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ST ALOYSIUS

(DEEMED TO BE UNIVERSITY)

MANGALURU 575003 - INDIA

Syllabus for

Masters in Social

Work (MSW)

Programme

2024 - 25 onwards

Programme Outcomes (PO):

PO 1 :	Our graduates will demonstrate professional knowledge of Social Work
PO 2 :	Our graduates demonstrate value based professionalism and volunteerism
PO 3 :	Our graduates will demonstrate the skills to practice Professional Social Work
PO 4 :	Internalize social justice, cultural pluralism and democratic participation while reaching out to marginalized
PO 5 :	Understand the significance of methods of Social Work Profession

Program Specific Outcomes (PSO):

PSO 1:	Gain understanding into the needs of individuals, families, groups and communities and design Social Work intervention strategies
PSO 2:	Acquire values and ethics of Social Work Profession
PSO 3:	Develop skills of practicing methods of Social Work and addressing social problems at micro and macro levels
PSO 4:	Develop skills of programme development, management and research
PSO 5:	Understand and analyze the structure and functions of various social, economic and political institutions

COURSE PATTERN AND SCHEME OF EXAMINATION

Semester I							
Code	Title	Teaching Hours per Week	Duration of Examination (Hrs)	Marks			Credits
				IA	End Semester Exam	Total	
AH4OPHC500	Social Work- History & Ideologies	5	2 ½	40	60	100	5
AH4OPHC501	Case Work Practice	5	2 ½	40	60	100	5
AH4OPHC502	Group Work Practice	5	2 ½	40	60	100	5
AH4OPFW500	Concurrent Fieldwork Practicum – I	15	-	40	60	100	5
AH4OPSC521	Dynamics of Human Behaviour	4	2 ½	40	60	100	4
Total				200	300	500	24
Semester II							
AH4OPHC550	Community Organization and Social Action	5	2 ½	40	60	100	5
AH4OPHC551	Social Work Research and Statistics	5	2 ½	40	60	100	5
AH4OPFW550	Concurrent Fieldwork Practicum – II	15	2 ½	40	60	100	5
AH4OPSC571	Social Sciences Perspectives for Social Work	4	2 ½	40	60	100	4
AH4OPOE589	Indian Social Problems and Interventions	3	2 ½	40	60	100	3
Total				200	300	500	22

Semester III							
Code	Title	Teaching Hours per Week	Duration of Examination (Hrs)	Marks			Credits
				IA	End Semester Exam	Total	
AH4OPHC600	Social Welfare Administration	5	2 ½	40	60	100	5
AH4OPSC621	Human Rights Perspectives for Social Work	4	2 ½	40	60	100	4
Community Development Specialization							
AH4OPFW600	Concurrent Fieldwork Practicum –III	15	-	40	60	100	5
AH4OPSC622	Tribal, Rural and Urban Development	4	2 ½	40	60	100	4
AH4OPSC623	Citizen Participation and Local Self Governance	4	2 ½	40	60	100	4
Medical & Psychiatric Specialization							
AH4OPFW600	Concurrent Fieldwork Practicum –III	15	-	40	60	100	5
AH4OPSC624	Counselling: Theory & Practice	4	2 ½	40	60	100	4
AH4OPSC625	Psychiatric Social Work	4	2 ½	40	60	100	4
Human Resource Development Specialization							
AH4OPFW600	Concurrent Fieldwork Practicum –III	15	-	40	60	100	5
AH4OPSC626	Human Resource Management and Development	4	2 ½	40	60	100	4
AH4OPSC627	Labour Legislations and Industrial Relations	4	2 ½	40	60	100	4
AH4OPOE639	Human Rights and Social Defence	3	2 ½	40	60	100	3
	Total			240	360	600	25

Semester IV							
Code	Title	Teaching Hours per Week	Duration of Examination (Hrs)	Marks			Credits
				IA	End Semester Exam	Total	
AH4OPSC671	Project Management and Social Entrepreneurship	4	2 ½	40	60	100	4
Community Development Specialization							
AH4OPFW650	Concurrent Fieldwork Practicum – IV	15	-	40	60	100	5
AH4OPSC672	Education for Development	4	2 ½	40	60	100	4
AH4OPSC673	Corporate Social Responsibility	4	2 ½	40	60	100	4
Medical & Psychiatric Specialization							
AH4OPFW650	Concurrent Fieldwork Practicum – IV	15	-	40	60	100	5
AH4OPSC674	Working with Children and Families	4	2 ½	40	60	100	4
AH4OPSC675	Medical Social Work	4	2 ½	40	60	100	4
Human Resource Development Specialization							
AH4OPFW650	Concurrent Fieldwork Practicum – IV	15	-	40	60	100	5
AH4OPSC676	Employee Welfare in India	4	2 ½	40	60	100	4
AH4OPSC677	Organizational Behaviour and Development	4	2 ½	40	60	100	4
AH4OPPR686	Research Project	8	-	40	60	100	4
				200	300	500	21

Structure of the Programme:

Theoretical component:

Every semester will have Hard Core and Soft-Core courses. Hard core courses are those which form the crux of the knowledge-base of Social Work Profession and will have five credits. Soft core courses include specialization courses and will carry four credits. Second and third semester will have one Open Elective course, carrying three credits each, where students can choose a course from other disciplines. Fieldwork practicum will be a compulsory Hard-Core course in every semester. In third and fourth semester programme is offered based on specializations of

- Community Development (CD)
- Medical and Psychiatric Social Work (MPSW)
- Human Resource Development (HRD)

In the fourth semester, every student is required to take a Research Project carrying four credits.

Courses	Total marks	Credits
Hard Core Courses	1000	50
Soft Core Courses	900	36
Open Elective Courses	200	06
Total	2100	92

Practical Component:

Two days of concurrent fieldwork practicum in a week (a minimum of 15 hours) forms the major part of the training. During the first two semesters students shall be placed in various Social Welfare Organisations. During the third and fourth semesters students will be placed in their respective specialization settings. Each student would be placed under a faculty member for guidance.

In addition to the above, there will be following programs organized in various semesters

Orientation Visits: Visits will be organized to familiarize the students with the structure and functioning of regional organisations/industries/hospitals/urban and local communities

Rural Camp: Five days rural camp will be arranged in the second semester to sensitize students to the realities of rural and tribal communities

Study Tours: During the third semester, five days of study tour will be organized to acquaint the students with the best practices in their respective specializations.

Summer placements: After the completion of second semester students should undergo minimum 20 days placement in areas of their specialization

Internships (Block Placement): At the end of the Programme students should undergo a thirty-day internship for hands-on experience in their areas of specialization.

Assessment criteria:

Theory course:

Each theory course will be assessed for a total of 100 marks with a maximum of 40 marks for the Internal Assessment and 60 marks for the End Semester Examination.

Internal assessment for 40 marks will be on the following

- Two written tests (Conceptual questions in Section A and Descriptive/Analytical questions in Section B)
- Two assignments & a presentation: Assignment topic would be given to each student within the first fifteen days after the commencement of the semester. It will have to be written in the format of a scientific paper with an appropriate title page and references. For presentation each student will get ten to fifteen minutes on a topic pre-allotted.
- Two objective type tests: Objective type test will be given on the topics from the syllabus or any relevant topic given by the faculty
- Class participation or attendance will also be considered for Internal Assessment

End Semester Examination:

Examination will be conducted at the end of each semester for the duration of three hours.

The maximum marks for the examination are 60. The pattern of the question paper is,

- Section A: Three questions carrying 10 marks each (30 marks)
- Section B: Two questions carrying 15 Marks each (40 marks)

Assessment of Fieldwork:

At the end of each semester assessment of fieldwork will be done based on the following criteria;

- Comprehensive Viva Voce Exam: 30 marks
- Assessment by field agency supervisor: 30 marks
- Internal assessment: 40 marks

Assessment of Research Project:

- Thesis valuation and viva voce: 60 marks
- Internal Assessment: 40 marks

SEMESTER I		
Course Code:	AH4OPHC500	
Title of the Course:	SOCIAL WORK: HISTORY AND IDEOLOGIES	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	75
Course Outcomes:		
CO 1:	Understand the history and evolution of Social Work Profession both in India and in the West	
CO 2:	Differentiate between professional and voluntary Social Work	
CO 3:	Demonstrate the knowledge on methods of Social Work	
CO 4:	Recognize the trends in Social Work practice	
CO 5:	Enhance the Knowledge on Indigenous Perspectives and Philosophies of Social Work	
COURSE CONTENTS:		
Module 1: Introduction to Social Work		15 Hours
Social Work: Definition, Objectives, Philosophy and Scope Concepts of related terms: Social Welfare, Social Service, Social Action, Social Reform, Social Development, Social Security Historical development of Social Work in the UK and the US		
Module 2: Evolution of Social Work as a Profession		15 Hours
Social Work Profession: Meaning and characteristics Values and Goals of Social Work Profession Professional Associations and Forums: Goals, values and functions Code of Ethics for Social Workers Emergence of Social Work and Social Work Education in India		
Module 3: Methods of Social Work:		15 Hours
Introduction to Methods of Social Work: Social Case Work; Social Group Work, Community Organization, Social Welfare Administration, Social Work Research, Social Action Theoretical introduction on Fieldwork Practicum Transitional social work, Humanistic theory; person-centered approach and strength based approach		
Module 4: Indigenous perspectives and philosophies		15 Hours
Gandhian Philosophy and teaching and its influence on social work Buddhist principles of compassion and interdependence, Perspectives from Indian social reformers (Dr B R Ambedkar)		

Post modern and narrative approaches: Perspectives	
Western Ideologies of Social Service: Christian Ideologies, Rationalism and Socialism	
Module 5: Emerging Trends in Social Work Practice 15 Hours	
Emerging Social Perspectives for Social Work Practice: Social inclusion, Globalization, Human Rights, Gender and Feminism, Civil Society, Ecology and Environment- Decarbonization, Social Work Practice at School, Institutions, Geriatric setting – Meaning and Social Work Intervention	
References:	
1.	Bansal, M. (2020, September). Role of Dr. BR Ambedkar In Social Inclusion of Marginalised Sections in the Indian Society (in Special Reference to Dalits). In 5. <i>International EMI Entrepreneurship and Social Sciences Congress PROCEEDINGS E-BOOK</i>
2.	Desai, Murali, (2011). Methodology of Social Progressive Social Work Education, Jaipur: Rawat Publications
3.	Dilshad, Mohd, (2011). Integrated Social Work Practice, Jaipur and New Delhi: Anmol Publications Pvt. Ltd
4.	Donnelly, J., & Whelan, D. J. (2020). <i>International human rights</i> . Routledge.
5.	Gautham, P.R., Singh, R, S, (2011). Social Work – Methods, New Delhi: Centrum Press India
6.	Ghoshal, Suman, (2011). Social Work History and Ideology, New Delhi: Centrum Press
7.	Gupta, Sunil, (2011). Social Structure and Social Work, New Delhi: ABD Publishers
8.	Jindal, N., & Kumar, K. (Eds.). (2023). Understanding Globalisation: Challenges and Prospects.
9.	Kumar, Aman, (2011). Social Work an Introduction, Jaipur: Aadi Publication
10.	Misra, P.D., Misra, Bina, (2011). Social Work Profession in India, Lucknow: New Royal book.co
11.	Naik, D., Majhi, P., & Dansana, A. (2021). Education for social inclusion of tribal: An Indian perspective. <i>International Journal of Creative Research Thoughts</i> , 9(3)
12.	Singha, S. (2022). Social inclusion, equality, leadership, and diversity to attain sustainable development goal 5 in the Indian banking industry. <i>Journal of International Women's Studies</i> , 23(5)
13.	Smith, R. K. (2022). <i>International human rights law</i> . Oxford University Press.
14.	Timothy, D. J. (Ed.). (2019). <i>Handbook of globalisation and tourism</i> . Edward Elgar Publishing.
15.	Zajda, J., & Vissing, Y. (Eds.). (2022). <i>Discourses of globalisation, ideology, and human rights</i> (Vol. 14). Springer.

SEMESTER I		
Course Code:	AH4OPHC501	
Title of the Course:	CASE WORK PRACTICE	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	75
Course Outcomes:		
CO 1:	Acquire proficiency in basic concepts of Social Case Work practice	
CO 2:	Obtain effective qualities to establish harmonious relationship between the client and the society	
CO 3:	Critically analyze problems of individuals and families and various determinants for human problems	
CO 4:	Obtain therapeutic knowledge and skills to work in various settings	
CO 5:	Develop the ability to integrate theoretical approaches with practical case work skills to address diverse client needs across various social work settings.	
COURSE CONTENTS:		
Module 1 : Introduction of Case Work Method:		15 Hours
Case Work: Concept and Definitions, Philosophical Assumptions and Values Principles of Case Work: Individualization, Purposeful expression of feelings, controlled emotional involvement, Acceptance, Non-judgmental attitude, Client self-determination and Confidentiality Components of Case Work (Perlman's model): Person- client, significant others and collaterals; Problem- need, impaired social functioning; Place- agency, objectives, functions, policies and resources; Process- Case study presentation and discussion		
Module 2 : Case Work Process:		15 Hours
Rapport building and case assessment: Intake, Study, Continuous assessment, analysis, Contracts and negotiation, Psycho-social diagnosis: Clinical, dynamic and etiological diagnosis Intervention: Treatment plan, psycho education and environmental modification Termination: Preparation for termination, Follow-up and summary Case Presentation based on fieldwork practice: case work format and discussion		
Module 3 : Tools of Working with Individuals and Families:		15 Hours
Casework interview: Meaning, Phases and techniques; Relationship: Meaning, Types and		

<p>Characteristics, Transference and counter transference issues in Case Work</p> <p>Observation: Meaning, Aspects for observation; Listening: Meaning, Purpose and Obstacles; Home visit for collateral contacts as a tool for casework practice</p> <p>Communication: Definition, Principles, Means of Communication</p> <p>Recording: Structure; Types - Narrative, Process, Problem Oriented Record Keeping (PORK), Role recording and Summary; Uses</p> <p>Case presentation and discussion</p>	
<p>Module 4 : Techniques, Qualities and Issues in Case Work Practice 15 Hours</p> <p>Case Work Techniques: Supportive, Resource Enhancement and Counseling Techniques</p> <p>Qualities of Case workers and their role in the helping process:</p> <p>Application of social case work method in different settings: schools, health, industry and welfare agencies</p>	
<p>Module 5 : Theoretical Approach in Case Work Practice: 15 Hours</p> <p>Behavior Modification; Psycho- Social Model; Strength Based and Solution Focused Intervention; Problem Solving (Perlman); Client Centered Approach; Crisis Intervention; Integrated Approach of Practice</p>	
<p>References:</p>	
1	Abbas, A., Ekowati, D., Suhariadi, F., & Anwar, A. (2024). Human capital creation: a collective psychological, social, organizational and religious perspective. <i>Journal of Religion and Health</i> , 63(3), 2168-2200.
2	Alfred, Kadushin, (2015). Social Work Interview. Jaipur: Rawat Publication
3	Bilal, A. (2021). Cognitive behavioral crisis intervention model for health care professionals in Pakistan. <i>Pakistan Journal of Public Health</i> , 11(1), 6-10.
4	Edward, E., Smith, (2003). Introduction to Psychology, India: Wadsworth, Thomson Learning Information, Pvt. Ltd
5	Falch-Eriksen, A., Toros, K., Sindi, I., & Lehtme, R. (2021). Children expressing their views in child protection casework: Current research and their rights going forward. <i>Child & Family Social Work</i> , 26(3), 485-497.
6	Gillian, Ruch., Et.al., (2010). Relationship Based Social Work. Library of Congress Cataloging in Publication Data
7	Gladding Samuel., T, (2008). Counseling: A Comprehensive Profession (6 and 7 Editions), India: Dorling Kindersley (India), Pvt. Ltd

8	Guha, Ratna, (2012). <i>Social Work with Individuals and Groups</i> , New Delhi: Centrum Press
9	Ibrahim, R. Z. A. R., Zalam, W. Z. M., Foster, B., Afrizal, T., Johansyah, M. D., Saputra, J., ... & Ali, S. N. M. (2021). Psychosocial work environment and teachers' psychological well-being: The moderating role of job control and social support. <i>International journal of environmental research and public health</i> , 18(14), 7308.
10	LaSala, M. C. (2022). <i>Clinical social work with individuals, families, and groups: The healing power of relationships</i> . Routledge.
11	Maree, J. G. (2022). The psychosocial development theory of Erik Erikson: critical overview. <i>The Influence of Theorists and Pioneers on Early Childhood Education</i> , 119-133.
12	Mathews, G. (1992). <i>An introduction to social casework</i> . Tata Institute of Social Sciences.
13	Rogowski, S. (2024). <i>Critical social work with children and families: Theory, context and practice</i> . Policy Press.
14	Upadhyaya, R. K. (2010). <i>Social case work: A therapeutic approach</i> . Rawat Publications.
15	WiNNicoTT, C. (2021). Casework and agency function. In <i>Social Work and Social Values</i> (pp. 102-112). Routledge.

