



સૌરાષ્ટ્ર યુનિવર્સિટી

એકેડેમિક વિભાગ

યુનિવર્સિટી કેમ્પસ, યુનિવર્સિટી રોડ, રાજકોટ-૩૬૦૦૦૫

ફોન નં.(૦૨૮૧)૨૫૭૮૫૦૧ એક્સટે. નં.૨૦૨, ૩૦૪ ફેક્સ નં.(૦૨૮૧)૨૫૭૬૩૪૭ ઈ-મેઇલ : academic@sauuni.ac.in

નં.એકે/હુમીનીટીઝ & સોશિયલ સાયન્સીસ/૨૬૧૬૨૨૭ /૨૦૨૬

તા. ૧૭/૦૮/૨૦૨૬

M.S.W

પરિપત્ર:-

સૌરાષ્ટ્ર યુનિવર્સિટીના અધ્યક્ષશ્રી, સમાજકાર્ય ભવન તેમજ ફેકલ્ટી ઓફ હુમીનીટીઝ & સોશિયલ સાયન્સીસ હેઠળના અનુસ્નાતક કક્ષાનાં એમ.એસ.ડબ્લ્યુ ના અભ્યાસક્રમ ચલાવતી સર્વે સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને જાણ કરવામાં આવે છે કે, ચેરપર્સનશ્રી, સમાજકાર્ય વિષયની અભ્યાસ સમિતિ તથા ડીનશ્રી, ફેકલ્ટી ઓફ હુમીનીટીઝ & સોશિયલ સાયન્સીસ દ્વારા રજુ કરાયેલ એમ.એસ.ડબ્લ્યુ સેમેસ્ટર-૦૧ અને ૦૨ નો SOP મુજબનો અભ્યાસક્રમ શૈક્ષણિક વર્ષ જુન ૨૦૨૬-૨૭ થી અમલમાં આવે તે રીતે અધિકાર મંડળોની બહાલીની અપેક્ષાએ મંજૂરી આપવા માન.કુલપતિ સાહેબને ભલામણ કરેલ જે માન.કુલપતિશ્રીએ મંજૂર કરેલ છે જેથી સંબંધિત તમામે તે મુજબ તેની અમલવારી કરવી.

(મુસદ્દો કુલસચિવશ્રીએ મંજૂર કરેલ છે.)

સહી/-

(ડૉ. એ. કે. જાડેજા)

કુલસચિવ

બિડાણ:- ઉક્ત અભ્યાસક્રમ (સોફ્ટ કોપી)

રવાના કર્યું

ઈ. યા. એકેડેમિક ઓફિસર

પ્રતિ,

- (૧) અધ્યક્ષશ્રી, સમાજકાર્ય ભવન, સૌરાષ્ટ્ર યુનિવર્સિટી, રાજકોટ.
- (૨) સૌરાષ્ટ્ર યુનિવર્સિટીની ફેકલ્ટી ઓફ હુમીનીટીઝ & સોશિયલ સાયન્સીસ હેઠળની સમાજકાર્ય વિષયો ચલાવતી અનુસ્નાતક કક્ષાની સર્વે સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓ તરફ.
- (૩) ડીનશ્રી, ફેકલ્ટી ઓફ હુમીનીટીઝ & સોશિયલ સાયન્સીસ

નકલ જાણ અર્થે રવાના:-

૧. માન.કુલપતિશ્રી/કુલસચિવશ્રીના અંગત સચિવ

નકલ રવાના (યોગ્ય કાર્યવાહી અર્થે):-

૧. પરીક્ષા વિભાગ
૨. પી.જી.ટી.આર. વિભાગ
૩. જોડાણ વિભાગ



SAURASHTRA UNIVERSITY

FACULTY OF HUMANITIES AND SOCIAL SCIENCE

Master of Social Work

1 YEAS SYLLABUS AND 2 YEAR SYLLABUS

(AS PER NEP-2020 GUIDELINES & SOP)

EFFECTIVE YEAR – JUNE- 2026

SOCIALWORK

SAURASHTRA UNIVERSITY

UNIVERSITY CAMPUS

RAJKOT-5

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M.S.W. (NEP - 2020) ADMISSION RULES AND REGULATIONS

1. Academic Eligibility for 2 - Year M.S.W. Programme:

- Candidates who have completed a 3-year B.S.W. (Without Honours) & Honours with Research degree from a UGC-recognized university are eligible for admission into the 2-year (4-semester) M.S.W. programme.
- Candidates possessing any other Bachelor's Degree (such as B.A., B.Com., B.Sc., B.B.A., B.C.A. B.R.S., etc.) with or without Honours from a UGC-recognized university are also required to take admission into the 2-year (4-semester) M.S.W. programme.

Minimum Mark for Requirement of Admission: Three Year Graduate / Post Graduate Degree holder of any Discipline of this university or any other university recognized by this university as equivalent there to with 40% shall be eligible to appear in the admission to M.S.W. Semester - 1. Reservation and relaxation norms for EWS/SEBC/SC/ST/PWD candidates, as specified by the Government norms.

2. Multiple Entry-Exit System (As per NEP-2020)

In alignment with NEP-2020, the M.S.W. program offers structural flexibility for students:

- **Post-Graduate Diploma in Social Work:** If a student successfully completes all courses and earns the required credits for the first year (Semester 1 and Semester 2) but chooses to exit the program, they will be awarded a **Post-Graduate Diploma in Social Work**.
- **Master's Degree:** Students who successfully complete all four semesters across two years and clear the total required credits (e.g., 22 credits in Sem-1 and 22 credits in Sem-2) will be awarded the full **Master of Social Work (M.S.W.) Degree**.
- **Academic Bank of Credits (ABC):** It is mandatory for every admitted student to register on the ABC portal. All credits earned through theory papers and field work will be digitally compiled and managed.

3. Admission Process

- **Merit Based Admission:** Admission will be granted based either on graduation merit.

4. Reservation Policy

- Seats will be reserved for SC, ST, SEBC/OBC, EWS, and Persons with Disabilities (PwD) candidates in strict accordance with the prevailing central/state government and university reservation norms.
- To claim benefits under reserved categories, candidates must produce valid certificates (such as Caste Certificate and Non-Creamy Layer Certificate, if applicable) issued by competent authorities at the time of counseling.

5. Mandatory Attendance Regulations

- **Minimum Attendance Requirement:** It is compulsory for every student to maintain a minimum of **75% attendance** in all theoretical lectures, seminars, and orientation sessions conducted during each semester.
- **Eligibility for Examinations:** Students whose cumulative classroom attendance falls below **75%** will be strictly barred from appearing in the End-Semester University Examinations.
- **Detention Clause:** Students who fail to meet the minimum required attendance and are subsequently detained will have to re-register for the same semester in the following academic year, fulfilling all attendance and credit regulations afresh.

6. Strict Regulations Regarding Field Work

- **Mandatory Attendance:** Field work is a core component of professional social work training. Students must maintain **75% attendance** in their assigned field placements.
- **Disqualification Clause:** If a student fails to complete the mandatory field work hours or fails to submit the concurrent field work reports on time, they will be declared 'Fail' in the field work component. Passing theory papers alone will not suffice, and the student will not be promoted to the next semester.

7. Cancellation of Admission

- If any document, degree certificate, or information provided by the candidate is found to be forged, false, or incorrect at any stage, their admission will be cancelled immediately, and legal action may be initiated.
- Failure to pay the prescribed institutional fees within the stipulated time extension or violation of the university's code of conduct and discipline may lead to immediate termination of admission.

Admission Rules and Regulations for M.S.W. under NEP-2020

(Post B.S.W. Honours and Honours with Research)

1. Course Duration and Lateral Entry (Lateral Entry Module)

- Under the National Education Policy (NEP) 2020 structural framework, students entering the Master of Social Work (M.S.W.) program after completing a 4-year B.S.W. (Honours) or B.S.W. (Honours with Research) degree are eligible for **Advanced Standing / Lateral Entry** directly into the second year (3rd Semester) of the postgraduate program.
- **Duration:** 1 Year (2 Semesters) for B.S.W. (Honours) or B.S.W. (Honours with Research) graduates.
- **Total Credits:** Minimum of 44 credits to be earned during this 1-year residency.

2. Eligibility Criteria

- **Educational Qualification:** Candidates must have successfully completed a 4-year Bachelor of Social Work - B.S.W. (Honours) or B.S.W. (Honours with Research) from a recognized University/Institution approved by the UGC.
- **Minimum Marks:** A minimum aggregate of 40% marks or equivalent CGPA in the undergraduate program (a relaxation of 5% may be applicable for SC/ST/OBC/PwD candidates as per government rules).

3. Admission Process & Merit Preparation

- **Merit-Based Entry:** Admission will be granted based on the cumulative merit score calculated from the performance in the 4-year B.S.W. (Honours) or B.S.W. (Honours with Research) degree.

4. Field Work Practicum Regulations

Field work is a core component of the M.S.W. curriculum and is non-negotiable under NEP-2020.

- **Mandatory Hours:** Students entering the 1-year M.S.W. program must complete a prescribed number of hours (typically 12 to 16 hours per week) of concurrent field work.
- **Block Placement / Internship:** A mandatory block placement (internship) of 6 weeks in a registered NGO, corporate CSR department, or government agency must be completed before the award of the degree.

5. Credit Accumulation and ABC (Academic Bank of Credits)

- **ABC ID Mandatory:** All candidates must possess a valid Academic Bank of Credits (ABC) ID at the time of admission.
- **Credit Transfer:** Credits earned during the 4th year of B.S.W. (Honours) will be mapped and recognized to permit direct entry into the 2nd year of M.S.W.

6. Reservation Policy

- Reservation of seats for SC, ST, OBC (Non-Creamy Layer), EWS, and Persons with Disabilities (PWD) will be strictly strictly followed as per the guidelines of the Central/State Government and the respective University.

M.S.W. Semester – 1

Sr. No.	Subject	Course Type	Credit	Internal Mark	External Mark	Total Mark
1	Historical and Contemporary Ideologies of social work	Major (Core)	4	50	50	100
2	Working with Individuals, Groups and Families	Major (Core)	4	50	50	100
3	Field Work – 1 (Orientation and Agency Visit)	Major (Core)	4	50	50	100
4	Contemporary Issues in Social Work or Gerontology: Interdisciplinary Perspective	Major (Elective)	4	50	50	100
5	Social Work Entrepreneurship or Social Work Intervention in Unorganised Sector	Major (Elective)	4	50	50	100
6	Stress Management	SEC	2	25	25	50
			22	275	275	550

M.S.W. Semester – 2

Sr. No.	Subject	Course Type	Credit	Internal Mark	External Mark	Total Mark
1	Working with Communities and Social Action	Major (Core)	4	50	50	100
2	Social Work Research	Major (Core)	4	50	50	100
3	Field Work – 2 (Rural Community)	Major (Core)	4	50	50	100
4	Social Work with Differently Abled or Correctional Social Work	Major (Elective)	4	50	50	100
5	Psychiatric Social Work Or Family Life Education	Major (Elective)	4	50	50	100
6	Basics in Counseling	AEC	2	25	25	50
			22	275	275	550

M.S.W. Semester – 3

Sr. No.	Subject	Course Type	Credit	Internal Mark	External Mark	Total Mark
1	Community Health: A Social Work Perspective	Major (Core)	4	50	50	100
2	Social Work with Industries	Major (Core)	4	50	50	100
3	Management of Developmental and Welfare Organization	Major (Core)	4	50	50	100
4	Human Rights and Social Work or Social Development, Policy and Planning	Major (Elective)	4	50	50	100
5	Field Work – 3 (Agency Field Work)	OJT	6	75	75	150
			22	275	275	550

M.S.W. Semester – 4

Sr. No.	Subject	Course Type	Credit	Internal Mark	External Mark	Total Mark
1	Human Growth and Development	Major (Core)	4	50	50	100
2	Industrial Relation and Labor Laws	Major (Core)	4	50	50	100
3	Block Placement (Agency Block Placement)	Major (Core)	4	50	50	100
4	Labour Economics and Indian Labour Problems or Corporate Social Responsibilities	Major (Elective)	4	50	50	100
5	Dissertation	Research	6	75	75	150
			22	275	275	550

M.S.W. SEMESTER – 1: DETAILED SYLLABUS

1. Historical and Contemporary Ideologies of Social Work (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the historical development and evolution of social work globally and in India.
2. To study various Eastern and Western ideologies shaping social work practices.
3. To familiarize students with the core values, principles, and ethical standards of professional social work.

Outcomes:

1. Students will be able to demonstrate a comprehensive understanding of the historical roots and contemporary trends in social work.
2. Students will apply professional ethics and values effectively while working with diverse client systems.
3. Students will analyze the impact of social reform movements on modern social work intervention strategies.

Course Content:

Unit 1: Historical Development and Evolution

1. Origin and development of professional social work in the UK and USA.
2. History of traditional social service, charity, and professional social work in India.
3. Major social reform movements in pre-independence and post-independence India.
4. Impact of Western social work models on Indian socio-cultural realities.
5. The role of Christian missionaries and indigenous voluntary efforts in early social welfare.

Unit 2: Philosophical and Ideological Base

1. Humanism, Liberalism, and Enlightenment philosophy in social work.
2. Socialism, Marxism, and Radical social work perspectives.
3. Gandhian ideology: Concepts of Sarvodaya, Trusteeship, and Satyagraha.
4. Ambedkarite ideology: Social justice, annihilation of caste, and Dalit empowerment.
5. Feminism: Concepts of gender equality, patriarchy, and feminist social work.

Unit 3: Core Elements of Professional Social Work

1. Definition, nature, scope, and objectives of professional social work.
2. Core principles of social work (acceptance, individualization, non-judgmental attitude, etc.).
3. Fundamental values of social work profession and human rights.
4. Code of Ethics for social workers in the Indian context.
5. Social work as a profession in India: Status, challenges, and future prospects.

Unit 4: Contemporary Ideologies and Approaches

1. Empowerment approach and strengths-based perspective in social work.
2. Human rights-based approach to sustainable development.
3. Social justice and egalitarian models of intervention.
4. Eco-social work: Environmental justice and sustainable development goals.
5. Globalization and its multi-dimensional impact on social work practices.

