

Proposed SYLLABUS
MASTER OF ARTS in SOCIAL WORK
(M.A. in Social Work)
Under PGCF 2025



DEPARTMENT OF SOCIAL WORK
University of Delhi

CONTENTS

S. No.	Contents	Page No.
1.	About the Department	2
2.	About the Programme	4
3.	Rationale	4
4.	About the Process of Syllabus Revision	5
5.	Curriculum under PGCF 2025	5
6.	MA Social Work Programme	5
7.	Credit Structure	7
8.	Details of Semester Wise Courses	9
9.	Discipline Specific Electives	12
10.	Skill based Electives	13
11.	Field Work Practicum	14
12.	Course Wise Contents	18

1. About the Department

The Department of Social Work (earlier known as the Delhi School of Social Work) was established in the year 1946 at Lucknow by the Young women Christian Association (YWCA). It was then known as the National YWCA School of Social Work. In the year 1947, the school was shifted to Delhi. In the year 1948, it was affiliated to the University of Delhi and came to be known as the Delhi School of Social Work. The institution holds the distinction of being the first institution in Asia to offer a Master's Degree in Social Work. In April 1961, the Department started functioning as a post-graduate institution affiliated to the University. In 1965, the Doctoral programme (leading to PhD. degree) in Social Work was started and subsequently in the year 1976, the Department also added a Pre Doctoral programme (leading to M.Phil. degree). In May 1979, it became a Post-Graduate Department affiliated to the Faculty of Social Sciences of the University of Delhi.

The Department initiated the Bachelor's Degree (Honours Course) in Social Work in two constituent colleges of the University of Delhi from the academic session 1994-95, namely Dr Bhim Rao Ambedkar College and Aditi Mahavidyalya. The Department of Social Work was granted the Department of Special Assistance status (DSA) by the University Grants Commission in 1992. It was also sanctioned assistance under the ASIHSS Programme. In 2009, the semester system was introduced in the M.A. (Social Work) programme. In 2014, University Grants Commission (UGC) sanctioned the status of "Centre of Advanced Study (CAS) in Social Work" to the Department for five years. The Department has also become a proud

member of the prestigious Asian Pacific Association for Social Work Education (APASWE) in the year 2017.

The Department has established and continued with its field action programmes, which have been established over the years to demonstrate the relevance of social work intervention in dealing with social issues and problems. They have functioned as demonstration cum extension projects for the Department and have enabled the Department to strengthen its "praxis". One such field action programme is the Child Guidance Centre, which was instituted in the year 1971 and which later came to be known as the Centre for Child and Adolescent Well-Being. Over the many years of its functioning, the Centre has only grown from strength to strength. The Department also established a community work oriented centre called the Gram Mahila Kendra in Burari community in the year 1988. Subsequently this Centre came to be known as the Centre for Community Development and Action. Over many years of its existence, this Centre has rendered exemplary community development services, based on participatory community action. The Department undertook relief and rehabilitation action project for earthquake affected villages in Bhuj (Kutch) under the banner, University for Development Action and Integrated Learning (UDAI) during 2001-2002. It also executed an innovative action project UDAI –II in the flood affected villages of Bihar starting 2008. In 2008, NACO sanctioned the establishment of a State Training and Resource Centre at the Department. A Gender Resource Centre was granted by the Governing Council of Mission Convergence under the Chief Secretary, Government of NCT of Delhi in 2009, under the auspices of the DSSW Society. Utthan, an extension wing of CCAW was established in August 2012, with support of the Lion Child Trust, a trust formed by Lions Club International. The Department was given the responsibility of coordinating the Community Development Cell of the University of Delhi in 2015 and the Unnat Bharat Abhiyan in 2016 working with communities in Badarpur Khadar, Chauhan Patti, Jagatpur, Mukundpur and Jharoda. The University also entrusted the responsibility of coordinating for village development in Jaunti village, as part of centenary celebrations of University of Delhi in 2022. The performance standards with consistent high standards in teaching, research and social outreach have made the Department of Social Work significant contributor to corporate governance of the University. The faculty are time and again given responsible positions in the University governance. The Department feels extremely proud of achieving its vision and mission, as is amply demonstrated by the consistently high ranking derived by it in the last many years in various surveys conducted for Higher Education. The academic and corporate life of the Department is marked by multifaceted initiatives; collaborative endeavours; innovative efforts of student learning and faculty enrichment; as also need based developmental interventions. The Department has also a strong Alumni Association that was registered as a Society in the year 2021.

The Department played a pioneering role in hosting a diversity of initiatives independently, and in partnership with several governmental and non- governmental organisations. It continues to strive towards building an enabling environment that encourages self-exploration and self-expression among the students and research scholars, stimulating their young minds to nurture a culture that respects hard work, perseverance, diversity and inclusion. The Department has also made important contributions to COVID-19 mitigation efforts across the country through its field work and outreach programme. It has shown resilience in responding to the crisis both academically and programme wise.

It is proud moment for the Department when it launched its own Journal, the "Indian Journal of Social Work Education and Practice" in October 2023.

2. About the Programme

The Department offers the MA and Ph.D. programmes at present. The Masters Degree Programme of the Department continues to be among the most sought Upon and one of the most prestigious programmes being run in the country. Over the years with the implementation of the affirmative action programmes and additions of supporting specific sections of population along with supernumerary programme, the student intake capacity of the Department has increased to 108 excluding supernumerary candidates.

Post- Graduate Attributes These comprise a set of competencies, skills and abilities that the students acquire, along with disciplinary and inter-disciplinary knowledge through the educational programmes at the Department of Social Work. The graduate attributes at the Department can be classified under the following domains

- **Knowledge Development:** These comprise in-depth domain knowledge of social work, as also interdisciplinary perspectives, which underlie and contribute to social work education and practice; analytical competence; critical thinking; competence for research and innovation; problem solving competence; decision making ability; capacity for creativity; ability for autonomous functioning; heuristic, indigenous and situated knowledge.
- **Development of Professional self:** These constitute inter-personal skills; communication competence; emotional intelligence; ability for team work; collaborative skills; leadership skills; time management competency; ability for self-application and self-investment, among others.
- **Professional and Ethical Practice:** These include inculcation of professional attributes and job skills for social justice oriented professional practice; demonstration of integrity, honesty, responsibility and accountability towards the vulnerable individuals/groups and communities and towards the profession; respect for diversity, and inclusive practices development of entrepreneurial skills, information technology skills, among others.
- **Attitudinal Development:** These comprise of development of optimism towards self and society, cross-cultural understanding; appreciation of cultural diversity and inclusion; respect and acknowledgement of indigenous knowledge systems, critical consciousness, respect for social justice and human rights; scientific temperament and humanism, integration of environmental consciousness; commitment for community and societal engagement, among others.

3. Rationale

Curriculum Revision is a continuous process of review and reflection in view of the dynamic professional space and requirements and the larger constitutional values and national educational policies. Accordingly, there will be changes to the curriculum in meeting the needs of the society, through revamping of existing course structure and allowing for maximization of teaching-learning situations for the personal and professional growth of the students as well as for integrative processes. This exercise enables for preparing a course structure that is in alignment with indigenous knowledge systems, not just for current needs but also has a space to prepare for emerging needs. This ensures that the profession is standing tall and is meaningful in the light of changing societies especially in the digital spaces as well as the changed nature of the student population who have not only social but also digital space as an added demand to their lives. This calls for a drastic call for changing the pedagogies, hours of teaching-learning situations and assessment processes and in alignment with global standards of social work profession.

4. About the Process of Syllabus Revision

The Process of syllabus revision has been an exercise involving all the faculty members from July 2024 onwards for which a Syllabus Revision Committee was constituted (See Annexure I). However, due to pressing academic engagements, the revision work was postponed to the month of February, 2025.

The NEP 2020 provided broad guidelines for enabling for choice-based curriculum which were crystallised in the National Higher Education Qualifications Framework and the Curriculum and Credit Frameworks for Post Graduate Programmes (published in June 2024) provided the necessary insights for the Faculty in the Department of Social Work, to carry out the revision of Syllabus. The PG Curricular Framework, 2024 duly notified by the University of Delhi in its 13th February, 2025 notification provided the clarity in the process of Syllabus Revision for the Masters in Social Work programme offered at the University of Delhi.

5. Curriculum under PGCF 2025

The Curriculum under PGCF 2025 requires to be having elements of flexibility and mobility. The Social Work Programme accordingly reflected the Graduate Attributes and descriptors of having and ensuring the following.

- Knowledge and understanding
- General, technical, and professional skills required to perform and accomplish tasks
- Application of knowledge and skills
- Generic learning outcomes
- Constitutional, humanistic, ethical, and moral values
- Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset

6. M. A. Social Work Programme under PGCF

VISION: By developing human resources for professional social work practice, strive for the creation of a just and equal society which ensures freedom from all forms of oppression and exploitation and strive for a peaceful co-existence between individuals, groups and communities across the globe.

MISSION: To develop human resources for competent and effective professional social work practice, teaching and research with diverse range of individuals, groups and communities by using a framework of social justice and human rights focused on sustainable and participatory development and for having global professional presence across settings.

The intake of students from various streams from the inception of the Department of Social Work, for the interdisciplinary nature of the profession is well justified. Building the foundations of Knowledge and understanding with insights drawn from various social science disciplines is reflected in offering the following courses

Programme Objectives (POs):

- a) To impart education and training in professional social work to develop human resources for social welfare, development and allied fields, with competency of working at various levels of micro, meso and macro systems
- b) To help students develop knowledge, skills, attitudes and values appropriate to the practice of social work profession in diverse settings.
- c) To enable students to develop creative and critical thinking skills for professional practice
- d) To build capacities of students to apply theoretical knowledge in the practice of social work.

- d) To facilitate interdisciplinary approach for better understanding and engagement with social problems, situations and issues of development.
- e) To facilitate the employability of students for practice in diverse areas of social work practice
- f) To strive for the making of professionals having global gold standards of practice in Social Work Profession

Courses offered in MA Programme in Social Work

Discipline Specific Courses (DSC) Nature and Development of Social Work and Social Science Foundations for Social Work, Working with People I - Community Practice and Social Action and Field Work Practicum are offered in Semester I and Social Justice, Human Rights and Social Legislation, and Working with People II - Case Work and Group Work Practice and Field Work Practicum II are offered in Semester II. Social Work Research and Welfare Administration, Field Work Practicum III and Research as Dissertation Part I with specific outcomes are offered in Semester III, while, Social Development and Social Policy, Field Work Practicum IV and Research as Dissertation Part II with specific outcomes are offered in Semester IV. All the discipline specific courses are of 4 credits except for Research (Dissertation) which carries 6 credits each in Semesters III and IV.

The Discipline Specific Electives (DSE) Courses are offered in all the four semesters with 4 credit each keeping within the framework of Course Work with Research. These reflect the social work practice in different areas of practice such as communities, health, families, mental health, disability, industry, ecology, correctional settings and others. All the discipline specific courses are of 4 credits each.

Skill-Based Electives are offered in Semester I and Semester II with 2 credits, for honing the skills of students in various practice settings. These are both generalist and special skills. Accordingly, the skills are divided into Micro Skills and Macro Skills with the option of choosing from either of these.

There is a Field Work Practicum offered as 4 credits as per the PGCF 2025 requirements. Field Work is inherent to Social Work Education as per the UGC norms under Second Review Committee for Social Work. Further to meet global parameters and assessment criteria for uniformity and parity, the practicum is offered in all the Semesters with 30 days field work practicum in each semester to meet the international standards. The vision of making our students reach global standards is an underlying concern.

Teaching-Learning, Evaluation and Internal Assessment

- For Each Discipline Specific Courses and Discipline Specific Elective Course and the Skill based courses, there will be one lecture of one hour per credit of teaching in a week.
- End semester evaluation and Internal Assessment for all the courses, as well as Field Practicum, the University Guidelines will be followed (as and when they are notified).
- Similarly, for both the Courses and Field Work practicum, the attendance related Guidelines of the University of Delhi will be followed.
- Evaluation system will follow the Cumulative Grade Point Average system as mandated by the University regulations

7. Credit Structure

All the courses would be uniformly of 4 credits each with total credit of 88 for the MA in Social Work Programme. The course-codes are alpha-numeric combinations of five (two letters and three or four numbers). The first two digits are capital alphabets referring to the discipline (of the Master's programme). Here, "SW", refers to the discipline "Social Work", which is a common prefix for all the courses codes, thereby distinguishing these courses from courses of other disciplines. Each course code is read as follows- Discipline Specific Courses begin with 01 for both Semesters I and II with a continuation of numbers from 011 to 016.

The course structure adopted is Course Work + Research for Semester III and IV. For Semesters III and IV likewise the course codes begin with 02 with continuation of numbers from 021 to 026. For Research the course code is SW023 and 026 respectively. The Discipline Specific Electives are offered in two groups in all Semesters. These are assigned code of SW11, SW12 for Semester I and SW13, SW14 for Semester II, SW31 and SW32 for Semester III and SW41 and SW42 for Semester IV, followed by the serial numbers of 1 to 4. The Skill based Elective courses are offered only in Semester I and Semester II and have been assigned SW2 as the third digit with fourth and fifth digits as 11 and 12 for Micro Skills I and II respectively, and for Macro Skills I and II, the fourth and fifth digits as 21 and 22 respectively.

Credit Structure for the MA in Social Work Programme at the Department of Social Work

SEMESTER I								
SW-Discipline Specific Courses (DSC) (4 credits each)			Discipline Specific Electives (DSE) I (4 credits)		Discipline Specific Electives (DSE) II (4 credits)		Skill Based Courses (2 credits)	TOTAL CREDITS
SW011 NDSW&SS	SW012 WWP-I: CPSASW	SW013 FWP-I	SW111	UCD	SW121	GAD	SW211	
			SW112	SWHS	SW122	GSWTP	PIMI I	
			SW113	SWOG	SW123	SWES	SW221	
			SW114	DCT	SW124	FMHSR	PIMA I	
4	4	4	4		4		2	22
SEMESTER II								
SW014 SJSL	SW015 WWP-II: CWGWP SW	SW016 FWP-II	SW131	TIPS	SW141	CSR & SE	SW212 PIMI II	
			SW132	GSW	SW142	SWPY	SW222 PIMA II	
			SW133	MHSP	SW143	SWPCD M		
			SW134	SWCM PB	SW144	DPAISW		
4	4	4	4		4		2	22

YEAR I PG PROGRAMME							44
SEMESTER III							
SW-Discipline Specific Courses (DSC) (4 credits each)		Discipline Specific Electives (DSE) I (4 credits)		Discipline Specific Electives (DSE) II (4 credits)		Research	TOTAL CREDITS
SW021 SWRSA	SW022 FWP-III	SW311	MGNP	SW321	CRSWP	SW023 DISRT I	
		SW312	CTP	SW322	OHSW		
		SW313	HRM	SW333	CJSW		
		SW314	SWFC	SW334	ESSW		
4	4	4		4		6	22
SEMESTER IV							
SW024 SDSP	SW025 FWP-IV	SW411	ISW	SW421	SWLW	SW026 DISRT II	
		SW412	MPSW	SW422	CSWTM		
		SW413	DTSS W	SW423	DMSW		
		SW414	LIVC	SW424	RCD		
4	4	4		4		6	22
YEAR I PG PROGRAMME							44
YEAR 2 PG PROGRAMME							44

	YEAR I	SEMESTER I	
--	--------	------------	--

8. Details of Semester Wise Courses

Type of Course	Type		Lectures	Tutorials	Practical	TOTAL
Discipline Specific Courses (DSC)	SW01					4
	SW011	Nature and Development of Social Work and Social Science Foundations	3	1	0	4
	SW012	Community Practice and Social Action in Social Work	3	0	1	4
	SW013	Field Work Practicum I	0	0	4	4
Discipline Specific Electives (DSE)-I	SW11					4
	SW111	Urban Community Development	3	1	0	4
	SW112	Social Work in Health Settings	3	1	0	4
	SW113	Social Work Practice with Oppressed Groups	3	1	0	4
	SW114	Disability: Concepts and Theories	3	1	0	4
Discipline Specific Electives (DSE)-II	SW12					4
	SW121	Gender and Development	3	1	0	4
	SW122	Gerontological Social Work	3	1	0	4
	SW123	Social Work in Educational Settings	3	1	0	4
	SW124	Foundations of Mental Health: Strengths and Resilience	3	1	0	4
SKILL Elective	SW21/22					2
	SW211	Practice Intervention Skills – Micro Skills I	1	0	1	2
	SW221	Practice Intervention Skills – Macro Skills I	1	0	1	2
TOTAL CREDITS SEMESTER I						22
YEAR I SEMESTER II						
Type of Course	Type		Lectures	Tutorial	Practical	TOTAL
Discipline Specific	SW01					
	SW014	Social Justice, Human Rights and Social Legislation	3	0	1	4

Course (DSC)	SW015	Working with People II- Case Work and Group Work Practice in Social Work	3	0	1	4
	SW016	Field Work Practicum II	0	0	4	4
Discipline Specific Electives (DSE)-I	SW13					4
	SW131	Tribal and Indigenous People's Studies	3	1	0	4
	SW132	Green Social Work	3	1	0	4
	SW133	Mental Health Social Work: Strengths Based Practice	3	1	0	4
	SW134	Social Work for Conflict Mitigation and Peace Building	3	1	0	4
Discipline Specific Electives (DSE)-II	SW14					4
	SW141	Corporate Social Responsibility and Social Entrepreneurship	3	1	0	4
	SW142	Social Work Practice with Youth	g3	1	0	4
	SW143	Social Work Practice in Chronic Disease Management	3	1	0	4
	SW144	Disability: Practical Applications and Interventions in Social Work	3	1	0	4
SKILL Elective	SW21/22					2
	SW212	Practice Intervention Skills –Micro Skills II	1	0	1	2
	SW222	Practice Intervention Skills – Macro Skills II	1	0	1	2
TOTAL CREDITS FOR SEMESTER II						22
TOTAL CREDITS FOR SEMESTER I + II						44
YEAR II Semester III						
Type of Course	Type		Lectures	Tutorial	Practical	TOTAL
Discipline Specific Course (DSC)	SW02					
	SW021	Social Work Research and Welfare Administration	3	0	1	4
	SW022	Field Work Practicum III	0	0	4	4
	SW023	Dissertation I	0	2	4	6
Discipline	SW31					4

Specific Electives (DSE)-I	SW311	Management of Non-Profit Organisations	3	1	0	4
	SW312	Counselling: Theory and Practice	3	1	0	4
	SW313	Human Resource Management	3	1	0	4
	SW314	Social Work with Family and Children	3	1	0	4
Discipline Specific Electives (DSE)-II	SW32					4
	SW321	Child Rights and Social Work Practice	3	1	0	4
	SW322	Occupational Health and Social Work	3	1	0	4
	SW323	Criminal Justice Social Work	3	1	0	4
	SW324	Ethico-Spiritual Social Work and Human Flourishing	3	1	0	4
TOTAL CREDITS SEMESTER III						22
YEAR II SEMESTER IV						
Type of Course	Type		Lectures	Tutorial	Practical	TOTAL
Discipline Specific Course (DSC)	SW02					
	SW024	Social Development and Social Policy	3	0	1	4
	SW025	Field Work Practicum IV	0	0	4	4
	SW026	Dissertation II	0	3	3	6
Discipline Specific Electives (DSE)-I	SW41					4
	SW411	International Social Work Practice	3	1	0	4
	SW412	Medical and Psychiatric Social Work	3	1	0	4
	SW413	Digital Technology and Skills for Social Work Practice	3	1	0	4
	SW414	Livelihoods & Commons	3	1	0	4
Discipline Specific Electives (DSE)-II	SW42					4
	SW421	Social Work & Labour Welfare	3	1	0	4
	SW422	Critical Social Work: Theory and Method	3	1	0	4
	SW423	Disaster Management and Social Work	3	1	0	
	SW424	Rural Community	3	1	0	4

		Development				
TOTAL CREDITS SEMESTER IV						22
DISCIPLINE SPECIFIC ELECTIVES						
DSE I						
SEMESTER I	SEMESTER II		SEMESTER III		SEMESTER IV	
Urban Community Development	Tribal and Indigenous People's Studies		Management of Non-Profit Organisations		International Social Work Practice	
Health and Social Work Settings	Green Social Work		Counselling: Theory and Method		Medical and Psychiatric Social Work	
Social Work Practice with Oppressed Groups	Mental Health Social Work: Strengths Based Practice		Human Resource Management		Digital Technology and Skills for Social Work Practice	

9. THE DISCIPLINE SPECIFIC ELECTIVES (DSE)

The Discipline Specific Electives (DSE) are offered in two groups of DSE I and DSE II in each of the Semesters I, II, III and IV. The students will have the option to choose one from each of the groupings. A maximum number of students in a particular Elective will be 25% of the total students in the batch of an academic session, based on their rank in the admission test in case of Semester I and II electives and likewise for those joining the programme in Semester III and IV. For those in the PG programme, the results obtained Sem II will be the determinant in allocating choice with maximum number of students not exceeding 25% of the total students in the batch. The electives will be offered subject to the availability of concerned Faculty for that particular Elective in that Academic Session. These Groupings are as follows:

Disability: Concepts and Theories	Social Work for Conflict mitigation and Peace building	Social Work with Family and Children	Livelihoods & Commons
DSE II			
Gender and Development	Corporate Social Responsibility and Social Entrepreneurship	Child Rights and Social Work Practice	Social Work & Labour Welfare
Gerontological Social Work: Theory and Practice	Social Work Practice with Youth	Occupational Health and Social Work	Critical Social Work: Theory and Method
Social Work in Educational Settings	Social Work Practice in Chronic Disease Management	Criminal Justice Social Work	Rural Community Development
Foundations of Mental Health: Strengths and Resilience	Disability: Practical Applications and Interventions in Social Work	Ethico-Spiritual Social Work and Human Flourishing	Disaster Management and Social Work

10. SKILL BASED ELECTIVES

The Skill component has been seen as the foundation for social work practice in various settings. Micro skills are required to work with individuals, families and children and in small primary groups. These are connected with the Social Work methods courses such as Case Work practice in Social Work Settings, Social Group Work. The macro practice is associated with Social Work methods of community organization. Hence in order for those who have chosen their streams under discipline specific electives skills under Micro and Macro Practice are offered. The student has to opt for either Macro Skills I and II or Micro skills I and II. The research skills are enhanced through the Course Work + Research format for Semester III and IV as per the PGCF 2025.

