



THE ASSAM
ROYAL GLOBAL UNIVERSITY
— GUAHATI —

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

MASTER OF SOCIAL WORK

For 2-year PG

1 ST SEMESTER				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C101	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	SOW184C115	Fieldwork (Community Settings)	500	4
6	Swayam Course			3
			Total Credits	23

2 ND SEMESTER				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
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			3
			Total Credits	23

Students exiting at the end of the 1st year shall be awarded a Post Graduate Diploma

3 RD SEMESTER				
Only Course Work				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C301	Social Policy and Planning	500	4
2	SOW184C302	Issues of Northeast 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	SOW184C30C1 SOW184C30F1 SOW184C30L1 SOW184C30P1	Rural and Urban Community Development Child and Childhood in India Introduction to Social Entrepreneurship Introduction to Mental Health	500	4
5	SOW184C30C2 SOW184C30F2 SOW184C30L2 SOW184C30P2	Livelihood and Sustainable Development Family in India Entrepreneurial Management Psychiatric Social Work Practice	500	4
			Total Credits	20

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
			Total Credits	20

3RD SEMESTER				
RESEARCH				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C327	Seminar/Presentation/Pilot Project evaluation	500	20
			Total Credits	20

4 TH 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	SOW184C40C1 SOW184C40F1 SOW184C40L1 SOW184C40P1	Social Entrepreneurship Social Work with Women Sustainable Livelihood and Development: Integrating Theory into Practice Counselling and Psychotherapy	500	4
5	SOW184C40C2 SOW184C40F2 SOW184C40L2 SOW184C40P2	Tribal Community Development Social Work with Youth and Elderly Social Business: Practice and Innovation Psychiatric Social Work Practice in different Settings	500	4
			Total Credits	20

4 TH SEMESTER				
COURSE WORK + RESEARCH				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C401	Quantitative Research Methods in Social Work	500	4
2	SOW184C402	Academic Writings, Ethics and Publications	500	4
3	SOW184C426	Major Project	500	12
			Total Credits	20

4TH SEMESTER				
RESEARCH				
Sl.No.	Subject Code	Names of subjects	Course Level	Credit
Core Subjects				
1	SOW184C427	Dissertation + Presentation and Viva	500	20
			Total Credits	20

1st 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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Origin of Social Work Victorian Origin of Social Work, Evolution of Social Work in England, USA and India, Concepts related to social work; Social Movement; Social Work and its Relation to other disciplines	10
II	Social Work as a Profession: 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)	15
III	Theoretical Perspectives to Social Work Practice: 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)	20
IV	Contemporary Concerns in Social Work: Postmodernism: Relevance and significance of postmodern theory to social work; Multiculturalism: Critical Debate within Social Work; Contextualizing Interventions, Social Work and Social Development: Human Development, Sustainable Development; Gender Perspectives on Development, Social Advocacy and Role of Social Worker	15
TOTAL		60

Textbooks:

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

Reference Books:

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

Additional Readings:

- Lawrence, R (2016). The Social Work Profession. *Professional Social Work in Australia*, 197-202.
- Lub V. (2018). Theory, social work methods and participation. *SAGE Journals*.
- 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.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
<p>1 Credit = 15 Hours</p> <p>Total = 60 Hours</p>	<p>–</p>	<p>60 Hours</p> <ul style="list-style-type: none"> • 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: Social Casework Subject Code: SOW184C102 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 400 Scheme of Evaluation: Theory
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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:

