
- Desai, A.R. (1986), Agrarian Struggles in India After Independence, Oxford: OUP.
- Ghurye, G.S. (1932), Caste and Class in India, Delhi : OUP.
- Gupta, D. (ed) (1992), Social Stratification in India, Delhi: OUP. Harlambos,
- M. (1980), Sociology : Themes and Perspectives, Delhi:OUP
- Kapadia, K.M. (1958), Marriage and Family in India, Bombay: OUP
- Kolenda, Pauline (1978), Caste in Contemporary India, California: Beajamin

COURSE TITLE: REPORT WRITING AND DOCUMENTATION

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		III	SEC	30+70=100	3	1

Course Description:

This course provides a comprehensive introduction to the principles and practices of report writing and documentation. Designed for students across various disciplines, the course aims to equip them with the skills necessary to effectively communicate technical and non-technical information in written form. Students will learn to create clear, concise, and well-organized reports that meet professional standards. The course covers various types of reports, including research reports, technical reports, business reports, and academic papers. Emphasis will be placed on the structure and components of a report, including the introduction, methodology, results, discussion, conclusion

UNIT-I: Introduction to Report Writing

- Introduction to report writing: Meaning and objectives
- Elements of report writing
- Steps of report writing
- Importance of report writing

Unit-II: Types of Reports

- Types of report: Formal Report and Informal Report
- Analytical Report
- Annual Reports
- Skill for effective report writing

Unit-III: Documentation

- Documentation: Meaning, objectives
- Types of Documentation
- Importance of documentation
- Skills required for documentation

Unit-IV: Effective Writing Skills

- Formal written communication
- Formation of Email, drafting minutes of meeting
- Writing messages for social media platform
- Blogging

Unit-V: Effective Report Writing and Documentation

- Using and presenting data in reports
- Using phrases, pictures, diagrams, tables, and charts in reports
- Field notes
- Record keeping

Course Objective	Course Outcome
Unit-I: Introduction to Report Writing	
In this unit, students will be introduced to the fundamental concepts of report writing, including its meaning, objectives, and importance. They will learn about the key elements and steps involved in the report writing process.	By the end of this unit, students will be able to understand the significance of report writing in various contexts, identify and describe the essential components of a report, and outline the steps necessary to create a well-structured report.
Unit-II: Types of Reports	
This unit aims to differentiate between various types of reports, such as formal and informal reports, analytical reports, and annual reports. Students will develop skills for effective report writing by understanding the specific characteristics and purposes of each type of report.	Upon completion of this unit, students will be proficient in identifying different types of reports, comprehending their unique features, and applying the skills necessary to write them effectively.
Unit-III: Documentation	
The focus of this unit is on understanding the meaning, objectives, and importance of documentation in professional settings. Students will learn about different types of documentation and the role it plays in maintaining accurate records.	By the end of this unit, students will be able to define documentation, categorize various types of documentation, and appreciate the critical role of comprehensive and accurate documentation in various professional practices.
Unit-IV: Effective Writing Skills	

Students will learn how to draft professional emails, minutes of meetings, and messages for social media platforms and blogs. The objective is to develop the ability to communicate effectively in written form across different mediums.	Upon completing this unit, students will be skilled in crafting professional emails, documenting meeting minutes, and creating engaging content for social media and blogs.
Unit-V: Effective Report Writing and Documentation	
students will learn how to effectively use and present data in their reports, incorporating visual aids such as phrases, pictures, diagrams, tables, and charts. They will also understand the importance of field notes and record-keeping practices.	By the end of this unit, students will be adept at enhancing their reports with visual elements, presenting data clearly, and maintaining meticulous records through effective field notes and documentation practices.

Reading References:

- Anderson, P. V. (2013). Technical communication: A reader-centered approach (8th ed.). Wadsworth Cengage Learning.
- Gerson, S. J., & Gerson, S. M. (2017). Technical communication: Process and product (9th ed.). Pearson.
- O'Hair, D., Rubenstein, H., & Stewart, R. (2018). A pocket guide to public speaking (6th ed.). Bedford/St. Martin's.
- Lannon, J. M., & Gurak, L. J. (2019). Technical communication (14th ed.). Pearson.
- Markel, M. (2018). Technical communication (12th ed.). Bedford/St. Martin's.
- Miller-Cochran, S. K., & Rodrigo, R. L. (2021). The Cengage guide to research (4th ed.). Cengage.
- Rugg, G., & Petre, M. (2007). The unwritten rules of PhD research. Open University Press.
- Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.
- Weiss, E. H. (2015). The elements of international English style: A guide to writing correspondence, reports, technical documents, and internet pages for a global audience (2nd ed.). Routledge.
- Woolsey, L. K. (1986). The critical incident technique: An innovative qualitative method of research. American Institutes for Research.

COURSE TITLE: 21ST CENTURY SKILLS

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		III	SEC	30+70=100	3	1

Course Description:

The 21st Century Skills course is designed to help students develop the competencies needed to succeed in a rapidly changing, digital, and interconnected world. Through a combination of theoretical instruction and practical exercises, students will explore and practice key skills such as critical thinking, creativity, collaboration, and communication. The course will also cover important aspects of information and media literacy, technology proficiency, and social and leadership skills. Students will engage in activities, projects, and discussions that promote active learning and real-world application of these skills.

