MSW SYLLABUS

REGULATIONS, CURRICULUM & SYLLABUS FOR

1

MASTER OF SOCIAL WORK (MSW)

(YOUTH AND COMMUNITY DEVELOPMENT)

(For CBCS System in Rajiv Gandhi National Institute of Youth Development)

(Effective from the Academic Year 2021 -2022)

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

(Institution of National Importance by the Act of Parliament No.35/2012)

Ministry of Youth Affairs and Sports, Government of India

Sriperumbudur– 602105, Chennai, Tamil Nadu, INDIA

JUNE 2021

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

REGULATIONS AND SYLLABUS FOR MASTER OF SOCIAL WORK
(YOUTH AND COMMUNITY DEVELOPMENT)

(For CBCS System in RGNIYD)

(Effective from the Academic Year 2021-2022)

Eligibility for Admission

Candidates who have secured qualifying marks in the Undergraduate programme are eligible to apply. Admission shall be based on the qualifying marks in the UG programme/entrance test/group discussion and other methods prescribed by the Department.

Duration of the Course

The course duration shall be for two years spread over four semesters.

Medium

The medium of instruction shall be English.

Passing & Classification

Passing Eligibility & Classification for the award of the Degree are as per the RGNIYD Norms

REGULATIONS AND SYLLABI FOR MASTER OF SOCIAL WORK

(YOUTH AND COMMUNITY DEVELOPMENT)

(For CBCS System in RGNIYD)

(Effective from the Academic Year2021-2022)

CURRICULUM

(Effective from theAcademicYear2021-2022)

	COURSE STRUCTURE			
Sl. No.	**Components of the Programme**	**No. of Courses**	**No. of Courses (x) credits**	**Total Credits**
1.	Core courses	10	9x4 1x3	39
2.	Discipline Centric Electives	4	2x2 2x3	10
3.	Electives	3	1x2 2x3	08
4.	Concurrent Field Work	4	4X4	16
5.	Dissertation	1	1x12	12
6.	Field Internship –I (30 days) Field Internship – II (Block Placement – 40 days)	3	01x02 01x03	05
7.	Ability Enhancement Course	4	Non-Credit	
	Total	**29**	**-**	**90**
	One has to complete 90 credits for successful completion of the MSW programme.			

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

The vision of the Department

♦ To create a platform for understanding the role that the Social Worker plays to address social issues in Indian and in a global context and professionally deliver youth services and community work by synchronizing theory and practice.

Goals of the Department

- To create a **productive workforce in the area of youth development** by providing quality education and training, research and extension activities.
- The department strives to **create young professionals to practice youth work effectively** with Social Work core competencies, methods, values and principles.
- To equip the young professionals for critical analysis in community needs assessment and promoting community development.

Course description

RGNIYD is an Institute of National Importance, under the Ministry of Youth Affairs and Sports functions as a nodal centre with depository of knowledge, training, research and extension activities. Since its establishment the RGNIYD has been offering various kinds of capacity building training programmes for the youth and youth functionaries across the country. It also offers undergraduate, post graduate and Ph.D., programmes revolving around youth development. The MSW (Youth and Community Development specialization) is a two year Masters' programme offered by the Department of Social Work, RGNIYD, which is a professional course, intended for training individuals who have a desire for delivering youth services, working on social issues and projects at the micro-level in a professional manner by stimulating the synthesis of theory and practice.

The course enables individuals to become Social Workers and perform in various capacities and aims at improving the life of individuals, groups and communities belonging to weaker and vulnerable sections. Youth are not vulnerable not just because they are young or undergoing rapid developmental transitions, but there are a number of interconnected contextual influences that affect youth vulnerabilities like impoverishment, inequality and social exclusion. Being a youngest country in the world and having major chunk of youth population, India obliged to devise various programmes, policies and welfare measures by positioning youth in the focal of the nation building. In order to make youth as productive human resource for nation development and active citizens in civic engagement activities they must be equipped with knowledge, essential skills and positive attitudes. Youth worker plays pivotal role in harnessing youth power and to guide and support young people in their personal, social and educational development and to help them reach their full potential in society. Youth is a part of a community. Community Social Workers crtically analyses the needs, resources and power dynamics in the community and enables the functioning of the community by creating adjustment between needs and the resources using Social Work methods. The Community Social Workers act as social change agent and aim to improve the living conditions and well being of the vulnerable and disadvantaged populations.

The MSW (Youth and Community Development specialization) course aims to professionalize youth work and make the students as trained youth workers as well as critical reflective social work practitioners in Community Work. The Department of Social Work is functioning as per the UGC-NAAC Guidelines for Social Work. Fieldwork is the core

strength of the Social Work Course. Hence the social work students are given professional help and guidance to carry out social work intervention methods in field settings and are monitored regularly through reports, surprise visits and fieldwork conferences. The concurrent fieldwork practicum is spread in all the semesters to expose the students to learn about different settings of Social Work. The internship in the fourth semester is aimed to motivate and prepare the students as a young professional by learning about organizational functioning and enhancing professional skills in social work. The rural camp is organized for exposing the students to ground realities and the study tour is organized for establishing a professional network. The Co-curricular and extension activities like ASWIDE, STEPS, PRISM and Village Adoption programmes are opportunities provided to enhance leadership skills in students and to sensitize them on social issues through organization of awareness cum sensitization programmes in the neighbourhood communities.

Course Objectives

- Develop an understanding of social problems among students.
- Instil the values, principles and methods of social work in them to ensure social inclusion, social justice and human rights.
- Inculcate professional capacity and skills among students to address social issues through interventions at individual, group, community and policy levels.
- Develop knowledge in the areas of youth study policies and best practices/interventions models across the globe
- Enhance skills and positive attitude in them to engage in and build positive relationships with communities, agencies that are working for the personal, social and political development of youth.
- Prepare them as professionals in dealing youth issues with various models and intervention methods in youth work settings.
- To equip them as critical reflective practitioner/youth worker through intensive field work practicum, internship, research and block placement.

Career opportunities

1. Government projects and Professional practice in NGO and INGSOs

2. Scope for advanced studies in youth in India and abroad.

3. Teaching in social work and in the fields of youth studies.

4. Training and consultancy services.

5. Scope for development and practice-oriented research

6. Establishment of organizations in the area of youth development.

7. To explore innovative and practices/modules for addressing youth issues and to ensure social inclusion and justice.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Faculty Profile with Specialization

Name & Designation	Specialization	Qualification
Dr S. Kumaravel Assistant Professor and Head of the Department	Social Work (Youth Development)	M.A(SW), M.Sc., (C&P), Ph.D., UGC-NET, PGDHRM, DCYP
Dr S. Lalitha Assistant Professor	Social Work (Community Development)	M.A.(SW), M. Phil. (SW), Ph. D. (SW), UGC-NET, PGDHRM ICSSR Post Doctoral Research Fellow, IIT-Madras. Visiting Research Fellow, Kings College, London, UK. Certificate Course in Administrative Management (Japan).
Dr. Rambabu Botcha	Social Work (Community Development)	MSW, UGC-NET, Ph.D. (Social Work)
Dr Arif Rasheed Assistant Professor	Social Work (Community Development)	MSW, M. Phil. (Social Work), UGC-NET, ICSSR Doctoral Fellow, Ph.D. (Social Work)
Dr. H. Arokkiaraj Assistant Professor	Social Work (Community Development)	MSW, Ph.D. (SW) UGC-JRF Postdoctoral Fellow, Leibniz Science Campus, Germany Research Affiliate, Nanyang Technological University, Singapore.
Dr. M. Rex Sahayaraj	Social Work	MSW., M.Phil., M.A (Psychology), PGDC, Ph.D. (Social Work) UGC-NET JRF
Dr. Selvi Nithya	Social Work	MSW, UGC-NET JRF, Ph.D. (Social Work)

Course Regulations (2021-2023)

The MSW in Youth and Community Development Specialization offered by the Department of Social Work is a full-time programme of two years duration which consists of four semesters.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Examinations

The course evaluation standard of a MSW degree is comprised of both internal assessment and semester examination. The internal assessment carries 25 marks while the semester examination carries 75 marks as per the following category.

Internal / External Assessment	Category	Quantum of work per course	Maximum Marks	Total Marks
Internal (25 Marks)	Assignment	1	5	5
	Seminar	1	10	10
	Analytical Test	1	10	10
External (75 Marks)	Semester Exam	-	75	75
	Total Marks		**100**	**100**

Course Structure

The Course Structure of the MSW (Youth and Community Development) programme is given below:

MSW (Youth and Community Development)
(Hard Core Courses offered)
(Regulations 2020-21)

Semester-1	Title of the course	No. of Credits	Total Credits
MSWYE101	Youth and Strategies for Youth Development (DE)	2	
MSWYC102	Sociology for Social Workers (DE)	2	
MSWYC103	Gender and Society (E)	2	
MSWYC101	Social Work Profession (C)	4	
MSWYC102	Social Work Practice with Individuals (C)	4	
MSWYC103	Social Work Practice with Groups (C)	4	
MSWYC104	Concurrent Field Work – I (C)	4	
MSWYC105	Ability Enhancement Course (Performing Arts)	Non-Credit	22
Semester-2	**Title of the course**	**No. of Credits**	
MSWYC206	Social Work Practice with Community and Social Action (C)	4	
MSWYC207	Social Policy and Social Welfare Administration (C)	4	
MSWYC208	Social Work Research and Statistics (C)	4	
MSWYC209	Concurrent Field Work - II(C)	4	
MSWYC210	Field Internship - I (30 Days)	2	
MSWYE204	Human Rights and Social Legislation (E)	3	
MSWYE205	Psychology for Social Workers (DE)	3	
MSWYE211	Ability Enhancement Course (SPSS)	Non-Credit	24

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Semester-3	Title of the course	No. of Credits	
MSWC312	Global Youth Work and Development (C)	4	
MSWC313	Counselling : Theory and Practice (DE)	3	
MSWC314	Rural Community Development (C)	4	
MSWC315	Concurrent Field Work –III (C)	4	
MSWE307	Corporate Social Responsibility and Accountability (E)	3	
MSWE315	Ability Enhancement Course (Project Proposal Development, Monitoring and Evaluation)	Non-Credit	18
Semester-4 40 days at Campus for theory classes 50 days for Dissertaion and Field Internship	Title of the course	No. of Credits	
MSWYC416	Marginalized Youth and Social Inclusion (C)	3	
MSWYC417	Urban Community Development (C)	4	
MSWYC418	Concurrent Field Work –IV	4	
MSWYC419	Dissertation	12	
MSWYC20	Field Internship (Block Placement) – II (40 days)	3	
			26
	Grand Total		**90**

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Semester-I

Course Code:
Course Name: Youth and Strategies for Youth Development (2 Credits)

Learning Outcome:
On successful completion of the course, the students will be able to:
- Understand the concept and perspective of youth.
- Gain knowledge on Youth development and youth led development.
- Analyse the challenges and opportunities of young people in new millennium.
- Understand the policies, techniques and models of youth work

Unit I: Youth and Society: Defining Youth: Social Construction, Changing conceptions of Youth. Perspectives of Youth: Cultural, Comparative and Biographic.Youth Transition, Identity formation. Theories of adolescence. Youth Demography. Youth as agents of change. Social Inclusion, Equity and Access.

Unit II: Youth Development: Concept-Youth Development Index based on Human Development Index dimensions- Education, Income and Health, Sustainable Development Goals of the United Nations Organization,

Unit III: Youth Led Development: Concept-Youth Led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill Development. Contributions of Youth Led Organizations in India.

Unit IV: Youth in New Millennium: Challenges and Opportunities
Youth in the context of globalization: Youth power, social capital. Education and Skill Development and Entrepreneurship. Social media and digital divide. Youth bulge. Youth not in employment, education or training (NEET).

Unit V: Strategies for Youth Development
Youth healthy lifestyle and well-being.Social and political participation of youth. Networking of formal and informal organizations. Positive Youth Development. Youth capacity building and Leadership. Youth Civic engagement. National Youth Policy (2014).

Essential Readings:
1. Balan, K. (1985). Youth Power in the Modern World. New Delhi: Ajanta Publications.
2. Cooper, T. (2012). Models of youth work: a framework for positive sceptical reflection. *Youth and Policy*, 1(109), 98-117
3. Jones, G. (2009). Youth. UK: Polity Press.
4. Kehily, J. M. (2007). *Understanding Youth: Perspectives, Identities and Practices* (eds). London: SAGE Publication.
5. Landis, H. Paul. (2011). *Adolescence and Youth: The Process of Maturing*. New Delhi: Sarup Book Publishers Pvt. Ltd.
6. Monica, B. (2005). *Youth Policy and Social Inclusion*. New Delhi: Routledge.
7. Rajendran, V& Paul David. (2006). *Youth and Globalization*. Proceedings of the Workshop on Youth and Globalization. Mumbai: Rajiv Gandhi National Institute of Youth Development and Tata Institute of Social Sciences.

