



**Royal School of Humanities and Social Sciences**

**RSHSS**

**Department of Social Work**

**Curriculum Framework for**

**Post-Graduate Programme based on NEP 2020**

**Master of Social Work**

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## **PREAMBLE**

Social Work is a professional discipline that promotes social change, problem-solving in human relationships, and the empowerment and liberation of people to enhance well-being. Rooted in social justice and human rights, the field of Social Work integrates theory, research, and practice to address individual and community challenges.

A postgraduate programme in Social Work enables students to gain specialized knowledge in areas such as community development, healthcare, mental health, social justice, sustainable development, and social entrepreneurship. The Master of Social Work programme at The Assam Royal Global University is designed to prepare students for careers in diverse settings, including non-governmental organizations (NGOs), government agencies, corporate social responsibility (CSR) initiatives, and research institutions.

Graduates of this programme will be equipped with the necessary skills to work with individuals, groups, and communities to enhance social functioning and well-being.

## **NATURE AND EXTENT OF THE MA IN SOCIAL WORK DEGREE PROGRAMME IN SOCIAL WORK:**

The Master of Social Work is a 1/2-year programme divided into 2/4 semesters, designed to prepare students for professional social work practice.

- Students who have completed a 3-year Bachelor's degree can enroll in a 2-year MA programme with coursework and research components.
- Students completing a 4-year Bachelor's programme with Honours/Honours with Research can opt for a 1-year MA programme.
- The programme follows the National Higher Education Qualifications Framework (NHEQF), ensuring rigorous academic and professional training.

The programme offers a balance between theoretical foundations and field practice, ensuring students develop professional competencies required in the field of Social Work.

In accordance with the NHEQF, the levels for the PG programme are given in the Table.1

S. No.	Qualifications	Level	Credits	Credit Points
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40	260

## CURRICULAR COMPONENTS

### For 2-year PG:

Students entering 2-year PG after a 3-year UG programme can choose to do (i) Only Course Work in the third and fourth semester or (ii) Course Work in the third semester and Research in the fourth semester or (iii) Only Research in the third and fourth semester.

Curricular Components		Two-Year PG Programme (Generic and Professional) Minimum Credits			
		Course Level	Coursework	Research thesis/project/Patent	Total Credits
PG Diploma		400	40	--	40
1 <sup>st</sup> Year (1 <sup>st</sup> & 2 <sup>nd</sup> Semester)		400 500	24 16	--	40
Students who exit at the end of 1 <sup>st</sup> year shall be awarded a Postgraduate Diploma					
2 <sup>nd</sup> Year (3 <sup>rd</sup> & 4 <sup>th</sup> Semester)	Coursework & Research	500	20	20	40
	Coursework	500	40	--	40
	Research	--	--	40	40

### **1-Year PG:**

Students entering 1-year PG after a 4-year UG programme can choose to do (i) **Only Course Work** or (ii) **Only Research** or (iii) **Course Work and Research**.

<b>Curricular Components</b>	<b>PG Programme (one year) for 4-yr UG (Hons./Hons. with Research)</b>			
	<b>Minimum Credits</b>			
	<b>Course Level</b>	<b>Coursework</b>	<b>Research thesis/project/Patent</b>	<b>Total Credits</b>
Coursework + Research	500	20	20	40
Coursework	500	40	-	40
Research	-	-	40	40

### **AIMS OF PG DEGREE PROGRAMME IN SOCIAL WORK:**

The objectives of the Master of Social Work programme are:

- To provide students with a strong foundation in social work theories, methods, and interventions.
- To develop professional skills for working with individuals, families, groups, and communities.
- To promote critical thinking, ethical reasoning, and a commitment to social justice.
- To equip students with research skills for evidence-based practice and policy formulation.
- To prepare students for leadership roles in the social work profession.
- To foster an interdisciplinary approach by integrating knowledge from psychology, sociology, law, and public administration.

## POST-GRADUATE ATTRIBUTES:

Graduates of the Master of Social Work programme will demonstrate:

1. **Disciplinary Knowledge and Understanding:** Mastery of social work theories, intervention models, and policy frameworks.
2. **Communication Skills:** Ability to engage with diverse stakeholders, document case studies, and present research findings effectively.
3. **Critical Thinking:** Capacity to analyze social problems, evaluate intervention strategies, and advocate for policy changes.
4. **Problem-Solving:** Skills to design and implement innovative social work interventions.
5. **Research Competency:** Ability to conduct qualitative and quantitative research relevant to social issues.
6. **Collaboration and Teamwork:** Proficiency in working with multidisciplinary teams in community settings.
7. **Digital and Technological Skills:** Knowledge of social work software, data management tools, and digital advocacy platforms.
8. **Ethical Reasoning and Social Responsibility:** Commitment to ethical practice, human rights, and social justice.
9. **Lifelong Learning:** Ability to adapt to emerging trends and challenges in social work practice.

# **QUALIFICATION DESCRIPTORS FOR A PG DEGREE PROGRAMME IN SOCIAL WORK**

The Qualification Descriptors for a Postgraduate Degree (Master of Social Work) define the expected competencies and skills that students should acquire upon completing the programme. These descriptors ensure that graduates are well-equipped for professional social work practice, research, and leadership roles.

## **Qualification Descriptors for Master of Social Work**

Upon completion of the Master of Social Work, students will demonstrate:

### **1. Comprehensive Knowledge of Social Work Discipline**

- A systematic understanding of core social work theories, methods, and practices.
- Knowledge of social policies, human rights, and ethical frameworks in professional practice.
- Understanding of interdisciplinary perspectives related to psychology, sociology, public administration, and law.

### **2. Professional Competence in Social Work Practice**

- Proficiency in social casework, group work, and community organization.
- Ability to apply social work interventions in different settings (health, education, child welfare, justice, corporate social responsibility, etc.).
- Practical experience in fieldwork, community engagement, and social service delivery.

### **3. Research and Analytical Skills**

- Capability to conduct qualitative and quantitative research on social issues.
- Ability to critically evaluate policy frameworks, programme implementation, and social work interventions.
- Use of data-driven decision-making for evidence-based social work practice.

### **4. Problem-Solving and Critical Thinking**

- Capacity to identify, assess, and develop solutions for complex social problems.
- Skills in conflict resolution, negotiation, and advocacy for social justice and human rights.
- Application of systems thinking in social work practice.

## **5. Effective Communication and Collaboration**

- Strong verbal and written communication skills for client interaction, report writing, and advocacy.
- Ability to work in interdisciplinary teams and collaborate with stakeholders, policymakers, and community members.
- Expertise in digital communication tools for social work practice.

## **6. Ethical and Value-Based Social Work Practice**

- Commitment to social justice, human rights, and ethical social work practice.
- Ability to handle sensitive issues with confidentiality, respect, and empathy.
- Awareness of cultural diversity and inclusion in social work interventions.

## **7. Leadership and Organizational Skills**

- Capacity to take on leadership roles in social work organizations, NGOs, and government agencies.
- Skills in programme planning, implementation, and evaluation.
- Competence in fundraising, resource mobilization, and policy advocacy.

## **8. Lifelong Learning and Professional Growth**

- Willingness to engage in continuous learning, professional development, and upskilling.
- Ability to adapt to new challenges, technologies, and trends in social work.
- Interest in pursuing higher studies, research, and academic careers.

These qualification descriptors ensure that graduates of the Master of Social Work programme are equipped with the necessary knowledge, skills, and ethical grounding to effectively contribute to social change and development.



## **PROGRAMME LEARNING OUTCOMES (PLOS) FOR MASTER OF SOCIAL WORK (MSW)**

The Programme Learning Outcomes (PLOs) define the knowledge, skills, and competencies that students will develop upon completing the Master of Social Work (MSW) programme. These outcomes align with the professional expectations of social workers and the National Education Policy (NEP) 2020.

### **PLO 1: Knowledge of Social Work**

- Develop in-depth knowledge of social work theories, methods, and principles.
- Understand the historical development of social work and its relevance in contemporary society.
- Gain expertise in key practice areas, including social casework, group work, community organization, and social policy.

### **PLO 2: Professional Competence in Social Work Practice**

- Apply theoretical knowledge to real-world social work interventions.
- Develop skills to work with diverse populations, including marginalized and vulnerable groups.
- Demonstrate expertise in counseling, psychosocial support, crisis intervention, and advocacy.

### **PLO 3: Research and Analytical Skills**

- Conduct qualitative and quantitative research on social issues.
- Develop the ability to analyze social problems and suggest evidence-based solutions.
- Engage in policy research and impact assessment of social welfare programmes.

### **PLO 4: Problem-Solving and Critical Thinking**

- Develop the ability to critically analyze complex social problems.
- Apply problem-solving techniques to design and implement effective social work interventions.
- Understand and address challenges in community development, social policy, and welfare administration.

### **PLO 5: Effective Communication Skills**

- Demonstrate strong verbal and written communication skills for social work practice.
- Develop proficiency in documentation, report writing, and case presentations.

- Communicate effectively with individuals, groups, communities, policymakers, and stakeholders.

### **PLO 6: Research-Related Skills**

- Formulate research questions and hypotheses related to social work issues.
- Use appropriate research methodologies for data collection and analysis.
- Conduct field-based research and action research for policy advocacy.

### **PLO 7: Collaboration and Teamwork**

- Work effectively in multidisciplinary and multicultural teams.
- Develop interpersonal skills to collaborate with NGOs, government agencies, and community organizations.
- Foster partnerships with stakeholders for sustainable community development.

### **PLO 8: Leadership Readiness and Organizational Skills**

- Take on leadership roles in social work organizations, advocacy groups, and welfare programmes.
- Develop managerial skills in programme planning, execution, monitoring, and evaluation.
- Engage in policy formulation and organizational leadership.

### **PLO 9: Digital and Technological Competency**

- Utilize technology in social work practice, including case management software, digital documentation, and virtual counseling.
- Develop skills in data analysis, social work research software, and social media advocacy.
- Apply digital tools for community engagement and mobilization.

### **PLO 10: Ethical and Value-Based Social Work Practice**

- Uphold the values and ethics of social work, including human dignity, social justice, and integrity.
- Address ethical dilemmas in social work practice with professionalism.
- Promote inclusive and participatory approaches in working with diverse communities.

## **PLO 11: Environmental Awareness and Sustainability**

- Understand the intersections of social work and environmental sustainability.
- Advocate for climate justice, disaster management, and sustainable development.
- Implement eco-friendly and community-led development models.

## **PLO 12: Lifelong Learning and Professional Growth**

- Engage in continuous learning and professional development.
- Stay updated with emerging trends, policies, and innovations in social work.
- Pursue higher education, professional certifications, and research in social work.

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

Upon completion of Master of Social Work Degree Programme, the students will be able to:

<b>PSO1</b>	<b>Apply Social Work Methods and Interventions:</b> Utilize social casework, group work, and community organization techniques to address individual and societal issues effectively
<b>PSO2</b>	<b>Demonstrate Competency in Research and Policy Advocacy:</b> Conduct empirical research, analyze social policies, and contribute to policy advocacy for social justice and development
<b>PSO 3</b>	<b>Engage in Sustainable Community Development:</b> Design and implement participatory community development programmes that promote sustainability and social well-being.
<b>PSO 4</b>	<b>Exhibit Leadership and Professional Ethics:</b> Take on leadership roles in social work organizations while adhering to ethical standards and principles of the profession.

## **TEACHING AND LEARNING PROCESS**

Teaching and learning in this Programme involve classroom lectures followed by tutorials and remedial classes.

- **Classroom Lectures:** Core concepts delivered through structured teaching sessions.

- **Field Work and Internships:** Practical exposure to real-world social work settings.
- **Case Studies and Simulations:** Interactive problem-solving exercises.
- **Workshops and Seminars:** Discussions on emerging trends and best practices.
- **Research Projects:** Empirical studies addressing contemporary social challenges.
- **Group Discussions and Presentations:** Collaborative learning approaches.
- **Community Engagement Activities:** Hands-on experience in community-based projects.

#### ASSESSMENT METHODS:

Methods	Weightage
Semester End Examination	50%
Internal Assessment	50%
<b>Total</b>	<b>100%</b>

#### COMPONENTS OF INTERNAL ASSESSMENT

	Components of Evaluation	Weightage(%)
<b>A</b>	<b>Continuous Evaluation</b>	
i	Analysis/Class Test	35%
ii	Home Assignments	
iii	Project/field Study	
iv	Seminar	
v	Viva-voce/Presentation	
vi	Mid Semester Examination	10%
vii	Attendance	5%
<b>B</b>	<b>Semester End Examination</b>	50%
	<b>Total</b>	<b>100%</b>

## Master of Social Work

### For 2-year PG

1 <sup>st</sup> semester				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
<b>Core Subjects</b>				
1	SOW184C101	Basic Concepts of Social Work	400	4
2	SOW184C102	Social Case Work	400	4
3	SOW184C103	Social Group Work	400	4
4	SOW184C104	Community Organization: Integrating Theory into Practice	500	4
5	SOW184C105	Fieldwork (Community Settings)	500	4
6	Swayam Course	Women and Peace		3
			<b>Total Credits</b>	<b>23</b>

2 <sup>nd</sup> semester				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
<b>Core Subjects</b>				
1	SOW184C201	Social Welfare Administration	400	4
2	SOW184C202	Social Action and Social Movements	400	4
3	SOW184C203	Social Work Research	400	4
4	SOW184C204	Human Growth and Development	500	4
5	SOW184C205	Fieldwork (Agency Settings)	500	4
	Swayam Course	Understanding Human Trafficking		3
			<b>Total Credits</b>	<b>23</b>

**Students exiting at the end of the 1<sup>st</sup> year shall be awarded a Post Graduate Diploma**

3 <sup>rd</sup> semester				
<b>Only Course Work</b>				
Sl.N o.	Subject Code	Names of subjects	Course Level	Credit
<b>Core Subjects</b>				
1	SOW184C301	Social Policy and Planning	500	4
2	SOW184C302	Issues of North East India and Social Work Practice	500	4
3	SOW184C313	Fieldwork	500	
Specializations (Community Development, Family and Child Welfare, Livelihood and Social Entrepreneurship and Psychiatric Social Work)				
4	SOW184D30C1/SOW184D30F1/SOW184D30L1/SOW184D30P1	Rural and Urban Community Development/Child and Childhood in India/Introduction to Social Entrepreneurship/Introduction to Mental Health	500	4
5	SOW184D30C2/SOW184D30F2/SOW184D30L2/SOW184D30P2	Livelihood and Sustainable Development/Family in India/Entrepreneurial Management/Psychiatric Social Work Practice	500	4
			<b>Total Credits</b>	<b>20</b>

3rd semester				
Course Work + Research				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C301	Philosophical Foundations of Social Work Research	500	4
2	SOW184C302	Practical Approaches to Research	500	4
3	SOW184C303	Qualitative and Mixed Methods Research in Social Work	500	4
4	SOW184C326	Minor Project	500	8
			<b>Total Credits</b>	<b>20</b>

3rd semester				
Research				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	184C327	Seminar/Presentation/Pilot Project evaluation	500	20
			<b>Total Credits</b>	<b>20</b>

4 <sup>th</sup> semester				
Only Course Work				
Sl. No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C401	Criminology and Correctional Justice Systems	500	4
2	SOW184C402	Disability Studies	500	4
3	SOW184C405	Fieldwork	500	4
4	SOW184D40C1/SOW184D40F1/SOW184D40L1/SOW184D40P1	Social Entrepreneurship/Social Work with Women/Sustainable Livelihood and Development: Integrating Theory into Practice/Counselling and Psychotherapy	500	4
5	SOW184D40C2/SOW184D40F2/SOW184D40L2/SOW184D40P2	Tribal Community Development/Social Work with Youth and Elderly/Social Business: Practice and Innovation/Psychiatric Social Work Practice in different Settings	500	4
			<b>Total Credits</b>	<b>20</b>

4 <sup>th</sup> semester				
Course Work + Research				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	184C401	Quantitative Research Methods in Social Work	500	4
2	184C402	Academic Writings, Ethics and Publications	500	4
3	184C426	Major Project	500	12
			<b>Total Credits</b>	<b>20</b>

4th semester				
Research				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	184C427	Dissertation + Presentation and Viva	500	20
			<b>Total Credits</b>	<b>20</b>

**MASTER OF SOCIAL WORK**

**1<sup>st</sup> SEMESTER**



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

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

**Course Outcomes:**

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

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

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Origin of Social Work</b> Victorian Origin of Social Work, Evolution of Social Work in England, USA and India, Concepts related to social work; Social Movement; Social Work and its Relation to other disciplines	<b>10</b>
<b>II.</b>	<b>Social Work as a Profession:</b> Methods of Social Work; Values, Principles of Social Work; Define (a social worker, a client, the context of social work); Functions of Social Work; NASW Code of Ethics, Debates on Professionalization; Models of Social Work (relief model, welfare model, clinical model)	<b>15</b>
<b>III.</b>	<b>Theoretical Perspectives to Social Work Practice:</b> Systems and Ecological Perspectives; Role Theory and Communication Theory; Radical and Marxist Approaches and Emancipatory Social Work; Existential Social Work (Krill), Feminist and non-sexist social work; Psychosocial therapy (Hollis and Woods); Task-centered casework (Reid and Epstein); Crisis intervention (Naomi Golan); Behavioural approaches in social work (Fischer and Gochros)	<b>20</b>
<b>IV</b>	<b>Contemporary Concerns in Social Work:</b> Postmodernism: Relevance and significance of postmodern theory to social work; Multiculturalism: Critical Debate within Social Work; Contextualizing Interventions, Social Work and Social Development: Human Development, Sustainable Development; Gender Perspectives on Development, Social	<b>15</b>

	Advocacy and Role of Social Worker	
<b>TOTAL</b>		<b>60</b>

### Textbooks:

1. Allan, June, Bob, Pease & Briskman, Linda (ed.), Critical Social Work – An Introduction to Theories and Practices, 2003, Rawat Publications, Jaipur
2. Bhattacharya, Sanjay, Social Work an Integrated Approach, 2006, Deep &

### Reference Books:

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

### Additional Readings:

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

### Notional hours

The "Basic Concepts of Social Work" course, spanning 60 notional hours, integrates diverse academic activities to deepen understanding of social work, as outlined in the provided syllabus. These hours are distributed across 60 periods of syllabus delivery, with Module I (Origin of Social Work) allocated 10 hours, Module II (Social Work as a Profession) 15 hours, Module III (Theoretical Perspectives to Social Work Practice) 20 hours, and Module IV (Contemporary Concerns in Social Work) 15 hours. Additionally, the notional hours include 4 hours of group discussions for case study analysis, 10 hours of home assignments to reinforce learning, 30 hours of project/field study for practical application, 10 hours of seminar presentations to enhance research and communication

skills, 2 hours of viva-voce for oral assessments, and 4 hours of class tests to evaluate progress. This comprehensive 60-hour structure, equivalent to 4 credits (1 credit = 15 hours), ensures a balanced approach to theoretical, practical, and experiential learning in social work.

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
<p>1 Credit = 15 Hours</p> <p>Total = 60 Hours</p>	—	<p><b>60 Hours</b></p> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Assignment-10 Hours</li> <li>• Project/ Field Study- 30 hours</li> <li>• Seminar Presentation- 10 Hours</li> <li>• Viva- Voce – 2 Hours</li> <li>• Class test -4 Hours</li> </ul>

<b>Subject Name: Social Casework</b> <b>Subject Code: SOW184C102</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 400</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To understand the values and principles of social casework and develop the capacity to practice them. This course equips students with the knowledge and skills needed to work with individuals within the social system. It also enables them to apply various social casework techniques in different settings to address diverse challenges effectively.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Understand</b> the values and principles of social case work and to develop the capacity to practise them.	<b>BT 1</b>
<b>CO2</b>	<b>Develop</b> the knowledge and the skills needed to work with individuals in the social system.	<b>BT 2</b>
<b>CO3</b>	<b>Make use</b> of skills to practise in given settings	<b>BT 3</b>
<b>CO4</b>	<b>Determine</b> the techniques to be used for interventions	<b>BT 4</b>

**Course Outline**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Human Behaviour and Social Environment:</b> persons in environment (family, community, society); Social Casework: definition, objectives, values; Basic theories and approaches of casework: Diagnostic school, Functional School, Behaviour modification approach, crisis intervention approach; Historical development of social casework as a method of social work practice. Principles of Casework.	<b>15</b>
<b>II</b>	<b>Major components of casework:</b> Person, Problem, Place and Process. Casework Process: study- intake, analysis and problem identification and assessment, intervention, termination, evaluation. Client-Worker relationship: Characteristics of helping relationship: Nurturing, authority, professional and fostering client growth; Resistance, transference and countertransference in case work; Importance of communication in case work: verbal and non-verbal, enhancing the communication skills of the client and the social worker.	<b>15</b>

<b>III</b>	<b>Interviewing: concept, purpose, skills in interviewing</b> – listening, observation, giving feedback; multiple interviewing, home visits, collateral contacts. Recording: principles and types, structure and content, narrative, condensed, analytical, process, summary. Use of Genogram and eco-map.	<b>15</b>
<b>IV</b>	<b>Techniques in Casework: Supportive techniques:</b> acceptance, assurance, ventilation, emotional support, ego support, action-oriented support and advocacy. Enhancing resources techniques: procuring material help, environment modification and enhancing information. Counseling techniques: Reflective discussion, advice, motivation, clarification, modeling, role-playing, reality orientation, partialisation, confrontation, and reaching out.	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Textbook:**

- Mathew, Grace, An introduction to Social Case Work. 1992, Tata Institute of Social Sciences, Bombay
- Perlman, Helen, H., Social Casework: a Problem-Solving Process, 1967, 13th Edition, The University of Chicago Press

#### **Reference Books:**

- Biestek, Felix P, The Casework Relationship, 1987, Unwin University Press, London
- Florence and Mary E. Woods., Case Work – Psychosocial Therapy, 1981, Random House, New York

**NOTE:** Notional hours will include field visits to social service agencies, counseling centers, and community organizations to help students understand the professional practice of social casework. Students may engage in observational learning, interact with social workers, and participate in case discussions to explore different intervention techniques. Additionally, they can conduct literature reviews, analyze real-life case studies, and practice documentation methods such as genograms and eco-maps. Engaging in role-playing exercises and mock interviews will help them develop essential casework skills, enhancing their ability to work effectively with individuals in various social settings.

