



THE ASSAM
ROYAL GLOBAL UNIVERSITY
— GUAHATI —

**Royal School of Humanities and Social Sciences
(RSHSS)**

Department of Social Work

**Learning Outcome-based Curriculum Framework for
Undergraduate Programme**

Master of Social Work

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1.Preamble

The main purpose of the Master of Social Work course is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment. The Course inculcates respect, dignity and worth of all human beings and understanding of diverse conditions. Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will be studying various core courses, which would include theoretical perspectives central to social work profession along with concurrent field work practice. In addition, students would have term papers and a research based project through which students will be offered opportunities to learn research methodology and prepare a small dissertation. The fieldwork practicum in social work curriculum is considered the signature pedagogy as it denotes the vital methodology of teaching learning to prepare the students for professional practice. The Master of Social Work is a practice based programme which is comprised of classroom teaching and diverse field work practicum pedagogies.

The programme offers a wide variety of courses to help the students to learn about the national and global scenario of social work in an interdisciplinary mode and developing their skill base for getting employment or initiating self-employed opportunities in welfare, development and allied sectors. Social work is the applied stream of social science, which provides its students planned opportunities to apply theory in actual field situations, which in turn enhances their learning. Hence, these applied courses are value addition to the students of social work in strengthening their knowledge and skills and bringing high quality standards in practice learning. Thus, the expected outcome of this programme is to produce well-trained and skilled professional social workers aligned with national and international work ethos.

1.1 Introduction

The Programme is comprised of classroom teaching and fieldwork practicum in real life settings. The classroom teaching is directed towards familiarizing the students with principles and skills required for social work intervention and developing students' personality through inculcation of democratic and humanitarian attributes and values. Fieldwork practicum is managed through a network of various NGOs and government organisations working in welfare and development sectors where the students get first-hand experience of various social issues and appropriate interventions to address the same. Hence, the programme intends to provide an in-depth understanding of the humane values, social justice and rights-based perspective to address various social issues. It is designed to develop social work professionals with essential knowledge, skills, virtues, competence to work with various national and international development organizations. After completion of this programme, social work graduates can get employment both in the public and private sectors.

There is also an opportunity of self-employment. There are numerous job options in social welfare sectors like family and child welfare, education, health care, community health and nutrition, mental health, youth welfare, rural and urban development, environment and research. This is the best suited course for those who have sensitivity towards social concerns and wish to take up challenges to improve the lives of marginalized sections of the society. The social work professional would also be engaged in providing welfare services, become part of the developmental process, respond to the needs of human rights, social justice, empowerment and liberation of weaker and vulnerable sections of the society.

As is the case with other professions, Social Work too has a 'science' and an 'art' to it. The core elements that needed to flow through the curriculum as the following:

- The values and ethics of professional social work practice,
- The theory guiding the profession, and
- The skills that are necessary for practice and the ability to be engaged in lifelong learning.

Looking at all these new concepts and progress, the detailed syllabus of MSW has been designed and decided to be implemented from the academic session 2022-23.

1.2.1 Nature and Extent of the Programme

The Master of Social Work programme is a practice based discipline that prepares its students for achieving the objectives through interventions in real life situations, which are dynamic in nature. The programme offers individualized mentoring to every student and comprises of classroom teaching involving interactive pedagogy and field work practicum. The classroom teaching is directed towards familiarizing the students with interdisciplinary theoretical perspectives, principles and skills required for social work interventions. It aims to develop students' personality through inculcation of democratic, humanitarian attitude and values. The three days of the week are devoted to classroom teaching experience and two days for the Field Work practicum. Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Field work practicum settings are agencies and community based practice in which students are engaged in understanding various development projects, services and social work interventions.

Field work is a practical experience which is purposively arranged for the students. In field work, field will be a setting (a social welfare and/or development agency or open community) which offers avenues for student's interaction with client and client system to apply social work methods, principles, skills and techniques under the guidance of faculty of the respective colleges and practitioner of the agency. After completion of the programme, social work students will have job opportunities in the public, government and private sector in the country and abroad. The graduates may also have self-employment opportunities in terms of initiating their own organizations. In the public and government sectors, there are many positions, which are regulated by the Government and are meant to manage the social welfare and development programmes. To mention a few of such opportunities are: Welfare Officers in the Department of Social Welfare; Welfare Officers in the Department of Women

& Child Development; CDPOs in Integrated Child Development Services (ICDS); Welfare Officers in factories, mines or plantations; Counsellors in family counselling centres, schools, and HIV/AIDS organisations; Medical and Psychiatric Social Workers in hospitals; Consultants in research & development institutions, corporate and civil society organizations (NGOs). In the corporate sector, social work graduates join as HR Managers, Industrial Relations Officers, CSR officers etc. The NGOs/Civil Society Organizations employ social work graduates in programme planning, execution, administration and funding agencies which may be related with various target groups including children, women, youth and elderly. Career guidance, pre & post marital counselling and life coaching are also considered as emerging areas of social work practice. Social work graduates may also work in International, global and UN agencies like UNICEF, WHO, UNDP, etc. as consultants.

1.2.2 Aims of the Programme

The overall aims of the Master of Social Work are stated below:

1. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
3. To inculcate in the students the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. To prepare professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. To make learners sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.

1.3 Graduate Attributes in Social Work

Some of the characteristic attributes that a social work graduate should demonstrate are as follows:

1. **GA1-Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of all fundamental concepts, philosophy, values and ethics, principles, methods and skills and techniques of social work that form a part of an undergraduate programme of the study.
2. **GA2-Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally to all concerned, communicate with the clients using appropriate media; confidently share views and express herself/himself; demonstrate the ability to listen carefully to the clients, read and write analytically, and present complex information in a clear and concise manner. Field work report writing and presentation are integral part of the teaching pedagogy which directly help to strengthen the communication skills of the social work graduates.
3. **GA3-Critical Thinking:** Capability to apply analytic thought to the social work knowledge; analyse and evaluate field evidences, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
4. **GA4-Problem Solving:** Capacity to extrapolate from what students have learned and apply their competencies to solve different problems of individuals, groups or communities in real life situations.
5. **GA5-Research-Related Skills:** A sense of scientific inquiry and capability for asking relevant/appropriate questions, problematizing, synthesising and articulating; define research problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from the data, establish hypotheses, predict cause-and-effect relationships; ability to prepare plan, execute and writing the results of an investigation or social survey.
6. **GA6-Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a team of professionals, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
7. **GA7-Reflective Thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

8. **GA8-Self-Directed Learning:** Ability to work independently, identifies appropriate resources required for a development project, and manages such a project until completion.
9. **GA9-Lifelong Learning:** Ability to acquire knowledge and skills, including, learning how to learn, that are necessary for participating in learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

1.4 Qualification Descriptors

The qualification descriptors for a Master of Social Work include the following:

1. Demonstrate
 1. a systematic, extensive and coherent knowledge and understanding of social work profession as a whole and its applications and ability to link the same to the other related disciplinary areas/subjects; including a critical understanding of the established theories, principles and concepts and of a number of advanced and emerging issues in social work;
 2. procedural knowledge that creates different types of professionals related to social work, including research and development, teaching and government and public service;
 3. skills in current developments in social work, including a critical understanding of the latest developments in social work education, and an ability to use established techniques of analysis and enquiry.
2. Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to social work and techniques and skills required for identifying problems and issues relating to it.
3. Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the social work profession for formulating evidence-based solutions and arguments;
4. Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex social problems and issues relating to social work.
5. Communicate the results of studies undertaken in academic field of social work and related disciplines accurately in a range of different contexts using the fundamental concepts, constructs and techniques of social work.

6. Address ones' own learning needs relating to current and emerging areas of social work, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
7. Apply social work knowledge and transferable skills to new/unfamiliar contexts, to identify and analyse problems/issues and seek solutions to real-life problems.
8. Demonstrate social work related and transferable skills that are relevant to some of the job trades and employment opportunities.

1.5 Programme Learning Outcomes

Programme learning outcomes includes subject-specific skills and generic skills including transferable global skills and competencies. The programme learning outcomes also focus on knowledge and skills that would prepare the students of social work for further study and employment. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study.

The broad learning outcomes of the Master of Social Work programme are:

1. **PO1-Knowledge of Social Work:** Providing basic knowledge of social work theory and methods related to individuals, groups and community by demonstrating ethical and professional behaviour in social work practice.
2. **PO2-Communication Skills in Social Work:** Enables student social workers to discover the most important issues and needs of their clients and respond appropriately.
3. **PO3-Critical Thinking in Social Work:** Apply critical thinking to inform and communicate professional judgment in social work practice
4. **PO4-Problem Solving in Social Work Practice:** Enables the student social workers and individuals to focus on one concrete problem at a time thereby helping an individual identify a problem, create action plan to solve it and implement the solution.
5. **PO5-Research skills for Social Work:** Construct research informed practice and practice informed research in Social Work.
6. **PO6-Role of Social Work in Collaborative Teams:** Social Work isn't an individual effort, it's a team effort where multidisciplinary teamwork is most definitely required.
7. **PO7-Reflective Social Work Practice-Thinking, Doing and Being:** Reflective Social Work Practice demonstrates how social workers can creatively and consciously combine 'thinking, doing and being' when working with individuals, families, groups, communities and organisations, and when undertaking research.
8. **PO8-Self-directed learning in Social Work:** Enables student social workers to initiate case discussions and presentations, to initiate minor projects by empowering

students to take charge of their learning which may have powerful implications for their growth and development throughout their career.

9. **PO9-Beyond Obligation-Social Workers as Lifelong Learners:** Lifelong learning enables student social workers to continually update their knowledge and skills in order to provide relevant and effective services.

Program Specific Outcomes of Master of Social Work programme:

1. **PSO1-**Obtain knowledge on the utilization of Social Work practice theories and methods with individuals, families and groups.
2. **PSO2-**Conduct evidence based research and evaluation
3. **PSO3-**Get diverse technical knowledge on various Acts and legislations related to Social Work practice.
4. **PSO4-**Develop skills to Practice values and ethics of Social Work Practice with diverse and vulnerable population by applying various techniques, skills, approaches and model of social work practice which leads to the employment opportunities.

1.6 Teaching Learning Processes

The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centred to learner-centric pedagogies and from passive to active/participatory pedagogies. This programme leads to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework will include: lectures supported by group tutorial work; practicum and field-based learning, observations and field work to various organisations and communities. The use of prescribed classical, essential, suggested books, e-learning resources and other self-study materials will guide the teaching learning process. The other innovative methods would include: open-ended project work, some of which may be team-based; activities designed to promote the development of generic and subject-specific skills.

The curriculum will also encompass brain-storming, case study illustrations, thematic interactive discussions, individual instructions, scientific/field work experience based paper presentations in groups, field/exposure visits, concurrent field work and block field work, orientation programme, extension work, field based assignments. It will also include experience sharing/field instruction, lectures by eminent guests and practitioners, exposure to use of information technology (IT) in teaching-learning process. The skill workshops, opportunity to attend seminar and conferences, career guidance, mentorship etc. also constitute the teaching-learning processes of the programme.

1.7 Assessment Methods

	Component of Evaluation	Marks	Frequency	Code	Weightag
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					e (%)
A	Continuous Evaluation				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				100%

The progress of a student towards achievement of learning outcomes will be assessed by using the following: semester end examinations in time-bound manner; practical based assignments; library assignment; project assignment/case-study reports; group assignment; oral presentations, including seminar presentation; field work viva voce; and self-assessment etc.

Scheme of Theory Examinations: The performance of the students will be assessed through two components: internal assessment and semester end examinations keeping in view the following:

Internal Assessment: Attendance, class presentations, assignments (task based oral/or written), and class tests (30 marks).

Semester End Examinations: Written examinations are of theory question paper pattern (70 marks). The semester end examinations shall be conducted as per the academic calendar notified by The Assam Royal Global University.

1.7.1 Assessment of Field Work

At the end of all the semesters, field work assessment will be done both internally and externally. The internal field work assessment is a continuous process. The students are required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through

weekly individual interactions with the assigned supervisors. The students will also be assessed on the basis of their performance for presenting their field work experienced based or scientific paper. At the end of the semester, students will be required to prepare a field work report as per the guidelines in a prescribed form and submit the same to the respective faculty supervisors. The faculty supervisors will also prepare an assessment report regarding the performance of the concerned students on the basis of their learning and performance throughout the semester.

Assessment of field work shall be on the basis of:

1. Field Work (Internal supervisors) 70 marks
2. Viva-Voce (External examiner) 30 marks

1.7.2 Internal Assessment of Field Work

The student would be assessed for efforts and progress towards task assigned in the learning process during the field work. The faculty supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective faculty supervisor will develop a learning plan for field work that encompasses the agency/field specific activities. The students and their faculty supervisors will meet to review the students' progress and accomplishment on time to time basis during the semester and at the end of the semester. The attendance and participation in rural camp will also be included in assessment. The marks will reflect the students' achievements in terms of completion of the tasks, assignments and demonstration of proficiencies required for field work.

**Master of Social Work
Programme Structure**

1ST SEMESTER							
Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW184C101	Introduction to Social Work	4	0	0	4	4
2	SOW184C102	Society and Indian Social Issues	4	0	0	4	4
3	SOW184C103	Human Growth and Development	4	0	4	4	4
4	SOW184C104	Social Work Practice with Communities	4	0	4	4	4
5	SOW184C115	Concurrent Field Work - I	0	0	16	4	16
Discipline Specific Elective (DSE) (any one)							
6	SOW184D101	Issues of North East India and Social Work Practice	3	0	0	3	3
	SOW184D101	Computer Application in Social Work	3	0	0	3	3
Ability Enhancement Compulsory Courses (AECC)							
7	CEN984A101	Communicative English-I	1	0	0	1	1
8	BHS984A103	Behavioural Science-I	1	0	0	1	1
Ability Enhancement Elective Courses (AECC)							
Generic Elective							
TOTAL						25	29

2ND SEMESTER							
Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW184C201	Social Work Research	4	0	0	4	4
2	SOW184C202	Health and Social Work	4	0	0	4	4
3	SOW184C203	Social Work Practice with Individuals	4	0	0	4	4
4	SOW184C214	Field Work and Rural Camp	0	0	16	4	16
Discipline Specific Elective (DSE) (any one)							
5	SOW184D201	Contemporary Ideologies of Social Work	3	0	0	3	3
	SOW184D201	Administration and Management of Social Welfare Organizations	3	0	0	3	3
Ability Enhancement Compulsory Courses (AECC)							
6	CEN984A101	Communicative English-I	1	0	0	1	1
7	BHS984A103	Behavioural Science-I	1	0	0	1	1
Ability Enhancement Elective Courses (AECC)							
8		AECC/SEC/-1	2	0	0	2	2
Generic Elective							
TOTAL						23	27

3RD SEMESTER							
Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW184C301	Social Work Practice with Groups	4	0	0	4	4
2	SOW184C302	Social Policy and Planning	4	0	0	4	4
3	SOW184C303	Criminology and Correctional Justice System	4	0	0	4	4
4	SOW184C314	Field Work and Study Tour	0	0	16	4	16
Discipline Specific Elective (DSE) (any one)							
5	SOW184D301	Disaster Management	3	0	0	3	3
	SOW184D301	Skills for Social Work Practitioners	3	0	0	3	3
Specialization: Community Development **							
6	SOW184D30C1	Rural and Urban Community Development	4	0	0	4	4
7	SOW184D30C2	Livelihood and Sustainable Development	4	0	0	4	4
Specialization: Family and Child Welfare **							
8	SOW184D30F1	Child and Childhood in India	4	0	0	4	4
9	SOW184D30F2	Family in India	4	0	0	4	4
Specialization: Livelihood and Social Entrepreneurship**							
10	SOW184D30L1	Introduction to Social Entrepreneurship	4	0	0	4	4
11	SOW184D30L2	Entrepreneurial Management	4	0	0	4	4
Specialization: Psychiatric Social Work**							
12	SOW184D30P1	Introduction to Mental Health	4	0	0	4	4
13	SOW184D30P2	Psychiatric Social Work Practice	4	0	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
14	CEN984A301	Communicative English-III	1	0	0	1	1
Ability Enhancement Elective Courses (AECC)							
15		AEEC/SEC/-2	2	0	0	2	2
Generic Elective							
TOTAL						30	34