8. Saraswati (2008), Indian Youth in New Millennium, RGNIYD, Sriperumbudur
9. Sibereisen K. & Richard M. Lerner. 2007. Approaches to Positive Youth Development. New Delhi: Sage Publications.
10. Verma, M.L. (2010). *Youth and Revolutionary Upsurge*. New Delhi: Sarup Book Publishers Pvt. Ltd.
11. Wood, J & Hine Jean (2009). *Theory and Policy for Practice*. New Delhi: SAGE Publications.

Journal
1. *Children and youth services review, Elsevier .*
2. *Journal of Youth and Adolescence, Springer.*
3. *Youth and Society, Sage.*

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course code:
Course: Sociology for Social Workers (2 Credit)

Learning Outcome: The students will…

1. Understand the role of individual in the society and importance of various social institutions and relationships of individuals to their social environments
2. Gain a deeper understanding of social mobility, social processes and social change.
3. Acquire the skills of analyzing the social structure, social problems and its influence on the individuals.

Unit – 1. Individual, society and culture : Society as system of relationships, Concept of Culture, traditions, customs, values and norms, Socialization- meaning, theories of socialization. Social Processess – assimilation, socialization and social control – informal and formal means.

Unit – 2. **Social Structure and Functioning.** Social institutions – marriage, family, religion, kinship, caste, class, occupation,economy, polity, education and legal system. Social control – concept, conformity and deviance; agents of social control. Social structure- systems of social stratification, caste, class, occupation,culture,tribe and gender. Social functioning: Pattern maintenance and tension management, goal direction,adaptation and integration

Unit - 3. Social Disorganization. Meaning, nature and factors responsible for social disorganization. Classification of social disorganization- individual, family, community and societal disorganization. Marital conflict, family violence, divorce, dowry deaths suicide, superstitions, generation gap, ageing, orphanhood, destitutes,child abuse, juvenile delinquency, childlabour, commercial sex work and human trafficking. Addictions Drug peddling, beggary, un-employment squatter settlement and slums. Caste conflicts

Unit – 4 Social Mobility: Nature and characteristics of social mobility, types of social mobility; factors contributing and restricting social mobility. Strategies of upward mobility. Social work and social change.

Unit – 5 Social Processes and Social Change: Concepts, Processes, agents of social change and theories of social change, social strcuture and anomy, Conflict theory,conformity and deviance,culture lag.

Essential Readings: (Sociology)

1. Adinarayan, S. P. (1964) Social Psychology, New Delhi : Allied Publishers Pvt. Ltd.
2. Ahuja, R. (1999).*Society in India: Concepts. Theories and Recent Trends.* Jaipur: Rawat Publictions.
3. Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers
4. Bhatnagar, Ved (1998) Challenges to India's Integrity : Terrorism, Casteism, Communalism, New Delhi : Rawat Publication.

5. Desai, A. R. (1978, Reprinted 1994) Rural Sociology in India, Bombay : Popular Prakashan

6. Flippo, Osella and Katy, Gardner (2003) Contrivations to Indian Sociology , Migration Modernity and Social Transformation in South Asia, New Delhi : Sage Publication

7. Gandhi P. Jagadish (1982) Indian Economy – some issues, Institute of Social Sciences and Research, Vellore.

8. Herald, R. M. & Haralambos, M. (2011). *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.

9. Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd.

10. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication

11. Puniyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.

12. Shah, Ghanshyam (2001) Dalit Identity and Politics: Cultural Subordination and Dalit Challenge, New Delhi : Sage Publication.

13. Singh, Yogendra : Ideology and Theory in Indian Sociology, New Delhi : Rawat Publication

14. Vidya Bhusan & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal General References : 1. Acharya, Shankar (2003) India's Economy – Some Issues and Answer

Journals:
1. **Journal of Sociology, Sage.**
2. **Sociological Reciew, Sage.**
3. **Sociological perspectives, Sage**

Course:
Course : Gender and Society (2 credits)

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Learning Outcome: The students will be

- Sensitized to look beyond gender binaries and stereotypes
- Developed an ability to analyse existing power relations and systemic oppression
- To Inculcate gender sensitivity

Unit 1: Introduction
- Introduction to Sex and Gender
- Private vs Public Dichotomy
- Patriarchy and Gender Relations

Unit II: Gender and Family
- Gender Division of Labour and Gender Hierarchy
- Gender Roles and Socialization
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit III: Gender and Education
- Gender Disparity in Education
- Gender Bias and Gender Stereotyping in Curriculum
- Promoting Gender Equality through Education

Unit IV: Gender and Economy
- Segmented Labour Market and Occupational Segregation
- Gender Issues in Informal Sector
- Gender Stereotyping and Gender Discrimination at the Work Place

Unit V: Gender and Polity
- Political Participation of Women in India
- 73rd and 74th Constitutional Amendment
- Politics of Reservation Bill for Women

Learning by doing:
1. **Exploring Gender:** How gender permeates everyday life as what it means to be a woman or a man?
   Activity: Reflective Analysis of personal lives and preparing a concept note on Gendered Lives.
2. **Questioning Gender:** Are Gender roles in Family hierarchical or complementary? How can we transform hierarchical gender relations into complementary roles?
   Group Discussion and Presentation: Analysing roles, responsibilities and every day activities of men and women in family and suggesting strategy for transformation towards gender equality.
3. **Discussion Question:** How does private patriarchy influence public patriarchy and the implications for gender inequality?
   Activity -Gender Analysis: Statistical analysis of labour force participation of men and women and explaining theoretical assumptions of occupational segregation and feminization of occupations.

PRESCRIBED READINGS:

1. 73rd and 74th Amendment. Planning Commission, GOI publication
2. Jackson, S & Scott, S (2002) Gender: A Sociological Reader. New York: Routledge (part 1 ch-1.2.3.4 , part 3 Ch 18, 19 & Part 4)
3. Kasturi, Leela "Report of the Sub-Committee, Women's Role in Planned Economy, National Planning Committee (1947) in Maitrayee Chaudhuri ed. *Feminism in India* (Zed, 2005) pp. 136-155.
4. Lipman, Jean - Blumen. (1984) Gender Roles and Power. USA: Prentice Hall Inc.
5. Menon, Nivedita "Elusive 'Woman': Feminism and Women's Reservation Bill", Economic *and Political Weekly,* 35: 43/44. October 21st - November 3rd. 2000. Pp. 3835- 3844.
6. Wharton, Amy. (2005) The Sociology of Gender: an Introduction to Theory and Research. Oxford: Wiley-Blackwell Publishers. (Ch 1& 2)
7. Kadambari, V. (2009) Gender Studies: A Primer. Rajiv Gandhi National Institute of Youth Development, Sriperumbudur.

SUGGESTED READINGS:

1. Autobiographies of Transgenders: Laxmi, PG Joshi (translator) and R Raj Rao (translator) Me Hijra, Me Laxmi.New Delhi: OUP/ A. Revathi, V. Geetha (2010). The Truth About Me: A Hijra Life Story. New Delhi: Penguin
2. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State.* New Delhi: Sage. Pp. 211-235
3. Dube, Leela. (1992). Women in a Matrilineal Muslim Community. In: Mohini Anjum (Ed). Muslim Women in India. New Delhi: Radiant Publishers.
4. Dube, Leela. (2001). Anthropological Explorations in Gender- Intersecting fields. New Delhi: Sage Publications.
5. Joan, Z . et al (2008). Kaleidoscope of Gender. Sage: California. (Ch 7)
6. Lindsey, L (2011) Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11)
7. McDowell, L. & Pringle, R. (1992) Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.
8. Mead, Margaret (2001) Male and Female. New York: Harper Collins.
9. Nongbri, Tiplut (2003) Development, Ethnicity and Gender: Select Essays on Tribes in India. Delhi and Jaipur: Rawat Publications.
10. Oakley, Ann. (1976) The Housewife. UK: Penguin Books Ltd.
11. Robyn, Gayle (2012). Questioning Gender. Los Angeles: Sage. (ch 9,14).

Journals:
1. **Gender and Society, Sage.**
2. **Journal of Gender Studies, Routlege.**
3. **Gender, Place & Culture, Taylor & Francis.**

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Course Name: Social Work Profession (4 Credits)

Learning Outcome: The students will…
- Gain knowledge about the profession of social work
- Understand the different fields of social work
- Get exposed to the historical growth and development of social work
- Understand the current trends in professional social work

UNIT - I: Social Work: Definition, Nature of Social Work, Characteristics, functions, values, principles, Philosophy, Goals and scope. Concepts related to Social Work: Social Service, Social Welfare, Social Reforms, Social Movements, Social Action, Social Development and Social Empowerment. History of social work in West and in India. Concept of International Social Work.

UNIT - II: Introduction to methods and fields of social work: Micro, Macro level of social work intervention. Social Work as Profession: code of ethics for Indian social worker towards clients, colleagues and agency professionals. Professional social work associations-International, national and regional.

UNIT – III: Importance of theory in Social Work. Major theories in social work: Systems Theory, Psychodynamic Theory, Social Learning Theory and Conflict Theory. Role theory, communication theory, Structural and functional theories. Models of social work - Problem solving model, Cognitive Behaviour Model, Crisis Intervention Model, Integrated social work model, developmental model, empowerment and justice model and radical model, solution focussed, strength based perspective, feminist perspective and eco-system.

Unit -IV: Definition and Scope of International Social work; Generalist social work practice, Integrated perspectives of International Social Work –Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective; Strength Based Social Work; Basic Programmes and Strategies for International Social Work – Empowerment, Capacity building.

Unit-V: Social Work Education and Training: Inception and growth of social work education in India, current trends in social work training and practices. Problems faced by Social Work Profession in India.

Essential Readings:
1. Chowdhry, P. (1992). *Introduction to Social Work*. New Delhi: Atma Ram and Sons.
2. Cox, D &ManoharPawar. (2006). *International Social Work*. New Delhi: Vistar Publications.
3. Gray, M & S Webb.((2010). *Ethics and Value Perspectives in Social Work* (ed). Palgrave Macmillan.
4. Higham, P. (2006). *Social Work - Introducing Professional Practice*. New Delhi: Sage Publications.
5. John, P. (2012). *Understanding Social Work: History and Context*. Jaipur: Rawat Publications.
6. Karen, H& Joan Mulholland. (2012). *Writing Skills for Social Workers.*London: Sage Publications.
7. Kieron, H.(2008). *New Directions in Social Work Practice*. U.K: Learning Matters.

8. Lester, P. (2010).*Values and Ethics in Social Work Practice*. U.K: Learning Matters.
9. Mark, D. (2012). *Social Work: The Basics*.London: Routledge Publishers.
10. Pamela,T. (2009). *Social Work Skills: A Practice Hand Book*.Jaipur: Rawat Publications.
11. Payne, M. (2007). *What is Professional Social Work?* New Delhi: Rawat Publications.
12. Pincus, A. and Minahan A. (1973). *Social Work Practice, Models and Methods*. Illionois: Peacock Publishers.
13. Richard, H. (2010). *Understanding International Social Work: A Critical Analysis*. U.K: Palgrave Macmillon.
14. Saleebey, D. (2006). *The strengths perspective in social work practice* (4th Edition Ed). Boston: Pearson Education.
15. Sanjoy, Roy.(2012). *Field Work in Social Work.* Jaipur: Rawat Publications.
16. Segal, A.E. *et.al*.(2010). *Professional Social Work*. New Delhi: Cengage Learning India Pvt. Ltd.
17. Shiekh, A.I. (2008). *Modern Trends in Social Work*. Jaipur: Sublime Publications.
18. Singh, K. (1994). *Social Work Theory and Practice*. Lucknow: Prakasahan Kendra.
19. Sirohi, A. (2005). *Modern Perspective on Social Work* (Three Volumes). New Delhi: Dominant Publishers.
20. Terry, M& Larry E. Devis. (2008). *Encyclopaedia of Social Work* (Three Volumes).New Delhi: Oxford University Press.
21. Thomas, G. (2015).*Social Work: A Value Based Profession* (ed). Jaipur: Rawat Publications.
22. Varma, R.B.S.(2013). *Field Work Practicum in Social Work-Emerging Concerns, Challenges and Opportunities* (ed).Lucknow: Rapid Book Service.
23. Yagna, J. S & Johnson, C. Louise. (2007). *Social Work Practice - A Generalist Approach*. New Delhi: Pearson Education.