Skill Electives 2 choices	Code	TITLE	PRACTICE	Credits
SEMESTER I	SW211	Practice Intervention Skills – Micro Skills I	2	2
	SW221	Practice Intervention Skills – Macro Skills I	2	
SEMESTER I	SW 212	Practice Intervention Skills – Micro Skills II	2	2
	SW222	Practice Intervention Skills – Macro Skills II	2	

11. Field Work Practicum under PGCF 2025

1. Field work at the Department of Social work is the core of the two-year M.A. in Social Work Programme and is concurrent to classroom teaching in both the years. The Department of Social Work, University of Delhi is a pioneering institution offering social work education to a diverse set of student learners who come from distant corners of the country and even many parts of the world to acquire professional competence to practice in the multiplicity of domains claimed by the social work profession as its own. Established in the year 1946, the Department has set high standards for itself and for other institutions offering social work education in the country. The Department boasts of a rich tradition of field work and the unequivocal emphasis that it has continued to place on field education has always given a distinct edge to its students and alumni to emerge as competent, sensitive and committed human service practitioners, with global foot prints. For Social Work Professional Education, Field Work is considered as ***Signature Pedagogy***.
2. The Department has consistently striven to align its field work programme to the new and emerging realities, and to amalgamate new sites and settings which beckon social work intervention. For instance, the Department has moulded its Field Work programme to rise to the demanding and challenging complex COVID-19 emergency. Field Work Practicum is thus not just a need for training human service professions, but also there is a need to meet the emerging complexities of a networked society with local and global challenges. The constitutional guidelines inform the practice to work with the marginalised, the vulnerable and the oppressed. These critical realities pose newer and more challenging practice obligations on social workers, who clearly require a distinct set of competencies and approaches to create desirable change. The educational curriculum of the Department, inclusive of both the theory and practicum components, has been responsive to this contemporary frame.
3. By orienting and grounding curriculum to the goals of National Educational Policy 2020, being learner centric, flexible and skill oriented with an emphasis on employability as well as develop orientation and competencies to address the societal concerns and issues, we have been able to introduce new core and optional papers, so as to enhance the knowledge and skill component of our Masters Programme. A dynamic and ever evolving course structure needs to be supported by an equally dynamic and reinforced field practicum. It is with this perspective that the Field Work Unit of the Department has continued to review, innovate and refine the field work format,

components and pedagogy, and introduce well envisaged changes within the existing programme.

4. As emphasized in the National Higher Education Qualifications Framework (NHEQF) of University Grants Commission in its ***Components of Programmes of Study (4.4, page 45-46)***, different modes of learning that could enhance the Programme of Study include workshop activities, field-based learning/projects, and internships/ community engagement and service. The Department is proud to have this legacy of providing Field Work Practicum exposure to the realities of communities both urban and rural as well as different areas of Social Work practice, ranging from Mental Health, Youth, Families, Children under varying vulnerable situations, health and healing and disability. These are only a small sample of the range of field work practicum sites. There is varying exposure provided through various components of field work practicum, such as Orientation programme, orientation visits to different Government and NGO agencies providing welfare services, concurrent, block internships, rural camps, which ultimately fetch a wholesome training that leads to job placements across the Nation. Our Alumni do provide the necessary mentorship and support to our Field Practicum arrangements. It is important to note that field work is thus integral to our Theory classes with often a symbiotic and a seamless synchronous experiential learning process that has been carefully built and strengthened through last several decades of our teaching- learning arrangements, continuing since 1946, the year of our establishment.
5. As per the National Higher Education Qualifications Framework (NHEQF) of University Grants Commission in its ***Components of Programmes of Study*** recognised the significance of 'field component' and articulated its emphasis on Field-based learning/projects, internships, and community engagement and service thus
 - a. Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity
 - b. ▪ Community Engagement: -
 - Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will 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.

Our Field Work Practicum perfectly adheres with these guidelines, besides achieving the objective of Employability.

6. Field work Practicum under PGCF is offered as 4 credits in each semester as part of Discipline Specific Core Course following the rationale of having desirable global standards of practice in various social work settings.

Hence the programme to be offered is as follows:

- An Orientation of 3 days for Social Work Professional Mandates and Statutory Policies under the Social Work: Theory Practice and Applications programme will be offered
- Concurrent Field Work Practicum will be organized for 4 credits as follows with 2 days (each day deemed to be of 7.5 hrs duration (including report writing and mentoring/supervision for guidance).
- Field work practicum will be for a minimum of 225 hrs or more for each semester and a facilitated summer internship of 36 days (minimum of 6 hours per day) enabling the students to

complete 1000 hours or more of practice in a diversity of Field Settings and areas of practice. This is in alignment with the UGC Model Curriculum for Social Work¹ as well as the International Standards for Social Work Professional Education as mandated by International Federation of Social Workers²

Details for Field Work Practicum Semester I

- An Orientation of 3 days as **Social Work: Theory, Practice and Applications for Semester I** with Orientation to Social Work Mandates and Statutory Policies mandated by the University of Delhi, will be offered for taking into consideration the staggered and extended admission time periods. There will be no credits assigned for this programme.
- The field work for each Semester will consist of 30 days
- **4 day accompanied visits** for exposure to different field work sites will be organized in teams of 4 or 5 organised in the first week of September or 10th of September in each academic session.
- There will be preparatory orientation to the groups of students visiting different field work sites by the assigned faculty members. Each group will have faculty members who will be orientating the students.
- **Compact I Concurrent Field Work placement** will be of 12 days duration in communities /agencies post the above visits.
- The Mid semester review will be Upon this component.
- **Compact II Concurrent Field Work placement** of 14 days in the month of November
- The end semester evaluation will be Upon this component.
- **Individual conferences will be held in the field during field visits by Supervisors in both the compacts.**

Details of Field Work Practicum Semester II

- a) The Field Work will consist of 30 days spread over two compacts of 12 days each and 6-day Rural Camp
- b) The Compacts I, II and Rural Camp will be scheduled aligning with the Academic Calendar of University of Delhi
 - The Mid semester review will be Upon the Compact I and Rural Camp.
 - The end semester evaluation will be Upon the Compact II.
 - Individual conferences will be held in the field in both the compacts.
 - A **Facilitated Summer Internship programme will be offered** with no credits and no evaluation so that there is flexibility for those who desire to earn a Diploma programme and also to see that students get exposure and training to a particular field work setting of their choice and location.
 - The **final schedule of organizing field work practicum for Semester I and II** will be guided by the Academic Calendar of the University of Delhi.

-
1. University Grants Commission (UGC). (2001). Model curriculum: Social work education. New Delhi.
 2. International Association of Schools of Social Work (IASSW). (2020). Global standards for social work education and training. <https://www.iasswaiets.org/wp-content/uploads/2020/11/IASSW-Global-Standards-Final.pdf>

Field Work arrangements in Semester III and Semester IV

Field Work arrangements in Semester III and IV will be organised in compacts of 15 days for the students to experience hands on training in Social Work practice in a diversity of settings. As per the NEP 2020 and the PGCF 2025 of the University of Delhi, there would be two kinds of students one who would be joining the programme afresh in the 3rd Semester and others who would continue their 2yr programme Upon completing 1st and 2nd Semesters. Also, this is the period that students would also be involving in research activities as part of the Dissertation work. Hence the organisation of the Field work practicum will take into account the multiple demands on the students and Faculty. Nevertheless, there would be efforts to organise 30-day practicum to cover 225 hours of Field Work Practicum per semester so as to meet the Field Practicum hours required as per international standards and UGC model curriculum for Social Work. As elucidated for Semester I and II, the individual and group interaction with the assigned Faculty Supervisor will be part of continuous and comprehensive evaluation of Field Work Practicum, with a viva-voce component at the end of each Semester. The **final schedule of organizing field work practicum for Semester III and IV** will be guided by the Academic Calendar of the University of Delhi.

The details of Field Work objectives for each semester can be found in the semester wise course details

Syllabus for Semester I to IV Courses MA in Social Work under PGCF 2025

DISCIPLINE SPECIFIC CORE COURSES SEMESTER I

Name of the Programme		M.A. Social Work	
Semester		I	
Course Code		SW-011	
Course Title		NATURE AND DEVELOPMENT OF SOCIAL WORK AND SOCIAL SCIENCE FOUNDATIONS	
Credits		4	
Marks		100	
Credit distribution of the course			
Lecture	Tutorial		Practical
3	0		1

COURSE DESCRIPTION

This course intends to acquaint students with nature, philosophy, historical growth and development of social work education and profession. This course endeavours to enable the students to acknowledge our country's social reform movements and social service traditions as a context as well as the growth and development of social work profession in our country and elsewhere. This course serves as a foundation for acquiring essential knowledge and critical skills/competencies required for social work professionals working with people. It has been designed to help students contextualize fieldwork within a theoretical framework.

This course further enables for developing an interdisciplinary perspective for social work practice with some of the key conceptual and theoretical understanding drawn from social science disciplines

COURSE OBJECTIVES

- To understand social work philosophy and inculcate values for human service
- To explore the historical context of the emergence of social work as a profession
- To understand the nature of social work practice in different settings
- To analyze theoretical frameworks and constructs that inform social work practice from interdisciplinary lenses
- To enable for developing conceptual and theoretical understanding drawn from social science disciplines

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Learn about various social service traditions, reform movements, and the transition from welfare to empowerment
- Understand the nature and evolution of professional social work both in India and internationally
- Appreciate the values, ethics, competencies, knowledge, attitudes, skills, and techniques essential for a professional social worker in diverse settings.
- Explore and cultivate their professional identity as a social work practitioner
- Develop an interdisciplinary perspective in understanding social work practice interventions
- Assimilate key concepts and theoretical understanding in social work practice interventions

UNIT I INTRODUCTION, CONCEPTS AND HISTORICAL DEVELOPMENT

- Social Work: Concept, Social services, Social reform, Social welfare, and Human rights
- Development of social work education and profession in India and abroad: Asia, U.K., and U.S.A.; Regional variations and influences; contribution of Indian social reformers
- Values and Principles of social work, Social movements
- Methods of social work practice
- Emerging trends in social work practice: Digital engagement, rights-based approaches, and interdisciplinary models

UNIT II THEORETICAL PERSPECTIVES FOR SOCIAL WORK PRACTICE AND APPLICATION

- Social work as a profession: Basic requirements, roles, functions, and competencies for effective practice
- Ethical considerations in professional practice across diverse settings
- Communication theory and its relevance to professional social work practice
- Systems and Functionalist approaches; Radical and Marxist approach
- Non-Governmental Organisations and their role in Social Work Practice

UNIT III POLITICO-ECONOMIC INSTITUTIONAL CONCEPTS IN SOCIAL WORK PRACTICE

- Foundational concepts for Social Work Practice: Liberty, Equality, Diversity, Justice, Power, Rights Duties, Citizenship and Constitutional Values
- Concept of Nation, State, Governance, Federalism and Decentralization
- Basic Economic concepts: Needs, Resources, Goods and Service, Production, Distribution and Consumption, Wages, poverty, Gross Domestic Product, Gross National Product, Per Capita Income
- Contemporary economic systems, economic Sectors and Planned economic Development, , globalization
- Political Systems, Representation and political processes and relevance in policy and advocacy

UNIT IV SOCIO-PSYCHOLOGICAL CONCEPTS IN SOCIAL WORK PRACTICE

- Understanding the concept of Society: Social structure and sub structure, social stratification: Caste, Class, Gender, Power and Social Status
- Social institutions and social groups: Marriage, Family, Education Religion, and State. Social Work, Society, Culture and Social Change
- Sociological and Psychological Perspectives in understanding human beings in Social Contexts: Functionalism, Conflict Perspective, Symbolic interactionism, modernism, post modernism, Behavioural, Humanistic, Community Psychology and Cross Cultural
- Self and Social Perception: Social Groups identities, Stereotypes, Prejudice, Discrimination, emotions, motivation, cognition, communication and attitude change
- Human Development, Socialization and Personality Development in socio-cultural context

ESSENTIAL READINGS

1. Desai, M. (2002). Ideologies and Social Work: Historical and contemporary analysis. Jaipur: Rawat Publications
2. Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
3. Encyclopaedia of Social Work in India. (2025). Oxford University Press
4. Government of India (2024). *The Constitution of India*, New Delhi: Government of India, Ministry Of Law And Justice, Legislative Department, Official Languages Wing
5. Greenlaw, Steven A., Shapiro, David A. and MacDonald, Daniel. (2022). *Principles of Economics*. (3rd Ed.) Publisher: OpenStax. Rice University
6. Haralambos. (2014) Sociology: Themes and Perspectives: Harper Collins; Eight edition
7. Jha, M. K., & Choubey, K. N. (2023). Indian politics and political processes: Ideas, institutions and practices. Taylor & Francis
8. Jodhka, Surinder, S. (2015). *Caste in Contemporary India*, New Delhi: Routledge.
9. Kelland, M. (2017). Personality Theory: A Multicultural Perspective. Maryland. Createspace Independent Publishing Platform.
10. Nicolson, P., & Bayne, R. (2014). Psychology for social work. theory and practice. London: Palgrave
11. Pimpare, S. (2021). Politics for Social Workers: A Practical Guide to Effecting Change. Columbia: Columbia University Press
12. Roshni Nair, Srilatha Juvva and Vimla Nadkarni (2020) (Ed.). Field Work in Social Work Education: The Indian Experience (1st Edition, South Asia Edition). New Delhi: Routledge, ISBN 978-0-3674-6374-8 (hbk)
13. Roy, Sanjoy (2021) Ed. Social Work Education: Indigenous Perspectives, Sage: Los Angeles/ London/ New Delhi
14. Verma, Ratna (2019) (Ed.). Manan: Reflections on Social Work Education and Practice, Pune: Mudra Publications
15. Woodrofe, K. (1962). From Charity to Social Work. London: Routledge and Kegan Paul.

SUGGESTIVE READINGS

1. Bailey, R. & Brake, M. (eds.) (1975). *Radical Social Work*. London: Edward Arnold Publishers)Ltd.
2. Beena, P L., Kallummal, M., Kumar,S. (eds). (2022). *Indian Economy and Neoliberal Globalization: Finance, Trade, Industry and Employment*. London and NY. Routledge.
3. Ciccarelli, S. K., & White, J. Noland (2017). *Psychology*. Pearson Education
4. Dr. B. R. Ambedkar 1917 Caste In India: Their Mechanism, Genesis and Development.
5. Gore, M. S. (1993). *The social context of ideology: Ambedkar's social and political thought*. New Delhi: Sage Publishing.
6. Johnson, L. C. (1998). *Social work practice: A generalist approach*. Boston: Allyn and Bacon.
7. Lewis, M. and Widerquist, K. (2001). *Economics for Social Workers: The Application of Economic Theory to Social Policy and the Human Services*, Columbia: Columbia University Press
8. O'Brien, E. Z. (2020). *Psychology, Human Growth and Development for Social Work: A Comprehensive guide*. Red Globe Press.
9. Pincus, A. & Minnahan, A. (1973). *Social work practice: Model and method*. Itasca: Peacock.
10. Prigoff, A. (1999). *Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action* (International Social Work). Belmont, CA: Brooks/Cole
11. Reamer, F. G. (1999). *Social work values and ethics*. New York: Columbia University Press.
12. Specht, J. (2017). *Personality development across the Lifespan*. 1st Edition. London: Academic Press
13. Timms, N. (1977). *Perspectives in social work*. London: Routledge and Kegan Paul.

Name of the Programme	M.A. Social Work	
Semester	I	
Course Title	WORKING WITH PEOPLE I COMMUNITY PRACTICE AND SOCIAL ACTION IN SOCIAL WORK	
Course Code	SW012	
Credits	4	
Marks	100	
edit distribution of the course		
Lecture	Tutorial	Practical
3	0	1

COURSE DESCRIPTION

This course is a social work methods course on community practice and social action. It endeavours to enable the learners to acknowledge the significance of the 'community' as a context and important means for social transformation and change. In the realm of developing societies such as India, the imperative of preparing social work students to assume proactive macro practice-oriented roles is only too evident, given the magnitude of needs, problems, deprivations and challenges confronted by large constituencies of people located on the margins. Given the fact that the field practicum component of the master's programme in social work entails a focus on community-based practice, this course assumes immense significance for the neophytes who enter the programme with diverse backgrounds. It offers them an opportunity to understand macro practice in social work through community mobilization and collective action. The course is important in restating the values of social justice and equity in social work practice and defining ways to achieve these. Within the 'community practice' context, the course grounds learners in the nuances of the "community" in which they are required to work, as also the concept, value base, theories, approaches, models and skills of community work, as an integral macro practice domain.

This course also enables students to appreciate the power of social movements in bringing change and justice, and offers them an opportunity to gain a repertoire of skills in social mobilization and social action as core components of social work. It examines the activist orientation in social work practice and analyses. Adopting a comparative perspective, the course examines the agency of actors and the ways in which movements and activists challenge inequalities, demand social justice, and advance critiques of adverse social, political, economic, and cultural realities.

COURSE OBJECTIVES

- To understand and analyze the 'community' as a dynamic entity for social work practice.
- To integrate the significance of community practice and social action as core methods to mobilize and engage communities for furthering social justice and human rights.

- To gain knowledge regarding theoretical underpinnings and value orientation associated with community practice and social action
- To comprehend the concept, context, approaches and models of community practice and social action to achieve socio-economic, political and cultural transformations through collective action.
- To integrate attitudes and skills relevant to the practice of the methods of community practice and social action.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Integrate the conceptualization and frameworks of understanding the ‘community’.
- Understand the diverse contexts for engagement with the methods of community work and social action.
- Appreciate the nature and significance of community practice and social action as core methods for securing social justice for the marginalised, excluded and oppressed constituencies.
- Gain knowledge regarding theoretical underpinnings, value orientation and ideological stances associated with community practice and social action.
- Comprehend the range of practice perspectives related to community work and social action in the contemporary context.
- Apply relevant knowledge, skills and competencies for understanding and responding to the critical social reality through community practice and social action.

COURSE CONTENTS

UNIT I COMMUNITY AND COMMUNITY PRACTICE: CONCEPT, CONTEXT AND SIGNIFICANCE

- Diverse conceptualizations and frameworks of community and their implications: Community as Place, Interest, System, Contestation and Sentiments; Rural, Urban and Tribal Communities; New and emerging forms of communities;
- Contexts and challenges for 21st century communities; Issues of Identity, Inclusion and Exclusion; Gated Communities.
- Community Practice: concept, history, definitions and scope as method
- Social Justice, Human Rights, Values, and Community Practice
- Community Practice in a globalized and multicultural context

UNIT II THEORIES, PRINCIPLES AND MODELS OF COMMUNITY PRACTICE

- Theoretical perspectives and principles for community practice
- Steps, models and approaches of community practice
- Inclusive and anti- oppressive community practice; Critical approach to Community Practice: Friere and Gramsci
- Tools for designing community interventions: Community Profiling, PLA, LFA, Problem Analysis, Stakeholder Analysis, Force Field Analysis and Strategic Planning
- Understanding Community-Based Organizations: structure, goals and politics of nonprofit community-based organizations; Good Practices.

UNIT III SOCIAL ACTION: CONCEPTS AND STRATEGIES

- Concept, history and evolution of social action as a method of social work.
- Social action for emancipatory and anti- oppressive practice.
- Social action in community organisation and advocacy: Processes and steps
- Models of social action: Conscientization and dialogic praxis, Alinsky's community organising, Liberation theology, Gandhian Satyagraha.
- Analysis of ideology and approaches of Gandhi, Martin Luther King Jr., Jyotiba Phule, B.R. Ambedkar, Frantz Fanon.

UNIT IV SOCIAL MOVEMENTS: TYPOLOGY, THEORETICAL UNDERPINNINGS, IDEOLOGY AND STRATEGIES

- Social movements: Concept, typology and movement analysis.
- Theories of social movements- Collective Behaviour, Rational Actor Theory, Resource Mobilisation Theory, Political Process Theory.
- Typology of Social Movements: Peasant, tribal and labour movements. Feminist movements, environmental movements, statehood movements, Dalit & Anti-caste Movements
- Strategies and Tactics of Collective mobilization and Collective Identity Construction
- Social Action in Practice: Skills and competencies for advocacy, coalition building, and public interest litigation.

ESSENTIAL READINGS

1. Etzioni, A. (1995). *The spirit of community: Rights, responsibility and the communitarian agenda*. Fontana Press.
2. Fainsod, Mary., Katzenstein, Raka, Ray. (Eds). (2005). *Social Movements in India: Poverty, Power, and Politics*. Rowman & Littlefield.
3. Gamble, Dorothy N. and Weil, Marie. (2010). *Community practice skills: Local to global perspectives*. Columbia University Press.
4. Ghosh, B. (Eds.). (2024). *Exploring Social Movements: Theories, Experiences, and Trends*. Taylor & Francis
5. Goldingay, S., Ryan, J., Daddow, A. (2024). *Decolonizing and Reframing Critical Social Work: Research and Stories from Practice*. Routledge, Chapman & Hall, Incorporated.
6. Gore, M. S. (2011). *Social Work and Social Work Education*. Rawat Publications.
7. H.Y. Siddiqui (Eds.).(1984). *Social Work and Social Action: A Developmental Perspective*. Harnam Publications.
8. Harrikari, T., Rauhala, P. (2016). *Social Change and Social Work: The Changing Societal Conditions of Social Work in Time and Place*. Taylor & Francis.
9. Ife, J. (2013). *Community development in an uncertain world: Vision, analysis and practice*. Cambridge University Press.
10. James M. Jasper, Jeff Goodwin (Eds.). (2009). *The Social Movements Reader: Cases and Concepts*. Wiley.
11. Ledwith, M. (2013). *Community development A critical approach (2nd edition)*. Policy Press.
12. Netting, F. E., McMurtry, S. L., Thomas, M. L., Kettner, P. M. (2011). *SocialWork Macro Practice*. Pearson Education.

13. Popple, K. (2015). *Analyzing community work: Theory and practice*. Open University Press.
14. Somerville, P. (2016). *Understanding community: Politics, policy and practice (2nd edition)*. Polity Press and Social Policy Association.
15. Weil M., Reisch M. and Ohmer M. L. (2013). *The Handbook of community practice (2nd edition)*. SAGE.

SUGGESTIVE READINGS

1. Bauman Z. (2001). *Community: Seeking safety in an insecure world*. Polity Press.
2. Freire, P. (1972). *Pedagogy of the oppressed*. Penguin.
3. Ife, J., Soldatić, K., Briskman, L. (2022). *Human Rights and Social Work: Towards Rights-Based Practice*. Cambridge University Press.
4. Ledwith, M. and Springett, J. (2010). *Participatory practice: Community-based action for transformative change*. The Policy Press.
5. Midgley, J., Gray, M., Webb, Stephen, A.(Eds.). (2012). *The SAGE Handbook of Social Work*. SAGE Publications.
6. Netting, F. E., McMurtry, S. L., Thomas, M. L., Kettner, P. M. (2011). *Social Work Macro Practice*. Pearson Education.
7. Pawar M. (2010). *Community development in Asia and the Pacific*. Routledge.
8. Ross, M.G. (1967). *Community organisation. Theory principles and practice*. Harper and Row.
9. Stepney P. and Popple K. (2008). *Social work and the community: A critical context for practice*. Palgrave Macmillan
10. T. Krishnan Nair. (Eds.). (2014). *Social Work Profession in India: An Uncertain Future*. Niruta Publications.

