

**APPENDIX – 37(S)**  
**UNIVERSITY OF MADRAS**  
**CHOICE BASED CREDIT SYSTEM**

**MASTER OF SOCIAL WORK**  
**REVISED SYLLABUS**  
**(w.e.f. 2022-2023)**

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC 051 Social Work Profession-History and Philosophy</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession.</li><li>2. To develop insights into the origin and development of Voluntary organization.</li><li>3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training.</li><li>4. To understand the evolution of social work according to the International and Indian perspective.</li><li>5. To learn about the contributions of great social reformers in India.</li></ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"><li>1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings.</li><li>2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,</li></ol>

	<p>Hospitals and Factories.</p> <p>3. The students are enriched with different school of thoughts and ideologies.</p> <p>4. The students imbibe great ideas from social reformers and their inspirable social movements.</p> <p>5. The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.</p>
Pre-requisites, if any:	
Units	
I	<p><b>Historical Evolution of Social Work</b></p> <ul style="list-style-type: none"> <li>• International Perspectives: UK &amp; USA</li> <li>• Social Work in India:</li> <li>• Socio-cultural and religious thought</li> <li>• Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement, Christian Missionaries, Gandhian Social Work</li> <li>• India as a Welfare State</li> <li>• Contributions of Voluntary organisations</li> </ul>
II	<p><b>Social Work Profession</b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; definition, basic concepts, goals and functions, methods and fields</li> <li>• Origin and Growth in India: scope and status, International/national bodies and forums</li> <li>• Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC</li> </ul>
III	<p><b>Social Work Ideologies, Theories and Approaches</b></p> <ul style="list-style-type: none"> <li>• Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice</li> <li>• Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice</li> </ul>
IV	<p><b>Philosophy of Social Work Profession</b></p> <ul style="list-style-type: none"> <li>• Values, Beliefs and Principles of the Profession</li> <li>• Code of Ethics: Evolution of Code of Ethics, IFSW &amp; IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)</li> </ul>
V	<p><b>International Social Work:</b></p> <ul style="list-style-type: none"> <li>• Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors</li> <li>• Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Cox David, ManoharPawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006.</li> <li>• Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy. 2004.</li> <li>• Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971.</li> <li>• Antony A. Vass, New Directions in Social Work- Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996.</li> <li>• Cox David, PawarManohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006.</li> <li>• University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992.</li> <li>• Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004.</li> <li>• Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch&amp; E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997.</li> <li>• Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991.</li> <li>• Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC052 SOCIAL CASEWORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice.</li> <li>2. To comprehend theory and models and apply them in direct practice with individuals.</li> <li>3. To become aware of the scope of using the methods in various settings.</li> <li>4. To better understand the Case work relationship for making the client to adjust with the social environment.</li> <li>5. Different approaches increase the horizon of perspective towards dealing with client and their psycho-social problems.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can use the principles and skills in their daily practice of case work relationship when dealing with the client to solve their psycho-social problems.</li> <li>2. The students can use the techniques of counselling to fully understand the client's problem in a non-judgemental way to help them for better coping and adjusting with the social environment and human relations.</li> <li>3. The outcome of the course is to develop the skills of Case worker for better studying about the history of client and their individualistic problems personally in a psycho-social manner.</li> <li>4. The students come to understand about certain process framed in studying the client's psycho-social personality development for solving their problems.</li> <li>5. Tools and techniques are used by the Case worker in the social institutional settings like schools, hospitals and communities for building Case worker relationship.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Working with Individuals</b> <ul style="list-style-type: none"> <li>• Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills and Components.</li> <li>• Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.</li> </ul>
<b>II</b>	<b>The Helping Process</b> <ul style="list-style-type: none"> <li>• Phase I- Psychosocial Study, Psychosocial Assessment</li> <li>• Phase II- Intervention Plan and Goal Setting, Intervention</li> <li>• Phase III- Termination, Evaluation and Follow up.</li> </ul>

III	<b>Models and Approaches</b> <ul style="list-style-type: none"> <li>• Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.</li> </ul>
IV	<b>Tools and Techniques in working with Individuals</b> <ul style="list-style-type: none"> <li>• Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification and Communication.</li> </ul>
V	<b>Case Work in different Settings and Recording</b> <ul style="list-style-type: none"> <li>• Case work in Hospitals, Schools, Communities, Institutional settings and Industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Fischer, Joel. Effective Case Work Practice An Eclectic Approach. New York: Mc Graw Hill, 1978.</li> <li>• Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003.</li> <li>• Vyas, A.A. New Directions in Social Work - Social Work Competencies - Core Knowledge, Values and Skills. Delhi: Sage, 1996.</li> <li>• Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep &amp; Deep, 2004.</li> <li>• DatarSudha, Ruma, Bawikar et al. Skill Training for Social Workers - A Manual. New Delhi: Sage, 2010.</li> <li>• Hamilton, Gordon, Theory &amp; Practice of Social Case Work 2<sup>nd</sup> Edition. Jaipur: Rawat, Indian Reprint, 2013.</li> <li>• Hepworth, D.H. &amp; J.A. Larsen. Direct Social Work Practice: Theory and Skills. Dorsey Press, 1993.</li> <li>• Mathew, Grace. An Introduction to Social Casework. Mumbai TISS, 1992.</li> <li>• Misra, P.D. &amp; Beena Misra. Social Work Profession in India. Lucknow: New Royal Book, 2004.</li> <li>• Trevithick, Pamela. Social Work Skills – A Practice Handbook. 2nd Edition. Jaipur: Rawat, 2009.</li> </ul>

Methods of Assessment:

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Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	M	S	S
CO 2	S	M	M	M	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	M	M	S	M	M
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC053 SOCIAL GROUP WORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand Group Work as a method of Social Work and develop skills in practice.</li> <li>2. To understand models and apply them in practice with groups.</li> <li>3. To become aware of the scope of using the method in various settings.</li> <li>4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups.</li> <li>5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students are able to learn the art of engaging the group for accomplishing their goal and motive.</li> <li>2. The course will make the students to observe each phase of group work process that gives an idea about how the group formation and development occurs in it.</li> <li>3. The course makes the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires.</li> <li>4. The course enables the students to be an initiator, motivator and enabler for initiating group formation and achieving group objectives and goals.</li> <li>5. The outcome of the course is to make the students into a capable and efficient social group work professional in conducting group activities.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Working with Groups</b> <ul style="list-style-type: none"> <li>• Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.</li> </ul>
<b>II</b>	<b>Types of Groups</b> <ul style="list-style-type: none"> <li>• Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.</li> </ul>

III	<p><b>Phases of Group Work Process</b></p> <ul style="list-style-type: none"> <li>• Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment.</li> <li>• Beginning Phase: Introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment</li> <li>• Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process</li> <li>• Ending Phase: preparing for termination; evaluation and feedback</li> </ul>
IV	<p><b>Group Processes and Dynamics</b></p> <ul style="list-style-type: none"> <li>• Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry</li> </ul>
V	<p><b>Group Work Models and Practice in different settings</b></p> <ul style="list-style-type: none"> <li>• Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep &amp; Deep, 2008.</li> <li>• Choudhary, Paul. Introduction to Social Work. Delhi :Atma Ram &amp; Sons,1983.</li> <li>• Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979.</li> <li>• Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001.</li> <li>• Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983.</li> <li>• Doel, Mark &amp;Sawda, Catherine. The Essentials of Group</li> </ul>

	<p>Worker. London: Jessica Kingsley, 2003.</p> <ul style="list-style-type: none"> <li>• Garvin, Charles D., Gutierrez, Lorraine M., Galinsky, Maeda J. Handbook of Social Work with Groups. New York: The Guildford, 2006.</li> <li>• Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982.</li> <li>• Mark Doel. Using Group Work. London: Routledge, 2010.</li> <li>• Misra P.D. and Beena Misra. Social Work Profession in India. Lucknow: New Royal, 1979</li> <li>• Trecker. Harleigh, B. Social Group Work- Principles and Practice. New York: Association Press, 1970.</li> <li>• Brandler, S. and Roman, C. P. (1999). Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press.</li> <li>• Toseland, R. W. and Rivas, R. (1984). An Introduction to Group Work Practice. New York: McMillian.</li> </ul>
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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	M	M	S	S
CO 5	M	S	S	S	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course	SSSC054 Field Work Practicum - I
Credits	6
General Objectives	<ol style="list-style-type: none"> <li>1. To get exposed to wider area of social realities at the micro level</li> <li>2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions</li> <li>3. To acquire documentation skills to ensure professional competence</li> <li>4. To develop the right values and attitudes required for a professional social worker</li> </ol>
Components	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Practice Skill Laboratory</li> <li>3. Observation Visits</li> <li>4. Rural Camp</li> </ol>

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S
CO 4	M	S	S	M	M	S	M	S	M	M
CO 5	S	S	S	M	M	S	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC055 COMMUNITY ORGANIZATION &amp; SOCIAL ACTION</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand a community as a social system</li> <li>2. To learn techniques and skills of CO as a method of Social Work</li> <li>3. To understand methods and approaches in Community Organisation and Social Action</li> <li>4. To learn about the various concepts of community organization to work efficiently for their development and growth</li> <li>5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course will provide knowledge about the community organization and its process that stimulates the student to actively participate in the community emancipation and development</li> <li>2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment</li> <li>3. The students can be able to learn how to approach the community and bring 'we' feeling among them to fulfil their basic unmet needs.</li> <li>4. The course instil more values and principles of community organization among the students for making them a better social worker</li> <li>5. The course teach different theories on community that make the students to have a holistic perspective towards community</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Community</b> Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes
<b>II</b>	<b>Community Organisation</b> <ul style="list-style-type: none"> <li>• Evolution of CO as a method in Social Work;</li> <li>• Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India,</li> <li>• Community organization models: J.Rothman, social planning, locality development and social action, Murray</li> </ul>

	Ross-general content, specific content and process objective.
III	<p><b>Process and Skills of Community of Organisation</b>  Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation  Skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.</p>
IV	<p><b>Social Action as a Method of Social Work</b></p> <ul style="list-style-type: none"> <li>• Definition and meaning; aims and objectives, scope, social action as a method in Social Work,</li> <li>• Paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements;</li> <li>• Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution</li> </ul>
V	<p><b>Models and Approaches to Social Action</b></p> <ul style="list-style-type: none"> <li>• Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky- Radical Movement, Gene Sharp- Nonviolence revolutionary Movement. Introduction to Social Action Movements in India - Environmental movement (Narmada BachaoAndolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Christopher A.J. &amp; Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009.</li> <li>• Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972</li> <li>• Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973</li> <li>• Walter A. Friedlander Hall, Concepts &amp; Methods of Social Work. Delhi: Prentice Hall, 1977.</li> <li>• Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart&amp; Winston, 1972.</li> <li>• Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972.</li> <li>• McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952.</li> <li>• Dunham, A. E. (1958). Community Welfare Organization.</li> </ul>

