

SYLLABUS

M.A. Social Work in Disability Studies and Action **Norms, Regulations & Course Content**

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

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M.A. Social Work in Disability Studies and Action

1) Student Eligibility:

Graduate in any discipline. Preference will be given to those applicants who have some experience in the field of disability.

2) Admission Procedure:

The selection procedure for M.A. Social Work in Disability Studies and Action program is as follows: Written Test and Personal interview.

(a) *Individual Written Test* (100 marks): Written test will be conducted to test the knowledge of the candidate, on Indian society, economy and polity and test his/her comprehension ability. General knowledge will also be tested. Candidates will be asked to choose one out of 3 essay topics and write an essay of 1500 words on contemporary social development issues.

(b) *Personal Interview* (100 marks): The purpose of the personal interview is to find out the candidate's interest in and aptitude for social work in the field of disability. Candidate is interviewed based on the details mentioned in the application form. The candidate is expected to be acquainted with the programme as questions may be asked on this topic during the personal interview. The candidate is required to prepare his/her bio-sketch covering the family background and a statement of purpose covering the reasons for applying for the programme. .

Reservation of seats for Persons with Disability: Three per cent seats are reserved in all the Master's Degree Programmes for Persons with Disability of which 1% each is reserved for (a) Low Vision/Blindness, (b) Hearing Impairment, and (c) Locomotor Disability/ Cerebral Palsy.

3) Student Intake:

Maximum 20 students can be admitted every year

4) Medium of Instruction and Duration of the Course:

English is the medium of instruction and the course is a two year full time programme leading to the Master of Arts degree.

5) Student Teacher Ratio is 1:8

6) Minimum Requirement of faculty and staff:

Minimum 4 and maximum 6 Faculty and one secretarial staff are needed to run this program.

7) Essential qualifications for teachers:

Master's in Social Work.

Desirable qualification would be a Ph.D. in Social Work or 3-5 years of experience in teaching/practice in the area of disability rehabilitation.

Essential qualification for secretarial staff is Higher Secondary Certificate with computer knowledge.

8) Minimum attendance:

Every student is expected to maintain regularity and 100% attendance for all aspects of the programme requirements: classroom/theory courses, field practicum, field trips, internships etc. However, a minimum of 75% attendance is required for all taught courses. Student may be absent for not more than two field work days per semester. All absence beyond 2 days of field work per semester will have to be made up in toto.

9) Minimum Requirement of infrastructure for administering the program:

2 classrooms of 40 sq. ft each and one multipurpose hall.

Desirable: Principal's office, a staff room, an office room and a library room.

Furniture: Students desk with seats, hall with dais and chairs, book shelves, blackboard, notice board, cabinet and storage racks.

10) Examination Guidelines and allocation of marks:

Each course must have a clearly laid out an assessment process which should be informed to students at the beginning of the course. Teachers may choose the mode of assessment: examination at the end of each semester, midterm or end of semester assignments, individual and group presentations. There could be 100% internal assessment. According to UGC norms the credit system is adopted. One credit is equivalent to 15 hours of teaching. Most courses are of 2 credits and are taught for 30 hours. Given below is the grade point system for assessment :

Letter grade	Grade points (for GPA)	Qualitative description of letter grade
A+	10	Exceptional: performance beyond expectations.
A	9	Excellent: demonstrating mastery of all learning or assessment situations
A-	8	Very good: demonstrating mastery of most learning or assessment situations.
B+	7	Demonstrating thorough competence in most situations.
B	6	Demonstrating moderate competence in most situations.
B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.

C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
C	3	Not passing but still showing capacity for improvement or development.
C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
D	1	Complete lack of engagement or comprehension; also, frequent absence.
F and Ab	0	F for non-completion of assignments or 'blank' responses on a test. Absence or withdrawal from a course should be indicated by 'ab'.

Field work carries 24 credits spread over two years, i.e. 12 credits each year. Students are expected to do 15 hours of field work per week during each semester. Field work is also assessed on a grade point system for which a field work form may be used.

Research carries 6 credits. The students will start working on the research project at the end of the first semester and will work on the research project through the 2nd, 3rd and 4th semesters. The research projects have to be submitted by the end of 4th semester.

11) Objectives of the M.A. Social Work in Disability Studies and Action

1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments.
2. To apprehend, critique and analyze the complexities of the social realities of the field of disability, persons with disability and their families, and the range of related issues in their systemic and structural contexts.
3. To learn to be self aware, to innovate and to evolve an anti-oppressive, empowerment based micro and macro partnership practice for working with, through and for people with disabilities and various stakeholders.

12) Curriculum Framework

Distribution of Credits

Year	Detail	Credit Hours
First	Core Courses: Research I Research II Human Growth and Behaviour Social Work Practice	2 2 2 12
	Field Work	12
Second	Disability Studies and Action	20
	Field Work Rural Practicum	12 1
	Research Project	6
Total		69

The first year sets the base for the M.A. program and comprises of core courses and social work practice courses. The core courses comprise of a group of 3 courses in Research and a course in Human Growth and Behaviour. It also consists of Social Work Practice courses carrying 12 credits. In the second year 8 program specific courses are offered carrying a total of 20 credits. 15 hours of teaching is equivalent to one credit.

The research project is a compulsory part requirement for the degree and carries 6 credits. Field work is concurrent for both the years. The three week rural practicum is a graded activity carrying one credit as community based rehabilitation especially in rural India is an important rehabilitation program.

Semester wise listing of Courses

Semester I & II		Course Title	Credits
	SWP 1	Theoretical perspectives and their application to disability social work	4
	SWP 3	Process of disability social work practice	4
	BC 1	Quantitative Research	2
	BC 2	Qualitative Research	2
	BC3	Human Growth and Behaviour	2
	DSA 1	Persons with Disability and their Rehabilitation Contexts	4
Semester III	DSA 2	Human Rights, Social Policies and Law	2
	DSA 3	Rehabilitation and Counselling Interventions	4
	DSA 4	Family Centred Interventions with Families of Children and Adults with Disabilities	2
	SWP 2	Sanctions, values and ethics of social work	1
	SWP 4	Agency administration	1
Semester IV	DSA 5	The Gender Dimensions of Disability in the Indian Context	2
	DSA 6	Management of Rehabilitation Programmes for the Disabled	2
	DSA 7	Building Disability Awareness through Action	2
	DSA 8	Seminar on Issues related to Field Practice	2
	SWP 5	Team work in disability social work	2
		Total	38

Courses (2 years)	38 credits
Field Work (2 years)	24 credits
Rural Practicum	1 credit
Research Project	6 credits
Total	69 credits

BC 1: Quantitative Research

Objectives:

1. To understand and appreciate the nature, process, and role of Quantitative Research Methods in the field of Social Work.
2. To develop practice-based research skills, knowledge, and values required to undertake quantitative research studies in the field of Social Work.
3. To develop the ability to appropriately utilize quantitative research studies carried out by others, so as to facilitate field practice related to Social Work.

Session (2 hours each)	Topic
1	Why Research? Linkages between Theory and Practice
2	Nature of Quantitative Research-Role and Scope
3	Conceptualizing Quantitative Studies
4	Designing Quantitative Research
5	-Do-
6	Methods & tools of Data collection
7	-Do-
8	Sampling
9	Levels of Measurement & Descriptive Statistics
10	Hypothesis Testing
11	Interpretation of findings
12	Project proposal presentations
13	Project proposal presentations
14	Reporting
15	Overview

Method Assessment:

Exam and assignment

References:

1. What is Research?

1. 307.2 Ahuja, R Research Methods
A45R 2003 Delhi: Rawat Publications
102417 *Pages 15-50, 52-68*
- 3.307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Pages 1-24, 28-31, 38-75

2. Social Theory & Research

1. 307.2 Nueman, W.L. Social Research Methods
N50S 2000 Boston: Allyn & Bacon
95997
Page 40-61, 64-87
- 2.307.3 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 76-85

3. Nature, Role & Scope of Quantitative Research

1. 307.2 Nueman, W.L. Social Research Methods
N50S 2000 Boston: Allyn & Bacon
95997
Page 16, 123, 128-155, 161-162
2. 361.072 Polansky, N.A Social Work Research
P65S 1960 Chicago: Chicago University Press
22545
Page 247-269