Unit 5: Social Change and Role of Social Work

1. Concept of social change: Factors, barriers, and theories.
2. Contributions of prominent social reformers and Civil Society Organizations (CSOs).
3. Social work interventions for marginalized and vulnerable communities.
4. Addressing social structural inequalities and protection of democratic values.
5. Emerging paradigms and innovative trends in modern Indian social work.

Reference Books:

- Diwakar, V. D. (2018). *Social reform movements in India*. Popular Prakashan.
- Fink, A. E. (2020). *The field of social work*. Henry Holt & Co.
- Madan, G. R. (2019). *Indian social problems (Vol. 2): Social reconstruction*. Allied Publishers.
- National Association of Social Workers. (2021). *NASW code of ethics*. NASW Press.
- Singh, D. K. (2021). *History and philosophies of social work*. Rawat Publications.

2. Working with Individuals, Groups and Families (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the theories, concepts, and processes of Social Casework and Social Group Work.
2. To develop necessary skills for solving problems at the individual, group, and family levels.
3. To learn various models of counseling, therapeutic interventions, and family support systems.

Outcomes:

1. Students will be able to perform clinical and psycho-social assessments for individuals and families in distress.
2. Students will demonstrate competencies in forming, facilitating, and managing diverse therapeutic and task groups.
3. Students will utilize specialized family therapy and counseling models to resolve interpersonal and domestic conflicts.

Course Content:

Unit 1: Social Casework: Introduction and Principles

1. Definition, historical development, and importance of Social Casework.
2. Core components of Casework (The 4 Ps: Person, Place, Problem, Process).
3. Specific principles of Casework (Confidentiality, controlled emotional involvement, client self-determination).
4. Influence of socio-economic and cultural factors on individual behavioural patterns.
5. Dynamics of the professional Worker-Client relationship.

Unit 2: Casework Process and Stages

1. Initial contact, screening, and intake registration process.
2. Social investigation: Methods of collecting data (interviews, home visits, collateral contacts).
3. Social diagnosis and assessment: Understanding the root causes of the problem.
4. Intervention and treatment planning: Direct and indirect execution models.
5. Evaluation, follow-up, and systematic case termination.

Unit 3: Social Group Work and Group Dynamics

1. Definition, objectives, types, and historical evolution of Social Group Work.
2. Core principles of Social Group Work.
3. Group Dynamics: Group structure, leadership patterns, and communication webs.
4. Understanding group conflicts, group-think, and resolution mechanisms.
5. Sub-groups, cliques, and their impact on group morale and cohesion.

Unit 4: Group Work Process and Program Planning

1. Pre-group planning, recruitment, and group formation stage.
2. Initial stage: Orientation, boundary setting, and establishing norms.
3. Working stage: Task execution and the process of Program Planning.
4. Role, skills, and strategic interventions of the group worker.
5. Evaluation of group progress and the termination phase.

Unit 5: Family Social Work and Interventions

1. Family as a social institution: Modern challenges, changing structures, and disintegration.
2. Common family issues: Marital discord, divorce, domestic violence, and abandonment.
3. Family counseling and major therapeutic approaches (Systems theory, structural family therapy).
4. Social work interventions for child welfare and geriatric care within families.
5. Legal framework: Family Courts, protection laws, and institutional legal aid in India.

Reference Books:

- Biestek, F. P. (2015). *The casework relationship*. Loyola University Press.
- Desai, M. (2020). *Curriculum and pedagogy for family social work*. TISS.
- Konopka, G. (2016). *Social group work: A helping process*. Prentice-Hall.
- Mathew, G. (2018). *An introduction to social casework*. Tata Institute of Social Sciences.
- Trecker, H. B. (2019). *Social group work: Principles and practices*. Association Press.

3. Field Work – 1 (Major Core - 4 Credits) (Orientation and Agency Visit)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Viva Voce

Objectives:

1. To bridge the gap between theoretical social work concepts and field-based practices.
2. To understand the administrative structure and delivery systems of NGOs and government setups.
3. To build acute observation skills to identify and critically analyze grassroots social realities.

Outcomes:

1. Students will be able to document field observations and draft professional, analytical field reports.
2. Students will establish effective rapport and collaborative relationships with diverse community stakeholders.
3. Students will apply participatory tools to map community resources and prioritize local socio-economic issues.

Course Content:

Unit 1: Introduction to Field Work and Pre-requisites

1. Concept, philosophy, significance, and ethical guidelines of field work.
2. Orientation Visits: Purposes and structured visits to diverse social welfare agencies.
3. Tripartite roles: Expectations and responsibilities of Student, Field Supervisor, and Agency.
4. Structured observation techniques and recording non-verbal cues in the field.
5. Basics of field diaries, log sheets, and reflective report writing formats.

Unit 2: Agency-Based Placement and Administration

1. Study of the organizational structure, history, vision, and mission of the host agency (NGO/Industry).
2. Understanding financial management, funding channels, and administrative setups of the agency.
3. Initiating professional contact and building rapport with the agency's primary beneficiaries.
4. Active participation in executing day-to-day welfare activities of the institution.
5. Study of documentation, record maintenance, and project reporting standards within the agency.

Unit 3: Community Engagement and Needs Assessment

1. Geographical and demographic mapping of the assigned rural/slum community.
2. Planning and executing baseline community surveys for data gathering.
3. Identification of primary community problems (sanitation, drinking water, school dropouts, etc.).
4. Mapping local institutions, community leaders, and natural resources (Resource Mapping).
5. Organizing community meetings and Focus Group Discussions (FGDs).

Unit 4: Field Work Supervision and Guidance

1. Individual Conference (IC): Meaning, purpose, and importance of regular individual feedback.
2. Group Conference (GC): Peer learning, sharing field dilemmas, and collaborative learning.
3. Utilizing supervisory guidance to manage professional field anxieties.
4. Navigating ethical dilemmas and maintaining professional boundaries in the field.
5. Self-evaluation frameworks and professional identity development.

Unit 5: Documentation, Analysis and Viva-Voce

1. Maintaining daily, weekly, and consolidated quantitative and qualitative field reports.
2. Computation of field hours, time-management sheets, and attendance logs.
3. Compiling an in-depth Case Study or a detailed Profile of a community member.
4. Preparing presentations, summaries, and mock sessions for final evaluation.
5. Final Portfolio compilation and preparation for the Field Work Viva-Voce.

Reference Books:

- Dash, B. M. (2018). *Field work in social work education: A manual for educators and students*. Atlantic Publishers.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. Columbia University Press.
- Roy, S. (2017). *Field work in social work*. Rawat Publications.
- Subhedar, I. S. (2016). *Field work in social work education*. Rawat Publications.
- University Grants Commission (UGC). (2020). *Review of social work education in India: Fieldwork manual*. UGC.

4. Elective 1 (Option A): Contemporary Issues in Social Work

(Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To critically analyze the nature, causes, and manifestations of prevailing socio-economic challenges in India.
2. To explore gender inequalities, systemic marginalization, and vulnerabilities across different communities.
3. To understand the legal protections, institutional mechanisms, and policy interventions available to curb social issues.

Outcomes:

1. Students will be able to analyze contemporary social problems using macro-sociological and economic frameworks.
2. Students will design and execute social awareness and advocacy campaigns on gender equality and human rights.
3. Students will evaluate the implementation and operational efficiency of major welfare policies at the grassroots level.

Course Content:

Unit 1: Poverty, Unemployment and Economic Disparities

1. Conceptualization of poverty: Relative vs. absolute poverty, and the multidimensional poverty index.
2. Types, causes, and socio-psychological consequences of unemployment in modern India.
3. Rural-urban economic disparities and income inequality gaps.
4. Evaluation of poverty alleviation schemes (e.g., MGNREGA, NRLM).
5. Concept of social exclusion and its nexus with economic backwardness.

Unit 2: Gender-Based Issues and Women Empowerment

1. Deconstructing Gender vs. Sex, gender stereotyping, and socialization.
2. Patriarchal structures and violence against women (domestic violence, female foeticide, honor killing).
3. Workplace harassment, safety issues, and the POSH Act.
4. Marginalization of the LGBTQ+ community: Constitutional rights and social inclusivity.
5. Constitutional provisions, legal safeguards, and affirmative actions for women empowerment.

Unit 3: Displacement, Migration and Urbanization

1. Push and pull factors of rural-urban migration and its impact on informal labor.
2. Development-induced displacement, rehabilitation policies, and land acquisition issues.
3. Unplanned urbanization, growth of slums, and urban decay.
4. Challenges faced by urban poor: Eviction, lack of sanitation, and clean water access.
5. Smart Cities Mission and models of inclusive urban planning.

Unit 4: Substance Abuse, Crime and Deviance

1. Substance abuse and drug addiction among youth: Trends, causes, and psycho-somatic impacts.
2. Role of Integrated Rehabilitation Centres for Addicts (IRCAs) and social work strategies.
3. Cyber-crimes, digital vulnerabilities, and the psycho-social impact of social media addiction.
4. Rising trends in suicides: Mental health crises, prevention strategies, and crisis counseling.
5. Juvenile delinquency: Causes, legal mechanisms (JJ Act), and correctional institutions.

Unit 5: Population Explosion and Environmental Crisis

1. Population explosion in India: Socio-economic impacts and National Population Policy.
2. Climate change, global warming, and their catastrophic effects on climate refugees and farmers.
3. Disaster Management: Principles of mitigation, rescue, relief, and rehabilitation.
4. Environmental movements in India (Chipko, Narmada Bachao Andolan) and eco-feminism.
5. Sustainable Development Goals (SDGs): Localization and social work intervention models.

Reference Books:

- Ahuja, R. (2014). *Social problems in India*. Rawat Publications.
- Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- Goel, S. L. (2016). *Population growth and social health*. Deep & Deep Publications.
- Sharma, P. R. (2019). *Environmental degradation and social issues*. ABD Publishers.
- United Nations Development Programme. (2022). *Human development report*. Oxford University Press.

4. Elective 1 (Option B): Gerontology: Interdisciplinary Perspective

(Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the multidisciplinary field of Gerontology from social, biological, and psychological viewpoints.
2. To identify the specific physical, emotional, and financial challenges encountered by senior citizens.
3. To analyze institutional frameworks, legal acts, and welfare schemes designed for the elderly in India.

Outcomes:

1. Students will be able to perform geriatric assessments and establish supportive care networks for elderly individuals.
2. Students will demonstrate competencies in managing old age homes, day-care centers, and palliative care facilities.
3. Students will advocate for the legal and human rights of vulnerable older adults facing domestic abuse or abandonment.

Course Content:

Unit 1: Introduction to Gerontology

1. Definition, scope, historical development, and multidisciplinary nature of Gerontology.
2. Demographic transitions: Changing age structures and statistical trends of the elderly in India and globally.
3. Social attitudes toward aging: Deconstructing stereotyping, age discrimination, and "Ageism".
4. Theories of aging: Concept of active, healthy, and successful aging.
5. Macro challenges of an aging population on healthcare economics and social security.

Unit 2: Biological and Psychological Aspects of Aging

1. Biological changes: Senescence, physical vulnerability, and common age-related chronic illnesses (Alzheimer's, Dementia).
2. Psychological adjustments: Coping with retirement, loneliness, grief, and geriatric depression.
3. Sensory losses (vision, hearing impairment) and their impact on daily mobility and lifestyle.
4. Cognitive aging: Changes in memory retention, processing speed, and intellectual capacity.
5. Specialized counseling models and psycho-social support strategies for older persons.

Unit 3: Socio-Economic Challenges and Family Dynamics

1. Retirement from active work, loss of regular income, and financial dependency.
2. Disintegration of joint families, growth of nuclear family setups, and isolation of the elderly.
3. Empty Nest Syndrome: Conceptualization and its psychological impact on parents.
4. Elder abuse: Physical, emotional, financial neglect, and domestic violations.
5. Vulnerabilities of elderly women: Double jeopardy of gender and age, widowhood, and destitution.

Unit 4: Policies, Legislation and Rights of Older Persons

1. Maintenance and Welfare of Parents and Senior Citizens Act, 2007 (MWPSA Act) and its amendments.
2. National Policy for Senior Citizens: Directives, achievements, and structural loopholes.
3. Institutional social security: Indira Gandhi National Old Age Pension Scheme (IGNOAPS) and health insurance.
4. Special legal benefits: Income tax rebates, railway, aviation concessions, and banking privileges.
5. International declarations: United Nations Principles for Older Persons and Madrid International Plan of Action.

Unit 5: Social Work Interventions in Gerontology

1. Institutional care: Models, management, and operational standards of Old Age Homes and Day-Care Centers.
2. Pre-retirement planning and counseling programs for transitional shifts.
3. Non-Governmental initiatives: Role of organizations like HelpAge India and Dignity Foundation.
4. Introduction to Palliative Care, hospice care setups, and end-of-life counseling.
5. Intergenerational bonding: Strategies to bridge generational gaps between youth and seniors.

Reference Books:

- Bali, P. (2015). *Understanding aging in India*. Orient Blackswan.
- Chakraborti, S. (2018). *Socio-economic conditions of the elderly in India*. Rawat Publications.
- Dandekar, K. (2016). *The elderly in India*. Sage Publications.
- HelpAge India. (2021). *The state of elderly in India report*. HelpAge India.
- Hooyman, N. R., & Kiyak, H. A. (2020). *Social gerontology: A multidisciplinary perspective*. Pearson.

5. Elective 2 (Option A): Social Work Entrepreneurship (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To introduce the foundational concepts, paradigms, and models of Social Entrepreneurship.
2. To develop necessary business planning, marketing, and institutional operational skills among social work students.
3. To provide knowledge regarding resource mobilization, legal compliances, and impact evaluation methodologies.

Outcomes:

1. Students will be able to construct feasible social business plans addressing specific community problems.
2. Students will identify and access diverse financing mechanisms, including impact investments and government incubation grants.
3. Students will utilize social impact assessment metrics to evaluate the performance of social ventures.

Course Content:

Unit 1: Introduction to Social Entrepreneurship

1. Definition, attributes, scope, and growing significance of Social Entrepreneurship.
2. Comparative analysis: Commercial entrepreneurship vs. social entrepreneurship vs. traditional NGOs.
3. Historical landmarks and prominent models of social ventures in India (e.g., AMUL, SEWA, Lijjat Papad).
4. Characteristics, core skills, motivations, and ethical dilemma management of a social entrepreneur.
5. Typologies of social enterprises: For-profit, non-profit, hybrid, and cooperative business models.

