



Royal School of Humanities and Social Science

RSHSS

Department of Social Work

**Curriculum Framework for
Post-Graduate programme based on NEP 2020**

Bachelor of Social Work

5 th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOW182M501	Development Communication	300	4
2	SOW182M502	Community Health and Social Work	300	4
3	SOW182M503	Social Work and Legal Information	300	4
Minor Subjects (For others)				
3	SOW182N501	Working with Weaker Sections	300	4
Others				
4	SOW182I511	Internship (Block Placement)	300	4
Total Credit = 20				

6 th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOW182M601	Disaster Management	300	4
2	SOW182M602	Social Development and Social Work	300	4
3	SOW182M603	Applications of Social Work	300	4
4	SOW182M614	Field Work Concurrent V	300	4
Minor Subjects (For others)				
3	SOW182N601	Palliative Care in Social Work	300	4
Total Credit = 20				

7 th Semester				
Sl. No.	Subject Code	Names of subjects		Credits
Major (Core) Subjects				
1	SOW182M701	Child and Childhood in India	400	4
2	SOW182M702	Social Entrepreneurship	400	4
3	SOW182M703	Rural and Urban Community Development	400	4
4	SOW182M714	Field Work Concurrent VI	400	4
Minor Subjects (For others)				
3	SOW182N701	Social Work with Women, Children, Youth and Elder Persons	400	4
Total Credit = 20				

8 th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOW182M811	Field Work (Block Placement)	400	4
Minor (For BSW)				
2	SOW182N801	Research Methodology	400	4
Dissertation				
3	SOW182M822	Dissertation	400	12
In lieu of Dissertation/Research Project				
4	SOW182M803	Livelihood and Sustainable Development	400	4
5	SOW182M804	Tribal Community Development	400	4
6	SOW182M805	Governance, Law and Social Work	400	4
Total Credit = 20				

Subject Name: Development Communication
Subject Code: SOW182M501
L-T-P-C –3-1-0-4
Credit Units: 4
Level of the Course: 300
Scheme of Evaluation: Theory

Course Objective:

To understand the concept and fundamentals of development communication approaches. This course provides insights into various experiments in the field, enhancing knowledge of their practical applications. It also develops abilities in using innovative and participatory communication media for effective development.

Course Outcomes:

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

CO1	Why the knowledge of development is necessary to understand development communication	BT-1
CO2	Interpret the role of mass media in development communication	BT-2
CO3	Develop communication planning strategies by reviewing projects	BT-3
CO4	Make use of communication skills for practise	BT-4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction: Development: meaning concept, process and models of development – theories (modernization theory and dependency theory)- origin–approaches to development (multidimensional approach, socio-economic & sustainable development) problems and issues in development, characteristic of developing societies, gap between developed and developing and under developed societies. Contemporary development issues on national and regional level	20
II	Development communication: Meaning – concept – definition; role of media (mass media and social media) in development communication: strategies in development communication: social cultural and economic barriers – case studies and experience – development communication strategies and action plans; Freedom of expression and censorship	10

III	Communication Planning: Meaning and scope of communication planning, Role of communication planner, Training on communication for development functionaries. Participatory approach in development communication: Fogo Island; SITE, Kheda Community	10
IV	Development Communication in Practice: Audio Visual Media, Folk Media, Electronic & print media; Communications skills for development workers: writing & verbal skills, planning, campaigns, interacting with mass media, extension education strategies; IEC Materials. Communication for development	20
TOTAL		60

Textbook:

1. Mefalopulos, P. (2008). Development communication sourcebook: Broadening the boundaries of communication. World Bank Publications.
2. United Nations Development Programme. (2023). *Development communication strategies for sustainable growth*. UNDP. <https://www.undp.org/publications/development-communication>
3. United Nations Development Programme. (2021). *Human development report 2021/2022: Uncertain times, unsettled lives*. UNDP. <https://hdr.undp.org/system/files/documents/hdr2021-22overviewenpdf>

Reference Books:

1. Tufte, T., & Mefalopulos, P. (2009). *Participatory communication: A practical guide* (Vol. 170). World Bank Publications.
2. Kumar, K.J. Mass Communication in India, 3rd Edition, 2006 Mumbai: Jaico Publishing
3. Singh, D. Mass Communication and Social Development, 2004 Delhi: Adhyayan Publishers
4. Singh, S P., Media Psychology, 2005 Jaipur: Sublime Publications
5. Manyozo, L., Communicating Development with Communities (Rethinking Development), 1 edition, 2017, Routledge

Additional Readings:

1. Servaes, L., & Servaes, J. (2021). Participatory communication for social change. In *Handbook of communication and development* (pp. 120-141). Edward Elgar Publishing.
2. Waisbord, S. (2020). Family tree of theories, methodologies, and strategies in development communication. *Handbook of communication for development and social change*, 93-132.

NOTE:

Notional Hours will include field visit of Student Social Workers to work in communities with people to understand their communication style. They may try to resolve the problem individually i.e., by helping individuals to overcome the problem by themselves. For example,

the social worker may encourage a drug addict to go for rehabilitation. A social worker may also tackle the problem at the community level. Some of the strategies can be influencing government policy, persuading the bureaucracy to take necessary action, conduct awareness campaigns etc. Whatever the strategy may be, the student social worker should have greater awareness about the dimensions and the causative factors of social problems.

Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Making script for campaigns- 20 Hours Panel Discussions – 10 Hours Role play– 15 Hours Simulation exercises-5 Hours Community Immersion– 10Hours

Subject Name: Community Health & Social Work Subject Code: SOW182M502 L-T-P-C-3-1-0-4 CreditUnits:4 Level of the course: 300 Scheme of Evaluation: Theory
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Course Objectives: *To equip students with a comprehensive understanding of health-related concerns in society by exploring the fundamental concepts of health, major diseases, health systems, and policies in India. The course aims to develop analytical skills to assess health programs and policies, fostering a critical perspective on public health and community well-being.*

Course Outcomes:

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

CO1	Define the basic concepts pertaining to health.	BT-1
CO2	Explain the different communicable & non-communicable diseases in rural and urban communities.	BT-2
CO3	Identify the importance and relevance of health system in India	BT-3
CO4	Analyze health specific programmes and policies	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Community Health and Nutrition: : Health: Concept, Issues and Determinants, Wellbeing and Quality of life, Health as an aspect of social development, Health status indicators and mapping in the community, Nutrition and malnutrition; Hygiene; Community Health: Relevance, needs assessment, developing mechanisms for people's participation; Major communicable and non-communicable diseases in urban and rural communities, Community Mental Health	10
II	Data and Strategies: SDGs related to health (SDG 2 & 3) to discuss in details, targets and indicators, contextualize in the context of NER, NFHS, DLHS, DHS (Demographic and Health Surveys; Global Hunger Index.	20
III	Health System in India: Public health-concept and development in India; Organization and administration of health care at the center, state, district, municipality and village level; health planning in India; health committees; five-year plans in relation to healthcare	10
IV	Health Policies and Programmes: National Health Policy, 2017; Mental Health Policy, 2017, The Population Act, Current National Health Programmes; Maternal & Child health; Integrated Child DevelopmentScheme; Schools Health Programmes	20

	(Menstrual Hygiene Management), National Health Mission.	
TOTAL		60

Textbooks:

1. K Park. (2021). *Park's Textbook of Preventive and Social Medicine*, 26th edition, BanarsidasBhanot Publishers.
2. Rahim A. (2017). *Principles and Practice of Community Medicine*, 2nd edition, Jaypee Brothers Medical Publishers

Reference Books:

1. Baig M. (2022). *Preventive and Social Medicine*. SIA Publishers & Distributors Pvt Ltd Mishra A. (2018). *Basics of Epidemiology*. Notion Press
2. Sahadulla MI. (2020). *Comprehensive Textbook of Infectious Diseases*. Jaypee Brothers Medical Publishers.

