

**College of Social Work (Empowered Autonomous)
Nirmala Niketan Institute**



REGULATIONS AND SYLLABUS

Title of the Program

- A. PG Diploma in Social Work (2024)/ Bachelor of Social Work [Honours Degree] (2026)**
- B. Master of Social Work [Two Years] (2024)**
- C. Master of Social Work [One Year] (2027)**

(Amended in 2026)

In accordance with the MAHASARC Resolution and Maharashtra Government Resolutions dated April 20, 2023; May 16, 2023; and July 04, 2023 under the NEP 2020 framework.

**Address: 38, Nirmala Niketan, New Marine Lines, Churchgate, Mumbai-400020
Affiliated to University of Mumbai**

Introduction

The mission of the Master of Social Work program at College of Social Work (Empowered Autonomous), Nirmala Niketan Institute, is to prepare graduates for advanced practice in their chosen elective tracks. Since 1969, MSW's mission has been accomplished through the preparation of advanced social workers capable of practising in complex, diverse, and ever-changing environments. Emphasis is placed on developing evidence-based knowledge and skills for ethical, culturally competent, socially just, and empowering interventions on all practice levels.

Objectives

The following are the objectives of the Master of Social Work program:

- Develop social work practitioners who understand social work knowledge, values, and skills to enhance all levels of client systems.
- Prepare professional social work practitioners to engage in culturally sensitive practice that encourages active community participation in advancing social and economic justice.
- Prepare social work practitioners to integrate multidisciplinary bodies of knowledge and skills into their practice in order to empower clients.
- Develop social work practitioners who incorporate reflective practices to enhance understanding of self and others within their diverse context.
- Prepare social work practitioners who embrace core social work values and ethics in the service of all people, with particular attention to marginalised and disenfranchised persons and communities.
- Prepare social workers that are lifelong learners committed to the growth of their own professional knowledge base, ongoing professional development, and self-growth.

Program Outcomes (PO):

At the end of the program, students will be able to:

- PO 01: Identify as a professional social worker and conduct oneself accordingly.
- PO 02: Apply social work ethical principles to guide professional practice.
- PO 03: Apply critical thinking to inform and communicate professional judgments.
- PO 04: Engage diversity and difference in practice.
- PO 05: Advance human rights and social and economic justice.
- PO 06: Engage in research-informed practice and practice-informed research.
- PO 07: Apply knowledge of human behaviour and the social environment.
- PO 08: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- PO 09: Respond to contexts that shape practice.
- PO 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

REGULATIONS AND SYLLABUS

R. 501. A: Eligibility for admission to the First Year of the Two-Year Master of Social Work (MSW) / Postgraduate Diploma in Social Work Programme/ Bachelor of Social Work (Honours Degree) (all at NCrf Level 6.0) shall be an undergraduate degree (Level 5.5) in any discipline from a UGC/AIU-recognised university in India or abroad. The candidate must have earned the prescribed academic credits, ordinarily ranging from 120 to 132, upon completion of the three-year undergraduate programme. Eligibility for admission to the One-Year Master of Social Work (Advanced Standing MSW) programme at NCrf Level 6.5, with effect from the academic year 2027–28, shall be a Postgraduate Diploma in Social Work or a four-year undergraduate degree (Honours/Honours with Research) in Social Work at NCrf Level 6.0

R. 501. B: The programme shall be offered progressively at NCrf Levels 6.0 and 6.5. The duration of the programme at NCrf Level 6.0 shall be one academic year comprising the First and Second Semesters. A student who opts to exit the programme after successful completion of the First and Second Semesters shall be awarded the Postgraduate Diploma in Social Work / Bachelor of Social Work (Honours), as applicable. For students admitted to the Master of Social Work (MSW) programme during the academic years 2024–25, 2025–26, and 2026–27, the duration of the programme at NCrf Level 6.5 shall be two academic years comprising the First, Second, Third, and Fourth Semesters. Upon successful completion of all four semesters, the candidate shall be awarded the Master of Social Work (MSW) degree. With effect from the academic year 2027–28, the duration of the Master of Social Work (MSW) programme at NCrf Level 6.5 shall be one academic year comprising the Third and Fourth Semesters. Candidates who have successfully completed the requirements of NCrf Level 6.0 and thereafter complete the Third and Fourth Semesters shall be awarded the Master of Social Work (MSW) degree.

R. 501. C: The Examination for the program shall be held at the end of semesters I, II, III, IV. Examinations for all 4 semesters will be the responsibility of the college, in compliance with the University of Mumbai Rules.

R. 501. D: Postgraduate Diploma in Social Work/ Bachelor of Social Work (Honours)/ Master of Social Work shall not be conferred upon a candidate unless the candidate has passed all the papers in theory and in fieldwork/ field practicum prescribed for the all the required semester examinations in accordance with the provision that the assessment of 100 per cent in each subject, including field practicum, will be held at the end of each semester.

R. 501. E: A candidate for being eligible for appearing in the Postgraduate Diploma in Social Work/ Bachelor of Social Work (Honours)/ Master of Social Work examinations should have required attendance of 75% minimum in theory papers and 100% attendance in field work/ field practicum, and successfully completed the class tests, assignments/projects of the internal assessment for all papers and have satisfactory conduct. However, a special provision, with the approval of the Principal, is made for those students who obtain 75% attendance in individual papers/courses to be permitted to write the respective subject, thereby avoiding backlog/break year.

R. 502 F: There shall be Continuous Internal Assessments and Term End Semester Examination for each course/ subject.

R. 502 G: Assessment for 04 Credit Courses:

- Total Marks: 100
- External Assessment: 50 Marks and Exam Time: 2 Hours

- External Question Paper Pattern: 1 Question for long answer (1*20= 20 Marks), 3 Questions for short answers (3*10=30 Marks) – with internal choice
- Internal Assessment: 50 Marks – (Written Assignment: 20 Marks, Oral Presentation: 10 Marks, Group Discussion/ Seminar/Videos/Blogs: 20 Marks)

R. 502 H: Assessment for 02 Credit Courses:

- Total Marks: 50
- External Assessment:25 Mark and Exam Time: 1 Hour
- External Question Paper Pattern: 1 Question for long answer (1*15 =15 Marks), 1 Questions for short answer (1*10 =10 Marks)- with internal choice
- Internal Assessment:25 Marks (Written Assignment: 10 Marks, Oral Presentation: 05 Marks, Group Discussion/ Seminar /Videos/Blogs: 10 Marks)

R. 501. I: Field work/ practicum courses shall be in accordance with the field work manual.

R. 501. J: The intake capacity for the Postgraduate Diploma in Social Work / Bachelor of Social Work (Honours) programme at NCrf Academic Level 6.0 shall be 60 students.

R. 501. K: The intake capacity for the Master of Social Work (MSW) programme at NCrf Academic Level 6.5 shall also be 60 students.

R. 501. L: The PASSING NORMS are as follows:

i) To pass a theory course, a student is required to obtain a minimum of 40 percent marks allotted to the course, in CIA and End Semester Exams cumulatively. If a student fails to secure the required minimum 40 percent of the marks in the internal and external, that student will have to reappear for the additional exams. Those students who do not register for the Additional Examination within the stipulated period (15 days of the declaration of the result) will not be permitted to appear for the concerned examination (s). Those students who do not register for the additional ATKT Exams within the stipulated period (15 days of the declaration of the results) will not be permitted to appear for the concerned examination delay in registration will result in late fee as per the University norms.

ii) To pass a Fieldwork/ Practicum Course, the student should obtain 40 percent marks in each semester. If a student's performance in Fieldwork is consistently found unsatisfactory all through the semester the student will not be allowed to appear for the Viva Voce. Grounds for unsatisfactory performance are specified in the Fieldwork Manual. The Field Work hours completed by the student who has been declared failed in Field Work will not be carried forward. Failure in Field Work does not entitle a student to keep terms for the higher class. A student failing in Field Work shall have to make up the entire semester's fieldwork

R. 501. M: Grace Mark Norms shall be as per the Circular of the University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013 and DTE circular: CON/2016/ No 302/ 03 dated 4 March 2017.

R. 501. N: Awarding BSW (Hons)/ PG Diploma in Social Work/ MSW Degree: Students who opt to exit after completion of the FIRST year have to secure the required credits and shall be awarded BSW (Hons)/ PG Diploma in Social Work, as the case may be. Students who complete the level 6.5 requirements (by completing semester III and IV of the program) with the required credits shall be awarded MSW. These students are allowed to re-enter within 3 years to complete the degree programme.

R. 501. O: Grading and ATKT System:

i) The college follows the 10 Point Grading System:

Marks out of 50	Marks out of 100	Grade Points	Grade	Performance
40 & Above	80 & Above	10	O	Outstanding
35-39.99	70 – 79.99	9	A+	Excellent
30-34.99	60 – 69.99	8	A	Very Good
28-29.99	55 – 59.99	7	B+	Good
25-27.99	50 – 54.99	6	B	Above Average
23-24.99	45 – 49.99	5	C	Average
20-22.99	40 – 44.99	4	D	Pass
Less than 20	Less than 40	0	F	Fail

ii) Those students who fail in up to 4 courses across both semesters (excluding Field Work) in an academic year, will be ‘Allowed to Keep Terms’ (ATKT) and appear for the Additional Examination(s) in the subsequent semester.

iii) An unsuccessful candidate who has obtained 40 per cent of the full marks in a subject/s may be given an exemption from appearing in those subject/s at the subsequent examination and will be declared to have passed the respective semester-end examination when the candidate has passed in the remaining subject/s. Those students who fail in more than 4 courses across both semesters in an academic year will be declared failed in that academic year.

iv) A student who has not cleared semester 1,2, and 3 will not be allowed to appear for semester 4 examinations. However, a candidate who has obtained 40 percent or more of the full marks in Field Work/ field practicum may claim the exemption in Field Work.

Guidelines for Choosing Elective Papers and Syllabus Grid

- **Health Social Work Elective:** Students must choose DSE 401, 404, 501, and 504; complete field practicums in Area A; and opt for RP 502 under Research Track A.
- **Community Social Work Elective:** Students must choose DSE 402, 405, 502, and 505; complete field practicums in Area B; and opt for RP 502 under Research Track B.
- **Child and Family Social Work Elective:** Students must choose DSE 403, 406, 503, and 506; complete field practicums in Area C; and opt for RP 502 under Research Track C.

Note: *Each elective track is limited to 20 seats. Seat allocation is at the discretion of the college authorities, based on the student’s aptitude and seat availability.*

1 st Year of Two-Year MSW (2024)/ PG Diploma in Social Work (2024) / BSW [Hons] (2026)							
Level	Semester	Major		RM	OJT	RP	Cumulative Credits
		<i>Mandatory</i>	<i>Elective</i>				
6.0	1	Major 401: Introduction to Social Sciences (4 credits)	DSE 401: Health and Social Work (4 credits) Or	RM 401: Research Methodology-I (4 credits)	---	---	22
		Major 402: Social Work with Groups (4 credits)	DSE 402: Rural and Urban Community Development (4 credits) Or				
		Major 403: Field Work (4 credits)	DSE 403: Family Centred Practice (4 credits)				
		Major 404: History and Philosophy of Social Work (2 credits)					
	2	Major 405: Community Organisation (4 credits)	DSE 404: Mental Health Practice (4 credits) Or	---	OJT 401: Internship (4credits)	---	22
		Major 406: Social Work Practice with Individuals and Families (4 credits)	DSE 405: Marginalisation and Social Inclusion (4 credits) Or				
		Major 407: Research Methodology-II (4 credits)	DSE 406: Women's Studies (4 credits)				
		Major 408: Psychology for Social Work Practice (2 credits)					
Cumulative Credits required for PG Diploma/ BSW (Hons) Degree EXIT:							44

2nd Year of Two-Year MSW (2024) / One Year MSW (2027)

Level	One Year MSW Eligibility from 2027	Semester	Major		RM	OJT	RP	Cumulative Credits
			Mandatory	Elective				
6.5	<p>Candidates holding a Postgraduate Diploma in Social Work at NCrF Level 6.0;</p> <p>OR</p> <p>Candidates possessing a four-year undergraduate degree (Honours/ Honours with Research) in Social Work at NCrF Level 6.0</p>	3	Major 501: Social Policy in Development Context (4 credits)	DSE 501: Counselling Interventions (4 credits) Or DSE 502: Sustainable Development and Environment (4 credits) Or DSE 503: Social Work with Older Adults (4 credits)	---	---	RP 1: Research Project- Part A (4 credits) # Chapter 1 and 2 Submission	22
			Major 502: Administration in Social Work (4 credits)					
			Major 503: Field Work in Specialisation Area (4 credits)					
			Major 504: Training in Field Work Supervision (2 credits)					
		4	Major 505: Integrated Social Work Practice (4 credits)	DSE 504: Disability Studies and Practice (4 credits) Or DSE 505: Globalisation and Informal Labour (4 credits) Or DSE 506: Youth Centred Practice (4 credits)	---	---	RP 2: Research Project- Part B (6credits) Research Tracks: a) Health Studies b) Community Studies c) Child and Family Studies	22
			Major 506: Human Rights and Legal Literacy (4 credits)					
Major 507: Field Work in Specialisation Area (4 credits)								
Cumulative Credits required for MSW Degree:								88

**1st Year of Two-Year MSW (2024) /
PG Diploma in Social Work (2024) /
BSW [Hons] (2026)**

FIRST SEMESTER

SEM	CODE	SUBJECT	CREDITS
I Level 6.0	Mandatory		
	Major 401	Introduction to Social Sciences	4
	Major 402	Social Work with Groups	4
	Major 403	Field Work	4
	Major 404	History and Philosophy of Social Work	2
	RMC 401	Research Methodology- I	4
	Electives (Choose One Subject)		
	DSE 401	Health and Social Work	4
	DSE 402	Or Rural and Urban Community Development	
	DSE 403	Or Family Centred Practice	
	TOTAL CREDITS		22

Semester 1

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 401
Course Title	Introduction to Social Sciences
Semester	I
Credits	4

Rationale for the Course:

The integration of Social Sciences into the field of social work is essential for nurturing a comprehensive understanding of human behaviour, societal structures, and the complex issues that shape communities. This course is designed to provide social work learners with foundational theoretical knowledge drawn from various social science disciplines. Such an interdisciplinary approach equips students to engage more critically and effectively with the multifaceted challenges facing contemporary society. Through an exploration of key social science concepts and theoretical perspectives, students will gain the analytical tools necessary to examine major societal problems and the institutional forces that influence human life. Emphasis is placed on understanding the role of culture, social institutions, democracy, and gender dynamics, both within national and global contexts. This enables learners to develop a contextualized awareness that is crucial for responsive and ethical social work practice. By aligning academic knowledge with practical application, the course prepares students to not only understand but also actively engage in the transformation of societal systems. Ultimately, this course lays a theoretical foundation that enhances professional practice and empowers future social workers to act as informed agents of social justice.

Course Objectives

- Understand key social science concepts and their applicability to the field of social work
- Critically analyse the major problems that affect contemporary society.
- Contextualise the tenets of social sciences both at the national and international level
- Equip social work learners with theoretical knowledge as a base to social work practice

Learner Outcomes:

After completing the course, students will be able to: -

CO 01: Discuss basic concepts, theoretical perspectives and their application related to social sciences

CO 02: Analyse the various social institutions affecting human life and the role of culture and its impact.

CO 03: Deliberate on the concept of democracy, the electoral process and various political processes embedded in it.

CO 04: Relate the gender and its dynamics in the social life

Course Content:

Unit	Title	Contents	Essential Readings
I	Sociological Perspectives	<ul style="list-style-type: none"> • Differences between Social Sciences and Natural Sciences • Definition and historical development of sociology in India and world • Major theoretical perspectives in sociology – Positivism (August Comte, Herbert Spencer), Structuralism- Functionalism (Durkheim, Talcott Parson), Conflict (Hegel, Karl Marx), Interactionist (G.H Mead), Interpretivism (Max Weber), Historical development of modernism and post- modernism • Relevance of Sociology in social work practice 	<p>Zoe Staines; Gerhard Hoffstaedter; and Ned Binnie (2023).</p> <p>Introduction to the Social Sciences, Brisbane, Queensland:</p> <p>The University of Queensland</p> <p>Rao, S. (2005), Sociology. New York: S.Chand and Company Ltd</p> <p>Haralambos, M., Holborn, M., Chapman, S., & Moore, S. (2013). Sociology - Themes and Perspectives. United Kindom: Collins.</p>
II	Major concepts in sociology	<ul style="list-style-type: none"> • Society and social institution • Culture • Socialization and agents of socialization • Social Processes and social interaction • Social change and theories of social change 	<p>Rao, S. (2005), Sociology. New York: S.Chand and Company Ltd</p> <p>Bhushan, V. S. (2000), An Introduction to Sociology. Delhi: Kitab Mahal Distributor.</p> <p>Giddens, A. (2009). Sociology. New Delhi: Willey India</p>
III	Sociology of Gender	<ul style="list-style-type: none"> • Gender as a Social Construct: Gender, Sex, Sexuality; Production of Masculinity and Femininity • Gender: Differences and Inequalities with respect to class, caste, work and family • Gender, Power and Resistance: Role of Movements 	<p>S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge.</p> <p>Judith Lorber and Susan A. Farrell (1991). The Social Construction of Gender, New Delhi: Sage Publications</p>

IV	Political Sociology	<ul style="list-style-type: none"> • Concept of politics • Understanding Nation and State • Democracy, Dictatorship, Communism, Federalism • Indian Parliamentary structure • Meaning, characteristics, and role of – Political parties and Pressure groups (Tactics of Pressure groups – lobbying, advocacy, media, propaganda, etc) • Political participation, representation, alienation, corruption, and violence • Politicization of caste and religion • Understanding the role of election commission, voting behavior, election and representation quota 	<p>Bastian, S. (ed). Luckham, R.(2003) Can Democracy be designed, Zed Books. London 23 Page Cambridge UniversityPress, Cambridge. Cambridge University Press.</p> <p>Sharma B.M. Bareth; R(ed) 2004 Good Governance, Globalisation and Civil Society,</p> <p>Mehra, A.K. & Khanna, D.D (ed) Kueck, G.W (2003). Political Parties and Party System,New Delhi.</p> <p>Wilkinson, S. (2004). Votes and Violence. Electoral competition and communal riots in India,</p>
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Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 402
Course Title	Social Work with Groups
Semester	I
Credits	4

Rationale for the Course:

A key focus of the course will be on understanding the distinctive role of group work within the broader spectrum of social work methods. In this course, the learners will understand the fundamental aspects of group composition and processes and learn about models of intervention integral to Group Work practice. Learners will be equipped with interpersonal helping skills and techniques to effectively work with group members towards predefined objectives. The rationale for this course lies in preparing social work professionals to navigate the intricate dynamics of group settings, through a synthesis of theoretical knowledge and practice skills. Participants will be equipped to foster resilience within group contexts.