Unit 2: Business Planning and Legalities for Social Ventures

1. Environmental scanning, opportunity mapping, and ideation frameworks.
2. Market research, competitor analysis, and preparation of Feasibility Reports.
3. Developing a comprehensive Social Business Plan (Value Proposition, operational strategy, financial forecasting).
4. Legal structuring of ventures: Registration under Public Trust Act, Societies Registration Act, or Section 8 Company.
5. Intellectual Property Rights (IPR), patents, and trademarks for social product innovations.

Unit 3: Financing and Resource Mobilization

1. Capital structures for social ventures: Seed funding, crowdfunding, and grant-in-aid systems.
2. Government initiatives: Startup India, Standup India, MUDRA loans, and incubation support.
3. Venture Philanthropy, Impact Investing, and Angel Investment networks.
4. Role of Microfinance Institutions (MFIs) and Self-Help Group (SHG) federations in grassroots financing.
5. Principles of financial accounting, zero-based budgeting, cash flow tracking, and audit protocols.

Unit 4: Social Marketing, Branding and Networking

1. Application of the 4 Ps of Social Marketing (Product, Price, Place, Promotion).
2. Building corporate identity, digital branding, and strategic storytelling via social media.
3. Stakeholder relationship management and customer retaining protocols.
4. Harnessing Corporate Social Responsibility (CSR) funds under Section 135 of Companies Act.
5. Designing supply chains, distribution networks, and B2B/B2C market integrations for social products.

Unit 5: Social Impact Assessment and Scaling

1. Social Impact Assessment (SIA): Methodologies, frameworks, and indicator development.
2. Social Return on Investment (SROI): Analytical tools, calculations, and reporting.
3. Strategies for scaling up social enterprises: Replication, social franchising, and strategic alliances.
4. Creating a organizational sustainability model (breaking even and moving beyond donor dependency).
5. Case studies of contemporary global and national tech-driven social enterprises.

Reference Books:

- Bornstein, D. (2017). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
- Dees, J. G. (2016). *Enterprising nonprofits: A toolkit for social entrepreneurs*. John Wiley & Sons.
- Mair, J., Robinson, J., & Hockerts, K. (2019). *Social entrepreneurship*. Palgrave Macmillan.
- Nicholls, A. (2021). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.
- Praszquier, R., & Nowak, A. (2018). *Social entrepreneurship: Theory and practice*. Cambridge University Press.

5. Elective 2 (Option B): Social Work Intervention in Unorganised Sector

(Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the operational structure, magnitude, and characteristics of the informal labor market in India.
2. To study the multidimensional challenges, health hazards, and socio-economic exploitation faced by informal workers.
3. To analyze legislative acts, welfare boards, and modern trade union approaches in the unorganized sector.

Outcomes:

1. Students will be able to organize unorganized workers into collectives, self-help groups, or labor unions.
2. Students will facilitate the registration and alignment of informal workers with official social security schemes.
3. Students will formulate legal advocacy, policy corrections, and lobbying strategies for protecting labor rights.

Course Content:

Unit 1: Unorganised Sector: Concept and Categorization

1. Conceptual definitions, features, and structural differences between organized and unorganized/informal sectors.
2. Contribution of the informal economy to India's Gross Domestic Product (GDP) and employment margins.
3. Structural classification of informal labor: Agricultural laborers, construction workers, domestic help, street vendors.
4. Emerging trends: The Gig Economy, platform workers (delivery executives, freelance aggregators) and their vulnerabilities.
5. Critical attributes of informal work: Absence of formal contracts, wage volatility, and lack of social safety nets.

Unit 2: Critical Problems of Informal Labour

1. Depressed wage structures, gender-based wage discrimination, and infinite working hours.
2. Occupational health hazards, toxic work environments, and total absence of safety standards.
3. Bonded labor systems, debt bondage, and prevalence of child labor in hazardous occupations.
4. Socio-psychological and physical vulnerabilities of women, migrant labor, and child workers in the sector.
5. Substandard housing, slum habitations, and total lack of clean civic amenities.

Unit 3: Legislative Framework and Labour Reforms

1. Unorganised Workers' Social Security Act, 2008: Framework, provisions, and execution failures.
2. Minimum Wages Act, 1948: Mechanisms of wage fixation, indexing, and non-compliance issues.
3. Inter-State Migrant Workmen Act, 1979 and legal measures for migrant safety.
4. Introduction to the new Four Labour Codes (Codes on Wages, Social Security, OSH, Industrial Relations) and the informal sector.
5. Role of free legal aid cells, Lok Adalats, and Labor Courts in dispute resolutions.

Unit 4: Social Security and Welfare Schemes

1. e-Shram National Database Portal: Significance, registration mechanisms, and benefits for workers.
2. Pradhan Mantri Shram Yogi Maan-dhan (PM-SYM) and old age financial pension provisions.
3. Ayushman Bharat (PM-JAY) and health insurance security extensions for informal sectors.
4. Employees' Provident Fund Organization (EPFO) and ESIC footprints in informal domains.
5. Composition, functions, and financial allocations of state-level Labor Welfare Boards.

Unit 5: Social Work Interventions and Labour Collectivization

1. Methods of community organizing, consensus building, and Collective Bargaining in informal setups.
2. Role of NGOs, Civil Society Organizations, and international bodies (ILO) in labor advocacy.
3. Evolution of informal labor trade unions and the landmark contributions of SEWA.
4. Skill development, dynamic upskilling, and vocational training initiatives (PMKVY) for informal groups.
5. Strategic planning for rights-based public campaigns, lobbying, and Public Interest Litigations (PILs).

Reference Books:

- Datt, R. (2016). *Organizing the unorganized workers*. Shipra Publications.
- Government of India. (2020). *Report on conditions of work and promotion of livelihoods in the unorganized sector*. Ministry of Labour and Employment.
- Jhabvala, R., & Subrahmanya, R. K. (2015). *The unorganised sector: Work security and social protection*. Sage Publications.
- Papola, T. S. (2018). *Employment in the unorganised sector in India*. Vikas Publishing House.
- Srivastava, K. (2019). *Labour laws and unorganised sector*. Central Law Agency.

6. STRESS MANAGEMENT (Skill Enhancement Course - 02 Credits)

Evaluation: Internal: 25 Marks | External: 25 Marks | Total: 50 Marks

Exam Type : Theory

Course Objectives

- To introduce students to the fundamental concepts, physiological mechanisms, and socio-psychological determinants of stress within the context of social work practice.
- To train students in evidence-based cognitive, behavioral, and mindfulness-driven stress-reduction techniques for personal and professional application.
- To foster skills required to design organizational wellness frameworks, prevent occupational burnout, and build long-term psychological resilience.

Course Outcomes:

Upon successful completion of this 02-credit course, the M.S.W. students will be able to:

- Differentiate between adaptive and maladaptive stress responses and identify early triggers of burnout and compassion fatigue in social work practice.
- Employ a diverse toolset of cognitive-behavioral and mindfulness techniques to regulate personal anxiety during high-intensity community crises.
- Analyze organizational structures critically to advocate for stress-reducing policy modifications and a healthier work culture within human service agencies.
- Apply efficient time-management and emotional boundary-setting frameworks to balance overlapping academic and field-based mandates.
- Design a comprehensive, sustainable, and individualized self-care blueprint to safeguard mental health and guarantee long-term career resilience.

Course Content:

Unit 1: Foundations of Stress & Occupational Vulnerabilities in Social Work (10 Hours)

Focus: Understanding the anatomy of stress, its biological pathways, and specific psychological threats unique to human service professionals.

1. **Conceptual Framework of Stress:** Introduction to Eustress (positive stress) versus Distress (negative stress); the General Adaptation Syndrome (GAS) model; and identifying personal vs. environmental stressors.
2. **Physiology and Psychology of Stress:** Biological responses to chronic stress (the endocrine and nervous systems); cognitive appraisal theories; and behavioral manifestations of internal tension.
3. **Occupational Hazards in Social Work Practice:** Deconstructing Burnout, Compassion Fatigue, and Vicarious/Secondary Traumatic Stress induced by continuous exposure to client trauma.
4. **Socio-Cultural Determinants of Stress:** Analyzing how gender, economic vulnerabilities, cultural expectations, and systemic field disparities exacerbate stress levels in grassroots operations.
5. **Assessment and Measurement of Stress:** Training in standard psychometric tools for diagnostic self-reflection (e.g., Perceived Stress Scale, Professional Quality of Life - ProQOL scale) to identify early warning signs of emotional exhaustion.

Unit 2: Individual Coping Mechanisms & Cognitive-Behavioral Techniques (10 Hours)

Focus: Developing evidence-based personal interventions, cognitive reframing, and immediate distress-tolerance strategies.

1. **Cognitive Reframing and Rational Thinking:** Understanding cognitive distortions (catastrophizing, all-or-nothing thinking); applying Cognitive Behavioral Therapy (CBT) principles for modifying self-defeating thoughts.
2. **Mindfulness, Meditation, and Somatic Relaxation:** Theory and practice of Mindfulness-Based Stress Reduction (MBSR); progressive muscle relaxation (PMR); and deep breathing techniques for instant crisis-de-escalation.
3. **Time Optimization and the Eisenhower Matrix:** Overcoming procrastination; managing heavy workloads during field placements; and utilizing the urgent-versus-important matrix for prioritizing tasks.
4. **Emotional Regulation and Assertiveness Training:** Developing emotional literacy to sit with tough client narratives; learning the art of saying "no" politely yet firmly to maintain professional boundaries.
5. **Physical Wellness and Holistic Self-Care:** Understanding the role of sleep hygiene, nutrition, and rhythmic physical activities in managing cortisol levels and boosting emotional resilience.

Unit 3: Institutional Stress Management, Resilience & Professional Longevity (10 Hours)

Focus: Designing systemic workspace interventions, building collective resilience, and establishing a healthy work-life equilibrium.

1. **Organizational Stress and Workplace Environment:** Identifying systemic stressors within NGOs, CSR wings, and government agencies (e.g., role ambiguity, administrative pressure, lack of peer support).
2. **Peer Support Frameworks and Field Supervision:** Leveraging debriefing sessions, formal clinical supervision, and mutual support groups to process heavy emotional experiences encountered during concurrent fieldwork.
3. **Building Psychological Resilience:** Developing a growth mindset, cultivating internal locus of control, and fostering adaptive coping mechanisms to bounce back from field setbacks and policy rejections.
4. **Work-Life Integration Frameworks:** Striking a healthy balance between academic commitments, field duties, and personal life; establishing clear digital boundaries to avoid round-the-clock professional availability.
5. **Formulating Personal Self-Care Plans:** Creating a personalized, documented long-term self-care protocol integrating physical, emotional, social, and spiritual dimensions to ensure continuous professional longevity in social work.

Reference Books (APA 7th Edition Style)

- Chen, D. D. (2016). *Stress management and prevention: Applications to daily life* (3rd ed.). Routledge.
- Cox, T. (1993). *Stress research and stress management: Putting theory to work*. HSE Books.
- Davis, M., Eshelman, E. R., & McKay, M. (2019). *The relaxation and stress reduction workbook* (7th ed.). New Harbinger Publications.
- Figley, C. R. (Ed.). (2002). *Treating compassion fatigue*. Brunner-Routledge.
- Greenberg, J. S. (2021). *Comprehensive stress management* (15th ed.). McGraw-Hill Education.
- Looker, T., & Gregson, O. (2011). *Manage your stress: Overcoming stress in the modern world*. Hodder & Stoughton.
- Pyles, L. (2020). *Healing justice: Holistic self-care for change makers*. Oxford University Press.
- Thompson, N. (2019). *The resilient social worker: Our blue-light services*. Palgrave Macmillan.

M.S.W. SEMESTER – 2: DETAILED SYLLABUS

1. Working with Communities and Social Action (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the concept, philosophy, and principles of Community Organization and Social Action as methods of social work.
2. To develop skills in સમુદાયિક (community) analysis, leadership building, and resource mobilization.
3. To familiarize students with models, strategies, and tools for structural social change and advocacy.

Outcomes:

1. Students will be able to scientifically analyze power structures and dynamics within diverse communities.
2. Students will demonstrate competencies in applying participatory rural appraisal (PRA) tools to design community-led projects.
3. Students will design and execute rights-based social action strategies to advocate for the rights of marginalized groups.

Course Content:

Unit 1: Community Organization: Introduction and Approaches

1. Concept, definition, objectives, and historical evolution of Community Organization.
2. Types of communities: Rural, urban, and tribal communities and their unique features.
3. Principles of Community Organization (acceptance, local needs, participation, etc.).
4. Models of Community Organization: Locality Development, Social Planning, and Social Action (Rothman's models).
5. Understanding community power structures, gender dynamics, and elite capture.

Unit 2: Processes and Skills in Community Organization

1. Phases of Community Organization: Entry, assessment, organization, execution, and withdrawal.
2. Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA): Tools and application.
3. Community leadership: Identification, development, and training of local leaders.
4. Skills in community organization: Networking, lobbying, dialogue, and conflict resolution.
5. Resource mobilization: Identification and utilization of internal and external resources.

Unit 3: Social Action: Concept and Strategies

1. Definition, nature, objectives, and scope of Social Action as a method of social work.
2. Relationship between Community Organization, Social Action, and Social Movements.
3. Principles of Social Action (legitimacy, dramatization, organization, dual approach).
4. Strategies of Social Action: Conscientization (Paulo Freire), advocacy, and public interest litigation (PIL).
5. Models of Social Action: Elitist, popular, and radical models.

Unit 4: Advocacy, Rights, and Social Movements

1. Definition, types, and tools of legislative and policy Advocacy.
2. Role of the mass media, social networks, and public campaigns in Social Action.
3. Contemporary social movements in India (Caste-based, tribal rights, gender equality movements).
4. Role of Civil Society Organizations (CSOs) and non-governmental networks in state-level advocacy.
5. Rights-based approach vs. welfare-based approach in **ସାମ୍ପ୍ରଦାୟିକ** (community) development.