** only one specialization to be opted

4TH SEMESTER							
Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	SOW184C401	Governance, Law and Social Work	4	0	0	4	4
2	SOW184C412	Field Work (Block Placement)	0	0	4	4	8
3	SOW184C423	Project Dissertation	4	0	8	4	12
Discipline Specific Elective (DSE) (any one)							
4	SOW184D401	Disability Studies	3	0	0	3	3
	SOW184D401	Peace Building	3	0	0	3	3
Specialization: Community Development							
5	SOW184D40C1	Social Entrepreneurship	4	0	0	4	4
6	SOW184D40C2	Tribal Community Development	4	0	0	4	4

Specialization: Family and Child Welfare							
7	SOW184D40F1	Social Work with Women	4	0	0	4	4
8	SOW184D40F2	Social Work with Youth and Elderly	4	0	0	4	4
Specialization: Livelihood and Social Entrepreneurship							
9	SOW184D40L1	Sustainable Livelihoods and Development: Integrating theory and practices	4	0	0	4	4
10	SOW184D42L2	Social Business Innovation Lab	4	0	0	4	4
Specialization: Psychiatric Social Work**							
11	SOW184D40P1	Counselling and Psychotherapy	4	0	0	4	4
12	SOW184D40P2	Psychiatric Social Work Practice in different settings					
Ability Enhancement Compulsory Courses (AECC)							
13	CEN984A401	Communicative English IV	1	0	0	1	1
Ability Enhancement Elective Courses (AECC)							
14							
Generic Elective							
		TOTAL				24	28

SEMESTER I

Subject Name: Introduction to Social Work Subject Code: SOW184C101 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objective: *To understand social work philosophy, inculcate values to work as human service professionals and appreciate the imperatives of becoming professional social worker.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** the imperatives of becoming professional social worker.
2. **CO2-Illustrate** the Various Fields and Settings of Social Work Practice.
3. **CO3-Apply** values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
4. **CO4-Analyze** the professional self and persona of a professional social work

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	Origin of Social Work Victorian Origin of Social Work, Evolution of Social Work in England, USA and India, Concepts related to social work: charity, social service and social welfare, voluntary action, social reform, social welfare services, social defence, social justice, social security, social policy, human rights, Social Movement; Social Work and its Relation to other disciplines	12
II.	Social Work as a Profession: Beginning of Social Work Education, Assumptions, Values, Principles of Social Work; Voluntary Vs. Professional Action Nature, characteristics, objectives and scope of social work profession; Functions of Social Work: preventive, remedial and developmental; NASW Code of Ethics, Debates on Professionalization	12
III.	Theoretical Perspectives to Social Work Practice: Systems and Ecological Perspectives; Role Theory and Communication Theory; Radical and Marxist Approaches and Emancipatory Social Work; Integrated Approach to Social Work Practice and Generalist Social Work Practice, Feminist Perspectives: Critical theoretical perspective and implications for Social Work	12
IV	Contemporary Concerns in Social Work: Postmodernism: Relevance and significance of postmodern theory to social work; Multiculturalism: Critical Debate within Social Work; Contextualizing Interventions, Social Work and Social Development: Human Development, Sustainable Development; Gender Perspectives on Development, Social Advocacy and Role of Social Worker; Social Action	12
TOTAL		48

Text Books:

1. Allan, June, Bob, Pease & Briskman, Linda (ed.), Critical Social Work – An Introduction to Theories and Practices, 2003, Rawat Publications, Jaipur
2. Bhattacharya, Sanjay, Social Work an Integrated Approach, 2006, Deep & Deep, New Delhi
3. Chowdhry, D.P., Introduction to Social Work, 2001, Atma Ram, New Delhi

Reference Books:

1. Sajid S.M., & Jain R, Reflections on Social Work Profession, 2018, Bloomsburry, New Delhi.
2. Joshi S.C., The Handbook of Social Work, 2004, Akansha Publishing House, New Delhi
3. Jha, Jainendra Kumar, Practice of Social Work, 2002, Anmol Publications, New Delhi

Additional Readings:

1. Lawrence, R (2016). The Social Work Profession. *Professional Social Work in Australia*, 197-202.
2. Lub V. (2018). Theory, social work methods and participation. SAGE Journals.
3. Chatterjee, P. (1984). Cognitive Theories and Social Work Practice. *Social Service Review*, 63-80.

Subject Name: Society and Indian Social Issues Subject Code: SOW184C102 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To understand the concept of society and social dynamics and develop a critical perspective towards contemporary social problems and enhance analytical and functional ability to work on those issues.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** the basic concepts pertaining to society.
2. **CO2-Illustrate** the contemporary social issues and required social work knowledge and competencies for intervention.
3. **CO3-Identify** the importance and relevance of culture in society.
4. **CO4-Analyze** the changing nature of society and the complexity of various social issues.

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	Society and Culture: Concept of Society- Definition- Major Elements of Society- Individuals, groups, association, and Institutions; Culture- Characteristics- Elements-Function of Culture- Cultural Lag and Ethnocentrism; acculturation, assimilation, integration and cultural reversal. Social Disorganization - theories of social disorganization.	12
II.	Social Institutions and Social Control: Structure and functions, Marriage, Family, Religion, Education, Economics, Politics, Patterns of interactions and interdependence. Social Control: Concepts, Types, Functions, major agencies of social control- Kinship, Religion, Law, Education, Traditions and Customs.	12
III.	Social Change in India: Concept, theories, the factors and process of social change. Urbanization, Industrialization, Westernization, Sanskritization, Secularization, Resistance to Change.	12
IV	Social Problems (Causes and consequences) and Approaches to the study of Indian Society: Major social problems- Poverty, Population growth, Illiteracy, Casteism, Unemployment, Beggary, Drug Addiction, Alcoholism, Prostitution, Crimes against women, Crime, Delinquency, Corruption and Ecological problems. The Ideological Approach- Structural approach- Functional Approach- Dialectical approach-Subaltern approach.	12
TOTAL		48

Text Books:

1. Haralambos. (2014). Sociology: Themes and perspectives. Harper Collins; Eight edition.
2. Nagla, B.K. (2013). Indian Sociological Thought. Rawat Publication.

3. Rao. S. N. S. (2008). Sociology: Principles of sociology with an introduction to social thoughts.

Reference Books:

1. Tabassum, H. (2011). Encyclopedia of contemporary social problems in India. Anmol
2. Deshpande, S. (2003). Contemporary India: A sociological view. Penguin India
3. Giddens, Anthony. (2001). Sociology: Polity. Cambridge Press.

Additional Readings:

1. Baker, R. I. (2000). Modernization, Cultural Change and the Persistence of Traditional Values. American Sociological Review, 19-51.
2. Berry, D. L. (2010). Acculturation: When Individuals and Groups of Different Cultural Backgrounds Meet. Perspectives on Psychological Science, 472-481.
3. Kulahalli, A. B. (1971). Sanskritization and Social Change in India. European Journal of Sociology, 123-132.

Subject Name: Human Growth and Development Subject Code: SOW184C103 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objectives: *To understand the biological and social growth of the individual as thinking, feeling, and responding person and to develop an overall understanding of the principles of growth; their relevance and application to behaviour at various phases in the life span.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-List** the various approaches and principles of human development.
2. **CO2-Explain** the different personality theories of growth and development.
3. **CO3-Apply** physical, social and emotional aspects of development in different stages.
4. **CO4-Analyze** the models of human development.

Detailed Syllabus

Modules	Topics & Course content	Periods
I	Human Growth and Development: Concept, Patterns and Principles; Determinants of development; Developmental tasks; Maturation and learning.	12
II	Biological aspects of human growth and development: Understanding man and women, Human reproductive system, fertilization and fetal development, delivery, pre-and postnatal care. Heredity versus Environment theories of human growth and development.	12
III	Theories of Human Development: Freud’s psychosexual theory, Erikson’s psychosocial theory, Piaget’s theory of cognitive development; developmental periods and the physical, intellectual, emotional and social changes.	12
IV	Influences of socialization and development and Importance of Social work practices: The family, social groups, institutions, Community and culture. Importance of Mental Health; Relevance of social work practices in all stages of development, needs, tasks, problems and services.	12
TOTAL		48

Text Books:

1. Gibson A. & Gibson N. (2015). Human Growth, Behaviour and Development. SAGE Publications.
2. Shaffer, D. R., & Kipp, K. (2013). Developmental psychology: Childhood and adolescence. Cengage Learning.
3. Brien E. (2020). Psychology, Human Growth and Development for Social Work. Bloomsbury Publishing

Reference Books:

1. Taylor S. & Workman L. (2018). *The Psychology of Human Social Development*. Routledge
2. Crawford, Karen and Janet Walker. (2010). *Social Work and Human Development*, UK: Learning Matters Pvt Ltd. (3rd Edition).
3. Archambeault, John. (2009). *Social Work and Mental Health*, UK: Learning Matters Pvt. Ltd.

Additional Readings:

1. Fraunholtz, A. M. (2013). Mental Health Literacy: Social Work's Role in Improving Public Mental Health. *Social Work*, 365-368.
2. Gjerde, P. F. (2004). Culture, Power and Experience: Toward a Person-Centred Cultural Psychology. *Human Development*, 138-157.
3. Faith, G. B. (1960). Human Growth and Behaviour in Social Work Education. *Child Welfare*, 14-17.

Subject Name: Social Work Practice with Communities
Subject Code: SOW184C104
L-T-P-C: 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective: *To understand community organization as a method of social work and to develop & comprehend the concept, context and strategies of community work*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** the diverse community contexts of practice.
2. **CO2-Illustrate** the range of practice perspectives related to community work in the contemporary context.
3. **CO3-Apply** & value orientation associated with community practice
4. **CO4-Analyze** & Gain knowledge regarding theoretical underpinnings with community.

Detailed Syllabus

Modules	Topics & Course content	Periods
I	Understanding Community: Concepts of Community; Structure and Functions; Rural, Urban and Tribal Communities; Community Dynamics: Caste, Class, Religion and Gender; Community Power Structure; Community as a Social System; Community in the Indian Context	12
II	Community Organization as a method of Social Work Practice: Community Organisation as a Macro Method; Community Organisation as a Problem Solving Method; Relevance between Community Organisation and other methods of Social Work; Relationship between Community Organisation and other methods of Social Work, Principles of Community Organisation; Community Dynamics data; Top Down Approach, Bottom Up Approach	12
III	Process or Phases of Community Organization: Models of Community Organization by Ross, Rothman and Siddiqui; Saul Alinsky Model; Eight model framework of Weil and Gamble; Strategies and Approaches to Community Organizing	12
IV	Social Action and Community Organization: Concept, history, principles, objective and scope; social action as a method of social work. Rights-Based Approach and Social Action. Strategies and Skills in social action, Social Action in Relation to community Work, Models of Social Action, Application of community organization and social action in tackling developmental issues.	12
TOTAL		48

Text Books:

1. Powers P. R. & Wenocur S. (2004). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.

2. Kumar S. (2002): *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Sage Publication (Vistaar)
3. Lee, Judith (2001): *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. Columbia Press

Reference Books:

1. Joseph S. (2016). *Community Organization in Social Work*. Discovery Publishing Pvt.Ltd
2. Weil, Merie (2005): *Handbook of Community Practice*. New Delhi: Sage Publication.
3. Siddiqui, H.Y. (1997). *Community Organisation in India*. New Delhi: Harnam Publishers.

Additional Readings:

1. Andharia, J. (2009). Critical explorations of community organization in India. *Community Development Journal*, 276-290.
2. Dubey, S. (1969). Organizational Tension in the Community Development Blocks of India. *Human Organization*, 64-71.
3. MacRae, R. H. (1966). Social Work and Social Action. *Social Service Review*, 1-7.

Subject Name: Concurrent Fieldwork

Subject Code: SOW184C114

L-T-P-C: 0-0-16-4

Credit Units: 4

Scheme of Evaluation: Practical

Course Objective: *To understand the exposure to field activities to be carried out as a student social worker and to develop the student social workers to work in an open community and integrate theory into practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Relate** the classroom teaching into field setup.
2. **CO2-Illustrate** the Various field realities.
3. **CO3-Identify** the community issues and work on it.
4. **CO4-Analyze** the understanding of the theory and fieldwork practice.

Detailed Syllabus

The field work practice in the first semester would consist of orientation visits and community placement. In the first semester, the focus of the field work would be the community. The students would be placed in communities and in those settings, they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also would interact with the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the community in whatever way possible. Normally a student spends two days per week in field work. Every week after the visits, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted

Text Books:

1. Dash B & Roy S. (2019). Fieldwork Training in Social Work. Manohar Publishers & Distributors.
2. Wadds P. (2020). Navigating Fieldwork in the Social Sciences. Atlantic Publishers.
3. Roy S. (2012). Fieldwork in Social Work. Rawat Publishers Pvt Ltd.

Reference Books:

1. Iqbal S. (2001). Fieldwork Training in Social Work. Rawat Publishers Pvt Ltd.
2. Mujawar W. (2009). Fieldwork Training in Social Work. Manglam Publishers & Distributors.
3. Pathak A. (2014). Field Work and Training in Social Work. Centrum Press.

Additional Readings:

1. Naveenkumar T. (2022). Fieldwork Training in Social Work Education Perceptions and Attitudes of Students. Independent Author.
2. Secker J. (1993). From Theory to Practice in Social Work: The Development of Social Work Students' Practice. Ashgate Publishing Limited.

Subject Name: Issues of North- East for Social Work Practice Subject Code: SOW184D101 L-T-P-C: 3-0-0-3 Credit Units: 3 Scheme of Evaluation: Theory
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Course Objective: *To understand society and culture of North-east India and to prepare the students to deal with the issues of North East India for practising social work.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** ethnicity and culture in context to the eight states of Northeast India.
2. **CO2-Explain** Northeast India's society and culture.
3. **CO3-Identify** the various Government Interventions, Programs & five year plans of Northeast India.
4. **CO4-Analyze** the social issues relating to Northeast India.

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Introduction to society and Culture of North-east India: Demographic details, ethnicity and culture of all the eight states of the region.	06
II	History of Northeast India: The historical Development of North East Region, The economic development of North East Region, government intervention, five year plans in the context of the region, programmes, Act East Policy, DoNER.	10
III	People of NE India and Identity Assertion: Development and concerns in the different states of North East, underdevelopment and sense of alienation, Identity assertion of North East India and Internal Conflicts: Case studies; Displacement and Migration of Tribal, Impact of Scientific Culture and Globalization, Welfare programmes for the tribal	10
IV	Social Issues of NE India: Social issues related to North East India: Alcoholism, Witch hunting, and Immigration. Customary Laws in North East India; conflict resolution and peace accords; State-Civilian conflicts; factions, social impacts of shifting cultivation	10
TOTAL		36

Text Books:

1. Bhattacharya N. (2019). Landscape, Culture and Belonging. Cambridge University Press.
2. Haokip T. (2015). India's Look East Policy and the Northeast. Sage Publications.
3. Saikia Y. (2017). Northeast India: A Place of Relations. Cambridge University Press.

