

# **Rajiv Gandhi University**

**(A Central University)**

## **COURSE CURRICULUM**

**CHOICE BASED CREDIT SYSTEM (CBCS)  
&  
MASSIVE OPEN ONLINE COURSES (MOOCs) IN SWAYAM PLATFORM**

**MASTER OF ARTS IN SOCIAL WORK (MASW)  
2020-21**



### **Department of Social Work**

Rajiv Gandhi University (A Central University)

Rono Hills, Doimukh,

Arunachal Pradesh – 791112

## OVERVIEW

The two (2) years Master of Arts in Social Work (MASW) programme comprises of four (4) semesters with each semester having four (4) theory papers along with mandatory Social Work Practicum. Adhering to the spirit of Choice Based Credit System (CBCS), the MASW Course Curriculum incorporates Core, Supportive, Inter-Disciplinary, and Elective courses. The inclusion of Massive Open Online Courses (MOOCs) and mandatory Research Project as envisioned in National Education Policy (NEP) 2020 are the latest highlights of the course curriculum. The sequence of papers is well thought out from Core Domain to Soft Courses followed by Open Electives and Research Project so as to build insights and ensure personal as well as professional development of the learners. Each theory paper will be taught for 5 hours per week including 2 hours tutorials. Every theory paper consists of 100 marks which includes 20 marks for Internal Assessments and 80 marks for Term End Examinations. There will be three Internal Assessments per semester for each theory paper from which highest two will be considered for final evaluation. Students will have to secure minimum passing marks (45%) in their Internal Assessments for appearing in Term End Examinations. During third semester, students can opt for any one of the soft courses from the given course structure as well as Relevant PG level MOOCs available in SWAYAM Platform while one open elective paper will be offered for students from other departments. MASW students, during third semester, will be required to opt one Open Elective Course based on their interest as offered by different departments of the University.

During fourth semester, the students can opt any one soft course from the given course structure. Field Work being our signature pedagogy will be mandatory component of course curriculum during each semester. For first three semesters, the Field Work will go simultaneously with course work namely Concurrent Field Work Practicum while during the fourth semester it will be in the form of a consolidated four (4) weeks training known as Block Field Work. Hence, students will be doing Social Work Practicum (SWP) in every semester as per the guidelines given in the course curriculum. Apart from SWP, after the conclusion of 4<sup>th</sup> Semester Term End Examinations, students will have to accomplish four (4) weeks of mandatory Internship as per choices opted by them and finalised by the Department. It will be evaluated before the declaration of 4<sup>th</sup> semester examination results. Overall, each student has to accomplish 88 credits to complete his/her Master's Degree in Social Work (MASW) including Internship.

**MASTER OF ARTS IN SOCIAL WORK  
COURSE STRUCTURE**

Sl. No.	Paper Code and Title	Marks	Credits	Teaching Hours <sup>1</sup>
<b>Semester I</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	SOW 511: Social Work – Nature and Development	100	4	5hpw
2	SOW 512: Society and Development	100	4	5hpw
3	SOW 513: Health, Psychology and Social Work	100	4	5hpw
4	SOW 514: Working with Communities	100	4	5hpw
<b>Field Work</b>				
5	SOW 515: Social Work Practicum - I Viva-Voce	150 50	6	16hpw
<b>Semester II</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	SOW 521: Working with Individuals	100	4	5hpw
2	SOW 522: Working with Groups	100	4	5hpw
3	SOW 523: Social Welfare Administration & Social Action	100	4	5hpw
4	SOW 524: Integrated Social Work, Social Policy and Social Legislation	100	4	5hpw
<b>Field Work</b>				
5	SOW 525: Social Work Practicum- II Viva-Voce	150 50	6	16hpw
<b>Semester III</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	SOW 531: Social Work Research	100	4	5hpw
2	SOW 532: Rural and Urban Community Development	100	4	5hpw
<b>Soft Courses</b>				
3	Relevant PG Level MOOCs Available in SWAYAM Platform	100	4	16 Weeks
4	SOW 533: Community Health and Social Work	100	4	5hpw
5	SOW 534: Family Centred Social Work	100	4	5hpw
6	SOW 535: Child Rights and Child Protection	100	4	5hpw
7	SOW 536: Human Resource and Project Management	100	4	5hpw
<b>Open Electives</b>				
8	SOW 537: Social Work Practice Domains	100	4	5hpw
9	SOW 538: Gender and Development	100	4	5hpw
10	SOW 539: National Service Scheme (NSS) and Youth Development	100	4	5hpw
<b>Field Work</b>				
11	SOW 540: Social Work Practicum- III Viva-Voce	150 50	6	16hpw

<sup>1</sup>hpw: hours per week (including 2 hour tutorial which is one credit).

<b>Semester IV</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	SOW 500: Research Project	100	4	5hpw
2	SOW 541: Tribal Social Work Practice	100	4	5hpw
3	SOW 543: Community Health and Counselling	100	4	5hpw
<b>Soft Courses</b>				
4	SOW 542: Social Work with Youth	100	4	5hpw
5	Relevant PG Level MOOCs Available in SWAYAM Platform	100	4	16 Weeks
6	SOW 544: Gerontological Social Work	100	4	5hpw
7	SOW 545: Green Social Work & Disaster Management	100	4	5hpw
8	SOW 546: Occupational Social Work	100	4	5hpw
9	SOW 547: Disability Studies	100	4	5hpw
<b>Field Work</b>				
10	SOW 548: Block Field Work Viva-Voce	150 50	6	4 Weeks
11	SOW 549: Internship			4 Weeks
<b>Semester I+II+III+IV</b>		<b>2400</b>	<b>88</b>	

**Note:**

1. MASW Students may opt only one soft course each during third (3<sup>rd</sup>) and fourth (4<sup>th</sup>) semesters.
2. MASW Students will have the choice to opt one Massive open Online Courses (MOOCs) Programme during third (3<sup>rd</sup>) and fourth (4<sup>th</sup>) semesters each with the consultation of Department.
3. During the third (3<sup>rd</sup>) semester, Open Elective Course offered by the Department of Social Work will be available for students from other Departments whereas MASW Students will be required to opt one Open Elective Course based on their interest as offered by different departments of the University.
4. Field Work being our signature pedagogy will be mandatory component of course curriculum during each semester.
5. Each theory paper will carry 100 marks (80 marks for Semester End Examination and 20 marks for Internal Assessment/ Continuous Comprehensive Evaluation).

**SEMESTER I**  
**SOW 511: SOCIAL WORK - NATURE AND DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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
3. To develop an understanding on the scope of Social Work intervention in North East India

**Unit 1: Concepts and Introduction**

- a. Social Work – Meaning, Evolving Global Definitions and Values
- b. Historical Evolution of Social Work Practice and Education: World; India; North-East India
- c. Concepts Related to Social Work – Philanthropy; Charity; Voluntary Action; Social Service; Social Welfare; Social Reform; Social Security; Social Policy; Social Justice and Human Rights
- d. Social Work as a Profession in India and North-East India: Scope and Challenges
- e. Social Work Education-Domains: Core; Supportive; Elective and Inter Disciplinary

**Unit 2: Social Work Practicum and Practice Domains**

- a. Field Work: Importance; Components
- b. Purpose and Types of Field Recording
- c. Practice Domains and Specialisations: Child, Youth, Family, Women & Aged, Urban and Rural Community, Indigenous and Marginalised; Occupational Social Work; Social Defense; Disability, Health Social Work.

