UNIVERSITY OF MADRAS **DEPARTMENT OF SOCIAL WORK**	
Programme:	Master of Social Work
Programme Code:	SSSP
Duration:	2 years
Programme Outcomes:	1. The programme will make the students to become a very capable and efficient social work professional in all fields of social work like Medical, Psychiatric, Child guidance, Health, Correctional, Family, Youth, Labour and Rural development, etc. 2. The programme will train and enrich the students with high scientific skills and techniques to deal with social issues and its problems. 3. The concept of methods and techniques of social work will train the students to follow its principles and practice it in various fields for making a better society. 4. The programme has designed to make the students to become well aware about the social work professional code of ethics that is followed in the social work settings to make them more professional in it. 5. Make the students to follow the systematic and scientific knowledge of social work philosophy and methods for becoming more professional in various fields of social work. 6. Social work programme designed to aid individuals, groups and communities for addressing individuals coping problems, groups development and communities betterment in the society. 7. The programme make them more responsible to fulfil humanitarian needs, solve psycho-social problems and adjustmental problems and make the society more harmonious and unified. 8. Make the students to become a social change agent for creating a better friendly and cordial social environment. 9. The Social work programme motivates the students to work for the betterment of the individual psychological well-being, group

	development and community welfare and make the students a responsible professional social worker 10. The Social work programme stimulates the students to engage and involve deep into the research investigation on any particular social problem for addressing it and make the society a better place to live in.
Programme Specific Outcomes:	1. The Master of Social Work programme make the students to be more knowledgeable and skilful in dealing with human behaviour. 2. The outcome of the programme is to develop the skill of self-scrutinizing, critical analytical thinking, adequate self-awareness, ability of problem solving, constructive use of relationship and conscious use of self. 3. The programme mainly make the students to be skilful, professional, responsible, efficient, effective, practical, logical, and pragmatically experiential in dealing with individuals, groups and community for effective implementation of social work philosophies and its values in the society 4. The Social worker concentrates more on solving the individuals psycho-social maladjustment problems, effectively motivating the groups to engage in group activity for accomplishing groups desire and needs, and using the resources skilfully for the communities welfare and development 5. The inquest of research interest is instilled in the social work students mind to create new theories, ideologies, values, principles and techniques for upcoming social work professionals to deal skilfully and efficiently for coping, addressing and solving the social problems.

List of Courses

Sl. No	Semester	Course Code	Title of the Course	Core/Elective/ Soft Skill	Credits
1	I	SSSC051	Social Work Profession-History and Philosophy	Core	4
2		SSSC052	Work with Individuals (Social Case Work)	Core	4
3		SSSC053	Work with Groups (Social Group Work)	Core	4
4		SSSC054	Field Work Practicum – I	Core	6
5	II	SSSC055	Community Organization & Social Action	Core	4
6		SSSC056	Social Work Research and Statistics	Core	4
7		SSSC057	Field Work Practicum – II	Core	6
8	III	SSSC058	Rural Community Development / Human Resource Development	Core	4
9		SSSC059	Urban Community Development / Labour Legislations	Core	4
10		SSSC060	Management of Organizations	Core	4
11		SSSC061	Field Work Practicum – III	Core	6
12	IV	SSSC062	Development Planning / Industrial Relations and Labour Welfare	Core	4
13		SSSC063	Entrepreneurship Development / Organizational Behaviour and Development	Core	4
14		SSSC064	Field Work Practicum – IV	Core	6
15		SSSC065	Project Report	Core	4
			Block Placement /Internship	I	2
16	I	SSSE051	Social and Psychological Foundations for Social Work	Elective	3