4. Ethics

1. 307.2 Nueman, W.L. Social Research Methods
N50S 2000 Boston: Allyn & Bacon
95997
Page 88-118
2. 361.072 Rubin, A Research Methods in Social Work
R95R 1989 Belmont: Wadsworth Publishing Co
98883
Page 50-65

5. Conceptualising & Designing Quantitative Studies

- 1.307.2 Ahuja, R Research Methods
A45R 2003 Delhi: Rawat Publications
102417
Page 109-113,155-190, 261-272
2. 361.072 Rubin, A Research Methods in Social Work
R95R 1989 Belmont:Wadsworth Publishing Co
98883
Pages 97-154
3. 307.2 Nueman, W.L. Social Research Methods
N50S 2000 Boston: Allyn & Bacon
95997
Pages 222-243

6. Methods & Tools - Sampling

1. 307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 147-193
2. 307.2 Nueman, W.L. Social Research Methods
N50S 2000 Boston: Allyn & Bacon
95997
Pages 195-219
- 3.307.2 Ramachandran,P Survey Research for Social Work
R16S 1993 Bombay:Institute for Community
82102 Organization Research
Pages 67-85

7. Methods & Tools – Data Collection

1. 307.2 Ahuja, R Research Methods
A45R 2003 Delhi: Rawat Publications
102417
Pages 239-260, 273-299
2. 307.2 Bernard, H.R. Social Research Methods
B49S 2000 New Delhi: Sage
3. 307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 262-313
4. 307.2 Ramachandran,P Survey Research for Social Work
R16S 1993 Bombay: Institute for Community
82102 Organization Research

8. Hypothesis Testing

1. 307.2 Ackoff, R.L. The design of social Research
A18D 1953 Chicago: The Chicago University Press
02952
Pages 178-225
 2. 307.2 Ahuja, R Research Methods
A45R 2003 Delhi: Rawat Publications
102417
Pages 70-90
- 9. Questionnaire**
1. 307.2 Ahuja, R Research Methods
A45R 2003 Delhi: Rawat Publications
102417
Page 194-238
 2. 307.2 Lynch, F How to make a social survey interview schedule
L95H 1979 Bangkok: The Agricultural Development council
Page 4-57
 3. 307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 222-237, 244-258

10. Basic Statistics for Social Work Research

1. 307.2 Bernard, H.R. Social Research Methods
B49S 2000 New Delhi: Sage
Page 29-56
2. 311 Champion, D.J Basic Statistics for social Research
C30B 1970 New York: Harper & Row
Entire Book
3. 307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 356-453
4. 311.2 MacMillen, N Statistical Methods for social Workers
8265 1952 Chicago: Chicago University Press
Pages 50 -404
5. 307.2 Nueman, W.L. Social Research Methods
N50S 2000 Boston: Allyn & Bacon
95997
Pages 173-192

11. Data processing, analysis & interpretation

1. 307.2 Ahuja, R Research Methods

- A45R 2003 Delhi: Rawat Publications
102417
Page 303-350
2. 307.2 Bernard, H.R. Social Research Methods
B49S 2000 New Delhi: Sage
Page 285-312
3. 307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 356-462
4. 307.2 Ramachandran,P Survey Research for Social Work
R16S 1994 Bombay: Institute for Community
82102 Organization Research
Page 116-160

12. Project proposal preparation

1. 361.072 Rubin, A Research Methods in Social Work
R95R 1989 Belmont: Wadsworth Publishing Co
98883
Page 77-78

13. Research report writing

1. 311.2 Healey, J.F Statistics
H46S 1999 Belmont: Wadsworth Publishing Co
93514
Pages 444-480 (Chapter 16)
2. 307.2 Krishnaswami, O.R. Methodology of Research
K97M 1993 in Social Sciences
88332 Bombay: Himalaya Publishing House
Page 463-517
3. 361.072 Rubin, A Research Methods in Social Work
R95R 1989 Belmont: Wadsworth Publishing Co
98883
Page 77-78

BC 2: Qualitative Research Methods

Objectives:

1. To understand and appreciate the nature, process, and role of Qualitative Research Methods in the field of Social Work.
2. To develop practice-based research skills, knowledge, and values required to undertake qualitative research studies in the field of Social Work, with a people-centred, practice-based focus, so as to give voice to the various stakeholder groups within the research setting.
3. To appreciate the close inter-linkages between the application of qualitative research methods and Social Work practice.
4. To explore the principles of Triangulation aimed at combining the use of qualitative methods with quantitative methods, so as to expand the scope of analysis in relation to a particular research study.

Session (2 hours each)	Topics
1.	<ul style="list-style-type: none">• Introduction to the course, course content, methodology, evaluation• Introduction to Qualitative Research• Difference between qualitative & quantitative research
2.	<ul style="list-style-type: none">• Characteristics• History of Qualitative Research
3.	<ul style="list-style-type: none">• Assumption & values• Designing qualitative studies: The Process Model
4.	<ul style="list-style-type: none">• Definitions and terminology• Developing conceptual framework/ map• Sampling•
5.	<ul style="list-style-type: none">• Sampling contd.
6.	<ul style="list-style-type: none">• Sampling contd.
7.	<ul style="list-style-type: none">• Methods of data collection
8.	<ul style="list-style-type: none">• Methods of data collection contd.

9.	• Methods of data collection contd.
10.	• Mixing methods
11.	• Data Analysis- Principles
12.	• Coding
13.	• Matrices
14.	• Data presentation
15.	• Writing, Preparation of Reports & Dissemination
	• Wrap up
	• Role of the research and researcher, insider-outsider perspectives • Ethics in qualitative research

Method Assessment:

Exam and assignment

References:

1. Atkinson, P. (1990). The Ethnographic Imagination: Textual Constructions of Reality. New York: Routledge.
2. Becker, H.S. (1987). Writing for Social Scientists. Chicago: The University of Chicago Press.
3. Berg, B.L. (1989). Qualitative Research Methods for the Social Sciences. Boston: Allyn and Bacon.
- 4.
5. Bryman, A. (1988). Quantity and Quality in Social Research. London: Unwin Hyman Ltd.
6. Cassell, C.& Symon G. (Eds.).(1994). Qualitative Methods in Organizational Research. London: Sage Publications.
7. Crabtree, B. & Miller, W. (1992). Doing Qualitative Research. Newbury Park, California: Sage Publications.
8. Denzin, N. & Lincoln, Y. (Eds.) (1997). Handbook of Qualitative Research. London: Sage Publications.
9. Filstead, W. J. (Ed). (1970). Qualitative Methodology: Firsthand Involvement with the Social World. Chicago: Markham Publishing Company.

10. Shaw, I. & Gould, N. (Eds.) (2001). *Qualitative Research in Social Work*. London: Sage Publications.
11. Neuman, W.L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Delhi: Pearson Education.
12. Bernard, H.R.(2000). *Social Research Methods*. California, USA: Sage Publications.
13. Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, California: Sage Publications.

BC3: HUMAN GROWTH AND BEHAVIOUR

Objectives:

1. To introduce theoretical perspectives in human development
2. To understand stages of the life cycle from conception till death
3. To recognize the diversity of life experiences that shape individual development and the factors that affect it
4. To understand the relevance of theories to social work practice

Session (2 hours each)	Topic
1.	Introduction to Human Development
2.	Introduction contd. Watermelon theory
3.	Controversies in Human Development
4.	Theories of Human Development: Psycho-dynamic theories
5.	Theories of Human Development: Cognitive theories
6.	Theories of Human Development: Behavioural theories
7.	Theories of Human Development: Ecological theories
8.	Stages of Human Development: Infancy and toddlerhood
9.	Class Test (one hour)
10.	Stages of Human Development: Childhood
11.	Student presentations on Prenatal stage, Infancy & Childhood.
12.	Stages of Human Development: Adolescence
13.	Stages of Human Development: Adulthood
14.	Student presentation on Adolescence and Adulthood
15.	Stages of Human Development: Old Age, Death and Dying
16.	Student presentation on Old Age, Death and Dying Wrap up and evaluation

Method Assessment:

Exam, class test and assignment

References:

1. Berk L. (2007) *Development through the Lifespan*, Fourth Edition, Pearson Education. Pages: 7 -26; 54; 56 Prenatal diagnostic methods- table 2.4; 62 -70; 166; 212-213
2. Baron R., Byrne D. (2004) *Social Psychology*, tenth edition, USA : Pearson Education

3. Craig G., (1996) *Human development*, New Jersey, USA: Prentice-Hall. Pages: 16-19; 62 – 63; 96- Factors affecting selfconcept in children- fig 3-2; 380-381; 454 fig. 13-2 approaches to understanding child abuse; 592- 597; 522-523; 540 -541- Global snapshots, gender and age in the world's labor force; 608-613.