<b>Credit Distribution</b> <b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit= 15 hours Total= 60 Hours	-	Case from field setting- 10 Hours Panel Discussions – 10 Hours Role play– 10 Hours Simulation exercises-10 Hours Community Immersion – 10 Hours Group discussion – 10 Hours

<b>Subject Name: Social Group Work</b> <b>Subject Code: SOW184C103</b> <b>L-T-P-C –3-1-0-4</b> <b>Credit Units:4</b> <b>Level of the Course: 400</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To understand the concept of groups and their importance and influence on individuals.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Define</b> group as a dynamic social unit and a resource for intervention.	<b>BT-1</b>
<b>CO2</b>	<b>Demonstrate</b> practical understanding of the application of the group work method in various practice settings.	<b>BT-2</b>
<b>CO3</b>	<b>Make use</b> of various theoretical frameworks and their applications for group work practice.	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in developing and strengthening professional skills for effective group work practice.	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Social Group Work</b> Social Group Work: Definitions, Objectives, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker. History of Social Group Work in India and abroad. Social Group Work as a method of Social Work	<b>12</b>
<b>II</b>	<b>Process, Types and Models of Group Work</b> Group Formation Phases- Forming, Storming, Norming, Performing, Adjourning. Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. Skills, Qualities and Roles of Social Group Worker. Therapeutic Approaches; T- Group, Gestalt, Transactional Analysis, Buzz Group.	<b>18</b>
<b>III</b>	<b>Group Dynamics and Group Functioning</b> Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale and Group Attraction. Leadership and Communication in groups. Relationships - Sociometry and Sociogram.	<b>16</b>

<b>IV</b>	<b>Social Group Work Practice</b> Application of Social Group Work in School Settings, Community Settings and Industrial Settings. Health Settings, Family Welfare Settings, Women Welfare and Child Care Settings, Correctional Setting. Recording: Principles, Structure and Types, use, structure and content - Methods of recording: Verbatim, narrative, condensed, analytical and summary records	<b>14</b>
<b>Total</b>		<b>60</b>

#### **Textbooks:**

- Trecker, H.B. (1972). Social Group Work: Principles and Practice. New York: Association Press.
- Siddiqui, H.Y. 2007. Social Group Work. Jaipur: Rawat Publications

#### **Reference Books:**

- Argyle, Michael. 1969. Social Interaction. London: Tavistock Publications.
- Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
- Button, Leslie. 1976. Development Group Work with Adolescents, London: Hodder and Stoughton Ltd.

#### **Additional readings:**

- Douglas, T. (1972). *Group Processes in Social Work: A Theoretical Synthesis*.Chicester: Johan Wiley & Sons.
- Konopka, G. (1963). *Social Group Work: A Helping Process*. Eaglewood Cliffs: Prentice.
- Northen, H., & Kurland, R. (2001). Social work with groups. Columbia University Press.

**NOTE: Notional Hours will include- various academic activities that contribute to understanding and mastering the subject. Here's what each component involves: – Regular lectures and interactive sessions where theoretical concepts of social group work are explained by the instructor. Group Discussion – Collaborative discussions among students to analyse case studies, share perspectives, and enhance critical thinking about social group work practices. Home Assignment – Independent tasks given to students, such as essays, research-based questions, or practical exercises to reinforce classroom learning., Project/Field Study – Practical application of social group work principles through field Work Practicum to gain real-world experience. Seminar Presentation – Students prepare, and present topics related to social group work, helping them develop research, analytical, and public speaking skills. Viva-voce – Oral examinations where students are assessed on their conceptual understanding, problem-solving abilities, and practical knowledge of social group work. Class Test – Periodic assessments, such as written tests or quizzes, to evaluate students' comprehension and progress in the subject.**



<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
<p>1 Credit = 15 Hours</p> <p>Total = 60 Hours</p>	—	<p><b>60 Hours</b></p> <p>Group Discussion - 4 Hours</p> <p>Assignment -10 Hours</p> <p>Project/ Field Study - 30 hours</p> <p>Seminar Presentation - 10 Hours</p> <p>Viva- Voce – 2 Hours</p> <p>Class test - 4 Hours</p>

<b>Subject Name: Community Organization: Integrating Theory into Practice</b> <b>Subject Code: SOW184C104</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To develop students' conceptual, theoretical, and practical competence in understanding, analysing, and engaging diverse communities through community organisation, focusing on relevant strategies, policies, and governance frameworks.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Recall</b> fundamental concepts, definitions, and structural elements of community in rural, urban, and tribal contexts, as well as indigenous governance forms.	<b>BT 1</b>
<b>CO2</b>	<b>Explain</b> the scope, principles, and theoretical frameworks of community organisation and their historical evolution in the Indian context.	<b>BT 2</b>
<b>CO3</b>	<b>Apply</b> participatory tools and community engagement strategies to organize, mobilize resources, and implement effective interventions in diverse community settings.	<b>BT 3</b>
<b>CO4</b>	<b>Evaluate</b> the impact of community-based initiatives and policy frameworks, assessing their effectiveness in promoting social inclusion, sustainable development, and rights-based approaches.	<b>BT 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course content</b>	<b>Periods</b>
<b>I</b>	<b>Understanding Community:</b> Key Concepts: Definitions of 'community'; types (rural, urban, tribal); functions and structures; Community as a Social System: Interlinkages among Caste, Class, Religion, Gender; Community Power Structures; Indigenous forms of self-governance, local leadership, folk institutions.	<b>10</b>
<b>II</b>	<b>Conceptual and Theoretical Foundations of Community Organisation:</b> Definition, Scope, Principles, Values and Ethics of Community Organisation; Historical Evolution of Community Organisation; Gandhian Philosophy; Community Organisation as method of Social Work; Theories of Community Organisation - Social Capital Theory, Conflict Theory, Systems Theory, Structural Functionalism; Models of Community Organisation by Rothman, Siddiqui and Ross.	<b>18</b>
<b>III</b>	<b>Application and Strategies of Community Organisation:</b> Application of Community Organization in different settings - Rural, Urban, and Tribal; Top-Down and Bottom-Up Approaches; Participatory Rural Appraisal (PRA) and Community Engagement Techniques; Steps in the Community	<b>20</b>

	Organisation Process; Skills and Roles of a Community Organiser; Strategies for Effective Community Intervention – Awareness, Capacity Building, Community Mobilisation, People’s Participation, Resource Mobilisation, Fundraising, Negotiation, Programme Planning, Monitoring, Evaluation, and Impact Assessment of Community Initiatives.	
IV	<b>Policy Framework and Governance in Community Development:</b> Government Policies & Programs for Community Development - Panchayati Raj System & Local Governance, Urban & Rural Development Programs in India, Role of Cooperatives & SHGs in Economic Empowerment; International Frameworks - Sustainable Development Goals (SDGs) and Community Organisation, Rights-Based Approach & Social Inclusion - Gender, Disability, and Marginalised Groups, Legislative Frameworks Supporting Community Initiatives.	12
<b>Total</b>		<b>60</b>

#### TextBooks:

- Powers P. R. & Wenocur S. (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
- Kumar S. (2002): *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Sage Publication (Vistaar)
- Lee, Judith (2001): *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. Columbia Press
- Ross, M. G., & Lappin, B. W. (1955). *Community organization: Theory and principles* (pp. 158-165). New York: Harper.

#### Reference Books:

- Joseph S. (2016). *Community Organization in Social Work*. Discovery Publishing Pvt.Ltd
- Weil, Merie (2005): *Handbook of Community Practice*. New Delhi: Sage Publication.
- Siddiqui, H.Y. (1997). *Community Organisation in India*. New Delhi: Harnam Publishers.
- Cox, F.M., et.al. (1987): (Fourth Editions) *Strategies of Community Organisation*, Illinois: Peacock Publishers.
- Harper E.B. and Dunharn Arthur (1959): *Community Organisation in Action* Association Press, New York.
- Kramer, Ralph M & Harry Specht (1975): *Readings in Community Organisation Practice*, New Jersey: Printice Hall Inc.
- Maheshwari Shivram (1985): *Rural Development in India*, New Delhi, Sage Publications
- Rothman, J. (1970): *Three Models of Community Organization Practice. Strategies of Community Organization*, New York: Columbia University Press
- Siddiqui H.Y. (1997): *Working with Communities*, Hira Publications, New Delhi.

#### Additional Readings:

- Andharia, J. (2009). Critical explorations of community organization in India. *Community Development Journal*, 276-290.
- Dubey, S. (1969). Organizational Tension in the Community Development Blocks of India. *Human Organization*, 64-71.

- Bhide, A. (2008). Revisiting community organisation in a rural context. *Article in The Indian journal of social work*.
- MacRae, R. H. (1966). Social Work and Social Action. *Social Service Review*, 1-7.

**NOTE:**

**Notional hours include community immersion in rural, urban, and tribal settings to observe social, economic, and cultural dynamics, supplemented by brief surveys, needs assessments, or PRA (Participatory Rural Appraisal). Stakeholder interviews with community leaders, social workers, NGOs, and local officials yield insights into existing interventions and service gaps. Field-based project work engages small student teams in designing and implementing community engagement initiatives (e.g., substance abuse, sanitation), applying action research methods to address challenges and propose evidence-based solutions while mobilizing resources through partnerships with local bodies, NGOs, or government schemes. Awareness campaigns and advocacy sessions allow students to plan and carry out real-world campaigns (e.g., street theatre, posters), collaborating with youth clubs, women's groups, or administrative agencies for broader outreach. Field-based role plays and simulations facilitate realistic practice of negotiations, conflict resolution, or motivational counselling, with immediate feedback on communication strategies and cultural sensitivity. Finally, reflection and documentation activities—such as field journals and group debrief—capture observations, challenges, and personal growth, refining intervention approaches and deepening experiential learning.**

<b>Credit Distribution Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours Total= 60 Hours	-	Community Immersion and Field Visits - 25 Hours Field-Based Project Work – 20 Hours Awareness Campaigns / Advocacy Sessions – 5 Hours Field-Based Role Plays & Simulations -5 Hours Reflection and Documentation (Field Journals)– 5Hours

**Subject Name: Fieldwork (Community Settings)**  
**Subject Code: SOW184C105**  
**L-T-P-C – 0-0-8-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Practical**

**Course Objectives:** *The course aims to provide students with hands-on learning experience in community-based social work practice.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Identify</b> and recall key concepts of community organization, social work methods, and the roles of social workers in community settings.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> the socio-economic, cultural, and political dynamics of communities and their impact on individuals and groups.	<b>BT – 2</b>
<b>CO3</b>	<b>Demonstrate</b> the application of social work methods, including casework, group work, and community organization, in real-life community settings.	<b>BT – 3</b>
<b>CO4</b>	<b>Examine</b> community needs, assess intervention strategies, and analyze the effectiveness of social work approaches in fieldwork settings.	<b>BT - 4</b>

**Detailed Syllabus**

Fieldwork in the first semester comprises orientation visits and community placement, with a primary focus on understanding and engaging with communities. Students are placed in various community settings, allowing them to develop firsthand insights into community dynamics, issues, and sensitivities. Through direct interaction with community members, students gain a deeper understanding of the tension between tradition and change, as well as the ways in which communities navigate these transitions. Under the guidance of a fieldwork supervisor, students will identify a key issue within the community and address it by applying the principles of community organization. They are encouraged to be creative and proactive in assisting the community in meaningful ways.

Fieldwork is conducted two days per week, with students documenting their experiences through weekly reports submitted to their respective supervisors. Regular individual and group fieldwork conferences are held to facilitate reflection and guidance. At the end of the semester, students must submit a comprehensive summary report of their fieldwork experiences, followed by a viva examination to assess their learning and practical engagement.

**Textbooks:**

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

**Reference Books:**

- Gangrade, K. D. (2001). Community Organization in India. Popular Prakashan.
- Ross, M. G. (1967). Community Organization: Theory, Principles, and Practice. Harper & Row.
- Cox, F. M. (1987). Strategies of Community Organization. F. E. Peacock Publishers.

**Additional Readings:**

- Dubey, S. (1970). Administration of Social Welfare Programmes in India. Somaiya Publications.
- Ledwith, M. (2011). Community Development: A Critical Approach. Policy Press.

**NOTE:**

Notional hours for fieldwork in community settings will include practical learning and field placement, where students engage with social enterprises and grassroots organizations. Orientation visits will introduce them to real-world challenges, while group discussions will facilitate reflective learning. Documentation and reporting will ensure structured analysis of field experiences, complemented by seminar presentations to articulate insights. Viva voce will assess students' ability to integrate theory with practice, and fieldwork supervision will provide continuous mentorship. These components collectively enhance practical skills and prepare students for impactful roles in social entrepreneurship.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
-	90 Hours	<b>30 hours</b> Full time community-based training – 10 Hours Supervised learning – 10 Hours Individual presentations on field experience – 10 Hours

## **2<sup>nd</sup> SEMESTER**

**Subject Name: Social Welfare Administration**

**Subject Code: SOW184D201**

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

**Credit Units: 4**

**Level of the Course: 400**

**Scheme of Evaluation: Theory**

**Course Objective:** *This course aims to develop an understanding of social welfare administration and analyze governance, financial management, and human resource development. Students will examine strategic planning, programme evaluation, and resource mobilization while assessing contemporary challenges in managing social welfare organizations.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Identify</b> the key administrative aspects of social welfare organizations	<b>BT - 1</b>
<b>CO2</b>	<b>Describe</b> the processes and procedures essential for the smooth functioning of welfare organizations	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> social work skills in managing human and material resources within social welfare organizations.	<b>BT – 3</b>
<b>CO4</b>	<b>Analyze</b> the scope of social work interventions in organizations aimed at social welfare	<b>BT - 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Social Welfare Administration: Definition, Principles and Scope, Delegation, decentralization and participation. Sectoral policies, History of social policy in India, Management by objectives as applied to social welfare administration	<b>15</b>
<b>II</b>	<b>Basic Administration Processes:</b> POSDCORB, Financial and Office Administration, Leadership & governance, Human Resource Management, Conflict resolution & crisis management, Use of technology in administration, transparency & accountability.	<b>15</b>
<b>III</b>	<b>Procedures related to social welfare Organization:</b> Registration of Societies and Trusts: Societies Registration Act XXI of 1860, Indian Trust Act 1882, FCRA, The Companies Act, 2013, Corporate Social Responsibility (CSR) Regulations, Ethical and Legal Challenges in Social Welfare Administration, Laws related to income tax exemptions, Legal compliance. Organizational structure, functions, Programme of Central Social Welfare Board and State Social Welfare Board	<b>15</b>



<b>IV</b>	<b>Personnel Administration &amp; Programme Management:</b> Manpower planning, induction, training, supervision, staff welfare, service condition and staff morale, Performance Appraisal, Diversity, Equity, and Inclusion (DEI) in Social Work Organizations, Project Cycle Management (PCM) in Social Work, Best Practices in Social Welfare Program Management, Case Studies of Successful Programme Implementation (e.g., UNICEF, WHO, CARE, CRY).	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Textbooks:**

- Sachdeva, D.R. (2016). *Social Welfare Administration in India*. Kitab Mahal.
- Goel, S.L., & Jain, R.K. (1988). *Social Welfare Administration: Theory and Practice*. Deep & Deep Publications.
- Skidmore, R.A. (1995). *Social Work Administration: Dynamic Management and Human Relationships*. Allyn & Bacon.
- Chowdhry, D.P. (2000). *Social Welfare Administration*. Atma Ram & Sons.

#### **Reference Books:**

- Singh, M. K. (2015). *Social Welfare Administration and Social policy*. New Delhi: JBC Press.
- Verma, B. P. (2020). *Welfare Administration and Social Development*. New Delhi: Gyan Geeta Prakashan.
- Johnson, L.C. (2009). *Social Work Administration and Practice*. Allyn & Bacon.

#### **Additional Readings:**

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

#### **NOTE:**

Notional hours will include a structured blend of classroom learning, self-study, and assessments to develop a strong foundation in administrative principles and practices within the social welfare sector. Classroom teaching will cover key concepts, policies, and administrative frameworks essential for effective social service delivery. Group discussions will encourage critical thinking and collaborative learning by analyzing case studies and real-world administrative challenges. Home assignments will reinforce theoretical understanding through research-based tasks and reflective writing. Project or field study will provide practical exposure by allowing students to explore social welfare organizations and administrative processes. Seminar presentations will help students articulate their insights on various administrative models and policy frameworks. Viva voce will assess their ability to integrate theoretical knowledge with administrative practices, while class tests will evaluate their comprehension and analytical skills. These components collectively ensure a well-rounded academic engagement, preparing students for roles in social welfare administration, policymaking, and organizational management.

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit = 15 hours Total = 60 hours	-	<b>60 Hours</b> Group Discussion – 4 hours Assignment – 10 hours Field study – 30 hours Seminar presentation – 10 hours Viva voce – 2 hours Class test – 4 hours

<b>Subject Name: Social Action and Social Movements</b> <b>Subject Code: SOW184C202</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 400</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *The course seeks to foster values and commitment to work with people from the margins and to understand the concepts pertinent to the implementation of social action and social movement. And identify and abilities in the use of various methods and strategies to respond to the problematic social reality.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Define</b> concept, process, ideas and methods of social action.	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> diligence and values to work with disadvantaged group.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> values, ethics, skills for grassroots activism, action and social movement to respond to the critical social reality by applying	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> issues and hone abilities in a variety of methods and strategies that are pertinent to social action and movements. to respond to critical social realities.	<b>BT-4</b>

**Detailed Syllabus**

Module	Topics and Course Connts	Periods
I	<b>Social Action &amp; Movement: Theories and Methods</b> Meaning, concept, objective, principles & techniques, history and evolution of social action and social movements, Social Protests, Collective Action, Advocacy Methods and techniques of social action & movement, context and catalysts, pressure groups, and non-party political organizations strategies for protest Strategies involved in social action; values; ethics, skill and leadership in movement; Approaches: rights-based & advocacy-based approach Social action & Movements as a social work intervention method; Emancipatory social work: Philosophy	12
II	<b>Social Action and Social Movement: ideologies, philosophies and model</b> Ideology and Social Action; Conscientisation model of Paulo Freire; Role of ideology Social action Approaches: Non-Violence, Radical, Anti-oppressive and Emancipatory; Saul Alinsky as radical community organiser; Use of Pressure groups, non-party political formations; Approaches to Social Action: Cooperation, Collaborative & Conflictual.	18

	Role of Social Action and movement in Community Organisation: Processes and Steps; Advocacy and Public Interest Litigation-steps and processes.	
III	<b>Social Action and Movements: Origin, Nature Typology &amp; paradigms</b> Types of Movements: identity, political assertion and autonomy movements; Genesis, Phases & Sustainability of Social Movements; theories of social movement Types of Social Action and Movement Old and New (Feminist Movements, Peasant, tribal and labour movements; Environmental Movements, anti—dam movement; LGBTQIA+ Movement, Me Too, Black lives matter & Anti-Caste Movement) Use of Movement participation and non -participation; Framing process in social movement; use of Social media and mass mobilisation Role of ideology and approach of: Gandhi, Martin Luther King Jr., Frantz Fanon,	12
IV	<b>Social Action and Movements: Practice for Social Change</b> Governance Movements: RTI, Lokpal Bill, Anti-Corruption; Disability Rights Movements Process of Designing a social action, campaign, Social advocacy, Skills of networking, liasioning, coalition Building to sustain action or movement. Global perspective on movements: May 1968 , Public Interest Litigation-steps and processes Role of Ideology, Structure, leadership, processes and outcomes of movement; radical action and radical movement for social change-protest tactics	18
<b>Total</b>		<b>60</b>

### Core Readings

- Foran, J. 2003. *The Future of Revolutions*. London: Zed Books.
- Freire, P. 1997 *Pedagogy of the oppressed*. New Delhi: Penguin
- Moyer, B. 2001 *Doing Democracy: The MAP Model for Organizing Social Movements*. BC: New Society Press.
- Rothman, J. 1970 *Three Models of Community Organization Practice. Strategies of Community Organization*. New York: Columbia University Press.
- Smelser, N.J. 1971 *Theory of Collective Behaviour*. New York: The Free press.
- Klandermans, B. 1997 *The Social Psychology of Protest*. Oxford: Blackwell.
- Dominelli, L 2004 *Theory and Practice for a changing profession*. Polity Press, Oxford
- Carroll, W. (ed.) 1997 *Organizing Dissent*. Toronto: Garamond Press.
- Mullaly, B 2006. *The new structural social work: Ideology, theory, practice* (3<sup>rd</sup> Edition). Oxford University Press
- Dominelli, L. (2004). *Social work: Theory and practice for changing profession*. Polity Press
- Porta, D . D ., & Diani, M . (Eds.) (2015). *The Oxford handbook of social movements*. Oxford University Press
- Ferguson, I ., & Woodward, R. (2009). *Radical social work in practice: Making a difference*. Polity Press

## Supplementary Readings

- Freire, P. 1999 *Cultural Action for Freedom*. New Delhi: Penguin
- Siddiqui, H.Y. 1984 *Social Work and Social Action*. New Delhi: Harnam Publishers
- Cruikshank, B. 1999 *The Will to Empower: Democratic Citizens and other Subjects*. Ithaca: Cornell University Press.
- Leonard, P. (eds.) 1993 *Freire: A Critical Encounter*. New York: Routledge.
- Chambers, R. 1983 *Rural Development: Putting the Last First*. New York: Longman.
- Teeple, G. 2000 *Globalization and the Decline of Social Reform*. Aurora: Garamond Press.
- Lee, B. 1999 *Pragmatics of Community Organization*. Mississauga: Common Act Press.
- Gutierrez, R. 1991 *When Jesus Came, the Corn Mothers Went Away*. Stanfors: Stanford University Press.
- William, F.D.(ed.) 1986 *Third World Liberation Theologies: A Reader*. New York: Orbis Books.
- Clarke, J.H. 1969 *Malcolm X - The Man and His Times*. New York: Collier Books.
- Cone, J.H. 1996 *Martin & Malcolm & America - A Dream or A Nightmare*. Maryknoll, NY: Orbis Books.
- Gamson, W.A. 1975 *The Strategy of Social Protest*. Homewood: Dorsey Press.
- Gurr, T.R. 1970 *Why Men Rebel*. Princeton NJ: Princeton University Press.
- McAdam, D. 1982 *Political Protest and the Development of Black Insurgency*. Chicago: University of Chicago Press.
- Sharp, G. 1973 *The Politics of Non-violent Action*. Boston: Porter Sargent Publishers.
- Fleischer, D.Z., & Zames, F. 2001 *The Disability Rights Movement: From Charity to Confrontation*. New Jersey: Temple University Press.
- Jain, P.C. 1991 *Social Movements among Tribals*. New Delhi: Rawat Publications.

