

Information Brochure 2020

Department of Social Work



DEPARTMENT OF SOCIAL WORK
RAJIV GANDHI UNIVERSITY (A CENTRAL UNIVERSITY)
RONO HILLS, DOIMUKH, ARUNACHAL PRADESH

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The University

Rajiv Gandhi University (formerly Arunachal University) is the premier institution for higher education in the state of Arunachal Pradesh. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the University on 4th February 1984 at Rono Hills, where the present campus is located. Ever since its inception, the University has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The University was recognized as a Central University in the year 2007 established under the Act of Parliament. Being the only Central University of the State at present there are Twenty Six (26) Departments and Two (02) Institutes functioning under Nine (09) Academic Faculties. The Faculty members have been actively engaged in research activities. The University has been maintaining its academic excellence. The students from the University are contributing at significant positions not only in State and Central Government Services, but also in various Institutions, Industries and Organizations. The University has continuously maintained its premier status among top hundred (100) educational institutions in NIRF ranking across India.

The Department of Social Work

The Department of Social Work (DSW) at Rajiv Gandhi University (RGU) was established in 2015 with the vision of providing quality Social Work Education in the state of Arunachal Pradesh. DSW at RGU is the first full-fledged Department of Social Work offering face-to-face Master of Arts in Social Work (MASW) Program in the state with a total of four regular faculty members and sixteen students in the first batch which has now been increased to thirty

five (35) including three seats for Economically Weaker Section (EWS). The Doctoral Program in Social Work (PhDSW) was introduced with July 2018 to focus on strengthening the research component in the region with an emphasis on 'evidence based practice and practice based evidence'. Class room lectures and social work practicum form the main crux of the Program (both MASW and PhDSW). The students/trainees are also exposed to carefully crafted skill building and personality development Programs and are provided with opportunities to participate in workshops, seminars and lectures from external experts on regular basis. The mandates of the course curriculum also include students led initiatives in the department and the community with varied clientele groups. The department has strived and established a strong foothold in the field of social work education by means of continuous engagement in both academic and outreach activities. In a short span of four years the Department has established meaningful and sustainable engagement with a total of Forty Two (42) field work partners which include Twenty Seven (27) across Arunachal Pradesh and Fifteen (15) across India. This Information Brochure therefore encapsulates the journey of the department since its inception and provides bird's eye-view for precise understanding in the best interest of Social Work as an academic discipline and a practice based profession. In our pursuit to extend our horizons in serving diverse categories of student community the Certificate Program in Environmental Sanitation was conceptualized and implemented with July 2019 for an integrated understating to the learners about the issues involved in Environmental Sanitation. The department is thereby committed in moulding and equipping the students to reach their full potential and acquire the knowledge, skills, values and techniques essential to become a professional social worker who not only acquires personal and professional competency and

growth, but also contributes to the betterment of the society and country at large. The guiding principles of the Department have been highlighted below:

Vision:

The Department of Social Work envisions to be a Centre of Excellence in higher education for social work education as well as practice. With its remote and unique location, the department also envisions to evolve as strong platform that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centered, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all. It envisions a world free from inequities, exploitation, injustice, and violence where civil rights as well as Social-Economic and Political Justice(s) are swiftly and certainly available to every living being.

Mission:

The Department of Social Work in its pursuit of the above mentioned vision has been striving at the grass-root level to provide transformative and collaborative learning that embraces the values of social inclusion and promotes enhanced quality of life for individuals, groups, and communities in protecting and promoting for all equitable access to social, economic and political resources. Reaching to the relatively unreached places and communities together with a simple and sustainable approach continues to be our modus operandi.

Aims:

- To maximize the development of human potential and fulfillment of human needs, through an equal commitment towards human happiness;
- To enable people to achieve the best possible levels of personal, social, mental, and physical well-being;

- To modify environment for achieving social development through social justice and social change;
- To promote culturally informed, theory driven and evidence-based practice that is respectful of the complexity and diversity of people's lives and circumstances;
- To equip social workers with knowledge, values, and skills and to prepare competent professionals for practice with diverse systems within local and global context;
- To embolden stakeholders so as to prepare them towards unforeseen challenges of life with adequate emphasis on Life Skills and Employability;
- To educate and embolden our students as flag-bearers of values based social work profession with an empathetic, compassionate and indigenous worldview; and
- Grooming students with strategies of advocacy and social change that advance social and economic justice.

Academic Programs: Outline and Outcome

The Department offers three regular Programs of study apart from other important academic activities viz. Centre for Youth Development and Leadership Studies (CYDLS). Currently, the Programs offered by the Department are:

1. Doctor of Philosophy in Social Work (PhDSW)
2. Master of Arts in Social Work (MASW)
3. Certification Program in Environmental Sanitation (CES)

1. Doctor of Philosophy in Social Work (PhDSW)

PhD program in Social Work at Department of Social Work, Rajiv Gandhi University (RGU) is offered under regular mode in strict compliance of the UGC (Minimum Standards and Procedures for

award of M.Phil./Ph.D. Degree) Regulations 2016. Ph.D. in Social Work at RGU is a full-time program including six (06) months of mandatory Pre-Ph.D. course work (excluding those having M.Phil. Degree), thereafter three (03) Year Registration added with one (01) year of extension and an additional provision of two (02) year Re-registration. Social Work being an academic discipline and a practice-based profession (IASSW & IFSW, 2014); the broader outcome of the program includes value addition to the existing body of knowledge for the larger purpose of 'Evidence Based Practice and Practice Based Evidence'. The specific outcomes intended with the program include the following:

Program Outcome of PhDSW

1. Skills and Competencies related to systematic investigation of various issues and problems in the area of Social Work;
2. Specialization and Enhanced Employability;
3. Interventional Knowledge, Skills and Aptitude;
4. Evolution of Practice Based and Indigenous Models;
5. Conscientization and Constructive Critical Thinking;
6. Strengthening Professional Methods of Social Work Intervention;
7. Evaluation of Welfare Schemes and Practices for Enhanced Social Well-Being;
8. Bridging the gap between Policy Measures and Intended Beneficiaries;
9. Systematic and Sustainable Response to Social Issues and Challenges;
10. Policy Level Intervention: People Centric and Bottom Up Approach;
11. Upliftment of Disadvantaged Sections of Society through Concrete recommendations both for Policy Makers and Practitioners;
12. Social Reform by Re-visiting Institutions and Practices;
13. Empowerment of Vulnerable Sections through Participatory Research Methods viz. PRA, PLA, Action Research etc;
14. Meaningful Community Engagement and Social Responsibility;

15. PRAXIS based Reflective Learning Skills;
16. Enhanced Self Awareness with Values-Based Practice like Empathy, Equity and Integrity etc;
17. Bridging the gap between Theory and Practice;
18. Professional Documentation Skills;
19. Networking and Entrepreneurial Skills;
20. Resource Mobilization and Optimum Utilization of Available Resources;
21. Inculcating Theoretical Insights and Strengths Based Approach;
22. To Develop Suitable Intervention Strategies by utilizing Professional Knowledge, Skills, Attitude and Aptitude;
23. To Document Best Global Practices in the field of Sustainable Social Intervention; and
24. To develop an Inter-Disciplinary Approach for Micro-Mezzo and Macro Level Interventions.