Gragnolati M., Bredenkamp C., Shekar M., Das Gupta M., Yi-kyoung Lee (2006) *India's Undernourished Children; A call for Reform and Action*, The World Bank.
4. Kagitcibasi C., (2003) Chapter 5, *Cross-cultural perspectives in human development; theory, research and applications*, India: Sage Publications
5. Kail, R.V. & Cavanaugh, J. C. (2000). *Human Development: A Lifespan View*. Belmont, USA: Wadsworth Thomson Learning. Pages: 8 -13; 15 – Table on theories of development; 92-94; 271-273; 449 -452; 488- 493; 560 -562.
6. Kakar S., (1978) *Images of the Life Cycle and Adulthood in Hindu India*, E.J. Anthony and C. Chiland (Eds.)
7. LeFrancois, G.R. (1990). *The Lifespan*. Thomson Learning EMEA Ltd. Pages: 43-81 (Chapter2)
8. Lewis M., Chapter 2 (1998) pg.27 to 35, *Improving Competence across the Lifespan; Building Interventions Based on Theory and Research*, New York, USA: Plenum Press
9. Mehta P. (1998) Chapter 4, *Psychological strategy for alternative human development: India's performance since independence*, India: Sage Publications
10. Santrock, J. (2007). *A Topical Approach to Life- Span Development*. New York, USA: McGraw Hill. Pages: 6 -17; 17 -21; 20-32; 66 -69; 71 -86; 187 fig.5.3 milestones in gross motor development; 234-236; 236 -242- Vygotsky's theory of cognitive development; 400-406; 440 -450; 476-489; 530- 537; 576 -579; 580 -582; 612 -616.
11. Schiamberg, L.B. & Schiamberg, G.S. (1985). *Human Development*. USA : Macmillan. Pages: 256-263; 224 – 233; 398 -405; 408 -420, 433; 475 -485; 522-526; 528 -533; 537-543; 547 -555; Chapter 6- pg 152, 153, 162; 183-189; 195 table 6.1., 194-205; 212; Chapter 7 –249 -254 ; 256-262; 269 -288; 104 – 108; 112 -132; 224 -230; 232-238.

12. Sigelman C., and Shaffer D. (1994) *Life-Span Human Development* , Brooks/Cole Company. Pages: 86 -98; 102-109; 268 to 270 (Chapter 10:-conceptualizing self, social learning theory) 277-284; 289-291; 396 -397; 404 -418; 330-339; 344 -349; 174 to 204 Chapter 7; 456- Psychological disorders; 516-520; 602 -614; 10 – 11- The lifespan perspective, the 7 assumptions
13. T.S.Saraswathi, (2003) Introduction, *Cross-cultural perspectives in human development; theory, research and applications*, India: Sage Publications
14. Taylor E. S., Peplau L.A., Sears O.D. (2000) *Social Psychology*, Tenth Edition, Prentice Hall

SWP 1: Theoretical Perspectives and their application to Disability Social Work

Objectives:

1. To be exposed to the theoretical perspectives relevant for disability social workers
2. To understand self as a professional, role of the disability rehabilitation team and the role of the worker in this team.

Module	No. of hours	Topic
I	2	Introduction to the course, readings. Overview of Social Work Profession in India.
II	2	Origins of Social Work Profession and education across the world, Clinical social work
III	2	Religion and Social Work
IV	2	Social Reform Movements in the Indian Context.
V	2	Addressing Caste in Social Work- Learnings from Anti Caste and Dalit Movements.
VI	2	Gandhi and Nationalism
VII	2	New Social Movements (LGBT/ Environmental)
VIII	4	Historical overview of disability rehabilitation-international and national contexts. Escape Exercise Student's perception of a PWD. What is this perception based on?
IX	2	Understanding concepts: Exclusion, Discrimination, Alienation and oppression; The Medical model- pathology and strength/resilience;
X	4	Understanding the social construction of : Disablism, sexism, racism, casteism, classism and ageism
XI	4	Concepts of Role, learned helplessness, stress and coping in crisis, diversity and difference and Human Rights entitlements. Wider Theoretical Perspectives: Human rights perspective Paulo Freire and conscientization
XII	4	Anti-oppressive and anti-discriminatory perspectives
XIII	4	Ecological systems perspective Feminist perspective

XIV	4	Strengths and empowerment perspectives and advocacy
XV	4	<p>Towards building disability rehabilitation social work practice: From medical to social model (pathology and strength/resilience as social constructs)</p> <p>Towards client worker partnership (role of power inequality, locus of control and manipulation in the relationship)</p>

References:

1. Compton B. & Galaway, B.(1994). Practice across Difference in *Social Work Processes*. California: Brooks & Cole Publishing Co.
2. Compton B. & Galaway, B.(1994). Theoretical Perspectives for Social Work Practice in *Social Work Processes*. California: Brooks & Cole Publishing Co.
3. Saleeby, D. (Ed).(2002). Introduction: Power in the People. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
4. Goldstein H. (2002). The Literary and Moral Foundations of the Strengths Perspective. In *Strengths Perspective in Social Work Practice*, (3rd Ed),
5. Boston: Allyn & Bacon.
6. Saleeby, D. (Ed).(2002). The Strengths Approach to Practice. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
7. Weick A. & Chamberlain, R. (2002). Putting Problems in their place. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
8. Cowger, C.D. & Snively, C.A. (2002).Assessing Client Strengths: Individual, Family,
9. and Community Empowerment In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
10. Kisthardt, W.E. (2002). The Strengths Perspective in Interpersonal Helping: Purpose, Principles and Functions In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
11. Benard, B. (2002). Turnaround People and Places: Moving from Risk to Resilience
12. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
13. Saleeby, D. (Ed).(2002). The Strengths Perspective: Possibilities and Problems.
14. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)

15. Payne, M. (1997). Systems and Ecological Perspectives. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.)
16. Payne, M. (1997). Radical and Marxist Perspectives. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.)
17. Payne, M. (1997). Anti Discriminatory and Anti-Oppressive Perspectives. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.)
18. Payne, M. (1997). Empowerment and Advocacy. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.)
19. Young, I. M. (2000) Five Faces of Oppression. In *Readings for Diversity and Social Justice*. (Ed). New York and London: Routledge)
20. Harro, B. (2000). The Cycle of Liberation. In *Readings for Diversity and Social Justice*. (Ed). New York and London: Routledge)
21. Sen, A. (1998). Universal Truths: Human Rights & the Westernizing Illusion. In *Harvard International Review*.
22. Lloyd, A.S. (1972). Freire, Conscientization, and Adult Education. In *Adult Education Vol. XXIII(1)*
23. Smith, S. R. (2008). Social Justice and Disability: Competing Interpretations of the Medical and Social Models. In *Arguing About Disability* (Ed). Routledge.