SEMESTER I		
Course Code:	AH4OPHC502	
Title of the Course:	GROUP WORK PRACTICE	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	75
Course Outcomes:		
CO 1:	Understand group work as a method of Social Work and its significance	
CO 2:	Display the knowledge on process, phases of group formation and will learn to identify and deal with the group dynamics	
CO 3:	Demonstrate skill of applying group work as a method of social work in social interventions	
CO 4:	Acquire proficiency in working effectively with groups across diverse settings,	
CO 5:	Develop expertise in assessing the effectiveness of group work interventions and evaluating their success in achieving intended outcomes..	
COURSE CONTENTS:		
Module 1: Introduction for Groups and Group Work:		15 Hours
Groups: Meaning, objectives, Characteristics and Significance Social Group Work: Definition, Characteristics and Significance Scope for Social Group Work in India Historical Evolution of Group work in India Social Group Work: Values and Principles		
Module 2: Types of Groups, Planning and Formation:		15 Hours
Types of Groups: Growth oriented groups, Therapeutic and Treatment groups, Educational groups and Task oriented groups. Knowledge and skills required for Group Work Practice. Pre – Group Planning: Factors of Group formation and role of Group Worker		
Module 3: Initial Phase and Group Dynamics:		15 Hours
Initial Phase: Characteristics and role of the Group Worker. Group Dynamics: Communication and interaction, Cohesiveness, Role, Group conflicts, Group decision making, Relationship and Bond, leadership, sub groups, Isolation –Social Group Worker as a facilitator		
Module 4: Middle Phase:		15 Hours
Middle Phase: Characteristics and role of the Social Worker. Knowledge and skills needed for Group Facilitation. Programme Planning and Development: Concept, components, principles, steps and types of programmes		

Recording: Importance, principles, types, recording Structure	
Module 5: Termination Phase and Group Work in Various Settings. 15 Hours	
Evaluation in Group Work: Importance, types, methods; Group Worker's Role	
Termination Phase: Need, Characteristics and Group Worker's role.	
Application of Group Work: Health Settings; School Settings; Child Welfare Settings; Geriatric and Rehabilitation Institutions, Industrial settings, group work in addiction settings	
Group work with substance dependents and disaster survivors	
References:	
1	Barth, M., Masson, T., Fritsche, I., Fielding, K., & Smith, J. R. (2021). Collective responses to global challenges: The social psychology of pro-environmental action. <i>Journal of Environmental Psychology, 74</i> , 101562.
2	Cole, M. B. (2024). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention</i> . Taylor & Francis.
3	Corey, C., Corey, M. S., Corey, G. (2008). <i>Groups: Process and Practice</i> . United Kingdom: Cengage Learning.
4	Elyousfi, F., Anand, A., & Dalmaso, A. (2021). Impact of e-leadership and team dynamics on virtual team performance in a public organization. <i>International Journal of Public Sector Management, 34(5)</i> , 508-528.
5	Fook, J. (2022). <i>Social work: A critical approach to practice</i> .
6	Forsyth Donelson R. (2006). <i>Group Processes</i> , New Delhi: Cengage Learning.
7	Garvin, Gutierrez, and Galinsky, (2007). <i>Hand Book of Social Work with Groups</i> , New Delhi: Rawat Publications
8	Giacomucci, S. (2021). Experiential sociometry in group work: mutual aid for the group-as-a-whole. <i>Social work with groups, 44(3)</i> , 204-214.
9	Lindsay, T., Orton, S. (2014). <i>Group work Practice in Social Work</i> . United Kingdom: SAGE Publications.
10	Misra P. D., (2010). <i>Social Group Work</i> , Lucknow: New Royal Books Co.
11	Northern H., (2002). <i>Social Work with Groups</i> , New York: Columbia University Press
12	Siddique H. Y., (2008). <i>Group Work Theories and Practice</i> , Jaipur: Rawat Publications.
13	Specht, H., & Vickery, A. (Eds.). (2021). <i>Integrating social work methods</i> . Routledge.
14	Sweet, M., & Michaelsen, L. K. (Eds.). (2023). <i>Team-based learning in the social sciences and humanities: Group work that works to generate critical thinking and engagement</i> . Taylor & Francis.
15	Paulus, P. B. (2024). Fostering creativity in groups and teams. In <i>Handbook of organizational creativity</i> (pp. 165-188). Psychology Press.

SEMESTER I		
Course Code:	AH4OPFW500	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM – I	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Understand the functioning of social welfare agencies	
CO 2:	Understand and analyse various facilities available for people from Government, social institutions and voluntary organisations	
CO 3:	Evaluate the role of local bodies and institutions in the development of the community	
CO 4:	Learn the composition and needs of the community	
CO 5:	Acquire the skill of applying the technique of home visit	
COURSE CONTENTS:		
<p>Study the organizational structure and functions of agency</p> <p>Visit to Panchayath/Municipal Corporation and Anganwadi to study the functions and its role in community</p> <p>Interaction with all the Community Based Organisations to study their involvement in the community</p> <p>Study the functioning of existing Voluntary Organisations of the community</p> <p>Conduct home visits (25 houses to be visited)</p> <p>Prepare a profile of the community and highlight the needs of Individuals, groups and community at large</p>		
References:		
1	Guha Ratna (2011). Field Instruction in Social Work, New Delhi: Centrum Press.	
2	Lobo. T Joselyn (2017). Field Work in Social Work Education, Hennur: ATC Publisher	
3	Roy Sanjoy (2012). Fieldwork in Social Work, Jaipur: Rawat Publications.	
4	Subhedar, I.S. (2016). Field Work Training in Social Work, Jaipur: Rawat Publications.	
5	Walsh Joseph (2010). Direct Social Work Practice, Australia: Cengage Learning	

6	Brown, M. E., & Stalker, K. (2022). <i>Social work skills for community practice: Applied macro social work</i> . Springer Publishing Company.
7	Specht, H., & Vickery, A. (Eds.). (2021). <i>Integrating social work methods</i> . Routledge.
8	Rowlings, C. (2024). <i>Social work with elderly people</i> . Taylor & Francis.
9	Abiddin, N. Z., Ibrahim, I., & Abdul Aziz, S. A. (2022). Non-governmental organisations (NGOs) and their part towards sustainable community development. <i>Sustainability</i> , 14(8), 4386.
10	Lewis, D. (2023). Non-governmental organizations, definitions, and history. In <i>International encyclopedia of civil society</i> (pp. 1-9). Springer, Cham.

SEMESTER I		
Course Code:	AH4OPSC521	
Title of the Course:	DYNAMICS OF HUMAN BEHAVIOUR	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Acquire a clear understanding on the concepts of Human Behavior	
CO 2:	Gain a conceptual understanding into the various theories of development and its relevance.	
CO 3:	Analyze the changes throughout the life span stages and identify problems across these stages.	
CO 4:	Relate these developmental changes across the life span with real life situations	
CO 5:	Integrate Human Behaviour with Social Work Practice	
COURSE CONTENTS:		
Module 1: Behaviour and its Determinants:		15 Hours
Behaviour: Definition and its meaning		
Human Behaviour and Social Environment		
Social Functioning and Human Behaviour, Problems in Social Functioning		
Mindfulness: Meaning & Significance, Mindfulness and Behaviour Change		
Need for studying Human Behaviour in Social Work Practice		
Determinants of Human Behaviour-Heredity and Environment		
Aggression: Meaning, forms, signs of aggression in children and adolescents, causes and therapeutic interventions		
Psychological Concepts: Perception, Emotions, Attitude, Memory, Sensation, Intelligence		
Module 2: Human Needs and Theories of Development:		15 Hours
Basic Human Needs: Physical, Psychological and Social		
Maslow's Theory of Hierarchy of Needs		
Freud's Structural and Functional theory of Mind		
Erickson's Psychosocial Theory of Development		
Social Learning Theory by Albert Bandura		
Operant Conditioning Theory by B F Skinner		

Module 3: Life Span Stages of Development:		15 Hours
Prenatal Period: Zygote, Embryo and Foetal Stages - Characteristics & hazards. Importance of prenatal Care, Social and Emotional aspects of pregnancy Infancy Period: Characteristics, hazards and Importance of Care. Babyhood Period: Characteristics, developmental tasks, hazards, Role of parents. Early Childhood Period: Characteristics, developmental tasks, hazards, Parenting & Personality development. Late Childhood Period: Characteristics, developmental tasks, Influence of school, peer relationship, cognitive and moral development. Adolescent Period - Characteristics, developmental tasks, hazards		
Module 4: Life Span Stages of Development		15 Hours
Early Adulthood Period: Characteristics, developmental tasks, hazards, Personal, social, Vocational and marital adjustments. Middle Adulthood Period: Characteristics, developmental tasks, hazards, Personal and social adjustments Late Adulthood Period: Characteristics, developmental tasks, hazards, Personal and social, adjustments. Importance of studying Life span stages of development for Social Work practice.		
References:		
1	Allen, B. P. (2002). <i>Personality Theories: Development, Growth, and Diversity</i> (4th ed.). Boston: McGraw-Hill College.	
2	Amoyedo-Peter, C. (2023). ALBERT BANDURA'S SOCIAL LEARNING THEORY: THE SIGNIFICANCE. <i>THE PRODIGIOUS MUSICOLOGIST: Celebrating PROFESSOR AGATHA IJEOMA ONWUEKWE (UGONABO)</i> , 194-204.	
3	Andrews, J. L., Ahmed, S. P., & Blakemore, S. J. (2021). Navigating the social environment in adolescence: The role of social brain development. <i>Biological Psychiatry</i> , 89(2), 109-118.	
4	Baron, A, Robert, Branscombe, Nyle, Byrne Donn, Bharadwaj, Gopa, (2013), <i>Social Psychology</i> , New Delhi: Pearson Publishers	
5	Berk, L. E. (2022). <i>Development through the lifespan</i> . Sage Publications.	
6	Berk, L. E. (2022). <i>Exploring lifespan development</i> . Sage Publications.	
7	Bhatt, N. (2007). <i>Human Development: A Life Span Perspective</i> . Jaipur: Pointer Publishers.	

8	Hurlock, B, Elizabeth, (2001). <i>Developmental Psychology</i> , New Delhi: Tata McGraw Hill Publishing Company Ltd
9	Mangal, S, K, (2008). <i>General Psychology</i> , New Delhi: Sterling Publishers Private Limited
10	Maree, J. G. (2022). The psychosocial development theory of Erik Erikson: critical overview. <i>The Influence of Theorists and Pioneers on Early Childhood Education</i> , 119-133.
11	Mishra, B. K. (2008). <i>Psychology: The Study of Human Behavior</i> . New Delhi: PHI Learning.
12	Orenstein, G. A., & Lewis, L. (2022). Eriksons stages of psychosocial development. In <i>StatPearls [Internet]</i> . StatPearls Publishing.
13	Papalia, D. E., & Olds, S. W. (2006). <i>Human Development</i> (9th ed.). New Delhi: Tata McGraw-Hill.
14	Polan, E., & Taylor, D. (2023). <i>Journey across the Life Span: Human Development and Health Promotiion</i> . FA Davis.
15	Santrock, J. W. (2019). <i>Life-Span Development</i> (17th ed.). New York: McGraw-Hill Education.

SEMESTER II		
Course Code:	AH4OPHC550	
Title of the Course:	COMMUNITY ORGANIZATION AND SOCIAL ACTION	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	75
Course Outcomes:		
CO 1:	Understand community organization as a method of Social Work	
CO 2:	Analyze the conditions of subaltern groups and communities in our society	
CO 3:	Critically analyse the power dynamics and understand the role of community organizer	
CO 4:	Apply social action method in for development of the community	
CO 5:	Acquire skills of using participatory strategies of community development and social action	
COURSE CONTENTS:		
Module 1 Basic Concepts in Community Organization		15 Hours
Community: Concept, Characteristics and types		
Community Development: Concept and Objectives		
Community organization Practice: Definition and Meaning		
Historical Development of Community Organization Practice		
Values, Principles, Assumptions Goals and Process of Community Organization Practice		
Module 2 : Power Dynamics in Indian Communities		15 Hours
Concept of Power; Bases of power in Indian communities		
Class-Caste-Gender nexus of inequality		
Empowerment: Concept, Process and Strategies		
Forces against People's Empowerment		
Gender equality and reduced inequalities (SDG)		
Module 3 : Models of Community Organization		15 Hours
Locality development Model; Social Planning model; Social Action Model		
Skills of community Organizer: training, leadership, conducting meeting, networking and program planning		
Roles of Community Organizer: Facilitator, Enabler, Expert, Educator, Advocate		
Recording in Community work – Types, Importance, Principles		

Module 4 : Social Action		15 Hours
Social Action: Concept, Principles		
Methods – Protests, Demonstration, Non co-operation, Advocacy and Public Interest		
Litigation		
Ideas on Social Action: Gandhi and Saul Alinsky		
Skills involved in Social Action		
Chipko Movement and Narmada Bachao Andolan as the examples for Social Action		
Movements in India		
Kasthuri Rangan report on western ghats		
Module 5 : Strategies of Community Development		15 Hours
Participatory Rural Appraisal (PRA): Meaning and Significance		
Methods of PRA: Social mapping, Seasonal diagram, Venn diagram, Transect Walk, Do-It- Yourself		
Micro Financing: Grameen Bank of Bangladesh as a Model		
Self Help Groups; Meaning, Features, Role in Empowerment		
References:		
1	Bajoria, K., Michael, J. P., Kamath, M. G., Mukhia, R., Nair, M. R., Iyengar, N. R., & Maya, M. (2021). THE CHIPKO MOVEMENT–ENDURING IN OUR MINDS.	
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3	Dasgupta, I., & Pal, S. (2021). Touch thee not: Group conflict, caste power and untouchability in rural India. <i>Journal of Comparative Economics</i> , 49(2), 442-466.	
4	Gautam P.R.,Singh R.S. (2011). Social Work and Community Development, New Delhi: Centrum press.	
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8	Guha R (2013). Community Organization and Social Action, New Delhi : Anmol Publications Pvt Ltd
9	Ife, J., Soldatić, K., & Briskman, L. (2022). <i>Human rights and social work</i> . Cambridge University Press.
10	Kotwal Pradeep (2011). Community Work and Social Action, New Delhi: Adhyayan Publishers and distributors
11	Leal Filho, W., Kovaleva, M., Tsani, S., Țîrcă, D. M., Shiel, C., Dinis, M. A. P., ... & Tripathi, S. (2023). Promoting gender equality across the sustainable development goals. <i>Environment, Development and Sustainability</i> , 25(12), 14177-14198.
12	Patil, Asha, Ramanagouda. (2013).Community Organization and Development, Delhi: PHI Learning Pvt. Ltd
13	Raju Lakshmi pathi M. (2012) Community Organisation and Social Action, New Delhi: Regal Publications
14	Szymańska, A. (2021). Reducing socioeconomic inequalities in the European Union in the context of the 2030 agenda for sustainable development. <i>Sustainability</i> , 13(13), 7409.
15	Xie, L., & Xu, L. (2021). Environmental public interest litigation in China: a critical examination. <i>Transnational Environmental Law</i> , 10(3), 441-465.