	<p>New York: Thomas Y. Crowell.</p> <ul style="list-style-type: none"> <li>• Jodhka, S. (2001). <i>Community and Identity: Contemporary Discourses on Culture and Politics in India</i>. New Delhi: Sage.</li> <li>• Ross, M. G. with B.W. Lappin. (1955). <i>Community Organization: Theory, Principles and Practice</i>. New York: Harper and Row</li> </ul>
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CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSC056 SOCIAL WORK RESEARCH AND STATISTICS</b>
Credits:	4
Course	1. To understand the nature, principles and methods of Social Work Research
Objectives	<ol style="list-style-type: none"> <li>2. To develop the skills of independently conceptualising a problem and executing a research study</li> <li>3. To understand and learn the application of appropriate statistical techniques in Social Work Research</li> <li>4. To instil research inquest and investigation among the students on social work problems and its impact in various social institutions</li> <li>5. To make the students a capable social work researcher in making new theories on social work problems and providing solution to it</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The research work has undertaken by students to investigate deep into the topic of the research for finding out a beneficial result for the development of the society</li> <li>2. The course will make the students to stimulate curiosity and inquest among them to better understand about the process and steps of research</li> <li>3. The research work will help the students to work for the development and betterment of the society and for the growth of the large institutions and esteemed organizations</li> <li>4. The course enhance the research capacity and deep investigation among the students on various social problems and its effect in the society</li> <li>5. The outcome of the course is to know well about the research methodologies and its implications in doing the research activity on various social issue topics</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Social Research and Social Work Research</b> Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

II	<p><b>Research Designs</b>  Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error</p>
III	<p><b>Methods and Tools of Collecting Data</b>  Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability, Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts</p>
IV	<p><b>Overview of Qualitative Research</b>  Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories</p>
V	<p><b>Application of Statistics in Social Work</b>  Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.</p>
Books For Reference	<ul style="list-style-type: none"> <li>• Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003.</li> <li>• Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996.</li> <li>• Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005.</li> <li>• Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993.</li> <li>• Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011.</li> <li>• Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003.</li> <li>• Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed., Illinois: Peacock, 1988.</li> <li>• Garrett, Henry E. Statistics – in Psychology and Education. New Delhi: Paragon, Indian Reprint, 2011.</li> <li>• Mark, Raymond. Research Made Simple – A Handbook for Social Workers. New Delhi: Sage, 1996.</li> <li>• Thakur, Devendra. Research Methodology in Social Sciences. New Delhi: Deep and Deep. 1993.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations,

Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	M	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	S	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course</b>	<b>SSSC057 Field Work Practicum – II</b>
<b>Credits</b>	6
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.</li> <li>2. To train students to practice social work from an ecological, development and integrated perspective</li> <li>3. Develop skills for problem solving in work at the micro level and change at the macro level.</li> <li>4. Provide concurrent opportunity for the integration of class-room learning and Field Practicum</li> <li>5. Develop professional values and commitment and the professional ideal</li> <li>6. Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system.</li> <li>7. Develop skills to organize people to meet their needs and solve their problems.</li> <li>8. Use roles appropriate to work e.g. advocacy for child’s right, human rights.</li> <li>9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.</li> <li>10. Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting.</li> <li>11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner</li> <li>12. Develop the ability to make innovative contribution to the organization’s functioning</li> <li>13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice</li> <li>14. Develop the capacity to utilize instruction for enhancing and integrating field Practice</li> <li>15. Utilize field instructions for enhancing and integrating professional growth</li> <li>16. Make creative use of field instructions to evaluate mutual input</li> <li>17. Utilize practice-based research to test effectiveness of specific aspects of Intervention</li> <li>18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice</li> </ol>
<b>Components</b>	Seminars and Viva –Voce to be conducted before the commencement of university Examinations

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	M	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	S	M	S	S	S	S	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>CORE PAPER VIII</b>
<b>Title of the Course:</b>	<b>SSSC058 HUMAN RESOURCE MANAGEMENT – HRM</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. Gain knowledge about the Concepts, Principles and Strategies of HRD.</li> <li>2. Understand the strategic role and efficient use of human resources.</li> <li>3. Acquire the skills of implementing Strategic HR aiming at higher practices.</li> <li>4. Enhance the potentiality of students in knowing about the various concepts of human resource development.</li> <li>5. To provide the perspective of HR and its outlook among students.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings</li> <li>2. The students learn how to increase the talents and concentrate more on the talent development of the employees.</li> <li>3. The students bring more growth to their organization by learning about the human resource development concepts and the expansion of business to other countries.</li> <li>4. The outcome of the course is to make the students to become well verse in various management principles, techniques and skills for their overall development in their career.</li> <li>5. The course provides practical knowledge of HR to students for implementing it during their internship period.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Human Resource Management and Development</b> <ul style="list-style-type: none"> <li>• Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives,</li> <li>• Approaches &amp; Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD):</li> <li>• Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)</li> </ul>
II	<ul style="list-style-type: none"> <li>• <b>Approaches to Measuring Human Resources</b> Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators</li> </ul>
III	<b>Talent Development</b> <ul style="list-style-type: none"> <li>• Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On</li> </ul>

	the Job and Off the Job Training- Coaching Apprentices, Job Rotation
IV	<p><b>Training &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.</li> </ul>
V	<p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Concept, definition &amp; objectives of employee empowerment – Prerequisites – Types &amp; benefits – Strategies - Ways to employee empowerment –</li> <li>• Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• DepTopomoy. 2010. Human Resource Development. Anne Books. New Delhi.</li> <li>• Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi</li> <li>• Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.</li> <li>• ParathSarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.</li> <li>• Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.</li> <li>• Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.</li> <li>• Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi.</li> <li>• Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.</li> <li>• Sanjeev Kumar Singh, “Human Resource Development: HRD – IR Interface Approach,” Atlantic Publishers &amp; Distributors, Delhi, 2008.</li> <li>• Silvera D.M., “Human Resource Development,’ The Indian Experience, New</li> <li>• India Publications, New Delhi, 1990.</li> <li>• Rao. T.V, “The HRD Missionary- Role and Functions of HRD managers &amp; HRD Departments,” Oxford IBH Publishing Co., New Delhi, 1990</li> <li>• Rao. T.V &amp; Pereira D. F., “Recent Experiments in HRD”, Oxford &amp; IBH Publishing Co., Delhi.</li> <li>• Rao. T.V., “Future of HRD”, Macmillan, Delhi.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rao. T.V., “HRD Audit, Response Books, Delhi, 1999</li> <li>• Suresh Vyas, “HRD Priorities”, Pointed publishers, Jaipur, 1988</li> </ul>
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Methods of assessment:

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Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	S	S	M	S
CO 2	S	S	S	S	S	M	S	M	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	M	S	S	M	S	S	S
CO 5	S	M	S	M	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper VIII</b>
<b>Title of the Course:</b>	<b>SSSC058 RURAL COMMUNITY DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To Understand the community as a method, its specific approaches and models.</li> <li>2. To develop ability to utilize appropriate approaches and skills to work with communities</li> <li>3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups.</li> <li>4. To understand the concepts of rural fragments and its various community development programmes.</li> <li>5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course provides knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness.</li> <li>2. The concept of rural governance is about the panchayat raj system (local governance) which is described in separate constitutional amendments of Indian Constitution.</li> <li>3. The students learn about the rural administration and its development.</li> <li>4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact on the overall development of the rural area.</li> <li>5. The course make the students to work more efficiently in the rural community settings.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Rural Community</b> <ul style="list-style-type: none"> <li>• Definition, types, characteristics, power structure; rural community issues: caste, rural poverty &amp; indebtedness</li> <li>• Land related issues: Systems of land tenure, Land reforms, Land alienation, Landlessness, Agrarian Movements &amp; Struggles, problems of agriculture laborer, marginal and small farmers.</li> <li>• Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.</li> </ul>

II	<p><b>Historical Development</b></p> <ul style="list-style-type: none"> <li>• Early pioneering period (Sriniketan, Marthandom, Guragon).</li> <li>• Probation trial period (Baroda, Etawah, Nilohkeri and Firka).</li> <li>• Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi</li> <li>• National Rural Employment Guarantee Act, 2005. Indira AwazYojana, PradanMantri Gram SadakYojna, PURA, Pradhan MantriGramodayaYojona, NRHM (National Rural Health Mission)</li> </ul>
III	<p><b>Rural Community Development</b>  Definition, scope, objectives, philosophy process. Approaches-Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation</p>
IV	<p><b>Rural Administration</b></p> <ul style="list-style-type: none"> <li>• Rural Development Administration: Organization and administration of rural development from block to</li> </ul>
	<p>National level.</p> <ul style="list-style-type: none"> <li>• Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries.</li> <li>• State Institute of Rural Development (SIRD) and National Institute of Rural Development(NIRD)</li> </ul>
V	<p><b>Rural Governance</b></p> <ul style="list-style-type: none"> <li>• Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports.</li> <li>• Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Agrwarl A.N (2001) Indian economy, nature, problems and progress, VikasBiraj, Prakash, New Delhi.</li> <li>• Dayal, Rajeshwar, (1974), C.D Programme in India, KitabMahalPvt, Ltd.,</li> <li>• Desai, A.R., (1971), Rural Sociology, popular press,Bombay.</li> <li>• Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI.</li> <li>• Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai.</li> <li>• Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication.</li> <li>• Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi.</li> <li>• Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.</li> <li>• Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai.</li> <li>• Ministry Reports, Planning Commission Reports.</li> </ul>
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CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 COMMUNITY HEALTH – MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To make the students to understand and practice in clinical setting among the various fields of social work.</li> <li>2. To provide knowledge about the role of social worker in mental healthcentres and hospitals.</li> <li>3. To equip the students on the concept of health and hygiene for enhancedfunctioning and the mental health of people.</li> <li>4. To enlighten the students on the concept of nutrition and diet, thus creating a healthier society.</li> <li>5. To enhance their knowledge on communicable and non-communicable diseases and taking preventive measures that decrease the effect on the society</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students gain knowledge about the administration of the basic health facilities in the country.</li> <li>2. The students become knowledgeable about the social work practice on health and hygiene situation in India.</li> <li>3. The students enhance their knowledge on the concept of health and hygiene to alleviate the level of diseases in the country.</li> <li>4. The students gain comprehensive and holistic knowledge on health and hygiene.</li> <li>5. The students work for the mental well-being of the society.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept of Health</b> Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health. Meaning of disease, sickness/illness, and
	Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; The Millennium Development Goals & Sustainable Development Goals; Influence of Market focus on Community Health
II	<b>UNIT –2: Communicable and Non – Communicable Diseases</b> Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen’s disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer. Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral

III	<p><b>UNIT – 3: Maternal and Child Health</b>  Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR &amp; MMR, Antenatal Intranatal and Post natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning &amp; its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.</p>
IV	<p><b>UNIT – 4: Food, Nutrition, Immunization &amp; Health</b>  Food, Nutrition &amp; Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.</p>
V	<p><b>Unit – 5: Health Care in India</b>  Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH. Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine</p>
Books For Reference	<p>Park J.E. &amp; Park K. (2005), Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur.</p> <p>2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,.</p> <p>3. Miller D.(1976). Dimensions of Community Health; Iowa : C. Brown Co. Publications.</p> <p>4. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health.</p> <p>5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications.</p> <p>6. Pandey .R. &amp;Kanhare V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.</p> <p>7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.</p>
	<p>8. Pisharoti K.A, Thugnanasambandham C. Kapali V. &amp;Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai.</p> <p>9. Health for all now- The Peoples’ Health Source Book (2004) AID India; Chennai.</p> <p>10. Sanjivi K.S. (1971)Planning India’s Health; Orient Longman, Chennai.</p> <p>11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.</p>

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER IX
Title of the Course:	SSSC059 LABOUR LEGISLATIONS – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. Gain knowledge about labour legislation and labour welfare.</li> <li>2. Understand the legal provisions of labour welfare.</li> <li>3. Acquire the skills of working with corporate sector.</li> <li>4. The knowledge of labour legislation increases the students capability in dealing with the labour issues legally.</li> <li>5. To enable the students to gain more knowledge on labour rights.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students learn about labour legislation which plays a major role in the function of any organization.</li> <li>2. The knowledge about the functions of labour court, Industrial tribunal and National tribunal increases the awareness of students and aids them to face any litigation claim for the rights of the organizations.</li> <li>3. The outcome of the course is to make the students knowledgeable on labour laws and its impact on the functions of the organization.</li> <li>4. The course develops the quality of HR in students for becoming an efficient HR professional in their future career.</li> <li>5. The course enables the students to develop it during the internship period and implement the concept of labour legislation in the field work settings.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept and History of Labour Legislations</b> <ul style="list-style-type: none"> <li>• Origin and development; objectives and principles of labour laws; Labour legislations in the Indian Constitution, Industrial Jurisprudence, judicial activism in India; Impact of Liberalization and Globalization; Labour Policy of India; International Labour Organisation (ILO) and its role in labour welfare; Challenges in enacting and enforcing Labour Laws</li> </ul>
II	<b>Legislations related to Labour</b> <ul style="list-style-type: none"> <li>• The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947;</li> <li>• New Legislation – Occupational Safety, Health and Working Conditions Code 2020</li> </ul>
III	<b>Legislations related to Industrial Relations and Wages</b> <ul style="list-style-type: none"> <li>• The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947;</li> <li>• New Legislation - The Industrial Relations Code 2020</li> </ul>
IV	<b>Social Security Legislations</b> <ul style="list-style-type: none"> <li>• Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity</li> </ul>

	<p>Benefit Act 1961, Sexual Harassment of Women at Workplace (Prevention Prohibitions &amp; Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008</p> <ul style="list-style-type: none"> <li>• New Legislation – Social Security Code 2020</li> </ul>
V	<p><b>Enforcement Authorities</b></p> <ul style="list-style-type: none"> <li>• Work Committees; Industry Conciliation officers; Board of Conciliation; Adjudication; Courts of Enquiry, Labour Court, Industrial Tribunal and National Tribunal; Powers of the Government – Procedures, Powers and Duties of enforcement authorities; Role of the Ministry of Labour and Employment</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.</li> <li>• Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.</li> <li>• Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.</li> <li>• Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand &amp; Sons. New Delhi.</li> <li>• Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan Chand &amp; Company. New Delhi</li> <li>• M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai</li> <li>• Ramaswamy, E.A. &amp; Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.</li> <li>• Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.</li> <li>• Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.</li> <li>• Tripathi, P.C. 1994. Personnel Management and Industrial Relations. Sultan Chand &amp; Co. New Delhi.</li> <li>• Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	M	S	S	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	M	M	M	S	S	S	S	S
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper IX</b>
<b>Title of the Course:</b>	<b>SSSC059 URBAN COMMUNITY DEVELOPMENT – CD</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To enable students to gain an understanding about the urban poor.</li> <li>2. To develop sensitivity and commitment for working with the urban poor.</li> <li>3. To expose students to skills and techniques of working with urban poor.</li> <li>4. To provide knowledge on the urban community development models and its various approaches of creating impact in the urbanization.</li> <li>5. To enlighten the students through studies about the life of urban people and their various issues and problems.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The outcome of the course is to make the students aware of the life conditions of urban community and its difference prevailing in the urban societies.</li> <li>2. The course provides knowledge about the urban community development programmes to the students and makes them to use it for their development.</li> <li>3. The students learn about the gap between the rich and poor in the urban society which indicates the socio-economic inequity prevailing in the urban community.</li> <li>4. The outcome of the course is to make the students become knowledgeable on the concept of urbanization</li> <li>5. The course makes the students aware about the various urban community development programmes.</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
<b>I</b>	<b>Basic Concepts</b> <ul style="list-style-type: none"> <li>• Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.</li> </ul>
<b>II</b>	<b>Slum</b> <ul style="list-style-type: none"> <li>• Definition, characteristics, types, causes and consequences of growth of slums.</li> <li>• Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance.</li> <li>• Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.</li> </ul>

III	<p><b>Urban Community Development in India</b></p> <ul style="list-style-type: none"> <li>• Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP</li> <li>• Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.</li> </ul>
IV	<p><b>People’s participation in Urban Community Development</b></p> <ul style="list-style-type: none"> <li>• Concept of involvement – importance and scope of people’s participation – factors hindering promoting people’s participation.</li> </ul>
V	<p><b>Conscientization</b></p> <ul style="list-style-type: none"> <li>• Goal setting, identifying and developing leadership, resource mobilization, human resource development resolving group conflicts, programme planning and service delivery, eliciting people’s participation, monitoring and evaluation.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Ashish Bose, (1971), India’s Urbanisation : 1990 – 2001, McGraw Hill, New Delhi.</li> <li>• Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi.</li> <li>• Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi.</li> <li>• Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York.</li> <li>• Desai, A.R. &amp; Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay.</li> <li>• Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.</li> </ul>

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>CORE PAPER IX</b>
<b>Title of the Course:</b>	<b>SSSC059 Mental Health - MPSW</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To introduce the concepts and historical development in the field of Psychiatry to the students.</li> <li>2. To impart knowledge on the various psychiatric disorders and the role of Social Workers.</li> <li>3. To make the students gain more knowledge about the mental health of the society.</li> <li>4. To enhance the knowledge of the students on the mental health problems existing in our country.</li> <li>5. To become well aware of the concepts of mental illness and its various disorders.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students gain knowledge on Emerging researches in Mental Health.</li> <li>2. The students gain knowledge about the various behaviour disorders and childhood disorders.</li> <li>3. The students enhance their knowledge about mental health disorders and take measures in creating a healthy society.</li> <li>4. The students become aware of the concepts of normalcy and abnormal behaviour of people in the society.</li> <li>5. The students are able to diagnose the disorders by practicing it in the hospital settings.</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Normality &amp; Abnormality</b> <ul style="list-style-type: none"> <li>• Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry. Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India &amp; Abroad, Mental health problems in India, Misconceptions about mental illnesses.</li> </ul>
II	<b>Classification &amp; Assessment of Mental Health Disorders</b> <ul style="list-style-type: none"> <li>• Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, mental status examination, Formulation of psychosocial diagnosis, Use of computers in assessment</li> </ul>
III	<b>Psychiatric Illness &amp; Disorders</b> <ul style="list-style-type: none"> <li>• Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional</li> <li>• (Non-Organic) Organic Mental Disorders: Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.</li> <li>• Toxic: Symptoms of Mental and Behavioural disorders due to</li> </ul>

	<p>Psychoactive Substance Use.</p> <ul style="list-style-type: none"> <li>• Functional (Non Organic) Mental Disorders: Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders</li> </ul>
IV	<p><b>Behavioural Disorders and Child hood Disorders: Behaviour disorders</b></p> <ul style="list-style-type: none"> <li>• Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders Common Mental Health Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism, Behavioural and Emotional disorders, Role of Psychiatric Social Workers, Limitations and difficulties faced in psychiatric socialwork practice</li> </ul>
V	<p><b>Research in Mental Health</b></p> <ul style="list-style-type: none"> <li>• Emerging research in mental health. WHO Evidence based researches in Mental Health. Difficulties in practice informed research &amp; research informed practice. Analysis of Existing Policies related to Mental Health.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Coleman, James C. Abnormal Psychology and Modern Life. Bombay: Taporewala &amp; Sons.</li> <li>• Eden, D. J. (1976). Mental Handicap – An introduction. London: George Allan and Unwin.</li> <li>• Edward. (1986). Understanding Mental Retardation. London: Cambridge University press.</li> <li>• Gaiind, R. N. &amp; Hudson, B. L. (1981). Current Themes in Psychiatric: John Wiley and Sons.</li> <li>• John, Howells G. (1971). Modern Perspective in International Child Psychiatry. New York: Brunner &amp; Mazel publication.</li> <li>• Venkatesan, S. (2004). Children with developmental disabilities: Sage Publications</li> </ul>

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper X</b>
<b>Title of the Course:</b>	<b>SSSC060 SOCIAL WELFARE ADMINISTRATION</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand the environment and its impact on nature, structure and development of the social welfare administration of the organizations in corporate, public and voluntary sectors.</li> <li>2. Understand policies and procedures involved in establishing and maintaining human service organization, need for change.</li> <li>3. Acquire skills to network and participate in the management of resources – human material, environmental and network</li> <li>4. To create awareness about the various concepts of management principles and techniques to students for becoming a professional HR</li> <li>5. The knowledge of management principles makes the students highly skilled and professional in dealing with the social welfare administrative issues and its problems</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge about social welfare administration of service organizations.</li> <li>2. Understand welfare programmes of the government.</li> <li>3. Acquire the skill of establishing a human service organization.</li> <li>4. The students will learn about the welfare of the employees by the labour welfare officer.</li> <li>5. The knowledge of historical perspective of various organizations motivates the students to use it in their working organization.</li> </ol>
<b>Pre-requisites, if any:Units</b>	
I	<b>UNIT 1: Welfare State:</b> Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).
II	<b>UNIT 2: Social Welfare Administration-</b> Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus. Major programmes of Central Social Welfare Board and State Social Welfare Board.
III	<b>UNIT 3: Basic Administration Processes:</b> Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings.
IV	<b>UNIT 4: Finance Administration:</b> Budgeting, accounting and auditing. Maintenance of books and accounts, financial documents and records. Mobilization of financial resources - Grants in Aid. Foreign Contribution and Regulation Act – 1976 and Amendments. Exemptions under Income tax Act: 80G, 35AC & 35 (1) (ia).