Reference Books:

1. Zama M. (2013). Emerging Literatures from Northeast India: The Dynamics of Culture, Society and Identity. Sage Publications.
2. Oinam B. (2018). Northeast India. Routledge

3. Verma D. (2020). Life and Culture in Northeast India. Mapin Publishing Pvt Ltd.

Additional Readings:

1. B.P.Singh. (1987). Northeast India: Demography, Culture and Identity Crisis. Modern Asian Studies, 257-282.
2. Oinam, B. (2008). State of the States: Mapping India's Northeast. East West Center.
3. Karlsson, B. G. (2013). Evading the State: Ethnicity in Northeast India through the lens of James Scott. Asian Ethnology, 321-331.

SEMESTER II

Subject Name: Social Work Research Subject Code: SOW184C201 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To develop competence in the skills, methods and tools in the process of social work research*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Explain** the concept of ‘doing research’
2. **CO2- Develop** a blueprint of research independently
3. **CO3-Examine** the approaches of doing research
4. **CO4- Evaluate** the scope of research in social work

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Social Research: Meaning, purpose, importance, objectives of research, scientific research, Theory in Research, Problem formulation, Designing of the Problem, Research questions and hypotheses; identifying research variables,	12
II	Research Design: Research design, Sampling, Sampling fundamentals (Types of sampling designs Probability-based techniques, Non-probability sampling), Research design, Sampling, Sampling fundamentals (Types of sampling designs Probability-based techniques, Non-probability sampling), Tools and methods of data collection for Qualitative and Quantitative Research; Theoretical Sampling and Saturation	12
III	Social Work Research: Philosophy and theory in social work research, Scope of Social Work Research, Social Work Research Process, Ethical issues inherent in all phases of the research process, Use of research in social work: intervention research and practice based research, difference between social science research and social work research. Ethics in social work research, Writing a Research Report	12
IV	Qualitative and Quantitative Approaches to Analysis: Coding in Qualitative Research; Theories of qualitative research: Grounded theory, Biographical Studies, Phenomenology, Ethnography, Case Study; Measures of central tendency: Mean, median, mode, Statistical tools: Frequency Distributions, Normal Distribution, Percentage, Ratios and Proportions, Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation; hypothesis testing, Chi-square test, T test; interpretation of findings; MS Word, Excel, SPSS.	12
TOTAL		48

Textbooks:

1. Padgett, D. T. (1998). *Qualitative Methods in Social Work Research*. California: Sage Publications.
2. Ruben, Allen et. al. (2006). *Essential Research Methods for Social Work*. California: Wadsworth Inc.
3. Das, D.L. (2008). *Practice of Social Work Perspective*. Jaipur: Rawat Publications

Reference Books:

1. Mauldin, R. L. (2020). *Foundations of Social Work Research*. UT Arlington: Mavs Open Press.
2. Salkind, N. J. (2004). *Tests and Measurement for People Who Hate Tests and Measurements*. California: Sage Publications
3. Kutsche, Paul (1998). *Field ethnography: a manual for doing cultural anthropology*: Prentice Hall, New Jersey.

Additional Readings:

1. Kawulich, B. B. (2005, May). Participant Observation as a Data Collection Method. *Forum Qualitative Social Forschung*, 6, 52-60.
2. Curtis, E. A. (2019). Importance and use of correlational research. *Europe PMC Plus*, 32-36.
3. Chose, B.N. (1997) *Scientific Method and Social Research*, New Delhi, Sterling Publication Pvt Ltd

Subject Name: Health and Social Work Subject Code: SOW184C202 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To understand the various socio-cultural and economic aspects of health in individuals and communities*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** health as a holistic concept
2. **CO2-Illustrate** the role of a social worker in the health sector.
3. **CO3- Analyze** the scope of social work intervention at different levels of healthcare
4. **CO4- Appraise** the socio-cultural causes and effects of diseases

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Concepts of health and hygiene: community health and systems of medicine: Concept of Health and Hygiene; Evolution of the Concept of Health and Hygiene; Changing Philosophy in the Field of Health and Health Care Services; Health Work in community and Brief Description of the system of Medicine; Various Models of Community Health Work; Identifying Basic Health and Hygiene Problems and Making Appropriate Intervention	12
II	Mental health, mental disorders and mental disability: Mental Health; Mental Disorders/Psychiatric Disorders; Extent of the Problem in the Indian Context; Existing Mental Health Services in India; Legislations Related to Mental Health; Rehabilitations, Prevention and Promotion in the Area of Mental Health	12
III	Major health problems: communicable and non-communicable diseases and health care services in India Human Disease and Kinds of Disease; Communicable Disease; Non-communicable Diseases; Concept of Health Care; Level of Health Care; Principles of Primary Health Care; National Health Policy; Health Care Delivery; Health Problems; Health Care Services; Primary Health Care in India; Voluntary Health Agencies in India	12
IV	Social, economic and psychological factors involved in health services: Socio-economic and Psychological Factors Involved in Health Care Services; Concept of Patient as a Person and Rights of the Patient; Role of Social Worker in Health Care system Study, Diagnosis, Treatment, Discharge, Follow-up and Rehabilitation; Working with Open Community, Health Care Team, Hospital Staff and Various level	12
	TOTAL	48

Text Books:

1. Park, K. (2021). *Park's Textbook of Preventive and Social Medicine 26th Edition*. New Delhi: Banarasidas Bhanot Publishers.

2. Bradley, K. (2011). *Encyclopaedia of Disaster Relief*. New Delhi: Sage Publications.
3. Rahim, A. (2017). *Principles and Practice of Community Medicine*. New Delhi: Jaypee Brothers Medical

Reference Books:

1. Lawton, R. (2014). *India's Healthcare Industry: Innovation in delivery, Financing and Manufacturing*. New Delhi: Cambridge University Press.
2. Anderson, R., & M. B. (1988). *Living with Chronic Illness: Experiences of Patients and Families*. London: Unwin Hyman.
3. Bajpai, P. (1997). *Social Work perspectives in health*. New Delhi: Rawat Publications.

Additional Readings:

1. Blaxter, M. (2004). *Key Concepts on Health*. New Delhi: Polity Publishers.
2. Ghelert, S. (2006). *Hanbook of Health Social Work*. London: John Wiley & Co.
3. Pathak, S. (1961). *Medical Social Work in India*. New Delhi : DSSW.

Subject Name: Social Work Practice with Individuals

Subject Code: SOW184C203

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *To develop the knowledge and skills to work with individuals in the social system*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Find** psychological, socio-cultural and emotional causes of individual behaviour.
2. **CO2-Identify** the connection between individual problems and social systems
3. **CO3-Discover** the role of social workers in working with individuals.
4. **CO4-Analyze** the scope of therapeutic interventions in social work

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Human Behaviour and Social Environment: persons in environment (family, community, society); Social Casework: definition, objectives, values; Basic theories and approaches of casework: Diagnostic school, Functional School, Behaviour modification approach, crisis intervention approach; Historical development of social casework as a method of social work practice. Principles of Casework.	12
II	Casework as a method: Major components of casework: Person, Problem, Place and Process. Casework Process: study- intake, analysis and problem identification and assessment, intervention, termination, evaluation. Client-Worker relationship: Characteristics of helping relationship: Nurturing, authority, professional and fostering client growth; Resistance, transference and countertransference in case work; Importance of communication in case work: verbal and non-verbal, enhancing the communication skills of the client and the social worker.	12
III	Skills in Casework: Interviewing: concept, purpose, skills in interviewing – listening, observation, giving feedback; multiple interviewing, home visits, collateral contacts. Recording: principles and types, structure and content, narrative, condensed, analytical, process, summary. Use of Genogram and eco-map	12
IV	Techniques in Casework: Supportive techniques: acceptance, assurance, ventilation, emotional support, ego support, action-oriented support and advocacy. Enhancing resources techniques: procuring material help, environment modification and enhancing information. Counseling techniques:	12

	Reflective discussion, advise, motivation, clarification, modeling, role-playing, reality orientation, partialisation, confrontation, and reaching out.	
TOTAL		48

Textbooks:

1. Barrett, W. C. (2020). *Solution-based Casework: An introduction to Clinical and Case Management Skills in Casework Practice*. Routledge. New York: Taylor & Francis.
2. Mathew, G. (1992). *An Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
3. Perlman, H. (1967). *Social casework: A Problem Solving Process, Edition 13*. Chicago: The University Press

Reference Books:

1. Upadhyay, R. (2003). *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications
2. Bhattacharya, S. (2006). *Social Work: An Integrative Approach*. New Delhi: Deep & Deep
3. Biestek, F. P. (1987). *The Casework Relationship*. London: Unwin University Press

Additional Readings

1. Currie, J. (1976). *The Bare Foot Counselor*. Bangalore: Asian Trading Corporation.
2. Richmond, M. (1971). *Social Diagnosis*. New York: Russel Sage Foundation.
3. Tilbury, D. (1977). *Case Work In Context*. Oxford : Pergamon Press

Subject Name: Concurrent Field Work-II & Rural Camp
Subject Code: SOW182C214
L-T-P-C – 0-0-16-4
Credit Units: 4
Scheme of Evaluation: Practical

Course Objective: *To understand the basics of fieldwork, concept of self and field work and the professional role of social workers.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** the role of social workers in working with individuals, groups and communities
2. **CO2- Apply** the methods learnt in theory courses on the client community
3. **CO3- Analyze** the scope of social work in dealing with social issues in the rural and urban community
4. **CO4- Assess** the need of social work professionals in non-institutional settings

Detailed Syllabus:

The field work practice consists of orientation visits, lab sessions for skills training and placement. In the second semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

The objectives of the rural camp is to make the student experience group living and to initiate and participate in development work in a village identified by the faculty. The actual rural camp is preceded by two weeks of camp preparation. This will include pilot visits to the village for identification of projects and for liaison with various NGO's and government officials. The entire class will be divided into various groups called committees namely project, food, housing, medical, security and a faculty supervisor will facilitate and assist the working of each committee. Two students will be elected as camp leaders and will be assisted

by two faculty members who will accompany the students for the camp and will monitor the entire process. Students are expected to submit reports periodically and when instructed by the faculty supervisor. Evaluation will be done after the camp.

Text Books:

1. Dash, B. M., & Roy, S. (Eds.). (2019). *Fieldwork training in social work*. Taylor & Francis.
2. Collier, K. (2006). *Social work with rural peoples*. New Star Books.
3. Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. Columbia University Press.

Reference Books:

1. Oliver, M., Sapey, B., & Thomas, P. (2012). *Social work with disabled people*. Bloomsbury Publishing.
2. Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.
3. Walkowitz, D. J. (2003). *Working with class: Social workers and the politics of middle-class identity*. UNC Press Books.

Additional Readings:

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work*, 55(2), 225-243.
2. Hämäläinen, J. (2003). The concept of social pedagogy in the field of social work. *Journal of social work*, 3(1), 69-80.
3. Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (p. 304). Pearson a and B

Subject Name: Administration and Management of Social Welfare Organizations
Subject Code: SOW184D201
L-T-P-C: 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective: *To acquire knowledge on the basic processes for administration and management of social welfare organizations*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO-1: List** the administrative aspects of social welfare organizations
2. **CO-2: Explain** the various processes and procedures for the smooth functioning of welfare organizations.
3. **CO-3: Apply** social work skills in managing human and material resources in social welfare organizations
4. **CO-4: Appraise** the scope of social work interventions by organizations aimed at social welfare

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Social Welfare Administration: Definition, Principles and Scope, Delegation, decentralization and participation. Management by objectives as applied to social welfare administration.	6
II	Basic Administration Processes: Planning, Organizing, staffing, decision-making, coordination, communication, monitoring, evaluation, public relations and networking. Financial and Office Administration: Budgeting, accounting, auditing, fundraising, office procedure and record maintenance.	6
III	Procedures related to social welfare Organization: Registration of Societies and Trusts: Societies Registration Act XXI of 1860, Indian Trust Act 1882. Foreign Contribution and Regulation Act – 1976. Laws related to income tax exemptions, Functions and responsibilities of governing board, committees, and office bearers. Legal compliance. Organizational structure, functions, program of Central Social Welfare Board and State Social Welfare Board.	12
IV	Personnel Administration & Programme Management: Manpower planning, induction, training, supervision, staff welfare, service condition and staff morale, problems faced by social work organization. Laws related to personnel management; Programme Management: Programme Management in different NGOs, INGOs with examples like OXFAM, Aide et Action.	12
TOTAL		36

Text Books:

1. Bhattacharya, S. (2006). *Social Work Administration and Development*. Jaipur: Rawat Publications.
2. Kumar, R. (2014). *Social Welfare Administration: Concept, Nature and Scope*. Current Publication Maharashtra.

3. Sachdeva, D. R. (2018). *Social Welfare Administration in India*. New Delhi: Kitab Mahal

Reference Books:

1. Singh, M. K. (2015). *Social Welfare Administration and Social policy*. New Delhi: JBC Press.
2. Verma, B. P. (2020). *Welfare Administration and Social Development*. New Delhi: Gyan Geeta Prakashan.
3. Verma, R. (2014). *Introduction to Administration*. New Delhi: Shipra Publications

Additional Readings:

1. Wendall, L., Cecil Jr, B. H., & Veena, V. (2006). *Organization Development, 6th Edition*. New Delhi: Dorling Kindersley India.
2. Siddiqui, H. (1990). *Social Welfare in India*. New Delhi: Harnam Publications.
3. Bannerjee, S. (1981). *Principles and Practice of Management*. London: Oxford and IBH Publishing Co

SEMESTER III

Subject Name: Social Work Practice with Groups
Subject Code: SOW184C301
L-T-P-C – 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objectives: *To understand the concept of groups and its significance in the field of social work practice and to identify and acquire social work skills and techniques for the application of various group work settings.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO-1: Relate** the skills and principles of group in social work practice.
2. **CO-2: Extend** and integrate theory and practice in a way that is useful and meaningful for individuals and group settings.
3. **CO-3: Develop** inclusive tools and practice with diverse and vulnerable groups in society through various human service settings.
4. **CO-4: Analyze** and address social work practice with groups along with the values and ethics specific to social work with groups across communities.

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Concept of group: definition, group identity, cohesion, characteristics, significance and types; Life as a process of adjustment with different types of groups; Group as an instrument of change. Social group work as a method of social work: definition, focus, values, principles, assumptions, ethics, characteristics and purpose of social group work; Historical evolution of social group work. Models of Group Work.	12
II	Group work process and phases: Stages/Phases of Group formation: Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor.	12
III	Group Dynamics and Group work related knowledge and skills: Leadership, isolation, decision making, team work, contagion, conflict, communication, relationships and bonding; Use of sociometry and sociogram in assessing groups; Group therapy; Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation.	12
IV	Social Group Work in Different Settings: Concept and dynamics of Self Help Groups, group work in community settings, in institutional settings like hospitals, rehabilitation centres, children's home, old age homes, welfare settings, educational and youth development settings.	12
TOTAL		48

Textbooks:

1. Mujawar, W.R. (2019). Social Group and Social Case work Theory and Practice. Ishika Publishing House.
2. Pradeep, M.D. (2021). Social Group Work: Theory and Practice. Notion Press; 1st edition.
3. Siddiqui, H.Y. (2008). Group Work: Theories and Practices. Rawat publication.