PhD Course Work: Outline and Outcome

Sl. No.	Paper Code and Title	Credits	Course Outcome
1.	PhDSW01: Theoretical Framework for Social Work Research	4	<p>The core outcome for this paper being development of Imagination, Insight and Conceptual Clarity for a Theory Driven and Practice Oriented Scientific Research Work, the specific outcomes include the following:</p> <ol style="list-style-type: none"> 1. Developing knowledge and insights in conceptual and theoretical foundations of Social Work Research; 2. Knowledge and Skills in Qualitative and Quantitative Data Analysis Tools and Techniques for a Holistic Research Work; 3. Awareness about the existing practices in Social Work Research and upcoming Developments on the same; and 4. Development of Scientific Temper, Evidence Based Practice and Practice Based Evidence.

2.	PhDSW02: Advance Research in Social Work	4	The core outcome for this course being generating Information building awareness and inculcating a pro-active approach, the specific outcomes include the following: <ol style="list-style-type: none"> 1. Clarity on nature, philosophy and process of research and its methodology in social work; 2. Acumen related to attitude & skills appropriate for social work research; 3. Awareness and understanding on methods tools and techniques of doing research; and 4. Capacity for analyzing data and drawing subject specific inferences and insights.
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Eligibility for Admission in PhDSW

Minimum Eligibility	Admission Process
<ul style="list-style-type: none"> - Candidates with a Master's Degree in Social Work with minimum 55% marks {5% relaxation for SC/ST/OBC (NCL)} from UGC recognized University. - Candidates holding M.Phil. Degree (along with course and dissertation both) or candidates who have cleared UGC JRF will be exempted from appearing in the entrance test (RGUMPET). They will have to appear for Personal Interview along with the Research Synopsis. 	<ul style="list-style-type: none"> - All eligible candidates will have to take a Written Test conducted annually by the University under RGUMPET. The list of successful candidates qualifying in Written Test will be prepared and displayed. - Candidates Qualifying Written Test together with those exempted on the basis of M.Phil. and/ or UGC JRF will appear for Personal Interview (PI) along with the Research Synopsis. - Final Merit list of selected candidates on the basis of their performance in PI will be displayed on the University Notice Board.

2. Master of Arts in Social Work (MASW)

The two-year regular program of Master of Arts in Social Work intends to provide both academic learning as well as professional education and training, extending beyond theoretical knowledge. The program is divided into four semesters ranging over a period of two academic sessions. It is tailored to suit Social Work knowledge, skills and attitudinal requirements to be able to work in a wide range of organizational and community contexts as well as individuals in a family. The Model Curriculum Framework (UGC, 2001) divides Social Work Education and Training in following four broad Domains. These four domains exhibit the Practice Based and Trans-Disciplinary Nature of Social Work Education as listed below:

1	2	3	4
Core Domain	Supportive Domain	Inter-Disciplinary	Elective
1.1 Social Work: History, Philosophy and Ideologies	2.1 Human Growth and Behaviour	3.1 Sociology and Social Work in India	4.1 Counselling
1.2 Professional Methods (six) of Intervention: 1.2.1 Primary Methods (Social Case Work, Social Group Work & Community Work) and 1.2.2 Secondary Methods (Social Action, Social Work Research, Social Welfare Administration)	2.2 Family Social Work	3.2 Political Economy and Planning in India	4.2 Gerontological Social Work
1.3 Field Work: 1.3.1 Orientation Program 1.3.2 Concurrent Field Work 1.3.3 Rural Immersion camp 1.3.4 Field Study Tour 1.3.5 Block Field Work 1.3.6 Inter Agency Meet 1.3.7 Internship	2.3 Population and Environment	3.3 Political Economy and Development	4.3 Disaster Management
	2.4 Social Development	3.4 Tribal Anthropology and Development	4.4 Legal System in India
	2.5 Social Policy and Planning		

Program Outcome of MASW

Adhering to the spirit of Model Curriculum Framework (UGC, 2001), the course curriculum of Master of Arts in Social Work (MASW) at Rajiv Gandhi University provides exclusive emphasis on intra and inter-personal development of students' through carefully crafted amalgamation of trans-disciplinary theories and its signature pedagogy i.e., fieldwork. The specific outcomes intended through this process of building theoretical insights and acumen in field-based training and value-oriented education has been highlighted as below:

1. Holistic personal development with enhanced self awareness and effective management of individual concerns;

2. Introducing the students to the existing Programs and policies in the country in general and north-east region in particular;
3. Building resilience and self-reliance for self care as well as physical, mental, and emotional well-being;
4. Professional development of the learner with enhanced skills for inter-personal communication and reflective learning by integrating personal and professional self;
5. Knowledge and skills in human rights, social justice, civil liberties, IEC and BCC;
6. Development of scientific temper, inculcating evidence-based practice, and professional documentation;
7. Equips youth with value based education and professional attitude in working with society;
8. Working with and not for the weaker section (transition from sympathy to empathy);
9. Aptitude for effective management of charity, and not completely doing away with it;
10. Employability and entrepreneurship development skills;
11. Inculcating Theoretical Insights and Strengths Based Approach;
12. To develop suitable intervention strategies by utilizing Professional Knowledge, Skills, Attitude and Aptitude;
13. Life as well as soft skills and leadership development;
14. Crisis management and problem-solving approach;
15. Fostering sustainable practice and meaningful community engagement;
16. Inculcating original thinking and revisiting social institution for desired social change;
17. Taking the advantages of social policy to the last person in society (antyodaya);
18. Skills in passive resistance (satyagraha), advocacy, and Program planning;

19. Empowerment of Vulnerable Sections through Participatory Research Methods viz. PRA, PLA, Action Research etc;
20. Community mobilization for mass betterment against social evils;
21. Strengthening social capital, social fabric and family as a support system;
22. Resource Mobilization and Optimum Utilization of Available Resources;
23. To document best practices prevailing in the community with regard to sanitation, health, and hygiene;
24. Skills and aptitude in conflict resolution and peace building;
25. Exposure to indigenous knowledge and traditional practices; and
26. Context and interest based specific specialization viz. Disaster Management, Child Rights, Women's Movement etc.