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

Course Outline

Modules	Topics (if applicable) & Course Contents	Periods
I	Human Behaviour and Social Environment: persons in environment (family, community, society); Social Casework: definition, objectives, values; Basic theories and approaches of casework: Diagnostic school, Functional School, Behaviour modification approach, crisis intervention approach; Historical development of social casework as a method of social work practice. Principles of Casework.	15
II	Major components of casework: Person, Problem, Place and Process. Casework Process: study- intake, analysis and problem identification and assessment, intervention, termination, evaluation. Client-Worker relationship: Characteristics of helping relationship: Nurturing, authority, professional and fostering client growth; Resistance, transference and countertransference in case work; Importance of communication in case work: verbal and non-verbal, enhancing the communication skills of the client and the social worker.	15
III	Interviewing: concept, purpose, skills in interviewing – listening, observation, giving feedback; multiple interviewing, home visits, collateral contacts. Recording: principles and types, structure and content, narrative, condensed, analytical, process, summary. Use of Genogram and eco-map.	15
IV	Techniques in Casework: Supportive techniques: acceptance, assurance, ventilation, emotional support, ego support, action-oriented support and advocacy. Enhancing resources techniques: procuring material help, environment modification and enhancing information. Counseling techniques: Reflective discussion, advice, motivation, clarification,	15

	modeling, role-playing, reality orientation, partialisation, confrontation, and reaching out.	
Total		60

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.

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
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

Subject Name: Social Group Work Subject Code: SOW184C103 L-T-P-C –3-1-0-4 Credit Units:4 Level of the Course: 400 Scheme of Evaluation: Theory

Course Objective: *To understand the concept of groups and their importance and influence on individuals.*

Course Outcomes:

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

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

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction to Social Group Work 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	12
II	Process, Types and Models of Group Work 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.	18
III	Group Dynamics and Group Functioning 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.	16

IV	Social Group Work Practice 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	14
Total		60

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.

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

Subject Name: Community Organization: Integrating Theory into Practice Subject Code: SOW184C104 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory

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:

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

Detailed Syllabus

Modules	Topics & Course content	Periods
I	Understanding Community: 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.	10
II	Conceptual and Theoretical Foundations of Community Organisation: 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.	18
III	Application and Strategies of Community Organisation: 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 Organisation Process; Skills and Roles of a Community Organiser; Strategies for Effective Community Intervention – Awareness, Capacity Building, Community Mobilisation, People's Participation, Resource Mobilisation,	20

	Fundraising, Negotiation, Programme Planning, Monitoring, Evaluation, and Impact Assessment of Community Initiatives.	
IV	Policy Framework and Governance in Community Development: 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
Total		60

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)

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.

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*.

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.

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
<p>1 Credit = 15 Hours Total= 60 Hours</p>	<p>-</p>	<p>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</p>

Subject Name: Fieldwork (Community Settings) Subject Code: SOW184C115 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:

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

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	30 hours Full time community-based training – 10 Hours Supervised learning – 10 Hours Individual presentations on field experience – 10 Hours

2nd SEMESTER

Subject Name: Social Welfare Administration Subject Code: SOW184C201 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 400 Scheme of Evaluation: Theory
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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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: 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	15
II	Basic Administration Processes: POSDCORB, Financial and Office Administration, Leadership & governance, Human Resource Management, Conflict resolution & crisis management, Use of technology in administration, transparency & accountability.	15
III	Procedures related to social welfare Organization: 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	15
IV	Personnel Administration & Programme Management: 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).	15
Total		60

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.

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.

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

Subject Name: Social Action and Social Movements Subject Code: SOW184C202 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 400 Scheme of Evaluation: Theory

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:

CO1	Define concept, process, ideas and methods of social action.	BT-1
CO2	Illustrate diligence and values to work with disadvantaged group.	BT-2
CO3	Apply values, ethics, skills for grassroots activism, action and social movement respond to the critical social reality by applying	BT-3
CO4	Analyze 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.	BT-4

Detailed Syllabus

Module	Topics and Course Contents	Periods
I	Social Action & Movement: Theories and Methods 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	Social Action and Social Movement: ideologies, philosophies and model 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.; Role of Social Action and movement in Community Organisation: Processes and Steps; Advocacy and Public Interest Litigation-steps and processes.	18
III	Social Action and Movements: Origin, Nature Typology & paradigms 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-	12

	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,	
IV	Social Action and Movements: Practice for Social Change 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
Total		60

Textbooks:

- 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.