**Unit 3: Approaches and Methods of Social Work Intervention**

- a. Clinical and Critical Approaches
- b. Primary and Secondary Methods of Social Work: Nomenclature and Need
- c. Social Case Work, Working with Groups, Working with Communities
- d. Social Action, Social Work Research, Social Welfare Administration

**Unit 4: Theoretical Perspectives for Social Work Practice**

- a. General System and Ecosystem Perspectives

- b. Strengths and Role Theory
- c. Evidence Based Practice
- d. Radical Social Work
- e. Feminist and Green Social Work
- f. Gandhian Social Work: Philosophy and Practice

### References:

- Alinsky, Saul (1971). *Rules for Radicals*. Chicago: Knopf Doubleday Publishing Group.
- Allan, June, Bob Pease & Linda Briskman (ed.) (2003). *Critical Social Work – An Introduction to Theories and Practices*. Jaipur: Rawat Publications.
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- Wadia, A. R. (Ed.). (1961). *History and Philosophy of Social Work in India*. Bombay: Il Allied Publisher Private Ltd.

**SEMESTER I**  
**SOW 512: SOCIETY AND DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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
3. To understand the concepts and perspectives related to development

**Unit 1: Basic Concepts of Society and Culture**

- a. Society; Elements of Society
- b. Features of Indian Society
- c. Culture, Socialization, Social Groups, Social Process
- d. Social Differentiation and Social Stratification: Caste; Class; Social Mobility

**Unit 2: Social Institutions and Social Control**

- a. Marriage, Family, Religion
- b. Education, Economics and Politics
- c. Social Control
- d. Social Change
- e. Social Disorganization

**Unit 3: Development**

- a. Development and Development Theories: Modernisation, Dependency, Neo-Liberal
- b. Liberalisation, Privatisation and Globalisation
- c. Sustainable Development: SDG, Gender and Development
- d. Development Concerns and Issues in North East India

**Unit 4: Socially Vulnerable Groups and Social Problems**

- a. Indigenous Peoples (Tribal/Adivasi)
- b. Minority; Dalits & OBCs
- c. Differently Abled



- d. Women; Children; LGBTQ
- e. Homeless; Migrants; Refugees
- f. Social Problems in India and North-East India.
- g. Social Problem and Vulnerable Groups: Best Practice & Case Study

### References:

- Ahuja, Ram. 1993. Indian Social Systems. New Delhi: Rawat Publications.
- Ahuja, Ram. 2014. Social Problems in India. New Delhi: Rawat Publication.
- Akhup, Alex. 2015. *Tribal and Adivasi Studies Perspective from Within 2: Identities and their Struggles in North East*. Kolkata: Adivani and Tribal Intellectual Collective India.
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- Singh, Yogendra 1977, Social Stratification and Change in India, Manohar Publications, New Delhi.
- Wouters, Jelle J. P. 2018. In th Shadow of Naga Insurgency: Tribes, State, and Violence in Northeast India. New Delhi; Oxford University Press.
- Ziipao, Raile Rocky. 2020. Infrastructure of Injustice. New Delhi: Routeledge & Taylor & Francis India.

**SEMESTER I**  
**SOW 513: HEALTH, PSYCHOLOGY AND SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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
4. To appreciate the basic psychological processes

**Unit 1: Health**

- a. Definition, Concepts of Health, Hygiene, Public Health and Community Health
- b. Disability
- c. Communicable, Non-Communicable Diseases and Life style illnesses
- d. Health and Socio-cultural contexts in Northeast India
- e. Health Advocacy & Human Right

**Unit 2: Human Growth and Development**

- a. Concept of Human Growth and Development
- b. Patterns and Principles, Determinants of Development
- c. Conception to Birth –Pre and Post Natal Care Developmental Tasks across the Life Span
- d. Heredity and Environment
- e. Health Care: Preventive, Curative, Rehabilitative and Re-integrative

**Unit 3: Theories of Human Development**

- a. Freud's Psychosexual Theory
- b. Erikson's psychosocial Theory
- c. Piaget's Theory of Cognitive Development

**Unit 4: Psychological Processes**

- a. Intelligence, Emotion, Perception, Motivation, Learning and Attitude
- b. Personality Development

- c. Abnormal Behaviour
- d. Disorders among Children and Adults

**References:**

- Argle, Michael Ed. 1981. *Social Skills and Health*. London: Mazheum Publishers.
- Davies, J.M. 1979. *Community Health Preventive Medicine & Social Service*. London: Bailliere Tindal.
- Hurlock, Elizabeth. 1972. *Child Development*. New Delhi: Tata McGraw Hill.
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**SEMESTER I**  
**SOW 514: WORKING WITH COMMUNITIES**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand community organization as a method of social work and as an effective tool for Development
2. To enhance critical understanding of the models and strategies for community organization practice

**Unit 1: Understanding Community**

- a. Community
- b. Urban, Rural, and Tribal Communities
- c. Community Dynamics
- d. Power and Empowerment in the Community
- e. Leadership

**Unit 2: Community Organization and Community Development**

- a. Principles of Community Organization
- b. Scope & Philosophy
- c. Relevance of Community Organization in Indian context
- d. Community Organization and Community Development
- e. Approaches of Community Organization and Community Development
- f. Indigenous Approaches to Community Work
- g. Process of Community Organization

**Unit 3: Models of Community Organization and Models of Community Development**

- a. Models of Community Organization
- b. Models of Community Development
- c. Globalization and its impact on Community Practice
- d. Skills for Community Organization
- e. Participatory Approaches in Community Work

## Unit 4: Skill Laboratory

Skill Laboratory includes application of Community Organization Method in the Community by practice which includes activities such as Trainings on PRA and PVA Tools and Workshops etc.

### References:

- Arora R. K. (ed.) (1979). *People's Participation in Development Process: Essays in Honour of B. Mehta*. Jaipur: The HCM State Institute of Public Administration.
- Bhattacharya, Sanjay (2006). *Social Work: An Integrated Approach*. New Delhi: Deep & Deep Publications.
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**SEMESTER I**  
**SOW 515: SOCIAL WORK PRACTICUM - I**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in the first semester will consist of orientation programme, lab sessions for skills training and concurrent field work for 15 weeks (two days per week). In the first semester, the focus of the field work would be the community. The students would be placed in communities, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get an actual experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible.

Normally a student spends sixteen hours spread over two days per week in field work. The supervisor conducts individual and group field work conferences regularly.

The student maintains a daily/weekly report which is shared with supervisor during Individual Conference (IC)/Group Conference (GC). At the end of the semester the student submits a summary report for the semester and viva-voce is conducted. There will be weightage for Orientation Programme and IC/GC in the term end evaluation.

**Orientation Programme - I**

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to

initiate work in the field. The orientation programme is of ten days duration for the MASW first year and of five days duration for MASW final year students.