Additional Readings:

1. Bellows, B. (2021). *Advancing community health measurement, policy and practice*. Journal of Global Health, 10.7189/jogh.11.01001.
2. Shin, H. (2020). *Concept analysis of community health outreach*. BMC Health Services Research, 10.1186/s12913-020-05266-7.
3. Mattocks, K. (2021). *Innovations in Community Care Programs, Policies and Research*. Medical Care. 10.1097/MLR.0000000000001550

NOTE:

Notional Hours will include will incorporate different settings such as healthcare institutions, community health centers, NGOs, government health agencies, and vulnerable population groups where students can apply theoretical knowledge and develop practical skills. Students will gain hands-on experience in understanding public health systems, community health initiatives, and social work interventions in healthcare, aligning with course concepts and methods.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Field Visits & Case Study Analysis – 12 Hours Community Engagement & Awareness Programs – 10 Hours Simulation Exercises & Role Plays – 8 Hours Research-based Assignments & Policy Review – 10 Hours

Subject Name: Social Work and Legal Information

Subject Code: SOW182M503

L-T-P-C: 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Theory

Course Objective: *To equip students with a foundational understanding of social legislation, judicial processes, personal laws, and legal aid mechanisms relevant to social work practice and advocacy for social justice.*

Course Outcomes:

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

CO1	Understand the fundamental legal concepts and their relevance to social work.	BT-1
CO2	Explain legal frameworks related to personal laws, marginalized communities, and social justice.	BT-2
CO3	Apply legal knowledge in social work interventions, advocacy, and casework.	BT-3
CO4	Analyse the role of the judiciary, legal aid, and human rights mechanisms in social welfare.	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Introduction to Social Legislation and Legal Systems: Social Legislation - Meaning, and Scope; Human Rights & Social Justice; The Indian Constitution – Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties; Concept of Public Interest Litigation (PIL)	10
II	Indian Judicial System Indian Judicial System - Structure and Functions of Courts in India (Civil, Criminal, Family, and Juvenile Courts), Prisons, Probation, and Parole, Bharatiya Nyaya Sanhita	15
III	Legal Aid, Human Rights, and Public Interest Litigation: Concept of Free Legal Aid; Legal Aid Clinics and their Role in Social Work; Lok Adalats and Alternative Dispute Resolution; Human Rights and Protection Mechanisms - Concept of Human Rights in Social Work; National and State Human Rights Institutions - National Human Rights Commission (NHRC), National Commission for Women (NCW), National Commission for Protection of Child Rights (NCPCR).	15

IV	Laws for Weaker Sections and Social Security Legislations: Laws for the Protection of Women - The Protection of Women from Domestic Violence Act, 2005, The Dowry Prohibition Act, 1961, The Prohibition of Child Marriage Act, 2006; POSH, Nirbhaya Act; Laws for Child Welfare and Protection - The Juvenile Justice (Care and Protection of Children) Act, 2015, The Protection of Children from Sexual Offences (POCSO) Act, 2012; Laws for Scheduled Castes, Scheduled Tribes, and Persons with Disabilities - The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, The Rights of Persons with Disabilities Act, 2016; Social Security Legislations – The Maternity Benefits Act, 1961,	20
TOTAL		60

Text Books:

1. Bakshi, P.M., (2007). *Constitution of India*. Delhi: Universal Law Publishing House
2. Gangrade, K.D. (2011). *Social Legislation in India*. Delhi: Concept Publishing Company

Reference Books:

1. Carr, H. &Goosey, D. (2017). *Law for Social Workers*.Oxford: Oxford University Press.
2. Singh, A. K. (2014). *Human Rights and Social Justice*.India VL Media Solutions.
3. Tripathy,R.N.(2019).*Human Rights Gender and Environment*. New Delhi: MKM Publishers pvt. Ltd.
- 4.

Additional Readings:

1. Mallicot, S. L.(2012). *Women & Crime*. New Delhi: Sage Publication.
2. Mathew, P.D. (1998). *Public Interest Litigation*. NewDelhi: Indian Social Institute.
3. Mathew, P.D. (1995). *Family Court*. New Delhi: Indian Social Institute.
4. Stammers N. (2004). *Human Rights and Social Movements*. London & New York: Pluto Press.

NOTE:

The students will engage in case study analyses of real-life legal interventions, along with guest lectures from legal experts, will provide practical insights. Students will conduct legal awareness campaigns, including street plays and public interest litigation (PIL) drafting exercises, to advocate for marginalized groups. Hands-on experience will be gained through fieldwork with NGOs and human rights institutions, as well as participation in Alternative Dispute Resolution (ADR) workshops. Additionally, students will undertake policy advocacy projects, reviewing social legislation and proposing reforms to bridge gaps in legal accessibility and social justice. These experiential components will equip students with practical legal knowledge, advocacy skills, and critical thinking essential for effective social work practice.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Fieldwork with NGOs & Human Rights Institutions - 20 Hours Legislation Review & Policy Advocacy Project - 5 Hours Case Study Analysis -10 Hours Legal Awareness Campaigns & Street Plays - 15 Hours Reflection Exercises - 10 Hours

Minor Subject Name: Working with Weaker Sections

Subject Code: SOW182N501

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of the Course: 300

Scheme of Evaluation: Theory

Course Objective: *To understand marginalized groups in society and develop specific social work interventions to different vulnerable sections and appraise legal measures for addressing the problems of the weaker sections.*

Course Outcomes:

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

CO1	Define weaker sections and gather a critical understanding to the context, process and politics of their marginalisation	BT-1
CO2	Summarise the legal measures for the protection of weaker sections in the society	BT-2
CO3	Identify marginalization with on-field client communities	BT-3
CO4	Plan social work interventions with weaker sections of the society	BT-4

Course Outline

Modules	Topics (if applicable) & Course Contents	Periods
I.	Weaker Sections: definition, concept; Classifying groups into Weaker Sections (women, children, aged, SCs and STs); Circumstances of problems faced by weaker sections-women and children-migration, displacement, exclusion; Planning interventions with women and children	15
II	Concept of Vulnerability & Marginalization; Categorizing human rights into national and international- for marginalized sections; Elder abuse and neglect: context, effects and legislations; Planning Intervention with elderly	15
III	Defining problems of the Vulnerable: social discrimination; Summarizing Legislations for weaker sections: aged, SC, and ST populations: 5th and 6th Schedule; SC and ST POA Act, 1989; The Maintenance and Welfare of Parents and Senior Citizens Act, 2007; Article 41	10
IV	Identifying Measures to safeguard the marginalized communities: UN Convention on the Rights of Child, 1989, Domestic Violence Act, 2005, Reservation Policy, Old Age Homes as an alternative to familial care Interventions with the marginalized: at individual and group levels (Social Casework and Group Work)	20

TOTAL	60
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Textbooks:

1. Nahar, Emanuel, Social Exclusion and Discrimination with Weaker Sections of Society: An Inclusive Policy, 2016, Kalpaz Publications, New Delhi
2. Naqi, M., Social Work for Weaker Sections, 2005, New Delhi, Anmol Publications Ltd.

Reference Books:

1. Mahanti, N., Tribal Issues: A non-conventional Approach.1994, New Delhi: Inter-India Publications.
2. Dhavaleshwar, C. U., & Banasode, C. (2017). Dr. BR Ambedkar as a Social Worker for the Marginalised Sections. International Research Journal of Human Resources and Social Sciences, 4(10)

Additional Readings:

1. Gandhi, N. & Shah, N. Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, 1992, New Delhi: Kali for Women, New Delhi
2. Granville, A., (1999), The Indian Constitution: Cornerstone of A Nation (Classic Reissue), Oxford, England

NOTE:

Notional Hours of the paper, “Working with Weaker Sections”, will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organized to evaluate the knowledge they have acquired in the teaching and learning process within 36 the classrooms. Assignment can be given to students to figure out the areas of the society that needs social work intervention.

Credit Distribution		
Lecture/ Tutorial	Practicum	Experiential Learning
60 Hours	-	60 hours Field Visit to NGOs/Moot Court- 15 hours Volunteer Opportunities- 15 hours Guest Lectures- 10 hours Group Projects- 5 hours Community Mapping- 15 hours

Subject Name: Block Placement (Internship)

Subject Code: SOW182I511

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

Credit Units:4

Scheme of Evaluation: Practical

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

Course Outcomes:

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

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

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).