SWP 2: Sanctions, Values and Ethics of Social Work Practice

Objectives:

- 1) To initiate ethical debate and reflection in the students related to their self as well as profession
- 2) To promote learning of values, prevalence of sanctions in different contexts
- 3) To enhance understanding of the implications of values, sanctions and ethical boundaries (dilemmas) in social work practice
- 4) To discuss ethical decision making vis-à-vis ethical codes developed by associations of social work at the national and international level and professional demands

Session	Topic
1.	SELF AND VALUES: i) Core Values at the Individual and Professional Level ii) Personal Values and Professional Values – Gaps / Reconciliation
2.	PROFESSIONAL ETHICS AND VALUES iii) Contextualising Sanctions in Social Work Practice iv) Importance of Ethics in Professional Social Work
3.	CODE OF ETHICS IN PROFESSIONAL SOCIAL WORK v) Historical evolution of professional values vi) Code of Ethics vii) Core Professional Values
4.	ETHICAL DECISION MAKING viii) Process of Ethical Decision Making
5.	ETHICAL DILEMMAS ix) Ethical Dilemmas in Direct Practice
6.	ETHICAL DILEMMAS x) Ethical Dilemmas in Indirect Practice or Macro Issues
7.	ETHICAL DILEMMAS AND ETHICAL MALPRACTICES xi) Ethical Dilemmas involving Social Workers' Relationships with their Colleagues xii) Ethical Malpractices

Method of Assessment:

Exam and assignment

References:

1. Banerjee, G. (1973) Papers on Social Work: An Indian Perspective, Tata Institute of Social Sciences, Mumbai, India [361 / B20R / 032282]
2. Banerjee, G. (1966) Concepts of Right and Duty in the Practice of Social Case Work Indian Journal of Social Work, Vol. 26(4), pp 357 – 364
3. Compton, B. and Galaway, B. (1994) Social Work Processes, Brooks / Cole Publications, California, USA
4. Fernandes, G. and Joseph J. (2006) An Enquiry into Ethical Dilemmas in Social Work, College of Social Work, Mumbai, India
5. Hepworth & Larsen (1982) Direct Social Work Practice: Theory and Skills, The Dorsey Press, USA (Part I, Chapter 2) [361 / H56D / 81498]
6. Johnson, L. (1986) Social Work Practice: A Generalist Approach (2nd ed.), Allyn and Bacon, Inc., London, U. K. – Chapter III in Part 1 [361 / J51S / 71827]
7. O'Connor, I. et. al. (2006) Social Work and Social Care Practice, Sage Publications, New Delhi, India (Chapter 3) [361 / O17S / 103573]
8. Patel, C. (ed.) (1999) Social Work Practice: Religio-Philosophical Foundations, Rawat Publications, Jaipur, India [361 / P21S / 093068]
9. Parrott, L. (2006) Values and Ethics in Social Work Practice, Exeter – Learning Matters [361.32 / P18V / 106647]
10. Reamer, F. G. (2001) Ethics Education in Social Work, Council on Social Work Education, Virginia, USA
11. Thompson, N. (2000) Understanding Social Work: Preparing for Practice, Palgrave Publications – (Chapter 5)
12. Zastrow, C. (1999) The Practice of Social Work (6th Ed.), Brooks / Cole Publishers, New York, USA (Chapter 2)

SWP 3: Process of Social Work Practice in Disability Rehabilitation

Objectives:

1. To gain an understanding about the generic social work practice while working on varied social issues, with special emphasis on disability issues.
2. To understand major perspectives, approaches and models of social work and their application in social work practice
3. To develop knowledge and skills regarding specific phases in the helping process while working with people

Session (2 hours each)	Topic
1	Introduction to social work, Introduction to the course, Initiation of discussion on 'I' and 'We'
2	Needs and Resources, Social work as a profession and Goals of social work
2	Assumptions, Values and Principles of social work
3	Social work in the field of disability and Role of Social Worker in Disability Rehabilitation
4	Problem solving approach and process
5	Empowerment approach
6	Empowerment approach
7	Working with Individuals – Introduction and Principles
8	Working with Individuals - Initial Phase
9	Working with Individuals - Planning phase
10.	Working with Individuals – Intervention phase
11.	Working with Individuals – Intervention Phase
12.	Working with Individuals –Intervention Phase
13.	Working with Individuals – Evaluation

14.	Working with Individuals – Endings
15.	Working with Groups- Principles and Planning Model
16.	Working with Groups – Initial Phase
17.	Working with groups – Middle Phase
18.	Working with groups – Middle Phase
19.	Working with groups - Evaluation
20.	Working with groups - Endings
21.	Working with communities – Introduction and Assessment
22.	Working with Communities – Assessment
23.	Working with Communities – Models, Principles and Tools
24.	Working with Communities – Process
25.	Working with Communities – Process
26.	Working with communities – Evaluation
27.	Working with communities – Endings
28.	Partnership Practice
29.	Partnership Practice
30.	Summary and Feedback

Method Assessment:

Exam and assignment

References:

1. Banerjee, G. (1966) Concepts of Right and Duty in the Practice of Social Case Work Indian Journal of Social Work, Vol. 26(4), pp 357 – 364
2. Banerjee, G. (1973) Papers on Social Work: An Indian Perspective, Tata Institute of Social Sciences, Mumbai, India
3. Davis, M. (Ed.) (1997) The Blackwell Companion to Social Work, Blackwell Publishers, Oxford, U. K.
4. Hanvey, C. & Philpot, T. (Ed.), (1994) Practicing Social Work, Routledge Publications, London, U. K.
5. Hepworth & Larsen (1982) Direct Social Work Practice: Theory and Skills, The Dorsey Press, USA
6. Johnson, L. (1986) Social Work Practice: A Generalist Approach (^{2nd} ed.), Allyn and Bacon, Inc., London, U. K.
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8. O'Connor, I. et. al. (2006) Social Work and Social Care Practice, Sage Publications, New Delhi, India
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10. Perlman, H. H. (1957) Social Casework: A Problem Solving Process, The University for Chicago Press, Chicago, USA
11. Parrott, L. (2006) Values and Ethics in Social Work Practice, Exeter – Learning Matters
12. Thompson, N. (2000) Understanding Social Work: Preparing for Practice, Palgrave Publications
13. Zastrow, C. (1999) The Practice of Social Work (6th Ed.), Brooks / Cole Publishers, New York, USA

SWP 4: Agency Administration

Objectives:

1. To discuss the meaning, role and dimensions of agency administration in social work arena
2. To understand the process of starting and registering a non-government organisation (NGO)
3. To comprehend and utilize the stages and process of agency administration
4. To gain basic skills of administration – conceptualizing, planning, monitoring and evaluating projects.

Session (2 hours each)	Topic
1.	Development and Agency Administration
2.	Stages of Organizational Development and Administration Across These Stages
3.	Starting an Organisation – Registration, Constitution and Memorandum of Association
4.	Organisational Theories: Introduction to POSDCORB
5.	Administrative Functions: Planning and Budgeting
6.	Administrative Functions: Staffing and Organising
7.	Administrative Functions: Directing and Coordinating
8.	Administrative Functions: Training, Monitoring and Evaluation of projects and programmes

Method Assessment:

Exam and class presentation or assignment

References:

1. CAPART (1989) *CAPART and Voluntary Organisations: Guidelines*, CAPART: New Delhi
2. Dadrawala, N. (1996) *Management of Philanthropic Organisations*, Mumbai: Centre for Advancement of Philanthropy
3. Dadrawala, N. (2004) *The Art of Successful Fund Raising*, Mumbai: Centre for Advancement of Philanthropy
4. Esman, M. (1991) *Management Dimensions of Development: Perspectives and Strategies*, Connecticut: Kumarian Press
5. Fogla, M. (2001) *Legal and Finance Handbook for Voluntary Organisations: A Layman's Guide*, New Delhi: Financial Management Service Foundation
6. Kooiman, J. and Eliassen, K. (Ed.) (1987) *Managing Public Organisations: Lessons from Contemporary European Experience*, New Delhi: Sage Publications
7. Mathur, K. (1991) *Concerns and constraints in Administration*, Jaipur: RBSA Publishers
8. Pattanayak, R. (Ed.) (1994) *Dynamics of Development Administration*, New Delhi: Anmol Publications Pvt. Ltd.
9. Patti, R. (Ed.), (2000) *The Handbook of Social Welfare Management*, California: Sage Publications
10. Prasad, D. (1989) *Administrative Thinkers*, New Delhi: Sterling Publisher Pvt. Ltd.
11. Society for Participatory Research in Asia (PRIA) (2001) *Legal Framework for Non-Profit Institutions in India*, PRIA: New Delhi
12. Rahman, M. (2007) *NGO Management and Operation: A South Asian Perspective*, Journal of Health Management, Vol. 9 (2), May – August 2007, pp. 223 – 236
13. Rao, V. (1990) *Laws Applicable to Voluntary Social Work Organisations*, Indian Journal of Social Work, Vol. LI (3)
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15. Weiner, M. (1990) *Human Services Management: Analysis and Applications* (2nd ed.), California: Wadsworth Publishing Company

SWP 5: Team Work for Disability Rehabilitation Social Work

Objectives:

1. To understand self as a professional and self as a practitioner across differences
2. to gain an insight into qualities of an effective professional and work towards nurturing and take care of self
3. to learn principles of spiritually sensitive social work practice and make a spirituality assessment
4. To understand the role of the disability rehabilitation team
5. To understand the role of a social worker in the rehabilitation team
6. To understand self as a professional