Unit 1: Introduction to 21st Century Skills

- Definition and importance of 21st-century skills.
- Overview of key skills: critical thinking, problem-solving,
- Communication and collaboration,
- Digital literacy and adaptability.

Unit 2: Critical Thinking and Problem-Solving

- Definition and importance of critical thinking.
- Problem-solving strategies and techniques.
- Application of critical thinking
- Problem-solving in real-life scenarios.

Unit 3: Communication and Collaboration

- Fundamentals of effective communication.
- Verbal and non-verbal communication skills.
- Teamwork strategy
- Collaboration strategy

Unit 4: Digital Literacy and Technology Proficiency

- Overview of digital literacy.
- Navigating digital tools and platforms.
- Ethical use of technology
- Digital citizenship.

Unit 5: Adaptability and Lifelong Learning

- Importance of adaptability in the 21st century.
- Strategies for lifelong learning
- Continuous improvement in digital era
- Balancing personal and professional growth.

Course Objective	Course Outcome
Unit 1: Introduction to 21st Century Skills	
<ul style="list-style-type: none"> • Understand the concept and significance of 21st-century skills. • Identify and describe the key components of 21st-century skills. 	<ul style="list-style-type: none"> • Articulate the importance of 21st-century skills. • Identify various 21st-century skills and their applications.
Unit 2: Critical Thinking and Problem-Solving	
<ul style="list-style-type: none"> • Develop critical thinking skills. • Learn and apply effective problem-solving techniques. 	<ul style="list-style-type: none"> • Analyze problems and develop logical solutions. • Demonstrate critical thinking in academic and professional contexts
Unit 3: Communication and Collaboration	
<ul style="list-style-type: none"> • Enhance verbal and non-verbal communication skills. • Understand and practice effective teamwork and collaboration. 	<ul style="list-style-type: none"> • Communicate effectively in various contexts. • Collaborate efficiently with others in team settings.
Unit 4: Digital Literacy and Technology Proficiency	
<ul style="list-style-type: none"> • Build digital literacy skills. • Use digital tools and technologies proficiently. 	<ul style="list-style-type: none"> • Demonstrate proficiency in using digital tools. • Practice ethical use of technology in personal and professional contexts.
Unit 5: Adaptability and Lifelong Learning	
<ul style="list-style-type: none"> • Develop adaptability and resilience. • Foster a mindset of lifelong learning. 	<ul style="list-style-type: none"> • Adapt to changing environments effectively. • Commit to continuous personal and professional development.

Essential Reading:

- Robinson, K., & Aronica, L. (2015). *Creative Schools: The Grassroots Revolution That's Transforming Education*. Viking. ISBN 978-0670025297
- Wagner, T. (2014). *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It*. Basic Books. ISBN 978-0465037671
- Heick, T. (2014). *Teaching in the Digital Age: The Teacher's Guide to 21st Century Learning*. Corwin. ISBN 978-1452236580
- Saavedra, A. R., & Opfer, V. D. (2012). *Learning 21st Century Skills: Lessons from the Learning Sciences*. Asian Development Bank. ISBN 978-9290927214
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press. ISBN 978-0807753456
- Zhao, Y. (2012). *World Class Learners: Educating Creative and Entrepreneurial Students*. Corwin. ISBN 978-1452216407
- Dede, C. (2010). *Comparing Frameworks for 21st Century Skills*. Harvard Education Press. ISBN 978-1612500271
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. Jossey-Bass. ISBN 978-0470528525
- Robinson, K. (2009). *The Element: How Finding Your Passion Changes Everything*. Viking. ISBN 978-0670029554
- Pink, D. H. (2006). *A Whole New Mind: Why Right-Brainers Will Rule the Future*. Riverhead Books. ISBN 978-1594481710

Suggested Reading:

- Bellanca, J. A., & Brandt, R. S. (Eds.). (2010). *21st century skills: Rethinking how students learn*. Solution Tree Press.
- Saavedra, A. R., & Opfer, V. D. (2012). Learning 21st-century skills requires 21st-century teaching. *Phi Delta Kappan*, 94(2), 8-13. <https://doi.org/10.1177/003172171209400203>
- Spector, J. M. (2016). Concepts, methodologies, tools, and applications for 21st century education. IGI Global.
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.
- Voogt, J., & Roblin, N. P. (2012). A comparative perspective on 21st century skills. In B. P. V. S. H. B. Ståhl, & B. McCormick (Eds.), *21st century skills and competences in European education* (pp. 25-45). Springer.
- Wagner, T. (2014). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what we can do about it*. Basic Books.
- Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new

millennium learners in OECD countries. OECD Education Working Papers, No. 41. <https://doi.org/10.1787/218525261154>

- Herold, B. (2016). The importance of teaching 21st-century skills. Education Week. Retrieved from <https://www.edweek.org>
- Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. Teachers College Press.
- Partnership for 21st Century Learning. (2015). P21 framework definitions. Retrieved from <http://www.battelleforkids.org/networks/p21/frameworks-resources>

COURSE TITLE: LEADERSHIP SKILLS

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		III	SEC	30+70=100	2	1

Course Description:

This course provides a comprehensive overview of leadership skills, focusing on the development and enhancement of leadership capabilities. It covers theoretical frameworks, practical applications, and essential tools for effective leadership. Through interactive sessions, case studies, and real-world applications, students will gain a deep understanding of various leadership styles, communication strategies, decision-making processes, and ethical considerations.