Name of the Programme	M.A. Social Work
Semester	I
Course Code	SW013
Course Title	FIELD WORK PRACTICUM-I
Credits	4
Marks	100

Credit distribution of the course		
Lecture	Tutorial	Practical
	0	4

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:

GENERIC OBJECTIVES OF FIELD WORK

- Understand and develop perspective on the critical issues, concerns and problems permeating the practice domain of the field placement;
- Imbibe and integrate core values and philosophy of the social work profession
- Initiate social work practice in diverse practicum sites through the utilisation of knowledge base and development of a skills repertoire to perform social work roles
- Initiate a critical analysis of theoretical concepts, approaches and interventions in the light of fieldwork experiences.

SPECIFIC OBJECTIVES

- Build a wide-ranging understanding of social issues with special focus on assessing the needs and context of the community/people /client groups at the placement setting.
- Integrate a critical understanding of organisational ideology, vision, goals and the strategies for social change adopted by the agency in the backdrop of professional ethics, values and principles.
- Display the ability to delineate and define learning assignments, in the specific context of the field placement.
- Initiate an ongoing identification/ positioning of self as a social work professional.

- Demonstrate an understanding of social work roles and requisite competencies for performance of these roles.
- Develop, practice and sharpen social work competencies and skills of entry level standards through involvement in agency activities and/or community engagements

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 programme to be offered is as follows:

7. Social Work: Theory Practice and Applications will be offered as Orientation to the Social Work Professional Mandates and Statutory Policies this will be for a period of 3 days
8. Concurrent Field Work Practicum will be organized as follows with each day deemed to be of 7.5 hrs duration (including report writing and interaction with Supervisor for guidance).
9. Field work practicum will be for a minimum of 225 hrs or more for each semester

Semester I	Days
Accompanied field visits	4 days
Compact I (Concurrent Field Work practice in Communities or Agencies working in social sector)	12 days
Compact II (Concurrent Field Work practice in Communities or Agencies working in social sector)	14
TOTAL DAYS	30
TOTAL CREDITS	4

RATIONALE AND DETAILS FOR FIELD WORK PRACTICUM SEMESTER I

- It has been observed that admissions are usually delayed and approximately 20% of the students may miss this component if the visits component of orientation is organized in the 7-to-10-day orientation programme at the beginning of academic session. For this reason, there have been no credits assigned to the field work component of Orientation Programme due to staggered admissions (as has been the past experience). Hence the Orientation Programme is required to be curtailed for 3 days.

- The nomenclature for it will be **Social Work: Theory, Practice and Applications for Semester I** with Orientation to Social Work Mandates and Statutory Policies mandated by the University
- The field work will consist of 30 days
- **4 day accompanied visits** for exposure to different field work sites will be organized in teams of 4 or 5 organised in the first week of September or 10th of September in each academic session.
- There will be preparatory orientation to the groups of students visiting different field work sites by the assigned faculty members. Each group will have faculty members who will be orientating the students.
- Post these visits, group conferences will be scheduled for sharing-learning sessions. These field work visit days were worked out from 1st week of September for that particular academic session Upon initial teaching from August to September of that academic session.
- **Compact I Concurrent Field Work placement** will be of 12 days duration in communities /agencies post the above visits.
- The Mid semester review will be Upon this component.
- **Compact II Concurrent Field Work placement** of 14 days in the month of November
- The end semester evaluation will be Upon this component.
- **Individual conferences will be held in the field during field visits by Supervisors in both the compacts.**
- The **final schedule of organizing field work practicum for Semester I and Semester II** will be guided by the Academic Calendar of the University of Delhi.

PEDAGOGY

Like all professionals, social workers also require pedagogical norms with which they connect and integrate theory into practice. Fieldwork has been aptly described as the '*signature pedagogy*' of social work by the Council on Social Work Education, the accrediting agency for social work education in the U.S, for 'field education represents the profession's central and unique form of instruction and learning in which a profession socializes its students to perform the role of a practitioner' (CSWE, 2008). The justification for fieldwork to be considered as social work's signature pedagogy is irrefutable in cognisance of the fact that fieldwork does indeed instruct the neophytes in social work - ***to think, to perform and to act with integrity.***

The metamorphosis of a student learner into a social work professional entails formal classroom learning in alignment with practical experience. It is a basic precept of social work education that the two interrelated components of curriculum- classroom and field, are of equal importance within the curriculum, and each 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.

As professionals in the making, social work students learn to apply, under supervision, the didactic sessions of the curriculum to real life situations in the field. They have the opportunity to validate what they learn in the classroom; 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. They 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.

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, following ethical principles etc.

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 of 30 marks** with Social Work Educators from recognised Government Universities/Departments as external examiners.

DISCIPLINE SPECIFIC ELECTIVES SEMESTER I

Name of the Programme	M.A. Social Work		
Semester	I		
Course Code	SW111		
Course Title	URBAN COMMUNITY DEVELOPMENT		
Credits	4		
Marks	100		
Credit distribution of the course			
Lecture	Tutorial		Practical
3	1		0

COURSE DESCRIPTION/RATIONALE:

The course would enable students to develop an understanding of urban communities, their vulnerabilities and strengths. a student to locate Students will also develop a critical appreciation of the urban developmental contexts and their macro policy and economic contexts. The course would also enable the student to develop sensitivity and familiarize with the skills related to working with urban communities.

COURSE OBJECTIVES

- Understanding urban communities and urban planning and development.
- Develop sensitivity and commitment to the rights of vulnerable groups in urban communities.
- Develop skills necessary for community development work in urban contexts.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Gain theoretical perspectives on urbanization and urban society
- Acquire comprehensive knowledge on urban governance, policies and programmes in India
- Develop skills and competencies to work with urban communities

COURSE CONTENTS

UNIT I UNDERSTANDING URBAN COMMUNITIES

- Urban Communities: Types, Features, complexity, diversity and spatiality

- Social group identities, segregation and inequality
- Economic arrangements: informality and marginality
- Critical Social concerns: Homelessness, Drug abuse, violence, unemployment and conflict.
- Slum: contested rights and socio-legal spaces, eviction and relocation, welfare services and basic living conditions

UNIT II: UNDERSTANDING AND WORKING WITH URBAN POOR: EMERGING CONCERNS

- Urban poor: Identity, location and marginality
- Contested Citizenship and rights: Exclusion and inclusion
- Rights of Urban Poor: Challenges and emerging concerns for food, housing and livelihood security
- Urban Basic Services for the poor with reference to Sanitation, Health and Water, Energy and Safety: Dynamics of Access and Utilisation
- Urban poverty alleviation schemes

UNIT III URBAN DEVELOPMENT POLICIES AND PROGRAMMES

- Urban planning: features and contours, various models
- 74th constitutional amendment and the role of urban local bodies
- Urban Governance Reforms and impacts on Urban Communities
- Urban development policies and programmes: Overview of Programs for Livelihoods, Skill Development, Housing, Education, Health, Sanitation and Transportation
- Socio-Legal contexts and role of Urban Local Bodies in legitimising urban communities, Recognition of Slums, Slum Development, redevelopment, relocation policies

UNIT IV ORGANISING FOR URBAN COMMUNITY DEVELOPMENT: PARTICIPATION, ACTION AND ADVOCACY

- Urban community Development: Concepts and theories
- People's participation and facilitating Collective Processes: Citizen Groups, Mohalla Committees and Networks
- Strategies of Local economic development: Cooperatives, SHGs and Micro Enterprises
- Social action and advocacy in urban development: Leveraging for Rights and Accountability
- Role of Civil society organizations and Case studies of best practices

ESSENTIAL READINGS

1. Bailey, Ajay; Otsuki, Kei. 2025. *Inclusive Cities and Global Urban Transformation: Infrastructures, Intersectionalities, and Sustainable Development*; Singapore: Springer.
2. Blokland, Talja. 2017. *Community as Urban Practice*; Cambridge: Polity.
3. Cheema, G. Shabbir; Cheema, G Shabbir. 2019. *Reaching The Urban Poor: Project Implementation in Developing Countries*; New Delhi: Routledge.
4. Das, Ritanjan; Kumar, Nilotpal. 2023. *The Politics of Community-making in New Urban India*; New Delhi: Routledge.

5. Dhananka, Swetha Rao. 2020. *Housing and Politics in Urban India Opportunities and Contention*; New York: Cambridge University Press.
6. Ferroni, Maria Vittoria; Galdini, Rossana; Ruocco, Giovanni. 2023. *Urban Informality: A Multidisciplinary Perspective*; Cham: Springer.
7. Jacob, Suraj; Jacob, Babu. 2021. *Governing Locally: Institutions, Policies and Implementation in Indian Cities*; New York: Cambridge University Press.
8. Jayaram, N. 2017. *Social Dynamics of the Urban: Studies from India*; New Delhi: Springer India.
9. Jha, Sadan; Pathak, Dev Nath. 2022. *Neighbourhoods and Neighbourliness in Urban South Asia: Subjectivities and Spatiality*; New York: Routledge.
10. Jha, Sadan; Pathak, Dev Nath; Das, Amiya Kumar. 2022. *Neighbourhoods in Urban India: In between Home and the City*; New Delhi: Bloomsbury.
11. Kundu, Amitabh; Dentinho, Tomaz Ponce; Magsi, Habibullah; Basu, Kanika; Bandyopadhyay; Sumana. 2022. *Accessible Housing for South Asia: Needs, Implementation and Impacts*; New Delhi: Springer.
12. Rajasekhar, D. 2021. *Handbook of Decentralised Governance and Development in India*; New York: Routledge.
13. Routray, Sanjeev. 2022. *The Right to Be Counted: The Urban Poor and the Politics of Resettlement in Delhi*; Stanford: Stanford University Press.
14. Wheeler Stephen M (Eds).(2022) *The Sustainable Urban Development Reader* Routledge London
15. Chatterjee, Uday., Bandyopadhyay, Nairwita. Setiawati, Martiwi Diah., Sarkar, Soma. (Eds). (2023). *Urban Commons, Future Smart Cities and Sustainability*. Springer

SUGGESTIVE READINGS

1. Rakodi, Carole; Lloyd, Tony. 2002. *Urban Livelihoods: A People-Centred Approach to Reducing Poverty*; London: Earthscan.
2. UN-HABITAT. 2003. *The Challenge of Slums: Global Report on Human Settlements*; London: Earthscan.
3. Kundu, Amitabh; Sharma, Alakh N. 2001. *Informal sector in India: Perspectives and policies*; New Delhi: Institute for Human Development & Institute of Applied Manpower Research
4. Jaffe, Rivke; De Koning, Anouk. 2015. *Introducing Urban Anthropology*; New York: Routledge.
5. Paddison, Ronan. 2001. *Handbook of Urban Studies*; New Delhi: Sage Publications
6. Hannigan, John A.; Richards, Greg. 2017. *The SAGE Handbook of New Urban Studies*; New Delhi: SAGE Publications
7. Jensen, Ole B.; Lassen, Claus; Kaufmann, Vincent; Freudendal-Pedersen, Malene; Lange, Ida Sofie Gøtzsche. 2020. *Handbook of Urban Mobilities*; New Delhi: Routledge.
8. Ward, Kevin; Jonas, Andrew E. G.; Miller, Byron; Wilson. David. 2018. *The Routledge Handbook on Spaces of Urban Politics*; New Delhi: Routledge.
9. Martínez, Miguel A. 2024. *Research Handbook on Urban Sociology*; Cheltenham: Edward Elgar.
10. Pardo, Italo; Prato, Giuliana B. 2020. *Urban Inequalities: Ethnographically Informed Reflections*; Cham: Palgrave MacMillan

WEBLINKS:

<http://mohua.gov.in/> [Ministry of Housing and Urban Affairs, Govt. of India]

<https://unhabitat.org/>

<https://www.impriindia.com/insights/india-urban-development/>

Name of the Programme	M.A	
Semester	I	
Course Title	SOCIAL WORK IN HEALTH SETTINGS	
Course Code	SW112	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION

The course provides an in-depth understanding of the intersection between health, healthcare systems, and social work practice. The course critically examines community health services, healthcare programs, and public health policies in India, with a special focus on marginalized groups. It emphasizes the role of social work interventions in both institutional and community-based health settings.

COURSE OBJECTIVES

- Understand the changing concept of health, community health, community mental health as an aspect of social development.
- Develop a critical perspective of community healthcare services and programmes
- Appreciation of social work intervention in community health settings.

LEARNING OUTCOMES

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

- Understand concept of health and its determinants
- Gained a perspective of healthcare systems and health policies
- Integrate social work in healthcare settings

COURSE CONTENTS

UNIT I CONCEPT OF HEALTH, WELL-BEING & DISEASES

- Concept of Health, Well-being and Disease, Theories of Disease Causation
- Indicators of health in a community
- Health and Development

- Social determinants of health
- Health scenario of India: epidemiology and etiology of major communicable and non communicable diseases

UNIT II HEALTHCARE SERVICES AND PROGRAMMES

- Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
- Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services
- Public Health and Marginalized Groups: Issues of Availability, Accessibility and Affordability
- Nutrition: Major nutritional problems; Nutrition and Life Cycle
- Health Statistics: HMIS, NFHS, SRS

UNIT III HEALTH PLANNING & POLICY

- National Health Mission, National rural Health Mission
- Public-private partnership and collaboration in health care: Role of NGO and private and corporate sectors in health care
- Family Planning in India: Policies and Programme
- Public Health Related Legislations in India
- Global Health: Alma Ata, Astana, SDGs

UNIT IV HEALTH CARE IN SOCIAL WORK

- Historical development of medical social work in USA, UK and India.
- Contemporary situation of social work practice in health; National Commission for Allied and Healthcare Professions Act, 2021.
- Community Health: Health Education and Health Out-reach, Community needs assessment
- Emerging areas of Social Work in Practice in Health Settings: Healthy Ageing; Palliative Care
- Community-based social work: Models

ESSENTIAL READINGS

1. Yesudian, C. A. K. (Ed.). (1991). *Primary health care*. Mumbai: Tata Institute of Social Sciences.
2. Phillips, D. R., & Verhasselt, Y. (1994). *Health and development*. London: Routledge.
3. Sundaram, T. (1996). *Reaching health to the poor: Sourcebook on district health management*. New Delhi: VHA
4. Baru, R. V. (1998). *Private health care in India: Social characteristics and trends*. New Delhi: Sage Publications
5. McLeod, E., & Bywaters, P. (2000). *Social work, health and equality*. London: Routledge.
6. Park, K. (2005). *Textbook of prevention and social medicine* (18th ed.). Jabalpur: Banarsidas Bhanot.
7. Gehlert, S., & Browne, T. (Eds.). (2011). *Handbook of health social work*. John Wiley & Sons.
8. Nambiar, D., & Muralidharan, A. (2017). *The social determinants of health in India*. Springer.

9. Winnett, R., Furman, R., Epps, D., & Lamphear, G. (Eds.). (2019). *Health care social work: A global perspective*. Oxford University Press.
10. Chakrabarty, K., & Chakrabarty, A. S. (2019). *Textbook of nutrition in health and disease*. Springer.
11. Acharya, S. S., Sen, S., Punia, M., & Reddy, S. (Eds.). (2017). *Marginalization in globalizing Delhi: issues of land, livelihoods and health*. Springer India.
12. Bartley, M., & Kelly-Irving, M. (2024). *Health inequality: an introduction to concepts, theories and methods*. John Wiley & Sons.
13. Levy, B. S., & Sidel, V. W. (Eds.). (2013). *Social injustice and public health*. Oxford University Press, USA.
14. Reddy, S., & Tavares, A. I. (Eds.). (2020). *Evaluation of health services*. BoD–Books on Demand.
15. Qadeer, I., Saxena, K. B., & Arathi, P. M. (2021). *Universalising Healthcare in India*. Springer Singapore.

SUGGESTIVE READINGS

1. Germain, C. B. (1993). *Social work practice in health care: An ecological perspective*. New York: The Free Press.
2. Marmot, M., & Wilkinson, R. (Eds.). (2005). *Social determinants of health*. Oup Oxford.
3. Gehlert, S., & Browne, T. (Eds.). (2011). *Handbook of health social work*. John Wiley & Sons.
4. Khan, M. E. (1994). *Paying for India's Health Care*. New Delhi: Sage Publications.
5. Nadkarni, V.V. 1985 Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work. Bombay: Tata Institute of Social Sciences.
6. Gangolli, L. V., Duggal, R., & Shukla, A. (2005). *Review of healthcare in India*. Mumbai: Centre for enquiry into health and allied themes.
7. Anand, S., Peter, F., & Sen, A. (2004). *Public health, ethics, and equity*. OUP Oxford.
8. Riekert, K. A., Ockene, J. K., & Pbert, L. (Eds.). (2013). *The handbook of health behavior change*. Springer Publishing Company.
9. Martin, L. R., & DiMatteo, M. R. (Eds.). (2014). *The Oxford handbook of health communication, behavior change, and treatment adherence*. Oxford University Press.
10. Raman, A. V., & Björkman, J. W. (2008). *Public-private partnerships in health care in India: lessons for developing countries*. Routledge.

WEBLINKS

1. <https://www.who.int/health-topics/social-determinants-of-health>
2. <https://www.paho.org/en/health-systems-and-services/alma-ata-1978-astana-2018>
3. <https://www.un.org/sustainabledevelopment/health/>
4. <https://nhm.gov.in/>
5. <https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=197&lid=136>
6. https://www.who.int/health-topics/primary-health-care#tab=tab_1
7. <https://nhsrcindia.org/>

Name of the Programme	M.A	
Semester	I	
Course Title	SOCIAL WORK PRACTICE WITH OPPRESSED GROUPS	
Course No	SW113	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION

Social work practice with oppressed groups involves challenging societal structures and advocating for the rights and well-being of marginalized individuals, groups, and communities. As social work practitioners, we have a moral, ethical, and legal responsibility to challenge inequality and disadvantages. This practice requires social workers to be aware of their own biases, prejudices, and privileges and to work collaboratively with marginalised groups to identify and address the root causes of oppression. This course anticipates that social workers also need to be sensitive to cultural differences and to promote social justice by advocating for systemic and structural change.

COURSE OBJECTIVES

- Understand the historical and contemporary structural dynamics of oppression, marginalization, and exclusion within India’s socio-political, economic, and cultural contexts
- Critically engage with theoretical frameworks such as anti-oppressive practice, anti-caste social work, radical, feminist, structural, and anti-racist social work
- Apply Ambedkarite and intersectional feminist frameworks to analyse and examine the lived realities of socially oppressed groups
- Assess and evaluate existing government policies, constitutional safeguards, and the role of civil society organizations in addressing systemic inequalities and oppression
- Develop reflexive practice by recognizing one's own social location, caste, class, gender, and geographical and cultural privileges
- Integrate critical and creative pedagogical tools such as case studies, films, poetry, and autobiographies to foster consciousness of social and gender justice, human rights, liberty, equality, and fraternity, and to strengthen transformative emancipatory social work practice

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Apply theoretical perspectives rooted in Indian context to the understanding of oppression as multilayered and experienced across different social groups
- Demonstrate sensitivity and cultural reflexivity in understanding oppressed groups
- Understand and apply Ambedkerite and Feminist frameworks to the lived realities of oppressed
- Understand the key processes of challenging oppression and building emancipatory strengths among oppressed
- Develop assessment and critical inquiry capacities to understand oppression as a multilayered phenomenon in everyday practice contexts
- Understand and engage with different state and non-state actors for emancipatory practices in working with the oppressed groups and advocating for social justice practice
- Develop critical perspectives in understanding and analysing the relevance and significance of Constitutional and State initiated provisions with reference to Oppressed groups
- Engage with case studies, debates, and discussions to critically assess contemporary issues of oppressed groups

COURSE CONTENTS

UNIT I INTRODUCTION TO THEORIES AND FRAMEWORKS OF OPPRESSION

- Understanding Oppression: meaning and nature of structural, cultural, and institutional forms of violence and marginalization
- Overview of Anti-Opressive Practice, Critical Social Work, and Structural Social Work
- Radical Social Work and Feminist Social Work: Pedagogy and Praxis of resistance and transformation
- Anti-Racist Social Work and intersectional perspectives on global oppression
- Anti-Caste Social Work: Theoretical Foundations rooted in the Ambedkarite Framework

UNIT II MAPPING OPPRESSED SOCIAL GROUPS THROUGH EMANCIPATORY FRAMEWORKS

- Understanding Empowerment and Emancipation: Critical Pedagogy and application in the Indian context
- Social location and lived realities of historically marginalized groups: Dalits, Adivasis, Bahujans, Minorities, women, LGBTQIA+, disabled groups, migrants, informal labourers, refugees, etc.
- Ambedkarite Framework of Emancipatory Social Work: Social justice, Dignity and Human Rights
- Anti-Caste Feminist Intersectionality: Interrogating caste, patriarchy, gender, and sexuality through a Dalit Feminist and Trans-Queer Standpoint.

UNIT III POLICIES, SAFEGUARDS, AND THE ROLE OF CIVIL SOCIETY

- Constitutional Provisions: Reservations (affirmative action) and legal rights and safeguards
- State Programs, and Welfare Schemes: Non-discrimination special budgetary provisions and financial allocations
- Policy Analysis: Critical Analysis of gaps and challenges in implementation and structural limitations of policy frameworks
- Role of Civil Society: Movements, advocacy, and grassroots and media mobilization such as the National Campaign on Dalit Human Rights (NCDHR) and All India Mahila Adhikar Manch (AIDMAM).
- Case Studies: All India Independent Scheduled Castes Association (AIISCA), Backward and Minority Communities Employees Federation (BAMCEF), Dalit Queer Project, Mazdoor Kisan Shakti Sangathan, Disability Rights India Foundation, Rising Flame and Naz Foundation.

UNIT IV: REFLEXIVITY, PRAXIS, AND BUILDING CONSCIOUSNESS

- Using case studies (*Stree Purush Tulna*, *About the Grief of Mahar and Mangs*) and documentaries (*Death of Merit*, *We Also Made History*).
- Dalit Literature as a liberatory-emancipatory ideological apparatus in social work education
- Dalit Autobiographical Narratives (*The Prisons We Broke*, *The Weave of My Life*, *Joothan*, *Karukku*, *Balutta*, *When I hid my caste*, *Murdhaiya*, *Caste Matters*, etc),
- Poetry and Essays (Vimukta, Spotted Goddesses) Dalit Women's *agency-narratives on caste and gender*, *The Stomach that Chewed Hunger*), and Films (*Fandry*, *Sairat*)
- Practicing Critical Reflexivity in Social Work: Beyond Empathy to Solidarity: Towards a Praxis of Critical Pedagogy: Transforming awareness into everyday practice, action, and ethical engagement.