**NOTE: Notional Hours of the papers will include classes conducted by the faculty covering various facets of Social Action & Movement: Theories and Methods, ideologies, philosophies and model of Social Action and Movement, Origin, Nature Typology & paradigms of action and movement, Practice for Social Change of movement. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to objective, principles & techniques, history and evolution of social action and social movements, Social Protests, Collective Action, Advocacy etc. Independent work will be assigned to students on Ideology and Social Action; Conscientisation model of Paulo Freire; Role of ideology; Mapping radical action and radical movement for social change. Simulation exercises will be done wherein students role-play will be done on use of Pressure groups, non-party political formations; Approaches to Social Action: Cooperation, Collaborative & Conflictual. Class test, viva-voice will be conducted to cover the various themes from the syllabus and movie/documentary screening like Motorcycle Diaries will be done to explain the role of leader and style of Social action and movement.**

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
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

<b>Subject Name: Social Work Research</b> <b>Subject Code: SOW184C203</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 400</b> <b>Scheme of Evaluation: Theory</b>
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**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:

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

**Detailed Syllabus**

Modules	Topics & Course Contents	Periods
I	<b>Introduction to Social Work Research:</b> Concept, scope, and importance of research in social work; Characteristics of social work research; Types of social work research (basic, applied, action research, participatory research, evidence-based practice, evaluation research); Ethics in social work research.	14
II	<b>Steps in Social Science Research:</b> Identification and Formulation of Research Problems, Literature Review, Objectives, Research Questions and Hypothesis Formulation, Research Design, Sampling, Sources, Methods and Tools of Data Collection, Processing and Analysis of Data, Writing a Research Report including Citation and Styles of Referencing; Preparing a Research Proposal.	18
III	<b>Qualitative Research Methods:</b> Nature, Concept and Definition of Qualitative Research; Theories of qualitative research: Grounded theory, Biographical Studies, Phenomenology, Ethnography, Case Study; Tools of Data Collection in Qualitative Research: Observation, Focus Group Discussion, In-depth Interview, Case Studies; Coding in Qualitative Research.	14
IV	<b>Quantitative Research Methods:</b> Descriptive Statistics; Inferential Statistics; Use of Software Packages in Data Analysis; Use and limitations of Statistical Methods.	14
	<b>Total</b>	60

**Textbooks:**

- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Das, D. L. (2008). *Practice of Social Work Perspective*. Rawat Publications.
- Rubin, A., & Babbie, E. (2006). *Essential Research Methods for Social Work*. Wadsworth Inc.
- Marlow, C. R. (2023). *Research methods for generalist social work*. Waveland Press.
- Lakmi Devi, (1997) *Encyclopedia of Social research*. Vol I, II & III. New Delhi: Anmol publications
- Ram Ahuja., (2001). *Research Methods*, Jaipur: Rawat Publisher.
- Babbie, E. R. (2010). *Essential research methods for social work*. Boston, MA: Cengage Learning.
- York, R. (2020). *Social work research methods: Learning by doing*. SAGE Publications, Inc., <https://doi.org/10.4135/9781506387215>
- Farmer, A., & Farmer, G. (2021). *Research methods for social work*. SAGE Publications, Inc., <https://doi.org/10.4135/9781071878873>

## Reference Books

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

## Additional Readings

- Kawulich, B. B. (2005). *Participant Observation as a Data Collection Method*. *Forum Qualitative Social Forschung*, 6, 52-60.
- Curtis, E. A. (2019). *Importance and Use of Correlational Research*. *Europe PMC Plus*, 32-36.
- Chose, B. N. (1997). *Scientific Method and Social Research*. Sterling Publication Pvt Ltd.
- Fook, J. (2002). Theorizing from practice: Towards an inclusive approach for social work research. *Qualitative social work*, 1(1), 79-95.
- Beck, C. (2021). *Introduction to phenomenology: Focus on methodology*. (Vols. 1-0). SAGE Publications, Inc.

**NOTE: Notional hours include a field-based research mini-project where students identify a local social issue (e.g., school dropout rates, community health practices, or women's livelihood initiatives), design objectives, hypotheses, and data-collection tools, and ensure ethical clearance with informed consent. The student will also conduct collaborative literature reviews, present findings to highlight research gaps, and engage in qualitative fieldwork by observing and interviewing community members, documenting case studies, and practicing thematic coding. Students then undertake quantitative data collection and analysis, designing surveys, conducting pilot studies, and applying descriptive and inferential tests (e.g., chi-square, t-test) using SPSS to interpret real-world implications. Finally, they write formal reports, present**



findings via posters or oral presentations, and receive peer and faculty feedback to refine their work for submission.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>60 Hours</b> Field-Based Research Mini-Project - 20 Hours Literature Review & Group Workshops– 10 Hours Qualitative Research Fieldwork– 10 Hours Quantitative Research and Data Analysis Exercises - 10 Hours Research Reporting & Dissemination – 10 Hours

<b>Subject Name: Human Growth and Development</b>
<b>Subject Code: SOW184C204</b>
<b>L-T-P-C: 3-1-0-4</b>
<b>Credit Units: 4</b>
<b>Level of the Course: 500</b>
<b>Scheme of Evaluation: Theory</b>

**Course Objective:** *To develop an understanding of the biological and social growth of individuals as thinking, feeling, and responding beings. This course provides insights into the principles of growth, their relevance, and their impact on human behaviour. It also enables students to apply these principles across various phases of life.*

#### **Course Outcomes:**

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

<b>CO1</b>	<b>Understand</b> the concept of human physiology	<b>BT 1</b>
<b>CO2</b>	<b>Relate</b> human behaviour to biological bases	<b>BT 2</b>
<b>CO3</b>	<b>Classify</b> the theories of human development	<b>BT 3</b>
<b>CO4</b>	<b>Evaluate</b> the influence of growth and development in social work practise	<b>BT 4</b>

#### **Detailed syllabus**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Human Growth and Development:</b> Concept, Patterns and Principles; Determinants of development; Developmental tasks; Maturation and Learning.	<b>15</b>
<b>II</b>	<b>Biological aspects of human growth and development:</b> Understanding man and women, Human reproductive system, fertilization and fetal development, delivery, pre and postnatal care. Heredity versus Environment theories of human growth and development.	<b>15</b>
<b>III</b>	<b>Theories of Human Development:</b> Freud's psychosexual theory, Erikson's psychosocial theory, Piaget's theory of cognitive development; developmental periods and the physical, intellectual, emotional and social changes.	<b>15</b>
<b>IV</b>	<b>Influences of socialization and development and Importance of Social work practices:</b> The family, social groups, institutions, Community and culture. Importance of Mental Health; Relevance of social work practices in all stages of development, needs, tasks, problems and services.	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Readings & Books:**

- Hurlock, Elizabeth, Child Development, 1972, 6th Edition, Tata McGraw Hill, New Delhi

- Hurlock, Elizabeth, Development Psychology – A Life Span Approach, 1981, 5th Edition, Tata McGraw Hill Ltd., New Delhi
- Sinclair, David, Human Growth after Birth, 1978, 6th Edition, Oxford Medical Publications, London
- Rappaport, Rhona and Rappaport, Robert, Growing through Life, Lifecycle Book, 1980, New York: Harper & Row Publishers

#### **Reference Books:**

- Cameron, N., & Schell, L. (Eds.). (2021). Human growth and development. Academic Press.
- Palombo, J., Bendicson, H. K., & Koch, B. J. (2009). Guide to psychoanalytic developmental theories. New York, NY: Springer.

**NOTE: Notional hours will include self-study, discussions, and field visits to help students understand human growth and development. Students may visit childcare centers, elderly homes, and community organizations to observe different stages of life and social work practices. They can engage in case studies, group discussions, and research to relate theories to real-life situations. Additionally, reviewing key concepts and interacting with professionals will help them apply their learning effectively in social work.**

<b>Credit Distribution Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit- 15 hours Total= 60 Hours	-	Literature review- 10 Hours Panel Discussions – 10 Hours Role play– 10 Hours Simulation exercises-10 Hours Community Immersion – 10 Hours Group discussion – 10 hours

<b>Subject Name: Fieldwork (Agency Settings)</b> <b>Subject Code: SOW184C205</b> <b>L-T-P-C: 0-0-6-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Practical</b>
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**Course Objective:** *To Understand the role and functions of social work agencies in diverse sectors and explore the structure, administration, and policies of welfare organizations.*

**Course Outcomes:**

<b>CO1</b>	<b>Explain</b> the purpose, functions, and structure of social work agencies	<b>BT-1</b>
<b>CO2</b>	<b>Identify</b> key policies and interventions used in agency settings	<b>BT-2</b>
<b>CO3</b>	<b>Demonstrate</b> professional social work skills and ethics in an agency setting	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> client needs, agency operations, and service effectiveness	<b>BT-4</b>

**Detailed Syllabus:**

Concurrent field work is an integral component of Master of Social Work (MSW) education, designed to provide students with practical exposure while they simultaneously pursue their academic coursework. It enables students to apply theoretical knowledge in real-world settings, fostering a deeper understanding of social work practice. Organizations, including NGOs, government institutions, corporate social responsibility (CSR) initiatives, hospitals, correctional institutions, and community-based organizations, serve as learning platforms where students engage in professional social work interventions. The concurrent Field Work is mandatory for all the students and is to be carried out in an organization/Institute/social welfare agency for two (2) days in a week for 6 hours each field visit in a semester. Every student will be assigned a faculty supervisor, and the student will report to the assigned faculty for any field related matter.

**Textbooks:**

- Bhattacharya, S. (2008). *Social Work: An Integrated Approach*. New Delhi: Deep & Deep Publications.
- Mathew, G. (1992). *Social Work Education and Field Instructions: Issues and Challenges*. Mumbai: TISS.
- Banerjee, G. R. (2005). *Papers on Social Work: An Indian Perspective*. Mumbai: Tata Institute of Social Sciences.

**Reference Books:**

- Payne, M. (2014). *Modern Social Work Theory*. Oxford University Press.

- Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (2016). *Direct Social Work Practice: Theory and Skills*. Cengage Learning.
- Pincus, A., & Minahan, A. (1973). *Social Work Practice: Model and Method*. Peacock.

**Additional Reading:**

- Journals: *Social Work*, *The Indian Journal of Social Work*, *Clinical Social Work Journal*
- Reports: UNICEF, WHO, UNDP reports on social development and agency interventions

**NOTE: The Notional Hours for Concurrent Field Work includes Students analyzing real-life agency interventions, evaluating strategies, effectiveness, and challenges. Facilitated by faculty and supervisors, these discussions enhance critical thinking and problem-solving skills. Regular faculty-led supervision sessions to discuss field experiences, clarify doubts, receive guidance, and reflect on professional growth which help students align their fieldwork with theoretical learning and students present their field experiences, learnings, and challenges encountered during agency placement. This process improves communication skills, self-reflection, and peer learning.**

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
-	90 Hours	<b>30 Hours</b> Case study discussions of agency interventions: 10 Supervision meetings with faculty: 10 Individual presentations on field experiences: 10

**3<sup>rd</sup> SEMESTER**

**Only Course Work**

<b>Subject Name: Social Policy and Planning</b> <b>Subject Code: SOW184C301</b> <b>L-T-P-C – 3-0-1-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objectives:** *To outline the theoretical perspectives and practical know-how underlying the concepts of social policy and planning and to develop an understanding on the implication of social policy and planning in the field of social work practice.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Identify</b> and <b>describe</b> various social policies and their importance in the context of the social work profession.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> how social policies function as key instruments in the process of development and welfare.	<b>BT – 2</b>
<b>CO3</b>	<b>Analyze</b> the patterns of social service delivery systems and examine the relationship between social policy and social work practice	<b>BT – 3</b>
<b>CO4</b>	<b>Classify</b> policies that promote equality, human rights, and socio-economic justice.	<b>BT - 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
I	<b>Introduction:</b> Definition and scope of social policy, sectoral policies and social services, History of social policy in India, develop understanding of the values underlying the social policy and planning in the context of the constitutional provisions i.e. Fundamental Rights and Directive Principles of State Policy, Key theories & approaches to social policy, Evolution of Social Policy Globally	15
II	<b>Process of Social Policy in India:</b> Meaning, Objectives and Process of Social Planning, Strategies in Social Planning, Social Planning in India, Planning Commission, National Development Council, Programme Evaluation Organization, Decentralization and local governance in social policy, PPP in social planning, The Committee on Plan Projects, Understanding Govt. Policies: Population, Education and Health	15
III	<b>Indicators of Social Policy:</b> Concept and Indicators of Social Development, Approaches and Strategies, Growth and Equity, Minimum Needs, Quality of Life, Models of Social Development, Basic Needs of Social Development, Dilemmas of Development, Economic Development, Sustainable Development	15
IV	<b>Social Protection &amp; Welfare:</b> Institutional framework & key agencies, Five-year plans & NITI Ayog, social policies for specific groups: children, women, youth, marginalized groups, role of national and international organizations in planning, policy effectiveness and Impact assessment, Technology & digital inclusion in social development	15

<b>Total</b>	60
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**Textbooks:**

- Titmuss, R. (1974). *Social Policy: An Introduction*. George Allen & Unwin.
- Mishra, R. (1981). *Society and Social Policy: Theories and Practice*. Macmillan.
- Gore, M.S. (1973). *Some Aspects of Social Development*. Tata Institute of Social Sciences.
- Kumar, R. (2006). *Social Policy and Social Development in India*. National Book Trust.
- Bhattacharya, M. (2008). *Social Policy and Development in India*. Macmillan.

**Reference Books:**

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

**Additional Readings:**

- Betz, J. (2019). *India's Social Policies: Recent Changes for the Better and Their Causes*. *German Institute of Global and Area Studies*.
- Pusic, E. (1981). *Social Planning, Social Policy and Political Change*. *The University of Chicago Press*.
- Wyers, N.L. (1991). *Policy-Practice in Social Work: Models and Issues*. *Journal of Social Work Education*. *Taylor & Francis*.
- Dror, Y. (1968). *Public Policy Making Re-examined*. *Routledge*

**NOTE: The notional hours for the course will encompass various academic activities, including classroom lectures, group discussions, home assignments, participatory rural appraisal (PRA)/community mapping, seminar presentations, viva voce, and class tests.**

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
1 credit = 15 hours Total = 60 hours	-	Group Discussion – 4 hours Assignment – 10 hours PRA/ Community mapping – 30 hours Seminar presentation – 10 hours Viva voce – 2 hours Class test – 4 hours



**Subject Name: Issues of Northeast India and Social Work Practice**

**Subject Code: SOW184C302**

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

**Credit Units: 4**

**Level of the Course: 500**

**Scheme of Evaluation: Theory**

**OBJECTIVE:** *This paper is designed to equip students to understand North-east Indian society and culture, as well as to address the region's problems through social work practice.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Define</b> ethnicity and culture in context to the eight states of Northeast India.	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> Northeast India's society and culture.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the various Government Interventions, Programs & five year plans of Northeast India.	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> and <b>relate</b> the social issues relating to Northeast India.	<b>BT-4</b>

**Detailed Syllabus**

<b>Module</b>	<b>Topics and Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Understanding Northeast India - Culture, Society &amp; People:</b> Northeast India environmental and physical conditions; Northeast as an Idea and Viewpoints; population, ethnicity, and customs; Cultural Diversity, Migration & Frontiers Descriptions of the pre-colonial, colonial, and post-colonial eras of Northeast Indian societies. Traditional Institutions, narratives & orality, customary laws and norms, Constitutional and legal provision for women, Women in conflict zone and issues of human right violations	12
<b>IV</b>	<b>History of Development in NE India:</b> Northeast Region's Historical Development, The Northeast Region's economic growth, government action, Regional five-year plans for Northeast India; Institutions; NEC, DoNER and others, initiatives, Act East Policy, and DONER. Economic Development and Sociocultural Aspects, Land Relationships, Hills and Plains Agricultural Practices Industries and Industrialization: A Regional Historical Overview of Industrialization	18
<b>II</b>	<b>The Northeast Indian Population and Identity Assertion:</b> Northeast India's identity assertion, underdevelopment and alienation, and development and issues in the various states; Politics & Governance; Critiques and Alternatives, Special Constitutional provisions.	18

	Perspectives on conflict, and Internal Conflicts: Case studies (from Assam, Manipur, Mizoram, Nagaland & Tripura) Conflict resolution techniques; the function of diplomacy, and peace politics, and the function of civil society organizations Human rights viewpoints and concepts; International Organizations and Systems Particular clauses of the constitution, Armed Forces (Special Powers) Act, human rights & Gender concerns.	
IV	<b>Issues and Social challenges of Northeast India:</b> Northeast Indian customs; peace agreements and dispute resolution; state-citizen disputes; factions; and the social effects of shifting cultivation Ethnic identity, migration, cross-border infiltrations Tribal Migration and Displacement, the Effects of Globalization and Tribal Welfare Programs External influences (armed groups, local conflicts with foreign bases) and internal issues Resources (material and human: cash and weapons)	12
<b>Total</b>		60

### Core Readings

- Ao, Temsula (2014) These Hills Called Home: Stories from a War Zone. Zuban: New Delhi
- Ao, Temsula (2000) Ao-Naga Oral Traditions.
- Bhattacharya, R. (2011) Development Disparity in Northeast India.
- Dutta, A. Baruah. S. and Syiemlieh, D.R. (2006) Challenges and Development in North-East India.
- Amarjeet Singh, M. 2020. Northeast India and India's Act East Policy: Identifying the Priorities
- Barpujari, HK. 1963. Assam in the Days of the Company
- Amarjeet Singh, M. 2020. Northeast India and India's Act East Policy: Identifying the Priorities
- ----- Conflicts in Tripura, National Institute of Advanced Studies, Bangalore, 2014
- ----- The Naga Conflict, National Institute of Advanced Studies, Bangalore, 2012
- ----- Conflicts in Assam, National Institute of Advanced Studies, Bangalore, 2010
- ----- Conflicts in Manipur, National Institute of Advanced Studies, Bangalore, 2010
- Baruah, AK & Rajesh Dev (Eds). 2006. Ethnic Identities and Democracy: Electoral Politics in North East India
- Bhattacharya N. (2019). Landscape, Culture and Belonging. Cambridge University Press.
- Biswas, Prasenjit & Chandan S (Eds). 2006. Ethnic Life-Worlds in North East India: An Analysis
- Chakrabarthy, Bidyut. 2004. The Partition of Bengal and Assam
- Chaube, S.K. 1999. Hill Politics in Northeast India
- Elwin V. 1959a. A Philosophy of NEFA
- Elwin V. 1959b. India's North East Frontier in Nineteenth Century
- Gait, E. 1926. A History of Assam
- Ganguly, Jalad Baran. 2006. An Economic History of North East India from 1826 to 1947

- Goswami, Atul (Ed). 2006. Traditional Self-Governing institutions among the hill tribe of North East India
- Government of Assam. 2012. White Paper on Foreigners' Issue.
- Ministry of the Development of North Eastern Region. 2008. North East Region Vision 2020
- Mackenzie, Alexander. 1884. History of Relations of the Government and the Hill Tribes of the North East Frontier of Bengal
- Nag, Sajal. 1998. India and North East India: Mind Politics and the Process of Integration 1946-1950
- Phukon, Girin. 1996. Politics of Regionalism in North East India
- Rustomji Nari. 1983. Imperiled Frontiers: India's North-Eastern Borderlands
- Singh, Kishan (Ed). 2009. Look East Policy and India's North East
- Syiemlieh David R (Ed.). 2006). Challenges of Development of North East India
- Udayon Misra. 2000. The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland
- Daniel Fischlin, The Concise Guide to Global Human Rights
- Dean G. Pruitt and Sung Hee Kim, 2004. Social Conflict: Escalation, Stalemate, and Settlement (3rd ed.)
- Kristine Höglund, 2008. Peace Negotiations in the Shadow of Violence
- Komol Singha & Singh M. Amarjeet, 2016. Identity, Contestation and Development in Northeast India
- Udayon Misra. 2000. The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland
- Thania Paffenholz, 2011. (ed.) Civil Society & Peace-building: A critical assessment,
- Julie Mertus and Jeffrey Helsing, 2006. Human Rights and Conflict: Exploring the Links between Rights, Law, and Peace-building

#### **Reference Books:**

- Hazarika, Sanjoy. 1994. Strangers of the Mist
- Hazarika, Sanjoy. 1980. Assam: a crisis of identity: story of the movement in words and pictures
- Hazarika, Sanjoy. 1994. Strangers of the Mist: Tales of War & Peace from India's Northeast
- Zama M. (2013). Emerging Literatures from Northeast India: The Dynamics of Culture, Society and Identity. Sage Publications.
- Oinam B. (2018). Northeast India. Routledge
- Verma D. (2020). Life and Culture in Northeast India. Mapin Publishing Pvt Ltd.
- B.P.Singh. (1987). Northeast India: Demography, Culture and Identity Crisis. Modern Asian Studies, 257-282.
- Oinam, B. (2008). State of the States: Mapping India's Northeast. East West Center.
- Karlsson, B. G. (2013). Evading the State: Ethnicity in Northeast India through the lens of James Scott. Asian Ethnology, 321-331.