Reference Books:

- 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.

Additional Readings:

- 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.

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
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<p>1 Credit = 15 Hours</p> <p>Total = 60 Hours</p>	<p>-</p>	<p>Group Discussion – 4 Hours</p> <p>Home Assignment & Article Review – 10 Hours</p> <p>Project Report / Field – 30 Hours</p> <p>Seminar Presentation – 10 Hours</p> <p>Viva-voice – 2 hours</p> <p>Class Test – 4 Hours</p>
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Subject Name: Social Work Research Subject Code: SOW184C203 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 400 Scheme of Evaluation: Theory

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

Course Outcomes:

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

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction to Social Work Research: Concept, scope, and importance of research in social work; Characteristics of social work research; Types of social work research (basic, applied, action research, participatory research, evidence-based practice, evaluation research); Ethics in social work research.	14
II	Steps in Social Science Research: 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	Qualitative Research Methods: 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	Quantitative Research Methods: Descriptive Statistics; Inferential Statistics; Use of Software Packages in Data Analysis; Use and limitations of Statistical Methods.	14
	Total	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.

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.

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.

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	-	60 Hours 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

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

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:

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

Detailed syllabus

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

Textbooks:

- 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

Reference books:

- 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

Additional Readings:

- 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.

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
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

Subject Name: Fieldwork (Agency Settings) Subject Code: SOW184C215 L-T-P-C: 0-0-6-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Practical

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:

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

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: 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	<p style="text-align: center;">30 Hours</p> Case study discussions of agency interventions: 10 Supervision meetings with faculty: 10 Individual presentations on field experiences: 10

3rd SEMESTER
Only Course Work

Subject Name: Social Policy and Planning Subject Code: SOW184C301 L-T-P-C – 3-0-1-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: 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	Process of Social Policy in India: 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	Indicators of Social Policy: Concept and Indicators of Social Development, Approaches and Strategies, Growth and Equity, Minimum Needs, Quality of Life, Models of Social Development, Basic Needs of Social Development, Dilemmas of Development, Economic Development, Sustainable Development	15
IV	Social Protection & Welfare: 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
Total		60

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: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory

Course objective: *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:

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

Detailed Syllabus

Module	Topics and Course Contents	Periods
I	Understanding Northeast India - Culture, Society & People: 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
IV	History of Development in NE India: 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
II	The Northeast Indian Population and Identity Assertion: Northeast India's identity assertion, underdevelopment and alienation, and development and issues in the various states; Politics & Governance; Critiques and Alternatives, Special Constitutional provisions.; 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.	18

IV	Issues and Social challenges of Northeast India: 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
Total		60

Textbooks:

- Ao, Temsula (2014) These Hills Called Home: Stories from a War Zone. Zuban: New Delhi
- 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

Reference books:

- 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

Reference Books:

- 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

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.

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, Movie Screening – 30 Hours

		Seminar Presentation – 10 Hours Viva-voice – 2 hours Class Test – 4 Hours
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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:

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

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

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
-	90 Hours	30 hours 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: SOW184C30C1
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:

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

Detailed Syllabus

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

III	Introduction to Urban Community: 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	Urban Community Development: Definition, Objectives and Historical Development, Principles, Approaches, methods and indicators of urban community development, Welfare extension projects of Central Social Welfare Board; Urban development planning: Town and Country Planning Act 1971, Urban Local Self-Governance: 74th Constitutional Amendment Act, Structure and functions, Challenges, People’s participation in urban development, Role of Community Development Worker, Role of NGOs, Application of Social Work method in Urban Development.	15
TOTAL		60

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, 1st 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.