MASW Course: Outline and Outcome

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
	Semester I	600	22	
1.	MSW 101: Social Work – Nature and Development	100	4	The core outcome for this course being insight development related to the idea and practice of Social Work, the specific outcomes include the following: <ol style="list-style-type: none"> 1. To acquire an understanding of the conceptual and the theoretical foundations of Social Work; 2. To understand the nature of Social Work as a Profession and about Social Work education in India; and 3. To develop an understanding on the scope of Social Work intervention in North East India.
2.	MSW 102: Society and Development	100	4	The core outcome for this course being insight development related to society and development, the specific outcomes include the following: <ol style="list-style-type: none"> 1. To understand the concept of society, social institutions and social dynamics; 2. To gain insight into the Indian society, the changes therein and its problems; and 3. To understand the concepts and perspectives related to development.

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
3.	MSW 103: Health, Psychology and Social Work	100	4	This course equips students to have a better understanding of health and the means to promote healthy living and provides them with skills essential to assess the psychological process and functioning among human beings and also develop their own personality. The specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To understand the concept of Health and the measures to promote healthy Living; 2. To understand human growth and development; 3. To develop an understanding of human behaviour and personality; and 4. To appreciate the basic psychological processes.
4.	MSW 104: Working with Communities	100	4	The course provides students with the knowledge of working with different communities and how to use community organization as a method of social work. Also equips them with skills and strategies of community mobilization and organization which is an essential component of social work practice. The specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To understand community organization as a method of social work and as an effective tool for Development; and 2. To enhance critical understanding of the models and strategies for community organization practice.
5.	MSW 105: Concurrent Field Work - I	200	6	The field work practice in the first semester consists of orientation Program, lab sessions for skills training, inter-agency meet and concurrent field work for 15 weeks (two days per week). In the first semester, the focus of the field work is the community. The specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To provide an exposure to the community and community issues; 2. To get a close feel of the community and the community settings; 3. To understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them; 4. To provide an actual experience of the Programs and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community;

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				<ol style="list-style-type: none"> 5. To understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled; 6. To identify an issue and work on it following the principles of community organization; and 7. To make them creative and innovative in assisting the agency and community in whatever way possible.

	Semester II	600	22	
1.	MSW 201: Working with Individuals	100	4	<p>The thrust of this course is to enable students develop the knowledge and the skills needed to work with individuals in the social system, be able to analyse factors affecting the needs, behavior and coping capacities of individuals and promote skills in working with individuals in different settings. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To develop the knowledge and the skills needed to work with individuals in the social system; 2. To develop the ability to analyze factors affecting the needs, behavior and coping capacities of individuals; 3. To understand the values and principles of social case work and to develop the capacity to practice them; and 4. To promote skills in working with individuals in different settings.
2.	MSW 202: Working with Groups	100	4	<p>The focus of this course is to help students understand the groups and its importance and influence on individuals and acquire the skills needed to work with groups effectively across setting. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To understand the concept of groups and its importance and influence on individuals; 2. To understand social group work as a method of social work and its applications in various sittings; 3. To understand group work as an instrument of change/development of individuals in group; and 4. To identify and acquire the skills needed to work with groups effectively across setting.

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
3.	MSW 203: Social Work Research	100	4	<p>Students gain a better understanding of research and its significance in social work and develop attitudes and skills appropriate for social work research. They learn the skills and techniques of doing qualitative and quantitative research and thereby develop an ability to see the linkages between practice, research, theory and their role in enriching one another. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To understand the nature and process of research and its significance in social work; 2. To develop attitudes and skills appropriate for social work research; 3. To learn the skills and technique of doing qualitative and quantitative research; and 4. To develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
4.	MSW 204: Social Welfare Administration & Social Action	100	4	<p>The students through this course acquire the knowledge of the basic principles and process of administration within the framework of social work philosophy and practice and develop skills to participate in management of Programs, as a part of the inter-disciplinary team and initiate as well as develop new Programs and also understand the scope of Social Action in Northeast India. This knowledge thereby enables students to work efficiently in different social welfare organizations. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To acquire Knowledge of the basic principles and process of administration within the framework of social work philosophy and practice; 2. To develop skills to participate in management of Programs, as a part of the inter-disciplinary team and initiate as well as develop new Programs; 3. To develop an understanding of conceptual and theoretical perspectives of Social Action as a Method of Social Work; and 4. To understand the scope of Social Action in Northeast India.
5.	MSW 205: Concurrent Field Work - II	200	6	<p>The field work practice in the second semester consists of Rural Immersion Camp and concurrent field work for 15 weeks (two days per week). In the second semester the student is placed in civil</p>

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				<p>institutions where they can practice professional methods of social work intervention. Every week the students write a report of their activities and submit it to the concerned field work supervisor. The supervisor conducts individual and group conferences regularly. It is mandated for every social work trainee to undertake at least three social case work interventions, two social group work intervention and one social work research in his/her agency or community of placement. There is also a mandatory week long Rural Immersion Camp during this semester during which the social work trainees are expected to inculcate the exposure to community living, indigenous knowledge, and day to day challenges of a distant locality. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To enable students to work with individuals, and groups in the organizations and communities and handle issues efficiently; 2. To inculcate the exposure to community living and indigenous knowledge; and 3. To develop the professional documentation skills.
	Semester III	600	22	
1.	MSW 301: Integrated Social Work, Social Policy and Social Legislation	100	4	<p>The core outcome for this course being insight development related to the social work, social policy and social legislation, the specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To provide an understanding of basic concepts and theories related to Integrated Social Work practice; 2. To develop an understanding of models of intervention in Integrated Social Work practice; 3. To understand the policy and legal frameworks and provisions related to the various sections of the society; and 4. To learn how the various policy and legal structures can be used in social work.
	Soft Courses*			
2.	RCD 302: Rural Community Development	100	4	<p>The course enables students to understand the approaches for rural development appreciate the role of various stakeholders of rural development and develop skills in working with rural communities and development agencies. This enables them to work efficiently in different rural communities. The specific outcomes of this course include the following:</p>