Course Objectives:

- Understand the group work method and appreciate its practice in various settings
- Acquire knowledge required for planning, for conducting activities, and for effective use of program media at each stage of group development.
- Acquire understanding of dynamics and development of group work in institutional and community settings.

Learner Outcomes:

After completing the course, students will be able to: -

- CO 05: Demonstrate professional identity and ethical conduct by adhering to the values, principles, and standards of the social work profession in group settings.
- CO 06: Apply essential procedural skills including information gathering, assessment, active listening, observation, and purposeful interaction to effectively facilitate group work.
- CO 07: Set clear objectives and implement structured interventions for group processes, showing the ability to plan, guide, and evaluate group dynamics and outcomes.
- CO 08: Engage in continuous personal and professional reflection to assess one's leadership style, effectiveness in group work, and areas for development in alignment with lifelong learning and professional growth.

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction to Social Group Work	<ul style="list-style-type: none"> • Group work as a method of social work • Definition and types of groups • Values and principles underlying group work as a method. • Historical development of group work practice • Standards for social work practice with groups (AASWG) 	<p>Introduction to Group Work, 4th Edition. David Capuzzi, Douglas R. Gross, Mark D. Stauffer. Rawat Publications, 2010, India.</p> <p>Glassman, U., & Kates, L. (1990). Group Work: A Humanistic Approach. New Delhi: Sage Publications.</p> <p>Joseph, H. (1997). Social Work with Groups: A Literature Review. Indian J. of Social Work, 58 (2), 195-211.</p>
II	Group Formation Processes and Group Dynamics	<ul style="list-style-type: none"> • Group formation: Phases and stages of group development • Characteristics of each stage and role of Group worker there in • Group Processes and Group Dynamics: • Communication and interaction Pattern in a group: Group Cohesion and Attraction; • Group Leadership: Functional and Dysfunctional Roles in a group; • Social Control and Group Culture; • Decision making in group; Factors hindering effective Decisions and the Different Techniques of Decision Making. • Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management. 	<p>Diana Rowan & Kim Bender (2009) An Experiential Approach to Group Work, Furman Rich, , Lyceum Books, Chicago,</p> <p>Siddiqui, H.Y. (2008) Group Work: Theories and Practices, Rawat Publications, New Delhi.</p> <p>Gerold Corey & Cindy Corey Group Work: Process & Practice.3rd and 9th Edition.</p> <p>Marianne Schneider. Cengage Learning India Pvt. Ltd. India, 2014.</p>

III	Group Work Models of intervention	<ul style="list-style-type: none"> • Life cycle model: social goals model, remedial model, reciprocal model • Tuckman’s Group and Team Development model • Mutual aid/SHG models • ABC model 	Mutual Aid Groups, Vulnerable Populations and the Life Cycle. 2nd Edition, Edited by Alex Gitterman & Lawrence Shulman, Columbia University Press, 1994, New York.
IV (Skill Lab)	Use of Programme Media in group work [Skills Lab]	<ul style="list-style-type: none"> • Programme media- characteristics, rationale of programme media • Use of programme media • Types of programme: Media – action songs, simulation games, puppets, street play, photo language, documentary/feature films, posters etc. • Conducting group sessions: Group discussions, group meetings and training programmes • Steps in planning and conducting group sessions 	<p>Pereira, M. (1994). Development Communication Handbook: Ideas, Skills, Illustrations. Indore: Satprakashan Kendra.</p> <p>Pragasam, M., & Yadav, A. (2002). Street Plays on Community Health. Secunderabad: The Catholic Association of India.</p> <p>Pragasam, M., & Yadav, A. (2003). Group Media: Trainer’s Manual. Secunderabad: The Catholic Association of India</p>

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 403
Course Title	Field Work - I
Semester	I
Credits	4
Note: Tasks and Assessments as per Field Work Manual	

Learner Outcomes:

After completion of the course, students will be able to: -

- CO 09: Demonstrate an understanding of the fundamental concepts in social work practice within their field work settings.
- CO 10: Apply basic social work methods and techniques in field scenarios, effectively engaging with individuals, families, groups, and communities to assess and address social issues.
- CO 11: Uphold professional ethics and values in all interactions, demonstrating respect for diversity, social justice, and client autonomy in fieldwork practice.
- CO 12: Engage in reflective practice and self-assessment to foster continuous professional growth, learning, and effective integration of feedback in fieldwork settings.

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 404
Course Title	History and Philosophy of Social Work
Semester	I
Credits	4

Rationale for the Course:

This course serves as a foundational pillar for understanding the evolution, philosophy, and ethical framework of the social work profession. By exploring the historical roots of social work both globally and within the Indian context, learners gain critical insights into the socio-political and cultural factors that have shaped the discipline over time. Understanding these origins fosters a deeper appreciation of the profession's purpose and ongoing relevance in addressing human needs and promoting social justice. Central to the course is an engagement with the core philosophical and ideological underpinnings of social work. This reflection helps learners grasp the values and guiding principles that inform practice, such as human dignity, equity, and the importance of collective well-being. Through this, students are encouraged to critically connect theory to practice, ensuring that their interventions are both informed and ethically grounded.

Furthermore, the course emphasizes the application of the professional Code of Ethics in real-world settings, preparing students to navigate complex field situations with integrity and professionalism. In addition, the inclusion of self-care practices supports the holistic development of future social workers, promoting resilience and sustainable engagement in the emotionally demanding nature of the profession. By the end of the course, students are expected to not only understand the profession's foundations but also embody its ethical values and develop the reflective skills necessary for responsible and balanced social work practice.

Course Objectives:

- Discuss the historical origins of social work globally and in India
- Reflect on the major philosophical and ideological moorings behind social work
- Analysing code of ethics in social work and developing skills to apply it

Learner Outcomes:

After completing the course, students will be able to: -

CO 13: Discuss the historical context of social work

CO 14: Identify the philosophical and ideological moorings of social work

CO 15: Apply Self-care practices for effective personal and professional balance

CO 16: Employ social work ethics in field context

Course Content:

Unit	Title	Contents	Essential Readings
I	Historical, Philosophical and Ideological Moorings of Social Work	<ul style="list-style-type: none"> • Overview on social problems, role of helping professions, & specific role of social workers • Definition and mandate of social work • Core values and principles of social work • Western and Indian History of Social Welfare and Social Work Education • Overview on methods, fields of practice, and basic skills in social work • Overview on Western and Indian Philosophical Traditions • Philosophy of human life • Eco-humanism as central philosophy of social work • Overview on conservative, liberal and radical ideologies and its relevance to social work practice • World religions and the application of golden rule in social work 	<p>Pierson, J. (2022). A New History of Social Work Values and Practice in the Struggle for Social Justice. London: Routledge</p> <p>Dash, B.M (2023). Introduction to Social Work. Delhi: Rawat Publication</p> <p>Desai, M. (2002). Ideologies and social work: Historical and contemporary analyses. Delhi: Rawat Publication</p> <p>Stefaroi, P. (2016). Philosophy and Social Work: Philosophical Bases, Models and Sources for Humanistic Social Work. USA: Create space- Amazon</p>
II	Self-care and Social Work Ethics	<ul style="list-style-type: none"> • Key concepts: confidentiality, self-disclosure, consent, breaching trust • Code of Ethics in Social Work • Application of Ethics in Social Work Agency Settings • Understand self, recognize feelings, and managing conflicts • Multicultural awareness and preparing for professional practice 	<p>Joseph, J., & Fernandes, G. (2006). An Enquiry Into Ethical Dilemmas in Social Work. Mumbai: College of Social Work</p> <p>Ronald, Y., & Laavanya, PV. (2020). Social Work Ethics: Context, Text and Instruction, Perspectives in Social Work, 35 (1), 18-36</p>

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	RMC 401
Course Title	Research Methodology - I
Semester	I
Credits	4

Rationale for the Course:

From the viewpoint of social work professionals, research is needed from the first step of social work process – needs assessment – to the last stage of evaluation and planning the next step. Evidence-based practice, which is getting more support in the field of social work overtime, refers to a philosophy and process designed to forward effective use of professional judgment in integrating information regarding each client’s unique characteristics, circumstances, preferences, and actions and external research findings (Gambrill, 2006). Lincoln and Guba (1985) suggested that values influence all research in several ways, including choice of the research problem, choice of paradigm to guide the problem, choice of data gathering and data analysis methods and choice of ways of presenting the findings. Research methodology as a subject of social work education should be governed by social work values of social justice, human rights and non-discrimination and teach students to be scientific, un-biased and relevant in their research. This course is designed to provide an introduction to research methods and to produce an appreciation of the research process. This course will cover components of undertaking research and carrying out a research process in social work practice in different settings and environments, program evaluation and policy development. More specifically, Research Methodology helps the students appreciate the relevance of research in social work profession, understand research ethics and scope of research in social work, learn the process of research and comprehend the ways in which it can be used in the field.

Course Objectives

- Understand the nature of social science research and its relevance in social work field.
- Gain knowledge about the initial and intermediate steps of research process
- Develop skills for data collection

Learner Outcomes:

After completing the course, students will be able to: -

CO 17: Discuss the basic concepts of research

CO 18: Identify appropriate research topics.

CO 19: Select and define an appropriate research problem and its parameters.

CO 20: Develop data collection tools and conduct data collection.

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction to Social Science Research	<ul style="list-style-type: none"> • Definition of social science research • Epistemology of research • Characteristics of research • Relevance of research in social work • Ethics in social work research 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 1</p> <p>Alston, M. and Bowles, W. (2003) Research for Social Workers: An Introduction to Methods. (2nd ed.) New Delhi: Rawat Publications. – Cha. 1</p> <p>Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE – Cha. 1, 14</p> <p>Rubin, A. and Babbie, E. (2008) Research Methods for Social Work. Belmont: Thomson Brooks/Cole – Cha. 1, 2, 4.</p>
II	Initial Steps of Research Process	<ul style="list-style-type: none"> • Literature Review • Concepts & Variables • Formulation of Objectives Research Questions & theses 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 2, Cha. 10</p> <p>Alston, M. and Bowles, W. (2003) Research for Social Workers: An Introduction to Methods. (2nd ed.) New Delhi: Rawat Publications. – Cha. 2, 3,4, 11</p> <p>Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE – Cha. 3, 4, 5 6</p> <p>Rubin, A. and Babbie, E. (2008) Research Methods for Social Work. Belmont: Thomson Brooks/Cole – Cha. 6, 7</p> <p>Williams, M., Unrau Y. A. and</p>

			Grinnell R. M. (JR) (1998) Introduction to Social Work Research. Illinois: F. E. Peacock Publishers, Inc. – Cha. 3
III	Intermediate Steps of Research Process	<ul style="list-style-type: none"> • Distinguishing between Quantitative and Qualitative Research • Quantitative Research Designs • Sampling – Meaning, Sampling Strategies – Probability & Non-Probability, Sampling Error 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 3, 4, 9.</p> <p>Lal Das. D. K. (2005) Designs of Social Research. Jaipur: Rawat Publication</p> <p>Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE – Cha. 8, 12</p> <p>Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) Introduction to Social Work Research. Illinois: F. E. Peacock Publishers, Inc. – Cha. 2, 5, 6, 7, 8.</p>
IV	Going to the Field: Data Collection	<ul style="list-style-type: none"> • Types & Sources of Data • Methods of Data Collection • Tools of Data Collection • Reliability & Validity of Data Collection Tools 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 5, 6.</p> <p>Engel, J. R. and Schutt, R. K. (2009) The Practice of Research in Social Work (2nd ed.) Los Angeles: SAGE</p> <p>Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) Introduction to Social Work Research. Illinois: F. E. Peacock Publishers, Inc. – Cha. 10, 11.</p>
The practical/practice aspect of problem formulation, sampling and tool preparation will be covered in the form of research assignment (individual or group).			

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	DSE 401
Course Title	Health and Social Work
Semester	I
Credits	4

Rationale for the Course:

Based on the holistic concept of Health, the course recognizes the role of social, cultural, political and economic factors in influencing the health of individuals. The course believes that health is integrally related to the processes of development and that inequality, poverty; exploitation, violence and injustice are at the root of ill-health and mortality, especially for the poor and marginalized. The course aspires to enable the social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being regardless their caste, ethnic background, religion, gender, age, abilities, sexual orientation or class. Looking at Health as a fundamental Human Right, the course also envisages to enable the learners to take up issues of health for advocacy and thus enable communities to play an active role in the formulation, implementation and evaluation of all health policies and programmes.

Course Objectives:

- To understand the concept of Health and wellness and factors influencing the same.
- To understand the concept of Community health, Health Education, Health Action and Health Advocacy.
- To establish the link between Health and Development by presenting the various challenges faced by the health sector in the current socio-economic context.
- To analyse the changing trends in the field of health policy and planning in India.
- To understand the relationship between caste, class, gender, age with Health and its repercussion on the overall wellbeing.

Learner Outcomes:

After completing the course, students will be able to: -

- CO 21: List the factors affecting health and plan health action programme in accordance to the community needs.
- CO 22: Discuss the health system, programmes and policies in India
- CO 23: Analyse the impact of health on wellbeing, gender justice and sustainable development of the community
- CO 24: Deliberate on the role played by the social worker in the health system.

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction of Health, Community health and Health Education	<ul style="list-style-type: none"> • WHO definition of health and its criticism, • The Iceberg Phenomenon • Changing concept of Health: Biomedical, ecological, psycho-social and holistic. • Dimensions of health: Physical, Mental, Social, Spiritual, Emotional & Vocational • Approaches to Health: Physical & Social • Factors affecting health: Biological, Social, Political, Economic, Geographical & Psychological. • Social and Economic Determinants of Health. • Concept and history of Community health; Difference between Community Health and Public Health • Critical analysis of status of Health in India; Rural /Urban Divide Community diagnosis and health action plan, Organising and planning for community health programme • Concept of Health education, methods, and Principles of Health Education 	<p>Park. K. (2011). Preventive and Social Medicine (21st ed.) Bhanot, Jabalpur.</p> <p>Michele, I. (2004). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health, London, Jones and Bartlett Publishers.</p> <p>Desai SB & Joshi Bharti (2012). Social Work and Community Health, New Delhi, Alfa Publications</p>

<p>II</p>	<p>Health and Development</p>	<ul style="list-style-type: none"> • Linkage between Health & Development • Millennium and Sustainable development goals • Health Literacy and Health Behaviour; health seeking behaviour: Zollas Model & Health belief model, health related behaviour • Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India-challenges to the health sector 	<p>Qadeer, Sen and Nayar (2001) Public Health and the Poverty of Reforms, Sage Publications, New York.</p>
<p>III</p>	<p>Health System Programmes and Policies</p>	<ul style="list-style-type: none"> • Three tier health care system: primary, secondary, and tertiary. • Health Infrastructure and Human resource Development; • Public vs Private health care. • National and State Level Health Policies and Programs: Health planning in India, NHP 1983, NHP 2002, National Rural Health Mission 2005, National Health Mission 2013, National Health Policy 2017, Ayushman Bharat/ Pradhan Mantri Jan Arogya Yojana, ICDS Scheme, Mahatma Jyotiba Phule Jan Arogya Yojana. • Out of Pocket Expenses on Health; Health Insurance 	<p>Banerjee, D (1985). Health and Family Planning Services in India.</p> <p>Duggal Ravi, Health Planning in India.</p> <p>Banerjee, D. (1982). Poverty Class and Health Culture in India. New Delhi: Prachi Prakashan.</p> <p>World Bank (1993). World Development Report- Investing in Health, World Development Indicators, Oxford University Press</p> <p>Devadasan N et.al. "Community Health Insurance in India-An Overview" Economic and Political Weekly, July 2004</p>

<p>IV</p>	<p>Health Disparities and social work intervention</p>	<ul style="list-style-type: none"> • Aging and health • Migration and Urban Health • Health and Gender-gender dimensions of health care, reproductive rights, gender-based violence, female deficit and emerging issues • Linkages between Health and Environment with special reference to climate change and its effects on health and Nutrition • Areas of Social Work Practice: School health, Community, Institution and Hospital: Medical Social Work and Psychiatric Social Work: Concept, Evolution, Roles, Functions / Responsibilities of Medical Social Workers and Psychiatric Social Workers. • Crisis intervention and role of the social worker: Natural disasters like flood, famine, pandemics and earthquakes • Advocacy in Health care, Right to Health. 	<p>Ministry of Health and Family Welfare, Government of India, January 2013, “A strategic approach to Reproductive, maternal, new-born, child and adolescent health (RMNCH +A) in India”</p>
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Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	DSE 402
Course Title	Rural and Urban Community Development
Semester	I
Credits	4

Rationale for the Course:

The subject 'Rural and Urban Community Development' gives an idea on the structures, issues, governance and process of development of rural and urban societies in India. The study highlights the history of rurality and urban development processes. The course will develop sociological understanding of rural and urban realities focusing on geographical diversities, social stratification, class disparities, caste dynamics, and gender discrimination in context of equity is significant to understand rural-urban realities. Knowledge on village level agrarian and water crisis, urban related issues on migration and slum development and livelihood issues of tribal communities are the crucial areas to be focused in this study. Understanding on rural, urban and tribal administration and governance is an important part to intervene in the development processes. Similarly, information on constitutional provisions, policy framework, welfare programs on the role of NGO, people's organizations, campaigns for rural urban development enable to get the vision for development of rural, urban and tribal societies.

Course Objectives:

- To orient the learner about geographical differences, population distribution/proportion & characteristics of rural, urban, and tribal locations
- To trace the history of development of Urban society & processes of migration
- To introduce a sociological understanding of urban and rural societies.
- To understand the rural and urban structures, issues, governance and processes of development.
- To study the constitutional provisions, policy framework and programs for rural, urban & tribal development
- To study the interventions and networking for rural and urban development.
- To study the government and non-government interventions in rural and urban development.

