दिल्ली विश्वविद्यालय
University of Delhi

परिषद शाखा - II, कमरा नं: 211, नया प्रशासनिक खंड, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
Council Branch - II, Room No. 211, New Administrative Block, University of Delhi, Delhi – 110007, Ph: 27001156/54

CNC-II/093/1/EC-1282/26/1(ii-b)
Dated: 10.08.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 4-1-1/ dated 29.04.2026)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The following syllabus of the Department of Social Work under the Faculty of Social Sciences based on Postgraduate Curriculum Framework 2024 is notified herewith for the information of all concerned:

Department	Syllabi	Annexure
Social Work	One-year PG (MA Social Work) for Semester- I/ II	1

REGISTRAR

Syllabus for Semester I and II Courses ONE YEAR MA in Social Work under PGCF 2026

DISCIPLINE SPECIFIC CORE COURSES SEMESTER I

DSC-1: SOCIAL WORK RESEARCH AND WELFARE ADMINISTRATION

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
Social Work Research and Welfare Administration SW101	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

Social work research and social welfare administration are considered as methods of social work practice. Evaluation and administration go hand in hand in professional practice and welfare programme implementations. Processes of inquiry strengthen evaluation components of practice. Established principles and methods improve the quality and efficiency of administration. Professional engagement in the field and a process of inquiry help produce findings and evidence as a recurring process. These elements will facilitate and promote evidence-informed social welfare administration.

COURSE OBJECTIVES:

- To understand the application of scientific approaches in furthering the social work practice and welfare administration.
- To creatively use social work research and principles of administration to address issues relating to social justice, human rights and equality.
- To promote scientific temperament in social work research, administration and practice.
- To develop competencies in using quantitative and qualitative paradigms and techniques.
- To gain knowledge on forms of administration, governance strategies, communication models, and capacity-building approaches for effective and sustainable administration.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Develop theoretical perspectives on methods of inquiry and principles of administration in social work practice.
- Understanding the ontological status of the social world, a field, and field settings and the inherent epistemological challenges.
- Develop competencies in the use of statistical techniques and qualitative methods.

- Demonstrate an understanding of social welfare administration and governance
- Apply key components of administration, such as planning, budgeting, supervision, and evaluation, in professional practice.

COURSE CONTENT

UNIT I: Scientific Knowledge and Measurement **10hrs**

- Contexts of Social Research, Social Work Research, and Social Welfare Administration
- Scientific method, Measurement in social work: Basic Principles, applications in the context of individuals, families, groups and communities
- Research in Social Work Settings: Framing research question: Situated knowledge and perspectives on vulnerable groups (women, marginalised communities, persons with disability) as subjects of history
- Social Work Settings: Generation of primary data and identification of secondary data sources, Systematic Review
- Identifying non-random subjects in a practice setting: participants in micro settings, select members from community and organisational settings, volunteers and samples from macro study units.

UNIT II: Social Work Practice Settings and Social Work Research **12hrs**

- Process of enquiry in quantitative and qualitative approaches: observation, measurement, analysis andinterpretation of data; Research designs: Types of research designs (Exploratory, Descriptive, Experimental,and Quasi-experimental designs) matching different social work practice settings.
- Descriptive and Inferential Statistics: Measures of Central Tendency, Measures of Dispersion, Parametric (test of difference of means of two samples) and Non-Parametric statistical tests (Chi-square, Wilcoxon T statistic, Mann–Whitney U statistic, t-test, Measures of Correlation
- Positionality and preparedness of the researcher and Triangulation of data collection methods in qualitative approaches;
- Qualitative Research Paradigms and Techniques: Case Study, Grounded Theory, Ethnography, Phenomenology and Ethnomethodology
- Evidence from the field, findings in research and evaluation, and their use in social welfare administration

UNIT III: Components and Structures of Social Welfare Administration and Development Organisations **11 hrs**

- Social welfare and development services and organisations: Nature, types, and functions
- Social welfare administration: Meaning, history, principles, and changing context
- Service providers: NGOs and Government Organisations (GOs), Administrative structures at central, state, and local levels (GO)
- Planning and organizing welfare programmes; Direction, coordination, and supervision
- Staff recruitment, training, and development; Recording and documentation; Budgeting

UNIT IV: Governance Strategies, Communication and Capacity 12hrs

- Organisational communication: Nature, Models and relevance in administration, Decision-making: Types and forms
- Good governance practices, Role definition, responsibility, transparency and accountability, Capacity building: Approaches and training strategies; E-governance and usage of Information, Communication and Technology, and Artificial Intelligence in programme planning and execution
- Programme sustainability: Phasing out and termination, Governance frameworks, and participatory governance in welfare and development services
- Social marketing and Behaviour Change Communication: Principles, philosophy, process, and models
- Public relations and networking, Monitoring and evaluation; Ethics in social work research, evaluation, welfare administration, and writing reports

ESSENTIAL READINGS

1. Alston, Margaret; Buykx, Penny; Foote, Wendy; Betts, David. 2025. *Handbook of Research Methods in Social Work*; Cheltenham: Edward Elgar Publishing.
2. Blalock, Hubert M. 1974. *Measurement in the social sciences: Theories and strategies*; Chicago: Aldine
3. Bloom, Martin; Fischer, Joel; John Orme. 2009. *Evaluating practice: Guidelines for the accountable professional*. Boston: Allyn and Bacon.
4. Brekke, John S.; Anastas, Jeane W. 2018. *Shaping a Science of Social Work: Professional Knowledge and Identity*; New Delhi: Oxford University Press.
5. Chowdhry, D. P. (2023). Social welfare administration in India. Sage Publications.
6. Corcoran, Jacqueline; Secret, Mary. 2013. *Social Work Research Skills Work Book: A step-by-step guide to Conducting Agency-based Research*; New Delhi: Oxford University Press.
7. Gough, David; Oliver, Sandy; Thomas, James. 2013. *An introduction to systematic reviews*; New Delhi: Sage.
8. Hinton, Perry R. 2025. *Statistics Explained*; New York: Routledge.
9. Kaushik, A. (2013). Administration of Welfare and Development Services in India. Global Vision India.
10. Kettner, P. M. (2024). Designing and Managing Programmes: An effectiveness-based approach (7th ed.). Sage Publications.
11. Kohli, A.S., & Sharma, S.R. (1996). *Encyclopedia of Social Welfare and Administration* (Vols. 1–7). Anmol Publications.
12. Lohmann, R. A. (2024). Social administration (2nd ed.). Columbia University Press.
13. Mishra, R. K. (2023). Development administration in India. Orient Black Swan.

14. Skidmore, R. A. (2023). Social work administration: Dynamic management and human relationships (6th ed.). Pearson.
15. Wolgemuth. Jennifer R.; Guyotte, Kelly W.; Shelton, Stephanie Anne. 2025. *Expanding Approaches to Thematic Analysis: Creative Engagements with Qualitative Data*; New York: Routledge.

SUGGESTIVE READINGS

1. Chandra, S. (2001). *Non-Governmental Organizations: Structure, Relevance and Function.* Kanishka Publishers.
2. DePoy, Elizabeth; Gilson, Stephen French. 2017. *Social work research and evaluation: examined practice for action*; New Delhi: Sage
3. Fischer, J., and K. Corcoran. 2000. *Measures for clinical practice: A sourcebook.* Vol. 1, *Couples, families, and children.* New York: Oxford Univ. Press.
4. Harding, Sandra G. 2008. *Science from below: Feminisms, postcolonialities, and modernities*. Durham, NC: Duke Univ. Press.
5. Hasenfeld, Y. (2023). Human services as complex organizations (4th ed.). Sage Publications.
6. Kotler, P. (1999). *Social Marketing: Improving the Quality of Life*. Sage Publications.
7. Lewis, J.A., Lewis, M.D., Packard, T.R., &Souflee, F. (2000). *Management of Human Service Programs*. Books/Coles.
8. Patti, R.J. (2000). *The Handbook of Social Welfare Management*. Sage Publications.
9. Robbins, S.P., & Sanghi, S. (2005). *Organizational Behaviour*. Pearson Education.
10. Rosenberg, Alex. 2000. *Philosophy of Science: A Contemporary Introduction.* London: Routledge.
11. Sharma, M. L. (2022). Indian administrative thought: Traditional and modern perspectives. New Age International.
12. Shaw, Ian, and Joyce Lishman, eds. 1999. *Evaluation and Social Work Practice*. London: Sage.
13. Skidmore, R.A. (1994). *Social Work Administration: Dynamic Management and Human Relationships*. Pearson Education.

DISCIPLINE SPECIFIC CORE COURSES SEMESTER I
DSC-2: FIELD WORK PRACTICUM I
Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
FIELD WORK PRACTICUM I SW102	4	0	0	4	4yr Graduation	NIL

COURSE OBJECTIVE

Field Work is an integral part of Social Work Education to provide hands on training to Social Work Students in developing a comprehensive understanding of social work ground realities, as also understand the diversity of social work fields of practice. The aim is to make the students come to understand the client contexts, field requirements, the design of social work interventions, namely, the criteria, content, context, processes and evaluation. While doing so with the help of mentoring and supervisory support provided by external agencies and their trained personnel as well as the Department level supervisors, the students professional growth and development including, knowledge, attitude, values and skills are gradually shaped and established.

The Field Work Programme has been designed to achieve the following broad and specific objectives:

Broad Objectives

A. Develop professional competence to design, implement, and critically analyse evidence-based social work interventions through systematic inquiry, field-based research, and reflective practice.

B. Strengthen abilities in planning, managing, and evaluating welfare programmes and projects and programmes executed by the non-profit organisations by engaging with administrative processes, organisational structures, and accountability systems.

C. Develop applied skills in counselling, therapeutic communication, and ethical practice to address client needs in diverse social and cultural contexts.

D. Gain practical understanding of human resource management functions, including recruitment, training, performance monitoring, and employee welfare within organizational settings.

E. Enhance professional capacity to promote, protect, and advocate for the well-being and rights of children and families through holistic, strengths-based, and rights-oriented social work interventions.

Specific Objectives

1. Conduct systematic data collection and field-based inquiry to design and assess evidence-based social work interventions.
2. Apply reflective research and evaluation techniques to analyses the effectiveness of field practice initiatives.
3. Plan and implement welfare programmes by engaging with institutional administrative processes and service delivery mechanisms.
4. Develop and apply managerial and organizational skills for the effective operation of non-profit organizations.
5. Participate in programme implementation, resource mobilization, and stakeholder coordination within welfare or development settings.
6. Demonstrate proficiency in counselling techniques, therapeutic communication, and ethical professional conduct.
7. Formulate and execute intervention plans for individuals, families, groups and communities based on the felt and assessed needs.
8. Understand and engage with human resource processes such as recruitment, training, and employee welfare within organizational frameworks.
9. Apply child-centered and family-focused methods that promote well-being, protection, and empowerment.
10. Advocate for and uphold child rights through rights-based assessment, intervention, and collaboration with protection systems.

LEARNING OUTCOMES

The student will be able to:

1. Develop insight to grasp evidence based social work interventions and reflective practices.
2. Learn to practice the principles and method of social welfare administration.
3. Apply effective communication skills such as; counselling, therapeutic communication, and ethical practice with respect to diverse cultural contexts.
4. Gain understanding of human resource management systems with special focus on employee welfare within organizational settings.
5. Protect the rights of dependent, vulnerable and marginalised entities through the practice of holistic, strengths-based, and rights-oriented social work interventions
6. Devise problem solving plans through the use of skills such as; networking, negotiation, organisation, demonstration, formulation, implementation, evaluation, and advocacy.

FIELD WORK COMPONENTS

Field work Practicum under PGCF is offered as 4 credits in each semester following the rationale of having desirable global standards of practice in various social work settings. Hence the Field Work Practicum for Semester III to be offered is as follows

Social Work: Research, Development Policy and Advocacy in Diverse settings for Semester I concerning Social Development, Social Policy, Social Welfare Administration, and Research orientation with linkages to Social Work practice in diverse settings. The students will also be oriented to the Social Work Professional Mandates and Statutory Policies. The duration of this programme will be 6 days.

1. Concurrent Field Work Practicum will be organized as follows with each day deemed to be of 8 hrs duration (field work will be for 6 hours per day and 1.5 hrs for report writing)for 24 days
2. Supervisory guidance and interaction meetings/ workshops with Supervisor will be organised mid-course after a fortnight for constructive feedback and reflections on the field engagement and also final review /workshop the end of the field work practicum.
3. Field work practicum will be for a minimum of 225 hrs or more for each semester
4. The duration of field work for Semester III will be of 30days

DETAILS OF FIELD WORK FOR SEMESTER III

Semester III	**Days**
Social Work Orientation: Research, Development Policy and Advocacy in diverse settings	**6**
Concurrent Field Work practice in Communities or Government / Non-Government / Non-profit agencies working in social sector	**24**
Intermediary and Final Review/workshop for Evaluation	**2**
TOTAL FIELD WORK DAYS	**32**
TOTAL CREDITS	**4**

PEDAGOGY

Field Work Education is the central pivot around which the theoretical frameworks are developed and applied in Social Work Education. There is an osmosis of professional experience to the students through regular and systematic observations cum interactions inn the field practice settings.

As part of NEP 2020, there is much emphasis on the need for field-based learning /projects, internships and community engagement and service with a professional supervision, as

elaborated in the UGC's National Higher Education Qualifications Framework (NHEQF) document (p45-46). Further it points out the need for the curricular component of 'community engagement and service' to involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. Social Work Field Work Education process resonates with the above.

The transformation of student learner to social work professional is inherently dependent on the alignment of formal classroom learning with practical exposure and contributes to the development of the requisite competencies of professional practice. Moreover, the classroom and field-based experiences are not seen as separate learning environments, but as mutually enhancing learning opportunities. Learners take what they learn in the classroom into the field and bring what they learn in the field back into the classroom.

Students are required to observe and learn from experienced social workers, who are currently practicing in the field and develop their own professional identity as a social worker. Field work undoubtedly facilitates a unique blend of learning not accessed through any other educational engagement. In Semester I due to the research focus, students are required to reflect and focus on evidence based social work practice. To this extent they will be guided to reflect on the need and significance of research designs and application of qualitative and quantitative research tools in their field contexts in their interaction sessions with their assigned supervisors both at the Department and at the Agency. They have the opportunity to validate what they learn in the classroom; develop research competencies; corroborate the effectiveness of interventions; engage with the realities of social, political, and economic injustice and oppression; integrate cultural sensitivity and competence; deliberate on the choices posed by ethical dilemmas; develop a sense of self in practice; and build a meaningful connect and identity with the profession.

ASSESSMENT

Assessment involves an Intermediary review of the student's adherence to professional standards, challenges faced and identifying areas of support for enhancing students' professional growth and development. It also evaluates the regularity and punctuality issues and adherence to field work guidelines, record keeping and writing analytical and reflective reports, applicability of research frameworks and tools, adhering to ethical principles in practice as also reflect on the ethical challenges in research. There would also be a final Review/Workshop with the Faculty for feedback and reflections on various components of professional growth

EVALUATION

The student is evaluated with reference to the above objectives and established field work routines and guidelines as also parameters identified as showing specific measurable progress as per the laid-out Field Work objectives. The evaluation is a shared process involving both the student and Department Supervisor completing specified proformas to delineate professional growth and development.

This sharing is followed by a viva voce (as per the University Guidelines for Practical

assessments) with Social Work Educators from other recognised Government Departments conducting the viva-voce.

DISCIPLINE SPECIFIC CORE COURSES SEMESTER III

DSC-3: DISSERTATION I

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DISSERTATION I (Theoretical and Designing) SW103	6	0	2	4	4yr Graduation	NIL

COURSE DESCRIPTION

As per NEP 2020 and the guidelines issued by University of Delhi vide notification 13th February, 2025, the course structure adopted by the Department of Social Work is Course Work + Research. Research is integral to Social Work Profession and finds an important place in Social Work curriculum in Semester I. However, with the research focus emphasized in the NEP 2020 document, the practical experience of conducting research is necessary to hone the research skills of the students. To this end research exposure is considered mandatory for all the students pursuing Masters in Social Work.

COURSE OBJECTIVES

- To understand the application of scientific methods in furthering the knowledge base of social work.
- To understand the nature of research and its scope and significance in social work practice.
- To develop competence in conceptualizing, designing and implementing research using quantitative and qualitative paradigms and techniques.
- To creatively use social work research to address social justice, human rights and equality.
- To judiciously use qualitative and quantitative techniques in social work practice in different settings meant for individuals, groups and communities
- To promote scientific temperament in social work research and practice.

LEARNING OUTCOMES:

By the end of the research exposure, students will be able to:

- Develop theoretical perspectives on methods of inquiry and use of social work research and evaluation as tools for social change.
- Understanding the ontological status of the social world, a field, and field settings and the inherent epistemological, axiological challenges a social worker may have to confront.
- Understanding the values embedded in our social world that shape social work research.