Unit 1: Foundations of Leadership

- Introduction to Leadership: Definitions and Importance
- Historical Evolution of Leadership Theories
- Key Leadership Styles: Autocratic, Democratic, Laissez-faire, and Transformational Leadership
- Contemporary Leadership Models: Servant Leadership, Authentic Leadership

Unit 2: Communication and Interpersonal Skills

- Effective Communication: Verbal and Non-Verbal
- Active Listening and Feedback Mechanisms
- Conflict Resolution and Negotiation Skills
- Building and Maintaining Relationships

Unit 3: Decision Making and Problem Solving

- Decision-Making Processes: Rational and Intuitive Approaches
- Problem-Solving Techniques: SWOT Analysis, Root Cause Analysis
- Risk Management and Decision-Making Under Uncertainty
- Case Studies on Decision-Making in Leadership

Unit 4: Emotional Intelligence and Self-Awareness

- Understanding Emotional Intelligence (EI)
- Self-Awareness and Self-Regulation
- Empathy and Social Skills in Leadership
- Assessing and Developing Personal EI

Unit 5: Ethical and Cross-Cultural Leadership

- Ethics and Integrity in Leadership
- Cultural Intelligence and Leading Diverse Teams
- Corporate Social Responsibility (CSR)
- Global Leadership Challenges and Opportunities

Course Objective	Course Outcome
Unit 1: Foundations of Leadership	
To understand the fundamental concepts and theories of leadership	Demonstrate a clear understanding of key leadership theories and concepts.
Unit 2: Communication and Interpersonal Skills	
To develop critical leadership skills, including communication, decision-making, and team management.	Exhibit advanced communication and interpersonal skills required for effective leadership.
Unit 3: Decision Making and Problem Solving	
To enhance self-awareness and emotional intelligence in leadership contexts.	Make informed and ethical decisions in leadership roles.
Unit 4: Emotional Intelligence and Self-Awareness	
To explore ethical and cultural dimensions of leadership.	Manage and lead teams effectively, fostering a collaborative work environment.

Unit 5: Ethical and Cross-Cultural Leadership

To apply leadership theories and skills in practical, real-world scenarios.

Apply leadership skills in diverse and dynamic situations, adapting to various challenges.

Essential Reading:

- Northouse, P. G. (2018). *Leadership: Theory and Practice*. Sage Publications.
- Yukl, G. (2012). *Leadership in Organizations*. Pearson.
- Goleman, D. (2000). *Leadership That Gets Results*. Harvard Business Review.
- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior*. Pearson.
- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2011). *Crucial Conversations: Tools for Talking When Stakes Are High*. McGraw-Hill Education.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership*. Harvard Business Review Press.
- Bazerman, M. H., & Moore, D. A. (2012). *Judgment in Managerial Decision Making*. Wiley.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. TalentSmart.
- Boyatzis, R. E., & McKee, A. (2005). *Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope, and Compassion*. Harvard Business Review Press.
- Treviño, L. K., & Nelson, K. A. (2016). *Managing Business Ethics: Straight Talk about How to Do It Right*. Wiley.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. McGraw-Hill Education.
- Pless, N. M., & Maak, T. (2011). *Responsible Leadership: Pathways to the Future*. Springer.

COURSE TITLE: CLIMATE ACTION AND SOCIAL WORK

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	SEC	30+70=100	2	1

Course Descriptions:

This course delves into the intersection of climate change and social work. It explores the impacts of climate change on vulnerable populations and prepares students to build strategies for community-based climate action. Students will develop skills to integrate climate change considerations into social work practice and advocate for promoting climate justice, building community resilience, and fostering sustainable solutions. The course emphasizes practical skills, including community engagement, project development, and collaboration with environmental partners, to equip social workers with the tools necessary to address climate challenges and build resilient communities.

Course content:**Unit 1: Introduction to Climate Change and Social Work**

- Overview of climate change: causes, impacts, and current trends
- Climate change and Social justice
- Eco-social work: A new paradigm
- Addressing climate change Issues

Unit 2: Climate Change and Vulnerable Populations

- Impact of climate change on marginalized communities
- Climate-induced displacement
- Climate Change and migration
- Health impacts of climate change on vulnerable groups

Unit 3: Environmental Justice and Advocacy

- Principles of environmental justice

- Climate advocacy and Social Work
- Policy frameworks and international agreements on climate action
- Case studies on successful environmental justice movements

Unit 4: Community-Based Climate Action (Practice based)

- Field visits to community-based climate action projects
- Practical workshops on developing climate action plans
- Practical exposure to participatory approaches to climate resilience
- Group projects on community-based climate action

Unit 5: Integrating Climate Action into Social Work Practice (Practice based)

- Understanding climate-informed interventions through Role-playing
- Development of individual climate action plans benefiting the local area
- Development of group climate action plans benefiting the local area
- Practice assessment of local environmental risks