### **Objectives of Orientation Programme**

1. To introduce new entrants to the staff and senior students of the Department and also to various facilities and programmes of the Departments.
2. To induct students to the social work profession by orientating them to its philosophy, methods and areas of intervention.
3. To orient them to the fieldwork programme and its various components i.e. concurrent fieldwork, winter placement, rural camp and block placement.
4. To acquaint students with administrative framework and programme of field work.

### **Concurrent Field Work-I**

Concurrent fieldwork provides students an opportunity to develop intervention skills. It involves the placement of students in two different setting viz., (a) Community and (b) Agency/Organization. Each student is given a field experience in both the settings within the two years duration of the academic program. A student will be placed in one fieldwork setting for the first two semesters and subsequently in a different setting for the third and fourth semesters.

### **Objectives of Placement in Community**

- (1) To develop an understanding of the community, its structure, resources and characteristics.
- (2) To understand and appreciate the multiple identities people have as also to acknowledge and comprehend the multiple layers of the supposedly singular identity.
- (3) To develop skills to analyze perceptions of community regarding their problems, needs and issues affecting their lives with Paulo Frerie's notion of critical consciousness
- (4) To develop skills in problem solving at individual, group and community levels, mobilize people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
- (5) To develop skills in problem solving and intervention in the person – environment context with a rights-based approach.
- (6) To develop skills in research and evaluation.



## **Objectives of Placement in Agency/Organization**

- (1) To understand the agency's objectives, structure and functions.
- (2) To develop an insight into the social, economic and cultural lives of client groups.
- (3) To develop an understanding of the planning and implementation process of programs and learning to evaluate them in the context of the larger socio-political milieu.
- (4) To develop skills in helping and problem- solving procedures at individual, group and community level.
- (5) To develop skills in networking with various other organisations viz.(i) to facilitate the process of implementation of programs and (ii) to link up the larger advocacy efforts on relevant issues.
- (6) To develop knowledge and skills in documentation.

## **Duration and other requirements**

Students are required to devote 16 hours per week for fieldwork. This includes time spent working in the community or agency 2 days a week, writing of the reports for the two days, meeting the Department Supervisor once a week for individual conference and attending group conference at the Department once a fortnight.

At the end of the semester the student submits a summary report alongwith a duly filled in Self Evaluation Performa for the semester and viva-voce is conducted.

**SEMESTER II**  
**SOW 521: WORKING WITH INDIVIDUALS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To inculcate 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,
4. To promote skills in working with individuals in different settings.

**Unit 1: Basic Concepts of Social Case Work**

- a. Casework, Counselling and Psychotherapy
- b. Historical Development of Social Casework as a method of Social Work Practice
- c. Nature of problem to be addressed through Social Casework
- d. Components of Social Case work
- e. Process in Casework
- f. Principles of Casework
- g. Client-Worker Relationship
- h. Transference and Counter-transference in casework

**Unit 2: Theories and Approaches**

- a. Psychoanalytical
- b. Psycho-social
- c. Problem Solving
- d. Behavior Modification
- e. Crisis Intervention
- f. Eclectic Approach

**Unit 3: Skills, Tools and Techniques**

- a. Skills in Interviewing

b. Recording: Principles, Types, Structure and Content

c. Use of Genogram and Ecomap

d. Supportive Techniques

e. Enhancing Resources techniques

f. Counselling Techniques

g. Role of Social Case worker in various settings

#### **Unit 4: Skill Laboratory**

a. Self-Awareness and Self Development Exercises

b. Simulation Exercises: Role-play, Problem Solving Box, Discussions, Skit etc.

c. Programme Media: Counselling Role Play, Video on Therapy Intervention etc.

d. Life Coping Skills: Time, Stress, Anger Management, Problem Solving and Decision Making etc.

e. Case Study Presentation based on Concurrent Practice Learning

#### **References:**

- Nelson, Richards & Jones. 1990. Human Relationship Skills. Mumbai: Better Yourself Books.
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**SEMESTER II**  
**SOW 522: WORKING WITH GROUPS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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 application in various settings
3. To understand group work as an instrument of change/development of individuals in group
4. To identify and acquire the skills needed to work with groups effectively across settings

**Unit 1: Basic Concept of Group**

- a. Group, Group Identity, Cohesion, Characteristics, Significance and Types
- b. Historical Evolution of Social Group Work; Social Group Work as a Method of Social Work
- c. Assumptions & Principles, Characteristics and Purpose of Social Group Work, Values and Ethics,
- d. Group Counseling, Group Therapy

**Unit 2: Approaches, Models and Process**

- a. Approaches to Group work
- b. Models of Group Work
- c. Phases of Group Formation
- d. Role of the Group Worker

**Unit 3: Group Dynamics and Skills**

- a. Group Work related Knowledge and Skills
- b. Sociometry and Sociogram in Assessing Groups
- c. Social Group Work in Different Settings: Community, Institutions Like Hospitals, Rehabilitation Centers, Children's Home, Old Age Homes, Welfare, Educational and Youth Development

**Unit 4: Group Work Practice and Skills Laboratory**

- a. Simulation Games and Exercises
- b. Group Discussion
- c. Documentary

#### d. Programme Media

##### References:

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## SEMESTER II

### SOW 523: SOCIAL WELFARE ADMINISTRATION & SOCIAL ACTION

Max Marks: 100 [20/80]

Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week

#### Objectives:

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 Programmes, as a Part of the Inter-Disciplinary Team and Initiate as well as Develop New Programmes,
3. To Develop an Understanding of Conceptual and Theoretical Perspectives of Social Action as a Method of Social Work,
4. To Understand the Scope of Social Action in Northeast India.

#### Part A: Welfare Administration

##### Unit 1: Basic Concepts of Social Welfare Administration

- a. Social Welfare Administration as a Secondary Method of Professional Social Work
- b. Management by Objectives as applied to Social Welfare Administration
- c. Welfare State
- d. Functions and Programs of Central Social Welfare Board And State Social Welfare Board
- e. Registration of Societies and Trusts – Societies Registration Act XXI of 1860; Indian Trust Act, 1882; Foreign Contribution and Regulation Act, 1976.

##### Unit 2: Social Welfare Administration as a Profession

- a. Social Welfare Administration in India: Concept and Practice
- b. Organizational Structure
- c. POSDCoRB
- d. Project Proposal: Meaning and Components

#### Part B: Social Action

##### Unit 3: Social Action

- a. Social Action: Meaning and Concept
- b. Theories of Social Action

- c. Strategies and Tactics in Social Action
- d. Social Action as a Secondary Method of Professional Social Work
- e. Social Action and Social Movement
- f. Tools of Social Action - RTI, PIL, Advocacy, Networking, etc.
- g. Pedagogy of Oppressed
- h. Rules for Radicals

#### **Unit 4: Social Action and Social Movements in Northeast India**

- a. Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.