- Develop perspectives on quantitative and qualitative approaches and applications in social work practice.
- Ability to identify Research Problem in any field of social work practice and submit to the assigned Supervisor
- Ability to conduct Review of literature in the topic chosen for the study and submit to the assigned Supervisor
- Demonstrate the ability to select and deploy research design suitable for the chosen topic of research and submit to the assigned Supervisor
- Demonstrate the ability to begin identification of research methods in the realm of qualitative and quantitative and submit to the assigned Supervisor
- Demonstrate capacity to initiate field work on the selected topic of research, including identification of logistical arrangements submit the field work plan to the assigned Supervisor

Guidelines for conducting Research for Semester I

- The Research is envisaged to be conducted and completed covering both Semester I and Semester II with specified learning outcomes for each semester. The University of Delhi has provided guidelines of the specified learning outcomes for each of the Semester I and II, envisaging a completed research dissertation document submitted at the end of the Semester II with evidence of publication process as a monograph, article, training module, practice module, policy brief, working paper. The Department has designated Research tasks to be undertaken in Semester I as Dissertation Part I and in Semester II as Dissertation Part II.
- It is to be noted that students have to achieve the learning outcomes stated in Semester I, without which they will not be allowed to pursue Semester II research tasks. In case they fail to do so, they may have to repeat Semester I research work in the next academic session.
- There will be a notified scheduling of research tasks with submission datelines by the Department at the beginning of Ist Semester as part of the Academic schedule of the Department in alignment with the Academic Calendar of University of Delhi
- The student will adhere to the notified work schedules for Research as given by the Department and the University of Delhi (A suggestive timeline is appended at the end of this document)
- Semester I students will be asked to submit the research topic with complete proposal with specified word limits and format provided by the Department, at the beginning of Semester I within notified submission dates.
- The research topic could be an extension of the Student's Seminar paper, or from the experiences of concurrent and block field work experiences or from any field of Social Work with clear relevance to Social Work research and practice.
- There will be scrutiny of the research proposals by a Research Facilitation Committee, constituted for this purpose at the Department followed by the assigning of research supervisors for each student.
- A faculty member will be designated as a coordinator for each of the above groups for every academic year MA Dissertation coordinator

- **The Research Facilitation Committee will have 6 members with student advisor, staff council secretary and course coordinator along with MA Dissertation Coordinator as Convenor, with two student representatives (man and woman).**
- All proposed titles will be reviewed and categorised based on similarity of the area and approaches and research themes will be grouped.
- Department will arrange for special tutorials under each such category/theme to address the needs of the students with respect to various research tasks, such as formulation of research proposal; design research methodology; address feasibility; and other practical issues of conducting research.
- From among the Faculty, there will be coordinators/facilitators for facilitating the tutorials/workshops under each theme.
- The respective Faculty Coordinators for a group would take the lead and facilitate the research initiation/immersion workshops
- The approval of the research supervisor will be mandatory for each step of the research before progressing further to the next step.
- The participation /presentations by the student in tutorials/workshops will be treated for their continuous internal assessment.
- The student will be attending mandatory tutorial sessions, particularly on ethical concerns, methodology organised by the research supervisor.
- The Department will organise Research Seminars as per grouped themes according to the schedule for research activities.
- The student will make a research paper presentation in Research Seminar organised for this purpose in their respective grouped themes.
- There will be an end semester viva voce for the Dissertation after submission. The Dissertation viva voce will be organised within the scheduled examination calendar for that semester.
- The guidelines may be subject to change depending on the University or Department level exigencies.

SUGGESTIVE TIME LINE for THE DISSERTATION WORK

S. NO.	Research tasks*	Tentative Duration
1.	Submission of research expression to the Department and scrutiny by the designated research committee of the Department in the academic year	2nd weeks from the beginning of the Semester III in the academic session
2.	Consultation with assigned supervisor and Submission of complete Research Proposal	Next 2weeks
3.	ROL Submission	Next 2 weeks
4.	Theoretical framing and finetuning Research Design and research methods	Next 2weeks
5.	Submission of Write up on Introduction, ROL and Research Methodology including, methods, preparation of tools for data collection, formats and procedures, ethical issues	Next 3 weeks

6.	Submission of Field Work Plan	Next 1 week
7.	Presentation of the accomplishments in a Research Seminar organized by the Department	Before the end of the semester
8.	Evaluation Criteria will be as per University Guidelines (see details below)	

***from S. No. 2 to 7 the approval from the Research Supervisor is mandatory**

Evaluation

- Evaluation Criteria: Evaluation Criteria will be as aper University guidelines
- Evaluation will be out of 240 marks with the break-up as follows subject to university guidelines

tegory of Evaluation	arks tal marks 240)	of total marks (out of 240)	marks
ntinuous evaluation		% of total	search Supervisor
ernal Assessment		% of total	search Supervisor
search Seminar presentation*		% of total	Research Supervisors of particular themes other than the allocated Research Supervisor
va-voce		% of total	ternal Expert

*Research Presentation: The Student will be evaluated by 2 faculty members other than the supervisor giving marks in the seminar presentations that will take place as per thematic groupings for that academic year. A specified evaluation criterion will be evolved for this purpose.

DISCIPLINE PECIFIC ELECTIVES SEMESTER I

DSC I 1: MANAGEMENT OF NONPROFIT ORGANIZATIONS

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
MANAGEMENT OF NONPROFIT ORGANIZATIONS SW1011	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION

This course aims to provide students with a comprehensive understanding of the nonprofit sector in India, focusing on its historical evolution, legal frameworks, governance, financial management, and evaluation mechanisms. It equips students with practical skills for managing nonprofit organizations, aligning with the principles of social work practice in community development and social justice. The course emphasizes the role of nonprofits in addressing societal challenges and promoting sustainable development in the Indian and international context.

COURSE OBJECTIVES

- To understand the conceptual foundations, historical development, and roles of nonprofit organizations in India's social development.
- To familiarize students with the legal structures, formation processes, and governance mechanisms for nonprofits under Indian law.
- To develop knowledge of regulatory compliance, financial management, and resource mobilization strategies for nonprofits.
- To enable students to apply project planning, monitoring, evaluation, and sustainability frameworks in nonprofit practice.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Analyze the evolution, structure, and contributions of nonprofit organizations in India's socio-economic context.
- Apply legal and governance frameworks to establish and manage nonprofit entities effectively.
- Design and implement financial planning and fundraising strategies suited to the Indian nonprofit sector.
- Plan, monitor, evaluate, and ensure sustainability of nonprofit projects with a focus on impact and inclusion.

COURSE CONTENTS

UNIT I: CONCEPTUAL AND HISTORICAL FOUNDATIONS OF NONPROFIT ORGANIZATIONS IN INDIA 12hrs

- Definition, scope, and characteristics of nonprofit organizations in India.
- Historical development: voluntarism, civil society, and the third sector.
- Roles and contributions of nonprofits in key development sectors—education, health, environment, gender, and livelihoods.
- Emerging challenges, opportunities, and trends in India's nonprofit landscape.

UNIT II: LEGAL STRUCTURES, FORMATION, AND GOVERNANCE 12hrs

- Vision, mission, and objective formulation for nonprofits.
- Legal structures and registration processes: Societies, Trusts, Section 8 Companies, Cooperatives, SHGs, and Federations.
- Governance mechanisms: Board composition, roles, responsibilities, and ethical standards.
- Transparency, auditing, and accountability frameworks.
- NGO–government and NGO–corporate interface.

UNIT III: REGULATORY COMPLIANCE AND FINANCIAL MANAGEMENT FRAMEWORKS 10hrs

- Key regulations: FCRA, Darpan, and state-level compliance (e.g., Charity Commissioner).
- Taxation provisions: 12A registration, 80G certification, weighted deduction, and anonymous donation.
- Sources of nonprofit income: grants, donations, CSR funds, endowments, and service-based income.
- Resource mobilization and fundraising strategies: CSR partnerships, crowd funding, and grant writing.
- Financial planning, budgeting, and control systems for nonprofits.

UNIT IV: PROJECT PLANNING, MONITORING AND EVALUATION, IMPACT ASSESSMENT, AND SUSTAINABILITY 11hrs

- Project life cycle: identification, design, implementation, monitoring, and closure.
- Monitoring and evaluation frameworks and tools: Logical Framework Analysis (LFA), Theory of Change (ToC), Results-Based Management, Outcome Mapping, and Key Performance Indicators (KPIs).
- Impact assessment: Social Audit, participatory evaluation, and data-driven monitoring systems.
- Inclusion and equity in M&E: Gender and Social Inclusion (GESI) analysis, stakeholder engagement, participatory approaches.
- Sustainability planning: financial, institutional, and programmatic sustainability.

ESSENTIAL READINGS

1. Brown, A. M (2017). Emergent strategy: Shaping change, changing worlds. AK Press.
2. Cooper, G., & Bailey, M. (2020). Responsive fundraising: The donor-centric framework helping today's leading nonprofits grow giving. Virtuous Software.
3. Cordova, L. (2024). Nonprofit startup guide: Serve your community quickly with confidence and reduced stress. Independently published.
4. Garry, J. (2020). Joan Garry's guide to nonprofit leadership: Because the world is counting on you (2nd ed.). Jossey-Bass.
5. Janus, K. K. (2018). Social startup success: How the best nonprofits launch, scale up, and make a difference. Hachette Go.
6. Lambert, C. (2023). Next level nonprofit: Build a dream team + increase lasting impact. Next Level Lambert.
7. Ross, B., & Segal, C. (2021). Making the ask: The artful science of high-value fundraising. Practical Inspiration Publishing.
8. Shattuck, S. (2020). Robots make bad fundraisers: How nonprofits can maintain the heart in the digital age. Bold and Bright Media.
9. Warner, B. (2021). From the ground up: Digital fundraising for nonprofits. Charity Channel Press.

SUPPLEMENTARY READINGS

1. Brooks, J. (2022). The fundraiser's guide to irresistible communications: Real-world, field-tested strategies for raising more money. Emerson & Church.
2. Crutchfield, L. R., & Grant, H. M. (2008). Forces for good: The six practices of high-impact nonprofits (Rev. ed.). Jossey-Bass.
3. Kanter, B., & Fine, A. (2010). The networked nonprofit: Connecting with social media to drive change. Wiley.
4. Lubetzky, D. (2015). Do the KIND thing: Think boundlessly, work purposefully, live passionately. Ballantine Books.
5. Pallotta, D. (2012). Charity case: How the nonprofit community can stand up for itself and really change the world. Jossey-Bass.

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I
DSE I 2:COUNSELLING: THEORY AND METHOD
Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
COUNSELLING: THEORY AND METHOD SW1012	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

The course intends to provide an in-depth knowledge of human sufferings, concerns, need and crisis in social, cultural, psychological, political and economic contexts. This course emerge as a response towards human sufferings, individual, groups and family psychosocial concerns, need of assisting people and systems to deal with psychosocial issues, crisis and to facilitate rehabilitation. The course offering knowledge on counselling approaches, techniques, skills and competencies required for professional counselling services in social work practice domain. The course endeavours to create a pool of skilled professional to provide services in wide range of psychosocial situations and to assist people in maintaining their emotional health and overall, well -being.

COURSE OBJECTIVES:

- To understand the nature and goals of counselling as a helping process
- To understand the theoretical base underlying counselling practice
- To learn counselling skills, competencies and its application
- To develop cultural sensitivity and professional attitudes as counsellor and inculcate values that enhances investment of self to perform role of counsellor.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

1. Develop theoretical understanding regarding different approaches of psychology and counselling
2. Apply theoretical framework for understanding human behaviour, human sufferings, problems and psychosocial issues.
3. Develop an attitude, sensitivity and commitment to work with people in different settings through counselling in social work practice domain.
4. Develop skills and competencies required to address human beings psychosocial issues, and to provide professional services to the client system.

COURSE CONTENTS

UNIT I: INTRODUCTION: FOUNDATIONS AND APPROACHES TO COUNSELLING 12hrs

- Counselling as a helping process: Meaning, nature and goals
- Philosophical bases of counselling, Principles and Ethics of Counselling
- Application of counselling in social work practice. Individual, Group and Family Counselling.
- Psychological Approaches and its use: Psychoanalytic, Client-Centred,
- TransactionalAnalysis, Cognitive Behaviour Therapy

UNIT II: COUNSELLING: TECHNIQUES, SKILLS, COMPETENCIES AND THERAPEUTIC RELATIONSHIP 12 hrs

- The counselling relationship: Relationship as the medium of facilitating change
- The process of counselling: Phases, stages, termination and follow up in counselling
- Interview in counselling: Principles, skills and techniques
- Role of Counsellor, Qualities of an effective counsellor, Self-awareness and reflections, Use of Self in counselling
- Ethical Issues: code of ethics for counsellors, beliefs, attitudes, and value orientations.

UNIT III: COUNSELLING PRACTICE IN DIFFERENT AREAS 11hrs

- Crisis counselling: theory, methods and techniques of crisis intervention
- Marriage and Family counselling: Techniques and process
- Alcoholism and substance abuse Counselling: Motivational Intervention for sobriety
- HIV/AIDS counselling: pre and post-test counselling, grief counselling
- Counselling of children: developmental needs and age-related issues

UNIT IV: COUNSELLING PRACTICE - APPLICATION OF PSYCHOSOCIAL PERSPECTIVE 10hrs

- Counselling with different people and target groups
- Application Human rights and Legal perspective and its in counseling.
- Role play, individual and group activities,
- Learning of Ethnic and cultural sensitivity and its relevance in counselling,
- Working with self, professional development and well being: Professional burnout, causes and remedies

ESSENTIAL READINGS

1. Neukrug E. & Hays D.G. (2023). *Counselling Theory and Practice*. Third Edition. Cognella. San Diego
2. Burger (2023), *Personality*, Cengage, Delhi
3. Engler . B. (2023). *Personality Theories*. Cengage Publication. Delhi.

4. Rani S. (2021), "Social Work and Counselling: Contemporary and Emerging Practice Areas", in Roy. S. Ed. Social Work Education Indigenous Perspectives, 84-100, SAGE, India, ISBN 978935388637-0(HB), 2021.
5. Koprowska.J. (2020). *Communication and Interpersonal Skills in Social Work.* 5th Edition, Learning Matters, London.
6. Loughran. H.(2019). *Counselling Skills for Social Workers*. Rutledge. London.
7. Cupchik (2018). *The Aesthetic of Emotion.* Cambridge University Press. New York.
8. Kumar U. (2017). *The Rutledge International Handbook of Psychosocial Resilience*, Rutledge. Publication. London.
9. Neilson, P. et al. (ed.) (2016). *Creative arts in counselling and mental health.*
10. Jones, R. N. (2011). *Theory and practice of counselling and therapy*, (5th Edition). Sage Publication
11. Corey, G. (2013). *Theory qand practice of counselling and psychotherapy.* California: Brooks/ Cole
12. Worden, J. W. (2001). *Grief counseling and grief therapy: A handbook for the mental health professional*. Springer Publishing Company
13. Hoffman, M. A. (1996). *Counseling clients with HIV disease*. New York: Guilford Press.
14. Street, E. (1994). *Counselling for family problems.* London: Sage Publications
15. Young, M. E. (1992). *Counselling methods and techniques: An eclectic approach.* New York: Macmillan.
16. Velleman, R. (1992). *Counselling for alcohol problems*. New Delhi: Sage Publications.
17. Ivey, A. E., et al. (1987). *Counselling and psychotherapy: Integrating skills, theory and practice,* 2nd ed. New Jersey: Prentice Hall.
18. Patterson, C. H. (1986). *Theories of counselling and psychotherapy*. New York: Harper & Row.
19. Karpf, M. J. D., et al. (1958). *Marriage counseling: A casebook*. New York: Association Press.
20. Pepinsky, H. B.,et al. (1954). *Counselling theory and practice.* New York: Ronald Press Company

SUGGESTIVE READINGS

1. Neilson, P. et al. (ed). (2016). *Creative arts in counselling and mental health.*
2. Jones, R. N. (2011). *Theory and practice of counselling and therapy*, (5th Edition). Sage Publication
3. Corey, G. (2005). *Theory and practice of counselling and psychotherapy.* California: Brooks/ Cole
4. Ahuja, S. (1997). *People, law and justice: Casebook on Public Interest Litigation.*

New Delhi: Orient Longman.
5. Varma, V. et al (1997). *The needs of counsellors and psychotherapists*. New Delhi: Sage Publications Ltd.
6. Gross, D. R., & Capuzzi, D. (1997). *Introduction to the counselling profession.* London: Allyn & Bacon.
7. Turner, F. J. (1996). *Social work treatment: Interlocking theoretical approaches*, (4th ed.) New York: The Free Press
8. Bayne, R., Horton, I., & Bimrose, I. et al (eds.) (1996). *New directions in counselling.* London: Routledge.
9. Brearley, J. (1995). *Counselling and social work.* Buckingham: Open University Press.
10. British Association for Counselling (1992). *Code of ethics and practice for counselling.* Rugby: BAC.
11. Shertzer, B., & Stone, S. C. (1980). *Fundamentals of counselling*. Boston: Houghton Mifflin Company
12. Fullmer, D. W., & Bernard, H. W. (1972). *Counselling: Content and process*. New Delhi: Thomson Press
13. Milner, P., & Palmer, S. (eds.) (2001). *Counselling: The BACP Counselling Reader Vol. II.* London: Sage Publications.
14. Lindon, L., & Lindon, J. (2000). *Mastering counselling skills*. London: Macmillan

WEBLINKS

1. Counseling theory and practice available at https://www.researchgate.net/publication/232505668_Counseling_Theory_and_Practice
2. Theories of Psychotherapy and counseling available at http://file.zums.ac.ir/ebook/169-Theories%20of%20Psychotherapy%20&%20Counseling%20-%20Concepts%20and%20Cases,%205th%20Edition-Richard%20S.%20Sharf-084.pdf
3. Theories of counseling available at https://www.oum.edu.my/pages/prospective/prospective/pdf/HMEF5063%20T2.pdf
4. Counseling Module, UNESCO available at http://www.unesco.org/education/mebam/module_2.pdf
5. Group counseling available athttps://www.youtube.com/watch?v=XYc_APlH7VY
6. Group Therapy available athttps://www.youtube.com/watch?v=cpjszSrNdJk
7. Carl Rogers Interview available at https://www.youtube.com/watch?v=r_yGBnZXFFA
8. Theories of psychotherapy available at http://file.zums.ac.ir/ebook/169-Theories%20of%20Psychotherapy%20&%20Counseling%20-%20Concepts%20and%20Cases,%205th%20Edition-Richard%20S.%20Sharf-084.pdf

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I
DSC I 3: HUMAN RESOURCE MANAGEMENT
Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
HUMAN RESOURCE MANAGEMENT SW1013	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

This paper focuses on developing skills and competencies amongst students of social work for the management of human resources. Utilising the skills, values and principles of social work profession; this paper helps students to understand the work context and human resource sub systems within the organisations. The paper focuses on building professionals who can manage and develop human resources in different kinds of organisations.