Learner Outcomes:

After completing the course, students will be able to: -

CO 25: Differentiate the demographic, social, and geographic characteristics of rural and tribal communities, including patterns of population distribution and settlement.

CO 26: Explain the historical evolution of urban society and analyze the causes and consequences of migration in shaping urban and rural dynamics.

CO 27: Apply a political and sociological lens to understand the structures, governance systems, and developmental challenges specific to rural, urban, and tribal areas.

CO 28: Critically evaluate constitutional provisions, policy frameworks, and both

government and non-government interventions aimed at promoting development in diverse community setting.

Course Content:

Unit	Title	Contents	Essential Readings
I	Rural and Tribal Society	<ul style="list-style-type: none"> • Introduction to concepts related to rural, tribal societies • Village structures across India, Intersectional analysis of village structure, Village as agrarian society, Changing/transition of village structures • Issues : Economic, agrarian, displacement, migration • Definitions: Schedule Tribes, indigenous people, Nomadic and denotified tribes in India • Demographic profile of tribals, Identity issues, livelihood issues, Land, atrocities, witch killings; occupation, indebtedness, bonded labour, displacement, dispossession, forced migration and relocation 	<p>Chaudhary Anjana: Rural sociology. New Delhi. Dominant Publishers, 2004</p> <p>Joshi Divya: Gandhi On Villages. Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002</p> <p>Prasad B K: Rural Development: Concept, Approach, And Strategy. New Delhi. Sarup and Sons Publishers, 2003</p>
II	The origin and growth of cities	<ul style="list-style-type: none"> • Urban Growth : Pre-industrial city, industrial revolution and its effects, Post-industrial urbanization (Chicago School of Thought) • Urban Demography: Concept of Urbanisation and slum communities • Issues related to migration: Livelihood of urban poor, housing, employment • Urban Transportation Systems Ghettos and gated Communities. 	<p>Sandhu Ravinder Singh: Urbanisation In India: Sociological Contributions. New Delhi. Sage Publications, 2003</p> <p>Prasad B K: Urban Development: New Perspective. New Delhi. Sarup and Sons Publishers, 2003</p> <p>Mohan Sudha: Urban Development New Localism. Jaipur. Rawat</p>

		<ul style="list-style-type: none"> • Sociological diversities Issues: Informal settlement, service, Transportation • Gemeinschaft and Gesellschaft Gentrification and De gentrification 	<p>Publications, 2005</p> <p>Siva Ramakrishnan K C: Oxford Handbook of Urbanisation in India, 2nd Edi. New Delhi. Oxford University Press, 2005</p>
III	Governance and Development: Policies and Programmes	<ul style="list-style-type: none"> • Perspectives of Mahatma Phule, Mahatma Gandhi, and Ambedkar on village Development • Constitutional provisions, NITI Ayog and Budgetary Allocation, welfare programs for urban, rural and tribal areas • Local Governance: 73rd & 74th Amendment, PESA, 5th and 6th Schedule areas 	<p>Singh, Surat and Singh, Mohinder 2006: Rural Development Administration in 21st Century: A Multi-Dimensional Study; Deep & Deep Publications, Delhi</p> <p>Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgaon: Zorba Publishers</p>
IV	Government and Non-government intervention	<ul style="list-style-type: none"> • MGNREGA,NRLM;Nagar Rajya Bill,Area Sabha,MMRDA, MHADA, SRA JNNURM, NULM • Rural Cooperatives: concept, scope and limitations of the cooperative movement, NGO, CBO, civil society, SHGs intervention at community level, People's Organisations intervention on Natural resources like forest/land and water, • Labour exploitation, SEZ, housing issues • RTI , Jansunvai, Public Interest Litigation, e-governance, campaigns 	<p>Chatterjee Shankar: Rural development and National Rural Livelihood Mission (NRLM). Jaipur. RBSA Publishers, 2011</p> <p>Mukherjee Amitava: Participatory Rural Appraisal Methods And Applications In Rural Planning.. (2nd Revise) New Delhi. Concept Publishing Company, 2004</p> <p>MCGM. (2010). Mumbai Human Development Report 2009 (Chapters 4 and 8). New Delhi: Oxford University Press</p>

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	DSE 403
Course Title	Family Centred Practice
Semester	I
Credits	4

Rationale for the Course:

Family-Centred Practice is an approach of working with families that focuses on enhancing their capacity to care for their children and meet their needs. It considers family as an imperative unit to ensure well-being of children. The goal is to develop consistent, ethical, and effective child welfare practices within the family. Family-centeredness characterizes beliefs and practices that treat families with dignity and respect adopting individualised, flexible and responsive practices and processes for each family unit and emphasise on information sharing so that families can make informed decisions.

Family centred practice is based upon the belief that the best way to meet a person's needs is within their families and that the most effective way to ensure safety, permanency, and well-being is to provide services that engage, involve, strengthen, and empower families. This approach strives to preserve families and prevent out-of-home placements when this can be done safely. A family centred model should not only focus on child's (client's) well-being but also on the relationship dynamics of the client's family.

Children are central to the family-centred practice, children are kept in focus while making decisions about their lives fostering a partnership with families towards safeguarding and promoting their safety, interests and well-being. Family centred practice spans the community-based services continuum and is not restricted to a specific service or model. Thus, family centred practice complements the role and function of child protection mechanism by serving gatekeeping and family strengthening functions.

This course on Family Centred Practice provides an insight on family as a dynamic and ever-changing entity having significant role to play for safeguarding and promoting children's well-being; it also intends to develop an overarching perspective amongst students to view families as an agency having capacity to make informed decisions and also the need to engage with families while making use of individualised, flexible and empowering strategies.

Course Objectives:

- Provide learners with an understanding of Family-centred practice and its relevance to safeguard and promote children's well-being;
- Provide learners with an understanding about Family as a dynamic entity and learn about various internal and external familial forces that have pushed families into difficult situations and to understand their needs;
- Familiarize learners with relevant theoretical frameworks for studying families and their use while making holistic assessment of their needs, issues and coping abilities of families in difficult situations.
- Appraise learners of various psychosocial interventions and other services needed and currently available for families in difficult situations with emphasis on promoting

children's wellbeing

Learner Outcomes:

After completing the course, students will be able to: -

- CO 29: Discuss about family centred practice and its relevance in promoting children's well-being;
- CO 30: Critically examine various theoretical frameworks to analyse emerging contexts of diverse families and families in difficult situations;
- CO 31: Apply skills pertaining to use of assessment tools such as Genogram, Eco-mapping and Family Sculpting
- CO 32: Demonstrate skills in undertaking psychosocial interventions with diverse families.

Course Content:

Unit	Title	Contents	Essential Readings
I	Overview on Family – Centred Practice	<ul style="list-style-type: none">• Family-centred Practice – its relevance towards promoting children's well-being• Family-centred Practice-Principles, models and Practice• Emerging context of families, analysis of intra-familial and extra-familial forces impinging on families in difficult situations	<p>Prasad, BD, Khasiwala Aruna., Vaswani Thrity (2009). Families in Difficult Situations in Indian Journal of Social Work 70(2); 191-218.</p> <p>Prasad Devi.B, Juvva Srilatha & Nayar Mahima (eds.) (2020). The Contemporary Indian Family: Transitions and Diversity. Routledge, London & New York.</p> <p>Chakravorty, S., Goli, S., & James, K. S. (2021). Family Demography in India: Emerging Patterns and Its Challenges. Sage Open,11(2). https://doi.org/10.1177/21582440211008178</p> <p>Bharat Shalini (Ed.) (1996). Family Measurement in India. Sage Publications.</p>

<p>II</p>	<p>Theoretical frameworks to study families</p>	<ul style="list-style-type: none"> • Bowen’s Family Systems framework • Perception of problem and exchange framework. • Symbolic Interactionism • Ecological Framework- Family & its environment • Family development Framework- Family life cycle approach • Family Strengths theory • Overview of various family assessment tools 	<p>Prasad, BD, Khasiwala Aruna., Vaswani Thrity (2009). Families in Difficult Situations in Indian Journal of Social Work 70(2); 191-218.</p> <p>Varghese, M., Kirpekar, V., & Loganathan, S. (2020). Family Interventions: Basic Principles and Techniques. Indian journal of psychiatry, 62(Suppl 2), S192–S200. https://doi.org/10.4103/psychiatry.IndianJP_sychiatry_770_19</p> <p>Klein, D.M. & White, J.M. (2002). Family Theories: An Introduction, Thousand Oaks: Sage Publications</p> <p>Defrain, J & Asay S. (2007). Strong Families Around the World. Marriage & Family Review 41(1-2):1-10</p>
<p>III</p>	<p>Challenges and Coping strategies of Families in difficult situations</p>	<ul style="list-style-type: none"> • Families facing issues related to child protection (violence, abuse, child marriage, trafficking, child work) • Gatekeeping role of Family in Child Protection Continuum • Including alternative • Family care (adoption, foster care and kinship care) • Families with differently able children (caregiving challenges) • Families coping children’s health and financial issues 	<p>Bharat S. (1994). Alternate family patterns and policies. In Desai M. (Ed.), Enhancing the role of the family as an agency for social and Economic development (pp. 72–117). Tata Institute of Social Sciences.</p> <p>India Alternative Care Network. (2022). Compendium on Family Strengthening & Alternative Care Programs Practised Across India.</p> <p>Anand, S. (2009). Disability and Impairment: Working with Children and Families Journal of Family Communication, 9 (2),129-130.</p> <p>Joseph Manoj & Juvva Srilatha (2017). Experiences of Caregiving Stigma: Contestations and Challenges. By Café Dissensus (We dissent).</p>

IV	Interventions and Services	<ul style="list-style-type: none"> • Psychosocial intervention with children and families • Family Crisis Intervention • Family Life Education and Enrichment Programs • Expedited case management including engaging with families as client, use of home visit, interview, observation as fact-finding tools • Family Counselling- Positive Parenting Program, psychoeducation, healthy coping • Community based services- SHGs, ICDS, Support Groups 	<p>Varghese, M., Kirpekar, V., & Loganathan, S. (2020). Family Interventions: Basic Principles and Techniques. <i>Indian journal of psychiatry</i>, 62(Suppl 2), S192–S200. https://doi.org/10.4103/psychiatry.IndianJP_sychiatry_770_19</p> <p>Prasad, BD, Khasgiwala Aruna., Vaswani Thrity (2009). Families in Difficult Situations in <i>Indian Journal of Social Work</i> 70(2); 191-218.</p> <p>Mohapatra S. (2021). Family Life Education: Concept and Meaning. BSWE-004-BLOCK-1-UNIT-2-small size.pdf (ignou.ac.in)</p> <p>eGyanKosh: Block-1 Family Life Education</p> <p>Chowdhury A, Carson, DK & Carson CK. (Eds.) (2006). Family Life Education in India: Perspectives, Challenges, and Applications. Rawat Publications</p> <p>Desai M (ed) (1994). Family and Intervention: A Course Compendium, Mumbai, TISS.</p>
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**1st Year of Two-Year MSW (2024) /
PG Diploma in Social Work (2024) /
BSW [Hons] (2026)**

SECOND SEMESTER

SEM	CODE	SUBJECT	CREDITS
II Level 6.0	Mandatory		
	Major 405	Community Organisation	4
	Major 406	Social Work Practice with Individuals and Families	4
	Major 407	Research Methodology- II	4
	Major 408	Psychology for Social Work Practice	2
	OJT 401	Internship	4
	Electives(Choose One Subject)		
	DSE 404	Mental Health Practice Or	4
	DSE 405	Marginalisation and Social Inclusion Or	
	DSE 406	Women Studies	
	TOTAL CREDITS	22	

Semester- II

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 405
Course Title	Community Organization
Semester	II
Credits	4

Rationale for the Course:

Community organizations have a very prominent place in social work education as it is a method that has the potential to bring about positive changes at the micro level and with a large population. It is an effective method in building an inclusive and empowered community, but it is equally challenging. The course of community organization, therefore, encompasses all the three components – knowledge, attitude and skills – of teaching and learning process. A country like India has a rich heritage adorned with diverse cultures but is also plagued for decades by poverty, marginalization and discrimination on the basis of caste, gender, class, race and ethnicity. This course purports to equip learners with skills required for direct community work, organizing and mobilizing as also to build their perspective to be able to assess, identify and advocate on various social and community issues. Each component of this course incorporates discussion and interactive deliberation on multiple aspects of community organization to enable learners to reflect and connect it with their fieldwork.

Course Objectives:

- Understand the concept of community
- Develop skills of community problem analysis and problem solving
- Appreciate the significance of a participatory approach to community intervention.
- Understand approaches of community organisation in the context of relevant philosophies.
- Develop skills of critical analysis to understand problems of discrimination and oppression.
- Appreciate the significance of a rights- based approach to community work.

Learner Outcomes:

After completing the course, students will be able to: -

- CO 33: Discuss the concept of communities, and evolution of community organisation as a method of social work.
- CO 34: Demonstrate skills in community mapping, recognizing complexities and identify groups to bring change in communities.
- CO 35: Critically analyse the problems of discrimination and oppression in the communities.
- CO 36: Discuss the significance of a rights- based approach to community work.

Course Content:

Unit	Title	Contents	Essential Readings
I	Understanding the concepts related to community.	<ul style="list-style-type: none"> • Defining communities:- Geographical –Village, Urban Slum and Tribal Hamlets and others Functional – Construction workers, Migrant communities and other vulnerable communities • Evolution of urban slums; Types of urban slum communities – Established slums, Industrial slums, residential slums, Pavement dwellers and Floating slums, Homeless and footloose • Composition of urban slum communities; Urban habitation of poor and marginalized; Characteristics of urban slum communities – Physical, Political, Socio- cultural, Economic analysis • Village communities: Socio cultural composition, Caste composition • Tribal communities: Composition, Culture and norms 	<p>Jodhka, S (2002). Communities & Identities. Delhi: Sage Publication</p> <p>Munshi, I. (2007). Adivasi life Stories- Contexts, constraints, choices. Delhi: Rawat publications</p>

<p>II</p>	<p>Understanding the concept of community organization</p>	<ul style="list-style-type: none"> • Evolution of community practice in the western countries: • Evolution of community practice in the Indian context • Rural community development Programmes –Pre and post- Independence • Urban and rural development Programmes • People centred community Organizations • Values and principles of community Organization 	<p>Rothman, J. (2008). Strategies of community intervention. Iowa: EB Publishing</p>
<p>III</p>	<p>Models of Community Practice & Process of Working with Community</p>	<ul style="list-style-type: none"> • Models of Community Practice given by Jack Rothman • Models of Community Practice given by Weil and Gamble • Process of Working with a Community • First Phase – Selection & Entry into a Community, Rapport Building Assessment • Second Phase – Community Engagement and Interventions, Community Mapping Techniques, PRA, Power Dynamics in Communities, Techniques for Community Organization & Action • Third Phase – Evaluation and Ensuring Sustainability of Positive Changes/Outcomes 	<p>Purnima George, Geeta Balakrishnan, Vijayanta Anand, Ferzana Chaze (2018). Community Practices in India: Lessons from the Grassroots. London: Cambridge Scholar, UK</p> <p>Gamble, D. and Weil, M. (2009). Community Practice Skills: Local to Global Perspectives. New York: Columbia University Press.</p>

<p>IV</p>	<p>Indian and Western Perspectives on Organizing Communities for Change</p>	<ul style="list-style-type: none"> • Indian Perspectives on Organizing Communities for Change Dr. B. R. Ambedkar Mahatma Gandhi Mahatma Phule Periyar E. V. Ramasamy • Western Perspectives on Organizing Communities for Change Paulo Freire Saul Alinsky Eleanor Ostrom Ivan Illich 	<p>Champanan To Quit India Movement Hardcover – 2002 by R. Kumar.</p> <p>Non-Violent Resistance (Satyagraha), 2001, by M.K. Gandhi</p> <p>Dr Babasaheb Ambedkar writings and speeches, Volume-17, part- I, Collected works of Periyar</p> <p>Collected Works of Mahatma Jotirao Phule, Volume 1, Education Department, Government of Maharashtra for Mahatma Jotirao Phule Death Centenary Committee, 1991</p> <p>Alinsky Saul. Rules for Radicals, Vintage Books Edition, 1972 .</p> <p>Freire Paulo The Pedogogy of the oppressed: Penguin Books, Uk, 1996.</p> <p>Rules, Games, and Common-Pool Resources (1994) By Elinor Ostrom,</p>
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Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 406
Course Title	Social Work Practice with Individual and Families
Semester	II
Credits	4

Rationale for the Course:

This course titled *Social work Practice with Individuals and Families* is designed to prepare students for generalist social work practice with individuals and families. Emphasized are the values, knowledge and skills necessary for effective fact finding, assessment, and intervention at the micro level. Using the systems approach and strengths perspective, emphasis is placed on the social, cultural, familial and environmental influences on the functioning of individuals and families. Students learn the importance and techniques of developing relationships with clients, colleagues, supervisors professionals and significant others Students also learn how self-awareness and the conscious use of self, affect the empowering process and how to apply practice skills such as active listening, empathic responding, contracting, as well as critical and creative thinking in practice

Course Objectives:

- Acquire knowledge of work with individuals and families as a method in social work practice within a strengths-based framework;
- Learn skills, tools, and techniques of working with individuals and families; and
- Develop self-awareness, and sensitivity to human problems.

Learner Outcomes:

After completing the course, students will be able to: -

- CO 37: Discuss working with individuals and families as a method in social work
- CO 38: Analyse family as a dynamic entity
- CO 39: List various psychosocial interventions with individuals and families, including fact finding and assessment skills using the strengths perspective; and
- CO 40: Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, and process recording.