#### **References:**

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- Haimann, A. (1982). Professional Management and Practice, Delhi Eurasia publication.
- Jackson, J. (1989). Evaluation for Voluntary Organizations. Delhi: information and news network.
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## SEMESTER II

### SOW 524: INTEGRATED SOCIAL WORK, SOCIAL POLICY AND SOCIAL LEGISLATION

Max Marks: 100 [20/80]

Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week

#### Objectives:

1. To Inculcate the need and understanding of Integrated Social Work Practice (ISWP) and related Theoretical Framework,
2. To Develop Skills in Theory and Evidence Driven Models of Intervention in ISWP,
3. To understand the Policy and Legal Frameworks as well as provisions related to the Vulnerable Sections of the Society
4. To learn the Policy and Legal Structures which can be used in Social Work

#### **PART A: INTEGRATED SOCIAL WORK**

##### **Unit 1: Integrated Social Work as a Method of Intervention**

- a. Integrated Social Work Practice (ISWP): Meaning, Goals & Strategies
- b. ISWP: Descriptive and Prescriptive Implications
- c. Process of ISWP: Dialogue, Discovery, Development, Empowerment

##### **Unit 2: Theoretical Perspectives for Integrated Social Work**

- a. Client In and As a System
- b. Pincus - Minahan Model: Four Basic Systems in Social Work Practice- Client, Target, Action and Change Agent System
- c. Structural Social Work; Critical Social Theory; Radical; Feminism
- d. Unitary Approach

#### **PART B: SOCIAL POLICY & SOCIAL LEGISLATION**

##### **Unit 3: Social Policy and Social Change**

- a. Social Policy: Sources, Principles and Models
- b. Social Policy and Social Justice
- c. Planning and Policy Formulation in India
- d. Decentralized Planning and Local Self Governance – Rural and Urban
- e. Policies & Legislations pertaining to Socially Vulnerable Sections

#### **Unit 4: Law & Social Work Practice**

- a. Indian Judicial System**
- b. Indian Penal Code (IPC)**
- c. Code of Criminal Procedure (CrPC)**
- d. Legal Aid**
- e. Role of Social Worker in Consumer Protection**
- f. Medical Negligence**
- g. Role of the Social Worker in Promoting Social Legislation**

#### **References:**

- Dubois, Brenda L., Miley, Karla K. 2007. Social Work A Helping Profession, Social Work An Empowering Profession, Boston: Allyn and Bacon.
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**SEMESTER II**  
**SOW 525: SOCIAL WORK PRACTICUM- II**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in the second semester will consist of Rural Immersion Camp for one week and Concurrent Field Work-II for 15 weeks (two days per week).

**Concurrent Field Work - II**

In the second semester the student is placed in civil society organization and /or community as well as 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.

During Concurrent Field Work (CFW) – II, 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. while all other mandates continue to be similar as CFW-I.

**Rural Immersion Camp**

There will be a mandatory week-long Rural Immersion Camp during this semester during which the social work trainees will be expected to inculcate the exposure to community living, indigenous knowledge, and day to day challenges of a distant locality.

It is an integral part of practice learning. It provides students an exposure to rural life, problems and issues related to rural life and enables them to plan, organise and implement relevant programmes. It also helps students evolve a pattern of participative, reflective and analytical learning. The students are guided through the process by faculty members who accompany them.

### **Objectives of Rural Immersion Camps:**

- (1) To acquaint the students with the aims and objectives of the Coordinating Agency.
- (2) To understand the socio-cultural aspects of rural life.
- (3) To conduct a rapid survey of the village with a view to identify the problems, the felt needs of the villagers through Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) techniques.
- (4) To plan social work intervention strategies in the area.

The rural camp experience is divided into three phases:

- a. Pre-camp orientation and planning
- b. Camp activities
- c. Post-camp activities (sharing, presentation and documentation)

Students are adequately oriented with the objectives and guidelines of the camp before they reach campsites. During the camp, all students stay in premises of the Coordinating Agency and familiarize themselves with its objectives, functioning and programs. The students are then divided into sub groups and each sub group is sent to a separate village where they are expected to learn about the various socio-cultural aspects of that village. With the help of villagers and local leaders, they conduct a survey of the village to identify the problems, their felt needs and available resources through PRA and RRA techniques. Keeping in view their needs and available resources, they learn to plan social work interventions. This includes planning a meeting with the Sarpanch and Panchayat, members of self-help groups and other important groups existing in the village. On the last day of the Camp, the students are involved in social action in the village using a program media suitable to the needs of the village.

The last day of the rural camp is also for sharing of learning and experiences by all the groups with their classmates using various innovative tools like exhibit, photographs, charts, sketches and skits. The emphasis is on sharpening their analytical and presentation skills.

There will be weightage for Rural Immersion Camp, Professional Methods of Intervention and IC/GC in the term end evaluation. At the end of the semester the student submits a summary report along with a duly filled in Self Evaluation Performa for the semester and viva-voce is conducted.

**SEMESTER III**  
**SOW 531: SOCIAL WORK RESEARCH**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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
4. To develop an ability to see the linkages between practice, research, theory and their role in enriching one another

**Unit 1: Basic Concept**

- a. Social Research and Social Work Research
- b. Characteristics of Scientific Research
- c. Ontological, Axiological, Epistemological bases to research
- d. Positivism, Constructivism, and Interpretivism
- e. Concept, Objectives, Variables, and Hypothesis
- f. Ethics in Research
- g. Participatory Methods, Action Research, and Mixed Methods

**Unit 2: Research Design and Sampling**

- a. Conceptualizing and Designing Quantitative and Qualitative Research
- b. Sources of Data
- c. Research Design
- d. Sampling
- e. Methods & Tools of Data collection
- f. Observation

**Unit 3: Data Processing and Analysis**

- a. Levels of measurement
- b. Analysis for Quantitative Research and Qualitative Research
- c. Statistics

d. Measurement of Central Tendency

e. Chi square Test

f. T- test

g. Analysis of Qualitative Data

h. Report writing for quantitative and qualitative research

#### **Unit 4: Computer Applications in Social Work research**

15 hours: Two Day Workshop on SPSS, Atlas TI, and Excel Data Sheet etc.

#### **References:**

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**SEMESTER III**  
**SOW 532: RURAL AND URBAN COMMUNITY DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand the issues, strategies and approaches for rural and urban development
2. To understand rural and urban community development principles, processes and theories
3. To gain knowledge and experience about the governance, structure, process and programmes with specific reference to the North-East India
4. To learn the significance of various stakeholders in Rural and Urban Community Development.
5. To develop roles, skills and competence in working with rural & urban communities and development agencies.