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: Child and Childhood in India

Subject Code: SOW184C30F1

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:

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

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Child Welfare: Concept. Demographic profile of the child in India: Constitutional safeguards for children in India, National policy for children, UN. Charter on the rights of the child, advocacy of children's rights, laws relating to the child; family and child in India & North-east	20
II	Health and Education of children: 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.	10
III	Issues concerning children: Social, cultural, economic and political with reference to UNCRC guidelines, Developmental Issues- Education, play, social and cultural, Survival Issues- Human rights, female feticide, Infant mortality, 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.	10

IV	Children in Special Circumstances: 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.	20
TOTAL		60

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

Additional Readings:

- 1 Parveen, M. S. (2021). A Critical Analysis on National Commission for Protection of Child Rights. Indian JL & Legal Rsch., 2, 1.
- Billington, T. (2012). Separating, losing and excluding children: Narratives of difference. Routledge

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

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
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: SOW184C30L1

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:

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

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: Concept & overview of entrepreneurship, historical evolution & growth of social enterprises & entrepreneurship, SDGs, characteristics & types of entrepreneurships, 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	15
II	Social Entrepreneurship Models & Frameworks: Business models for social enterprises, Livelihood Innovation model, case studies illustrating various business models, social innovation and problem solving, legal and regulatory framework, ethical considerations in social entrepreneurship, impact measuring & evaluation, Policy and Institutional Support for Social Enterprises	15

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

Textbooks:

- 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.

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.

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 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.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
<p>1 credit = 15 hours Total = 60 hours</p>	<p>-</p>	<p>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</p>

Subject Name: Introduction to Mental Health

Subject Code: SOW184C30P1

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:

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

Course Outline

Module	Topics (if applicable) & Course Contents	Periods
I.	Defining: concept and models of Mental Health 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	15
II.	Understanding Mental Health Conditions: 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	15
III.	Theoretical perspectives: Mental Health based Social Work Identifying settings of Practice: institutional and non-institutional settings, educational institutions and workplaces, Comparing: Mental Health issues on field/real world and media portrayals	15
IV	Understanding the links: Stigma, Disability, and Mental Health Intervention through Social Legislations Policies, and Programmes: National Mental Health Programme 1982, Mental Health Act 1987, Rehabilitation Council of India Act 1992	15
TOTAL		60

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.

Credit Distribution		
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: SOW184C30C2 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	Recall the historical evolution and multidimensional nature of livelihoods, including the concepts of livelihood, income, and common property resources.	BT 1
CO 2	Compare and contrast the effectiveness of different livelihood strategies and diversification approaches in developing countries, considering their socio-economic and environmental implications.	BT 2
CO 3	Apply livelihood frameworks' principles to analyze interventions and outcomes using diverse models, enabling informed decision-making in sustainable development.	BT 3
CO 4	Examine the strategies for integrating sustainability into livelihood development initiatives and social work practice, contributing to holistic and equitable development outcomes by synthesizing knowledge of sustainable development principles, indicators, goals, national policies, and strategies.	BT 4

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Definition and Conceptualization of Livelihood: Multidimensional concept, livelihood and income; History of Livelihood Promotion in India; The Livelihood Triad; The Household Economy Approach; Livelihood strategies and diversification in developing countries; Livelihood resilience; Common Property Resources (CPRs).	14
II	Sustainable Development: Meaning, Nature and Scope of Sustainable Development; Indicators of Sustainable Development; Sustainable Development Goals; National Policies and Strategies for Sustainable Development; Sustainable Development – need and implications for Social Work Practice.	14
III	Sustainable Livelihood Framework: Understanding Livelihood Framework: Assets/Capitals - Human, Social, Physical, Natural and Financial, Vulnerability Context, Policies and Processes, Livelihood Strategies and Livelihood Outcomes; Different models – DfID and CARE.	14

IV	Livelihood, Security, Programmes and Policies: Livelihood and Sustainability; Livelihood Opportunities and Issues in Rural and Urban Areas; Gender and Livelihood constraints and struggles; Livelihood Intervention: Designing a livelihood intervention; Livelihood Adaptation Strategies – Local Knowledge Systems in Livelihood Adaptation; National Livelihood Missions: Deendayal Antyodaya Yojana – National Urban Livelihoods Mission (DAY-NULM), Aajeevika – Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM)	18
	Total	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.