Journals
1. Indian Journal of Social Work, Tata Institute of Social Sciences, Mumbai.
2. Perspectives in Social Work, Nirmala Niketan, Mumbai.
3. British Journal of Social Work, UK.
4. International Journal of Social Work, Macro think Insititute.

Course Code:
Core Name: **Social Work Practice with Individuals (4 Credits)**

Learning Outcome: The students will…
- Gain knowledge about the primary method of social work practice with individuals
- Understand the techniques and approaches of social work practice with individuals
- Acquire the skill of working with individuals

UNIT I: Social Case Work: Concept & Definition. Historical development of Social Casework. Social Case Work: Philosophy, Values, Worth and dignity of clients; Problem solving capacity and Confidentiality Objectives of working with individuals. Social Case Work Principles: - Acceptance, Individualization, Purposeful Expression of Feelings, Controlled Emotional Involvement, Non-Judgemental Attitude, Client Self- Determination, Confidentiality.& Components: – Person, Problem, Place and Process.

UNIT II: Case Worker - Client Relationship: Meaning, purpose and elements/components. Characteristics of Professional Relationship: Empathy, Transference and Counter Transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; Obstacles in client worker relationship.

UNIT III: Casework Process: Phase 1: Exploration of person in environment, Phase 2: Multidimensional assessment and Planning, Multidimensional intervention. Phase 3: Implementing and Goal attainment. Phase 4: Termination and Evaluation; Follow up. Interview – Home visits, Collateral contacts, Referrals.

UNIT IV: Techniques in Practice- Ventilation, emotional support, action oriented support, advocacy, environment modification, modelling, role-playing and confrontation. Tools - Observation, listening, communication, rapport building, questioning, giving feedback. Use of relationship in the helping process, Record keeping – Face sheet, Genogram, Narrative, Process and Summary recording.

UNIT V: Casework Practice: Approaches and Models - Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach and Crisis Intervention. Relevance of an Eclectic approach. Working with Individuals in different settings: Educational, Family and Child Welfare, Medical and psychiatric, Correctional setting and Industrial setting.

Essential Readings:
1. Bhattacharya, S. (2009). *Social Case Work Administration and Development*. New Delhi: Rawat Publications.
2. Elizabeth, A Segal, *et.al*. (2010). *Professional Social Work*. India: Cengage Learning India Pvt. Ltd.
3. Hamilton, G.(2013).*Theory and Practice of Social Casework*. New Delhi: Rawat Publications.
4. Kottles, A. J., David S & Shepard. (2009). *Counselling Theories and Practice*. New Delhi: Cengage Learning India Pvt. Ltd.
5. Mathew, G. (1992). *An introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

6. Mujawar, W.R., &N.K. Sadar. (2010). *Field Work Training in Social Work*. New Delhi: Mangalam Publications.
7. Perlman, H.H. (2011). *Social Case Work – Problem Solving Process*. India: Rawat Publications.
8. Richmond, M. (1922). *What is Social Case Work?* New York: Resell Sage Foundation.
9. Siddiqui, H.Y. (2015). *Social Work and Human Relations*. New Delhi: Rawat Publications.
10. Upadhya, R. K. (2010). *Social Case Work: A Therapeutic Approach*. New Delhi: Rawat Publications.

Journals
1. Social Case Work, New York: *Family Service Association of America*.
2. Journal of Social Work Practice, UK.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Core Course: **Social Work Practice with Groups (4 Credits)**

Learning Outcome: The students will…
- Gain knowledge about the primary method of social work practice with groups
- Understand the techniques and approaches of social work practice with groups
- Acquire the skill of working with groups

UNIT I: *Group and Social Group Work:* Groups- Concept, types and characteristics of groups; Group as an instrument of change. *Social Group Work:* Concept, objectives, functions, principles and values. Evolution of Social Group work as a method of Social Work.

UNIT II: *Group Work Process, Practice and Recording: Process:* Study, Formation, Assessment, Programming Treatment and Evaluation. *Practice:* Models of Social Group Work: Development, Preventive, Remedial, Recreational and Task – oriented model. - Roles of group worker, Group processes. *Recording:* Importance, Types, and Principles of recording.

UNIT III: *Programs:* Meaning and purpose; Program Process – Planning, Implementation and Evaluation (PIE); Criteria for effective programs; Principles of program planning; Resources for programs; Difficulties in implementing programs. Evaluation in Group Work.

UNIT IV: *Leadership and Dealing with Conflicts Of Interest:* Leadership: Concept, Approaches, Theories, Styles of leadership, Conflicts of Interest: Concept of conflict. Sources of conflict in groups, styles of managing conflict.

UNIT V: *Therapeutic Approach:* Behaviour Modification Therapy, Rational Emotive Therapy and Family Therapy. *Sociometry :* Concept and Application in assessing individuals and groups. *Practice of Group work in various settings:* Medical & Psychiatry, Community Setting, Correctional Setting, School Setting, Family & Child Welfare and Industrial Setting.

Essential Readings:
1. Brown, A. (1994). *Group Work* (Third Edition). Great Yarmouth: Ash Gate Publishing.
2. Brownell, P. (2010). *Gestalt Therapy: A Guide to Contemporary Practice*. Springer Publications: New York.
3. Capuzzi, D. Douglas R. G & Mark D. S. (2010). *Introduction To Group Work*. Rawat Publications: Jaipur.
4. Charles, D.G. (2007). *Hand of Social Work with Groups.* Jaipur: Rawat Publications.
5. David, C. (2006). *Introduction to Group Work*. Jaipur: Rawat Publications.
6. David, C. *etal.* (2011). *Introduction to Group Work* (fourth edition). New Delhi: Rawat Publication.
7. Jacobs, E.*et al.*(2010). *Theory and Practice of Group Counselling*. New Delhi: Cengage Learning India.
8. John, M. Levin. (2006). *Small Groups*. New York: Psychology Press.
9. Konopka, G. (1963). *Social Group Work: A Helping Process*. New Jercy: Prentice Hall Publication.

10. Northern, H & Roselle Kurland (2001). *Social Work with Groups.* Columbia University Press: New York.
11. Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
12. Siddiqui, H.Y. (2008). *Group Work Theories and Practices.* New Delhi: Rawat Publications.
13. Siddiqui, H.Y. (2011). *Group Work Theories and Practice*. New Delhi: Rawat Publications.
14. Toseland, W. Ronald, Robert, F. Rivas. (2005). *An Introduction to Group Work Practice*. 5th Edition. USA: Library of Congress Publication.
15. Toseland, R. W. & Robert F. Rivas. (2017). *An Introduction To Group Work Practice*. Pearson: Essex.
16. Trevor, L. (2008).*Group Work Practice in Social Work:* U.K: Learning Matters Ltd.
17. Trecker, H.B. (1965). *How to work with Groups.* New York: Association Press.
18. Trecker, H.B. (1948). *Social Group Work-Principles and Practices*. New York: Women's Press.
19. Walter, L. (1967). *Working with Groups*. New York: John Wiley and Sons.
20. Zastrow, H. Charles. (2009). *Social Work with Groups*. New Delhi: Cengage Learning India.

Journal
1. Group Work published by Whiting & Birch Ltd, 90 Dartmouth Road, London
2. Social Work with Groups, Taylors and Francis.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code: MASW414

Core Course: Concurrent Field Work – I (4 Credits)

Objectives of Field Practicum

The broad objectives are

- To understand the agency as a system – its philosophy, thrust objectives, structure and management of service/programmes.
- To sensitize the students on social needs and problems.
- Toenable them to realise the ground realities.
- Learn to respects individuals worth, human dignity and client's right to self-determination and client's right to confidentiality.
- To develop skills in documenting practice and ability to work as a member of a team.
- Reinforce belief in the inherent strength of people to meet their needs and resolve problems.
- Make consciousness use of professional values and ethics and understand the importance of recording and their regular submission.
- Viva voce (internal to be conducted before the commencement of the University Examinations.

The field practicum during the first semester may be structured through Field observation visits followed by discussion Practice-skills laboratory on

       i. Communication
       ii. Interpersonal relationships
       iii. Analysis of Society
       iv. Self-awareness

Field Work Components
- Social experience & Social Laboratory Skills
- Street Theatre Workshop
- Observation / Agency visits – 10 – 15 visits
- Case Work Practice with 2 clients – Minimum of 10 sessions with clients.
- Group Work Practice with two groups - Minimum of 10 sessions with groups

Dress code during Field Work

- As per the UGC guidelines to develop professionalism and professional identity, the social work students are strictly advised to wear formal dress during field work.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Attendance in Field Work

- Every student is expected to secure 100 Percent attendance in field work.
- Two days concurrent Field Work with a work loads of 7½ hours (Seven and half) per day excluding travel hours.
- Total no of field practicum hours per semester is 225 hours (30 Days) which include agency / observation visits.
- Students have to adhere the working hours and working days of the Field work Agencies.

ASSESSMENT

Components	Marks
Internal Viva Voce (Based on field work records, field work regularity, field work conference attendance, professional skills acquired, agency evaluation marks)	**50 Marks**
External Viva Voce (Based on the field level activities like case work and group work practices, observations, professional learning, performances, presentation in the Viva voce)	**50 Marks**
Total	**100 Marks**

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Semester-II

Course Code:
*Core Course:*Community Organisation and Social Action (4 Credits)

Learning Outcome: The students will…

- Acquire knowledge about the primary method of social work practice with communities
- Understand the techniques and approaches of social work practice with communities
- Through the application of principles of social action the students will learn the skills of bringing change at the micro and macro levels

UNIT I: Community: Concept, Definition, and Characteristics of Community. Power structure and dynamics of Community. *Community organization:* History, concept, principles and objectives, Process of community organization - Study and survey (PRA, PLA and RRA Techniques), analysis, assessment, discussion, organization, action, reflection, modification, continuation, *Community Development:* Concept, processes.

UNIT II: Models of community organization: Locality development, social planning, social action, *Approaches:* specific content, general content and process content. *Skills in community organization:* Communication, training, consultation, public relations, resource mobilization, liaisoning. Networking, Conscientisation, Planning and Organising, Roles of the community organizer.

UNIT III: Methods of community organization: Awareness creation, planning and organizing, education, lobbying, networking, participation, leadership, community action, legislative and non-legislative promotions and coordination.

UNIT IV: Social Action in Community Organization: Concept, Principles, Purpose and Techniques, Social Movements, Social Action as a method of social work. *Approaches to Social Action***:** Dravidian Movement, Right Based and Advocacy Based Approaches. Paulo Friere, Saul Alinsky and Medha Patkar.

UNIT V: Strategies and Tactics in Social Action: Individual Contact, Conscientization, Negotiation, Collaborative Pressure, Advocacy, Legal Approach, Public Relations, Political Organization, Political Approach, Conflict Resolution and Violence. Contextual usage of strategies. Current trends in social action in Indian Context- Case Studies and Models of Social Action.

Essential Readings:
1. Batten, T.R. (1964). *Communities and their Development*. London: Oxford Publisher.
2. Britto, G.A.A. (1984). Social Action and Social Work Education in the Eighties, in H.Y. Siddiqui (ed) *Social Work and Social Action*, Harnam Publications.
3. Chittaranjan, D. (2012). *Resource Mobilisation Through SHGs in Urban Villages*. Concept Publishing Company.
4. Christopher & Thomas William. (2006). *Community Organisation And Social Action*. New Delhi: Himalayan Publications.

5. Cox , M. Fred *et. al.* (2005). *Strategies of Community Organization*. 4th Edition. New Delhi: Peacock Publishers.
6. Davis, M. (2000). *The Blackwell Encyclopaedia of Social Work* (eds.). Massachusetts: Blackwell Publishers.
7. Dubois, B. K.K. Miley. (1992). *Social Work-An Empowering Profession*. Boston Allyn & Bacon Publications.
8. Friedlander, W.A. (1977). *Introduction to Social Welfare*. New Delhi: Prentice Hill.
9. Gangrade, K.D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.
10. Kumar, S. (2008). *Methods for Community Participation*. New Delhi: Vistar Publications.
11. Mishra, P.D. (1992). *Social Work – Philosophy and Methods.* New Delhi: Inter India Publications.
12. Moorthy, M.V. (1966). *Social Action*. Bombay: Asia Publishing House.
13. Mukherji, B. (1960). *Community Development in India*. New Delhi: Orient Longman.
14. Murray, G. R. (1967). *Community Organization Theory, Principles, and Practice,* New York: Harper & Row.
15. Pilling. S. (1991). *Rehabilitation and Community Care*. London: Routledge.
16. Sen, R. & Kun Klen. (2003). *Stir it Up: Lessons in Community Organising and Advocacy*. New York: Jossey Boss.
17. Siddiqui, H.Y. (1984). *Social Work and Social Action* (ed.) New Delhi: Harnam Publications.
18. Samel, H. Taylor, Robert& W. Roberts. (2013). *Theory and Practice of Community Social Work*. New Delhi: Rawat Publications.
19. Siddiqui, H.Y. (1984). *Social Work & Social Action*. New Delhi: Har Nam Publication.
20. Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira publications.
21. Ross, M.G. (1955). *Community Organisation*. New York: Harper Press.
22. Trivedi, Tanuja Jnanada Prakashan. (2014). (P & D) Resource mobilization for social Work, published by Jnanada Prakashan in association with Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh : Assisted by Text Book Promotion Society of India, ISBN: 9788171396047.
23. Upmesh, K.T. (2013). *Community Organisation as a Method of social work* retrieved from   http://www.grin.com/en/e-book/212517/community-organization-as-a-method-of-social-work on 26.01.2016.