SEMESTER II		
Course Code:	AH4OPHC551	
Title of the Course:	SOCIAL WORK RESEARCH AND STATISTICS	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	75
Course Outcomes:		
CO 1:	Acquire knowledge of the scientific method of inquiry for the study of social phenomena	
CO 2:	Develop an understanding of the Research process and basic Research skills	
CO 3:	Demonstrate an understanding into the different methods of data collection and sampling.	
CO 4:	Develop an understanding of Ethical practices in research and implement it in their research work	
CO 5:	Enable students to apply statistical measures in Social work Research.	
COURSE CONTENTS:		
Module 1 : UNIT I: Introduction to Research:		15 Hours
Scientific Research: Concept and application of Scientific method for the study of social phenomenon		
Social Work Research: Meaning, Objectives and Scope of Social Work Research		
Steps in Research Process		
Paradigms in research – Positivist, Post Positivist, Interpretive Paradigm, Constructivist Paradigm		
Ethical conduct in Research		
Module 2 : Research Elements, Approaches and Methodology:		15 Hours
Formulation of Research Problem – Research Question		
Review of literature –Narrative, Systematic Reviews		
Concept – Meaning and Characteristics; Variable- Meaning and types		
Hypothesis: Meaning and Types		
Research approaches: Quantitative and Qualitative		
Research Designs: Descriptive, Exploratory, Diagnostic, Experimental, Formative research and Action Research		
Sampling: Meaning, Types: Probability Sampling Types – Simple Random, Systemic		

Random, Stratified Random, Cluster sampling and Multistage sampling Non-probability –Convenience, Purposive (Judgmental), Quota and Snowball sampling	
Module 3 : Data Collection, Analysis, Reporting and Research Ethics: 15 Hours Methods of Data Collection: Quantitative methods- Questionnaire and Interview Schedules Qualitative methods – Observation, In-depth Interviews, Focus group discussion and Case study method Formulation of Research Proposal Data Processing, Data analysis and Interpretation, Report writing Plagiarism in Research Intellectual Property Rights – Meaning and its significance in Research Manuscript writing and Publication ethics	
Module 4 : Computation of Descriptive Statistics: 15 Hours Definition, Meaning and Application of Statistics; Use of Statistics for Social Workers Measures of Central Tendency: Definition and Computation of Arithmetic Mean, Median and Mode Measures of Dispersion: Definition and Computation of Range, Quartile Deviation and Standard Deviation	
Module 5 : : Computation of Inferential Statistical Tests: 15 Hours Correlation: Karl Pearson’s co-relation Co-efficient and Spearman’s Rank Co-relation Measures of Significance: Student’s ‘t’ Test and Chi Square Test Use of R, Jamovi and Statistical Package for Social Sciences (SPSS) in Social Work research Computer assisted Data Analysis, Referencing software (Practical Classes)	
References:	
1	Kapoor, D, R, and Saigal, Puja, (2013). Research Methodology-Methods and Techniques, New Delhi: Regal Publications
2	Kothari, C, R, (2002). Research Methodology- Methods and Techniques, New Delhi: Vishwa Prakashan
3	O’Leary, Zina., (2005). The Essential Guide to Doing Research, New Delhi: Vistar Publications
4	Sumantha Dutta (2022). <i>Research and Publication Ethics in Social Science</i> , New Delhi: Bharti Publications.
5	Singh, K. K. (2022). <i>Research methodology in social science</i> . KK Publications.

6	Das, D.K, Lal, (2005). <i>Designs of Social Research</i> , New Delhi: Rawat Publications
7	Gupta Santosh, (2010). <i>Research Methodology and Statistical Techniques</i> , New Delhi: Deep and Deep Publications
8	Alston, Margaret; Bowles, Wendy, (2012). <i>Research for Social Workers</i> , New Delhi: Psychology Press
9	Kumar, R. (2014). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (4th ed.). SAGE Publications.
10	Mishra, S. B., & Alok, S. (2022). <i>Handbook of research methodology</i> .
11	Hasan, N., Rana, R. U., Chowdhury, S., Dola, A. J., & Rony, M. K. K. (2021). Ethical considerations in research. <i>Journal of Nursing Research, Patient Safety and Practise (JNRPSP)</i> , 1(01), 1-4.
12	Knott, E., Rao, A. H., Summers, K., & Teeger, C. (2022). Interviews in the social sciences. <i>Nature Reviews Methods Primers</i> , 2(1), 73.
13	Tumiran, M. A. (2023). The recent use of IBM SPSS Statistics in social science research. <i>Asian Journal of Research in Education and Social Sciences</i> , 5(4), 461-475
14	Gordon, R. A. (2023). <i>Applied statistics for the social and health sciences</i> . Routledge.
15	Abu-Bader, S. H. (2021). <i>Using statistical methods in social science research: With a complete SPSS guide</i> . Oxford University Press, USA.

SEMESTER II		
Course Code:	AH4OPFW550	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM- II	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Demonstrate the knowledge and skills of case work	
CO 2:	Apply the method of community organisation	
CO 3:	Acquire knowledge of research project and basic skills of research	
CO 4:	Learn the skills of liasoning between Government and people	
CO 5:	Critically analyse the social security measures for marginalised communities	
COURSE CONTENTS:		
<ul style="list-style-type: none"> • Case work with two clients with minimum five follows up session each <ul style="list-style-type: none"> ➤ Follow the process of case work and apply the principles) • Group Work of minimum five sessions with one group <ul style="list-style-type: none"> ➤ Groups can be of children, self-help groups, parents, youth, elderly etc. ➤ Types of Group work can be recreational, educational and therapeutic ➤ Identify the phases of group development, observe and deal with dynamics and apply the principles • Conduct any one community awareness programme <ul style="list-style-type: none"> ➤ Health, hygiene, effective parenting, environment, protection, human rights, career guidance, addiction, legal awareness etc. ➤ Apply the process and principles of community organisation • Formulate a research proposal and conduct a pilot study with quantitative design • Assist any two needy or lesser privileged persons to avail any one Government welfare schemes <ul style="list-style-type: none"> ➤ Study the eligibility, process and benefits of the scheme 		

References:	
1.	Alston, Margaret; Bowles, Wendy, (2012). <i>Research for Social Workers</i> , New Delhi: Psychology Press
2.	Bogo, M., Sewell, K. M., Mohamud, F., & Kourgiantakis, T. (2022). Social work field instruction: A scoping review. <i>Social work education</i> , 41(4), 391-424.
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6.	Mishra, V., Botcha, R., & Roy, S. (2022). Fieldwork in social work education during coronavirus disease 2019 pandemic in India: Disruptions and discoveries. <i>The International Journal of Community and Social Development</i> , 4(4), 442-463.
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9.	Walsh Joseph (2010). <i>Direct Social Work Practice</i> , Cengage Learning, Australia
10.	Yu, M. (2024). Reimagining education and community mobilization in China's migrant communities: towards an 'Asia as method' framework. <i>International Journal of Qualitative Studies in Education</i> , 37(7), 2023-2036.

SEMESTER II		
Course Code:	AH4OPSC571	
Title of the Course:	SOCIAL SCIENCES PERSPECTIVES FOR SOCIAL WORK	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Understand the concepts, structure, institutions and processes of Indian Society.	
CO 2:	Demonstrate the knowledge on divergent perspectives and necessary skills for analyzing Indian Society.	
CO 3:	Develop critical insights on the social problems and challenges confronting Indian Society.	
CO 4:	Understand and analyze economic and political systems in India and society – economy –politics linkages.	
CO 5:	Develop an in-depth understanding of the socio-cultural dimensions of Indian society to design culturally sensitive and inclusive social work practices.	
COURSE CONTENTS:		
Module 1 : Society, Social Work and other Institutions:		15 Hours
Society: Meaning, definition, features		
Socialization: Meaning, process of socialization, agencies of socialization		
Social Work and its relationship with other disciplines: Sociology, Psychology, Economics, History, Political Science		
Module 2 : Indian Social Structure and Institutions:		15 Hours
Institutions: Marriage, Family and Religion - Functions, Features and recent Trends		
Social Conformity and Social Deviance: Meaning and nature		
Indian Society: Tribal, Rural and Urban: Meaning, definition, characteristics & problems		
Social Stratification in India: Caste and Class: Meaning, characteristics, and problems		
Social Problems: Illiteracy, Unemployment, Dowry, Casteism, Crime, addiction behaviors , Beggary - Concepts, meaning and causes		
No Poverty, Zero Hunger (SDG)		

Module 3 : Economic Systems:		15 Hours
Economic System: Capitalism, Socialism and Mixed economy - Features, merits and demerits		
Agricultural Sector: Characteristics and problems of farmers		
Industrial Sector: Characteristics, problems and prospects		
Underdevelopment: Concept, causes and contemporary development dynamics		
Privatization and Liberalization: Influence in Third World Economies		
Module 4 : Political Systems:		15 Hours
Political Systems: Concept of Politics		
Major Systems of Polity: Dictatorship and Democracy		
Political Parties: Functions		
Pressure groups In India: Characteristics, functions, and benefits.		
References:		
1	Agarwal R.C., (2004). Political Theory, Principles of Political Science, New Delhi: S Chand.	
2	Ahuja Ram, (2014). Social Problems in India, New Delhi : Rawat Publications	
3	Dr. Ahuja H. L., (2008). Advanced Economic Theory, New Delhi: S Chand.	
4	Hewstone M., Stroebe W., and Jonas K. (Eds). (2012). An Introduction to Social Psychology (5 th Ed.), London: Blackwell	
5	Hoffmann, V., Rao, V., Surendra, V., & Datta, U. (2021). Relief from usury: Impact of a self-help group lending program in rural India. <i>Journal of Development Economics</i> , 148, 102567.	
6	Jaiswal Shipra, (2013). Sociology and Political Economy of Social Work, New Delhi: Pearl Books.	
7	Kochanek, S. A. (2023). <i>Business and politics in India</i> . Univ of California Press.	
8	Libbee, M. J., & Sopher, D. E. (2023). Marriage migration in rural India. In <i>People on the Move</i> (pp. 347-360). Routledge.	
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10	Mohammed, R., Basha, A. S. K., & Jungade, S. (2021). Influence of age, gender, and body mass index on balance and mobility performance in Indian community-	

	dwelling older people. <i>Physical & Occupational Therapy In Geriatrics</i> , 39(2), 144-156.
11	Philips, C. H. (Ed.). (2021). <i>Politics and society in India</i> . Routledge.
12	Rao Shanker C. N., (2006). <i>Sociology : Primary Principles Of Sociology</i> , New Delhi: S Chand.
13	Sambasivan, N., Arnesen, E., Hutchinson, B., Doshi, T., & Prabhakaran, V. (2021, March). Re-imagining algorithmic fairness in india and beyond. In <i>Proceedings of the 2021 ACM conference on fairness, accountability, and transparency</i> (pp. 315-328).
14	Sharma, E., & Das, S. (2021). Integrated model for women empowerment in rural India. <i>Journal of International Development</i> , 33(3), 594-611.
15	Veena, R. S. (2024). Finding Gender Inequality among Indian States through the Construction of a Gender Inequality Index. <i>VOL. LXVI NO. IV December 2024</i> , 66(4), 403-430.

SEMESTER II		
Course Code:	AH4OPOE589	
Title of the Course:	INDIAN SOCIAL PROBLEMS AND INTERVENTIONS	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3	3	45
Course Outcomes:		
CO 1:	Develop insights into the problems faced by the vulnerable section of the society	
CO 2:	Analyse the impact of social issues on the individual and the community	
CO 3:	Demonstrate knowledge and skills to mitigate the problems at an initial level	
CO 4:	Understand the role of institutional services for the welfare of people	
COURSE CONTENTS:		
Module 1 : : Introduction & Social Problems of Children		12 Hours
Contemporary Social Problems in India Social problems of Children: Child Abuse, Child Labour: Causes and Impact The Child Labour (Prohibition and Regulation) Amendment Act, 2016 Right to Education Act, 2009: - A Child Right Voluntary, Corporate Sector and Governmental Interventions		
Module 2 : Social Problems of Women		11 Hours
Gender Discrimination, Sexual Harassment, Domestic Violence, Women Trafficking: Causes and Impact Governmental and Voluntary Organizational Interventions to the Problems of Women: Reception Homes, Short Stay Homes, Family Counseling Centres, Helplines for Women		
Module 3 : Problems of Youth		11 Hours
Cyber Crimes, Unemployment, Youth Unrest and Aggression, Suicide and Addiction: Causes-and Impact Interventions by Government and Voluntary agencies to address problems of Youth.		
Module 4 : Contemporary Issues		11 Hours
Corruption; Migration and Displacement; Communalism Environmental Degradation – Pollution, Climate Change, Deforestation, Disasters Causes and Impact Aging and Care for the Aged Governmental and Voluntary Organization’s Interventions to address the Contemporary Issues		

References:	
1	Banerjee, K., & Ghose, A. (2022). An analysis of the impact of environmental degradation on female health status and their labor force participation rate in Urban India: A simultaneous panel approach. In <i>Environmental sustainability, growth trajectory and gender: Contemporary issues of developing economies</i> (pp. 267-279). Emerald Publishing Limited.
2	Kagita, M. K., Thilakarathne, N., Gadekallu, T. R., Maddikunta, P. K. R., & Singh, S. (2022). A review on cyber crimes on the internet of things. <i>Deep Learning for Security and Privacy Preservation in IoT</i> , 83-98.
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4	Krishnan, S. (2022). Gender, disasters and climate: Case of internal displacement in Assam, India. <i>Jindal global law review</i> , 13(1), 87-101.
5	KUMAR, M. (2021). <i>A study on Labours and their problems in unorganised sector of India</i> (Doctoral dissertation).
6	Manchanda, R. (2022). Gender conflict and forced migration in India: human rights perspectives. In <i>The Elgar Companion to Gender and Global Migration</i> (pp. 222-232). Edward Elgar Publishing.
7	Meher, S. (2023). Does poverty cause forest degradation? Evidence from a poor state in India. <i>Environment, Development and Sustainability</i> , 25(2), 1684-1699.
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9	Mishra, M, K. (2009). Indian Social Problems. Jaipur: Mark Publications
10	Poverty and Social Exclusion in India, (2011). Oxford University Press; New Delhi: YMCA Library Building
11	Sarkar, Siddhartha; Kwaka, Isaac (2010), Gender Poverty and Sustainable Livelihood. New Delhi: Arrise Publishers and Distributors
12	Shah, R. (2021). Seasonal migration and children's education in India. <i>Social and Political Research Foundation</i> .
13	Sharma, K, L (2011), Ageism and Elder Abuse. Jaipur: Rawat Publications
14	Siddiqui, M. F., & Ahmad, S. (2022). Changing wave of Early Childhood Care and Education in India: NEP 2020 policy perspective. <i>Bayan College International Journal of Multidisciplinary Research</i> , 2(2), 18-25.
15	Weiner, M. (2021). The child and the state in India: Child labor and education policy in comparative perspective.