COURSE OBJECTIVES

- To develop an understanding of management and development of human resources and organisational behaviour
- To provide requisite legal base to address the issues related to human resources in organisations
- To develop appropriate skills and competencies in managing human resources

LEARNING OUTCOMES

By end of the paper, the student will be able to:

- Develop an understanding of the human resource sub systems within the organisations
- Understand the human behaviour within organisations
- Build knowledge of the applicable labour laws in the organisations
- Develop appropriate skills and competencies in managing and developing human resources

COURSE CONTENT:

UNIT I: HUMAN RESOURCE FUNCTIONS: THEORY AND PRACTICE 12hrs

- Human resource management: concept and perspectives
- Human Resource Planning, Talent acquisition: recruitment, selection and on boarding
- Performance Management
- Compensation management

- Employee retention

UNIT II: DEVELOPING HUMAN RESOURCES **12hrs**

- HRD as a concept, goals and approaches
- Learning organisation- concepts, methods and practices
- Employee engagement and diversity management
- Decision making, data analytics, conflict resolution in organisations
- Managing stress, work life balance and Counseling

UNIT III: ORGANISATIONAL BEHAVIOUR **11hrs**

- Organizational Behaviour: concept and theories
- Organisation culture
- Leadership- typology, and theories
- Motivation: theories, need and significance and methods
- Communication, Teams and groups in organisations

UNIT IV: LEGAL BASE FOR PRACTICE **10hrs**

- Law relating to working conditions-Factories Act, 1948, Contract Labour Act, 1970; (Labour codes and proposed changes)
- Sexual Harassment at Work Place, Act, 2013
- Laws relation to Industrial relations- Industrial Dispute Act, 1947 Industrial Employment Standing Orders Act, 1946 ; Misconduct: Domestic enquiry and disciplinary action, Trade Union Act, 1926; (Labour codes and proposed changes)
- Legislations related to Wages – Minimum Wages Act, 1948; Payment of Wages Act, 1936; Equal Remuneration Act, 1976, Payment of Bonus Act, 1965; (Labour codes and proposed changes)
- Laws related to social security- Workmen's' Compensation Act, ESI Act, 1948 and Maternity Benefit Act, 1961, Payment of gratuity Act,1972, Employee Provident Fund Act, 1952; (Labour codes and proposed changes)

ESSENTIAL READINGS

1 Armstrong, M. & Taylor, S. (2023). *Handbook of human resource management practice* (14th ed.). London: Kogan Page.

2 Aswathappa, K. & Dash, S.(2023) Human Resource Management: Text and Cases. (10th ed.) McGraw Hill.

3 Dessler, G. &Varkkey, B. (2023). *Human resource management.* Pearson education.

4 Mathis, R. L., Jackson, J. H., Valentine, S. R., & Maglich, P. A. (2016). *Human resource management,* (15th ed.). Boston, USA: Cengage Learning

5 Pareek, U., & Rao, T. V. (2015). *Designing and managing HRsystems*. Penguin

6 Pareek, U. &Khanna,S. (2018). *Understanding organisational behavior.* New Delhi: OUP.

7 Robbins, S. P., Judge, T. A. (2024). *Organizational behavior,* (7th). Australia :earson

8 Verhulst, S.L.& DeCenzo, D.A. (2021). *Fundamentals of human resource management* (14th ed.). Wiley.

9 Padhi, P.K. (2024). *Labour and Industrial Laws*. PHI Learning
10 Roychowdhury, A. (2018). *Labour law reforms in India*. Routledge
11 Rocco, T., Morris, M.L., & Poell, R.F. (2024). *Sage handbook of human resource development.* Sage

SUGGESTIVE READINGS

1. Ivancevich, J.M. (2017). *Human Resource Management*. McGraw Hill

2 Bratton, A., Gold, J., Bratton, J.,& Steele, L. (2022). *Human resource management: A critical approach*. Bloomsbury Academic
3 Bridger, E. (2015). *Employee engagement.* USA: Kogan Page.
4. Edwards, M. &Edward,K. (2024). *Predictive HR analytics: Mastering the HR metric*. Kogan Page.
5 Cohen, D. S. (2011). *The talent edge: A behavioural approach to hiring, developing and keeping top performers*. New York: John Wiley.
6 Malhotra, O. P. (2015). *The law of industrial disputes. 1 & 2*. New Delhi: Lexis Nexis
7 Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organisational culture*. SFO, CA,USA: Jossey- Bass
8 Rao, T. V. (2014). *HRD audit: Evaluating the human resource functions for business improvement.* New Delhi, India: Sage
9 Schein, E. H. (2017). *Organisational culture and leadership.* Jossey- Bass
10. Bhattacharya, D.(2015).Training And Development: Theories and Applications. Sage

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I
DSC I 4: SOCIAL WORK WITH FAMILIES AND CHILDREN

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
SOCIAL WORK WITH FAMILIES AND CHILDREN SW1014	4	3	1	0	4yr ation	NIL

COURSE DESCRIPTION:

This course focuses on the social work practice with families and children, emphasizing both theoretical understanding and practical engagement. Students will examine the family as a dynamic social system, exploring its structures, roles, life cycle stages, and the challenges it encounters. Special attention is given to assessment tools like genograms and ecomaps, and intervention models including family counselling, crisis management, and enrichment programs. The course also delves into child development across physical, emotional, and social domains, providing an overview of child-rearing practices, protection frameworks, and policies in India. Vulnerabilities such as poverty, abuse, disability, and marginalization are critically discussed, equipping students with the skills to work with at-risk populations. Policy perspectives—ranging from constitutional provisions to global conventions—are thoroughly covered. The course prepares students to address child and family issues using strengths-based and trauma-informed approaches, while emphasizing ethical practice, resilience building, and empowerment. Through case-based learning and real-world applications, learners develop competencies essential for working in diverse family and child welfare contexts.

COURSE OBJECTIVES:

- To understand families as social systems and factors influencing family functioning
- To comprehend the needs and challenges of different family life cycle stages and child development.
- Acquaint with the policies, programmes, and services related to family and children
- Develop knowledge and skills in working with vulnerable and at-risk families and children

LEARNING OUTCOMES:

After going through the course, students will be able to:

- Interpret family dynamics and assess dysfunction across life cycle stages.
- Apply theoretical models for family and child assessment and intervention.
- Evaluate child rights, protection policies, and developmental programs.

- Design interventions for vulnerable families and children using social work principles.

COURSE CONTENTS:

UNIT I: UNDERSTANDING FAMILY **12hrs**

- Definition, structure, and types of family (nuclear, joint, blended, extended)
- Family functions: emotional support, economic sustenance, socialization, care-giving
- Stages of family life cycle: formation, expansion, contraction, and dissolution; challenges at each stage
- Theoretical models of family functioning: Ecological, Circumplex, McMaster, Structural, and Bowen's Family Systems Theory
- Family interaction dynamics: communication patterns, homeostasis, adaptability, disequilibrium during crises

UNIT II: FAMILY ASSESSMENT & INTERVENTIONS **11hrs**

- Family problems and disorganization: poverty, divorce, addiction, domestic violence—causes and consequences
- Family violence: child abuse, intimate partner violence, elder abuse—patterns and interventions
- Family as a client system: assessment tools, engagement skills, and intervention techniques
- Approaches: Family counseling, therapy models (structural, strategic, solution-focused), enrichment programmes for strengthening family bonds
- Role of social worker: advocacy, mediation, empowerment, and crisis intervention in family settings

UNIT III: CHILD DEVELOPMENT: PERSPECTIVES AND PROGRAMMES 12hrs

- State of children in India: Demographics, education disparity, malnutrition,healthcare access, child rights issues
- Child development theories: Psycho-sexual theory, Psycho-social theory, Piaget's stages, Vygotsky's sociocultural theory, attachment theory, and ecological perspectives
- Vulnerabilities in children: disability, trafficking, child labor, war displacement, online abuse, and exploitation
- National and International frameworks: UN CRC, Indian Constitution, policies like ICPS, Juvenile Justice Act, POCSO
- Child welfare programmes: ICDS, mid-day meals, child helplines, foster care, adoption, and digital safety initiatives

UNIT IV: SOCIAL WORK INTERVENTIONS FOR VULNERABLE CHILDREN

10hrs

- Child-centric counselling: trauma-informed care, play therapy, expressive arts therapy
- Interventions for children facing neglect, abuse, violence, exploitation in both family and institutional settings
- Social work interventions in child protection: preventive, remedial, and rehabilitative strategies in physical and digital environments
- Programmes for child rehabilitation: building resilience, psycho-social support, legal aid, and education reintegration
- Empowerment through participation: promoting child voices in policy and programme development, life skills education

ESSENTIAL READINGS:

1. Rogowski, S. (2019) Social Work with Children and Families. Routledge.
2. O'Loughlin, M & Loughlin, S. (2016). Social Work with Children and Families (4th ed.) Learning Matters, Transforming Social Work Practice Series.
3. Segrin, C. (2018). Family Communication. Routledge Communication Series.
4. Thomlison, B. (2015). Family Assessment Handbook: An Introductory Practice Guide to Family Assessment 4th Edition. Cengage Learning
5. Holland, S. (2010). Child and Family Assessment in Social Work Practice (Second Edition). SAGE Publications Ltd.
6. White, J.M., Martin, T.F. & Adamson, K. (2019). Family Theories: An Introduction (Fifth Edition). SAGE Publications.
7. Suppes, B.C. (2022). Family Systems Theory Simplified. Taylor & Francis.
8. Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford India Paperback.
9. Featherstone, B., Gupta, A., & Morris, K. (2018). *Protecting children: A social model.* Policy Press.
10. Kamble, K.H. (2022). Child Protection in India. Current Publications.
11. Holland, S. (2010). *Child and family assessment in social work practice* (2nd ed.). SAGE Publications.

SUGGESTIVE READINGS

1. Cochran, J.L., Cochran, N.H. & Nordling, W.J. (2022). Child-centered Play Therapy: A Practical guide to therapeutic relationships with children (2nd Edition). Taylor & Francis.
2. Pattison, S., Robson, M. &Beignon, A. (2014). The Handbook of Counselling Children and Young People. Sage.
3. Kaushik, A. (2022) Family and Child Development: A Specialization in Social Work Education and Practice. In Sanjoy Roy (ed) Specialization in Indian Social Work: An Academic and Indigenized Practice Profession, Atlantic Publications.

4. Yihunselam, A. (2020). Counselling and Family Therapy. Global Vision Publishing House.
5. Dange, G. (2016). Always a Parent: Managing our Longest Relationship. Fingerprint Publishing.

Web Links:

Ministry of Women and Child Development, India: https://wcd.nic.in
National Commission for Protection of Child Rights: https://ncpcr.gov.in
UNICEF India – Child Protection: https://www.unicef.org/india/what-we-do/child-protection
Integrated Child Protection Scheme (ICPS): https://icps.gov.in

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

DSC II 1: CHILD RIGHTS AND SOCIAL WORK PRACTICE

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
CHILD RIGHTS AND SOCIAL WORK PRACTICE SW1021	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

This course concerns contemporary issues of child rights and related legislation in India. Students will become familiar with the legislation about children, implementation mechanisms and skills to deal with the problems confronting the children.

COURSE OBJECTIVES:

- To derive a conceptual understanding of child protection and child rights, and to gain insight into the profile of children in India and the primary needs and issues they face.
- To gain a critical understanding of the policies about the care and protection of children.
- To understand the child welfare and development programmes for children in the Indian context.
- To familiarise the students with best practices for protecting and promoting child rights in India.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Understand the concept of child, child protection, as well as the needs, situations and problems faced by children.
- Gain knowledge about the Constitutional and legal safeguards of child rights
- Critically understand the polices, programmes and services related to children, as well as the national and international mechanisms to deal with issues of child protection
- Develop sensitivity and skills for working with children through an exemplification of best practices and the role of stakeholders.

COURSE CONTENTS

UNIT I UNDERSTANDING CHILD AND CHILDHOOD **12hrs**

- Who is a Child? Notion of Human Rights and Child Rights
- Demographic profile of children in India: Age, Rural and Urban divide, Sex Ratio
- Childhood: historical contests, anthropological and psychological perspectives
- Challenges and progress in the evolution of children's rights
- Role of State, Parents and Children within a Rights Framework in response to the needs and vulnerabilities of Children in India

UNIT IIRIGHTS OF THE CHILD: SURVIVAL AND DEVELOPMENT 11hrs

- Education
- Nutrition and Health
- Mental Health
- Right to Health in India
- Children's health and wellbeing: Professional challenges and responses

UNIT III LAW, JUSTICE AND CHILD PROTECTION 12hrs

- Forms, causes and consequences of violence against children, such as child labour, abuse, and child trafficking
- Problems of children: Child labour, Child sexual abuse and exploitation, Children under challenging situations, Child beggary, and other forms of child exploitation
- Convention of Child Rights, Constitutional provisions, and National Policies
- Child Welfare Administration: Institutions and Mechanisms for Child Protection & Action
- Functioning of the NCPCR and its State counterparts, UNICEF and other agencies

UNIT IV: CHILD RIGHTS: SOCIAL WORK PRACTICE 10hrs

- UNCRC and participation rights
- Child participation in research and ethical concerns
- Civil society, NGOs and Non-institutional interventions and rehabilitation approach for child protection
- System's Approach to Child Protection and its components
- Best practices: Bal Panchayat, Child Parliament, Child Friendly Villages and Children's cooperatives

ESSENTIAL READINGS

1. Spray, C ,& Jowett, B.(2012). Social work practice with children & families. N ew Delhi: Sage Publication.
2. Smith, D . (2013). Person-centered therapy with children & young people. Ne w De lhi: Sage Publication.
3. Gathia, J. A., &Gathia, S. V. (2015). Children's rights &well being in India, law. policy & practice. New Delhi, Concept Publishing Company Pvt Ltd.
4. Pandey, R. A. (2016). Sexual abuse of girl children: Some hidden facts. Jaipur & New Delhi: Rawat Publication.
5. Singh, D. (2008). Child rights and social wrongs; an analysis of contemporary realities, Vol-I, II &III. New Delhi: Kanishka Publishers and Distributors.
6. UNICEF (2017). Preventing and responding to violence against children and adolescents - Theory of change. U NICEF C hild P rotection S ection P rogramme Division, U nited Nations Plaza, New York.

Supplementary Readings

1. AGHS L egal A id C ell on C hild R ights(2008).Handbook on child labour. L ahore: Multimedia
2. Bachpan Bachao Andolan (2009). Offside: Child labour in football stitching. New Delhi.
3. Bajpai, A. (2003). Child rights in India- law policy and practice. Delhi: Oxford University Press.

Bare acts

1. CRC (Convention on t he Rights of the Child), adopted by t he General Assembly of the United Nations on 20 November 1989.
2. Government of I ndia(2009), I nitiatives t owards E limination of Child L abour- Action Plan and P resent S trategy, ht tp:// c hild labourinfo.bldspot.com. *G overnment of lndia, Census, 1991.
3. Government of India, The Child Labour (Prohibition and Regulation) Act, 1986.

Web Links

• http//www .dwd.state, wi. us/er/labour~tandards _bureau I child labour_ Child Labour in India (2008), http:// www.corecentre. co.in/gnestlarticles/article 170 cto8-4 asp.
• https://www.unicef.org/protection/57929_58022.html.
• http://www.ilo.org/ipec/lang_ en/index.htm.
• Department for International Development, United Kingdom (DFID UK),
• HelpAge International,
• Hope & Homes for Children, Institute of Development Studies,
• International Labour Organization,
• Overseas Development Institute,
• Save the Children UK,
• United Nations Children's Fund (UNICEF),
• United Nations Development Programme (UNDP) and the World Bank

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

DSC II 2: OCCUPATIONAL HEALTH AND SOCIAL WORK

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
OCCUPATIONAL HEALTH AND SOCIAL WORK SW1022	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

This course examines the intersection of occupational health and social work. It provides students with the knowledge and understanding of work- and work-related diseases, and workplace health. It equips students to understand the scope of social work in fostering workplace well-being and work-life balance.

COURSE OBJECTIVES:

- Understand the concepts, scope, and history of occupational health and safety.
- Equip with national and international policies on workplace health.
- Learn on occupational diseases and its risk factors including ergonomics.
- Understand the role and scope of social work in occupational health settings

LEARNING OUTCOMES:

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

- Understand workplace health policies, both national and international.
- Learnt on occupational diseases and occupational health risks including ergonomic factors.
- Integrate social work with occupational health to promote workplace well-being and work-life balance.