Journals

1. Social Action, Indian Social Institute, New Delhi.
2. Journal of Social Work, Sage Publications, New Delhi.
3. Community, Work and Family, Taylor and Francis.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Core Course:
Course Code: **Social Policy and Social Welfare Administration (4 Credits)**

Learning Outcome: The students will…

- Add knowledge in their understanding about social policy and administration of service organizations
- Know and understand welfare policies of the government
- Acquire the skill of establishing a human service organisation

UNIT I: *Social Policy:* Concept and Scope, Distinction between Social and Economic Policies, Social Welfare Policy, Welfare State. *Indian Constitution:* Fundamental Rights and Directive Principles of State Policy, Social Policy and Planned Social Change.

UNIT II: *Policies and Programs in India:* Education, Health, Shelter, Environment, Social Security, Food Security, Employment, Labour: Organized and Unorganized, Family, Children, Women, Elderly, Differently abled and Weaker sections.

UNIT III: *Development Organisations:* Features - Non-Government, Non Profit making and Self –governing. National Policy on Voluntary Sector (2007). Organizational Structure and Characteristics. *Approaches to Organizational Management:* Bureaucratic Model, Human Relations Model and System Theory.

UNIT IV: *Basic Administration Processes:* Planning, Organizing, Staffing and Directing. *Elements of Directing:* Supervision, Motivation, Leadership, Communication, Monitoring and Evaluation. *Administrative Skills:* Writing Reports, *Letters and Minutes of Meetings:* Documentation.

UNIT V: *Procedures in Registering an Organization -* Societies Registration Act 1860, Charitable Trust Act, 1912, Provision applicable under Indian Companies Act, 1956. *Administrative Structure:* Memorandum, Bye Laws, Constitution, Deed, Functions and Responsibilities of Governing Board, Committees and Office Bearers.

Essential Readings:
1. Batra, N. (2004). *Administration of Social Welfare in India*. Jaipur: Raj Publishing House.
2. Bean, P. & Stewart MacPherson. (2018). *Approaches to Welfare.* London: Routledge.
3. Bhattachary, S. (2009). *Social Work Administration and Development*. New Delhi. Rawat Publication.
4. Bulmer, M. (1978). *Social Policy Research*. London: Macmillan Ltd.
5. Chowdhry, D. Paul. (1992). *Social Welfare Administration*. Atmaram and Sons.
6. Cunningham, J & Steeve Cunnigham. (2012). *Social Policy and Social Work*. New Delhi: Sage Publications.
7. Culpitt.I. (1999). *Social Policy and Risk*. London: Sage Publication Ltd.
8. Dubois, B. & Karla Krogsrud Miley. (2011). *Social Work-An Empowering Profession.* Boston: Allyn & Bacon.
9. Franklin, J. (1998). *Social Policy and Social Justice*. Cambridge: Blackwell Publishers.
10. Jacob, K.K. (1989). *Social Policy in India*. Himanshu Publications: Udaipur.

11. Kohli, A. S & S.R. Sharma. (1996). *Encyclopaedia of Social Welfare Administration* (Seven Volumes). New Delhi: Anmon Publications.
12. Kohli, A.S & S.R. Sharma. (1998). *Encyclopaedia of Social Welfare and Administration*. New Delhi: Anmol Publication.
13. Kulkarni, P.D. (1965). *Social Policy in India*. Bombay: Tata Institute of Social Sciences.
14. Madan, G. R. (1972). *Welfare State and Problems of Democratic Planning*. Bombay: Allied Publications.
15. Mizrahi, T & Larry E. Davis.(2008). *Encyclopedia of Social Work.* United Kingdom: Oxford University Press.
16. Patel, N.V, Rana & K Girish. (2007). *Personnel Management.* Jaipur: Oxford Book Company.
17. Sharma, S. G.R. Basotia, & A.K. Popalia. (1997). *Management, Function, financial Planning and Policy.* New Delhi: Kanishka Publishers.
18. Singh, S. (2012). *Encyclopedia of Social Work in India*. Lucknow: New Royal Book Company.
19. Spicker, P. (2008). *Social Policy Themes and Approaches.* Rawat Publications: Jaipur.
20. Williams, F. (2005). *Social Policy: A Critical Introduction*. Cambridge: Blackwell Publishers.

Journals:
1. Journal of Social Policy, UK
2. Social Policy and Society, UK
3. Policy and Society, Taylor and Francis.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Core Course: **Social Work Research and Statistics (4 Credits)**

Learning Outcome: The students will…
- Gain knowledge about research methodology & statistical applications
- Understand the application of computer packages in social work research

UNIT I: Scientific attitude, characteristics, scientific method. Research meaning, objectives and types. Quantitative and Qualitative research - meaning and comparison. Social work research, steps – define, strategy, execution and reporting. Research problem: identification, selection, formulation of research problem. Importance of theory, conceptualization and theorization. Research proposal preparation. Research Ethics.

UNIT II: Research design: exploratory, descriptive, diagnostic experimental, hypothesis nature and types, assumptions and its nature. Sampling - meaning, Universe, Sampling framework, Sample Size calculation, Types and techniques of Sampling: probability and non-probability. Methods and Tools of Data Collection, Survey – meaning types and steps. Quantitative research - questionnaire, interview schedule, interview guide, observation schedule, standardized tools. Qualitative research – in depth interview, focus group discussion, Case study.

UNIT III: Data Analysis: Variables – meaning and types- Steps of data analysis: editing, coding, code book preparation and code sheet preparation. Types of analysis – descriptive and inferential. Testing of hypothesis.

UNIT IV: Analysis of data: Statistical tests: parametric and non-parametric. Single frequency, bivariate analysis, charts and diagrams. Editing of table and charts, presenting tables and charts in word document. Interpretation of data, Application of statistical calculation and test, measurement of central tendency (mean median and mode), dispersion, Chi-square test, and cross tabulation, 't' tests (one sample 't' test, independent sample 't' test, paired sample 't' test. Application of correlation, regression. Analysis of Variance (ANOVA).

UNIT V: SPSS: Creating data file, syntax file and output file: Defining data, Recoding of data, Computing of data. Research proposal, abstracts, and report writing citation, APA style of social sciences.

Essential Readings
1. Agarwal, Y.P. (1998). *Statistical Methods Concepts Applications and computation*. New Delhi: Sterling Publishes Pvt. Ltd.
2. Alston, M &Bendy Bowles. (2003). *Research for Social Workers*. Jaipur: Rawat Publishers.
3. Andrews, R. (2005). *Research Questions*. London: Continuum Publishers.
4. Boeije, H. (2010). *Analysis in Qualitative Research*. London: Sage Publication.
5. Cargan, L. (2008).*Doing Social Research*. Jaipur: Rawat Publications.
6. Chaudhary, C. M. (2009). *Research Methodology*. Jaipur: Ashish Paranmi RBSA Publishers.

7. Chakraborty, D. (2009). *Research Methodology*. New Delhi: Saurabh Publishing House.
8. Denzin, N. (eds). (2000). *Hand Book of Qualitative Research*. New Delhi: Sage Publications.
9. Foster, J.J. (1998). *Data Analysis Using SPSS for Windows*. London: Sage Publications Ltd.
10. Gaur, A. S & Sanjaya, S Saur. (2009). *Statistical Methods for Practice and Research*: *A Guide to Data Analysis using SPSS*. New Delhi: Sage Publications.
11. Gupta, S. P. (2009). *Statistical Methods*. New Delhi. Sultan Chand and Sons.
12. Ianshaw , (2010). *The Sage Hand Book of Social Work Research (eds)*. London: Sage Publications.
13. Kothari, C.R. (2004). *Research Methodology – Methods and Techniques*. New Delhi: New Age International Private Limited.
14. Matthenn, (2006).*Introduction to Social Research*. New Delhi: Vistaar Publications.
15. Padgett, D.L. (1998). *Qualitative Methods in Social Work Research*. California: Sage Publications.
16. Rao, A. B.(2006). *Research Methodology*. New Delhi: Excel Books.
17. Singh, K. (2007). *Quantitative Social Research Methods*. New Delhi: Sage Publications India Pvt Ltd.

Journal:
1. Research on Social Work Practice, Sage.
2. Social Work Research, A journal of the National Association of Social Workers

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Course name: Human Rights and Social Legislations (3 Credits)

Learning Outcome: The students will…
- Gain knowledge about human rights and social legislations
- Acquire the skills of applying the principles of human rights and social legislation in social work practice

UNIT I: Human Rights: Concept, Scope - Universal Declaration of Human Rights - International Covenant on Economic, Social and Cultural Rights - International Covenant on Civil and Political Rights. Human Rights in the Constitution of India. Roles and Powers of National Human Rights Commissions. Responsibilities of State Human Rights Commission.

UNIT II: Social Legislation: Meaning and Scope. Lok Adalats, Legal Aid, Public Interest Litigation and Right To Information Act, 2005. Transplant of Human Organ Act 1994, Protection of Civil Rights Act 1955. Protection of Consumer Act, 1986.

UNIT III: Laws Related to Weaker Section/Marginalised Groups: The SCs and STs (Prevention of Atrocities) Act, 2015. The Maintenance and Welfare of Parents and Senior Citizens Act 2007. Persons with Disabilities Act, 1995. Mental Health Act, 1987. Bonded Labour Abolition Act 1976. Transgender Persons (Protection of Rights) Act, 2019.

UNIT IV: Women and Human Rights: Problems and Issues of Women; Convention on the Elimination of All Forms of Violence Against Women (CEDAW); Protection of Women from Domestic Violence Act 2005; Sexual Harassment of women at Workplace Act 2013,The Maternity Benefit Act 1962 (Amendment Act 2017); Pre-Conception and Pre-Natal Diagnostic Techniques Act (PNDT Act) 1994; Equal Remuneration Acr 1976; Political Rights of Women (Reservation and Protection of Women)

UNIT V: Child Rights in India: Concept (child), Problems and Issues of Children; The Protection of Children from Sexual Offences Act, 2012 (POCSO); The Right of Children to Free and Compulsory Education Act, 2009; Juvenile Justice Act 1986, Child Labour Prohibition and Regulation Act 1986.

Essential Readings
1. Basu, D.D. (1994). *Human Rights in Constitutional Law*. London: Princeton Hall.
2. Biswal, T. (2006). *Human Rights – Gender and Environment*. New Delhi: Vira Publications.
3. Boxi, U. (2007). *Human Rights in a Post Human World*. New Delhi: Cambridge University Press.
4. Brandon, B. & Brandon T. (2011). *Advocacy in Social Work*. UK Birmingham Harm: Venture Press.
5. Child and Law in India (1998), Indian Council of Child Welfare, Chennai
6. Chiranjivi, J. (2002). *Human Rights in India*. New Delhi: Oxford University Press.
7. Das, A. K. (2004). *Human Rights in India*. New Delhi: Sarup and Sons.
8. Dossier. (1994). *Human Rights Commission*. Chennai: Legal Resources for Social Action.