Reference Books:

1. Toseland, R.W & Rivas, R.F. (2005). Introduction to group work practice (5thed.). New York: Allyn & Bacon.
2. Glassman, U. (2008). Group work: A Humanistic and Skills Building Approach (2nded.). Los Angeles, CA: Sage Publications.
3. Antony, S. (2020). Social Group Work: Guidance for Practice. NIMHANS

Additional Readings:

1. Euster, G.L. (1979). Trends in Education for Social Work Practice with Groups. *Journal of Education for Social Work. Taylor & Francis.*
2. Whittaker, J.K. (1970). Models of Group Development: Implications for Social Group Work Practice. *The University of Chicago Press.*
3. Kaiser, K.A. (1958). Group Work Section: The Social Group Work Process. *Oxford University Press.*

Subject Name: Social Policy and Planning Subject Code: SOW184C302 L-T-P-C – 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objectives: *To outline the theoretical perspectives and practical knowhow underlying the concepts of social policy and planning and to develop an understanding on the implication of social policy and planning in the field of social work practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO-1: Relate** various social policies and its importance in the context of social work profession.
2. **CO-2: Interpret** how social policies act as a key instrument in the process of development and welfare.
3. **CO-3: Build** an understanding on the patterns of social service delivery systems and gain insight about relationship between social policy and social work practice.
4. **CO-4: Classify** policies that advances equality, human rights and socio-economic justice.

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	Introduction: Concept of social policy, sectoral policies and social services, History of social policy in India, develop understanding of the values underlying the social policy and planning in the context of the constitutional provisions i.e. Fundamental Rights and Directive Principles of State Policy	12
II.	Process and History of Social Policy in India: Meaning, Objectives and Process of Social Planning, Strategies in Social Planning, Social Planning in India: Centre, State, District and Block, Planning Commission, National Development Council, Programme Evaluation Organization, The Committee on Plan Projects, Understanding Govt. Policies: Population, Education and Health	12
III.	Indicators of Social Policy: Concept and Indicators of Social Development, Approaches and Strategies, Growth and Equity, Minimum Needs, Quality of Life, Models of Social Development, Basic Needs of Social Development, Dilemmas of Development, Economic Development, Sustainable Development	12
IV	Indian Planning Process: The machinery and process of social planning in India, federal political system and planning process, coordination between center and state, Broad review of the five-year plans of India in the context of social development; Niti Aayog: Structure and Functions Policies with particular groups like Children, Women, Youth, Marginalized.	12
TOTAL		48

Textbooks:

1. Lavalette, M., Pratt, A (eds.) Social Policy: A Conceptual and Theoretical

- Introduction, 2006, (2nd edition) Sage Publications, London.
2. Dube, M.P. *Social Justice: Distributive Principles and Beyond*, 2017, Rawat Publication.
 3. Ocampo, J.A., *Policy Matters*, 2007, Orient BlackSwan.

Reference Books:

1. Pathak S., *Social Work and Social Welfare*, 2012, Niruta Publications, Bangalore
2. Baldock, J., *Social Policy, Social Welfare and the Welfare State*, 2014, University of Kent.
3. Chopra, D., *Policy Making in India: A Dynamic Process of Statecraft*, 2011, Pacific Affairs.
4. Midgley, J. *Social Development: The Developmental Perspective in Social Welfare*, 1999, Sage, Delhi.

Additional Readings:

1. Betz, J. (2019). India's Social Policies: Recent Changes for the Better and Their Causes. *German Institute of Global and Area Studies*.
2. Pusic, E. (1981). *Social Planning, Social Policy and Political Change*. The University of Chicago Press.
3. Wyers, N.L. (1991). Policy-Practice in Social Work: Models and Issues. *Journal of Social Work Education*. Taylor & Francis.

Subject Name: Criminology & Correctional Justice System
Subject Code: SOW184C303
L-T-P-C – 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objectives: *To introduce with the theories of crime and its pattern in contemporary context and aware students of the emerging idea of correction, its types and measures to prepare for professional roles of correctional justice system.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO 1: Demonstrate** an understanding of the correctional Justice System and the communities affected by it.
2. **CO 2: Develop** critical thinking about justice, inequity and public safety in Indian Context.
3. **CO 3: Discover** proficiency in articulating main debates within literature in criminology as well as emerging and innovative approaches to addressing crime.
4. **CO 4: Appraise** and implement post-graduation career and learning goals.

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	Conceptual Approaches to Crime: concept, causation, and its relation to social problems, Theories of crime and punishment, Changing dimensions of crime, Cyber and digital crime, Victimology: Study of victims of crime, victim compensation, victim support services; Concept of Restorative Justice; Human Rights Perspective and early diversion approach to prevention of crime; Relevance of criminology to contemporary society	12
II.	Definition of Crime: Nature of crime, definition of Crime –Social, Psychological and legal Approaches, Crime in modern society, Casual factors of crime, Crime in India and abroad, Crime under IPC, Fear of crime and sense of security, Social control and crime prevention	12
III.	Types of Crimes: Economic Crimes, Meaning, definition, nature and forms of Organized Crime, Crime against women and children, Cyber-crimes: Concept, Nature and Types, Specific crimes in NE India	12
IV.	Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions , Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act , Juvenile Justice (Care and Protection of Children) Act 2000, POCSO Act, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts, Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act, Probation and parole , Contemporary discourses on Capital punishment, Euthanasia, forensic investigation, cyber laws; Role of a social worker with reference to institutions of correctional justice system.	12
TOTAL		48

Textbooks:

1. Ahuja, R., 2015, Criminology, Rawat Publication, New Delhi
2. Reid Sue Titus, 2006, (Eight Edition) Crime and Criminology, McGraw Hill Publishers.
3. Srivastava, S.S., 2021, Criminology, Penology & Victimology, Central Law Agency.
4. Sharraf, U., 2021, Criminology and Crime Prevention, RBVRR Telangana State Police Academy.

Reference Books:

1. Maguire M., Morgan R., and Reiner R., 2012, The Oxford Handbook of Criminology, Oxford University Press.
2. Brazil, K.J., and Whittingham, L., 2019, Criminology, Springer Nature Switzerland AG.
3. Gandhirajan CK, 2004, Organized Crime, A.P.H. Publishing Corporation, Delhi..

Additional Readings:

1. Szabo, D. (1975). Comparative Criminology. *The Journal of Criminal Law and Criminology*.
2. Garland, D. (2000). Criminology, Social Theory and The Challenge of our Times. *The British Journal of Criminology*.
3. Rogers, J.W. (1986). Teaching Criminology. Teaching Sociology. *American Sociological Association*.

Subject Name: Field Work (Concurrent) and Study Tour
Subject Code: SOW184C314
L-T-P-C – 0-0-16-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objectives: *The course aims at taking up independent task by students to understand the role of social work in various settings and to develop knowledge of various organizations that have come up in relation to specific problem situations in rural and urban areas.*

Course Outcomes:

After successful completion of the course, the student will be able to

1. **CO 1:** Field work in social work education helps to **relate** students for professional social work practice
2. **CO 2:** Professional social workers can **demonstrate** their learnings and experiences in their field work practice that will expand their learning and prepare them for their professional life
3. **CO 3:** Students will **make use of** their professional skills and training necessary for practice.
4. **CO 4:** **Critically** connect theory with practice, assess the efficacy of initiatives and deal with the reality of social, political and economic inequality in field.

Detailed Syllabus

Concurrent field work (To be placed in an organization for two days in a week)

As part of the requirement leading to the award of Masters in Social Work, in the Assam Royal Global University, the Department of Social work requires that its students undergo concurrent fieldwork placement, in order to be equipping with realities of professional social work practice.

Study tour (Visiting various organisations in a place outside the state)

Increasingly, students are learning more about visible wellbeing as part of the curriculum. Study tours are an excellent way to build on this understanding by giving them a broad range of teaching experiences that foster growing resilience, creating positive relationships, setting boundaries, and cultivating gratitude. The study tour enables a student to gain deeper insights into their strengths. The objective of this tour is to facilitate a better understanding of people and their cultures and to enable the students to work with people more effectively. The tour focuses on a comparison of cultures, current issues, and opportunity for social work practice.

Reading Materials:

1. Verma,R.B.S. (2020). Field Work Practicum in Social Work: Emerging Concerns , Challenges and Opportunities. *Rapid Publications*.
2. Dash, B.M. & Roy, S. (2022). Field Work in Social Work Education. *Atlantic Publishers & Distributors Pvt Ltd*.

Additional Readings:

1. Skidmore, R.A. (1974). Social work practice in industry. *Social Work. Oxford University Press*.
2. Scott,L. (1951). The Function of Field Work in Professional Education. *Social Service Review*.

Subject Name: Disaster Management (OPTION 1)
Subject Code: SOW184D301
L-T-P-C – 3-0-0-3
Credit Units: 3
Scheme of Evaluation: Theory

Course Objectives: *To understand the key concepts, theories and approaches of Disaster Management and to aware students regarding policies, programs, administrative actions and operations undertaken to address a natural and man-made disaster through preparedness, mitigation, response and recovery.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO 1: Find** out the critical understanding of key concepts in disaster risk reduction and humanitarian response
2. **CO 2: Compare** the specific contribution of various movement to the practice abd conceptual understanding of disaster management.
3. **CO 3: Identify** vulnerability, relationship between urbanization and disaster mitigation, hazard and family disaster preparedness.
4. **CO 4: Explain** phases of Disaster Management system, emergency and risk management concepts.

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	Disaster, Vulnerability and Risk: Disaster related concepts and definitions: Hazard, Risk, Vulnerability, Resilience, Disaster; different forms of Natural and Manmade Disasters , Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; Role of social work, Vulnerability: Factors enhancing vulnerability to natural and man-made disasters; regional vulnerability; climate vulnerability, vulnerable groups and communities (women, children, elderly, marginalized, persons with disability), Hazard, Risk and Vulnerability assessment with special emphasis on participatory tools and techniques.	12
II.	Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community-based disaster preparedness programmes, training for CBDP, preparedness for post-disaster emergency response and long-term rehabilitation, organization and planning, logistics; resource utilization, specialized skills and training needs; public awareness and education; first-aid training	6
III.	Disaster Governance: Disaster Management Cycle and its components; paradigmatic shift in disaster management; Integration of disaster management and development planning, Global initiatives in disaster management: from Kobe (2005) to Sendai Framework (2015-2030); UNISDR Strategic Framework 2016-2021, National Disaster Management Policy, Disaster Management Act India; National Disaster Management Framework. National Guidelines and Programme on various aspects of disaster, Administrative and institutional structure for disaster management; Techno legal framework.	12

IV	Disaster and Social Work Intervention: Intervention during disaster impact stage, trauma counseling and crisis intervention, post disaster management, damage assessment and long-term rehabilitation and reconstruction, networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc.	6
TOTAL		36

Textbooks:

1. Srivastava, A.K. (2021). Disaster Management. Scientific publishers: New Delhi.
2. Vaidyanathan, S. (2020). An Introduction to disaster management: Natural disasters and man-made disasters. CBS:
3. Larry R. Collins, Disaster Management and Preparedness, 2000, CRC Press
4. Subramanian, R., Disaster Management, 2018, Vikas Publishing House, Noida (UP)

Reference Books:

1. Bhattacharya, T., Disaster Science and Management, 2017, Tata McGraw Hill, New Delhi
2. World Disasters Report: Leaving No One Behind, 2018, International Federation of Red Cross and Red Crescent Societies, Geneva
3. Pandey, M. (2014). Disaster management. Wiley: United Kingdom.
4. The disaster management act, 2005 (2015 edition): professional book publishers.

Additional Readings

1. Bliss, A.R. (1984). Major Disaster Planning. *British Medical Journal*.
2. McFadden, D.L. (1985). A Selected Bibliography on Hazardous Activities, Technology and the Law: Bhopal and Beyond. *The International Lawyer*.
3. Devakumar, J. (2008). Internal displacement in contemporary India: homeless in their own state. *Proceedings of the Indian History Congress*.

Subject Name: Skills for Social Work Practitioners (OPTION 2) Subject Code: SOW184D301 L-T-P-C – 3-0-0-3 Credit Units: 3 Scheme of Evaluation: Theory
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Course Objectives: To equip students with generalist knowledge, values and skills and to prepare for entry level social work practice with diverse systems with strategies of advocacy and social change that advance social and economic justice.

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO 1: Defining** the student's social work identity including professional use of supervision and consultation, self-awareness, and an appreciation for the profession's history and values.
2. **CO 2: Demonstrate** with critical thinking skills in areas of practice, research, and ethics to help ensure success in graduate social work programs.
3. **CO 3: Develop** an understanding of working with people of diversity; including age, race, ethnicity, religion, and sexual orientation without discrimination.
4. **CO 4: Determining** the history, current realities, and future implications of social welfare system with regard to the local and global continuum.

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I.	Self-Awareness: SWOT Analysis, Self- Disclosure, Self-Esteem, Positive Attitude towards others and work. Johari Window.	10
II.	Life Style: Critical Thinking, Developing Emotional Maturity, Holistic health through yoga, Meditation and Exercises, Work Ethics and work culture, Body Language, Etiquettes and Manners; Sustainable living.	6
III.	Life Coping Skills: Time Management, Stress Managements, Problem solving, Decision Making, Assertive Behaviour.	10
IV	Human Dynamics: The need to Achieve, Socialize and control, motivating oneself and others, Team working with colleagues, Team Building with subordinates. Human Relationship Skills: Handling Negative criticism, hurt feelings and Anger, building Relationships-Personal and Collegial, Trust Building. Behaviour Change Communication.	10
TOTAL		36

Textbooks:

1. Sheafor, B.W., & Horejsi, C.R. (2015). Techniques and guidelines for social work practice. Pearson: Noida.
2. Field, P., Jasper, C., & Littler, L. (2014). Practice education in social work: Achieving professional standards. Critical Publishing Ltd.
3. Develop your Assertiveness, Bishop Sue, 2013, Kogan Page India Pvt. Ltd., New Delhi

4. Leadership, D'Souza Antony, 1995, Better Yourself Books, Mumbai

Reference Books:

1. Joining Together: Group Theory and Group Skills, Johnson, David, Johnson P. Frank, 1982, Prentice-Hall Inc., New Jersey
2. Be Positive, Celements Phi, 1998, Kogan Page India Pvt. Ltd., New Delhi
3. Adams, R. (2010). A short guide to social work practice. Policy press.
4. Bogg, D. & Challis, M. (2013). Evidencing CPD: A guide to building your social work portfolio (Critical Skills for Social Work). Critical Publishing Ltd.
5. Adams, J. & Sheard, Angie. (2013). Positive social work: The essential toolkit for NQSWs. Critical Publishing Ltd

Additional Readings:

1. Schienke, S.P. (1985). Advocacy Skills for Social Work. *Journal of Social Work Education*.
2. Russell, M.N. (1989). Feminist Social Work Skills. *Canadian Social Work Review*.
3. Lawrence, R.J. (2016). Professional Social Work in Australia. *Australian National University Press*.

Subject Name: Rural and Urban Community Development (CD Specialization) Subject Code: SOW184D30C1 L-T-P-C – 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objectives: *The students will be made aware about the different conceptual and theoretical models in urban and rural community development by collaborating constructively and engage with colleagues, communities, and constituents who may have different views, values, knowledge, and expertise in rural and urban areas.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO 1: Finding** issues and examine complex causes and systems that frame urban and rural challenges.
2. **CO 2: Compare and contrast** productivity in rural and urban areas and opportunity towards a spatial balance between social and economic development.
3. **CO 3: Develop** broad based community participation in the process of development in rural and urban areas.
4. **CO 4: Critically examine** the role of social workers in socio-economic development practices in diverse environment situations.