COURSE CONTENTS

UNIT I OCCUPATIONAL HEALTH: CONCEPTS, POLICIES, AND PRACTICE **12hrs**

- Concept, Scope and History of Occupational Health and Safety
- Occupational health in the context of Sustainable Development Goals
- National and international policies on workplace health (ILO Conventions, WHO guidelines)

- Laws and legislation for occupational safety and protection
- Occupational health models and theories

UNIT II WORK, WORKERS, AND WORKPLACE HEALTH DYNAMICS 12hrs

- Ergonomics, Constituents of Ergonomics
- Application of ergonomics for safety & health
- Understanding the world of work: Formal and informal sectors; Distribution
- Occupational Diseases and Injuries
- Occupational Health Services and Infrastructure

UNIT III SOCIAL DETERMINANTS OF HEALTH IN WORKPLACES 11hrs

- Understanding work and workplaces as social determinants
- Technology and Workers' Health
- Employment conditions: Job security, wages, and benefits
- Workplace Health Inequity: Gender, caste, ethnicity, and disability
- Workplace Harassment and Violence

UNIT IV OCCUPATIONAL HEALTH AND SOCIAL WORK LINKAGES 10hrs

- Workplace Culture and Wellbeing; Work-life Balance
- Psychosocial Interventions in the Workplace
- Ethics in Workplace Health and Safety
- Select case studies on work place interventions
- Role of Social worker in OHS

ESSENTIAL READINGS

1. Banerjee, N. (1985). Women workers in the unorganized sector. Hyderabad: Sangam Books
2. Pheasant, S. (1991). Ergonomics, work and health. Red Globe Press London
3. Yates, M. (2003). *Naming the system: Inequality and work in the global economy*. NYU Press.
4. Government of India (2007): Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector (New Delhi: National Commission for Enterprises in the Unorganised Sector (NCEUS).

5. Benach, J., Muntaner, C., Santana, V. (eds) (2007) Employment Conditions and Health Inequalities. Final Report to the WHO Commission on Social Determinants of Health. EMCONET, WHO.
6. Mistry, KU. (2008). Fundamentals of Industrial Safety and Health. Gujarat Gajjar Graphics & Printers.
7. Alli, B. O. (2008). Fundamental principles of occupational health and safety Second edition. *Geneva, International Labour Organization*, *15*, 2008
8. Guidotti, T. L. (Ed.). (2011). *Global occupational health*. Oxford University Press.
9. Chen, M. A. (2012). The informal economy: Definitions, theories and policies (Vol. 1, No. 26, pp. 90141–4). WIEGO working paper
10. Friis, R. H. (2015). *Occupational health and safety for the 21st century*. Jones & Bartlett Publishers.
11. Shashi Rani (2022), Occupational Health and Safety for Industrial Workers-A Case of a Public Sector Enterprise of India, Winshield Press, New Delhi

SUGGESTIVE READINGS

1. Bureau, L. (1970). Indian Labour Year Book. *Labour Bureau, Simla.*
2. Caplan, R. D. (1975). *Job demands and worker health: Main effects and occupational differences* (Vol. 75). US Department of Health, Education, and Welfare, Public Health Service, Center for Disease Control, National Institute for Occupational Safety and Health.
3. *Convention C155 - Occupational Safety and Health Convention, 1981 (No. 155)*. (n.d.). https://normlex.ilo.org/dyn/nrmlx_en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C155
4. Gangrade, K.D., &Gathia, J. A. (eds.). (1983). Women and child workers in the unorganized sector, non-government organization's perspective. Concept, Delhi
5. Bhandari, Amit K. and heshmati Almas (2006): Wage Inequality and Job Insecurity among Permanent and Contract Workers in India: Evidence from Organized Manufacturing Industries, Discussion Paper Series No-2097, IZA (Institute for the Study of Labor).
6. Reason, J. (2016). *Managing the risks of organizational accidents*. Routledge.
7. Rotaru, M., &Cioca, L. I. (Eds.). (2024). *Occupational health and safety*. Bentham Science Publishers.
8. Roy Chowdhury, A. (2018). *Labour law reforms in India: All in the name of jobs*. Routledge India.
9. Chen, M., & Shalini, S. (2019). Home-based workers and urban plans, policies and practice: India in comparative perspective. *WEIGO Working Paper No. 19*.
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7. https://www.ilo.org/publications/bridging-social-protection-and-occupational-health-advance-sustainable
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DISCIPLINE SPECIIC ELECTIVES SEMESTER I
DSE II 3: CRIMINAL JUSTICE SOCIAL WORK

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
CRIMINAL JUSTICE SOCIAL WORK SW1023	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

This course provides a theoretical and practical understanding of Criminal Justice Social Work. This course will enable students to raise their knowledge in the field of correctional services and social defense. This course intends to provide an appropriate basic understanding, skills, and competencies required to work with people, institutions, and systems associated with the Criminal Justice System (CJS). It will develop the knowledge of forensic aptitude and its role in criminal justice. The students will be enabled to appreciate the legal, regulatory, and restorative context of the practice of social work in the CJS.

COURSE OBJECTIVES:

- To familiarize students with the concept and theories of crime, criminal justice social work, and its changing dimensions.
- To learn the nature and essence of the services provided to the citizens through socialdefense mechanisms.
- To understand the relevance of justice and its access through the Criminal Justice System (CJS)
- To develop practice skills required for working with people, institutions, and systems associated with Criminal Justice SocialWork

LEARNING OUTCOMES:

After studying this course, the students will be able to:

- Derive conceptual clarity about crime, theories of crime, and its changing forms, criminal behaviour, and the role of Criminal justice socialwork
- Gain knowledge about the functioning of the Criminal Justice System, legislation related to criminal justice, and the processes of justice delivery
- Develop an appropriate attitude and relevant skills for working in the area of criminal justice socialwork

COURSE CONTENTS:

UNIT I: CRIME, THEORIES OF CRIME, AND VICTIMOLOGY 12hrs

- Crime: concept, causation, and its relation to socialproblems
- Theories of crime and punishment
- Changing dimensions of crime, Cyber and digitalcrime
- Victimology: Study of victims of crime, victim compensation, victim support services
- Human Rights Perspective and early diversion approach to prevention ofcrime

UNIT II:SOCIAL DEFENSE AND CORRECTIONAL SERVICES 11hrs

- Social Defense: Concept, Philosophy, and Changing Dimensions
- Correctional services: concept, philosophy, and changingperspectives
- Working with Persons in need of care and protection: children, street and working children, older persons, the homeless, women, transgenders
- Alcoholism, drug abuse, and response of de-addiction centres, Institutional and non-institutional services. After care, intensive after care, **reintegration, and follow-up**

UNIT III: CRIMINAL JUSTICE SYSTEM AND LEGISLATION 12hrs

- Criminal Justice System: Police, Prosecution, Judiciary, and Correctionalinstitutions
- Criminal Justice System: Components, Processes, andPerspectives
- Bhartiya Nyaya Samhita, Nagrik Suraksha Samhita, Bhartiya ShakshyaAdhiniyam
- Social Work in Prison, Prisons Act, Probation andParole
- Beggary PreventionActs, Narcotic Drugs and Psychotropic Substances Act1986,

UNIT IV: RESTORATIVE AND FORENSIC MECHANISMS 10hrs

- Restorative Justice: concept, principles, and models
- Juvenile Justice, POCSOAct, Probation
- Forensic social work
- CSOs and Community-based initiatives, and correctionprogrammes
- Contemporary discourses on Capital punishment, Euthanasia, and Cyber Laws

ESSENTIAL READINGS

1 Alder, F., Mueller., & Laufer, W. (2007). *Criminology*. New York: McGrawHill

2 Brown A. M. (2024). *Loving Corrections.* AK Press

3 Brummer Joe, (2023). *Building a Trauma-Informed Restorative School: Skills and Approaches for Improving Culture and Behavior*. London: Jessica Kingsley Publishers

4 Callen, F. T., &Agrew, R. (eds.) (2005). *Criminological theories, past to present*. Los Angeles: RoxburyPublishing.

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6 Dave, A. (2015). *Women survivors of violence: Genesis and growth of the*

state support system. New Delhi: Orient BlackSwan.
7 Devasia, V. V. (1992). *Criminology, victimology and corrections*. New Delhi: Ashish PublishingHouse.
8 Gaur, K. D. (2002). *Criminal law, criminology and criminal administration*. New Delhi: Deep and DeepPublications.
9 Holtzhausen, L. (2012). *Criminal justice social work*. Claremont, South Africa: Juta
10 Kostoic, M. (2010). Victimology: A contemporary theoretical approach to crime and its victim. *Law and Politics Vol.8*, No. 1,pp.65-78
11 Kumari, V. (2004). *Juvenile justice in India: From welfare to rights*. New Delhi: Oxford UniversityPress.
12 Molloch, M., & McIvor, G. (2012). *Women, punishment and social justice: Human rights and penal practices.* Oxon:Routledge
13 Robert, Albert, R., & Springer, David, W. (2007). *Social work in juvenile & criminal justice settings* (3rd ed.). Springfield, USA: Charles C ThomasPublisher.
14 Smith, Philip, D., &Natalier, K. (2005). *Understanding criminal justice: sociological perspectives.* London: SagePublications
15 Barkan,S. E. (2006). *Criminology: A sociological understanding* (3rd ed.). Upper Saddle River. N.J: Pearson PrenticeHall.

16 Strang, H., & Braithwaite, J. (2001). *Restorative justice and civil society*.Cambridge.
17 Thilagaraj R., & Liu J. (2017). *Restorative justice inIndia: traditional practice and contemporary applications*. Switzerland: Springer InternationalPublishing.
18 United Nations (1985). *Alternatives to imprisonment and measures for the social resettlement of prisoners.* New York: UnitedNations.
19 Valier, C. (2001). *Theories of crime and punishment.* Essex:Longman.

SUGGESTIVE READINGS

1 Brownell, P. J. (1998). *Family crimes against the elderly: elder abuse and the criminal justice system.*Garland.
2 Bazemore, S. G., & Schiff, M. (eds.) (2001). *Restorative community justice: Repairing harm and transforming communities*.Routledge.
3 Bhattacharya, S. K. (2003). *Social defence: An Indian perspective*. New Delhi: Astral Publishing.
4 Das, B. K. (2017). Anti-beggary laws in India: A critical analysis. *International Journal of Law, Vol. 3, No.3, pp. 161- 63*. Delhi: RegencyPublications.
5 McLaughlin, E., & Muncie, J. (eds.) (2001). *The Sage dictionary of criminology*. New Delhi: SagePublications.
6 Myneni S. R. (2022) *Gender Justice and Feminist Jurisprudence,* Allahabad: New Era Law Publication
7 Petterson, J. T. (2012). *Social work practice in the criminal justice system.*

Oxon: Routledge.

8 Tonry, M. (ed.) (2000). *The handbook of crime and punishment*. New York: Oxford UniversityPress.

9 Agnew, R. (2005). *Juvenile delinquency: Causes and control,* Second Edition. Los Angeles: Roxbury PublishingCompany.

10 Bangia, H. (2017). *The Juvenile Justice (Care and Protection of Children) Act 2015, along with the Juvenile Justice (Care and Protection of Children) Model Rules, 2016*. New Delhi: Bright LawHouse.

11 Deb, S. (2006). *Children in agony: A source book.* New Delhi: Concept Publishing Company.

12 Kumari, V. (2017). *The juvenile justice (Care and protection of children) Act 2015: critical Analysis.* Delhi: Universal LawPublishing.

13 Mukundan, K. P. (2015). The real story behind juvenile crime data. *Economic and Political Weekly, Vol. 50*, Issue No.25.

14 Velez, G. Recchia, H. Toscano, T (2023). *Restorative Justice: Promoting Peace and Wellbeing,* Cham, Springer

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

DSC II 4: ETHICO-SPIRITUAL SOCIAL WORK AND HUMAN FLOURISHING

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
ETHICO-SPIRITUAL SOCIAL WORK AND HUMAN FLOURISHING SW1024	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION:

This course explores the intersection of social work and spirituality, examining how spiritual beliefs and practices can inform and enhance ethically and spiritually sound social work practice. The course emphasizes the role of ethico-spiritual practices in promoting human flourishing, dignity, and holistic well-being. Students will explore how ethical and spiritual frameworks can empower individuals and communities toward meaningful and purposeful lives. They will engage with various spiritual traditions and assess their relevance to social work values, ethics, and interventions, while developing skills for sensitive engagement and utilizing spiritually-informed approaches to enhance well-being and social justice.

COURSE OBJECTIVES:

- Understand and articulate the ethical foundations of social work in relation to diverse spiritual traditions and human flourishing.
- Critically examine the interconnections between spirituality, ethics, and professional social work values.
- Develop competence in ethico-spiritual assessment and intervention strategies that promote client well-being and dignity.
- Explore the potential of spirituality in enhancing ethical decision-making and fostering socially just outcomes.
- Analyze the role of spirituality and ethical action in addressing social challenges and promoting human flourishing

LEARNING OUTCOMES:

Upon completing this course, students will be able to:

- Define and critically analyze the concept of spirituality, ethics, and human flourishing in the context of social work.
- Identify and integrate social work ethical principles with spiritually-informed practices.

- Assess and address the spiritual needs and ethical concerns of clients in a culturally competent and respectful manner.
- Apply ethico-spiritual interventions to support clients' personal growth, empowerment, and holistic well-being.
- Critically evaluate the impact of ethically and spiritually geared interventions on personal and collective flourishing
- Demonstrate the ability to navigate ethical dilemmas and spiritual diversity with professional integrity and compassion.
- Advocate for human dignity, justice, and flourishing through ethico-spiritual engagement in social work practice.

COURSE CONTENTS

UNIT I FOUNDATIONS OF SPIRITUALITY AND ETHICS IN SOCIAL WORK 12hrs

- Conceptual Frameworks:Definitions and distinctions: spirituality vs. Religion, Ethical theories and spiritual principles in social work
- Historical and Philosophical Context: Evolution of spirituality and ethics in the social work profession, Influences of spiritual leaders, religious reformers and ethical movements
- Social Work Values and Spiritual Perspectives: Core ethical values: dignity, service, justice, integrity, and competence, Integration of spiritual worldviews with professional ethics
- The Client-Worker Relationship: Trust, empathy, and relational ethics, Spiritual dimensions of the helping relationship
- Relevance to Human Flourishing: Role of ethical-spiritual engagement in enhancing client well-being and meaning in life

UNIT II CULTURAL AND ETHICAL PERSPECTIVES ON SPIRITUALITY 11hrs

- Overview of Major Spiritual and Religious Traditions: Hinduism, Buddhism, Christianity, Islam
- Indigenous and little traditions:Ethical teachings, religious reform and worldviews
- Cultural Sensitivity and Ethical Practice:Recognizing and honoring diversity and Ethical obligations in respecting belief systems
- Spiritual Resources for Coping and Resiliencepractices in adversity:Case illustrations of spiritually-informed coping mechanisms
- Ethical Engagement with Diversity: Navigating interfaith and inter-spiritual dialogue, Inclusion and respect in pluralistic social work settings

UNIT III SPIRITUALLY AND ETHICALLY-INFORMED INTERVENTIONS 10hrs

- Strengths-Based and Holistic Approaches: Utilizing spiritual beliefs as resources for empowerment, Identifying ethical strengths and values in client narratives

- Therapeutic Practices, Toolsand ethical considerations: Mindfulness, meditation, and Narrative therapy and music therapy
- Ethical facilitation of spiritual dialogue, expression and the exploration of spiritual identity
- Group Work and Community Practices: Designing spiritually-supportive group interventions,
- Assessment and Evaluation: Tools for evaluating spiritual needs and interventions, Ethical considerations in outcome measurement

UNIT IV ETHICAL INTEGRATION AND SOCIAL ACTION FOR HUMAN FLOURISHING **11hrs**

- Ethical Challenges and Professional Boundaries: Integration of Professional and personal self, value conflicts, Client consent and confidentiality in spiritual matters
- Institutional and Community Concerns: Navigating challenges in secular or multi-faith organizations, groups and communities
- Spirituality, Ethics, and Social Justice: Theological and moral foundations of social justice, Mobilizing spiritual and ethical resources for systemic change,Strategies for ethical advocacy within systems
- Promoting Professional and Community Flourishing: Designing social action strategies, and ethical leadership for enhancing collective spiritual well-being among diverse communities and organisations
- Professional Competence and Cultural Humility: Lifelong learning in spiritual ethics, Reflective practice and supervision for ethical-spiritual integration

ESSENTIAL READINGS:

1. Bhushan, N., D. Raveh& J. L. Garfield (Eds.). 2011. *Contrary Thinking, Selected Essays of Daya Krishna.* New York: Oxford University Press.
2. Canda, E. R., & Furman, L. D. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Oxford University Press, USA.
3. Crisp, B. R. (2016). *Spirituality and Social Work.* Routledge.
4. Crisp, B. R. (2017). *The Routledge Handbook of Religion, Spirituality and Social Work.* Routledge.
5. Ganeri, Jonardon (ed.), *The Oxford Handbook of Indian Philosophy*, Oxford Handbooks (2017; online edn, Oxford Academic, 5 Dec. 2014), https://doi.org/10.1093/oxfordhb/9780199314621.001.0001, accessed 22 May 2025.
6. Gardner, F. (2022). *Embedding Spirituality and Religion in Social Work Practice: A Socially Just Approach*. Routledge.
7. Groen, J., Coholic, D., & Graham, J. R. (2012). *Spirituality in Social Work and Education: Theory, Practice, and Pedagogies*. Wilfrid Laurier University Press.
8. Kelland, M. (2017). Personality Theory: A Multicultural Perspective. Maryland. Create space Independent Publishing Platform
9. Krishna Daya. (2012).*Towards a Theory of Structural and Transcendental Illusions*. Delhi: Centre for Studies in Civilizations &Munshiram Manoharlal Publishers

10. Krishna Daya. (1991).*Indian Philosophy: A Counter Perspective*, Oxford University Press, Delhi, 1991. Revised and enlarged edition published by Sri Satguru Publications, 1996 / 2006
11. Krishna Daya (2012). *Civilizations: Nostalgia and Utopia.* Shimla and Los Angeles: Indian Institute of Advanced Study, SAGE
12. MacIntyre, A. (2007). *After virtue: A study in moral theory* (3rd ed.). University of Notre Dame Press.
13. Mathews, I. (2009). *Social Work and Spirituality*. Learning Matters.
14. Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
15. Post, S. G. (2009). *Altruism and health: Perspectives from empirical research*. Oxford University Press.
16. Sharma, C. (1964). Indian Philosophy: A Critical Survey. Delhi: Motilal Banarsidass

SUGGESTIVE READINGS:

1. Bhagat, S. (2023). Spirituality in Indian social work. Sage India.
2. Bhagavad Gita. (2022). The Bhagavad Gita for social workers (Translated by Easwaran, E.). Nilgiri Press.
3. Bryant, E. (2009). *The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary*. North Point Press.
4. Dalal, A. K. (2023). Indian psychology and spiritual practices. Sage Publications.
5. Kapadia, K. (2002). *The Transformation of Consciousness in Social Work Practice*. Sage.
6. Pandey, B. (2023). Vedantic approaches to social work practice. Motilal Banarsidass.
7. Radhakrishnan, S. (2022). Indian philosophy and social work (Reprint). Oxford University Press India.
8. Sheridan, M. J. (2023). Spirituality and social work: Practice and research (2nd ed.). Columbia University Press.
9. Singh, K. (2022). Indian spiritual traditions in professional practice. Orient BlackSwan.
10. Swami Vivekananda. (2022). Complete works of Swami Vivekananda (Updated ed.). Advaita Ashrama.
11. Steven M. Cahn (2003). *Philosophy for the 21st Century*: *A Comprehensive Reader.* New York:OUP.