9. Gangrade, K.D. (1978). *Social Legislation in India*. New Delhi: Concept Publishing Company.
10. Govt of India legislations pertaining to child rights, women, transgenders persons, people with disabilities, STs, SCs.
11. John, O.M. (2014). *Law and Social Transformation in India.* New Delhi: Oxford University Press.
12. Kalpana, K & Ranbir Singh. (2008*). Challenging the rules of Law*. New Delhi: SAGE Publications.
13. Kohli, A.S. (2004). *Human Rights and Social Work Issues*. Madurai: Society for Community Organisation.
14. Kohli, A.S. (2004). *Human Rights and Social Work*. New Delhi: Kanishka Publishers.
15. Kumar, A. (2012). *Human Rights and Social Welfare*. New Delhi: Dominant Publishers.
16. Kumar, S. (2004). *Human Rights*.Madurai; People's Watch.
17. Lobo, G. V. (1994). *Human Rights in Indian Studies*. New Delhi: Commission for Justice.
18. Oommen, T.K. (2014). *Social Inclusion in Independent India*. Hyderabad: Orient Black Swan Publishers.
19. Quinn, F. (2005). Human Rights in Retreat. Madurai: Society for Community Organisation.
20. Rajamuthirulandi. (1998). *Human Rights and Constitution*. Trichy: Sooriya Publishers.
21. Sawant, P.B. (2004). *Human Rights*. Madurai: Society for Community Organisation.
22. Susan, C. M. (2008). *Human Rights and Social Justice in a Global World*. New Delhi: Oxford University Press.
23. Shabbir, M. (2005). *Quest for Human Rights*. Jaipur: Rawat Publications.
24. United Nations. (1979). *Convention on the Elimination of All Forms of Discrimination against Women* (*CEDAW).*
25. Velayuthum, K.S. (1998). *Social Legislation*? VarghaVallamudan Publications.

Journals

1. Law Teller, Pushpa Jindal, Chandigarh
2. Legal News and Views published by Integrated Social Initiatives, New Delhi

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Course name: **Pyschology for Social Workers** *(3 Credits)*
Course objectives;
1. Instil human behaviour, human growth and development among students
2. Make them to learn psychological behaviour, assessment and psychological tests.

Learning Outcome: The students will…
- Understand the behaviour of human beings.
- Understand the social and emotional dynamics at every stage of human development and
- Acquire the skills to deal with the psychosocial problems of the clients.

UNIT I: Psychology: Concept, Human reproductive system, fertilization and foetal development, delivery, pre and post-natal care. Developmental stages & Developmental tasks - Developmental periods: infancy, babyhood, childhood, puberty & adolescence, adulthood, middle age and old age. Areas of Human Development - Social, emotional, cognitive and physical.

UNIT II: Human Behaviour, Psychological Processes in Behavior: Needs and Motives, Emotions, Intelligence: Measurement of intelligence. Memory and forgetting. Learning and motivation. Maslow's theory. Personality: types of personality, factors influencing personality. Factors Influencing Human Behavior: Heredity and Environment. Learning and behavior modification.

UNIT III: Social Bases of Behavior: Perception, Attitudes, prejudices, biases, stereotyping. Abnormal Psychology: Concepts of normality and abnormality. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defence Mechanisms.

UNIT IV: Classification of psychological disorders: Concepts of: Diagnostic and Statistical Manual for Mental Disorders (DSM), International Classification of Diseases (ICD). Psychological Testing: IQ / Achievement Test, Attitude Test, neuropsychological Test, Personality Test, Objective Test and the use of test in psychosocial assessment and intervention.

UNIT V: Application of Tests/Scales(for innovative component only): The following standardized tests must be practiced with a subject / client and report to be submitted   Self – esteem, Anxiety, Assertiveness, Depression, Hopelessness, Social Intelligence, Family Adjustment, Classroom Adjustment, Suicide Intent, Phobia, Empathy Feeling of Guilty, Psychosocial Problems, Academic Stress, Coping Skills, Personality Disorder, Mood Disorder, Psychosomatic Disorder, General Health Questionnaire (GHQ), Panic Disorder, Obsessive Compulsive Disorder, Anger Management, Academic Stress, Feeling of Guilty Family Support Scale, Goal Setting, Time Management, Career Tests and any Mental health issues.

References
1. Baron, R.A. (2004). *Psychology*. Third Edition. New Delhi.
2. Cencini, A. A. & Manenti. (1992). *Psychology and Formation – Structure and Dynamics*. Bombay: Pauline Publications.
3. Coleman. J. (1980). *Abnormal Psychology and Modern Life*. USA: Pearson Scott Foresman, Glenview.
4. Feldman, R.S. (2006). *Understanding Psychology*. 8th edition. USA: McGraw – Hill.

5. Hall. P. Boring, E.G., & Others. (1960).?

6. H.B & World Inc. Hill, G. (2003). *Advanced Psychology through Diagrams*. UK: Oxford Revision guide Oxford Press.

7. Hilgard, E. R &Atkinson, R.I. (1975). *Introduction to Psychology*. New York.

8. Hurlock, E. (1981). *Development Psychology – A Life Span Approach*. New Delhi: Tata McGraw Hill Ltd.

9. ?....*Foundation to Psychology*. New Delhi: Asian Publication House.

10. Kumari, A. (2008). *Social Psychology*. India: Alfa Publications.

11. Kuppuswamy, S. (1980). *An Introduction to Social Psychology* (2nd revised edition).Mumbai: Asia Publishing House.

12. Morgan & King. (2008). *Introduction to Psychology*. New Delhi: Tata Mc-Graw Hill Publishers.

13. Roy, S.J. (1996). *Abnormal Psychology*. New Delhi: Tata McGraw Hill Ltd.

14. Verma, R. (1991). *Psychiatric Social Work in India*. New Delhi; Sage Publications.

Journal:

1. Journal of sociology, Sage Publicaitons
2. International Journal of Sociology, Taylor and Francis.
3. International Journal of Psychology, International Union of Psychological Science
4. British Journal of Psychology, UK.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Core Course: Concurrent Field work – II (4 Credits)

Objectives

The broad objectives of Semester - II Field Practicum are to
- Acquire knowledge and practice related to social work intervention at the individual, group and community level.

- Recording skills to show interest, engagement in practice and enhanced growth as a practitioner

- Developing confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice

- Develop a commitment to the profession, its ethics, and for social change

- The Learner and the instructor use field instruction as a tool for mutual professional growth.

- Integration of theory and practice should be reflected in records and be discussed at conferences.

- Viva voce (internal to be conducted before the commencement of the University Examinations.

Field Work Components
- Concurrent field work in generic setting

- Continue to Practice Case Work with 1 Client – Minimum of 10 sessions

- Continue to practice of Group Work with 1 Community groups - Minimum of 10 sessions

- One Community Programme – (Awareness creation, Observance of Important Days, Community Intervention etc.,)

- Rural / Tribal camp - One week Rural residential Camp in a selected village.

- Regular Concurrent Field Work with allotted Agency.

- Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice

- Field Practicum Seminars

- Viva – Voce by External Examiner to be conducted before the commencement of Semester Examinations.

Suggested Activities

- Apply Community organization and social action methods by organizing awareness cum sensitization programmes by assessing community needs through community profiling, and PRA methods
- Gain awareness and knowledge of various social welfare programmes and polices of Government and service organizations.
- Acquire skill of establishing a service organization.
- To conduct case studies, group work and mini research on social issues.

Dress code during Field Work

- To practice professionalism and to gain professional identity, the social work students are strictly advised to wear formal dress during field work.

Attendance in Field Work

- Every student is expected to secure 100 Percent attendance in field work.
- Two days concurrent Field Work with a work loads of 7½ hours (Seven and half) per day excluding travel hours.
- Total no of field practicum hours per semester is 225 hours (30 Days) which include Rural / Tribal Camp.
- Students have to adhere the working hours and working days of the Field work Agencies.

ASSESSMENT

Components	Marks
Internal (Based on field work records, field work regularity, field work conference attendance, professional skills acquired, agency evaluation marks)	**50 Marks**
External Viva Voce (Based on the field level activities like case work and group work practices, community organisation programme & field work performances: observations, professional learning, presentation in the Viva voce)	**50 Marks**
Total	**100 Marks**

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Field Internship – I 30 days (2 Credits)

INTRODUCTION

After satisfactory completion of concurrent field work during the first two semesters, student MSW will be placed for Internship for a full- time work in an approved agency or project anywhere in India for a period of 30 days. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Internship is to broaden the student's perspectives of development, building capacity to take up assignments, offer pre-employment work experiences, and enable him/her to assume professional responsibilities after graduation.

OBJECTIVES
The objectives of the internship are as follows;
1. Develop enhanced practice skill and integrate learning

2. Develop greater understanding of reality situations through involvement in day to day work

3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme

4. Enhance awareness of self in the role of a Professional Social Worker

5. Develop pre-employment work skills

6. Take up assignments related to social work methods and complete the tasks within the time limit.

7. To provide wide exposure in the different fields of social work away from the home town.

8. To provide the student an opportunity for networking with various social work agencies nationally and internationally.

9. To help the students to find suitable job opportunities.

SKILLS TO BE DEVELOPED DURING INTERNSHIP IN ORGANIZATIONAL INVOLVEMENT
While working on the above said objectives, the students should
1. Develop rapport, maintain healthy inter-personal relationship and understand the village social and administrative structure, key persons in the village and organization.

2. Develop the competencies such as organizing, coordinating, planning, and lobbying skills

3. Initiate learning about Government programmes and Policies, funding and effective delivery of services.

4. Practice community organization method and show ability to identify problems/issues in villages, identify and assess various real and felt needs of target groups, identify the resources of all terms and utilize them for the optimum level for programme implementation.

5. Develop confidence to participate and contribute to team effort, e.g. represent own discipline, develop some credibility, present own thinking, receptive to others' ideas.

6. Develop competence in individual counselling, group work and counselling, family counselling like marital counselling etc.,

7. Initiate research study / evaluation study/ designing project proposal / conduct trainings etc.,

8. Develop leadership and other necessary qualities

ATTENDANCE

1. The Department expects students to be regular (100 percent attendance) and punctual during Internship.

2. The department will take a serious note of any unauthorised absence from the work during internship period. It is to be noted that dishonest practices will adversely affect student's Internship Evaluation.

3. Record of student's attendance in Internship to be maintained by the Agencies. The copy to be submitted to the Department along with Internship Evaluation Forms.

4. A student is not required to attend work during closed holidays and holidays prescribed by the Agencies.

5. Compensation of Internship is not advisable. Therefore, all the students are asked to comply the internship dates and to complete accordingly.

6. Block field practicum should be for 30 days

7. Eight hours per day totalling to 240 hours.

INTERNSHIP REPORTS

- A Student is expected to keep a daily record of his / her internship work.
- Students are asked to prepare a weekly report in the electronic form and to send the reports through e-mail to the Faculty Supervisor and mark a copy to the Head of the Department.

- The report must be submitted end of every week (preferably Friday). The students should send it on that day by 5.00 pm. If the submission day falls on closed holiday, it must be submitted on next working day.

- At the end all the weekly report to be complied and prepared as Consolidated Report and submitted to the department before the deadline so as to submit a copy to the Controller of Examinations.

- The student on his /her part also submits a comprehensive report of the Internship Field practicum to the Agency Supervisor and to the Department.

FIELD WORK SUPERVISION

- The students will be supervised and monitored through electronic report for monitoring regular internship placement work.

- Likewise, the students are advised to send photographs through WhattsApp, Face Book and E-mail.

- If any student fails to send the weekly report, it will be considered as absenteeism from the internship.

ASSESSMENT

- The Internship carries 2 credits and 100 marks (50 marks – by Agency; 50 marks – by Faculty Supervisor).

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Semester- III

Course Code:
Course Name: Global Youth Work and Development (4 Credits)

Learning Outcome: The students will
- Gain Knowledge on approaches and models of youth work
- Learn about Global youth work and Youth work in India.
- Understand International programmes for youth
- Familiarize with Global youth issues.

Unit I: Youth Work: Approaches and Models. Nature and Definition of Youth Work. Approaches to Youth Work-Relief Based approach, Welfare Based Approach, Rights Based Approach, Development Based Approach, Trudi cooper's models of Youth Work-Treatment Model, Reform Model, Advocacy Model, Empowerment Model.

UNIT II: Youth Work in India. History of Youth work in India.Youth service programmes and youth movements in India since independence. NYKS, NSS, RGNIYD, National Youth Council. Youth Icons in India. National Indian Youth Council. Youth in India – Needs, aspirations and challenges. Scope for professionalizing youth work in India.

UNIT-III Global Youth Work. Concept, functions, role of youth worker, principles, approaches and code of ethics in youth work. Youth Work in UK, USA and Australia. Global youth issues and concerns. Global youth movements.
.
UNIT IV: International Programmes for Youth
United Nations Population Fund (UNFPA), International Youth Foundation, Restless Development, Global youth action society network, Global Youth Summits, World Youth Report, UN and Youth, Youth and SDG Agenda 2030.

Unit V: Global Youth Issues.   Poverty, unemployment and corruption**.** Youth risky behaviours. Indulgence in Crimes and Conflict with law. Terrorism. Youth Mental Health. Social exclusion and Sexual Minority bullying. Climate change, Youth Migration and Human Trafficking.