Module	Session (2 hours each)	Topic
1	1	Introduction, Qualities of a social worker, self awareness
	2	Self awareness
	3	Self awareness and practice across differences
	4	Approaches to taking care of self and burnout
	5	Spirituality, faith & religion
	6	Spirituality and social work
	7	Spiritually sensitive social work practice
	8	Spirituality and self
2	9	<ul style="list-style-type: none"> • Introduction of basic concepts- Concept of team • Concept of team work • Teams in social work context
	10	<ul style="list-style-type: none"> • Principles of team work • Composition of the Multidisciplinary team • Models of Team work
	11	Models of Teamwork – discussion & clarification

		Issues and Challenges in Multidisciplinary team working in the social work context.
	12	<ul style="list-style-type: none"> • Models of Teamwork contd. • Role of Family in the Team • Class presentations: Role of Occupational therapist in the rehabilitation team • Role of Physiotherapist in the rehabilitation team
	13	<ul style="list-style-type: none"> • Role of Rehabilitation Counsellor • Role of Social Worker • Role of Para Professionals in the Rehabilitation Team • Role of Physician/Doctors
	14	<ul style="list-style-type: none"> • Role of Vocational Trainer in rehabilitation team • Role of Special Educator in rehabilitation team • Role of Speech therapist/ audiologist in rehabilitation team
	15	Conclusion – Summary and discussion on assessment.

Method of Assessment:

Individual and group assignments which are experiential

References:

Module 1: Self & Spirituality

1. Canda, E. R. (1990). Spiritual Diversity and Social Work Values. Contemporary Social Issues: Essays in Honour of Prof. P.K.B. Nayar. Ed. Kattakayam, J.J., Deptt. Of Sociology, University of Kerala.
2. Canda, E.R. (1990). An Holistic approach to prayer for social work practice. *Social Thought Vol. 16(3)*. Pp. 3-13.
3. Canda, E. R., Nakashima, M. & Furman, L.D. (2004). Ethical Considerations about spirituality in social work: Insights from a National Qualitative Survey. *Families in Society*. Vol.85(1). Pp.27-35.

4. Hodge, D.R. (2004). Spirituality and people with mental illness: Developing spiritual competency in assessment and intervention. *Families in Society*. Vol.85 (1). Pp. 36-43.
5. Fournier, R.R. (1990). Social Work, Spirituality, and Suicide: An odd mix or a natural blend? *Social Thought* Vol. 16(3). Pp.27-35.
6. Weick, A., (1990). Knowledge as Experience: Dimensions of Social Work Inquiry. *Social Thought* Vol. 16(3).Pp.36-46.

Module 2: Teamwork

1. Compton B.R. & Galaway, B.(1994). Practice across Difference In *Social Work Processes*. California: Brooks & Cole Publishing Co.
2. Compton, B.R. & Galaway, B. (1984). Teamwork for Social Work Practice. In *Social Work Processes*. Illinois: Dorsey Press.
3. Hooyman, E. In Compton, B.R. & Galaway, B. (1984). Teamwork for Social Work Practice. In *Social Work Processes*. Illinois: Dorsey Press.
4. Salas, E. Burke, C.S. & Cannon-Bowers, J.A. (2000). Teamwork: emerging principles. *International Journal of Management Reviews*, Vol.2(4). Pp. 339-356.
5. Woodruff, G. & McGonigel, M.J. (1988). Early intervention team approaches: The Transdisciplinary Model. In Jordan, J. (Ed). *Childhood Special Education: Birth to Three*. Pp. 164-181.
6. Payne,M. (2006). Identity Politics in Multiprofessional Teams: Palliative Care Social Work. *Journal of Social Work*, Vol 6(2). Pp.137-150
7. Clark, P.G., Spence, D.L., & Sheehan, J.L. (1987). A Service/Learning Model for Interdisciplinary Teamwork in Health and Aging. *Gerontology & Geriatrics Education*, Vol. 6(4). Pp.3-16.
8. Hope, M. (1964). Social Work Participation in Clinical Interdisciplinary Teams. *International Social Work*, Vol. 7(11).11-15.
9. Nash, J.K. (1990). Public Law 99-457: Facilitating Family Participation on the Multidisciplinary Team. *Journal of Early Intervention*, Vol.14(4). Pp. 318-326.
10. Brickell, H.M. (1950).What You Can Do With Sociograms. *The English Journal*, Vol. 39(5). Pp. 256-261.

11. DSA 1: Persons with Disability and their Rehabilitation Contexts

Objectives:

- 1) To critically examine the social construction of disability from different stakeholder perspectives.
- 2) To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- 3) To be sensitive to the abilities, residual capacities, and issues faced by each category of persons with disabilities
- 4) To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.
- 5) To examine the impact of each disability on different aspects of an individual's growth and development.
- 6) To become familiar with the roles of the different professionals in the multi-disciplinary rehabilitation team with an emphasis on the role of the social worker as a vital team member.

Session (4 hours each)	Topic
1	<ul style="list-style-type: none">• Introduction• who are disabled?• Definition of disability• PWD in Rehabilitation context• Social Construction of Disability-• Attitudes, Stigma, Discrimination• Disabling and Enabling Environment
2	Different approaches to disability- medical, system, legal, socio-political, human right, psychological, eco/voc, social model
3	<ul style="list-style-type: none">• Magnitude, Causes, Consequences of Disability• Type of disability-• Visual Impairment-magnitude, causes, types, assessment, impact of visual impairment on child's development

4	<ul style="list-style-type: none"> • Types of disability- contd- • Hearing Impairment- magnitude, causes, types, assessment, impact on child's development • Deafblind- magnitude, causes, types, assessment, impact on child's development
5	<ul style="list-style-type: none"> • Types of disability- contd- • Locomotor Disability- magnitude, causes, types, assessment, impact on child's development • Cerebral Palsy- magnitude, causes, types, assessment, impact on child's development
6	<ul style="list-style-type: none"> • Types of disability- contd- • Multiple Sclerosis- magnitude, causes, types, assessment, impact on child's development • Intellectual disability/mental retardation- magnitude, causes, types, assessment, impact on child's development,
7	<ul style="list-style-type: none"> • Types of disability- contd- • Learning disability- magnitude, causes, types, assessment, impact on child's development • Mental illness including psycho social disability- magnitude, causes, types, assessment, impact on child's development and adults
8	<ul style="list-style-type: none"> • Types of disability- contd- • Autism- magnitude, causes, types, assessment, impact on child's development • Burns, HIV/AIDS, Cancer , Leprosy- magnitude, causes, types, assessment, impact on child's development and adults
9	Field visit
10	Needs and problems of Person With Disability (Each type) related to <ul style="list-style-type: none"> • daily activities, • education- Special and inclusive
11	Needs and problems of Person With Disability (Each type) related to

	<ul style="list-style-type: none"> • vocation and employment , • interpersonal relationship
12	Needs and problems of Person With Disability (Each type) related to, <ul style="list-style-type: none"> • Health including physical, mental, reproductive and sexuality • Psychology of disability, adjusting to one's own disability, self esteem
13	Rehabilitation- <ul style="list-style-type: none"> • Introduction, types, • Level of rehabilitation- Prevention, promotion, tertiary • different areas- medical ,education, psychological adjustment, vocation, employment
14	Rehabilitation - <ul style="list-style-type: none"> • rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music • Different setting such as School, hospital. Community, clinic • Enabling environment
15	Role of Social Worker in rehabilitation of Person With Disability and as a vital member of Multidisciplinary rehabilitation team

Method of Assessment:

Individual and group assignment, class presentation in groups and exam

References:

1. Albrecht, G., Seelman, K.,Bury,M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
2. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
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5. Fulder, A.R. & Best, A.B. & Bax, M.C.O. (1993). *The Management of Visual Impairment in Childhood*. London: Mac Keith Press.
6. Georgy S (1976). *The Deaf Child and his Family*. London: George Allen & Unwin.
7. Jan J.E., Freeam R.D. & Scott E.P. (1977). *Visual Impairment in Children and Adolescents*. New York: Grune and Stratton.
8. Karna,G (2001) *Disability Studies In India: Retrospects and Prospectus*, New Delhi; Gyan Publishing House
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10. Michel E.D. & Vennon M. (1981). *They Grow in Silence – The Deaf Child and the Family*. Maryland: National Associate of the Deaf.
11. Oliver, M. (1990) *The Politics of Disablement*, New York: Palgrave MacMillan
12. Shakespeare, T (2006) *Disability Rights and Wrongs*, London: Routledge
13. Oliver,M, Sapey,B (2006), *Social Work with Disabled People*, New York: Palgrave MacMillan
14. Punani B. & Rawal N.(1993). *Handbook: Visual handicap*. New Delhi: Ashish Publishing House.
15. Stein L.K. (1988). *Hearing Impairment*. In VasHasselt V.B. (Ed.) *Handbook of Developmental and Physical Disability* (pp.271-294). New York : Perganon Press.
16. Goldenson, Robert M. (1978). *Disability and Rehabilitation Handbook*, McGraw Hill Inc.
17. Sterwart W.F.R. (1979). *The Sexual Side of Handicap*, Great Britain: Woodhead Faulkner Ltd.
18. Banerjee, Gauri Rani. (1972). *Social Caseworker and the Physically Handicapped Child*. In *Papers on Social Work – An Indian Perspective*, Bombay: TISS.
19. Houck C.K. (1984). *Learning Disabilities, Understanding Concepts, Characteristics and Issues*, Englewood Cliffs: Prentice Hall Inc.
20. Malin N. (Ed.) (1995). *Services for People with Learning Disabilities*. London: Routledge.

21. Matson J.L. (1988). Mental Retardation in Adults. In B.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (pg.353-369).
22. Rauch J.B. (1988). Social Work and the Genetics Revolution: Genetic Services. Social Work Journal of the National Association of Social Workers, No.5, 389.
23. Reeve, R.E. (1988). Learning Disabilities. In V.B. VanHasselt (Ed.), Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.
24. Segal S.P., Silverman, C. & Temkin, T. (1993). Empowerment and Self Help Agency practice for People with Mental Disabilities. Social Work, Journal of the National Association of social Workers, 38(6), 705.
25. Shennan, Victoria (1980). Improving the Personal Health and Daily Life of the Mentally Handicapped: A Caregivers Handbook. New Jersey : Prentice Hall Inc.
26. Swain, J, Finkelstein.V, French,S and Oliver ,M (ed) (2003) Disabling Barriers-Enabling Environments, London: Sage Publication
27. Thuppal, M. & Jayanthi, N. (1992). Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children. The Indian Journal of Social Work.
28. Tilak, D. (1994). Destination Unknown: Descriptions of a Mentally Handicapped Daughter, Bombay: TISS.
29. Tyson, M.E. & Favell, J.E. (1988). Mental Retardation in Children. In V.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.
30. Wielkiewicz, R.M. & Calvert, C.R.X. (1989). Training and Habitating Developmentally Disabled People: An Introduction. London: Sage Publication.

DSA 2: Human Rights, Social Policy and Law

Objectives:

1. To understand the changing perspectives and ideological approaches to the rehabilitation of persons with disability.
2. To critically examine legislations, national planning effort and policy formulations for recognizing the human rights of persons with disability in India and action taken their inclusion, development and rehabilitation using the rights based perspective.
3. To study the role of government organizations, NGOs and international organizations in providing services to disabled persons.
4. To identify the role of rehabilitation social workers in advocacy for influencing policy formulation, implementation and evaluation.

Session (2 hours each)	Topic
1	Introduction Theoretical Perspectives regarding PWDs, Constitutional Provisions
2	UN Convention Rights of persons with disability & on Human Rights, Biwako Millenium Framework for Action
3.	PWD Act, RCI Act, National Trust Act, Mental Health Act
4.	PWDs in Children, Women, Education(RTE, SSA, inclusive education, special school vs integration), Health, Elderly, R& R policies, Victims of disaster, mass violence – prevention
5.	Law & Disability – eugenics, right to life, reproductive rights, right to marry & to family
6.	Law & Disability – inheritance, Guardianship, insurance, employment – ESI, government employment, hiring & firing, criminal liability
7.	Right to representation in governance, PRIs, RTI, PIL Barrier free environment access,
8.	Certification processes,

	Mobility Schemes for PWDs
9	Institutionalization & Rights of PWDs
10	Movements of PWDs for rights
11	Role of national organizations
12	Role of voluntary organizations
13	Students class presentations on group assignments
14	Students class presentations on group assignments
15	Overview & feedback

Method of Assessment

The assessment of the students for this course will cover their understanding of the macro level policies and programmes as well as their implementation. There will be practical exercises and individual and group assignments.

References:

1. Desai, Capt. H.J.M. (1983). U.N. Concern for the Disabled. *U.N. World Programme of Action Concerning Disabled Persons*, France: Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind.
2. Chaturvedi, T.N. (1981). *Administration for the Disabled: Policy and Organisational Issues*. New Delhi : I.I.P.A.
3. Chandra, K. (1994). *Handbook of Psychology for the Disabled and Handicapped*, New Delhi : Anmol Publications.
4. Prasad, L. (1994). *Rehabilitation of the Physically Handicapped*. New Delhi : Konark Publishers.
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6. Mani, R.D. (1988). *The Physically Handicapped in India Policy and Programme*. New Delhi: Ashish Publishing.
7. Narasimhan, M.S. and Mukherjee, A.K. (1988). *Disability: A Continuing Challenge*. New Delhi: Wiley Eastern Ltd.

8. DSA 3: Rehabilitation and Counselling Approaches

Objectives

1. To be sensitive to the issues of people with disability, their immediate environment and the areas of intervention.
2. To partner with persons with disability, their families and the community to be able to formulate goals for intervention and identify appropriate strategies for intervention with individuals/groups of persons with disability and the community.
3. To enhance knowledge of approaches/models that could be used to work with individuals and groups of persons with disability.
4. To gain knowledge about community based rehabilitation, concepts, models and process.
5. To develop and enhance skills of working with persons with disability using various approaches and application of the models of intervention.
6. To develop skills in identifying stakeholders within the community, plan and implement an effective CBR programme.

Session (4 hours each)	Topic
1.	Mapping and contextualizing issues faced by persons with disability and their families Counseling in different settings
2.	Critical periods in life cycle / Transitions Framework / Quality of Life
3.	Issues related to acceptance of self and disability, coping with lifestyles, IPR
4.	Egan's model of Counselling
5.	Egan's model of counseling
6.	Approaches to counseling – Psychodynamic, Behavioural, existential/humanistic, transpersonal approaches
7.	Individual counseling using behavioural approach - Skills and techniques
8.	Individual counseling using other approaches – skills and

	techniques, including RET
9.	Group Counselling
10.	Group Counseling contd. Self help groups
11.	Facilitation skills
12.	Community Based Rehabilitation (one-week Field Study Trip)
13.	Community Education
14.	Holistic interventions
15.	Summary and evaluation

Method of Assessment:

Individual and group assignments, demonstration of skills through field based assignments.

References:

Session 1: Mapping and contextualizing of issues

Session 2: Critical periods in life cycle / Transitions Framework / Quality of Life

Robertson, S. E. & Brown, R.L.(1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 6)

Ben-Shlomo, Y. & Kuh, D. (2002). A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. International Journal of Epidemiology, 31, 285 – 293.

Brown, I and Brown, R.I. (2003). Quality of Life and Disability: An approach for community Practitioners. London: Jessica Kingsley Publishers

Session 3: Issues related to acceptance of self and disability, coping with lifestyles, IPR (Assignment)

Session 4 & 5: Egan's model of Counselling

Egan, E. (1982). The Skilled Helper. 3rd edition. Brooks/Cole.

Session 6: Approaches to counseling – Psychodynamic, Behavioural, existential/humanistic, transpersonal approaches

Corey, G. (1997). Theory and Practice of Counselling & Psychotherapy. California: Wadsworth.

Robertson, S. E. & Brown, R.L.(1992). Rehabilitation Counselling: Approaches in the

field of disability. London: Chapman & Hall. (Chapter 3)

Parker, R. (Ed.) (1987). Rehabilitation Counselling: Basics and Beyond. Texas: Pro-ed. Inc. (Chapter 4)

Session 7 & 8: Individual Skills

Nelson-Jones, R. (2002). Essential Counselling and Therapy Skills: The Skilled Client Model. London. Sage

Session 9 & 10: Group Counselling & Self help groups

Rao, N.S. (2008). Counselling and Guidance. New Delhi: Tata McGraw Hill.