Unit 5: Role of Social Worker in Community and Social Action

1. Roles of a community worker: Facilitator, animator, advocate, researcher, and mediator.
2. Navigating political, cultural, and institutional challenges during community intervention.
3. Application of technology and digital tools in community mobilization.
4. Ethical considerations, boundary maintenance, and safety issues in social action.
5. Case studies of successful grassroots community organization and social action in India.

Reference Books:

- Alinsky, S. (2018). *Rules for radicals: A pragmatic primer for realistic radicals*. Vintage Books.
- Freire, P. (2017). *Pedagogy of the oppressed*. Penguin Books.
- Ledwith, M. (2020). *Community development: A critical approach*. Policy Press.
- Siddiqui, H. Y. (2016). *Working with communities: An introduction to community work*. Hira Publications.
- Somesh, K. (2015). *Methods for community participation: A complete guide for practitioners*. Short Run Press.

2. Social Work Research (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the fundamental concepts, nature, and types of Social Work Research.
2. To master the scientific steps of research from problem formulation to data analysis and report writing.
3. To introduce basic statistical tools and quantitative/qualitative data processing software.

Outcomes:

1. Students will be able to formulate research questions, develop hypotheses, and design scientific research proposals.
2. Students will construct and validate reliable data collection tools such as questionnaires and interview schedules.
3. Students will utilize basic statistical operations to analyze data and draft structured, ethical academic research reports.

Course Content:

Unit 1: Social Work Research: Introduction and Problem Formulation

1. Definition, nature, objectives, and scope of Social Science Research and Social Work Research.
2. Distinction between social work research and general social research.
3. Scientific Method: Steps in the research process, objectivity, and ethical issues in research.
4. Identification, selection, and formulation of a research problem.
5. Review of Literature: Meaning, importance, and sources of literature tracking.

Unit 2: Research Design and Hypotheses

1. Concept, features, and importance of a Research Design.
2. Types of Research Designs: Exploratory, Descriptive, Diagnostic, and Experimental.
3. Qualitative, Quantitative, and Mixed-Method research paradigms.
4. Hypotheses: Definition, types, characteristics, and forms of formulation.
5. Variables: Concept, independent, dependent, extraneous, and intervening variables.

Unit 3: Sampling and Methods of Data Collection

1. Concept of Universe, Population, and Sample.
2. Probability Sampling Methods: Simple random, stratified random, systematic, and cluster sampling.
3. Non-Probability Sampling Methods: Purposive, convenience, quota, and snowball sampling.
4. Sources of Data: Primary and secondary data collection sources.
5. Tools of Data Collection: Observation guide, Questionnaire, Interview Schedule, and Focus Group Discussion (FGD) guidelines.

Unit 4: Data Processing, Analysis and Statistics

1. Data Processing: Editing, coding, classification, and tabulation of data.
2. Presentation of Data: Graphic and diagrammatic representation (bar diagrams, pie charts, histograms).
3. Measures of Central Tendency: Arithmetic Mean, Median, and Mode (Computation and usage).
4. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, and Standard Deviation.
5. Correlation: Concept, types, and Pearson's product-moment correlation coefficient overview.

Unit 5: Qualitative Methods and Research Report Writing

1. Qualitative research methods: Case study, ethnography, grounded theory, and content analysis.
2. Ethical compliances: Informed consent, anonymity, plagiarism, and citation tracking.
3. Structure and components of a research report/thesis (Preliminaries, main text, reference sections).
4. Referencing styles: In-depth study of APA style formatting and bibliography construction.
5. Introduction to data analysis software: Basics of SPSS (Quantitative) and NVivo (Qualitative).

Reference Books:

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications.
- Kothari, C. R. (2019). *Research methodology: Methods and techniques*. New Age International Publishers.
- Laldas, D. K. (2016). *Practice of social research*. Rawat Publications.
- Rubin, A., & Babbie, E. R. (2017). *Research methods for social work*. Cengage Learning.
- Goode, W. J., & Hatt, P. K. (2015). *Methods in social research*. McGraw-Hill Book Company.

3. Field Work – 2: Rural Community Fieldwork (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Viva Voce

Objectives:

1. To understand the socio-economic, cultural, and political structure of rural communities.
2. To develop practical skills in applying Participatory Rural Appraisal (PRA) and social mapping tools.
3. To learn the functioning of local self-government (Gram Panchayat) and rural developmental schemes.

Outcomes:

1. Students will be able to perform micro-level planning and needs assessment in rural areas using PRA tools.
2. Students will design and execute community-wide awareness programs on rural health, sanitation, and education.
3. Students will facilitate local communities to access and leverage rural development and social security schemes.

Course Content:

Unit 1: Entry into Rural Community and Rapport Building

1. Concept, characteristics, and changing nature of Indian rural society.
2. Techniques of community entry, initial transit walks, and community immersion.
3. Building professional rapport with diverse rural stakeholders: Sarpanch, Talati, Anganwadi workers, and local youth groups.
4. Identifying and navigating rural power dynamics, caste structures, and factionalism.
5. Maintaining field diaries with a specific focus on rural socio-cultural observations.

Unit 2: Participatory Rural Appraisal (PRA) & Research Tools

1. Theoretical foundations, principles, and ethics of Participatory Rural Appraisal (PRA) in rural settings.
2. Practical application of Space-related PRA tools: Social Mapping, Resource Mapping, and Catchment Mapping.
3. Practical application of Time-related PRA tools: Time Line, Trend Analysis, and Seasonal Diagramming (Crop/Health patterns).
4. Relational PRA tools: Venn Diagram (Chapati Diagram) for institutional linkages and Matrix Ranking for prioritizing problems.
5. Conducting focused Transect Walks to observe rural infrastructure, sanitation, and agricultural lands.

Unit 3: Rural Local Self-Government and Institutional Study

1. Study of the 73rd Constitutional Amendment Act and the structure of Panchayati Raj Institutions (PRI).
2. Understanding the administrative functions and financial resources of the Gram Panchayat.
3. Attending and observing the dynamics of Gram Sabhas and Mahila Sabhas.
4. Institutional study of rural development setups: Primary Schools, Primary Health Centers (PHCs), and Co-operative Societies etc.
5. Evaluating the role of Self-Help Groups (SHGs) and Sakhi Mandals in rural women's economic empowerment.

Unit 4: Intervention with Rural Vulnerable Groups & Campaigns

1. Identifying and profiling vulnerable groups in villages: Landless laborers, small farmers, widows, and school dropouts.
2. Applying Social Casework to resolve rural domestic issues, addiction problems, or structural dependencies.
3. Organizing Group Work with rural adolescents, youth clubs, or farmer collectives for capacity building.
4. Planning and executing village-wide awareness campaigns (Street plays, rallies, or wall paintings) on sanitation (ODF+), water conservation, and clean energy.
5. Organizing diagnostic health camps or digital literacy drives in collaboration with local administration.

Unit 5: Scheme Mapping, Documentation, and Evaluation

1. Mapping and facilitating the community's access to major rural schemes (e.g., MGNREGA, PM-AWAS, Ayushman Bharat, PM-Kisan).
2. Documenting the entire process of a rural development initiative or a community baseline study.
3. Maintaining analytical weekly field work records linking rural practices with community organization theories.
4. Conducting Individual Conferences (ICs) and Group Conferences (GCs) to present rural field learnings and case studies.
5. Compilation of a comprehensive "Village Profile Portfolio" and facing the Semester 2 Rural Viva-Voce panel.

Reference Books:

- Chambers, R. (2017). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.
- Jain, S. C. (2016). *Rural development: Institutions and strategies*. Rawat Publications.
- Narayan, S. (2018). *Participatory rural appraisal: Principles, methods, and application*. Inter-India Publications.
- Singh, K. (2019). *Rural development: Principles, policies, and management*. Sage Publications.
- Sisodia, Y. S. (2015). *Functioning of Panchayati Raj Institutions in India*. Rawat Publications.

4. Elective 1 (Option A): Social Work with Differently Abled (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the various types, etiologies, and manifestations of physical, mental, and sensory disabilities.
2. To analyze the social, psychological, and economic impacts of disability on individuals and families.
3. To study the legal provisions, rehabilitation models, and social work intervention strategies for empowering persons with disabilities (PwDs).

Outcomes:

1. Students will be able to distinguish between diverse forms of disability and evaluate their functional limits using standard guidelines.
2. Students will design and run medical, educational, and vocational rehabilitation plans for differently-abled individuals.
3. Students will utilize national laws and international conventions to advocate for accessible infrastructures and equal opportunities for PwDs.

Course Content:

Unit 1: Conceptual Framework of Disability

1. Concept, definition, and classification of disabilities: As per Rights of Persons with Disabilities (RPwD) Act, 2016
2. Types of Disabilities: As per Rights of Persons with Disabilities (RPwD) Act, 2016.
3. Historical shifts in handling disability: From the Charity model to the medical model and the Social/Rights model.
4. Causes, risk factors, and preventative measures for congenital and acquired disabilities.
5. Incidence and demographic profile of persons with disabilities (RPwDs) in India.

Unit 2: Psycho-Social and Economic Implications

1. Psychological impacts: Denial, low self-esteem, isolation, and anxiety among RPwDs.
2. Impact of disability on family dynamics: Caregiver burden, stress, and economic strain.
3. Societal attitudes: Stigma, labeling, discrimination, and barriers to social inclusion.
4. Specific vulnerabilities of differently-abled women and children.
5. Structural barriers: Physical, infrastructural, digital, and communication barriers in public domains.

Unit 3: Rehabilitation Models and Interventions

1. Concept, definition, objectives, and principles of Rehabilitation.
2. Models of Rehabilitation: Institutional Rehabilitation vs. Community-Based Rehabilitation (CBR).
3. Components of Rehabilitation: Medical, educational, psychological, vocational, and social rehabilitation.
4. Assistive technologies, adaptive devices, and artificial limbs: Accessibility and utility.
5. Multidisciplinary teams in rehabilitation: Roles of Social Workers, Speech Therapists, Physiotherapists, and Occupational Therapists.

Unit 4: Legislative Safeguards and Welfare Schemes

1. The Rights of Persons with Disabilities (RPwD) Act, 2016: Detailed study of chapters, rights, and reservations.
2. The National Trust Act, 1999, and Mental Healthcare Act, 2017: Structural overviews.
3. Government policies and schemes: Unique Disability ID (UDID), scholarships, pensions, and loan systems.
4. International frameworks: UN Convention on the Rights of Persons with Disabilities (UNCRPD).
5. Accessible India Campaign (Sugamya Bharat Abhiyan): Objectives and operational realities.

Unit 5: Social Work Practice and Advocacy

1. Applying Social Casework and counseling strategies for RPWDs and their family systems.
2. Organizing Self-Help Groups (SHGs) and support networks for parents of differently-abled children.
3. Career counseling, job mapping, and promoting inclusive workplace environments.
4. Advocating for barrier-free environments, inclusive classrooms, and universal design implementation.
5. Case studies of pioneering national and international NGOs serving the differently-abled.

Reference Books:

- Albrecht, G. L., Seelman, K. D., & Bury, M. (2016). *Handbook of disability studies*. Sage Publications.
- Kundu, C. L. (2015). *Status of disability in India*. Rehabilitation Council of India.
- Oliver, M. (2017). *Understanding disability: From theory to practice*. Palgrave Macmillan.
- Pandey, R. S., & Advani, L. (2018). *Perspectives in disability and rehabilitation*. Vikas Publishing House.
- World Health Organization. (2021). *World report on disability*. World Health Organization.

4. Elective 1 (Option B): Correctional Social Work (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the concepts of crime, deviance, criminology, and penology in contemporary society.
2. To analyze the structure and functioning of the Criminal Justice System and correctional administration setups in India.
3. To develop professional skills for social work rehabilitation, probation, and after-care services for inmates.

Outcomes:

1. Students will be able to evaluate the root psychological and social causes behind criminal patterns.
2. Students will apply therapeutic models to assist inmates and juvenile offenders within institutional spaces.
3. Students will design reintegration and after-care programs to help ex-convicts adjust back into mainstream society.

Course Content:

Unit 1: Criminology and Conceptual Background

1. Definition, nature, scope, and significance of Criminology and Penology.
2. Concepts of crime, social deviance, juvenile delinquency, and white-collar crimes.
3. Theories of Crime Causation: Classical, Biological, Psychological, and Sociological schools (Labeling, Strain theory).
4. Victimology: Concept, vulnerabilities of victims, and compensation frameworks.
5. Human rights framework inside correctional settings: International and national parameters.

Unit 2: Criminal Justice System and Legislation

1. Components of the Criminal Justice System: Police, Judiciary, and Correctional Institutions.
2. Indian Penal Code (IPC), Criminal Procedure Code (CrPC), and Indian Evidence Act: Basics.
3. The Prisons Act, 1894, and Prisons Manual: Management and historical reform reviews.
4. Juvenile Justice (Care and Protection of Children) Act, 2015: In-depth analysis.
5. Probation of Offenders Act, 1958: Legal foundations and operational rules.

Unit 3: Institutional Correctional Frameworks

1. Institutional settings: Central prisons, district jails, sub-jails, and open prisons.
2. Intermediate systems: Remand homes, observation homes, special homes, and place of safety for juveniles.
3. Internal administration: Classification of prisoners, security grids, and work programs.
4. Prison problems: Overcrowding, health crises, custodial violence, and radicalization.
5. Rights of undertrial prisoners, free legal aid setups, and bail mechanisms.

Unit 4: Non-Institutional Corrections and After-Care

1. Meaning, scope, and benefits of Non-Institutional/Community-based corrections.
2. Probation and Parole: Concepts, differences, terms, and regulatory provisions.
3. After-Care Services: Meaning, necessity, challenges, and structural patterns.
4. Reintegration models: Resettlement, employment assistance, and social re-acceptance paths.
5. Role of community networks and families in avoiding repeat offenses (recidivism).

Unit 5: Social Work Interventions in Correctional Fields

1. Role of social workers in prisons: Counselor, rehabilitator, educator, and legal liaison.
2. Psycho-therapeutic interventions: Cognitive Behavioral Therapy (CBT), stress management, and yoga for prisoners.
3. Organizing vocational trades, literacy missions, and cultural activities inside prison units.
4. Conducting social investigations for probation orders and parole evaluations.
5. Strategic planning for family support groups of incarcerated individuals.