ESSENTIAL READINGS

1. Adams, R., Dominelli, L., & Payne, M. *Critical Practice in Social Work*. Palgrave Macmillan
2. Bailey R, & Brake, M. (1975) *Radical social work*.
3. Bhat, I, & Maske, S. (2017). Anti-Oppressive Social Work Theory and Practice: Contextualizing Caste Debates in Indian Social Work Education. *Caste in Modern India: Atrocities Against Dalits*
4. Bodhi, S.R & Bansode A. (2022). The Ambedkarite Worldview Post 1956: Some Reflections on its Theoretical Content. *Social Action*.
5. Bodhi, S.R (2014). [The practice of anti-caste social work in India towards a theory of Dalit social work](#). *Indian Journal of Dalit and Tribal Social Work*.
6. Dominelli, L. *Anti-Oppressive Social Work Theory and Practice*. Palgrave Macmillan
7. Dominelli, L. Deprofessionalizing Social Work: Anti-Oppressive Practice, Competencies, and Postmodernism. *British Journal of Social Work*

8. Jare, P. (2023). Structural Social Work: An Approach to Bring Subaltern Discourse in Social Work in the Indian Context. Indian Journal of Social Work Education and Practice.
9. Maske, S (2023). Articulating Dalit Autobiographical Narratives in Social Work Education: Ideological Imperatives for Anti-Caste and Ubuntu Practice. Contemporary Voice of Dalit, Sage Publication.
10. Mullaly RP. *Structural Social Work: Ideology, Theory, and Practice*. Oxford University Press.
11. Pankaj, A.K. (2024). [Dalit Autobiographies in Pursuit of Inclusion: Role of Subaltern Literature in the Pedagogy of Social Work](#). The Indian Journal of Social Work
12. Pankaj, AK, Ahmad MN & Alam I (2024). Dr. Ambedkar's idea of human rights and its scope of teaching in social work education: from text to context. Social Work Education
13. Roy, S (2025) *Law for Social Workers Understanding to Praxis*. Routledge India,
14. Shahid, M. (2021). Social Work and Marginalisation in India: Questioning Frameworks. In *The Palgrave Handbook of Global Social Work*.
15. Yumnam, V., Thomas, N. T., & Maske, S. (2023). Advancing Social Justice Through Anti-Oppressive Social Work Practice: Scope and Challenges in Northeast India.

SUGGESTIVE READINGS

1. Arya, S. & Rathore, AS (2020). *Dalit Feminist Theory: A Reader*. Taylor & Francis
2. Arya, S. (2021). *Ambedkar as a Feminist Philosopher. B. R. Ambedkar: A Quest for Justice*. Oxford University Press.
3. Chand, D. (2024) (Re)-production of caste in the classroom: a Dalit perspective. Higher Education. Springer.
4. Majumdar, R. *Subaltern Studies as a History of Social Movements in India*. South Asia: Journal of South Asian Studies
5. Paik, S. (2022). *The Vulgarities of Caste: Dalits, sexuality, and Humanity in Modern India*. Stanford University Press

Name of the Programme	M.A	
Course Title	DISABILITY: CONCEPTS AND THEORIES	
Course No	SW114	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE OBJECTIVES

- To understand the concepts of disability, impairment, and handicap from a social model perspective.
- To familiarize students with the legal frameworks governing disability rights in India and internationally.
- To identify and understand various categories of disabilities, including the 21 types as per the RPWD Act.
- To analyze contemporary issues faced by persons with disabilities.
- To develop a rights-based approach to social work practice with persons with disabilities.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Demonstrate a critical understanding of disability theories, concepts, and terminologies.
- Analyze the historical and sociocultural construction of disability in India and globally.
- Compare and contrast various disability models and evaluate their practical and theoretical implications.
- Apply interdisciplinary perspectives to understand disability beyond medicalized or singular frameworks.
- Engage with case studies, debates, and discussions to critically assess contemporary disability issues.

UNIT I INTRODUCTION TO DISABILITY

- Definitions and distinctions: Disability, impairment, and handicap (including WHO's International Classification of Functioning, Disability and Health - ICF)
- Prevalence and epidemiology of disability: National and international data
- sources, trends, and the role of data in policy-making
- Historical perspective of disability: Evolution of perceptions in India and globally
- Disability in different cultures: Global perspectives on disability

UNIT II THEORETICAL FRAMEWORKS AND CATEGORIES OF DISABILITY

- Models of disability: charity, Medical, social, and rights-based models
- Stigma, attitudes, and discrimination towards persons with disabilities: Social, cultural, and structural dimensions
- Categories of disability: Overview of major types (physical, sensory, intellectual, mental health, multiple)
- Media representation of disability: Stereotypes, challenges, and progress
- Intersectionality in disability: Gender, class, caste, and other intersecting identities

UNIT III LEGAL AND POLICY FRAMEWORKS

- International frameworks: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- National frameworks: Rights of Persons with Disabilities Act (RPWD), 2016
- Schemes, policies, and programs for persons with disabilities in India (e.g., Accessible India Campaign, Deendayal Disabled Rehabilitation Scheme, ADIP Scheme).
- Enforcement challenges and implementation gaps in disability policies and programmes
- Role of civil society and NGOs in promoting disability rights

UNIT IV CONTEMPORARY ISSUES AND SOCIAL WORK INTERVENTIONS

- Accessibility and inclusion: Physical, social, and digital barriers
- Education and employment opportunities for persons with disabilities
- Health and rehabilitation services: Access, gaps, and challenges
- Social protection and welfare schemes for persons with disabilities (e.g., Unique Disability ID, pensions)
- Advocacy and empowerment strategies: Role of social work in promoting disability rights

ESSENTIAL READING

1. Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Routledge.
2. Ghai, A. (2003). *(Dis)embodied form: Issues of disabled women*. Har-Anand Publications.
3. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Law and Justice.
4. Limaye, S., Johnstone, C., & Kayama, M. (Eds.). (2024). *Disability as diversity in India: Theory, practice, and lived experience*. Routledge.
5. Mehrotra, N. (Ed.). (2020). *Disability studies in India: Interdisciplinary perspectives*. Springer.
6. Oliver, M., & Barnes, C. (2012). *The new politics of disablement*. Bloomsbury Publishing.
7. Rao, I. (2004). *Disability rights in India: Law, policy, and practice*. Oxford University Press.
8. Thakur, A. (2020). The intersectionality of gender, disability and mental health. In M. Anand (Ed.), *Gender and mental health: Combining theory and practice* (pp. 97–108). Springer.
https://doi.org/10.1007/978-981-15-5393-6_7
9. United Nations. (2006). *Convention on the Rights of Persons with Disabilities and Optional Protocol*. <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
10. World Health Organization, & World Bank. (2011). *World report on disability*. World Health Organization. <https://www.who.int/publications/i/item/9789241564182>

SUGGESTIVE READINGS

1. Bonaccio, S., Connelly, C. E., Gellatly, I. R., Jetha, A., & Martin Ginis, K. A. (2020). The participation of people with disabilities in the workplace across the employment cycle: Employer concerns and research evidence. *Journal of Business and Psychology*, 35, 135–158.
2. G., S., & Bika, S. L. (2023). The journey towards inclusive and equitable education for students with disabilities in India. *Research Review International Journal of Multidisciplinary*, 8(3), 65–71.
3. World Health Organization, & United Nations Office of the High Commissioner for Human Rights. (2008). *Human rights, health, and poverty reduction strategies* (No. 5).

Name of the Programme		M.A
Semester		I
Course Title		GENDER AND DEVELOPMENT
Course Code		SW121
Credits		4
Marks		100
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION

The course is important for a professional social worker from the point of creating engendered perspectives and sensitivity towards issues concerning women and men. It further reaffirms the belief in the importance of grassroots experiences and narratives while dealing with women and men.

COURSE OBJECTIVES

- To develop an understanding of Gender as a social construct
- To study the feminist perspectives for analysing social realities
- To understand gender and development approaches and strategies with specific reference to India.
- To explore the historical and contemporary women's movements in India and globally for understanding the gender discourse.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Understand the concept of gender and the social construction of femininity and masculinity
- Develop sensitivity towards the existing practices leading to gender discrimination and marginalisation in society.
- Develop the ability to identify social, economic, and political systems that adversely affect the well-being and functioning of women.
- Suggest affirmative action in planning to promote gender equity, equality, and safety for women

- Discuss the major theoretical and empirical issues that emerge in gender research

COURSE CONTENTS

UNIT I DEFINING GENDER

- Gender as social construct vs. biological determinism, Patriarchy
- Understanding gender roles, gender norms, and gender identities
- Gender Needs- Practical and Strategic gender needs
- Gender Development Indices
- Approaches to development (WID, WAD, GAD)

UNIT II FEMINIST PERSPECTIVES AND WOMEN'S MOVEMENTS WITH A FOCUS ON THE INDIAN PERSPECTIVE

- Understanding feminism
- Theories: Liberal, Radical, Marxist, Postmodern Feminism
- Women's Movements: Global and Indian (Pre and Post Independence)
- Women in social movements (Telangana, Tebhaga, Chipko, Narmada Bachao Andolan)
- Evolution of women's organizations and their role in women's empowerment

UNIT III MANIFESTATIONS OF GENDER DISPARITY AND GENDER MAINSTREAMING

- Indicators of women's status: Education, health, ownership of property, work, political participation
- Gender based violence: Theoretical perspectives
- Gender violence in private and public spaces
- Violence Against Women in Conflict Zones
- Gender mainstreaming: Budgeting, Gender analysis tools, and frameworks

UNIT IV INSTITUTIONAL MECHANISMS AND INITIATIVES

- Constitutional and legislative safeguards
- Policies, Schemes and programmes
- Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centres, and Crisis Intervention Centres, Nari Adalat
- Initiatives to address the concerns of gender identities, disparity, violence, and safety issues
- Emerging role of women's organizations and social workers in addressing gender issues

ESSENTIAL READINGS

1. Aggarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Delhi: Cambridge University
2. Banerjee, N; Sen, S., & Dhawan, N. (2011). *Mapping the field: Gender relations in contemporary India*. Volume 1. Kolkata: Stree
3. Bose, C. E., & Minjeong, K. (2009). *Global gender research: Transnational*

- perspectives*. New York: Routledge
4. Gandhi, N., & Shah, N. (1993). *Issues at stake: Theory and practice in the contemporary women's movement in India*. New Delhi: Kali for women.
 5. Helgeson, V. S., Balhan, K. M., & Winterrowd, E. (2025). *Psychology of Gender/Sex*. Taylor & Francis.
 6. Kannabiran, K., & Menon, R. (2007). *From Mathura to Manorma: Resisting violence against women*. New Delhi: Women Unlimited.
 7. Kearl, H. (2010). *Stop street harassment*. UK: Praeger.
 8. Kire, E. (2007). *A terrible patriarchy*. New Delhi: Zubaan.
 9. Kumar, R. (1993). *History of doing: An illustrated account of movement for women's rights and feminism in India 1800-1990*. New Delhi: Kali for Women.
 10. OECD. (2024). *Development finance for gender equality 2024*. OECD Publishing. <https://doi.org/10.1787/e340afbf-en>
 11. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. New Delhi: Kali for Women
 12. Pandey, N. (2020). *Voices of Survivors: Combating Domestic Violence*, Guwahati, EPH Publishers House
 13. Rajasekhar, D., & Manjula, R. (Eds.). (2024). *Women leadership, decentralised governance and development: Perspectives from Indian states*. Springer. ISBN:
 14. Singla, P. (2007). *Women's participation in panchayati raj: A Northern India perspective*. New Delhi: Rawat.
 15. Wickramasinghe, M. (2014). *Feminist research methodology*. New Delhi: Zubaan

SUGGESTIVE READINGS

1. Butalia, U. (2002). *Speaking peace: Women's voices from Kashmir*. New Delhi: Kali for Women
2. Getty, S. (2020). *How to They/Them: A Visual Guide to Nonbinary Pronouns and the World of Gender, Fluidity*. Sasquatch Books.
3. Momsen, J. (2009). *Gender and development*. London & New York: Routledge
4. Moser, C. (1993). *Gender planning and development theory and practice*. London: Routledge.
5. Rose, K. (1992). *Where women are leaders*. New Delhi: Sage Publications
6. Rowbotham, S. (2001). *Women resist globalization*. New Delhi: Zed Books.
7. Seth, M. (2001). *Women and development: The Indian experience*. New Delhi: Sage Publications.
8. Smart, C. (1977). *Women, Crime and Criminology: A feminist critique*. London: Routledge & Kegan Paul Ltd.

Name of the Programme	M.A. Social Work	
Semester	I	
Course Code	SW122	
Course Title	GERONTOLOGICAL SOCIAL WORK: THEORY AND PRACTICE	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION

This course provides a comprehensive understanding of the multidimensional aspects of ageing and the critical role of social work in addressing the needs of older adults. Students will explore the biological, psychological, and social theories of ageing and the demographic trends influencing elder care globally and in India. Through an in-depth analysis of ageing-related challenges—such as changing family structures, elder abuse, and health concerns—learners will critically examine existing policies, welfare programs, and legal protections for the elderly. The course also emphasizes professional social work interventions including geriatric counselling, advocacy, palliative care, and community-based support models. National and international frameworks such as the WHO Active Ageing Policy are discussed to develop culturally appropriate and rights-based approaches to elder care. Students will be encouraged to analyze contemporary issues affecting older populations and apply ethical, evidence-based strategies in various care settings. The course fosters a well-rounded view, equipping students with the theoretical knowledge, practical skills, and policy awareness essential for gerontological social work practice.

LEARNING OBJECTIVES

- To develop theoretical and practical understanding of gerontological issues
- To gain insight into the emerging needs and problems of older persons vis-à-vis services and programmes for the elderly.
- To develop critical understanding of the policies and programmes for older persons at the national and international levels.
- To understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Analyze socio-psychological theories and demographic trends of ageing.
- Assess challenges faced by the elderly and their implications on care models.
- Evaluate national and international ageing policies and frameworks.
- Apply ethical and culturally sensitive social work interventions with older adults.

COURSE CONTENTS

UNIT I AGEING AND ITS IMPLICATIONS

- Perspectives on ageing: Developmental, biological, psychological, and social aspects.
- Population ageing, demographic shifts, and cross-cultural ageing challenges and responses.
- Major psychological and sociological theories of ageing and their relevance to policy and practice.
- Implications on social and economic development, silver economy, social security, care-giving issues, inter-generational solidarity, ageism
- Ageing and health transitions: rise of non-communicable diseases, need for geriatric care, long-term care models

UNIT II CHALLENGES FACED BY THE ELDERLY

- Changing family dynamics: structure, functions, migration, care-giving gaps, role of informal care networks
- Health and mental health: dementia, depression, chronic illnesses, access to age-friendly health services
- Elder abuse: physical, emotional, financial exploitation, neglect—legal protections and reporting mechanisms
- Feminisation of ageing: gendered experiences, widowhood, poverty, social isolation among older women
- Digital inclusion: addressing technology gaps, promoting digital literacy, age-friendly design in ICT

UNIT III POLICIES AND PROGRAMS FOR OLDER PERSONS

- International frameworks: Madrid International Plan of Action on Ageing, WHO Active Ageing framework
- National policies: National Policy on Older Persons (NPOP), Maintenance and Welfare of Parents and Senior Citizens Act, 2007
- Social security measures: pensions, old age homes, healthcare schemes (Rashtriya Swasthya Bima Yojana, Ayushman Bharat)
- NGO and community initiatives: day care centres, self-help groups, elder clubs, inter-generational programmes
- Indigenous practices: traditional respect for elders, ascribed status, and community-based rehabilitation

UNIT IV SOCIAL WORK INTERVENTIONS IN AGEING

- Geriatric counselling: assessment tools, grief work, support for caregivers, coping with loss and adjustment
- Institutional care: models of residential care, training needs for geriatric care professionals, ethical concerns
- Advocacy and empowerment: policy advocacy, elder rights movements, combating ageism
- End-of-life care: hospice care, palliative care principles, advance directives, dignity in dying
- Promoting happy, healthy, & productive active ageing: physical activity, volunteering, lifelong learning, creative engagement initiatives

ESSENTIAL READINGS

1. Ramamurthi, P.V., Jamuna, D. (eds.) (2005). Handbook of Indian Gerontology. New Delhi: Serial Publication
2. Bali, A.P. (ed.). (1999). Understanding Greying People of India. New Delhi: Inter India Publication.
3. Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York: Academic Press.
4. Hareven, T.K. Adams, K.J. (eds.) (1982). Aging and Life Course Transitions: An Interdisciplinary Perspective. New York: Guilford Press.
5. Rajan, S.I. (Ed.) (2024). Handbook of Ageing, Health, and Public Policy. Springer Nature.
6. Shankardass, M.K. (Ed.) (2021). Older women and well-being: A Global Perspective. Springer Nature.
7. Shankardass, M.K. (Ed.) (2020). Ageing issues and responses in India. Springer Nature.
8. Bengtson, V. L., & Settersten, R. A. (2016). *Handbook of theories of aging*. Springer Nature.
9. Kelchner, E., Cox, E.O. & Chapin, R. (Eds) (2002). Gerontological Social Work Practice: Issues, Challenges, and Potential. Routledge.
10. Youdin, R. (2014). Clinical Gerontological Social Work Practice. Springer Publishing
11. Crawford, K., & Walker, J. (2004). Social Work with Older People: Learning Matters.
12. Birren, J.E., & Schaie, K.W. (eds.), (2001). Handbook of the Psychology of Aging (5th ed.). San Diego: Academic Press
13. Bengtson, V. L., & Settersten, R. A. (2016). *Handbook of theories of aging*. Springer Nature.

SUGGESTIVE READINGS

1. Khan, M.Z., Yusuf, M. & Kaushik, A. (2013). Elderly Women: Vulnerabilities and Support Structures. Gyan Publishing House.
2. Kaushik, A. (2011). Media Representation of the elderly in India. The Readers' Paradise Publications.
3. World Health Organization (2002) Active Ageing Framework.
<https://extranet.who.int/agefriendlyworld/wp-content/uploads/2014/06/WHO-Active-Ageing-Framework.pdf>
4. Moody, H. R., & Sasser, J. R. (2018). *Aging: Concepts and controversies*. Sage.
5. Hooyman, N. R., & Kiyak, H. A. (2018). *Social gerontology: A multidisciplinary perspective*. Pearson.
6. IIPS (2017-18) Longitudinal Ageing Study in India (LASI).
[https://www.iipsindia.ac.in/lasi#:~:text=The%20Wave%201%20survey%20was,for%20population%20Sciences%20\(IIPS\).](https://www.iipsindia.ac.in/lasi#:~:text=The%20Wave%201%20survey%20was,for%20population%20Sciences%20(IIPS).)

WEB LINKS

- WHO Active Ageing Framework: <https://extranet.who.int/agefriendlyworld/wp-content/uploads/2014/06/WHO-Active-Ageing-Framework.pdf>
- LASI - Longitudinal Ageing Study in India: <https://www.iipsindia.ac.in/lasi>
- National Programme for Health Care of the Elderly (NPHCE): <https://main.mohfw.gov.in>
- UN Decade of Healthy Ageing: <https://www.decadeofhealthyageing.org>

Name of the Programme		M.A. Social Work	
Semester		I	
Course Code		SW123	
Course Title		SOCIAL WORK IN EDUCATIONAL SETTINGS	
Credits		4	
Marks		100	
Credit distribution of the course			
Lecture	Tutorial		Practical
3	1		0

LEARNING OBJECTIVES

- To introduce students to educational institutions as dynamic systems and explore the intersections of education, society, and child development
- To understand the developmental and psychosocial challenges faced by learners across different stages of education
- To equip students with knowledge and sensitivity toward diverse learning needs, disabilities, and inclusive education practices
- To develop competencies in applying social work methods within educational settings, focusing on both individual and systemic interventions
- To foster critical thinking and skills related to evaluating and enhancing social work practice in educational settings

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Analyze educational institutions through a systems lens, identifying key stakeholders, relationships, and structural challenges
- Identify and assess common psychosocial and mental health issues affecting children and adolescents in educational settings
- Demonstrate understanding of inclusive education practices and respond sensitively to the needs of children with diverse abilities and learning profiles

- Design and implement social work interventions such as casework, group work, life skills education, and family engagement tailored to school contexts
- Utilize tools for assessment, planning, and monitoring in school social work, and engage in reflective practice and outcome-based evaluation

COURSE CONTENTS

UNIT I UNDERSTANDING EDUCATIONAL INSTITUTIONS FROM A SYSTEMS PERSPECTIVE

- Educational institutions as multifaceted & dynamic systems
- Interrelationships between school culture, teaching practices, and student outcomes
- Socio-economic, cultural, and policy environments on educational institutions.
- Linkages between schools and community development and social integration.
- Systemic challenges: Exclusion, inequality, and institutional gaps in access and support

UNIT II DEVELOPMENTAL AND PSYCHOSOCIAL CHALLENGES OF STUDENT LEARNERS

- Academic stress, exam-related anxiety, and performance pressures
- Bullying, peer influence, and the need for safe and supportive school climate
- Influence of social media, digital technology and related issues on mental well-being
- Mental health concerns during childhood and adolescence
- Early detection of emotional and psychological issues

UNIT III DIVERSITY, SPECIAL NEEDS, AND INCLUSIVE EDUCATION

- Behavioural maladjustment and conduct issues among students
- Addressing the educational and psychosocial needs of children with disabilities.
- Working with slow learners, children with learning disabilities, and those at risk of school dropout
- Identifying and nurturing gifted learners in inclusive classroom environments
- Promoting equity, accessibility, and cultural sensitivity in educational spaces

UNIT IV SOCIAL WORK INTERVENTIONS IN EDUCATIONAL SETTINGS

- Application of social work methods: Casework, group work and community practice in schools.
- Designing and facilitating psychosocial interventions and life skills education.
- Developing and using tools: Individualised Education Plans (IEPs), behavior modification plans, and progress monitoring
- Advocacy for building learner friendly policies and inclusion

- Ethical concerns and future directions in educational social work practice

ESSENTIAL READINGS

1. Algur, V. S. (2015). Perspective of Teachers on need for School Social Work.
2. Allen-Meares, P., & Montgomery, K. L. (2014). Global trends and school-based social work. *Children & Schools*, 36(2), 105-112.
3. Anand, M. (2021). Strengthening social work practice in schools in India: Reflections from theory.
4. Bhatt, S. School Complex in National Education Policy: An Opportunity for Social Work Profession.
5. Bye, L., & Alvarez, M. (2007). *School Social Work: Theory to Practice*. Thomson Brooks/Cole.
6. Dupper, D. R. (2003). *School social work: Skills and interventions for effective practice*. J. Wiley & Sons.
7. Epstein, J. L. (2018). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Routledge.
8. Huxtable, M. (2022). A Global Picture of School Social Work in 2021. *Online Submission*, 7(1).
9. Kumar, V. S. (2014). School Mental Health Practice: Challenges for School Social Work in India. *Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward*, 42-43.
10. LAU, Y. K. (2020). A critical review of school social work in Hong Kong. *Social welfare in India and China: A comparative perspective*, 101-117.
11. Shylla, D. (2020). Prevention of Bullying in School: An Emerging Area in the field of School Social Work. *Journal of Social Work Education and Practice*, 5(4), 55-64.
12. Villarreal, L. (Ed.). (2017). *School social work: National perspectives on practice in schools*. Oxford University Press.

SUGGESTIVE READINGS

1. Constable, R. (2021). *School social work: Practice, policy, and research*. Oxford University Press.
2. Huirem, R. R. R., & Loganathan, K. (2016). Postulating grounds for school Social Work in India: A Reviews.
3. Kelly, M. S. (Ed.). (2010). *School social work: An evidence-informed framework for practice*. Oxford University Press.
4. Keys, P. R. (2014). *School Social Workers in the Multicultural Environment: New Roles, Responsibilities, and Educational Enrichment*. Routledge.
5. LICSW, J. K., PhD, & PEL, G. G., PhD, LCSW. (2022). *School Social Work: A Skills-Based Competency Approach*. Springer Publishing Company.