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				<ol style="list-style-type: none"> 1. To understand the approaches for rural development; 2. To appreciate the role of various stakeholders of rural development; and 3. To develop skills in working with rural communities and for development agencies.
3.	CHS 303: Community Health and Social Work	100	4	<p>Students gain insight into Health and Scope of Social Work in Relation to health and understand the various diseases and psychiatric illnesses prevalent in the community level. This knowledge provides them with the knowledge and skills to work in different health sectors. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To gain insights into Health and Scope of Social Work in Relation to it; and 2. To understand the various diseases and psychiatric illnesses prevalent in the community level.
4.	FCS 304: Family Centred Social Work	100	4	<p>This course enables them to understand the changing trends in families and understand the scope for Family- centered Practice and develop an understanding of structures, the problems, dynamics and issues for effective intervention. Students acquire the skills essential to work with families and identify the issues and accordingly plan interventions. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To understand the changing trends in families and understand the scope for Family- centered Practice; and 2. To develop an understanding of structures, the problems, dynamics and issues for effective intervention.
5.	CRP 305: Child Rights and Child Protection	100	4	<p>The core outcome for this course being insight development related to child rights and child protection, the specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To enable the students to gain a deep understanding of the psycho-socio, economic and cultural factors that influence the lives of children in our country; 2. To help the students to critically review the various policies, programs and services available for children in India; and 3. To understand rights and protection of the children.

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
6.	HPM 306: Human Resource and Project Management	100	4	The core outcome for this course being insight development related to Human Resource and Project Management, the specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To develop an understanding of management theories and approaches, and gain insight into perspectives of human resource management; 2. To understand the responsibilities and functions of HR managers; 3. To build insights on current trends in Organizational Behaviour; and 4. To learn the methodology for planning and formulating projects using the Logical Framework.
7.	SWD 307: Research Project: Part A	100	4	Those students opting for a Research project as one of their two soft courses are required to do a research project for the completion of the course. The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem in the area of special interest, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester the student collects the data. At the end of the semester the student will make a dissertation of the research study and appear for the viva-voce examination as part of the evaluation. The specific outcomes of this course provides them the knowledge, and analytical skills essential for undertaking research in any social welfare sector as part of their job placement.
	Open Electives**			
8.	SAH 308: Substance Abuse & HIV/AIDS	100	4	The core outcome for this course being insight development related to the substance abuse & HIV/AIDS, the specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To gain knowledge on Substance Abuse and HIV/AIDS and its impact on individuals and their social systems; 2. To understand the existing strategies for the prevention and control of Substance abuse and HIV/AIDS; and

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				3. To develop an understanding of social work interventions in providing care and support.
9	SGD 309: Gender and Development	100	4	The core outcome for this course being insight development related to the Gender and Development, the specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To develop a critical understanding of issues related to gender and development; and 2. To develop an understanding of various laws, policies and Program for gender and development.
10	SWO 311: National Service Scheme (NSS) and Youth Development	100	4	The course develops the competency in Life Skills and Accelerate Personality Development, inculcates the values of NSS, Social Service and Community Living for preparing youth as agents of social change; and enables them to understand and nourish the core values of fraternity, national integrity and community engagement among youth. <p>They are thus equipped with the skills to identify and work on any issues pertaining to youth development abiding by the core values of NSS. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To develop the competency in Life Skills and Accelerate Personality Development; 2. To inculcate the values of NSS, Social Service and Community Living for preparing youth as agents of social change; and 3. To understand and nourish the core values of fraternity, national integrity and community engagement among youth.
11	MSW 310: Concurrent Field Work - III	200	6	The field work practice in this semester consists of orientation Program, inter-agency meet and concurrent field work for 15 weeks (two days per week). The field work practice during the third semester is in line with the soft courses that the student has opted for. The students are placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in hospitals, rehabilitation centers,

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				counseling centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, family, children, youth and the elderly. They are expected to understand the vision, mission, objectives and strategies & Programs of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in dealing with people and situations in their area of work. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization.

	Semester IV	600	22	
1.	MSW 401: Social Work and Tribal Development	100	4	The core outcome for this course being insight development related to the social work and tribal development, the specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To gain understanding into the tribal communities and their social systems; 2. To gain information of the overall understanding about the socio-economic situation of the tribal communities particularly on the tribal communities in the North Eastern states of India; and 3. To review the development Programs and its impact on tribal communities.
	Soft Courses			
2.	UCD 402: Urban Community Development	100	4	The core outcome for this course being insight development related to the urban community development, the specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To understand urban community development principles, process and theories of urbanization in India; 2. To learn the significance of Non-Governmental Organisations in Urban Community Development;

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				<ol style="list-style-type: none"> 3. To gain knowledge and experience about the structure, process and Programs of governmental mechanisms with specific reference to the North-east; and 4. To develop skills in working with urban communities and development agencies.
3.	CHC 403: Community Health and Counselling	100	4	<p>This course enables students gain understanding into the concept of community health and health systems critically understand the policies, legislations and schemes for community health and understand counseling process with application of various skills, techniques and approaches. The knowledge and skills acquired as a part of this course can help in placement in different health and counseling settings across the region and the country. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To help the student gain understanding into the concept of community health and health systems; 2. To critically understand the policies, legislations and schemes for community health; 3. To understand counseling process with application of various skills, techniques and approaches; and 4. To gain knowledge of practice of counseling in different settings.
4.	SWY 404: Social Work with Youth	100	4	<p>The students are made to understand youth, their needs, issues and challenges and critically examine the schemes and Programs for youth in the country. It also enables them learn the basic skills and methods of working with youth. Hence, this knowledge provides them the confidence to work with youth groups and youth organizations and take up any interventions related to their welfare. The specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To understand youth, their needs, issues and challenges; 2. To critically examine the schemes and Programs for youth in the country; and 3. To learn the basic skills and methods of working with youth.