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction to Rural Community: Rural Community: Meaning, Characteristics: Types of Villages: Scope of studying the rural community and its relation to social work: Problems of Rural community: Poverty, Illiteracy, financial exclusions, Unemployment, Problems related to agriculture, health, energy and water, Origin and development: Rural Community Development in India with reference to five years plan policy, Early Experiments: Sriniketan, Marthandom, Gurgaon, Pilot projects: Etawah project, Nilolkheri experiment, Firka scheme.	12
II	Theories of Community Development: Micro-Macro community development theory, System theory, Modernization Theory, Dependency theory, Rural development approach: Spatial Planning approach, Multipurpose approach, Integrated development approach, Area development approach, Multilevel district planning approach, Target group approach, Gandhian Model of Rural Development, Panchayati Raj Institution: Background, 73 rd Constitutional amendment Act, Structure, Feature and Function of PRI, Role of Community Development Worker, Role of NGOs, Application of Social Work method in Rural Development.	12
III	Introduction to Urban Community: Urban Community: Meaning, Characteristics, classification of urban area, Urbanization: Meaning, Factors, Emerging trends Urbanisation and Spread of Urban communities, Specific Urban Communities, Urban Social Problems, Migration – types, determinants & consequences of migration.	12

IV	Urban Community Development: Definition, Objectives and Historical Development, Principles, Approaches, methods and indicators of urban community development, Welfare extension projects of Central Social Welfare Board; Urban development planning: Town and Country Planning Act 1971, Urban Local Self-Governance: 74th Constitutional Amendment Act, Structure and functions, Challenges, People's participation in urban development, Role of Community Development Worker, Role of NGOs, Application of Social Work method in Urban Development.	12
TOTAL		48

Textbooks:

1. Mello, L.D. 2018. Community Development - Rural, Urban and A Tribal Perspective. Edu creation Publishing.
2. Thudipara, J.Z. 2007. Urban Community Development: Second Edition. Rawat Publications.
3. Cox, F.M. et al. 1964. (Fourth edition) Strategies of Community Organisation. Illinois: Peacock Publishers. Inc

Reference Books:

1. Beck D, 2020, Community Development for Social Change, 1st edition, Routledge.
2. Mello L, 2018, Community Development – Rural, Urban and Tribal Perspective, Educreation Publishing.
3. Christopher, A.J., and Thomas William, 2012, Community Organization and Social Action. New Delhi: Himalaya Publications.
4. Ogunnika, Z. 2017. Critical Issues in Community Development: : An Introduction to Rural and Urban Sociology. Trafford Publishing.

Additional Readings:

1. Bhattacharjee, J.P. (1964). Interaction of urbanization and rural development in India. *Athens Centre of Ekistics*.
2. Sharma, S.K. (1980). Rural Development in India: Programmes, Strategies and Perspectives. *Community Development Journal*.
3. Breese, G. (1963). Urban Development Problems in India. *Annals of the Association of American Geographers*.

Subject Name: Livelihood and Sustainable Development (CD Specialization) Subject Code: SOW184D30C2 L-T-P-C – 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objectives: *Design integrated development programmes towards community mobilization and community development through social work practice and to aware students about complexities of various communities and livelihood through appropriate services and intervention for individuals and communities.*

Course Outcomes:

After successful completion of the course, the student will be able to

1. **CO 1: Find** out ways in improving the livelihoods of the households and communities.
2. **CO 2: Demonstrate** meaningful community development strategies towards promoting human development in all its dimensions by creating a space for communities to participate and influence decisions which affect their lives.
3. **CO 3: Build** opportunities to facilitate, coordinate and support interventions and livelihood strategies for households and communities.
4. **CO 4: Determining** programmes towards social cohesion, promote active citizenry and community involvement in sustainable livelihood promotion and development.

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Concept and definition; Livelihood assets – natural resources, technologies, skills, knowledge and capacity, health status, access to education, sources of credit, networks of social support; Common property resources (CPRs) – concept and definition; Livelihoods and environment, Man-environment relationships for livelihoods in NE India, National Livelihood Missions – Objectives, goals and strategies	12
II	Livelihood Framework: Livelihood Framework Analysis –Different models –IFAD, DFID, CARE, BASIX, IMM. Livelihood and Sustainability, Issues in Development Praxis, Livelihood Opportunities and Issues: In rural/Urban Areas; Sustainability and Livelihoods as Policy Priority, State of India’s Livelihoods (SOIL) Reports	12
III	Livelihood Intervention: Steps and Tools in designing livelihoods intervention, Internal and External context –Creating livelihood profile, Mapping of Community Assets, Profiling the local markets –Understanding Viability, Range of goods, Clustering, Internal & External Economies, Backward & Forward Linkages	12
IV	Sustainable Development: Concept of sustainable development, indicators of sustainable development, Sustainable Development Goals, National policies and	12

	strategies for sustainable development; Sustainable Development & Social Work Practice-need and implications.	
TOTAL		48

Textbooks:

1. Phansalkar,(2003) Livelihoods: Promoting Livelihood Enhancement, Mumbai: Sir Dorabji Tata Trust
2. Vijay M., Datta S., and Thakur G., (2001). A Resource Book for Livelihood Promotion. Hyderabad: BASIX
3. Singh, I. et.al. (2019). Livelihood and Sustainable Development in North East India. Concept Publishing Company Pvt. Ltd.

Reference Books:

1. Bhattacharya, R. & Shaw, A. (2021). Urban housing, Livelihoods, and environmental challenges in emerging Economies. Orient Blackswan Pvt. Ltd.
2. Bhardwaj S., and Bhagat R., (2017). Entrepreneurship Skill Development & Rural Livelihoods. New Delhi:Bharti Publications
3. State of India's Livelihoods Report, (2011). The State of India's Livelihoods: A Time of Volatility', edited by Orlanda Ruthven and Vipin Sharma, New Delhi: Sage Publications

Additional Readings:

1. Scoones, I. (2015). Sustainable Livelihoods and Rural Development: 4 (Agrarian Change & Peasant Studies). Practical Action Publishing.
2. Gurung,H.M. (2003). Sustainable Community Development and Education. *Institute for Global Environmental Strategies*.
3. Brocklesby,M.A. (2003). Community development in sustainable livelihoods approaches — an introduction. *Community Development Journal Vol. 38, No. 3*.

Subject Name: Child and Childhood in India (FCW specialization)

Subject Code: SOW184D30F1

L-T-P-C – 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objectives: *To understand the meaning, concept of growth, maturation and development at various stages of child development and to develop an understanding on the dimensions and legislations of child development and scope for integrated social work practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO 1: Outline** the prospects and issues of child development, especially the most vulnerable in achieving their developmental potential in various settings.
2. **CO 2: Develop** a comprehensive model towards nurturing care & child development and integrated social work practice.
3. **CO 3: Take part in** trainings and competencies to engage and counsel significant people on providing nurturing care and responsive support for children's learning & deliver quality early childhood education.
4. **CO 4: Determine** and stimulate intellectual curiosity to understand the world in which he/she lives, and to foster new interests through giving opportunities to explore, investigate and experiment.

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Child Welfare: Concept, demographic profile of the child in India: Constitutional safeguards for children in India, national policy for children, UN. Charter on the rights of the child, advocacy of children's rights, laws relating to the child. The place of child in the family in India, SAARC Policy on the female child.	12
II	Health and Education of children: Health & Educational Needs of the Child in India, Health and nutritional services for the child in India-the ICDS project. School health programmes, child health and health education of the mother. Role of UNICEF & WHO. Educational Needs of the Child in India: Governmental and non-governmental programmes / strategies for education of the rural and urban child in India.	12
III	Issues concerning children: Social, cultural, economic and political with reference to UNCRC guidelines, Developmental Issues- Education, play, social and cultural, Survival Issues- Human rights, female feticide, Infant mortality, Nutritional rights, immunization rights, crime against children etc. Protection Issues- Child marriage, child trafficking, gender discrimination, children in armed conflict, child labour, child prostitution etc. Participation Issues- Children's parliament, balpanchayats, childrens' forums/associations etc.	12
IV	Children in Special Circumstances: The destitute child: meaning of destitution, cause of destitution, services for the destitute child. Institutional and non-institutional	12

	services; The delinquent child: meaning of delinquency causes of delinquency. The justice system in India. Institutions for juvenile offenders. Prevention of juvenile delinquency; Street Children: Definition, nature, causes and effects of the problem, services for street children. Children of prostitutes. Children of unwed mothers, child Labour, Legal provisions regarding child labour in India, Child Abuse: Nature, types and causes of child abuse in India Role of the Social Worker	
TOTAL		48

Text Books:

1. Devi, Laxmi (ed) 1998. Child and Family Welfare. Institute of Sustainable Development. Lucknow: Anmol Publications Pvt. Ltd.
2. Kaldate, M.R. Social Work with Children. 2007, Avishkar Pulishers, Jaipur
3. Saraswathi, et.al. 2017. Childhoods in India. Taylor&Francis.
4. Day M. et.al. Early Childhood Education for Marginalized Children in India: Deconstructing Quality. Sage Publications Pvt. Ltd; 1st edition.

Reference Books:

1. Statistics on Children in India, 2018, National Institute of Public Cooperation & Child Development, New Delhi
2. Bajpai, A., Child Rights in India - Law, Policy and Practice, 2017, Oxford, India
3. Kacker, L. 2015. Childhood Betrayed: Child Abuse and Neglect in India. Harper India; 1st edition

Additional Readings:

1. Pramila, B. 2013. Child marriage: scenario in India. Proceedings of the Indian History Congress. Indian History Congress.
2. Paul, T. 2008. Child Labour- Prohibition and Abolition. Journal of the Indian Law Institute.
3. Sinha, S. 2009. Deficit Childhoods. India International Centre Quarterly.
4. Tripathi, S. 2010. Child Labour and Education in India. The Indian Journal of Political Science.

Subject Name: Family in India (FCW Specialization) Subject Code: SOW184D30F2 L-T-P-C – 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objectives: *To understand changing pattern, relations and structure in the family and issues that emerge transform. It further aims to develop in depth knowledge about the areas of family law & acts that are applicable in governing family law matters and scope for social work practice.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO 1: Compare** with the stereotypical and biased practices in family structure and system.
2. **CO 2: Develop** insights about socialization in co-relation to gender construction.
3. **CO 3: Critically** assess marriage practices in society.
4. **CO 4: Discuss and evaluate** various legal and constitutional measures of family planning and practices.

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Theoretical and conceptual frame, Defining Families: characteristics, Family Traditions, Family Routines, Family Dynamics and Functions, Family Stress, Conflicts and Violence, Diversity of families: Nuclear family, Joint family, Extended family, Single parents, Younger parents and Foster families, Same Sex families	12
II	Issues concerning family: Types of Marriage- Polygyny, Polyandry, Polyamory, Levirate, Sororate, Division of labor in Families, Feminist and Gender Perspective of Families, Impact of Urbanization / Modernization on marriage, family and Parenting: Parent Child Relationship/Parenting Style- Authoritarian, Authoritative, Permissive, Negligent. Institutions for family Welfare: Ministry of Health and Family Welfare, National Institute of Health and Family Welfare, National Rural Health Mission, Planning Commission, Family Courts, Legal Service Authority- Evaluated assignment, INGOS' and NGOS' role in empowering families	12
III	Family Theories: Family Systems Theory, Structural Theories, Social Exchange Theories and Family Development Theory	12
IV	Family-Centered Social Work: Social Work interventions for Families: living in Poverty, of prisoners, persons with disability, Migrant families, Transgender families	12
TOTAL		48

Text Books:

1. Kenneth H. Rubin and Ock Boon Chung, Parenting Beliefs, Behaviors, and Parent-Child Relations: A Cross-Cultural Perspective, 2013, Psychology Press

2. Desai, M. (ed), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
3. Horchschild, A. 1989. The Second Shift: Working Parents and the Revolution at Home: New York: Viking
4. Klein, D.M and White, J.M. 1996. Family Theories: An Introduction. London: Sage Publishers

Reference Books:

1. Engles, F. 1994. Origin of the Family, Private, Property and the Status. Bombay: People's Publishing House.
2. Haritman. A. and J. Laird. 1982. Family Centered Social Work Practice. New York: Free Press.
3. Patricia, U. 1997. Family kinship and marriage in India. OUP India.
4. Rao, G.C.V. 2023. Family law in India (Hindu, Muslim, Christian and Parsi) / *Updated Edition with Amendment Laws. Hyderabad.*

Additional Readings:

1. Sandhu, J. 2016. Marriage and Family in India: Trends and Emerging Challenges. *Rawat Publications.*
2. D'Cruz,P. 2001. Beyond Joint and Nuclear: The Indian Family Revisited. *Journal of Comparative Family Studies.*
3. Mandelbaum, D.G. 1948. The Family in India. *Southwestern Journal of Anthropology.*
4. Sooryamoorthy, R. 2012. The Indian Family: Needs for a Revisit. *Journal of Comparative Family Studies.*

SEMESTER IV

Subject Name: Governance, Law, and Social Work

Subject Code: SOW184C401

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *To understand the role of legal system in India, the functioning of the government in policy formulation, the legal aid provided for the vulnerable sections of the society.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Find** out the governance structures and its impacts on the communities and development.
2. **CO2-Relate** to the policy and legal frameworks and provisions of the various sections of the society.
3. **CO3-Apply** knowledge and information to educate different vulnerable sections of the society by providing legal aid/ assistance.
4. **CO4-Criticize** and **Defend** the existing policy and legal structures that can be used in the social work practise.

Modules	Topics (if applicable) & Course Contents	Periods
I	Governance and Public Administration: federal framework – separation of powers; Centre state relations; executive, legislature and judiciary; local self-governance – rural and urban; revenue and development administration in India; planning and policy formulation in India, understanding the budget – formulation process and outcome	12
II	Social Legislations: Indian judicial system, Indian Penal Code, code of criminal procedure (knowledge about crime, criminal courts, FIR, investigation, arrest, complaint, confession)	12
III	Social Legislations: Indian judicial system, Indian Penal Code, code of criminal procedure (knowledge about crime, criminal courts, FIR, investigation, arrest, complaint, confession), Social Legislation: legal provisions for women: constitutional rights of women; Laws for socially disadvantaged and physically and mentally challenged; legal provisions for children;	12
IV	Legal Aid, legal assistance, social advocacy and role of social worker in consumer protection, Public Interest Litigation, medical negligence, accident claims, worker’s rights, Right to Information	12
TOTAL		48

Text Books:

1. Basu, D. D., Manohar, V. R., Banerjee, B. P., & Khan, S. A. (2015). Introduction to the Constitution of India (pp. 87-9). Gurgaon: LexisNexis.
2. Perry, J. L., & Christensen, R. K. (2015). Handbook of public administration. John Wiley & Sons.

3. Nirmal, Chiranjivi J. (ed.), Human Rights in India: Historical, Social and Political Perspective (2002)

Reference Books:

1. Sastry, T. S. N. (Ed.). (2005). India and human rights: reflections. Concept Publishing Company.
2. Kumar, R. (Ed.). (2003). Essays on legal systems in India. Discovery Publishing House.
3. National Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.

Additional Readings:

1. Gangrade, K. D. (1978). Social Legislation in India. Concept Publishing Company.
2. Lateef, S. (2019). Defining women through legislation. In Forging identities (pp. 38-58). Routledge.
3. Koppell, G. O. (1966). Legal Aid in India. Journal of the Indian Law Institute, 8(2), 224-251.