NOTE:

The Notional Hours for the Block Placement will involve student social workers' full-time engagement in a selected organization, institute, or social welfare agency for one month under the supervision of a fieldwork supervisor. During this period, students will gain in- depth exposure to professional social work environments, study organizational structures, and actively participate in service delivery. They will be required to analyze the functioning of the agency, assess the needs of the communities they serve, and apply at least two social work methods in practice. Additionally, students will develop essential skills in responsibility-taking, management, program planning, and organizing community-based interventions.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
	90 Hours	30 hrs Field Immersion: 10 hrs Supervision: 10 hrs Practical Application of Social Work Method: 10 hrs

Subject Name: Disaster Management
Subject Code: SOWI82M601
L-T-P-C: 3-1-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course objectives:

To develop an understanding of key concepts of disasters management, typologies and impact of disasters on vulnerable constituency and develop an analytical viewpoint of the policy framework, institutional structures and programmes for disaster management.

Course Outcomes:

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

CO1	Define the concepts, typology & impact of hazards and disasters.	BT-1
CO2	Illustrate the processes of disaster mitigation and disaster management intervention & ethics	BT-2
CO3	Apply critical skills for Disaster management programme and community based programmes	BT-3
CO4	Analyze the role of social work for rebuilding communities through different initiatives.	BT-4

Course Outline:

Module	Topics and Course Contents	Periods
I	Understanding Concept of Disaster: Theories and Methods Disaster related concepts: Hazard, Risk, Vulnerability, vulnerability, coping capacity, resilience and Disaster; forms of Disasters. Types of hazards: Natural and manmade disasters, Major disasters in India and Northeast India and its Impact; Vulnerable Groups and their Vulnerability (in Northeast context); factors enhancing vulnerability Impact of disasters; Role of Hazard, Risk and vulnerability assessment with special emphasis on participatory tools and techniques.	18
II	Phase of Disaster Management & Initiatives: Role of community Disaster Management Cycle and its components; Pre-disaster, During & Post-disaster: Reconstruction, rehabilitation and recovery.; Gender impacts, Coping and resilience mechanism.; role of community in managing and mitigating disasters; Components of Community Based Disaster Preparedness (CBDP); preparation of CBDP response plans; Integrating of Indigenous Knowledge system in DRR.	12

III	Policy and Programmes for Disaster Management: Global issues and initiatives - World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15), Sendai Framework for Action (2015 – 2030); Paradigmatic shift in disaster management, No Natural Disasters.; Disaster management policy & programmes in India; Disaster Management Act; National Disaster Management Policy; Administrative and institutional structure for disaster management; Role of policy and programmes in disaster management, Coordinating, relief mobilization and management; Significance of policy and programmes for restoration and rehabilitation interventions, livelihood security, social justice.	18
IV	Social Work Intervention in Emergencies and Disasters Management Social work intervention: in crisis management, fund raising, mobilization & management of human resources, Post-disaster trauma care and counselling including grief counselling, post-traumatic stress disorders, Specific psychosocial needs of vulnerable groups; Principles and techniques of psychosocial care in post disaster situations; Social care of orphans, disabled and those facing destitution; Role of methods of social work in Disaster Management	12
	TOTAL	60

Core Readings

1. Baruah. M. 2022. *Slow Disaster: Political Ecology of Hazards and Everyday Life in the Brahmaputra Valley, Assam*. Routledge: London.
2. Gaillard. JC 2022. *The Invention of Disaster Power and Knowledge in Discourses on Hazard and Vulnerability (1st Edition)*. Routledge: London.
3. Singh. A 2018 *Disaster Law Emerging Thresholds (1st Edition)*. Routledge: London.
4. Singh. A., Punia. M., Haran. N.P. Singh T.B 2018. *Development and Disaster Management: A Study of the North-eastern States of India*. Palgrave Macmillan:
5. Enarson, E., and Dhar Chakrabarti. P. G. 2009. *Women, Gender and Disaster: Global Issues and Initiatives*. New Delhi, India: Sage.
6. Sahni, P., Dhameja, A., & Medury, U. 2001 *Disaster Mitigation: Experiences and Reflections*. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Singh, S.K., Kundu, S., & Singh, S. 1998 *Disaster Management*. New Delhi: Mittal Publications.
8. Sinha, P.C. (ed.) 1998 *Encyclopedia of Disaster Management*. New Delhi: Anmol Publications Pvt. Ltd.

Reference Books:

1. Bhattacharya, T. (2017). *Disaster Science and Management*. Tata McGraw Hill: New Delhi
2. International Federation of Red Cross and Red Crescent Societies (2018). *World Disasters Report: Leaving No One Behind*. IFRC: Geneva
3. Pandey, M. (2014). *Disaster management*. Wiley: United Kingdom.

4. *The Disaster Management Act, 2005* (2015 edition): Professional book publishers.

Additional Readings:

1. Saikia, A. 2019. *The Unquiet River: A Biography of the Brahmaputra*. New Delhi: Oxford University Press.
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*.
4. Chetry, B (2024) Gendered impacts of, and vulnerabilities to, disasters: a case study of Assam. *Development in Practice*. Vol 35(1). <https://doi.org/10.1080/09614524.2023.2300979>.
5. ASDMA (2011). *Assam State Disaster Management Plan, Government of Assam*. Guwahati: ASDMA.
6. Balgos, B., J. C. Gaillard, and K. Sanz. (2012). The Warias of Indonesia in Disaster Risk Reduction: The Case of the 2010 Mt Merapi Eruption. *Gender and Development* 20 (2): 337–348.
7. Bhadra, S. 2017. Women in Disasters and Conflicts in India: Interventions in View of the Millennium Development Goals. *International Journal of Disaster Risk Science* 8 (2) pp. 196–207. <http://dx.doi.org/10.1007/s13753-017-0124-y>.
8. Bradley, T., Z. Martin, B. R. Upreti, B. Subedu, and S. Shrestha. (2021). “Gender and Disaster: The Impact of Natural Disasters on Violence Against Women in Nepal. *Journal of Asian and African Studies*. <https://doi.org/10.1177/00219096211062474>
9. Gaillard, J. C., A. Gorman-Murray, and M. Fordham (2017). “Sexual and Gender Minorities in Disaster. *Gender, Place & Culture* 24 (1) pp. 18–26. doi:10.1080/0966369X.2016.1263438.
10. Hazarika, S. 2006. *Living Intelligently with Floods*. Background Paper, 5. World Bank.
11. The International Gay and Lesbian Human Rights Commission. (2011). *The Impact of the Earthquake, and Relief and Recovery Programs on Haitian LGBT People*. New York: The USA
12. Phukan, A., R. Goswami, D. Borah, A. Nath, and C. Mahanta. 2012. River Bank Erosion and Restoration in the Brahmaputra River in India. The Clarion: Multidisciplinary International Journal vol.1 (1) pp. 1–7. https://www.theclarion.co.in/_files/ugd/51d8a1_f73825e6fb1e42d0ae64fc9eee9899b7.pdf
13. United Nations International Strategy for Disaster Reduction 2015. *Sendai Framework for Disaster Risk Reduction 2015–2030*. Geneva, Switzerland: United Nations Office for Disaster Risk Reduction.
14. United Nations International Strategy for Disaster Reduction, United Nations Development Programme, and International Union for Conservation of Nature. 2011. *Making Disaster Risk Reduction Gender-Sensitive: Policy and Practice Guidelines*. Geneva, Switzerland: United Nations International Strategy for Disaster Reduction/United Nations Development Programme/International Union for Conservation of Nature.

NOTE:

Notional Hours of the papers will include classes conducted by the faculty covering various facets of Concept of Disaster: Theories and Methods, Phase of Disaster Management & Initiatives, Role of community and community-based practices, Policy and Programmes for Disaster Management, Social Work Intervention in Emergencies and Disasters Management. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to vulnerable Groups and their Vulnerability (in Northeast), techniques/methods of building disaster resilient communities through community led initiatives, role of community in managing and mitigating disasters, Components of Community Based Disaster Preparedness (CBDP) etc. Independent work will be assigned to students on Gender impacts, Coping and resilience mechanism etc. Simulation exercises will be done wherein students will be engaged in role-play exercises to understand disasters its vulnerability to the community as well. Class test, viva-voice will be conducted to cover the various themes from the syllabus and movie/documentary screening like Village Rockstar, 2018: Everyone is hero movie etc. to explain the themes and regional complexities of disasters.