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
5	SWO 405: Social Work with Older Persons	100	4	Young students are taught to understand the needs and challenges of the Older Person from a holistic perspective and be sensitised to take up any issues related to them. This understanding and sensitivity shall enable them to work with different organizations working with the aged. The specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To Understand the needs of the Older Person from a holistic perspective; 2. To develop an understanding of challenges faced by older persons; and 3. To examine the scope of Social Work Intervention with older persons.
6	ILW 406: Industrial Relations and Labour Welfare	100	4	The core outcome for this course being insight development related to the Industrial Relations and Labour Welfare, the specific outcomes of this course include the following: <ol style="list-style-type: none"> 1. To promote theory-driven practice on approaches to Industrial Relations and Labour Welfare; 2. To develop the knowledge of Grievance Redressal and Collective Bargaining; 3. To build understanding on social security legislations in Industrial settings; and 4. To appreciate scope and application of social work methods in industry and labour welfare.
7	SWD 407: Research Project: Part B	100	4	The students who have opted for a research project as one of the soft courses continue with the research and in the fourth semester they are expected to complete the data processing, writing of the research report and submit the final copy for evaluation. At the end of the semester the student prepares a dissertation of the research study and appears for the viva-voce examination as part of the evaluation.
8	EDM 408: Ecology & Disaster Management	100	4	This course provides an understanding of the Environment and the changes affecting it, the different kinds of disasters, its magnitude and impact. The students are sensitized to advocate for environmental issues and concerns and also in mitigating the common manmade disasters in the country. They also develop the knowledge on disaster management and efficiently carry out relief and rehabilitation activities. The analytical skills essential to make all assessments related to disaster management are also imparted. The specific outcomes of this course include the following:

Sl. No.	Course Code and Title	Marks	Credits	Course Outcome
				<ol style="list-style-type: none"> 1. To develop an understanding of the Environment and the changes affecting it; 2. To understand the nature of disasters, its magnitude and impact; and 3. To gain knowledge of the methods and processes of disaster management, relief and rehabilitation.
9.	DSW 409: Disability Studies	100	4	<p>The core outcome for this course being insight development related to the disability studies, the specific outcomes of this course include the following:</p> <ol style="list-style-type: none"> 1. To equip students with basic concepts and theories related to disability, disabling and enabling environments; 2. To help the students become sensitive on disability; 3. To help the students develop insight into psychosocial challenges faced by people with disability (PWDs); and 4. To develop an understanding of policies and Programs for PWDs.
10.	MSW 410: Block Field Work	200	6	<p>The Block Field Work scheduled for IV Semester comprises a consolidated month long (04 weeks) placement on choice/interest basis adhering to the spirit of Choice Based credit System and in accordance with their Field of Specialization/Soft Courses. The specific outcomes expected of this component include the following:</p> <ol style="list-style-type: none"> 1. To offer an opportunity of doing Field Work being Territorial Restrictions of the Institute's Location; 2. To gain insight in fields of specialization working with/at best of the institutions; and 3. To inculcate aptitude for professional intervention and documentation.
11.	MSW 411: Internship			<p>Immediately after the final semester written examination the students are placed for 4 weeks internship which is compulsory but non-credit course. The larger purpose is to facilitate on job training and enhance employability through networking and skill development. The specific outcomes expected after internship include the following:</p> <ol style="list-style-type: none"> 1. To Enhance Employability and Entrepreneurial Skills; 2. To Facilitate on Job training and Hands on experience; 3. To encourage students, contribute with their knowledge and skills in society; and 4. To provide a finishing touch to the professional Training.

Field Work: The Signature Pedagogy

Field Work as a 'Signature Pedagogy' constitutes an Integral component of the program. In order to ensure empirical learning and exposure to professional culture, the Field Work component has been carefully crafted under following seven broad-heads and respective intended outcomes:

1. Orientation Visits (OV): At the beginning of first and third semester each a week long Orientation Program is mandated in MASW program to ensure smooth induction of students. At first semester it aims to do ice-breaking and orientation towards the basic value base of the discipline, whereas at the beginning of third semester it is aimed to help students make an informed choice about specialization/ soft courses.

2. Concurrent Field Work (CFW): During 1st, 2nd and 3rd Semesters students are mandated to visit an agency or a community as specified by the Field Work Unit of the Department for two days per week up to 15 days per semester. A professionally crafted report along specified pointers for each of these two days per week is required to be submitted to respective faculty supervisor on the first working day of every immediate next week. The supervisor after evaluating the reports shares his/her observations with each of the students in a one-to-one session each week, known as Individual Conference (IC). Students also share their personal and professional concerns during IC and the process intends to inculcate an integration of personal as well as professional selves in the process. Every Fortnightly, A Group Conference (GC) with two or more faculty supervisors and all their field work trainees sitting together is conducted where the trainees are assigned three different roles namely Presenter, Chairperson and Recorder on rotation basis. During each GC two students present their paper whose minutes are circulated on the first working day of immediately next week. Every presentation is regulated by a Chairperson while faculty supervisors perform the responsibility of a Resource Person. Group Conference (GC) is designed to encourage group presentation skills, professional documentation, problem solving approach and mutual learning exercise.

3. Rural Immersion Camp (RIC): A Rural Immersion Camp at the beginning of second semester is organized in a distant/remote village where students along with a faculty supervisor stay for one week continuously with minimum external resources, living the life of a regular villager and thereby empathizing with their concerns. To inculcate the value of community living and exposure to the physical and social infra-structural concerns of rural community, the social work curriculum has a mandatory provision of one week continuous rural immersion camp during which the trainee social workers learn to survive in a carefully selected remote village with minimum resources building largely on social capital and community living. The specific intended outcomes of the Rural Immersion Camp Include the following:

- a. To expose the students to rural life and living for developing capacities and attitudes suitable for a group living;
- b. To enable the students to learn about strengthening the village community by identifying the existing situation;
- c. To inculcate the spirit of community participation and working in a team; and
- d. To provide the opportunity for utilizing the social work skills, values, methods, techniques, principles, approaches etc. in the process of rural development.

4. Field Study Tour (FST): During third semester MASW students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first hand interactions with service providers and/or clientele groups. Specific intended outcomes of Field Study Tour as a mandatory field work component include the following:

- a. To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions;

- b. To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives; and
- c. To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance.

5. Block Field Work (BFW): The Block Field Work scheduled during IV Semester comprises a consolidated month long (04 weeks) placement on choice/interest basis adhering to the spirit of Choice Based credit System and in accordance with their Field of Specialization/Soft Courses. The specific outcomes expected of this component include the following:

- a. To offer an opportunity of doing Field Work being Territorial Restrictions of the Institute's Location;
- b. To gain insight in fields of specialization working with/at best of the institutions; and
- c. To inculcate aptitude for professional intervention and documentation.

6. Inter-Agency Meet (IAM): Scheduled during first and third semesters of MASW Program Inter Agency Meet is designed to establish an organic link between the department of Social Work and agencies/community of Field Work Placements. Stakeholders including service providers, intended beneficiaries, administrators and academia meet during IAM once every academic session to ensure that there is regular connection and all the stakeholders feel included in the larger process of learning and intervention. The specific outcomes of IAM include:

- a. A Meaningful Engagement and Interaction Platform between different stakeholders in Social Work Training;
- b. Enhanced Rapport with Agency, Community and other important stakeholders; and
- c. Skills in mobilization and Program Planning among trainees/students.