Subject Name: Project Dissertation

Subject Code: SOW184C423

L-T-P-C: 4-0-8-4

Credit Units: 4

Scheme of Evaluation: Practical

Course Objective: *To undertake a research project for investigating a social problem that has impact on the community as the social worker has hypothesized.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Translate** the problem statement to academic writing.
2. **CO2-Construct** research queries and **select** objectives to understand the problem.
3. **CO3-Inspect** through referring various studies and literatures by different researchers.
4. **CO4- Evaluate** and **conclude** the research study with analytical reasoning.

Detailed Syllabus:

Dissertation/Project is an eight-credit compulsory core course undertaken by each student during the fourth semester of the programme. Purpose of dissertation/project is to help the student researcher to get an understanding about the steps in social work research and the application of the theory of research methodology in a systematic manner. It shall be carried out under the guidance of a faculty supervisor. Dissertation/Project work shall be completed by working outside the regular teaching hours.

The project work must be original work of the student and free from any kind of academic misconduct.

Text Books:

1. Kothari, C. R. (2004). Research methodology.
2. Royse, D. D. (2004). Research methods in social work. Pacific Grove, CA: Brooks/Cole-Thomson Learning.
3. Yegidis, B. L., Weinbach, R. W., & Myers, L. L. (2002). Research methods for social workers. Boston, MA: Allyn and Bacon.

Reference Books:

1. Goddard, W., & Melville, S. (2004). Research methodology: An introduction. Juta and Company Ltd.
2. Gupta, A., & Gupta, N. (2022). Research methodology. SBPD Publications.
3. Thyer, B. (2009). The handbook of social work research methods. Sage Publications.

Additional Readings:

1. Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. Social sciences, 8(9), 255.
2. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.
3. Wilcke, M. M. (2002). Hermeneutic phenomenology as a research method in social work. Currents: New Scholarship in the Human Services, 1(1), 1-10.

Subject Name: Field Work (Block Placement)

Subject Code: SOW184C412

L-T-P-C: 0-0-8-4

Credit Units: 4

Scheme of Evaluation: Practical

Course Objective: *To understand the functioning of the organisations of the social workers' specialisations' interest and learn to work in the professional environment.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Translate** the theoretical knowledge into practise in the field
2. **CO2-Apply** values, ethics, knowledge, attitudes, skills and techniques as expected from a student social worker.
3. **CO3-Analyse** the professional self and the organisation to **compare** and **contrast** previous fieldwork experiences.
4. **CO4-Critize** or **recommend** with constructive feedback from their on-field experience.

Detailed Syllabus:

Block placement should be done in one organization/institute/social welfare agency for one month which is mandatory under the supervision of Field Supervisor. The Block Placement is required to be done under the guidance of the field work supervisor from the agency. The Student Social Workers are expected to practice exclusively any two of the methods viz; Case Work, Group Work, Community Organization, Social Welfare Administration, Social Action and Social Work Research during the placement in discussion with the field work supervisor from the agency.

Text Books:

1. Dash, M Bishnu, Roy S (2022). Field work In Social Work Education: Contemporary Practices and Perspectives, Atlantic Publishers & Distributors Pvt Ltd
2. Mishra, V., Botcha, R., & Roy, S. (2022). Fieldwork in Social Work Education During Coronavirus Disease 2019 Pandemic in India: Disruptions and Discoveries. *The International Journal of Community and Social Development*, 4(4), 442-463.

Reference Books:

1. Lareau, A. (2018). *Journeys through ethnography: Realistic accounts of fieldwork*. Routledge.
2. Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.
3. Baral, R., & Bhargava, S. (2011). HR interventions for work-life balance: evidences from organisations in India. *International Journal of Business, Management and Social Sciences*, 2(1), 33-42.

Additional Readings:

1. Srivastava, S. S., & Tandon, R. (2005). How Large Is India's Non-Profit Sector? *Economic and Political Weekly*, 1948-1952.
2. Baikady, R., Pulla, V., & Channaveer, R. M. (2014). Social work education in India and Australia. *International Journal of Social Work and Human Services Practice*, 2(6), 311-318.
3. Dhemba, J. (2012). Fieldwork in social work education and training: issues and challenges in the case of Eastern and Southern Africa. *Social Work & Society*, 10(1).

Subject Name: Disability Studies (OPTION 1)

Subject Code: SOW184D401

L-T-P-C: 3-0-0-3

Credit Units: 3

Scheme of Evaluation: Theory

Course Objective: *To understand social work philosophy and inculcate values to work as human service professionals*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** the imperatives of becoming professional social worker.
2. **CO2-Illustrate** the Various Fields and Settings of Social Work Practice.
3. **CO3-Apply** values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
4. **CO4-Analyze** the professional self and persona of a professional social work

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Concept and Definition, Classification of disabilities/ challenged, Prevalence of disabilities/challenged in India and North East India, Characteristics and behavioural manifestations of children with various disabilities/ challenged, Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion	9
II	Historical perspectives and Constitutional obligations: Recommendations/Suggestions of the National Policy on Education (1986) and Programme of Action (1992) for the disabled/challenged, centrally sponsored scheme of Integrated Education for the Disabled (IED)/ challenged and the Role of State level agencies –DPEP Projects, National Institutes and Schools for Children with severe handicaps/ challenged, Approaches of Managing Disability: The Charity Model , the Medical Model (individual), Social Model , Rights Based Model	9
III	Identification and assessment: Identification and assessment of functional disabilities and differential diagnosis, Educational Implications of the challenged and Programme Planning, Adaptations in Curricular and Co-curricular programme activities and transaction, Adaptations in Behavioral Activities, Issues and concerns of the persons with disability: Issues of accessibility to different provisions; Introduction to Assistive Technology, Cognitive assistance, including computer and electrical assistive Issues and concerns of the persons with disability: Issues of accessibility to different provisions.	9
IV	Role of parents and community in rehabilitation: Role of special schools and inclusive schools in the education of the challenged, social work intervention strategies for the different categories of the challenged, United Nations Convention on Rights of Person with Disabilities, Critical analysis of various legislations (RCI Act, RPD Act & National Trust Act)	9
TOTAL		36

Text Books:

1. Karna, G.N. (2002). Disability Studies in India. Gyan Publishing House.
2. Mehrotra, N. (2022). Disability studies in India: Interdisciplinary Perspective. Springer.
3. Dalal, A.K. (2018). Disability, Rehabilitation and Social Work: The Indian Scenario. Rawat Publications.

Reference Books:

1. Kundu C.L. (Ed.) (2000), Status of Disability in India 2000, New Delhi.
2. Pandya, R. (2013). Social Justice & Empowerment of Disadvantaged Groups in India: Policies & Programmes. New Century Publications.
3. Simcock, P. & Castle, R. (2016). Social Work and Disability. Polity 1st edition.

Additional Readings:

1. Addlakha, R. (Ed.). (2020). Disability studies in India: Global discourses, local realities. Taylor & Francis.
2. Reddy, C. R. (2011). From impairment to disability and beyond: Critical explorations in disability studies. Sociological Bulletin, 60(2), 287-306.
3. Meena, S. (2015). Disability studies and scope for rehabilitation of differently abled children. Journal of Disability Studies, 1(1), 35-40.

Subject Name: Peace Building (OPTION 2) Subject Code: SOW184D401 L-T-P-C – 3-0-0-3 Credit Units: 3 Scheme of Evaluation: Theory
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Course Objectives: *To introduce students to the specific human rights issues that come into play through the implementation of peacebuilding missions, NGO interventions, and public policy initiatives in the wake of authoritarian regimes, civil wars, and other violent conflicts. And peacebuilding at the international, national, and local levels, as well as the tensions that emerge among various actors at each of these levels.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-** To progressively introduce and **explain** students to the complexities of contexts and actors implicated in peacebuilding projects throughout the world.
2. **CO2-** To **plan** and investigate the potentials and challenges of voluntary/non-governmental organization (NGO) and grassroots initiatives towards larger national peacebuilding projects, and the various tensions that emerge between actors and institutions at the local, national, and international levels.
3. **CO3- Take part in** classroom discussion and critical analysis, ranging from post conflict economic policy to the formation of inter-sector and inter-institutional collaborations in order to advance peacebuilding policy initiatives.
4. **CO4- Evaluate** and communicate across various audiences an informed critical approach to peacebuilding and all of the complexities that such projects entail.

Modules	Topics (if applicable)/ Course content	Periods
I	Conflict and its related terms, conflict Management, conflict resolution and conflict transformation, Types, sources and causes of conflict, processes and stages of conflict, actors involved in conflict management, theories of conflict: Paul Brass, Johan Galtung, Peace: meaning and its relevance in the global scenario, sources of peace: philosophical, religious, social and psychological. Classification and types of peace, understanding peace as dynamic social reality: conflict and crimes, terrorism and violence, tolerance and harmony at national and international levels, transactional modalities	10
II	Peace Education: concept, scope, importance and strategies, Aims and types of peace education, role of various organizations in peace building and education, Micro, meso and macro level actors in the development of values towards promotion of peace and peaceful coexistence, Delor’s Commission Report, NCF 2009 recommendations on Peace Education, contribution of various educational and philosophical thinkers in peace education and educational implications	10
III	National, sub-national; and autonomy movement, characteristics of plural societies and conflicts, case study from India with special reference to NE India, Intra-inter state conflict, land, water,	10

	communal/ethnic, caste and racial conflict	
IV	Reconstruction and Rebuilding in conflict torn societies, Peace building: The role of state and civil society sectors, social work intervention for peace building, Peace building through movement: locating gender and youth in peace movements, Indigenous actors in peace building	06
TOTAL		36

Text Books:

1. Brown, M.E. (2001). Nationalism and Ethnic Conflict. Cambridge: MIT Press.
2. Webel, C., & Johansen, J. (2012). Peace and Conflict studies: A reader. Routledge.
3. Ashmore, R.D, Jussim, L. & Wilder, D. (2001). Social Identity, Intergroup Conflict and Conflict Reduction. Oxford University Press.
4. Barash, D.P., & Webel, C.P. (2008). Peace and conflict studies. Sage.

Reference Books:

1. Balvinder K. (2006). Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt Ltd, New Delhi
2. Boulding, E. (1996). Peace Behaviours in various societies. From a culture of violence to a culture of peace and conflict issues series, UNESCO Publishing, pp 31-54.
3. Fisk and Schellenberg. (2000). "Shaping a Vision: The Nature of Peace Studies." Peterborough, ON: Broadview Press. Read preface and Chapter 1 only.

Additional Readings:

1. Bell, Christine, "Peace processes, Peace Agreements, and Human Rights: What are They?" in *Peace Agreements and Human Rights*, 1-15. (14pp)
2. Said and Lerche, "Peace as a Human Right: Toward and Integrated Understanding," in *Human Rights & Conflict*, 129-15. (22 pp)
3. Adiran-Paul, Ancil (2012) "Empowering women to promote peace and security: From the global to the local - Securing and implementing UN Security Council Resolution 1325," in *Defying Victimhood: Women and Post-conflict Peacebuilding*.

Subject Name: Social Entrepreneurship (CD Specialisation)

Subject Code: SOW184D40C1

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *To inculcate in the students the potential and competences of a social entrepreneur theoretically*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Classify** the concepts, definition of social entrepreneurship and **relate** to the practise of social work.
2. **CO2-Identify** the similarities and differences that social work practises have with social entrepreneurship from case studies.
3. **CO3-Distinguish** entrepreneurship at global and national levels through case studies.
4. **CO4-Learn the importance** of new innovations in the field of entrepreneurship

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Concept, Definition, Importance of social entrepreneurship –Social entrepreneurship Vs business entrepreneurship –social entrepreneurs and social change –qualities and traits of social entrepreneurs. Understanding Livelihood and Social Entrepreneurship	12
II	Social enterprises and Non-profits: Similarities and differences between social enterprises and non-profits –types of social enterprises –concept of Triple Bottom Line, Bottom of the Pyramid, Sustainopreneurship –Corporate Social Responsibility, Case studies of Social Entrepreneurs in India and North-East Region. Social Work and Social Entrepreneurship	12
III	Entrepreneurship at global and national levels: Global & National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises –venture capital for social enterprises –Corporate, Community and government support for social enterprises	12
IV	Importance of Social Marketing: Application of marketing principles in welfare and development field –social marketing. Marketing of Social Services, Case studies related to Social and service marketing, Social Business Innovation	12
TOTAL		48

Textbook:

1. Alex Nicholls, 2008, Social Entrepreneurship: New Models of Sustainable Social Change, New York: Oxford University Press.
2. Rama Krishna Kummitha, 2016, Social Entrepreneurship: Working Towards Greater Inclusiveness, SAGE Publications.

3. Madhukar Shukla, 2020, Social Entrepreneurship In India, SAGE Publications.

Reference Books:

1. Peter Drucker, 2006 (reprint edition) Managing the Non-Profits Organizations: Practices and Principles, New York: HarperCollins.
2. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper & Row.
3. Gordon Owen, 2015, Social Enterprise Strategy Business Plan

Additional Readings:

1. Singh, A., Saini, G. K., & Majumdar, S. (2015). Application of social marketing in social entrepreneurship: Evidence from India. *Social Marketing Quarterly*, 21(3), 152-172.
2. Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *Journal of marketing*, 35(3), 3-12.
3. Howorth, C., Smith, S. M., & Parkinson, C. (2012). Social learning and social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 371-389.

Subject Name: Tribal Community Development (CD Specialisation) Subject Code: SOW184D40C1 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objective: *To understand the tribal community, their problems and the policies aimed for their welfare and development*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Classify** the tribes and **relate** the similarities and differences.
2. **CO2-Identify** the issues concerning the tribal society and **organise** the knowledge through intersectionality.
3. **CO3-Examine** the different tribal movements in India
4. **CO4-Learn to interpret and criticise** the constitutional provisions and legislative measures

Modules	Topics & Course Contents	Periods
I	Introduction: History of Nomenclature and Categorisation: Primitive, Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, Particularity Vulnerable Groups, Indigenous People, Distribution of Scheduled tribes in India: Racial, linguistic and geographical; Population and sex ratio, Tribal Society in North East India (8 states); Displacement and Migration of Tribals of NE India; Impact of Scientific Culture and Globalization	12
II	Issues concerning Tribal Society: Social Processes and Tribal Society; Socio-cultural barriers and promoters of change and development; processes of culture contact, acculturation, assimilation, conflict and diffusion; Tribal Problems: Land Alienation; Indebtedness; Poverty; Migration, Isolation, cultural exposure, exploitation, cultivation ad agriculture, developmental projects and politicization. Deforestation and tribal economy. Understanding the role of culture in Tribal Community Development of NE India	12
III	Tribal Movements in India: Agrarian Movements, Santhals movement, Tana Bhagat movement, Brisadal movement, Naxalbari movement-1967, Bodo and Naga movement; Tribal reform: social, economic and political; Social change in tribal India, Modern factors of tribal transformation	12
III	Constitutional Provisions and Legislative Measures: A critical appraisal of protective measures, Tribal Welfare Policies: Changing approaches to tribal development-Pre &Post-Independence: isolation, assimilation and integration, Role of Voluntary Organisations in Tribal Development, Social work intervention: scope and role of social worker, United Nations Declaration on the Rights of Indigenous, The Sustainable Development Goals work for indigenous people;	12
TOTAL		48

Textbook:

1. Nadeem, H. (1999). Tribal India. *Palika Prakashan, Delhi*.
2. Elwin, V. (Ed.). (1963). *A new deal for tribal India*. Ministry of Home Affairs.
3. Sah, D. C., & Sisodia, Y. S. (2004). Tribal issues in India. *Tribal issues in India*.