Reference Books:

- Ahuja, R. (2016). *Criminology*. Rawat Publications.
- Bhattacharya, S. K. (2015). *Social defence: An Indian perspective*. Regency Publications.
- Paranjape, N. V. (2018). *Criminology and penology with victimology*. Central Law Publications.
- Srivastava, S. P. (2017). *The juvenile justice system in India*. Ajanta Books International.
- United Nations Office on Drugs and Crime. (2020). *Handbook on correctional social work*. United Nations.

5. Elective 2 (Option A): Psychiatric Social Work (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the historical trajectory, concepts, and scope of Mental Health and Psychiatric Social Work.
2. To familiarize students with psychiatric classifications, mental illnesses, and diagnostic parameters.
3. To build skills for clinical psycho-social histories, therapeutic counseling, and community-level mental health initiatives.

Outcomes:

1. Students will be able to construct comprehensive psychiatric case histories and mental status examinations (MSE).
2. Students will apply diverse clinical therapies (CBT, psychotherapy, crisis models) to clients experiencing mental health challenges.
3. Students will build community-based mental health programs to reduce stigma and expand therapeutic accessibility.

Course Content:

Unit 1: Mental Health and Psychiatric Social Work: Introduction

1. Definition, concepts, and attributes of Mental Health and Mental Illness.
2. Origin, evolution, and milestones of Psychiatric Social Work globally and in India.
3. Multidisciplinary teams in mental health: Roles of Psychiatrists, Clinical Psychologists, Nurses, and Psychiatric Social Workers.
4. Prevalence, socio-economic burdens, and status of mental health care in developing countries.
5. Myths, misconceptions, prejudices, and stigma surrounding psychiatric disorders.

Unit 2: Psychiatric Classifications and Clinical Disorders

1. Introduction to international classification systems: Diagnostic and Statistical Manual (DSM) and International Classification of Diseases (ICD).
2. Major Psychiatric Disorders (Psychoses): Schizophrenia, Mood Disorders (Bipolar Affective Disorder, Major Depression).
3. Minor Psychiatric Disorders (Neuroses): anxiety disorders, obsessive-compulsive disorder (OCD), Phobias, and PTSD.
4. Personality disorders, psychosomatic illnesses, and substance-induced psychiatric conditions.
5. Childhood disorders: autism spectrum disorder (ASD), ADHD, and conduct disorders.

Unit 3: Clinical Assessment and Diagnostic Frameworks

1. Methods of psychiatric data gathering: Clinical Interviewing and tracing ancestral histories.
2. Mental Status Examination (MSE): Frameworks, components, and observation indices.
3. Psycho-social diagnosis and formulating treatment plans.
4. Understanding treatment modalities: Psychopharmacology (medicines), Electroconvulsive Therapy (ECT), and psychotherapy.
5. Managing psychiatric emergencies: Suicide risks, panic interventions, and acute violent outbursts.

Unit 4: Therapeutic Intervention Models

1. Psychoanalysis and Client-Centered therapeutic models: Applications.
2. Cognitive Behavioral Therapy (CBT) and Rational Emotive Behavior Therapy (REBT).
3. Family Therapy and Marital Counseling in clinical environments.
4. Group Therapy, milieu therapy, and therapeutic community architectures.
5. Crisis Intervention: Theoretical foundations, phases, and direct clinical practices.

Unit 5: Community Mental Health and Policy Frameworks

1. Community Mental Health: Meaning, scope, and preventive approaches (Primary, Secondary, Tertiary prevention).
2. District Mental Health Programme (DMHP) and National Mental Health Programme (NMHP): Evaluations.
3. Mental Healthcare Act, 2017: Comprehensive review of rights, boards, and advance directives.
4. Psychiatric Rehabilitation: Halfway homes, day-care centers, sheltered workshops, and independent living options.
5. Role of NGOs in mental health promotion, life-skills training, and suicide prevention networks.

Reference Books:

- Francis, A. (2016). *Social work in mental health: Contexts and theories*. Sage Publications.
- Mental Health Academy. (2020). *Psychiatric social work: A clinical guide*. MHA Press.
- Raju, M. V. R. (2018). *Community mental health in India*. Rawat Publications.
- Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan and Sadock's synopsis of psychiatry*. Wolters Kluwer.
- Verghese, A. (2015). *Introduction to psychiatry*. B.I. Publications.

5. Elective 2 (Option B): Family Life Education (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the concept, philosophy, goals, and framework of Family Life Education (FLE).
2. To study human development stages, marital readiness, sexual health, and parental dynamics across life transitions.
3. To build skills for creating, evaluating, and running FLE programs for diverse population brackets.

Outcomes:

1. Students will be able to design lifecycle-specific curriculums for family life and relationship education.
2. Students will provide counseling on pre-marital preparedness, family planning, and parenting challenges.
3. Students will run educational workshops regarding sexual health, gender respect, and domestic wellness.

Course Content:

Unit 1: Family Life Education: Overview and Framework

1. Definition, concept, philosophy, goals, and core values of Family Life Education (FLE).
2. Historical developments and operational paradigms of FLE in India and global systems.
3. Institutional agencies implementing FLE: Schools, colleges, religious bodies, and NGOs.
4. Role and professional ethics of a Family Life Educator.
5. Theoretical models of FLE: Operational frameworks, resource tracking, and field dynamics.

Unit 2: Human Development, Sexuality and Health

1. Biological basis of human life: Anatomy, physiology, and human reproduction overview.
2. Stages of human development: Infancy, childhood, adolescence, adulthood, and senescence.
3. Psychosexual development: Understanding sexual orientation, healthy boundaries, and safe choices.
4. Reproductive and Child Health (RCH): Family planning methods, safe motherhood, and STI/HIV preventions.
5. Nutritional education, healthy lifestyle practices, and home healthcare management basics.

Unit 3: Pre-Marital Readiness and Marital Dynamics

1. Marriage as a social and legal contract: Concepts, selection factors, and alignment strategies.
2. Pre-marital counseling: Meaning, goals, compatibility evaluations, and communication builds.
3. Marital adjustments: Managing role changes, financial budgets, and relative expectations.
4. Intimacy, companionship, and conflict resolution architectures within marriages.
5. Special marital disruptions: Handling infertility, infidelity, legal separations, and divorces.

Unit 4: Parenting and Caregiving Dynamics

1. Concept, roles, and types of parenting styles (Authoritative, Authoritarian, Permissive, Uninvolved).
2. Parent-child relationships across childhood, tumultuous adolescence, and adult stages.
3. Positive parenting techniques: Nurturing skills, behavior corrections, and open communication lines.
4. Caring for special family members: Differently-abled children and vulnerable geriatric setups.
5. Work-family life balance: Stress coping methods for dual-career couples.

Unit 5: Program Planning and Evaluation in FLE

1. Identifying targeted operational fields and running baseline assessments for FLE inputs.
2. Step-by-step curriculum design of FLE modules for adolescents, couples, and seniors.
3. Teaching methodologies: Interactive lectures, group debates, audio-visual screenings, and role plays.
4. Monitoring and Evaluation strategies for measuring short-term and longitudinal FLE behavioral impacts.
5. Navigating cultural sensitivities, religious reservations, and institutional pushbacks during FLE execution.

Reference Books:

- Arus, R. M. (2016). *Family life education: Principles and practices*. Harper & Row.
- Darling, C. A., & Cassidy, D. (2018). *Family life education: Working with families across the lifespan*. Waveland Press.
- Desai, M. (2015). *Family social work in India*. Tata Institute of Social Sciences.
- Thomas, J. (2017). *Human sexuality and family life education*. Rawat Publications.
- Duncan, S. F., & Goddard, H. W. (2021). *Family life education: Integrating theory and practice*. Sage Publications.

6. Basics in Counseling (AEC 2 Credits)

Evaluation: Internal: 25 Marks | External: 25 Marks | Total: 50 Marks

Exam Type : Theory

Objectives:

1. To introduce the concept, process, stages, and micro-skills of professional Counseling.
2. To study foundational theories, clinical approaches, and ethical guidelines of counseling practice.
3. To familiarize students with application metrics of counseling across various critical distress situations.

Outcomes:

1. Students will be able to differentiate counseling from advising or guiding, and maintain standard ethical codes.
2. Students will demonstrate micro-skills like active listening, paraphrasing, and empathetic responding during therapeutic interactions.
3. Students will select and apply appropriate counseling modalities for crises, family friction, or career tracking.

Course Content:

Unit 1: Counseling: Fundamentals, Ethics and Micro-Skills

1. Definition, nature, objectives, and scope of professional Counseling.
2. Distinctions and boundaries between Counseling, Guidance, Psychotherapy, and Social Casework.
3. Ethical standards in counseling: Confidentiality, informed consent, non-maleficence, and managing value conflicts.
4. Counseling Micro-skills: Active listening, empathetic responding, questioning, paraphrasing, and summarizing.
5. Characteristics, self-awareness, personal blocks, and emotional burnout risks of an effective counselor.

Unit 2: Counseling Process, Stages and Theories

1. Phase 1 of Counseling: Building rapport, establishing safety contracts, and exploring problems.
2. Phase 2 of Counseling: In-depth exploration, challenge steps, goal setting, and action planning.
3. Phase 3 of Counseling: Implementation of action tracks, monitoring shifts, evaluation, and planned termination.
4. Foundational Theories: Psychoanalytic (Freud), Person-Centered (Rogers), and Behavioral (Skinner) approaches.
5. Modern Cognitive Models: Cognitive Therapy (Beck), REBT (Ellis), and introduction to eclectic/integrative approaches.

Unit 3: Situational Applications and Special Fields

1. Crisis Intervention Counseling: Managing grief, trauma, physical loss, and sudden catastrophic shocks.
2. School and Career Counseling: Student adjustment challenges, exam anxiety, and occupational planning.
3. Family, Marital, and Relationship Counseling: Handling domestic breakdowns and parental stresses.
4. Rehabilitation Counseling: Working within substance de-addiction centers and physical trauma units.
5. Tele-counseling and digital therapy platforms: Emerging trends, system setups, and operational guidelines.

Reference Books:

- Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. Cengage Learning.
- Egan, G. (2018). *The skilled helper: A problem-management and opportunity-development approach to helping*. Cengage Learning.
- Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to counseling and guidance*. Pearson.
- Gladding, S. T. (2019). *Counseling: A comprehensive profession*. Pearson.
- Narayana Rao, S. (2015). *Counselling and guidance*. Tata McGraw-Hill.

M.S.W. SEMESTER – 3: DETAILED SYLLABUS

One Year MSW Syllabus After BSW Honours And Honours With Research

1. Community Health: A Social Work Perspective (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the concepts of health, hygiene, and the socio-economic determinants of community health.
2. To study the clinical and epidemiological aspects of major communicable and non-communicable diseases.
3. To build skills for healthcare management, public health campaigning, and medical social work interventions.

Outcomes:

1. Students will be able to evaluate public health problems using socio-economic and cultural frameworks.
2. Students will design and execute community-based health awareness programs and sanitation drives.
3. Students will navigate national healthcare policies and institutional frameworks to support vulnerable groups.

Course Content:

Unit 1: Concept of Health and Healthcare Ecosystem

1. Concept of Health: Changing definitions, dimensions, and holistic indicators of wellbeing.
2. Socio-economic, cultural, and environmental determinants of community health.
3. Public Health vs. Clinical Medicine: Scope, philosophy, and evolution in India.
4. Healthcare delivery models: Primary, Secondary, and Tertiary healthcare infrastructure in India.
5. Myths, traditional beliefs, prejudices, and gender disparities in community health seeking behaviors.

Unit 2: Epidemiology and Disease Trajectories

1. Principles of Epidemiology: Communicable vs. non-communicable diseases overview.
2. Major Communicable Diseases: Tuberculosis, HIV/AIDS, Malaria, Dengue, and Water-borne infections (Typhoid, Cholera).
3. Lifestyle/Non-Communicable Illnesses: Blood Disorders, Hypertension, Diabetes, Cardiovascular diseases, and Malignant Cancer forms.
4. Maternal and Child Health (MCH): Malnutrition, infant mortality (IMR), and maternal mortality (MMR) vectors.
5. Reproductive and Sexual Health: Family welfare tracking, family planning, and immunizations.

Unit 3: Healthcare Policies and State Schemes

1. National Health Policy (NHP): Evolutions, targets, and operational constraints.
2. Ayushman Bharat (PM-JAY): Health protection grid and grassroots infrastructure linkages.
3. National Health Mission (NHM): National Rural Health Mission (NRHM) and Urban Health Mission (NUHM).
4. Roles and functions of grassroots health workers: ASHA, Anganwadi Workers (AWW), and ANMs.
5. Global frameworks: World Health Organization (WHO) priorities and health-related SDGs.

Unit 4: Public Health Sanitation and Mental Resilience

1. Water, Sanitation, and Hygiene (WASH) frameworks: Solid and liquid waste management models.
2. Swachh Bharat Mission (Grameen and Urban): Achievements, behavioral changes, and sustainability.
3. Community Mental Health: Conceptual dimensions, psychiatric exclusions, and community-based de-addiction grids.
4. Occupational Health Hazards: Industrial pollutants, agricultural pesticide exposures, and labor health protections.
5. Nutritional policies: POSHAN Abhiyaan, food security networks, and mid-day meal programs.

Unit 5: Social Work Interventions in Healthcare Settings

1. Roles and responsibilities of a Medical Social Worker (MSW) in clinical environments.
2. Utilizing Social Casework and counseling strategies for patients managing terminal or chronic illnesses.
3. Organizing health awareness camps, diagnostic grids, and voluntary blood donation drives in villages.
4. Patient rights advocacy, managing hospital help desks, and managing medical resource mobilizations.
5. Case studies of pioneering national and international civil society organizations in public health.

Reference Books:

- Goel, S. L. (2016). *Health care system in India*. Deep & Deep Publications.
- Park, K. (2021). *Park's textbook of preventive and social medicine* (26th ed.). Banarsidas Bhanot Publishers.
- Rao, M., & Prasad, Purendra. (2018). *The socio-cultural dimensions of health and illness in India*. Routledge.
- Schneider, M. J. (2020). *Introduction to public health*. Jones & Bartlett Learning.
- World Health Organization. (2022). *World health report: Shaping the future*. WHO Press.