7. Internship: Immediately after the final semester written examination the students are placed for 4 weeks internship which is compulsory but non-credit course. The larger purpose is to facilitate on job training and enhance employability through networking and skill development. The specific outcomes expected after internship include the following:

- a. To Enhance Employability and Entrepreneurial Skills;
- b. To Facilitate on Job training and Hands on experience;
- c. To encourage students, contribute with their knowledge and skills in society; and
- d. To provide a finishing touch to the professional Training.

Eligibility for Admission in MASW

Minimum Eligibility	Admission Process
<ul style="list-style-type: none"> - Candidates with graduate degree in any discipline from UGC recognized University with 45% Marks in Honours/Major and 50% marks in Pass Course {5 % relaxation for SC, ST and OBC (NCL) candidates in the Pass and Honours Course respectively}. 	<ul style="list-style-type: none"> - All eligible candidates will have to appear for a Written Test conducted annually by the University under RGUCET. The list of successful candidates qualifying in Written Test will be prepared and displayed. - There will be a mandatory Group Discussion and Personal Interview (GD&PI) for all categories of candidates clearing the Written Test. - After GD&PI, Final Merit list will be prepared as per the RGU norms for each category separately.

3. Certification Program in Environmental Sanitation (CES)

The Six Month Certificate program in Environmental Sanitation provides comprehensive conceptual understanding on key issues related to environment and sanitation. The contents are designed to impart an integrated understating to the learners about the issues involved in Environmental Sanitation. The intended outcome of this Certificate Program includes the following:

Program Outcome of CES

1. To orient and sensitize the students on the prevailing WASH (Water-Sanitation and Health) practices;

2. To introduce the students to the existing programs and policies in the country in general and north-east region in particular;
3. To develop clarity on key concepts related to health and hygiene;
4. To develop strategies for promotion of health and hygiene;
5. To sensitize the students about the government mechanisms in addressing issues related to health and hygiene in the country;
6. To inculcate competency and skills in Public Health and Community Medicine;
7. To Learn Techniques of Awareness Building and Mass Mobilization;
8. To Promote Pro-Active and Sustainable Measures in Public Health;
9. Capacity building on I-E-C (Information- Education & Communication) and B-C-C (Behaviour Change Communication);
10. To understand community organization as an effective method for community development;
11. To practice the community organization for promoting health and sanitation;
12. To understand ground realities and assess the issues and concerns of the communities with regard to sanitation practices;
13. To develop suitable intervention strategies by utilizing Community Organization and other professional skills;
14. To address the emerging concerns related to environmental sanitation, public health, and hygiene;
15. To document best practices prevailing in the community with regard to sanitation, health, and hygiene;
16. Enhanced Personal and Professional Awareness;
17. To understand the significance of Social Capital and Community Based Practices;
18. To engage in the process of furthering the implementation and evaluation of government flagship programs on Health, Hygiene, and Sanitation;
19. To learn skills and competency in Participatory Research Methods viz. PRA, PLA, Action Research etc.; and
20. To inculcate knowledge driven value base in Inter and Intra Generational Justice for Sustainable Ecological Practices.

CES Course: Outline and Outcome

Paper	Paper Code	Title	Credits	Course Outcome
PAPER – I	CES01	Environmental Sanitation	4	The core outcome for this paper being insight development related to the idea and practice of Environmental Sanitation, the specific outcomes include the following: <ol style="list-style-type: none"> 1. Developing a conceptual understanding on key issues related to environment and sanitation; 2. Orientation and sensitization on the prevailing WASH (Water, Sanitation and Hygiene) practices; and 3. Awareness about the existing programs and policies related to Environmental Sanitation in the country and north east region in particular.
PAPER – II	CES02	Public Health and Hygiene	4	The core outcome for this course being generating Information Building awareness and inculcating a pro-active approach, the specific outcomes include the following: <ol style="list-style-type: none"> 1. Clarity on key concepts related to health and hygiene; 2. Capacity building in pro-active strategies for promotion of public health; and 3. Awareness and understanding on government mechanisms in addressing issues related to health and hygiene in the country.
PAPER – III	CES03	Community Organization for Health & Sanitation	4	Fundamental outcome for this paper being inculcation of ability to appreciate community organization as a tool to foster desired social change, the specific outcomes include: <ol style="list-style-type: none"> 1. Understanding community organization as an effective method for community development; and 2. Knowledge and Skills in community organization for promoting health and sanitation.
PAPER – IV	CES04	Concurrent Field Work	4	Being a practice-based program Field Work helps to inculcate Competency and Skills in understanding field realities and assess the issues and concerns of the communities with regard to sanitation practices. Enhanced skills in rapport building, inter personal communication, professional documentation, program planning, management and access to institutional practice and welfare measures.
PAPER – V	CES05	Internship	4	Personal and Professional Development in terms of exposure, active and effective participation with organizations serving in the field of WASH and Public Health.

Eligibility for Admission in CES

Minimum Eligibility	Admission Process
– Candidates with 10+2 certificate in any discipline from any government recognized board.	– Admission to this course will be based on RGU norms.

Unique Features and Healthy Practices

Department of Social Work observes and ensures some globally recognized highly accredited healthy practices which are also unique in letter as well as spirit to the best interest of key stakeholders which include social work fraternity, the student community, and socially vulnerable clientele groups. The specific features and practices include the following:

1. Choice Based Credit System (CBCS): Department observes not just the mandatory provision of Open Elective paper during third semester (like other departments of RGU) but also for Compulsory Block Field Work, Rural Immersion Camp, Dissertation topic and soft courses (specializations) during third and fourth semesters are based on students' priorities and choices.

2. Continuous Comprehensive Evaluation (CCE): Best of the three internal assessments which are not just based on continuous assessment of learning but also include innovative pedagogy like preparation of project proposals, book reviews, social intervention strategies, professional presentation, brain storming activities, outreach programmes as well.

3. Ten (10) Core and Nine (9) Elective Courses: Adhering to the letter and spirit of Model Curriculum Framework in Social Work (UGC, 2001) the programme content is divided into core, supportive, inter-disciplinary and elective courses. It aims to bring in the trans-disciplinary nature of Social Work Practice and Education. Courses like Psychology for Social Workers, Sociology, Political Economy, Social Policy and Planning add to the knowledge base of students whereas electives like Counselling, Public Health, Youth, Rural Community Development and Ecology & Development bring in necessary insight for theory driven practice.

