

North East Institute of Social Sciences and Research (NEISSR)

Paper: SW-103

**Title: SOCIAL CASE WORK
Semester Teaching Plan**

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course summary

Paper number: SW-103

Paper Title: Social Case Work

Instructor: Mrs. Judith Huidina

Class hours: 9.30-10.30 AM

COURSE DESCRIPTION

The paper course provides an in-depth understanding of Social Casework as one of the primary methods of social work, focusing on individual-level intervention. It explores the concepts, principles, philosophy, and practice of working with individuals facing various psychosocial challenges. Through theoretical knowledge and practical application, students learn to assess and intervene effectively in complex human situations using structured casework methods.

The course begins with the historical and philosophical foundations of casework, emphasizing the dignity, worth, and self-determination of the individual. Students will study the components and phases of casework practice through models like Perlman's problem-solving model, and learn methods of record keeping, case presentation, and professional documentation.

Further, the course introduces various models and approaches such as psychosocial, life model, functional, and eclectic approaches, and familiarizes students with therapeutic tools including behavior modification and family therapy. Students will develop competency in using essential tools and techniques like observation, interviewing, counselling, and building professional relationships.

Lastly, the course examines the scope and application of casework across diverse fields including medical, psychiatric, correctional, educational, family and child welfare settings. It also addresses the influence of cultural contexts, and the ethical and practical limitations of

casework.

By the end of the course, students will be equipped with the knowledge, skills, and values necessary for effective social casework practice, contributing to their development as ethical and reflective practitioners.

OBJECTIVES:

- To understand the values and principles of social case work and to develop the capacity to practice them.
- To develop the knowledge and the skills needed to work with individuals in the social system.
- To understand and to apply the various the techniques of social casework in different settings.

LEARNING OUTCOMES:

- Apply social case work values, principles, and ethics to deal with individuals and their problems toward solutions.
- Work as a counsellor and therapist for individual problem-solving approach.
- Enhance the documentation skills and its applications while working in an organization.
- Work as a social case worker in different organizational settings like health care setting, school setting, correctional setting, juvenile care, elderly care, etc.

TEACHING METHODS

Primary Methods			Optional Methods		
	Recapitulation			Gaming and simulation	
	Lecture			Survey	
	Lecture with discussion			Quiz down gaming	
	Teach back session			Story telling	
	Panel discussion			Project writing	
	Brainstorming			Mapping	
	Debate			News reading	
	Group discussion			Music	
	Report back session			Art	
	Case study method			Puzzle gaming	
	Poster presentation			Article review	
	Guest speaker			Buddying and grouping	
	Motivational talk of student			Any other methods:	
	Role play				

Class participation

Assignments and evaluation

The criterion for evaluation of the course is as follow

- | | |
|---------------------------------------|-----------|
| • University Examination (External) | 60 marks |
| • Internal Assessment | 40 marks |
| 1. Written Internal Test | 25 marks |
| 2. Assignment | 10 marks |
| 3. Class participation and attendance | 05 marks |
| Total | 100 marks |

FACE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the student:

Semester and Year:

Paper no.

Paper Title:

Category of Assignment: Individual/ group

Types of Assignment:

1. Group presentation
2. Field visit and documentation
3. Role-plays

Title of the Assignment

Name of the Course Teacher: Ms. Judith Huidina

Name of the Student:

Date of Submission:

CLASS SCHEDULE AND READINGS

Transaction Time: 3 hours per week for 15 weeks (44 hours)