COURSE OBJECTIVE	COURSE OUTCOMES
Unit 1: Introduction to Climate Change and Social Work	
Introduces students to the fundamentals of climate change, its interconnections with social justice, and the evolving role of social work in addressing these challenges	understand climate change, its social implications, the emergence of eco-social work, and the potential roles of social workers in addressing climate challenges.
Unit 2: Climate Change and Vulnerable Populations	
Explores the disproportionate impacts of climate change on marginalized populations, examining forced migration, health vulnerabilities, and real-world case studies.	Grasp the fundamentals of climate change, its global implications, its intersection with social inequality, and the emerging field of eco-social work, while exploring potential roles for social workers in addressing climate challenges.
Unit 3: Environmental Justice and Advocacy	
Delves into the core principles of environmental justice, develop effective advocacy strategies, analyze policy frameworks, and learn from successful	Understand core principles of environmental justice, develop advocacy strategies, analyze climate policies, and

environmental justice movements through case studies.	learn from case studies of successful environmental justice movements.
Unit 4: Community-Based Climate Action (Practice)	
Explores grassroots climate action initiatives, participatory approaches to building resilience, case studies of community-led projects to get oriented about the climate adaption and mitigation efforts.	Learn about climate action initiatives, understand participatory approaches and gain insights from the community led adaption and mitigation strategies.
Unit 5: Integrating Climate Action into Social Work Practice (Practice)	
Unit 5 Equips students to assess environmental risks, learn about climate-informed interventions, learn community resilience, and foster collaborations to address climate challenges.	Fain insights into environmental risk assessment, design climate-informed interventions, and build effective partnerships to address climate challenges within social work practice.

Essential readings

- Dominelli, L. (2012). Green Social Work: From Environmental Crises to Environmental Justice.
- Hessle S. (2016). Environmental Change and Sustainable Social Development. Routledge
- Gray M. Coates J. & Hetherington, T (2012). Environmental Social Work. Routledge
- Delina L. (2018). Climate Actions: Transformative Mechanisms for Social Mobilisation. Birkhauser Verlag

Suggested Readings:

- Madhanagopal Devendraj., & Nikku Bala (2023). Social Work and Climate Justice International Perspective. Routledge.
- Rinkel M. & Powers M. Social Work Promoting Community and Environmental Sustainability. IFSW
- Hoff, M. D., & McNutt, J. G. (Eds.). (1994). The global environmental crisis: Implications for social welfare and social work. Avebury.
- National Association of Social Workers (NASW). Climate Change and Social Work Action Guide. <https://www.socialworkers.org/Advocacy/Social-Justice/Environmental-Justice-and-Climate-Change>

COURSE TITLE: MICRO SKILLS IN COUNSELLING

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	VAC	30+70=100	2	1

COURSE DESCRIPTION:

This course focuses on essential counselling skills, including attending, listening, questioning, paraphrasing, and summarising. Students will learn and practise these micro skills to enhance their effectiveness in counselling relationships. It importantly aims to provide students with an understanding of the essential micro- skills required in counselling.

Course contents:

Unit I: Introduction to Micro Skills in counselling

- Definition of Micro Skills in counselling, and its importance
- Understanding of basic counselling skills
- Importance of rapport building in counselling
- Roles and Responsibilities of counsellor.

Unit II: Theories of Counselling

- Humanistic theories
- Cognitive- Behavioral theory
- Psychoanalytic theory
- Holistic counselling

Unit III: Advanced Counselling Skills

- Attending and Active Listening
- Questioning
- Reflecting and Paraphrasing
- Summarising

Unit IV: Micro Skills Practice (Practice Based)

- Introduction to practical sessions on Counselling

- Overview of practical requirements
- Role play exercises and simulations to practice attending, listening, questioning, paraphrasing, and summarising
- Analysis of real-life case studies

Unit V: Crisis Intervention and Case management (Practice based)

- Understanding Crisis intervention (Organizing Mock counselling process)
- Exposure to the Counselling clinics to understand the process of Crisis intervention
- Exposure to the Counselling setting to understand Case management and its processes
- Understanding Ethical Considerations in practical setting

COURSE OBJECTIVE	COURSE OUTCOMES
Unit I: Introduction to Micro Skills in counselling	
To introduce students to the foundational micro- skills necessary for effective counselling practice. These include active listening, empathy, questioning techniques, and nonverbal communication.	Demonstrate the ability to effective use of core counselling micro-skills, including active listening, empathy, paraphrasing and appropriate questioning techniques to engage with clients and create a supportive environment.
Unit II: Theories of Counselling	
Provide students with the comprehensive understanding of the major theories of counselling, including their historical backgrounds, key concepts, and practical implications.	Development of ability to identify and articulate the fundamental principles and techniques associated with major counselling theory. And also, to critically evaluate the effectiveness of theories in different contexts and divers population.
Unit III: Advanced Counselling Skills	
To deepen students understanding and proficiency in advanced counselling techniques and interventions. And, to equip students with advanced theoretical knowledge and practical skills necessary to effectively assess, diagnose, treat and support clients in achieving positive therapeutic out comes.	Demonstrate an advanced level of competence in therapeutic communication, intervention strategies, and ethical decision making, which will also enable to conduct assessments, treatment plans, and implement interventions tailored to specific needs of clients.
Unit V: Micro Skills Practice	