**Unit 1: Understanding Rural Development Approaches**

- a. Understanding Rural India
- b. Rural Development - Concept and Approaches of India; Five Year Plans
- c. Rural Local Self-Governance: Panchayati Raj System and Autonomous District Council
- d. Administrative Setup of Rural Development
- e. Globalisation and Rural Development

**Unit 2: Rural Economy, Rural Problems, and Social Change**

- a. Indian Rural Economy; Rural Industries: Cottage and Village Industries; Agriculture; Agrarian Crisis & Movements
- b. Pre and Post-Independence: Land System in India; Land Reforms
- c. Rural Livelihood; NRLM/ SRLM; Microfinance and Microcredit; Rural Innovators & Entrepreneurs, Cooperative Societies
- d. Rural Social Problems: Migration, Farmer Suicides, Human Trafficking, Child Labour, Bonded Labour, Unemployment and Indebtedness
- e. Rural Infrastructure, Health and Education, Sanitation.
- f. Scope, Role and Skills of Community Development Workers in Rural Settings
- g. Rural Urban Continuum



### **Unit 3: Urban Society, Urban Planning and Development**

- a. Industrialisation and Urban Social Fabric
- b. Urbanisation in India and North-East India
- c. Theories of Urbanisation
- d. Urban Development Policy
- e. Urban Livelihood

### **Unit 4: Urban Governance, Concerns and Scope of Social Work Practice**

- a. Urban Local Self-Government: Municipality and Municipal Corporation,
- b. Civic and Waste Management
- c. Urban Infrastructure: Physical and Social
- d. Urban Services and Concerns: Transport, Health, Housing, Unemployment, Migrant, & Basic Amenities, Urban Poverty, Pollution, Social Work Practice: Scope and Skills in Urban Settings

### **References:**

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**SEMESTER III**

**MOOCs Paper**

**Max Marks: 100**

**Credit: 4**

**Transaction Time: Sixteen (16) Week**

Relevant PG Level MOOCs Available in SWAYAM Platform will be offered as a mandatory paper.

**SEMESTER III**  
**SOW 533: COMMUNITY HEALTH AND SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To gain insights into multiple dimensions and approaches to Health and Scope of Social Work in Relation to it
2. To evolve an understanding towards Health Social Work and its various models of Intervention
3. To understand the various diseases and psychiatric illnesses prevalent in the community level
4. To inculcate knowledge and skills in Preventive Health Care and Community Medicine

**Unit 1: Basic Concepts**

- a. Evolving concepts of Health and Health Care
- b. Historical Development and Scope of Medical and Psychiatric Social Work in West and in India
- c. Understanding Health Social Work
- d. Health Care Models: Prevention and Promotion, Integrative, Holistic and Alternative Systems of Health
- e. Social Model of Health

**Unit 2: Understanding Diseases and Illnesses**

- a. Communicable Diseases
- b. Non-Communicable Diseases
- c. Lifestyle Illnesses

**Unit 3: Psychiatric Illnesses**

- a. Understanding Classifications: Diagnostic and Statistical Manual (DSM)& International Classification of Disease (ICD)
- b. Childhood Disorders and Mental Retardation
- c. Alcoholism, Drug Dependence and Suicide
- d. Major and Minor Disorders
- e. Personality Disorders

#### **Unit 4: Health Social Work**

a. Medical Settings: Hospitals, Emergency, Hospice, Clinics, Community Health Use of Volunteers

b. Psychiatric Settings: Hospitals, Non-Psychiatric, Non-Institutional Models (Community Based)

c. Psychiatric Social Work in Special Settings

d. Social Work Practice in De-Addiction and Crisis Intervention Centers

e. Skill Lab: Case Study, Role Plays, Discussions, Programme Media

#### **References:**

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**SEMESTER III**  
**SOW 534: FAMILY CENTRED SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives**

1. To understand the changing trends in families and the scope for Family- centered Practice
2. To develop an understanding of structures, the problems, dynamics and issues for effective intervention
3. To build skills and insights in Family Welfare and Social Work Intervention.

**Unit 1: Basic Concepts**

- a. Theoretical and conceptual frame works to study family
- b. Origin and evolution of family and marriage
- c. Ideology of family rights and responsibilities
- d. Normative family and marriage functions and structure
- e. Family- Centered Social Work
- f. Ethnicity and socio-economic background
- g. Social changes and family – implications for the family and its members

**Unit 2: Alternative Family and Marriage Patterns and Structures**

- a. Dual earner/ Career Driven Families, Single-Parent, Women-Headed, Childless Families
- b. Reconstituted / Step Families; Consensual Unions; Families with Same-sex Partners

**Unit 3: Child & Family**

- a. Socialization of the Child in the Family
- b. Family interactions
- c. Family development
- d. Family life- cycle
- e. Contemporary problems in the Family
- f. Family Assessment and family problem assessment



## **Unit 4: Family Welfare & Social Work Intervention**

**a. Programmes and Policies**

**b. Family Therapy**

**c. Awareness building and advocacy**

**d. Life enrichment programme**

**e. Developmental approach**

**f. Problems related to Northeast India**

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**SEMESTER III**  
**SOW 535: CHILD RIGHTS AND CHILD PROTECTION**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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
3. To understand rights and protection of the children in special circumstances

**Unit 1: Child Welfare**

- a. Demographic profile of the child in India
- b. Constitutional safeguards for children in India
- c. National policy for children
- d. UN Charter on the Rights of the Child
- e. Advocacy for child rights
- f. Laws relating to the child
- g. SAARC Policy on the female child

**Unit 2: Health & Educational Needs of the child in India**

- a. Health and nutritional services for the child in India – ICDS, RCH Programme, School Health Programmes, Child Health and Health Education of the Mother
- b. Role of UNICEF & WHO
- c. Educational needs of the Child in India – Governmental and non-governmental programmes/strategies for education of the rural and urban child in India

**Unit 3: Children in Special Circumstances**

- a. The destitute child
- b. The delinquent child
- c. Street children
- d. Socially Exploited and Oppressed children such as child labour etc.

#### **Unit 4: Child Abuse**

a. Nature and Causes of Child Abuse and Neglect; Types of Abuse (Verbal Abuse, Physical, Emotional/Psychological, Sexual abuse)

b. The battered child, child Trafficking, child-prostitution, and child-beggars

c. Social work intervention in the problems of child abuse

#### **References:**

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**SEMESTER III**  
**SOW 536: HUMAN RESOURCE AND PROJECT MANAGEMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To develop an understanding of management theories and approaches, and gain insight into perspectives of Human Resource (HR) Management
2. To understand the responsibilities and functions of HR managers
3. To build insights on current trends in Organizational Behaviour
4. To learn the methodology for planning and formulating projects using the Logical Framework

**PART A: HUMAN RESOURCE MANAGEMENT**

**Unit 1: Introduction to HRM**

- a. Human Resource Management: Concept, Scope, Philosophy and Objectives, Evolution, Approaches, Structure and Function Line and staff relations of HRM
- b. Managerial & Operative Functions
- c. Human Resource Planning and Induction Process
- d. Employee Retention & Maintenance, Career Development
- e. Motivation & Performance Management
- f. Strategic Human Resource Management (SHRM)

**Unit 2: Organizational Behaviour (OB)**

- a. Approaches, Scope and Models
- b. Job Satisfaction, Stress and Monotony
- c. Role of Reinforcement and Punishment (Motivation and Organizational Reward System)
- d. Organization Development (OD): Concept, Emerging Approaches And Techniques, Foundations of OD, Organizational Diagnosis
- e. Current Trends in OB Practices: Traditional Management Thought (Indian Models) Just-In-Time (JIT), 5S Model, TPM, TQM, Kaizen, ISO, SEI