Duration: July 2025 to December 2025

Date of Commencement: 21 July, 2025

UNIT	MONTH & WEEK	TIME	MONTH & DATE
UNIT I: Social casework as a method of social work	Two weeks	Total 5 hours	July: 21, 22,23,28, 29
	July, Week: three	3 hours	July: 21-23
	• Introduction of the course paper • Concept & definition, objectives of working with Individuals • Historical development of social casework		
	July, Week: four	2 hours	July: 28-29
	• Philosophy: worth and dignity of clients, self-determination, problem solving capacity, based on the needs and the problem • Values, principles: acceptance, individualization, client participation, controlled emotional involvement.		
UNIT II: Components and phases of social case work - Perlman's model	Two weeks	Total 7 hours	July: 30 August: 4,5,6, 11,12,13
	July, Week: four	1 hour	July: 30
	• Components- Person, problem, place, process		
	August, Week: one	3 hours	August: 4,5,6
	• Phases: phase i) initial phase (study/ exploration of person in environment) phase ii) multidimensional assessment, phase iii) multidimensional intervention, phase iv) termination, phase v) evaluation • Case work intervention: Interview, home visit, collateral contacts and referrals		
	August, Week: two	3 hours	August: 11, 12, 13
	• Record keeping: face sheet, process recording, narrative recording, summary recording, analytical recording, and condensed recording • Case presentation as a tool of professional development		
UNIT III: Models and approaches of practice	Three weeks	Total 9 hours	August: 19, 20,25, 26, 27. Sept: 8,9,10, 14
	August, week: three	2 hours	August: 19 and 20
	• Social diagnosis, and problem solving		
	August, week: four	3 hours	August: 25, 26, 27
	• Crisis intervention, Psycho social, Life model		
	September, week: two	3 hours	September: 8,9,10
	• Functional approach and relevance of eclectic approach • Behaviours modification therapy • Rational emotive therapy		
	September, week: three	1 hour	September: 14

	Family therapy and relevance of eclectic approach		
Unit IV: Tools and Techniques in Practice	Two weeks	Total 4 hours	September: 15, 16, 23, 24
	September, week: three	2 hours	September: 15, 16
	- Tools: listening, observation, interviewing, home visits, relationship - Techniques: supportive techniques, counselling techniques		
	September, week: four	2 hours	September: 23, 24
	- Collateral contacts and referrals - Use of relationship in the helping process: client worker relationship - Transference and counter transference		
UNIT V: Scope of case work in practice	Four weeks	Total 10 hours	October: 6,7,8,20,22, 27,28 November: 3,4,5
	October, week: two	3 hours	October: 6,7,8
	Correctional, Industrial, School setting		
	October, week: four	2 hours	October: 20 and 22
	- Family and child welfare setting - Social case work in medical		
	October, week: five	2 hours	October: 27, 28
	- Psychiatric settings - Influence of cultural factors in practice		
	November, week: one	3 hours	November: 3,4,5
	- Social casework & counselling: similarities and differences - Limitations of social casework method		
Assignment Presentation	Three weeks	Total 9 hours	November: 10, 11, 12, 17, 18, 19, 24, 25, 26
	November, week: three, four and five	Case presentation	

SUGGESTED READINGS:

1. Ammet. Garrett, 1962, Interviewing: Its Principles and Methods, Family Service, association, New York, USA
2. Banerjee, G. R. (nd). Concept of Being & Becoming in the Practice of Social Work, Indian Journal of Social Work, Mumbai
3. Currie, Joe. (1976). The Bare foot Counsellor. Asian Trading Corporation. Bangalore.
4. Fuster, J.M. (1984). Personal Counselling. Bombay: St. Paul Publication.
5. Hamilton, Gorden, 1995, Theory and Practice of Case Work, Colombia University Press, New York, USA
6. Helen, 1990, Social Case Work: A Problem-Solving Process, The University of Chicago Press, Chicago, USA
7. Hollis, Flurence and mary E.Woods. (1981). Case Work – Psychosocial Therapy. New York: Random House.

8. Maryellen, 1990, Short-Term Treatment and Social Work Practice: An Integrative Perspective, Free Press, US
9. Mathew, Grace. (1992). An introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
10. Narramore, M. Clyde. (1978). The Psychology of Counselling. Michigan: Zondervan Publishing House.
11. Perlman, H.H. (1974). Social Case Work. Chicago: The University of Chicago Press.
12. Prashantham, B.J. (1975). Indian Case studies in Therapeutic Counselling. Vellore: Christian Counselling Centre.
13. Richmond, E. Mary. (1971). Social Diagnosis. New York: Russel Sage Foundation.
14. Robert W, Robert Robert H. Nee, 2000 Theories of Social Casework, University of Chicago Press, Chicago.
15. Tilbury. D.E.F. (1977). Case Work in Con text. Oxford: Pergamon Press.
16. Upadhyay, R.K, 2003 Social Case work: A Therapeutic Approach Rawat Publications, India.

North East Institute of Social Sciences and Research (NEISSR)

7th Mile, Chümoukedima, Nagaland - 797103

Paper: 102

Title: Personality Development and Human Behaviour

Semester Teaching Plan

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: 102

Paper Title: Personality Development and Human Behaviour

Semester & Year: MSW 1st Semester 2025

Instructor: Fr. Khing

Class hours: 1 hr

Course Description: Personality development and human behaviours deal with a comprehensive approach to human life and behaviour. Human conception, growth, development, and personalities are dealt with elaborately. The type of attitude and perception that shape human behaviour is also given importance in the course. Health and hygiene, and measures to promote the same, are given equal importance in the course. The course is prescribed in such a way that students will learn the art of growth and development for sustainable living.