Course Content:

Unit	Title	Content	Essential Readings
I	SW Practice with Individuals & Families- conceptual overview	<ul style="list-style-type: none"> • Conceptual overview- Ecosystems framework, strengths-based perspective • Principles of Work with Individuals & Families • Components of Work with Individuals & Families • Use of Self and Professional Relationship in Social Work 	Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen
II	Problem solving Process	<ul style="list-style-type: none"> • Process- Intake and Engagement, Assessment, tools (ecomap, genogram) and Intervention, Evaluation & termination • Tools-Listening, Observation, Interview and Home-visit and Recording Techniques- Supportive, Reflective & Counselling techniques 	Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi, 2010 Social Work Practice: Assessment, Planning, intervention and Review. Jonathan Parker and Greta Bradley, 2004
III	Family as dynamic entity	<ul style="list-style-type: none"> • Diversities of families in Indian context, • Family- systems approach and life span approach • Understanding family as a social system- synergy, triangulation, circular causality in Family System Theory, Forced field analysis and Decision Tree • Family stress- ABC X model of family stress and coping 	Family and Intervention: A course Compendium, TISS - Murlis Desai

<p>IV</p>	<p>Psychosocial intervention in different settings</p>	<ul style="list-style-type: none"> • Models of intervention: Crisis intervention Task centered Practice Strengths based solution focused Evidence based practice model • Psychosocial Intervention: psychoeducation, parenting skills, communications skills, play therapy 	<p>An Introduction to Social Casework by Grace Mathew, TISS, 1992</p> <p>Social Case work: A Problem- Solving Process Vol. 10 Helen Perlman, 1957</p> <p>Social Work Treatment: Interlocking Theoretical Approaches- edited by Francis J. Turner</p> <p>Skill Training for Social Workers- A Manual edited by Sudha Datar Et.al.</p>
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Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 407
Course Title	Research Methodology- II
Semester	II
Credits	4

Rationale for the Course:

The last step of research process before the researcher writes the research report is that of data analysis – the most important component that determines the relevance and utility of a research study. This course will start with the unit of data analysis, followed by two units on the Statistical Package for Social Science (SPSS).

SPSS (Statistical Package for Social Science) is a tool for the statistical analysis of data. It allows to perform a wide variety of statistical procedures. This course will provide learners with a basic knowledge of the program in order to be able to use it in their research study for data entry, data presentation as well as statistical analysis. The first three units, thus, will help the student to understand how to clean and process the data, data entry and analysis using descriptive and inferential statistics. Research is complete only when it culminates into a well-structured research report. This course will include inputs on report writing that would enable a learner to write a research report that presents the research process and findings in a well-organized structure in an ethical reporting style, would be free from errors and would contribute to social work education and practice.

Course Objectives:

- Develop skills for data entry and analysis in a quantitative research study.
- Facilitate skills development in using SPSS for data cleaning, data entry and data presentation.
- Impart training on the application of the statistical procedures to interpret the research findings.

Learner Outcomes:

After completing the course, students will be able to: -

CO 49: Discuss the importance and process of data entry, data processing and data analysis

CO 50: Deliberate on the main features of SPSS

CO 51: Conduct manual input of data in SPSS, data transformation, analysis and interpretation of data using SPSS.

CO 52: Prepare a well-structured research proposal that fulfils all the requirements regarding writing style, formatting, reference style and nature of content at the Masters level of social work.

Course Content:

Unit	Title	Contents	Essential Readings
I	Data Analysis	<ul style="list-style-type: none"> • Data cleaning, editing • Data processing • Preparation of Code Book • Descriptive Statistics • Inferential Statistics 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 7, 8, 11, 12, 13, 14, 18.</p> <p>Alston, M. and Bowles, W. (2003) Research for Social Workers: An Introduction to Methods. (2nd ed.) New Delhi: Rawat Publications. – Cha. 13, 14</p> <p>Weinbach, R. W. and Grinnell, R. M. (JR.) (2010) Statistics for Social Workers. Boston: Allyn and Baco</p>
II	Introduction to SPSS and Data Entry/Input Functions	<ul style="list-style-type: none"> • Introduction to SPSS • Data Cleaning and Data entry • Data Manipulation 	Field, A. (2005) Discovering Statistics Using SPSS. (2nd Ed.). New Delhi: SAGE publications
III	Analysis of Data Using SPSS	<ul style="list-style-type: none"> • Concepts of Normal Distribution and Parametric as well as Non-Parametric Tests • Graphs & Tabulation • Descriptive Analysis • Inferential Analysis 	Antonius, R. (2003) Interpreting Quantitative Data with SPSS. New Delhi: SAGE Publications
IV	Writing a Research Report	<ul style="list-style-type: none"> • Ethical Report Writing • Nature and Structure of a Research Report • Preparing First Pages and Annexures of a Research Report • Writing Reference List 	Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE. – Cha. 17

Note: The practical/practice aspect of data entry, processing and analysis will be part of the classroom (computer lab) sessions. Review of research studies can either be part of the pedagogy or assignment.

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	Major 408
Course Title	Psychology for Social Work Practice
Semester	I
Credits	2

Rationale for the Course:

The purpose of this course is to introduce social work learners to the theoretical postulations in psychology and its relevance in understanding human behaviour. The course content will be drawn from the field of Psychology with specific reference to Developmental Psychology, Social Psychology and Positive Psychology and focus on its relevance to social work practice.

Course Objectives:

- To develop an understanding of the various fields in psychology and the principles of growth, and the role of nature and nurture in growth and development.
- To understand the various theories of personalities and identify factors that hinder and promote the development of healthy personalities
- To develop knowledge on the development milestones and challenges at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age

Learner Outcomes:

After completing the course, students will be able to: -

CO 45: Deliberate on various fields in psychology

CO 46: Discuss the core principles related to human growth, nurture and development

CO 47: Discuss theories of personality and their relevance to social work practice.

CO 48: Apply knowledge of life span development (individual and family) to social work practice

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction to Psychological Concepts	<ul style="list-style-type: none"> • Psychology for Social Work Practice – Introduction • Fields of Psychology: Clinical, Social, Organisational, Developmental, Health, Criminal, Forensic, Positive Psychology. • Basic concepts of Psychology: Perception, Motivation, Emotion, Cognition and Learning and Social Psychology, Attitude, Prejudice, Stereotype, Discrimination, Aggression, Conflict and Stress. • Importance of Heredity and Environment in the development of Personality 	<p>Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.</p> <p>Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.</p> <p>Husain, A. (2012). Social psychology. New Delhi, India: Pearson.</p>
II	Theories and in Psychology	<ul style="list-style-type: none"> • Psychoanalytical Theory (Freud) • Psychosocial Theory of Development (Erikson) • Behavioristic Theory (Pavlov) • Humanistic Theory (Maslow) • Inter Personal Theory (Rogers) • Life span / cycle approach to development; Stages: Prenatal, Childhood, Adolescence, Adulthood Social, Emotional, Physical development • Emerging Issues and Interventions (in India) 	<p>Lerner, R. (2013). Concepts and theories of human development. New Jersey: Psychology Press.</p> <p>Developmental Psychology, Childhood and Adolescence, David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999</p>

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	DSE 404
Course Title	Mental Health Practice
Semester	II
Credits	4

Rationale for the Course:

The prevalence of mental health disorders in India has risen steadily in recent years causing a serious public health concern. The survey by India's National Institute of Mental Health and Neurosciences (NIMHANS) found that nearly 150 million Indians are in need of mental health care services, but fewer than 30 million are seeking care. Over 10 percent of the population has diagnosable mental health or substance use disorder. There are limited mental health professionals to treat people who do seek help. According to the Indian Journal of Psychiatry there are only 0.75 psychiatrists for every 100,000 patients In India. The gap between the number of trained mental health professionals and emerging mental health concerns, the complex interplay of social determinants that impact mental health, and the relevance of the Diathesis Stress Model in understanding mental health and mental illness underscore the relevance of training in mental health for social workers.

Course Objectives

- To understand the history, concepts and social determinants of mental health.
- To develop an overview of various mental health disorders their causes, diagnostic criteria and treatment approaches
- To understand national and international policies and approaches to mental health as a framework for interventions

Learner Outcomes:

After completing the course, students will be able to: -

CO 53: Analyse mental health challenges from a rights-based perspective

CO 54: Appreciate the history, concepts and social determinants of mental health as a framework for intervention

CO 55: Undertake intake assessment, community programmes, facilitate mental health service patient and referrals based on the knowledge of mental health disorders and community mental health programmes

CO 56: Demonstrate self-awareness, compassion and competence in the application of knowledge, skills and techniques for promoting recovery and reintegration of the person with mental illness

Course Content:

Sr. No	Title	Contents	References
I	Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns.	<ul style="list-style-type: none"> • History of mental health: demonological to reformation • Social determinants of mental health • Mental health models and classification systems • Multidimensional impact: magnitude; human right violations; social; economic and holistic health aspects. • ICF's model of disability 	<p>Rosenberger, P., Ramirez, C., Nevid, J., Rathus, S. and Greene, B. (2000).</p> <p>Abnormal Psychology in a changing world study guide. Upper Saddle River, N.J.: Prentice Hall.</p>
II	Mental Disorders: concept, causes and treatment approaches	<ul style="list-style-type: none"> • Neuro-developmental Disorders; Schizophrenia; Mood disorders; Anxiety Disorders; Trauma and Stress-Related Disorders; Somatic Symptoms and Related Disorders; Feeding and Eating Disorders; Dissociative Disorders; Substance-Related and Addictive Disorders and Personality Disorders; Psychiatric Evaluation and mental status examination. 	<p>Carson, R., Butcher, J. and Mineka, S. (2002). Fundamentals of abnormal psychology and modern life. Boston: Allyn and Bacon.</p> <p>Nolen-Hoeksema, S. (2005). Abnormal psychology. 3rd ed. New Delhi: Tata Mc Graw Hill Publishing Company.</p>
III	International and National Mental Health policies and programmes on Mental Health	<ul style="list-style-type: none"> • International and national initiatives for promotion of mental health (policies, programmes, law) and types of Mental Health Services 	<p>Gould, N. (2016). Mental Health Social Work in Context. 2nd Edition. Routledge Publications. Learner Social Work Series</p>

IV	Social Work Practice across mental health settings	<ul style="list-style-type: none"> • Community Mental Health: concept, relevance, types • Role of social worker mental health settings as well as in multidisciplinary teams • Mental Health in various settings: Schools, De-Addiction Centers, Hospitals, Child Guidance Clinics, Half Way Homes, Prison Setting, Palliative Care. 	<p>Chavan, B.S., Gupta, N., Arun, P., Sidana, A. & Jadhav, S. (2012). Community Mental Health in India. Jaypee Brothers Publication.</p> <p>Paylor, I., Measham, F., & Asher, H. (2013). Social Work and Drug Use. New Delhi: Rawat Publications.</p> <p>Olsen, M. (1984). Social Work and Mental Health: A guide for the approved social worker. New York: Tavistock Publications.</p>
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Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	DSE 405
Course Title	Marginalisation and Social Inclusion
Semester	II
Credits	4

Rationale for the Course:

It is important to learn about the processes of social exclusion through which individuals or groups are wholly or partially excluded from the socio-cultural, economic and political systems in India and across the globe. Traditionally, they are excluded and deprived from participation in the society within which they live. Social constructs like caste, religion, gender, race or ethnic disadvantage translate them into social exclusion. The ‘institutional mechanisms’, through which resources are allocated, are systematically denied to the excluded groups which continuously push them in margins. Hence, it is challenging for the social work profession to identify such excluded groups at the national and international level, knowing issues related to their identity and vulnerable livelihood situations. In this context, it is significant to get insights on democratic values, constitutional framework, policies and programs, strategies of people centred organisations working for inclusive development. Inputs on rights-based approach through advocacy, networking at national and international level will give ideas on the struggle and challenges faced by the excluded communities and efforts made for their inclusive integration.

Course Objectives:

- To provide an overview on concepts, types and factors responsible for the social exclusion of the marginalized groups in India and at the international level.
- To study the magnitude and extent of socially excluded communities in India and at the international level.
- To develop perspectives on the struggle and challenges faced by the excluded communities for their inclusion and integration in India and at the international level.

Learner Outcomes:

After completing the course, students will be able to: -

CO 57: Deliberate on the concepts of social exclusion, inclusion, types and factors responsible for social exclusion.

CO 58: Analyse the magnitude of disparities and discriminations practised in India & at international level.

CO 59: Discuss the ideas of justice, dignity and equality for inclusive development.

CO 60: Evaluate strategies/ policies practiced to create opportunities to the excluded groups for their inclusive development.

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction to the Concepts	<ul style="list-style-type: none">● Perspectives and theories of social marginalisation● Structural Violence - Galtung Paul (Paradigm of oppression)● Cultural Hegemony by Gramsci Pedagogy of Oppressed by Paulo Friere● Types of social marginalisation based on Caste, Religion, Tribe, Gender, Race and Ethnicity● Dimensions of exclusion related to socio-cultural, economic and political systems and Interdisciplinary approaches for its study	<p>Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila</p> <p>Hills, J. le Grand, J. and Peached, D (eds.) (2002) Understanding Social Exclusion, OUP, Oxford.</p> <p>Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, OUP, New Delhi</p> <p>Jordan, B. (1997). A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.</p>

II	Marginalised groups and descriptions of marginalisation	<ul style="list-style-type: none"> • Marginalised communities: Dalit-caste based issues, Tribal-indigenous people, DT/NT, OBC's, Minorities (regional, religious, ethnic), LGBTQI 	<p>Saxena, Ashish (2013): Marginality, Excision and Social Justice, Rawat, Publication, Jaipur</p> <p>Varma, H.S. (2005) The OBCs and the Dynamics of Social Exclusion in India, Serial Publications, New Delhi.</p>
III	Policies and programmes for Inclusive Development	<ul style="list-style-type: none"> • Constitutional Framework for Inclusion: Democratic perspectives on inclusive development, Preamble, constitutional provisions for SC, ST, OBC, NT/DT and minority, • Affirmative Actions: Social Policies, legislations and Schemes • Atrocity Act Special minority status Commissions (SC, ST, OBC, Minority, NT/DT), Policies and programmes for inclusion of excluded communities 	<p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDM (International Journal of Rural Development and Management Studies), Volume 6</p> <p>Deshpande, A (2012) Exclusion and Inclusive growth, Delhi School of Economics, UNDP Report</p> <p>Gapminder Tools: Hans Roselling, https://www.gapminder.org/world</p>
IV	Action for Social Inclusion	<ul style="list-style-type: none"> • Role of people centred rights- based organizations to address issues of social marginalization • Social movements against exclusionary practices for inclusion. • Mobilization for social change; Advocacy & networking for social inclusion 	<p>Mullaly, Bab (2010) Challenging Oppression & Confronting Privilege, Oxford University, Canada.</p> <p>Rao, Pulla, D (2011) Human Development and Social Exclusion, (Essay in Honour of Prof. K.S. Chalam), Serial Publication, New Delhi.</p>

Program	BSW Hons (2026) / PG Diploma in Social Work (2024) / Two-Year MSW (2024)
Course Code	DSE 406
Course Title	Women's Studies
Semester	II
Credits	4

Rationale for the Course:

Inequality and discrimination faced by women and other gender identities are still deeply rooted in India despite the educational, technological and economic advances. It takes subtler forms and manifests differently with changing times. Women's Studies introduce students to the fundamental concepts of Sex and Gender, Gender diversity, Gender-based violence and Gender Justice to sensitize the students to the social, cultural, and political factors that fail to recognise the marginalization based on gender, inter-sex, gender identity spectrum, alternate sexualities and gender expression. Gender bias has created and sustained gender stereotypes and facilitated discrimination and oppression of women for thousands of years. The reasons for the non-acceptance of people in the non-binary category of gender, for creating gender bias, stereotypes, and engaging in discrimination is solely patriarchal and its introduction and analysis are required for students of Women's Studies.

The intersectionality of women (caste, class, body size, skin color, beauty standards, language) influences the experience of the gender order, though very potent and existent, especially for marginalised women. The status of women across the ancient, medieval and modern eras, the women's movement in global and Indian contexts and the emergence and development of Women's Studies are critically analysed in the course. The course also delves into its definition, characteristics, cyclical nature, forms of gender-based violence and its magnitude nationally and internationally, the theoretical perspectives of gender-based violence and relevant intervention strategies. The Initiatives are taken up at the international and national level for the emancipation of women, and an understanding of their impact on women's empowerment would be facilitated. The relevance of Feminist Jurisprudence in promoting gender rights and justice is critically reviewed as well as looking at few of the contemporary strategies implemented for ensuring gender equality and women's empowerment in the true sense.

Course Objectives:

- To provide basic knowledge and understanding of concepts such as sex, gender, gender identity, gender bias, stereotypes, gender discrimination and patriarchy.
- To conscientize learners about gender disparities due to the structural, cultural, socio-economic, and political factors and understand how intersectionality changes an individual woman's experience of discrimination.
- To appreciate the journey and contribution of the Feminist Movement in critically examining sexist oppression and promoting collective action towards empowerment.

Learner Outcomes:

After completing the course, students will be able to: -

- CO 61: Critically analyse oppression and discrimination based on gender.
- CO 62: Deliberate on the history and milestones of the Women's Movement in India and Women's Studies.
- CO 63: Review the national/international initiatives for gender equity, the laws and strategies for women's empowerment and critically assessing the impact.
- CO 64: Apply the knowledge of feminist interventions and referrals for survivors of gender-based violence.