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
1 Credit = 15 Hours Total = 60 Hours	-	60 hours Group Discussion – 4 Hours Home Assignment & Article Review – 10 Hours Project Report / Field, Movie Screening – 30 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours

Subject Name: Social Development and Social Work

Subject Code: SOWI82M602

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

Credit Units: 4

Level of the Course: 300

Scheme of Evaluation: Theory

Course objectives:

This course provides an understanding of social development concepts, theories, and their relationship with social work practices. It covers various dimensions of development, social policies and strategies for inclusive and sustainable development. The course equips students with the knowledge and skills to engage in social development initiatives.

Course Outcomes:

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

CO1	Why the knowledge of social development is necessary for social work	BT-1
CO2	Interpret the role of the social worker is dealing with developmental issues	BT-2
CO3	Develop strategies to achieve SDGs locally	BT-3
CO4	Appraise the developmental policies and programs laid out by the international and national policymakers.	BT-4

Course Outline:

Module	Topics and Course Contents	Periods
I	Introduction: Social Development: concept, process and models of development – theories- origin–approaches to development, Social Indicators and measures of development (GDP, HDI, GDI, MPI, GHI, QOL); Sustainable Development Goals; Theories and Models of Social Development: Modernization theory, Dependency theory, World-systems theory, Alternative development models (People-Centered Development, Participatory Development.	20
II	Developmental issues and scope of Social work: Third World problems: Poverty, Population explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization; Scope of Social Work in Developmental issues.	10

III	Sustainable Developmental Goals: Concept, Targets and Status of Goal 1 to Goal 17- International, Indian and regional context; critical gap in sustainable development education in South Asia.	10
IV	Social Policies and Programs: Welfare state and social policies; Key social development programs in health, education, and employment; International organizations and their role in social development (UN, WHO, ILO, World Bank); Rights-based approach to development.	20
	TOTAL	60

Textbook:

1. Patel, L. (2005). *Social Welfare and Social Development*. Oxford University Press.
2. Grusec, J. E., & Lytton, H. (2012). *Social development: History, theory, and research*. Springer Science & Business Media.
3. Midgley, J. O. (2013). *Social development: Theory and practice*.

Reference Books:

1. Katila, P., Colfer, C. J. P., De Jong, W., Galloway, G., Pacheco, P., & Winkel, G. (Eds.). (2019). *Sustainable development goals*. Cambridge University Press.

Additional Readings:

1. Khalid, A. M., Sharma, S., & Dubey, A. K. (2021). Concerns of developing countries and the sustainable development goals: Case for India. *International Journal of Sustainable Development & World Ecology*, 28(4), 303-315
2. Assembly, G. (2015). Sustainable development goals. *SDGs transform our world*, 2030(10.1186)..

NOTE:

Notional Hours will include field visit of Student Social Workers to work in communities with people to understand the realities of social developments. They may also develop

discussions concerning sustainable development goals and its implications. They may explore UN SDG reports and India's sustainability progress. The students should also indulge in group discussions Debating rights-based vs. welfare-based approaches.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group discussions- 12 Hours • Panel Discussions – 6 Hours • Role play– 3 Hours • Simulation exercises-6 Hours • Community Immersion – 3 Hours

Subject Name: Applications of Social Work
Subject Code: SOW182M603
L-T-P-C: 3-1-0-4
Credit Units: 4
Level of the Course: 300
Scheme of Evaluation: Theory

Course Objective:

To provide students with an understanding of the scope, relevance, and applications of Social Work.

Course Outcome:

After completing this course, students will be able to:

CO1	Define the concept of Gender, Social Policy, Social Inclusion & Sustainable Development in Social Work	BT - 1
CO2	Explain the primary methods in Social Work in relation to different groups	BT – 2
CO3	Apply knowledge of Social Work ethics, methods, and practice domains to real-world situations.	BT – 3
CO4	Analyze the role of Social Work in various fields and its relevance in addressing social issues.	BT - 4

Course outline:

Modules	Course Content	Periods
I	Social Work in Contemporary Contexts: Social Work and Gender, Social Work and Social Policy, Social Work and Social Inclusion, Social Work and Sustainable Development.	10
II	Application of Social Work Methods: Case Work – Crisis Intervention, problem solving and behavioural modification; Group Work – Learning Groups, Curative Groups, Promotive Groups, and Development groups; Community organization: Community Mapping and Analysis, Problem Identification, Objective Planning and Evaluation.	20
III	Fields of Social Work Practice: Social Work in Family and Child Welfare, Health, Education, Criminal Justice, Industrial Social Work, and Mental Health; Role of Social Workers in different settings, challenges in various Social Work fields and contemporary issues in Social Work and emerging trends.	15
IV	Social Work Ethics and Professionalism: Social Work and the Code of Ethics; professional values and ethical dilemmas in practice, ethical decision-making in Social Work	15

	scenarios, impact of ethics on professional practice and policymaking.	
TOTAL		60

Text books:

1. Misra, P.D. (2018). *Social Work: Philosophy and Methods*. Rawat Publications.
2. Zastrow, C. (2019). *Introduction to Social Work and Social Welfare: Empowering People*. Cengage Learning.
3. Dasgupta, S. (2021). *Social Work and Its Scope: Theoretical and Practical Insights*. Sage Publications.

Reference books:

1. Payne, M. (2020). *Modern Social Work Theory*. Oxford University Press.
2. Johnson, L.C. (2017). *Social Work Practice: A Generalist Approach*. Pearson Education.
3. Dubois, B., & Miley, K.K. (2019). *Social Work: An Empowering Profession*. Pearson.

Additional Readings:

1. Journals: *The Indian Journal of Social Work, Social Work Research*.
2. Reports: *National Policy on Social Work Education in India*.
3. Government Publications: *Ministry of Social Justice and Empowerment Reports*.

NOTE:

Notional Hours of the paper, “Scope of Social Work” will include visit to the areas or fields where social work can be applied using its methods, tools and techniques. Social work as professional practice extends from a single individual to the most significant bodies (NGOs/GOS). Students to present the types of services to be catered to different individuals, vulnerable groups and communities.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours -Field Visits to NGOs- 15 Hours -Collaborate with Schools – 15 Hours -Reflection Exercises– 10 Hours -Community Development - 20 Hours

Subject Name: Field Work Concurrent V
Subject Code: SOW182M614
L-T-P-C –0-0-8-4
Credit Units: 4
Level of the Course: 400
Scheme of Evaluation: Theory

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:

CO1	Relate classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	BT-1
CO2	Classify the programmes and projects of governmental and non-governmental organisation.	BT-2
CO3	Apply the methods of social work in the field settings.	BT-3
CO4	Take part in the programmes held at the communities.	BT-4

Detailed Syllabus:

Concurrent Field Work

Concurrent Field Work is an essential component of the BSW 7th Semester curriculum, designed to provide students with hands-on experience in social work practice. It enables students to integrate theoretical knowledge with practical application in real-life settings.

Students are required to engage in fieldwork for **21 days**, with a total of **6 hours per day**. The fieldwork involves working with individuals, groups, and communities under the guidance of faculty and field supervisors. Through this process, students develop professional skills, ethical understanding, and a deeper insight into social realities, preparing them for future roles in the field of social work.

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.

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.

NOTE:

Notional Hours of the practical paper, “Field Work Concurrent VI” will include student social workers exposure to the nearby communities and to conduct a study on the different elements and structure of the communities. Students will be required to make an analysis of the living conditions of the people in the locality. Students prepare a plan for social work practice and community development. Students apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
-	90 Hours	30 hrs Presentation-10 hrs Viva- 15 hrs Report Preparation- 15 hrs

Subject Name: Palliative Care in Social Work

Subject Code: SOW182N601

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of the Course: 300

Scheme of Evaluation: Theory

Course Objective:

This course aims to provide students with an understanding of palliative care from a Social Work perspective. It will cover fundamental concepts, ethical considerations, psycho-social aspects, and intervention strategies in palliative care. The course will equip students with the skills necessary to support individuals and families facing life-limiting illnesses.