Kurtz, L.F. (1997). Self Help and Support Groups: A Handbook for Practitioners. CA: Sage.

Session 11: Facilitation Skills

White, S.A. (1999). The Art of Facilitating Participation: Releasing the Power of Grassroots Communication. CA: Sage

Session 12: CBR (Field Study Trip)

Punani, B. Rawal, N. & Sajit J. (2002). Manual Community Based Rehabilitation (Visually Impaired) II Edition, Ahmedabad: Blind People's Association.

Thomas, M. & Thomas, M.J. (2003). Manual for CBR Planners. Bangalore : Asia Pacific Disability Rehabilitation Journal.

Session 13: Community Education

Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.

Session 14: Holistic Interventions

Parker, R. (Ed.) (1987). Rehabilitation Counselling: Basics and Beyond. Texas: Pro-ed. Inc.

Robertson, S. E. & Brown, R.L.(1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall.

Stewart, W. (1985). Counselling in Rehabilitation. Behenham: Croom Helm.

DSA 4: Family Centred Interventions with Families of Children and Adults with Disabilities

Objectives:

1. To understand the effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives.
2. To examine the issues and concerns faced by such families at various family life cycle stages and at predictable crisis periods and the interventions needed by these families during those stages or periods.
3. To gain skills in undertaking a holistic family assessment.
4. To gain skills in the application of the partnership model of practice in Family Centred Intervention and Family crisis Intervention.

No.	Hours	Topic
1.	4	(i) Overview of contemporary Indian families across the family life cycle (ii) Understanding the effect of the presence of disabled individual on the family unit from an ecological and systems perspective. (iii) Factors influencing perception and coping strategies
2.	2	(i) Family's coping strategies. (ii) Need for interventions with the family unit using a partnership approach. (iii) Parental attitudes that interfere with counseling efforts
3.	4	Family centred interventions (i) Family centred social work (ii) Holistic assessment of the family system
4.	4	(i) Family crisis intervention (ii) Reactions of parents at time of diagnosis (iii) Needs and concerns of families (iv) Use of family crisis intervention

5.	4	Needs and concerns of families in child's infancy years and interventions - (i) Holistic implications of disability (ii) Feelings about prosthetics
6.	6	(i) Needs and concerns of families during child's school years and interventions (ii) Enabling parental involvement in education including integration in regular school. (iii) Counseling parents in areas of direct care, SHGs of parents, siblings (iv) Group assignment
7.	2	(i) Child's school years – Behavioural Functioning (ii) Dealing with 'Behaviour Problems'
8.	4	(i) Needs and concerns of families during child's adolescent and young adult years and interventions (ii) Counseling related to personality development, sexuality, marriage, parenting, career
9.	2	Needs and concerns of families with a newly disabled individual and interventions Summing up and Feedback

Method of Assessment:

The students will be assessed on the basis of class participation and one assignment. As their assignment for this course, they will be required to undertake a case-study of a family having a disabled family member in which they will have to undertake a holistic family assessment for identifying the family's current concerns and areas of intervention, and highlight the theoretic framework and intervention strategies which could be used for helping that family. Further they have script a case study, film it and critically review it.

References:

1. Basu, S., Das, P., Chakravarty, I. (2007) *Family Life of the Disabled Aged, Ageing and Society*: Indian Journal of Gerontology, Vol. 17 (3 & 4), July – Dec. 2007, pp 75 - 81
2. Blacher, J. (Ed.) (1984) *Severely Handicapped Young Children and Other Families: Research in Review* Ovlandio: Academic Press Inc.
3. Blook, F. (1974) *Our Deaf Children*, London: Martins Publishers Ltd.
4. Cramer, H., Carlin, J. (2008) *Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey*, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075

5. Dale, N. (2000) *Working with families of Children with Special Needs: Partnership and Practice*, East Sussex: Brunner- Routledge.
6. Fewell, R. and Vadasy, P. (Eds.) (1986) *Families of Handicapped Children: Needs and Supports across the Life-span*. Texas: Ro-ed Inc.
7. Findler, S. (2000) *The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability*, *Families in Society*, Vol. 81 (4), July – Aug. 2000, pp 370 - 381
8. Garginolo, R.M. (1985) *Working with Parents of Exceptional Children: A Guide for Professionals*, Boston: Houghton-Mifflin.
9. Giffiths, M. and Russle, P. (Eds.) (1985) *Working Together with Handicapped Children: Guidelines for Parents and Professionals*, London: Souvenir Press.
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DSA 5: The Gender Dimensions of Disability in the Indian Context

Objectives:

1. To understand gendered disablism – its political roots, and its social, psychological and emotional dimensions, through the experiences of women with disability.
2. To examine the status of disabled women and girls in India in terms of their mortality rate, education/literacy level, economic and cultural status, marriage and motherhood.
3. To analyze the broad range of issues faced by disabled women and girls in India which keep them invisible, neglected, oppressed and abused.
4. To explore strategies which would empower women and girls with disabilities to access relevant services and to participate in their own development?

Session (2 hr per session)	Topic
1	<ul style="list-style-type: none">• Introduction to the course• Gender concept- exercises to understand Gender issues
2	<ul style="list-style-type: none">• Sex role theory• Socialization, culture and gender• Feminism and Masculinity theory
3	Understanding Disability from Feminist and Masculinity perspective
4	Gender Analysis framework
5	Status of women and girl with disability in India
6	Various Issues faced by male and women with disabilities such as education, vocation, employment
7	Various Issues faced by male and women with disabilities such as violence, marriage, parenting especially motherhood, reproductive health, sexuality
8	Various Issues faced by male and women with disabilities such as self esteem, political participation, legal issues, family relationship,

	stigma, attitude Transgender with disability
9	Present the autobiography of persons with disabilities to understand issues and challenges
10	Present the autobiography of persons with disabilities to understand issues and challenges
11	Intervention strategies for men and women with disabilities in different areas such as education
12	Intervention strategies for men and women with disabilities in different areas such as health including physical, mental, reproductive health, sexuality
13	Intervention strategies for men and women with disabilities in different areas such as employment, livelihood
14	Intervention strategies for men and women with disabilities in different areas such as self esteem, violence against women with disabilities legal aid, self help group
15	Discussion on Intervention strategies for men and women with disabilities and concluding session

Method of Assessment:

Individual assignment, group presentation and assignment

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DSA 6: Management of Programmes for the Rehabilitation of Disabled Persons

Objectives:

1. To conceptualize rehabilitation programmes for the disabled within the management perspective, and thus, to appreciate the interdependence between such programmes and the environments within which they are implemented.
2. To learn basic skills in utilizing the management perspective within the context of rehabilitation programmes for the disabled, so as to be able to formulate, implement, and evaluate specific programmes.
3. To appreciate the value framework of the management perspective in program implementation and in its role in enhancing the synergy between the organization implementing these programmes, and the individuals working within such an organizations.

Session (4 hours each)	Topics
1.	Introducing Management perspectives with reference to the disabled. Institutional & non institutional types of services. Concept of “effectiveness”- impact and “efficiency” cost Terms, vision/mission/value statement Branding
2.	Difference between profit making and non-profit making organizations Frame work of Management Environment, strategy, structure, internal process and performance evaluation
3.	Management concept Definition, Historical Development, Principles of Management, Functions of Management- why management for non-profit making organizations Modern management- “customer based” Satisfaction of the “beneficiaries” their empowerment main focus
4.	Environment, Definition Effect of Environment- on individuals, groups, other organizations, economic, social factors, Resource provider, government and other regulatory bodies, policy change, organizations with the same cause

	Service organization's ability to withstand environmental impact Concept of Strategy, Strategic planning, process
5.	Strategy continued, Strategy to accomplish goals, means to achieve goals, means to manifest programmes Concept of Structure to facilitate strategy- vertical vs. horizontal Style of management Advantages and disadvantages of Bureaucratic vs. Participatory
6.	Concept of Internal process makes the skeletal process works Definition- decision making process Tools of decision making . Organizational chart, formal rules, operationing policies, work procedures, control procedures, other devices of guiding and behaviour of the employees. Non-formal groups and their importance Conflict resolution The role of the visionary leaders.
7.	Analysis of Income and expenditure of organizations, through the balance sheet & through the performance budget report of the government & the private limited Explain how to derive the per capita cost or per unit cost How to provide cost effective services
8.	Performance Evaluation Tools of evaluation, Role of Memorandum of Association Trustees/ understanding the dynamics of management of executive committees and boards.
9.	Concept of Quality Assurance and Mechanisms of Quality Control Relate to quality service to be able to survive as an NGO and to do well. Contribution of Trained personnel in systems management How to make government schemes reach to the maximum PWDs Qualities of good visionary leaders Introduction to project preparation
10.	Demystify students understanding of Project preparation Real issue- Resources Mobilization Guide points for writing project proposals and utilizing reports.