Essential Readings:
1. Banks, S. (1999). *Ethical Issues in Youth Work Practice*. New Delhi: Routledge.
2. Batsleer, J. (2011). *What is Youth Work?* New Delhi: Sage Publications.
3. Bright, G. (2015). *Youth Work: Histories, Policy and Contexts*. New York: Palgrave.
4. Bucroth, I. (2010). *Using Theory in Youth and Community Work Practice*. UK: Exeter Learning Matters Publishers.
5. Farrington, J (2001). Sustainable livelihoods and rights Overseas Development Institute, London.
6. Fitzsimons, A. (2011). *Empowerment and Participation in Youth Work*. New Delhi: Sage Publications.
7. Fusco, D. (2012). *Advancing Youth Work: Current trends Critical Questions*. New Delhi: Rout ledge.

8. Gilchrist, R. (2001). *Essays in the histories of Community and Youth Work*. UK: Leicester Youth Press.
9. Gootman, J.A., 2002, Community programs to promote youth development. National Academies Press, Washington, DC.
10. Howard, S. (2010).*Youth Work Ethics*. New Delhi: Sage Publications.
11. James Cote (2014), Youth Studies: Fundamental Issues and Debates, Paulgrave Mcmillan, UK. Peter Ronald D'Souza (2009), Indian Youth in a transforming world, SAGE Publication, New Delhi
12. Jeffs, T. (2010). *Youth Work Practice*. New Delhi: Macmillan Publishers.
13. Mark, K. (2004). *Themes and Stories in Youth Work Practice*. New Delhi: Routledge Publishers.
14. Ord, J. (2018). The *Impact of Youth Work in Europe: A Study of Five European countries*. HumakHumak University of Applied Science Publications.
15. Palani Thurai and M A Thirunavukarasu (2010), Youth as Catalysts and Change Makers, Concept Publishing Company, New Delhi Paul
16. Roger Harrison (2007), Leading work with young people, SAGE Publication, London Rainer
17. Sapin, K. (2009). *Essential Skills for Youth Work Practice*. New Delhi: Sage Publications.
18. Sibereisen, K & Richard M. Lerner. (2007). *Approaches to Positive Youth Development.* New Delhi: Sage Publications.
19. Stephen Hamilton (2004), The Youth Development Handbook, SAGE Publication, New Delhi
20. The Global Risks Report, (2021), https://www.weforum.org/reports
21. Wood, J. (2015). *Youth Work*. New Delhi: Taylor and Francis. Eccles,
22. World Youth Report (2019). Retrieved from https://www.un.org/development/desa/ en/news/social/world-youth-report-addressing-the-complex-challenges-facing-young-people-today.html
23. The Global Challenge, 2006, Youth Employment Network. International Labor Organization, Geneva.

Journal:
1. Journal of Youth Studies
2. Journal of Youth Development
3. International journal of adolescence and youth

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course code:
Course: Counselling: Theory and Practice (3 Credits)

Learning Outcome: The students will…

- Develop a holistic understanding of counselling as a tool for help and will acquire the skills to provide counselling services
- Understand the methods and steps of counselling and guidance
- Develop skills of application to real life situations

Unit – I: Counselling: Historical Background, concepts, aims and Objectives, goals/ purpose/need, principles and process, skills and Methods -Directive, Non-Directive and Eclectic counselling, Interviewing in Counselling: meaning, types, procedures and process, counselling as a helping profession.

Unit - II : Theories of counselling: Psychoanalytic theory (Sigmund Freud), Adlerian theory, Client centered theory (Carl Rogers), Behavioral theory, Rational emotive therapy, Reality therapy, Transactional analysis, Gestalt counseling, Integrated theories and Eclectic Counseling. Development theories of E.B Hurlock and Robert Kegan, Psychosocial theory (Erick Erickson), Need Hierarchy (Maslow), Cognitive Theory (Jean Piaget).

Unit – III: Counselling in various settings: Community counselling and mental health, vocational Counselling, employment counselling, correctional and rehabilitation counselling, industrial counseling, marriage counseling: pre-marital, and counseling the couple, family counselling, school counselling, Death-bereaved and Grief: bereavement counselling. Counselling practice with the special groups: children, adolescent, youth and sex counselling, women, substance abusers: alcoholic and drug addicts, aged, HIV/ AIDS affected and suicidal.

Unit – IV: Guidance: concepts, objectives, types, principles and ethics and models of guidance: class counselor model, guidance counselor model- both generalist and specialist, career guidance and career choice and career planning. Steps in Career Planning - Basic internal and external information required for planning a career. Factors influencing a person to choose a career, contents of career, Career Options available - Options available after X, Options available after XII, vocational guidance & skill training, difference between counseling and guidance, functions of social worker in school setting. The role of teacher and administrators in school setting, role of school social worker and his relationship with other helping professionals.

UNIT V: Psychological and Career Assessments: Psychological Assessment in Career Counselling. Measures of personality: Myers-Briggs Type Indicator (MBTI), Adjective Check Lists - Personality assessment in Work Setting: NEO-PI-3. Social Readjustment Rating Scale (SRRS), Perceived stress scale (PSS), **Personality Test:** 16 Personality factors (16PF), Adjustment Inventory for College Students (AICS), **Intelligence Test:** Wechsler Adult Intelligence Scale (WAIS). Comprehensive Interest Schedule, Assessment of Emotions: BDI-II, Assessment of aspiration: Level of aspiration measure (LOA). **Career Testing: Career Related Assessment:** Strong Career Interest inventory -

Application of Tests/Scales (for practice only): The following standardized tests must be practiced in counselling setting – Personality, Intelligent, Interpersonal relations, Stress, Anger, Self – esteem, Anxiety, Assertiveness, Depression, Adjustment, Mental health, Family Interaction, and Career Tests etc.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

References

1. Acharya, A. (2012). *Interview Skills*. Jaipur: Young Books Publication.

2. Alken R. Lewis, *et al*. (2006). *Psychological Testing and Assessment*. New Delhi: Pearson Education, Inc.

3. Antony, J.D. (1996). *Types of counselling*. Nagarcoil: Anurgraha Publications.

4. Asch, M. (2000). *Principles of Guidance and counselling*. New Delhi: Sarup & Sons.

5. Bishop, S & David Tayler. (2010). *Training for Change*. New Delhi: Viva Books.

6. Boss, P. (2002). *Family Stress Management: A Contextual Approach*. London: Sage Publications.

7. Burnard, P. (2010). *Counselling Skills Training*. New Delhi: Viva Book Ltd.

8. Dubois, D.L. (2014). *Handbook of Youth Mentoring*. New Delhi: Sage Publication.

9. Gipson, R. L & Marianne, H. Mitchell. (1990). *Introduction to Counselling and guidance*. third edition. New Delhi: Mac Million.

10. Gladding, S. T. (2011). *Counselling a Comprehensive Profession*. New Delhi: Dorling Kindersley India Pvt. Ltd.

11. Jacobs, E. *et al*. (2009). *Theory and Practice of Group Counselling*. New Delhi: Cengage Learning India Pvt. Ltd.

12. Jeffrey. G. Allen. (1997). *The Complete Job Interview Book*. New York: John Willey and Sons.

13. John, D. (2008). *Group Discussions for Admission & jobs*. Meerut: Arihant, Publication Pvt Ltd.

14. Johnston, J. (2002). *Passing That Interview*. Mumbai: Better self Books.

15. Jones, R.N. (1998). *Principles of counselling and Helping skills*. London: Chassell Plc.

16. Lewis, A. Judith *et al*. (2011). *Community counselling*. New Delhi: Brooks Cole.

17. Murdin, L & Meg Emington. (2005). *Setting Out: The Importance of the Beginning in Psychotherapy and counselling*. London: Rutledge.

18. Nelson, R. (1999). *Introduction to Counselling Skills*. London: Sage Publications.

19. Prashantham, B.J. (2005). *Indian Case Studies in Therapeutic, Counselling*. Vellore: Christian Counselling Centre.

20. Rao, N. S. (1991). *Counselling and Guidance*, second edition. New Delhi: Tata McGraw-Hill.

21. Raymond, A. N. (2008). *Employee Training and Development*. New York: Mcgraw Hill.

22. Sapin, K. (2009). *Essential Skills for Youth Work Practice*. London: SAGE Publications.

23. Sercombe, H. (2010).*Youth Work Ethics*. London: Sage Publication.

24. Shankar, V. (2009). *Sweep through your Interviews*. Chennai: New Century Publishers.

25. Sodhir, A. (2006). *How to Succeed at Interviews*. New Delhi: Tata McGrw Hill Publications Co Ltd.

26. Whitmore, J. (2009). *Coaching for Performance*. London: Nicholas. Brealey Publishers.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Course: **Rural Community Development (4 Credits)**

Course Objectives:
- Gain knowledge about rural community.
- Understand the programmes and activities of rural development.
- Acquire skills of working with rural communities.

UNIT I: Community Development:
Meaning, Concept, Principles, Evolution of Community Development in India. Theories of Community Development, Sustainability in Community Development. Youth as Stakeholders in Community Development. Rural – Concept, Meaning of Rural and Patterns of Rural Settlements. Tribes – Concept, Types, and Social System of Tribes.

UNIT II: Rural Community: Issues and Concerns
Structural inequality: Agrarian relations, Class, Caste, Religion and Gender. Poverty: Standard of living, Marginalisation and Social Exclusion. Unemployment: Trends, Causes and Consequences. Migration: Recent Trends, Patterns and Impact. Issues related to Civic Amenities and Welfare Programmes. Tribes: Problems of Tribes, Resettlement and Rehabilitation Issues.

UNIT III: Rural Community Development: Concept, Importance, Rural Reconstruction Programmes, Approaches to Rural Community Development including PRA, and Five Year Plans. Rural Community Development Programmes and Policies: Livelihood, Housing, Health Care, Education, Transportation, Social Assistance, PURA, ARWSP and Digital India Programme. Sustainable Livelihood – Concept and Approaches (UNDP, DFID, CARE, OXFAM). Model Village - Case Studies of Best Practices. Contemporary Tribal Development Programmes and Policies

UNIT IV: Rural Transformation: Concept of rural transformation, role of SDGs and NITI Aayog in transforming rural India. Use of Social Media in Rural Transformation: (i) Mass media: exhibition, film, press, radio, and TV. (ii) Traditional local folk media: puppet shows, drama, street play, folk songs and folk dances; (iii) IEC: use of talks, meetings, conferences, camps; campaign; communication through leaflets, pamphlets, bulletins, circulars, posters, notice boards and information and communication technology (ICT).

UNIT V: Rural Development Administration: Panchayat Raj Institutions (PRI) in India: Origin & Evolution, 73rd Amendment Act, and Structure of PRI. Gram Sabha: Powers, and Functions, Role of Village Panchayat in Rural Development, Revenue, Expenditure and Training of PRI Functionaries. Government of India Finance Commission, and State Finance Commission. **Rural Development Agencies**: Council for Advancement of People's Action and Rural Technology (CAPART), National Institute of Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD), Regional Rural Banks (RRB), District Rural Development Agency (DRDA) and Community Based Organisations.

Tribal Development Administration: Administrative Structure at Central, State and District levels for Tribal Development; Hill Development Councils; Functions of Tribal Development Blocks; Constitutional Provisions for the Protection of Tribes; Research and Training in Tribal Development. Role of Civil Society Organisation in Tribal Development.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

References:

1. Babuji, M. (1993). *Tribal Development Administration*. New Delhi: Kanishka Publishing.

2. Chowdhry, D. P. (1992). *Social Welfare Administration.* New Delhi: Atma Ram & Sons.

3. Dayal, R.(1960). *"Community Development Programme in India."* New Delhi: Kitab Mahal Publication.

4. Ellis, F. (2000). *Rural livelihoods and diversity in developing countries*. New York: Oxford University Press.

5. Elliott, J. A. (2006). *An Introduction to Sustainable Development*. New York: Routledge.

6. Hartmann, P. Bhivarao Rajdhar Patil & Anita Dighe. (1989).*"The Mass Media and Village life: AnIndianstudy.*New Delhi: Sage Publications.

7. Khemka, N. M. & Suraj Kumar. (2019). *Social Development and the Sustainable Development Goals in South Asia.* London: Routledge.

8. Ledwith, M. (2005). *Community Development: A Critical Approach*. United Kingdom: Policy Press.

9. Maheshwari, S. (1995). *Rural Development in India: A Public Policy Approach*. New Delhi: Sage Publications India Pvt Ltd.

10. Nagwanshee, R. (2019). *Tribal Development in India: Challenges and Opportunities.* New Delhi: Writes Choice.

11. Narayanasamy, N. (2009). *Participatory Rural Appraisal: Principles, Methods and Application*. SAGE Publications India.