**Note: Notional Hours of the papers will include classes conducted by the faculty covering various facets Culture, society & its people of Northeast India, History of Development in NE India, Identity Assertion in NE India and the social challenges as well. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to pre-colonial, colonial, and post-colonial eras of Northeast Indian societies, Traditional Institutions, narratives & orality, customary laws and norms of NE India. Independent work will be assigned to students on perspectives on conflict, and Internal Conflicts, Conflict resolution techniques, the function of diplomacy etc. Class test, viva-voice will be conducted to cover the various themes from the syllabus and movie/documentary screening to explain the regional complexities of NE India.**

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours  Total = 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: Fieldwork (Community Settings)**

**Subject Code: SOW184C313**

**L-T-P-C – 0-0-8-4**

**Credit Units: 4**

**Level of the Course: 500**

**Scheme of Evaluation: Practical**

**Course Objectives:** *The third-semester fieldwork builds upon the foundational experiences of the first semester, focusing on **in-depth engagement, intervention strategies, and leadership in community settings.***

**Course Outcomes:**

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

<b>CO1</b>	<b>Recall</b> and Describe Community Structures and Issues	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> and Analyze Community Dynamics and Interventions	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> Social Work Methods for Community Engagement	<b>BT – 3</b>
<b>CO4</b>	<b>Analyze</b> and Evaluate Community-Based Interventions	<b>BT - 4</b>

**Detailed Syllabus**

The third semester fieldwork focuses on community engagement, intervention, and experiential learning through skill-building sessions, and community placements. Students will be placed in communities, service organizations, and government agencies working at the grassroots level. These settings provide exposure to community issues, interventions, and the role of development organizations in addressing socio-economic challenges. Students will gain firsthand experience in understanding community structures, dynamics, and challenges, while developing sensitivity toward people's lived realities. They will also engage with community members and organizational personnel to examine the tensions between tradition and change and how these transitions are managed within the region.

Under the guidance of the fieldwork supervisor and community representatives, students will identify a key community issue and apply the principles of community organization to design and implement intervention. They are encouraged to be creative and proactive in supporting both the community and organizations in meaningful ways. Fieldwork will require students to dedicate 15 hours per week over two days. However, considering regional challenges related to transport, communication, and financial constraints, an alternative schedule of six consecutive fieldwork days after every three weeks of classes may be implemented.

**Textbooks:**

- Dash B & Roy S. (2019). Fieldwork Training in Social Work. Manohar Publishers & Distributors.
- Tropman, J.E., Erlich, J.L., & Rothman, J. (1995) – Tactics and Techniques of Community Intervention (Wadsworth)
- Roy S. (2012). Fieldwork in Social Work. Rawat Publishers Pvt Ltd.

**Reference Books:**

- Gangrade, K. D. (2001). Community Organization in India. Popular Prakashan.
- Ross, M. G. (1967). Community Organization: Theory, Principles, and Practice. Harper & Row.
- Cox, F. M. (1987). Strategies of Community Organization. F. E. Peacock Publishers.

**Additional Readings:**

- Dubey, S. (1970). Administration of Social Welfare Programmes in India. Somaiya Publications.
- Ledwith, M. (2011). Community Development: A Critical Approach. Policy Press.

**NOTE:**

Notional Hours of the paper will include –

- \* Practical learning/Field work placement
- \* Group discussions
- \* Orientation visits
- \* Documentation and reporting
- \* Seminar presentation
- \* Viva Voce
- \* Field work supervision

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	<b>90 Hours</b>	<b>30 hours</b> Full time community-based training – 10 Supervised learning – 10 Individual presentations on field experience – 10

**Subject Name: Rural and Urban Community Development (CD Specialization)**  
**Subject Code: SOW184D30C1**  
**L-T-P-C – 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objectives:** *To equip students with conceptual and theoretical models of rural and urban community development while fostering collaboration with diverse stakeholders. The course enables students to critically engage and develop practical interventions for sustainable and inclusive development.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Identify</b> and describe key issues and fundamental causes shaping urban and rural challenges	<b>BT - 1</b>
<b>CO2</b>	<b>Analyze</b> and <b>differentiate</b> the factors influencing productivity in rural and urban areas, <b>explore</b> opportunities for achieving a balance between social and economic development.	<b>BT – 2</b>
<b>CO3</b>	<b>Engage</b> in and <b>facilitate</b> community participation in development processes within rural and urban settings to promote sustainable solutions.	<b>BT – 3</b>
<b>CO4</b>	Critically <b>evaluate</b> the role of social workers in socio-economic development practices across diverse environments, considering various contextual factors	<b>BT - 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Rural Community:</b> Rural Community: Meaning, Characteristics: Types of Villages: Scope of studying the rural community and its relation to social work: Problems of Rural community: Poverty, Illiteracy, financial exclusions, Unemployment, Problems related to agriculture, health, energy and water, Origin and development: Rural Community Development in India with reference to five years plan policy, Early Experiments: Sriniketan, Marthandom, Gurgaon, Pilot projects: Etawah project, Nilokheri experiment, Firka scheme.	<b>15</b>
<b>II</b>	<b>Theories of Community Development:</b> Micro-Macro community development theory, System theory, Modernization Theory, Dependency theory, Rural development approach: Spatial Planning approach, Multipurpose approach, Integrated development approach, Area development approach, Multilevel district planning approach, Target group approach, Gandhian Model of Rural Development, Panchayati Raj Institution: Background, 73 <sup>rd</sup> Constitutional amendment Act, Structure, Feature and Function of PRI, Role of Community Development Worker, Role of NGOs, Application of Social Work method in Rural Development.	<b>15</b>

III	<b>Introduction to Urban Community:</b> Urban Community: Meaning, Characteristics, classification of urban area, Urbanization: Meaning, Factors, Emerging trends Urbanization and Spread of Urban communities, Specific Urban Communities, Urban Social Problems, Migration – types, determinants & consequences of migration.	15
IV	<b>Urban Community Development:</b> Definition, Objectives and Historical Development, Principles, Approaches, methods and indicators of urban community development, Welfare extension projects of Central Social Welfare Board; Urban development planning: Town and Country Planning Act 1971, Urban Local Self-Governance: 74th Constitutional Amendment Act, Structure and functions, Challenges, People's participation in urban development, Role of Community Development Worker, Role of NGOs, Application of Social Work method in Urban Development.	15
<b>TOTAL</b>		<b>60</b>

#### **Textbooks:**

- Mello, L.D. 2018. Community Development - Rural, Urban and A Tribal Perspective. Education Publishing.
- Siddiqui, H.Y. (1997). Working with Communities: An Introduction to Community Work. Hira Publications.
- Thudipara, J.Z. 2007. Urban Community Development: Second Edition. Rawat Publications.
- Desai, A.R. (1983). Rural Sociology in India. Popular Prakashan.

#### **Reference Books:**

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

#### **Additional Readings:**

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

**NOTE: Notional Hours of the paper on Rural and Urban Community Development will include structured learning through lectures, self-study, and interactive discussions to build a comprehensive understanding of the subject. Lectures and classroom sessions will provide foundational knowledge on theories, policies, and models of community development,**



emphasizing the unique challenges and opportunities in rural and urban contexts. Group discussions and case study analyses will enhance critical thinking by examining real-world examples of community development initiatives. Self-study hours will involve reading academic literature, policy documents, and reports to deepen conceptual understanding. Documentation and reporting will help students synthesize learning through assignments, essays, and research papers. Seminar presentations will allow students to articulate their insights and explore innovative development strategies. Viva voce will assess their grasp of theoretical concepts and their application in community settings. These components collectively ensure a well-rounded academic experience, preparing students for research, policy analysis, and practical engagement in community development.

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit = 15 hours Total = 60 hours	-	<ul style="list-style-type: none"> <li>*Group Discussion – 4 hours</li> <li>* Assignment – 10 hours</li> <li>* PRA/ Community mapping – 30 hours</li> <li>* Seminar presentation – 10 hours</li> <li>* Viva voce – 2 hours</li> <li>* Class test – 4 hours</li> </ul>

**Subject Name: Child and Childhood in India**

**Subject Code: SOW184D30F1**

**L-T-P-C – 3-1-0-4**

**Credit Units: 4**

**Level of the Course: 500**

**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:

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

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Child Welfare: Concept. Demographic profile of the child in India: Constitutional safeguards for children in India, National policy for children, UN. Charter on the rights of the child, advocacy of children's rights, laws relating to the child; family and child in India & North-east	<b>20</b>
<b>II</b>	<b>Health and Education of children:</b> Health & Educational Needs of the Child in India, Health and nutritional services for the child in India-the UCDS project. School health programmes, child health and health education of the mother. Role of UNICEF & WHO. Educational Needs of the Child in India: Governmental and non-governmental programmes / strategies for education of the rural and urban child in India.	<b>10</b>
<b>III</b>	<b>Issues concerning children:</b> Social, cultural, economic and political with reference to UNCRC guidelines, Developmental Issues- Education, play, social and cultural,	<b>10</b>

	Survival Issues- Human rights, female feticide, Infant mortality, nutritional rights, immunization rights, crime against children etc. Protection Issues- Child marriage, child trafficking, gender discrimination, children in armed conflict, child labour, child prostitution etc. Participation Issues- Children's parliament, bal-panchayats, children's forums/associations etc.	
<b>IV</b>	<b>Children in Special Circumstances:</b> The 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 of delinquency. The justice system in India. Institutions for juvenile offenders. Prevention of juvenile delinquency; Street Children: Definition, nature, causes and effects of the problem, services for street children. Role of a social worker in children setting.	<b>20</b>
<b>TOTAL</b>		<b>60</b>

#### **Textbook:**

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

#### **Reference Books:**

- Bajpai, A., Child Rights in India - Law, Policy and Practice, 2017, Oxford, India
- 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.
- Billington, T. (2006). Working with children: Assessment, representation and intervention.
- 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.**

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit- 15 hours Total= 60 Hours	-	Interaction with children indifferent settings- 12 Hours Panel Discussions – 6 Hours Role play– 3 Hours Simulation exercises-6 Hours Community Immersion – 3 Hours

**Subject Name: Introduction to Social Entrepreneurship**  
**Subject Code: SOW184D30L1**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *The course aims to equip students with the knowledge, skills, and mindset to understand, participate in, and contribute to social entrepreneurship within social work, promoting innovation, sustainability, and meaningful social impact.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Define</b> the concept of social entrepreneurship, its key characteristics, and significant historical milestones.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> and <b>apply</b> various social entrepreneurship models, frameworks, and methodologies to analyze real-world social issues and propose innovative solutions.	<b>BT – 2</b>
<b>CO3</b>	<b>Assess</b> and compare different funding sources and business models used in social enterprises, evaluating their effectiveness in achieving sustainable social impact.	<b>BT – 3</b>
<b>CO4</b>	<b>Integrate</b> theoretical knowledge with practical experience through fieldwork and experiential learning, <b>critically reflecting</b> on personal growth and development in social entrepreneurship.	<b>BT - 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Concept & overview of entrepreneurship, historical evolution & growth of social enterprises & entrepreneurship, SDGs, characteristics & types of entrepreneurs, scope of social entrepreneurship and enterprises (emerging trends & anticipating future), gender and entrepreneurship, qualities of social entrepreneurs, assessing the effectiveness and sustainability of social ventures, Social Value Creation	<b>15</b>
<b>II</b>	<b>Social Entrepreneurship Models &amp; Frameworks:</b> Business models for social enterprises, Livelihood Innovation model, case studies illustrating various business models, social innovation and problem solving, legal and regulatory framework, ethical considerations in social entrepreneurship, impact measuring & evaluation, Policy and Institutional Support for Social Enterprises	<b>15</b>

<b>III</b>	<b>Funding &amp; financing social ventures:</b> Source of funding for social ventures (grants, impact investing, crowdfunding), budgeting and financial planning for social ventures, revenue generation & sustainability models, challenges & opportunities in accessing funding for social entrepreneurship initiatives; Legal perspectives in the governance of social enterprises, financial reporting & transparency	<b>15</b>
<b>IV</b>	<b>Scaling, sustainability &amp; growth:</b> Strategies and challenges in scaling social ventures, collaboration & partnerships in social entrepreneurship, market feasibility, identifying opportunities for engaging in the field (profiling, community asset mapping, SWOT analysis), institutional assistance & organizational support (venture capital, commercial banks, incubators)	<b>15</b>
<b>TOTAL</b>		<b>60</b>

#### **Textbook:**

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

#### **Reference Books:**

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

#### **Additional Readings:**

- 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.
- Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *Journal of marketing*, 35(3), 3-12.
- Howorth, C., Smith, S. M., & Parkinson, C. (2012). Social learning and social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 371-389.
- Scofield, R. (2011). *The Social Entrepreneur's Handbook: How to Start, Build, and Run a Business That Improves the World*. McGraw-Hill Education.

**NOTE: Notional Hours will include a combination of direct teaching, self-study, and practical engagement to ensure a comprehensive understanding of the subject. The structured contact hours will consist of lectures, interactive discussions, and case study analyses to introduce students to fundamental concepts, historical perspectives, and key theories in social entrepreneurship. Additionally, guided tutorials and workshops will allow students to engage in collaborative learning, refine their ideas, and develop critical thinking skills. Beyond classroom engagement, self-study hours will encompass reading academic papers, analyzing real-world social enterprises, and preparing assignments or presentations. Practical application will be emphasized through field visits, project work, or engagement with social enterprises, enabling students to gain firsthand exposure to entrepreneurial approaches that drive social change.**

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit = 15 hours Total = 60 hours	-	*Group Discussion – 4 hours * Assignment – 10 hours * Report writing/case studies – 30 hours * Seminar presentation – 10 hours * Viva voce – 2 hours * Class test – 4 hours

**Subject Name: Introduction to Mental Health**

**Subject Code: SOW184D30P1**

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

**Credit Units: 4**

**Level of the Course: 500**

**Scheme of Evaluation: Theory**

**Course Objective:** *To develop knowledge and skills as practitioners of mental health in social work*

**Course Outcomes:**

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

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

**Course Outline**

<b>Module</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Defining: concept and models of Mental Health</b> Classifying conditions: Diagnostic Classification of Mental Disorders- DSM 5 and ICD- 11 Legal intervention: Treatment and rehabilitation of individuals having mental illness from a human rights perspective Scope of Social Work: Community mental health	<b>15</b>
<b>II.</b>	<b>Understanding Mental Health Conditions:</b> Concepts of Normal and Pathological Behaviour Categorizing: Common mental disorders- Anxiety disorders, OCD, ADHD and Severe mental disorders- Schizophrenia, Depression, Bipolar Affective Disorders Skills for Intervention: Skills and knowledge of Mental Health practitioners in Social Work	<b>15</b>
<b>III.</b>	<b>Theoretical perspectives: Mental Health based Social Work</b> Identifying settings of Practice: institutional and non-institutional settings, educational institutions and workplaces, Comparing: Mental Health issues on field/real world and media portrayals	<b>15</b>



<b>IV</b>	<b>Understanding the links: Stigma, Disability, and Mental Health</b> Intervention through Social Legislations Policies, and Programmes: National Mental Health Programme 1982, Mental Health Act 1987, Rehabilitation Council of India Act 1992	<b>15</b>
<b>TOTAL</b>		<b>60</b>

#### **Textbooks:**

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

#### **Reference Books:**

- Gerald, C. (1961). An Approach to Community Mental Health. New York: Green and Stratton INC.
- Steen, M. and Thomas, M. (2016). Mental Health Across Lifespan. New York: Rutledge
- 3. Ramsden, P. (2013). Understanding Abnormal Psychology: Clinical and Biological Perspectives. Sage
- Francis, A. (2014). Social Work in Mental Health: Contexts and Theories for Practice. Sage

#### **Additional Readings:**

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

**NOTE: Notional Hours of the paper, “Introduction to Mental Health”, 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.**

<b>Credit Distribution</b>		
Lecture/Tutorial	Practicum	Experiential Learning
	-	60 hours Visits to NGOs in field of MH- 15 hours Volunteer work- 15 hours Guest Lectures- 15 hours Group Projects- 15 hours

**Subject Name: Livelihoods and Sustainable Development**  
**Subject Code: SOW184D30C2**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**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	<b>Recall</b> the historical evolution and multidimensional nature of livelihoods, including the concepts of livelihood, income, and common property resources.	BT 1
CO 2	<b>Compare</b> and <b>contrast</b> the effectiveness of different livelihood strategies and diversification approaches in developing countries, considering their socio-economic and environmental implications.	BT 2
CO 3	<b>Apply</b> livelihood frameworks' principles to analyze interventions and outcomes using diverse models, enabling informed decision-making in sustainable development.	BT 3
CO 4	<b>Examine</b> 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	<b>Introduction:</b> 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).	14
II	<b>Sustainable Development:</b> 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.	14
III	<b>Sustainable Livelihood Framework:</b> Understanding Livelihood Framework: Assets/Capitals - Human, Social, Physical, Natural and Financial, Vulnerability Context, Policies and Processes,	14

	Livelihood Strategies and Livelihood Outcomes; Different models – DfID and CARE.	
IV	<b>Livelihood, Security, Programmes and Policies:</b> 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)	18
	<b>Total</b>	60

### Textbooks:

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

### Reference Books

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

### Additional Readings

- Scoones, I. (1998). *Sustainable Rural Livelihoods: A Framework for Analysis*.
- DfID, U. K. (1999). *Sustainable livelihoods guidance sheets. London: DFID, 445*.
- Ellis, F. (1998). Household strategies and rural livelihood diversification, *The Journal of Development Studies*, 35 (1), 1–38.
- Ellis, F. (1999). Rural Livelihood Diversity in Developing Countries. Evidence and Policy Implication. *Natural Resource Perspective*, (40), 1-10
- Ellis, F. (2000a). *Rural livelihoods and diversity in developing countries*. Oxford university press.
- Ellis, F. (2000b). The determinants of rural livelihood diversification in developing countries. *Journal of Agricultural Economics*, 51(2), 289–302.

**NOTE:** Field-based livelihood assessments immerse students in local communities—rural or urban—to document household economies, identify income sources, and analyze livelihood diversification using PRA, resource mapping, and focus group discussions. Next, resource and vulnerability mapping requires learners, in small groups, to chart both tangible (e.g., water availability, land ownership) and intangible resources (e.g., social capital, indigenous knowledge) within a Sustainable Livelihood Framework, while emphasizing common property resources. Students then design and test small interventions—such as organic farming demos, waste management practices, or microenterprise initiatives—that align with national policies (e.g., DAY-NRLM, DAY-NULM) and Sustainable Development Goals, ensuring real-world relevance. Gender analysis and livelihood constraints come into focus through interviews or case studies that reveal how gender roles affect resource access, mobility, and decision-making, prompting adaptive strategies rooted in local knowledge systems. In parallel, learners engage with government agencies or NGOs to explore policy implementation issues and conduct brief policy audits, gauging the alignment of national missions with on-ground realities. Finally, they maintain field journals to capture observations, challenges, and reflections, culminating in final presentations or reports that consolidate insights and offer evidence-based recommendations for enhancing livelihood resilience and sustainability.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>60 Hours</b> Field-Based Livelihood Assessment - 20 Hours Resource and Vulnerability Mapping – 10 Hours Mini-Project on Sustainable Development Strategies – 15 Hours Gender Analysis & Livelihood Constraints – 5 Hours Reflection and Report-Writing – 10 Hours

**Subject Name: Family in India**  
**Subject Code: SOW184D30F2**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *To understand the pattern, relations, and structure in the family and legislations that are applicable for governing family within the framework of social work.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Define</b> family system, structure and practices	<b>BT-1</b>
<b>CO2</b>	<b>Develop</b> insights about socialization in families	<b>BT-2</b>
<b>CO3</b>	<b>Critically</b> assess gender and marriage in the framework of family	<b>BT-3</b>
<b>CO4</b>	<b>Evaluate</b> various legal and constitutional measures for family-based intervention	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	Defining Families: Characteristics, Traditions, Routines, Dynamics and Functions in the social context Family Stress, Family Conflicts and Family Violence with intersectionality Diversity of families: Nuclear, Joint, Extended families Dynamism in family structure: Single parents, Younger parents, Foster families, Same-Sex families Scope of Social Work with marginalized families: Families of Transgender persons Immigrants, and Persons with Disability	<b>20</b>

<b>II.</b>	Types of marriage: Polygyny, Polyandry, Polyamory, Levirate, Sororate Understanding Parent Child Relationship/Parenting Style: Authoritarian, Authoritative, Permissive, Negligent Interventions by social workers through institutions for family Welfare: Ministry of Health and Family Welfare, National Institute of Health and Family Welfare, National Rural Health Mission, Planning Commission, Family Courts, Legal Service Authority	<b>20</b>
<b>III.</b>	The role of Social Worker examined through Theories: Family Systems Theory, Social Exchange Theories and Family Development Theory Planning Social Work Intervention: with Families living in poverty, families of prisoners	<b>20</b>
<b>IV</b>	The effect of Urbanization / Modernization on marriage, family and Parenting Family centred Social Work: INGOS' and NGOS' role in empowering families, Contrasting Division of labor in Families: Feminist perspective vis a vis Structural Theories	<b>20</b>
<b>TOTAL</b>		<b>80</b>

### **Textbooks:**

- Kenneth H. Rubin and Ock Boon Chung, Parenting Beliefs, Behaviors, and Parent Child Relations: A Cross-Cultural Perspective, 2013, Psychology Press
- Desai, M. (ed), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
- Horchschild, A. 1989. The Second Shift: Working Parents and the Revolution at Home: New York: Viking 4. Klein, D.M and White, J.M. 1996. Family Theories: An Introduction. London: Sage Publishers

### **Reference Books:**

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

**Additional Readings:**

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

**NOTE:**

**Notional Hours of the paper, “Family in India”, 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 Visits to NGOs of Child Welfare- 15 hours Visits to families court sessions- 15 hours Guest Lectures- 15 hours Group Projects- 15 hours

**Subject Name: Entrepreneurial Management**  
**Subject Code: SOW184D30L2**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:**

*This course aims to provide students with an in-depth understanding of entrepreneurship, business planning, innovation, and enterprise management. It equips students with strategic, financial, and operational knowledge to successfully launch and manage new ventures.*

**Course Outcome:**

After completing this course, students will be able to:

<b>CO1</b>	<b>Define</b> key concepts, theories, and frameworks of entrepreneurial management.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> the role of entrepreneurs, business models, and strategic decision-making processes.	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> entrepreneurial principles to business planning, funding, and operations.	<b>BT – 3</b>
<b>CO4</b>	<b>Analyze</b> the challenges and opportunities in entrepreneurship, including risk assessment and innovation management.	<b>BT - 4</b>

**Detailed Syllabus**

Modules	Course Content	Periods
<b>I</b>	<b>Foundations of Entrepreneurship:</b> Entrepreneurship, types of entrepreneurs, and entrepreneurial mindset. Evolution of entrepreneurship, key theories, and economic contributions; Idea generation techniques and feasibility analysis for business opportunities.	15
<b>II</b>	<b>Business Planning and Enterprise Development:</b> Business planning, components of a business plan, and business models. Market research, competitive analysis, and value proposition design. Business model frameworks and structured business plan. Case studies of successful startups and reasons for business failures.	10
<b>III</b>	<b>Financial and Legal Aspects of Entrepreneurship:</b> Financial terminologies, funding sources, and financial planning methods. Venture capital, angel investing, bootstrapping, and financial risk management. Financial forecasting, budgeting, and resource allocation strategies. Legal and regulatory requirements, intellectual property rights, and taxation policies for startups.	20
<b>IV</b>	<b>Scaling, Innovation, and Social Entrepreneurship:</b> Scaling strategies, growth hacking, and innovation in business. Leadership, team-building, and corporate social responsibility in entrepreneurship.	15



	Digital transformation and technology adoption for business expansion. Sustainability, impact investing, and social entrepreneurship models.	
<b>Total</b>		60

### **Textbooks:**

- Hisrich, R.D., Peters, M.P., & Shepherd, D.A. (2022). *Entrepreneurship*. McGraw-Hill.
- Kuratko, D.F. (2020). *Entrepreneurship: Theory, Process, and Practice*. Cengage Learning.
- Barringer, B.R., & Ireland, R.D. (2019). *Entrepreneurship: Successfully Launching New Ventures*. Pearson Education.