To enhance students' proficiency in essential counselling techniques and interpersonal skills through focused practice and feedback. Also experiencing the core counselling micro- skills by engaging in role-play exercises, stimulation, and peer reviews.	Demonstration of high level of competency in utilizing fundamental counselling micro- skills during interaction with clients through both, theoretical and practical knowledge
Unit IV: Crisis Intervention and Case management	
To provide students with a comprehensive understanding of the principles and practice involved in managing acute psychological crises and coordinating care for clients and develop management skills to support clients' holistic well- being.	Demonstrate the ability to accurately assess, formulate and implement crisis intervention plans that prioritize client safety and stability. Additionally, students will develop competency in case management by coordinating multidisciplinary services, and advocating for clients' need.

Essential Readings

- Ivey, A.E., & Ivey, M.B. (2020). Essentials of intentional interviewing: Counselling in a multiculture world. Cengage Learning.
- Hills, C.E., & O'Brien, K.M. (2018). Helping Skills: Facilitating exploration, insight, and action. Routledge.
- Corey, G. (2020). Theory and practice of counseling and psychotherapy. Cengage Learning.
- Egan, G., (2013) The skilled Helper: A problem-0 Manage,ent and Opportunity- Dvelopment Approach to Helping.
- Cormier, S., Nurius, P.S., & Osborn, C.J. (2016). Interviewing and change strategies for helpers: Fundamental skills and Cognitive Behavioral Interventions. Cengage Learning.
- Hackney, H. & Cormier, S.(2012). The professional Counselor: A process guide to Helping. Pearson.
- Prochaska, J. O., & Norcross, J.C. (2018). System of Psychotherapy: A transtheoretical Analysis. Oxford University Press.
- Seligman, L. & Reichenberg, L. W (2014). Theories of Counseling and PsychotherapyL System, strategies, and skills. Pearson.
- Meyers, R.J., & Miller, W.R. (2001) A Community Reinforcement Approach Treatment. Cambridge University Press.

Suggested Readings:

- Hill, C.E.,& O'Brien, K. M., (2018) Helping Skills: Fecilitating exploration, insight, and action. Routledge.

- Neukrug, E.S. (2018). Theories of Counseling and Therapy: An Experiential Approach. Sage Publication.
- Capuzzi, D., & Stauffer, M.D. (2016) Counseling and Psychotherapy: Theories and Intervention. American Counselling Association.
- C. J. (2016). Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions. Cengage Learning.
- Nicholas, M.P. (2013). The Essentials of Family Therapy. Pearson
- Wagner, S.L., White, N., & Regehr, C. (2009). Disaster Management systems. Jones & Bartlett Learning.

COURSE TITLE: PERSONALITY DEVELOPMENT

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	VAC	30+70=100	2	1

Course Description:

This course is designed to help individuals enhance their personal and professional growth through the development of key personality traits and soft skills. The course covers self-awareness, communication, emotional intelligence, leadership, and personal branding.

Course content:

Unit 1: Self-Awareness and Self-Assessment

- Definition and Importance
- Overview of Key Components
- Self-Assessment Techniques
- Setting Personal Goals

Unit 2: Effective Communication Skills

- Fundamentals of Communication
- Types of Communication
- Public Speaking and Presentation Skills
- Interpersonal Communication

Unit 3: Emotional Intelligence and Resilience

- Understanding Emotional Intelligence (EI)
- Components of EI: Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills
- Building resilience and coping mechanisms for adversity
- Developing a Growth Mindset

Unit 4: Leadership and Influence (Practiced based)

- Group exercise to understand the leadership and its influence
- Analysing and presenting the leadership style of a leader the students admire

- Identifying the influence techniques of a leader the students admire
- A group project to practice leadership and decision-making skills.

Unit 5: Personal Branding and Professional Growth (Practice based)

- Exercise to develop a personal branding statement
- Exercise to create a professional online profile
- Practice assignment to create a career development plan with actionable steps for professional growth.
- A comprehensive project demonstrating personal growth and application of skills learned.

Course Objectives	Course Outcomes
Unit 1: Self-Awareness and Self-Assessment	
To develop a deep understanding of personal traits, strengths, and areas for growth through self-assessment tools and reflective practices, enabling students to set actionable goals for personal and professional development.	Students will be able to critically analyse their self-assessment results to gain insights into their personality traits, strengths, and areas for improvement. This unit will enhance their self-awareness and self-assessment, and enable them to create a clear path for personal and professional advancement.
Unit 2: Effective Communication Skills	
To equip students with the essential communication skills needed to effectively convey ideas, engage in active listening, and foster positive interpersonal relationships, both in personal and professional settings. This unit aims to develop students' abilities in verbal and non-verbal communication, public speaking, and conflict resolution, enabling them to enhance their overall communication effectiveness and build stronger connections with others.	Students will be adept at utilizing both verbal and non-verbal communication techniques to clearly and persuasively express ideas. They will enhance their ability to actively listen and engage in meaningful dialogues, confidently deliver public speeches, and resolve conflicts constructively. Additionally, students will be equipped to use various professional communication tools effectively, fostering positive interpersonal relationships and strengthening their overall communication proficiency in diverse settings.
Unit 3: Emotional Intelligence and Resilience	