Course Outcome:

After completing this course, students will be able to:

CO1	Define the fundamental concepts, scope, and principles of palliative care in Social Work.	BT - 1
CO2	Explain the psychological, social, and ethical dimensions of palliative care.	BT – 2
CO3	Apply Social Work methods and intervention strategies in palliative care settings.	BT – 3
CO4	Analyze the role of Social Workers in palliative care and evaluate different models of palliative care services.	BT - 4

Detailed Syllabus

Modules	Course Content	Periods
I	Introduction to Palliative Care and Social Work: Palliative care: objectives, and role in Social Work; Historical evolution of palliative care and integration into Social Work practice. Palliative care in assessing the needs of terminally ill patients; Impact of cultural and societal perspectives on palliative care.	20
II	Psychosocial Aspects of Palliative Care: Psychosocial care and its significance in palliative settings; Grief, bereavement, and coping mechanisms for patients and families, counselling techniques and therapeutic interventions for emotional support, challenges faced by caregivers, families, and Social Workers in palliative care.	10
III	Ethical and Legal Considerations in Palliative Care: Ethical principles and legal frameworks governing palliative care, patients' rights, autonomy, and dignity in end-of-life care, ethical decision-making models in Social Work practice, ethical dilemmas and policy implications in palliative care services.; Debates around Euthanasia	15
IV	Social Work Interventions and Models of Palliative Care: Different models of palliative care (home-based, hospice, and hospital-based care). Role of interdisciplinary teams in palliative care settings; Methods of	15

	Social Work in palliative care interventions: Effectiveness of various Social Work interventions in improving palliative care outcomes.	
Total		60

Text books:

1. Ferrell, B.R., & Coyle, N. (2019). *Oxford Textbook of Palliative Social Work*. Oxford University Press.
2. Matzo, M.L., & Sherman, D.W. (2022). *Palliative Care Nursing: Quality Care to the End of Life*. Springer.
3. Payne, S., Seymour, J., & Ingleton, C. (2021). *Palliative Care Nursing: Principles and Evidence for Practice*. Open University Press.

Reference books:

1. Saunders, C. (2018). *Hospice and Palliative Care: The Essential Guide*. Routledge.
2. Doyle, D., Hanks, G.W., MacDonald, N. (2019). *Oxford Textbook of Palliative Medicine*. Oxford University Press.
3. Altilio, T., & Otis-Green, S. (2020). *Palliative Social Work: A Guide to Practice*. Oxford University Press.

Additional Readings:

1. Journals: *Palliative Medicine, Journal of Pain and Symptom Management*.
2. Reports: *WHO Guidelines on Palliative Care*.
3. Government Publications: *National Health Policy on Palliative Care*.

NOTE:

Notional Hours of the paper, “Palliative Care in Social Work” will include visit to the areas or Fieldwork in Palliative Care Settings, Role-Playing Sessions, Crisis Intervention Drills, and Self-Reflection and Learning Journals.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Fieldwork in Palliative Care Settings - 20 Hours Role-Playing Sessions – 15 Hours Crisis Intervention Drills– 15 Hours Self-Reflection and Learning Journals- 10 Hours

Subject Name: Child and Childhood in India

Subject Code: SOW182N701

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of the Course: 400

Scheme of Evaluation: Theory

Course Objective: *To gain a deep understanding of the children in our country and the various issues they face in society. This course equips students with the knowledge and sensitivity needed to analyze and address these challenges. It also fosters awareness to advocate for and contribute to the well-being of children effectively.*

Course Outcomes:

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

CO1	Understand childhood as a stage	BT-1
CO2	Identify the issues concerning children in contemporary world	BT-2
CO3	Classify issues concerning children	BT-3
CO4	Assess the social work methods for planning intervention with children	BT-4

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Definition of child (various agencies); Child Welfare: 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; Child Development and child Participation	20
II	Health and Education of children: Health, Nutrition & Educational Needs of the Child in India, Role of UNICEF & WHO. Role of NCERT, Samagra Shiksha Abhiyan; ASER	10
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,	15

	Nutritional rights, immunization rights, Child in need of care and protection; Protection Issues- Child marriage, child trafficking, gender discrimination, crime against children in armed conflict, child labor, child prostitution. Children in conflict with law; Participation Issues- Children's parliament, Bal panchayats, children's forums/associations etc.	
IV	Children in Special Circumstances: Destitute child: meaning of destitution, cause of destitution, services for the destitute child. Institutional and non-institutional services; The delinquent child: meaning of delinquency causes delinquency. The justice system in India. Institutions for juvenile offenders. Prevention of juvenile delinquency; Street and Working Children: Definition, nature, causes and effects of the problem, services for street children. Role of a social worker in children setting.	15
TOTAL		60

Textbook:

1. Lascarides, V. C., & Hinitz, B. F. (2013). History of early childhood education. Routledge.
2. Garbarino, J. (2017). Children and families in the social environment: Modern applications of social work. Routledge.
3. Statistics on Children in India, 2018, National Institute of Public Cooperation & Child Development, New Delhi

Reference Books:

1. Bajpai, A., Child Rights in India - Law, Policy and Practice, 2017, Oxford, India
2. Mounsey, V., & Mounsey, P. (2006). Social Work with Children and Families: Getting into Practice edited by Ian Butler and Gwenda Roberts, Jessica Kingsley, London, 2004. 364pp.
3. Billington, T. (2006). Working with children: Assessment, representation and intervention.
4. Billington, T. (2012). Separating, losing and excluding children: Narratives of difference. Routledge.

Additional Readings:

1. Parveen, M. S. (2021). A Critical Analysis on National Commission for Protection of Child Rights. Indian JL & Legal Rsch., 2, 1.

NOTE:

Notional hours will include field visits where students interact with children in various settings to understand their living conditions, educational opportunities, and social challenges. They may work individually by assisting children in accessing essential services such as healthcare or education, for example, guiding a child toward a scholarship or healthcare program. At the community level, students may engage in advocacy efforts, collaborate with NGOs, conduct awareness campaigns on child rights, or influence policy implementation. Whatever the approach, students must develop a comprehensive understanding of the issues affecting children

and the interventions required to address them effectively.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Interaction with children in different settings- 20 Hours Panel Discussions – 10 Hours Role play– 15 Hours Simulation exercises-5 Hours Community Immersion – 10 Hours

Subject Name: Social Entrepreneurship

Subject Code: SOW182M702

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of the Course: 400

Course Objective: *This course introduces students to the fundamental concepts, models, and applications of social entrepreneurship within the field of social work.*

Course Outcomes:

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

CO1	Classify the concepts and definitions of social entrepreneurship and relate them to the practice of social work	BT - 1
CO2	Identify the similarities and differences between social work practices and social entrepreneurship through case studies	BT – 2
CO3	Distinguish entrepreneurship at global and national levels by analyzing real-world case studies	BT – 3
CO4	Examine the significance of innovation in entrepreneurship and evaluate its impact on social change	BT - 4

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Concept and Definition of Social Entrepreneurship, Evolution and Historical Milestones, Characteristics of Social Entrepreneurs, Differences and Similarities between Social Work and Social Entrepreneurship	15
II	Business Models and Innovation in Social Enterprises: Business Models for Social Enterprises (Non-Profit, For-Profit, Hybrid), Livelihood Innovation Models, Case Studies of Successful Social Enterprises, Role of Technology and Digital Transformation in Social Entrepreneurship	15
III	Social Innovation and Problem-Solving: Identifying Social Problems and Gaps, Design Thinking and Human-Centered Approaches, Sustainable Development Goals (SDGs) and Social Entrepreneurship, Impact-Driven Innovation and Scalability	15
IV	Legal, Ethical, and Financial Aspects: Legal and Regulatory Framework for Social Enterprises, Ethical Considerations in Social Entrepreneurship, Funding Sources: Grants, Crowdfunding, Impact Investing, Social Impact Bonds, Challenges and Risks in Social Entrepreneurship, Monitoring and Evaluation Strategies	15
Total		60

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. Mishra, S. (2019). *Social Entrepreneurship: Concepts and Cases*. SAGE Publications India.

Reference Books:

1. Peter Drucker, 2006 (reprint edition) *Managing the Non-Profits Organizations: Practices and Principles*, New York: HarperCollins.
2. Yunus, M. (2017). *A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Net Carbon Emissions*. PublicAffairs.

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.