Course Content:

Unit	Title	Content	References
I	Gender Concepts and Feminism	<ul style="list-style-type: none"> Sex and Gender; Femininity and Masculinity; Gender Bias; Gender Stereotypes; Gender Discrimination, Intersectionality, Patriarchy/Gender Order. Understanding the concept of Feminism, Feminist theories/perspectives 	<p>Fausto-Sterling A. (2000). The Five Sexes Revisited. <i>Sciences</i>, 40 (4), 18-23.</p> <p>Bhasin, K. (2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited.</p> <p>Shefer, T., Ratale, T., Strebel, A., Shabala, N., Buikema, R. (Eds.) (2008). <i>From Boys to Men: Social Constructions of Masculinity in Contemporary Society</i>. South Africa: UCT Press.</p> <p>Risman, B., Froyum, C., Scarborough, W. J. (Eds.) <i>Handbook of the Sociology of Gender</i>. 2nd Edition. Springer International Publishing.</p> <p>McCann, C. , Kim, S-K. (Eds.) (2003). <i>Feminist Local and Global Theory Perspectives Reader</i>. 2nd Edition. New York: Routledge.</p> <p>Adichie, N.C. (2015). <i>We Should All Be Feminists</i>. New York, N.Y: Anchor Books.</p>

<p>II</p>	<p>Women's Movement in India</p>	<ul style="list-style-type: none"> • Status of Women in India across the times. • The genesis of the Women's Movement in India; and critique of the Women's Movement; • Evolution of Women Studies 	<p>Sarkar, S., Sarkar, T. (2008). Women and Social Reform in Modern India: A Reader. Bloomington: Indiana University Press.</p> <p>Patel, V. (2002). Women's Challenges of the New Millennium. New Delhi: Gyan Publishing House.</p> <p>John, M.E. (2008). Women Studies in India: A Reader. New Delhi: Penguin Books.</p> <p>Jain, D., Rajput, P. (2003). Narratives from The Women's Studies Family: Recreating Knowledge. New Delhi. Sage Publication.</p> <p>Kumar, R. (1997). A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990. New Delhi: Kali for Women.</p>
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<p>III</p>	<p>Initiatives for Addressing Gender Inequality and Gender-Based Violence</p>	<ul style="list-style-type: none"> • International Initiatives by United Nations • Statutory bodies for the empowerment of women • Schemes and Policies for women's empowerment <p>Gender-Based Violence: Concept, Theories, Types, Interventions.</p>	<p>Murthy, N. L. (2007): Towards Gender Equality: India's Experience. New Delhi: Serial Publications.</p> <p>Singh, S.; Srivastava, S. P. (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow: Bharat Book Centre. PUCL-Karnataka. (2003).</p> <p>Human Rights violations against the transgender community. Accessible at PUCL.org website</p> <p>Narrain, A., Chandran, V. (Eds.) (2015) Nothing to Fix: Medicalisation of Sexual Orientation and Gender Identity. New Delhi: Sage; Yoda Press.</p> <p>Agrawal, A. (1997). Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology, 31(2), 273-297.</p> <p>Taket, A., Crisp, R. B. (2018). Eliminating Gender-Based Violence. New York, NY: Routledge.</p>
<p>IV</p>	<p>Law and Gender</p>	<ul style="list-style-type: none"> • Laws and acts related to women and violence: domestic violence, sexual offences, Personal Laws (Hindu, Islam, Parsi and Christian) and family courts; Strategies -Gender mainstreaming, Gender Audit 	<p>Bare Acts: Personal laws, laws related to gender-based violence.</p> <p>Panchal, T. J, Ajaonkar, V. (2019). Multi-Agency Response to Violence Against Women: Feminist Social Work within the Police system. New Delhi: Vitasta Publishing.</p>

**2nd Year of Two-Year MSW (2024) /
One-Year MASTER OF SOCIAL WORK (2027)**

THIRD SEMESTER

SEM	CODE	SUBJECT	CREDITS
III Level 6.5	Mandatory		
	Major 501	Social Policy in the Development Context	4
	Major 502	Administration in Social Work	4
	Major 503	Field Work in Specialisation Area - Part 1 A. Health Social Work Practice B. Community Social Work Practice C. Child and Family Social Work Practice	4
	Major 504	Training in Field Work Supervision	2
	RP 501	Research Project- Part A	4
	Electives (Choose One Subject)		
	DSE 501	Counselling Interventions Or	4
	DSE 502	Sustainable Development and Environment Or	
	DSE 503	Social Work with Older Adults	
	TOTAL CREDITS		22

Semester- III

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 501
Course Title	Social Policy in Development Context
Semester	III
Credits	4

Rationale for the Course:

Social policy is how a society responds to social problems. Any government enactment that affects the well-being of people, including laws, regulations, executive orders, and court decisions, is a social policy. A broad view of social policy recognizes that corporations and both non-profit and for-profit social-service agencies also develop policies that affect customers and those they serve and therefore have social implications. An understanding of social policies and the processes that determine its formulation is extremely critical for social work professionals as it determines the way welfare is imparted to people, which in turn translates to the development of nation. Social workers can play an extremely critical role in the formulation, implementation and amendment of social policies. They can play a pivotal role in ensuring that policies are formulated as per the needs of the masses through processes like Policy Analysis and Advocacy. Hence, a course on Social Policy and planning is extremely important for a master's program in Social Work.

Course Objectives:

- To acquire an understanding of the concept and history of welfare state and its policy.
- To acquire a critical understanding of the approaches to welfare and policy formulation in the national and international context.
- To understand planning as a tool for development, historically as well as in the present context.
- To understand the role of state and non-state actors in policy formulation and implementation.
- To impart skills of intervention in the field of Policy analysis and Advocacy.

Learner Outcomes:

After completing the course, students will be able to: -

CO 65: Describe the evolution of the field of Welfare and Social Policy

CO 66: Explain the theoretical concepts and principles related to Social Policy

CO 67: Deliberate on the planning and policy formulation process in the Indian context

CO 68: Distinguish the role of social worker in policy analysis & advocacy

Course Content:

Sr. No	Title	Contents	References
I	Evolution of Social Policy	<ul style="list-style-type: none"> • ICF's model of disability • Concept, definitions and aims of social policy • History & Ideology of Welfare • Models of Social Welfare • Comparative social welfare and policy 	<p>Cairney, P. and R. Geyer. (2015). 'Introduction', in R. Geyer and P. Cairney (eds), Handbook on Complexity and Public Policy (Cheltenham, UK and Northampton, MA, USA: Edward Elgar Publishing).</p> <p>Dwyer, P. and Shaw, S. Walker, M. (2017) An Introduction to Social Policy, Singapore: Sage Academic Books</p>
II	Theoretical concepts and Principles related to Social Policy	<ul style="list-style-type: none"> • The state and models of power: conservatism, radicalism, liberalism, neoliberalism, Marxism, modernism and post modernism, Welfare as per these ideologies. • Principles for social policy formulation: need, justice, freedom, equity, inclusion and exclusion. 	<p>Drake, R. F. (2018) Principles of Social Policy. London: Red Globe Press</p> <p>Hall, A and Midgley, J. (2004). Social Policy for Development. New York: Sage Publication</p>
III	Planning and Policy Formulation in the Indian Context	<ul style="list-style-type: none"> • Shift from planning commission to Niti Aayog and its critique. • Planning in the era of privatization- the role of state, civil society, corporate sector, market, international donors and funding institutions. • Policy Cycle: Enactment, implementation & review. Agencies involved in planning 	<p>Annigeri, V. B., Deshpande, R. S., and Dholakia, R. (2022) Issues in Indian Public Policies. New Delhi: Springer</p> <p>Byres T.J. (1999). The State and Development Planning in India. Delhi: Oxford University Press</p> <p>Kabra K.N. (1997) Development Planning in India. New Delhi: Sage Publications</p>

IV	Policy Analysis Tools and Techniques	<ul style="list-style-type: none"> • Policy analysis: concept, methods and tools • Analysis of contemporary social policies on Health, Education, Livelihood, Gender, etc. • Advocacy as a tool for social change : Steps and Strategies • Tools for Advocacy: Social Audit, RTI, PIL, Jan Sunvai, community score card. • Some examples of successful advocacy Initiatives: Right to Information, Right to Education, Domestic Violence Act, Right to food campaign, MGNREGA. 	<p>Nagel S (2012). Handbook of Public Policy Evaluations New Delhi: Sage Publications.</p> <p>Binderkrantz, A. S., and Pedersen, H. H. (2017). ‘The lobbying success of citizen and economic groups in Denmark and the UK’. Acta Politica, 54(1), 75–103.</p> <p>Mathur, K. (2008). From Government to Governance: A brief survey of the Indian Experience. New Delhi: National Book Trust.</p>
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Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 502
Course Title	Administration in Social Work
Semester	III
Credits	4

Rationale for the Course:

A course on ‘Administration in Social Work’ is a vital part of social work training because it helps social workers apply their professional skills to achieve social work goals. Traditionally, along with the state, non-profit organizations (NPOs) have played a key role in social welfare. In the recent past, the changing neoliberal landscape and call for accountability have posed unique challenges to the way welfare services are organized. In the current situation, along with NPOs, newer forms of organisations, namely Social Enterprises have evolved. Thus, modern organisations involved in social work adopt market approaches and look for the sustainability of operations. While ensuring their survival, these organisations have to also ensure that they adhere to their missions and stated objectives. This context requires a pragmatic approach to planning, resource development, and forging partnerships. This course will help social work professionals gain an overall perspective of the current scenario along with developing key skills related to general management, resource development, social entrepreneurship, and partnership management in Corporate Social responsibility (CSR) which are crucial for the success of social work professionals

Course Objectives:

- Understand the concept of administration and legal provisions related to it.
- Apply management principles and skills to social work organizations
- Learn resource development, project management, and fund-raising strategies
- Learn skills of administration of Corporate Social Responsibility and Social Enterprise

Learner Outcomes:

After completing the course, students will be able to: -

CO 69: Comprehend the governance of social welfare agencies and related legal provisions.

CO 70: Apply human resource management, fundraising, communication and financial management in non-profit organisations

CO 71: Deliberate on the project management cycle, i.e Project Design, Implementation, Monitoring, and Evaluation

CO 72: Discuss the significance of CSR and Social Entrepreneurship in the context of roles of social workers beyond the traditional non-profit organisations

Course Content:

Unit	Title	Contents	References
I	Governance and Compliances	<ul style="list-style-type: none">• Administration and management in Social Work: Changing meaning, definitions, and key concepts• Types of Organisations- NPOs, Social Enterprises and CSR; Areas of convergence between non-profit and for-profit nature of operation• Registration: Public Trust Act; Society Registration Act, Companies Registration Act, LLP, FPOs/ PCs• Governance and compliance: Trustees/ Promoters and their role; statutory requirement and compliances with	<p>Stephen P. R., David, A.D., and Mary, C. (2012). Fundamentals of Management. New Delhi: Prentice Hall</p> <p>Bargal, D. (2000) 'The manager as leader, in R. J. Patti (ed.), The Handbook of Social Welfare Management. Thousand Oaks: Sage.</p> <p>Fogla, M., Patra, S., and Sharma, S. (2019). Governance Tool Kit for NPOs. New Delhi: FMSF</p> <p>Coulshed, V. & Mullender, A. (2001). Management in Social Work, Houndsmill: Palgrave.</p> <p>Hasenfeld, Y. (2000) 'Social welfare administration and organizational theory', in R.J.Patti (ed.), The Handbook of Social Welfare Management. Newbury Park: Sage.</p>

		respect to Relevant Sections of Finance Act (2023) and FCRA; Appointment of the Chief Functionary	
II	Project Management	<ul style="list-style-type: none"> • Project Design: need assessment; setting activities, output, outcomes and impact through Theory of Change, LFA; budget and conducting Baseline • Implementation: Onboarding staff; procuring materials/ services; setting up project office; Selecting beneficiaries; evolving quality protocols; providing services • Monitoring: Identification of key data points; tracking program and finance progress; keeping feedback systems open; visits, reports and meeting procedures • Evaluation: types of evaluation; principles and ethics of evaluation; preparing ToR; onboarding consultant; preparing stakeholders; evaluation report templates; adapting based on key learnings <p><i>#Workshops on SROI and Proposal Writing</i></p>	<p>Derindağ, M. (2023). Project Management in Non-Governmental Organizations. Ankara / Türkiye: Iksad Publishing House</p> <p>Watt, A. (2014). Project Management. Victoria, B.C: BCCampus</p> <p>Brière, Sophie & Proulx, Denis & Navarro-Flores, Olga & Laporte, Mélissa. (2014). Competencies of project managers in international NGOs: Perceptions of practitioners. International Journal of Project Management. 33. 10.1016/j.ijproman.2014.04.010</p> <p>PMI (2017). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Sixth Edition. Pennsylvania: Project Management Institute</p>

<p>III</p>	<p>Resource Management and Communication</p>	<ul style="list-style-type: none"> • Human Resource Management: Organization structure recruitment, performance management, remuneration and benefits administration, motivating and rewarding employees • Financial Management: financial planning, keeping accounts, internal controls and financial reporting • Fundraising Management: Principles of fundraising, Methods and techniques of fundraising, preparing a fundraising plan and developing a team, Donor management process • Communication: Developing a blue print for website; Integrating technology in NPOs ; Preparing annual reports and other communication materials <p><i># Workshop on Documentation</i></p>	<p>Brunt, C. (2017). Human Resource Management in International NGOs: Exploring Strategy, Practice and Policy. UK: Palgrave Macmillan</p> <p>Fogle, M., & Patra, S. (2007). Handbook on Financial Audit and Reporting in NGOs. FMSF: Delhi</p> <p>Weinstein, S. (2009). The Complete Guide to Fundraising Management. New Jersey: John Wiley & Sons, Inc</p> <p>Nussbaumer, K.C. (2015). Storytelling With Data: A Data Visualization Guide For Business Professionals. Wiley</p>
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IV	Administration of Corporate Social Responsibility and Social Enterprise Projects	<ul style="list-style-type: none"> • Legal provision for CSR in India, engaging with the CSR Committee; Developing partnership with stakeholders; Documentation and reporting in CSR: ESG, Sustainability Reporting, and BRSR notified by SEBI • Concept of Social Entrepreneurship; Design Thinking for Product/ Service Development; Marketing, Branding and Sales; Sources of funds: equity and debt; New venture planning; Angel Investors; Business pitching 	<p>Lumde, N. (2018). Corporate Social Responsibility in India: A Practitioner’s Perspective. Chennai: Notion Press</p> <p>Garg, K. (2023). Corporate Social Responsibility. Mumbai: Tax Guru Bharat Books</p> <p>Scarborough, N. (2014). Essentials of Entrepreneurship and Small Business Management, 7/E. Prentice Hall</p> <p>Bornstein, D., Davis, S. (2010). Social Entrepreneurship – What everyone needs to know. NY: Oxford University Press.</p>
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Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 503
Course Title	Field Work in Specialisation Area- Part 1 <ul style="list-style-type: none"> • Area A: Health Social Work Practice • Area B: Community Social Work Practice • Area C: Child and Family Social Work Practice
Semester	III
Credits	4

Course Content:

Field of Practice Areas	Learning Outcomes	Analytical and Skilled Tasks	Professional Development
Area A: Health Social Work Practice	CO 73: Utilize the principles of programme planning, budgeting, implementation, and	<ul style="list-style-type: none"> • Design a programme on Health Education in collaboration with various stakeholders and utilizes oral, 	<ul style="list-style-type: none"> • Demonstrate appropriate use of self and engages in multidisciplinary

	<p>evaluation of health programmes and initiatives</p> <p>CO 74: Exhibit skills in building effective sustainable partnerships and collaborations, that ensure need-based, accessible, affordable and effective healthcare services</p> <p>CO 75: Demonstrate an understanding of the roles and responsibilities of different members of the healthcare team as well as the educational requirements for admissions and licensure for common healthcare programs for a variety of healthcare professionals</p>	<p>written, digital and visual presentation</p> <ul style="list-style-type: none"> • Intervene and follow-up in a minimum of two cases using problem-solving skills, psychosocial assessment and mobilization of resources and referrals • Identify and undertake group-based counselling sessions (8 sessions) 	<p>teamwork.</p> <ul style="list-style-type: none"> • Demonstrate practicing ethical codes and values with patients, their families, and all healthcare team members. • Demonstrate empathy, reflection, and interpersonal skills to effectively engage diverse clients and stakeholders.
<p>Area B: <i>Community Social Work Practice</i></p>	<p>CO 76: Demonstrate community development skills such as identifying, influencing and engaging grass root urban leaders, rapport building, resource mobilization, recording, advocacy and lobbying</p> <p>CO 77: Demonstrate skills in communicating, fact-finding, fundraising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation</p>	<ul style="list-style-type: none"> • Exhibit community mobilization and organization skills • Participate in networking with various organizations at micro and macro levels for need-based interventions. • Utilize problem-solving skills and resource mobilization (within or outside the community) in addressing any one issue of the community. 	<ul style="list-style-type: none"> • Engage in reflective practice and self-regulation while maintaining personal values and professionalism in practice situations • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. • Utilize supervision and consultation to guide professional

	CO 78: Reflect on the importance of people's participation in implementing the intervention planned.		behavior.
Area C: Child and Family Social Work Practice	<p>CO 79: Utilize skills in working with families and children across various settings including child protection and child placement, home-based services to families at risk, etc</p> <p>CO 80: Apply counselling and psychotherapeutic interventions in casework and case referrals</p> <p>CO 81: Apply social work intervention models with families and children</p>	<ul style="list-style-type: none"> • Conduct assessment of families through Ecomap, Genogram and Family Dynamics and other social work techniques: such as Home Visits, Observation, etc • Conducts sessions on Family Life Education • Develops a child and/or family-centred plan and referrals in a minimum of two cases of children 	<ul style="list-style-type: none"> • Demonstrate child and family practice competencies while performing assigned responsibilities. • Relate to families with maturity, courtesy, respect, acceptance and patience • Demonstrates the ability to introspect and handle dilemmas in Fieldwork through documentation and Conferences.

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 504
Course Title	Training in Fieldwork Supervision
Semester	III
Credits	2

Rationale for the Course:

The field of social work is dynamic and requires professionals to be well-equipped with the knowledge, skills, and ethical frameworks necessary for effective practice. Fieldwork supervision play a crucial role in enhancing professional competencies, ensuring quality service delivery, and fostering the well-being of both clients and practitioners. This course aims to provide a comprehensive understanding of the principles, methods, and ethical considerations involved in training and supervision within social work settings

Course Objectives:

By the end of this course, learners will be able to:

- Understand and recognize the significance of supervision in social work
- Learn skills of supervision
- Recognize and address challenges of ethical dilemmas

Learner Outcomes:

After completing the course, students will be able to: -

CO 82: Discuss the relevance of supervision in social work practice situations.

CO 83: Identify and resolve ethical dilemmas in practice situations.