## **PART B: PROJECT MANAGEMENT**

### **Unit 3: Overview of Project Cycle Management**

- a. Needs Assessment & Project Identification
- b. Model Project Proposal Formulation
- c. Action Planning & Budget
- d. Community Mapping
- e. Capacity Assessment: Human, Social, Natural, Physical, Economic, Cultural

### **Unit 4: Project Design and Evaluation**

- a. Stakeholder Analysis
- b. Problem Analysis – Problem Tree; Objectives Tree
- c. Logical Framework Analysis (LFA): Terms, Purpose, Structure: Objectives, Assumptions And Their Assessment; Indicators And Means of Verification; Activities And Activity Schedule
- d. Monitoring and Evaluation: Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM)

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**SEMESTER III**  
**SOW 537: SOCIAL WORK PRACTICE DOMAINS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To gain knowledge on various specializations and practice domains in Social Work
2. To understand the existing strategies for the and pro-active measures for addressing emergent social issues
3. To develop an understanding of social work interventions in providing care and support to vulnerable populations

**Unit 1: Medical and Psychiatric Social Work**

- a. Concept, Meaning and Relevance
- b. Health as a Human Right: Definitions and Components
- c. Health Care Models
- d. Contemporary Concerns and Best Practices
- e. Descriptive and Prescriptive Implications

**Unit 2: Family Centred Social Work**

- a. Concept, Meaning and Relevance
- b. Alternative Family and Marriage Patterns and Structures
- c. Child and Family
- d. Family Welfare & Social Work Intervention
- e. Contemporary Concerns and Best Practices

**Unit 3: Gerontological Social Work**

- a. Concept, Meaning and Relevance
- b. Emerging Issues of Older Persons
- c. Policies and Role of Governmental and Non-Governmental Agencies to Elder Care
- d. Social Work Intervention

#### **Unit 4: Correctional Social Work**

- a. Concept, Meaning and Relevance
- b. Prison Reforms in India
- c. Theories of Punishment
- d. Legal Aid and Correctional Services: Stakeholders and Salient Features
- e. Community Policing
- f. New Dimensions and Best Practices

#### **References:**

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**SEMESTER III**  
**SOW 538: GENDER AND DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To develop a critical understanding of issues related to gender and development
2. To inculcate an understanding of various laws, policies and programmes for gender and development
3. To build knowledge and skills in working with gender-based issues

**Unit 1: Basic Concepts**

- a. Sex and Gender: Going beyond the Binary
- b. LGBTQIA
- c. Patriarchy and Matriarchy
- d. Welfare, Development and Empowerment of Women
- e. Gender Justice

**Unit 2: Feminist Discourse and Perspectives**

- a. Liberal Feminism
- b. Radical Feminism
- c. Eco- Feminism
- d. Post-Modern Feminism.

**Unit 3: Issues and Concerns**

- a. Gender; A Global Perspective and North -East India Perspective
- b. Violence Against gender
- c. Governance and Movement
- d. Women Leaders and Unsung idols

**Unit 4: Legislation, Policy and Programmes**

- a. Legislation related to gender- Article 377 A
- b. Gender –sensitive Policies

- c. Women's Empowerment
- d. Gender-sensitive Programmes and Services

**References:**

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## SEMESTER III

### SOW 539: NATIONAL SERVICE SCHEME (NSS) AND YOUTH DEVELOPMENT

Max Marks: 100 [20/80]

Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week

#### Objectives:

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.

#### **Unit 1 : Introduction to NSS**

- a. Basic Concepts of NSS
- b. History, Philosophy, Aim & Objectives
- c. Emblem, Flag, Motto, Song, Badge
- d. Organizational Structure, Roles and Responsibility of Various NSS Functionaries
- e. NSS Programme and Activities
- f. Volunteerism and Shramdan

#### **Unit 2 : Understanding Youth and Society**

- a. Family and Society
- b. Issues, Challenges and Opportunities
- c. Youth Leadership and Agent of Change
- d. Life Competencies and Citizenship

#### **Unit 3 : NSS, Youth, and Development**

- a. National Youth Policy
- b. Youth Development Programmes
- c. Youth in Community Mobilization
- d. Youth Focused and Youth-led Organizations

#### **Unit 4 : Field Practicum**

- a. Community Mapping: PLA/PRA
- b. Resource Mapping
- c. Problem Ranking
- d. Interventions
- e. Youth and Yoga

#### **References:**

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**SEMESTER III**  
**SOW 540: SOCIAL WORK PRACTICUM - III**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in this semester will consist of Orientation Programme, Field Study Tour, Inter-Agency Meet and Concurrent Field Work (CFW-III) for 15 weeks (two days per week).

**Concurrent Field Work (CFW)- III**

The Concurrent Field Work (CFW)- III 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, 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 & programmes 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 working with people and situations. 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.

Normally a student spends sixteen hours over two days per week in field work. The supervisor conducts individual and group field conferences (ICs/GCs) regularly.

**Orientation Programme- II**

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of ten days duration for the MASW first year and of five days duration for MASW final year students.



## **Objectives of Orientation Programme**

### **MASW (Final – 3<sup>rd</sup> and 4<sup>th</sup> Semester)**

The objectives are:

1. To orient students about the importance and use of an integrated approach to social work practice.
2. To orient them to the diverse needs and requirements of different settings.
3. To equip them to apply different intervention strategies for varied settings.

### **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.

### **Inter-Agency Meet (IAM)**

Scheduled during third semester 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.

The student maintains a daily/weekly report which is shared with supervisor during Individual Conference (IC)/Group Conference (GC). At the end of the semester the student submits a summary report for the semester and viva-voce is conducted. There will be weightage for Orientation Programme, Field Study Tour, Inter-Agency Meet, and IC/GC in the term end evaluation.

Every week, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report along with a duly filled in Self Evaluation Performa for the semester and viva-voce is conducted.

**SEMESTER IV**  
**SOW 500: RESEARCH PROJECT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

Adhering to the spirit of National Education Policy (NEP) 2020 Research Project for all the students of MASW programme has been mandated to inculcate the spirit of Scientific Enquiry as well as enhance their Original Thinking.

The students are placed under a supervisor for the research project work. Each student identifies a research problem in the area of his/her interest, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, and constructs tool(s) for data collection. Afterwards, the students undertake the data processing and presents his/her findings in a pre-submission seminar. After incorporating inputs received during the pre-submission seminar in consultation with Research Supervisor, a student submits the final copy of dissertation for evaluation. At the end of the semester the student will appear for the viva-voce examination as part of the evaluation.

**SEMESTER IV**  
**SOW 541: TRIBAL SOCIAL WORK PRACTICE**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To gain insights into the tribal communities and their social-economic, and political systems
2. To obtain information of the overall understanding about the socio-economic and political fabric of the tribal communities of India and Northeast India
3. To develop critical understanding of laws, policies, development programmes, globalization, and its impact on tribal communities
4. To understand the concerns and issues of tribal communities
5. To enhance social work skills and competence for Tribal Social Work practice.