2. Social Work with Industries (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the structure, sub-systems, and socio-economic environment of industrial organizations in India.
2. To equip students with knowledge regarding human resource management functions and the specific roles of industrial social workers.
3. To develop clinical interventions and support strategies to address employee problems and enhance occupational well-being.

Outcomes:

1. Students will be able to apply social work principles to resolve complex psycho-social and occupational issues faced by industrial employees.
2. Students will design and execute workplace wellness programs, employee assistance policies, and stress management grids.
3. Students will effectively perform the role of Human Resource executives or Occupational Social Workers within modern corporate setups.

Course Content:

Unit 1: Industrialization and Occupational Social Work

1. Industrialization: Historical development, characteristics, impact on human society, and emerging corporate landscapes in India.
2. Occupational Social Work: Concept, definition, historical evolution, philosophy, and scope in current market structures.
3. The Industrial Organization as a Social System: Formal vs. informal organizations, environmental interfaces, and institutional dynamics.
4. Evolution of human resource functions from protective paternalism to Strategic Human Resource Management (SHRM).
5. Role of Professional Social Work Associations in standardizing occupational counseling practices.

Unit 2: Human Resource Management (HRM) Functions

1. Human Resource Planning (HRP): Job analysis, job description, specification metrics, and workload forecasting.
2. Recruitment and Selection: Sourcing channels, technical testing, interviews, and orientation programs.
3. Performance Appraisal: Traditional vs. modern methods (360-degree appraisal, Management by Objectives - MBO), and feedback protocols.
4. Compensation Management: Determinants of wages, incentives, fringe benefits, and strategic reward management systems.
5. Training and Development: Assessing training needs (TNA), designing learning modules, and evaluating training effectiveness.

Unit 3: Employee Welfare and Work Environment

1. Employee Welfare: Concept, philosophy, historical development, principles, and classifications (Statutory vs. Non-statutory).
2. Working Conditions: Workplace safety protocols, occupational health hazards, ergonomics, and clean sanitation systems.
3. Industrial Accidents: Common causes, structural prevention models, safety audits, and emergency evacuation drills.
4. Welfare Amenities: Canteens, creches, rest-rooms, recreational facilities, and housing assistance frameworks.
5. Social Security Schemes inside industries: Group insurance policies, provident funds, and gratuity distributions.

Unit 4: Employee Assistance Programs and Counseling

1. Employee Assistance Programs (EAPs): Concepts, components, setup strategies, and global workplace execution styles.
2. Industrial Counseling: Techniques for handling absenteeism, late-coming, low motivation, and high employee turnover.
3. Substance Abuse in Workplace: Identification models, intervention tracks, de-addiction programs, and rehabilitation management.
4. Mental Health Issues: Corporate burnouts, stress tracking, anxiety management, and work-life balance frameworks.
5. Workplace Diversity and Inclusion: Addressing issues of women workers, disabled employees, and preventing workplace sexual harassment.

Unit 5: Labor Welfare Officer and Social Work Roles

1. Labor Welfare Officer: Legal status, statutory qualifications, duties, and operational challenges under Indian provisions.
2. Role of the Industrial Social Worker: Mediator, counselor, consultant, change agent, and human resource facilitator.
3. Industrial Social Work Interventions: Family welfare of workers, organizing financial literacy camps, and community outreach.
4. Application of social work research in monitoring employee satisfaction indices and human resource audits.
5. Ethical Issues in Occupational Social Work: Managing confidentiality boundaries, handling dual loyalties, and advocating for labor rights.

Reference Books:

- Flippo, E. B. (2014). *Personnel management*. McGraw-Hill.
- Misra, K. K. (2016). *Labour welfare and social security in India*. Deep & Deep Publications.
- Monappa, A. (2018). *Personnel management*. Tata McGraw-Hill.
- Sarma, A. M. (2019). *Aspects of labour welfare and social security*. Himalaya Publishing House.
- Verma, P. (2017). *Personnel management in Indian enterprises*. Academic Publishers.

3. Management of Developmental and Welfare Organization (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To introduce the organizational profiles, legal structures, and configurations of voluntary welfare agencies in India.
2. To develop administrative, financial management, budgeting, and project reporting competencies.
3. To study human resource management, project planning, and monitoring /evaluation (M&E) systems.

Outcomes:

1. Students will be able to register and establish non-profit organizations complying with national laws.
2. Students will draft professional development project proposals using Logical Framework Approaches (LFA).
3. Students will utilize financial accounting, auditing, and corporate resource mobilization strategies.

Course Content:

Unit 1: Introduction to Development and Welfare Organizations

1. Conceptual definitions, features, and evolution of Social Welfare Administration and Development Management.
2. Typologies of organizations: Government departments, public trusts, societies, and Section 8 companies.
3. Role and contributions of Voluntary Organizations (NGOs/CSOs) in national development agendas.
4. Principles of administrative management: Applications of POSDCORB frameworks.
5. Challenges facing contemporary Indian NGOs: Financial dependencies, transparency deficits, and state regulatory interfaces.

Unit 2: Legal Frameworks and Institutional Registration

1. Indian Trust Act, 1882: Registration protocols, trustee duties, and compliance pathways.
2. Societies Registration Act, 1860: Governance rules, memorandum of association, and updates.
3. Section 8 of the Companies Act, 2013: Characteristics and compliance benefits for social enterprises.
4. Foreign Contribution Regulation Act (FCRA): Compliance criteria, account pathways, and legal bounds.
5. Income Tax Provisions: Procedural tracking for obtaining 12A registration, 80G tax exemptions, and PAN/TAN protocols.

Unit 3: Project Planning and Management Models

1. Project Lifecycle Management: Conceptualization, baseline appraisals, implementation setups, and closures.
2. Project Proposal Writing: Goals, input tracking, performance budgeting, and timelines.
3. Logical Framework Approach (LFA): Developing input indicators, monitoring parameters, and risk logs.
4. Project Monitoring and Evaluation (M&E): Concurrent monitoring, mid-term appraisals, and social impact audits.
5. Management Information Systems (MIS): Software usage for data management and reporting.

Unit 4: Financial Management and Resource Mobilization

1. Financial Accounting: Principles of double-entry bookkeeping, cash books, ledgers, and balance sheets.
2. Budgeting: Performance-based budgets, zero-based budgeting models, and variance evaluations.
3. Sourcing strategies: Public donations, crowdfunding, international foundations, and government grant-in-aid systems.
4. Corporate Social Responsibility (CSR): Corporate fundraising mechanisms under Section 135.
5. Statutory Audits: Internal control mechanisms, external audit updates, and accountability disclosures.

Unit 5: Human Resource and Administrative Leadership

1. Human Resource Planning in NGOs: Recruitment, contract formulations, and performance appraisals.
2. Volunteer Management: Sourcing, motivating, maintaining, and handling community volunteer corps.
3. Organizational Leadership: Styles, conflict resolutions, team building, and institutional transformations.
4. Public Relations (PR): Branding social causes, building media interfaces, and managing web identities.
5. Statutory Compliances: Executive board structures, annual general meetings (AGM), and filing annual returns.

Reference Books:

- Chandra, S. (2018). *Guidelines for NGO management in India*. Kanishka Publishers.
- Goel, S. L., & Jain, R. K. (2015). *Social welfare administration: Theory and practice*. Deep & Deep Publications.
- Lewis, D. (2014). *Non-governmental organizations, management and development*. Routledge.
- Siddiqui, H. Y. (2016). *Social welfare administration*. Harran Publishers.
- Srinivas, R. (2019). *Project management and NGO administration*. Rawat Publications.

4. Elective 1 (Option A): Human Rights and Social Work (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To introduce the philosophical concepts, evolutions, and generations of Human Rights.
2. To analyze constitutional safeguards, fundamental rights, and human rights legislation in India.
3. To build skills for institutional advocacy, legal literacy, and handling human rights violations against vulnerable groups.

Outcomes:

1. Students will be able to evaluate human rights violations using international and domestic legal parameters.
2. Students will navigate national and state-level human rights protection institutions to seek justice for marginalized groups.
3. Students will design legal aid and institutional advocacy interventions to protect civil liberties.

Course Content:

Unit 1: Concept, Evolution and Foundations of Human Rights

1. Definition, nature, philosophical parameters, and historical evolutions of Human Rights.
2. Classification of Rights: Three generations of Human Rights (Civil-Political, Socio-Economic, and Development Rights).
3. International Milestones: Universal Declaration of Human Rights (UDHR), 1948.
4. International Covenants: ICESCR (Socio-Economic Rights) and ICCPR (Civil-Political Rights).
5. Interdependence between Human Rights frameworks and the core values of professional Social Work.

Unit 2: Constitutional Architecture and Domestic Safeguards

1. Constitution of India: Preamble, democratic updates, and distributive justice values.
2. Fundamental Rights (Part III): Protections, scopes, judicial expansions, and enforcement updates.
3. Directive Principles of State Policy (Part IV): Welfare mandates and policy translations.
4. Fundamental Duties (Part IV-A): Constitutional responsibilities of citizens.
5. Judicial Review and Public Interest Litigation (PIL): Access to justice for vulnerable populations.

Unit 3: Institutional Protection Mechanisms

1. National Human Rights Commission (NHRC): Composition, powers, functions, and intervention limits.
2. State Human Rights Commissions (SHRC): Structural profiles and grievance redressal pathways.
3. National Commission for Scheduled Castes (NCSC) and National Commission for Scheduled Tribes (NCST).
4. National Commission for Women (NCW) and National Commission for Protection of Child Rights (NCPCR).
5. The role of the Judiciary, legal services authorities (NALSA/SALSA), and free legal aid grids.

Unit 4: Human Rights of Vulnerable and Marginalized Populations

1. Rights of Women: Protections against domestic violence, structural exclusions, and trafficking.
2. Rights of Children: Frameworks against child labor, sexual exploitation (POCSO), and lack of education.
3. Rights of Scheduled Castes, Scheduled Tribes, and Other Backward Classes (OBCs): Prevention of Atrocities Act.
4. Rights of Minorities, Migrants, Refugees, and Internally Displaced Persons (IDPs).
5. Rights of Persons with Disabilities (PwDs) and elderly populations under national and international laws.

Unit 5: Social Work Interventions, Advocacy, and Activism

1. Human Rights-Based Approach (HRBA) to community organization and sustainable development.
2. Role of non-governmental organizations (e.g., Amnesty International, Human Rights Watch, PUCL) in monitoring violations.
3. Techniques of human rights advocacy: Fact-finding, documentation, lobbying, and public interest campaigns.
4. Legal literacy programs: Conducting legal awareness camps in rural and slum communities.
5. Managing ethical dilemmas, personal safety, and professional boundaries in rights activism.

Reference Books:

- Baxi, U. (2018). *The future of human rights*. Oxford University Press.
- Donnelly, J. (2013). *Universal human rights in theory and practice*. Cornell University Press.
- Ife, J. (2017). *Human rights and social work: Towards rights-based practice*. Cambridge University Press.
- Kapoor, S. K. (2020). *Human rights under international law and Indian constitution*. Central Law Agency.
- Reichert, E. (2016). *Challenges in human rights: A social work perspective*. Columbia University Press.

4. Elective 1 (Option B): Social Development, Policy and Planning

(Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the concepts, models, and indicators of Social Development.
2. To analyze the processes of Social Policy formulation, implementation, and evaluation in India.
3. To study the planning frameworks, economic structural designs, and sustainable development programs of the state.

Outcomes:

1. Students will be able to critically analyze national development policies from equity and sustainability perspectives.
2. Students will apply social planning frameworks to design regional and micro-level development models.
3. Students will monitor and evaluate the efficiency of welfare policies using standardized social indicator indices.

Course Content:

Unit 1: Conceptual Framework of Social Development

1. Social Development: Definitions, core attributes, and distinctions from purely economic growth frameworks.
2. Models of Development: Capitalist, Socialist, Mixed Economy, and Sustainable Development paradigms.
3. Indicators of Development: Human Development Index (HDI), Gender Development Index (GDI), and Multi-dimensional Poverty Index (MPI).
4. Theories of Underdevelopment: Modernization theory, Dependency theory, and World Systems perspective.
5. Obstacles to development in the Global South: Corruption, population metrics, and structural resource inequalities.

Unit 2: Social Policy: Formulation and Processes

1. Social Policy: Definitions, values, objectives, and instruments.
2. The constitutional directives (DPSPs) as the source of social policy architecture in India.
3. Process of policy formulation: Agenda setting, policy design, stakeholder consultations, and legislative updates.
4. Policy Implementation: Administrative bottlenecks, bureaucratic structures, and implementation challenges.
5. Policy Evaluation: Methods for tracing policy impacts, cost-benefit analysis, and feedback tracks.

Unit 3: Social Planning and Decentralization

1. Social Planning: Meaning, types (centralized vs. decentralized planning), and historical tracks in India.
2. NITI Aayog: Structural composition, functions, and deviations from the traditional Planning Commission model.
3. Decentralized Planning: 73rd and 74th Constitutional Amendments and bottom-up planning architectures.
4. Micro-level Planning: Gram Panchayat Development Plans (GPDP) and block-level resource planning.
5. Social Auditing: Community monitoring of development expenditures and project outcomes.

Unit 4: Sectoral Policies and Welfare Strategies

1. National Education Policy (NEP): Critical updates, inclusive provisions, and execution tracks.
2. National Food Security Policy: Public Distribution System (PDS) and mid-day meal management infrastructures.
3. National Housing and Urban Livelihood Policies: PM-Awas Yojana and urban inclusion updates.
4. Affirmative Action Policies: Reservation frameworks and developmental allocations for SC, ST, and OBC groups.
5. Social Security Policies for the informal sector: Pension plans, health insurance provisions, and maternity assistance networks.

Unit 5: Sustainable Development and Social Work Interface

1. United Nations Sustainable Development Goals (SDGs): Detailed study of the 17 goals and local alignment strategies.
2. Environment vs. Development debates: Climate change issues, displacement patterns, and eco-refugee protections.
3. Corporate Social Responsibility (CSR) as an extended planning mechanism for alternative development financing.
4. Role of social workers in policy advocacy, legislative lobbying, and civil society networking.
5. Case studies of successful social development intervention models across various states in India.