Methods of Assessment:

The assessment will be based on assignments related to analyzing the student's field work agency, using the management perspective and developing the design of a specific

rehabilitation program for the disabled within the student's agency context, and outlining procedures for implementation and evaluation of the program.

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11. DSA 7 Building Disability Awareness through Action

Objectives:

1. To become aware of society's perception of and attitude towards disabled persons.
2. To examine the social, structural and economic barriers that disabled persons encounter and their implications on their lives.
3. To understand the role of strategic alliances and movements in improving service delivery and influencing policy and legislative reforms.
4. To learn the strategies and skills needed for undertaking community education programs for raising awareness and changing attitudes.
5. To be exposed to strategies and skills needed for engaging in campaigns and advocacy for social justice issues encountered by disabled persons.

Session (2 hours each)	Topic
1	Community& Disability, Participation and Empowerment
2	Community Mobilisation-Process and Skills
3	Community Mobilisation-Case Studies
4	Community Mobilisation contd.
5	Advocacy and Lobbying-concepts, need for these methods
6	Advocacy and Lobbying-concepts, need for these methods contd.
7	Advocacy-Issue framing
9	Force Field- Strategies for Advocacy
10	Stakeholder Analysis for Advocacy
11	Stakeholder Analysis

12	Presentations by students on Assignments
13	Networking
14	Networking contd.
15	Advocacy Experiences on Disability

Method of Assessment:

The students will be assessed on the basis of individual or group presentation in class and one assignment.

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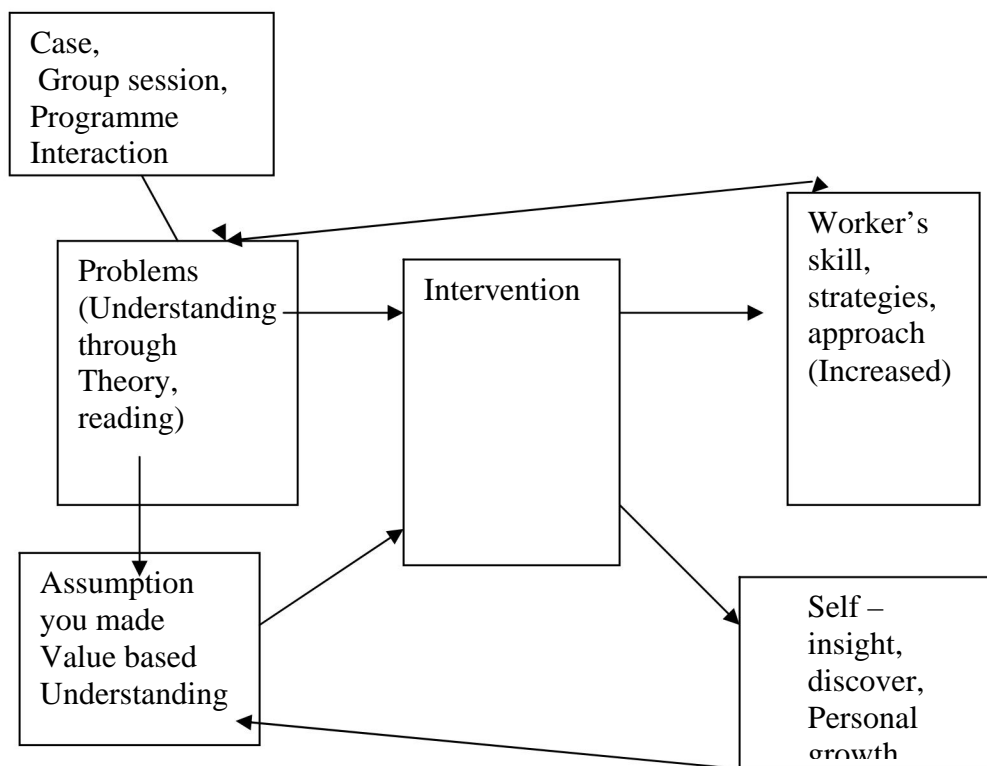
DSA 8: Seminar on Issues related to Field Practice

Objectives:

1. To reflect on one's own field work and life experiences and develop connections with theory to draw meanings and linkages.
2. To be able to form linkages and examine micro-level and macro-level issues within socio-cultural context
3. To be understand one's concept of self, to introspect and enhance sensitivity in work with in the field of disability rehabilitation

FIELD WORK PRESENTATION

Understanding of the problem



Session (2 hours each)	Topic
1	Introduction to the course- students need to select 3 priority topics related to disability that the students would like to work on
2	Finalization of topic of each student as decided by the class, discuss with faculty for draft paper
3	Module I- Seminar Paper- Student's presentation
4	Student's presentation
5	Student's presentation
6	Student's presentation
7	Student's presentation
8	Student's presentation
9	Student's presentation
10	Students' presentation
11	Module II- Field work Presentation- Select any area – case/group/training/session from their field work and analysis the situation, Development- Personal and Professional growth , learning
12	Students' presentation
13	Students' presentation
14	Students' presentation
15	Students' presentation

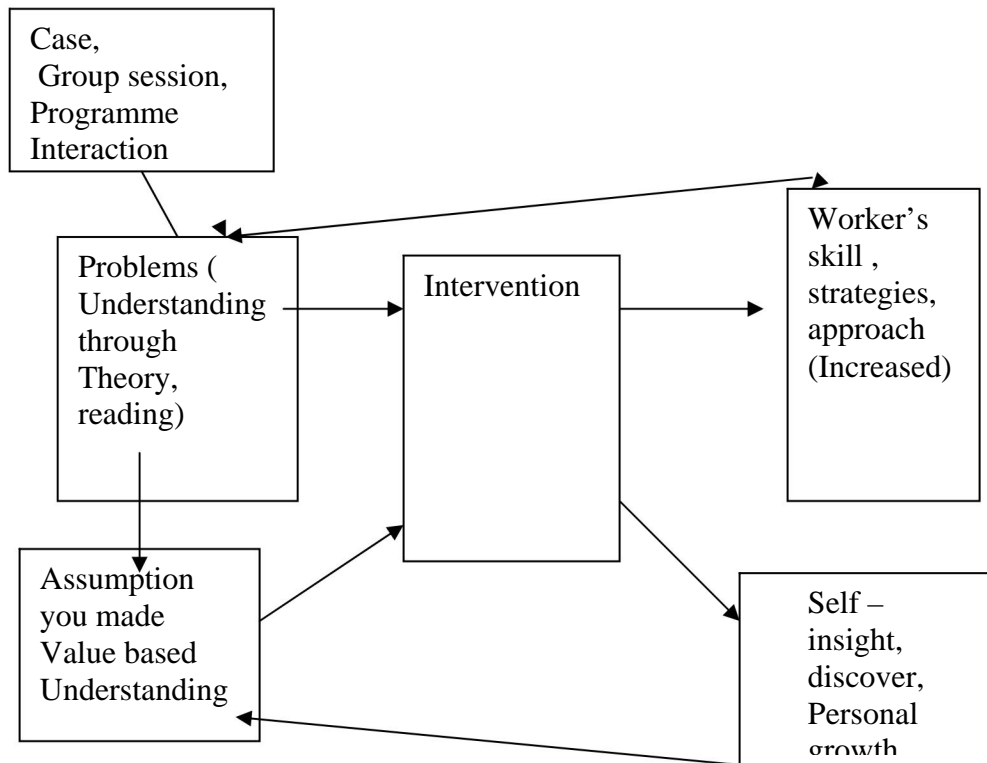
Method of Assessment:

Individual assignment and class presentation

References:

The student refers to books and articles that are relevant to the topic/theme chosen.

Understanding of the problem



Method of Assessment:

The students will be assessed on the basis of individual or group presentation in class and one assignment.