WEB LINKS:

1. <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/NASW-Standards-for-School-Social-Work-Services>
2. <https://www.sswaa.org/school-social-work>
3. <https://www.socialworkers.org/Practice/School-Social-Work>
4. https://napswi.org/pdf/National_Council_on_SW_Education-2021.pdf
5. https://taylorandfrancis.com/knowledge/Medicine_and_healthcare/Specialist_care/School_social_work/
6. <https://www.cswe.org/>

Name of the Programme	M.A. Social Work		
Semester	I		
Course Code	SW124		
Course Title	FOUNDATIONS OF MENTAL HEALTH: STRENGTHS AND RESILIENCE		
Credits	4		
Marks	100		
Credit distribution of the course			
Lecture	Tutorial	Practical	
3	1	0	

COURSE DESCRIPTION

The course provides a foundational understanding of mental health and well-being through a strengths-based, resilience-oriented, and culturally grounded lens. Moving beyond deficit-based and purely clinical models, the course explores diverse frameworks that emphasize human capacities, positive mental health, and social determinants. It integrates global, indigenous, and community perspectives to promote inclusive and empowering mental health practices across the life span. Special focus is placed on emotional intelligence, recovery-oriented frameworks, intersectionality, and holistic approaches to individual and collective well-being.

COURSE OBJECTIVES

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

- Develop a conceptual understanding of mental health and well-being from a positive, strengths-based and resilience-oriented perspective.
- Examine socio-cultural, structural, and psychological determinants of mental health using ecological and systems approaches.
- Analyze global, indigenous, and community-based mental health frameworks, emphasizing empowerment and cultural relevance.
- Understand mental health challenges through a recovery-oriented and ethical lens, including lived experience and rights-based approaches.
- Apply interdisciplinary theories and models to promote well-being across diverse contexts and stages of life.

LEARNING OUTCOMES:

Upon successful completion of this course the student will be able to:

- Define and explain mental health as a dynamic, holistic, positive and socially embedded process.
- Critically assess mental health determinants using a strengths and systems approach.
- Compare and contrast indigenous, global, and community-based models of mental health promotion.
- Identify ethical dilemmas in mental health assessment and diagnosis while advocating for person-centered and rights-based approaches.
- Integrate emotional intelligence, positive psychology, and empowerment strategies into social work practice with individuals and communities.

COURSE CONTENTS

UNIT I FOUNDATIONS OF MENTAL HEALTH AND WELL-BEING

- Defining Mental Health and Psychological Well-being
- Mental Health as a Dynamic, Strengths-Based and Positive Process
- Emotional Intelligence and Human Functioning
- Integrated Frameworks: PERMA Model & Self-Determination Theory
- Interdisciplinary and Holistic Approaches to Mental Health

UNIT II DETERMINANTS AND DYNAMICS OF MENTAL HEALTH: A STRENGTHS AND RESILIENCE LENS

- Socio-Cultural, Psychological, and Structural Determinants of Mental Health
- Environmental Influences and Community Contexts
- Promotive, Protective, and Risk Factors for Resilience and Well-being
- Intersectionality, Identity, and Differential Vulnerabilities
- Ecological and Systems Approaches to Mental Health Promotion

UNIT III MENTAL HEALTH ACROSS THE LIFE SPAN: INDIGENOUS AND GLOBAL PERSPECTIVES

- Indigenous and Global Approaches to Mental Health
- Lifespan Mental Health: Capacities, Resilience, and Human Potential
- Community Mental Health, Task Shifting and Empowerment Models
- Evolving Global and National Approaches to Mental Health Promotion
- Rights-Based Mental Health Policies and Legislations

UNIT IV UNDERSTANDING MENTAL HEALTH CONDITIONS: STRENGTHS-BASED & ETHICAL APPROACHES

- Normality and Abnormality: Cultural and Contextual Lenses
- Diagnostic Approaches and Tools: Strengths and Limitations
- Strengths-Based Understanding of Common Mental Health Conditions
- Strengths-Based Approaches to Severe Mental Health Disorders
- Ethics, Human Rights and Person-Centered Mental Health Support

ESSENTIAL READINGS

1. Anand, M. (2020). *Gender and Mental Health: Combining theory and practice*. Singapore: Springer Nature
2. Anand, M. (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Singapore: Springer Nature
3. Bibhav, A. and Annie. E. B. (2023). *Global Mental Health Training and Practice*. New York and London: Rutledge
4. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2017). *Abnormal psychology and modern life*. New Delhi: Pearson Education.
5. Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.
6. Carr, A. (2022). *Positive psychology: The science of wellbeing and human strengths* (3rd ed.). Routledge.
7. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
8. Gururaj, G., Varghese, M., Benegal, V., Rao, G.N., Pathak, K., Singh, L.K. et al. (2016). National Mental Health Survey of India, 2015-16: Summary. *NIMHANS*. <http://www.indianmhs.nimhans.ac.in/Docs/Summary.pdf>
9. Kirmayer, L.J., Lemelson, R., Cummings, C.A. (2015). *Re-Visioning Psychiatry: Cultural Phenomenology, Critical Neuroscience and Global Mental Health*. New Work: Cambridge University Press
10. Mills, C. (2014). *Decolonizing Global Mental Health: The psychiatrization of the majority*
11. Ramsden, P. (2013). *Understanding abnormal psychology: Clinical and biological perspectives*. Sage
12. Saleebey, D. (2009). *The Strengths Perspective in Social Work Practice*, 5th edn, Boston, MA; London: Allyn and Bacon
13. Steen, M., & Thomas, M. (2016). *Mental health across lifespan*. New York: Rutledge

14. White, R., Jain, S., Orr, D. M. R., & Read, U. (2017). *The Palgrave Handbook of Sociocultural Perspectives on Global Mental Health*. London: Palgrave Macmillan/Springer Nature.
15. World Health Organization (2022). *World mental health report: Transforming mental health for all*. Retrieved from <https://www.who.int/publications/i/item/9789240049338>

SUGGESTIVE READINGS

1. Davar, B. (1999). *Mental health of Indian women – A feminist agenda*. New Delhi, Thousand Oaks, London: Sage
2. Davar, B.V. (1999). *Rethinking gender and mental health: A feminist agenda*. Sage
3. Jain, S. & Jadhav, S. (2009). Pills that swallow policy: Clinical ethnography of a community mental health program in Northern India. *Transcultural Psychiatry*, 46(1), 60-85. <https://doi.org/10.1177%2F1363461509102287>
4. Kohen, D. (2011). *Oxford textbook of women's mental health*. OUP
5. Mace, C. (2008). *Mindfulness and Mental Health: Therapy, theory and science*. Routledge
6. Morrow, M., & Malcoe, L. H. (2017). *Critical inquiries for social justice in mental health*. Boston, London: University of Toronto Press
7. National Human Rights Commission (2016). *Mental Health Care in India: Old Aspirations...New Hopes*. NHRC
8. Sutherland, J. D. (2003). *Towards community mental health*. London: Routledge.
9. Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). *Oxford textbook of community mental health*. New York: Oxford
10. World Health Organization (2022). *World Mental health Report*. Geneva: World Health Organization.

Name of the Programme	M.A. Social Work		
Semester	I		
Course Code	SW 211		
Course Title	PRACTICE INTERVENTION MICRO SKILLS- I		
Credits	2		
Marks	50		
Credit distribution of the course			
Lecture	Tutorial	Practical	
1	0	1	

COURSE DESCRIPTION

This course provides knowledge and opportunity to develop competency through the use of micro skills in two broad practice domains- Case Work and Counselling to postgraduate social work students. The first two units of the course provide a comprehensive understanding of practice skills, focusing on building a professional relationship with the client system and intake process. The units III and IV focus on enabling students with micro skills required for effective case intervention to enhance the professional relationship with the client system and quality of services. Also, the broad purpose of this course is to develop confidence among students to deal with any crisis situation and adopt a problem-solving approach to assist people in time. The social workers must have knowledge pertaining to the use of self and to maintain work-life balance to prevent stress and burnout. Through the practice of micro skills and reflective exercises, the course will equip students to develop a sense of professional and personal stability.

COURSE OBJECTIVES

- To enable the students to apply knowledge of case management
- To enable the students to develop a professional relationship
- To provide knowledge to use observation, communication, recording, and documentation skills
- To empower the students to use technology in case management services
- To use the self as a medium of effective and quality services

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Case management through case work and counselling skills
- Application of ethical principles, micro skills to assist and support client systems

- Effective and quality service and competency for professional responsibilities
- Professional documentation and record keeping with the use of technology
- Self-awareness and use of reflective techniques for self-care

COURSE CONTENTS:

UNIT I RELATIONSHIP BUILDING, COMMUNICATION AND INTERVIEWING SKILLS

- Developing a professional relationship, attending and trust building
- Informed consent, self-determination Preparation of face sheet, Case records and journaling
- Active listening, mirroring, paraphrasing, confirming, and summarising
- Need Assessment, Prioritising the needs and preparation of the intervention plan
- Questioning and challenging, developing new perspectives

UNIT II STRESS MANAGEMENT AND WELL-BEING

- Use of Self and reflections
- Application of principles of crisis intervention and problem solving
- locating support systems and follow-up
- Mindfulness, meditation, and relaxation techniques.
- Developing self-esteem and worth.

ESSENTIAL READINGS

1. Koprowska J (2020) Communication and Interpersonal Skills in Social Work. 5th ed. England, UK: Sage.
2. Healy, K. (2018). The skilled communicator in social work: The art and science of communication in practice. Palgrave
3. Lyceum Books, Inc. Bogo, M. (2018). Social work practice: Integrating concepts, processes, and skills (2nd ed.). Columbia University Press
4. Hargie, O. (2017). Skilled interpersonal communication: Research, theory and practice (6th edn). Routledge
5. Trevithick, Pamela. (2012). *Social work skills and knowledge: A practice handbook*. 3d ed. New York: McGraw-Hill.
6. Brew, Leah, and Michael K. Altekruze.(2006). *Building the relationship: Common errors in helping*. Belmont, CA: Cengage.
7. Poorman, Paula B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Pearson.

SUGGESTIVE READINGS

1. Beesley, P., Watts, M., & Harrison, M. (2018). Developing your communication skills in social work. Sage.
2. Patterson, J. E., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). Essential skills in family therapy: From the first interview to termination (2nd ed.). The Guilford Press

3. Hepworth, Dean H., et. al. (2017). *Direct social work practice: Theory and skills*. 10th ed. Boston: Cengage Learning.
4. Kadushin, Alfred, and Goldie Kadushin.(2013). *The social work interview: A guide for human service professionals*. 5th ed. New York: Columbia Univ. Press.
5. Birnbaum, L. (2009). The Contribution of mindfulness practice to the development of professional self-concept in students of social work. In S. Hick (Ed.), *Mindfulness and social work* (pp. 92–102).

WEB LINKS

1. Counselling Microskills: Reflecting Feelings I <https://www.youtube.com/watch?v=-MOOLVDoUnA>
2. Counselling Microskills: Offering Immediacy <https://www.youtube.com/watch?v=f0njVi2m4Uk>
3. Social Work Helping Process https://www.youtube.com/watch?v=Xh_rNTHlu70
4. Counselling Microskills: Questioning, Probing, & Clarifying
<https://www.youtube.com/watch?v=JxLwm44uz3s>
5. Community-centered clinical practice: https://doi.org/10.1300/J125v13n04_02
6. The relationship between micro and macro social work practice <https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.2016.97.33>

Name of the Programme	M.A. Social Work		
Semester	I		
Course Code	SW 221		
Course Title	PRACTICE INTERVENTION SKILLS -MACRO SKILLS- I		
Credits	2		
Marks	50		
Credit distribution of the course			
Lecture	Tutorial	Practical	
1	0	1	

COURSE OBJECTIVES

This course is intended to develop competencies and strategies that enable social worker students to analyse social structures, systems and institutions, organize communities, design and implement policy advocacy, lead organisational change, engage in ethical and inclusive leadership. The course will enable students to work with Macro-Level Systems and initiate intervention that would facilitates social change through work with neighbourhoods, communities and society. This involves bringing social change through neighbourhood organizing, community planning, locality development, public education, legislative and policy advocacy, social and political action. Skills to work with people for direct involvement of people, or on their behalf to press for fair and responsive service delivery and social policies that benefit all persons and advocate changes in policies affecting disenfranchised and oppressed groups whose dignity has been diminished by injustice.

COURSE CONTENTS

UNIT I CULTURAL COMPETENCE AND CRITICAL REFLEXIVITY SKILLS

- Critical Self-reflexivity and skills of analysing social structures, institutions and social systems
- Anti-oppressive and emancipatory practice and Consciousness-Raising Skills- Education for Social Change- critical pedagogical models of Jyotiba Phule and Ambedkar, Paulo Freire and bell hooks
- Ethnic-sensitive practice skills and awareness of oppressed groups based on caste, gender, class, ethnicity, sexuality, ageism, and disability
- Identification of Power structures, building community leadership and community mobilisation skills (creation of task groups, teams, community-based organisations and the networks of service delivery)
- Resource mobilisation, Capacity building and Team building Programmes

UNIT II SKILLS OF WORKING WITH LARGE GROUPS AND COMMUNITIES

- Need Assessment and Micro Planning with urban and rural communities. Use of PRA/PLA, Surveys, Research and Documentation skills
- Coalition building and facilitating decision-making, organizational planning, and programme planning
- Organisational Management, Strategic planning, Conflict resolution, Supervision and delegation skills
- Applying/Designing public communication for social Change, Information Dissemination and awareness generation skills, Communication and networking skills: Strategic Communication and Media Engagement skills
- Legislative and Policy analysis and public advocacy skills

ESSENTIAL READINGS

1. Ambedkar, B. (1936) *Annihilation of Caste*. Accessed from <https://brambedkar.in/annihilation-of-caste/>
2. Buckley M, Dukelow F. Human Rights-Based Approaches to Social Policy Development. In: McCann G, Ó hAdhmaill F, eds. *International Human Rights, Social Policy and Global Development: Critical Perspectives*. Bristol University Press; 2020:169-180.
3. Chambers, R. (2023) *In Search of Professionalism, Bureaucracy and Sustainable Livelihoods for the 21st Century*. [Vol. 54 No. 1A \(2023\)](#)
4. Freire, P. (1972). *Pedagogy of the oppressed*. Penguin.
5. Gandhi, M. K. (1945). Constructive Programme: Its Meaning and Place. Accessed from <https://www.mkgandhi.org/ebks/construct.pdf>
6. Howes, M and Chambers R. (2023) *Indigenous Technical Knowledge: Analysis, Implications and Issues*. [Vol. 54 No. 1A \(2023\)](#)
7. Jim Ife (2013). *Community development in an uncertain world: Vision, analysis and practice*. Cambridge, UK: Cambridge University Press.
8. Ledwith, M., & Springett, J. (2010). *Participatory practice: Community-based action for transformative change*. The Policy Press

SUGGESTIVE READINGS

1. Dominelli, L. (2002). *Anti-Oppressive social work: Theory and practice*. Palgrave Macmillan
2. Freire, P. (2005). *Pedagogy of Hope*. Bloomsbury London
3. Pease, B (2016). *Doing Critical Social Work: Transformative Practices for Social Justice*. Routledge. London
4. Servaes, J. (2020). *Handbook of Communication for Development and Social Change*. Vol I. Springer, Singapore
5. van Wormer, K. S. (2012). *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action*. CSWE Press

WEBLINKS

<https://www.livelihoodscentre.org/>
<https://www.fao.org/home/en>
<https://www.criticalthinking.org/>
<https://aajeevika.gov.in/>
<https://nsdcindia.org/>

SEMESTER II
DISCIPLINE SPECIFIC CORE COURSES

Name of the Programme	M.A. Social Work	
Semester	I	
Course Code	SW014	
Course Title	SOCIAL JUSTICE, HUMAN RIGHTS AND SOCIAL LEGISLATIONS	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	0	1

COURSE DESCRIPTION/RATIONALE:

Social work profession is based on the core value of social justice and principles of social justice and human rights, it aims to bring social change and development through knowledge and application of social sciences, humanities and development theories. The social work profession advocates and promotes the use of indigenous knowledge to empower people to address the structural inequalities and critical social realities. This course will help students to develop the critical understanding of social, political and economic structures in local and global context. It will facilitate and enhance their ability, skills and competencies to grasp the issues of social justice and human rights confronting our society. This course will also create an understanding how to utilise the existing tools and legislations to deliver justice to create just society. It will facilitate the discourse on promotion of constitutional moralities, democratic structures, and legal remedies for protection and empowerment of marginalized and vulnerable constituencies.

COURSE OBJECTIVES:

- To understand concepts of Social Justice and Human Rights, application of rights-based perspective in social work practice.
- To identify and critically examine structural barriers, inequalities, discriminatory practices and social economic political issues those are impacting society adversely.
- To learn about the relevance of legal instruments and tools of Social Justice and Human Rights in historical and present context.
- To learn about various legal mechanisms, social legislations, government and non-government interventions for protecting and promoting rights of the marginalized and vulnerable groups of communities

LEARNING OUTCOMES:

Upon successful completion of this course the student will be able to:

- Gain a theoretical understanding of different approaches towards social justice.
- Application of Social justice and human rights framework to address social complex realities and to promote empowering processes to create just society
- Develop knowledge, attitudes, skills and competencies required for working with marginalized and vulnerable constituencies.
- Acquire a critical understanding of institutional, government, non-government mechanisms and legal systems for attainment of social justice and protection of human rights.

COURSE CONTENTS**UNIT I DIMENSIONS OF SOCIAL JUSTICE, HUMAN RIGHTS AND SOCIAL LEGISLATION**

- Social Justice and Human Rights: Philosophy, context, theories, concept and dimensions
- Social Justice as a core value of social work profession
- Social and Political systems: Constitutional base of social justice, positive and protective discrimination, affirmative policies and approaches
- Indian Constitution: Fundamental rights, fundamental duties
- Directive Principles of State Policy

UNIT II MARGINALIZATION AND HUMAN RIGHTS ISSUES

- Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization
- Marginalized groups in the Indian society and Social Legislation: SC/ST, OBC, Minorities, Occupations and Vulnerable groups, persons with disability, LGBTQIA+
- Human rights issues and concerns under globalization and approaches of development justice
- Application of Code of ethics in social work practice
- Practice of Human Rights: Issues and Challenges and Best Practices

UNIT III INSTRUMENTS OF SOCIAL JUSTICE AND PROTECTION OF HUMAN RIGHTS

- The Universal Declaration of Human Rights, 1948
- International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights
- Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols with specific reference to children, women and indigenous groups
- Social Legislation related to women and Children: Domestic Violence, Trafficking, POCSO, Sexual Harassment at Workplace Act.

UNIT IV INSTITUTIONAL ARRANGEMENTS FOR PROTECTION OF SOCIAL JUSTICE AND HUMAN RIGHTS

- Responsive Indian legal system and protection of marginalized section of society - case illustrations
- Statutory bodies/organs for justice – NHRC, NCW, NC for SC/ST, OBC, Minority
- Legal and public advocacy, PIL, legal literacy, free legal aid, RTI, Lok Adalat, Nari Adalat
- Civil Society Organisations and participation in the protection of Social Justice and Human Rights
- Institutional Best Practices for protection of children, women and marginalized groups (Self -Study)

ESSENTIAL READINGS

1. Roy, S. (2025). Law for Social Workers: Understanding to Praxis. Taylor & Francis.
2. Das, J. K. (2022). Human rights law and practice. PHI Learning Pvt. Ltd.
3. Wilkerson, I., (2020). Caste The Lies That Divide Us, Penguin Random House UK
4. Banerjee, S., & Ghosh, N. (2019). Caste and gender in contemporary India. Routledge India.
5. Reamer, F. (2018). Social work values and ethics. Columbia University Press.
6. Krishna, P. S. (2017). Social exclusion and justice in India, Taylor & Francis.
7. Yadav S. (2015). Ambedkar on Social Justice; Legal, Political and Socio-economic Landscape, New Delhi Manak Publication Pvt. Ltd.
8. Singh, A. K. (2014). Human rights and social justice. VL Media Solutions, India
9. T.K. Oommen, (2014), Social Inclusion in Independent India: Dimensions and Approaches. New Delhi: Orient BlackSwan
10. Sen, A. (2011). The idea of justice. Belknap Press.
11. Rai. U. R. (2011) Fundamental Rights and Their Enforcement, PHI Learning Pvt. Ltd.
12. Johnson A. G. (2001). Privilege, Power, and Difference, Mayfield Publishing Company Mountain View, California London
13. Sandel, M. J. (2010). Justice: What's the right thing to do? Farrar, Straus and Giroux; Reprint edition
14. Beteille, A. 1981. The Backward Classes and the New Social Order. New Delhi: Oxford University Press.
15. Thorat S., Omvedt G., Macwan M., (2009) Social Justice Philanthropy: Approaches and Strategies of Funding Organizations, ISBN 9788131602041. Rawat Publication

SUGGESTIVE READINGS

1. Kumar V. (2024) Decoding Ambedkar: Ideas of Nation and Nation Building, Manohar Publishers & Distributors.
2. Saxena A. 2013, Marginality, exclusion and social justice . Rawat Publications
3. Clayton, M., & Williams, A. (eds.) (2004). Social justice. Oxford: Blackwell Publishers
4. Baxi, U. (2002). The future of human rights. New Delhi: Oxford University press.
5. Ife, J. (2001). Human rights and social work: Towards rights-based practice. UK: Cambridge University Press
6. Freire, P. (2000) Pedagogy of the oppressed, Penguin Random House, UK.
7. Janusz, S. (2003). New dimensions and challenges for human rights(ed). Manual on Human Rights (UNESCO publishing). Rawat Publication.
8. Reichert, E. (2003). Social work and human rights: A foundation for policy and practice. New York: Columbia University press
9. Sen A. (2009) The Idea of Justice. Cambridge MA: Belknap Press of Harvard University Press.
10. Rani S. and Amin W. (2018), The State of Marginalization and Public Health Issues in India. Winshield Press, New Delhi

WEB LINKS

- Constitution of India, <https://www.india.gov.in/my-government/constitution-india>
- THE PROTECTION OF HUMAN RIGHTS ACT, 1993, nhrc.nic.in/sites/default/files/PHRAAct_2021.pdf
- Annual Report 2023-24 National Human Rights Commission India available at https://nhrc.nic.in/sites/default/files/AR_2023-2024_EN.pdf
- Human Rights and Social Justice available at file:///C:/Users/user%205/Downloads/laws-06-00007.pdf
- Government of India Social Justice Policy, Programmes, Laws, Scheme, Annual Reports available at <https://socialjustice.gov.in>
- Meckled- Garcia.S , Human rights or social justice? Rescuing human rights from the outcomes https://www.ucl.ac.uk/political-science/publications/downloads/SPP_WP_30_Saladin_MeckledGarcia.pdf
- Social Justice, Rights, and Dignity: A Call for a Critical Feminist Framework available at http://www.trudeaufoundation.ca/sites/default/files/human_rights_and_dignity-en.pdf
- Issues of Social Justice: Rights and Freedom, available at <http://www.delhihighcourt.nic.in/library/articles/Issues%20of%20social%20justice%20-%20rights%20and%20freedom.pdf>
- International Covenant on Economic, Social and Cultural Rights Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966 <https://www.ohchr.org/sites/default/files/cescr.pdf>

Name of the Programme	M.A. Social Work	
Semester	II	
Course Code	SW015	
Course Title	WORKING WITH PEOPLE II CASE WORK AND GROUP WORK PRACTICE IN SOCIAL WORK	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	0	1

COURSE DESCRIPTION

This course is intended to provide knowledge about two of the prominent social work methods known as Casework and group work practice. The paper connects with different approaches to look at the problems and issues from a multidimensional perspective. It aims to enable social work practitioners to engage with individuals' uniqueness, strengths, issues, barriers, and difficulties and make use of the refined skills of working with people in order to solve their problems by enhancing their capabilities, capacities, and choices. The individual is the core focus of the course, with a firm belief that any individual is a resource in itself, and this resource becomes very significant in performing the roles in different spheres of society that need to be understood and worked upon so that the goals of human and social development can be achieved. The networks that connect individuals need to be enhanced in their social functioning, or people can be connected to different networks and policies that are meant for the people to smooth the process of desired changes in people's lives, which is anyway their right. Group Work Practice in Social Work is a method of practice in which group experience is used to influence individual well-being and as a mutual support system to facilitate mutual aid among diverse stakeholders. The paper aims to equip the students with the values, principles, knowledge and techniques to work with individuals in a group setting to develop positive interpersonal relationships, impart skills that will help students to enable individuals to enhance societal functioning and find effective forms of expression to influence large social systems.