Web links

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https://philosophy.institute/ethics/
https://www.dayakrishna.org/
https://indianculture.gov.in/ebooks/critical-survey-indian-philosophy
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SEMESTER II

DISCIPLINE SPECIFIC CORE COURSES SEMESTER IV

DSC 1: SOCIAL DEVELOPMENT AND SOCIAL POLICY

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
SOCIAL DEVELOPMENT AND SOCIAL POLICY SW201	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION

This paper is divided into two sections one on Social Development and the other on Social Policy. Section one on Social Development, aims to build an understanding of the significance of developmental interventions in society to attain the goal of social justice and equality. It focuses on developing a perspective amongst students to understand and appreciate the development concerns and challenges of the country through theoretical frames. It encourages the students to examine the prevalent development models and explore the alternative models that can deliver sustainable development.

The section two on Social Policy, has been designed to foster sensitivity and critical thinking and provide a comprehensive understanding of social policy and the welfare state. It explores policy formulation, implementation, analysis, and planning with an emphasis on Indian development experience. Students will engage with sectoral and targeted policies and develop practical skills in policy monitoring, advocacy, and evaluation.

COURSE OBJECTIVES

- To understand the concept of social development in relation to social inequality, vulnerability and marginalisation
- To develop a perspective towards development challenges affecting the society
- To understand the role of social development in addressing the issues of inequality
- To develop the required skills and competencies for development interventions
- To develop an understanding of the nature of social policy and welfare states in contemporary contexts.
- To critically examine the evolution, principles, and ideological underpinnings of social policy and welfare systems.
- To equip students with analytical tools and frameworks for assessing and influencing social policies across diverse sectors and populations.

LEARNING OUTCOMES:

By end of the paper, the student will be able to:

- Understand the concept, process and strategies of social development.
- Identify the key development challenges confronting the society
- Understand the role of social development in addressing inequality in society
- Develop an ability to link their experiences with social development issues
- Develop ability to place people and communities at the centre of development debate
- Develop skills and competencies necessary for development interventions using social justice and equality as foundations of these interventions.
- Analyze and compare models of welfare and assess their implications.
- Develop an understanding of the targeted policies and sectoral policies.
- Demonstrate the ability to apply policy analysis frameworks, including gender and rights-based approaches, in evaluating social policy interventions

COURSE CONTENTS

UNIT I: SOCIAL DEVELOPMENT- CONCEPT AND THEORIES 11hrs

- Concept, process, strategies and models of social development
- Theories of modernization.
- Dependency and world system theories
- Capability approach to development
- Development in Neo-Liberal era and associated challenges

UNIT II: CONTEMPORARY DEVELOPMENT THRUST AND ALTERNATE MODELS OF DEVELOPMENT 11hrs

- Sustainable Development and Sustainable Development Goals (SDG)
- Gender and development
- People's participation and development
- Gandhian Model of development
- Development debate and vulnerable social groups

UNIT III: UNDERSTANDING SOCIAL POLICY AND WELFARE STATE 11hrs

- Social Policy: Concept, principles and historical origins
- Contexts of Social Policy, Policy Formulation, and implementation mechanisms
- Welfare: Concepts, guiding principles, and ideological foundations
- Models of welfare and Comparative analysis
- Poverty: Definition, classification, and major poverty alleviation programmes.

UNIT IV: SOCIAL PLANNING, POLICY ANALYSIS AND PRACTICE 12hrs

- Development Planning in India
- Targeted Policies: Such as children, women, youth, tribal communities, street vendors
- Sectoral Policies: Policies related to health, education, housing, employment etc

- Social Policy Analysis; Approaches and tools; Gender Analysis Frameworks
- Policy Interventions: Monitoring and evaluation techniques, documentation of good practices.

ESSENTIAL READINGS

1. Alcock, P., Haux, T., May, M., & Wright, S. (eds.) (2016). *The student's companion to cheltenham*. Edward Elgar Publishing Ltd.
2. Dean, H. (2006). *Social policy*. UK: Polity
3. Dean, H. (2024). *Social policy: The quest for freedom, equality and justice*. Polity Press.
4. Denny, D. (1998). *Social policy and social work.* Oxford: Clarendon Press.
5. Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave
6. Dreze, J., & Sen, A. (2001). *Indian development: Selected regional perspective*. New Delhi: Oxford University Press.
7. Elliot, Jennifer. (2013).*An introduction to sustainable development.*(4th edition). Routledge.
8. Escobar, A. (2011). *Encountering Development: The Making and Unmaking of the Third World.* Princeton University Press
9. Filho,W.L.(edited)(2018). *Handbook of sustainability science and research.*Springer.
10. Gangrade, K.D. (2005).*Gandhian approach to Development and Social Work.* Delhi: Concept publishing.
11. Harrison, D. (2005). *The sociology of modernization and development.* Routledge.
12. Hudson, J., & Lowe, S. (2007). *Understand the policy process*. New Delhi: Rawat Jersey: Prentice Hall
13. Kabeer, N. (1994). *Reversed realities: gender hierarchies in development thought.* Verso
14. Lister, R. (2010). *Theories and concepts in social policy*. Bristol. Policy Press
15. Midgley, J. (2014). *Social Development: Theory and Practice.* Sage Publications
16. Midgley, J., & Michelle, L. (Eds.) (2009). *The handbook of social policy.* USA: Sage
    Pathak, S. H. (2013). *Social policy, social welfare and social development.* Bangalore:Niruta
17. Peet, R., & Hartwick, E. (2015). *Theories of Development: Contentions, Arguments, Alternatives.* Guilford Publications
18. Pierson, C., & Francis, C. (2007). *The welfare state: reader,* 2nd Edition. UK: Polity
19. Pieterse, J. N. (2001). *Development Theory: Deconstructions/ Reconstructions*. Vistaar Publications.
20. Rajan, R., & Lamba, R. (2023). *Breaking the mould: Reimagining India's economic future*. Penguin Random House India
21. Sen, A. (2001). *Development as freedom*. OUP
    social policy 5th Edn. Oxford: Blackwell /Social Policy Association
22. Spicker, P. (2008). *Social policy: Themes and approaches* 2nd Edition. UK: The Policy Press
23. Surender, R., & Walker, R. (Eds.) (2013). *Social policy in a developing world.*
24. Weimer. D. L., & Vining, A. R. (1994). Policy analysis: Concepts and practice.NewJersey: Prentice Hall

SUGGESTIVE READINGS:

1. Banerjee, A, & Duflo, E. (2013). *Poor economics: Rethinking poverty & the ways to end it.* Random House India
2. Baviskar, A. (1995). *In the belly of the river: Tribal conflicts over development in the Narmada valley.* Oxford University Press.
3. Chakraborty, B., & Chand, P. (2016). *Public policy: Concept, theory and practice.* Sage
4. Chatterjee, U.(2000). *The mammaries of the welfare state.*Viking
5. Elliot, Jennifer. (2013). *An introduction to sustainable Development.*(4th edition). Routledge.
6. Fernandez, B. (2012). *Transformative policy for Poor Women.* London. Routledge
7. Filho,W.L.(edited)(2018). *Handbook of Sustainability Science and Research.*Springer.
8. Harrison, D. (2005). *The Sociology of Modernization and Development.* Routledge.
9. Harriss-White, B., & Basile, E. (2014). *Dalits and Adivasis in India's business economy: Three essays and an Atlas.* Three Essays Collective
10. Hasan, Z. (2009). *Politics of inclusion: Castes, minorities, and affirmative action.* Oxford University Press
11. Hill, M. (2006). *Social policy in modern world.* UK: Blackwell Publishing
12. Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought.* London: Verso.
13. Kennett, P. (ed.) (2013). *A Handbook of Comparative Social Policy.* Cheltenham: Edward
14. Lavalette, M., & Pratt, A. (Eds.) (2006). *Social policy: Theories, Concepts and Issues,* 3rdEdition. New Delhi: Sage
15. Midgley, J. & Pawar, M. (Edited)(2017). *Future directions in social development.*Palgrave Macmillan
16. Midgley, J., & Conley, A. (2010). *Social work and social development: Theories and skills for developmental social work.* OUP
17. Mosse, D., & Farrington, R. A. (ed.) (2001). *Development as a process, concepts and methods for coping with complexity.* Routledge

DISCIPLINE SPECIFIC CORE COURSES SEMESTER II

DSC 2: FIELD WORK PRACTICUM IV

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
FIELD WORK PRACTICUM II SW202	4	0	0	4	4yr Graduation	NIL

COURSE OBJECTIVE

Field Work is an integral part of Social Work Education to provide hands on training to Social Work Students in developing a comprehensive understanding of social work ground realities, as also understand the diversity of social work fields of practice. The aim is to make the students come to understand the client contexts, field requirements, the design of social work interventions, namely, the criteria, content, context, processes and evaluation. While doing so with the help of mentoring and supervisory support provided by external agencies and their trained personnel as well as the Department level supervisors, the students professional growth and development including, knowledge, attitude, values and skills are gradually shaped and established.

The Field Work Programme has been designed to achieve the following objectives:

Broad Objectives

A. Understand and analyse the interconnections between social policies, development processes, and their implications for diverse groups and marginalised communities.
B. Apply professional social work methods and approaches effectively across varied practice settings, including health, education, labour, rural, and community contexts.
C. Integrate global, cross-cultural, and digital perspectives to enhance advocacy, communication, and service delivery in social work practice.
D. Promote sustainable livelihoods, social justice, and equitable development through participatory and rights-based interventions.
E. Strengthen community resilience and empowerment by employing critical, reflective, and participatory strategies in addressing social issues and disasters.

Specific Objectives

1. Conduct community-level policy impact, vulnerability, and risk assessments.
2. Identify gaps between policy intent and the lived realities of marginalized communities.
3. Facilitate participatory discussions, trainings, and reflective sessions to strengthen local leadership and resilience.

4. Apply casework, group work, and community organization methods suited to diverse cultural contexts.
5. Prepare and document case studies, interventions, and outcomes systematically while using various digital tools.
6. Collaborate with multidisciplinary teams to link development schemes to measurable social outcomes.
7. Support community-led initiatives, self-help groups, cooperatives, and skill-building programs for income generation.
8. Map and promote sustainable use of local resources and commons.
9. Advocate for rights-based access to welfare, development schemes, and inclusive policy reforms.
10. Engage in cross-cultural dialogues and compare international best practices with local approaches for continual learning.

LEARNING OUTCOMES

The student will be able to:

1. Learn functions of different policies and its implications on the diverse groups and communities.
2. Apply of social work methods and approaches across the varied practice settings, including health, education, labour, rural, and community contexts.
3. Learn to integrate global, cross-cultural, and digital perspectives which will enhance advocacy, communication, and service delivery in social work practice.
4. Promote sustainable practices and empowerment strategies through ensuring participation of people from diverse communities in livelihoods, social justice, and equitable development through participatory and rights-based interventions.
5. Practice documentation skills to record case studies, engage with local and global networks, formulating project proposals and advocating inclusive policies to the appropriate stakeholders

FIELD WORK COMPONENTS

Field work Practicum under PGCF is offered as 4 credits in each semester following the rationale of having desirable global standards of practice in various social work settings. Hence the Field Work Practicum for Semester II to be offered is as follows

1. Concurrent Field Work Practicum will be organized as follows with each day deemed to be of 8 hrs duration (field work will be for 6 hours per day and 1.5 hrs for report writing and interaction with Supervisor for guidance), in compacts of 15 days each.
2. Field work practicum will be for a minimum of 225 hrs or more for each semester
3. The duration of field work for Semester II will be of 32days inclusive of mid- course and final review.

DETAILS OF FIELD WORK FOR SEMESTER II

Semester II	Days
Concurrent Field Work practice in Communities or Agencies working in social sector)	30
Mid Course and final review	2
TOTAL FIELD WORK DAYS	**32**
TOTAL CREDITS	**4**

PEDAGOGY

Field Work Education is the central pivot around which the theoretical frameworks are developed and applied in Social Work Education. There is an osmosis of professional experience to the students through regular and systematic observations cum interactions in the field practice settings with sustained mentoring with field experts.

The field work placement settings in Semester II would be continued from Semester I. Emphasis would be on practice learning through guided and regular field work exposure. The focus of Field Work would be the appreciation of development and policy contexts as also administrative contexts with respect to the specified field placements, and enabling for understanding the micro and macro linkages.

ASSESSMENT

Assessment involves a mid-semester review of the student's adherence to professional standards, challenges faced and identifying areas of support for enhancing students' professional growth and development. It also evaluates the regularity and punctuality issues and adherence to field work guidelines, record keeping and writing analytical and reflective reports, applicability of policy frameworks and tools, adhering to ethical principles in practice as also reflect on the capacity for understanding administrative contexts and requirements.

EVALUATION

The student is evaluated with reference to the above objectives and established field work routines and guidelines as also parameters identified as showing specific measurable progress as per the laid-out Field Work objectives. The evaluation is a shared process involving both the student and Department Supervisor completing specified proformas to delineate professional growth and development.

This sharing is followed by a viva voce (as per the evaluation guidelines of University of Delhi) with Social Work Educators from other recognised Government Departments conducting the viva-voce.

DISCIPLINE SPECIFIC CORE COURSES SEMESTER II

DSC-3: DISSERTATION II
(Field Study and Publication)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DISSERTATION II (Field Study and Publication) SW203	6	0	3	3	4yr Graduation	NIL

COURSE DESCRIPTION

As per NEP 2020 and the guidelines issued by University of Delhi vide notification 13th February, 2025, the course structure adopted by the Department of Social Work is Course Work + Research. Research is integral to Social Work Profession and finds an important place in Social Work curriculum as a part of Discipline Specific Course, taught in the Semester I. However, with the research focus emphasized in the NEP 2020 document, the practical experience of conducting research is necessary to hone the research skills of the students. To this end research exposure is considered mandatory for all the students pursuing Masters in Social Work.

COURSE OBJECTIVES

- To Complete the research study as outlined in the final document submitted at the end of Semester I, as Dissertation Part I
- To develop competencies for analysis of the research findings using descriptive, inferential or qualitative analysis formats and procedures
- To meet the ethical concerns of the Higher Education Quality Framework in research documentation
- To produce a thesis at the end of the field study, meeting the quality criteria decided by the Department
- To participate in research seminar presenting key findings of the research
- To complete the evaluation process for thesis by adhering to the submission datelines and other necessary formal requirements.
- To demonstrate successful defense of the research work as per established criteria, including participating in the viva voce held for this purpose
- To commit for wider dissemination of the research findings in a pre-publication document

Or with evidence of publication process as a monograph, article, training module, practice module, policy brief, working paper or evidence of efforts to publish in a reputed Scopus indexed journal or journals having similar repute

LEARNING OUTCOMES:

By the end of the Research Work, students will be able to:

- Complete the Field Work for the Research Proposal Outlined and worked out in Dissertation Part I
- Develop competency to use appropriate methods of data collection and meet the ethical guidelines of conducting research
- Develop competency to do data analysis using either statistical or qualitative frameworks/tools as per the study's requirements
- Demonstrate ability to interpret findings from the data in the light of theoretical frameworks and relevant literature
- Demonstrate ability to reflect on the ethical positioning and ethical challenges faced during the conduction of the study
- Demonstrate ability to reflect on the implications of the findings of the completed research for social work theory, practice and research
- Demonstrate the ability to present the findings in Research Seminar presentation
- The Department may facilitate organising of Research Seminars as per the research timeline
- Submission of thesis document containing the following suggested format of chapters, Introduction, Review of Literature, Research Methodology, Sampling design, Data Collection Methods and Ethical Challenges, minimum two chapters of Major Findings and the last chapter of Conclusion, along with References, Annexures etc.
- Demonstrate a successful defense of the thesis in the notified evaluation formats/procedures
- Demonstrate the ability to draw up a paper for pre-publication or submit a paper for publication

Guidelines for conducting Research for Semester II

- The Research is envisaged to be conducted and completed covering both Semester I and Semester II with specified learning outcomes for each semester. The University of Delhi has provided guidelines of the specified learning outcomes for each of the Semester I and II, envisaging a completed research dissertation document submitted at the end of the Semester II with evidence of publication process. The Department has designated Research tasks to be undertaken in Semester I as Dissertation Part I and in Semester II as Dissertation Part II.
- There will be a notified scheduling of research tasks with submission datelines by the Department at the beginning of IInd Semester as part of the Academic schedule of the Department in alignment with the Academic Calendar of University of Delhi
- The student will adhere to the notified work schedules for Research as given by the Department and the University of Delhi
- The approval of the research supervisor will be mandatory for each step of the research before progressing further to the next step