Course Objectives:

1. To develop an understanding of the biological and social growth of the individual as thinking, feeling and responding person
2. To develop an understanding of the concept of health and the measures to promote healthy living

Teaching Methods: Teach back, lecture and discussion, recapitulation, demonstration, presentation, question and answer round, practical exam.

Class Participation: Recapitulation, Question and Answer round, Teach back

Assignments and Evaluation

The criterion for evaluation of the course is as follows:

- University Examination (External) 60 Marks
 - Internal Assessment 40 Marks
 1. Written Internal Test 25 Marks
 2. Assignment 10 Marks
 3. Class Participation and Attendance 05 Marks
- Total 100 Marks

FACE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the student: 42

Semester and year: 1st Semester MSW 2025

Paper No. 102

Paper Title: Personality Development and Human Behaviour

Category of Assignment:

Individual/Grp	Title of the Assignment	Unit
Individual	Childhood experiences	Unit-1
Group	Group discussion and presentation	Unit-2
Group	Health and Hygiene	Unit-5

Types of Assignment

1. PPT presentation
2. Group discussion, reflection and presentation

Name of the Course Teacher: Fr. Khing

Date of Submission: 21st July 2025

CLASS SCHEDULE AND READINGS

MONTH/WEEK (Date: 21st July – 30th November 2025)

UNIT I: 21st July – 16th August 2025

UNIT II: 18th August – 20th September 2025

UNIT III: 22nd September – 18th October 2025

UNIT IV: 20th October – 08th November 2025

UNIT V: 10th November – 29th November 2025

July-December

- Classes
- Activities
- Assignments
- Presentations
- Revision
- Discussion on elected topics according to the suggestion of the students

Suggested Readings:

Argle, Michel Ed. (1981). Social skills ad Health. London. Mazheum Publishers

Hurlock, Elizabeth. (1981). Development Psychology-A life span approach. New Delhi: Tata Mcgraw Hill Ltd

Sheridan, Charles. (1978). Methods in experimental Psychology. New Delhi. Holt Rinehart and Wisdon Ltd

Watson, Robert and Lingren Henry Clay. (1979). Psychology of the child and adolescent. New York: Macmillan Publishing Company

Scheck, S. (2014) Stages of psychosocial development according to Erik H. Erikson, Grein Verlag

<https://www.simplypsychology.org/erik-erikson.html>

<https://positivepsychology.com/erikson-stages/>

[https://www.researchgate.net/publication/358914229 Psychosocial Stages of Development](https://www.researchgate.net/publication/358914229_Psychosocial_Stages_of_Development)

<https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/262/8203/et/W1-L3->

[Human%20Development%20-%20Heredity%20and%20Environment200414060604044949.pdf](https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/262/8203/et/W1-L3-Human%20Development%20-%20Heredity%20and%20Environment200414060604044949.pdf)

<https://www.scribd.com/document/423014308/Hereditary-and-Environment>

<https://egyankosh.ac.in/bitstream/123456789/108454/1/Unit-4.pdf>

https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/11/257/et/P06_M03200217111102025555.pdf

https://link.springer.com/chapter/10.1007/978-0-585-30665-0_2

North East Institute of Social Sciences and Research
(NEISSR)

Paper: 104

Title: Group Work

Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: 104

Paper Title: Social Group Work

Semester & Year: MSW 1st Semester 2025

Instructors: Dr Lily Sangpui

Class hours: 1 hr

Course Description: The paper covers comprehensive areas on group work- meaning, principles and group process. It also covered on topics related to modalities of working with group- various theoretical approach and practice areas in different settings. It enumerated specific components of group work practice and skills of group worker.

Course Objectives:

- 1) to develop a comprehensive understanding of Social Group work as a method of social work
- 2) to develop skills working with group
- 3) to sharpen understanding on the importance and modalities of working with group

Teaching Methods: Teach back, lecture and discussion, recapitulation, demonstration, presentation and QnA round, practical exam.