4. Field Work as Signature Pedagogy which includes the Seven (07) Core Components with handholding and regular individualized attention to each and every student.

5. Placement Brochure and Placement Meet: In order to facilitate employment of outgoing students Department also prepares a placement brochure where students take the lead in drafting and compilation while faculty members contribute in editing the contents. Brochure includes message from the Desk of Hon'ble Vice Chancellor and also sections on alumni current status and profile. It is uploaded each year on University as well as Department Website and also circulated among prospective employers including Concurrent and Block Field Work Partner Agencies.

6. Bridging the Gap between Campus and Community through carefully crafted regular outreach activities.

7. Building Active Citizenry through a trans-disciplinary and functional education.

8. Student Centric Pedagogy: The carefully designed components like weekly IC's and fortnight GC's together with Orientation Programs at the beginning of 1st and 3rd semester etc. have one supreme purpose above all others as to develop a student centric approach where they are not just trained but groomed with the values, ethics, attitude and aptitude of social work profession.

9. Course Curriculum is rooted in the democratic ideals of justice, liberty, equality, integrity, human rights and other civil liberties.

10. Student Mentoring and Career Guidance: Encouraging students to take self-motivated steps is an integral part of Social Work course curriculum. The Department also facilitates well informed career guidance under the aegis of Centre for Youth Development and Leadership Studies (CYDLS).

11. Weekly Lecture Series, Swatchhta Hi Sewa etc. are a regular part of our curriculum which intends to mentor our students for self-motivated socially meaningful actions and not just bookish education.

12. Inculcating Life Skills: In our pursuit to impart knowledge and skills in Primary and Secondary methods of Professional Intervention viz. Counseling, Capacity Building, Empowerment of Weaker Sections etc. we focus on learning by doing which begins with an aptitude for self-care and other essential components in Life Skills Education.

13. Inculcating Professionalism and Personality Development: As an academic discipline and Practice Based Profession (IASSW & IFSW, 2014) Social Work Education mandates coherence of personal and professional values, this grooms our students in reflecting on their societal prejudices and thereby integration of personal and professional selves.

14. Employability and Entrepreneurial Skill Development: As a professional course based in field-based training and theory driven education social work course is designed to inculcate Entrepreneurial skills. Significant part of the course is driven by students' priorities, their self-motivation and vigor to contribute effectively for social causes which inherently inculcate Skill based education leading to Employability and Entrepreneurship.

15. Evidence Based Practice and Practice Based Evidence: Unlike most other social sciences which focus extensively on updating and contributing to the existing knowledge base through their research activities, Social Work research is aimed at Evidence Driven Practice and vice-versa.

16. Leadership and Program Planning Skills: With course contents like Rural Immersion Camp, NSS and Youth Development, Field Study Tour etc. which are completely learner's driven MA(SW) envisions and ensures leadership and program planning skills

17. PRAXIS and Reflective Learning Skills: With our exclusive focus on 'Field Work' as 'Signature Pedagogy', the trainees are familiarized with the working environment they will become part of. Through this the trainees get a hands-on experience using tools and technique of Social Work.

18. Value Based Professional Education: As a core difference between training and education and adhering to the spirit of Social Work as a 'Value Based Profession', Trainees are equipped with professional competencies like professional ethics and multi-cultural sensitivity and thus making them to be better human beings before a competent professional.

19. Hands on Training and Simulation Exercises: The Trainees as a part of professional intervention have taken up various initiatives like sensitization on various issues for example, Gender Sensitization, Free Legal Aid Services, Women helpline/Childline services, Health Camps, etc., through mediums like Home Visits, Skit Plays and Workshops etc.

20. Regular Inter-action with Key Stakeholders: In order to ensure active participation and avoid any communication with key stakeholders viz. Field Work Partner Agencies, Clientele and the Administration as well an annual event called Inter-Agency meet is carefully crafted and implemented with full sincerity each year.

21. Alumni Platform: MASW is a two-year program after which trainees serve with different development agencies and/or communities. In order to ensure a sustainable and meaningful association with our alumni Alumni Meet as an annual event (led by students) is a mandatory component of our pedagogy and course curriculum. There is also a vision to register the same as a society to further enhance and structure the activities of Alumni Association.

students) is a mandatory component of our pedagogy and course curriculum. There is also a vision to register the same as a society to further enhance and structure the activities of Alumni Association.

22. Promoting Meaningful Shramdan and Philanthropic Attitude: Encouraging students for Social Service, Shramdan and context specific constructive initiatives we foster meaningful community engagement and spirit for philanthropic activities.

23. Ideologies of World Leaders: With Techniques like Satyagraha, Peaceful Resistance and Positive Social Change we also aim at building appreciation and insights in sustainable ideologies for a better world order.

24. Research and Innovative Aptitude: With Research Projects being integral part of III and IV semester courses we aim at imparting Skills and Competencies related to systematic investigation of various issues and problems in the area of Social Work

25. Documentation Driven Training: To document best global practices in the field of sustainable social intervention and inculcate reflective learning MA(SW) mandates professional documentation of every single field work activity.

26. An Amalgamation of Generic and Specialized Courses: In strict adherence to UGC Expert Panel suggested (2001) model curriculum there is a blend of generic and specialized courses in the field of human welfare and service in our course curriculum.

Extending Network and Strengthening Linkages: Field Work Partners

The strength and success of the Program is incomplete without the support and contribution of the welfare agencies, NGOs, organisations, governmental institutions, and the community,

who not only provide space, time and guidance for the social work trainees but also serve as a placement agency, offering job placements. As a department, we appreciate and acknowledge the services of these organisations that have been liaising with us. We started with just a few organisations and now the partnership has grown such that we have gone beyond the state and the region to other parts of the country. In a short span of four years the Department has established meaningful and sustainable engagement with a total of Forty Two (42) field work partners which include Twenty Seven (27) across Arunachal Pradesh and Fifteen (15) across India. Information related to the different organizations with whom we have partner for Social Work Practicum is provided below:

Organizations Located in Arunachal Pradesh

1. Arunachal Pradesh State Commission for Women, Itanagar
2. Arunachal Pradesh State Rural Livelihood Mission (ArSRLM), Itanagar
3. Child Line , Itanagar
4. Community Health Centre, Mechuka
5. District Mental Health Hospital, Midpu
6. District TB Centre, TRIMS, Naharlagun
7. Don Bosco Youth Centre, Itanagar
8. Donyi Polo Mission School for Hearing and Visually Impaired, Itanagar
9. G. B. Pant Institute of Himalayan Environment & Development, Itanagar
10. Gyan Mission Orphanage, Itanagar, Arunachal Pradesh
11. Idea, Naharlagun
12. Jan Sikshan Sansthan, Naharlagun
13. Khadi & Village Industries Board, Itanagar
14. Mother Teresa Home, Naharlagun
15. Oju Welfare Association, Naharlagun
16. Ram Krishna Mission Hospital, Itanagar
17. Research Institute for World Ancient Tribal Cultural Heritage, Roing