**Unit 1: Tribe, Ethnicity, Identity and Tribal Social Institutions**

a. State, Society & Tribes

b. Ethnicity, Identity & Ethnic Reconstruction among Tribes in India with special reference to Northeast India.

c. Tribal Worldview & Transformation: *Language, Religion, Culture & Identity*

d. Tribal Social Systems and Social Structures, Traditional Social Institutions

e. Customary Laws: *Contestations, Change and Continuity*

**Unit 2: Socio-Political Domain of Tribal Societies**

a. Tribal Situation in India and with special reference to North East India

b. Changing Dimension of Tribal World: *Tribal Culture and Ecology*

c. Tribal Self-Governance: *Fifth Schedule and Sixth Schedule, Autonomous District Councils, Autonomous Tribal Councils.*

d. Rethinking Tribal Movements

**Unit 3: Tribal Development**

a. Tribal Development: *Pre and Post-Independence Period; Five-Year Plans, TSP, CSP.*

b. Tribal Policy: *Protective Measures & Development Policies.*

c. Globalisation, Sustainable Development, Anti-Colonial/ Decolonization Approaches

d. Gender and Development in Tribal Society

**Unit 4: Tribal: Law, Issues and Initiatives**

a. SC/ST (Prevention of Atrocities) Act, 1989

b. The Scheduled Tribes and Other Traditional Forest Dweller (Recognition of Forest Rights) Act, 2006 (FRA)

c. Land, Environment & Livelihood from Tribal Perspectives

d. Socio-Economic and Political Concerns: *Education, Health, Food Security, Land Rights, Land Alienation, Displacement, Migration*

e. Social Work Practice Among Tribal Communities: *Best Practice; Role and Competence of the Social Worker*

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**SEMESTER IV**  
**SOW 543: COMMUNITY HEALTH AND COUNSELLING**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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
4. To gain knowledge and skills in practice of counseling in different settings

**Unit 1: Public Health and Community Health Care**

- a. Concept: Public health and Community Health
- b. Organisation and Administration of Health Care Form Centre to The Village Level
- c. Health Care Systems in India: Primary, Private and Indigenous Systems
- d. Health Status and Health Problems In India
- e. Health Planning, Health Committees, Five Year Plans In Relation to Health Care
- f. Emerging Dimensions and Commodification of Health

**Unit 2: Legislations, Policies and Programmes**

- a. Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, DPCP Act 1986, PWD and Equal Opportunities Act 1995
- b. Health Policies: NHP 1983, 2002; National Mental Health Policy 2014
- c. National Health Programmes: NEMP, NLEP, NTP, RHM

**Unit 3: Introduction to Counselling**

- a. Guidance, Psychotherapy and Counselling
- b. Qualities of an effective counselor
- c. Characteristics of clients: voluntary and involuntary
- d. Counseling Relationships and skills, Process

**Unit 4: Practicing Counseling: Theoretical Perspectives and Skill Lab**

- a. Theoretical Bases- Psychoanalytical, Humanistic Theories, Behavioural and Cognitive Theories



## b. Scope of Counselling Across Settings

## c. Skills Lab: Role Plays, Simulation Exercises, Therapy Intervention Video, Case Study Discussions

### References:

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**SEMESTER IV**  
**SOW 542: SOCIAL WORK WITH YOUTH**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand youth, their needs, issues and challenges
2. To critically examine the schemes and programmes for youth in the country
3. To learn the basic skills and methods of working with youth

**Unit 1: Understanding Youth and their Welfare**

- a. Basic Concepts of youth and youth welfare
- b. Demographic profile of the youth in rural and urban India
- c. Needs of youth – physical, intellectual, emotional, social and religious needs
- d. Socialization of Youth – Influence of The Parents, Family Members, Peers, Neighborhood, Reference Groups, Religion
- e. Impact of Westernization, Modernization And Urbanization on Youth

**Unit 2: Youth Issues**

- a. Education and Employment
- b. Family, Marriage and Relationship
- c. Drugs, Alcoholism and Suicide
- d. Functional Disorders and Emotional Problems

**Unit 3: Youth and Social Change**

- a. Youth in Politics
- b. Youth Welfare Programmes - NCC, NSS, Scouts, Guide, Youth Hostels, Youth Festivals, Career Counseling, AICUF, TRYSEM, NYK, Vishva Kendra, Bharat SevaSamaj and Servant of India Society
- c. Role of Youth in Social Change

**Unit 4: Social Work and Youth**

- a. Application of Social Work Methods in Working With Youth and Youth Groups

**References:**

- Arimpoor. J.P. 1983. Indian youth in perspective. Tirupattur: sacred heart college.
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**SEMESTER IV**

**MOOCs Paper**

**Max Marks: 100**

**Credit: 4**

**Transaction Time: Sixteen Week**

Relevant PG Level MOOCs Available in SWAYAM Platform will be offered as a mandatory paper.

**SEMESTER IV**  
**SOW 544: GERONTOLOGICAL SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To Understand the needs of the Older Person from a holistic perspective
2. To develop an understanding of challenges faced by older persons
3. To examine the scope of Social Work Intervention with older persons

**Unit 1: Understanding Older Persons**

- a. Demographic profile of Older Persons
- b. Gerontological Social Work, Geriatrics
- c. Changes in Roles and Power
- d. Emerging Concerns and Current Status of Elderly

**Unit 2: Issues of Older Persons**

- a. Support System, Social Security
- b. Elder Abuse, Neglect, Dependency, Violence, and Isolation etc.
- c. Family, Social, Economic and Livelihood Issues
- d. Work participation and Livelihood challenges in the organized and unorganized sectors with specific reference to Northeast
- e. Health Issues of Older Persons

**Unit 3: Policies and Role of Governmental and Non-Governmental Agencies to Elder Care**

- a. Establishing the need for Elderly Care
- b. Government Organizations: Objectives, Functions, Roles, Programmes and Policies for Elderly Care
- c. Non-Governmental Organizations for Elderly Care: Objectives, Functions, Roles, Programmes
- d. Policies and Legislations pertaining to Elderly Care in India

**Unit 4: Social Work Intervention**

- a. Need for Social Work Intervention

**b. Conceptualizing areas for Social Work Intervention**

**c. Settings of Work**

**d. Strategies, Skills and Techniques**

**References:**

- Gangrade, K.D. (1988). *The Ageing in India: Problems and Potentialities*. New Delhi: Abhinav.
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**SEMESTER IV**  
**SOW 545: GREEN SOCIAL WORK AND DISASTER MANAGEMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To develop an understanding of the Environment and the changes affecting it
2. To understand the nature of disasters, its magnitude and impact
3. To gain knowledge of the methods and processes of disaster management, relief and rehabilitation

**Unit 1: Basic Concepts**

- a. Ecology and Environment: Meaning and Implications
- b. Disaster: Meaning, Definition and Related Concepts
- c. Vulnerability, Risk, Hazard, Disaster,
- d. Models of Disaster – Crunch Model and Release Model
- e. Natural Resource Management
- f. Human- Animal Conflict
- g. Bio-Diversity Hotspot
- h. Eco-Sensitive Zones