17	II	SSSE052	Disaster Management / Working with People Living with HIV/AIDS	Elective	3
18		SSSE053	Gender and Development	Elective	3
	III	SSSE054	Counselling-Theory and Practice / Marriage and Family Life Education	Elective	3
		SSSE055	Social Policy and Social Legislation / Human Rights and Social Work	Elective	3
20	IV	SSSE056	Migration Issues and Human Security / Social work in the Unorganized Sector	Elective	3
21		SSSE057	Social Work and Persons with Disability / UN Systems for Development and Social Change	Elective	3
23		UOM S190	Personal and Interpersonal Skills	Soft Skill	2
24			Leadership and Team Building	Soft Skill	2
25		UOM S191	Creativity and Professional Skills	Soft Skill	2
26		UOM S028	Communication Skills	Soft Skill	2

Semester I	Core
Title of the Course:	SSSC 051 Social Work Profession-History and Philosophy
Credits:	4
Course Objectives	1. To gain an understanding of the history and philosophy of Social Work and its emergence as a Profession 2. To develop insights into the origin and development of Voluntary organization 3. To appreciate Social Work as a Profession and to recognize the need and importance of Social Work Education and training 4. To understand the evolution of social work according to International and Indian perspective 5. To learn about the contributions of great social reformers in India
Course Outcomes	1. The students can be able to synchronise the theoretical knowledge of social work profession in their actual practical social settings 2. The students can enhance their social work professional perspective to practically implement in their work settings like NGO, Hospitals and Factories 3. The students can enrich them with different school of thoughts and ideologies 4. The students can imbibe great ideas from social reformers and their inspirable social movements 5. The students can enhance their philosophical knowledge of social work which motivate them to enlarge their vision and ideology
Pre-requisites, if any:	
Units	
I	**Historical Evolution of Social Work** • International Perspectives: UK & USA • Social Work in India: • Socio-cultural and religious thought • Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodhaya

	Movement, Christian Missionaries, Gandhian Social Work • India as a Welfare State • Contributions of Voluntary organisations
II	**Social Work Profession** • Meaning & definition, basic concepts, goals and functions, methods and fields • Origin and Growth in India: scope and status, International/ national bodies and forums, • Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC
III	**Social Work Ideologies, Theories and Approaches** • Ideologies: Philanthropy, humanitarianism, welfarism, socialism, democracy, marxism, equality, human rights and social justice • Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice
IV	**Philosophy of Social Work Profession** • Values, Beliefs and Principles of the Profession • Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)
V	**International Social Work:** • Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors • Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice

Books For Reference	• Cox David, Manohar Pawar, International Social Work; Issues, Strategies and Programmes.New Delhi; Vistaar. 2006. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge:Policy. 2004. • Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971. • Antony A. Vass, New Directions in Social Work-Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996. • Cox David, Pawar Manohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006. • University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004. • Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch & E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997. • Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991. • Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester I	Core
Title of the Course:	SSSC052 WORK WITH INDIVIDUALS
Credits:	4
Course Objectives	1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice 2. To comprehend theory and models and apply them in direct practice with individuals 3. To become aware of the scope of using the methods in various settings 4. To better understand the Case work relationship for making the client to adjust with the social environment

	5. Different approaches increase the horizon of perspective towards dealing with client and their psycho-social problems
Course Outcomes	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 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 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 4. The students come to understand about certain process framed in studying the client's psycho-social personality development for solving their problems 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
Pre-requisites, if any:	
Units	
I	**Introduction to Working with Individuals** • Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills and Components • Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy
II	**The Helping Process** • Phase I- Psychosocial Study, Psychosocial Assessment • Phase II- Intervention Plan and Goal Setting, Intervention