12. NITI Aayog.(2018). *NITI Aayog - Strategy for New India @ 75*. New Delhi: Generic Publication.

13. Pawar, M. (2014). *Social and Community Development Practice*. New Delhi: Sage Publications.

14. Phillips, R. and Robert H. Pittman. (2009). *An Introduction To Community Development.* London: Routledge.

15. Prabhath, S.V. (2011). *Youth and Rural India.* New Delhi: Global Research Publication.

16. Robinson, Jr, Jerry W., &Gary Paul Green.(2011). *"Introduction to Community Development Theory, Practice, and Service-Learning".* California: Sage Publications.

17. Saxena, A. (2014). *Traditional Media and Development Issues*. New Delhi: Kanishka Publishers.

18. Singh, K. (2009). *Rural Development: Principles, Policies, and Management*. New Delhi: Sage Publications.

19. Singh, H. (1995). *Administration of Rural Development in India.* New Delhi: Sterling Publications.

20. Sreeramulu, N. (2011). *Rural Development Administration in India.* New Delhi: Serial Publications.

21. Surya, M. M. (2013). *Five Year Plans of India -- 3 Volume Set: First Five Year Plan* (1951-52 to 1955-56) *to Twelfth Five Year Plan* (2012-13 to 2016-17). Chennai: New Century Publications.

22. Suraj, Y. (2019). *Caste Matters*. New York: Penguin Viking.

Journals

1. Health and Social Work by National Association of Social Workers, Washington DC

2. Indian Journal Medical Ethics published by Forum for Medical Ethic Society, Mumbai

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Course Name: **Corporate Social Responsibility and Accountability (3 Credits)**

Learning Outcome: The students will
- Understand basic and current information on CSR
- Develop skills to work in CSR setting
- Acquire skills to practice social accounting.

Unit I: Introduction to CSR
Definitions and Concept of CSR; History and Evolution of CSR (International); History and Evolution of CSR (India); CSR and Corporate Governance

Unit-II: Monitoring and Evaluation in CSR
Monitoring Mechanism and Tools; Evaluation (Concurrent and Final Evaluation); Social Impact Assessment and CSR Audit; Reporting and Documenting in CSR; Role and functions of social workers in CSR.

UNIT III:CSR and International Frameworks
UN Guiding principles on Business and Human Rights; UN Global Impact; OECD Guidelines for Multinational Enterprises; ILO and CSR; Relationship between CSR and Millennium Development Goals/ Sustainable Development Goals.

UNIT IV: CSR: Indian Scenario
Legal provisions and specifications on CSR- Section 135 of Companies Act 2013 – Scope of CSR activites inder Schedule VII; National Voluntary Guidelines by Govt. of India; Case Studies of major/ successful CSR Initiatives in India.

UNIT V: Social Enterprises and Social Accountability.
Concept, Definition and types of Social Entreprises. Social Entrepreneurs and Social Change; Mobilizing and Managing Capital for Social Enterprises: Aid Agencies; Government, Corporate and Community Support; Case studies of Indian Social Enterprises and Entrepreneurs. Social Accountability - Concept, Scope, Objectives and Importance. principles, models and approaches of Social Accounting. Steps Involved in Social Accounting.

Essential Readings:
1. Agarwal, S.K. (2008). *Corporate Social Responsibility.* New Delhi: SAGE Publications.
2. Belal, A.R. (2008). *Corporate Social Responsibility in Developing Counties*. UK: Ashgate Publishers.
3. Bornstein, D. (2007).*How to change the world, social entrepreneurs and the power of New Ideas*. ? Oxford University Press.
4. Choi, D. Y., & Gray, E. R. (2008). Socially responsible entrepreneurs: What do they do to create and build their companies? *Business Horizons*, 51, 341-352.
5. Hawkins, D.E. (2006).*Corporate Social Responsibility*. New York: Palgrave Macmillan.
6. Mullerat, R. (2011).*The Corporate Governance of the 21st Century*.UK: Aspen Publishers.

7. Nichollls, A. (2006). *Social Entrepreneurship: New Models of Sustainable Social change.* ? Oxford University Press.
8. OECD Guidelines for Multinational Enterprises (2011).
9. United Nations. (2011). *UN Guiding Principles on Business and Human Rights*. New York and Geneva.
10. Visser, W. (2014). *Transforming Corporate Social Sustainability and Responsibility.* London: Springer Heidelberg.
11. Werther, W.B. Jr & David Chandler. (2010). *Strategic Corporate Social Responsibility. Stakeholders in a Global Environment.* Second Edition. New Delhi: SAGE Publications.

Journal:

1. Journal of Business Ethics.
2. ICFAI Journal of Corporate Governance
3. Journal of Social Entrepreneurship
4. Social and Envrionmental Accountability Journal

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code: MASW515
Core Course: Concurrent Field Work – III (3 Credits)

Objectives
- To develop the right values and attitudes essential for a professional social worker.
- To analyse agency services, programmes and policies and responds to and advocates for client and community needs and youth specific intervention.
- Develop the capacity to develop training modules and conduct training to youth
- Prepare the students as professionals in dealing youth issues with various models and intervention methods in youth work settings.
- Develop knowledge in the areas of youth study policies and best practices.
- Enhance skills and positive attitude in them to engage and build positive relationships with urban and rural communities, agencies that are working for the personal, social and political development of youth.
- Develop the ability to make innovative contribution to the organization's functioning
- Develop the ability to make innovative contribution to the organization's functioning
- Viva voce (internal to be conducted before the commencement of the University Examinations.

Field Work Components
- Concurrent field work in Youth / CSR / Development Agencies settings
- Continue to Practice Social Case Work and record Case Study – Minimum of 10 sessions
- Continue to practice of Social Group Work - Minimum of 10 sessions
- Youth Club Formation / Conducting capacity building training programmes for youth
- One Community Programme – (Awareness creation, Observance of Important Days, Community Intervention etc.,)
- Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice
- Field Practicum Seminars
- Viva – Voce by External Examiner to be conducted before the commencement of Semester Examinations.

Special Activities
- Organise two community programmes based on need assessment.
- Gain awareness and knowledge of various livelihood and entrepreneurial programmes and schemes of Government and service organizations.
- Explore livelihood opportunities for youth and women in the community.

- Case studies.
- Experiment Social Auditing

Dress code during Field Work

- To practice professionalism and to gain professional identity, the social work students are strictly advised to wear formal dress during field work.

Attendance in Field Work

- Every student is expected to secure 100 Percent attendance in field work.
- Two days concurrent Field Work with a work loads of 7½ hours (Seven and half) per day excluding travel hours.
- Total no of field practicum hours per semester is 225 hours (30 Days) which include Rural / Tribal Camp.
- Students have to adhere the working hours and working days of the Field work Agencies.

ASSESSMENT

Components	Marks
Internal (Based on field work records, field work regularity, field work conference attendance, professional skills acquired, agency evaluation marks)	**50 Marks**
External Viva Voce (Based on the field level activities like youth club formation, community level programme, contribution to agency, professional learning, performances, presentation in the Viva Voce)	**50 Marks**
Total	**100 Marks**

Semester-IV

Course Code:
Coure: Marginalized Youth and Social Inclusion (3 credits)

Learning Outcome: The students will
- Understand concept of Marginalization
- Gain Knowledge on Marginalization in Social Stratification and social inclusion
- Learn about categories of marginalized youth and Constitutional safeguards in India

Unit 1: Marginalization
Conceptual understanding of Marginalization-Meaning, Definitions, Ideological aspects.
Theoretical understanding of Marginalization, Patterns and Forms of Marginalization:
Sources and dimensions of Marginalization.

Unit II: Understanding Marginalization in Social Stratification
Marginalization in the aspects of class, caste gender, race, religion and ethnicity etc.
Conceptual understanding of Social Inclusion: Meaning and Definitions and forms of Social
Inclusion. Theoretical understanding of Social Inclusion.

Unit III Marginalized Youth categories-Part-I
Understanding the special needs of marginalized youth categories: Scheduled Caste,
Scheduled Tribes, Rural Youth, Differently abled, LGBT, Minorities, Women, Youth in
Conflict with Law.

Unit IV: Marginalized Youth Categories-Part-II
Migrants, Street youth, Youth in slums, Youth living with HIV/AIDS, Youth with risk
behaviours, Youth in conflict situations – refugees and displaced youth.

Unit V: Constitutional Safeguards and Programmes
Constitutional remedies, policies and inclusive programmes, Effects of INGOS, NGOs
working with marginalized youth, role of professional worker in working with marginalized
youth categories.

Reference:
1. Bhatt, B. (2016). *Youth in Conflict-Challenges and Prospective*. New Delhi: Shipra Publication.
2. Byrne, D. S. (2005). *Social exclusion*. Maidenhead England: Open University Press.

3. Chatterjee. C & Sheoran, G. (2007). *Vulnerable group in India*. Mumbai: The centre for enquire to Health & allied theories (CEHAT).

4. Chaubey, M. (1995). *Status of deprived tribal youth*. Udaipur; Shiva Publications.

5. Crow, G. (2002). *Social Solidarities: theories, identities, and social change*. Philadelphia Buckingham England: PA: Open University Press.

6. Debel, K & Singha Roy. (2001). *Social Development and the empowerment of Marginalized group, perspectives and strategies*. New Delhi: Sage Publications.

7. Easwarappa, K. Ziyauddin, K.M. (2009). *Dimensions of Social Exclusion: Ethnographic exploration* (eds). Cambridge Scholars.

8. Francis, P. (1997). "Social Capital, Civil Societyand Social Exclusion" in Kothari, Uma and Matin Minouge (eds) *"Development Theory and Practice: Critical Perspectives",* Hampshire: Palgrave.

9. Grand, L & Piachaud. (2002). *Understanding Social Exclusion* (ed). Hills: Oxford University Press.

10. Grusky, D. (2001). *Social Stratification: Race, Class, and Gender in Sociological Perspective*. Colorado: Westview Press.

11. Gupta, D. (1991). *Social Stratification*. New Delhi: Oxford University Press.

12. Jeyarayan, A. A. (2014). *Empowerment of Marginalized Youth*. New Delhi: Abhijeet Publication.

13. Kahn, J. S. (2001*). Modernity and Exclusion*. London: Sage.

14. Kirsch, M. (2006). *Inclusion and Exclusion in the Global Arena (eds)*. New York: Routledge.

15. Lall, S. (2012). *Youth and Gender Politics*. New Delhi: Kunal Publishers.

16. Mahadevan, U. Rozario, Gireesan, & Rambabu. (2015). *Youth Development: Emerging Perspectives*. New Delhi: Shipra Publications.

17. Macdonald, R. (2005). *Disconnected Youth.* New York: Palgrave Macmillan.

18. Mcwhirter, J.J. (2007). *At Risk Youth*. USA: Cengage Learning Publishers.

19. Natasha, S. (2004). *Our Runaway and Homeless Youth*. USA: Praeger Publisher. USA.

20. Sen, A. (2003*).'Social exclusion: Concept application and scrutiny.* Asian Development Bank.

21. Shah. G, *et al*. (2006). *Rural Untouchability in India*. New Delhi: Sage.

22. Silver, H. (1994). "Social Exclusion and Social Solidarity: Three Paradigms" in International Labour Review.

23. Stewart, F. (2004).'*Social exclusion and conflict: Analysis and policy implications'*. Report prepared for the UK Department for International Development. London.

24. Thorat, S.K. ? *Caste Exclusion/Discrimination and deprivation: The situation of Dalit in India* Concept paper for DFID Delhi.

25. Thorat, S.K. (2009). *Dalits in Inda –Search for common Destiny*. New Delhi: Sage Publication.

26. Thorat, S & Umakant. (2004). *Caste, Race and Discrimination –Discourses in International Context* (eds). Jaipur & New Delhi: Rawat Publications.

27. Young, I. M. (2000). Five faces of oppression. In M. Adams, (Ed.), *Readings for Diversity and Social Justice.* New York: Routledge.

Journals

1. Young Journal on Youth published by SAGE: http://you.sagepub.com

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Coures Code:
Courese: URBAN COMMUNITY DEVELOPMENT (4 Credits)

Learning Outcome: *The students will…*
- Gain knowledge about rural urban community
- Understand the programmes & activities of rural and urban development
- Acquire the skills of working with rural and urban communities

UNIT I: Urban Community:
Concept, types, and characteristics. Urbanization: Concept - Urban, Urbanism – Characteristics. Types of Urban Centres: Town, Large City, Metropolitan city, Megacity, Satellite towns, and Parallel city. Urban Community Development: Meaning - Origin of Urban Community Development-CSWB - Delhi Project - Baroda Project - Jamshedpur Project.