SEMESTER III		
Course Code:	AH4OPHC600	
Title of the Course:	SOCIAL WELFARE ADMINISTRATION	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	75
Course Outcomes:		
CO 1:	Recognize the concept of social welfare and its relevance in modern India	
CO 2:	Analyse the role of social welfare services in societal well being	
CO 3:	Understand the functioning of social welfare Organisations	
CO 4:	Identify the key elements to manage an Organisation effectively	
COURSE CONTENTS:		
Module 1 Introduction to Welfare and Developmental Services		15 Hours
Need for Welfare and Developmental organizations		
Factors determining Social Welfare Programmes		
Role of State, Voluntary Organisations and Corporate Sector in Social Welfare		
Module 2 : Human Service Organizations:		15 Hours
Organization: Concept, Types and functions		
Organizational Vision: Meaning, Types		
Administrative Process in an Organization: Planning, Organizing, Staffing, Directing, Coordination, Reporting, Budgeting		
Societies Registration Act, 1860 and advantages of registration		
Section 8 of Companies Act 2013		
Module 3 : Financial Resources and its Management:		15 Hours
Sources of finance and funding agencies		
Role of Central Social Welfare Board and State Social Welfare Advisory Boards		
Auditing: Meaning, Prerequisites, Process		
Module 4 : Public Relations and Training in Social Welfare Organisations:		15 Hours
Need for public relations, networking, resource building, accountability and transparency		
Use of media for publicity		
Training: Need and Importance		
Personnel Administration: Human Resource Planning and Induction		
Module 5 : Management of Social Welfare Organisations:		15 Hours
Record Maintaining: Need and Process		
Conflict Management: Meaning, Methods		
Supervision: Requisites, Methods		
Team building: Meaning, Steps		
Change and its Management: Meaning, Methods, Barriers		

References:	
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2	Agarwal, Shobha (2006), Labour Problems and Social welfare: Delhi: Information and News Network
3	Aquino, J. F., Riss, R. R., Multerer, S. M., Mogilner, L. N., & Turner, T. L. (2022). A step-by-step guide for mentors to facilitate team building and communication in virtual teams. <i>Medical education online</i> , 27(1), 2094529.
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5	D, R, Sachdeva (2010), Social Problems and Social Welfare; Allahabad: KitabMaha
6	Goel, S.L (2010), Social Problems and Social Welfare; New Delhi: Deep and Deep Publication
7	Jacob, K, K. (2002). Social Work Education in India – Retrospect and Prospect. Udaipur: Himansu Publications
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10	Mikeladze, A. (2021). Financial management role for NGOs. <i>European Journal of Economics and Business Studies</i> , 7(1), 77-98.
11	Pal, M., Gupta, H., & Joshi, Y. C. (2022). Social and economic empowerment of women through financial inclusion: empirical evidence from India. <i>Equality, Diversity and Inclusion: An International Journal</i> , 41(2), 294-305.
12	Sachdeva, D, R. (2000). Social Welfare Administration in India. Allahabad: KitabMahal
13	Shaukat, M. B., Latif, K. F., Sajjad, A., & Eweje, G. (2022). Revisiting the relationship between sustainable project management and project success: The moderating role of stakeholder engagement and team building. <i>Sustainable Development</i> , 30(1), 58-75.
14	Stone, R. J., Cox, A., Gavin, M., & Carpini, J. (2024). <i>Human resource management</i> . John Wiley & Sons.
15	Tillin, L. (2022). Does India have subnational welfare regimes? The role of state governments in shaping social policy. <i>Territory, Politics, Governance</i> , 10(1), 86-102.

SEMESTER III		
Course Code:	AH4OPSC621	
Title of the Course:	HUMAN RIGHTS PERSPECTIVES FOR SOCIAL WORK	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Understand the concept of human rights and significant UN declarations on human rights	
CO 2:	Contextualise the violation of Human rights of the vulnerable and to apply Human Rights framework for their empowerment	
CO 3:	Learn the agencies for the protection of human rights	
CO 4:	Demonstrate knowledge on the role of Social Work Profession in protecting human rights	
COURSE CONTENTS:		
Module 1 : : Introduction to Human Rights:		15 Hours
Concept and History of Human Rights The Universal Declaration of Human Rights in 1948 United Nations Convention on the Rights of Child Declaration on Elimination of All Forms of Intolerance and Discrimination Based on Religion and Belief		
Module 2 : Human Rights in the Indian Context:		15 Hours
Fundamental Rights in Indian Constitution Contemporary issues in Human Rights: Violation of Child rights, Women’s Rights, Rights of Minorities, Rights of Persons with Disabilities and elderly		
Module 3 : Human Rights Regulation and Protection Systems:		15 Hours
Human Rights Commission (National and State) and its role Human Rights Advocacy and Civil Society Initiatives in India-People’s Union for Civil Liberties, Consumer Redressal Forum and Amnesty International Role of Media in protecting Human Rights		
Module 4 : Social Work Perspectives		15 Hours
Institutional Services- Reception Homes; Short stay Homes; Day Care Centres Community based Services: Family Counselling Centres; Help lines for Women and Elderly Protection of Children from Sexual Offences Act 2012 [POCSO] Institutional Services: Children’s Home; Observation Homes Community Based Services: Adoption; Foster care; Sponsorship; Child Line		

Suicide helpline – preventive framework	
References:	
1	Arora Neelam, Kadli H. Jayadev, Lasune S.V. (2016) Issues and Challenges in Human Rights in Contemporary India Mark Publishers, Jaipur
2	Battacharya, S K (2003) Social Defence: An Indian Perspectivs New Delhi:Regency Publications
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13	Reichert Elizabeth (2003). Social Work and Human Rights, New Delhi: Rawat Publications.
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15	Singh, S. (2023). Women empowerment in India: a critical analysis. <i>Universal Research Reports</i> , 10(1), 69-74.

SEMESTER III		
Course Code:	AH4OPFW600	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM-III COMMUNITY DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Understand the structure and dynamics of communities	
CO 2:	Identify and analyze the needs of the communities	
CO 3:	Develop skills of working with communities by applying the Social Work methods - Social Action, Social Work research and Community Organization	
CO 4:	Design and implement participatory community development modules and projects	
COURSE CONTENTS:		
<p>Prepare community profile and identify the power dynamics</p> <p>Study and analyze any five Government programmes or schemes implemented for the welfare of the subaltern groups (by visiting the respective Government departments to study the programme/ schemes and have discussions with the beneficiaries to evaluate the same)</p> <p>Identify and analyze any two needs of the community (Research /Focused Group Discussion with target population/ meetings with formal and informal leaders)</p> <p>Design and organize two programmes based on the needs of the community (follow the process of community organisation)</p> <p>Undertake a minor research study to identify local community-based issues</p>		
References:		
1	Abubakar, I. R., Maniruzzaman, K. M., Dano, U. L., AlShihri, F. S., AlShammari, M. S., Ahmed, S. M. S., ... & Alrawaf, T. I. (2022). Environmental sustainability impacts of solid waste management practices in the global South. <i>International journal of environmental research and public health</i> , 19(19), 12717.	
2	Hossain, I., Haque, A. M., & Ullah, S. A. (2024). Assessing sustainable waste management practices in Rajshahi City Corporation: an analysis for local government enhancement using IoT, AI, and Android technology. <i>Environmental</i>	

	<i>Science and Pollution Research</i> , 1-19.
3	Idiculla, M., & Mukherjee, G. (2023). Local governments, federalism, and the governance of public health in India. In <i>Local Governance in Multi-Layered Systems: A Comparative Legal Study in the Federal-Local Connection</i> (pp. 417-438). Cham: Springer Nature Switzerland.
4	McMillan-Major, A., Bender, E. M., & Friedman, B. (2024). Data statements: From technical concept to community practice. <i>ACM Journal on Responsible Computing</i> , 1(1), 1-17.
5	Mitra, S. K. (2021). <i>Power, protest and participation: Local elites and the politics of development in India</i> . Routledge.
6	Patil, Asha, Ramanagouda. (2013). <i>Community Organization and Development</i> , Delhi: PHI Learning Pvt.Ltd
7	Perry, H. B., Chowdhury, M., Were, M., LeBan, K., Crigler, L., Lewin, S., ... & Hodgins, S. (2021). Community health workers at the dawn of a new era: 11. CHWs leading the way to “Health for All”. <i>Health Research Policy and Systems</i> , 19, 1-21.
8	Raju Lakshmi pathi M. (2012) <i>Community Organisation and Social Action</i> , Regal Publications, New Delhi
9	Singh Ram Shankar (2011) <i>Social Work and Community Development</i> , ABD Publishers, Jaipur
10	Thomas, D. N. (2024). <i>The making of community work</i> . Taylor & Francis.

SEMESTER III		
Course Code:	AH4OPSC622	
Title of the Course:	TRIBAL, RURAL AND URBAN DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Get conceptual clarity of tribal, rural and urban communities and analyse the dynamics in these communities	
CO 2:	Demonstrate in depth knowledge on challenges of tribal, rural and urban communities	
CO 3:	Analyze the intervention of Government and Non-Government Organisations for the development of communities	
CO 4:	Acquire skills of working with tribal, rural and urban communities applying the methods of Professional Social Work	
CO 5:	Understand the skills and need for peoples participation for the development of the communities	
COURSE CONTENTS:		
Module 1 Rural and Tribal Society in India:		15 Hours
Rural, Village: Concept and Characteristics		
Tribe, Caste: Concept and Characteristics		
Tribal - Rural- Urban distinctions		
Historical perspective and emerging trends in Rural and Tribal social institutions		
Globalization and its impact on Rural and Tribal Society		
Module 2 : Issues faced by the Tribal and Rural Poor		15 Hours
Indebtedness; Unemployment; Lack of basic amenities; Ecological degradation; Tribal dislocation, Violation of Human Rights, Health issues: Causes and Effects of the issues and Social Work Interventions		
The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006: Introduction, Forest rights, Authorities and procedures for vesting forest rights		
Module 3 : Concepts and issues in Urban:		15 Hours
Urbanization and Urban Life: Concept and characteristics		

Concept of cities and metropolitan cities; Impact of Industrialization and Urbanization on urban Society:

Urbanization and Social problems: White Collar crimes; children in conflict with law; Prostitution; Beggary; Over Crowding & Problems of housing; Health issues

Slums: Definition, meaning, causes and consequences

Environmental conditions of Urban India: Causes and Types of Urban pollution, Urban Waste management measures.

Module 4 : Rural and Urban Development:

15 Hours

Concept, History and Philosophy of Rural development in India

Government programmes (Central and State) for Unemployed, Farmers, Artisans, Labourers, Women, Children, S.C and ST's, Youth, health care and public health -Critical analysis

Urban Community Development and Urban Development: Meaning, Need and Scope.

Government Schemes and programmes: Housing; Water and Sanitation Programmes; Jawaharlal Nehru National Urban Renewal Mission; National Rural Health Mission, Deen Dayal Antyodaya

Yojana- National Urban Livelihood Mission

Role of Social Workers in facilitating participatory strategies for Sustainable cities and communities (SDG)

References:

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2	Manji Suresh (2015) National Policy on Tribals and Tribal Rights, New Delhi: Crescent Publishing Corporation
3	Nadarajah.M., Yamamoto Tomoko Ann (2007).Urban crisis, Jaipur: Rawat Publications
4	Prasad Shankar Ravi, Sinha Kumar Pramod (2012) Empowerment of Tribal People In India, New Delhi: Anmol Publications
5	Sah and Sisodia (2004).Tribal Issues in India, New Delhi: Rawat publications
6	Yadav Gireesh (2015). Development and Deprivation of Tribes, New Delhi Rohit Publications
7	Mandal, A. K. THE ROLE OF FIVE YEARS PLANS FOR TRIBAL DEVELOPMENT IN INDIA: AN OVERVIEW. <i>JOURNAL OF EDUCATION AND DEVELOPMENT</i> , 147.

8	Kapoor, N., Ahmad, N., Nayak, S. K., Singh, S. P., Ilavarasan, P. V., & Ramamoorthy, P. (2021). Identifying infrastructural gap areas for smart and sustainable tribal village development: A data science approach from India. <i>International Journal of Information Management Data Insights</i> , 1(2), 100041.
9	Begam, N., & Ambastha, S. K. (2025). Assessing the Role of Vananchal Gramin Banks in Empowering Tribal Development: A Review-Based Perspective. <i>International Journal of Advanced Research and Multidisciplinary Trends (IJARMT)</i> , 2(1), 122-134.
10	Zajda, J., & Vissing, Y. (2024). Globalisation, cultural diversity, and human rights. In <i>Globalisation, Cultural Diversity and Human Rights</i> (pp. 1-10). Cham: Springer Nature Switzerland.
11	Han, B. C. (2022). <i>Hyperculture: culture and globalisation</i> . John Wiley & Sons.
12	Lister, R. (2021). <i>Poverty</i> . John Wiley & Sons.
13	Sy, S. A., & Mokaddem, L. (2022). Energy poverty in developing countries: A review of the concept and its measurements. <i>Energy Research & Social Science</i> , 89, 102562.
14	Ghouse, S. M., Durrah, O., & McElwee, G. (2021). Rural women entrepreneurs in Oman: problems and opportunities. <i>International Journal of Entrepreneurial Behavior & Research</i> , 27(7), 1674-1695.
15	Nyahunda, L., Makhubele, J. C., Mabvurira, V., & Matlakala, F. K. (2021). Vulnerabilities and inequalities experienced by women in the climate change discourse in South Africa's rural communities: implications for social work. <i>The British Journal of Social Work</i> , 51(7), 2536-2553.

SEMESTER III		
Course Code:	AH4OPSC623	
Title of the Course:	CITIZEN PARTICIPATION AND LOCAL SELF-GOVERNANCE	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Recognize the key concept of citizenship, participation and governance.	
CO 2:	Develop critical understanding of the functioning of local government institutions	
CO 3:	Critically analyse the role of civil society organisations in good governance	
CO 4:	Acquire understanding of the role of social work in promoting citizen participation in governance	
CO 5:	Develop skills to involve people in Governance	
COURSE CONTENTS:		
Module 1 : : Citizen Participation and Local Governance:		15 Hours
Citizenship: Concept, Rights and Duties of Citizens; Citizen Leadership		
People’s Participation: Concept, Principles and Significance		
Definition and Concept of Governance, Self-Governance, Local Self- Governance and Good Governance		
Module 2 : Evolution of Local Governance in India		15 Hours
73 rd and 74 th Constitutional Amendment Acts 1992		
History of Panchayat, Panchayat Raj Institutions		
Balwant Rai Mehta Committee Report, Ashok Mehta Committee Report)		
Structure and functions of Panchayath and Urban Bodies		
Administrative Reforms Commission (2005- 2009), Fourteenth Finance Commission (2015- 2020)		
Case studies of successful/failed Local Governance Models from different states		

Module 3 : Civil Society Organisations in Good Governance		15 Hours
Participation of Women, SC., STs, BCs in Panchayat Raj Institutions		
Significance of GramaSabha and Ward Sabha		
Role of Civil Society Organizations: NGOs, Media, People based Community Organizations in Good Governance, Right to Information Act, 2005		
Module 4 : Social Work with Rural and Urban Governance:		15 Hours
Role of Social Worker in Promoting Participatory Good Governance in rural and urban administration		
Direct Intervention: Rural, Urban and Municipality Governance: Mobilization and Organization		
References:		
1	Kaur, Harpreet, (2015). Governance and Democracy in India, New Delhi: Kitab Mahal publishers	
2	Koreth, George, (2013). Building a Citizens' Partnership in Democratic Governance, New Delhi: SAGE Publications India Pvt Ltd	
3	Maheshwari S R. (2008). Local Governement in India. Newdelhi: Anmol Publication	
4	Mahepal, (2015). Journal on Rural Development, Vol.63, No-05, March	
5	Mehta G S. (2012). Participation of Women in the Panchayet Raj System. New Delhi: Kaushika Publications	
6	Mehta G S. (2002). Participation of Women in the Panchayet Raj System. New Delhi: Kaushika Publications	
7	Sheikh, Ahmad, Younis (2014). People's Participation in Local Governance in India, (PDF), https://www.researchgate.net/publication/329415235_PEOPLE'S_PARTICIPATION_IN_LOCAL_GOVERNANCE_IN_INDIA	

8	Dodamani, M., & Natikar, S. C. (2023). An analysis on socio-economic phenomena of scheduled caste in India. <i>EPRA International Journal of Multidisciplinary Research (IJMR)</i> , 9(8), 328-333.
9	Abiddin, N. Z., Ibrahim, I., & Abdul Aziz, S. A. (2022). Non-Governmental Organisations (NGOs) and their part towards sustainable community development. <i>Sustainability</i> , 14(8), 4386.
10	Bhoi, D. (2022). Economic growth, development and education of scheduled castes: Line drawn from neoliberal era. <i>Contemporary Voice of Dalit</i> , 2455328X211073207.
11	Quick, K. S., & Bryson, J. M. (2022). Public participation. In <i>Handbook on theories of governance</i> (pp. 158-168). Edward Elgar Publishing.
12	Tormos-Aponte, F. (2021). The influence of indigenous peoples in global climate governance. <i>Current Opinion in Environmental Sustainability</i> , 52, 125-131.
13	Arkorful, V. E., Lugu, B. K., Hammond, A., & Basiru, I. (2021, May). Decentralization and citizens' participation in local governance: Does trust and transparency matter?—An empirical study. In <i>Forum for development studies</i> (Vol. 48, No. 2, pp. 199-223). Routledge.
14	Mitra, S. K. (2021). <i>Power, protest and participation: Local elites and the politics of development in India</i> . Routledge.
15	Sivakumar, I., & Manimekalai, K. (2021). Masculinity and challenges for women in Indian culture. <i>Journal of International Women's Studies</i> , 22(5), 427-436.