<p>To develop students' emotional intelligence and resilience by enhancing their ability to recognize, understand, and manage their own emotions, as well as empathize with others. This unit aims to provide strategies for coping with stress and adversity, fostering a growth mindset, and building strong, supportive relationships, ultimately equipping students with the skills to navigate challenges effectively and maintain emotional well-being in both personal and professional contexts.</p>	<p>Students will be capable of effectively recognizing and managing their own emotions while demonstrating empathy towards others. They will have developed practical strategies for handling stress and adversity, cultivating a growth mindset, and building resilient relationships. This unit will enable students to navigate emotional challenges with greater ease and maintain a balanced, positive approach to both personal and professional situations.</p>
<p>Unit 4: Leadership and Influence (Practice based)</p>	
<p>To develop practical leadership and influence skills through hands-on experiences and real-world applications, enabling students to effectively lead teams, inspire others, and drive organizational success. This unit focuses on experiential learning to practice various leadership styles, influence strategies, and decision-making processes, equipping students with the tools and confidence to lead effectively and make a positive impact in professional environments.</p>	<p>Students will have gained practical experience in applying various leadership styles and influence techniques in real-world scenarios. They will be adept at leading teams, making informed decisions, and motivating others effectively. This hands-on approach will enhance their ability to drive organizational success, manage challenges, and inspire positive change within their professional environments.</p>
<p>Unit 5: Personal Branding and Professional Growth (Practice based)</p>	
<p>To enable students to develop and implement a personal brand and strategic plan for professional growth through practical exercises and real-world applications. This unit focuses on creating a distinctive personal brand, leveraging networking opportunities, and setting actionable career goals, providing students with the skills and experience necessary to advance their professional development and enhance their marketability in their chosen fields.</p>	<p>Students will have effectively created and refined their personal brand, demonstrating a clear, unique identity in their professional field. They will have developed practical strategies for networking and career advancement, set actionable goals, and implemented a structured plan for ongoing professional development. This hands-on experience will equip students with the skills and confidence to enhance their marketability and drive their career growth successfully.</p>

Essential Readings

- Miller, Donald. (2017). *Building a Story Brand: Clarify Your Message So Customers Will Listen*. HarperCollins Leadership.
- Cragun, Shane. (2016). *Reinvention: Accelerating Results in the Age of Disruption*. Per Capita Publishing
- Sinek, Simon. (2014). *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*. Penguin Random House
- Maxwell, John C. (2011). *The 5 Levels of Leadership: Proven Steps to Maximize Your Potential*. Center Street.
- Kang, Karen. (2002). *The Personal Branding Phenomenon: Realize Greater Influence and Impact*. Koehler Books
- The Arbinger Institute. (2000). *Leadership and Self-Deception: Getting Out of the Box*. Berrett-Koehler Publishers.
- Myers, I. B., & Myers, P. B. (1995). *Gifts Differing: Understanding Personality Type*. Nicholas Brealey Publishing.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books

Suggested Readings

- Brown, Brené. (2018). *Dare to Lead: Bold Work. Tough Conversations. Whole Hearts*. Random House.
- Schutte, N. S., & Malouff, J. M. (2011). "The Assessments of Emotional Intelligence: A Review of Current Instruments." *International Journal of Organizational Analysis*, 19(3), 189-207.
- Clifton, D. C., & Harter, J. K. (2003). *StrengthsFinder 2.0*. Gallup Press.
- Covey, Stephen R. (1989). *The 7 Habits of Highly Effective People*. Free Press
- Kaputa, Catherine. (2006). *You Are a Brand! How Smart People Brand Themselves for Business Success*. Kaplan Publishing.
- Myers, I. B., & Myers, P. B. (1995). *Gifts Differing: Understanding Personality Type*. Nicholas Brealey Publishing.
- Branden, N. (1994). "The Six Pillars of Self-Esteem." *The Journal of Humanistic Psychology*, 34(4), 38-42
- Covey, S. R. (1989). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
- Cialdini, Robert B. (1984). *Influence: The Psychology of Persuasion*. Harper Business.

COURSE TITLE: COMMUNICATION SKILLS AND DEVELOPMENT OF SELF

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	VAC	30+70=100	2	1

COURSE DESCRIPTION:

This course focuses on Developing Communication Skills and self-awareness to enhance personal and professional relationships and emphasizes self-development strategies. Student will gain practical insights into effective verbal and non-verbal communication, active listening, and self-awareness, along with techniques for personal growth and self-improvement.