UNIT II: Theories of Urban Development:
Classical Theories: Von Thunen Model, Concentric Zone Theory, Wedge or Radial Sector Theory and Multiple-Nuclei Theory, Central Place Theory, Weber's Theory of Location and Public Choice Theory. *New Urban Area Development Theories:* Garden City Theory, Satellite City Theory, Organic Decentralization Theory, Theory of Urban Agglomeration Economics and Urban - Rural Integration Theory.

UNIT III: Urban Community: Issues and Concerns
Urban Social Problems: Unplanned Urban Growth, Causes and Consequences of Urbanization, Poverty, Safety, Pollution, Traffic, Urban Public Health, Civic Amenities, Water Supply and Management, Storm Water Management, and Solid Waste Management. Slum: Concept, Characteristics, Functions of Slum Clearance Board, Programs for Slum Dwellers, Issues of Eviction and Rehabilitation Services. Urban Settlements: Class, Class Consciousness, Inclusive Citizenship, Marginalisation and Social Exclusion.

UNIT IV: Urban Community Development:
Urban Planning: Concept, City Planning in India, SEZ, Nano Cities and Smart Cities. Urban Governance: 74th Constitutional Amendment Act and Role of Functionaries. Urban Development Policy: Urban Renewal Programs in Indian cities. Sustainable Development: Meaning, Importance, National Priorities of the Govt. of India on SDGs. Human Development Index - Dimensions and Importance. Right to Shelter.

UNIT V: Urban Transformation:
Concept of Urban Transformation, Role of SDGs and NITI Aayog in Transforming Urban India. Demographic Transition: Concept, Characteristics, Process and Impact. Community Participation: Concept, Importance, Scope and Problems. Civil Society Organizations: Meaning, Types and Initiatives for Urban Community Development.

References

1. Ahluwalia, I.J. (2014). *Transforming Our Cities: Facing Up To India's Growing Challenge: Postcards of Change*. New Delhi: Harper Collins Publishers.
2. Ahluwalia, I. J. (2019). Urban Governance in India. *Journal of Urban Affairs*. 41(1): 83-102.

3. Bhargava, G. (2011). *Urban Problems and Policy Perspectives*. New Delhi: Abhinav Publications.

4. Bhattacharya, B. (2006). *Urban Development in India*. New Delhi: Concept Publishing.

5. Bhide, A & Burte, Himanshu. (2018). *Urban Parallax*. New Delhi: Yoda Press.

6. Elliott, J. A. (2006). *An Introduction to Sustainable Development*. New York: Routledge.

7. Jain, A. K. (2017). *Urban Transformation: Making Cities Inclusive*, *Safe, Resilient and Sustainable.* New Delhi: Discovery Publishing Group.

8. Kabeer, N. (2005). *Inclusive Citizenship*. New Delhi: Zubaan.

9. Kumar, S. (2002). *Methods for Community Participation – A Complete Guide for Practitioners.* New Delhi: Sage Publications.

10. Mani, N. (2016). *Smart Cities & Urban Development in India*. Chennai: New Century Publications.

11. NITI Aayog. (2018). *NITI Aayog - Strategy for New India @ 75*. New Delhi: Generic Publication.

12. Rao, N. C. (2016). *Urban Governance in India*. New Delhi: Kalpaz Publications.

13. Robinson. Jr, Jerry W., &Gary Paul Green.(2011). *"Introduction to Community Development Theory, Practice, and Service-Learning"*. California: Sage Publications.

14. Roehr, S. N. Johnson. (2014). *City Planning in India. Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures*.

15. Roy, P. & Das Gupta, S.(1995). *Urbanisation and Slums.* New Delhi: Har-Anand.

16. Sanoff, H. (2000). Community *Participation Methods in Designing and Planning.* New York: John Wiley & Sons, Inc.

17. Satyam, A. & Calzada, Ignor. (2017). *The Smart City Transformations: The Revolution of The 21st century*. London: Bloomsbury.

18. Singh, P. (1994). *Community Development Programmes in India*. Delhi. Deep and Deep Publishers.

Journals:

1. International Journal of Urban Sustainable Development, Taylor & Francis

2. Journal of Urban Planning and Development, ASCE
3. Community Development, Taylor & Francis.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code:
Course: Concurrent Field Work – IV (4 Credits)

Objectives
- Utilize field instructions for enhancing and integrating professional growth.
- Develop knowledge in the areas of youth study policies and best practices.
- Develop understanding of strengths and weakness, ability to see preconceived notions of people and issues, recognize habitual patterns of behaviour and make efforts to change.
- Recognition of the need for an on-going assessment of own capacity to assume and manage responsibility.
- Preparation of self and client system for termination.
- Makes efforts to fulfil responsibilities assigned within the stipulated time and gives importance to tasks.
- Gradual identification with the agency and the profession.

Field Work Components
- Concurrent field work practice in Youth development/ CSR / Development Agencies settings.
- Organize community programmes for awareness creation, sensitization and capacity building on various social issues.
- Practically understanding, writing reports and project proposal.
- Acquire project management skills.
- Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice.
- Field Practicum Seminars.
- Viva – Voce by External Examiner to be conducted before the commencement of Semester Examinations.

Special Activities
- Understand management of organization.
- To apply youth work models and approaches.
- Initiate advocacy and direct practice techniques.
- Identify career opportunities for youth in the community and provide counselling and guidance.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

- Understand the problems and issues of marginalized and socially excluded youth and conduct capacity building training programmes and entrepreneurship training programmes for youth.

Dress code during Field Work

- To practice professionalism and to gain professional identity, the social work students are strictly advised to wear formal dress during field work.

Attendance in Field Work

- Every student is expected to secure 100 Percent attendance in field work.
- Two days concurrent Field Work with a work loads of 7½ hours (Seven and half) per day excluding travel hours.
- Total number of field practicum hours per semester is 225 hours (30 Days) which include Rural / Tribal Camp.
- Students have to adhere the working hours and working days of the Field work Agencies.

ASSESSMENT

Components	Marks
Internal (Based on field work records, field work regularity, field work conference attendance, professional skills acquired, agency evaluation marks)	**50 Marks**
External Viva Voce (Based on the field level activities like community level programme, project formulation, contribution to agency, professional learning, performances, presentation in the Viva Voce)	**50 Marks**
Total	**100 Marks**

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code: MASW612
Core Course: Research Dissertation – (12 Credits)

Objectives
- To develop research attitude among the students.
- To equip the students identify a problem and carry out research in a scientific manner.
- To provide them required knowledge about research methodology and report writing.
- To enable the students to learn the operational functions, analysis of data and interpretation of results.

Guide Lines

Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or topic chosen by him / her. A student is required to submit two copies of the project report to the department on or before March 31st. This course also presents the functions of SPSS, creation of data files and entry of data, editing of data, and transformation and analysis of data and interpretation. On successful completion of the course the students should possess the skills to (i) operate SPSS functions, (ii) data entry, editing and transformation of data, and (iii) analysis and interpretation of data. The students are expected to use the SPSS lap of the department of social work for their research works.

COURSE CONTENTS

A learner should prepare and submit dissertation, under the guidance of a faculty. The learner is to engage meaningfully in the process of problem formulation with the following headings:

- Statement of problem/ Problem formulation / Research Questions
- Review of literature
- Research Objectives
- Hypotheses
- Operational definitions
- Sampling Procedure
- Developing tools of Data Collection
- Pilot Study and Pre-Test
- Methods of Data Collection
- Data Collection

- Data processing and Analysis
- Statistical Techniques adopted
- Interpreting the data
- Chapter scheme and
- Limitations and De-limitations
- Preparing the research report

The length of the research report may be between 60-75 pages and not exceeding 100 pages.

Before submission of Dissertation the candidate must have checked with plagarism percentage as per the UGC norms.

Awarding Marks for Dissertation

S. No.	Evaluation of Dissertation	Marks
1.	Internal assessment	100 Marks
2.	External	100 Marks
3.	Viva-Voce	200 Marks
	Total Marks	**400 Marks**

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

Course Code: MASW611
Core Course: Field Internship – II (Block Placement – 40 days) (3 Credits)

INTRODUCTION

The block placement expands the opportunities for students to have an in-depth learning experience in diverse settings. After successful completion of concurrent field work during the two academic years and after the Final University Examination, Block placement for a period of 40 days is compulsory for every students of MSW (Second year) as a full- time work in an approved agency or project in any part of India. The block placement is seen as a withdrawal phase from the final training process of MSW course curriculum before the students should formally start working as social workers in the practical field as professionals. Many students, through the process of block placement in institutional settings (mostly NGOs) end up working in the same place, post-block placement on the grounds of their performance. The purpose of Block placement is to broaden the student's perspectives of Social Work practice in development, empowerment, human right and welfare concerns etc. It offers pre-employment work experiences and enables him/her to assume professional responsibilities and start working individually after graduation. A student is not eligible for the degree unless he/she has completed Block placement to the satisfactory requirements of the Department. It carries 2 credits and 100 marks.

OBJECTIVES

1. To practice the professional skills and knowledge gained through classroom teachings.
2. To adhere the code of ethics.
3. To understand organization culture and adapt to the organizational culture to function effectively.
4. Develop greater understanding of reality situations through involvement in day to day work of the organization.
5. Develop an attitude of appreciation of other's efforts and sensitivity to gaps in the programme.
6. Enhance the awareness of self in the role of a Professional Social Worker.
7. Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

ACTIVITIES TO BE CARRIED OUT DURING BLOCK PLACEMENT

Understand the organizations vision, mission, function (organizational culture and climate) and role and responsibility of a professional social worker in the process of development.

- Practice various Social Work interventions based on the need assessment.
- Engage in application of different methods of social work to achieve the objectives of the organizations as well as block placement.
- To involve self in the organization and initiate and evolve at innovative practices.

SKILLS TO BE DEVELOPED DURING BLOCK PLACEMENT

- Read and use literature to carry out empirical research.
- Develop interviewing and relationship skills.
- Working with different clientele systems like individuals, families, groups, organizations and communities.
- Practice social work ethics and handling ethical dilemmas and ethical conflicts.
- Planning for social policy and community organization.
- Developing competencies in diversity and culturally-sensitive social work practice.
- Make effective utilization of supervision and consultation from the agency supervisor and from the faculty supervisor.
- Ability to write different types of records like memos, letters, referral letters, Minutes, reports, document practice.

CODE OF CONDUCT

- The students are expected to adhere to the code of ethics of Social Work Profession.
- To practice the principles of Social Work Profession viz., confidentiality, acceptance, respect to the worth and dignity of an individual, professional relationship, etc.
- Adhere to the rules and regulations of the organization, which includes punctuality, work days, time and dress code, etc.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

ATTENDANCE

1. The Department expects students to be regular (100 percent attendance) and punctual during block placement.
2. The department authorised to take a serious note of any unauthorised absence from the work during internship period. The dishonest practices will adversely affect student's block placement evaluation.
3. Record of student's attendance in block placement to be maintained by the Agencies. The copy to be submitted to the Department along with block placement evaluation forms.
4. A student is not required to attend work during closed holidays and holidays prescribed by the Agencies.
5. Compensation of block placement is not advisable. Therefore, all the students are asked to comply the block placement dates and to complete accordingly.

BLOCK PLACEMENT REPORTS

- A Student is expected to keep a daily record of his / her block placement work.
- Students are asked to prepare a weekly report in the electronic form and to send the reports through e-mail to the Faculty Supervisor and mark a copy to Head of the Department.
- The report must be submitted at the end of every week (preferably Friday). The students should send it on the day by 5.00 pm. If the submission day falls on closed holiday, it must be submitted on next working day.
- At the end all the weekly reports to be complied and prepared as Consolidated Report and submitted to the department before the deadline so as to submit the copy to the Controller of Examinations.
- The student on his /her part also submits a comprehensive report of the Block Placement Field practicum to the Agency Supervisor and to the Department.

FIELD WORK SUPERVISION

- The students will be supervised and monitored through electronic report for monitoring regular internship placement work.
- Likewise, the students are advised to send photographs through WhattsApp, Face Book and E-mail.
- If any student fails to send the weekly report, it will be considered as absenteeism from the internship.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

ONLINE SUPERVISION BY FACULTY SUPERVISOR

The students will be supervised and monitored through electronic report for monitoring regular block placement work. Likewise, the students are advised to send photographs through WhattsApp, Face Book and E-mail. If any student fails to send the weekly report, it will be considered as absenteeism from the block placement.

ASSESSMENT

Components	Marks
Internal (Based on field work records, field work regularity, field work conference attendance, professional skills acquired, agency evaluation marks)	**50 Marks**
External (The block placement carries 2 credits and the marks are allotted based on the field level activities during block placement and report submitted to the department)	**50 Marks**
Total	**100 Marks**