### **Reference books:**

- Osterwalder, A., & Pigneur, Y. (2020). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.
- Ries, E. (2017). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business.
- Stevenson, H. (2019). *Entrepreneurial Management: The Strategy of Success*. Harvard Business Review Press

### **Additional Readings:**

- Journals: *Harvard Business Review*, *Journal of Business Venturing*.
- Reports: *Global Entrepreneurship Monitor (GEM) Report*.
- Government Publications: *MSME Development Policies*, *Startup India Guidelines*.

**NOTE: Entrepreneurial Management is a critical subject that integrates business strategies, innovation, and management practices to help individuals establish and grow successful enterprises. The Notional hours is designed to equip students with essential skills to identify market opportunities, develop business models, and manage entrepreneurial ventures effectively. It also includes Field visits to local businesses, incubation centres, or innovation hubs & case studies of successful startups. Notional Hours of the paper will include – Classroom teaching, Ideation & Market Research, Field Engagement, Group Discussions, Assignment, Viva-voce, Class Test and Business Model Development.**

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 Hours Total = 60 Hours	-	Ideation & Market Research: 10 Hours Field Engagement: 10 Hours Group Discussions: 5 Hours Assignment: 10 Hours Viva-voce – 2 Hours Class Test: 3 Hours Business Model Development: 20 Hours

**Subject Name: Psychiatric Social Work Practice in India**  
**Subject Code: SOW184D40P1**  
**L-T-P-C – 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *To understand the professional training and facilities available for Psychiatric Social Work in India. This course explores the scope of Psychiatric Social Work practice and its applications in various settings. It also enables students to identify key research issues in the field, contributing to its development.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Interpret</b> the meaning of psychiatric social work in Indian context	<b>BT-1</b>
<b>CO2</b>	<b>Identify</b> use of psychiatric social work practice in different settings	<b>BT-2</b>
<b>CO3</b>	<b>Examine</b> scope of psychiatric social work practice in India	<b>BT-3</b>
<b>CO4</b>	<b>Discuss</b> the professional values in the profession	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Psychiatric Social Work – Concept, Definition, Meaning, Scope. Mental Hygiene movement - History of Psychiatric Social Work in India and West, Evaluation of Professional training and facilities for Psychiatric Social Work in India. Problems of psychiatric patients during pre-hospital, post hospital phase – patient, family and community perspective.	<b>20</b>
<b>II</b>	<b>Practice of Psychiatric Social Work in different settings:</b> Admission and discharge procedures followed in psychiatric setting - Psychiatric Social Work in different settings – Hospitals – OP clinics. Major Communicable/Non- Communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases. methods	<b>10</b>

	of dealing with victims of accidents. Principles of Health education. Use of Audio- Visual Aids and Mass Media.	
<b>III</b>	<b>Scope and practice in special settings:</b> Psychiatric Social Work in special settings, Child Mental Health, De-addiction Clinics, Crisis Intervention Clinics, Geriatric clinics	<b>10</b>
<b>IV</b>	<b>Programmes, laws and research scope in Psychiatric Social Work Practice:</b> National Mental Health Programmes in India – Scope of Psychiatric Socialwork Practice; Mental Health Act 1986 - Research Issues in Psychiatric Social Work Practice.	<b>20</b>
<b>TOTAL</b>		<b>60</b>

#### **Textbooks:**

Dash, B. M., Kumar, M., Singh, D. P., & Shukla, S. (Eds.). (2020). *Indian social work*. Routledge.

#### **Reference Books:**

- Ashdown, M., & Brown, S. C. (2013). *Social service and mental health: an essay on psychiatric social workers*. Routledge.
- Bentley, K. J., Walsh, J., & Farmer, R. L. (2005). Social work roles and activities regarding psychiatric medication: Results of a national survey. *Social Work*, 50(4), 295-303.
- Stuart, P. H. (1997). Community care and the origins of psychiatric social work. *Social Work in Health Care*, 25(3), 25-36.

**NOTE:** Notional hours will include field visits to mental health institutions, hospitals, and rehabilitation centers to help students understand the professional training and facilities available for Psychiatric Social Work in India. Students may engage in observational learning, interact with professionals, and participate in case discussions to explore the scope of psychiatric social work practice. Additionally, they can conduct literature reviews, identify research gaps, and collaborate on small-scale studies to analyze key issues in the field, enhancing their ability to contribute to its development.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit- 15 hours Total= 60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Literature review- 12 Hours</li> <li>• Panel Discussions – 6 Hours</li> <li>• Role play– 3 Hours</li> <li>• Simulation exercises-6 Hours</li> <li>• Community Immersion – 3 Hours</li> </ul>

### **3<sup>rd</sup> SEMESTER**

#### **Course Work + Research**

<b>Subject Name: Philosophical Foundations of Social Work Research</b> <b>Subject Code: SOW184C301</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To introduce fundamental epistemological, ontological, and axiological concepts in social science, explore key philosophical paradigms relevant to social work, and foster an appreciation for reflexivity, positionality, and ethical research practices.*

**Course Outcomes:**

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

<b>CO 1</b>	<b>Recall</b> key concepts of epistemology, ontology, and axiology in social science research and their application across different philosophical paradigms.	<b>BT 1</b>
<b>CO 2</b>	<b>Describe</b> major philosophical paradigms, their ontological and epistemological foundations, and their implications for social work research.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> philosophical perspectives to analyze research questions, methodologies, and ethical considerations in social science inquiry.	<b>BT 3</b>
<b>CO 4</b>	<b>Examine</b> reflexivity, positionality, and ethical concerns across different research paradigms and their influence on knowledge production.	<b>BT 4</b>

**Detailed Syllabus**

Modules	Topics & Course Contents	Periods
I	<b>Foundations of Knowledge and Inquiry in Social Science:</b> Understanding Knowledge - Definitions, sources, and types of knowledge (empirical, theoretical, experiential); Philosophical Underpinnings of Research - Ontology (objectivism, constructivism, and relativism); Epistemology (positivist, interpretivist, and critical perspectives); Axiology (objectivity vs. subjectivity).	18
II	<b>Philosophical Paradigms in Social Science:</b> Positivism and Post-Positivism - Scientific methods, hypothesis testing, empirical validation; Interpretivism/Constructivism - Social reality as subjective and co-constructed; Critical Theory - Power, ideology, and knowledge production; Pragmatism - Research as problem-solving, integrating qualitative and quantitative methods; Application of Philosophical Paradigms in Social Work Research.	18
III	<b>Theoretical Foundations and Research Methodology:</b> Role of Theory in Research - Deductive and inductive approaches; Influence of Philosophical Assumptions on Methodology - Quantitative, qualitative, and mixed-method approaches; Ethical Considerations in Social Science Research - Principles of research ethics; Ethical dilemmas and researcher responsibilities.	12

IV	<b>Reflexivity, Positionality, and Ethical Considerations:</b> Reflexivity in Research - Identifying and addressing personal biases and assumptions; Positionality of the Researcher - Insider vs. outsider perspectives, Power dynamics in knowledge production; Implications of Philosophical Stances on Social Work Practice; Bridging theory and practice.	12
	<b>Total</b>	60

## Readings & Books

- Denzin, N. & Lincoln, Y. (Eds.) 1994 Handbook of Qualitative Research. Thousand Oaks: Sage Publications.
- Jane, R. & Jane, L. 2003 Qualitative Research Practice: A Guide for social science students and researchers. New Delhi, Sage Publication.
- Taylor, G.R. 2000 Integrating Quantitative and Qualitative Methods in Research. Maryland: University Press of America.
- Marshall, C. & Rossman, G.B 1995 Designing Qualitative Research, 2nd Edition. Thousand Oaks: Sage Publications.
- Bruce, B. L. 1995 Qualitative Research Methods for the Social Sciences. Boston: Allyn and Bacon.
- Podgett, D. 1998 Qualitative Methods in Social Work Research. Challenges and Rewards. New Delhi: Sage Publications.
- Krueger, R.A. 1988 Focus Groups: A Practical Guide for Applied Research. Newbury Park: Sage Publications.
- Yin, R.K. 1984 Case Study Research: Design and Methods. Beverly Hills, Sage Publications.
- Dobbert, M.L. 1982 Ethnographic Research: Theory and Application for Modern Schools and Societies. New York: Praeger.
- Miles, M. & Huberman, A. 1994 Qualitative Data Analysis: A Sourcebook of New Methods, 2nd Edition. Thousand Oaks: Sage Publications.
- Smith, Linda Tuhiwai, 1950-. (1999). *Decolonizing methodologies: research and Indigenous peoples*. London: Dunedin, N.Z.: Zed Books; University of Otago Press,

## Additional Readings

- Ezzy, D. 2002 Qualitative Analysis: Practice and Innovation. London: Routledge.
- Mason, J. 1996 Qualitative Researching. London: Sage Publication.
- Strauss, A. & Corbin, J. 1990 Basics of Qualitative Research. London: Sage Publications.
- Fielding, N. & Lee, R. 1998 Computer Analysis and Qualitative Research. London: Sage Publications.
- Kemis, S., & McTaggart, R. (Eds.) 1982 The Action Research Reader. Victoria: Deakin University Press.
- Moustakas, C. 1994 Phenomenological Research Methods. Thousand Oaks: Sage Publications.
- Somekh, B., & Lewin, C. (eds.) 2005 Research Methods in the Social Sciences. New Delhi: Vistaar Publication.



- Srivastava V.K. (ed.) 2004 Methodology and Fieldwork. New Delhi: Oxford University Press.

**NOTE: Notional Hours of the papers will include classes conducted by the faculty covering various facets of Foundations of Knowledge and Inquiry in Social Science, Philosophical Paradigms in Social Science, Theoretical Foundations and Research Methodology & Reflexivity, Positionality, and Ethical Considerations. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to Epistemology, Scientific methods, hypothesis testing, empirical validation, Critical Theory etc. Independent work will be assigned to students on Ethical Considerations in Social Science Research, Positionality of the Researcher and other as well. Class test, viva-voice will be conducted to cover the various themes from the syllabus and simulation exercise will be done of Research Methodology.**

<b>Credit Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours Total = 60 Hours	-	Group Discussion – 4 Hours Home Assignment – 5 Hours Project Report & Hands on practical on review of literature – 25 Hours Referencing – 10 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours

<b>Subject Name: Practical Approaches to Research</b> <b>Subject Code: SOW184C401</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To equip students with advanced research skills in problem identification, literature review, and research design, enabling them to develop structured, ethical, and methodologically sound research proposals.*

**Course Outcomes:**

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

<b>CO 1</b>	<b>Define</b> key research problems and gaps in existing literature to formulate meaningful research questions.	<b>BT 1</b>
<b>CO 2</b>	<b>Summarize</b> and <b>interpret</b> relevant literature to construct a theoretical and conceptual framework.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> appropriate research methodologies to design qualitative, quantitative, and mixed-methods studies.	<b>BT 3</b>
<b>CO 4</b>	<b>Analyze</b> and <b>evaluate</b> research proposals for logical coherence, methodological rigor, and ethical considerations.	<b>BT 4 &amp; 5</b>

**Detailed Syllabus**

Modules	Topics & Course Contents	Periods
I	<b>Identifying Research Problem and Formulating Objectives:</b> Understanding Research Problems – Definition, significance, and characteristics of a well-defined research problem; Sources of Research Problems – theoretical foundations, and lived experiences; Refining Research Problems – Techniques for narrowing topics, ensuring feasibility, relevance, and originality; Developing Research Questions & Hypotheses – Types of research questions, characteristics of strong questions, and hypothesis formulation.	15
II	<b>Literature Review and Theoretical Framework:</b> Purpose & Importance – Role in research, identifying literature gaps, and supporting theoretical foundations; Types of Literature Reviews – Narrative, systematic, meta-analysis, and scoping reviews; Sourcing & Managing Literature – Using databases (Google Scholar, Scopus, JSTOR), keyword mapping; Synthesizing Literature – Thematic analysis, PRISMA framework, and critical evaluation of sources; Developing Theoretical & Conceptual Frameworks – Role of theories, linking frameworks with research questions, and model building.	15
III	<b>Designing a Research Study:</b> Selecting Research Design – Exploratory, descriptive, explanatory, and experimental designs; Research Approaches – Qualitative, quantitative, and mixed-methods research; Operationalization & Measurement – Defining variables, measurement scales, and data collection tools; Sampling Techniques –	15

	Probability (random, stratified, cluster) and non-probability (purposive, snowball, convenience); Ethical Considerations – Informed consent, confidentiality, and research integrity.	
IV	<b>Developing a Research Proposal:</b> Structuring a Research Proposal - Title, abstract, introduction, problem statement, literature review, objectives, methodology, significance; Justification & Feasibility – Assessing scope, time frame, resources, and research relevance; Review & Refinement – Importance of peer review, proposal defense, and feedback integration; Writing & Presentation – Academic writing style, logical structuring, APA/RGU referencing, and formatting; Use of reference management tools (Zotero & EndNote).	15
	<b>Total</b>	60

### Textbooks:

- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.
- Kothari, C. R. (2004). *Research Methodology: Methods and techniques*. New Age International..
- Bryman, A. (2015). *Social Research Methods* (5th ed.). Oxford University Press.

### Reference Books

- American Psychological Association (APA). (2020). *Publication Manual of the American Psychological Association* (7th ed.). Essential for formatting, citations, and ethical writing in social sciences.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd ed.). Corwin. A step-by-step guide to conducting literature reviews.
- Alvesson, M., & Sandberg, J. (2024). *Constructing research questions*. (Vols. 1-0). SAGE Publications Ltd, <https://doi.org/10.4135/9781529682588>

**Note: Notional Hours of the papers will include classes conducted by the faculty covering various facets of Identifying Research Problem and Formulating Objectives, Literature Review and Theoretical Framework, Designing a Research Study etc. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to Role in research, Literature review and identifying literature gaps in research etc. Independent work will be assigned to students on to do book/article review along with prepare minor report based on literature review as well. Class test, viva-voice will be conducted to cover the various themes from the syllabus and hand on experience will be given on citation, writing and presenting research proposal etc.**

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours  Total = 60 Hours		Group Discussion – 4 Hours Home Assignment – 5 Hours Project Report & Hands on practical on citation – 25 Hours Data Interpretation and Analysis – 10 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours

<b>Subject Name: Qualitative and Mixed-Methods Research in Social Work</b> <b>Subject Code: SOW184C303</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To develop a strong conceptual understanding of qualitative research paradigms, equip students with practical skills in qualitative data collection and analysis, and introduce mixed-methods research as a comprehensive approach for social work inquiries.*

**Course Outcomes:**

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

<b>CO 1</b>	<b>Recall</b> key qualitative research paradigms and their applications in social work research.	<b>BT 1</b>
<b>CO 2</b>	<b>Explain</b> qualitative data collection techniques and ethical considerations in research.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> qualitative data analysis methods such as, thematic and content analysis, using software tools.	<b>BT 3</b>
<b>CO 4</b>	<b>Analyze</b> the integration of qualitative and quantitative methods to develop coherent mixed-methods research designs.	<b>BT 4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
I	<b>Foundations of Qualitative Research:</b> Philosophical foundations - Interpretivism, constructivism, critical theory; Overview of qualitative research designs - Ethnography, phenomenology, grounded theory, case study; Role of subjectivity, reflexivity, and researcher positionality in qualitative research	18
II	<b>Data Collection in Qualitative Research:</b> Methods of data collection - In-depth interviews, focus groups, participant observation, document analysis; Importance of context and ethical considerations in qualitative research; Techniques for recording and managing qualitative data.	12
III	<b>Qualitative Data Analysis and Interpretation:</b> Thematic and content analysis techniques; Grounded Theory; Strategies for enhancing trustworthiness and credibility (triangulation, member checking, peer debriefing); Introduction to coding: Manual vs. software-assisted coding (NVivo, ATLAS.ti).	18
IV	<b>Mixed-Methods Research in Social Work:</b> Designs in mixed-methods research - Concurrent, sequential, convergent, embedded approaches; Strategies for integrating qualitative and quantitative data in research Rationale for mixed-methods research - Strengths and challenges; Ethical and practical considerations in mixed-methods research.	12
	<b>Total</b>	60

## **Readings**

- Denzin, N. & Lincoln, Y. (Eds.) 1994 Handbook of Qualitative Research. Thousand Oaks: Sage Publications.
- Jane, R. & Jane, L. 2003 Qualitative Research Practice: A Guide for social science students and researchers. New Delhi, Sage Publication.
- Taylor, G.R. 2000 Integrating Quantitative and Qualitative Methods in Research. Maryland: University Press of America.
- Marshall, C. & Rossman, G.B 1995 Designing Qualitative Research, 2nd Edition. Thousand Oaks: Sage Publications.
- Bruce, B. L. 1995 Qualitative Research Methods for the Social Sciences. Boston: Allyn and Bacon.
- Podgett, D. 1998 Qualitative Methods in Social Work Research. Challenges and Rewards. New Delhi: Sage Publications.
- Krueger, R.A. 1988 Focus Groups: A Practical Guide for Applied Research. Newbury Park: Sage Publications.
- Yin, R.K. 1984 Case Study Research: Design and Methods. Beverly Hills, Sage Publications.
- Dobbert, M.L. 1982 Ethnographic Research: Theory and Application for Modern Schools and Societies. New York: Praeger.
- Miles, M. & Huberman, A. 1994 Qualitative Data Analysis: A Sourcebook of New Methods, 2nd Edition. Thousand Oaks: Sage Publications.

## **Additional Readings**

- Ezzy, D. 2002 Qualitative Analysis: Practice and Innovation. London: Routledge.
- Mason, J. 1996 Qualitative Researching. London: Sage Publication.
- Strauss, A. & Corbin, J. 1990 Basics of Qualitative Research. London: Sage Publications.
- Fielding, N. & Lee, R. 1998 Computer Analysis and Qualitative Research. London: Sage Publications.
- Kemis, S., & McTaggart, R. (Eds.) 1982 The Action Research Reader. Victoria: Deakin University Press.
- Moustakas, C. 1994 Phenomenological Research Methods. Thousand Oaks: Sage Publications.
- Somekh, B., & Lewin, C. (eds.) 2005 Research Methods in the Social Sciences. New Delhi: Vistaar Publication.
- Srivastava V.K. (ed.) 2004 Methodology and Fieldwork. New Delhi: Oxford University Press.