	• Phase III- Termination, Evaluation and Follow up.
III	**Models and Approaches** • Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach
IV	**Tools and Techniques in working with Individuals** • Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification and Communication
V	**Case Work in different Settings and Recording** • Case work in hospitals, schools, communities, institutional settings and industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording
Books For Reference	• Fischer, Joel. Effective Case Work Practice An Eclectic Approach. New York: Mc Graw Hill,1978. • Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003. • Vyas, A.A. New Directions in Social Work- Social Work Competencies - Core Knowledge, • Values and Skills. Delhi: Sage, 1996. • Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep & Deep, 2004. • Datar Sudha, Ruma, Bawikar et al. Skill Training for Social Workers- A Manual. New Delhi: Sage, 2010. • Hamilton, Gordon, Theory & Practice of Social Case Work 2nd Edition. Jaipur: Rawat, Indian Reprint, 2013. • Hepworth, D.H. & J.A. Larsen. Direct Social Work Practice: Theory and Skills. Dorsey Press, 1993. • Mathew, Grace. An Introduction to Social Casework. Mumbai TISS, 1992.

	• Misra, P.D. & Beena Misra.Social Work Profession in India. Lucknow: New Royal Book, 2004. • Trevithick, Pamela. Social Work Skills – A Practice Handbook. 2nd Edition. Jaipur: Rawat, 2009.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester I	Core
Title of the Course:	SSSC053 WORK WITH GROUPS
Credits:	4
Course Objectives	1. To understand Group Work as a method of Social Work and develop skills in practice 2. To understand models and apply them in practice with groups 3. To become aware of the scope of using the method in various settings 4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups 5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement
Course Outcomes	1. The students can be able to learn the art of engaging the group for accomplishing their goal and motive. 2. The course will make the students to observe the each phase of group work process that gives an idea about how the group formation and development occurs in it 3. The course make the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires 4. The course can enable the students to be a initiator, motivator and enabler for initiating group formation and achieving group objectives and goals 5. The outcome of the course is to make the students a capable and efficient social group work professional in conducting group activity
Pre-requisites, if any:	
Units	
	Introduction to Working with Groups

I	• Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.
II	**Types of Groups** • 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.
III	**Phases of Group Work Process** • Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment • Beginning Phase: introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment • 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 • Ending Phase: preparing for termination; evaluation and feedback
IV	**Group Processes and Dynamics** • 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
V	**Group Work Models and Practice in different settings** • 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
Books For Reference	• Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep & Deep, 2008. • Choudhary, Paul. Introduction to Social Work. Delhi : Atma Ram & Sons,1983. • Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979. • Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001. • Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983. • Doel, Mark &Sawda, Catherine. The Essentials of Group Worker. London: Jessica Kingsley, 2003. • Garvin, Charlesd.D.Gutierrez, Lorraine .M. Galinsky, Maeda. J. Handbook of Social Work with Groups. New York: The Guildford, 2006. • Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982. • Mark Doel.Using Group Work. London: Routledge, 2010. • Misra P.D. and Beena Misra. Social Work Profession in India. Lucknow: New Royal,1979 • Trecker. Harleigh, B. Social Group Work-Principles and Practice. New York: Association Press, 1970.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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	1. To get exposed to wider area of social realities at the micro level 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

	3. To acquire documentation skills to ensure professional competence 4. To develop the right values and attitudes required for a professional social worker
Components	1. Orientation 2. Practice Skill Laboratory 3. Observation Visits 4. Rural Camp

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester II	Core
Title of the Course:	SSSC055 COMMUNITY ORGANIZATION & SOCIAL ACTION
Credits:	4
Course Objectives	1. To understand a community as a social system 2. To learn techniques and skills of CO as a method of Social Work 3. To understand methods and approaches in Community Organisation and Social Action 4. To learn about the various concepts of community organization to work efficiently for their development and growth 5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare
Course Outcomes	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 2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment 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.