SEMESTER III		
Course Code:	AH4OPFW600	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM-III MEDICAL AND PSYCHIATRIC SOCIAL WORK	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Understand the functioning of a health setting	
CO 2:	Acquire skills in conducting case work (Medical /Psychiatric)	
CO 3:	Demonstrate skills of working with patient as well as family in the management of Patient	
CO 4:	Exhibit counselling skills and therapeutic treatment techniques to study and assess clients with psychological and socio-economic conditions	
CO 5:	Develop skills of planning and conducting health awareness programmes	
COURSE CONTENTS:		
<p>Study organizational set up, structure and functioning of the Health Institution and prepare profile</p> <p>Case History taking (2cases)</p> <p>Mental Status Examination (2cases)</p> <p>Identify and Assessment of Problem areas in the case and list them (2 cases)</p> <p>Counselling Assessment, Verbatim and Psycho-education to clients and family (2 cases)</p> <p>Liaison Work in Case work (one case) - Health Scheme, Referral, Environmental Modification</p> <p>Discharge plans for patients by addressing medical, psycho-social, and practical needs (2 Cases)</p> <p>Conduct group work (therapeutic/Educational/recreational) with patients/bystanders (2 GW)</p> <p>Health Awareness Programmes (1 programme)</p> <p>Case Reviews (Psychiatric Social Work)</p>		

References:	
1	Ahuja, Neeraj, (2003). <i>A Short Text Book of Psychiatry</i> , New Delhi: Jaypee Brothers Medical Publishers Ltd
2	Hurlock, Elizabeth, (2000). <i>Child Growth and Development</i> , New Delhi: Tata McGraw Hill Publishing Company Ltd
3	Kavita, Singh, (2001). <i>Counselling Skills for Managers</i> , New Delhi: PHI Learning Ltd
4	Samuel, T., Gladding, (2014). <i>Counselling: A Comprehensive Profession</i> , South Asia: Dorling Kindersley (India) Pvt. Ltd
5	Sreevani, (2018). <i>A guide to Mental Health and Psychiatric Nursing</i> , New Delhi: Jaypee brothers Medical publishers Ltd.
6	Taylor, E., Shelly, (2009). <i>Health Psychology</i> , New Delhi: McGraw Hill Education (India) Pvt. Ltd
7	World Health Organisation, (2004). <i>The ICD-10 Classification of Mental and Behavioural Disorders- Clinical descriptions and diagnostic guidelines</i> , Delhi: A.I.T.B.S. Publishers and Distributors
8	Chander, R., Murugesan, M., Ritish, D., Damodharan, D., Arunachalam, V., Parthasarathy, R., ... & Kumar, C. N. (2021). Addressing the mental health concerns of migrant workers during the COVID-19 pandemic: An experiential account. <i>International Journal of Social Psychiatry</i> , 67(7), 826-829.
9	Giacomucci, S. (2021). <i>Social work, sociometry, and psychodrama: Experiential approaches for group therapists, community leaders, and social workers</i> (p. 435). Springer Nature.
10	Gould, N. (2022). <i>Mental health social work in context</i> . Routledge.

SEMESTER III		
Course Code:	AH4OPSC624	
Title of the Course:	COUNSELLING: THEORY AND PRACTICE	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Understand the Holistic Concept of Counselling as a tool for help Articulate the role of a Counsellor as a professional in dealing with various issues of life and to work in different settings	
CO 2:	Recognize and synthesize attitudes and values that enhance investment of Self in the Counsellors' role	
CO 3:	Acquire knowledge and skills of using therapeutic approaches	
CO 4:	Develop Competence in Building a Therapeutic Relationship	
COURSE CONTENTS:		
Module 1 Introduction to Counselling		15 Hours
Counselling: Meaning and Definition; Goals and Scope; History and trends in Counselling Personal and professional aspects in Counselling: Levels of helping, Professional helping specialties Ethical and Legal aspects of Counselling: ethical principles and practices, education of professional and Credentialing of Counsellors Characteristics of Counsellor: Empathy, Genuineness, Concreteness, Sense of humour, Sense of tragedy and Self awareness		
Module 2 : Process and Skills of Counselling		15 Hours
Counselling assessment: format and verbatim Acquainting: Greeting skills, small talk, Privacy and Confidentiality Acceptance and Individualization Founding: Attending, Observing and Listening Skills Diagnosing: problem assessment, Types of Diagnosis, Psycho-social Diagnosis Intervening: Pacing, Personalizing, Reframing, Initiating and Evaluating Termination: Follow-up and Termination of Counselling relationship		
Module 3 : Therapeutic Approaches in Counselling		15 Hours
Humanistic Approach: Existential and Client Centered Counselling		

<p>Cognitive Approach: Cognitive Behavior Therapy (CBT), Rationale Emotive Behavior Therapy (REBT), Transaction Analysis (TA)</p> <p>Behavioral Approach: Operant and Classical Conditioning, Behavior Modification Techniques</p> <p>Expressive Therapy: Music, Art, Drama, Horticultural therapy, pet therapy Social media therapy</p> <p>Group and interpersonal psycho therapy</p> <p>Indian contribution: Yoga and Meditation</p>	
<p>Module 4 : Areas of Counselling 15 Hours</p> <p>Counselling in difficult Situations: Psychological First Aid , Grief, Crisis and Suicide prevention strategies</p> <p>Life skills and counselling in school settings</p> <p>Counselling for addiction, marital and family issues ,LGBTQIA+, Genetic Counselling</p> <p>Counselling in Correctional, geriatric and work place setting</p>	
<p>References:</p>	
1	Agarwal, J, C, (2007). Essentials of Educational Psychology, 2nd edition, New Delhi: Vikash Publications
2	Corey, G., Corey, M.,S., & Callanan, P, (2007). Issues and Ethics in the helping professions, United states: Thomson Brooks/Cole
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4	Jones, Richard-Nelson, (2002). Essential Counselling and Therapy Skills, London: Sage Publications
5	John, Antony, D, (2005). Trauma Counselling, Nagarcoil: Anugraha Publications
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8	Hartmann, M., Datta, S., Browne, E. N., Appiah, P., Banay, R., Caetano, V., ... & Srinivasan, K. (2021). A combined behavioral economics and cognitive behavioral therapy intervention to reduce alcohol use and intimate partner violence among couples in Bengaluru, India: results of a pilot study. <i>Journal of interpersonal</i>

	<i>violence</i> , 36(23-24), NP12456-NP12480.
9	Shafran, R., Myles-Hooton, P., Bennett, S., & Öst, L. G. (2021). The concept and definition of low intensity cognitive behaviour therapy. <i>Behaviour Research and Therapy</i> , 138, 103803.
10	Pachankis, J. E., Harkness, A., Maciejewski, K. R., Behari, K., Clark, K. A., McConocha, E., ... & Safren, S. A. (2022). LGBTQ-affirmative cognitive-behavioral therapy for young gay and bisexual men's mental and sexual health: A three-arm randomized controlled trial. <i>Journal of Consulting and Clinical Psychology</i> , 90(6), 459.
11	Datta, K., Tripathi, M., Verma, M., Masiwal, D., & Mallick, H. N. (2021). Yoga nidra practice shows improvement in sleep in patients with chronic insomnia: A randomized controlled trial. <i>National Medical Journal of India</i> , 34(3).
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15	Ugwuanyi, L. T., Ede, M. O., Agbigwe, I. B., Onuorah, A. R., Amaeze, F. E., Edeh, N. C., ... & Adene, F. M. (2023). Effect of rational emotive behaviour therapy on depressive symptoms in a sample of parents of children with intellectual disability. <i>Journal of Rational-Emotive & Cognitive-Behavior Therapy</i> , 41(1), 128-143.

SEMESTER III		
Course Code:	AH4OPSC625	
Title of the Course:	PSYCHIATRIC SOCIAL WORK	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Understand the fundamentals of Psychiatric Social work	
CO 2:	Acquire knowledge on Adult Mental disorders and their management.	
CO 3:	Develop an understanding into childhood Psychological and behavioural disorders and their management	
CO 4:	Demonstrate knowledge and skills in the practice of Social work in Community Mental health and Rehabilitation.	
CO 5:	Familiarize with the legal provisions and National Programmes on Mental Health	
COURSE CONTENTS:		
Module 1 : Psychiatric Social Work – Introduction:		15 Hours
Introduction to Psychiatric Social Work; Historical background of Psychiatric Social Work in India; Role of a Psychiatric Social Worker in Mental Health settings; Training and scope of Psychiatric Social Work in India Psychiatric case history taking and Mental Status Examination		
Module 2 : Mental Disorders:		15 Hours
International Classification of Disorders (ICD – 10), International Classification of Disorders (ICD – 11) and Diagnostic and Statistical Manual (DSM)-V Neurotic, Stress related and somatoform disorders: Phobic anxiety disorders, other anxiety disorders, obsessive compulsive disorders, Reaction to severe stress and adjustment disorders, somatoform disorders, dissociative conversion disorders: clinical symptoms, causes, and management- Schizophrenia: Definition, types, Clinical symptoms, causes and management Mood Disorders: Definition, types, Clinical symptoms, causes and management Organic Mental disorders: Dementia and Delirium – Definition, Clinical symptoms, causes and management Disorders of Adult Personality and Behaviour – Types, clinical symptoms, causes and		

management	
Psychoactive Substance (Drug) Use Disorders: Major Dependence producing Drugs, criteria & stages of addiction, Management and role of a PSW	
Module 3 : Childhood Disorders and Services: 15 Hours	
Classification and Symptoms of Childhood Disorders (ICD-10): Disorders of Psychological development, Behavioural and Emotional disorders with onset usually occurring in childhood and adolescence, Treatment and Role of a Psychiatric Social Worker in the management of Childhood disorders	
Mental Retardation: Definition, Levels, causes, Management	
Child Guidance Clinic: Structure, functioning and role of a social worker	
School Mental Health: Concept and Approaches	
Module 4 : Community Mental Health & Welfare/Legal Provisions for Mentally Ill: 15 Hours	
Community Mental Health: Meaning, Importance and Role of a Social Worker	
Psycho-social Rehabilitation: Meaning and Approaches	
Role of Psychiatric Social Worker in a Rehabilitation Centre: Residential/Day Care or Half way Home	
National Mental Health Programme 1982;	
Mental Health Gap Action program by WHO	
Mental Health Act, 1987: salient features, Mental Health Care Act 2017: Important changes	
Role of Mental Health Authority Boards (Centre & State)	
References:	
1	Sekar, K and Parthasarathy, R. and Muralidhar, D. and Rao, Chandrashekar. (2007) <i>Handbook of Psychiatric Social Work</i> , Published by NIMHANS
2	Ahuja, Neeraj. (2011). <i>A Short Text Book of Psychiatry</i> , New Delhi: Jaypee Brothers Medical Publishers Ltd
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5	American Psychiatric Association. (2013). <i>Diagnostic and Statistical Manual of</i>

	<i>Mental Disorders (5th ed.)</i> . Arlington, VA: American Psychiatric Publishing.
6	Malhotra, S., & Vikas, A. (2011). <i>Child and Adolescent Psychiatry</i> . New Delhi: Jaypee Brothers Medical Publishers.
7	Sreevani. (2018). <i>A guide to Mental Health and Psychiatric Nursing</i> , New Delhi: Jayapee brothers medical publishers Ltd.
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9	Government of India. (2017). <i>The Mental Healthcare Act, 2017</i> . New Delhi: Ministry of Law and Justice.
10	Ferreira, C. R., Rahman, S., Keller, M., Zschocke, J., ICIMD Advisory Group, Abdenur, J., ... & Zeviani, M. (2021). An international classification of inherited metabolic disorders (ICIMD). <i>Journal of inherited metabolic disease</i> , 44(1), 164-177.
11	Kogan, C. S., Maj, M., Rebello, T. J., Keeley, J. W., Kulygina, M., Matsumoto, C., ... & Reed, G. M. (2021). A global field study of the international classification of diseases (ICD-11) mood disorders clinical descriptions and diagnostic guidelines. <i>Journal of Affective Disorders</i> , 295, 1138-1150.
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13	Moore, S., Long, A. C., Coyle, S., Cooper, J. M., Mayworm, A. M., Amirazizi, S., ... & Dowdy, E. (2023). A roadmap to equitable school mental health screening. <i>Journal of school psychology</i> , 96, 57-74.
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15	Izzat, A. A. H., Anghel, L., Stefanescu, B., Kantor, C., & Ciubara, A. (2021). Prevention of psychoactive substance use. <i>Archiv Euromedica</i> , 11(5), 59-61.

SEMESTER III		
Course Code:	AH4OPFW600	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM-III HUMAN RESOURCE DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Acquire social work knowledge and professionalism in the areas of Human Resource Development	
CO 2:	Exhibit skills of dealing with human resources for Organizational Development	
CO 3:	To acquire a thorough understanding of the processes and compliance requirements of an organization	
CO 4:	To gain practical insights into formulation of HR policies	
CO 5:	To ensure grievance redressal practices adhere to organizational policies, legal standards, and ethical norms	
COURSE CONTENTS:		
<p>Learn Organizational Profile and create an Organizational Structure</p> <p>Assist HR department in HR/Admin related function (3 no's)</p> <p>Report on Occupational Health and Safety Policies (1 no)</p> <p>Procedures on Accreditations (2 no's)</p> <p>Report on HRD mechanisms (2 no's)</p> <p>Understand Labour laws applicability in relevant organizations (3)</p> <p>Grievance redressal procedures</p>		
References:		
1	Aquinhas, P, G, (2012). Human Resource Management. New Delhi: Vikas Publishing House	
2	Bhatia, S, K (2001). Case studies in Human Resource Management. New Delhi: Deep and Deep Publications	
3	Kumar H. L., (2015). What Everyone Should Know about Labour Laws, Delhi: Universal Law Publications Co. Ltd.	
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	Unionism and Industrial Relations, Mumbai: Himalaya Publishing House.
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7	Banmairuroy, W., Kritjaroen, T., & Homsombat, W. (2022). The effect of knowledge-oriented leadership and human resource development on sustainable competitive advantage through organizational innovation's component factors: Evidence from Thailand's new S-curve industries. <i>Asia Pacific Management Review</i> , 27(3), 200-209.
8	Suravi, S. (2024). Training and development in the hybrid workplace. <i>The Learning Organization</i> , 31(1), 48-67.
9	Votto, A. M., Valecha, R., Najafirad, P., & Rao, H. R. (2021). Artificial intelligence in tactical human resource management: A systematic literature review. <i>International Journal of Information Management Data Insights</i> , 1(2), 100047.
10	Trihapsari, C., Mujahidah, F., & Humairoh, N. (2021). Enhancement of the Quality of Human Resources Through Training and Development Programs in Schools. <i>Al-Tanzim: Jurnal Manajemen Pendidikan Islam</i> , 5(2), 145-153.