Course contents:**Unit I: Foundations of Communication**

- Meaning, Definitions, types and Importance
- Principles of Communication
- Communication models
- Communication Ethics

Unit II: Self-Discovery and Emotional Intelligence

- Understanding the concept of Self- discovery and its importance.
- Understanding personality type and traits.
- Emotional Intelligence and empathy
- Self-awareness

Unit III: Communication in relationships and conflict resolution

- Communication in personal relationships
- Communication in professional relationships
- Understanding Conflict
- Conflict resolution and negotiation skills

Unit IV: Communication Skills exercises (Practice based)

- Role- plays and stimulation to practice effective communication skills
- Group Discussions and activities to build self- awareness and empathy
- Practical session on public speaking and presentation skills.
- Group activities on collaborative decision making

Unit IV: Personal Development exercises (Practice based)

- Practice sessions on strategies for personal development
- Projects on Creating a personal vision and mission statement.
- SWOT analysis on their personal Self
- Peer activities on preparing personal growth plans

COURSE OBJECTIVE	COURSE OUTCOMES
Unit I: Foundations of Communication	
To equip students with fundamental communication skills necessary for effective interpersonal interactions, professional settings, and public speaking and help them develop students' abilities in verbal and nonverbal communication, active listening, and critical thinking.	Demonstrate a clear and confident ability to articulate ideas and information across various formats, including written, spoken, and digital communication.
Unit II: Self-Discovery and Emotional Intelligence	
Help them understand their own emotions, strengths, and values, while developing skills to manage emotions and build meaningful relationships with enhancing their ability to empathize with and connect to others.	Demonstrate greater empathy, effective communication, and building of stronger personal and professional relationships through a deeper understanding of themselves and those around them.
Unit III: Communication in relationships and conflict resolution	
To teach students effective communication strategies to build and maintain healthy relationships while managing and resolving conflicts constructively. The course focuses on enhancing skills in active listening, expressing needs and concerns clearly, and employing problem-solving techniques to address disagreements.	Develop ability to communicate more effectively with others, handle conflicts calmly and respectfully, and foster positive relationships

Unit IV: Communication Skills workshop	
To provide practical tools and strategies to improve students' participation, verbal and written communication, boost their confidence, and facilitate better interactions in both personal and professional environments.	They will be better equipped to engage in meaningful conversations, present their ideas persuasively, and resolve misunderstandings, leading to more successful and productive interactions in various aspects of their lives.
Unit IV: Personal Development Project	
To guide students through a structured process of personal reflection, skill development, and actionable planning to enhance their self-awareness and achieve their personal and professional aspirations.	Students will have a clear understanding of their strengths and areas for improvement, and will demonstrate increased self-awareness, effective goal-setting skills, and the ability to implement and adjust their plans, resulting in tangible progress towards their personal development objectives.

Essential readings:

- Reddy, A. (2021) *The role of cultural context in communication and conflict resolution: insights and Indian perspective*. International Journal of conflict management , 32(4), 45-59.
- Sharma, R. (2020). *Effective communication and conflict resolution in relationships*. Sage publication.
- Adler, R. B. Rodman, G. R., & Du Pre, A. (2019) *Understanding human Communication* (14 th ed.) . Oxford University Press.
- Kumar, S., & Gupta, N. (2019) *Communication Strategies for resolving conflict in Indian Family relationships*. Journal of family studies, 25(3), 234-248.
<https://doi.org/10.1080/12345678.2019.1234567>
- Narayan, R. (2018). *Journey to Self- discovery: Enhancing Emotional Intelligence*, Sage Publication.
- Rao, K.S. (2017). *Cognitive- Behavioral interventions for anger management*. Journal of Indian Academy of Applied Psychology, 43(1), 23-29.
- Chadha , N.K., & Singh, P. (2015). *Managing stress and anger in the workplace: A comprehensive guide*. Sage Publication.

- Canary, D.J., & Lakey, S.G., (2013) *Strategic Conflict: Communication for the workplace and beyond* (2nd ed.) Routledge.
- Kumar, S. & Mehta, P.(2011). *Exploring the role of emotional intelligence and self-discovery in personal growth*. Indian Journal of Psychological Research,25(3), 150-165.
- Burleson, B.R., & Greene, J.O. (2003). Handbook of communication and social interaction skills. In J.O. Green & B. R. Burleson (Eds). *Handbook of Communication and social interaction skills* (pp. 3-21) Lawrence Erlbaum Associate Publishers.
- Bandura, A. (1997). *Self- efficacy: Towards a unifying theory of behavioral change* . Psychological Review, 84(2), 191- 215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Goleman, D. (1995), *Emotional Intelligence: Why it can Matter more than IQ* : Bantam Books.
- Bolton, R. (1989). *People skills: How to assert yourself, listen to others, and resolve Conflicts*. Touchstone.
- Patel. M. (2018). *Understanding interpersonal dynamics: strategies for effective communication*. Oxford University Press.

Suggested Readings:

- Cherry, K. (2001) *what is self- concept and how does it form?* Verywell Mind. Retrieved from <https://www.verywellmind.com/what-is-self-concept-2795865>
- Guffey, M. E., & Lowey, D. (2020) *Essentials of Business Communication* (11th ed.). Cengage Learning
- Devito, J. A (2019). *The interpersonal Communication Book* (15th ed.). Pearson.
- Adler, R.B. ,& Proctor, R.F.(2016)*Looking Out , looking in* (15th Ed.) Cengage Learning.
- Deci, E. I. & Ryan, R. M (2000). The “ what” and “why” of goal pursuit:Human needs and the self-determination of behaviour. *Psychology Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

COURSE TITLE: FOOD SECURITY AND SUSTAINABLE LIVELIHOOD

Programme	Course Code	Semester	Nature	Marks	Credits	Level
UG		I / II	VAC	30+70=100	2	1

Course Description:

This course provides students with a comprehensive understanding of the concepts, issues, and strategies related to food security and sustainable livelihood. The course aims to equip students with the knowledge and practical skills needed to promote food security and support sustainable livelihood in diverse communities. Students will learn about traditional and modern agricultural systems, climate-smart agriculture, and the Green Revolution. The course emphasizes grassroots approaches, participatory planning, livelihood diversification, and the role of microfinance and rural entrepreneurship in enhancing resilience and economic opportunities and provides practical exposure to students through field visits, role-playing, and group projects.