- The research will be empirical one meaning that it will have to involve experiential data collection with subjects as individuals, groups or communities or institutional spaces as organisations and agencies. The field study conducted will adhere to the ethical guidelines of such research
- The student will be submitting evidence of completion of relevant research tasks to the research supervisor
- The students may be assisted to verify their final research chapters with plagiarism softwares mandated by the University of Delhi so as to meet the quality criteria of having 10% or less than 10% similarity index
- The Department will organise Research Seminars as per grouped themes as per the timeline for research activities.
- The student will make a research paper presentation in Research Seminar organised for this purpose in their respective grouped themes.
- The students will at the end of the submission or during the semester demonstrate submission of pre-publication document Or with evidence of publication process as a monograph, article, training module, practice module, policy brief, working paper or evidence of efforts to publish in a reputed Scopus indexed journal or journals having similar repute
- There will be an end semester viva voce for the Dissertation after submission. The Dissertation viva voce will be organised within the scheduled examination calendar for that semester.
- The guidelines may be subject to change depending on the University or Department level exigencies

SUGGESTIVE TIME LINE for THE DISSERTATION WORK

S. NO.	Research tasks*	Tentative Duration
1.	Review of Ethical Concerns for the study Review of Data Collection Methods	2nd weeks from the beginning of Semester IV
2.	Conduction of Field Study	Next 4weeks
3.	Mid Research progress session with supervisor	Beginning of next week
4.	Data Analysis and Interpretation	Next 2weeks
5.	Submission of Draft Chapters Introduction, ROL and Research Methodology including ethical issues Major Findings and Conclusion	Next 3 weeks
6.	Finalisation of the Draft with Supervisor and submission to plagiarism check	Next 2 Week
7.	Submission of Final bound Thesis	Next 1Week
8. **	Submission of Pre-publication work with Supervisory guidance	Next 1weeks

	Or submission of paper for publication in a journal of repute	
9.	Presentation of the findings in a Research Seminar organized by the Department	Next 1 week Before the end of the semester
10.	Successful defense of thesis	Examination period

***Approval from the Research Supervisor is mandatory for all the listed tasks**

****The student might demonstrate pre-publication efforts with supervisory guidance in the form of Orwith evidence of publication process as a monograph, article, training module, practice module, policy brief, working paper or evidence of efforts to publish in a reputed Scopus indexed journal or journals having similar repute**

Evaluation

- Evaluation Criteria: Evaluation Criteria will be as aper University guidelines
- Tentative evaluation will be out of 240 marks with the break-up as follows subject to university guidelines

tegory of Evaluation	arks tal marks 240)	of total marks (out of 240)	marks
ntinuous evaluation		% of total	search Supervisor
ernal Assessment		% of total	search Supervisor
search Seminar presentation*		% of total	Research Supervisors of particular themes other than the allocated Research Supervisor
va-voce		% of total	ternal Expert

*Research Presentation: The Student will be evaluated by 2 faculty members other than the supervisor giving marks in the seminar presentations that will take place as per thematic groupings for that academic year. A specified evaluation criteria will be evolved for this purpose.

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II
DSE I1: INTERNATIONAL SOCIAL WORK PRACTICE

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
INTERNATIONAL SOCIAL WORK PRACTICE SW2011	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION

The course provides the students with a comprehensive understanding of international social work. It explores the cross-cultural practice, global social issues, ethical challenges, and the roles of global networks and international institutions. Students will critically engage with the theories, policies, and practices that define the profession's global dimension and relevance.

COURSE OBJECTIVES

- To introduce the students to core concepts, history, and the evolving nature of international social work.
- To examine the global social problems and the role of social work in addressing them.
- To explore ethical frameworks and dilemmas in cross-cultural contexts.
- To familiarize students with key international institutions, associations, and networks involved in social welfare and development.

LEARNING OUTCOMES

- Demonstrate understanding of international social work principles, theories, and historical foundations.
- Critically analyse global social issues and their impact.
- Apply ethical reasoning and cultural competence in international practice settings.
- Identify and evaluate the contributions of global institutions and collaborations in shaping international social work.

COURSE CONTENT

UNIT I INTRODUCTION: DEFINITION, CONCEPTS AND HISTORICAL REVIEW

12hrs

- International Solidarity and Global Citizenship
- Social work practice across national boundaries
- Social Policy Transfer
- Role of social work in rebuilding societies after World Wars I and II.
- An Interdisciplinary Approach to social work.

UNIT II SOCIAL PROBLEMS AND ISSUES IN SOCIAL WORK PRACTICE GLOBALLY **12hrs**

- Human Rights: Protection and promotion of human rights in international contexts.
- Migration and Refugee Issues: Addresses the social work needs of migrants, refugees, and asylum seekers.
- Social Development: Strategies for economic empowerment, improvements in under-resourced communities, especially in the Global South.
- Cross-Cultural Social Work: Examines the challenges and opportunities of working with culturally diverse populations.
- Global Poverty and Inequality: Investigates the systemic causes and consequences of global poverty, income disparities, and unequal access to resources and opportunities.

UNIT III ETHICAL CONSIDERATIONS **11hrs**

- Professional Ethics: Such as those from IFSW and IASSW.
- Cross-Cultural Ethics: Ethical implications of working with diverse cultures.
- Human Rights and Social Justice Dilemmas: Explores situations where local practices may conflict with international human rights standards, requiring critical ethical decision-making.
- Accountability and Transparency.
- Ethical Challenges in Humanitarian Settings.

UNIT IV INSTITUTIONS AND ASSOCIATIONS **10hrs**

- Roles of the UN, UNICEF, WHO, and ILO in social welfare programs.
- International Social Work Associations: IFSW, IASSW, and ICSW.
- International NGOs like Save the Children, Oxfam, and CARE.
- Regional Networks and Collaborations: Bodies like the African Union (AU) and ASEAN in promoting regional social policies.

- Academic and Research Institutions contribution to international social work education and research.

ESSENTIAL READINGS

1. Healy, L. M. (2008). *International social work: Professional action in an interdependent world* (2nd ed.). Oxford University Press.
2. Lyons, K., Hokenstad, M. C., Pawar, M., Huegler, N., & Hall, N. (Eds.). (2012). *The SAGE handbook of international social work.* SAGE Publications.
3. Ife, J. (2012). *Human rights and social work: Towards rights-based practice* (3rd ed.). Cambridge University Press.
4. Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). *Indigenous social work around the world: Towards culturally relevant education and practice*. Ashgate Publishing.
5. Dominelli, L. (2010). *Social work in a globalizing world.* Polity Press.
6. Mohan, B. (2011). *Global social policy and governance*. SAGE Publications.
7. Lyons, K. (Ed.). (2012). *The SAGE handbook of international social work.* London: SAGE. ISBN: 978-0-85702-333-1

SUGGESTIVE READINGS

8. Dominelli, L. (2012). *International social work education at the crossroads. Social Work and Society*, 2(1).
9. Alphonse, M., George, P., & Moffat, K. (2008). Redefining social work standards in the context of globalisation. *International Social Work*, 51(2), 145–158.
10. Healy, L. M., & Thomas, R. L. (2007). International social work: A retrospective in the 50th year. *International Social Work*, 50(5), 581–596.
11. Lorenz, W. (2008). Towards a European model of social work. *Australian Social Work*, 61(1), 7–24. https://doi.org/10.1080/03124070701818752
12. Mohan, B. (2008). Rethinking international social work. *International Social Work*, 51(1), 11–24. https://doi.org/10.1177/0020872807083910
13. Pamela Singla and Alexandra Kaasch (2011) 'From Tittmuss to Andersen: A Comparative Analysis of the Swedish and Indian Welfare States', in Anatomy of Public Policy Reforms and Development, by N.U. Khan and P. Sigamani (Eds.), New Delhi: Macmillan Publishers India Ltd.
14. Sewpaul, V. (2006). The global-local dialectic: Challenges for African scholarship and social work in a post-colonial world. *British Journal of Social Work*, 36(3), 419–434. https://doi.org/10.1093/bjsw/bcl003

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II

DSE I2: MEDICAL AND PSYCHIATRIC SOCIAL WORK

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
MEDICAL AND PSYCHIATRIC SOCIAL WORK **SW2012**	**4**	**3**	**1**	**0**	**4yr Graduation**	**NIL**

COURSE DESCRIPTION

The course provides an in-depth understanding of the intersection between health, mental health, and social work practice. The course critically examines community health/mental health services,healthcare programs, and mental health policies and interventions in India. It emphasizes social work interventions' role in institutional and community-based health/mental health settings.

COURSE OBJECTIVES

- Understand the concept, meaning and importance of Medical SocialWork and Psychiatric Social Work.
- To promote advocacy in hospitals, as well as in the Community.
- Application of Social Work Methods, approaches, and skills in hospital and community settings.
- Understand the changing concept of health, community health, community mental health as an aspect of social development.
- Develop a critical perspective of community healthcare and mental health care services and programmes.

LEARNING OUTCOMES

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

- Understand the concept of health and mental health and its determinants
- To enable the students to function as multidisciplinary team members with respect tothe Medical, Psychiatric, and Psycho-social Treatments.
- Integrate social work intervention in healthcare and psychiatric settings

- Impart knowledge about the community's mental health andtherapeutic community.
- To enable the students to understand the national health programmes and theirimplementation at the community level.

COURSE CONTENTS

UNIT I: CONCEPT OF MEDICAL SOCIAL WORK 12hrs

- Historical antecedents and development of Medical Social Work in UK, USA, and India
- Health care developments in India
- Medical Social Work and emerging issues: Social Change, Violence, Conflicts, Migration.
- Social Work Practice/Interventions in Medical Settings.
- Ethical dilemmas in healthcare social work practice

UNIT II: CONCEPT PSYCHIATRIC SOCIAL WORK 11hrs

- Psychiatric Social Work: Meaning, Definition Scope
- Historical Development ofPsychiatric Social Work in India, UK and USA
- Psycho-Social Assessment: Mental Status Examinations (MSE)
- Counselling, crisis intervention, family therapy, and group therapy
- Supervision in Psychiatric Social Work

UNIT III: HEALTH/MENTAL HEALTH CARE SERVICES, POROGRAMME AND POLICY 11hrs

- Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions.
- Different Health Care Programmes in India: Mental Health Programme: NMHP, DMHP
- Health Policies in India: National Mental Health Policies 2014
- Public Health Legislation in India;Mental Health Care Act 2017
- Digital health and tele-social work in healthcare systems

UNIT IV: PSYCHOSOCIAL REHABILITATION AND COMMUNITY MENTAL HEALTH IN INDIA 11hrs

- Community Mental Health: Concept, models: Therapeutic Community
- Psychosocial Rehabilitation: Definition, Principles and Strategies,
- Social Work Intervention, Role and function of psychiatric social worker indifferent settings (hospital, child-guidance clinic, Correctional setting).
- Interventions with vulnerable populations: migrants, refugees, conflict-affected groups, survivors of violence
- Role/Function of Psychiatric Social Worker in Rehabilitation

ESSENTIAL READINGS

Anand, M. (2024). *Mental Health Care Resource Book.* Springer
Beder, J. (2013). Hospital social work: The interface of medicine and caring. Routledge

Bhugra, D., &Ventriglio, A. (Eds.). (2020). *Psychiatry in India: Past, Present and Future.* Springer.
Burrows, D. (2020). Critical hospital social work practice. Routledge.
Drisko, J. W., & Grady, M. D. (2019). Evidence-based practice in Clinical Social Work. Springer.
Jordan, C., & Franklin, C. (Eds.). (2003). Clinical assessment forsocial workers: Quantitative and qualitative methods. LyceumBooks, Incorporated
Patel, V., & Chatterjee, S. (2020). *Building Resilient Community Mental Health Systems in India.The Lancet Psychiatry, 7*(9).
Park and Park, (2005). Preventive and Social Medicine. Jaipur:Banarsidas Bhanot
Stephen, Pilling. (1991). Rehabilitation and community care.Routledge: London
Subudhi, C. (2025). In *Psychiatric Social Work: Principles to Practice.* Singapore: Springer Nature.
Verma, R. (1991). Psychiatric social work in India. Sage Publication.

SUGGESTIVEREADINGS

Banerjee, G. R. (2020). *A Historical Perspective on Medical and Psychiatric Social Work: Thrust and Orientation.*Niruta Publications.
Government of India (2014). *National Mental Health Policy of India.* Ministry of Health and Family Welfare.
Gundi, M., Kaikobad, R., & Sharma, S. (2025). Diversity in approaches in community-based mental health interventions in India: A narrative review and synthesis. Cambridge Prisms: Global Mental Health, 12, e89.
Hans, G., & Sharan, P. (2021). Community-based mental health services in India: Current status and roadmap for the future. *Consortium Psychiatricum*, *2*(3), 60-68.
MoHFW (2021). *National Health Policy 2017: Implementation Framework.*
National Institute of Health and Family Welfare (NIHFW). (2016). *Manual of Mental Health for Social Workers.* New Delhi: MoHFW, Govt. of India.
Ranjan, A., Thiagarajan, S., Garg, S., & Danda, D. (2019). Progress towards universal health coverage in the context of rheumatic diseases in India. *International Journal of Rheumatic Diseases*, *22*(5), 880-889.
World Health Organization. (2021). Primary health care: transforming vision into action. *Geneva: World Health Organization.*

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II

DSC I3: DIGITAL TECHNOLOGY AND SKILLS FOR SOCIAL WORK PRACTICE

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DIGITAL TECHNOLOGY AND SKILLS FOR SOCIAL WORK PRACTICESW2013	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION

This course aims to introduce the relevance of ICT in the context of Social Work practice. The prime goal of this course is to orient the social work students to understand the importance of ICT in the context of social change. In everyday life, the ICT is playing a very important role in society and this course will enable many social change agents to use the ICT effectively to resolve the social issues.

COURSE OBJECTIVES

- To introduce the core concepts and applications of ICT in the context of social work.
- To examine contemporary digital tools and their relevance for service delivery and empowerment.
- To analyze policy, legal, and ethical frameworks governing the use of digital technologies in social work.
- To equip students with practical and theoretical skills for inclusive and responsible ICT integration in social work practice.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Critically appraise the role of ICT in contemporary social work in different Social Work areas of practice
- Evaluate the impact and accessibility of technology across various social groups and demographics.
- Apply relevant legal, regulatory, and policy frameworks (e.g., IT Act, Data Protection Act, privacy laws) in ICT-enabled practice.
- Demonstrate practical competencies in using digital and AI tools for assessment, intervention, advocacy, and inclusive program implementation.

UNIT I FOUNDATIONS OF ICT AND SOCIETY **12hrs**

- Definitions, evolution, and components of Information and Communication Technology (ICT) in development and welfare contexts.
- Conceptual understanding of information, communication, and digital technologies and their relevance to social change.
- Social implications of mobile technologies, social media, and digital platforms for awareness and outreach.
- Role and scope of emerging technologies—Artificial Intelligence (AI), Internet of Things (IoT), and Big Data—in social welfare, research and development sectors.
- Ethical principles in digital realm: consent, data protection, cultural sensitivity, and professional standards in virtual interaction.

UNIT IIPOLICY, LEGISLATION, AND DIGITAL GOVERNANCE **12hrs**

- Information Technology Act (2000), cybercrime regulations, ethical hacking, surveillance practices, and the right to privacy.
- Digital Personal Data Protection Act (2023): principles of data minimization, consent management, and secure data storage.
- Challenges and opportunities in the implementation of e-Governance initiatives in India, including e-financial services
- Overview of government programs: Digital India Mission, Bharat Net, Common Service Centres (CSCs), e-Panchayat, DBT, regulation of
- International standards and legal frameworks: General Data Protection Regulation (GDPR), and global digital inclusion strategies.

UNIT III ICT EDUCATION AND USE FOR VULNERABLE AND MARGINALIZED GROUPS **10hrs**

- Disparities in ICT access and usage among gender, caste, rural, disability, and other vulnerable groups.
- Assistive technologies for inclusion: screen readers, voice recognition, Braille displays, and other support systems.
- Web Content Accessibility Guidelines (WCAG 2.1): ensuring usability and accessibility of digital content for all.
- Community radio, participatory media, and localized content as tools for development communication.
- Tele-counseling, telemedicine, and mobile mental health apps for accessible and scalable care delivery, AI use and abuse in Health, Education services.

UNIT IV DIGITAL TOOLS AND PRACTICE SKILLS **11hrs**

- Introduction to Search Engine Optimization (SEO) for increasing the visibility of social campaigns, blogs, and organizational websites.
- Application of Geographic Information Systems (GIS) and community mapping in resource assessment, intervention planning, and disaster response.

- Strategies for digital fundraising: online donation platforms, crowdfunding campaigns, and social media mobilization.
- Monitoring and evaluation through digital tools: mobile surveys, dashboards, feedback apps, and data visualization platforms.
- Reverse search and identification and mis information, Cyber Crime, types and Implication

ESSENTIAL READINGS

1. Goldkind, L., Wolf, L., &Freddolino, P. P. (2019). *Digital social work: Tools for practice with individuals, organizations, and communities*. Oxford University Press.
2. Reamer, F. G. (2020). *Ethics and risk management in online and distance social work.* Cognella Academic Publishing.
3. Government of India, Ministry of Electronics and Information Technology. (2023). *Digital Personal Data Protection Act, 2023*. Government of India Press.
4. World Wide Web Consortium. (2018). *Web content accessibility guidelines (WCAG) 2.1*. https://www.w3.org/TR/WCAG21/
5. Kumar, N., & Singh, A. (2019). *e-Governance for development: Theory and practice*. Springer.
6. López Peláez, A., & Kirwan, G. (Eds.). (2020). *The Routledge international handbook of digital social work*. Routledge.
7. Megele, C., & Buzzi, P. (Eds.). (2020). *Social media and social work: Implications and opportunities for practice*. Policy Press.
8. Patil, S., & Rao, B. (2021). *GIS and spatial analysis for community development*. Springer Nature.
9. World Health Organization & UNICEF. (2022). *Global report on assistive technology*. WHO Press.
10. Shenoy, S. (2021). *Cyber law and digital privacy in India*. Oxford University Press.