V	<p><b>UNIT 5: Registering of an Organization:</b> Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Case Study of a NGO with legal compliance and programme reporting.</p>
Books For Reference	<ul style="list-style-type: none"> <li>• AnandSirohi. 2003 Encyclopedia of Social Welfare Modern Perspective on Social Welfare. New Delhi: Domain.</li> <li>• Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House.</li> <li>• Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication.</li> <li>• Chowdhry, D.Paul. 1992. Social Welfare Administration. Atmaram and Sons.</li> <li>• Encyclopaedia of Social Work. Vol I &amp; III Also for Units IV &amp; V</li> <li>• Kohli, A.S &amp; S.R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication.</li> <li>• Patel, N Vinod&amp;Rana, K, Girish.2007. Personnel Management. Jaipur. Oxford Book Company.</li> <li>• Sarita Sharma, Basotia G. R. Popalia A.K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi.</li> </ul>

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CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	S	S	M	S
CO 5	S	M	M	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper XI</b>
<b>Title of the Course</b>	<b>SSSC061 Field Work Practicum – III</b>
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community.</li> <li>2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies.</li> <li>3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker.</li> <li>4. To enable to work with disadvantaged groups in rural areas.</li> <li>5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community.</li> </ol> <p>Tasks: Administrative set up of Panchayati Raj Institutions (PRIs)</p>

	<p>Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.</p> <p>Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.</p> <p>Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.</p> <p>Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.</p> <p>Identify/ study/ explore the rural problems covering the following aspects:</p> <p>a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.</p> <p>b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit).</p> <p>c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee</p>
<p>Human Resource Management</p>	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career</li> <li>2. To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings.</li> <li>3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career.</li> </ol> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles</li> <li>2. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day</li> </ol>

	<p>3. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail</p> <p>4. The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.</p>
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CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 DEVELOPMENT PLANNING</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop theoretical understanding of development and planning</li> <li>2. To enable students to gain an understanding of the administrative machinery involved in development.</li> <li>3. To provide knowledge on various methods strategies and development efforts.</li> <li>4. To understand the role and contribution of professional social worker in the development.</li> </ol>
	<ol style="list-style-type: none"> <li>5. To make the students to well understand about the concept of participatory planning in panchayat raj institution to work for the welfare and development of the rural people</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course will enable the students to gain more knowledge on Development planning and its various models and approaches</li> <li>2. The students will learn more on the historical development of cooperative movement and its effect in the formation of cooperative society</li> <li>3. The course will concentrate on the development of deprived and backward sections of Indian society</li> <li>4. The outcome of the course is to provide knowledge on development planning for making the students to work for the development of rural areas and bring welfare and implement social policy with more effect</li> <li>5. The course make the students to set development plans for the splendid growth of rural areas and work for their emancipation and achieve sustainable development goals through the government initiated development planning models and approaches</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Development Planning</b> <ul style="list-style-type: none"> <li>• Planning – Concept – models, approaches – types planning process – need and importance of planning for development.</li> <li>• Development – definition – concepts; indicators – types – models, social development and planning as a major development thrust in India.</li> </ul>
<b>II</b>	<b>Participatory Planning</b> <ul style="list-style-type: none"> <li>• Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.</li> </ul>

III	<p><b>Agriculture and Development</b></p> <ul style="list-style-type: none"> <li>Government's plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.</li> </ul>
IV	<p><b>Co-operative Movement in India</b></p> <ul style="list-style-type: none"> <li>History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.</li> </ul>
	<p><b>Development of SC &amp; ST</b></p> <ul style="list-style-type: none"> <li>Concept, Definition of SC and ST, Constitutional</li> </ul>
V	<p>provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role of Professional Social Workers, NGO's in the development of SCs&amp; STs, Development initiatives for Migrants, Refugees and Displaced.</p>
Books For Reference	<ul style="list-style-type: none"> <li>Chakravarthy, Sukhamoy, (1996), Development Planning the Indian Experience, Oxford University Press.</li> <li>Cottrell, Stella, (2003), Skills for Success, The Personal Development Planning Handbook, Palgrave.</li> <li>Dahiya, S.B., (1988), Development Planning Models, Inter India.</li> <li>Kabra Kamal Nayan, (1997), Development Planning in India Exploring an Alternative Approach, Sage Publications, Delhi.</li> <li>Parman Mary, (1993), Development Planning in India, Reliance Publication.</li> </ul>

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CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 EMPLOYEE RELATIONS AND WELFARE</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To gain knowledge about trade unions</li> <li>2. To understand functions and activities of trade unions and concepts related to Labour welfare</li> <li>3. To acquire the skill of working with the workers and unions.</li> <li>4. To provide knowledge on the concept of labour welfare and benefits provided to them</li> <li>5. To make the students a well-disciplined professional labour welfare officer</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably</li> <li>2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings</li> <li>3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions</li> <li>4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings</li> <li>5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Industrial Relations</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Industrial Relations at Plant and Shop Floor Level</li> <li>• Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation</li> </ul>
<b>II</b>	<b>Conciliation</b> <ul style="list-style-type: none"> <li>• Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes.</li> <li>• Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary</li> <li>• Administration: Definition wage theories, types, wage determination: structure, differentials.</li> </ul>
<b>III</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>• Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.</li> </ul>
<b>IV</b>	<b>Labor Welfare</b> <ul style="list-style-type: none"> <li>• Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of</li> </ul>

	<p>labour welfare in India.</p> <ul style="list-style-type: none"> <li>• Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.</li> </ul>
V	<p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi &amp; Co.</li> <li>• Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press.</li> <li>• Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay.</li> <li>• Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam,</li> <li>• Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay.</li> <li>• Nirmal Singh &amp; Bhatia, 2000, Industrial Relations &amp; Collective Bargaining, Dehorah Prayer Group.</li> <li>• Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.</li> <li>• Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.</li> <li>• BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.</li> <li>• Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.</li> <li>• Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.</li> <li>• MamkootamKuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.</li> <li>• Michael Armstrong ,2011, Strategic Human Resource Management (4<sup>th</sup> Ed), Kogan Page India Pvt Ltd, New Delhi</li> <li>• Punekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.</li> <li>• Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi</li> </ul>

Methods of assessment:

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 MEDICAL SOCIAL WORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce the historical developments of social work in medical settings, existing status and its development.</li> <li>2. To highlight a holistic and integrated approach to social work practice in the field of Health.</li> <li>3. To provide adequate knowledge on the concept of medical social work to prepare them for the hospital settings</li> <li>4. To enlighten the students on the concept of psycho-social implication of mental disability and its effect in the society</li> <li>5. To develop the students knowledge on the area of hospital management and its administrative procedures</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The Students will develop a deeper understanding of common Physical Diseases and Health problems of the Community</li> <li>2. The Students will gain the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases</li> <li>3. The students can be well able to understand the concepts of role of medical social worker and their immense importance is needed in the hospital settings</li> <li>4. The students can adequately work for the mental health of the society and make it a mentally happier society</li> <li>5. The students can well study about the needs and problems of patients in their families and can give effective solution to their problems</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Medical Social Work</b> <ul style="list-style-type: none"> <li>• Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice</li> </ul>
<b>II</b>	<b>Psychological, Social and Economic Implications of Illness and Disability</b> <ul style="list-style-type: none"> <li>• For the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team</li> </ul>

III	<p><b>The Hospital as a Formal Organisation</b></p> <ul style="list-style-type: none"> <li>• Its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations</li> </ul>
IV	<p><b>Impairment, Disability and Handicap</b></p> <ul style="list-style-type: none"> <li>• Causes, types and classification of physical handicaps: orthopaedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types;</li> <li>• Rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up</li> </ul>
<b>Specific Needs and Problems of Patients and their Families</b>	
V	<ul style="list-style-type: none"> <li>• Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bartlett, Harriett Moulton. (1961). Social work practice in the health field. Natl Assn of Social Workers Pr,</li> <li>• Codey , Carol H,(1951). Social aspects of illness. W.B. Saunders Com.,</li> <li>• Field, Minna. (1967). "Patients are people." A Medical Social approach to prolonged illness,</li> <li>• Goldstine, Dora. (1955). Expanding horizons in medical social work. University of Chicago Press,</li> <li>• Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." (1950).</li> <li>• Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process."</li> <li>Hubschman, Lynn. 1983.,</li> </ul>

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	M	M	M	S	S	S	S	S	S	S
CO 5	M	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To help students gain knowledge on the dynamics of human behavior in the organization setup.</li> <li>2. To enable students to gain understanding on the factors influencing human behavior in organization</li> <li>3. To help students to build knowledge and develop skill in implementation of OD practices</li> <li>4. To teach the students about the concept of organization development and make them to well train on it for bringing effective change in the industrial settings</li> <li>5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization</li> <li>2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings</li> <li>3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques</li> <li>4. The course make the students to well understand about these concepts for making them a highly efficient professional HR</li> <li>5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Organization Behavior</b> <ul style="list-style-type: none"> <li>• History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB.</li> <li>• Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)</li> </ul>
<b>II</b>	<b>Key Pillars of Organization Behavior</b> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process</li> </ul>

	<p>theories (Vroom, Porter &amp; Lawler) and Contemporary theories (Equity theory, Attribution theory).</p> <ul style="list-style-type: none"> <li>• Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [OhioState studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.</li> </ul>
III	<p><b>Foundations of Organization Behavior</b></p> <ul style="list-style-type: none"> <li>• Organization Structure (Concept, elements, Organisational designs and employee behaviour)</li> <li>• Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.</li> </ul>
IV	<p><b>Organization Development</b></p> <ul style="list-style-type: none"> <li>• Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.</li> </ul>
V	<p><b>OD Interventions</b></p> <ul style="list-style-type: none"> <li>• Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management</li> <li>• Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.</li> <li>• Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998.</li> <li>• Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House.</li> <li>• Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994</li> <li>• John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) Mcgraw Hill, New York, 1997.</li> <li>• Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell,Jr</li> <li>• Management of change and organizational development – innovative Approach –Bhatia S.K.</li> <li>• Organization Development – Interventions and Strategies –</li> </ul>

	<p>Ramnarayan, T.V.Rao, Kuldeep Singh.</p> <ul style="list-style-type: none"> <li>• Organizational Development and Change – Comings &amp; Worley</li> <li>• Training for Organizational Transformation – Rolf P. Lynton, PareekUdai.</li> <li>• Dwivedi, R.S. (1982), Management of Human Resources, Oxford PublishingCo., Bombay.</li> <li>• France, Wendell and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi.</li> <li>• Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore.</li> <li>• Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay.</li> <li>• Ouchi, William, (1981), Theory Z, Avon Books, New York.</li> <li>• Pareekh, Udai, (1998), Organizational Behaviour&amp; Process, Rawat Publications, Jaipur.</li> <li>• Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hallof India Ltd, New Delhi.</li> <li>• Szilagyi, Andrew &amp; Marc Wallance, (1997), Organizational Behaviour&amp;</li> <li>• Performance, Scott Foresman and Co., London.</li> </ul>
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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 ENTREPRENEURSHIP DEVELOPMENT</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To enable students comprehend the role of entrepreneurship in economic development</li> <li>2. To provide an understanding, nature and process of entrepreneurship development</li> <li>3. To motivate the students to innovate and develop entrepreneurial initiatives</li> <li>4. To make the students to well develop them for the initiation of entrepreneurship start-ups</li> <li>5. To develop the entrepreneurship skills for progressing in their business career</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur</li> <li>2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship</li> <li>3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups</li> <li>4. The course make the students to know about the significance of entrepreneurship and its characteristics for elevating the position of student to upcoming entrepreneur</li> <li>5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
<b>I</b>	<b>Evolution of Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Concept, Meaning, Nature, Elements, Interactive Process.</li> <li>• Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.</li> </ul>
<b>II</b>	<b>Developing the Entrepreneurship Plan</b> <ul style="list-style-type: none"> <li>• Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning</li> </ul>
<b>III</b>	<b>Managing Entrepreneurship Growth</b> <ul style="list-style-type: none"> <li>• Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks</li> </ul>
<b>IV</b>	<b>Entrepreneurship Personality characteristics</b> <ul style="list-style-type: none"> <li>• Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure –</li> </ul>

	preparation of project proposal.
V	<b>Small Scale Industry</b> <ul style="list-style-type: none"> <li>• Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas.</li> <li>• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas.</li> <li>• Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London.</li> <li>• Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.</li> <li>• Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.</li> </ul>