Unit 1: Introduction to Food Security

- Definitions of Food security
- Determinants of food security
- Factors influencing food security
- Global food security challenges, global hunger trends

Unit 2: Sustainable Livelihood

- Concept and definitions of Sustainable livelihood
- principles of sustainable livelihood
- Sustainable Livelihood Framework (SLF)
- Key assets and resources for sustainable livelihood

Unit 3: Agricultural Systems, Food Production and Challenges

- Traditional and modern agricultural systems
- The Green Revolution: Successes and Limitations
- Food Security Challenges

- Food supply chains and value addition

Unit 4: Community-Based Food Security Initiatives (Practice based)

- Exercises on developing community food security plans
- Community visits to understand their indigenous Food Security strategies
- Group project on Designing a Community Food Security Intervention Plan
- Field visits to community gardens and urban agriculture projects

Unit 5: Sustainable Livelihood Strategies (Practice based)

- Role-playing and simulations on livelihood strategy development
- Visit to community to understand livelihood diversification
- Case studies and best practices in agriculture, livelihood diversification and entrepreneurship
- Microfinance and rural entrepreneurship

COURSE OBJECTIVE	COURSE OUTCOMES
Unit 1: Introduction to Food Security	
Provides an overview of food security, identifies its determinants, understands the factors and analyses the global food security challenges.	understand the concept of food security and its key four indicators, learn the factors that influence food security, analyse global food security challenges and hunger trends
Unit 2: Sustainable Livelihood	
Provides an overview of sustainable livelihood and Sustainable Livelihood Framework to analyse and evaluate livelihood strategies in various contexts and equip students with the knowledge to identify key assets and resources necessary for fostering sustainable livelihood in communities.	Understand the concept of sustainable livelihood and the Sustainable Livelihood Framework and its relevance to development. Develop a strong foundation in assets and resources that are critical for building sustainable livelihood.
Unit 3: Agricultural Systems, Food Production and Challenges	
provides insights into the agricultural systems, food production processes and the associated challenges. Students will also examine the	Learn the agricultural systems, including climate-smart practices, gain insights into food supply chains and value addition, and

Green Revolution's achievements and limitations, gaining insights into sustainable agricultural practices, such as climate-smart agriculture.	learn the challenges of population growth, climate change, and the Green Revolution in the context.
Unit 4: Community-Based Food Security Initiatives (Practice based)	
Facilitates practical understanding of grassroots food security initiatives, applying participatory approaches to food security planning, and designing and exploring community-based food security interventions.	Gain knowledge of various grassroots approaches to food security and be able to apply this knowledge to develop practical community food security plans through field visits and working collaboratively in group projects to address food security challenges at the community level.
Unit 5: Sustainable Livelihood Strategies (Practice based)	
Provides practical experience in developing sustainable livelihood strategies, focusing on livelihood diversification, community-based natural resource management, and entrepreneurship through hands-on activities such as role-playing, site visits, and case studies.	Develop understanding to develop sustainable livelihood strategies through diversification, resource management and entrepreneurship through hands-on experiences and case studies.

Essential Readings:

- FAO, IFAD, UNICEF, WFP and WHO. (2021). The State of Food Security and Nutrition in the World 2021. Rome, FAO.
- Sati, V. P., Vangchhia, L. (2016). A Sustainable Livelihood Approach to Poverty Reduction: An Empirical Analysis of Mizoram, the Eastern Extension of the Himalaya. Germany: Springer International Publishing.
- Scoones, I. (2015). Sustainable Livelihoods and Rural Development. Practical Action Publishing.
- Nagothu, U. S. (2014) Food Security and Development: Country Case Studies. United Kingdom: Taylor & Francis.
- Chambers, R., & Conway, G. (1992). Sustainable rural livelihoods: practical concepts for the 21st century. IDS Discussion Paper 296, Brighton: IDS.

Suggested Readings:

- Pritchard, B., Rammohan, A., Sekher, M., Parasuraman, S., Choithani, C. (2013). *Feeding India: Livelihoods, Entitlements and Capabilities*. United Kingdom: Taylor & Francis.
- Lyons, K., Wallington, T. (2013). *Food Security, Nutrition and Sustainability*. United Kingdom: Earthscan.
- *Agriculture in Urban Planning: Generating Livelihoods and Food Security*. (2012). Iran: Earthscan.
- Gliessman, S.R. (2007). *Agroecology: The Ecology of Sustainable Food Systems*. CRC Press.
- Marsh, R. R. (2003). *Working with Local Institutions to Support Sustainable Livelihoods*. Italy: Food and Agriculture Organization of the United Nations.
- Sen, A. (1981). *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford University Press.