**Unit 2: Issues and Challenges**

- a. Environmental Pollution: Meaning, Types, Emerging Issues and Challenges
- b. Environmental Impact Assessment
- c. National Green Tribunal
- d. Carbon Trading
- e. Global Warming
- f. Natural and Anthropogenic Disasters: Types and Case Studies
- g. Effect of Disasters: Physical, Social, Economic, Psychological, Spatial
- h. Social Advocacy for Environmental Protection and Disaster Risk Reduction

**Unit 3: Environmental Consciousness and Disaster Risk Assessment**

- a. Green Social Work: Descriptive and Prescriptive Implications
- b. Eco-feminism



c. Global Climate Agreements

d. Participatory Assessment of Disaster Risk (PADR)– Preparation, Hazard Assessment, Vulnerability Assessment, Capacity Assessment, Key Informant Interviews and Action Planning

#### **Unit 4: Disaster Management: Phases & Intervention**

a. Disaster Management Cycle: Meaning, Components and Implications

b. Early Warning System

c. Institutional and Non-Institutional Framework for Disaster Management in India

d. Policies and Legislations pertaining to Disaster Management in India

e. Role and Skills of Social Work Professionals at Different Levels: Resources Mobilization, Working With Other Professionals, Working With Government And Voluntary Organizations

#### **References:**

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**SEMESTER IV**  
**SOW 546: OCCUPATIONAL SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To promote theory-driven practice on approaches to Occupational Social Work
2. To develop the knowledge of Grievance Redressal and Collective Bargaining
3. To build understanding on social security legislations
4. To appreciate scope and application of social work methods in formal and informal sector

**Unit 1: Labour Problems**

- a. Formal and Informal Sector
- b. Industrial Relations: Meaning Scope and Approaches
- c. Tripartite Mechanisms: ILC, SLC
- d. Causes for Indiscipline and Misconducts – Hot Stove Rule And Principles of Natural Justice
- e. Disciplinary Action: Show Cause Notices, Explanations, Domestic Enquiry
- f. Penalties and Punishment: Fine, Demotion, Suspension, Discharge And Dismissal
- g. Industrialization and Labour Problems in India
- h. International Labour Organization
- i. Corporate Social Responsibility

**Unit 2: Grievance Redressal & Collective Bargaining**

- a. Working Conditions and Conditions of Work
- b. Conflicts and Disputes: Meaning, Causes, Forms (Strikes And Lockouts)
- c. Grievance Redressal Procedure
- d. Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent
- e. Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926;  
Major Trade Unions in India
- f. Industrial Disputes Act, 1947
- g. Industrial Employment (Standing Orders) Act 1946

**Unit 3: Labour Welfare & Labour Legislations**

- a. Labour welfare officer: Role and Qualifications
- b. Theories of Labour Welfare
- c. Historical Development of Labour Legislations in India
- d. The Factories Act, 1948
- e. Contract Labour (Regulations and Abolition) Act 1970
- f. Plantation Labour Act 1951

#### **Unit 4: Social Security Legislations**

- a. Workman's compensation Act 1923
- b. Employee's State Insurance Act 1948
- c. Employee's Provident Fund Act 1952
- d. Payment of Gratuity Act 1972
- e. Maternity Benefit Act 1961
- f. Payment of wages Act 1936
- g. Minimum wages Act 1948
- h. Payment of Bonus Act 1972
- i. Employment Exchange (Notification of Vacancies) Act 1956
- j. Scope and application of social work method in Industry

#### **References:**

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**SEMESTER IV**  
**SOW 547: DISABILITY STUDIES**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

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)
4. To develop an understanding of policies and programmes for PWDs

**Unit 1: Concept and Theories**

- a. Historical Overviews of Disability
- b. Ecological perspective
- c. Human Rights Perspective
- d. Types and Causes of Disability
- e. Disabling and Enabling Environment
- f. The Gender Dimensions of Disability

**Unit 2: Working with Disability**

- a. Disability Counselling: Individual, Groups and Families
- b. Family- Centred Interventions with Families of Children and Adults with Disabilities.
- c. Person with Disability and their Rehabilitation Contexts
- d. Management of Rehabilitation Programme for PWDs
- e. Building Disability Awareness for Action

**Unit 3: Policies, Legislations and Programmes**

- a. UN Convention on Rights of PWDs
- b. National Policy on PWDs, 2006
- c. PWD (EO, PR, & FP) 1995
- d. National Trust for the Welfare of Persons with MR and CP, 1999

## e. RCI Act

### Unit 4: Approaches and Interventions

#### a. Certification processes: Disability Certificate

#### b. Government schemes for economic, educational, vocational training, mobility training, special aids and assistance and procedures for accessing entitlements.

#### c. International, Governmental, Non-Governmental, and Voluntary Initiatives/ Innovations

#### d. Role of NGO and social workers in service delivery, policy formulation, advocacy, implementation and evaluation of programme

### References:

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- General recommendation, CEDAW Committee  
<http://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom18>.

**SEMESTER IV**  
**SOW 548: BLOCK FIELD WORK**

**Max Marks: 200 [50/150]**

**Transaction Time: Four (04) Weeks.**

The Block Field Work scheduled for IV Semester comprises a consolidated month long (04 weeks) placement on choice/interest of the learners adhering to the spirit of Choice Based Credit System (CBCS) 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 without 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.

Students are required to undergo block placement for a minimum period of 30 days. The report of Block Placement will be evaluated by external examiner. Keeping in mind the Choice Based Credit System (CBCS) and availability of learning opportunities for the students, the department selects agencies/projects spread all over the country from a list of carefully screened organizations. The purpose of Block Placement is to provide the students some pre – employment experience. It broadens the students' perspectives and also enables them to assume professional responsibilities after completing the MASW Program. The Block Placement agencies are selected with the consent/choice of students. No student is allowed to be on paid employment during the period of block placement. However, the students can accept an honorarium in case the agency so decides.

The student is expected to start the Block Placement on the date specified by the Department. Any unauthorized delay in starting or discontinuation is dealt with seriously. If a student leaves Block Placement agency without prior approval of the department or if the Block Placement performance is found to be unsatisfactory. In such circumstances, the department is not under any obligation to arrange for an alternate block placement immediately. The student may have to wait until the next year for completing the Block Placement. During Block Placement, student is required to submit a detailed report of the work done. The report must be submitted to the department after it is signed by the students and counter signed by the agency supervisor.



**SEMESTER IV**  
**SOW 549: INTERNSHIP**

**Transaction Time: 4 weeks**

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.

The students are placed based on their choice/interest in settings related to their field of special interest like community-based organizations, organizations, hospitals, schools, NGOs, government agencies, counseling centers, rehabilitation centers, welfare organizations, or service organization, for a month (four weeks). The student has to be part of the organization and take part in all the activities of the organization and undertake the assignments given to her/him. After completion, the student is required to submit a professionally sound and well documented report signed both by the agency supervisor and the student himself/herself to the Department. Though, there will be no marks for the Internship, however the final degree will be awarded only after a department appointed committee scrutinizes the report carefully and finds it worthy of being accepted as a professional report, failing which the student will have to repeat the Internship before the award of degree.

At the conclusion of the Internship, the agency supervisor sends a confidential report about the performance of the student to the department. A student will be eligible for the university degree only after the satisfactory completion of Internship.