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CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 PSYCHIATRIC SOCIALWORK</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop the knowledge of psychosocial treatment methods for person with emotional disorders.</li> <li>2. To acquire knowledge and skill in the practice of community psychiatry and rehabilitation</li> <li>3. To gain knowledge on the historical development of psychiatric social work and its importance in the current society</li> <li>4. To make the students to well know about the magnitude of mental illness problems in the society</li> <li>5. To enhance the students knowledge on the concept of psychological intervention provided to the mental ill patients</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can be enriched with knowledge on institutional and extra mural approaches to provision of mental health services.</li> <li>2. The students can acquire the skill to understand the various settings in psychiatry</li> <li>3. The students can use the various psychological treatment methods for different mentally affected disorder patients</li> <li>4. The students can use the psychological therapies for curing the mental illness to make the society more healthier</li> <li>5. The students can acquire specific knowledge on the policies and legislations of mental health in India</li> <li>6.</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Psychiatric Social Work</b> <ul style="list-style-type: none"> <li>• An Introduction Definition, Scope, Historical Development, Magnitude of mental health problems among men, women, aged, socio -economically disadvantaged in urban and rural population and the mental health issues due to disaster:</li> <li>• Treatment for the mentally ill patients : Psychological intervention, individual interventions, family interventions, group intervention and medication</li> </ul>
II	<b>Psychological Treatment Methods</b> <ul style="list-style-type: none"> <li>• Psychotherapy, supportive therapy, Re-educative and Reconstructive psychotherapy, Behaviour therapy, CBT,ERP or EX/RP, Psycho-analysis, Client centered therapy, Reality therapy, Gestalt therapy, Rational emotive therapy, Logo therapy, Hypnosis and Abreaction.</li> </ul>
III	<b>Psychological Therapies</b> <ul style="list-style-type: none"> <li>• Group Therapy, Transactional Analysis, Marital Therapy, Family Therapy, Recreational and Relaxation Therapies, Occupational Therapy and Psychiatric Rehabilitation</li> </ul>
	<b>Psychiatric Social Work Practice</b>

IV	<ul style="list-style-type: none"> <li>• Role of Psychiatric Social Worker in half way homes , Day care centers, Child guidance clinic, De-addiction, Suicide prevention, Community mental health programmes; Admission and discharge procedures in a Psychiatric Hospital.</li> </ul>
V	<p><b>Mental Health Care Policies and Legislations</b></p> <ul style="list-style-type: none"> <li>• Policies and legislations related to mental health in India: National Mental health Policy for India; Present mental health care services; Identification of needs</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhugra ,Gopinath, Vikram Patel, (2005) Handbook of Psychiatry- A South Asian Perspective.Mumbai: Byword Viva Publishers Pvt. Ltd.</li> <li>• Harper A. Robert . (1975).The New Psycho therapies.New Jersey Prentice Hall, INC.</li> <li>• Kaplan , Harold, I., Sadock, B.J., (1989). <i>Comprehensive Text Book of Psychiatry</i>. London: Williams &amp; Wilkins</li> <li>• Mane &amp;Gandevia. (1998). <i>Mental Health in India: Issues and Concerns</i>.Mumbai: Tata Institute of Social Sciences.</li> <li>• Verma, Ratna. (1991).<i>Psychiatric Social work in India</i>. New Delhi: Sage Pub</li> <li>• WHO, (2004) <i>The ICD-10 Classification of Mental and Behavioral Disorders, Diagnostic Criteria for Research</i>.Delhi: AITBS Publishers and Distributors.</li> <li>• Windy, Dryden. (2002). <i>Handbook of Individual Therapy</i>.New Delhi: Sage Publications.</li> </ul>

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CO 1	S	M	S	S	S	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	M	S	M	M	M	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIV</b>
<b>Title of the Course</b>	<b>SSSC064 Field Work Practicum – IV</b>
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems</li> <li>2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies</li> <li>3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying</li> <li>4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation</li> <li>5. To help the trainee gain insight into the components of Urban Community Development</li> <li>6. To enhance competencies to assess and analyze urban problems, needs and service delivery.</li> <li>7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes.</li> </ol> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Observation visit to urban community / slums (informal settlements)</li> <li>2. Analysis of their socio-economic conditions</li> <li>3. Application of the principles of Urban community development</li> <li>4. Application of professional social work methods in urban setting</li> <li>5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures</li> <li>6. Identify/ study/ explore the urban problems covering the following aspects: <ol style="list-style-type: none"> <li>a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.</li> <li>b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned</li> </ol> </li> </ol>

	<p>with the problem</p> <p>c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee</p>
<p>Human Resource Management</p>	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To practically understand the concept of Industrial Relations and to acquire the related competencies</li> <li>2. To familiarize with the Labor Legislations</li> <li>3. To learn to apply the various methods of Social Work in various Industrial Settings</li> <li>4. To observe the application of various Labor Welfare measures</li> <li>5. To observe the practice of current trends in HR</li> <li>6. To provide opportunity for the integration of class room learning and field practice</li> <li>7. To acquire human resource management skills</li> <li>8. To observe the CSR activities</li> <li>9. To develop skills to organize people to meet their needs and solve their problems</li> <li>10. To make innovative contributions to the organization functioning</li> <li>11. To represent HR profession in inter disciplinary terms</li> <li>12. To carry out application oriented mini – research projects</li> <li>13. To utilize field instructions for enhancing and integrating professional growth in Human Resource</li> </ol> <p>Tasks:</p> <p>I Organizational Profile History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department</p> <p>II Areas of Personnel Functions Manpower Planning (Need Analysis) Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources) Types of Employees (Contract/ Temporary/ Permanent/ Part-Time) Selection (Interview/ Written Test /Group Discussion / Physical examination Induction and Placement, Promotion and Transfer Training and Development (Need Analysis/ Types/Outsourcing) Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews) Time Office (Daily Attendance/ Swiping Cards/ Attendance Register) Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out) Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.) Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)</p>

	<p>Social Security Benefits (Social Insurance/ Social Assistance) Employee Service Register, Communication Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning</p> <p>III Industrial Relations Functions</p> <p>IR at Shop Floor &amp; Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils Grievance Handling - Grievance Settlement Procedure Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment) Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment</p> <p>IV Labor Welfare Measures Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives) Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling Workers' Education, Recreation, Other Welfare Measures</p> <p>V Labour Legislations Legislations applicable to the Organisation</p> <p>VI Others 1. TQM, ISO, Use of OD Techniques, CSR Activities.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	M	S
CO 5	S	M	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XV</b>
<b>Title of the Course</b>	<b>SSSC065 DISSERTATION</b>
Credits	4
Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before commencement of examinations.	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	M	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	
<b>Title of the Course</b>	<b>BLOCK PLACEMENT / INTERNSHIP</b>
Credits	2
<p>After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student’s perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.</p>	
<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Develop enhanced practice skill and integrate learning</li> <li>2. Develop greater understanding of reality situations through involvement in day to day work</li> <li>3. Develop appreciation of other’s efforts and develop sensitivity to gaps in the programme</li> <li>4. Enhance awareness of self in the role of a Professional Social Worker</li> </ol>	
Duration: 1 month	

Methods of assessment:

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Elective (Compulsory)</b>
<b>Title of the Course:</b>	<b>SSSE051 SOCIOLOGY AND PSYCHOLOGY FOR SOCIAL WORK PRACTICE - I</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work.</li> <li>2. To understand the various stages of Human Growth and Development.</li> <li>3. To enable the student to gain knowledge about the society and its dynamism</li> <li>4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind</li> <li>5. To learn about the sociological theories for understanding well about the social structures, systems and different institutions making great impact in the evolution of human society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The outcome of the course is to get knowledge in regarding to the psychological development of the individual in respect of brain development and its intelligence</li> <li>2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect</li> <li>3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that make a great impact in the societies development</li> <li>4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them</li> <li>5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Developmental Psychology</b> Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-

	cultural factors influencing development; Influence of heredity and environment.
II	<p><b>Theories Related to Personality</b></p> <p>Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)</p>
III	<p><b>Understanding Behaviour and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Sensation, Perception and learning (Classical and Operant learning theories)</li> <li>• Memory process: Registration, retention and recall</li> <li>• Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation</li> </ul>
IV	<p><b>Fundamentals of Sociology</b></p> <ul style="list-style-type: none"> <li>• Meaning, scope, significance and relevance,</li> <li>• Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution</li> <li>• Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education</li> <li>• Socialization: process and agents.</li> <li>• Social control: concept, types and functions,</li> <li>• Agents of social control: kinship, religion, law, education, traditions and customs.</li> <li>• Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.</li> </ul>
V	<p><b>Social Movements in India</b></p> <p>Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements.</p> <p>Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women &amp; sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker</p>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970</li> <li>• Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001</li> <li>• Engler, Barbara, Personality Theories- An Introduction, 3rd edition, Houghton Muffin, Company,</li> </ul>

	<p>Boston, 1991</p> <ul style="list-style-type: none"> <li>• Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964.</li> <li>• Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986</li> <li>• Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi.</li> <li>• Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi</li> <li>• Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi</li> <li>• Anthony Giddens, 1998, Sociology (Third), Polity Press, London</li> <li>• Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad</li> <li>• Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England</li> <li>• Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi</li> <li>• Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi</li> <li>• Mohanty B. B., 2012, Agrarian Change and Mobilization, Sage Publications, New Delhi</li> <li>• Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi</li> <li>• Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.</li> </ul>
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Methods of assessment:

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	M	S	S	M	S
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	S	M
CO 5	S	S	M	S	S	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - II</b>
<b>Title of the Course:</b>	<b>SSSE052 DISASTER RISK REDUCTION</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop an understanding of eco system equilibrium and dis-equilibrium</li> <li>2. To develop skills to analyze the factors contributing to disaster</li> <li>3. To develop and understanding of the process of Disaster Management</li> <li>4. To understand well about the effects of disaster on human lives and their living conditions</li> <li>5. To enhance the knowledge on the disaster management techniques to cope effectively when disaster occurs</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can learn about the mitigation measures carried out by the Rescue force when disaster occurs</li> <li>2. The disasters occurring make the students to learn about its different types and its effect making a huge impact on the lives of so many people</li> <li>3. The students must learn how to rehabilitate the disaster affected people</li> <li>4. The students will learn to protect them from disaster whether it is man-made or natural</li> <li>5. The course enable the students capacity to cope effectively when any disaster affect their living conditions and livelihood</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept and Definition</b> <ul style="list-style-type: none"> <li>• Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/ Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management</li> </ul>
II	<b>Disaster Management cycle</b> <ul style="list-style-type: none"> <li>• Prevention, mitigation, preparedness, response, recovery and rehabilitation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster;</li> <li>• Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation</li> </ul>
III	<b>Disaster Mitigation</b> <ul style="list-style-type: none"> <li>• Guiding principles of mitigation,</li> <li>• Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes</li> </ul>

IV	<p><b>Disaster Management</b></p> <ul style="list-style-type: none"> <li>• Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies)</li> <li>• Intervening parties – Government, Voluntary organization,</li> <li>• Local groups – Community participation, volunteers, social workers.</li> </ul>
V	<p><b>Stress management of Emergency workers</b></p> <ul style="list-style-type: none"> <li>• Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007</li> <li>• Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep &amp; deep Publications Pvt. Ltd, 2005</li> <li>• Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep &amp; Deep Publications. 2001</li> <li>• Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy &amp; Strategy, New Delhi, SBS.Publications, 2006</li> <li>• Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery &amp; Response, New Delhi, SBS Publications.2006</li> <li>• Sanjay, K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001</li> <li>• Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000</li> <li>• Verma, K, Manish, Development, Displacement and Resettlement, Jaipur, Rawat Publications. 2004</li> </ul>

Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or

## Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	M	M
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	M	S	S	S	S
CO 5	M	S	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - III</b>
<b>Title of the Course:</b>	<b>SSSE052 COUNSELLING – THEORY AND PRACTICE</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop a basic understanding of theory and skills in counselling</li> <li>2. To learn the different approaches and to develop an eclectic approach to counselling</li> <li>3. To integrate counselling skills in Social work practice</li> <li>4. To enable the students in knowing about the techniques of providing psycho-social therapy to clients</li> <li>5. To make the students in learning the art of counselling to solve the psycho-social maladjustment problems</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can learn the theory of counselling and can apply it in their practical work settings</li> <li>2. The different approaches of counselling can emancipate the standard of students ability and capacity in solving the clients problems</li> <li>3. The techniques and skills of counselling can ensure the students to apply it in their daily practical life</li> <li>4. The various approaches and theories of counselling bring new perspective and outlook to students in solving the individuals coping issues</li> <li>5. The outcome of the course is to make the students a capable and efficient counsellor in providing effective counselling therapy to clients</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Concept of Counselling</b> <ul style="list-style-type: none"> <li>• Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal.</li> <li>• Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.</li> </ul>
II	<b>Different Approaches of Counselling:</b> <ul style="list-style-type: none"> <li>• Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling</li> </ul>
III	<b>Types and Techniques to Counselling</b> <ul style="list-style-type: none"> <li>• Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling.</li> <li>• Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER</li> </ul>

IV	<p><b>The Egan Model of Counselling:</b>  Stage- 1: Problem exploration and clarification- Part I – Attending &amp; listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration  Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper’s skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client’s skill - non-defensive listening, dynamic self-understanding  Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.</p>
	<p><b>Counselling in different settings</b></p> <ul style="list-style-type: none"> <li>• Marital, family, HIV/AIDS, pastoral counselling, student</li> </ul>
V	<p>guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling</p>

Books For Reference	<ul style="list-style-type: none"> <li>• Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices.</li> <li>• Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole.</li> <li>• Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill.</li> <li>• David R. Evans, Margret T. Hearn, Max R. Ullmann&amp; Allen E. Ivey (2008): Essential Interviewing: A Programmed Approach To Effective Communication (7th Ed.), USA: Thompson Brooks/Cole.</li> <li>• DalaganjanNaik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan.</li> <li>• Gibson L. Robert &amp; Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India.</li> <li>• Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.</li> <li>• John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.</li> <li>• John, McLeod (2007), Counselling Skills (1st Ed.), Jaipur: Rawat Publications.</li> <li>• Lawrence, Shulman (2006): The Skills of Helping-Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. .</li> <li>• Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill.</li> <li>• Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE.</li> <li>• Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic.</li> </ul>
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Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	S	M	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - IV</b>
<b>Title of the Course:</b>	<b>SSSE053 GENDER AND DEVELOPMENT</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the perspective of gender and development</li> <li>2. To develop and ability to identify areas of work with women and men</li> <li>3. To understand strategies and interventions that change the situation</li> <li>4. To understand well about the concepts of gender development and their empowerment through the gender perspective</li> <li>5. To enhance the students knowledge on gender role and its significance in the development of the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly.</li> <li>2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment.</li> <li>3. The outcome of the course is to comprehend well about the concept of feminism and social work.</li> <li>4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with</li> <li>5. The course provide knowledge on the significance of gender and their development in the global arena</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Gender Concepts</b> <ul style="list-style-type: none"> <li>• Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types,</li> <li>• Gender development indicators - sex ratio, GER, GDI, GEM</li> </ul>
<b>II</b>	<b>Feminism</b> <ul style="list-style-type: none"> <li>• Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India;</li> <li>• Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice</li> </ul>

III	<p><b>Protective Measures for Women in India</b></p> <ul style="list-style-type: none"> <li>• Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act-2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,</li> </ul>
IV	<p><b>Global Perspectives in Women’s Development</b></p> <ul style="list-style-type: none"> <li>• Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW;</li> <li>• Role of UN-WOMEN; UN Timeline in Women’s Progress; INGOs and NGOs in Women’s Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security</li> </ul>
V	<p><b>Special Initiatives and Programmes</b></p> <ul style="list-style-type: none"> <li>• Status of women in India, problems specific to Indian women; discrimination against the girl child;</li> <li>• National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhatia Anju, Women’s Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> <li>• Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008.</li> <li>• Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006.</li> <li>• Bhatia Anju, Women’s Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> <li>• Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011.</li> <li>• Heywood, L., The Women’s Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007.</li> <li>• Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995.</li> <li>• Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	S	M	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - V</b>
<b>Title of the Course:</b>	<b>SSSE053 HUMAN RIGHTS AND SOCIAL WORK</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To provide a perspective and foundation for a human rights culture among students.</li> <li>2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.</li> <li>3. To equip students with knowledge about the human rights movements and new rights gained.</li> <li>4. To provide knowledge on human rights would make the students more empowered in knowing their rights</li> <li>5. To enhance the students perspective on human rights issues and its violations in the society</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it</li> <li>2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people</li> <li>3. The knowledge of human rights empower the students community, women community and unprivileged sections of society</li> <li>4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people</li> <li>5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Introduction to Human Rights</b> <ul style="list-style-type: none"> <li>• Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.</li> </ul>
II	<b>Understanding law and the State</b> <ul style="list-style-type: none"> <li>• The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination;</li> <li>• The Indian Legal System, Indian Penal Code, Criminal</li> </ul>

	Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	<b>Global Market and Human Rights</b> <ul style="list-style-type: none"> <li>• Business corporations and human rights standards</li> <li>Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights</li> </ul>
IV	<b>Rights of the Marginalized Sections</b> <ul style="list-style-type: none"> <li>• Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.</li> </ul>
V	<b>Human rights Movement in India</b> <ul style="list-style-type: none"> <li>• Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Baxi, Upandra, (2005) Future of Human Rights Oxford University Press, London</li> <li>• Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi.</li> <li>• Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi.</li> <li>• Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA.</li> <li>• Mathew P.D &amp; Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi</li> <li>• Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai</li> <li>• Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.</li> <li>• United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	M	S	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VI</b>
<b>Title of the Course:</b>	<b>SSSE054 CORPORATE SOCIAL RESPONSIBILITY</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <b>Gain knowledge about Corporate Social Responsibility</b></li> <li>- <b>Understand the functions and activities of Social Audit</b></li> <li>- <b>Acquire the skills of promoting and working in CSR programmes.</b></li> </ul>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) The students will learn about the importance of the Corporate social responsibility in the society</li> <li>2) The outcome of the course is to teach the different elements consist in the unit of society and defining its significance</li> <li>3) The course is teaching about the social audit of organization and disorganization to students for knowing about its importance and values</li> <li>4) The outcome of the course is to provide knowledge about the concept of corporate responsibility.</li> <li>5) The course is to make aware on the various types of responsibilities by the corporate sectors to students for better knowing about the values and significance of social responsibility and social audits.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>UNIT 1: Corporate Social Responsibility</b> – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach -
	CSR Issues: Environmental, Social, Labor related, Ethical and Governance.
<b>II</b>	<b>UNIT 2: Organizational environment</b> - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.
<b>III</b>	<b>UNIT 3: Role of ‘Standards and Codes’ in CSR:</b> ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

IV	<p><b>UNIT 4: NGO and CSR</b> – Indian Companies Act2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment. Communication: Annual Reports and Sustainability Reports.</p>
V	<p><b>UNIT 5: CSR- Success Stories in Indian Context</b> – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.</p>
Books For Reference	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), Mcgraw Hill Publications, New Delhi.</li> <li>2. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai.</li> <li>3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cingage Learning Ind Pvt Ltd, New Delhi.</li> <li>4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business (Tenth), Pearson Eduction Pvt Ltd, New Delhi.</li> <li>5. John R Baotright, 2003, Ethics and Conduct of Business (Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.</li> <li>6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur.</li> <li>7. Neelamegam V., 2008, Business Environment, Vrinda</li> </ol>

	<p>Publications, New Delhi.</p> <p>8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai.</p> <p>9. Saravanel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.</p> <p>10. Sharma R.K. And PuneetGoel and PoojaBhagwan, 2009, Business Ethics And Corporate Governance, KalyaniPublications, Chennai.</p>
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Methods of assessment:

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VII</b>
<b>Title of the Course:</b>	<b>SSSE054 HEALTH AND HOSPITAL ADMINISTRATION IN INDIA</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To establish a meaningful understanding of nature of health, scope and meaning of health administration.</li> <li>2. To help the students to acquire the knowledge about the union, state and local level Primary Health Centers and their functioning.</li> <li>3. To gain knowledge on the hospital services available for the in the society.</li> <li>4. To provide knowledge on the legal laws and value of health to students.</li> <li>5. To teach students on the primary relationship of family and its allied institutions</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) The students will learn about the importance of the health and primary health care units.</li> <li>2) To teach the different health care services in the union, state and local levels.</li> <li>3) The course is teaching about the importance of legal issues and laws to students.</li> <li>4) The outcome of the course is to provide knowledge about the concept of health and its quality in the hospitals in India.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Unit- I: Introduction</b> Nature, Scope and Meaning of Health Administration- the Basis for Public Health Government and Public Health- law and Public health.
<b>II</b>	<b>Unit- II: Health Organization</b> Organization of Health care Administration at the Union-State and Local Levels Administration of Primary Health Care health Centre- Voluntary –Health Agencies
<b>III</b>	<b>Unit- III: Policy Making and Planning for Health Care</b> Policy Making for Health care Administration- Planning for Health Care- Personnel Management-Financial Management-Public Relations.
<b>IV</b>	<b>Unit- IV: Hospital Administration</b> Hospital Planning and Administration- Administration of Out-Patient and In- Patient (wards) Services- Emerging services in Hospitals- Manpower Planning in Hospitals-Medical Practice and Law- Medical Legal Cases.
<b>V</b>	<b>Unit- V: Trends in Hospital Administration</b> Modernizing Health Administration- Evaluation of Medical Services in Hospitals- Role of World Health Organization- Quality Health Care in India- Health insurance.