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.

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	-	<p style="text-align: center;">60 Hours</p> 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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Family and its 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.	15
II	Types of marriage and parenting: 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.	15
III	Theories of Family System: Family Systems Theory, Social Exchange Theories and Family Development Theory; Planning Social Work Intervention: with Families living in poverty, families of prisoners.	15
IV	Family in the global context: 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.	15
TOTAL		60

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:

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	-	Visits to NGOs of Child Welfare- 15 hours; Visits to family court sessions- 15 hours; Guest Lectures- 15 hours

Subject Name: Entrepreneurial Management Subject Code: SOW184C30L2 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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Course Objective: 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:

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

Detailed Syllabus

Modules	Course Content	Periods
I	Foundations of Entrepreneurship: 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
II	Business Planning and Enterprise Development: 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
III	Financial and Legal Aspects of Entrepreneurship: 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
IV	Scaling, Innovation, and Social Entrepreneurship: Scaling strategies, growth hacking, and innovation in business. Leadership, team-building, and corporate social responsibility in entrepreneurship. Digital transformation and technology adoption for business expansion. Sustainability, impact investing, and social entrepreneurship models.	15
Total		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: SOW184C40P1 L-T-P-C – 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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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:

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

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Psychiatric Social Work – Concept, Definition, Meaning, Scope. Mental Hygiene movement - History of Psychiatric Social Work in India and West, Evaluation of Professional training and facilities for Psychiatric Social Work in India. Problems of psychiatric patients during pre-hospital, post hospital phase – patient, family and community perspective.	20
II	Practice of Psychiatric Social Work in different settings: Admission and discharge procedures followed in psychiatric setting - Psychiatric Social Work in different settings – Hospitals – OP clinics. Major Communicable/Non- Communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases. methods of dealing with victims of accidents. Principles of Health education. Use of Audio- Visual Aids and Mass Media.	10
III	Scope and practice in special settings: Psychiatric Social Work in special settings, Child Mental Health, De-addiction Clinics, Crisis Intervention Clinics, Geriatric clinics	10
IV	Programmes, laws and research scope in Psychiatric Social Work Practice: National Mental Health Programmes in India – Scope of	20

	Psychiatric Social work Practice; Mental Health Act 1986 - Research Issues in Psychiatric Social Work Practice.	
TOTAL		60

Textbooks:

- Dash, B. M., Kumar, M., Singh, D. P., & Shukla, S. (Eds.). (2020). *Indian social work*. Routledge.
- Subudhi, C. (2024). *Psychiatric Social Work: Principles to Practice*. Springer.
- Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: Contexts and Theories for Practice*. SAGE Publications.

Reference books:

- Talwar, U. K., & Singh, R. (2012). *Psychiatric Social Work - An Emerging Mental Health Profession in India*. GRIN Publishing.
- Mohan, B. (1970). *The Need for Psychiatric Social Work in India*. The ANNALS of the American Academy of Political and Social Science.

Additional Readings:

- 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.

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

3rd SEMESTER
Course Work + Research

Subject Name: Philosophical Foundations of Social Work Research Subject Code: SOW184C301 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Foundations of Knowledge and Inquiry in Social Science: 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	Philosophical Paradigms in Social Science: 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	Theoretical Foundations and Research Methodology: 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	Reflexivity, Positionality, and Ethical Considerations: 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
	Total	60

Text 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.

Reference Books:

- 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.

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.

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.

Credit Distribution Lecture / Tutorial	Practicum	Experiential Learning
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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
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Subject Name: Practical Approaches to Research 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 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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Identifying Research Problem and Formulating Objectives: 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	Literature Review and Theoretical Framework: 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	15

	critical evaluation of sources; Developing Theoretical & Conceptual Frameworks – Role of theories, linking frameworks with research questions, and model building.	
III	Designing a Research Study: 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 – Probability (random, stratified, cluster) and non-probability (purposive, snowball, convenience); Ethical Considerations – Informed consent, confidentiality, and research integrity.	15
IV	Developing a Research Proposal: 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
	Total	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.