SEMESTER III		
Course Code:	AH4OPSC626	
Title of the Course:	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Describe and analyse the role of HR Department in an Organisation	
CO 2:	Recognize the need for employee development function	
CO 3:	Identify the challenges faced by the Human Resource professionals and understand ways to resolve it.	
CO 4:	Demonstrate knowledge and skills for people management	
COURSE CONTENTS:		
Module 1 Introduction to Human Resource Management:		15 Hours
Human Resources Management (HRM): Meaning and Nature Strategic Human Resource Management: Meaning and Scope Application of Social Work Methods Role of Industrial Social Worker Limitations of Human Resource Management Leadership – Application in Human Resource sector		
Module 2 : Functional areas of Human Resource Management:		15 Hours
Human Resource Planning: Importance, Process, Barriers Talent Acquisition: Policies, sources and methods Selection: Concept, process Induction: Process, Evaluation Learning and Development: Meaning, Types; Management Development Remuneration Management: Fixation of remuneration, Salary Components, Fringe benefits		
Module 3 : Functional areas of Human Resource Management:		15 Hours
Promotion, Transfers, Demotion: Meaning, Types, Causes Management of Leave and Holidays Grievance Management: Importance, Process Separation: Concept of Retirement, Resignations, Dismissal, Exit Interviews Talent Retention: Importance and methods HR Analytics – Concept and application		

Module 4 Introduction to Human Resource Development:		15 Hours
Human Resources Development (HRD): Meaning, Nature and Scope		
Human Resource Development: Processes and Outcomes		
360 Degree Appraisal- Process, Advantages and Disadvantages		
Career Management and Development: Importance and Process		
Employee Counselling- Need and Method		
References:		
1	Aquinhas, P, G, (2012). Human Resource Management. New Delhi: Vikas Publishing House	
2	Ashwathappa, K, (2013). Human Resource Management Text and cases. New Delhi: McGraw Hill Education (India) Pvt Ltd	
3	Bhatia, S, K (2001). Case studies in Human Resource Management. New Delhi: Deep and Deep Publications	
4	Dash, Babita (2013). Job Satisfaction and Motivation. New Delhi: SSDN Publishers and Distributors	
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8	Picardi, C. A. (2020). <i>Recruitment and Selection: Strategies for Workforce Planning & Assessment</i> . SAGE Publications	
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10	Subba Rao, P. (2024). <i>Essentials of Human Resource Management and Industrial Relations</i> (6th ed.). Himalaya Publishing House.	
11	Sangeetha, K. (2008). <i>Online Recruitment: Methods and Cases</i> . ICFAI University Press.	
12	Sadri, S. (2017). <i>Human Resource Management in Modern India</i> . Himalaya Publishing House.	
13	Subba Rao, P. (2024). <i>Essentials of Human Resource Management and Industrial Relations</i> (6th ed.). Himalaya Publishing House.	
14	Sinha, P. R. N., Shekhar, S. P., & Bala, I. (2023). <i>Human Resource Management</i> (2nd ed.). Cengage India.	
15	Sharma, R. C., & Sharma, N. (2025). <i>Human Resource Management: Concepts, Theories and Contemporary Practices</i> . Routledge India.	

SEMESTER III		
Course Code:	AH4OPSC627	
Title of the Course:	LABOUR LEGISLATIONS AND INDUSTRIAL RELATIONS	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	50
Course Outcomes:		
CO 1:	Understand various Labour legislations and Industrial Relations in India	
CO 2:	Interpret and apply relevant laws and acts in specific cases	
CO 3:	Critically reflect on issues, limitations and challenges confronting labor laws in India	
CO 4:	Gain Insights on labour problems and industrial relations in India and offer meaningful inputs for improvement of labour-industry relations	
CO 5:	Develop skills for practical implications of legislations in industrial settings.	
COURSE CONTENTS:		
Module 1 Introduction to Labour Legislations and Welfare Legislations: 15 Hours		
Concept, Objectives importance and classification		
ILO and Indian Labour Legislation		
The Factories Act, 1948: Definitions, Objectives, Applicability, Obligations, Provisions, Factories Inspector – Appointment and Powers		
The Karnataka Shops and Commercial Establishments Act, 1961: Definitions, Objectives, Applicability, Obligations, Provisions, Powers of Inspector and Maintenance of Registers		
The Contract Labour (Regulation and Abolition) Act, 1970: Definition, Applicability, Registration, Licensing, Welfare and Health, Inspecting Staff and Maintenance of Registers		
Module 2 : Wage Legislations and its amendments 15 Hours		
The Payment of Wages Act, 1936: Definitions, Objectives, Applicability and Provisions and deductions		
The Minimum Wages Act, 1948: Definitions, Objectives, Applicability, Fixation, Provisions, Advisory Board, Obligations and Inspectors		
The Payment of Bonus Act, 1965: Definitions, Objectives, Eligibility, Computation		
Equal Remuneration Act, 1976: Objectives, Scope, Applicability& Provisions		

Module 3 : Industrial Relations		15 Hours
Industrial Relations: Concept, Meaning and Objectives		
Grievances: Causes, Grievance Redressal Procedures		
Disciplinary procedure: Aspects of discipline, Principles for maintenance of discipline, Code of discipline, Hot Stove rule, Principles of natural justice , Steps in disciplinary action		
Workers Participation in Management: Meaning, Objectives & Types		
Collective Bargaining: Definition, Process, Importance		
Module 4 Legislations for Industrial Relations and its amendments		15 Hours
The Industrial Disputes Act, 1947: Definitions, Objectives; Authorities, Committees; Conciliation, Arbitration and Adjudication Procedure, Labour Court and Tribunals; Strikes and Lockouts; Lay-off and retrenchment		
The Industrial Employment (Standing Orders) Act, 1946: Preamble, Applicability, Provisions		
The Trade Union Act, 1926: Definitions, Applicability, Registration, Provisions		
References:		
1	Dr. Sanjeev Kumar, (2002). Industrial and Labour Laws, New Delhi: Bharat Law House Pvt. Ltd.	
2	Jayaprakash Reddy R., (2004). Labour Welfare and Personnel Service, New Delhi: APH Publishing Corporation.	
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4	Kumar H. L., (2015). What Everyone Should Know about Labour Laws, Delhi: Universal Law Publications Co. Ltd.	
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6	Singh B. D., (2008). Industrial Relations and Labour Laws, New Delhi: Excel Books.	
7	Misra, S.N. (2016). Labour and Industrial Laws. New Delhi: Universal Law Publisher	
8	Chigater, S. (2021). Labour Law Reforms and Women's Work in India: Assessing the New Labour Codes From a Gender Lens. <i>Available at SSRN 4629287</i> .	
9	Roychowdhury, A., & Sarkar, K. (2021). Labour reforms in a neo-liberal setting: Lessons from India. <i>Global Labour Journal</i> , 12(1).	

10	Bhattacharjea, A. (2021). Labour market flexibility in Indian manufacturing: A critical survey of the literature. <i>International Labour Review</i> , 160(2), 197-217.
11	Breman, J. (2021). Classes of labour in India: A review essay. <i>Global Labour Journal</i> , 12(2).
12	Almakky, R. (2023). The Influence of the International Labour Organization on International Law and State Practice: An Analytical Study. <i>Arab Journal for Scientific Publishing (AJSP) ISSN</i> , 2663, 5798.
13	Oberkrome, F. (2024). The Role of Trade Unions in Shaping Indian Labor Legislation: Past, Present, and Future.
14	Goswami, D., & Paul, S. (2021). Labour Reforms in the Indian State of Rajasthan: a boon or a bane?.
15	Lerche, J. (2021). The farm laws struggle 2020–2021: class-caste alliances and bypassed agrarian transition in neoliberal India. <i>The Journal of Peasant Studies</i> , 48(7), 1380-1396.

SEMESTER III		
Course Code:	AH4OPOE639	
Title of the Course:	HUMAN RIGHTS AND SOCIAL DEFENCE	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3	3	45
Course Outcomes:		
CO 1:	Define and explain the concept of human rights and recognize the rights of various marginalized sections of society	
CO 2:	Apply human rights framework for understanding vulnerable groups	
CO 3:	Understand and analyse the human rights protection and regulation systems	
CO 4:	Acquire competencies of using the legal provisions and social defence systems to protect the vulnerable	
COURSE CONTENTS:		
Module 1 : Introduction to Human Rights:		12 Hours
Concept and History The Universal Declaration of Human Rights in 1948 United Nations Convention on the Rights of Child Declaration on Elimination of All Forms of Intolerance and Discrimination Based on Religion and Belief		
Module 2: Human Rights in the Indian Context:		11 Hours
Human Rights Evolution in India and concern Fundamental Rights in Indian Constitution Contemporary issues in Human Rights: Violation of Child rights, Women’s Rights, Rights of Minorities, Dalit Rights and Rights of Persons with Disabilities Environment and Human Rights		
Module 3: Human Rights Regulation and Protection Systems:		11 Hours
Human Rights Commission (National and State) and its role Human Rights Advocacy and Civil Society Initiatives in India-People’s Union for Civil Liberties, Consumer Redressal Forum Role of Media in protecting Human Rights International Human Rights Agencies: Amnesty International and Human Rights Watch		
Module 4: Social Defence and Services for Children		11 Hours
Juvenile Justice (Care and Protection of Children) Amendment Act 2021 Protection of Children from Sexual Offences Act 2012 [POCSO] Institutional Services for Children, Women and elderly Community Based Services for Children, Women and elderly		

References:	
1	Biswal, Tapan (2007). Human Rights Gender and Environment, Viva Books Private Ltd, New Delhi.
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3	Nirmala V. (2013). Law Relating to Human Rights, Asia Law House, Hyderabad:
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7	Lawson, A., & Beckett, A. E. (2021). The social and human rights models of disability: towards a complementarity thesis. <i>The International Journal of Human Rights</i> , 25(2), 348-379.
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11	Manral, I. T., Panjrattan, C., Saini, R. K., Roy, S., & Singh, A. (2023). A multi-speciality approach to the protection of children from sexual offences act: A review. <i>Industrial Psychiatry Journal</i> , 32(1), 4-8.
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14	Cortoni, F. (2024). What Works with Women Who Have Convictions for Sexual Offences: The Importance of a Gender-Responsive Approach. <i>The Wiley Handbook of What Works in Correctional Rehabilitation: An Evidence-Based Approach to Theory, Assessment and Treatment</i> , 247-258.
15	Adebahr, R., Söderström, E. Z., Arver, S., Jokinen, J., & Öberg, K. G. (2021). Reaching men and women at risk of committing sexual offences—findings from the national Swedish telephone helpline PrevenTell. <i>The journal of sexual medicine</i> , 18(9), 1571-1581.

SEMESTER IV		
Course Code:	AH4OPSC671	
Title of the Course:	PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Acquire knowledge and skills to facilitate participatory project management	
CO 2:	Develop competency to facilitate process of participatory planning with varied groups.	
CO 3:	Imbibe values and attitudes that are essential for participatory projects for development	
CO 4:	Acquire the skills of applying the techniques and strategies of project development	
CO 5:	Acquire the skills of promoting social entrepreneurship	
COURSE CONTENTS:		
Module 1: Participatory Project Planning and Management		15 Hours
Project: Concept, types and components Project Planning and Management Participatory Project Planning and Management Project cycle		
Module 2 : Project Formulation and Projects for Development		15 Hours
Process of Project Formulation; Participatory study, Problem identification and problem analysis-Cause/Effect analysis, Problem Statement Designing Project Proposals: Project on Micro Enterprises, Project on Education, Project on Health, Project on Housing, Project on Empowerment, Project on Malnutrition, Project on Self Employment Training		
Module 3 : Techniques and Strategies in Project Development		15 Hours
Alternative ways of achieving objectives-Force field analysis Programming: Gantt chart, Personnel plan. Budgeting: Costing and Financial Plan; Profit Analysis (Breakeven analysis) Programme Evaluation and Review Techniques [PERT]: Concepts and uses Evaluation: Criteria and means of evaluation		
Module 4: Social Entrepreneurship		15 Hours
Fundamentals of Entrepreneurship – Definition, Concept and functions Social Entrepreneurship- Definition, concept, scope and types		

Women and rural Entrepreneurship in India – case studies	
Role of Government and NGO’s for the development of social Entrepreneurship	
Challenges and opportunities for social Entrepreneurship	
References:	
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15	Crawford, J. K. (2021). <i>Project management maturity model</i> . Auerbach Publications.

SEMESTER IV		
Course Code:	AH4OPFW650	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM-IV COMMUNITY DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	5	225
Course Outcomes:		
CO 1:	Develop the skills of community organizer	
CO 2:	Learn the administrative tasks of Non Government Organisations	
CO 3:	Inculcate professional values of community organizer	
CO 4:	Acquire the skills of planning and executing community programs	
COURSE CONTENTS:		
<p>Mobilize people of the community (to address any one need of their community)</p> <p>Organise activities for their capacity reflection and action to meet their need</p> <p>Organize one community programme based on the felt need of the community (network with Government and Non-Government Organisations)</p> <p>Initiate or become a part of social action movement organized by any civil society organisation</p> <p>Prepare one proposal for community welfare by applying the methods of project planning (Force field analysis/Gantt chart/ PRA)</p>		
References:		
1	Abubakar, I. R., Maniruzzaman, K. M., Dano, U. L., AlShihri, F. S., AlShammari, M. S., Ahmed, S. M. S., ... & Alrawaf, T. I. (2022). Environmental sustainability impacts of solid waste management practices in the global South. <i>International journal of environmental research and public health</i> , 19(19), 12717.	
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10	Thomas, D. N. (2024). <i>The making of community work</i> . Taylor & Francis.

SEMESTER IV		
Course Code:	AH4OPSC672	
Title of the Course:	EDUCATION FOR DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Develop critical perspective on the system of formal as well as non-formal education.	
CO 2:	Acquire skills of designing educational programmes for varied groups of disadvantaged learners	
CO 3:	Understand the theoretical perspectives and approaches to contemporary and participatory Education	
CO 4:	Improve the knowledge on the need for education in the larger perspective	
CO 5:	Develop Social Work strategies in the field of education.	
COURSE CONTENTS:		
Module 1: Introduction to the concept		15 Hours
Concept and types of Education: Formal, Informal, Non formal, Historical review of Education in India, The importance of Education in Development & Social Changes; National Educational Policy 2020		
Module 2: Transformative Education and Learner centered approaches		
Modern education strategies: Inclusive education, education for sustainable development, technological enhancement and life skill education, Digital Literacy role of social worker in modern education for children as a facilitator, organizer, program planner and resource mobiliser		
Module 3: Contemporary and Participatory School of Education		15 Hours
Theoretical perspectives and approaches to contemporary and participatory Education: Paulo Friere -Contradictory consciousness; Paulo Freire's Conscientization process; Buddhist, Gandhian, Ambedkar's perspectives on Education; Education as a tool for Empowerment and Justice.		
Module 4: Designing Participatory School of Education		15 Hours
Designing Participatory Adult Education Programmes, Understanding the learners, Identifying and Analyzing learning needs, formulating general and measurable objectives, selecting appropriate content, Choice of methods and material, formulating criteria and methodology for Participatory and Non- participatory educational programmes.		