SUGGESTED READINGS

1. Chauhan, P., & Nanda, R. (2022). *Digital storytelling for social change*. IGI Global.
2. Banerjee, S. (2022). *Digital India: Building inclusive foundations*. Sage Publications.
3. Roy, A. (2021). *Cybersecurity and social work ethics*. Routledge.
4. Green, M., & Jones, E. (2019). *Online counseling and tele-social work.* Palgrave Macmillan.
5. Bhatia, V., & Jain, R. (2020). *Social work practice with the elderly in the digital era.* Sage Publications.

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II
DSC I4: LIVELIHOODS AND COMMONS

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
LIVELIHOODS AND COMMONS SW2014	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION

This course provides an overview of the concept of livelihoods and commons within the Indian Context. The vast majority of vulnerable groups in urban and rural/tribal areas depend on the commons as important sources of livelihoods and also as a source of fuel, fodder, water and medicinal plants. Commons are also significant for reclaiming cultural space by communities. Recently Commons have seen the significant addition of air contributing to the well-being of communities. There is also a significance for the commons in the context of democratic participation and people's power. This course will also cover the impacts from global financial and institutional arrangements as also Climate Change impacts on the livelihoods and commons scenario. Thus, Social Work practice for the well being of communities must necessarily deal with the natural space interlocked in the socio-political space and to this extent this course provides the necessary grounding in theoretical and practical aspects to deal with the interlocked systems.

COURSE OBJECTIVES

The course provides an overview of the concept of livelihood issues.It provides an understanding of the policy initiatives and implication for/impact on livelihoods of vulnerable populations. It enables social work students to understand the significance of sustainable livelihoods for community well-being. Associated with this is the development of skills and attitude for dealing with challenges in securing livelihoods for a large section of the poor populations living across diverse natural and socio-political contexts. It also provides for an institutional understanding of the Commons and their role in securing livelihoods. The interrelationship between commons and livelihoods with respect to diverse populations along with the institutional arrangements from the government, non-government interventions are examined through select case studies. The course will provide the knowledge regarding social work interventions at the micro, mezzo and macro levels and how these could be supported through social work practice methods of community organisation, research and advocacy.

LEARNING OUTCOMES

After completing this course, the student will be expected to

- Develop a comprehensive and multilayered understanding of livelihoods and commons using interdisciplinary approaches
- Understand the diversity and complexity of livelihoods and their relationships with commons
- Develop understanding of the sustainability, equality and diversity concerns in livelihoods and commons
- Understand the significance of commons for the livelihoods of poor and vulnerable populations
- Appreciate the indigenous knowledge systems in managing the commons
- Develop an understanding of the natural, social, economic, legal and cultural contexts of advocacy for the commons.
- Develop ability to conduct livelihood analysis across various sites traversing the urban/rural domains along with its local, regional, national and global interlinkages
- Design livelihood interventions for enhancing livelihhod outcomes taking sustainability and equity concerns into account
- Develop understanding of the policies that enable construction / expansion of livelihoods assets towards better levels of subsistence.
- Identify various components of livelihood assets and explain how they interact and determine levels of subsistence

COURSE CONTENT

UNIT I CONCEPT AND MEANING OF LIVELIHOODS 12hrs

- Livelihoods Definitions and frameworks: Interdisciplinary understanding
- Sustainability, equality and diversity in Livelihoods
- Natural Contexts, climate change and sustainable livelihoods
- Asset structures and inequalities in ownership and entitlements
- Development Contexts, Globalization on livelihood transformations and challenges

UNIT-II LIVELIHOOD ANALYSIS AND DESIGNING INTERVENTIONS 11hrs

- Livelihood Assessment, Coping and Adaptive strategiesand globalization impacts
- Shocks /trends/assets, entitlements, access, Sub-sector analysis, stakeholder analysis
- Determinants of livelihood strategies, Micro planning - tools, approaches and types
- Role of Socio-political institutions and capacity building of stakeholders
- People's initiatives for sustainable livelihoods

UNIT IIICommons and LIVELIHOODS 12hrs

- Definitions, frameworks to understand commons, including knowledge and communication domains
- Commons shaping Livelihoods
- Common property resources and implications for the poor and marginalised
- Commons and institutional arrangements
- Globalization and impact on the commons

UNIT IV National and regional strategies for sustainable livelihoods of diverse populations 10hrs

- National Mission on Sustainable Livelihoods urban and rural and diverse groups like the slum dwellers, urban and rural poor, tribal communities and project affected persons.
- Regulatory/promotional/market institutions and mechanisms
- Governance Issues: Institutional arrangements and participatory programme planning, management and
- People's participation convergence and integration of diverse stakeholders for win-win partnerships.
- Best practices of community organizing and social action as strategies for meeting livelihoods & entitlements, social audit, self-help,advocacy for sustainable livelihoods

ESSENTIAL READINGS

1. Armitage D, Charles A, Berkes F, eds. 2017 *Governing the Coastal Commons: Communities, Resilience and Transformation.* London: Earthscan/Routledge
2. Chatterjee,Uday Bandyopadhyay Nairwita , Diah Setiawati Martiwi , Sarkar Soma (2023).*Urban Commons, Future Smart Cities and Sustainability.* Springer
3. Mann, S., Whiddon, K., Ross, J. (2023). Future Landscapes of Collaborative Rural Community Development. In: Ross, J., Mann, S., Whiddon, K. (eds) *Rural Landscapes of Community Health. Global Perspectives on Health Geography.* Springer, Cham. https://doi.org/10.1007/978-3-031-43201-9_7
4. Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action.*Cambridge University Press, Cambridge, United Kingdom
5. Patel, Sujata (ed.), *Neoliberalism, Urbanization and Aspirations in ContemporaryIndia* (Delhi, 2022; online edn, Oxford Academic, 21 Apr. 2022)
6. Tambe, S. (2022). Commons and Livelihoods. In: *Teaching and Learning Rural Livelihoods*. Sustainable Development Goals Series. Springer, Cham. https://doi.org/10.1007/978-3-030-90491-3_5
7. Tambe, S. (2022). *Teaching and Learning Rural Livelihoods*. Sustainable Development Goals Series. Springer, Cham.
8. Urban Commons Research Collective (Ed.) 2022. *Urban Commons Handbook.* Dpr. Barcelona
9. Sood, Ashima and Upadhyay Surya Prakash.*Sociology of Urban TransformationsUrban Commons, Ecologies and Environmentalisms*
10. Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity.* Cambridge university press. DOI: https://doi.org/10.1017/CBO9780511803932

11. Foster, S. R., &Iaione, C. (2019). Ostrom in the City: Design Principles and Practices for the Urban Commons. In D. Cole, B. Hudson, J. Rosenbloom (Eds.), *Routledge Handbook of the Study of the Commons* (pp. 1–24).
12. D. Cole, B. Hudson, J. Rosenbloom (Eds.), *Routledge Handbook of the Study of the Commons.* New York. Routledge

SUGGESTIVE READINGS

1. Dellenbaugh, M., Kip, M., Bieniok, M., Müller, A. & Schwegmann, M. (2022). *Urban Commons: Moving Beyond State and Market*. Berlin, München, Boston: Birkhäuser. https://doi.org/10.1515/9783038214953
2. Kuttler, Tobias and Jain, Angela. "Defending Space in a Changing Urban Landscape – A Study on Urban Commons in Hyderabad, India". *Urban Commons: Moving Beyond State and Market*, Berlin, München, Boston: Birkhäuser, 2022, pp. 72-90. https://doi.org/10.1515/9783038214953-005
3. Mehan, A., Mehan, M. (2022). Conceptualizing the Urban Commons. In: Brears, R.C. (eds) The Palgrave Encyclopedia of Urban and Regional Futures. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-87745-3_349

Web Links

https://www.undp.org/india/blog/lifeline-commons-empowering-tribal-communities-sustainable-future
https://www.indiawaterportal.org/governance-and-policy/governance/common-lands-are-not-wastelands
https://livinglandscapes.in/common-ground/
https://fes.org.in/resources/studies-&-reports/journal-articles-&-research-papers/Common-Lands-in-India.pdf
https://ibbn.org.in/news-related-posts/restoring-community-ownership-over-bioresources-in-rural-common-lands-in-india-insights-from-hiregowdanahalli-kolar/
https://www.rainfedindia.org/
https://commonsconvening.in
https://ostromworkshop.indiana.edu/library/bibliographies/living-elinor.html

https://livelihoods.net.in/wp-content/uploads/2020/05/COPING-WITH-TRAGEDIES-OF-THE-COMMONS-Elinor-Astram.pdf
https://rural.gov.in/sites/default/files/NRLM_Guidelines_English.pdf
https://nulm.gov.in/

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II
DSC II 1:SOCIAL WORK AND LABOUR WELFARE

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
SOCIAL WORK AND LABOUR WELFARE SW2021	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION

This course offers a comprehensive exploration of labour movements, laws, and social work interventions, focusing on promoting worker well-being. Students will analyse the historical development of labour movements and laws, critically assessing the social, economic, and political factors impacting workers' lives. Through theoretical frameworks, case studies, and practical exercises, students will develop skills to identify labour exploitation, design advocacy strategies, and advance worker rights. The curriculum covers social work theories, labour laws, contemporary worker challenges, and the role of social workers in advocacy and community organising, emphasising research, policy analysis, and communication skills.

COURSE OBJECTIVES

- To provide a comprehensive understanding of the historical development of labour movements and the evolution of labour laws and policies.
- To equip students with the analytical skills to critically assess the social, economic, and political factors influencing workers' lives and working conditions.
- To enhance students' ability to identify and evaluate various forms of labour exploitation and injustice along with national and international efforts towards labour protection and well-being.
- To build students' capacity to develop and implement effective advocacy and intervention strategies to advance worker rights and well-being.
- To foster an understanding of the roles and responsibilities of different stakeholders involved in promoting labour welfare.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

- Describe the historical trajectory of labour movements and the evolution of key labour laws and policies.
- Critically analyse the social, economic, and political factors impacting workers' lives and working conditions.

- Identify and evaluate different labour exploitation and injustice, applying relevant theoretical frameworks.
- Apply social work theories and methodologies to effectively address labour-related issues and challenges.
- Develop and propose effective advocacy and intervention strategies to promote worker rights and well-being.
- Analyse the impact of technological advancements on the nature of work and the adequacy of worker protections.
- Evaluate the effectiveness of existing social security and welfare programs for workers.
- Conduct research, analyse policy documents, and evaluate programs related to labour welfare.

COURSE CONTENTS

UNIT I: FOUNDATIONS OF SOCIAL WORK AND LABOUR WELFARE 12hrs

- Social Work Theories: Introduction to theories and their application in labour welfare
- Labour Welfare Context: Understanding the historical context
- Changing Work Profiles: Examining shifts in work environments
- Labour Rights: Understanding key concepts and importance
- Labour Justice, Equity, and Dignity: Principles and practices

UNIT II: LABOUR LAWS, POLICIES, AND REGULATIONS 11hrs

- Overview of Labour Laws in India: Key legislation and regulations
- Labour Policy Frameworks: Understanding national and international policies
- Regulatory Bodies and Mechanisms: Roles and Responsibilities
- Implementation and Enforcement: Challenges and Opportunities
- Emerging Trends and Reforms: Labour laws in the context of globalization and technological change

UNIT III: SOCIAL AND ECONOMIC CHALLENGES FACING WORKERS 11hrs

- Workers' Issues: Workers in organised and unorganised sectors
- Working Conditions: Work conditions, trade unionism and its development.
- Workplace Safety and Health: Challenges and strategies for improvement
- Migration and Displacement: Impact on workers' social and economic well-being
- Emerging Trends: The rise of the gig economy and its impact on gig workers.

UNIT IV SOCIAL WORK INTERVENTION AND ADVOCACY IN LABOUR WELFARE **11hrs**

- Labour Welfare and Social Work: Roles and responsibilities of social workers
- Advocacy and Lobbying: Strategies for Promoting Labour Rights
- Empowering Workers and Communities: Community organisation, mobilization, and counselling services
- Collaborations and Partnerships: Working with stakeholders to promote labour welfare
- Practical Applications: Developing communication and negotiation skills through case studies and fieldwork

ESSENTIAL READINGS:

1. Bose, S. P., & Bose, J. (2022). Introduction to Labour Laws in India. Siva Prasad Bose.
2. Collins, H., Lester, G., &Mantouvalou, V. (2018). *Philosophical Foundations of Labour Law*. Oxford University Press.
3. Ghose, A. K. (2019). *Employment in India*. Oxford University Press.
4. *GLOBAL LEGAL INSIGHTS: Employment & Labour Law*. (2023). GLOBAL LEGAL GROUP Limited.
5. Hodson, R. (2001). *Dignity at Work*. Cambridge University Press.
6. Hoffman, B. J., Shoss, M. K., & Wegman, L. A. (2020). *The Cambridge Handbook of the Changing Nature of Work*. Cambridge University Press.
7. Kumar, H. L., & Kumar, G. (2024). *Labour Laws: Everybody Should Know*. Law & Justice Publishing Company.
8. Kurzman, P. A., &Allbas, S. H. (1997). *Work and well-being: The occupational social work advantage.* Washington DC: NASW Press.
9. Kurzman, P. A., & Maiden, R. P. (2013). *Union Contributions to Labor Welfare Policy and Practice: Past, Present and Future*. Routledge.
10. Rani S. (2022), *Occupational Health and Safety for Industrial workers*, Winsheild Press, New Delhi.
11. Woodcock, J., & Graham, M. (2020). *The Gig Economy: A Critical Introduction*. Polity Press.

SUGGESTIVE READINGS

1. Akbas, S. (1983). Industrial social work: Influencing the system at the workplace. In Dinerman, M.(Ed.) *Social Work in a Turbulent World*. Silver Spring, MD: NASW.
2. Bhattacharya, S. (2008). *Social Work Interventions and Management*. Deep and Deep Publications.
3. Nalini, R. (2011). *Social Work and the Workplace*. Concept Publishing Company.
4. Subrahmanya, R. K (1996). *Social aspect of structural adjustment in India*. New Delhi: Friedrich Elbert Stiffings.
5. Maidment, J., & Egan, R. (2020). *Practice Skills in Social Work and Welfare: More than just common sense*. Routledge.

6. OFFICE, I. L., & Office, I. L. (2021). *Working from Home: From Invisibility to Decent Work*. International Labour Office.
7. Ohnsorge, F., & Yu, S. (2022). *The Long Shadow of Informality: Challenges and Policies*. World Bank Publications.
8. Payne, M. (2021). *An A-Z of Social Work Theory*. SAGE.
9. Peralta-Alva, A., & Roitman, A. (2018). *Technology and the Future of Work*. International Monetary Fund.

WEB LINKS:

1. https://labour.gov.in/labour-welfare
2. https://labour.gov.in/
3. https://www.india.gov.in/people-groups/community/social-workers
4. https://dlwb.delhi.gov.in/dlwb/welcome-delhi-labour-welfare-board
5. https://www.ncs.gov.in/content-repository/Pages/ViewNcoDetails.aspx?List=8db9be14%2D2b47%2D4f30%2D97fb%2D5de315d871c0&ID=5251&ContentTypeId=0x01003FEA8C7117A78D4F93DC52780D878B2F0015F91119E23A874E9006B0F068F1089C

DSC II 2: CRITICAL SOCIAL WORK: THEORY AND METHOD

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
CRITICAL SOCIAL WORK: THEORY AND METHOD SW2022	4	3	1	0	4yr Graduation	NIL

COURSE DESCRIPTION/RATIONALE:

This course aims to provide M.A. Social Work students with the conceptual toolkits of theoretical and methodological aspects of Critical Social Work traditions. This course prepares students with a critical working knowledge of a set of core theories in the Critical Social Work tradition as foundational theories for the social work field vis-a-vis social work's values and ethics and the profession's critical orientation.Theories and methods are critically examined through focused study in intellectual domains considered essential for 21st-century social work: These domains provide a core set of lenses through which students will learn to critically analyze how people develop and function across a spectrum of micro to macro social systems (e.g., individual, family, social group/network, organizational/institutional, community, cultural, and temporal), and how these systems promote or impede human development, well-being, empowerment and emancipation. The course will afford students the opportunity to thoughtfully apply theoretical concepts and empirical knowledge to case studies of contemporary situations involving a range of critical issues for a diverse array of client systems. Special attention will be given to the influence of diversity characterized by (but not limited to) age, gender, class, caste, race, ethnicity, culture, sexual orientation, disability, and minority issues. The course makes important linkages between theory, practice, and research, specifically in application of critical social work theories and methods across micro, mezzo, and macro contexts. Students build on knowledge of Social Work Theories acquired by developing an understanding of critical social work theories and perspectives and how these might be applied to contemporary practice.