CO 84: Develop curriculum for social work training

CO 85: Apply supervision skills in practice situation

Course Content

Unit	Title	Content	References
I	Social Work Education and Fieldwork Supervision	<ul style="list-style-type: none"> • Overview and Review of Social Work Education in India and Globally • Current issues related to Social Work in India • Theoretical models on supervision in social work • Goals and objectives of social work training 	<p>Bhatt, S., Phukan, D. (2015). Social Work Education in India: A Resource Book. New Delhi: National Association of Professional Social Workers in India (NAPSWI).</p> <p>Cox, D. (2001). Internationalizing Social Work Education. Indian Journal of Social Work, 61, (2), 157-173.</p> <p>Desai, M. (2002). Ideologies and Social Work, Historical and Contemporary Analyses. New</p>

		<ul style="list-style-type: none"> • Importance and relevance of Fieldwork in Social Work education. • Ethics and perspectives in Fieldwork Supervision 	<p>Delhi: Rawat Publication.</p> <p>Desai, M., Jaswal, S., Ganapati, S. (2004). Social Work Knowledge, Development, and Dissemination. Indian Journal of Social Work, 65 (1), 1-7.</p> <p>Desai, M. (2004), Methodology of Progressive Social Work Education. New Delhi: Rawat Publications</p> <p>Kendall, K. (2000). Worldwide Beginnings of Social Work Education. Indian Journal of Social Work. 61 (2), 141-156.</p>
II	Field Instruction and Supervision	<ul style="list-style-type: none"> • Different types of learners • Principles of learning • Mentor/ Mentee relationship. • Importance and relevance of individual and group conferences • Principles, process and skills in curriculum development at different levels • Objectives and methodology of Fieldwork evaluation i.e., summative and formative. 	<p>Dias, L.,& Ronald, Y. (2022). Field Practicum in Social Work. Mumbai: College of Social Work, Nirmala Niketan</p> <p>George P, Sidhva D, Chakrabarti, M. (2016). Social Work in a Global Context, Issues, and Challenges. New York, NY: Routledge</p> <p>Lawani, B. T. (2002) Social Work Education and Field Instructions. Pune: Centre for Social Research and Development.</p> <p>Martin, R. (2010). Social work Assessment. London: Sage.</p> <p>Nair, R., Juvva, S., and Nadkarni, V. (Eds.) (2020). "Field Instruction in Social Work Education. Routledge Publication</p> <p>Subhedar, I. S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.</p>

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	RP 501
Course Title	Research Project – Part A
Semester	III
Credits	4

Rationale for the Course:

Social work is a human service profession which focuses on enhancing human wellbeing, protecting human rights and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. Social work research gives new dimensions to social work techniques and methods and provides new ways to deal with social issues or problems. A social worker has a keen understanding of the problems which makes him/her a good researcher and not just a ‘headless machine. Because of this, it is important to give an opportunity to the students of Master of Social Work (MSW) to apply theory of social work research and learn the practical aspects of conducting research. Research Project – Part A and Research Project – Part B together aim to achieve this goal.

Research Project – Part A will help students identify a topic for research, a research problem relevant in the field of social work and plan for a field study. Conducting a thorough literature review would not only help students get comprehensive information about the core concepts related to identified research areas but also identify research gap and formulate research problem statement. The practical experience of formulating objectives, deciding sampling and research design and formulating data collection tools will give help harness the social work research skills of the students.

Course Learning Outcomes:

- CO 86: Identify a research topic relevant to social work and formulate research problem statement, objectives, research questions &/or hypotheses.
- CO 87: Collate theoretically sound literature review.
- CO 88: Formulate research objectives and define key concepts related to the research topic.
- CO 89: Apply appropriate sampling and research design for the selected research topic.
- CO 90: Construct data collection tools

Major area of Research project:

- A. Health
- B. Community
- C. Child and Family

Evaluation Criteria for Assessment Research Project A: Assessment is done by research guide 50 percent marks and 50 percent by the Internal Viva Team appointed by the examination board.

Assessment of the Research Project A by the research guide with 50 marks will be carried out on the basis of following parameters:

- a. Adhering to the time schedule given, Compliance with the guides' suggestion, attending and participating in meetings, workshops seminars. Personal responsibility in self-learning.
- b. Selection of an appropriate research topic and comprehensiveness and relevance of review of literature.
- c. Consent letter
- d. Timely submission of the research proposal and first chapter (Introduction & Literature Review) with appropriate rationale, study objectives. Quality will be assessed on the basis on their content, relevance, language and sequencing.
- e. Timely submission of second chapter (Research Methodology). Quality of the documents will be assessed on the basis on the appropriateness of the research design, operational definition, sampling strategy and data collection tool, scope and limitation of the study, ethical considerations outlined for the research study, comprehensiveness and sequencing.
- f. Writing References in the Approved Style (APA)
- g. Timely submission & quality of the data collection tools.

Assessment by Internal Viva Voce of research project constituted by the examination board with 50 marks based on the following parameters.

- a. Clarity/soundness/accuracy with regard to the selection of the topic.
- b. Clarity/soundness/accuracy with regard to the review of literature.
- c. Clarity/soundness/accuracy with regard to the research methodology.
- d. Final tool preparation
- e. References in approved style as per APA guidelines
- f. Presentation on the first two chapters in viva seminar and the quality of PPT, ability to defend ones work with clarity.

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	DSE 501
Course Title	Counselling Interventions
Semester	III
Credits	4

Rationale for the Course:

The course introduces learners to foundational and applied knowledge in counselling interventions as a key component of social work practice. The focus of the course is to equip students with the skills and techniques to apply various counselling approaches effectively. The Counselling Interventions course for second-year MSW students has been designed to equip students with foundational knowledge and practical skills in providing effective counselling services across various contexts. The course emphasizes both theoretical understanding and hands-on application of different counselling techniques, providing students with a holistic approach to dealing with clients' diverse needs. The primary focus is on the development of a professional identity in the field of social work, fostering essential counselling skills, and fostering the right ethical and empathetic mindset necessary for successful practice.

The course will expose students to different forms of counselling, including individual, group, and trauma counselling, helping them build competencies to address clients' psychological and emotional challenges. A critical component of this course will be the cultivation of empathy, ethical decision-making, and professional responsibility, which are integral to providing quality services to diverse populations.

Course Objectives:

- Understand counselling approaches and models
- Apply counselling interventions in health social work
- Cultivate professional and ethical attitudes to enhance intervention effectiveness.

Course Learning Outcome:

CO 91: Compare and contrast different counselling approaches and models.

CO 92: Apply counselling interventions in health social work

CO 93: Apply ethical protocols related to counselling interventions

CO 94: Demonstrate sensitivity while dealing with clients from diverse backgrounds.

Course Content:

Unit	Title	Content	References
I	Introduction to Counselling	<ul style="list-style-type: none"> • Distinction in the application of case work, counselling and psychotherapy • Goals of Counselling • Qualities of an Effective Counsellor • Ethics in counselling • Process of Counselling • Scope and limitations of counselling (Counselling in Different Settings) • Application of Counselling Approaches and Core Skills of Counselling [Lab session] • Introduction of Trauma Counselling 	<p>Corey, G. (2020). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.</p> <p>Egan, G. (2019). The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning.</p> <p>Geldard, D., Geldard, K., & Foo, R. Y. (2017). Basic personal counselling: A training manual for counsellors (8th ed.). Cengage Learning.</p> <p>McLeod, J. (2019). An introduction to counselling and psychotherapy: Theory, research and practice (6th ed.). Open University Press.</p>
II	Person-centered Approach to Counselling	<ul style="list-style-type: none"> • Key concepts and goals • Notion of Self-Concept • Attributes of a fully functioning person • The counselling process Six Factors Necessary for Growth in Rogerian Theory • Merits and Limitations of Person-Centered Approach 	<p>Cain, D. J. (2010). Person-centered psychotherapies. American Psychological Association.</p> <p>Cooper, M., Watson, J. C., & Holldampf, D. (Eds.). (2013). Person-centered and experiential therapies work: A review of the research on counseling. PCCS Books.</p> <p>Merry, T. (2014). Person-centred therapy: A clinical philosophy. PCCS Books.</p>
III	Feminist and Survivor Counselling	<ul style="list-style-type: none"> • Core principles of feminist counselling: 	<p>Bhate-Deosthali, P., Rege, S., & Prakash, P. (Eds.). (2013). Feminist counselling and</p>

		<p>Empowerment, gender equality, consciousness-raising</p> <ul style="list-style-type: none"> • Power and control dynamics (The Duluth Model) and the Psychological effects on survivors • Narrative therapy, reframing, and validation • Group therapy and peer support models • Recognizing and addressing trauma responses (PTSD, dissociation, etc.) 	<p>domestic violence in India. Routledge India</p> <p>Brown, L. S. (2018). Feminist therapy (2nd ed.). American Psychological Association.</p> <p>Evans, K. M., Kincade, E. A., & Seem, S. R. (2011). Feminist therapy: Strategies for social and individual change. SAGE Publication</p>
IV	Grief Counselling	<ul style="list-style-type: none"> • Grief counselling Goals, Process and techniques, • Understanding Complicated Grief Abnormal Grief Reactions • Kubler Ross's Model of Stages of Grief • Role of a Counsellor in Grief and Trauma Counselling • Introduction to Palliative Care and Key Components of Palliative Care 	<p>Rao, S. N. (1992). Counselling and guidance (2nd ed.). New Delhi: Tata McGraw Hill Book Company.</p> <p>Worden, W. J. (2001). Grief counselling & grief therapy: A handbook for the mental health practitioner (3rd ed.). London: Routledge.</p> <p>Ethering, K. (2001). Counsellors in health settings. London: Jessica Kingsley Publishers.</p> <p>Worden, W. J. (2005). Grief counselling and grief therapy: A handbook for the mental health practitioner (3rd ed.). New York: Tavistock Publication.</p> <p>Reeves, A. (2010). Counselling suicidal clients. New Delhi: Sage Publications.</p> <p>Mallon, B. (2008). Dying, death and grief: Working with adult bereavement. New Delhi: Sage Publications India Pvt. Ltd.</p>

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	DSE 502
Course Title	Sustainable Development and Environment
Semester	III
Credits	4

Rationale for the Course:

Sustainable development is not to be equated with growth but needs to be comprehended as development towards a quality of life for everyone, taking ecological conditions into account. The aim of the United Nations Decade of Education for Sustainable Development (2005) is to promote and improve the integration of Education for Sustainable Development into the educational strategies and action plans at all levels and sectors of education in all countries. The course seeks to present an introduction to the global realities and the imperatives for sustainable development. It provides basic information on the national and international resolutions, scientific knowledge regarding climate change, environmental laws and the (sustainable) human development goals framework. The contexts and issues pertaining to sustainable development in the rural and urban areas in India are given special mention, along with a comparative understanding of its implications. The course would help learners in social work to acquire the basic values, skills and knowledge-based competencies for sustainable designing of private and professional life, for participation in society and for fulfilling the shared responsibility towards a sustainable development practice.

Course Objectives:

- Understand the theory and philosophy of sustainable development and the underlying framework that may facilitate sustainable development practice.
- Facilitate a critical understanding of large-scale economic development and its implications for lives and ecology in rural and urban areas.
- Impart basic knowledge of the national and international initiatives in areas of climate change, human development goals and legal aspects about environmental protection.
- Analyze interventions planned by the Government and non-government bodies towards ensuring sustainable development and its practice.

Course Learning Outcome:

- CO 95: Relate to the concept of sustainable development and the framework for its practice
- CO 96: Analyze the contemporary development dynamics in rural and urban areas and its implications.
- CO 97: Apply global practices to respond to the needs of communities in the context of sustainable development.
- CO 98: Create strategies to move towards sustainable development at individual, family, community, and national levels.

Course Content:

Unit	Title	Content	References
I	Overview of Sustainable Development	<ul style="list-style-type: none"> • Concepts of environment, ecology, and sustainable development • Global evolution of the sustainable development paradigm • Sustainable development as an alternative to economic growth models. • Theoretical perspectives of sustainability. • Significance of Sustainable Development in Social Work Practice. 	<p>Ossewaarde Martin J (2018). Introduction to sustainable development. New Delhi: Sage</p> <p>Sachs, J. (2015). The Age of Sustainable Development. Columbia University Press</p> <p>Sharma Himanshu & Sobti Tina (2018). An Introduction to sustainable development goals. Asia: Project Education.</p> <p>Bose BC (2001). Integrated approach to sustainable development. New Delhi: Rajat Publications.</p> <p>Anand Sudhir & Sen Amartya K (1996). Sustainable human development: concepts and priorities. Discussion paper series (UNDP. Office of Development Studies). New York : UNDP, p. 49-57.</p>
II	Framework and laws for sustainable development	<ul style="list-style-type: none"> • Rio Earth Summit, Kyoto Protocol, Paris Agreement; United Nations Sustainable Development Goals (SDGs) • United Nations Framework Convention on Climate Change (UNFCCC) in 1992; Major climate change protocols (1992- 2014) • Triple Bottom Line (TBL) and • Circular Economy Frameworks • The Environment Protection Act, 	<p>Saxena H M (2015). Environmental ecology, biodiversity and climate change. Jaipur: Rawat Publications.</p> <p>Patil R B (2014). Sustainable development: Local issues and global agendas. Jaipur: Rawat Publications.</p> <p>Prasad Kamta (2003). Water resources and sustainable development. Delhi: Shipra Publications.</p> <p>Gole Prakash (2001). Nature conservation and sustainable development in India. Jaipur: Rawat Publications.</p> <p>Ayres Robert U & Wearver Paul</p>

		1986; Wildlife Protection Act, 1972; Forest (Conservation) Act, 1980; Water (Prevention and Control of Pollution) Act, 1974; The Energy Conservation Act, 2001; and other related environment and sustainability legislations and policies in India	<p>M (1998). Eco-restructuring: implications for sustainable development plan. New Delhi: Vistaar Publications.</p> <p>Taylor Lance & Pieper Ute (1996). Reconciling economic reform and sustainable human development: social consequences of new liberalization. New York: United Nations Development Programme</p>
III	Sustainability Concerns and Solutions for Rural and Urban India	<ul style="list-style-type: none"> • Issues in Rural India: Land degradation; Water scarcity and groundwater depletion; Climate change and its impact on agriculture; Rural poverty and agrarian distress; Migration • Issues in Urban India: Air pollution and waste management; rising carbon emissions; Water stress and urban flooding; Slum development and informal housing; Inequality in access to basic services • Government policy initiatives for sustainability: AMRUT, JNNURM, RURBAN Mission, MGNREGA, Swachh Bharat Abhiyan, Sugamya Bharat 	<p>Padhi Soubhagya Rajan (2013). Current tribal situation strategies for planning, welfare and sustainable development. Delhi: Manglam Publications.</p> <p>The Asiatic Society (2010). Re-Re-visioning Mumbai: conceiving a manifesto for sustainable development. Mumbai: The Asiatic Society of Mumbai.</p> <p>Puthenkalam John Joseph (2004). Empowerment: sustainable human development strategy for poverty alleviation. Jaipur: Rawat Publications.</p> <p>Sengupta Ramprasad & Sinha Arup K (2003). Challenge of sustainable development: the Indian dynamics. Calcutta: IIM</p> <p>Dhindsa K S & Sharma Anju (2001). Dynamics Of agricultural development; Vol. II:-technological changes and sustainable development. New Delhi: Concept Publishing Company.</p>

		<ul style="list-style-type: none"> • Zero-waste villages, carbon-neutral cities, and eco-tourism • Smart villages, green cities, circular economy <p>## Student presentations on proposed sustainable solutions</p>	
IV	Sustainable development and corporate responsibility	<ul style="list-style-type: none"> • Legal and Policy Framework for CSR in India: Section 135 of the Companies Act, 2013 – Mandatory CSR provisions; Schedule VII; CSR Rules and Amendments (2021 updates) • CSR and Sustainable Development Goals (SDGs): Alignment of CSR initiatives with UN SDGs; CSR and Environmental, Social, and Governance (ESG) frameworks; Role of businesses in climate action, poverty reduction, and social equity • Sustainability reporting: Business Responsibility and Sustainability Reporting (BRSR); Global Reporting Initiative (GRI)1 	<p>Iyer Gopal K (1996). Sustainable Development: Ecological and Sociocultural Dimensions. New Delhi: Vikas Publishing House.</p> <p>Blowfield, M., & Murray, A. (2019). Corporate social responsibility. Oxford University Press.</p> <p>Visser, W. (2015). Sustainable business: Key issues. Routledge.</p> <p>Sundar, P. (2013). Business and community: The story of corporate social responsibility in India. SAGE Publications.</p> <p>Kumar, R. (2021). Corporate social responsibility in India: Trends, issues, and strategies. Springer</p> <p>UNDP India (2021). CSR and Sustainable Development in India.</p>

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	DSE 503 (Specialization)
Course Title	Social Work with Older Adults
Semester	III
Credits	4

Rationale for the Course:

Geriatrics is defined as the branch of medicine that deals with the problems and diseases of old age and ageing people and strives to provide patient care most comprehensively. Gerontology is the study of ageing and older adults focusing on scientific studies of processes associated with bodily changes from middle age through later life; multidisciplinary investigation of societal changes resulting from an ageing population and ranging from the humanities (e.g., history, philosophy, literature) to economics; and applications of this knowledge to policies and programs and interventions. Both Gerontology and Geriatrics aim to understand ageing so that people can maximize their functioning and achieve a high quality of life. Throughout the 20th century, the proportion of people aged over 60 has increased in all countries of the world. The growth rate of the older population is more rapid in developing countries like India. Population ageing has had a multidimensional impact on the quality of life of older adults. The emerging challenges of dependency, transnational families and separation, challenges in caregiving, violence and abuse, limited or no social security, diminishing welfare provision and intergenerational isolation have resulted in global attention on the need for work with older adults. The course offers learners an opportunity to upgrade their knowledge, skills, and attitudes about working with older adults. It includes both theoretical aspects of ageing and practical aspects of caregiving and service delivery.

Course Objectives:

- Recognise and appreciate the socio-cultural context of the aging process.
- Gain the understanding of health conditions of older adults, including risk factors, causes, signs, symptoms, differential diagnoses, treatments and preventive strategies.
- Examine policies and programmes that guide best practices in caring for the older person
- Demonstrate social work skills of engagement with the older adults

Learner Outcomes:

CO 99: Describe the biological, psychological and sociological aspects of normal ageing, issues and concerns.

CO 100: Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts on older individuals and communities while delivering services.

CO 101: Exemplify geriatric social work practice from an anti-oppressive, strengths-based perspective recognizing the capacity for resilience and growth of older individuals, their families, groups and communities.

CO 102: Demonstrate skills in case management, crisis intervention, community care and support, advocacy and creative interventions based on international/national frameworks, theories, policies and programmes.