**NOTE: Notional Hours of the papers will include classes conducted by the faculty covering various facets of Philosophical foundations of research, Methods of data collection etc. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to Importance of context and ethical considerations in qualitative research, Epistemology, Scientific methods etc. Independent assignment will be assigned to students on methods of data analysis, use of research in Social Work etc. Class test, viva-voice will be conducted to cover the various themes from the syllabus and simulation exercise will be done of Research Methodology.**

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours  Total = 60 Hours		Group Discussion – 4 Hours Home Assignment – 5 Hours Project Report & Hands on practical on software like Nvivo, ATLAS.ti etc.– 25 Hours Referencing software like Mendeley, Zotero etc. – 10 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours

**Subject Name: Minor Project**

**Subject Code: SOW184C326**

**L-T-P-C –0-1-3-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course Objective:** *The objective of this course is to develop students' practical skills in formulating research proposals, conducting systematic literature reviews, applying research methodologies, analyzing data, and effectively presenting and defending their research with academic integrity.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Choose and define</b> a research problem.	<b>BT-1</b>
<b>CO2</b>	<b>Demonstrate</b> practical understanding of application of literature review	<b>BT-2</b>
<b>CO3</b>	<b>Make use</b> of various research methodologies and their applications in research	<b>BT-3</b>
<b>CO4</b>	<b>Take part</b> in developing a research proposal based on different social issues/problems and <b>evaluate</b> through appropriate methodology.	<b>BT-4 &amp; BT-5</b>

**Detailed Syllabus:**

This course provides a practical framework for developing a research proposal, beginning with an exploration of research fundamentals and the significance of identifying a clear research problem. It guides students through writing research objectives and questions, incorporating ethical considerations, and conducting comprehensive literature reviews using a variety of sources. Emphasis is placed on understanding different research methodologies—qualitative and quantitative—and mastering data collection techniques, such as surveys, interviews, and experiments, alongside sound sampling and questionnaire design. The course covers data analysis and interpretation, employing tools like SPSS and Excel, and demonstrates how to structure and write research reports with clarity and integrity. Lastly, it highlights the importance of plagiarism checks, proper citation in APA (7th edition)/RGU, and effective presentation skills, ensuring students are equipped to successfully defend their research projects.

**Text Books:**

- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.
- "Research Methodology: Methods and Techniques" – C.R. Kothari & Gaurav Garg.



### Reference Books:

- American Psychological Association (APA). (2020). *Publication Manual of the American Psychological Association* (7th ed.). Essential for formatting, citations, and ethical writing in social sciences.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd ed.). Corwin. A step-by-step guide to conducting literature reviews.

**Note:** The notional hours include four key components. First, independent study and literature review allow students to immerse themselves in existing scholarship, refine their research questions, and develop a strong theoretical foundation. Next, tutorials and workshops offer hands-on training in research methods, data collection, and software applications, ensuring practical skill development. The practical or project work segment emphasizes research design, data gathering, and analysis, enabling participants to apply learned theories and methods in real or simulated settings. Finally, the assessment preparation and final proposal writing phase guides students in synthesizing their findings, organizing their arguments, and producing a coherent, well-supported research proposal.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
1 Credit = 15 Hours	—	Independent Study and Literature Review: 20 hours Tutorials/Workshops (hands-on methods, software training, etc.): 10 hours Practical/Project Work (research design, data collection, analysis): 20 hours Assessment Preparation and Final Proposal Writing: 10 hours

**3<sup>rd</sup> SEMESTER**  
**ONLY RESEARCH**

<b>Subject Name: Seminar/Presentation/Pilot Project Evaluation</b> <b>Subject Code: SOW184C327</b> <b>L-T-P-C: 0-0-40-20</b> <b>Credit Units: 20</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Practical</b>
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**Course Objective:** *To systematically guide student researchers in applying social work research theory and methodology through a pilot project and seminar presentation, ensuring adherence to ethical standards and academic integrity.*

**Course Outcomes:**

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

<b>CO 1</b>	<b>Recall</b> and <b>interpret</b> the fundamental concepts of pilot projects, seminar preparation, and presentation in social work research.	<b>BT 1 &amp; 2</b>
<b>CO 2</b>	<b>Explain</b> and <b>illustrate</b> the key steps and ethical considerations in designing and conducting a pilot project for social work research.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> best practices in preparing and delivering seminars, including effective communication strategies, data visualization, and audience engagement.	<b>BT 3</b>
<b>CO 4</b>	Analyze and <b>evaluate</b> the quality and impact of pilot projects, using standardized rubrics, peer review, and reflective assessments.	<b>BT 4</b>

**Detailed Syllabus**

Seminar/Presentation/Pilot Project Evaluation is a 20-credit core course (for those who opt for the research track) undertaken during the third semester of the programme. Its primary purpose is to guide student researchers through the steps of social work research, applying theory and methodology systematically. This course is conducted under the supervision of a faculty member and generally completed beyond regular class hours. The project work must represent the student's own original effort and be free from any form of academic misconduct. Any findings, observations, or recommendations stemming from the pilot project or seminar presentation should adhere to institutional ethical guidelines and maintain academic integrity.

**Textbooks:**

- Babbie, E. R. (2010). *Essential research methods for social work*. Boston, MA: Cengage Learning.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
- Denzin, N. & Lincoln, Y. (Eds.) (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Farmer, A., & Farmer, G. (2021). *Research methods for social work*. SAGE Publications, Inc.

- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Marlow, C. R. (2023). *Research methods for generalist social work*. Waveland Press.
- Ram Ahuja., (2001). *Research Methods*, Jaipur: Rawat Publisher.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press.
- Rubin, A., & Babbie, E. (2006). *Essential Research Methods for Social Work*. Wadsworth Inc.
- Yin, R.K. 1984 *Case Study Research: Design and Methods*. Beverly Hills, Sage Publications
- York, R. (2020). *Social work research methods: Learning by doing*. SAGE Publications, Inc.

## Reference Books

- Boyle. P (2009). *Demystifying Dissertation Writing*, Stylus Publishing, LLC,
- Bruce, B. L. (1995). *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.
- Dobbert, M.L. (1982). *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.
- Kutsche, P. (1998). *Field Ethnography: A Manual for Doing Cultural Anthropology*. Prentice Hall.
- Lakmi Devi, (1997) *Encyclopaedia of Social research*. Vol I, II & III. New Delhi: Anmol publications
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd ed.).
- Marshall, C. & Rossman, G.B (1995). *Designing Qualitative Research*, 2nd Edition. Thousand Oaks: Sage Publications.
- Mauldin, R. L. (2020). *Foundations of Social Work Research*. Mavs Open Press.
- Miles, M. & Huberman, A. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd Edition. Thousand Oaks: Sage Publications.
- Padgett, D. T. (1998). *Qualitative Methods in Social Work Research*. Sage Publications.
- Salkind, N. J. (2004). *Tests and Measurement for People Who Hate Tests and Measurements*. Sage Publications.

## Additional Readings

- American Psychological Association (APA). (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Essential for formatting, citations, and ethical writing in social sciences.
- Chose, B. N. (1997). *Scientific Method and Social Research*. Sterling Publication Pvt Ltd.
- Corwin. A step-by-step guide to conducting literature reviews.
- Curtis, E. A. (2019). *Importance and Use of Correlational Research*. Europe PMC Plus, 32-36.
- Fook, J. (2002). Theorizing from practice: Towards an inclusive approach for social work research. *Qualitative social work*, 1(1), 79-95.

- Kawulich, B. B. (2005). *Participant Observation as a Data Collection Method*. *Forum Qualitative Social Forschung*, 6, 52-60.
- Smith, Linda Tuhiwai, 1950-. (1999). *Decolonizing methodologies: research and Indigenous peoples*. London : Dunedin, N.Z. :Zed Books ; University of Otago Press

**NOTE:**

Notional hours represent the total amount of time a student is expected to devote to a course, including both structured learning (such as lectures, discussions, and practical sessions) and independent study (such as project work, reading, and reflection). For a 20-credit course, the standard guideline is approximately 300 hours of total engagement (1 credit typically equating to 15 hours). These hours encompass various learning activities that foster both theoretical understanding and practical application. By allocating hours to lectures, fieldwork, pilot project execution, data analysis, presentation preparation, and self-directed study, students gain a balanced blend of instruction, hands-on experience, and reflective practice, ensuring depth and rigor in meeting the course's research-intensive objectives.

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
	-	Fieldwork / Pilot Project Execution - 80 Hours Project Work & Data Analysis – 120 Hours Seminar/Presentation Preparation – 30 Hours Viva Voce & Review Sessions - 10 Hours Self-Directed Study (Assignments, Reading, Reflection) – 40 Hours

**(1 Credit = 15 Hours)**

**(Total = 300 Hours)**

**4<sup>th</sup> SEMESTER**  
**ONLY COURSE WORK**

**Subject Name: Criminology & Correctional Justice System**  
**Subject Code: SOW184C401**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *To introduce theories of crime, its occurrence in contemporary society, and the emerging idea of correction; to prepare students for professional roles in the correctional justice system.*

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

<b>CO1</b>	Demonstrate an understanding of the correctional Justice System and the social groups affected by it.	<b>BT-1</b>
<b>CO2</b>	Develop critical thinking about justice, inequity and public safety in Indian context.	<b>BT-2</b>
<b>CO3</b>	Discover proficiency in articulating main debates within literature in criminology as well as emerging and innovative approaches to addressing crime through legislations	<b>BT-3</b>
<b>CO4</b>	Appraise and implement career and learning goals in criminology.	<b>BT-4</b>

### Course Outline

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	Crime: definition, concept, causation, changing dimensions of crime in modern society Understanding the Relevance of criminology to contemporary society Relating crime to social problems Role of Social Work Intervention: with Casual Factors of crime	<b>15</b>
<b>II.</b>	Nature of crime, Fear of crime and sense of security Crime in Social, Sociological and Legal Approaches, Crime under IPC, Crime- prevention and Social control Scope of Social Work: Concept of Restorative Justice; and Human Rights Perspective on prevention of crime	<b>15</b>
	Victimology, victim compensation, and victim support services	<b>15</b>

<b>III.</b>	The meaning and nature of types of Crimes as relevant to social work: Economic Crimes, Organized Crime, Crime against women and children, Cybercrime, digital crime and cyber laws, crimes specific to NE India	
<b>IV</b>	Theories of crime and Theories of Punishment Criminal Justice System-Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions Contemporary discourses: on Capital punishment, Euthanasia, forensic investigation The scope of Social Work Intervention through acts: Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act, Juvenile Justice (Care and Protection of Children) Act 2000, POCSO Act, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts, Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act, Probation and parole	<b>15</b>
<b>TOTAL</b>		<b>60</b>

#### **Textbooks:**

- Ahuja, R., 2020, Criminology, Rawat Publication, New Delhi
- Reid Sue Titus, 2006, (Eight Edition) Crime and Criminology, McGraw Hill Publishers.
- Srivastava, S.S., 2021, Criminology, Penology & Victimology, Central Law Agency.
- Sharraf, U., 2021, Criminology and Crime Prevention, RBVRR Telangana State Police Academy.

#### **Reference Books:**

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

#### **Additional Readings:**

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



**NOTE: Notional Hours of the paper, “Criminology and Correctional Justice Systems”, 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.**

<b>Credit Distribution</b>		
Lecture/Tutorial	Practicum	Experiential Learning
60 hours	-	60 hours Visits to NGOs in Advocacy and Law- 15 hours Visits to moot court sessions- 15 hours Guest Lectures- 15 hours Group Projects- 15 hours

**Subject Name: Disability Studies**  
**Subject Code: SOW184C402**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *Introduce students to the interdisciplinary field of Disability Studies.*

### Course Outcomes

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

<b>CO 1</b>	<b>Define and explain</b> key concepts, models, and historical perspectives of disability studies.	<b>BT 1&amp;2</b>
<b>CO2</b>	<b>Illustrate</b> the various theories to understand disability	<b>BT 2</b>
<b>CO3</b>	<b>Assess</b> accessibility and inclusion in public spaces, education, and employment sectors.	<b>BT 3</b>
<b>CO4</b>	<b>Analyze</b> disability rights and policies, including national and international legal frameworks	<b>BT 4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
I	<b>Introduction:</b> Concept and Definitions of Impairment, Disability & Handicap, Classification/ Types of disabilities. Prevalence of disabilities/challenged in India and North East India, Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion. Different approaches to disability- medical, legal, sociopolitical, human right, psychological, social model. Critical Disability Theory, Person in Environment.	14
II	<b>Historical perspectives and Constitutional obligations, Legislations and International Law:</b> Disability Rights Movement in India, Recommendations/Suggestions of the National Policy on Education (1986 and 2020) and Programme of Action (1992) for the disabled/challenged, Role of State level agencies –DPEP Projects, DDRC, National Institutes (NILD, NIEMPD, NIOS, ALIMCO). RPWD Act 2016, National Trust Act, RCI Act 1992, UNCRPD 2006.	18
III	<b>Identification and assessment and Various Govt. initiatives:</b> Early Identification and assessment: Meaning and significance of early identification, Early Identification Strategies; Screening, Examination for the presence of risk indicators and protective factors, Systematic observations, Comprehensive evaluation. Introduction to Assistive Technology, Cognitive assistance, including computer and electrical assistive devices. Govt. of India initiatives; IED, Inclusive Education, Special Education, various programmes and services (Deen Dayal Divyangjan Pension Scheme, NIRAMAYA,	18

	Deendayal Disabled Rehabilitation Scheme)	
IV	<b>Role of parents and community in rehabilitation Social Work Intervention:</b> Rehabilitation; Concept, Definition and types (IBR, CBR), Role of special schools and inclusive schools in the education of the challenged, parental role in rehabilitation of PwDs, social work intervention strategies for the different categories of the challenged,	10
<b>Total</b>		<b>60</b>

#### **Textbooks:**

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

#### **Reference Books:**

- Kundu C.L. (Ed.) (2000), Status of Disability in India 2000, New Delhi.
- Pandya, R. (2013). Social Justice & Empowerment of Disadvantaged Groups in India: Policies & Programmes. New Century Publications.
- Simcock, P. & Castle, R. (2016). Social Work and Disability. Polity 1st edition.
- Ghai, Anita (2015). Rethinking Disability in India, Routledge

#### **Additional Readings:**

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

**NOTE: Notional Hours of the Paper will include-lectures covering theoretical and practical aspects of disability studies, laws, rights, and social inclusion. Group Discussion – Interactive sessions where students discuss various disability-related topics, policies, case studies, or real-life scenarios to enhance critical thinking and peer learning. Home Assignment – Independent work assigned to students, such as essays, reports, or reflective journals on disability-related issues, inclusive education, accessibility, and assistive technology. Project/Field Study – Practical exposure where students conduct research, surveys, or fieldwork in institutions, NGOs, or communities working with persons with disabilities to understand real-world challenges and solutions. Seminar Presentation – Students present topics related to disability studies, showcasing their understanding, research findings, and policy analysis to develop communication and presentation skills. Viva-Voce – An oral examination where students are assessed based on their knowledge, project work, or field studies, allowing them to demonstrate their learning and analytical abilities. Class Test – Periodic assessments or quizzes to evaluate students' grasp of concepts, policies, legal frameworks, and theoretical perspectives in disability studies.**

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

**Subject Name: Block Placement**  
**Subject Code: SOW184C405**  
**L-T-P-C: 0-0-8-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Practical**

**Course Objective:** Develop advanced professional competencies in agency-based social work practice and integrate theoretical knowledge with practical interventions in real-world settings.

**Course Outcomes:**

<b>CO1</b>	<b>Describe</b> the functions, policies, and operational framework of social work agencies	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> and interpret intervention strategies used in agency-based practice	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> social work methods, ethical principles, and professional skills in field settings	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> agency structures, service delivery models, and intervention effectiveness	<b>BT-4</b>

**Detailed Syllabus:**

Block Placement is an intensive fieldwork experience in social work education where students are placed in organizations, NGOs, government agencies, or corporate social responsibility (CSR) projects for a continuous period. It is designed to provide full-time, immersive learning that helps students develop professional competencies before entering the workforce. Block Placement is a mandatory, full-time fieldwork experience requiring students to be placed in a single organization, institute, or social welfare agency for a continuous period of one month. During this placement, students must work under the direct supervision of a designated Field Work Supervisor from the agency, ensuring structured guidance and professional development. Student Social Workers are expected to specialize in any two of the following social work methods: Case Work, Group Work, Community Organization, Social Welfare Administration, Social Action, or Social Work Research. The selection of these methods should be determined in consultation with the Field Work Supervisor, allowing students to gain focused, hands-on experience in their chosen areas of practice.

**Textbooks:**

- Roy, S. (2012). *Fieldwork in Social Work: Contemporary Practices and Perspectives*. Rawat Publications

- Mathew, G. (1992). *Social Work Education and Field Instructions: Issues and Challenges*. Mumbai: TISS.
- Banerjee, G. R. (2005). *Papers on Social Work: An Indian Perspective*. Mumbai: Tata Institute of Social Sciences.

#### Reference Books:

- Kadushin, A., & Harkness, D. (2002). *Supervision in Social Work*. Columbia University Press.
- Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (2016). *Direct Social Work Practice: Theory and Skills*. Cengage Learning.
- Skidmore, R. A., & Thackeray, M. G. (1994). *Introduction to Social Work Administration*. Prentice Hall.

#### Additional Readings:

- Journals: *Social Work, The Indian Journal of Social Work, Clinical Social Work Journal*
- Reports: UNICEF, WHO, UNDP reports on social development and agency interventions

#### Note:

**Block Placement is a full-time, immersive fieldwork experience designed to provide students with hands-on learning in a structured agency setting. The total notional hours account for both direct field engagement and reflective learning components, ensuring a well-rounded professional training experience. Students are expected to work full-time in a social welfare agency, NGO, or government organization for one month. The focus is on direct service delivery, client interactions, case management, program implementation, and community engagement. It includes Casework and group work sessions, Community-based interventions, Participation in agency meetings, planning, and outreach programs, Regular supervision sessions with the Field Work Supervisor from the agency to review student progress and provide guidance, analysis of real-life case studies handled by the agency to understand intervention techniques and Challenges faced and strategies used in casework, group work, or community interventions.**

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
-	90	<b>30 Hours</b> Full-Time Agency-Based Training: 10 Supervised Learning:10 Individual Presentations on Field Experiences:10

**Subject Name: Social Entrepreneurship (CD Specialization)**

**Subject Code: SOW184D40C1**

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

**Credit Units: 4**

**Level of the Course: 500**

**Scheme of Evaluation: Theory**

**Course Objective:** *To equip students with the theoretical knowledge and competencies essential for becoming effective social entrepreneurs.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Classify</b> the concepts and definitions of social entrepreneurship and relate them to the practice of social work	<b>BT - 1</b>
<b>CO2</b>	<b>Identify</b> the similarities and differences between social work practices and social entrepreneurship through case studies	<b>BT – 2</b>
<b>CO3</b>	<b>Distinguishing</b> entrepreneurship at global and national levels through case studies	<b>BT – 3</b>
<b>CO4</b>	<b>Learn</b> the importance of new innovations in the field of entrepreneurship	<b>BT - 4</b>

### Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	<b>Introduction:</b> Concept, Definition, Importance of social entrepreneurship, social entrepreneurship Vs business entrepreneurship, social entrepreneurs and social change, qualities and traits of social entrepreneurs. Understanding Livelihood and Social Entrepreneurship, theoretical foundations of social entrepreneurship, Ecosystem & Challenges	15
II	<b>Social enterprises and Non-profits:</b> Similarities and differences between social enterprises and non- profits, types of social enterprises, concept of Triple Bottom Line, Bottom of the Pyramid, Sustainopreneurship- CSR, Case studies of Social Entrepreneurs in India and North-East Region. Social Work and Social Entrepreneurship, Legal structure & Revenue models	15
III	<b>Entrepreneurship at global and national levels:</b> Global & National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises-venture capital for social enterprises–Corporate, Community and government support for social enterprises, Policy & regulatory framework	15
IV	<b>Importance of Social Marketing:</b> Application of marketing principles in welfare and development field – social marketing. Marketing of Social Services, Case studies related to Social and Service Marketing, Social Business Innovation, ethical consideration	15
<b>Total</b>		<b>60</b>

**Textbook:**

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

**Reference Books:**

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

**Additional Readings:**

- 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.
- Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *Journal of marketing*, 35(3), 3-12.
- 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 will include Classroom teaching, Group discussions, Home Assignment , Case studies, Seminar presentation, Viva Voce, Class test.**

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit = 15 hours Total = 60 hours	-	Group Discussion – 4 hours Assignment – 10 hours Case studies – 30 hours Seminar presentation – 10 hours Viva voce – 2 hours Class test – 4 hours



<b>Subject Name: Social Work with Women</b> <b>Subject Code: SOW184D40F1</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**OBJECTIVES:** *This paper will deal with various aspects of unique realities and situation of women and role of social work in it.*

**Course Outcomes:**

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

<b>CO1</b>	<b>Define</b> the status of women and women and understanding concepts of family	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the needs and issues concerning the women in India through intersectionality.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the use of women led movements from west and east	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the role of state & customary law and women centric social work	<b>BT-4</b>

<b>Module</b>	<b>Topics and Course Contents</b>	<b>Periods</b>
I	<b>Understanding Family systems: Women and gender issues</b> Family: concept, definitions, structures, functions; Marriage: concept, relevance, structures and functions; developmental stages and family patterns Family dynamics and family interaction patterns; Understanding marginalized gender identities and intersectionality Legal Provisions for women in India: Bhartiya Nyay Sanhita, Domestic Violence Act, Sexual Harassment at Workplace	18
II	<b>Introduction to Women and their issues:</b> Brief orientation on gender and feminist discourses - Status of Women in -Definition, concept, historical context, and current situation Understanding Patriarchy in Societies; Introduction to preliminary framework of tribal feminism, role of caste, religion economic conditions, property rights, unionization, political participation etc. Widowhood, maintenance, dowry, violence, gender-based discrimination, working women, aging, destitution,	18
III	<b>Women's world: based on lived realities</b> Lived realities - Nature and social world around women Institutions around women: Family/ Marriage/ Kinship/ Belief systems/ Traditions Women in literature, oral traditions, and media Women's based movements in India and globe- West and East; Pinjra Tod, Feminist anti-oppressive theories: Liberal, radical, socialist,	12

	ecological, postmodern, Marxist, Eco-feminism, global, and post-colonial feminism of colour.	
IV	<b>State, law and customary laws: role of Women centric social work</b> Women and development: WID, WAD, GAD; Constitutional and legal provision for women; Customary laws and norms; Women in conflict zone and issues of human right violations; The All India Women's Conference, Young Women Christian Associations, Indian Association for Women's Studies, and National Federation for Women. Professional social work's growing significance in the realm of women's development	12
<b>Total</b>		<b>60</b>

### Core Readings

- Ao, Tamsula (2014) *These Hills Called Home: Stories from a War Zone*. Zuban: New Delhi
- Ao, Tamsula (2000) *Ao-Naga Oral Traditions*.
- Bhattacharya, R. (2011) *Development Disparity in Northeast India*.
- Carter, W.N. (1992) *Disaster Management: A Disaster Manager's Handbook*, Manila: Asian Development Bank.
- Dutta, A. Baruah. S. and Syiemlieh, D.R. (2006) *Challenges and Development in North-East. India*.
- Enarson. E and Chakrabarti. D. P. G. (2009) *Women, Gender and Disaster: Global Issues and Initiatives (1st Edition)* New Delhi: Sage Publication.
- Fernandes, Walter & Barbora, Sanjay (2002) *Modernisation and women's status in North Eastern India: a comparative study of six tribes*. NESRC. Guwahati: The Centre, 2002.
- Iralu, Easterine (2007). *A terrible matriarchy: a novel*. - New Delhi: Zubaan.
- Jehol, Lucy Vashum (2003) *Status of Tribal Women*. In T. B. Subba (Ed.) *Anthropology of North East India*. Black Swan publication: New Delhi.
- Kikon, Dolly (2005). *Women and war: experiences and participation of women in Naga resistance Paper* in National Seminar on Identity, Formation, Nationhood and Women. Organised by Centre for Women's Development Studies, New Delhi.
- Krishna, S. (2001). Gender, Tribe and Community Control of Natural Resources in North-east India. *Bulletin (Centre for Women's Development Studies)*, 8(2), 307–321.  
<https://doi.org/10.1177/097152150100800210>
- Krisna, Sumi (2005). Gendered Price of Rice in North-Eastern India. *Economic and Political Weekly*, Vol. 40, No. 25 (Jun. 18-24, 2005), pp. 2555-2562
- Mishra, Tilottama (1996) Folk-tales of North East India: some recurrent motifs of violence. In *Women heritage and violence*. by Shefali Moitra (ed.). Calcutta: Papyrus, 1996. p.28-34
- Mukhim, Patricia (2010) *Gender and productive resources: women's entitlement to land, livestock and energy-the case of Meghalaya*. Paper 4 IN Expert Group Meeting on Gender and Productive Resources: Women's Entitlements to Land, Livestock and Energy (2010: New Delhi). Organised by United Nations Development Fund for Women, New Delhi.
- Nongbri, Tiplut (2014). *Development Masculinity and Christianity: Essays and Verses from India's North East*. Shimla: IAS.. 210 pages (Hardbound), ISBN 9789382396079.