References:	
1	K, Venkata Reddy, K . (2012) Changing Attitude in Education in India, Atlantic Publishers, New Delhi,
2	NCRI,(2013). <i>National Policy on Education with modifications undertaken in 1992 (PDF)</i> ,National Council of Educational Research & Training
3	Rao, Pulla, (2012). Right to Education, as an Inclusive Policy, New Delhi: ABD Publishers
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5	Sasikumar, v, (2011). Education System in India, New Delhi: Anmol Publications
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11	Galgotia, D., & Lakshmi, N. (2022). Implementation of knowledge management in higher education: A comparative study of private and government universities in India and abroad. <i>Frontiers in Psychology</i> , 13, 944153.
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14	Patade, M. P. (2024). AN OVERVIEW OF DR BR AMBEDKAR'S EDUCATIONAL PHILOSOPHY AND VISION.
15	Gandhi, M. K. (2021). <i>TOWARDS NEW EDUCATION: TOWARDS NEW EDUCATION by MK GANDHI: Gandhi's Thoughts on Education</i> . Prabhat Prakashan.

SEMESTER IV		
Course Code:	AH4OPSC673	
Title of the Course:	CORPORATE SOCIAL RESPONSIBILITY	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Conceptualize Corporate Social Responsibility (CSR)	
CO 2:	Understand the legal framework of Corporate Social Responsibility in India	
CO 3:	Analyze the CSR strategies of various corporate sectors of India	
CO 4:	Develop the skills and knowledge of managing CSR projects	
CO 5:	Evaluate the role of Government and civil society organisations in CSR	
COURSE CONTENTS:		
Module 1: Introduction to Corporate Social Responsibility (CSR)		15 Hours
Corporate Social Responsibility (CSR): Meaning, definition and concept Business Ethics and Corporate Social Responsibility: Case study of Azim Premji Philanthropic Initiative Theories and Principles of CSR		
Module 2 : Corporate Social Responsibility in India		15 Hours
Evolution of CSR in India Scope for CSR in India Provision of CSR in Companies Act, 2013 (Section 135) Companies (Corporate Social Responsibility Policy) Amendment Rules, 2022		
Module 3: Planning and Implementation of CSR		15 Hours
Components of CSR Policy: Case studies of Infosys and TATA steel Participatory programme planning, financial management, administration, monitoring and evaluation of CSR projects e Case studies of successful corporate initiatives – Bajaj Auto, Coca- Cola India, Hindustan Lever and MRF		
Module 4: Corporate Partnership and Institutions		15 Hours
Role of NGO's in promoting CSR Role of Government in promoting CSR in public sector Role of Social Work Profession in CSR – Application of Social Work methods Critical issues in implementing CSR		

References:	
1	Bansal, Sandeep K., Bansal, Sanjeev K., Bansal, Rama. (2018). Business Ethics and Corporate Governance, Kalya Publishers, Ludhiyana
2	Baxi C.V., Ray, Sinha, Rupamanjari (2012). Corporate Social Responsibility, Vikas Publishing House, Noida
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11	Wirba, A. V. (2024). Corporate social responsibility (CSR): The role of government in promoting CSR. <i>Journal of the Knowledge Economy</i> , 15(2), 7428-7454.
12	Lu, J., Liang, M., Zhang, C., Rong, D., Guan, H., Mazeikaite, K., & Streimikis, J. (2021). Assessment of corporate social responsibility by addressing sustainable development goals. <i>Corporate Social Responsibility and Environmental Management</i> , 28(2), 686-703.
13	Zatira, D., & Suharti, E. (2022). Determinant Of Corporate Social Responsibility And Its Implication Of Financial Performance. <i>Jurnal Akuntansi</i> , 26(2), 342-357.
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15	García-Sánchez, I. M., Hussain, N., Khan, S. A., & Martínez-Ferrero, J. (2022). Assurance of corporate social responsibility reports: Examining the role of internal and external corporate governance mechanisms. <i>Corporate Social Responsibility and Environmental Management</i> , 29(1), 89-106.

SEMESTER IV		
Course Code:	AH4OPFW650	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM-IV MEDICAL AND PSYCHIATRIC SOCIAL WORK	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Understand the role of Psychiatric and Medical Social Worker in a health setting	
CO 2:	Acquire skills in conducting case assessment and diagnosis (Medical /Psychiatric)	
CO 3:	Develop skills in planning and conducting health awareness programmes	
CO 4:	Demonstrate knowledge on documentation of interventions in health setting	
CO 5:	Exhibit knowledge on specific areas of Medical Social Work in health care settings	
COURSE CONTENTS:		
<p>Case History assessment (2 cases) Mental Status Examination (4 cases) Assessment of Problem areas in the case and prepare trainee's Intervention plan (2 cases) Psycho-education to family (4 cases) Liaison Work in Case work (2 cases) Health Scheme, Referral, Environmental Modification Discharge plans for patients by addressing medical, psycho-social, and practical needs (2 Cases) Conduct group work (therapeutic/Educational/recreational) with patients/bystanders (one each-therapeutic/Educational/recreational) Health Awareness Programmes (1 programmes) Study of specific areas of Medical Social Work Practice-Rehabilitation, Organ Donation, Blood Bank, ICTC, Community Health Care, Oncology, Pediatric, Geriatric Social Work, Hos Conduct group work (therapeutic/Educational/recreational) with patients/bystanders (2 GW) Health Awareness Programmes (1 programme) Case Reviews (Psychiatric Social Work)</p>		

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2	Chander, R., Murugesan, M., Ritish, D., Damodharan, D., Arunachalam, V., Parthasarathy, R., ... & Kumar, C. N. (2021). Addressing the mental health concerns of migrant workers during the COVID-19 pandemic: An experiential account. <i>International Journal of Social Psychiatry</i> , 67(7), 826-829.
3	Giacomucci, S. (2021). <i>Social work, sociometry, and psychodrama: Experiential approaches for group therapists, community leaders, and social workers</i> (p. 435). Springer Nature.
4	Gould, N. (2022). <i>Mental health social work in context</i> . Routledge.
5	Hurlock, Elizabeth, (2000). Child Growth and Development, New Delhi: Tata McGraw Hill Publishing Company Ltd
6	Kavita, Singh, (2001). Counselling Skills for Managers, New Delhi: PHI Learning Ltd
7	Samuel, T., Gladding, (2014). Counselling: A Comprehensive Profession, South Asia: Dorling Kindersley (India) Pvt. Ltd
8	Sreevani, (2018). A guide to Mental Health and Psychiatric Nursing, New Delhi: Jaypee brothers Medical publishers Ltd.
9	Taylor, E., Shelly, (2009). Health Psychology, New Delhi: McGraw Hill Education (India) Pvt. Ltd
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SEMESTER IV		
Course Code:	AH4OPSC674	
Title of the Course:	WORKING WITH CHILDREN AND FAMILIES	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	50
Course Outcomes:		
CO 1:	Gain an understanding into the key Child Welfare Issues.	
CO 2:	Demonstrate knowledge of various child welfare services, programmes and policies	
CO 3:	Gain a clear understanding into the Legal provisions and Child Rights Advocacy	
CO 4:	Understand and apply the family life cycle perspective into Social work practice.	
CO 5:	Integrate Social Work Practice with Child and Family Welfare	
COURSE CONTENTS:		
Module 1: Child Welfare and Child Issues:		15 Hours
Child Welfare: Meaning, importance and need for Child Welfare in India		
Child Abuse: Forms, Impact on Child, Interventions		
Child Trafficking: Meaning, situation in India, Impact on child, Interventions		
Child Labour: Situation in India, problems, Governmental and Non-governmental measures		
Girl Child: situation, Governmental and Non-governmental measures		
Street children: Definition, Situation in India, Governmental and Nongovernmental measures		
Module 2 : Child Welfare: Legal Provisions and Services:		15 Hours
Concept of Child Rights; UN Charter on Rights of the child		
National Policy for children; Juvenile Justice (Care and Protection of Children) Amendment Act, 2021		
Protection of Children against Sexual Offences , POCSO Act, 2012, POCSO (Amendment) 2019 – Important changes		
De-institutionalization Services for children: Adoption, Foster Care, Sponsorship		
Child line and its functioning		
Child Rights Advocacy		

Module 3: Adolescent Development, Problems and Interventions:		15 Hours
Adolescent Development: Characteristics & needs of Adolescent Period		
Parent adolescent relationship: significance and issues		
Career development for adolescents : Career preparedness, factors influencing career choices, career counselling and mentoring		
Psychological/Emotional issues & Risk behaviors in adolescents and Interventions		
Welfare measures for Adolescent girls- Central and State Government		
Module 4: Family Life Cycle and Changing Families:		15 Hours
Need and Importance of working with families: Social Work perspective		
Introduction to Family Life Cycle (FLC) perspective, FLC stages (Duvall & Miller,1985): Stage 1 to Stage 8 - Developmental tasks, problems and Interventions.		
Single Parent Families: Issues & Interventions		
Family Violence: Forms, Impact on Individual & Interventions		
Divorce: Its impact on spouse and children & Interventions		
Role of family Courts in India, Family Courts Act 1984 (salient features) and Family Courts (Amendment) Bill, 2022 (salient features)		
References:		
1	Chakraborty, Krishna. (2002). <i>Family in India</i> , New Delhi: Rawat Publications	
2	Choudhary, P. (2000). <i>Child Welfare and Development</i> . Deep & Deep Publications	
3	Dippel, N., Szota, K., Cuijpers, P., Christiansen, H., & Brakemeier, E. L. (2022). Family involvement in psychotherapy for depression in children and adolescents: Systematic review and meta-analysis. <i>Psychology and Psychotherapy: Theory, Research and Practice</i> , 95(3), 656-679.	
4	Dutta, S. (2021). Divorce, kinship, and errant wives: Islamic feminism in India, and the everyday life of divorce and maintenance. <i>Ethnicities</i> , 21(3), 454-476.	
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6	Ghosh, Sumathi. (2003). <i>Adolescent Behaviour</i> , New Delhi: Penguin Books	
7	Maity, S., & Chakraborty, P. R. (2023). Implications of the POCSO Act and determinants of child sexual abuse in India: insights at the state level. <i>Humanities and Social Sciences Communications</i> , 10(1), 1-13.	
8	McLean, S. A., Booth, A. T., Schnabel, A., Wright, B. J., Painter, F. L., & McIntosh, J. E. (2021). Exploring the efficacy of telehealth for family therapy through	

	systematic, meta-analytic, and qualitative evidence. <i>Clinical Child and Family Psychology Review</i> , 24, 244-266.
9	Ministry of Women and Child Development, Government of India (2021). <i>National Policy for Children, 2013 & Child Protection Laws in India</i> .
10	NIPCCD (2018). <i>Juvenile Justice (Care and Protection of Children) Act, 2015 – A Handbook</i> . National Institute of Public Cooperation and Child Development.
11	Noll, J. G. (2021). Child sexual abuse as a unique risk factor for the development of psychopathology: The compounded convergence of mechanisms. <i>Annual review of clinical psychology</i> , 17(1), 439-464.
12	Pandey, R. S. (2018). <i>Protection of Children from Sexual Offences Act, 2012 – Legal Framework and Analysis</i> . Universal Law Publishing.
13	Patel, Tulsi. (2005). <i>The Family in India: Structure and Practice</i> , New Delhi: Sage Publications
14	Singh, A. (2019). <i>Child Labour in India: Causes, Consequences, and Interventions</i> . Rawat Publications.
15	WHO (2022). <i>Adolescents: Health Risks and Solutions</i> . World Health Organization Reports.

SEMESTER IV		
Course Code:	AH4OPSC675	
Title of the Course:	MEDICAL SOCIAL WORK	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	50
Course Outcomes:		
CO 1:	Demonstrate knowledge on communication strategies for promotion of health in prevention, care and management.	
CO 2:	Critically appraise policies, programmes and advocacy strategies of various national and inter-national organizations in the field of health and care services	
CO 3:	Articulate personal and professional values and promote skills required to perform as valued professionals in a multidisciplinary health settings	
CO 4:	Integrate theoretical knowledge with practical application by engaging in casework, group work, and community interventions to address health-related issues and challenges effectively.	
CO 5:	Utilize community resources for purposes of consultation, collaboration, advocacy, referral, and networking on behalf of clients and families and reinforce the needs of clients.	
COURSE CONTENTS:		
Module 1 : Concept of Health		No. of Hours: 10
Meaning of Health : Dimensions of Health: Physical, Mental, Social and Spiritual well being		
Determinants and Indicators of Health		
Health Education: Meaning and Importance, Principles, Techniques and Strategies		
Good Health and Wellbeing (SDG)		
Module 2 : Medical Social Work		No. of Hours: 14
Medical Social Work: Meaning, Definition, Objectives, Need and scope		
Historical Development of Medical Social Work in India and Abroad		
Practice of Social Work methods in Hospital settings: Need and importance of working with patients and families		
Role and Functions of Medical Social Worker: Maternity and Pediatrics, Gerontology, Blood Banks, Organ Transplant Centres, Legislation for organ donation, Trauma Care Centres, Hospice Settings, NGOs managing Health Services and Hospital Administration		

<p>Hospitalization: Concept, Impact of long-term hospitalization on Patients and families</p> <p>Team work and Multi-disciplinary approach to Health Care</p> <p>Medical Termination of Pregnancy</p>	
<p>Module 3 : Community and Health Care Organizations No. of Hours: 12</p> <p>Community Health Care and Education: Concept, Principles of Health care role of Medical Social Worker</p> <p>Community medicine: Meaning and Concepts</p> <p>National Family welfare Programs : Child and adolescent health education Program, (RMNCH+A)</p> <p>Levels of Health Care: Primary Health Care, Secondary Health Care and Tertiary Health Care</p> <p>National and International Organisations: WHO, UNICEF and NACO</p>	
<p>Module 4 : Diseases and Management No. of Hours: 14</p> <p>Disease: Meaning and Concept</p> <p>Communicable and Non-communicable Diseases: Meaning, Causes and Types</p> <p>Terminal Illnesses and Chronic Illnesses: Meaning, Impact on Patient and family; Palliative Care and</p> <p>Pain Management; Psychosocial Interventions-Role of a Social Worker</p> <p>National Health Programmes: National Vector Borne Diseases Control Programme, Revised National Tuberculosis Control Programme (RNTCP), National AIDS Control Programme (NACP)</p> <p>Rehabilitation: Definition, types and principles; Role of Medical Social Worker in Rehabilitation</p>	
<p>References:</p>	
1	Goel, Rajneesh, (2002). Community Health Care, New Delhi: Deep and deep Publication, Pvt. Ltd,
2	Goel, S, L, (2007). Health Education: Theory and Practice, New Delhi: Deep and deep Publication, Pvt. Ltd
3	Pandya, Ramaswami, (2010). Community Health Education, Jaipur: Rawat Publications,
4	Park, K, (2007). Preventive and Social Medicine, Jabalpur: M/S BamaraidasBhonot Publication
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9	Kumar, N., & Singh, U. (2024). <i>SDG3, Good Health and Well-Being: Status, Achievement, and Yoga Strategies</i> . In <i>SDGs in the Asia and Pacific Region</i> (pp. 1209-1241). Cham: Springer International Publishing.
10	World Health Organization. (2022). <i>WHO guideline on self-care interventions for health and well-being, 2022 revision</i> . World Health Organization.
11	Hendel, N. (2022). United Nations International Children's Emergency Fund (UNICEF). In <i>International Conflict and Security Law: A Research Handbook</i> (pp. 719-731). The Hague: TMC Asser Press.
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14	Anderson, B. O., Ilbawi, A. M., Fidarova, E., Weiderpass, E., Stevens, L., Abdel-Wahab, M., & Mikkelsen, B. (2021). The Global Breast Cancer Initiative: a strategic collaboration to strengthen health care for non-communicable diseases. <i>The Lancet Oncology</i> , <i>22</i> (5), 578-581.
15	Kaluvu, L., Asogwa, O. A., Marzà-Florensa, A., Kyobutungi, C., Levitt, N. S., Boateng, D., & Klipstein-Grobusch, K. (2022). Multimorbidity of communicable and non-communicable diseases in low-and middle-income countries: A systematic review. <i>Journal of multimorbidity and comorbidity</i> , <i>12</i> , 26335565221112593.