Course Content:

Unit	Title	Content	References
I	Social Work with Older Adults: Critical Issues and Emerging Trends	<ul style="list-style-type: none"> • Social Work with Older Adults: Concept, history and relevance. • Life span perspective of Ageing: Development Milestones, Issues and Concerns • Demographic Trends in Population Ageing: Implications for individuals, families and society • Overview of Issues faced by Older Persons • Caregiving for Older Adults: Issues & Challenges 	<p>Rao, D. P. (2013). Ageing in India: Challenges and Opportunities. Delhi: Manglam Publications.</p> <p>Papalia, D. E., Sterns, H.L. (2012). Adult Development and Aging. 2nd Edition. New York: McGraw-Hill Company.</p> <p>Joshi, A.K. (2006). Older Persons in India. New Delhi: Serials Publications.</p> <p>Irudaya, R.S. (2006). Population Aging and Health in India. Mumbai: CEHAT Publications.</p> <p>Ramamurti P. V., Jamuna, D. (2004). Handbook of Indian Gerontology. New Delhi: Serials Publications.</p> <p>Chakraborti, R.D. (2004). Greying of India: Population Aging in The Context of India. New Delhi: Sage Publications.</p> <p>Modi, I. (2001). Ageing and Human Development: Global Perspectives. Jaipur: Rawat Publications.</p> <p>Desai, M., Siva, R. (2000). Gerontological Social Work in India. Delhi: B R Publishing Company.</p> <p>Irudaya, R.S. (1999). India's Elderly: Burden or Challenge? New Delhi: Sage Publications.</p>
II	Health, Aging and Chronic Disease Management	<ul style="list-style-type: none"> • Concepts related to Health and Aging • Major persistent diseases and conditions (physical), risk factors, and 	<p>Bagga, A., Sakurkar, A.V. (2013). Women, Ageing, and Mental Health: The Indian Scenario. New Delhi: Mittal Publications.</p> <p>Singh, U, B. (2012). Problem of Aging in Rural India: Tradition and Change. New Delhi: Classical</p>

		<p>potential methods of prevention and intervention.</p> <ul style="list-style-type: none"> • Older Adults and Mental Health • Psychological & neurological conditions (Delirium, Alzhimers, Dementia and Depression) • Emerging Ethical Concerns in Health care for the older adults • Relevance of Nutrition, Exercise, • Spirituality and Wellbeing • Active Aging • Alternative sources of treatment and health promotion and its cultural significance 	<p>Publishing Co.</p> <p>Hariharan, R., Malathi, N. (2012). Health Status and Economic Security of the Aged Population. New Delhi: Global Research Publications.</p> <p>Yadava, K. N. S., Kumar, A. (2011). Ageing- Some Emerging Issues (Profile, Trends and Policy Perspectives). New Delhi: Manak Publications Pvt. Ltd.</p> <p>McDonald, L., Sharma K L: Ageism and Elder Abuse. Jaipur. Rawat Publications, 2011.</p>
III	Policies, Laws, Programmes	<ul style="list-style-type: none"> • International Policies/ guidelines: Madrid International Plan of Action on Ageing (MIPAA), 2002; UN Principles for Older Persons, 1991 • National Policies, Schemes, and Laws: National Policy on Older Persons (NPOP), 1999; National Policy for Senior Citizens, 2011 (Draft); Indira 	<p>Sharma, A., Dubey, J.P. (2012). Human Rights of Older Persons. New Delhi. Sonali Publications, 2012.</p> <p>Liebig, P S., Rajan,S. I. (2005). An Aging India: Perspective, Prospects, and Policies. Jaipur. Rawat Publications.</p> <p>United Nations. (1950). Welfare of the Aged: Old Age Rights. New York: United Nations.</p>

		Gandhi National Old Age Pension Scheme (IGNOAPS)	
IV	Social Work Interventions	<ul style="list-style-type: none"> • Counselling to Older Adults • End of Life Care and Palliation; • Intergenerational Programmes and services for Community living • Administrative Skills in management of organizations working with older adults. • Start-up and social entrepreneurship for older adults 	<p>Mann, W. C. (2005). Smart Technology for Aging, Disability, and Independence: The State of Science. New Jersey: John Wiley Sons.</p> <p>Tester, S. (1996). Community Care for Older People: A Comparative Perspective. London: Macmillan Company.</p>

**2nd Year of Two-Year MSW (2024)/
One-Year MASTER OF SOCIAL WORK (2027)**

FOURTH SEMESTER

SEM	CODE	SUBJECT	CREDITS
IV Level 6.5	<i>Mandatory Subjects</i>		
	Major 505	Integrated Social Work Practice	4
	Major 506	Human Rights and Legal Literacy	4
	Major 507	Field Work in Specialization Area- Part 2 A. Health Social Work Practice B. Community Social Work Practice C. Child and Family Social Work Practice	4
	RP 502	Research Project- Part B Research Tracks: A. Health Studies B. Community Studies C. Child and Family Studies	6
	<i>Elective (Choose One)</i>		
	DSE 504	Disability Studies and Practice	4
	DSE 505	Globalization and Informal Labour	
	DSE 506	Youth Centered Practice	
	TOTAL CREDITS		

Semester- IV

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 505
Course Title	Integrated Social Work Practice
Semester	IV
Credits	4

Rationale for the Course:

Social Work Education derives its practice base from Social Sciences. The unique methods such as working with Individuals and Families, Groups, and Communities will remain stand-alone interventions unless they are linked to each other and seen in a larger perspective. Social Work Practice happens in the Society and therefore a perspective is necessary which is holistic and provides space for all methods in a multidisciplinary scenario. The course on Integrated Social Work Practice attempts to link Theory with Practice modalities for systemic intervention and result oriented outcomes.

Course Objectives:

At the end of the course, learners will be able to:

- Learn theories and perspectives of social work
- Develop skills to apply select frameworks for practice in social work
- Document a field issue and present it within social work theory, practice framework and standards

Course Learning Outcomes:

CO 103: Compare and contrast theories and perspectives of and far social work

CO 104: Discuss different practice models in social work

CO 105: Apply skills in selecting frameworks for practice in social work.

CO 106: Present a seminar paper on contemporary social work concern by applying social work theory, practice framework and standards

Course Content:

Unit	Title	Content	Essential Readings
I	Theories and Perspectives	<ul style="list-style-type: none"> ● Bridging the Thinkers Vs Doer's dilemma in Social Work ● David Howe's Four Types of Social Workers ● Ecological Systems Theory ● Bowen's Family Systems Theory 	<p>Howe, D. (2009). A Brief Introduction to Social Work Theory, Basingstoke: Palgrave Macmillan</p> <p>Oko, J. (2008). Understanding and Using Theory in Social Work,</p>

		<ul style="list-style-type: none"> • Person in Environment Approach • Critique of Functional Approach • Radical, Feminist and Post-Modern Approaches • Alternatives, Neoliberal turn 	<p>Exeter: Learning Matters</p> <p>Dominelli, L. (2002). <i>Feminist Social Work: Theory and Practice</i>. Palgrave Macmillan</p> <p>Baines, D. (2011). <i>Doing Anti-Oppressive Practice: Social Justice Social Work</i>. Fernwood Publications</p>
II	Models for Practice	<ul style="list-style-type: none"> • Crisis Intervention • Personal Counselling • Task Centred Intervention • Couple and Family Intervention • Integration of Expressive Arts • Integrated Community Intervention 	<p>Healy, K. (2014). <i>Social Work Theories in Context: Creating Frameworks for Practice</i>. Basingstoke, United Kingdom: Palgrave Macmillan</p> <p>Thompson, N. (2005). <i>Understanding Social Work: Preparing for Practice</i> Basingstoke: Palgrave</p>
III	Application of Practice Models	<ul style="list-style-type: none"> • Skills in analysis and application of frameworks • Evidence based practice • Reflective practice • Strength based and Anti-oppressive practice • Culturally Competent and • Spiritually Sensitive Practice • Application of ethical protocols in integrated practice 	<p>Deanna, E., & Kate, P. (2023). <i>Applying Strengths-Based Approaches in Social Work</i>. Bristol: Policy Press</p> <p>Knott,C., & Terry, S .(2013). <i>Reflective Practice in Social Work</i>. Chichester: Learning Matters</p> <p>Gray, M., Debbie, P., & Webb, S. (2009) <i>Evidence-based Social Work: A Critical Stance</i>. NY: Routledge</p> <p>Wing, D., Mikal, R., & Janice, M. (2016). <i>Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice</i>. NY: Wiley</p>

IV	Seminar	<ul style="list-style-type: none"> • Identifying a core problem/ issue from the field situation • Applying appropriate social work theory/ perspective along with practice modalities and standards of practice • Documenting field practice and producing a reflective seminar paper 	Gilgun J.F. (2015) Research and Theory Building in Social Work, in the International Encyclopedia of the Social & Behavioral Sciences: Second Edition, pp. 502-507.
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Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 506
Course Title	Human Rights and Legal Literacy
Semester	IV
Credits	4

Rationale for the Course:

Knowledge of the law and access to justice is the hallmark of any civilised and caring society—a basic necessity in a democracy governed by the rule of law, which is supreme. Access to Justice means being treated fairly according to the Law and if you are not treated fairly one could be guided and be able to get appropriate redress. It also means making access to law less complex and everyone having some basic understanding of their rights. Access to justice includes not only access to courts and legal redress mechanisms, but also good governance including transparency and accountability in the making of laws and process of their implementation and administration. The social work profession believes that the achievement of human rights for all people is a fundamental prerequisite to enhance the human well-being, empowerment of people who are vulnerable and oppressed. The social work profession promotes social justice and social change. Human Rights and Legal Aid Education is very crucial in the field of social work. Professionally trained social workers with knowledge about Human Rights and the legal redressal mechanism in the situation of its violation can provide people with information regarding their rights and help them access their rights through legal frameworks. The Human Rights & Legal Literacy Course would be incomplete without recognition of the Justice System. The attainment of basic human rights and legal literacy requires positive action in the form of direct/indirect intervention with individuals, groups, and communities, social advocacy, policy development, and implementation, and social action.

Course Objectives:

- Understand Legal Frameworks and Human Rights
- Appreciate the role of structural factors contributing to human rights violation
- To gain legal knowledge for social justice
- To apply skills pertaining to para legal practice with marginalized groups

Course Learning Outcomes:

At the end of the course, learners will be able to:

CO 107: Recognize the foundation of human rights

CO 108: Comprehend the human rights implementation system in India

CO 109: Relate to the Indian judicial systems and laws affecting marginalized groups.

CO 110: Apply skills pertaining to para legal practice with marginalized groups

Course Content:

Unit	Title	Contents	Reference
I	Human Rights at the International Level	<ul style="list-style-type: none">• Foundational Concepts of Human Rights and the Classification of Rights, Aspects of Human Rights – Social, Economic, Political.• Key Theories on Human Rights: Natural Rights Theory, Legal Positivist Theory, Liberal Theory, Marxist Theory.• History of Human Rights – Magna Carta, American Declaration of Independence, Declaration of Man & Citizens.• United Nations, including, functioning of General Assembly, Security Council, Economic and Social Council.• Key Covenants & Conventions to protect Human Rights of different Groups• Rights of the Child 1989;• Monitoring Mechanisms• India's Response to the formation of the United Nations and to UN Conventions / Covenants	SAHRDC. (2006). Introducing Human Rights. New Delhi: South Asia Human Rights Documentation Centre.

<p>II</p>	<p>Status of Human Rights in India</p>	<ul style="list-style-type: none"> • Human Rights Violations and Challenges in India: Conventional and Modern forms of Slavery. Dalits, Adivasis, Minorities, Women, Children, Third Gender, LGBTQ, Sanitation Workers, Migrants, Prisoners, Refugees and Garment factory workers. • Constitution of India – Preamble, Fundamental Rights, Directive Principles of State Policy and Fundamental Duties. • Mechanisms to Redress Human Rights violations: Writ Petitions, Public Interest Litigation, National and State Human Rights Institutions (NHRC, NCW, NCPDR, and SC/ST Commissions), Right to Information (the Right to Information Act 2005). • Role of Non-Government Organizations and Human Rights Social Movements in India in protecting and promoting Human Rights at the domestic and international levels. 	<p>Bava, N. (Ed.) (2000). Human Rights and Criminal Justice Administration in India. New Delhi: Uppal Publishing House.</p>
<p>III</p>	<p>Legal Literacy</p>	<ul style="list-style-type: none"> • Criminal Justice System in India – structure of criminal courts; types of investigative agencies; theories of punishment. • Understanding the investigative process – FIR, Arrest, Case Diary, Police Report (Chargesheet), Rights of Arrested Person. • Understanding the judicial process – Bail, Trial, Judgment, Challenge to order / judgment. • Overview of Legislations related to marginalized groups: Scheduled Castes, Scheduled Tribes, Senior Citizens, Workers, Persons with Disabilities, Women (rape, domestic violence) and Children (the Juvenile Justice (Care and 	<p>Gonsalves, R.C., Menezes, R., Hiremath, V. (2009). Criminal Law, Law For Activists Series. Volume I. Mumbai. HRLN</p>

		Protection of Children) Act, 2015; the Protection of Children from Sexual Offences Act 2012).	
IV	Para Legal Practice	<ul style="list-style-type: none"> • Role of social work professional in relation to access to justice - • Investigative Stage – registration of FIR, maintaining contact with investigative agency, ensuring legal representation (the Legal Services Authorities Act 1987), protection of client’s rights (accused or victim), • Judicial Stage - bail hearing, trial, sentencing. • Post-Conviction – Parole, Furlough, Remission, Rehabilitation of Prisoners, Preparing family for reintegration and rehabilitation of prisoners • Victims – to be heard during the legal process, victim and witness protection, access to rehabilitative services, Victim Compensation • Alternative Dispute Resolution • Alternative to Courts – Lok Adalats. • Mediation. • Role and Impact of Advocacy and Community Mobilisation. 	Matthew, P.D. (1998). Legal Education Series. Delhi: Indian Social Institute

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	Major 507
Course Title	Field Work in Specialization Area- Part II <ul style="list-style-type: none"> • Area A: Health Social Work Practice • Area B: Community Social Work Practice • Area C: Child and Family Social Work Practice
Semester	IV
Credits	4

Course Content:

Specialization	Learning Outcomes	Analytical and Skilled Tasks	Professional Development
Area A: <i>Health Social Work Practice</i>	<p>CO 111: Apply the principles of programme planning, development, budgeting, implementation, and evaluation of health programmes and initiatives</p> <p>CO 112: Develop effective sustainable partnerships and collaborations, that assure need-based, accessible, affordable and effective healthcare services</p> <p>CO 113: Demonstrate an understanding of the roles and responsibilities of different members of the healthcare team as well as the educational requirements for admissions and licensure for common healthcare programs for a</p>	<ul style="list-style-type: none"> • Designs a programme on Health Education in collaboration with various stakeholders and use oral, written, digital and visual presentation • Counselling intervention and follow-up in a minimum of two cases through the use of problem-solving skills, psychosocial assessment mobilization of resources and referrals • Identifies and undertakes group-based counselling sessions (8 sessions) • Undertake psychoeducational programmes 	<ul style="list-style-type: none"> • Demonstrates appropriate use of self and engages in multidisciplinary teamwork. • Demonstrates an understanding of an ethical system of care that values patients, their families, and all healthcare team members. • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and stakeholders.

	variety of healthcare professionals		
<p>Area B: <i>Community Social Work Practice</i></p>	<p>CO 114: Apply community development skills such as identifying, influencing and engaging grass root urban leaders, rapport building, resource mobilization, recording, advocacy and lobbying</p> <p>CO 115: Apply skills of communicating, fact-finding, fundraising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation</p> <p>CO 116: Demonstrate the importance of people's participation in implementing the intervention planned.</p>	<ul style="list-style-type: none"> • Participates in networking with various organizations at the micro and macro levels for need-based interventions. • Utilizes problem-solving skills and resource mobilization (within or outside the community) in addressing any one issue of the community. 	<ul style="list-style-type: none"> • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use supervision and consultation to guide professional judgment and behavior.
<p>Area C: <i>Child and Family Social Work Practice</i></p>	<p>CO 117: Apply skills in working with families and children across various settings including child protection and child placement, home-based services to families at risk, children's group and residential care,</p>	<ul style="list-style-type: none"> • Assessment of families through Ecomap, Genogram and Family Dynamics and social work techniques: Home Visits Observation • Conducting sessions on Family Life 	<ul style="list-style-type: none"> • Demonstrates competency, good judgment, and self-control in working with families and when performing assigned responsibilities; • Relates to

	<p>school social work, child guidance, child and family service, juvenile and family courts, child and family advocacy and policy development</p> <p>CO 118: Demonstrate therapeutic interventions in casework and case referrals</p> <p>CO 119: Apply social work methods for intervention with families and children</p>	<p>Education</p> <ul style="list-style-type: none"> • Conduct assessments through home visit meetings, observation, and resource consultation and develop a case plan and referrals in a minimum of two cases of children in need of care and protection • Ability to conduct capacity-building workshops for various stakeholders in working with children and families 	<p>families with maturity, courtesy, respect, acceptance and patience</p> <ul style="list-style-type: none"> • The student demonstrates the ability to introspect and reflect on social issues affecting children and families, one's views and practices as well as dilemmas in Fieldwork recordings and conferences.
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Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	RP 502
Course Title	Research Project – Part B
Semester	IV
Credits	6

Rationale for the Course:

Social work is a human service profession which focuses on enhancing human wellbeing, protecting human rights and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. Social work research gives new dimensions to social work techniques and methods and provides new ways to deal with social issues or problems. A social worker has a keen understanding of the problems which makes him/her a good researcher and not just a ‘headless machine. Because of this, it is important to give an opportunity to the students of Master of Social Work (MSW) to apply theory of social work research and learn the practical aspects of conducting research. Research Project – Part A and Research Project – Part B together aim to achieve this goal.

Research Project – Part B is the continuation of Part A where students learn about ethical practices in data collection and process of data collection. It will help build the data collection skills of the students. The students will also learn to develop code book and use SPSS and Excel for data entry. This project will provide social work students to move beyond simply collecting data and engage in deeper critical thinking and analysis. The students would learn to provide recommendations for the intervention and further research based on their research findings. Thus, Research Project – Part B is required to give exposure to social work students at Master’s level so that they develop the research competency that they can use later in the professional social work practice at different levels and stages of intervention.