NOTE:

Notional Hours in the field of Social Entrepreneurship involve practical field visits by student social workers to interact with communities, analyze local socio-economic dynamics, and explore entrepreneurial solutions to social challenges. These visits enable students to gain firsthand insights into community needs, resource availability, and market opportunities, helping them develop sustainable and innovative business models that address social problems in both rural and urban settings.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Making script for campaigns- 20 Hours Group discussions – 10 Hours Role play– 15 Hours Simulation exercises-5 Hours Community Immersion– 10Hours

Subject Name: Rural and Urban Community Development Subject Code: SOW182M703 L-T-P-C – 3-1-0-4 Credit Units: 4 Level of the Course: 400 Scheme of Evaluation: Theory

Course Objectives: *This course provides students with a comprehensive understanding of rural and urban community development, focusing on theories, policies, and practices.*

Course Outcomes:

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

CO1	Identify the fundamental concepts, principles, and approaches of rural and urban community development	BT - 1
CO2	Classify the characteristics, challenges, and policies related to rural and urban communities, analyzing their impact on social development	BT – 2
CO3	Apply participatory approaches, government schemes, and social work interventions to address rural and urban development challenges	BT – 3
CO4	Analyze real-world case studies and field-based data to assess the effectiveness of development initiatives in rural and urban settings	BT - 4

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction to Community Development: Concept, Meaning, and Scope of Community Development, Principles and Approaches to Community Development, Role of Social Work in Community Development, Differences and Linkages between Rural and Urban Development	15
II	Rural Community Development: Characteristics and Structure of Rural Communities, Issues and Challenges in Rural Development (Poverty, Unemployment, Education, Health, Migration), Rural Development Policies and Programs in India (MGNREGA, NRLM, PMAY-G, Digital India in Rural Areas), Role of NGOs, SHGs, and Cooperatives in Rural Development	15
III	Urban Community Development: Characteristics and Structure of Urban Communities, Urbanization and Its Impact: Slums, Housing, Migration, Unemployment, Pollution, Urban Development Policies and Programmes, Role of Municipal Governance, Civil Society and Social Workers in Urban Development	15

IV	Participatory Approaches and Sustainable Development: Participatory Rural Appraisal and Community Mobilization, Sustainable Development Goals (SDGs) and Their Relevance in Community Development, Disaster Risk Reduction and Community Resilience, Role of Technology and Digital Inclusion in Community Development, Case Studies on Successful Rural and Urban Development Initiatives	15
TOTAL		60

Textbooks:

1. Siddiqui, H.Y. (1997). Working with Communities: An Introduction to Community Work. Hira Publications.
2. Desai, A.R. (1983). Rural Sociology in India. Popular Prakashan.
3. Sundaram, K. V. (2019). Rural Development: Principles, Policies, and Management. SAGE Publications.

Reference Books:

1. Sharma, R. N. (2017). Urban Development in India: Policies and Practices. Rawat Publications.
2. Bose, A. (2013). Urbanization in India: Challenges and Opportunities. Oxford University Press.
3. Christopher, A.J., and Thomas William, 2012, Community Organization and Social Action. New Delhi: Himalaya Publications.

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*.

NOTE:

Notional Hours in the field of Rural and Urban Community Development include practical field visits by student social workers to engage with communities, understand local dynamics, and work towards addressing social issues. These visits help students develop a deeper understanding of the communication styles, socio-economic conditions, and the structural factors contributing to social problems in both rural and urban settings.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Making script for campaigns- 20 Hours Group discussions – 10 Hours Role play– 15 Hours. Simulation exercises-5 Hours, Community Immersion– 10Hours

Subject Name: Field Work Concurrent VI

Subject Code: SOW182M714

L-T-P-C –0-0-8-4

Credit Units: 4

Level of the Course: 400 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:

CO1	Relate classroom teaching in the field to develop self-awareness, skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions.	BT-1
CO2	Classify the programmes and projects of governmental and non-governmental organisation.	BT-2
CO3	Apply the methods of social work in the field settings.	BT-3
CO4	Take part in the programmes held at the communities.	BT-4

Detailed Syllabus:

Concurrent Field Work

Concurrent Field Work is an essential component of the BSW 7th Semester curriculum, designed to provide students with hands-on experience in social work practice. It enables students to integrate theoretical knowledge with practical application in real-life settings.

Students are required to engage in fieldwork for **21 days**, with a total of **6 hours per day**. The fieldwork involves working with individuals, groups, and communities under the guidance of faculty and field supervisors. Through this process, students develop professional skills, ethical understanding, and a deeper insight into social realities, preparing them for future roles in the field of social work.

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.

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.

NOTE:

Notional Hours of the practical paper, “Field Work Concurrent VI” will include student social workers exposure to the nearby communities and to conduct a study on the different elements and structure of the communities. Students will be required to make an analysis of the living condition of the people in the locality. Students prepare a plan for social work practice and community development. Students apply social work methods into practice thereby knowing to take responsibilities, gain management skills, gain skills in planning, organizing programs in the community and develop skills to conduct social surveys and analysis.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
-	90 Hours	30 hrs Presentation-10 hrs Viva- 15 hrs Report Preparation- 15 hrs

Subject Name: Social Work with Children, Women, Youth and Elder Person
Subject Code: SOW182N701
L-T-P-C: 3-1-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course objectives: *This course is designed to understand the concepts of families, its life cycles and ascertaining the factors that affect families functioning. With an aim to comprehend implication of changes on child development and rights of children. Furthermore, familiarize with the policies, programmes and services related to family, children and elderly so that skills can be developed to work with these constituency.*

Course Outcomes:

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

CO1	Define the concept of families as social systems and factors affecting family functioning	BT-1
CO2	Illustrate changing structural and functional dynamics of family systems and its consequences on the well-being of its members, particularly children.	BT-2
CO3	Apply and Learn assessment of family relations and design suitable interventions for ensuring family well-being & learn skills in working with them.	BT-3
CO4	Analyze state of children and elderly in India, their vulnerabilities and efficacy of policies and programmes and social work response in family setting.	BT-4

Detailed Syllabus:

Module	Topics and Course Contents	Periods
I	Child Development: Perspectives, issues and policy Child development: concept, philosophy and historical context; State of children in India: Demographic profile, Education, Health, Nutrition and Protection; Early childhood care and development, emerging needs and programmes; Policies and Programmes for Children and elderly; international perspective and UN Convention on Rights of Children, Constitutional Provisions;; Children in need of care and protection; Legal provisions- JJ and POCSO Act; Programmes and legislative measures related to female feticide, adoption, foster care, guardianship and child marriages.	18

II	Understanding Family systems: Women and gender issues Family: concept, definitions, structures, functions; Marriage: concept, structures and functions; Family life cycle; Family dynamics and family interaction patterns, , Women's Movement and Rights, Gender specific crimes and Women in Crime; Legal Provisions for women in India:, Domestic Violence Act, Sexual Harassment at Workplace-	18
III	Social work response to Youth and their problems Youth and the complexities of youth: physical, intellectual, emotional, social and economic needs. Adolescence: Definition and meaning; Problems related to education, work, family, marriage, relationships, and Behavioral, Emotional, Functional Problems; Eric Erickson's Model to understanding youth Social Work with youth in clinical and non-clinical settings; Youth in crimes and related interventions	12
IV	Elderly in vulnerable situations: Elderly in vulnerable situation: Caste, disabilities, trafficking, begging, Elderly destitute and abandoned; Form of abuse on elderly, Gerontology as a branch of Social Work, Erickson's Crisis of Old Age; Legislative measures and programmes for vulnerable population and social work intervention; Application of social work methods in working with the elderly: Identifying intervention needs, understanding the importance of counselling; Social work role and response to, elderly; role of counselling, therapy, skills and techniques in working with elderly.	12
Total		60

Core Readings

1. Zimmerman, S.L. 1995 *Understanding Family Policy: Theories and Applications*, London: Sage Publications.
2. Desai, M. (ed.) 1994 *Family and Intervention: A Course Compendium*, Bombay: TISS.
3. Tata Institute of Social Sciences 1994 *Enhancing the Role of Family as an Agency for Social and Economic Development*. Mumbai: Unit for Family Studies, TISS.
4. Bajpai, A. 2003 *Child Rights in India – Law, Policy and Practice*, Delhi: Oxford University press.
5. Swaminathan, M. (ed.) 1998 *The First Five years – A Critical Perspective on Early Childhood Care and Education in India*, New Delhi: Sage publications.
6. Enakshi, G.T. (ed) 2002 *Children in Globalising India – Challenging Our Conscience*, New Delhi: HAQ Centre for child Rights.
7. Joshi, S. 1996 *Child Survival, Health and Social Work Intervention*, New Delhi: Concept Publishing company.
8. Kumari, V., Brooks, S.L. 2004 *Creative Child Advocacy – Global Perspectives*, New Delhi: Sage Publications
9. Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., & Steinmetz, S.K. 1993 *Sourcebook of Family Theories and Methods: A Contextual Approach*. Plenum.