Reference Books

- 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.

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.

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
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

Subject Name: Qualitative and Mixed-Methods Research in Social Work Subject Code: SOW184C303 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Foundations of Qualitative Research: 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	Data Collection in Qualitative Research: 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	Qualitative Data Analysis and Interpretation: 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	Mixed-Methods Research in Social Work: 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
	Total	60

Textbooks:

- 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.

Reference Books:

- 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.

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

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.

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
1 Credit = 15 Hours Total = 60 Hours		Group Discussion – 4 Hours Home Assignment – 5 Hours Project Report & Hands on practical onsoftware 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 Credit Units: 4 Scheme of Evaluation: Theory
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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:

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

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

3rd SEMESTER
ONLY RESEARCH

Subject Name: Seminar/Presentation/Pilot Project Evaluation
Subject Code: SOW184C327
Credit Units: 20
Level of the Course: 500
Scheme of Evaluation: Practical

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:

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

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.

Reference books:

- 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.

Additional readings

- 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.

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
(1 Credit = 15 Hours) (Total = 300 Hours)	-	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

4th 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
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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:

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

Course Outline

Modules	Topics (if applicable) & Course Contents	Periods
I.	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.	15
II.	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.	15
III.	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. Victimology, victim compensation, and victim support services.	15
IV	Theories: 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 Bharatiya Nyaya Samhita, 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	15

	Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act, Probation and parole.	
TOTAL		60

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.

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.

Credit Distribution		
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: *To introduce students to the interdisciplinary field of disability studies.*

Course Outcomes

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

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

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Introduction: 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	Historical perspectives and Constitutional obligations, Legislations and International Law: 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	Identification and assessment and Various Govt. initiatives: 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, Deendayal Disabled Rehabilitation Scheme)	18

IV	Role of parents and community in rehabilitation Social Work Intervention: 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
Total		60

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. Interactive sessions where students discuss various disability-related topics, policies, case studies, or real-life scenarios to enhance critical thinking and peer learning. Independent work assigned to students, such as essays, reports, or reflective journals on disability-related issues, inclusive education, accessibility, and assistive technology. 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.

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

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: To develop advanced professional competencies in agency-based social work practice and integrate theoretical knowledge with practical interventions in real-world settings.

Course Outcomes:

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

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

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	30 Hours Full-Time Agency-Based Training: 10 Supervised Learning: 10 Individual Presentations on Field Experiences: 10

Subject Name: Social Entrepreneurship (CD Specialization) Subject Code: SOW184C40C1 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:

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

Detailed Syllabus

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

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.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
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

Subject Name: Social Work with Women Subject Code: SOW184C40F1 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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OBJECTIVES: *To 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:

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

Module	Topics and Course Contents	Periods
I	Understanding Family systems: Women and gender issues 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	Introduction to Women and their issues: Brief orientation on gender and feminist discourses - Status of Women; 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	Women's world: based on lived realities 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, ecological, postmodern, Marxist, Eco-feminism, global, and post-colonial feminism of colour.	12

IV	State, law and customary laws: role of Women centric social work 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
Total		60

Textbooks

- 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*.

Reference Books:

- 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*.

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.

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: SOW184C40L1 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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Course Objective: *To provide a comprehensive understanding of livelihoods, sustainable development, and policy frameworks, focusing on livelihood models, sustainability principles, and national livelihood missions in the context of SDGs and social work practice.*

Course Outcomes:

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

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction: Definition and Conceptualization of Livelihood: Multidimensional concept, livelihood and income; History of Livelihood Promotion in India; The Livelihood Triad; The Household Economy Approach; Livelihood strategies and diversification in developing countries; Livelihood resilience; Common Property Resources (CPRs).	14
II	Sustainable Development: Meaning, Nature and Scope of Sustainable Development; Indicators of Sustainable Development; Sustainable Development Goals; National Policies and Strategies for Sustainable Development; Sustainable Development – need and implications for Social Work Practice.	14
	Sustainable Livelihood Framework: Understanding Livelihood Framework: Assets/Capitals - Human, Social, Physical, Natural and	