Reference Books:

1. Hasnain, N. (2022). Tribal Problem in Central India, State's Response and Tribal Resistance. *Tribal People of Central India: Problems and Prospects*, 13.
2. Hasnain, N. (2015). Tribe and Caste. *National Science Digital Library*.
3. Pfeffer, G., & Behera, D. K. (Eds.). (2015). *Contemporary society: Tribal studies*. Concept Publishing Company.

Additional Readings:

1. Ali, A. I., & Das, I. (2003). Tribal situation in north east India. *Studies of Tribes and Tribals*, 1(2), 141-148.
2. Bhasin, V. (2007). Status of tribal women in India. *Studies on Home and Community Science*, 1(1), 1-16.
3. Basu, S. K. (1994). A health profile of tribal India. *Health for the millions*, 2(2), 12-14.

Subject Name: Social Work with Women (FCW Specialisation)
Subject Code: SOW184D40F1
L-T-P-C: 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective: *To understand the status of women in India and plan social work intervention.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Illustrate** the status of women and **translate** the indicators of women's position
2. **CO2-Identify** the issues concerning the Women and **identify** the knowledge through intersectionality.
3. **CO3-Examine** the different women movements in India
4. **CO4-Learn to interpret and criticise** the constitutional provisions and legislative measures

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Status of women in India: Concept, definition, historical perspectives, present position, future challenges, role of religion and caste, socio-cultural and economic conditions, status in the context of family, marriage, religion and economy; Indicators of women's position-issues and challenges: Demographic profile, education, health, employment and work, property rights, unionization, political participation,	12
II	Problems of women: Widowhood, maintenance, dowry, violence, sati, suicide, gender discrimination, working women, aging, destitution, unmarried motherhood; New Economic Policy, Globalization and Structural Adjustment Programmes its impact on women	12
III	Women's Movement: Contemporary women's movement in India: gender issues, patriarchy, oppression and discrimination, Indian Constitution and Provisions for Women, Women's movement in the West, Anti-oppressive feminist theories: Feminism of Colour,(Dalit Liberal, Radical, Socialist, Eco, Postmodern, Marxist, Psychoanalytic, Global and Post-Colonial)-Feminism	12
III	Women centric social work and NGOs: History of Voluntary Organization in India (All India Women's Conference, Young Women Christian Associations, Indian Association for Women's Studies, National Federation for Women), Role of women's organizations and voluntary action in women's development, Emerging role of professional social work in field of women's development	12
TOTAL		48

Text Books:

1. Choudhury, Maitrayee, 2011, The Indian Women's Movement, Palm Leaf Publications, New Delhi
2. Howe, F. (1975). Women and the power to change.
3. Sah, D. C., & Sisodia, Y. S. (2004). Tribal issues in India. *Tribal issues in India*.

Reference Books:

1. Boxer, M. J. (2001). *When women ask the questions: Creating women's studies in America*. JHU Press..
2. Hyman, P. (1994). *Women and economics: A New Zealand feminist perspective*. Wellington: Bridget Williams Books.
3. Patai, D., & Koertge, N. (1994). *Professing feminism: Cautionary tales from the strange world of women's studies*. Basic Books.

Additional Readings:

1. Oakley, A. (2002). Women and children first and last: Parallels and differences between children's and women's studies. In *Children's Childhoods* (pp. 19-38). Routledge.
2. Bhasin, V. (2007). Status of tribal women in India. *Studies on Home and Community Science, 1*(1), 1-16.
3. Wolff, J. (1977). Book Review: Women's Studies and Sociology. *Sociology, 11*(1), 155-161.

Subject Name: Social Work with Youth and Elderly (FCW Specialisation)

Subject Code: SOW184D40F2

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *To understand the status of youth and elderly in India and plan social work intervention.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Illustrate** the status of youth and elderly and **interpret** the related policies for their welfare
2. **CO2-Identify** the needs and issues concerning the youth and elderly
3. **CO3-Classify** the critical issues and problems affecting youth
4. **CO4-Learn to interpret and recommend** social work intervention for youth and elderly

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Understanding 'youth' and 'elderly' from diverse perspective: social sciences, developmental studies and psychology. Emerging trends and concepts. Related policies by the government.	12
	Needs of youth: Physical, intellectual, emotional, social and religious; Socialization of youth.; Health of the Elderly: longevity and physical health, mental and emotional health, disability and caregiving in youth and elderly, sexuality and spirituality in old age	12
III	Critical issues and problems affecting youth: General- Education, work, family, marriage, relationships.; Specific-behavioral problems, addiction, suicide, Sexual problems, Emotional and Functional problems, identity crisis; Conflict and its impact on youth; Critical issues among elderly: Livelihood, Employment and retirement, issues of neglect, abuse, violence and abandonment, Eric Erickson's Crisis of Old Age	12
IV	Social work with youth and elderly: Application of social work methods in working with the youth and elderly; Different levels of intervention- individual, group, community, legislaion and policy, identifying intervention needs; Counselling as a tool for working the youth and the elderly,	12
TOTAL		48

Textbook:

1. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
2. Verma.M.L. (2010) Youth and RevolutionaryUpsurge, Sarup Book Publishers Pvt. Ltd., New Delhi
3. Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on YouthMouton, The Hague, 1976

Reference Books:

1. Arimpoor. J.P. 1983. Indian Youth in Perspective. Tirupattur: Sacred Heart College.

- Chowdhry D.P.1988. Youth Participation and Development. New Delhi: Atma Ram and Sons Publications.
2. Gore, M.S. 1978. Indian Youth – Process of Socialisation. New Delhi: VishvaYuvak Kendra.
 3. Wyn J and R. White. 1997. Rethinking Youth. London: Sage Publications limited.

Additional Readings:

1. Govil, P., & Gupta, S. (2016). Domestic violence against elderly people: A case study of India. *Advances in aging research*, 5(5), 110-121.
2. Kumar, S. V. (Ed.). (1995). *Challenges Before the Elderly: An Indian Scenrio*. MD Publications Pvt. Ltd.
3. Lavalekar, A., & Karmalkar, S. (2017). From youth to elderly: A study of quality of life and psychological well-being. *Indian Journal of Health and Wellbeing*, 8(9), 1083-1086.

Subject Name: Introduction to Social Entrepreneurship

Subject Code: SOW184D30L1

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *The course aims to equip students with the knowledge, skills, and mindset necessary to understand, engage in, and contribute to social entrepreneurship initiatives within the realm of social work, fostering innovation, sustainability, and social impact.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1- Define** the concept of social entrepreneurship, its key characteristics and historical milestones associated with the field.
2. **CO2- Apply** various social entrepreneurship models, frameworks, and methodologies to analyse real-world social issues and develop innovative solutions.
3. **CO3- Critically evaluate** different funding sources and business models used in social enterprises, discerning their strengths, weaknesses, and implications for sustainable social impact.
4. **CO4- Apply** theoretical knowledge and skills acquired in the course to real-world scenarios through experiential learning and fieldwork, reflecting on personal growth and development in the field of social entrepreneurship.

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Concept & overview of entrepreneurship, historical evolution & growth of social enterprises & entrepreneurship, SDGs, characteristics & types of entrepreneurship, scope of social entrepreneurship and enterprises (emerging trends & anticipating future), gender and entrepreneurship, qualities of social entrepreneurs, assessing the effectiveness and sustainability of social ventures, Social Value Creation	12
II	Social Entrepreneurship Models & Frameworks: Business models for social enterprises, Livelihood Innovation model, case studies illustrating various business models, social innovation and problem solving, legal and regulatory framework, ethical considerations in social entrepreneurship, impact measuring & evaluation	12
III	Funding & financing social ventures: Source of funding for social ventures (grants, impact investing, crowdfunding), budgeting and financial planning for social ventures, revenue generation & sustainability models, challenges & opportunities in accessing funding for social entrepreneurship initiatives; Legal perspectives in the governance of social enterprises, financial reporting & transparency	12

IV	Scaling, sustainability & growth: Strategies and challenges in scaling social ventures, collaboration & partnerships in social entrepreneurship, market feasibility, identifying opportunities for engaging in the field (profiling, community asset mapping, SWOT analysis), institutional assistance & organizational support (venture capital, commercial banks, incubators)	12
TOTAL		48

Textbook:

1. Nicholls, A. (2015). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
2. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
3. Harnish, V. (2014). *Scaling Up: How a Few Companies Make It...and Why the Rest Don't*. Gazelles, Inc.
4. MacMillan, I. C., & Thompson, J. D. (2012). *The Social Entrepreneur's Playbook: Pressure Test, Plan, Launch, and Scale Your Social Enterprise*. Wharton Digital Press.
5. Dutz, M., Devarajan, S., et al. (2017). *Unleashing India's Innovation: Toward Sustainable and Inclusive Growth*.

Reference Books:

1. Peter Drucker, 2006 (reprint edition) *Managing the Non-Profits Organizations: Practices and Principles*, New York: HarperCollins.
2. Yunus, M. (2008). *Creating a World Without Poverty: Social Business and the Future of Capitalism*. Public Affairs.
3. Fred Setterberg, Kary Schulman (1985), *Beyond Profit: Complete Guide to Managing the Non-Profit Organizations*, New York: Harper & Row.
4. Frankel, C., & Bromberger, A. (2013). *The Art of Social Enterprise: Business as if People Mattered*. Berrett-Koehler Publishers.

Additional Readings:

1. Singh, A., Saini, G. K., & Majumdar, S. (2015). Application of social marketing in social entrepreneurship: Evidence from India. *Social Marketing Quarterly*, 21(3), 152-172.
2. Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *Journal of marketing*, 35(3), 3-12.
3. Howorth, C., Smith, S. M., & Parkinson, C. (2012). Social learning and social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 371-389.
4. Scofield, R. (2011). *The Social Entrepreneur's Handbook: How to Start, Build, and Run a Business That Improves the World*. McGraw-Hill Education.

Subject Name: Entrepreneurial Management

Subject Code: SOW184D30L2

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *The course aims to equip students with the knowledge, skills, and ethical awareness necessary to effectively plan, launch, and manage social ventures while employing project management principles to address pressing social needs and promote sustainable development.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1- Understand** the principles of entrepreneurial management and their application in the context of social ventures.
2. **CO2- Recall** key concepts and principles of social entrepreneurship and entrepreneurial management.
3. **CO3- Apply** entrepreneurial tools and methodologies to generate and evaluate social enterprise ideas.
4. **CO4- Evaluate** the feasibility and sustainability of social enterprise models through critical assessment of market trends and stakeholder needs.

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Entrepreneurial idea generation & Innovation: Idea and innovation (entrepreneurial idea generation and identifying business opportunities), creativity and innovation in entrepreneurship, management skills for entrepreneurs/social entrepreneurs and managing for value creation, creating, and sustaining enterprising model & organizational effectiveness, leadership and entrepreneurship	12
II	Project planning & Assessment: Project planning & management (meaning, scope, importance, role of project manager), project life cycle (appraisal & analysis), project formulation, Analyses & Assessment (Situational Analysis: Stakeholder Problem and Objective, Assessment Beneficiary and Stakeholder Analysis), Social Audit techniques: AIA, EIA, NAS, SIA, SWOT & FFA Analysis for project assessment	12
III	Project financing & implementation: Source of funds, project cost estimation & budgeting, capital budgeting for social ventures, risk & uncertainty in project evaluation, project finance (preparation of detailed project report), Project Implementation (Budgeting, Timeline & HR: Monitoring of the project and Evaluation)	12
IV	Proposal writing: Definition and purpose of project proposals, layout & structure of the project proposal, types of project proposals (funding proposals, research proposals), Project Justification and Significance, effective presentation of project proposal, proposal writing techniques & guidelines	12

Textbook:

1. Nicholls, A. (2015). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
2. Smith, J. A. (2019). *Project Management: A Practical Approach* (3rd ed.). Wiley.
3. Doe, R. (2020). *Entrepreneurship Essentials: From Idea to Launch*. McGraw-Hill Education.
4. Kerzner, H. (2017). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (12th ed.). Wiley.
5. Gray, C. F., & Larson, E. W. (2018). *Project Management: The Managerial Process* (7th ed.). McGraw-Hill Education.

Reference Books:

1. Peter Drucker, 2006 (reprint edition) *Managing the Non-Profits Organizations: Practices and Principles*, New York: HarperCollins.
2. Yunus, M. (2008). *Creating a World Without Poverty: Social Business and the Future of Capitalism*. Public Affairs.
3. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2019). *Entrepreneurship* (10th ed.). McGraw-Hill Education.
4. Project Management Institute. (2017). *A Guide to the Project Management Body of Knowledge (PMBOK Guide)* (6th ed.). Project Management Institute.

Additional Readings:

1. Das, J. (2016). Project Management in the Context of Northeast India. *Journal of Northeast Indian Studies*, 6(1), 45-58.
2. Baruah, P., & Dutta, D. (Eds.). (2018). *Development Challenges in Northeast India: Issues of Identity, Economy, and Marginality*. Springer.
3. Bhattacharyya, H. (2015). Project Planning and Management in Northeast India: Issues and Perspectives. *Northeastern Geographer*, 47(1), 52-65.
4. Medhi, K. J. (2019). Challenges and Opportunities for Project Planning and Management in Northeast India. *Indian Journal of Regional Science*, 51(2), 27-40.

Subject Name: Sustainable Livelihoods and Development: Integrating Theory and Practice Subject Code: SOW184D40L1 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory

Course Objective: *To provide a comprehensive understanding of livelihoods, sustainable development, and policy frameworks, emphasizing the application of various livelihood models and interventions with a focus on integrating sustainability principles and addressing rural and urban issues, including an exploration of national livelihood missions in the context of sustainable development goals and social work practice.*

Course Outcomes:

After the completion of the course, the student will be able to:

1. **CO1- Analyze** the historical evolution and multidimensional nature of livelihoods, including the concepts of livelihood, income, and common property resources.
2. **CO2- Evaluate** the effectiveness of different livelihood strategies and diversification approaches in developing countries, considering their socio-economic and environmental implications.
3. **CO3- Apply** livelihood frameworks' principles to analyze interventions and outcomes using diverse models, enabling informed decision-making in sustainable development.
4. **CO4- Formulate** and justify strategies for integrating sustainability into livelihood development initiatives and social work practice, contributing to holistic and equitable development outcomes by synthesizing knowledge of sustainable development principles, indicators, goals, national policies, and strategies.

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Definition and Conceptualization of Livelihood: Multidimensional concept, livelihood and income; History of Livelihood Promotion in India; The Livelihood Triad; The Household Economy Approach; Livelihood strategies and diversification in developing countries; Livelihood resilience; Common Property Resources (CPRs).	10
II	Sustainable Development: Meaning, Nature and Scope of Sustainable Development; Indicators of Sustainable Development; Sustainable Development Goals; National Policies and Strategies for Sustainable Development; Sustainable Development – need and implications for Social Work Practice.	12
III	Sustainable Livelihood Framework: Understanding Livelihood Framework: Assets/Capitals - Human, Social, Physical, Natural and Financial, Vulnerability Context, Policies and Processes, Livelihood Strategies and Livelihood Outcomes; Different models – DfID and CARE.	12
IV	Livelihood, Security, Programmes and Policies: Livelihood and Sustainability; Livelihood Opportunities and Issues in Rural and Urban Areas; Gender and Livelihood constraints and struggles; Livelihood Intervention: Designing a livelihood intervention; Livelihood Adaptation Strategies – Local Knowledge Systems in Livelihood Adaptation; National Livelihood Missions: Deendayal	14

	Antyodaya Yojana – National Urban Livelihoods Mission (DAY-NULM), Aajeevika – Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM)	
	Total	48

Textbooks:

1. Chambers, R., & Conway, G. (1992). *Sustainable rural livelihoods: practical concepts for the 21st century*. Institute of Development Studies (UK).
2. Datta, S., & Sharma, V. (Eds.). (2011). *State of India's Livelihoods Report 2010: The 4P Report*. SAGE Publications India.
3. Phansalkar (2003) *Livelihoods: Promoting Livelihood Enhancement*, Mumbai: Sir Dorabji Tata Trust.
4. Singh, I. *et.al* (2019). *Livelihood and Sustainable Development in North East India*. Concept Publishing Company Pvt. Ltd.