10. Davies, M. (2012). *Social work with children and families*. Palgrave Macmillan
11. Collins, D., Jordan, C., & Coleman, H. 2009. *An introduction to family social work*. Brooks/Cole Cengage Learning
12. Williams, L., Edward, T. M., Patterson, J., & Chamow, L. 2014. *Essential assessment skills for couple & family therapists*. Guilford Press.
13. McClellan, J. C. 2010. *Social work & family violence: theories, assessment and intervention*. Springer Publishing Company
14. Patrick, C. M. 2005. *Families and change: Coping with stressful events and transitions*. London: Sage Publications.
15. Petr, C. G. 2004. *Social work with children and their families: Pragmatic foundations (2nd ed.)*. New York: Oxford University Press.
16. Maluccio, A. N., Pine, B. A., & Tracy, E. M. 2002. *Social Work Practice with Families and Children*. New York: Columbia University Press.

Supplementary Readings

1. Lynne, A.B. & Barry, M.W. 1998 *Families in Transition – Primary Prevention Programs that Work*, New Delhi: Sage Publications.
2. Patrick, C.M. 2005 *Families and Change (3rd Edition) Coping with Stressful Events and Transitions*, London: Sage Publications.
3. Maluccio, A.N., Pine, B.A. & Tracy, E.M. 2002 *Social Work Practice with Families and Children*, New York: Columbia University Press.
4. Ramachandran, V. 2003 *Getting children back to school – Case Studies in Primary Education*, New Delhi: Sage Publications
5. Bhargava, V. 2005 *Adoption in India*, New Delhi: Sage Publications
6. Seamus, H. & Mithu, A. (ed) 2002 *Education and Children with Special Needs: From Segregation to Inclusion*, New Delhi: Sage Publications.

NOTE:

Notional Hours of the papers will include classes conducted by the faculty covering various facets of Child Development: Perspectives, issues and policy, Understanding Family systems: Women and gender issues, social work response to Youth and their problems & Social Work response to Children, elderly in vulnerable situations. Also, groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to abused children and families with HIV/AIDS; Elderly destitute and abandoned people's issues and challenges. Independent work will be assigned to students on complexities of youth, children, elderly etc. through home assignment, presentation and article review. Simulation exercises will be done wherein students role-play as members of these constituencies as well. Class test, viva-voice will be conducted to cover the various themes from the syllabus.

Class Distribution	Practicum	Experiential Learning
Lecture / Tutorial		

1 Credit = 15 Hours Total = 60 Hours	-	Group Discussion – 4 Hours Home Assignment & Article Review – 10 Hours Project Report / Field – 30 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours
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Subject Name: Field Work (Block Placement)

Subject Code: SOW182M811

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:

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

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).

NOTE:

The Notional Hours for the Block Placement will involve student social workers' full-time engagement in a selected organization, institute, or social welfare agency for one month under the supervision of a fieldwork supervisor. During this period, students will gain in- depth exposure to professional social work environments, study organizational structures, and actively participate in service delivery. They will be required to analyze the functioning of the agency, assess the needs of the communities they serve, and apply at least two social work methods in practice. Additionally, students will develop essential skills in responsibility-taking, management, program planning, and organizing community-based interventions.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
-	90 Hours	30 hrs Field Immersion: 10 hrs Supervision:10 hrs Practical Application of Social Work Method: 10 hrs

Subject Name: Research Methodology
Subject Code: SOW182M801
L-T-P-C: 3-1-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective: *To equip students with the knowledge and skills to conduct ethical and systematic social work research.*

Course Outcomes:

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

CO 1	Define key research concepts, principles, and methodologies in social work research.	BT 1
CO 2	Explain the steps involved in the social work research process, including problem formulation, research design, and data collection methods.	BT 2
CO 3	Apply qualitative and quantitative techniques to collect and analyze data.	BT 3
CO 4	Develop a comprehensive research proposal addressing a social work issue.	BT 4

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction to Social Work Research: Concept, scope, and importance of research in social work; Characteristics of social work research; Types of social work research (basic, applied, action research, evaluation research); Ethical considerations in social work research.	15
II	Research Process and Design: Steps in social work research; Formulation of research problem, objectives, and hypothesis; Research designs - exploratory, descriptive, experimental, and case study; Sampling methods - probability and non-probability sampling.	15
III	Data Collection and Analysis: Methods of data collection - Primary data (surveys, interviews, focus groups, observation), Secondary data: official reports, records, published literature; Quantitative and qualitative data analysis techniques; Introduction to statistical tools for social work research (SPSS, Excel).	15
IV	Research Proposal and Report Writing: Structure and components of a research proposal; Writing research reports: structure, presentation, and formatting; Citation and referencing styles (APA, RGU); Use of reference management tools (<i>Zotero, EndNote</i>).	15
	Total	60

Textbooks:

1. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
2. Das, D. L. (2008). *Practice of Social Work Perspective*. Rawat Publications.
3. Padgett, D. T. (1998). *Qualitative Methods in Social Work Research*. Sage Publications.
4. Rubin, A., & Babbie, E. (2006). *Essential Research Methods for Social Work*. Wadsworth Inc.

Reference Books

1. Mauldin, R. L. (2020). *Foundations of Social Work Research*. Mavs Open Press.
2. Salkind, N. J. (2004). *Tests and Measurement for People Who Hate Tests and Measurements*. Sage Publications.
3. Kutsche, P. (1998). *Field Ethnography: A Manual for Doing Cultural Anthropology*. Prentice Hall.

Additional Readings

1. Kawulich, B. B. (2005). *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*. Sterling Publication Pvt Ltd.

NOTE:

Students will undertake mini-research projects on social issues, applying qualitative and quantitative techniques through data collection, sampling, and analysis. They will gain hands-on experience with SPSS and Excel, performing data coding, descriptive statistics, and hypothesis testing. Case study-based learning will enhance their ability to analyze research methodologies, ethics, and applications. To strengthen community engagement, students will collaborate with NGOs and local groups, using Participatory Rural Appraisal (PRA) and Focus Group Discussions (FGD). The course will culminate in a peer-reviewed research proposal, fostering critical thinking and research refinement for social work practice.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Field-Based Research Activities - 15 Hours Case Study Analysis - 15 Hours Data Handling & Analysis – 15 Hours Reflection Exercises - 15 Hours

Subject Name: Dissertation
Subject Code: SOW182M822
L-T-P-C –0-0-12-24
Credit Units: 12
Level of the Course: 400
Scheme of Evaluation: Practical

Course Objective:

To provide students with hands-on experience in conducting research related to social work. It enables students to apply theoretical knowledge to practical situations, develop research skills, and contribute to knowledge in the field of social work.

Course Outcomes:

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

CO1	Identify a relevant social work problem and formulate research questions	BT-2
CO2	Apply appropriate research methodologies for data collection and analysis	BT-3
CO3	Develop a structured research dissertation with academic rigor	BT-4
CO4	Demonstrate critical thinking and analytical skills in research writing	BT-5
CO5	Present and defend research findings through viva-voce	BT-6

Dissertation/Project is a twelve-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.

Textbook:

1. Kumar, R. (2018). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.

Reference Books:

1. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods*

- Approaches. SAGE Publications.
2. Babbie, E. (2020). The Basics of Social Research. Cengage Learning.

Additional Readings:

1. Bryman, A. (2015). Social Research Methods. Oxford University Press.
2. Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson.