III	Financial, Vulnerability Context, Policies and Processes, Livelihood Strategies and Livelihood Outcomes; Different models – DfID and CARE.	14
IV	Livelihood, Security, Programmes and Policies: Livelihood and Sustainability; Livelihood Opportunities and Issues in Rural and Urban Areas; Gender and Livelihood constraints and struggles; Livelihood Intervention: Designing a livelihood intervention; Livelihood Adaptation Strategies – Local Knowledge Systems in Livelihood Adaptation; National Livelihood Missions: Deendayal Antyodaya Yojana – National Urban Livelihoods Mission (DAY-NULM), Aajeevika – Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM).	18
	Total	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.

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.

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	-	<p style="text-align: center;">60 Hours</p> 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

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:

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

Detailed Syllabus

Modules	Topics / Course content	Periods
I	Introduction: Counselling – Definition, meaning, counseling Stages: Pre – helping phase – Acquainting, Observing, Founding and Diagnosing. Helping phase – Pacing, Personalizing, Reframing and Initiating; Post helping Phase- Evaluating; Psychotherapy – Definition, Scope and objectives, Freudian Stages of Personality Development– Psychodynamic Therapy. Cognitive Behavioural Therapy (CBT), Behaviour Therapy.	20
II	Therapies and its practice: Human Existential Therapy – Transactional Analysis – Gestalt therapy, Family Therapy, Group Therapy, Occupational Therapy.	10
III	Situational issues and Counseling – Counseling the sick and bereaved – Trauma Counseling – Mental Disorder and Counseling. Counselling in different settings: Marital, family, HIV/AIDS, Student guidance and counselling, Career guidance and counselling.	10
IV	Professional values of the counseling profession: Fundamental principles of professional ethical behavior, Code of Ethics in counseling relationship, Code of Ethics in Confidentiality and Privacy. Transference and Counter-transference.	20
TOTAL		60

Textbooks:

- Antony John (2001) Principles and Techniques of Counselling, Dindigul , Anugraha Publications.
- Rao, Narayana (1981) Counselling Psychology, Bombay, TataMcGraw Hill

Reference Books:

- Antony. John (2003) Skills of Counselling, Dindigul, Anugraha Publications.
- Antony John (2001) Dynamics of Counselling, Dindigul , Anugraha Publications

Additional Readings:

- Antony. John (2006) Mental Disorders encountered in Counselling, Dindigul Anugraha Publications.
- Prasantham B J (1987) Therapeutic Counselling, Vellore, CCC

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	-	30 Hours 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: SOW184C40C1 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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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:

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

Course Outline

Modules	Topics (if applicable) & Course Contents	Periods
I	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.	15
II	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.	15
III	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; Linking: United Nations Declaration on the Rights of Indigenous and the Sustainable Development Goals for indigenous people.	15
IV	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.	15

TOTAL	60
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Textbooks:

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

Reference Books:

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

Additional Readings:

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

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

<p>Subject Name: Social Work with Youth and Elderly Subject Code: SOW184C40F2 L-T-P-C: 3-1-0-4 Credit Units: 4</p>

Level of the Course: 500
Scheme of Evaluation: Theory

Course Objective: *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:

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

Detailed Syllabus

Modules	Course Content	Periods
I	Understanding Youth & Elderly: 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	Social Work Interventions with Youth: 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	Social Work Interventions with Elderly: 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	Policies, Programs, and Future Directions: 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
Total		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: 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: SOW184C40L2 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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Course Objective: *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:

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

Detailed Syllabus

Modules	Course Content	Periods
I	Introduction to Social Business: 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
II	Business Planning and Enterprise Development for Social Impact: 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
III	Financial and Legal Aspects of Social Business: 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
IV	Scaling, Innovation, and Technology in Social Business: 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 scaling social enterprises. Sustainability, impact measurement frameworks, and partnerships for scaling social businesses.	15
Total		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.