SEMESTER IV		
Course Code:	AH4OPFW650	
Title of the Course:	CONCURRENT FIELDWORK PRACTICUM-IV HUMAN RESOURCE DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
5	15	225
Course Outcomes:		
CO 1:	Develop critical understanding on applicability of labour legislations in various organizational set- up	
CO 2:	Understand the working conditions and mechanisms of Human Resource Development for employee welfare	
CO 3:	To explore the principles and applications of Corporate Social Responsibility (CSR) in organizations	
CO 4:	To reflect on personal growth and professional development opportunities in HRD specialization	
CO 5:	Analyze employee feedback and engagement metrics to drive meaningful improvements	
COURSE CONTENTS:		
Meeting with Facilitators (2 no's) Understanding the HR manuals (2 no's) Organise/ Assist HR Department in Organizational events (1 no) Report on best practices of the Organization (1 no) Procedures of enrolment and updating of employee details on Governmental portal (2 no's) Understanding about CSR practices Learning about the employee welfare concept Necessity of Employee engagement practices		
References:		
1	Aquinas, P, G, (2012). Human Resource Management. New Delhi: Vikas Publishing House	
2	Bhatia, S, K (2001). Case studies in Human Resource Management. New Delhi: Deep and Deep Publications	
3	Kumar H. L., (2015). What Everyone Should Know about Labour Laws, Delhi:	

	Universal Law Publications Co. Ltd.
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6	Swanson, R. A. (2022). <i>Foundations of human resource development</i> . Berrett-Koehler Publishers.
7	Banmairuroy, W., Kritjaroen, T., & Homsombat, W. (2022). The effect of knowledge-oriented leadership and human resource development on sustainable competitive advantage through organizational innovation's component factors: Evidence from Thailand's new S-curve industries. <i>Asia Pacific Management Review</i> , 27(3), 200-209.
8	Suravi, S. (2024). Training and development in the hybrid workplace. <i>The Learning Organization</i> , 31(1), 48-67.
9	Votto, A. M., Valecha, R., Najafirad, P., & Rao, H. R. (2021). Artificial intelligence in tactical human resource management: A systematic literature review. <i>International Journal of Information Management Data Insights</i> , 1(2), 100047.
10	Trihapsari, C., Mujahidah, F., & Humairoh, N. (2021). Enhancement of the Quality of Human Resources Through Training and Development Programs in Schools. <i>Al-Tanzim: Jurnal Manajemen Pendidikan Islam</i> , 5(2), 145-153.

SEMESTER IV		
Course Code:	AH4OPSC676	
Title of the Course:	EMPLOYEE WELFARE IN INDIA	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	60
Course Outcomes:		
CO 1:	Demonstrate proficiency in the concept of Employee Welfare	
CO 2:	Relate the role of Human Resource professionals in development of employee conditions	
CO 3:	Propose and implement employee welfare programmes	
CO 4:	Evaluate various welfare schemes and practices implemented by organizations and the government in India	
CO5:	Interpret labour laws and apply provisions for employee/organisational development	
COURSE CONTENTS:		
Module 1 : Introduction to Employee Welfare:		15 Hours
Employee Welfare: Meaning, Scope and Philosophy		
Role of the State in Employee Welfare		
Merits and Demerits of welfare measures		
Types of Welfare Activities: Intra-mural facilities and Extra- Mural facilities		
Module 2: Social Condition and Development:		15 Hours
Development of Labour Conditions in India		
Industrial Working Class and its Characteristics		
Problem of Recruitment and Employment		
Problems of Unorganized Labour, Bonded Labour and Child Labour		
Module 3 : Industrial Problems:		15 Hours
Absenteeism and Job turnover, Problem of Job Commitment, Housing Problems, Indebtedness, and Alcoholism		
Industrial accidents: Nature, types and causes		
Occupational Health Hazards: Types, effects on health		
Role and responsibilities of industry in occupational health and safety		

Module 4: Statutory Regulations to Employee Welfare:		15 Hours
<p>Employees' State Insurance Act, 1948: Objectives, Applicability, Contributions, Procedure for enrolment, Benefits, Obligations of an employer, Forms and Returns</p> <p>The Employees' Provident Funds and Miscellaneous Provisions Act, 1952: Objectives, Applicability, Contributions, Obligations of an employer, Benefits</p> <p>Maternity Benefit Act, 1961: Objectives, Applicability, Conditions of benefits, Obligations of an employer, Benefits</p> <p>Payment of Gratuity Act, 1972: Meaning, Calculation, Obligations</p> <p>The Employee's Compensation Act, 1923: Objectives, Liability of the Employer, Calculation</p>		
References:		
1	Ashfaq, S., Riaz, H., Mujtaba, G., Saeed, A., & Baloch, M. S. (2024). Does CEO guilt influence the adoption of employee welfare practices?. <i>European Management Review</i> .	
2	Behal, V., & Gupta, M. (2022). Reporting of corporate social responsibility practices: An evidence from Indian BSE-listed companies.	
3	Choudhury, S., Mohapatra, A. D., & Mohanty, M. K. (2021). Factors predicting employee engagement in Indian manufacturing sector. <i>International Journal of Services and Operations Management</i> , 38(1), 92-109.	
4	Dayarathna, Dushar. (2019). Employee Welfare Management. New Delhi: Anmol Publications	
5	Jayanthi, S. and Ilangovan, Dr. K., A Study on Awareness and Satisfaction towards Employee Welfare Measures (2019). <i>International Journal of Engineering and Management Research</i> , Volume- 9, Issue- 4 (August 2019), Available at SSRN: https://ssrn.com/abstract=3479598	
6	Kanupriya. (2021). COVID-19 and the Indian textiles sector: issues, challenges and prospects. <i>Vision</i> , 25(1), 7-11.	
7	Kumar, M. R., & Mahalakshmi, J. (2023). A study on-post retirement pension scheme evaluation for government employee in India. <i>The Online J Distance Education e-Learning</i> , 11(2).	
8	Mohd Jaafar, N. I., Awang, H., Mansor, N., Jani, R., & Abd Rahman, N. H. (2021). Examining withdrawal in Employee Provident Fund and its impact on savings. <i>Ageing International</i> , 46, 70-82.	

9	Moorthy, M, V. (2011). Principles of Labour Welfare. Delhi: Oxford and IBH
10	Mariappan, K. (2011). <i>Employment Policy and Labour Welfare in India</i> . New Century Publications
11	Pandey, Meena, (2010). Labour Laws. Mumbai: Himalaya Publishing House
12	Pathak, M. (2021). <i>Labour and Employment Compliance in India</i> . Kluwer Law International
13	Row, Sanyasi, (2001). Labour Laws. Vishakapatnam: Andhra Law House
14	Sinha, P. R. N., Shekhar, S. P., & Bala, I. (2023). <i>Human Resource Management</i> (2nd ed.). Cengage India.
15	Sarma, A. M., & Rao, P. S. (2014). <i>Employee Welfare and Social Security</i> . Himalaya Publishing House.

SEMESTER IV		
Course Code:	AH4OPSC677	
Title of the Course:	ORGANIZATIONAL BEHAVIOUR AND DEVELOPMENT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	4	50
Course Outcomes:		
CO 1:	Understand the concepts and foundations of organizational behaviour	
CO 2:	Develop capacity to analyze the motivations and implications of individual and group behaviour on organizations.	
CO 3:	Demonstrate knowledge on nature of organizational set up.	
CO 4:	Critically analyze the dynamics of organizational behaviour and to reflect on the essentials of organizational development	
CO 5:	Equip to address workplace challenges and design and implement programs and interventions to improve organizational effectiveness	
COURSE CONTENTS:		
Module 1 Introduction to Organizational Behaviour:		No. of Hours: 12
Organizational Behaviour: Definition, Objectives, Nature and Scope		
Role of Organizational Behaviour, approaches to study organizational behavior		
Process and Models of Organizational Behaviour		
Challenges faced by Management with organisational Behaviour		
Module 2 : Foundations of Individual Behaviour:		No. of Hours: 13
Personality: Concept, Types, Factors Influencing Personality		
Perception: Meaning and Importance, Process, influencing Factors, Enhancing Perception, Application in Organizational Behaviour		
Motivation: Meaning, Types, Steps and Effects on Work Behaviour		
Attitudes and Values: Meaning, Components of Attitude (ABC model); Changing Attitudes, Values and Organizational Behaviour		
Module 3 : Foundations of Group Behaviour:		No. of Hours: 12
Group Behaviour: Group Norms, Group Cohesion, Group Role, Group Conflict, Group Decision Making		
Team Building: Meaning, Types, Process, Roles, Causes for team failure, Techniques for		

<p>team success</p> <p>Leadership: Meaning, Nature, Functions, leadership Vs Management</p> <p>Job Satisfaction: Meaning, Determinants, Measurement, Effects</p>	
<p>Module 4: Dynamics of Organisation No. of Hours: 13</p> <p>Organisational Structure: Meaning, Elements; Division of Labour, Departmentalisation, Span of Control, Delegation of Authorities, Centralization and Decentralisation, Formalisation</p> <p>Organizational Climate: Concept, Need, Determinants</p> <p>Organizational Culture: Definition, Types, Functions</p> <p>Organizational Conflict: Definition, Source, types, Conflict Management</p> <p>Organizational change: Concept, Factors of Organizational change, planned change, Resistance to change, overcoming resistance to change</p> <p>Organizational Development: Meaning, Objectives, Characteristics and Interventions – Individual and group focused</p>	
<p>References:</p>	
1	Ashwathappa K., (2014). Organisational Behavior (11 th Ed.), New Delhi: Himalaya Publishing House
2	Khanka S. S., (2000). Organisational Behaviour, New Delhi: Excel Books
3	Nelson and Quick, (2009). Organisational Behaviour, New Delhi: Cengage Learning
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5	Schermerhorn, Hunt and Osborn, (2001). Organisational Behaviour, (7th Ed.) New Jersey: John Wile.
6	Singh <u>Kavita</u> , (2010). Organisational Behaviour, Delhi: Pearson Education.
7	Stephen Robbins P., (2001). Organisational Behaviour (9th Ed.), Chennai: Prentice Hall of India.
8	Duxbury, L., Bardoel, A., & Halinski, M. (2021). ‘Bringing the Badge home’: exploring the relationship between role overload, work-family conflict, and stress in police officers. <i>Policing and Society</i> , 31(8), 997-1016.
9	Jarvis, R. (2022). How to develop transpersonal leadership and transform organisational culture: A guide for HR professionals. In <i>Transpersonal Leadership in Action</i> (pp. 268-282). Routledge.

10	Zhengyan, H., Cao, E., Zhao, J., & Wang, M. (2024). Transformational leadership and financial employees' unethical pro-organisational behaviour: A cognitive perspective. <i>Journal of Psychology in Africa</i> , 34(4), 434-440.
11	Wood, J. M., Wiesner, R., Morrison, R. R., Factor, A., & McKeown, T. (2024). <i>Organisational behaviour: Core concepts and applications</i> . John Wiley & Sons.
12	Kumar, S., Bhatt, R., & Ganguly, D. G. (2022). <i>Organizational behaviour</i> . Academic Guru Publishing House.
13	Supramaniam, S., & Singaravelloo, K. (2021). Impact of emotional intelligence on organisational performance: An analysis in the Malaysian Public Administration. <i>Administrative Sciences</i> , 11(3), 76.
14	Panigraphy (2002), Human Resource Development And Labour Welfare; New Delhi: Anmol Publications
15	Kravariti, F., Tasoulis, K., Scullion, H., & Alali, M. K. (2023). Talent management and performance in the public sector: the role of organisational and line managerial support for development. <i>The International Journal of Human Resource Management</i> , 34(9), 1782-1807.

SEMESTER IV		
Course Code:	AH4OPPR686	
Title of the Course:	RESEARCH PROJECT	
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4	8	120
Course Outcomes:		
CO 1:	Understand the nature of social science research and its distinctive characteristics	
CO 2:	Understand the requirements and components of social science research	
CO 3:	Develop a critical perspective of the subject matter in the backdrop of review of literature	
CO 4:	Adopt appropriate plan and methodology for research, data collection and analysis relevant to research area and to organize research in accordance with the methodological requirements.	
COURSE CONTENTS:		
<p><u>Requirements:</u></p> <p>Research project is mandatory for every student in the fourth semester. However, students should begin the work in the third semester in consultation with the research guide. Here student identifies the problem and formulates the problem with objectives. Review of literature and introductory material is gathered and tools are formulated. During third semester vacation students are expected to do their data collection. Every student will complete the research project under the guidance of a faculty of the Department on topics related to Social Work and/or its thrust areas.</p> <p>Guidelines to prepare the Research Project:</p> <p>Research project report should be typed on A4 sized sheets, one sided print in Times Roman 12 point font, double –spaced and with 1”margin on all sides of the page.</p> <p>It should be in accordance with the methodological requirements of thesis and should consist of references in APA format.</p> <p>Length of the research project should be between 85- 100 pages, but not exceeding 150 pages (including pages of annexure).</p> <p>Minimum of 50 samples must be taken in the project</p> <p>Report of research project has to be typed and hard bound.</p> <p>Study should be original and plagiarism should be avoided so as any unacknowledged sources and commercial notes.</p>		

Assessment and submission

Total marks for the research project will be 100 (30 marks of Internal assessment+70 marks thesis valuation and viva voce).

Three copies of the research project report duly certified by the faculty supervisor and counter signed by the Head of the Department and the Principal should be submitted before the commencement of the End Semester Examination or Fourth Semester.

When the research study is undertaken in any organization/industry/clinical setting a copy of research project report should be submitted to them

Format of the Research Project:

Each Research Project shall consist of the following sections.

Section I: Preliminaries

Section II: Body of the Report

Section III: Annexure

Section I: It is a formal general section and shall have the following details

Title page

A face sheet having details regarding the title of the study, name of the researcher with Register number, name of the guide, department and institution through which the study has been undertaken under University, year of the work.

Forward/ Acknowledgement

Table of contents with Page numbers

List of tables, Charts, Graphs

Certification from the guide

Certification from the agency where study has been carried out (certificate is not compulsory in case of the topic related to the open community)

Section II: It's a formal technical section which shall consist of the following chapters

Abstract

Introduction

Review of literature

Methodology

Results and Discussion

Major Findings & conclusion

Recommendations

Section III: This section shall consist of all such additional information (Annexures) that are not disclosed in the body of the report.

Bibliography

A copy of the tool used for data collection

Additional statistical tables

Photographs

Any other relevant material approved by the guide

References:

1	Anand, Shelley, (2002). Research Methods and Techniques in Social Science, New Delhi: Common Wealth Publishers
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7	Tumiran, M. A. (2023). The recent use of IBM SPSS Statistics in social science research. <i>Asian Journal of Research in Education and Social Sciences</i> , 5(4), 461-475.
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