Reference Books:

- Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- Kulkarni, P. D. (2015). *Social policy and social development in India*. ASSWI.
- Midgley, J. (2014). *Social development: The developmental perspective in social welfare*. Sage Publications.
- Sharma, P. R. (2019). *Social planning and policy frameworks in India*. Rawat Publications.
- NITI Aayog. (2021). *SDG India index & dashboard report*. Government of India.

5. Field Work – 3: On-the-Job Training (NGO, GO, INDUSTRY) (OJT - 6 Credits)

Evaluation: Internal: 75 Marks | External: 75 Marks | Total: 150 Marks

Exam Type : Viva Voce

Objectives:

1. To acquire practical corporate/agency workspace skills through immersive On-the-Job Training (OJT).
2. To apply advanced Social Work Research, Project Management, and Community Organization skills in real-time professional environments.
3. To build professional networks, competencies, and workplace ethics.

Outcomes:

1. Students will be able to manage administrative, project, and field operations within development or welfare organizations.
2. Students will design, implement, and evaluate a specialized community project or corporate social intervention program.
3. Students will demonstrate leadership, inter-sectoral collaboration, and adherence to professional codes of conduct.

Course Content:

Module 1: Corporate/Institutional Induction and Workspace Mapping

1. Placement in specialized development organizations, national/international NGOs, corporate CSR units, or government wings.
2. Understanding workplace structures, human resource policies, and administrative operations of the host organization.
3. Strategic mapping of the host organization's stakeholder networks and community target fields.
4. Developing a comprehensive On-the-Job Training work plan in consultation with the Institutional Supervisor.
5. Maintaining professional attendance logs, time management matrices, and task logs.

Module 2: Project Management and Operational Interventions

1. Core placement inside ongoing institutional projects: Tracing live execution steps.
2. Applying the Logical Framework Approach (LFA) to monitor project indicators and file field data.
3. Developing project documentation: Drafting minutes of meetings, monthly progress reports (MPR), and case studies.
4. Conducting concurrent data collection, verification, and feedback gathering from project beneficiaries.
5. Navigating organizational resource constraints, operational risks, and reporting requirements.

Module 3: Advanced Community Interventions and Multi-Stakeholder Coordination

1. Planning and executing specialized, target-oriented field interventions based on institutional mandates.
2. Coordinating with external government wings, local self-governments (PRI), and corporate funding partners.
3. Utilizing advanced community organization strategies to build community consensus and local conflict resolutions.
4. Designing and executing capacity-building training modules for local community frontliners and self-help groups.
5. Resource Mobilization: Assisting the organization in corporate outreach or alternative fundraising campaigns.

Module 4: Institutional Documentation, Research, and Policy Alignment

1. Conducting a mini-action research study or baseline data assessment relevant to the organization's projects.
2. Analyzing field data and compiling a comprehensive institutional research report with policy feedback tracks.
3. Evaluating the alignment of the host organization's field operations with national policies and global SDGs.
4. Managing institutional media presence: Drafting content for newsletters, web interfaces, and public annual reports.
5. Ensuring strict compliance with internal auditing, legal registrations, and ethical project disclosures.

Module 5: Professional Reflection, Portfolio Building, and Technical Viva-Voce

1. Reflective documentation: Compiling a comprehensive OJT portfolio outlining achievements, case analyses, and field journals.
2. Participating in Individual Conferences (ICs) to present operational updates and receive feedback from university guides.
3. Attending institutional debriefing sessions: Sharing field observations and recommendations with agency leaders.
4. Demonstrating the integration of professional social work values, codes of ethics, and leadership traits.
5. Facing an advanced external evaluation panel for the final Semester 3 On-the-Job Training Technical Viva-Voce.

Reference Books:

- Dash, B. M. (2018). *Field work in social work education: A manual for educators and students*. Atlantic Publishers.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. Columbia University Press.
- Roy, S. (2017). *Field work in social work*. Rawat Publications.
- Subhedar, I. S. (2016). *Field work in social work education*. Rawat Publications.
- University Grants Commission (UGC). (2020). *Review of social work education in India: Fieldwork manual*. UGC.

M.S.W. SEMESTER – 4: DETAILED SYLLABUS

1. Human Growth and Development (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To study the biophysical, psychological, and social dimensions of human lifecycle development.
2. To examine various theoretical schools explaining personality formation and human behavior.
3. To analyze systemic behavioral abnormalities, maladjustments, and developmental bottlenecks.

Outcomes:

1. Students will be able to trace lifecycle transitions and map age-specific developmental tasks.
2. Students will apply personality and behavioral theories to assess individual psychological profiles in field settings.
3. Students will identify childhood, adolescent, and geriatric developmental issues and design targeted counseling interventions.

Course Content:

Unit 1: Foundations of Human Development

1. Concepts of growth, development, maturation, and lifecycle evolutionary paths.
2. Principles of human development and major factors influencing growth: Heredity vs. Environment.
3. Biological dimensions of life: Conception, prenatal development, birth processes, and postnatal milestones.
4. Socialization process: Role of family, primary peer groups, schools, and digital environments.
5. Concept of normality, abnormality, and socio-cultural variations in defining human behavior.

Unit 2: Lifecycle Stages: Infancy to Adolescence

1. Infancy and Toddlerhood: Neonatal adaptations, reflex development, and attachment formations.
2. Early and Late Childhood: Motor advancements, language acquisitions, and cognitive builds.
3. Common childhood developmental disorders: autism spectrum disorder (ASD), ADHD, and bed-wetting issues.
4. Adolescence: Physiological adjustments, identity crises, peer pressures, and emotional turbulence.
5. Vulnerabilities during adolescence: Substance abuse risks, cyber exposures, and eating disorders.

Unit 3: Lifecycle Stages: Adulthood to Senescence

1. Young Adulthood: Career selections, marital choices, and parental adjustments.
2. Middle Adulthood: Mid-life crisis management, career changes, and physiological updates (menopause).
3. Late Adulthood/Old Age (Senescence): Physical vulnerabilities, structural transitions, and retirement adaptations.
4. Psycho-social problems of the elderly: Loneliness, Empty Nest Syndrome, and cognitive hollowing (Dementia).
5. Thanatology: Psychological processes of grief, terminal illness acceptance, and end-of-life adjustments.

Unit 4: Theoretical Perspectives on Personality and Development

1. Psychosexual Development Theory: Sigmund Freud's architectural models (Id, Ego, Superego) and defense mechanisms.
2. Psychosocial Development Theory: Erik Erikson's eight stages of life crises.
3. Cognitive Development Theory: Jean Piaget's sensory-operational evolutionary steps.
4. Behavioral and Learning Theories: Classical Conditioning (Pavlov), Operant Conditioning (Skinner), and Social Learning (Bandura).
5. Humanistic Theory: Carl Rogers' self-actualization model and Abraham Maslow's hierarchy of needs.

Unit 5: Motivation, Emotion, and Psychological Processes

1. Human Motivation: Instincts, drives, incentives, and types of motivations (intrinsic vs. extrinsic).
2. Intelligence: Concepts, IQ testing definitions, and Howard Gardner's multiple intelligences theory.
3. Emotions: Nature, physiological updates, emotional intelligence (EQ), and stress management tools.
4. Attitude and Perception: Psychological definitions, stereotype generations, and behavioral modifications.
5. Applications of Human Growth models within clinical and community social work interventions.

Reference Books:

- Berk, L. E. (2017). *Development through the lifespan* (7th ed.). Pearson.
- Hurlock, E. B. (2019). *Developmental psychology: A life-span approach*. Tata McGraw-Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2015). *Introduction to psychology*. McGraw-Hill Education.
- Santrock, J. W. (2020). *A topical approach to life-span development*. McGraw-Hill.
- Sharma, N. (2018). *Human development and behavior: An Indian perspective*. Rawat Publications.

2. Industrial Relations and Labor Laws (Major Core - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To develop a critical understanding of the concepts, theories, and mechanisms of Industrial Relations in India.
2. To provide in-depth knowledge of major labor legislative frameworks safeguarding employment conditions and social security.
3. To build practical skills for managing industrial disputes, handling trade union dynamics, and implementing legal compliances.

Outcomes:

1. Students will be able to interpret and implement provisions of Indian labor laws within corporate and manufacturing units.
2. Students will manage and resolve industrial disputes through legal machinery, collective bargaining, and grievance handling procedures.
3. Students will effectively advise management and trade unions on promoting harmonious labor-management partnerships.

Course Content:

Unit 1: Industrial Relations Framework

1. Industrial Relations: Concept, scope, objectives, determinants, and approaches (Unitary, Pluralistic, Marxist, and Gandhian perspectives).
2. Tripartite and Bipartite Machinery: Structure and roles of the Indian Labour Conference (ILC), Wage Boards, and Works Committees.
3. Code of Discipline in Industry: Rules of conduct, implementation status, and evaluation procedures for industrial harmony.
4. Standing Orders: Concept, statutory certification pathways, and administrative execution of standard employment conditions.
5. Worker's Participation in Management (WPM): Meaning, objectives, forms, levels, and factors limiting its success in India.

Unit 2: Trade Unionism and Collective Bargaining

1. Trade Unions: Definition, growth, historical evolution, functions, types, and contemporary problems of trade unionism in India.
2. Trade Unions Act, 1926: Legal procedures for registration, cancellation, immunities, and rights of registered trade unions.
3. Collective Bargaining: Concept, characteristics, process, types, tactics, and legal status of collective agreements.
4. Industrial Disputes: Definitions, root causes, manifestations (strikes, lock-outs, gheraos, picketing), and social costs.
5. Human relations approach to handling collective resistance and building collaborative workplace frameworks.

Unit 3: Legislation on Employment Conditions and Disputes

1. Industrial Disputes Act, 1947: Structural definitions, dispute settlement machinery (Conciliation, Arbitration, Adjudication).
2. ID Act Provisions: Lay-off, retrenchment, closure, unfair labor practices, and penalty frameworks.
3. Factories Act, 1948: Comprehensive health protections, safety guidelines, and welfare facilities for shop-floor employees.
4. Factories Act Employment Parameters: Working hours schedules, holidays, and specialized protective clauses for women and young workers.
5. Industrial Employment (Standing Orders) Act, 1946: Procedure for drafting and certifying standard rules of employment.

Unit 4: Legislation on Wages and Social Security

1. Code on Wages, 2019 / Minimum Wages Act, 1948 & Payment of Wages Act, 1936: Wage fixing formulas and statutory deductions.
2. Payment of Bonus Act, 1965: Calculation metrics, allocable surplus formulas, and legal eligibility standards.
3. Employees' Compensation Act, 1923: Employer's liabilities, calculation matrices for permanent/partial disability, and fatal injury compensations.
4. Employees' State Insurance (ESI) Act, 1948: Administrative framework, registration rules, and cash/medical benefits systems.
5. Employees' Provident Funds and Miscellaneous Provisions Act, 1952: Pension funds, deposit schemes, and withdrawal patterns.

Unit 5: Welfare Legislation and Modern Labor Codes

1. Payment of Gratuity Act, 1972: Statutory calculations, continuous service concepts, and forfeiture provisions.
2. Maternity Benefit Act, 1961 (with recent amendments): Leave enhancements, medical bonuses, and creche mandates.
3. Overview of the Four Labor Codes (Wages, Industrial Relations, Social Security, Occupational Safety): Objectives and restructuring maps.
4. International Labour Organization (ILO): Structure, core conventions, and influence on the evolution of Indian labor jurisprudence.
5. Role of the Social Worker in conducting labor law audits, judicial reporting, and protecting informal contract laborers.

Reference Books:

- Malik, P. L. (2018). *Handbook of labour and industrial law*. Eastern Book Company.
- Memoria, C. B., & Memoria, S. (2017). *Dynamics of industrial relations*. Himalaya Publishing House.
- Puneekar, S. D., Deodhar, S. B., & Sankaran, P. (2016). *Labour welfare, trade unionism and industrial relations*. Himalaya Publishing House.
- Srivastava, S. C. (2019). *Industrial relations and labour laws*. Vikas Publishing House.
- Taxmann. (2021). *Labour codes containing code on wages, industrial relations code, social security code and occupational safety code*. Taxmann Publications.

3. Block Placement (Agency Block Placement - Major Core - 4 Credits)

(Multi-Sectoral Framework: Open for NGO, GO, or Industry Placement)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Viva Voce

Objectives:

1. To master independent professional practice skills through a continuous six-week full-time immersion in a selected sector (NGO, GO, or Industry).
2. To integrate advanced theoretical social work methods, project management, and legal policies with grass-roots field operations.
3. To develop professional administrative capabilities, stakeholder liaison skills, and ethical documentation parameters across diverse institutional frameworks.

Outcomes:

1. Students will manage institutional programs, community interventions, or workplace welfare cycles independently within their chosen sector (NGO/GO/Industry).
2. Students will apply problem-solving methods, clinical counseling, or legal compliance frameworks to resolve client and structural grievances.
3. Students will compile a comprehensive sectoral practice portfolio and demonstrate professional readiness during the external viva-voce panel.

Practice Modules (6 Weeks Continuous Sectoral Immersion):

Unit 1: Sectoral Orientation and Administrative Mapping

1. Sector Choice & Execution: Continuous full-time placement in either an NGO (Developmental/Welfare), a GO (Government Department/Social Defense Scheme), or an Industry (Manufacturing/Corporate CSR).
2. Organizational Diagnosis: Mapping the host agency's history, registration status, vision, funding avenues, and organogram.
3. Policy Alignment: Understanding the specific legal framework governing the host agency (e.g., Trust Act for NGOs, Civil Service Rules for GOs, Standing Orders for Industries).
4. Infrastructure Mapping: Evaluating institutional assets, documentation systems, security protocols, and target demographic outreach channels.
5. Role Identification: Setting up learning contracts with field supervisors and detailing daily administrative routines.

Unit 2: Program Planning and Project Cycle Management

1. In NGO Settings: Designing grass-roots welfare proposals, participating in donor tracking, and managing community baseline surveys.
2. In GO Settings: Monitoring the administrative implementation tracks of state/central social welfare schemes at the district or taluka level.
3. In Industry Settings: Formulating occupational safety programs, executing employee engagement calendars, or mapping CSR project scopes.
4. Project Management Tools: Applying the Logical Framework Approach (LFA) and designing Gantt Charts for specific agency targets.
5. Resource Mobilization: Sourcing funds, materials, or public convergence to support a major community or organizational initiative.