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
<p>1 Credit = 15 Hours Total = 60 Hours</p>	-	<p>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</p>

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:**

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Understanding Psychiatric Social Work: Basic concepts, Major Approaches in Psychiatric Social Work; Settings of Intervention: Family Service agencies, Child Welfare agencies, School settings.	20
II	The trajectory of Psychiatric Social Work in practice: 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.	20
III.	Working with Individuals and Families: Origin, development, socialization, predominant characteristics of family, family dynamics Psychodiagnosics, and Techniques of Evaluation. Social Work Intervention: in General Hospital settings, Geriatric Clinics, Crisis Intervention Clinics, Emergency Services.	20
IV	Identifying Practices in Treatment: Psychosocial methods of treatment and management, Physical methods of treatment; Psychotherapies: Individual, group and family therapy. Social Work Intervention settings: Psychiatric Rehabilitation, de-addiction and rehabilitation centres.	20
TOTAL		80

Textbooks:

- Kaplan, & Sadock. (1995). Comprehensive Textbook of Psychiatry, 6th ed. London: William & Wilkins.
- Mane.P & Gandevia Y.K. (1995), Mental Health in India – Issues and Concerns, Bombay, TISS

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.

Additional Readings:

- Singha, D. (1989). Psychology in a Third World Country: the Indian Experience. New Delhi: Sage Publication
- Kiaj, B, (1996), The Social Worker and Psychotropic Medication, Virginal, Common Wealth University.

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.

Credit Distribution		
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

4th SEMESTER
COURSE WORK + RESEARCH

Subject Name: Quantitative Research Methods in Social Work Subject Code: SOW184C302 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 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:

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Research Design in Social Work: 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	Sampling and Measurement Techniques: Sampling Design - 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	Quantitative Data Analysis and Interpretation: 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	Introduction to Statistical Software and Research Reporting: 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
	Total	60

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

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.

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.

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.

Class Distribution Lecture / Tutorial	Practicum	Experiential Learning
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

Subject Name: Academic Writing, Ethics, and Publication Subject Code: SOW184C402 L-T-P-C: 3-1-0-4 Credit Units: 4 Level of the Course: 500 Scheme of Evaluation: Theory
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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:**

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

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	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
II	Scientific Conduct and Research Misconduct: Identifying and defining the types of misconduct: Falsification, Fabrication, and Plagiarism, Understanding Selective Representation and Misrepresentation of data.	15
III	Publication Ethics and Academic Integrity: 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
IV	Research tools, Databases, and Ethical Compliance: Understanding Databases (Indexing and Citation) and Research Matrices. Application of tools in Proposal Writing and testing on Plagiarism Software, Identifying and Evaluating: Complaints and Appeals from India on writing and publication fraud.	15
Total		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.

Credit Distribution Lecture/ Tutorial	Practicum	Experiential Learning
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 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:

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

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.

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

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.

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.

Credit Distribution Lecture/Tutorial	Practicum	Experiential Learning
-	-	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

4th SEMESTER
ONLY RESEARCH

Subject Name: Dissertation, Presentation & Viva-Voice Subject Code: Credit Units: 20 Level of the Course: 500 Scheme of Evaluation: Practical
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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:

CO1	Identify key research problems, objectives, and hypotheses grounded in theoretical and practical contexts.	BT-1
CO2	Explain and apply appropriate research methodologies, data collection techniques, and analytical tools such as SPSS, Excel, and GIS to ethically compile, manage, and interpret research data effectively.	BT-2 & BT 3
CO3	Analyze 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.	BT- 4
CO4	Evaluate and defend 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.	BT- 5

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.

Textbooks:

- 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.

Reference books:

- 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.

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.
- 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: 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
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