Class Participation: Recapitulation, QnA round, Teach back

Assignments and Evaluation

The criterion for evaluation of the course is as follow

• University Examination (External)	60 Marks
• Internal Assessment	40 Marks
1. Written Internal Test	25 Marks
2. Assignment	10 Marks
3. Class Participation and attendance	05 Marks
Total 100 Marks	

FACEE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the student:

Semester and year: MSW 1nd Semester

Paper No. 104

Paper Title: Social Group Work

Category of assignment: Group

Types of Assignment

1. Group presentation on selected topics

(The class is divided into 6 groups. Considering the subject matter is in itself group work, group assignment is given for students not only to have theoretical knowledge but also provide them to work in group and help understand the practical aspects of group behavior and group dynamics)

Title of the Assignment:

Name of Group	Title of the Topics
Group 1	Programme in Social Group work
Group 2	Programme Evaluation
Group 3	Rational Emotive Behavioural Therapy
Group 4	Social Group Work practice in different setting
Group 5	Family Therapy
Group 6	Group Therapy

Name of the Course Teacher: Dr. Lily Sangpui

Date of Submission: 21st September 2025

CLAS SCHEDULE AND READINGS

MONTH WEEK
UNIT I: 21st July – 4th August 2025
UNIT II: 7- 11 August 2025
UNIT III: 18- 25 August 2025
Presentation: 28 August – 5th September 2025
UNIT IV: 6 – 15 September 2025
UNIT V: 2nd – 13 October 2025

November

Revision

- Discussion on elected topics according to the suggestion of the students
- Evaluation and Feedback

SUGGESTED READING LIST

Siddique, H.Y (2008): Group Work: Theories and Practices, Rawat Publication, Delhi.

Konopka, Gisela(1963) : Social Group Work: A helping Process, Prentice

Cooper, C. L (1976): Theories of Group Process, London, Wiley and Sons.

**NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH
(NEISSR)**

Peace Centre, 7th Mile, Chümoukedima- Nagaland – 797103



Semester Teaching Plan

Paper Code: MSW 105

TITLE: COMMUNITY ORGANIZATION AND SOCIAL ACTION

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary:**Paper Number: Paper Code: MSW 105****Paper Title: Community Organization and Social Action****Semester & Year: MSW SEM- I****Instructors: Dr. Toli H. Kiba, Assistant Professor****Class hours: 11.30 am - 12-30 pm**

Course Description:

This course will provide a comprehensive introduction to Community Organization and Social Action as part of the practice of social work. In this course, students will learn about various types of communities (urban, rural, tribal) and some of the challenges experienced by marginalized communities such as caste-based people, people with disabilities, and gender minorities. Students will learn about the meaning, history, principles and methods of community organization, and the contribution of leadership and power dynamics to community development. Students will learn key approaches and models outlined by Rothman and Siddiqui alongside the stages in mobilizing communities and organizing communities for shared purposes. A special emphasis will be placed on the different roles, strategies and skills practitioners who organize communities need to learn to develop, such as, advocacy, negotiation, and conflict resolution. The contains a section on social action and protest strategies, based on social thinkers like Gandhi, Ambedkar, Saul Alinsky, and Paulo Freire. This course will give students an integrative framework on how to engage in community work, community participation, and mobilization of resources and effect social change.

Course Objectives:

- To be acquainted with the concept of the community and its dynamics
- To understand community organization as a method of social work and as an effective tool for development
- To understand the role of social action in social work and community organization

Learning Outcomes:

- Students show ability to analyse community problems and identify specific needs and suggest appropriate ideas on social work intervention.
- Students exhibit leadership in community mobilization, planning and organizing activities in different community settings.
- Capacitated with various social action methods and rights based approach, students are driven towards emancipatory social work.

Teaching Methods:

<u>Primary Methods</u>		<u>Optional Methods</u>	
Recapitulation		Gaming and simulation	
Lecture		Survey	
Lecture with discussion		Quiz down gaming	
Teach back session		Story telling	
Panel discussion		Project writing	
Brainstorming		Mapping	
Debate		News reading	
Group discussion		Music	
Report back session		Art	
Case study method		Puzzle gaming	
Poster presentation		Article review	
Guest speaker		Buddying and grouping	
Motivational talk of student		Any other methods:	
Role play			

Class Participation:**Assignments and Evaluation**

The criterion for evaluation of the course is as follow

- | | |
|---------------------------------------|-----------------|
| • University Examination (External) | 60 Marks |
| • Internal Assessment | 40 Marks |
| 1. Written Internal Test | 25 Marks |
| 2. Assignment | 10 Marks |
| 3. Class Participation and attendance | 05 Marks |
| | Total 100 Marks |

FACE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the student:

Semester and year:

Paper No.