- Nongbri, Tiplut (1996). Problems of matriliney: a short review of the Khasi kinship structure v.2,p.329-346 in *Kinship and family in North-East India*/ed. by J.S. Bhandari.- 2 Vols (v.1.246p.,v.2.443p.)New Delhi: Cosmo.
- Samaddar, Ranabir & Begum, Anjuman Ara (2014) *New Fault Line in Conflict? Women's Emergence as the Subject of Peace in the North-East*. november 1, 2014 vol xliX nos 43 & 44
- Choudhury, Maitrayee, 2011, *The Indian Women's Movement*, Palm Leaf Publications, New Delhi

#### Reference Books:

- Patai, D., & Koertge, N. (1994). *Professing feminism: Cautionary tales from the strange world of women's studies*. Basic Books.

#### Additional Readings:

- Oakley, A. (2002). *Women and children first and last: Parallels and differences America*. JHU Press..
- Hyman, P. (1994). *Women and economics: A New Zealand feminist perspective*. Wellington: Bridget Williams Books. between children's and women's studies. In *Children's Childhoods* (pp. 19-38). Routledge.
- Bhasin, V. (2007). Status of tribal women in India. *Studies on Home and Community Science*, 1(1), 1-16.
- Wolff, J. (1977). Book Review: *Women's Studies and Sociology*. *Sociology*, 11(1), 155-161.

**NOTE: Notional Hours of the papers will include classes conducted by the faculty covering various facets of Understanding Family systems: Women and gender issues, Introduction to Women and their issues etc. Also, groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to Feminist anti-oppressive theories, Women in literature, oral traditions, and media. Independent work will be assigned to students on various themes from the syllabus. Class test, student presentation will be conducted to cover the various themes from the syllabus.**

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
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

**Subject Name: Sustainable Livelihood and Development: Integrating Theory into Practice**

**Subject Code: SOW184D40L1**

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

**Credit Units: 4**

**Level of the Course: 500**

**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	<b>Recall</b> the historical evolution and multidimensional nature of livelihoods, including the concepts of livelihood, income, and common property resources.	BT 1
CO 2	<b>Compare</b> and <b>contrast</b> the effectiveness of different livelihood strategies and diversification approaches in developing countries, considering their socio-economic and environmental implications.	BT 2
CO 3	<b>Apply</b> livelihood frameworks' principles to analyze interventions and outcomes using diverse models, enabling informed decision-making in sustainable development.	BT 3
CO 4	<b>Examine</b> 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	<b>Introduction:</b> 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).	14
II	<b>Sustainable Development:</b> 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.	14
III	<b>Sustainable Livelihood Framework:</b> 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.	14

IV	<b>Livelihood, Security, Programmes and Policies:</b> 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)	18
	<b>Total</b>	60

### Textbooks:

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

### Reference Books

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

### Additional Readings

- Scoones, I. (1998). *Sustainable Rural Livelihoods: A Framework for Analysis*.
- DfID, U. K. (1999). Sustainable livelihoods guidance sheets. *London: DFID*, 445.
- Ellis, F. (1998). Household strategies and rural livelihood diversification, *The Journal of Development Studies*, 35 (1), 1–38.
- Ellis, F. (1999). Rural Livelihood Diversity in Developing Countries. Evidence and Policy Implication. *Natural Resource Perspective*, (40), 1-10
- Ellis, F. (2000a). *Rural livelihoods and diversity in developing countries*. Oxford university press.
- Ellis, F. (2000b). The determinants of rural livelihood diversification in developing countries. *Journal of Agricultural Economics*, 51(2), 289–302.

**NOTE:** Field-based livelihood assessments immerse students in local communities—rural or urban—to document household economies, identify income sources, and analyze livelihood diversification using PRA, resource mapping, and focus group discussions. Next, resource and vulnerability mapping requires learners, in small groups, to chart both tangible (e.g., water availability, land ownership) and intangible resources (e.g., social capital, indigenous knowledge) within a Sustainable Livelihood Framework, while emphasizing common property resources. Students then design and test small interventions—such as organic farming demos, waste management practices, or microenterprise initiatives—that align with national policies (e.g., DAY-NRLM, DAY-NULM) and Sustainable Development Goals, ensuring real-world relevance. Gender analysis and livelihood constraints come into focus through interviews or case studies that reveal how gender roles affect resource access, mobility, and decision-making, prompting adaptive strategies rooted in local knowledge systems. In parallel, learners engage with government agencies or NGOs to explore policy implementation issues and conduct brief policy audits, gauging the alignment of national missions with on-ground realities. Finally, they maintain field journals to capture observations, challenges, and reflections, culminating in final presentations or reports that consolidate insights and offer evidence-based recommendations for enhancing livelihood resilience and sustainability.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>60 Hours</b> Field-Based Livelihood Assessment - 20 Hours Resource and Vulnerability Mapping – 10 Hours Mini-Project on Sustainable Development Strategies – 15 Hours Gender Analysis & Livelihood Constraints - 5 Hours Reflection and Report-Writing – 10 Hours

**Subject Name: Counselling and Psychotherapy**  
**Subject Code: SOW184D40P1**  
**L-T-P-C – 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

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

**Course Outcomes:**

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

<b>CO1</b>	<b>Interpret</b> the use of counselling and psychotherapy as a psychiatric social worker	<b>BT-1</b>
<b>CO2</b>	<b>Apply</b> psychotherapies in practise	<b>BT-2</b>
<b>CO3</b>	<b>Classify</b> different situations in counselling settings	<b>BT-3</b>
<b>CO4</b>	<b>Discuss</b> the professional values in the profession	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	<b>Introduction:</b> Counselling – Definition, meaning, counseling Stages: Pre – helping phase – Acquainting, Observing, Founding and Diagnosing. Helping phase – Pacing, Personalizing, Reframing and Initiating; Post helping Phase- Evaluating Psychotherapy – Definition, Scope and objectives, Freudian Stages of Personality Development– Psychodynamic Therapy. Cognitive Behavioural Therapy (CBT), Behaviour Therapy.	<b>20</b>
<b>II</b>	<b>Therapies and its practice:</b> Human Existential Therapy – Transactional Analysis – Gestalt therapy, Family Therapy, Group Therapy, Occupational Therapy	<b>10</b>
<b>III</b>	<b>Situational issues and Counseling</b> – Counseling the sick and bereaved – Trauma Counseling – Mental Disorder and Counseling. Counselling in different settings: Marital, family, HIV/AIDS, Student guidance and counselling, Career guidance and counselling.	<b>10</b>

<b>IV</b>	<b>Professional values of the counseling profession:</b> Fundamental principles of professional ethical behavior, Code of Ethics in counseling relationship, Code of Ethics in Confidentiality and Privacy. Transference and Counter-transference	<b>20</b>
<b>TOTAL</b>		<b>60</b>

#### **Textbooks:**

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

#### **ReferenceBooks:**

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

**NOTE: Notional hours will include practical exposure where students engage in supervised counseling sessions to develop their skills in real-life settings. They may observe professional counselors, participate in role-play exercises, and conduct mock therapy sessions to understand various counseling techniques and psychotherapeutic approaches. Additionally, students may assist individuals dealing with trauma, grief, or mental health challenges, apply therapeutic interventions in diverse settings such as schools, hospitals, or rehabilitation centers, and conduct awareness programs on mental well-being. Whatever the approach, students must cultivate professional values, ethical responsibility, and a deep understanding of human behavior to become effective counselors.**



Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
1 credit- 15 hours Total= 60 Hours	-	<b>30 Hours</b> Exposure to different counselling settings- 12 Hours Panel Discussions – 6 Hours Role play– 3 Hours Simulation exercises-6 Hours Community Immersion – 3 Hours

**Subject Name: Tribal Community Development (CD Specialization)**

**Subject Code: SOW184D40C1**

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

**Credit Units: 4**

**Level of the Course: 500**

**Scheme of Evaluation: Theory**

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

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

<b>CO1</b>	<b>Classify</b> the tribes and <b>relate</b> the similarities and differences.	<b>BT-1</b>
<b>CO2</b>	<b>Identify</b> the issues concerning tribal society and organize this knowledge through intersectionality.	<b>BT-2</b>
<b>CO3</b>	<b>Examine</b> the different tribal movements in India	<b>BT-3</b>
<b>CO4</b>	Learn to critically <b>analyze</b> the constitutional provisions and legislative measures	<b>BT-4</b>

### Course Outline

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	Tribes: definition and classification through nomenclature: Primitive, Adivasi, Vanavasi, Scheduled Tribe, De-notified Tribe, Particularly Vulnerable Groups, Indigenous People Distribution of Scheduled tribes in India: Racial, linguistic and geographical criteria Categorizing tribes in North-East India: culture, issues, and demands Contrasting: the lived realities of tribes and their image in popular culture	<b>15</b>
<b>II.</b>	Determining issues concerning Tribal Society: Globalization, Acculturation, Assimilation, Isolation, Sanskritization, Political Integration, Displacement, Migration, Conflict, and Diffusion Role of Social Work in Tribal Problems: Land Alienation; Deforestation; Indebtedness; Poverty; Migration; Isolation; Cultural exposure; Exploitation; Conversion to settled agriculture and its effect on tribal economy Scope of social work in understanding developmental projects and politicization of tribes	<b>15</b>
<b>III.</b>	Tribal Movements in India: Santhal movement, Tana Bhagat movement, Brisadal movement, Naxalbari movement (1967 phase), Bodo and Naga movement- similarities and differences Social Work Interventions and Tribal reform: social, economic and political	<b>15</b>

	Linking: United Nations Declaration on the Rights of Indigenous and the Sustainable Development Goals for indigenous people	
<b>IV</b>	Social change in tribal India and Modern factors of tribal transformation Intervening through Constitutional Provisions and Legislative Measures: Tribal Welfare Policies, Role of Voluntary Organizations in Tribal Development Social work intervention: scope and role of social worker	<b>15</b>
<b>TOTAL</b>		<b>60</b>

### **Textbook:**

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

### **Reference Books:**

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

### **Additional Readings:**

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

**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. Assignments can be given to students to figure out the areas of the society that need social work intervention.**

<b>Credit Distribution</b>		
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: Social Work with Youth and Elderly**

**Subject Code: SOW184D40F2**

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

**Credit Units: 4**

**Level of the Course: 500**

**Scheme of Evaluation: Theory**

**Course Objective:**

*This course aims to equip students with theoretical and practical knowledge in working with youth and elderly populations.*

**Course Outcome:**

After completing this course, students will be able to:

<b>CO1</b>	<b>Define</b> key concepts, theories, and frameworks related to social work with youth and elderly.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> the social, psychological, and economic issues affecting youth and elderly populations.	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> social work principles and intervention strategies in working with youth and elderly.	<b>BT – 3</b>
<b>CO4</b>	<b>Analyse</b> policies, programs, and services related to the welfare of youth and elderly.	<b>BT - 4</b>

**Detailed Syllabus**

Modules	Course Content	Periods
I	<b>Understanding Youth &amp; Elderly:</b> Youth and elderly from a social work perspective, demographic trends, and life course theories. Challenges faced by youth and elderly, including mental health, employment, and social inclusion. Developmental and strength-based approaches to assess youth and elderly needs. Sociocultural and economic factors influencing youth and elderly well-being.	15
II	<b>Social Work Interventions with Youth:</b> Defining youth work, adolescent psychology, and youth empowerment frameworks. Role of social work in education, employment, substance abuse prevention, and juvenile justice. Intervention techniques such as mentoring, counselling, and skill development. Government policies and NGO initiatives for youth development.	15
III	<b>Social Work Interventions with Elderly:</b> Geriatric social work, aging theories, and elder care models. Issues related to elder abuse, healthcare, retirement, and social security; Intervention strategies such as case management, family support, and community-based care. National and international policies on aging and elder care services.	15

III	<b>Policies, Programs, and Future Directions:</b> Defining key policies related to youth and elderly welfare (e.g., National Youth Policy, National Policy on Senior Citizens). The role of social workers in advocacy, policy implementation, and human rights protection. Participatory approaches in program design and community-based interventions. Emerging trends in social work practice for youth and elderly populations.	15
<b>Total</b>		60

#### **Text books:**

- Dupper, D.R. (2019). *School Social Work: Skills and Interventions for Effective Practice*. Wiley.
- Hooyman, N.R., & Kiyak, H.A. (2018). *Social Gerontology: A Multidisciplinary Perspective*. Pearson.
- Payne, M. (2020). *Modern Social Work Theory*. Oxford University Press.

#### **Reference books:**

- Furlong, A., & Cartmel, F. (2017). *Young People and Social Change: New Perspectives*. McGraw-Hill.
- Quadagno, J. (2018). *Aging and the Life Course: An Introduction to Social Gerontology*. McGraw-Hill.
- Phillipson, C. (2020). *Ageing and Social Policy: A Critical Assessment*. Polity Press.

#### **Additional Readings:**

- Journals: *International Journal of Social Work with Youth*, *Journal of Gerontological Social Work*.
- Reports: *UN World Youth Report*, *Global Ageing Report*.
- Government Publications: *National Youth Policy*, *National Policy on Senior Citizens*.

**Note:** The Notional Hours for Social Work with Youth and Elderly will include equipping students with the necessary knowledge and skills to address the unique challenges faced by these age groups. It emphasizes practical engagement, case study analysis, role-playing, and community mapping to enhance students' problem-solving and intervention abilities. It will include identifying key challenges such as mental health, abuse, social isolation, and employment, interacting with youth organizations, elderly care homes, and social service providers and Role-playing exercises to understand perspectives of youth and elderly clients. Notional Hours of the paper will include – Classroom Teaching, Case Study Analysis, Field

**Engagement (Community Mapping Activity), Role Playing & Simulation Exercises, Group Discussions, Assignment, Viva-voce, Class Test.**

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 Hours Total = 60 Hours	-	Case Study Analysis: 15 Hours Field Engagement (Community Mapping Activity): 10 Hours Role Playing & Simulation Exercises: 15 Hours Group Discussions: 5 Hours Assignment: 10 Hours Viva-voce – 2 Hours Class Test: 3 Hours

**Subject Name: Social Business: Practice & Innovation**  
**Subject Code: SOW184D40L2**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *This course aims to provide students with an in-depth understanding of social business models, innovation, and sustainable enterprise management.*

**Course Outcomes:**

After completing this course, students will be able to:

<b>CO1</b>	<b>Define</b> key concepts, theories, and frameworks of social business and innovation.	<b>BT - 1</b>
<b>CO2</b>	<b>Explain</b> the role of social entrepreneurs, business models, and strategic decision-making processes.	<b>BT – 2</b>
<b>CO3</b>	<b>Apply</b> social business principles to business planning, funding, and operations.	<b>BT – 3</b>
<b>CO4</b>	<b>Analyze</b> the challenges and opportunities in social entrepreneurship, including risk assessment and innovation management.	<b>BT - 4</b>

**Detailed Syllabus**

Modules	Course Content	Periods
<b>I</b>	<b>Introduction to Social Business:</b> Meaning, Definition & Purpose. Evolution of social business, key theories. Idea generation techniques and feasibility analysis for social business opportunities. Global and local trends in social entrepreneurship and impact-driven enterprises.	15
<b>II</b>	<b>Business Planning and Enterprise Development for Social Impact:</b> components of a social business plan, and impact-driven business models. Market research, competitive analysis, and value proposition design for social enterprises. Business model framework and Case studies.	15
<b>III</b>	<b>Financial and Legal Aspects of Social Business:</b> Key financial terminologies, funding sources, and financial planning methods for social enterprises. Venture philanthropy, impact investing, crowdfunding, and financial risk management. Resource allocation strategies for social business sustainability. Legal and regulatory requirements, social impact measurement, and taxation policies for social enterprises.	15
<b>IV</b>	<b>Scaling, Innovation, and Technology in Social Business:</b> Scaling strategies and technology-driven solutions for social impact. Leadership, team-building, and corporate social responsibility in social entrepreneurship. Digital transformation and technology adoption for	15



	scaling social enterprises. Sustainability, impact measurement frameworks, and partnerships for scaling social businesses.	
<b>Total</b>		60

### **Textbooks:**

- Yunus, M. (2010). *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*. PublicAffairs.
- Dees, J.G., Emerson, J., & Economy, P. (2001). *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. Wiley.
- Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press.

### **Reference books:**

- Martin, R.L., & Osberg, S. (2015). *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value Proposition Design: How to Create Products and Services Customers Want*. Wiley.
- Elkington, J., & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*. Harvard Business Press.

### **Additional Readings:**

- Journals: *Stanford Social Innovation Review*, *Journal of Social Entrepreneurship*.
- Reports: *Global Social Entrepreneurship Network (GSEN) Report*.
- Government Publications: *Social Enterprise Policies*, *Impact Investment Guidelines*.