Reference Books:

1. Morse, S., & McNamara, N. (2013). *Sustainable Livelihood Approach: A Critique of Theory and Practice*. Springer Science & Business Media.
2. Scoones, I. (2015). *Sustainable Livelihoods and Rural Development*. Practical Action Publishing.
3. Hussein, K., & Nelson, J. (1998). *Sustainable Livelihoods and Livelihood Diversification. IDS Working Paper*. Brighton: Institute of Development Studies.
4. Solesbury, W. (2003). *Sustainable Livelihoods: A Case Study of the Evolution of DFID Policy - ODI Working Papers*, London: Overseas Development Institute.

Additional Readings:

1. Scoones, I. (1998). *Sustainable Rural Livelihoods: A Framework for Analysis*.
2. DfID, U. K. (1999). *Sustainable livelihoods guidance sheets. London: DFID, 445*.
3. Ellis, F. (1998). Household strategies and rural livelihood diversification, *The Journal of Development Studies*, 35 (1), 1–38.

Subject Name: Social Business Innovation Lab Subject Code: SOW184D42L2 L-T-P-C: 1-0-6-4 Credit Units: 4 Scheme of Evaluation: Business Proposal (80 marks) and Presentation (20 marks)

Course Objective: *Social Innovation Lab is practice based course designed to immerse students in the process of identifying social problems, developing innovative solutions, and prototyping actionable interventions. Through a project, students will learn how to address pressing social challenges by developing Social Business plan.*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1- Define** the concept of social business, its key characteristics and present trends associated with the field.
2. **CO2- Apply** techniques and strategies to convert problem into opportunity for intervention and bridging the gaps.
3. **CO3 – Understand** social issues and develop innovative solutions.
4. **CO4- Critically evaluate** different stakeholders and ecosystems for business plan development and implementation.

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction to Social Business Social Business - Concept and definition, and Emerging trends; Social Business as Drivers of Social Change; Role of Social Work, role of CSO, role of NGO, CSR and Social Enterprises; Cases - International scenario and national scenario and local.	5
II	Problem Identification and Design Thinking Problem and brainstorming – problem identification and converting problem into intervention opportunity; Design Thinking for Social Business and Social Change; Design Thinking Process and Steps – Inspiration (Identifying and conceptualisation of Issue/Opportunities for design), Ideation, Prototyping (Planned Design Solutions, Mechanisms of Testing), Outcome and Social Value Creation, Conclusion (Drivers and barriers of the inclusive design thinking approach). Practice based interactive class on Design thinking and brainstorming	8
III	Ideation and Social Business Project Development Techniques for generating startup ideas; Value Proposition; Social Business Model Canvas and Lean startup methods for planning and developing Social change ventures; Project identification: Identification, SWOT analysis, Preliminary screening, project rating index; Market & Demand Analysis: Collection of data, market survey, market planning, market environment, project risk analysis, demand forecasting techniques;	10

	Financial Estimation: Project cost, source of finance, cost of production; Social Cost Benefit Analysis and Significance. Field visit: Observation and analysis of market trends and customer needs ***	
IV	Writing Social Business Plan and pitch Writing Business plan - Executive summary (brief and compelling summary of business plan); Venture/Business description (overview of Venture/Business, including legal structure, mission, vision, and objectives); Products and/or services (what are you offering to solve the problem, what is the unique selling points, and who are competitors); Team (management team, their skills, experiences, and qualifications); Marketing analysis (analysis of your target market, market segmentation, identification and market size); Financial plan (venture/business's financial projections); execution implementation/Operational plan (tools, and procedures required to run the business effectively, and SOP). Creative Elevator Pitch Skill; Techniques for pitching social business ideas effectively; Storytelling for Crafting compelling narratives.	7
TOTAL		30

***Students will be tasked with conducting observations and analyses by sending them in various settings such as markets, rural villages, or urban areas to bridge their theoretical knowledge of markets with practical, real-world experiences. Additionally, reflecting on their fieldwork experiences from the MSW course will enhance their learning and add value to their understanding. First half of working day is advisable so that they can return after lunch and present their understanding.

Textbook:

1. Yunus, M. (2010). Building social business: The new kind of capitalism that serves humanity's most pressing needs. New York. Public Affairs.
2. Pressman, A. (2018). Design Thinking: A Guide to Creative Problem Solving for Everyone. New York. Routledge.
3. Barrow, C., Barrow, P., & Brown, R. (2015). The business plan workbook: A practical guide to new venture creation and development. London. Kogan Page

Reference Books:

1. Yunus, M. (2007). Creating a world without poverty: Social business and the future of capitalism. New York, Public Affairs. Undergraduate Library.
2. Balaram, S. (2011) Thinking Design. Delhi. SAGE Publications
3. Butler, D. (2014). Business Planning for New Ventures: A guide for start-ups and new innovations. London. Routledge.

Additional Readings:

1. Easterly, W. (2005). The rich have markets, the poor have bureaucrats. In M. Weinstein (Ed.), Globalization: What's new? (pp. 170-195). New York, NY: Columbia University Press.
2. Banerjee, A. (2011). Think again, again. In Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty (pp. 11-26). New York, NY: PublicAffairs.

3. Bhagwhati, J. (2011) Of Markets and Morality in American Economic Review: Papers and Proceedings 2011, 101:3, 162–165
<http://www.aeaweb.org/articles.php?doi=10.1257/aer.101.3.162>

Subject Name: Introduction to Mental Health Subject Code: SOW184D30P1 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To develop the knowledge and skills as mental health practitioners in social work*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** Mental Health as a concept of relevance
2. **CO2-Summarize** the types of mental health conditions/illnesses as they occur
3. **CO3-Examine** the scope of social work intervention with mental health
4. **CO4-Analyze** legal instruments in the field of mental health in India

Detailed Syllabus:

Modules	Topics & Course Contents	Periods
I	Introduction: Concept and definition of mental health, Models of Mental Health, Treatment and rehabilitation of individuals having mental illness through a human rights perspective	12
II	Understanding Mental Health Conditions Concepts of Normal and Pathological Behavior, Diagnostic Classification of Mental Disorders in DSM 5 and ICD- 11, Common mental disorders- Anxiety disorders, OCD, ADHD and Severe mental disorders- Schizophrenia, depression, Bipolar affective disorders	12
III	Scope of Social Work Community mental health, Mental health in educational institutions and work places, Practice in institutional and non-institutional settings, Stigma and Mental Health, Skills for Mental Health practitioners in Social Work, Theoretical perspectives in Mental Health based Social Work	12
IV	Legislations in Mental Health Policies and programmes: National Mental Health Programme 1982, Mental Health Act 1987, Rehabilitation Council of India Act 1992	12
	TOTAL	48

Textbooks:

1. Taylor, L.E. (2010). *Mental Health in Social Work. A Casebook on Diagnosis and Strengths-Based Assessment*. Boston: Pearson
2. Francis, A. (2014). *Social Work in Mental Health: Contexts and Theories for Practice*. Sage

Reference Books:

1. Gerald, C. (1961). *An Approach to Community Mental Health*. New York: Green and Stratton

INc.

2. Steen, M. and Thomas, M. (2016). *Mental Health Across Lifespan*. New York: Rutledge
3. Ramsden, P. (2013). *Understanding Abnormal Psychology: Clinical and Biological Perspectives*. Sage
4. Francis, A. (2014). *Social Work in Mental Health: Contexts and Theories for Practice*. Sage

Additional Readings:

1. Prigatano, G. P. (1999). *Principles of Neuropsychological Rehabilitation*, Prigatano, G.P. (1999). Oxford University Press: NY. New York: Oxford University Press.
2. Sutherland, J.D. (2003). *Towards Community Mental Health*. London: Routledge

Subject Name: Psychiatric Social Work Practice Subject Code: SOW184D30P2 L-T-P-C: 4-0-0-4 Credit Units:4 Scheme of Evaluation: Theory
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Course Objective: *To develop the knowledge and scope to work as a Psychiatric Social Worker*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Develop** a basic understanding of counseling as a tool to help the needy
2. **CO2-Acquire** knowledge of various approaches and techniques of counseling through practice
3. **CO3-Develop** skills of application to real life situations
4. **CO4-Apply** the synthesized values, attitudes and enhance the role of self in the counsellor's role

Detailed Syllabus:

Modules	Topics Course Contents	Periods
I	Introduction: Psychiatric Social Work – Concept, Definition, Meaning, Scope. Mental Hygiene movement - History of Psychiatric Social Work in India and West, Evaluation of Professional training and facilities for Psychiatric Social Work in India. Problems of psychiatric patients during pre-hospital, post hospital phase – patient, family and community perspective.	12
II	Practice of Psychiatric Social Work in different settings: Admission and discharge procedures followed in psychiatric setting - Psychiatric Social Work in different settings – Hospitals – OP clinics. Major Communicable/Non- Communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases. methods of dealing with victims of accidents. Principles of Health education. Use of Audio- Visual Aids and Mass Media.	12
III	Scope and practice in special settings: Psychiatric Social Work in special settings, Child Mental Health , De-addiction Clinics, Crisis Intervention Clinics, Geriatric clinics, Hospitals	12
IV	Programmes, laws and research scope in Psychiatric Social Work Practice: National Mental Health Programmes in India – Scope of Psychiatric Social work Practice; Mental Health Act 1986 - Research Issues in Psychiatric Social Work Practice.	12
Total		48

Text books:

1. Kaplan, & Sadock. (1995). *Comprehensive Textbook of Psychiatry, 6th ed.* London: William & Wilkins.

2. Sekar, K. Parthasarathy. R, Muralidhar,D. Handbook of Psychiatric Social Work, Bangalore: NIMHANS.

Reference Books:

1. Verma, Rattan, (1991), Psychiatric Social Work in India, New Delhi, Sage Publications.
2. Kapur, Mallavika (1997), Mental Health in Indian Schools, New Delhi, Concept Publishers.
3. Kiaj, B, (1996), The Social Worker and Psychotropic Medication, Virginiai, Common Wealth University. Mane.P & Gandevia Y.K. (1995), Mental Health in India – Issues and Concerns, Bombay, TISS.

Additional Readings:

1. Singha, D. (1989). *Psychology in a Third World Country: the Indian Experience*. New Delhi: Sage Publications.

Subject Name: Counselling and Psychotherapy
Subject Code: SOW184D40P1
L-T-P-C: 4-0-0-4
CreditUnits:4
SchemeofEvaluation:Theory

Course Objective: *To develop the knowledge and skills to practice counseling and psychotherapy*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Define** Mental Health as a concept of relevance
2. **CO2-Summarize** the types of mental health conditions/illnesses as they occur
3. **CO3-Examine** the relationship between social issues and mental health
4. **CO4-Analyze** the scope of social work intervention with mental health

Detailed Syllabus:

Modules	Topics & Course Contents	Periods
I	Introduction: Counselling – Definition, meaning, counseling Stages: Pre – helping phase – Acquainting, Observing, Founding and Diagnosing. Helping phase – Pacing, Personalizing, Reframing and Initiating .Post helping Phase- Evaluating Psychotherapy – Definition, Scope and objectives, Freudian Stages of Personality Development– Psychodynamic Therapy. Cognitive Behavioural Therapy (CBT), Behaviour Therapy.	12
II	Therapies and its practice: Human Existential Therapy – Transactional Analysis – Gestalt therapy, Family Therapy, Group Therapy, Occupational Therapy	12
III	Situational issues and Counseling – Counseling the sick and bereaved – Trauma Counseling – Mental Disorder and Counseling. Counselling in different settings: Marital, family, HIV/AIDS, Student guidance and counselling, Career guidance and counselling, de-addiction counselling	12
IV	Professional values of the counseling profession, Fundamental principles of professional ethical behavior, Code of Ethics in counseling relationship, Code of Ethics in Confidentiality and Privacy. Transference and Counter-transference	12
	TOTAL	48

Textbooks:

1. Antony John (2001) Principles and Techniques of Counselling, Dindigul , Anugraha Publications.

Reference Books:

1. Antony. John (2003) Skills of Counselling, Dindigul, Anugraha Publications.
2. Antony John (2001) Dynamics of Counselling, Dindigul , Anugraha Publications
3. Antony. John (2006) Mental Disorders encountere4d in Counselling, Dindigul Anugraha Publications.
4. Prasantham B J (1987) Therapeutic Counselling, Vellore, CCC
5. Rao, Narayana (1981) Counselling Psychology, Bombay, TataMcGraw Hill

Additional Readings:

1. Woolfe, R., Strawbridge, S., Douglas, B. & Dryden, W. (Eds.) (2010). Handbook of Counselling Psychology. London: Sage.
2. Claringbull, N (2010) What is counselling and psychotherapy? Exeter: Learning Matters

Subject Name: Practice of Psychiatric Social Work in Different settings Subject Code: SOW184D40P2 L-T-P-C: 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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Course Objective: *To develop the knowledge and skills to work as practitioners of social work in psychiatry-based settings*

Course Outcomes:

After successful completion of the course, the student will be able to:

1. **CO1-Find** the relevance of psychiatry in social work
2. **CO2-Identify** the connection between agencies of social work and psychiatry
3. **CO3-Discover** the tools and techniques of diagnosis in psychiatric treatment
4. **CO4-Analyze** the scope of social work intervention in mental health-based challenges

Detailed Syllabus:

Modules	Topics & Course Contents	Periods
I	Introduction: Historical development of Psychiatric Social Work, Major approaches in Psychiatric Social Work, Basic concepts in Psychiatric Social Work	12
II	Settings of Intervention: Family service agencies, child welfare agencies, school settings, correctional institutions, general hospital settings, de-addiction centres, rehabilitation, emergency services and community mental health centres, Crisis Intervention Clinics, Geriatric clinics	12
III	Practices in Treatment: Psychosocial methods of treatment and management, Physical methods of treatment; Psychotherapies: Individual, group and family therapy, Psychiatric Rehabilitation; Psychodiagnostics: techniques of evaluation	12
IV	Working with Individuals and Families: Understanding psychosocial development of the individual, healthy personalities: characteristics and contributing factors; Origin, development, process, socialization, predominant characteristics of family (forces), family dynamics and interaction; Planning Psychiatric Social Work intervention with individuals and families ; Scope of Psychiatric Social work Practice	12
	TOTAL	48

Textbooks:

1. Kaplan, & Sadock. (1995). Comprehensive Textbook of Psychiatry, 6th ed. London: William & Wilkins.

Reference Books:

1. Verma, Rattan, (1991), Psychiatric Social Work in India, New Delhi, Sage Publications.
2. Kapur, Mallavika (1997), Mental Health in Indian Schools, New Delhi, Concept Publishers.
3. Kiaj, B, (1996), The Social Worker and Psychotropic Medication, Virginia, Commonwealth University.
4. Mane.P & Gandevia Y.K. (1995), Mental Health in India – Issues and Concerns, Bombay, TISS.

Additional Readings:

1. Singha, D. (1989). Psychology in a Third World Country: the Indian Experience. New Delhi: Sage Publication