COURSE OBJECTIVES

- To understand social casework as a primary method of social work practice.
- To accept the uniqueness of persons, and work towards enhancing the coping mechanisms of individuals
- To enable the students to engage with individuals in problem solving skills and processes
- To develop an understanding of group work as a method of professional social work

- To provide an insight into various dimensions of group processes and group work practice

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Explore and develop the professional self and skills of a practitioner
- Learn different approaches, processes and interventions of case work practice
- Develop understandings, skills and techniques of working with individuals in different settings
- Understand group as a dynamic social unit and a resource for intervention
- Develop theoretical base for effective group work practice
- Develop a practical understanding of application of the group work method in various practice settings

COURSE CONTENTS

CASE WORK PRACTICE

UNIT I PRINCIPLES AND COMPONENTS OF CASEWORK

- Philosophical assumptions, Current Practices in casework
- Basic casework concepts: Social roles and functioning, Need, Adjustment, Adaptation, Person-in-environment
- Relationship in casework; Empathy, Transference, and counter transference issues in relationship, principles of casework practice
- Components and cultural context in casework practice
- Authority in casework

UNIT II CASEWORK INTERVENTION: APPROACHES AND PROCESSES

- Phases of casework intervention, Problem solving, Task-centred, and strength-based approach
- Diagnostic, Functional, and psychosocial approaches to casework
- Crisis Intervention, Behaviour modification, Radical casework, Eclectic Approach
- Techniques and skills of casework intervention, Recording in casework
- Counselling in casework and psychotherapy

GROUP WORK PRACTICE

UNIT I FOUNDATIONS OF SOCIAL GROUP WORK

- Social groups: Definitions and significance
- Types of groups in social work practice
- Social group work as a method of social work
- Principles and stages of group work
- Social attitudes and group dynamics

UNIT II THEORETICAL APPROACHES AND GROUP WORK PRACTICE

- Theoretical approaches: Transactional Analysis and Gestalt Therapy
- Support and therapy groups
- Group work techniques (programme media, group discussion)
- Group work practice with diverse populations (children, youth, women, men, individuals in difficult circumstances)
- Cultural and ethical considerations in group work

ESSENTIAL READINGS CASE WORK PRACTICE

1. Beistek, F. P. (1957). *The casework relationship*. Chicago: Loyola University Press.
2. Fook, J. (1993). *Radical Casework: A Theory of Practice*. Australia: Allen & Unwin.
3. Frankel, A. J. (2011). *Case management: An introduction to concepts and skills* (3rd ed.). New York, USA: Oxford University Press
4. Hamilton, G. (2013). *Theory and practice of social case work*. New Delhi, India: Rawat Publications
5. Holosko, M. J. (2017). *Social work case management: Case studies from the frontlines*. California, USA: SAGE Publications
6. Johnson, E.J., Huggins, C.L. (2019). *History of the Social Casework Method*. In: *Social Casework Methodology: A Skills Handbook for the Caribbean Human Services Worker*. SpringerBriefs in Social Work. Springer, Cham. https://doi.org/10.1007/978-3-030-27319-4_3
7. Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi, India: Rawat Publications.
8. Pearlman, H. H. (1957). *Social casework: A problem-solving process*. Chicago: The University of Chicago Press.

ESSENTIAL READINGS GROUP WORK PRACTICE

1. Crawford, K., Price, M., & Price, B. (2014). *Groupwork practice for social workers*. London, UK: SAGE Publications.
2. Lindsay, T., & Orton, S. (2014). *Group work practice in social work*. Exeter, UK: Learning Matters/SAGE.
3. Steinberg, D. M., & Roman, C. P. (2016). *Group work: Skills and strategies for effective interventions*. Binghamton, NY: Haworth Press.
4. Toseland, R. W., & Rivas, R. F. (2008). *An introduction to group work practice*. Boston, MA: Pearson/Allyn & Bacon
5. Trecker, H. B. (1972). *Social group work: Principles and practices*. New York, NY: Association Press.
6. Trevithick, P. (2016). *Group work: A handbook of effective skills and interventions*. Maidenhead, UK: McGraw-Hill Education/Open University Press.
7. Wilson, G., & Ryland, G. (1949). *Social group work practice: The creative use of the social process*. Boston, MA: Houghton Mifflin.

SUGGESTIVE READINGS CASE WORK PRACTICE

1. James, R. K., Whisenhunt, J. L., & Myer, R. (2025). *Crisis intervention strategies* (p. 672). Cengage.
2. Pippins, J. A. (1980). *Developing casework skills*. California: SagePublications.
3. Richmond, M. E. (2010). *What is social case work? An introductory description* (1922). New York, USA: Kessinger Publishing.
4. Robert, R.W. & Nee, R. H. (ed.) (1970). *Theories of social casework*. Chicago: The University of Chicago Press.
5. Subudhi, C. (2024). *Psychiatric Social Work: Principles to Practice*. Rawat Publication, New Delhi.

SUGGESTIVE READINGS GROUP WORK PRACTICE

1. Alissi, A. S. (Ed.). (1980). *Perspectives on group work practice*. New York, NY: Free Press.
2. Berne, E. (1996). *Transactional analysis in psychotherapy: A systematic individual and social psychiatry*. New York, NY: Grove Press.
3. Corey, G. (1997). *Groups: Process and practice* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
4. Stewart, I., & Joines, V. (2012). *TA today: A new introduction to transactional analysis*. Nottingham, UK: Lifespace Publishing.
5. Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches*. New York, NY: Oxford University Press.

Name of the Programme		M.A. Social Work
Semester		II
Course Code		SW016
Course Title		FIELD WORK PRACTICUM-II
Credits		4
Marks		100
Credit distribution of the course		
Lecture	Tutorial	Practical
0	0	4

FIELD WORK OBJECTIVES FOR SEMESTER II

GENERIC OBJECTIVES OF FIELD WORK

Field work at the Department of Social work is the core of the two-year M.A. in Social Work Programme and is concurrent to classroom teaching in both the years. The fieldwork programme has been designed to achieve the following objectives:

- Develop a vision for social work engagements responding to critical social realities;
- Undertake integration of knowledge to devise, execute and evaluate social work interventions;
- Acquire skills and competencies for utilising social work methods with individuals, groups, communities, movements and organisations; and
- Utilize research findings/evidence to inform practice, as also practice experience to inform inquiry into social realities.

SPECIFIC OBJECTIVES

- Develop a critical understanding of the issues being engaged with at the placement setting;
- Develop an insight into social, political, economic and cultural structures and psychological factors that may impede/facilitate efforts to bring about change in the situation;
- Devise, plan, implement, document, review and evaluate social work interventions with individuals, groups and communities/movements;
- Practice and build further upon the requisite skills repertoire;
- Engage in self-reflection towards conscious inculcation of social work ethics and principles to guide practice; and
- Develop and demonstrate ability for application of theoretical knowledge within field practice learning.

FIELD WORK COMPONENTS

Field Work Practicum for Semester II will have a) **Concurrent field work** and b) **Rural Camp**. These details were already provided previously.

Semester II	Days
Compact I (Concurrent Field Work practice in Communities or Agencies working in social sector)	12
Rural Camp	6
Compact II (Concurrent Field Work practice in Communities or Agencies working in social sector)	12
	30
Credits	4

RATIONALE AND DETAILS OF FIELD WORK PRACTICUM SEMESTER II

- c) The Field Work will consist of 30 days spread over two compacts of 12 days each and 6-day Rural Camp
- d) The Compacts I, II and Rural Camp will be scheduled aligning with the Academic Calendar of University of Delhi
 - The Mid semester review will be Upon the Compact I and Rural Camp.
 - The end semester evaluation will be Upon the Compact II.
 - Individual conferences will be held in the field in both the compacts.
 - A **Facilitated Summer Internship programme will be offered** with no credits and no evaluation, however their hours will be counted in the total field work hours for Semester II (with minimum of 132 hours), so that there is flexibility for those who desire to earn a Diploma programme and also to see that students get exposure and training to a particular field work setting of their choice and location.

PEDAGOGY

Like all professionals, social workers also require pedagogical norms with which they connect and integrate theory into practice. Fieldwork has been aptly described as the '*signature pedagogy*' of social work by the Council on Social Work Education, the accrediting agency for social work education in the U.S, for 'field education represents the profession's central and unique form of instruction and learning in which a profession socializes its students to perform the role of a practitioner' (CSWE, 2008). The justification for

fieldwork to be considered as social work's signature pedagogy is irrefutable in cognisance of the fact that fieldwork does indeed instruct the neophytes in social work - *to think, to perform and to act with integrity*.

The metamorphosis of a student learner into a social work professional entails formal classroom learning in alignment with practical experience. It is a basic precept of social work education that the two interrelated components of curriculum- classroom and field, are of equal importance within the curriculum, and each 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.

As professionals in the making, social work students learn to apply, under supervision, the didactic sessions of the curriculum to real life situations in the field. They have the opportunity to validate what they learn in the classroom; 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. They 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.

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, following ethical principles etc.

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 of 30 marks** with Social Work Educators from other recognised Government Departments conducting the viva-voce.

It may also be noted that the field work allocation as compacts may also be subject to change in alignment with national and local emergencies and the departmental administrative arrangements.

DISCIPLINE SPECIFIC ELECTIVES SEM II

Name of the Programme	M.A. Social Work	
Semester	II	
Course Code	SW131	
Course Title	TRIBAL AND INDIGENOUS PEOPLES STUDIES	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION:

This course offers a comprehensive examination of Tribal and Indigenous peoples, exploring their histories, cultures, and experiences through four key thematic areas. First, it establishes a foundational understanding of the diversity of these communities and the lasting impacts of colonisation. Second, it delves into their unique worldviews, traditional ecological knowledge, and cultural practices, emphasizing holistic perspectives. Third, it addresses critical contemporary issues, such as land rights, cultural preservation, and human rights violations, while highlighting community resilience and advocacy. Finally, the course focuses on developing culturally responsive social work practices that promote social justice and equity within Indigenous communities. By integrating theoretical knowledge with practical applications, the course equips students with the analytical skills and strategies necessary to contribute to positive change.

COURSE OBJECTIVES

- Understand diverse histories and cultural practices of tribal and indigenous peoples.

- Analyse colonialism and globalisation and impacts on indigenous communities.
- Evaluate government policies and programs for indigenous peoples.
- Understand self-determination and its importance for indigenous communities.
- Analyse challenges in land rights, resource management, economic development, and healthcare.
- Discuss indigenous rights and advocacy issues.
- Examine theoretical perspectives on indigenous studies.
- Develop qualitative research skills for indigenous community studies.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Demonstrate knowledge of diverse histories and cultural practices of tribal and indigenous peoples.
- Critically analyse colonialism and globalisation impacts on indigenous communities
- Identify challenges in land rights, healthcare, and other domains.
- Engage in informed discussions on indigenous rights and advocacy.
- Apply theoretical frameworks to understand indigenous issues.
- Understand the ethical issues on knowledge development and dissemination with reference to Tribal and Indigenous people.

COURSE CONTENTS

UNIT I CONCEPTUAL FOUNDATIONS AND HISTORICAL CONTEXT

- Defining Tribal and Indigeneity: Understanding the concepts, characteristics, and diversity.
- Tribes and Indian Civilisation: Structures and Transformation
- Impact of Colonialism on Tribal Histories and Cultures: Exploring Heritage and Experiences
- Marginalisation and Oppression: Analysing the systemic injustices and human rights violations.
- Introducing key theoretical frameworks and epistemologies in Indigenous Studies

UNIT II TRIBAL AND INDIGENOUS WORLDVIEWS AND KNOWLEDGE

SYSTEMS

- **Holistic Perspectives:** Understanding the interconnectedness of humans, nature, and spirituality
- **Traditional Ecological Knowledge:** Exploring Tribal and Indigenous knowledge and practices related to the environment and natural resources
- **Cultural Knowledge Systems:** Examining the unique ways of knowing, learning, and transmitting knowledge in Tribal and Indigenous cultures
- **Spirituality and Cosmology:** Understanding the spiritual beliefs, practices, and cosmologies
- **Tribal and Indigenous Epistemologies:** Recognising and valuing diverse ways of knowing and understanding the world

UNIT III TRIBAL AND INDIGENOUS PEOPLES ISSUES AND CHALLENGES

- **Land Rights and Displacement:** The Forest Rights Act and Indigenous Struggles for Ancestral Land Ownership and Protection
- **Cultural Preservation and Revitalisation:** Efforts to maintain and revitalise languages, traditions, and cultural heritage.
- **Social and Economic Disparities:** Addressing poverty, health disparities, and limited access to education and economic opportunities.
- **Human Rights Violations:** Experiences of marginalisation, discrimination, violence, and rights abuses.
- **Self-Determination and Governance:** Challenges and opportunities for Tribal and Indigenous self-governance, autonomy, and decision-making.

UNIT IV CULTURALLY RESPONSIVE SOCIAL WORK PRACTICE

- **Strengths-Based Approach:** Focusing on resilience and strengths within Indigenous communities
- **Cultural Responsiveness:** Developing safe and respectful practices
- **Addressing Oppression:** Recognising historical injustices and promoting social

change.

- Social Justice Advocacy: Learning from successful initiatives and promoting equity.
- Culturally Safe Strategies: Building trust and partnerships with Indigenous communities.

ESSENTIAL READINGS

1. Ambagudia, J. (2020). *Adivasis, Migrants and the State in India*. Taylor & Francis Group.
2. Bijoy, C. R., Gopalakrishnan, S., & Khanna, S. (2010). *India and the Rights of Indigenous Peoples: Constitutional, Legislative, and Administrative Provisions Concerning Indigenous and Tribal Peoples in India and Their Relation to International Law on Indigenous Peoples*. Asia Indigenous Peoples Pact.
3. Bodhi, S. R., & Ziipao, R. R. (2019). *Land, words and resilient cultures: The ontological basis of tribal identity*. Tribal Intellectual Collective, India.
4. Bose, N. K. (1967). *Culture and Society in India*. Asia Publishing House.
5. Sen, A. K. (2017). *Indigeneity, Landscape and History: Adivasi Self-fashioning in India*. Taylor & Francis.
6. Breidlid, A., & Krøvel, R. (2020). *Indigenous Knowledges and the Sustainable Development Agenda*. Routledge.
7. Chakrabarti, A., Chakraborty, G., & Chakraborty, A. S. (2024). *Indigeneity, Development and Sustainability: Perspectives from Northeast India*. Springer Nature.
8. Das, B. K., & Das, R. K. (2017). *Rethinking Tribe in Indian Context: Realities, Issues and Challenges*. Rawat Publications.
9. Dhanaraju, V. (2015). *Debating Tribal Identity: Past and Present*. Dominant Publishers & Distributors Pvt Limited.
10. Gombay, N., & Palomino-Schalscha, M. (2019). *Indigenous Places and Colonial Spaces: The Politics of Intertwined Relations*. Routledge.
11. Karlsson, B. T., & Subba, T. B. (2013). *Indigeneity In India*. Routledge.
12. Malik, S. K. (2020). *Land Alienation and Politics of Tribal Exploitation in India: Special Focus on Tribal Movement in Koraput District of Odisha*. Springer Nature.
13. Nathan, D., & Xaxa, V. (2012). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. OUP India.
14. Sinha, S. (1982). *Tribes and Indian Civilization: Structures and Transformation*. N.K. Bose Memorial Foundation.
15. Xaxa, V. (2008). *State Society and Tribes*. Pearson Education India.

SUGGESTIVE READINGS

1. Dutta, B. (2022). *Mining, Displacement, and Matriliney in Meghalaya: Gendered Transitions*. Taylor & Francis.
2. Greymorning, N. (2018). *Being Indigenous: Perspectives on Activism, Culture, Language and Identity*. Routledge.
3. Tennberg, M., Broderstad, E. G., & Hernes, H.-K. (2021). *Indigenous Peoples, Natural Resources and Governance: Agencies and Interactions*. Routledge.

4. Tilche, A. (2022). Adivasi Art and Activism: Curation in a Nationalist Age. University of Washington Press.
5. Trujano, C. Y. A. (2008). Indigenous Routes: A Framework for Understanding Indigenous Migration. Hammersmith Press.

WEB LINKS:

1. <https://iwgia.org/en/india/5117-iw-2023-india.html>
2. <https://www.india.gov.in/website-tribal-digital-document-repository>
3. <http://www.ticijournals.org/>
4. <https://www.ilo.org/resource/who-are-indigenous-and-tribal-peoples>
5. <https://www.worldbank.org/en/topic/indigenouspeoples>

Name of the Programme	M.A. Social Work	
Semester	II	
Course Code	SW132	
Course Title	GREEN SOCIAL WORK	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION

This elective course intends to provision a theoretical discourse, as also reflect on the practice parameters for social workers to engage in the domain of environmental action, sustainable development and climate change mitigation/ response. Given the obvious connections between environmental, ecological and social justice, social work has a significant role to play in addressing this crisis and finding ways to move forward. The course content enables the learner to understand the significant role that social work can play in analysing and drawing up suitable responses to facilitate the planet and its citizens to move towards a sustainable, just and secure future. It enables the learners to appreciate the significance of Indian philosophy and cultural traditions in fostering environmental consciousness and regeneration. It thereby elucidates 'a paradigm shift towards developing a strong ecological consciousness among social work scholars and practitioners, and to prompt them to see environmental social work as an essential area of scholarship and practice. By weaving together theoretical and practice driven perspectives and interventions, the course attempts to provide the most integral worldview to sustainable ways of reframing people's relationships to their living environments.

COURSE OBJECTIVES

- To enable an understanding of the scope and relevance of environmental social work by integrating the interconnectedness between environmental and climate justice with social justice.
- To provide an insight into the two way interface between environment and development within the contemporary neo-liberal context and thereby acknowledge the concept and practice of sustainable development.
- To offer an analytical perspective about global environmental problems, as also the state of India's environment as the context for ongoing/futuristic environmental policies, legislations and programmes.
- To gain a critical insight into the environmental conventions, policies, legislations, governance and programmes.
- To stimulate an engagement with environmentalism by assimilating the diverse approaches to environmental action and the typologies of Indian environmental movements.

- To appreciate the significance of Indian philosophy and cultural traditions in fostering environmental consciousness and regeneration.

LEARNING OUTCOMES

After successful completion of the course the students will be able to learn the following:

- Develop an appreciation of the linkage between environmental justice, climate justice and social justice and thereby an acknowledgement of the nature, scope and relevance of environmental social work.
- Gain a critical understanding of the two-way relationship between environment and development and a realistic perception of the notion and practice of sustainable development.
- Procure analytical insights about the global and Indian environment: issues, challenges and responses.
- Acquire a critical perspective about environmental governance, policies, laws and programmes.
- Evolve an understanding of diverse environmental philosophies, with particular focus on the nature and contribution of Indian philosophical traditions in fostering environmental ethics and sustainable living practices.
- Procure an understanding of the nature, role and typology of Indian environmental action/movements, with focus on role of indigenous/traditional practices and civil society engagement.

COURSE CONTENTS

UNIT I ENVIRONMENT AND SOCIAL WORK: INTER-LINKAGES

- Environment: Definition and components; Biocentricism vs. anthropocentricism
- Environmental justice: Inter-connectedness with social justice.
- Environmental ethics and Indian philosophical and cultural traditions
- Differential impact of environmental decimation on marginalized groups (women, poor, indigenous populations; and "ecosystems people")
- Green Social Work: context, nature and significance in social work practice

UNIT II SUSTAINABLE DEVELOPMENT: INTERFACE BETWEEN ENVIRONMENT AND DEVELOPMENT

- Two-way interface between environment and development; Impact of neo-liberalism on environment and environmental justice
- Environmental sustainability: Implications for food security, livelihood security, energy security and community well being
- Sustainable Development: Concept, potentialities and challenges; North- South perspectives
- Political ecology: Overview and Discourses.
- Macro Politics of environment and resource management.

UNIT III STATE OF THE ENVIRONMENT AND ENVIRONMENTAL CONSERVATION

- Global environmental issues and concerns
- State of India's environment and environmental problems
- Climate change: Social implications and consequences (such as disasters; food shortages; migration; conflict); climate change adaptation
- Constitutional provisions, policies, legislative framework and programmes pertaining to environment and environmental conservation
- Environmental governance, structures, tools and techniques

UNIT IV ENVIRONMENTALISM: APPROACHES, MOVEMENTS AND ACTION

- Nature and contribution of Indian philosophical traditions in fostering environmental ethics and sustainable living practices.
- Traditional ecological knowledge and community based natural resource management
- Approaches to environmental conservation- Deep Ecology, Eco-feminism, Cultural Ecology
- Environmental movements: Typology and ideologies; Analysis of select movements
- Role of civil society organizations in environmental action and good practices.