**Note: Notional Hours** seeks to assist students with the necessary knowledge and skills to develop sustainable business models that address social and environmental challenges. The course emphasizes practical engagement, innovation, and ethical business practices including field visits to interact with communities and observe challenges firsthand, peer-to-peer brainstorming and knowledge-sharing sessions and Analysis of case studies and reflection on learning experiences. Notional Hours of the paper will include –

- Classroom Teaching
- Social Problem Mapping
- Community Immersion & Problem Identification
- Social Business Model Development

- Group Discussions
- Assignment
- Viva-voce
- Class Test

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
<b>1 Credit = 15 Hours</b> <b>Total = 60 Hours</b>	-	Social Problem Mapping: 15 Hours Community Immersion & Problem Identification: 15 Hours Social Business Model Development: 10 Hours Group Discussions: 5 Hours Assignment: 10 Hours Viva-voce – 2 Hours Class Test: 3 Hours

**Subject Name: Psychiatric Social Work Practice in Different settings**  
**Subject Code: SOW184D40P2**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Level of the Course: 500**  
**Scheme of Evaluation: Theory**

**Course Objective:** *To develop knowledge and skills as mental health practitioners in social work*

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

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

### Detailed Syllabus

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	Basic concepts in Psychiatric Social Work Categorizing: Major Approaches in Psychiatric Social Work Settings of Intervention: Family Service agencies, Child Welfare agencies, School settings	<b>20</b>
<b>II.</b>	Historical development of Psychiatric Social Work Psychosocial development of the individual, and characteristics and contributing factors of healthy personalities (Erikson and Freud) Scope of Psychiatric Social Work Practice: intervening in correctional institutions and community mental health centres	<b>20</b>
<b>III.</b>	Working with Individuals and Families- Origin, development, socialization, predominant characteristics of family, family dynamics Psychodiagnostics, and Techniques of Evaluation Social Work Intervention: in General Hospital settings, Geriatric Clinics, Crisis Intervention Clinics, Emergency Services	<b>20</b>

<b>IV</b>	Identifying Practices in Treatment: Psychosocial methods of treatment and management, Physical methods of treatment; Psychotherapies: Individual, group and family therapy Social Work Intervention: Psychiatric Rehabilitation, de-addiction and rehabilitation centres	<b>20</b>
<b>TOTAL</b>		<b>80</b>

#### **Textbooks:**

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

#### **Reference Books:**

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

#### **Additional Readings:**

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

**NOTE: Notional Hours of the paper, “Psychiatric Social Work Practice in Different Settings”, 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.**

<b>Credit Distribution</b>		
Lecture/Tutorial	Practicum	Experiential Learning
60 hours	-	60 hours Visits to NGOs in field of MH- 15 hours Volunteer work- 15 hours Guest Lectures- 15 hours Group Projects- 15 hours

**4<sup>th</sup> SEMESTER**  
**COURSE WORK + RESEARCH**

<b>Subject Name: Quantitative Research Methods in Social Work</b> <b>Subject Code: SOW184C302</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *To equip students with practical research design skills, a strong foundation in quantitative methods, and hands-on experience in statistical analysis and software applications for social work research.*

**Course Outcomes:**

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

<b>CO 1</b>	<b>Relate</b> appropriate research designs and sampling techniques for quantitative social work research.	<b>BT 1</b>
<b>CO 2</b>	<b>Explain</b> the principles of measurement, scaling, reliability, and validity in quantitative research.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> descriptive and inferential statistical techniques to analyze quantitative data.	<b>BT 3</b>
<b>CO 4</b>	<b>Analyze</b> and <b>evaluate</b> statistical results and research findings using software tools by identifying patterns, assessing validity, and drawing informed conclusions.	<b>BT 4 &amp; 5</b>

**Detailed Syllabus**

Modules	Topics & Course Contents	Periods
I	<b>Research Design in Social Work:</b> Conceptualizing research design: exploratory, descriptive, and explanatory studies; Types of research designs – Experimental, Quasi-experimental, Survey research (cross-sectional, longitudinal, panel studies); Case-control and cohort studies (retrospective and prospective research); Ethical considerations in designing quantitative research; Strengths and limitations of different research designs.	12
II	<b>Sampling and Measurement Techniques: Sampling Design</b> - Probability sampling (simple random, stratified, cluster, systematic sampling); Non-probability sampling (purposive, quota, snowball, convenience sampling); Sample size determination and power analysis; Measurement and scaling techniques - Nominal, ordinal, interval, and ratio scales; Reliability, Validity; Techniques for minimizing bias in measurement and data collection.	12
III	<b>Quantitative Data Analysis and Interpretation:</b> Descriptive statistics - Measures of central tendency (mean, median, mode); Measures of dispersion (variance, standard deviation, range, interquartile range); Data visualization techniques (graphs, histograms, box plots); Inferential statistics; Parametric tests; Correlation and regression analysis; Hypothesis testing; p-values, confidence intervals.	18

IV	<b>Introduction to Statistical Software and Research Reporting:</b> Statistical software tools - Overview of SPSS and Excel for quantitative analysis; Data entry, coding, and cleaning; Running basic and advanced statistical tests; Generating reports and visualizations; Research reporting and presentation - Structuring quantitative research findings, APA/RGU formatting and citation practices, Writing research reports, abstracts, and executive summaries, Preparing data for publication and presentation.	18
	<b>Total</b>	<b>60</b>

### Textbooks:

- Rubin, A., & Babbie, E. (2016). *Research Methods for Social Work* (9th ed.). Cengage Learning.
- Williams, M., Wiggins, R., & Vogt, P. (2021). *Beginning quantitative research*. (Vols. 1-0). SAGE Publications Ltd, <https://doi.org/10.4135/9781529682809>
- Das Lal D. K. *Research Methods for Social Work* (2008), Rawat Publication
- Agresti, A. (2018). *Statistical methods for the social sciences*. Pearson.
- Kothari, C. R. (2004). *Research Methodology: Methods and techniques*. New Age International..
- Coolidge, F. (2021). *Statistics: A gentle introduction*. (Vols. 1-0). SAGE Publications, Inc., <https://doi.org/10.4135/9781071939000>

### Reference Books

- Neuman, W. Lawrence (2021). *Social Research Methods: Qualitative and Quantitative Approaches* (8th ed.). Pearson.
- Privitera, G., & Mayeaux, D. (2020). *Core statistical concepts with excel®*. (Vols. 1-0). SAGE Publications, Inc, <https://doi.org/10.4135/9781544309088>
- Argyrous George, *Statistics for Research: With a Guide to SPSS* (2011) (3rd ed.). SAGE Publications.
- "The Elements of Statistical Learning" – Trevor Hastie, Robert Tibshirani & Jerome Friedman
- Krieg, E. (2020). *Statistics and data analysis for social science*. (Vols. 1-0). SAGE Publications, Inc.
- Gorard, S. (2021). *How to make sense of statistics*. (Vols. 1-0). SAGE Publications Ltd.
- Lehmann, M. (2023). *Complete data analysis using r*. (Vols. 1-0). SAGE Publications Ltd.

### Additional Readings

- Martin, P. (2021). *Regression models for categorical and count data*. (Vols. 1-0). SAGE Publications Ltd, <https://doi.org/10.4135/9781529682625>
- Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson.

- Flynn, C., & McDermott, F. (2016). *Doing research in social work and social care*. SAGE Publications Ltd.
- Wind, S. A. (2023). *Exploring rating scale functioning for survey research*. (Vols. 1-0). SAGE Publications, Inc.
- Andersen, R., & Armstrong, D. (2022). *Presenting statistical results effectively*. (Vols. 1-0). SAGE Publications Ltd.
- Ariel, B., Bland, M., & Sutherland, A. (2021). *Experimental designs*. (Vols. 1-0). SAGE Publications Ltd.
- Elliott, A., & Woodward, W. (2020). *Quick guide to ibm® spss®*. (Vols. 1-0). SAGE Publications, Inc.

**Note: Notional Hours of the papers will include classes conducted by the faculty covering various facets of Research Design in Social Work, Sampling and Measurement Techniques, Data Interpretation & Analysis, Statistical Software and Research Reporting. Groups discussion and interactive session will be conducted wherein students will discuss various themes and issues related to Types of research and sampling design etc. Independent assignment will be assigned to students on Research methods, data analysis, use of research in Social Work etc. Class test, viva-voice will be conducted to cover the various themes from the syllabus and hands on exercise on Research Methodology will be done on data collection, interpretation and analysis.**

<b>Class Distribution Lecture / Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 Hours  Total = 60 Hours		Group Discussion – 4 Hours Home Assignment – 5 Hours Project Report & Hands on practical application of SPSS, R & Excel etc. – 25 Hours Data entry, Interpretation and Analysis – 10 Hours Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours



<b>Subject Name: Academic Writing, Ethics, and Publication</b> <b>Subject Code: SOW184C402</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Level of the Course: 500</b> <b>Scheme of Evaluation: Theory</b>
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**Course Objective:** *This course equips students with skills in academic writing, ethical research practices, and publication standards, fostering integrity and critical analysis in scholarly work.*

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

<b>CO1</b>	<b>Identify</b> key principles of academic writing, ethical research practices, and publication standards.	<b>BT-1</b>
<b>CO2</b>	<b>Explain</b> the significance of research ethics, plagiarism, and the peer-review process in scholarly publishing.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> proper citation styles, ethical guidelines, and structured writing techniques to academic research and publications.	<b>BT-3</b>
<b>CO4</b>	<b>Examine</b> ethical dilemmas in academic publishing and evaluate the impact of publication ethics on research integrity.	<b>BT-4</b>

#### Detailed Syllabus

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	Philosophy and Ethics: Definition and introduction to Philosophy; Defining Ethics with respect to Social Science Research; Identifying Moral Philosophy and the nature of moral judgments and reactions, Understanding Research Integrity and Intellectual Honesty, Summarizing the Concept, Branches and Nature of Philosophy, Scope of Philosophy and Ethics in Social Work	15
<b>II</b>	Defining: Scientific Conduct and Misconduct, Identifying the types of misconduct: Falsification, Fabrication, and Plagiarism, Understanding Selective Representation and Misrepresentation of data	15
<b>III</b>	Definition, Introduction, and relevance of Publication Ethics; Standards of Publication: COPE WAME Guidelines; Understanding Publication Misconduct: Violation of Ethics, Conflict of Interest, Redundant Publication (Duplicate, Overlapping, and Salame Slicing Publications) Summarizing Violations: Authorship and Contributorship, Predatory Publishers and Journals	15

<b>IV</b>	Understanding: Databases (Indexing and Citation) and Research Matrices. Application: Proposal Writing and testing on Plagiarism Software, Identifying and Evaluating: Complaints and Appeals from India on writing and publication fraud	15
<b>Total</b>		60

#### **Textbooks:**

- Murray, R. (2017). Writing for Academic Success. Palgrave Macmillan.
- Alley, M. (2018). The Craft of Scientific Writing. Springer.
- O'Connor, P. (2021). The Routledge Guide to Writing in the Social Sciences. Routledge.

#### **Reference Books:**

- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.
- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.
- Day, R. A., & Gastel, B. (2016). How to Write and Publish a Scientific Paper. Cambridge University Press.

#### **Additional Readings:**

- MacDonald, S., & Derounian, J. (2021). Academic Writing and Referencing for your Social Work Degree. Learning Matters.
- Peat, J., Elliott, E., Baur, L., & Keena, V. (2002). Scientific Writing: Easy When You Know How. BMJ Books.
- COPE (Committee on Publication Ethics) (2021). Ethical Guidelines for Peer Reviewers (Available online at COPE website).

**Note: Notional Hours of the paper will include – Classroom teaching, Group discussions, Home Assignment, Group work, Seminar presentation, Viva Voce, Class test.**

<b>Credit Distribution Lecture/ Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 credit = 15 hours Total = 60 hours	-	Group Discussion – 4 hours Assignment – 10 hours Group work – 30 hours Seminar presentation – 10 hours Viva voce – 2 hours Class test – 4 hours

**Subject Name: Major Project**  
**Subject Code: SOW184C426**  
**L-T-P-C: 0-0-24-12**  
**Credit Units: 12**  
**Level of the Course: 500**  
**Scheme of Evaluation: Practical**

**Course Objective:** *To equip students with an in-depth, hands-on research experience wherein they conceptualize, design, and implement a substantial study or intervention project addressing a significant social issue, culminating in a rigorous written dissertation and oral defense.*

**Course Outcomes:**

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

<b>CO 1</b>	Recall foundational social work concepts and theories to identify and articulate a relevant research gap or social issue for investigation.	<b>BT 3</b>
<b>CO 2</b>	Critically review existing literature and research, formulating precise research questions, objectives, and hypotheses that advance the knowledge base in the chosen area.	<b>BT 2</b>
<b>CO 3</b>	Design and conduct a structured study—quantitative, qualitative, or mixed methods—while maintaining ethical standards and systematic data collection and analysis.	<b>BT 3</b>
<b>CO 4</b>	Synthesize the research findings into clear conclusions and recommendations, presenting them effectively through a structured dissertation and defense.	<b>BT 4</b>

**Detailed Syllabus**

Phase I: Problem Identification & Proposal Development, students select a research topic aligned with social work practice, narrowing down specific gaps in existing literature. This entails an in-depth literature review—covering journals, databases, and grey literature—to establish a solid theoretical grounding. During this phase, students also plan their study design (quantitative, qualitative, or mixed methods) and determine appropriate sampling strategies, data collection tools, and ethical clearance requirements.

Phase II: Fieldwork/Data Collection, attention shifts to finalizing and pilot-testing instruments such as questionnaires or interview guides to ensure validity and reliability. Students then gather data via field visits, interviews, surveys, or focus groups, carefully managing participant recruitment and scheduling while maintaining confidentiality, obtaining informed consent, and respecting participant well-being.

Phase III: Data Management & Analysis, the collected data is organized, cleaned, and prepared for analysis, which may utilize quantitative techniques (e.g., t-tests, ANOVAs, regression), qualitative approaches (e.g., thematic or content analysis, grounded theory), or a mixed-methods framework involving triangulation and integration. Analytical software like SPSS, R, NVivo, or ATLAS.ti may be employed.

Phase IV: Writing & Dissemination focuses on structuring the dissertation—incorporating an introduction, literature review, methodology, results, discussion, conclusion, and references—followed by the creation of clear, well-illustrated presentations for defense. Students address examiner feedback, revise and finalize their work, and ensure comprehensive proofreading and formatting prior to submission.

### **Textbooks:**

- Babbie, E. R. (2010). *Essential research methods for social work*. Boston, MA: Cengage Learning.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
- Denzin, N. & Lincoln, Y. (Eds.) (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Farmer, A., & Farmer, G. (2021). *Research methods for social work*. SAGE Publications, Inc.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Marlow, C. R. (2023). *Research methods for generalist social work*. Waveland Press.
- Ram Ahuja., (2001). *Research Methods*, Jaipur: Rawat Publisher.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press.
- Rubin, A., & Babbie, E. (2006). *Essential Research Methods for Social Work*. Wadsworth Inc.
- Yin, R.K. 1984 *Case Study Research: Design and Methods*. Beverly Hills, Sage Publications
- York, R. (2020). *Social work research methods: Learning by doing*. SAGE Publications, Inc.

### **Reference Books**

- Boyle, P (2009). *Demystifying Dissertation Writing*, Stylus Publishing, LLC,
- Bruce, B. L. (1995). *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.
- Dobbert, M.L. (1982). *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.
- Kutsche, P. (1998). *Field Ethnography: A Manual for Doing Cultural Anthropology*. Prentice Hall.
- Lakmi Devi, (1997) *Encyclopaedia of Social research*. Vol I, II & III. New Delhi: Anmol publications
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd ed.).
- Marshall, C. & Rossman, G.B (1995). *Designing Qualitative Research*, 2nd Edition. Thousand Oaks: Sage Publications.
- Mauldin, R. L. (2020). *Foundations of Social Work Research*. Mavs Open Press.

- Miles, M. & Huberman, A. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd Edition. Thousand Oaks: Sage Publications.
- Padgett, D. T. (1998). *Qualitative Methods in Social Work Research*. Sage Publications.
- Salkind, N. J. (2004). *Tests and Measurement for People Who Hate Tests and Measurements*. Sage Publications.

### **Additional Readings**

- American Psychological Association (APA). (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Essential for formatting, citations, and ethical writing in social sciences.
- Chose, B. N. (1997). *Scientific Method and Social Research*. Sterling Publication Pvt Ltd.
- Corwin. A step-by-step guide to conducting literature reviews.
- Curtis, E. A. (2019). *Importance and Use of Correlational Research*. *Europe PMC Plus*, 32-36.
- Fook, J. (2002). Theorizing from practice: Towards an inclusive approach for social work research. *Qualitative social work*, 1(1), 79-95.
- Kawulich, B. B. (2005). *Participant Observation as a Data Collection Method*. *Forum Qualitative Social Forschung*, 6, 52-60.
- Smith, Linda Tuhiwai, 1950-. (1999). *Decolonizing methodologies: research and Indigenous peoples*. London: Dunedin, N.Z. :Zed Books ; University of Otago Press

**Note: Notional Hours include developing the research proposal, conducting fieldwork or data collection, analyzing and interpreting data, drafting the written report, and ultimately presenting and defending the dissertation ensures that each key stage of the research process receives adequate attention. Beginning with a focused period on proposal development allows students to conduct comprehensive literature searches, refine their research questions, and establish a sound methodological foundation. Next, the fieldwork/data collection phase offers hands-on experience with participants and research instruments, reinforcing ethical practices and practical skill development. A segment for data analysis and interpretation fosters rigorous scrutiny of findings, whether quantitative, qualitative, or mixed methods. Adequate time for writing and structuring the dissertation, along with preparation for the final presentation, encourages a clear, well-supported narrative of research outcomes. Concluding with a formal defense ensures thorough peer and faculty feedback, culminating in a robust demonstration of research competence and scholarly contribution.**

<b>Credit Distribution Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	-	Developing Research Proposal - 40 Hours Fieldwork/Data Collection – 50 Hours Data Analysis and Interpretation – 50 Hours Report Writing and Dissertation Presentation - 35 Hours Presentation & Dissertation Defense – 5 Hours

**4<sup>th</sup> SEMESTER**  
**ONLY RESEARCH**

**Subject Name: Dissertation, Presentation & Viva-Voice**

**Subject Code:**

**L-T-P-C: 0-0-40-20**

**Credit Units: 20**

**Level of the Course: 500**

**Scheme of Evaluation: Practical**

**OBJECTIVES:** *To equip students with the skills to design, conduct, analyze, and present independent research through systematic problem identification, data interpretation, academic writing, and professional presentation culminating in a dissertation and viva voce.*

### **Course Outcomes:**

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

<b>CO1</b>	<b><i>Identify</i></b> key research problems, objectives, and hypotheses grounded in theoretical and practical contexts.	<b>BT-1</b>
<b>CO2</b>	<b><i>Explain</i></b> and <b><i>apply</i></b> appropriate research methodologies, data collection techniques, and analytical tools such as SPSS, Excel, and GIS to ethically compile, manage, and interpret research data effectively.	<b>BT-2 &amp; BT 3</b>
<b>CO3</b>	<b><i>Analyze</i></b> research findings and peer feedback to develop a well-structured research report or dissertation, ensuring proper academic writing, referencing, and adherence to ethical standards like plagiarism checks.	<b>BT- 4</b>
<b>CO4</b>	<b><i>Evaluate</i></b> and <b><i>defend</i></b> research findings in a professional setting by demonstrating critical thinking, methodological knowledge, and the ability to assess the strengths, limitations, and ethical considerations of the study.	<b>BT- 5</b>

### **Detailed Syllabus**

#### **Understanding Research and Formulating Objectives**

Identify and refine significant, well-defined research problems from theoretical and real-world sources. Develop focused research questions, and, where necessary, formulate hypotheses.

#### **Data Compilation and Interpretation**

Gather, clean, and analyze data using Excel, SPSS, and GIS tools. Collaborate across disciplines, maintain ethical standards, and present results through creative, policy-oriented solutions.

#### **Developing a Research Report**

Structure dissertations with clear titles, abstracts, introductions, literature reviews, methodologies, and significance assessments. Justify scope and relevance while integrating feedback from peer reviews and proposal defenses.



## Research Report Preparation

Finalize abstracts, references, and appendices following academic writing conventions. Ensure proper citation, referencing, and thorough plagiarism checks. Refine drafts based on iterative feedback.

## Presentation, Feedback, and Viva Voce

Present research problems, literature reviews, and methodologies clearly and ethically. Prepare pilot data, offer pre-submission presentations, and undertake a final viva voce. Demonstrate strong research knowledge, critique abilities, and professional standards, culminating in a comprehensive and coherent dissertation.

## Core Readings

- Boyle, P. 2009 *Demystifying Dissertation Writing*, Stylus Publishing, LLC,
- Carol M. Roberts, *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, writing and defending your dissertation*. Sage Publications
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.
- Kothari, C. R. (2004). *Research Methodology: Methods and techniques*. New Age International.
- Bryman, A. (2015). *Social Research Methods* (5th ed.). Oxford University Press.
- Denzin, N. & Lincoln, Y. (Eds.) 1994 *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Jane, R. & Jane, L. 2003 *Qualitative Research Practice: A Guide for social science students and researchers*. New Delhi, Sage Publication.
- Taylor, G.R. 2000 *Integrating Quantitative and Qualitative Methods in Research*. Maryland: University Press of America.
- Marshall, C. & Rossman, G.B 1995 *Designing Qualitative Research, 2nd Edition*. Thousand Oaks: Sage Publications.
- Bruce, B. L. 1995 *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.
- Podgett, D. 1998 *Qualitative Methods in Social Work Research. Challenges and Rewards*. New Delhi: Sage Publications.
- Krueger, R.A. 1988 *Focus Groups: A Practical Guide for Applied Research*. Newbury Park: Sage Publications.
- Yin, R.K. 1984 *Case Study Research: Design and Methods*. Beverly Hills, Sage Publications.
- Dobbert, M.L. 1982 *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.
- Miles, M. & Huberman, A. 1994 *Qualitative Data Analysis: A Sourcebook of New Methods, 2nd Edition*. Thousand Oaks: Sage Publications.

- Smith, Linda Tuhiwai, 1950-. (1999). *Decolonizing methodologies: research and Indigenous peoples*. London: Dunedin, N.Z.: Zed Books ; University of Otago Press,

## Reference Books

- American Psychological Association (APA). (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Essential for formatting, citations, and ethical writing in social sciences.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success (3rd ed.)*.
- Corwin. A step-by-step guide to conducting literature reviews.
- Alvesson, M., & Sandberg, J. (2024). *Constructing research questions*. (Vols. 1-0). SAGE Publications Ltd, <https://doi.org/10.4135/9781529682588>

**Note: This course spans 300 notional hours, beginning with lectures and classroom sessions that introduce theoretical concepts and guide students in formulating research problems. It then transitions to workshops and seminars where participants collaborate with peers, practice data analysis, and prepare research proposals. Independent study underpins these activities, enabling in-depth literature reviews and refinement of research objectives. Students subsequently collect data through fieldwork, surveys, or experiments, and employ tools such as SPSS and Excel for thorough analysis and interpretation. Building on these findings, they draft and structure their dissertations, culminating in presentation preparation—both pre-submission rehearsals and final viva voce sessions. Throughout the course, ongoing assessments and revisions ensure continuous improvement and high-quality research outcomes.**

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
1 Credit = 15 Hours  Total = 20 Hours		Workshops and Seminars (Hands-on/Interactive): 40 hours Independent Study and Literature Review: 70 hours Data Collection and Fieldwork: 70 hours Data Analysis and Interpretation: 50 hours Report Writing and Drafting Dissertation: 50 hours Presentation Preparation (Pre-submission & Final Viva): 20 hours