Books For Reference	<ol style="list-style-type: none"> <li>1. Goel, S.L. and R.Kumar (1986) Hospital Administration and Management, (in three volumes), New Delhi: Deep and Deep.</li> <li>2. Goel, S.L., (1984) Hospital Administration., Delhi: Sterling Publishers Pvt, Ltd.</li> <li>3. Kumar, Arun., ( 2000) Health Administration, New Delhi: Anmol Publications.</li> <li>4. Kumar, Arun., (2000) Encyclopedia of Hospital Administration and Development, (in Three Volumes), Delhi: Anmol Publications.</li> </ol>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VIII</b>
<b>Title of the Course:</b>	<b>SSSE055 SOCIAL POLICY AND SOCIAL LEGISLATION</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution</li> <li>2. To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes</li> <li>3. To develop an understanding of the concepts of social policy and social welfare policy</li> <li>4. To gain knowledge on the social policy and its various implications making impact in the social institutions</li> <li>5. To enhance the students knowledge on the concept of social legislation for solving the social problems legitimately</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can learn about the social policy and constitution and its relation within it</li> <li>2. The outcome of the course is to make the students to be aware about the social legislations in India and its impact on the welfare of the people</li> <li>3. The course teach about the policy formulation and policy planning to gain more knowledge about it</li> <li>4. The course make aware the students on the social welfare policy and its implementation in the social institutions</li> <li>5. The outcome of the course is to make the students a responsible citizen in knowing lot more about the social policy and its legislations</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Social Policy and Constitution</b> <ul style="list-style-type: none"> <li>• Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights.</li> <li>• Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.</li> </ul>
II	<b>Policy Formulation and approaches</b> <ul style="list-style-type: none"> <li>• Unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes,</li> <li>• Policies in India – a historical perspective- policies-backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban &amp; rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan.</li> <li>•</li> </ul>

III	<p><b>Policy and Planning</b></p> <ul style="list-style-type: none"> <li>• Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective.</li> <li>• Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation</li> </ul>
IV	<p><b>Major Social Legislation in India I</b></p> <ul style="list-style-type: none"> <li>• Legislation pertaining to marriage, divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956.</li> </ul>
	<p>Special Marriage Act 1954, Provision regarding marriage and divorce in Mohammedan law. Medical Termination of Pregnancy Act 1971, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.</p>
V	<p><b>Major Social Legislations in India II</b></p> <ul style="list-style-type: none"> <li>• Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995. Legislation pertaining to children: Child Labour (abolition &amp; regulation) Act 1986. Juvenile Justice Act 2001.</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Adams Robert, (2002), Social Policy for Social Work, Palgrave.</li> <li>• Baldock John, (2000), Social Policy, Oxford, Oxford University Press.</li> <li>• Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay.</li> <li>• Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi.</li> <li>• Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.</li> <li>• Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi.</li> <li>• Nair, T. Krishnan (ed.) (1976), Social Work Education &amp; Development of Weaker Sections, Madras-Association of Schools of Social Work in India.</li> <li>• Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, VazhgaValamudan Publishers</li> <li>• Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - IX</b>
<b>Title of the Course:</b>	<b>SSSE055 ENVIRONMENTAL SOCIAL WORK</b>
Credits:	3
Course Objectives	<ul style="list-style-type: none"> <li>• To help the students to learn basic facts about Ecology, Environment and Energy resources.</li> <li>• To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection.</li> <li>• To provide an understanding roles and responsibilities of Social Workers to protect the nature.</li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1) The students can learn about the ecology and social work connection.</li> <li>2) The students will orient themselves with roles of different social movements protecting the environment.</li> <li>3) Students will learn about their roles and responsibilities to protect the nature.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>UNIT-I: Eco system &amp; Environmental Issues:</b> Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.
II	<b>UNIT -II: Environment Consciousness-</b> NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement - MittiBachaoAndolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.
III	<b>UNIT-III: Environment Action and Management:</b> State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchyats and Environment. Environment Management: Role of Traditional - State controlled - people controlled and jointly managed systems - Waste Management.

IV	<p><b>UNIT – IV: Environment Protection Laws and Role of Social Worker:</b> The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).</p>
V	<p><b>UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets-</b> River, forest grass land, Hill etc., Visit to a polluted site, Study of flora and fauna, Study of simple eco system, Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels.</p>
Books For Reference	<ol style="list-style-type: none"> <li>1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.</li> <li>2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.</li> <li>3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London</li> <li>4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill</li> </ol>

	<p>Publishers. New Delhi:</p> <ol style="list-style-type: none"> <li>5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.</li> <li>6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.</li> <li>7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.</li> <li>8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press</li> <li>9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.</li> <li>10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.</li> <li>11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi</li> <li>12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.</li> </ol>
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Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - X</b>
<b>Title of the Course:</b>	<b>SSSE056 INTERNATIONAL SOCIAL WORK</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To help the students to understand the international perspectives of social work.</li> <li>2. Students will understand the role of global organizations, inter cultural competencies and global challenges in social work.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. To introduce students to the concept of the International dimensions of Social work and Connections between the local and global.</li> <li>2. To make cross – cultural comparisons in examining responses to global issues.</li> <li>3. To enhance cross-cultural competency among students.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Unit -1: International Social Work</b> Concept, Importance of International Social work, Social work as an International Profession, International Professional Action.
II	<b>Unit -2: Social Work and International Social Development</b> Global Interdependence and Social work –Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence International Relief and Development practice; Role of International Social Welfare Organization and their functions.
III	<b>Unit –3: Cross Cultural Competencies</b> Meaning of Cultural Competence, Cultural awareness, Knowledge acquisition, Skill Development, Inductive Learning, Advancing Social and Economic justice Standards for Cultural Competence in Social Work Practice (NASW 2001)
IV	<b>Unit –4: Global Challenges</b> Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, Refugees, Displacement & Forced Migration, AIDS, Human Trafficking, Climate Change, Disaster Response.

Books For Reference	<ol style="list-style-type: none"> <li>1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies &amp; Programmes; New Delhi: Vistaar Publications</li> <li>2. Dominelli, Lena (2012), Green Social Work, UK: Polity Press</li> <li>3. Drolet, Julie (2014), Social Protection and Social Development – International Initiatives, New York: Springer</li> <li>4. Drolet, Julie, Natalie Clark &amp; Helen Allen (2012), Shifting Sites of Practice – Field Education in Canada, Toronto: Pearson Canada Inc.</li> <li>5. Healy, Lynne M. &amp; Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press. 46 Department of Social Work, Madras Christian College, Chennai- 600059</li> <li>6. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press.</li> <li>7. Hockenstand, M.C, Midgley James (2004), Issues in International Social work-Global Challenges for a new Century, NASW press.</li> <li>8. ILO (2012), The Strategy of the International Labour Organization Social Security for All Building social protection floors and comprehensive social security systems, Geneva: ILO</li> <li>9. Lyons, K. (1999). International Social work: Themes and Perspectives. Brookfield, USA: Ashgate</li> <li>10. Lum, Doman (2003) Culturally Competent Practice – A framework for Understanding Diverse Groups and Justice Issues; Thomson-Brooks/Cole Publishers.</li> </ol>
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Methods of assessment:

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XI</b>
<b>Title of the Course:</b>	<b>SSSE056 INTERNATIONAL HUMAN RESOURCE MANAGEMENT</b>
Credits:	3
Course Objectives	Objectives: <ul style="list-style-type: none"> <li>• To introduce the students to the International Business Environment.</li> <li>• To give necessary exposure to International Human Resource Management.</li> <li>• To impart necessary skills required Human Resource Management with regard to the management of International business organizations.</li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1. Students will get the proper understanding of international business environment.</li> <li>2. Students will get exposure to the international human resource management.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>UNIT-I: Globalization and International Business. (9 hours)</b> Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process. Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.
II	<b>UNIT-II: International / Global Human Resource Management. (9 hours)</b> Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management. Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.
III	<b>UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)</b> Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems. Aligning Training and

	Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates. Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.
IV	<b>UNIT-IV: International Compensation. (9 hours)</b> Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation. Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.
V	<b>UNIT-V: Contemporary Issues in IHRM. (9 hours)</b> The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21 st century.
Books For Reference	1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi. 2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd., 3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006. 4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

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CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XII</b>
<b>Title of the Course:</b>	<b>SSSE057 MIGRATION ISSUES AND HUMAN SECURITY</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. Understand migration in the context of development and displacement</li> <li>2. Explore current and emerging trends on internal and International migrations</li> <li>3. Acquire knowledge on determinants of migration and rights of Migrants</li> <li>4. Provide knowledge about the impact of migration in the international platform and making change in the global stand towards migration and its issues</li> <li>5. The students can gain abundant knowledge about the migration policy of various countries and their outlook and perspective towards handling migration issue</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1) The course make aware the students on the issues of migration and its problem faced by refugees</li> <li>2) The students study about the migration within the country and its impact in the rural-urban divide on the economic aspect</li> <li>3) The students well understand about the rising crisis of human trafficking in the Indian borders and giving threat to the security of the nation</li> <li>4) The outcome of the course is to well understand about the concept of internal and external migration occurring in the various countries</li> <li>5) The course make the students to know about the causes and effects of migration for addressing it in the near future</li> </ol>
Pre-requisites, if any:	
Units	
	<b>Migration</b>
I	<ul style="list-style-type: none"> <li>• Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.</li> </ul>
II	<b>Migration in India</b> <ul style="list-style-type: none"> <li>• Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees</li> </ul>
III	<b>Globalisation and Migration</b> <ul style="list-style-type: none"> <li>• Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,</li> </ul>
IV	<b>International Migration</b> <ul style="list-style-type: none"> <li>• Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law</li> </ul>

V	<p><b>Migration and Human Security</b></p> <ul style="list-style-type: none"> <li>• Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter-State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• AmalDatta, (2003): Human Migration. A Social Phenomenon. India: Mittal.</li> <li>• Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge.</li> <li>• DeveshKapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press.</li> <li>• David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge.</li> <li>• R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul.</li> </ul>