Paper Title:

Category of assignment: Individual and Group

Types of Assignment

1. Group Presentation
2. Field Visit and documentation
3. Role-plays

Title of the Assignment:

Name of the Course Teacher:

Name of the Student/s

Date of Submission_____

CLAS SCHEDULE AND READINGS

Unit	Month: July 2025	Week: 3	Date: July 21-23
UNIT I: Understanding Community and Marginalized People	1. Concept and definition of community 2. Types: Urban, rural, tribal communities 3. Activity: Brain storming of Problems faced by various communities		
	Month: June 2025	Week: 4	Date: 28-31
	1. Caste and class in Indian society 2. Understanding disability 3. Understanding gender 4. Activity: Group discussion on marginalization		
UNIT II: Community Organization	Month: August 2025	Week: 1	Date: 4-6
	1. Meaning of community organization, development & Social Action 2. Aims, objectives, scope, nature of community organization		
	Month: August 2025	Week: 2	Date: 11-13
	1. History 2. principles, and philosophy 3. Activity- Prepare a timeline and gallery walk		
	Month: August 2025	Week: 3	Date: 18-20
	1. Understanding community leadership & power structure 2. Methods: awareness creation, education, participation, leadership, planning, Resource mobilization, community action, legislative and non-legislative methods		
UNIT III: Approaches and Models of Community Organization	Month: August 2025	Week: 4	Date: 21-23
	1. Approaches: general, specific content, process objective 2. Rothman's model: locality development, social planning, social action 3. Siddiqui's models: neighbourhood development, system change, structural change		
	Month: August 2025	Week: 5	Date: 25-27
	1. Community mobilization 2. Steps and process of community organization (survey to continuation)		

UNIT IV: Strategies, Role and Skills of Practitioners	Month: Sept 2025	Week: 1	Date: 18-20
	1. Strategies: individual contact, and networking, Conscientization, negotiation, collaboration, pressure and advocacy, violence and conflict resolution 2. Role of community organizer: enabler, advocate, activist, expert, , and social therapist		
	Month: Sept 2025	Week: 2	Date: 25-27
	1. Skills: communication, training, consultation, public relations, resource mobilizations, liasoning, conflict resolution 2. Recording: community profiling, recording- administrative and process records etc		
	Month: Sept 2025	Week: 3	Date: 1-3
UNIT V: Social Work and Social Action	1. PRA and related techniques 2. Activities- Practical application of PRA tools		
	Month: Sept 2025	Week: 2	Date: 8-10
	1. Definition, principles, and history of social action 2. Radical social work and rights-based approach 3. Elements, strategies of social action, and different forms of protest		
	Month: Sept 2025	Week: 3	Date: 15-17
	1. Contributions of Saul Alinsky, Paulo Friere 2. Contributions of Mahatma Gandhi (Sarvodaya) and Ambedkar		

Suggested Readings

1. Beher, A., & Samuel, J. (2006). *Social watch in India: Citizens report on governance and development*. Pune: NCAS.
2. Chaudhuri, B. (Ed.). (n.d.). *Tribal development in India*. Delhi: B.R. Publishing.
3. Chaudhury, S. K., & Patnaik, S. M. (2008). *Indian tribes and the mainstream*. Jaipur: Rawat Publications.
4. Chowdhry, D. P. (1976). *Introduction to social work*. New Delhi: Atma Ram.
5. Christopher, A. J., & William, T. (2006). *Community organization and social action*. New Delhi: Himalaya Publications.

6. Cox, F. M., Erlich, J. L., Rothman, J., & Tropman, J. E. (1964). *Strategies of community organization*. Illinois: Peacock Publishers.
7. Dunham, A. (1970). *The new community organization*. New York: Thomas Y. Crowell Company.
8. Freire, P. (1970). *Education for the oppressed*. New York: Seabury Press.
9. Freire, P. (1972). *Cultural action for freedom*. Harmondsworth: Penguin.
10. Gangrade, K. D. (1971). *Community organization in India*. Bombay: Popular Prakashan.
11. Kramer, R., & Specht, H. (1975). *Readings in community organization*. London: Prentice Hall International.
12. Ross, M. G. (1955). *Community organization: Theory, principles, and practice*. New York: Harper & Row.
13. Siddiqui, H. Y. (Ed.). (1984). *Social work and social action*. New Delhi: Harnam Publications.
14. Skidmore, A. R., & Thackeray, M. G. (1976). *Introduction to social work*. New Jersey: Prentice Hall.