18. Vivek Kiran, Kimin
19. Young Mission Adventure Club, Itanagar
20. Red Cross Society, Naharlagun
21. Indo Global Social Service Society, Itanagar
22. North East Initiative for Development and Action (NEIDA-Tata Trust), Naharlagun
23. Arunachal Pradesh AIDS Control Society, Naharlagun
24. Child Welfare Committee, Itanagar
25. Aide-et-Action, Itanagar
26. National Disaster Response Force (NDRF) 12 BN, Doimukh
27. State Legal Services Authority Itanagar

Organizations Located outside the state boundaries of Arunachal Pradesh

1. Department of Psychiatric Social Work, Guwahati Medical College and Hospital, Guwahati, Assam
2. Empower Society, Dehradun, Uttarakhand
3. Grassroot, Shillong, Meghalaya
4. Prayas, Chittorgarh, Rajasthan
5. Majdoor Kisan Shakti Sangthan (MKSS), Rajasthan
6. Rural Women Upliftment Association of Assam, Guwahati, Assam
7. SANLAAP, Kolkata, West Bengal
8. Sulabh International, New Delhi
9. Dr. B. Borooch Cancer Institute, Guwahati, Assam
10. Airport Authority of India, Guwahati, Assam
11. Impact India Foundation, Mumbai, Maharashtra
12. AIIMS, New Delhi
13. Independent Thought, New Delhi
14. Matri-Sudha, New Delhi
15. National Council Rural Institute (NCRI), MHRD, Government of India, Hyderabad

Centre for Youth Development and Leadership Studies (CYDLS)

Department of Social Work is also entrusted with the responsibility of doing extensive ground based work on issues of Youth concerned and capacity building. For this purpose, the Centre for Youth Development and Leadership Studies (CYDLS) has been established through the vide notification no. AC-108/2007(Vol-II)/397 dated 11th July, 2017 at the Rajiv Gandhi University (A Central University), Rono Hills, Doimukh, Arunachal Pradesh with an aim to address the issues and challenges, building capacities, utilizing energy of youth in the North East Region of India especially in the state of Arunachal Pradesh. Since its inception CYDLS is continuously working towards the betterment of youth through various approaches vis-à-vis extension activities, skill and capacity development programmes, training, workshops, seminars, conferences, and instituting awards and scholarships to motivate youth.

The Vision of the CYDLS is to groom youth as potential leaders in the process of sustainable development. The centre has a mission to develop a platform for progressive engagement and empowerment of youth through professional training and guidance. Also for nourishing leadership attributes among youth through innovation, research, and skills development. CYDLS is having following specific objectives as well

- To promote psycho-social well-being of youth;
- To conduct leadership qualities and orientation towards social responsibility among youth;

- To involve youth in community development through national schemes and programmes; and
- To conduct training and research on youth development and leadership.

In order to operationalise vision and mission of CYDLS, three specific Cells are working to achieve the objectives of centre:

- **Counselling Resource Cell (CRC):** CRC is working with its motto being to offer “a hand to hold and a heart to understand” for helping youth, suffering from mental illness or symptoms of it both minor and/or severe. CRC is determined to provide immediate and long term counseling services to the needy youth on weekly basis.
- **Youth and Community Engagement Cell (YCEC):** YCEC is engaging youth for community development through participatory approach. Under this cell youth are also being engaged in several government and non-governmental programmes.
- **Training and Leadership Research Cell (TLRC):** TLRC is committed to enhance the capacity and leadership skills of youth by organizing various programmes vis-à-vis workshops, training, symposium, capacity building programmes, seminars, and research etc.

Faculty Profile

DR. RAVI RANJAN KUMAR

Assistant Professor & Coordinator - Field Work & Placements
Coordinator: Training Leadership and Research Cell under CYDLS
MA(SW) (Gold Medalist): Delhi School of Social Work,
University of Delhi, UGC-JRF
Ph.D. in Social Work: Delhi School of Social Work,
University of Delhi.



Publications: Research Papers in International Journals (03), Research Papers in National Journals (06), Chapters in Edited Volumes (07).

Young Social Scientist Award by Indian Social Science Association, 2017

Gian Pandit Award by Delhi School of Social Work Society, 2010

Specialization: State, Political Economy & Governance; Ecology and Disaster Management; Occupational Social Work; Gender and Development.

MS. CHAPHIK LOWANG

Assistant Professor
Coordinator: Counselling Resource Cell under CYDLS
B.S.W (Gold Medalist) and M.S.W (Gold Medalist):
Rashtrasant Tukadoji Maharaj, Nagpur University,
UGC-NET.

Specialization: Health Care System and Counselling; Persons with Substance Dependence, Mental Health, Human Behavior



MR. JOHN G. GANGMEI

Assistant Professor and NSS Program Officer
Coordinator: Youth and Community Engagement Cell
under CYDLS

BSW: Nirmala Niketan, Mumbai University; **MSW & M.Phil.:** TISS Mumbai; UGC-JRF

Publications: Research Papers in National Journals (01), Chapters in Edited Volumes (03)

Dr. Dorothy Baker Award (2nd Rank) & Ms. Helen D'Silva Award (Field Work); BSW, Nirmala Niketan, Mumbai, Ragoonwala Foundation Trust Fellow, 2010

Top Class Merit Scholarship, Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs, GoI.

Specialization: Community Organisation-Rurban, Livelihood Justice; Social Governance; Tribal Studies and Development.



DR. KAUSHALENDRA PRATAP SINGH

Assistant Professor

Head In-charge, Department of Social Work

Chairperson: Centre for Youth Development and Leadership Studies (CYDLS)

MA(SW): Department of Social Work, University of Lucknow, UGC-NET

M.Phil. and Ph.D. in Social Work: School of Social Work, IGNOU, New Delhi.

Publications: Book (01), Research Papers in International Journals (05), Research Papers in National Journals (08), Chapters in Edited Volumes (07).

Young Innovator Award by Asian Association of Open University (AAOU), Japan, 2012.

Specialization: Aged Care; Human Resource and Labor Welfare Management; Community Development.



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