ESSENTIAL READINGS

1. Dominelli, Lena. (2012). *Green Social Work –From Environmental Crises to Environmental Justice*. Cambridge: Polity Press.
2. Grey, M., Coates, J., and Hetherington, T. (2013). *Environmental Social Work*. New York: Routledge.
3. Pelser, A.J. et. al. (2022). *Environment, Climate, and Social Justice Perspectives and Practices from the Global South*. Singapore: Springer.
4. Baindur, M. (2015). *Nature in Indian philosophy and cultural traditions*. New Delhi: Springer.
5. Agarwal, B. (2015). *Gender and green governance: the political economy of women's presence within and beyond community forestry*. Oxford: Oxford University Press.
6. Rangarajan, M. (2006). *Environmental issues in India*. New Delhi: Pearsons.
7. Robbins, P. (2019). *Political Ecology: A Critical Introduction*. John Wiley and Sons Ltd.
8. Mies, M., and Shiva, V. (2010). *Ecofeminism*. Jaipur: Rawat Publications.
9. Sessions, G. (1995). *Deep Ecology for the 21st Century: Readings on the Philosophy and Practice of the New Environmentalism*. Boston: Shambhala Publications.
10. Baker, S. (2015). *Sustainable Development*. London: Routledge.
11. Bhatt, S. (2024). *Environmental Law and Governance in India*. London: Routledge.
12. Grasso, M. and Giugni, M. (eds.). (2022). *The Routledge Handbook of Environmental Movements*. London: Routledge.
13. Carter, N. (2007). *The Politics of the Environment: Ideas, Activism, Policies (2nd edition)*. London: Cambridge University Press

SUGGESTIVE READINGS

1. Dominelli, Lena (Eds.). (2018). *Handbook of Green Social Work*. London: Routledge.
2. Sharma, Vandana D. (2023). *Environmental Consciousness and the Nine Schools of Indian Philosophy*. Cambridge Scholars Publishing
3. Roser, D., and Seidel, C. (2017). *Climate Justice: An Introduction*. New York: Routledge.
4. Gadgil, M. Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.
5. Somayaji, S., and Talwar, S. (2011). *Development induced displacement, rehabilitation and resettlement in India: current issues and challenges*. London: Routledge.
6. Verma, M.K. (2021). *Environment, Development and Sustainability in India: Perspectives, Issues and Alternatives*. Singapore: Springer.
7. Gadgil, M., Guha, R. (1992). *This fissured land: an ecological history of India*. New Delhi: Oxford University Press.
8. Calvert, P. and Calvert, S. (1999). *The South, the North and the Environment*. Jaipur: Rawat Publications.
9. Robbins, P. (2004). *Political Ecology: A Critical Introduction*. Wiley Blackwell.
10. Guha, R., and Alier, J. (1997). *Varieties of environmentalism: essays north and south*. New York: Routledge.

Name of the Programme	M.A. Social Work		
Semester	II		
Course Code	SW133		
Course Title	MENTAL HEALTH SOCIAL WORK: STRENGTHS BASED PRACTICE		
Credits	4		
Marks	100		
Credit distribution of the course			
Lecture	Tutorial	Practical	
3	1	0	

COURSE DESCRIPTION

The course explores the foundational theories, frameworks, and practical skills essential for strengths-based and recovery-oriented social work practice in mental health. It also aims to develop competencies towards working on prevention of mental disorders. Emphasizing empowerment, resilience, and cultural responsiveness, students will develop competencies in therapeutic engagement, assessment, intervention, rehabilitation, and advocacy. Integrating evidence-based approaches with lived experience perspectives, the course prepares students to collaborate effectively within multidisciplinary teams and diverse community settings to promote mental well-being and social justice.

COURSE OBJECTIVES

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

- Understand and apply strengths-based and recovery-oriented frameworks in mental health social work practice.
- Build culturally responsive, empowering therapeutic relationships with clients and families.
- Conduct comprehensive, holistic psychosocial assessments that recognize client strengths and resources.
- Design and implement collaborative interventions promoting resilience, empowerment, and community inclusion.
- Advocate for clients' rights and contribute to mental health policy, prevention, and anti-stigma efforts.
- Reflect critically on their professional role, ethical responsibilities, and self-care in mental health settings.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Understand the role of professional social work in the domain of mental health
- Develop practice in establishing therapeutic alliances based on trust, respect, empathy and client empowerment.

- Utilize strengths-based assessment tools and recovery-oriented frameworks towards intervention planning.
- Facilitate individual and group interventions that promote resilience and social inclusion.
- Engage families, peers, and community resources effectively to support mental health recovery.
- Apply ethical decision-making and culturally sensitive practices in diverse mental health contexts.
- Develop advocacy strategies that advance mental health rights and inclusive service delivery.

COURSE CONTENTS

UNIT I FOUNDATIONS OF STRENGTHS-BASED MENTAL HEALTH SOCIAL WORK

- Mental Health Social Work: From Institutional Care to Recovery-Oriented, Rights-Based and Inclusive Practice
- Core Values and Ethics in Strengths-Based Mental Health Practice
- Therapeutic Engagement and Relationship-Building
- Strengths-Focused Psychosocial Assessment
- Mindfulness and Reflective Practices in Social Work

UNIT II RECOVERY-ORIENTED AND STRENGTHS-BASED INTERVENTIONS

- Principles of recovery, empowerment, and strengths-based frameworks (CHIME, narrative, solution-focused, asset mapping)
- Trauma-informed care: Restoring agency and fostering empowerment
- Strengths-focused interventions: Motivational interviewing, validation, and de-escalation
- Family and caregiver engagement: Emphasizing strengths, collaboration, and psychoeducation
- Integrating lived experience and peer support as core elements of recovery and service co-production

UNIT III PSYCHOSOCIAL REHABILITATION AND STRENGTHS-BASED REINTEGRATION

- Foundations of psychosocial rehabilitation emphasizing client capacities, resilience, and social inclusion
- Individualized rehabilitation plans co-created with clients, focusing on strengths, community assets, and empowerment
- Group work facilitating peer learning, empowerment, and skill-building
- Family-centered psychosocial rehabilitation emphasizing strengths and coping resources
- Community-based models focusing on asset-based community development, social capital, and inclusive networks

UNIT IV ADVOCACY, PREVENTION, AND STRENGTHS-BASED SYSTEMIC PRACTICE

- Preventive and promotive social work roles focusing on community strengths, resilience promotion; mental health literacy in schools, institutional settings, workplaces etc
- Rights-based advocacy promoting empowerment and social justice for mental health users
- Anti-stigma campaigns emphasizing inclusion and valuing diverse identities and strengths
- Culturally responsive and intersectionality-informed practice that respects clients' cultural and spiritual strengths
- Innovations in mental health practice integrating creative, digital, and community assets for strengths-based engagement

ESSENTIAL READINGS

1. Anand, M. (2020). *Gender and Mental Health: Combining theory and practice*. Singapore: Springer Nature
2. Anand, M. (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Singapore: Springer Nature
3. Balagopal, G. & Kapanee, A.R.M. (2019). *Mental Health Care Services in Community Settings: Discussions on NGO Approaches in India*. Singapore: Springer Nature
4. Caplan, G. (2011). *An approach to community mental health*. Rutledge
5. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
6. Francis, A. (2014). *Social work in mental health: Contexts and theories for practice*. Sage
7. Gururaj, G., Varghese, M., Benegal, V., Rao, G.N., Pathak, K., Singh, L.K. et al. (2016). National Mental Health Survey of India, 2015-16: Summary. *NIMHANS*.
<http://www.indianmhs.nimhans.ac.in/Docs/Summary.pdf>
8. Patel, V., & Thara, R. (2002). *Meeting the mental health needs of developing countries: NGO innovations in India*. New Delhi: Sage Publications
9. Pratt, C.W., Gill, K.J., Barrett, N.M. & Roberts, M.M. (2014). *Psychiatric Rehabilitation*. Boston: Elsevier
10. Rosenberg, J., & Rosenberg, S. (Eds.) (2018). *Community mental health: Challenges for the 21st century*. New York: Routledge
11. Sutherland, J. D. (ed.) (2003). *Towards community mental health*. London: Routledge. Callicutt, J. W., & Lecca, P. J. (eds.) (1983). *Social work and mental health*. New York: The Free Press.

SUGGESTIVE READINGS

1. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). *Community mental health in India*. New Delhi: Jaypee Brothers Medical Pub
2. Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). *Oxford textbook of community mental health*. New York: Oxford
3. King, R., Lloyd, C., & Meehan, T. (2007). *Handbook of psychosocial rehabilitation*. Oxford, UK: Blackwell Publishing.
4. Jain, S. & Jadhav, S. (2009). Pills that swallow policy: Clinical ethnography of a community mental health program in Northern India. *Transcultural Psychiatry*, 46(1), 60-85.
<https://doi.org/10.1177%2F1363461509102287>
5. Jain, S., Pillai, P. & Mathias, K. (2024). Opening up the 'black-box': what strategies do community mental health workers use to address the social dimensions of mental health? *Social Psychiatry and Psychiatric Epidemiology*, 59(3):493-502. doi: 10.1007/s00127-023-02582-1.

Name of the Programme		M.A. Social Work	
Semester		II	
Course Code		SW134	
Course Title		SOCIAL WORK FOR CONFLICT MITIGATION AND PEACE BUILDING	
Credits		4	
Credit distribution of the course			
Lecture	Tutorial		Practical
3	1		0

COURSE DESCRIPTION

The Course Social Work for Conflict Mitigation and Peace Building, aims to provide M.A. Social Work students with the conceptual tool-kits to analyze the complex theoretical, normative and methodological dimensions of Conflict mitigation and Peace Building in the contemporary world. Students are encouraged to take an active role in critical reflection on Conceptual, Theoretical and practical aspects of conflict resolution and peace building methods by creating a solid foundation in understanding of The range of social science topics that influence peacebuilding, conflict management, conflict resolution and conflict transformation etc., including political, historical, anthropological understandings of peace and related programming strategies. Students will become familiar with the methodological and normative underpinnings of these topics with a particular focus on the actors responsible for building peace, from grassroots agents to intergovernmental organizations like the United Nations and help critically evaluate the very notion of peace itself from multidimensional perspectives. The course will dwell on analytical and policy literature concerning peacebuilding, international governance structures, and the role of key actors and institutions, including Governmental organizations, non-governmental organizations, Civil Society for Social Work practitioners. Students will be able to evaluate the theory and practice tools in the context of conflict resolution and peacebuilding. The course combines analytical and theoretical rigour in a practical and analytical way to uncover deeper layers of peacebuilding and conflict mitigation in the contemporary contexts in the national, international and transnational contexts. It also aims to equip students with the necessary skills to address this critical issue, providing a holistic view of peacebuilding.

COURSE OBJECTIVES

- Acquaint Students to the complex normative, empirical and methodological issues of Conflict Mitigation and Peace Building
- To enable students, develop deeper insight into the concepts of Conflict, sources and factors, and various perspectives in analysing conflicts.
- Develop conceptual understanding about conflict and peace building process

- Understand situations of conflict, violence and conflict zones from across the world
- Learn to intervene from early warning to post-conflict reconstruction and restoration
- Understanding the ways and strategies to mitigate the conflicts and initiate the process of peace building
- Understand the indigenous and international initiatives for peacebuilding
- Develop an understanding of the conflict resolution processes and structures to enable themselves in strengthening these systems and procedures

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Students will get acquainted to the concept of Conflict, perspectives on analysing conflict, conflict mitigation and peace-building approaches and its relevance in the everyday lives of the people
- Students will develop insight into basic theoretical and practical approaches of the field of peace and conflict studies and how various forces shape the trajectories of conflict
- Students will gain an understanding of the rich terrain of theoretical and practical approaches of contemporary issues in the context of conflict and peace and will develop as informed social Workers in the field of peacebuilding
- Will get acquainted to the social dimension of conflicts of by exploring key challenges and issues such as social inequalities, marginalization, and other factors in emergence of conflict
- The course will prepare Social Work students to meet the demands for effective and legitimate peacebuilding in complex settings.
- The course will help students develop as critical analysts and innovative designers by linking theory and action in the domain of conflict mitigation, conflict transformation and peace building, both at the grassroots level and intra-state and International levels.

COURSE CONTENTS

UNIT I UNDERSTANDING CONFLICT: CONCEPTUAL AND THEORETICAL DIMENSIONS

- Conflict: Definitions and Theoretical perspectives, Psychological, Sociological, Political, and Economic Understanding of Conflict
- Major Sources and causes of Conflict
- Liberty, equality, Justice, Multiculturalism- Foundational views on Peace and Conflict
- Functionalist, Marxist, Liberal and Neoliberal views
- Social and Economic development issues: marginalised and excluded categories, gender, caste, ethnicity and minority identities, Ecological and Climate Justice

UNIT II CONFLICT ANALYSIS: BASIC CONCEPTS AND TOOLS

- Definitions and contents of conflict analysis and resolution- A multidisciplinary field
- Conflict Analysis- Basic Conflict Analysis Tools I and II, Identity, Multiplex Model of Conflict Analysis
- Social-Psychological Approaches and International Relations Approaches of Conflict Analysis, Geopolitics
- Typologies of Violence in Conflict Situations- Nature and Classification

- Ethnic conflicts and Violence against Women

UNIT III CONFLICT MITIGATION, RESOLUTION AND TRANSFORMATION: STRATEGIES FOR SOCIAL WORK INTERVENTION

- Conflict Resolution Approaches: Capacity Building, Inclusive Development and International Diplomacy, Role of Social Worker
- Agencies of Conflict Resolution: National, International bodies and Consortiums eg. BRICS, G20, Global Peace Networks
- Role of United Nations as a Multilateral Organization for conflict resolution
- Tools of Conflict Resolution: Mediation, Dialogue, Negotiation, Empathy, Rehabilitation, Reconciliation

UNIT IV PEACEBUILDING: MEANING, MODELS, APPROACHES AND DETERMINANTS

- Peace Building: Definition, Models, Approaches and Determinants
- Peace Building Approaches: Strategic Peace Building, Transformational Peacebuilding and Emancipatory Peacebuilding
- Determinants of Peace Building process, Negative and Positive Peace
- Relocating peace-building from post-conflict to preventive strategies.
Role of Social Worker in Long-term, lasting peace and in constructing an indigenous Culture of Peace

ESSENTIAL READINGS

1. Barash, D. and Webel, C. (2002) Peace and Conflict Studies. Thousand Oaks, CA: Sage.
2. Burton, J. (1990) Conflict: Resolution and Prevention Theory. London: Macmillan.
3. Byman, D. (2002). Keeping the Peace-Lasting Solutions to Ethnic Conflict, Baltimore, The John Hopkins University Press
4. Chetkow-Yanoov, B. H. (2013). Social Work Approaches to Conflict Resolution: Making Fighting Obsolete. United Kingdom: Taylor & Francis.
5. Chopra, D. (2005) Peace Is the Way: Bringing War and Violence to an End. Chatsworth, CA: Harmony
6. Cohen, R. (1997) Negotiating across Cultures: International Communication in an Interdependent World. Washington, DC: United States Institute for Peace Press
7. Deutsch, M. and Coleman, P. (eds.) (2000) The Handbook of Conflict Resolution: Theory and Practice. San Francisco: Jossey Bass.
8. Handbook of Peace and Conflict Studies. (2007). United Kingdom: Taylor & Francis.
9. Jeong, H. (2009). Conflict Management and Resolution: An Introduction. United Kingdom: Taylor & Francis.
10. Matyok, T., Senehi, J. & Byrne, S. (2011). Critical Issues in Peace and Conflict Studies: Theory, Practice and Pedagogy, Lexington Books;
11. Princen, T. (1991). Intermediaries in International Conflicts. Princeton, NJ: Princeton University Press.
12. Richmond, O. (2003). Peace in International Relations. United Kingdom: Taylor & Francis.

13. Sandole, D. J. D., Byrne, S., Staroste, I. S. and Senehi, S. (2008). *Handbook of Conflict Analysis and Resolution*. Routledge
14. Volkan, V. (1998) *Blood Lines: From Ethnic Pride to Ethnic Terrorism*. Boulder, CO: Westview Press
15. Weeks, D. (1992) *The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at Home, and in the Community*. New York: Penguin Putnam.

SUGGESTIVE READINGS:

1. Bercovitch, J., Kremenjuk, V., and Zartman, I. W. (eds.) (2008) *Handbook on Conflict Resolution*. Thousand Oaks, CA: Sage.
2. Boulding, K. E. (1990) *Three Faces of Power*. Thousand Oaks, CA: Sage Publishers.
3. Burton, J. W. (1979) *Deviance, Terrorism and War: The Process of Solving Unsolved Social and Political Problems*. London: Palgrave Macmillan.
4. Burton, J. W. (1989) 'Conflict resolution as a political system', Working Paper No. 1 of the Center for Conflict Analysis and Resolution, George Mason University.
5. Burton, J. W. (1990) *Conflict: Prevention and Resolution*. New York: St. Martin's Press.
6. Bush, B. (2006) *Imperialism and Postcolonialism*. Harlow: Pearson, Longman.
7. Deutsch, M., Coleman, P. T., and Marcus, E. C. (eds.) (2006) *The Handbook of Conflict Resolution: Theory and Practice*, 2nd edn. San Francisco: Jossey Bass.
8. Galtung, J. (1975) *Peace: Research, Education, Action; Essays in Peace Research, Volume I, Part I: Peace in General*. Copenhagen: Ejlers.
9. Sandole, D. J. D. (1999) *Capturing the Complexity of Conflict: Dealing with Violent Ethnic Conflicts of the Post-Cold War Era*. London: Continuum International.
10. Sandole, D. J. D. (2007) *Peace and Security in the Postmodern World: The OSCE and Conflict Resolution*. London: Routledge

Name of the Programme	M.A. Social Work	
Semester	II	
Course Code	SW141	
Course Title	CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL ENTREPRENEURSHIP	
Credits	4	
Marks	100	
Credit distribution of the course		
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION AND RATIONALE:

This course provides a theoretical and practical understanding of the field of corporate social responsibility and social entrepreneurship. It enables the students to appreciate the context and diversity of models, skills and competencies required to work in these contexts. It will enable the students to appreciate the legal and regulatory context of the practice of CSR and social entrepreneurship.

COURSE OBJECTIVES

- To develop an understanding of corporate social responsibility and social entrepreneurship
- To understand the socio economic and political context of CSR and social enterprises
- To gain knowledge of the strategies and processes of CSR and social enterprises
- To develop appropriate skills and competencies in managing socially responsible initiatives of the corporate and social enterprises

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Understand the functioning of CSR and social enterprises
- Appreciate the context of CSR and social enterprises
- Understand the strategies and processes of CSR and social enterprises
- Develop appropriate skills and competencies for managing socially responsible initiatives of the corporate and social enterprises
- Develop creative ways of community outreach

COURSE CONTENTS

UNIT I CORPORATE SOCIAL RESPONSIBILITY: CONCEPT AND CONTEXT

- Corporate social Responsibility: Concept and evolution
- Models and perspectives on CSR
- Stakeholders in CSR
- Legal obligations and compliances- Section 135 and Schedule 7
- Reporting in CSR – international and national

UNIT II CORPORATE SOCIAL RESPONSIBILITY: ACTION AND ENVIRONMENT

- Required skills for planning, implementing, monitoring and evaluation of CSR activities- Theory of change, Social Return on Investment, OECD framework
- Implementing partners for CSR activities- identification and selection
- Sustainability and CSR, BRSR, ESG
- Ethics and governance
- Case Studies, critique and best practices- to discuss the relevant and innovative case studies in the field of CSR

UNIT III SOCIAL ENTREPRENEURSHIP: CONCEPT AND CONTEXT

- History, concept, and the socio-economic context of social entrepreneurship
- Social entrepreneurship- types, and theories
- Social enterprises; models and types of social enterprises
- Motivation and leadership in social enterprises
- Social enterprises and empowerment of the marginalised

UNIT IV MANAGEMENT OF SOCIAL ENTERPRISES

- Legal frameworks for social enterprises
- Skills and competencies of a social entrepreneur, social value creation
- Financial management and fund raising
- Sustainability of social enterprises
- Case studies, critique and best practices- to discuss the relevant and innovative case studies in the field of social entrepreneurship

ESSENTIAL READINGS

1. Blowfield, M., & Murray, A. (2019). *Corporate responsibility*, (4th edition). Oxford University Press.
2. Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
3. Borzaga, C., & Defourny, J. (2004). *The emergence of social enterprise*. New York: Routledge.
4. Brooks, A. (2009). *Social Entrepreneurship: A modern approach to social value creation*. Upper Saddle River, New Jersey: Prentice Hall.
5. Carroll, A. B. (1977). *Managing corporate social responsibility*. Little Brown.
6. Crane, A., Matten, D., & Spence, L. J. (eds.) (2014). *Corporate social responsibility: Readings and cases in a global context*, 2nd edition. London, New York: Routledge.
7. Dees, J. G. (2001) *The meaning of social entrepreneurship*. Chapel Hill, NC: Centre for advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.

8. Harper, M., & Parekh, N. (2021). *Social enterprise: Cases and analysis for understanding social business*. Routledge.
9. Agrawal, A & Kumar P. (edited) (2018). *Social Entrepreneurship and sustainable business models: The case of India*. Springer
10. Leadbeater, C. (1997). *The Rise of the social entrepreneur*. London: Demos.
11. Pandey, N. & Pandey, A. (2025). *Social entrepreneurship in India, Theory and cases*. Palgrave.

SUGGESTIVE READINGS

1. Banerjee, S.B. (2009). *Corporate social responsibility: The good, the bad and the ugly*. Edward Elgar.
2. Crane, A., & Matten, D., Glozer, S. & Spence, L. (2019). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. Oxford University Press.
3. Halkias, D., & Thurman, P. W. (2016). *Entrepreneurship and sustainability: Business solutions for poverty alleviation from around the world*. NY, USA: Routledge.
4. Intellect. (2012). *On the path to sustainability and scalability: A study of India's social enterprise landscape*. Mumbai: Intellect.
5. Kurien, V. (2007). *I too had a dream*. New Delhi: Roli Books.
6. Laszlo, C. (2008). *Sustainable value: How the world's leading companies are doing well by doing good*. Sheffield: Greenleaf Pub.
7. Shukla M (2020). *Social entrepreneurship in India: Quarter idealism and a pound of pragmatism*. SAGE Publications Pvt Ltd.
8. Sundar, P. (2013). *Business and community: The story of corporate social responsibility in India*. India: Sage.
9. Vogel, D. (2005). *The market for virtue: The potential and limits of corporate social responsibility*. Washington, D.C.: Brookings Institution Press.

Name of the Programme		M.A. Social Work	
Semester		II	
Course Code		SW142	
Course Title		SOCIAL WORK PRACTICE WITH YOUTH	
Credits		4	
Marks		100	
Credit distribution of the course			
Lecture	Tutorial		Practical
3	1		0

COURSE OBJECTIVES

- To understand the theoretical frameworks and sociocultural context of youth.
- Analyze the major challenges confronting youth in contemporary society.
- To equip students with skills for youth-centered social work interventions.
- Familiarize students with youth-related public policy and institutional mechanisms.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Define and explain youth in social, cultural, and political contexts.
- Identify and analyze major issues affecting youth, including education, unemployment, substance abuse, etc.
- Evaluate youth-related policies and programs with a rights-based and inclusive perspective.
- Apply social work methods and theories to youth empowerment and engagement.