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CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XIII</b>
<b>Title of the Course:</b>	<b>SSSE057 NGOs MANAGEMENT AND DEVELOPMENT PRACTICES</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will learn about the Ngo Registration and planning and projects.</li> <li>2. Will understand the roles and functions of non-governmental organizations.</li> <li>3. Students will learn about the fund raising and monitoring and evaluation of the projects.</li> </ol>
<b>Course Outcomes</b>	<p>Learning Outcome: <i>The students will...</i></p> <ul style="list-style-type: none"> <li>- Gain knowledge about establishing and managing a nongovernmental organization</li> <li>- Understand the functions and activities of a nongovernmental organization</li> <li>- Acquire the skill of working with nongovernmental organization</li> </ul>
<b>Pre-requisites, if any:</b>	
<b>I</b>	<p>UNIT 1: Understanding about NGO as nonprofit organizations involved in development work. Registering an organization, Strategic Planning of NGOs- Developing Vision, Mission and Goals and translating them into programs and projects. Interfacing with community, community based organizations, corporate and government. Importance and strategies of Networking of NGOs.</p>
<b>II</b>	<p>UNIT 2: Programme Planning and project planning - The project cycle - Project cycle phases – identification, design, implementation, evaluation. Project Cycle Management. Detailed operational plan, GANTT chart - Role of Operational planning in running program and projects. Writing Concept note.</p>
<b>III</b>	<p>UNIT 3: Fund Raising: Fund Raising strategy &amp; techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Presentation to donors, developing a funding proposal, Developing and maintaining donor relationship. Documentation- Maintaining records and data banks.</p>

IV	UNIT 4: Monitoring & Evaluation: Concept & Need. Role of Logical Framework Analysis (LFA) in monitoring and evaluation. Developing Objectively Verifiable Indicators and Means of Verification - Gathering quantitative & qualitative information - Reporting information for action and accountability. Auditing: Social Auditing, Financial Auditing and Data Quality Auditing.
V	UNIT 5: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cost benefit analysis - Allocations and restrictions in budget. Maintaining inventory. Financial Reporting to donors and other stakeholders.
Books For Reference	<ol style="list-style-type: none"> <li>1. Asok Kumar Sarkar,2008, Ngo's and Globalization, Rawat Publications, New Delhi.</li> <li>2. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5<sup>th</sup> Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi.</li> <li>3. Emmanuel S. Fernando, 1999, Fund 100, Jupiter, Mumbai.</li> <li>4. Gangrade K.D, SooryaMoorthy.R. 2006. Ngos in India. PremRawat Publication. New Delhi.</li> <li>5. Ghosh.K..A and Prem Kumar. 1997. Project Management. Anmol Publishing Ltd. New Delhi.</li> <li>6. Joel S.G.R.Bhose, 2003, Ngo and Rural Development, Concept</li> </ol>

	<p>Publishing Company, New Delhi.</p> <p>7. Jose Murickan SJ &amp; R. Mohan Raj &amp; Kurian K. Katticaren, 2000, Paradigm Shifts In Development Cooperation, Indian Social Institution and Bangalore.</p> <p>8. Malleswari B., 2010, Micro- Finance and Women Empowerment, Serials Publications, Coimbatore</p> <p>9. Michael Norton &amp; Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.</p> <p>10. Vijay Padaki &amp; Manjulika Vaz, 2003, Institutional Development in Social Interventions, Sage Publications, New Delhi.</p> <p>11. Winfo, 2004, a Hand Book for Ngo's On Fund Raising, Winfo, Coimbatore.</p>
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CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	M	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Course I</b>	<b>Soft Skill</b>
<b>Title of the Course:</b>	<b>Communication Skills – Skills Lab</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To make the students acquire knowledge in the field of communication</li> <li>2. To delineate Non-verbal communications and its types.</li> <li>3. To understand the role of communication in creating a new world</li> <li>4. To enable the students to understand the barriers of communication and miscommunication.</li> <li>5. To make the students to excel in effective communication skills</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge about communication and its various forms.</li> <li>2. Understand the communication process and levels.</li> <li>3. Learn different types of skills required</li> <li>4. Interpret the method of listening and reading skills.</li> <li>5. Able to understand the utility of communication in day-today life, business life etc.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<p><b>Introduction to Communication:</b> Need and Nature of Effective Communication</p> <p><b>The Process of Communication:</b> Levels of communication; Flow of Communication; Use of language in communication; Communication Networks; Significance of technical communication.</p> <p><b>Non-verbal Communication and Body language:</b> Forms of Non-verbal communication; Interpreting body language cues, Kinesics and Effective use of body language.</p>
<b>II</b>	<p><b>Barriers to Communication:</b> Types of barriers; Miscommunication; Noise; Overcoming measures.</p>
<b>III</b>	<p><b>Listening Skill:</b> Listening as an active skill; Types of Listeners: Listening for general content; Listening to fill up information; Intensive Listening; Listening for specific information; Developing effective listening skills; Barriers to effective listening skills.</p>
<b>IV</b>	<p><b>Reading Skills:</b> Identifying the topic sentence; interfering lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.</p>
<b>V</b>	<p><b>Developing Skills</b> Developing skills for communication in working life, business life and</p>

	social life. <u>Managing the Event</u> .
Books for Reference	<ul style="list-style-type: none"> <li>• Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003.</li> <li>• Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998</li> <li>• Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001.</li> <li>• Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.</li> </ul>

**Methods of assessment:**

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**Understand/ Comprehend (K2)** - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

<b>Course I</b>	<b>Soft Skill</b>
<b>Title of the Course:</b>	<b>Personal and Interpersonal Skills</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. After the completion of course the student will be able to interpret behaviour and personality developments.</li> <li>2. Analyse self and relational developments in various institutions.</li> <li>3. Understand and describe the stress management, uncertainty, problem solving and decision making.</li> <li>4. Display different types of communication and process of communication development such as attitude and barriers to communication.</li> <li>5. Able to explain interpersonal relationships in multiple social backgrounds</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Behavioural Development</b> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Friendliness - Enthusiasm – Empathy</li> <li>• Work-Life Balance</li> </ul>
<b>II</b>	<b>Self and Relationship Development</b> <ul style="list-style-type: none"> <li>• Relationships (healthy &amp; unhealthy), Universal values, Character development</li> <li>• Family Crisis, Sexual Behaviour and Domestic Violence</li> <li>• Self Confidence - Adaptability – Resilience</li> <li>• Assertiveness - Competitiveness - Self-Leadership</li> </ul>
<b>III</b>	<b>Emotional Development</b> <ul style="list-style-type: none"> <li>• Development of Emotional Intelligence - Self-Awareness - Emotion Management</li> <li>• Stress Management - Tolerance of Change and Uncertainty - Taking Criticism</li> <li>• Decision making, Problem solving</li> </ul>
<b>IV</b>	<b>Communication Development</b> <ul style="list-style-type: none"> <li>• Communication skills and Levels of communication</li> <li>• Communication barriers</li> <li>• Effect of attitude on communication</li> </ul>

<b>V</b>	<p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Concepts: Networking and Connection to Careers in society – Interpersonal Relationships</li> <li>• Dealing with Difficult People - Conflict Resolution</li> <li>• Personal Branding – Dealing with Office Politics, Jealousy and Infidelity</li> </ul>
Books for Reference	<ul style="list-style-type: none"> <li>• Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i>. New York: Bantam Books.</li> <li>• Hoffman, Edward. (2002), <i>Psychological Testing at Work</i>. New York: McGraw-Hill.</li> <li>• Jones, Dixie A. (1997), “Plays Well with Others, or the Importance of Collegiality Within a Reference Unit,” <i>The Reference Librarian</i> no. 59, 163-175.</li> <li>• Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). “Assessing and Attacking Workplace Incivility,” <i>Organizational Dynamics</i> 29 no. 2 (November).</li> </ul>

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

**Evaluate (K5)** - Longer essay/ Evaluation essay, Critique or justify with pros and cons

**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	M	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	M	S	S	S	S
<b>CO 4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 5</b>	M	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**

**Methods of assessment:**

**Recall (K1)** - Simple definitions, MCQ, Recall steps, Concept definitions

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<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	M	S	S	S	M	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**

<b>Course I</b>	Soft Skill
<b>Title of the Course:</b>	<b>LEADERSHIP &amp; TEAM BUILDING</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology</li> <li>2. To develop leadership skills through training and motivation</li> <li>3. To improve communication and interpersonal for grooming overall personality enrichment</li> <li>4. To increase the pro-activeness ability of the students for developing leadership skills</li> <li>5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Demonstrate team building and conflict management skills using Out Bound Training methodology.</li> <li>2. Articulate the basic skills necessary for leadership, communication and task execution in teams.</li> <li>3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity</li> <li>4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity</li> <li>5. Groom the quality of the leader among the students for making them a best leader</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.</li> </ul>
<b>II</b>	<b>Conflict Management</b> <ul style="list-style-type: none"> <li>• Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.</li> </ul>
<b>III</b>	<b>Team Building –1</b> <ul style="list-style-type: none"> <li>• Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.</li> </ul>
<b>IV</b>	<b>Team Building – 2</b> <ul style="list-style-type: none"> <li>• Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.</li> </ul>

V	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Basics of leadership – leader vs. manager &amp; balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.</li> </ul>
<b>Books for Reference</b>	<ul style="list-style-type: none"> <li>Christopher, E. M. &amp; Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.</li> <li>Dale Carnegie. (1936). How to Win Friends and Influence People. Simon &amp; Schuster.</li> <li>Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.</li> <li>Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.</li> </ul>
	<ul style="list-style-type: none"> <li>Newstrom, J. &amp; Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited.</li> <li>Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.</li> <li>Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.</li> <li>Stephen R. Covey. (2011) The leader in me. Free Press</li> </ul>

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<b>CO 5</b>	S	S	S	S	S	S	S	S	M	S

**S-Strong    M-Medium    L-Low**

<b>Course I</b>	Soft Skill
<b>Title of the Course:</b>	<b>Creativity and Professional Skills</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. It will help students in problems solving and critical thinking.</li> <li>2. It interprets professional updating.</li> <li>3. It describes professionalism in organizational skills and time management</li> <li>4. It summarizes professional development –knowledge management and customer service</li> <li>5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Personal Creativity</b> <ul style="list-style-type: none"> <li>• Problem Solving nature and Critical Thinking, Innovation of workable ideas</li> <li>• Troubleshooting - Design Sense - Artistic Sense</li> </ul>
<b>II</b>	<b>Professional Updating</b> <ul style="list-style-type: none"> <li>• Technology Savvy - Technology Trend Awareness</li> <li>• Business Trend Awareness – Self, Business and Market Research</li> <li>• Business Etiquette - Business Ethics</li> <li>• Diversity Awareness - Disability Awareness - Intercultural Competence</li> </ul>
<b>III</b>	<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Organizational Skills - Planning - Scheduling</li> <li>• Time Management - Meeting Management</li> </ul>
<b>IV</b>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>

<b>V</b>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>
Books for Reference	<ul style="list-style-type: none"> <li>• Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press.</li> <li>• Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY</li> <li>• Yoder, S., &amp; Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene</li> </ul>

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<b>CO 3</b>	S	S	S	S	S	S	S	S	M	S
<b>CO 4</b>	S	M	S	S	M	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	S	S

**S-Strong      M-Medium      L-Low**

**S.A.C. SEPT'2022**