NOTE:

Notional Hours will include field visits where student social workers engage in research activities within communities to understand social issues and collect relevant data. They may conduct case studies, interviews, and focus group discussions to analyze real-world social problems. Students are expected to apply social work methods in identifying, assessing, and addressing community concerns. This may include interventions such as advocacy, policy recommendations, community mobilization, and awareness campaigns. The dissertation will enable students to critically engage with social issues and develop evidence-based solutions through research.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
	300 hrs	60 Hours Developing Research Tools (Questionnaire, Interview Guide, Observation Checklist, etc.) – 20 Hours Field Immersion & Data Collection (Surveys, Case Studies, Interviews) – 20 Hours Data Processing & Analysis (Quantitative and Qualitative Analysis) – 10 Hours Research Presentation & Defense (Mock Viva, Peer Reviews) – 10 Hours

Subject Name: Livelihoods and Sustainable Development
Subject Code: SOW182M803
L-T-P-C: 3-1-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective: *To provide a comprehensive understanding of livelihoods, sustainable development, and policy frameworks, focusing on livelihood models, sustainability principles, and national livelihood missions in the context of SDGs and social work practice.*

Course Outcomes:

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

CO 1	Recall the historical evolution and multidimensional nature of livelihoods, including the concepts of livelihood, income, and common property resources.	BT 1
CO 2	Compare and contrast the effectiveness of different livelihood strategies and diversification approaches in developing countries, considering their socio-economic and environmental implications.	BT 2
CO 3	Apply livelihood frameworks' principles to analyze interventions and outcomes using diverse models, enabling informed decision-making in sustainable development.	BT 3
CO 4	Examine the 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.	BT 4

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).	15
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.	15
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.	15

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 Antyodaya Yojana – National Urban Livelihoods Mission (DAY-NULM), Aajeevika – Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM)	15
	TOTAL	60

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.
4. Ellis, F. (1999). *Rural Livelihood Diversity in Developing Countries*. Evidence and Policy

Implication. *Natural Resource Perspective*, (40), 1-10

5. Ellis, F. (2000a). *Rural livelihoods and diversity in developing countries*. Oxford university press.
6. Ellis, F. (2000b). The determinants of rural livelihood diversification in developing countries. *Journal of Agricultural Economics*, 51(2), 289–302.

NOTE:

The notional hours include students' active participation in hands-on fieldwork within community settings, agencies, or other relevant environments, where they will apply theoretical knowledge to real-world situations. Guided by experienced faculty, students will work closely with individuals, families, groups, and communities, gaining firsthand experience in addressing livelihood and sustainability challenges. Through this immersive engagement, they will develop essential professional skills, including community assessment, policy analysis, and livelihood intervention planning. Additionally, they will cultivate meaningful relationships with clients and stakeholders, deepening their understanding of social work practice in diverse cultural and economic contexts while fostering a strong commitment to sustainable development.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	60 Hours Field Visits - 30 Hours Case Study Analysis - 10 Hours Participatory Research - 10 Hours Reflection Exercises - 10 Hours

Subject Name: Tribal Community Development

Subject Code: SOW182M804

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of the Course: 400

Scheme of Evaluation: Theory

Course Objective: *To understand the tribal community, their issues and the policies aimed at their development*

Course Outcomes:

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

CO1	Understand tribes as diverse groups	BT-1
CO2	Identify the issues concerning tribes in contemporary world	BT-2
CO3	Examine the historical tribal movements in India	BT-3
CO4	Appraise the different legal measures for protection of tribes	BT-4

Course Outline

Modules	Topics (if applicable) & Course Contents	Periods
I.	Defining Tribes and their classification through nomenclature: Adivasi, Scheduled Tribe, De-notified Tribe, Indigenous People Summarizing the Distribution of Scheduled tribes in India: Racial, linguistic and geographical criteria Contrasting: the lived realities of tribes and their representation in media	15
II.	Determining issues of Tribal Identity: Globalization, Acculturation, Assimilation, Isolation, Sanskritization Role of Social Work in Tribal Problems: Land Alienation; Deforestation; Migration; Exploitation Scope of social work: understanding ‘developmental projects for tribes’	15
III.	Distinguishing Tribal Movements in India: Santhal movement, Tana Bhagat movement, Bri movement, Bodo and Naga movement Social Work Interventions and Tribal reform: social, economic and political Linking: United Nations Declaration on the Rights of Indigenous People to India	15
IV	Identifying: Legislations, Tribal Welfare Policies, Role of Voluntary Organizations in Tribal Development Social work intervention: Role of social worker in tribal community development	15
TOTAL		60

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.

Additional Readings:

1. Ali, A. I., & Das, I. (2003). Tribal situation in north east India. Studies of Tribes and Tribals, 1(2), 141-148.

NOTE:

Notional Hours of the paper, "Tribal Community Development", will include group discussions on the history of social work in the West and India with special reference to the status of social work in North East India. Further, class tests, quizzes can be organized to evaluate the knowledge they have acquired in the teaching and learning process within the classrooms. Assignment can be given to students to figure out the areas of the society that need social work intervention.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 hours	-	60 hours Field Visit to tribal communities- 15 hours Volunteer Opportunities- 15 hours Guest Lectures- 15 hours Simulation on Tribal Rights Convention- 15 hours

Subject Name: Governance, Law, and Social Work Subject Code: SOW182M805 L-T-P-C: 3-1-0-4 Credit Units: 4 Scheme of Evaluation: Theory
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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:

CO1	Find out the governance structures and its impact on the communities and development.	BT 1
CO2	Relate to the policy and legal frameworks and provisions of the various sections of the society.	BT2
CO3	Apply knowledge and information to educate different vulnerable sections of society by providing legal aid/ assistance.	BT3
CO4	Analyze the existing policy and legal structures that can be used in social work practice.	BT4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Governance and Public Administration: Definition and importance of governance, Types of governance (democratic, authoritarian, participatory), 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 (Five-year plans, NITI Ayog), understanding the budget – formulation process and outcome	16
II	Indian judicial system: Indian judicial system, Bharatiya Nyaya Sanhita, 2023, code of criminal procedure (knowledge about crime, criminal courts, FIR, investigation, arrest, complaint, confession), Human rights frameworks in governance.	14
III	Social Legislations: legal provisions for women: constitutional rights of women; {The Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013}, Laws for socially disadvantaged and physically and mentally challenged (RPwD Act 2016); legal provisions for children; Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) ACT, 2015, POSCO	18

IV	Legal Aid, legal assistance, social advocacy, and role of social workers in human rights advocacy, Public Interest Litigation, Legal aid and access to justice, Case studies: Landmark legal cases affecting social work.	12
TOTAL		60

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. Taxmann, (2024), Bharatiya Nyaya Sanhita (BNS) 2023 | Law & Practice. Taxman Publishing
2. Comprehensive Textbook on Bharatiya Nyaya Sanhita 2023' by Kartik Kaushik
3. Gangrade, K. D. (1978). Social Legislation in India. Concept Publishing Company.
4. Lateef, S. (2019). Defining women through legislation. In Forging identities (pp. 38- 58). Routledge.
5. Laxmikanth. M. (202) Governance in India (3rd Ed). Mc Graw Hill

NOTE:

Notional Hours of the Paper: For a Law, Governance, and Social Work paper, the notional hours will typically cover, Lectures covering key topics in law and governance. Explanation of legal concepts, case laws, and theoretical frameworks and interactive Q&A sessions to clarify doubts. Debates and discussions on legal principles and current governance issues. Case study analyses with peers and exchange of perspectives on judicial interpretations and policy matters. Research-based writing assignments on legal topics. Case law analysis and legal drafting exercises. Presenting legal topics before faculty and peers. Developing argumentative and analytical skills through structured presentations. Viva-voce/ Oral examinations to assess understanding of the subject. Questions on case laws, legal theories, and governance policies. Evaluation of critical thinking and application of legal knowledge. Periodic assessments to track students' progress. Short-answer and essay-type questions to test conceptual clarity. These activities collectively contribute to the total notional hours of study, ensuring a comprehensive understanding of law and governance beyond mere classroom learning.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
Credit = 15 Hours Total = 60 Hours	–	60 Hours Group Discussion- 4 Hours Assignment-10 Hours Project/ Field Study- 30 hours Seminar Presentation- 10 Hours Viva- Voce – 2 Hours Class test -4 Hours