UNIT I UNDERSTANDING YOUTH

- Definition of youth: demographic, psychological, sociological perspectives
- Theories and Stages of youth development
- Historical and cultural variations in the concept of youth
- Youth Movements and Political Identity
- Digital Media, Technology, and Youth Engagement

UNIT II CONTEMPORARY ISSUES AND CHALLENGES FACED BY YOUTH

- Unemployment and underemployment in urban and rural areas
- Mental health, substance abuse, and addiction
- youth unrest, Crime and juvenile delinquency

- Mental Health and Counselling for Youth
- Youth Rights and Legal Provisions – Juvenile Justice Act, Right to Education, POCSO.

UNIT III YOUTH POLICIES AND PROGRAMS

- National Youth Policy (India and other examples)
- UN Youth Strategy, Commonwealth Youth Program
- Role of Ministry of Youth Affairs and Sports (India)
- Schemes and Programs – NYKS, NSS, Skill India, Startup India, PMEGP.
- National International youth programs and schemes: UN, UNESCO, and others

UNIT IV YOUTH AND SOCIAL WORK INTERVENTIONS

- Role of social workers with youth welfare and empowerment
- Application of social work methods (case work, group work, community organization)
- Psychosocial interventions, life skills education, and peer support
- Models and Approaches: Strengths-Based Approach, Rights-Based Approach, Ecological Systems Model, Positive Youth Development (PYD)
- Intervention: casework with youth; Group work: youth clubs, peer-led groups; Community-based interventions

ESSENTIAL READINGS

1. Government of India. (2014). *National Youth Policy 2014*. Ministry of Youth Affairs and Sports.
2. Bessant, J., Farthing, R., & Watts, R. (2017). *The Precarious Generation: A Political Economy of Young People*. Routledge.
3. Arnett, J. J. (2004). *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. Oxford University Press.
4. Yadav, R. (2016). *Youth and Social Change in India*. Rawat Publications.
5. Rao, V. (2013). *Youth, Unrest and Development in India*. Serials Publications.
6. Banks, S. (2012). *Ethics and Values in Social Work*. Palgrave Macmillan.
7. UNICEF & UNFPA Reports on Youth and Development (latest editions)

SUGGESTIVE READINGS

1. UNESCO. (2017). *Youth and Changing Realities: Rethinking Youth Policies*.
2. Ministry of Youth Affairs and Sports, Government of India. (2014). *National Youth Policy 2014*.
3. Coleman, J. C. (2011). *The nature of adolescence*. Routledge.
4. Yadav, R. (2016). *Youth and Social Change*. Rawat Publications.
5. Banks, S. (2010). *Ethics and Values in Social Work*. Palgrave Macmillan.
6. Bessant, J., & Watts, R. (2007). *Exploding the Myths: Youth, Identity and Culture in the 21st Century*.
7. Payne, M. (2021). *Modern Social Work Theory*. Red Globe Press

Credit distribution of the course		
Name of the Programme	M.A. Social Work	
Semester	II	
Course Title	SOCIAL WORK PRACTICE IN CHRONIC DISEASE MANAGEMENT	
Course Code	SW143	
Credits	4	
Marks	100	
Lecture	Tutorial	Practical
3	1	0

COURSE DESCRIPTION/RATIONALE:

This course will help students understand the concept of chronic diseases and its management from a social work perspective. It will provide students with insight into medical, social, and psychological aspects of chronic illnesses with special emphasis on individuals, families, and society at large. The course will build the skills on building social work skills for improving the quality of life for people living with chronic diseases and their care givers. The course prepares students to work sensitively and competently in healthcare and community settings.

COURSE OBJECTIVES

- Understand chronic diseases, their social impact, and stigma.
- Analyze social determinants and inequities in health.
- Understand models, programs, and services for chronic disease management.
- Develop social work skills on chronic disease management.

LEARNING OUTCOMES

Upon successful completion of the course the students would be able to:

- Understand chronic diseases and their social impact
- Analyze social determinants affecting chronic disease management.
- Understand models, programs, and services for chronic disease care.
- Apply social work skills for chronic disease management.

COURSE CONTENTS

UNIT I INTRODUCTION TO CHRONIC DISEASES

- Definition and classification of chronic diseases
- Epidemiology and burden of chronic illnesses
- Impact on individuals, families, and caregivers
- Chronic illness trajectory and quality of life
- Stigma, discrimination, and marginalization (with case illustrations from HIV, Leprosy and Cancer)

UNIT II SOCIAL DETERMINANTS OF CHRONIC DISEASES

- Health Inequities and Marginalized Population
- Health Impoverishment
- Cultural Beliefs, Health Literacy, and Help-Seeking Behavior
- Intersectionality: Caste, Class, Gender and Health
- Policy and public health perspectives

UNIT III THEORIES, PROGRAMS, AND SERVICES IN CHRONIC DISEASE MANAGEMENT

- Models: Chronic Care Model (CCM), Continuity of Care (CoC) Framework
- National Programs and Policies for Chronic Diseases: NPCDCS, National AIDS Control Programme, Ayushman Bharat
- Primary Health Care and Community Health Services; Case Studies
- Hospital-Based and Specialized Care Services
- Palliative and Home-Based Care Services

UNIT IV SOCIAL WORK INTERVENTIONS

- Psychosocial assessment, counseling, and care planning
- Behavior change strategies
- Palliative and end-of-life care in chronic illness
- Models of intervention: Community-based rehabilitation (CBR), multidisciplinary teamwork
- Role of social workers in hospitals, NGOs, and community settings

ESSENTIAL READINGS

1. Aronstein, D. M., & Thompson, B. J. (1998). *HIV and social work: A practitioner's guide*. Binghamton, NY: Harrington Press.
2. Charmaz, K. (2000). Experiencing chronic illness. *Handbook of social studies in health and medicine*, 277-292.
3. Das, D. K. (2019). *Teaching AIDS: The cultural politics of HIV disease in India*. Springer.
4. Nolte, E., & McKee, M. (2008). *caring for people with chronic conditions: a Health System Perspective*. McGraw-Hill Education (UK).

5. Poindexter, C. C. (2010). *Handbook of HIV and social work: Principles, practice, and populations*. John Wiley & Sons.
6. Priya, R., & Mehta, S. (2008). *Dialogue on AIDS: Perspectives for the Indian Context*. VK Pub., New Delhi.
7. Thorne, S. E. (1993). *Negotiating health care: The social context of chronic illness*. Sage Publications.
8. Willett, W. C., Koplan, J. P., Nugent, R., Dusenbury, C., Puska, P., & Gaziano, T. A. (2006). *Prevention of chronic disease by means of diet and lifestyle changes. Disease Control Priorities in Developing Countries*. 2nd edition.
9. World Health Organization. (2013). *The economics of social determinants of health and health inequalities: a resource book* (Vol. 3700). World Health Organization.
10. World Health Organization. Noncommunicable Disease, & Mental Health Cluster. (2002). *Innovative care for chronic conditions: building blocks for action: global report*. World Health Organization.
11. Lynn, J. (2008). *Improving care for the end of life: A sourcebook for health care managers and clinicians*. Oxford University Press.
12. Cassel, C. K., & Field, M. J. (Eds.). (1997). *Approaching death: Improving care at the end of life*.
13. Kuh, D., & Shlomo, Y. B. (Eds.). (2004). *A life course approach to chronic disease epidemiology* (No. 2). Oxford university press.
14. Lynn, J. (2008). *Improving care for the end of life: A sourcebook for health care managers and clinicians*. Oxford University Press
15. Marmot, M., & Wilkinson, R. (Eds.). (2005). *Social determinants of health*. Oup Oxford.

SUGGESTIVE READINGS

1. Jayasurya, D. C. (Ed.) (1995). *HIV-Law, ethics and human rights*. New Delhi: UNDP
2. Lenz, T. (2018). *Lifestyle medicine for chronic diseases: An introduction to the evidence-based approach of managing chronic diseases with lifestyle therapeutics*. Lulu. com.
3. Manian, S. (2017). *HIV/AIDS in India: Voices from the margins*. Routledge Research in Asia Series
4. Stangl, A. L., Earnshaw, V. A., Logie, C. H., Van Brakel, W., C. Simbayi, L., Barré, I., & Dovidio, J. F. (2019). The Health Stigma and Discrimination Framework: a global, crosscutting framework to inform research, intervention development, and policy on health-related stigmas. *BMC medicine*, 17, 1-13.
5. Thomas, G. (1997). *AIDS, social work and law*. New Delhi: Rawat Publications.

6. Van Vugt, J. P. (1994). AIDS prevention and services: Community based research. Connecticut: Bergin & Garvey
7. Wagner, E. H. (2000). The role of patient care teams in chronic disease management. *Bmj*, 320(7234), 569-572.
8. National AIDS Control Organization (India). (2001). *National AIDS prevention and control policy*. National AIDS Control Organisation, Ministry of Health & Family Welfare, Government of India.
9. Hubley, J. (1995). *The AIDS Handbook: A Guide to the Understanding of AIDS and HIV*. Popular Prakashan.
10. Hanks, G. W. (Ed.). (2011). *Oxford textbook of palliative medicine*. Oxford University Press, USA.

Name of the Programme	M.A. Social Work		
Semester	II		
Course Code	SW144		
Course Title	DISABILITY: PRACTICAL APPLICATIONS AND INTERVENTIONS IN SOCIAL WORK		
Credits	4		
Marks	100		
Credit distribution of the course			
Lecture	Tutorial		Practical
3	1	0	

COURSE OBJECTIVES

- To develop practical skills for working effectively with persons with disabilities in diverse settings.
- To gain proficiency in rehabilitation methods and assistive technologies for disability inclusion.
- To apply frameworks for accessibility audits and sustainable livelihoods for persons with disabilities.
- To analyze government orders, circulars, and special provisions supporting disability welfare in practice.
- To promote a rights-based, inclusive approach to social work interventions with persons with disabilities.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Demonstrate proficiency in rehabilitation methods and assistive technologies, including audio description and Braille.
- Conduct accessibility audits and apply global standards like WCAG 2.1 for inclusive environments.
- Design and implement rehabilitation and livelihood interventions for persons with disabilities.
- Interpret and apply government orders, circulars, and special provisions related to disability welfare.
- Engage in collaborative, rights-based interventions to promote inclusion and empowerment of persons with disabilities.

UNIT I INTRODUCTION TO DISABILITY AND REHABILITATION

- Brief overview of disability: Definitions, models (medical, social, bio-psycho-social), and categories (physical, sensory, intellectual, mental health, multiple)
- Vocational Rehabilitation: Skill development and Employment Integration Strategies
- Sustainable livelihood framework, Economic Rehabilitation and Financial independence through microfinance and entrepreneurship
- Community-based rehabilitation (CBR): Principles and Models
- Psychosocial Rehabilitation: Counseling and support for mental health and well-being

UNIT II ASSISTIVE TECHNOLOGIES AND ACCESSIBILITY TOOLS

- Introduction to assistive technologies: Types and applications (e.g., mobility aids, hearing aids)
- Braille language, Sign Language: Basics
- Audio description: Techniques for making visual content accessible
- Digital accessibility tools: Screen readers (e.g., JAWS, NVDA), speech-to-text, and magnification software
- Experiential learning: Disability simulation exercises (e.g., blindfold walks, lip reading, one-handed tasks)

UNIT III ACCESSIBILITY AUDITS

- Conducting access audits: Methodology for assessing physical and built environments
- Technical audit of websites: Applying Web Content Accessibility Guidelines (WCAG 2.1)
- Universal design principles: Applications in infrastructure and services
- Accessibility of commonly used products
- Advocacy for Accessibility: Documenting and presenting audit findings for policy change

UNIT IV POLICY IMPLEMENTATION AND SPECIAL PROVISIONS

- Understanding government orders and circulars: Key directives for disability welfare (e.g., reservation, accessibility)
- Special provisions and concessions: Transportation and social security and social protection benefits (e.g., railway concessions, disability benefits)
- Financial assistance: Disability pension schemes, income tax exemptions, grants for assistive devices
- Education and employment: Reservations in government jobs, scholarships, skill development programs
- Collaborative advocacy: Partnering with Disabled People's Organizations (DPOs) and NGOs

ESSENTIAL READING

1. Addlakha, R. (Ed.). (2013). *Disability studies in India: Global discourses, local realities*. Routledge.
2. Bhanushali, K. (2016). *Rehabilitation and empowerment of persons with disabilities*. Sage Publications India.
3. Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India. (n.d.). *Compendium of schemes and circulars*. Retrieved from <http://disabilityaffairs.gov.in>
4. Ghai, A. (2003). *(Dis)embodied form: Issues of disabled women*. Har-Anand Publications.
5. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Law and Justice. Retrieved from <http://www.disabilityaffairs.gov.in>
6. Helander, E., Mendis, P., Nelson, G., & Goerdt, A. (2019). *Community-based rehabilitation: CBR guidelines*. World Health Organization.
7. Lazar, J., Goldstein, D. F., & Taylor, A. (2015). *Ensuring digital accessibility through process and policy*. Morgan Kaufmann.
8. National Centre for Promotion of Employment for Disabled People. (n.d.). *Accessibility audit guidelines and reports*. Retrieved from <http://www.ncpedp.org>
9. Thakur, A. (2020). The intersectionality of gender, disability, and mental health. In M. Anand (Ed.), *Gender and mental health: Combining theory and practice* (pp. 103–120). Springer.
10. UNDESA. (2018). UN flagship report on disability and development.
11. Web Accessibility Initiative. (2021). *Web Content Accessibility Guidelines (WCAG) 2.1*. World Wide Web Consortium. Retrieved from <https://www.w3.org/WAI/standards-guidelines/wcag/>
12. World Health Organization. (2020). *Global report on assistive technology*. World Health Organization. Retrieved from <https://www.who.int/publications/i/item/9789240008823>

SUGGESTIVE READING

1. Charlton, J. I. (1998). *Nothing about us without us: Disability oppression and empowerment*. University of California Press.
2. Goggin, G., & Newell, C. (2003). *Digital disability: The social construction of disability in new media*. Rowman & Littlefield.
3. Shakespeare, T. (2006). The social model of disability. In *The disability studies reader* (pp. 16-24). Routledge.
4. Appunni, S. S., & Deshpande, A. P. (2009). Work participation among disabilities in India. *Journal of Social Sciences*, 21(2), 117-122.

5. Asch, A., Blustein, J., & Wasserman, D. T. (2008). Criticizing and reforming segregated facilities for persons with disabilities. *Journal of Bioethical Inquiry*, 5, 157-167.
6. Asmus, J. M., Carter, E. W., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., ... & Weir, K. (2017). Efficacy and social validity of peer network interventions for high school students with severe disabilities. *American Journal on Intellectual and Developmental Disabilities*, 122(2), 118-137.
7. Audiyah, N. M., Putra, F., & Wike, W. (2019). Grounded Theory for Implementation of Labor Policy Women Disability Research. *Indonesian Journal of Disability Studies*, 6(2), 163-168.
8. Augestad, L. B. (2017). Self-concept and self-esteem among children and young adults with visual impairment: A systematic review. *Cogent Psychology*, 4(1), 1319652.
9. Aulia, R. (2020). Parenting Efficacy of Parents for Children With Visual Impairment: A Literature Review. *Psikoislamedia: Jurnal Psikologi*, 5(1), 85-93.
10. Avellone, L., Malouf, E., Taylor, J. P., & Whittenburg, H. (2023). An international scoping review of factors impacting self-employment outcomes for individuals with disabilities. *Journal of Vocational Rehabilitation*, 59(1), 7-24.

SKILL ELECTIVES

Name of the Programme	M.A. Social Work	
Semester	II	
Course Code	SW 222	
Course Title	PRACTICE INTERVENTION MICRO SKILLS-II	
Credits	2	
Marks	50	
Credit distribution of the course		
Lecture	Tutorial	Practical
1	0	1

COURSE DESCRIPTION

This course provides social workers with micro skills to practice social work with individuals, groups, and families in their distress situations. The paper facilitates the understanding of the causative factors associated with stress, anxiety, and increasing mental health concerns. Group dynamics are a part of everyday living in the personal as well as in professional domains. The students of social work have to be skilled enough to deal with psychosocial, emotional issues that emerge in the field engagements and learning to set boundaries to ensure peace in their own personal lives. The skills of negotiating peace under any circumstances are something they will have to focus on. This paper provides an opportunity to learn the essence of verbal and nonverbal communication, practice group therapies, and learn a lot of professional skills of self-care, and be a strong team member in every group they will be part of.

COURSE OBJECTIVES

- To enable the students to apply knowledge of group dynamics, support groups, and learn the skills of team building
- To enable the students to grasp skills of effective communication: verbal and non-verbal
- To empower the students to imbibe and utilize creative means of program media to enhance the engagement of group members
- Understand the importance of self-care in preventing burnout and compassion fatigue
- Identify personal stressors, emotional triggers, and self-care needs
- Develop resilience strategies to manage stress and maintain professional effectiveness
- Create a personalized self-care plan that aligns with their professional responsibilities.
- Learn to practice different therapies and measure their effects on people.

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- To demonstrate the ability to lead and facilitate different types of social work groups.
- Recognize and respond to group dynamics, including indicators, leadership, building cohesion, resolving conflict, and enhancing group participation.
- Use program media (songs, plays, videos, storytelling, and other creative activities) to enhance group interactions.
- Develop accurate and professional records of group sessions, progress, and challenges, and evaluate group interventions
- Demonstrate awareness of their own emotional and psychological needs in the context of mental health work
- Apply stress-reduction techniques and use reflective practices by students
- Implement self-care strategies by the students in a structured way to sustain long-term professional effectiveness
- Evaluate own self-care progress and adjust strategies based on changing needs and circumstances

COURSE CONTENTS:

UNIT I: COMMUNICATION SKILLS & UNDERSTANDING GROUP DYNAMICS

- Communication Skills: Verbal and Nonverbal
- Mapping indicators of group dynamics, Sociogram activities
- Group Needs Assessment, Enhancing Group Communications and Reducing Group Prejudice exercises
- Building support groups Enhancing team spirit and building teams
- Group Awareness and Appreciative Inquiry

UNIT II: Promoting Positive emotions and Collective Well-being

- Self-awareness, Recognising stress, and anxiety
- Making peace with oneself, mapping happiness and dealing with burnout
- Promoting Positive Emotions, emotional regulation and controlled emotional involvement
- Designing Supportive Family Communication Patterns: Use dance, music, play, laughter and group games
- Strategies and mechanisms of collective well-being and Art-Based Exercises

ESSENTIAL READINGS

1. Anand, M. (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Singapore: Springer Nature
2. Baker, E. K. (2003). *Caring for ourselves: A therapist's guide to personal and professional well-being*. American Psychological Association.
3. Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.

4. Carr, A. (2022). *Positive psychology: The science of wellbeing and human strengths* (3rd ed.). Routledge.
5. Murphy, J. (2023). *Inner Excellence: Train Your Mind for Extraordinary Performance and Happiness*. Grand Central Publishing
6. Skovholt, T. M., & Trotter-Mathison, M. J. (2016). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals* (3rd ed.). Routledge
7. Subudhi, C. (2025). *Psychiatric Social Work: Principles to Practice*. Singapore: Springer Nature Singapore

SUGGESTIVE READINGS

1. Glassman, U. (2009). *Group work: A humanistic and skills building approach*. USA: Sage
2. Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. Bantam Books
3. Hanson, R., & Mendius, R. (2009). *Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*. New Harbinger Publications.
4. Sondra, B., & Camille, P. Roman. (2016). *Group work: Skills and strategies for effective interventions*. Binghamton, NewYork: Haworth Press
5. Trevithick, P. (2016). *Group work: A handbook of effective skills and interventions*. McGraw-Hill Education

Name of the Programme	M.A. Social Work	
Semester g	I	
Course Code	SW 222	
Course Title	PRACTICE INTERVENTION -MACRO SKILLS -II PROJECT MANAGEMENT SKILLS	
Credits	2	
Marks	50	
Credit distribution of the course		
Lecture	Tutorial	Practical
1	0	1

COURSE OBJECTIVES

The practice intervention Macro Skills II continues to build on the different skills and capacities that the students have learnt in Semester I. The objective is to help the learner to gain skills related to project management, design interventions, conduct participatory assessments in the community. This course is also aimed at building their skills to design informed interventions using participatory tools. Further they would gain knowledge and skills to frame SMART Objectives, identify monitoring and evaluation indicators for the intervention

LEARNING OUTCOME

Upon successful completion of the skill training course,

- Understand Community participation and indicators of social development.
- Demonstrate the ability to design SMART objectives
- The students will demonstrate programme planning skills, design participatory need assessments
- Demonstrate the ability to do stakeholder analysis, conduct Logical Framework Analysis
- Demonstrate abilities for effective communication
- Develop abilities to design fundraising proposal with well-defined activities
- Demonstrate documentation and writing skills for use in any social work intervention project

UNIT I BASIC CONCEPTS: PROJECT PROPOSAL, FORMULATION

- Introduction to Project Cycle and Project Management, etc.
- Community Need assessment/ baseline Study in community driven developmental project.
- Project Formulation- Setting Project Context, framing of SMART Objectives, Activities, formulations of indicators.
- Stakeholder Analysis, Logical Framework Analysis, Risk Assessment, Etc.

- Project Execution, Monitoring and Evaluation

UNIT II SKILLS AND COMPETENCIES REQUIRED FOR PROJECT MANAGER

- Roles Performance: Social Worker as Project Director, Manager, Coordinator, Monitoring and Evaluation Officer, etc.
- Leadership Development, Decision Making & Communication
- Critical Thinking
- Strategy Development & Team Management
- Fund Raising, Resource Mobilization for Social Change: Understanding the importance of Social Stock Exchange, Crowd Funding/CSR etc

ESSENTIAL READINGS

1. Project Management Institute (2021). *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. Seventh Edition. Pennsylvania: Project Management Institute, Inc.. ISBN: 978-162825664
2. Scott Berkun (2008). *Making Things Happen: Mastering Project Management (Theory in Practice)*. Sebastopol: O'Reilly Media Inc. 410. ISBN-13: 978-0596517717
3. David Allen (2002). *Getting Things Done: The Art of Stress-Free Productivity*. New York: Penguin Group. 288. ISBN-13: 978-0142000281
4. Harold R. Kerzner (2013). *Project Management: A Systems Approach to Planning, Scheduling and Controlling*. 11th ed. New Jersey: John Wiley & Sons, Inc. 1296. ISBN-13: 978-1118022276
5. Peter Taylor (2010). *The Lazy Project Manager: How to be twice as productive and still leave the office early*. United Kingdom: Infinite Ideas. 152. ISBN-13: 978-1906821678

SUGGESTIVE READINGS

1. Fund Raising: <https://www.egyankosh.ac.in/bitstream/123456789/15635/1/Unit-12.pdf>
2. Nina Botting Herbst and Michael Norton (2012) *The Complete Fundraising Handbook, Directory of Social Change*.
3. People Cert (2023). *Managing Successful Projects with PRINCE2®*. Nicosia, Cyprus. PeopleCert. ISBN-13: 978-9925-34-450-5
4. Social Stock Exchange: <https://nsearchives.nseindia.com/web/sites/default/files/inline-files/Social%20Stock%20Exchange%20Guidebook.pdf>