Unit 3: Social Work Interventions and Grievance Redressal

1. Case Management: Independently handling a minimum of 3 detailed cases requiring psychosocial counseling, legal aid, or professional advice.
2. Group Interventions: Forming, facilitating, and monitoring a therapeutic, self-help, or target-oriented group within the agency workspace.
3. Dispute and Conflict Resolution: Managing worker grievances in industries, family counseling in government cells, or community rights advocacy in NGOs.
4. Multi-Stakeholder Liaison: Interfacing with collectors, labor commissioners, police departments, or community leaders to resolve active problems.
5. Disaster and Crisis Response: Developing emergency standard operating procedures tailored to the agency's specific field of work.

Unit 4: Advocacy, Legal Literacy and Sensitization

1. Program Organization: Planning and executing a major target-centric awareness campaign, health camp, or legal literacy workshop.
2. Tool Design: Preparing creative field media, digital advocacy portfolios, pamphlet modules, or street play modules for field groups.
3. Legal Auditing: Verifying agency procedures against statutory requirements (e.g., POSH Act compliance, child rights protection, labor welfare codes).
4. Marginalized Group Focus: Designing distinct sub-programs ensuring gender equality, safety grids, and ease of access for disabled individuals.
5. Networking: Creating long-term collaborative links between NGOs, Government structures, and corporate entities for village/urban development.

Unit 5: Documentation, Evaluation and Professional Defense

1. Record Maintenance: Maintaining analytical daily logs, face sheets, process records, and minutes of administrative meetings.
2. Impact Assessment: Compiling a final qualitative or quantitative evaluation report measuring the outcomes of the block placement interventions.
3. Self-Audit Portfolio: Preparing a personal critical reflection journal identifying skill acquisitions and professional limitations.
4. Supervisory Conferences: Regularly participating in individual and group feedback sessions with university guides and agency Heads.
5. Viva Defense: Presenting and defending the block placement learning, case files, and sectoral reports before the university external examination board.

Reference Books:

- Dash, B. M. (2018). *Field work in social work education: A manual for educators and students*. Atlantic Publishers.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. Columbia University Press.
- Roy, S. (2017). *Field work in social work*. Rawat Publications.
- Subhedar, I. S. (2016). *Field work in social work education*. Rawat Publications.
- University Grants Commission (UGC). (2020). *Review of social work education in India: Fieldwork manual*. UGC.

4. Elective (Option A): Labor Economics and Indian Labor Problems

(Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To analyze the economic foundations of labor markets, wage determinations, and labor supply-demand functions in India.
2. To examine structural issues such as unemployment, migration, unorganized labor vulnerabilities, and gender pay gaps.
3. To critically review national employment strategies, labor market regulations, and state interventions in the informal sector.

Outcomes:

1. Students will be able to apply labor economic principles to analyze wage inequalities and employment fluctuations.
2. Students will design socio-economic support interventions for vulnerable informal and migrant workers.
3. Students will critique national employment policies and advocate for fair labor standards across formal and informal industries.

Course Content:

Unit 1: Foundations of Labor Economics

1. Labor Economics: Definition, nature, scope, and its relevance to professional social work practice in industrial sectors.
2. Labor Market Dynamics: Concept, features, and characteristics of the Indian labor market; Formal vs. informal segmentations.
3. Demand for Labor: Factors influencing labor demand, marginal productivity theory, and capital-labor substitution models.
4. Supply of Labor: Determinants of labor supply, population dynamics, labor force participation rates (LFPR), and leisure-work choices.
5. Labor mobility: Types, geographic and occupational migrations, and economic impacts on sending and receiving regions.

Unit 2: Wage Determination and Income Inequalities

1. Wage Concepts: Living wage, fair wage, minimum wage, and nominal vs. real wage variables.
2. Wage Theories: Subsistence theory, Wage-Fund theory, Marginal Productivity theory, and Collective Bargaining models of wages.
3. Wage Structures in India: Wage differentials (inter-industry, inter-regional, gender-based), and the role of Wage Boards.
4. National Wage Policy: Objectives, instruments, minimum wage implementation challenges, and the concept of a national floor wage.
5. Income Inequalities: Causes, measurements (Gini coefficient), and the socio-economic impacts of wage gaps on families.

Unit 3: Unemployment and Employment Policies

1. Unemployment: Definition, types (frictional, structural, cyclical, seasonal, disguised), and measurement methodologies in India.
2. Labor Market Realities: Extent of underemployment, educated youth unemployment, and technological displacement risks.
3. National Employment Strategies: Five-Year Plans focus, National Career Services (NCS), and the role of employment exchanges.
4. Rural Employment Guarantees: Detailed analysis of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA).
5. Skill Development Programs: National Skill Development Corporation (NSDC) models, PMKVY, and making youth employable.

Unit 4: Indian Labor Problems and Vulnerabilities

1. Informalization of Labor: Growth of casual and contractual labor, lack of job security, and absence of social safety nets.
2. Migrant Labor: Push-pull factors, problems of inter-state migrant workers, and the Inter-State Migrant Workmen Act provisions.
3. Child Labor and Bonded Labor: Causes, extent, constitutional bars, and rehabilitation under national frameworks.
4. Agricultural and Rural Labor: Seasonal unemployment, indebtedness, minimum wage violations, and landless labor crises.
5. Women Laborers: Discrimination in wages, double burden of work, occupational segregation, and female labor force dropouts.

Unit 5: Social Security and State Interventions

1. Unorganized Workers' Social Security Act, 2008: Institutional setups, social security cards (e-Shram), and welfare funds.
2. Welfare Funds for Special Groups: Construction workers' welfare boards, beedi rollers' funds, and gig-economy protections.
3. State Social Assistance Schemes: Old-age pensions, family benefit schemes, and subsidized insurance options (PMJJBY, PMSBY).
4. Role of Civil Society and Social Movements: Self-Employed Women's Association (SEWA) and unions in organizing informal labor.
5. Social Work Interventions: Conducting community surveys, organizing informal worker unions, and monitoring labor law protections.

Reference Books:

- Bhagoliwal, T. N. (2015). *Economics of labour and industrial relations*. Sahitya Bhawan.
- Datt, R., & Sundharam, K. P. M. (2018). *Indian economy*. S. Chand & Company.
- Hajela, P. D. (2016). *Labour restructuring in India: A critique of the new economic policies*. Commonwealth Publishers.
- Mani, S. B. (2017). *Indian labour problems*. Discovery Publishing House.
- Papola, T. S., & Sharma, A. N. (2019). *Labour market striping in India: Issues and perspectives*. Academic Foundation.

4. Elective (Option B): Corporate Social Responsibility (Major Elective - 4 Credits)

Evaluation: Internal: 50 Marks | External: 50 Marks | Total: 100 Marks

Exam Type : Theory

Objectives:

1. To understand the concept, history, theories, and legal frameworks of Corporate Social Responsibility (CSR) in India.
2. To develop skills for designing, planning, implementing, and monitoring CSR projects under statutory mandates.
3. To build collaboration strategies between corporate entities, non-governmental organizations, and government frameworks.

Outcomes:

1. Students will analyze and implement CSR initiatives in accordance with Section 135 of the Indian Companies Act.
2. Students will complete social impact assessments, stakeholder mappings, and sustainability reports for corporate projects.
3. Students will act as professional CSR consultants or social development managers within corporate environments.

Course Content:

Unit 1: Conceptual Framework of CSR

1. Corporate Social Responsibility (CSR): Concept, definitions, historical evolution, and changing definitions from philanthropy to sustainable development.
2. Theoretical Foundations of CSR: Stakeholder theory, Triple Bottom Line concept (People, Planet, Profit), and corporate citizenship.
3. Business Ethics and Corporate Governance: Accountability, transparency, moral values, and corporate codes of conduct.
4. Arguments for and against CSR: Economic justifications, social expectations, and corporate image dynamics.
5. Global CSR Initiatives: United Nations Global Compact (UNGC), Global Reporting Initiative (GRI), and Sustainable Development Goals (SDGs).

Unit 2: Legal Framework of CSR in India

1. Companies Act, 2013 (Section 135): Criteria for mandatory CSR spending, composition of CSR Committees, and board responsibilities.
2. Schedule VII of the Companies Act: Permissible project sectors (education, healthcare, environment, gender parity, rural setups).
3. CSR Policy Rules: Calculation of net profit averages, handling unspent CSR funds, and setup rules for national funds.
4. Compliance Requirements: Annual CSR reporting formats, website disclosures, and penalties for non-compliance.
5. National Voluntary Guidelines (NVGs) on Social, Environmental, and Economic Responsibilities of Business.

Unit 3: CSR Project Cycle and Implementation Management

1. CSR Project Planning: Stakeholder identification, baseline surveys, and conducting participatory rural appraisals (PRA).
2. Strategy Formulations: Deciding implementation channels (Direct execution, Corporate Foundations, or NGO partnerships).
3. Project Management: Formulation of Log-frames (LFA), budgeting, resource allocation, and timeline charting (Gantt Charts).
4. Project Execution Dynamics: Building community ownership, ensuring gender inclusion, and maintaining field transparency.
5. Resource Mobilization: Co-funding models, employee volunteering networks, and utilizing institutional matching funds.

Unit 4: Monitoring, Evaluation and Sustainability Reporting

1. Monitoring Systems: Designing Key Performance Indicators (KPIs), regular field monitoring, and management reporting dashboards.
2. Evaluation Frameworks: Mid-term assessments, summative evaluations, and third-party independent reviews.
3. Social Impact Assessment (SIA): Concepts, SROI (Social Return on Investment) calculations, and case formulations.
4. Corporate Sustainability Reporting: Core concepts, GRI index reporting, and environmental footprint tracking.
5. Documenting Best Practices: Compiling case studies, communication strategies, and public relations for CSR project success.

Unit 5: NGO-Corporate Partnerships and Social Work Roles

1. NGO-Corporate Interface: Selection criteria for NGO partners, due diligence procedures, and signing Memorandum of Understanding (MoU).
2. Interfacing challenges: Managing cultural differences between corporate bottom-lines and social work development processes.
3. Role of the Social Worker in CSR: Researcher, project planner, implementation coordinator, impact evaluator, and community bridge.
4. CSR in special settings: Environmental protection projects, disaster relief management, and promoting rural startup networks.
5. Case Studies: Analysis of pioneering CSR initiatives by major public and private enterprises in contemporary India.

Reference Books:

- Agarwal, S. K. (2017). *Corporate social responsibility in India*. Sage Publications.
- Baxi, C. V., & Prasad, A. (2015). *Corporate social responsibility: Concepts and cases: The Indian experience*. Excel Books.
- Chatterji, M. (2016). *Corporate social responsibility*. Oxford University Press.
- Companies Act. (2020). *Companies act 2013 with corporate social responsibility rules*. Commercial Law Publishers.
- Madhavan, S. (2019). *Corporate social responsibility*. ANE Books.

5. Dissertation (Research - 6 Credits)

Evaluation: Internal: 75 Marks | External: 75 Marks | Total: 150 Marks

Exam Type : Viva Voce

Objectives:

1. To apply advanced social work research methodologies to independently study an industrial, labor, or socio-economic issue.
2. To build skills for tool construction, field data gathering, quantitative/qualitative data processing, and statistical application.
3. To cultivate professional technical reporting capabilities, academic writing ethics, and analytical research defense profiles.

Outcomes:

1. Students will independently conceptualize, design, and execute a social scientific research study.
2. Students will process, analyze, and interpret field research data using statistical tests or thematic coding frameworks.
3. Students will compile a technical research dissertation report and successfully defend their findings before an academic panel.

Research Development Modules:

Module 1: Problem Identification and Proposal Formulation

1. Selecting a research problem in core area.
2. Conducting a comprehensive review of literature using peer-reviewed journals, books, and reference records.
3. Developing the conceptual research framework: Stating problems, establishing rationales, and defining research scopes.
4. Formulating research questions, core objectives, operational definitions, and working hypotheses.
5. Compiling a formal Research Proposal detailing sample criteria, design frameworks, and planned data tracking tools.

Module 2: Research Design and Tool Construction

1. Selecting appropriate research designs: Descriptive, exploratory, explanatory, or mixed-method designs.
2. Deciding sampling strategies: Probability models (Simple random, stratified, systematic) vs. non-probability options (Purposive, snowball).
3. Developing data collection instruments: Interview schedules, structured questionnaires, observation grids, or focus group guides.
4. Conducting pilot testing to refine instruments, ensure questions are clear, and confirm internal reliability metrics.
5. Resolving research ethics: Obtaining informed consent, ensuring data anonymity, and institutional clearances.

Module 3: Data Collection and Field Operations

1. Entry into the field: Accessing factory settings, labor colonies, or corporate boardrooms for data collection.
2. Conducting direct interviews, distributing digital questionnaires, and managing field data entry processes.
3. Maintaining field journals, noting environmental factors, and tracking non-verbal data points.
4. Data editing and cleaning: Resolving missing data, identifying response sets, and formatting raw codes.
5. Regular monitoring of sample targets against proposed data tracking timelines.

Module 4: Data Processing and Statistical Analysis

1. Coding and Tabulation: Creating codebooks, translating field logs into matrix sheets, and building frequency tables.
2. Applying descriptive statistics: Mean, median, mode calculations, standard deviations, and variance measures.
3. Implementing inferential tests (where applicable): Chi-Square analysis, t-tests, ANOVA, or correlation matrices using spreadsheet tools.
4. Qualitative analysis: Qualitative data processing, thematic analysis, and contextual text interpretations.
5. Presenting data: Creating bar graphs, pie charts, and data summary grids for clear visual interpretation.

Module 5: Report Writing and Dissertation Viva Defense

1. Writing research reports: Formatting chapters across introductions, methodology, analysis, and conclusions.
2. Drafting research outcomes: Connecting field findings back to existing theoretical literature and hypotheses.
3. Formulating recommendations: Outlining actionable strategies for industrial managers, trade unions, and policy makers.
4. Academic Integrity: Ensuring proper citations and checking for plagiarism using standard formatting guidelines (APA style).
5. Finalizing the technical dissertation layout and presenting research findings before the university Viva-Voce examination committee.

Reference Books:

- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications.
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