Course Learning Outcomes:

CO 120: Plan and conduct data collection in an ethical and scientific manner.

CO 121: Clean data and enter in SPSS and/or Excel.

CO 122: Interpret the results of the data collected.

CO 123: Write a well-structure a research report

CO 124: Present and defend the research study in Viva-voce along with completion of a research poster and PowerPoint Presentation.

Evaluation Criteria for Assessment Research Project B: Assessment is done by research guide 50 percent marks and 50 percent by the Internal Viva Team appointed by the examination board.

Assessment of the Research Project B by the research guide with 75 marks will be carried out on the basis of following parameters:

- a. Adhering to the time schedule given, compliance with the guides' suggestions, attending and participating in meetings, workshops & seminars, Personal responsibility in self-learning.
- b. Conducting and completing data collection adhering to the ethical principles of social work research.
- c. Entering the data in SPSS/EXCEL as per the schedule.
- d. Following the policy regarding plagiarism of the College and submitting the draft of research report on time for plagiarism check.
- e. Timely submission of quality document draft and final quality chapter 3 (Research Findings/Results) with presentation of data (tables, graphs, figures) and interpretations, case study, ethnography, narratives and observation, relevance with the research objectives, language and sequencing.
- f. Timely submission of quality draft and final quality chapter 4 (Discussion, Recommendations and Conclusion) with the discussion on the major findings, linking to theoretical perspectives and previous research studies on similar topic, relevance of recommendations, language and sequencing.
- g. Timely submission & quality of the final complete research report. Quality of the report will cover all the aforementioned criteria for each chapters as well as overall language and sequencing.
- h. Submission of quality research poster.

External Viva Voce constituted by the examination board will assess out of 75 marks on the following parameters:

- a. Tool preparation and data collection
- b. Clarity/soundness/accuracy with regard to analysis and table interpretation in quantitative study and in qualitative study case study, ethnography, narratives and observation.
- c. Clarity/soundness/accuracy with regard to major findings and discussion
- d. Clarity/soundness/accuracy with regard to recommendation, and conclusions
- e. References and formatting
- f. Performance at viva-voce, overall presentation and defense at Viva voce

The student has to submit two bound copies of the Research Dissertation to the College Faculty on or before the last working day of the IV semester in a prescribed format below. Each student shall be compulsorily supervised in their Research Project by the faculty who are eligible to guide.

Common Format of the Research Project:

Each Research Project shall consist of the following sections.

Section I: Preliminaries

Section II: Body of the Report

Section III: Annexure

Section-I: It is a formal general section and shall have the following details:

- i. Title page
- ii. A Face sheet having details regarding the title of the study, name of the researcher with
- iii. Name of the student, Name of the guide, year of the work.
- iv. Acknowledgement
- v. Table of contents with Page Numbers
- vi. List of Tables, Charts, Graphs
- vii. Certification from the guide

Section-II: It is a formal technical section which shall consist of the following chapters;

- I. Introduction and Review of literature.
- II. Methodology
- III. Data presentation & analysis
- IV. Discussion, Recommendations and Conclusion

Section (Annexure)-III: This section shall consist of all such additional information that is not disclosed in the body of the report.

- a. A copy of the tool/tools of data collection.
- b. Additional statistical tables.
- c. References
- d. Plagiarism report
- e. Consent letter

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	DSE 504
Course Title	Disability Studies and Practice
Semester	IV
Credits	6

Rationale for the Course:

Social work is a human service profession committed to the protection of the rights of individuals, groups, and communities. Since its beginning, social workers have worked in the fields of health, mental health, and disability. Though the values and objectives of social work remain constant across the settings, cultures, communities, and issues, disability offers its unique realities and complexities. There is diversity within disability based on the type of disability, extent, gender, and age, and other individual factors. Added to this is the vast range of cultural differences, economic realities, political engagement, geographic features, and individual’s internal factors that determine the disability experience from micro to macro and from local to global levels. That is why, a course in disability studies is required for the student social workers to equip themselves to understand disability, review the initiatives taken internationally and nationally, identify different stakeholders, and plan, monitor, implement and review interventions in the field of disability.

Course Objectives:

- Gain understanding concept and perspectives related to disability
- Understand and analyze the range of issues in the lives of persons with disability and their families within their systemic and structural contexts
- Examine and review international conventions, national legislations and government schemes and programmes for persons with disabilities.
- Learn social work interventions with persons with disability and their family at different levels including advocacy.

Learning Outcomes:

- CO 125: Comprehend the disability perspectives, types, causes, early intervention & prevention of disabilities.
- CO 126: Analyze the impact of disability on the life domains of persons with disabilities and their families
- CO 127: Examine international convention on the rights of persons with disability (UNCRPD), national disability legislations, and government schemes and programmes for persons with a disability and link them to social work practice in the field of disability
- CO 128: Develop intervention and rehabilitation plans for persons with disability and their families, including advocacy and implement them in field.

Course Content

Unit	Title	Content	Suggested Readings
I	Understanding Disability	<ul style="list-style-type: none"> • Definition of disability, Disability Perspectives & Models. • Different Types of Disability, Causes, Early Identification & Prevention 	<p>Barnes, C. and Mercer, G. (2010). Exploring Disability. Cambridge: Polity Press.</p> <p>Chavan BS., Ahmad, W., Gupta, R. K. (Ed.) (2022) Comprehensive Textbook on Disability New Delhi: Jaypee Brothers Medical Publishers</p> <p>Ghai, A. (ed.) (2018) Disability in South Asia: Knowledge & Experience. New Delhi: SAGE</p> <p>Ghosh, N. (2016) Interrogating Disability in India: Theory and Practice. New Delhi: Springer India</p> <p>Ramaswamy, B. (2013) Introduction to Disability: Basic Concepts and Issues. New Delhi: Kanishka Publishers.</p>
II	Impact of Disability across Life Domains	<ul style="list-style-type: none"> • Issues Faced by Persons with Disabilities in All Domains of Life – health, education, employment, family life, social & political participation. • Vulnerable groups within the disability community. 	<p>Addlakha, R. (2013). Disability Studies in India: Global Discourses, Local Realities. Routledge</p> <p>Bacquer, A., & Sharma, A. (2014). Disability: Challenges vs Responses, New Delhi: CAN Publications</p> <p>Bhumali, A. (2009). Rights of Disabled Women and Children in India. New Delhi: Serials Publication</p> <p>Chavan BS., Ahmad, W., Gupta, R. K. (Ed.) (2022) Comprehensive Textbook on Disability. New Delhi: Jaypee Brothers Medical Publishers.</p> <p>Davar, B. (2015) Gendering Mental Health: Knowledges, Identities and Institutions. Oxford: Oxford University Press.</p> <p>Watson, N. and Vehmas, S. (2020) Routledge Handbook of Disability Studies (2nd ed.). London: Routledge</p>

<p>III</p>	<p>International Conventions, National Laws, Policies and Programmes for Persons with Disability</p>	<ul style="list-style-type: none"> • United Nations Convention on The Rights of Person with Disability 2006 • The Rehabilitation Council of India Act 1991 • National Trust Act 2000 • The Rights of Persons with Disabilities Act, 2016 • The Mental Healthcare Act, 2017 • Government policies and programmes for persons with disability. 	<p>Chavan BS., Ahmad, W., Gupta, R. K. (Ed.) (2022) Comprehensive Textbook on Disability New Delhi: Jaypee Brothers Medical Publishers</p> <p>Limaye, S., Johnstone, C. J. and Kayam, M. (Ed.) (2024). Disability as Diversity in India: Theory, Practice, and Lived Experience</p> <p>Rehabilitation Council of India. (2004). Legal Rights of Persons with Disability. New Delhi: RCI</p> <p>Government Legislations on Disability Schemes and Programmes for Persons with Disability</p> <p>United Nations Convention on the Rights of Persons with Disabilities (2006) document</p>
<p>IV</p>	<p>Social Work Interventions in the Field of Disability</p>	<ul style="list-style-type: none"> • Work with individuals with disabilities and families • Work with groups on disability issues • Community Based Rehabilitation • Disability Advocacy 	<p>Chavan BS., Ahmad, W., Gupta, R. K. (Ed.) (2022) Comprehensive Textbook on Disability New Delhi: Jaypee Brothers Medical Publishers</p> <p>Dhawan, S. (2011). Handbook of Disability and Rehabilitation. New Delhi: Arise Publishers and Distributors.</p> <p>Nagar, S. B. (2017) Essentials of Community-based Rehabilitation. New Delhi: The Health Sciences Publisher.</p> <p>World Health Organization (2010). Community Based Rehabilitation: CBR Guidelines Geneva: WHO. https://www.who.int/publications/i/item/9789241548052</p>

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	DSE 505
Course Title	Globalisation and Informal Labour
Semester	IV
Credits	4

Rationale for the Course:

The study of globalisation and the informal sector is crucial for Master of Social Work students as it explores the impact of global economic changes on employment patterns, especially in developing countries like India. This subject explores into the growth of the informal economy due to new economic reforms and the challenges faced by informal workers, such as job insecurity, lack of social protection, and discrimination based on gender, caste, and tribe. It also examines migration issues and various other contributing factors in informal employment. Understanding these dynamics enables social work students to develop effective interventions and policies to support and empower the informal workforce in a globalised world.

Course Objectives:

- To understand & analyse the impact of globalization on the growth and nature of the informal economy in India.
- To examine the various types of informal employment in India and the challenges faced by workers in different sectors such as construction, agriculture, and domestic help.
- To evaluate different theoretical perspectives, including New Economist, Neo Marxist, and Liberal, on the informal sector.
- To critically assess government and non-government interventions, including labour laws and social security schemes, aimed at formalizing and supporting the informal workforce in India.

Course Learning Outcome:

The learner will be able to;

CO 129: Identify and describe key concepts of globalization and informal employment and their interrelationship in the context of economic reforms in India.

CO 130: Compare the challenges faced by informal sector workers across different categories, including gender, tribe, and caste.

CO 131: Apply theoretical perspectives to interpret the evolution and current dynamics of the informal sector in India.

CO 132: Develop policy recommendations to address the issues faced by informal sector workers, drawing on an understanding of existing labour laws and social security measures.

Course Content:

Unit	Title	Content	References
I	Introduction to Globalisation and Labour	<ul style="list-style-type: none"> • Defining labour • New economic reforms and growth of informal economy. • Defining informal sector/ informal employment. • Defining globalisation and its impact on the nature of employment. • Theoretical Perspectives on Labour: New Economist, Neo Marxist, Liberal • Concept of Alienation by Karl Marx. Anomie by Emilie Durkheim • Evolution of informal sector and employment in India. 	<p>Basu, K., & Maertens, A. (Eds.). (2011). The new Oxford companion to economics in India. Oxford: OUP.</p> <p>Kannan, K. P., & Raveendran, G. (2009). Growth sans employment: A quarter century of jobless growth in India's organized manufacturing. Economic and Political Weekly, 44(10), 80-91.</p> <p>Sharma, A. N., & Roddam, N. (Eds.). (2013). Informal sector in India: Perspectives and policies. Delhi: Institute for Human Development.</p>
II	Types of informal employments and challenges	<ul style="list-style-type: none"> • Migration; problems in the source and destination. • Gender, tribe and caste and informal employment in India. • Types of Informal Employment in India and associated problems: - Construction, Agriculture, Domestic help, Mines and other hazardous occupations, Street vendors, Fisheries, Home based enterprises. 	<p>Srivastava, R. (2016). Social inequality and its effect on informal sector workers: A study of caste, tribe, and gender in India. Indian Journal of Labour Economics, 59(4), 487-506.</p> <p>Harriss-White, B. (2003). India working: Essays on society and economy. London: Cambridge University Press.</p>
III	Formalisation of the Informal Sector	<ul style="list-style-type: none"> • Perspectives on Formalization: Increasing productivity, 	<p>Sahu, B. K., & Maharana, J. K. (2020). Formalisation of Informal Sector: Indian Labour Market Challenges.</p>

		<p>economic growth, and social inclusion.</p> <ul style="list-style-type: none"> • Government Initiatives and Efforts: Registration schemes, tax reforms, and social security initiatives • Government schemes for the informal workforce and Models of NGO interventions: Case Studies and Best Practices 	<p>New Delhi: Sage Publications.</p> <p>Kundu, A., & Sharma, A. N. (2001). <i>Informal Sector in India: Perspectives and Policies</i>. New Delhi: Institute for Human Development.</p> <p>Srivastava, R. (2012). <i>Labour Laws and Informal Workers in India: A Critical Review</i>. <i>Economic and Political Weekly</i>, 47(22), 30-37.</p>
IV	Legislations	<ul style="list-style-type: none"> • The Unorganised Workers' Social Security Act, 2008; • The Minimum Wages Act, 1948; • The Street Vendors (Protection of Livelihood and Regulation of Street Vending) Act, 2014; • The Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996; • The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979; • The Maternity Benefit Act, 1961. 	<p>Ministry of Labour and Employment, Government of India. (2008). <i>The Unorganised Workers' Social Security Act, 2008</i>.</p> <p>Ministry of Labour and Employment, Government of India. (1948). <i>The Minimum Wages Act, 1948</i></p> <p>National Portal of India. (n.d.). <i>Street Vendors (Protection of Livelihood and Regulation of Street Vending) Act, 2014</i>.</p>

Program	Two-Year MSW (2024) / One-Year MSW (2027)
Course Code	DSE 506
Course Title	Youth Centered Practice
Semester	IV
Credits	4

Rationale for the Course:

Youth constitute a significant and dynamic segment of society, playing a crucial role in shaping social, economic, and political development. However, their specific needs and challenges often fall into a gap between child welfare services and adult-focused interventions. This oversight can hinder the holistic development of youth, exacerbating vulnerabilities and preventing them from realizing their full potential. This course bridges that gap by equipping social work students with skills to engage effectively with youth, recognizing them as a distinct group with unique cultural, psychological, and social characteristics.

Focusing on youth as change agents, the course fosters inclusion, empowerment, and leadership to drive societal growth. It deepens students’ understanding of youth identity, socio-economic challenges, and health concerns while addressing systemic influences. By emphasizing youth policies, schemes, and intervention models, the course prepares practitioners to design and implement programs tailored to diverse youth needs. Ultimately, it develops professionals who can advocate for and empower youth, fostering environments that nurture their potential and promote positive contributions to community and national development.

Course Objectives:

- To gain critical understanding of the multifaceted construction of youth identity
- Develop critical insights into youth participation, education, health, and conflict with the law, fostering solutions for these challenges.
- Familiarize students with national policies and schemes, enabling them to assess and contribute to youth development initiatives.
- Develop competencies in youth work intervention models and leadership strategies to facilitate youth empowerment.

Course Learning Outcome:

CO 133: State the process of youth identity formation through demographic, psychological, cultural, ecological and intersectional frameworks,

CO 134: Discuss the impact of socio-political factors on youth participation, health, and justice systems.

CO 135: Analyze the effectiveness of youth policies and design context-relevant interventions.

CO 136: Apply intervention models and leadership techniques to foster youth participation and advocacy.

Course Content:

Unit	Title	Contents	Essential Readings
I	Construction of Youthhood and Introduction to Youth Work	<ul style="list-style-type: none"> • Concept of youth and youthhood • Perspectives on youth development: Demographic, Youth culture perspective (development of sub-culture), Human Development, Ecological systems, Intersectionality • Concept of Emotional Intelligence by Daniel Kohlberg • Youth, Gender and Sexuality • Evolution of the concept of youth work • Principles and values of youth work 	<p>National Statistical Office. (2022). Youth in India - 2022. New Delhi: Ministry of Statistics and Programme Implementation - Government of India.</p> <p>Knapp, G., & Krall, H. (2021). Youth Culture in a Globalised World. Switzerland: Springer Nature.</p> <p>Krish, S. J. (2010). Media and Youth - A developmental perspective. UK: Blackwell Publishing</p>
II	Concerns revolving youth	<ul style="list-style-type: none"> • Changing family and social norms • Civic/political participation of youth • Skill gaps, unemployment and career lack of entrepreneurial spirit • Youth in conflict with law: Concept of youth deviance and high-risk behaviors, responsiveness of Juvenile Justice System, and reformation of young offenders • Youth and health: Common health problems, Nutrition, Substance use/abuse, reproductive health, mental health, access to health care, preventing youth suicide 	<p>Farrington, D. P., Piquero, A. R., Jennings, W. G., & Jolliffe, D. (2023). Offending from Childhood to Late Middle Age - Recent results from the Cambridge study in Delinquent Development. New York: Springer Nature.</p> <p>Ministry of Law and Justice. (2015). The Juvenile Justice (Care and Protection of Children) Act, 2015. New Delhi: Government of India.</p>

III	Programmes, Policies, Schemes and Services for Youth	<ul style="list-style-type: none"> • The National Youth Policy, Nehru Yuva Kendra Sangathan, Youth Hostel, National Service Scheme, Rajiv Gandhi National Institute of Youth Development • Role of Commonwealth Youth Programming and UN Volunteers program for youth 	Ministry of Youth Affairs and Sports. (2021). National Youth Policy 2021. New Delhi: Government of India.
IV	Intervention and skills for youth work	<ul style="list-style-type: none"> • Settings/Context of intervention: Youth as Individual; Youth Group; Youth in Community; Digital world and youth • Intervention models of youth work: Treatment; Reform; Advocacy and Empowerment • Skills for youth work: Understanding young people's context; Engage in holistic practice (perceiving youth not as a client with specific need but rather a complete human being); Understanding the relationship dynamic between the youth and the youth worker and boundary setting; Dialogical conversation; and relationship approach to youth work 	<p>Zaremohzzabieh, Z., Ahrari, S., Krauss, S. E., Samah, A. A., & Omar, S. Z. (2020). Youth Work in Digital Society. New York: IGI Global Scientific Publishing.</p> <p>Aristayudha, A., Widnyani, N. M., Rettobjaan, V., & Richadinta, K. (2024). Literature Review of Leadership for Youth: Identifying the Most Effective Styles for Change Agents. West Science Business and Management, 2(2), 281-292.</p>

Audio Visual Unit

Printed in June 2026

2026-2027 Edition