COURSE OBJECTIVES:

First, this course assists students in developing a historical understanding of these theories and perspectives and their philosophical underpinnings. Second, students will examine contemporary critical social work approaches and apply these to practice scenarios. Third, throughout the course, students will build on their capacity for reflection by engaging with critical self-reflection as a foundational component of a developing practice framework with the following focus:

- History of social work and professional identity as a critical social worker – local, national, and international perspectives
- Key terms and concepts in social work
- Fields of practice, the social and legal landscape, and the influence of dominant and hegemonic discourses
- Critical theories (political economy, feminism, queer, intersectionality, critical race theory, critical caste, indigenous, disability and minority studies
- Practice theories, methods, models, frameworks and ethical practice
- The role of self in effective communication and cultural responsiveness and Change
- Critical reflection and socio-cultural positioning of the self

LEARNING OUTCOMES:

On successful completion of this course, students will be able to:

- Locate critical social work theories, perspectives and approaches in a historical context
- Investigate the philosophical and theoretical underpinnings of the key contemporary critical social work perspectives
- Understand key critical social work approaches and how they are applied in contemporary practice
- Demonstrate engagement with critical self-reflection as a foundational component of contemporary practice
- Navigate and adopt a critical lens to understanding the breadth and composition of the human and community services sectors in Social Work, fields of practice, relevant theories and practice methods

UNIT I CRITICAL SOCIAL WORK TRADITIONS: HISTORICAL TRAJECTORY AND PHILOSOPHICAL UNDERPINNINGS 13hrs

- Historical origin and evolution of critical social work traditions- early Contributors: John Dewey, Jane Addams, Bertha Reynolds, Clifford Manshardt; The trajectory of CSW: Radical Social Work, Critical Practice, 'Postmodern Critical Perspectives', Anti-discriminatory Practice', 'Anti-oppressive practice', 'Structural Social Work', 'Radical Social Work-II'. Feminist, Critical Indigenous and Aboriginal perspectives
- Core Philosophical Assumptions of Critical Social Work Tradition and Critical Social Work Theories: Major Contributors
- Conventional Social Work and Western epistemology versus Critical Social Work and Plural Epistemologies: Commonalities and Contradictions
- Indian Critical Thought- Bhagwad Gita as an ethico-political dialogic text, Gandhian Swaraj andSatyagrah, Anti-caste traditions, the Bhakti Tradition-Kabeer, Rahim, Ravidas
- The anti-racist, postcolonial and human rights perspectives in social work, Dalit Emancipatory Social Work, Tribal and Indigenous Social Work, queer and LGBTQAI+ perspectives

UNIT-II CRITICAL THEORY AND CRITICAL SOCIAL WORK: CONCEPTS, APPROACHES AND THEORETICAL FOUNDATIONS 12hrs

- The theoretical and conceptual terrain: Eclectic range of critical social theories
- Marxist and neo-Marxist thinking, the Frankfurt School critical social theories, feminist perspectives, post-structural, critical race theory, Post-modernist, post-colonial theory, and social constructivism. Critique of imperialism and colonisation, Anti-colonial and De-colonial thought, Praxis orientation
- Critical Social Thought and Practice in Indian Context: Radical Social Reform Movements on Caste oppressions, Women's rights and Indigenous People's Struggles, Anti-colonial Struggle, Indian Constitution making
- Critical Indigenous and Aboriginal epistemologies and contemporary social work practice. Critical understanding of the Caste, experience of caste, and analysis of inequality and oppression.
- Critical Theories and Social Work approaches on race, racism, women, minorities, immigrants, refugees, Political ecology and climate justice

UNITIII CRITICAL LENSES AND FIELDS OF PRACTICE: RELEVANT APPROACHES AND PRACTICE METHODS 10hrs

- Critical Social Work: Specific models, strategies and skills for practice.
- Critical Consciousness: W.E.B. Dubois, Antonio Gramsci, Paulo Freire, Frantz Fanon
- Power and Deconstruction: Mitchell Foucault and Jacques Derrida, Feminist Standpoint Theory-Sandra Hardings, Dorothy Smith, bell hooks,Radical Critique of Indian Social Structure: Jyotiba Phule and B. R. Ambedkar
- Contemporary Critical Pedagogies for Equality and Emancipation: Henry Giroux, Jacques Rancière, Thomas Picketty
- Different models/variants of Anti-oppressive and Emancipatory Social Work: Socio-structural Analyses, Subjective experiences and Standpoint theories, Critical multiculturalism in practice

UNITIV CRITICAL CONTEXTS FOR PRACTICE AND POLICY: METHODS OF ENGAGEMENT AND MODES OF ANALYSIS 10hrs

- Activist Practice in Critical Social Work: Sites and Processes
- The arena of Critical Social Work Practice: spectrum of social change at both the individual and societal levels from micro to macro social systems (e.g., individual, family, social group/network, organizational/institutional, community, cultural, and temporal) Addressing inequities of class, gender, race, caste, ethnicity, age, ability, minority and sexuality
- Different models of Community Mobilisation and Policy advocacy for Critical Social Change
- Reflexive Practice: critical pedagogy, discourse analysis and narrative perspectives, Critical Reflexivity
- Social transformation as forms of justice, equality and emancipation. Critical allyship and allyship's link to critical social work theory, interrogating privilege and complicity in the oppression of others, positionality, cross-cutting solidarity building

ESSENTIAL READINGS:

1. Adams, R., Dominelli, L. & Payne, M. (eds) (2009) Critical Practice in Social Work. London: Palgrave
2. Brake, M. & Bailey, R. (eds) (1975) Radical Social Work. London: Edward Arnold.
3. Healy, K. (2001) '*Reinventing critical social work: Challenges from practice, context and postmodernism'*, Critical Social Work, 2(1).
4. Stephen Webb (edited) (2019). *The Routledge Handbook of Critical Social Work.* United Kingdom: Taylor & Francis.
5. Bob Pease(edited) (2020). *Doing Critical Social Work: Transformative Practices for Social Justice.* United Kingdom: Taylor & Francis.
6. Reisch, M., Andrews, J. (2001). The Road Not Taken: A History of Radical Social Work in the United States. United Kingdom: Brunner-Routledge.
7. Powell, F. W. (2001). *The Politics of Social Work.* India: SAGE Publications.
8. Anand Teltumbde, Suraj Yengde(Eds.).The Radical in Ambedkar: Critical Reflections. (2018). India: Penguin Random House.
9. Goldingay, S., Ryan, J., Daddow, A. (n.d.). *Decolonising and Reframing Critical Social Work: Research and Stories from Practice.* United Kingdom: Routledge, Taylor & Francis Group.
10. Faisal Devji, Shruti Kapila(Eds.) Political Thought in Action: The Bhagavad Gita and Modern India. (2013). India: Cambridge University Press.
11. Chakrabarty, B., K. Pandey, R. (2023). Modern Indian Political Thought: Text and Context. India: Taylor & Francis.
12. Mukherjee, R. (2010). Penguin Gandhi Reader. India: Penguin Books Limited.

SUGGESTIVE READINGS:

1. Krumer-Nevo, M. (2020). *Radical Hope: Poverty-Aware Practice for Social Work.* United Kingdom: Policy Press.
2. Shaikh, S. S., LeFrançois, B. A., Macías, T. (2022). *Critical Social Work* Praxis. (n.p.): Fernwood Publishing.
3. Agger, B. (2005). Critical Social Theories. United States: Oxford University Press.
4. Kincheloe, J. L. (2008). K*nowledge and Critical Pedagogy: An Introduction*. Germany: Springer Netherlands.
5. Martin, J. (1998). *Gramsci's Political Analysis: A Critical Introduction*. United Kingdom: Palgrave Macmillan UK.
6. Robbins, P. (2020). *Political Ecology: A Critical Introduction*. United Kingdom: Wiley.
7. Freire, P. (1985). *Pedagogy of the Oppressed*. United Kingdom: Penguin.
8. Dominelli, L., Campling, J. (2002). *Anti-Oppressive Social Work Theory and Practice*. United Kingdom: Palgrave Macmillan.
9. Butler-Mokoro, Shannon and Grant, Laurie. (Eds. 2018). *Feminist Perspectives on Social Work Practice: The Intersecting Lives of Women in the 21st Century.* USA, OUP,
10. D. Venkat Rao (Eds.). Critical Humanities from India: Contexts, Issues, Futures. (2018). United Kingdom: Taylor & Francis.
11. Paranjape, M. R. (2017). Debating the 'Post' Condition in India: Critical Vernaculars, Unauthorized Modernities, Post-Colonial Contentions. India: Taylor & Francis.

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II
DSC II 3:DISASTER MANAGEMENT AND SOCIAL WORK

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DISASTER MANAGEMENT AND SOCIAL WORK SW2023	4	0	0	4	4yr Graduation	NIL

COURSE DESCRIPTION

Disaster Management and Social Work, primary aim of this course is to develop an understanding of disasters, whether natural or man-made, are disruptive for the society and are ridden with huge economic and social costs. This course attempts to develop an understanding among the students about disasters and disaster-related concepts such as disaster management cycle, and socio-economic and psychosocial impacts of disasters all from a social work perspective. It aims to orient students about the various institutional and policy frameworks that exist in India and also globally to reduce vulnerability and enhance the resilience of local communities in dealing with disasters. This course is important for trainee social workers who wish to work in the field of disaster management setting as it equips them with relevant skills and information for effective disaster management interventions.

COURSE OBJECTIVES

- To develop an understanding of disasters and disaster management and the role of social workers in it.
- To acquire a critical perspective of the policy framework, institutional structures, and programs for disaster management in India and at global level.
- To learn about the processes and techniques of working with communities in disaster preparedness, mitigation, rehabilitation and reconstruction related activities.
- To learn about the nature of psychosocial care in disaster management and the scope for intervention.

LEARNING OUTCOMES

By the end of the course, students will be able to learn:

- An application of social work knowledge and skills for rebuilding of communities and societies devastated by various types of disasters.
- The social worker will able to organize and participate in community pre-disaster planning and management.

- To plan and develop interventions focused on vulnerable groups affected during the disasters.
- Application of skills of emergency planning and management in disaster situations.
- To acquire skills in identifying and responding to a wide range of emotional and psychological problems in post-disaster situations.

COURSE CONTENT

UNIT ICONCEPTUAL FRAMEWORK: DISASTER, VULNERABILITY, AND RISK 11hrs

- Disaster-related concepts and definitions: Hazard, Risk, Vulnerability, Resilience, different forms and types of disasters.
- Impact of disasters: Social, Physical, economic, political, psychosocial, ecological.
- Vulnerability: Factors enhancing vulnerability to natural and man-made disasters; various types of vulnerability and focus on socially vulnerable groups (women, children, elderly, marginalized, persons with disability).
- Vulnerability assessment with special emphasis on application of participatory tools and techniques

UNIT IIDISASTER GOVERNANCE 11hrs

- Disaster Management Cycle and its components; a paradigmatic shift in disaster management; Integration of disaster management and development planning
- Global initiatives in disaster management: from Hyogo Framework (2005) to Sendai Framework (2015-2030); UNISDR Strategic Framework 2016-2021.
- National Disaster Management Policy, Disaster Management Act-2005 National Disaster Management Framework.
- Disaster and Development: Build Back Better, Climate change and Disaster
- Roles and functions of various governmental and non-governmental institutions in Disaster Management

UNIT IIICOMMUNITY-BASED INTERVENTIONS (PREPAREDNESS AND RESPONSE 12hrs

- Community Based Disaster Preparedness (CBDP)
- Disaster Risk Reduction (DRR); mitigation and preparedness in developmental planning; disaster and the built environment
- Post Disaster Interventions: coordinating search and rescue; relief mobilization and management; evacuation and camp management
- Restoration and rehabilitation interventions, livelihood security, and social justice concerns in disaster recovery and reconstruction.

UNIT IVPSYCHOSOCIAL CARE OF SURVIVORS 11hrs

- Mental health consequences of disaster: grief reactions, post-traumatic stress disorders
- Principles and techniques of psychosocial care in post-disaster situations
- Specific psychosocial needs and care of vulnerable groups like children, women, older persons, and persons with disability
- Post-trauma care and counseling including grief counseling with survivors, Mass catharsis Management and caring of careers

ESSENTIAL READINGS

1. Alejandro López-Carresi, Maureen Fordham, Ben Wisner, Ilan Kelman, Jc Gaillard (Eds).2013. Disaster Management: International Lessons in Risk Reduction, Response and Recovery. Routledge
2. David F. Gillespie and Kofi Danso2010Disaster Concepts and Issues: A Guide for Social Work Education and Practice Council on Social Work Education (CSWE)
3. Greg Bankoff, Georg Frerks, and Dorothea Hilhorst (Eds.)2004. Mapping Vulnerability: Disasters, Development, and People. Earthscan
4. Indrajit Pal and Rajib Shaw (Eds)2017Disaster Risk Governance in India and Cross Cutting Issues. Springer
5. Joshua Miller. 2012. Psychosocial Capacity Building in Response to Disasters. Columbia University Press
6. Michael Zakour and David F Gillespie 2013. Community Disaster Vulnerability
7. Priscilla Dass-Brailsford. 2009. Crisis and Disaster Counseling: Lessons Learned from Hurricane Katrina and Other Disasters. Sage Publishing
8. Rajib Shaw 2012 Community-Based Disaster Risk Reduction. Emerald Books Redefining Disasters. Oxford University Press
9. S. Parasuraman and Unni Krishnan (Eds.)2013India Disasters Report II Theory, Research, and Practice. Springer

SUGGESTIVE READINGS

1. Damon P Coppola Erin K Maloney. 2009. Communicating Emergency Preparedness: Strategies for Creating a Disaster Resilient PublicCRC Press/Taylor & Francis Group
2. Giuseppe Forino, Sara Bonati, and Lina Maria Calandra (Eds.) 2018.Governance of Risk, Hazards and Disasters: Trends in Theory and Practice
3. Graham Marsh, Iftekhar Ahmed, Martin Mulligan, Jenny Donovan, and Steve Barton (Eds.). 2018. Community Engagement in Post-Disaster RecoveryRoutledge
4. Helen J. Boon, Alison Cottrell, and David King. 2018Disasters and Social Resilience: A bioecological approachRoutledge
5. Huong Ha, R. Lalitha S. Fernando and Amir Mahmood (Eds.) 2015. Strategic Disaster Risk Management in AsiaSpringer
6. Routledge

DISCIPLINE SPECIFIC ELECTIVES SEMESTER II

DSC II 4: RURAL COMMUNITY DEVELOPMENT

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credit	Credits Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
RURAL COMMUNITY DEVELOPMENT SW2024	4	0	0	4	4yr Graduation	NIL

COURSE DESCRIPTION

This course will enable the students to understand Rural Communities using inter-disciplinary framework and develop knowledge and competency in their work with Rural Communities drawing from Government and Civil Society experiences

COURSE OBJECTIVES:

· To enable students to understand about the rural realities.
· To develop sensitivity and commitment for working with rural communities.
· To provide knowledge for understanding government and voluntary efforts towards rural community development
· To equip students with specific skills and techniques of working with rural communities

LEARNING OUTCOMES

By the end of the course, students will be able to:

· Understand rural diversity, economic, political, social and natural realities
· Develop sensitivity and understanding with regard to rural livelihoods, inequalities,
· Develop critical understanding of rural policies and programs in agriculture, livelihoods and basic services
· Develop critical understanding of community development approaches and interventions
· Acquire skills related to participatory programme planning, evaluation and community organising with rural communities

COURSE CONTENTS

UNIT I UNDERSTANDING RURAL COMMUNITIES **12hrs**

- Rural Communities: Socio-economic and natural diversity, Complexity and contemporary concerns
- Dynamics of the rural society: Caste, class, Tribe and gender relations; power, conflict and control
- Rural Economic Structure: Farm, off-farm and Non-farm sectors
- Agrarian relations, structural inequality and land access

- Migration: nature, types (political, economic and ecological) and implications

UNIT II UNDERSTANDING WELL BEING OF RURAL COMMUNITIES 11hrs

- Rural Livelihoods: Diversity, Trends, Programs; Livelihood Analysis, Strategies and Challenges
- Rural Poverty, Indebtedness and Employment: Causes and Measurement issues, Poverty Alleviation Programs, Wage and Self-Employment Programs
- Entitlements of Rural Poor: Commons, Land, Food, Energy Justice and Security
- Sustainable Development goals and Rural Communities: Issues and Challenges
- Alternative Economic arrangements: Solidarity Economy, Ecosystem, practices, sustainability

UNIT III RURAL DEVELOPMENT: POLICIES AND PROGRAMS 11hrs

- Rural Policies and Programmes, Objectives, Implementation and Evaluation with regard to Agriculture (National Mission on Sustainable Agriculture), Climate Resilient Agriculture, Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006(FRA)
- Land Reforms, Land Rights and Land acquisition (LAAR Act): Overview and Contemporary Concerns
- Understanding Governance structures for accessing rightsand welfare of specific groups (SC/ST/OBC) in Rural Communities and constitutional provisions, budgetary allocations
- Rural IndustrializationandMicro Enterprises and Rural Technologies and best practices
- Rural Housing and Sanitation, National Food Security Act, Rural Drinking water Mission, Rural Education, Rural HealthCommunication, Energy and Digital Services

UNIT IVUNDERSTANDING AND ORGANISING FOR RURAL COMMUNITY DEVELOPMENT 11hrs

- Rural Community Development: Concept, Evolution of Rural Reconstruction and Community Development Pre and post-independence experiments and innovations
- Social justice, Ecological and Indigenous Perspectives and approaches to Community Development: Principles and Transformational Skills
- Decentralization and Panchayat Raj, Participatory Development: Multilevel planning and micro planning, participatory programme planning and evaluation- best practices
- Communication for Change and Collective Processes: Case Studies of Social Advocacy groups, Cooperatives, SHG, User Groups and Micro Enterprises, farmer producer organisations and networks for rural development
- Social Accountability and Social Audit: Mechanisms and capacity building, Social Audit, Citizen Report Cards, best practices

ESSENTISL READINGS

1. Harriss, J. (2017). *Rural development: Theories of peasant economy and agrarian change*. Jaipur: Rawat.
2. Brahmanandam, T. (ed.) (2018). *Dalit issues: Caste and class interface*. Jaipur: Rawat
3. Sisodia, Y.S., & Dalapati, T. K. (Eds.) (2015). *Development and discontent in tribal India*. Jaipur: Rawat.
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