	4. The course instil more values and principles of community organization among the students for making them a better social worker 5. The course teach different theories on community that make the students to have a holistic perspective towards community
Pre-requisites, if any:	
Units	
I	**Community** • 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
II	**Community Organisation** • Evolution of CO as a method in Social Work; • Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, • Community organization models: J.Rothman, social planning, locality development and social action, Murray Ross-general content, specific content and process objective.
III	**Process and Skills of Community of Organisation** • 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.
	Social Action as a Method of Social Work

IV	• Definition and meaning; aims and objectives, scope, social action as a method in Social Work, • 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; • Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution
V	**Models and Approaches to Social Action** • 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 Bachao Andolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques
Books For Reference	• Christopher A.J. & Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009. • Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972 • Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973 • Walter A. Friedlander Hall, Concepts & Methods of Social Work. Delhi: Prentice Hall, 1977. • Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart & Winston, 1972. • Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972. • McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	M	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	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

Semester II	Core

Title of the Course:	SSC056 SOCIAL WORK RESEARCH AND STATISTICS
Credits:	4
Course Objectives	1. To understand the nature, principles and methods of Social Work Research 2. To develop the skills of independently conceptualising a problem and executing a research study 3. To understand and learn the application of appropriate statistical techniques in Social Work Research 4. To instil research inquest and investigation among the students on social work problems and its impact in various social institutions 5. To make the students a capable social work researcher in making new theories on social work problems and providing solution to it
Course Outcomes	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 2. The course will make the students to stimulate curiosity and inquest among them to better understand about the process and steps of research 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 4. The course enhance the research capacity and deep investigation among the students on various social problems and its effect in the society 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
Pre-requisites, if any:	
Units	
I	**Social Research and Social Work Research** • 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	**Research Designs** • 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
III	**Methods and Tools of Collecting Data** • 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
IV	**Overview of Qualitative Research** • 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
V	**Application of Statistics in Social Work** • 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.
Books For Reference	• Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003.

	• Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996. • Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005. • Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993. • Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011. • Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nded, Jaipur: 2003. • Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed., Illinois: Peacock, 1988. • Garrett, Henry E. Statistics – in Psychology and Education. New Delhi: Paragon, Indian Reprint, 2011. • Mark, Raymond. Research Made Simple – A Handbook for Social Workers. New Delhi: Sage, 1996. • Thakur, Devendra. Research Methodology in Social Sciences. New Delhi: Deep and Deep. 1993.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester II	Core
Title of the Course	SSSC057 Field Work Practicum – II
Credits	6
Objectives	1. Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields. 2. To train students to practice social work from an ecological, development and integrated perspective 3. Develop skills for problem solving in work at the micro level and change at the macro level. 4. Provide concurrent opportunity for the integration of class-room learning and Field Practicum 5. Develop professional values and commitment and the professional ideal 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. 7. Develop skills to organize people to meet their needs and solve their problems. 8. Use roles appropriate to work e.g. advocacy for child's right, human rights. 9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour. 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. 11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner 12. Develop the ability to make innovative contribution to the organization's functioning 13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice 14. Develop the capacity to utilize instruction for enhancing and integrating field Practice 15. Utilize field instructions for enhancing and integrating professional growth 16. Make creative use of field instructions to evaluate mutual input 17. Utilize practice-based research to test effectiveness of specific aspects of Intervention 18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice
Components	Seminars and Viva –Voce to be conducted before the commencement of university Examinations

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester III	CORE PAPER VIII
Title of the Course:	SSSC058 HUMAN RESOURCE DEVELOPMENT
Credits:	4

Course Objectives	1. Gain knowledge about the Concepts, Principles and Strategies of HRD 2. Understand the strategic role and efficient use of human resources 3. Acquire the skills of implementing Strategic HR aiming at higher practices 4. Enhance the potentiality of students in knowing about the various concepts of human resource development 5. To provide the perspective of HR and its outlook among students
Course Outcomes	1. The students can improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings 2. The students can learn how to increase the talents and concentrate more on the talent development of the employee 3. The students by learning about the human resource development concept they can endeavour more growth to their organization and expansion of business over to the other countries 4. The outcome of the course is to make the students to be well verse in various management principles, techniques and skills for their overall development in their career 5. The course provide practical knowledge of HR to students for implementing it during their internship period
Pre-requisites, if any:	
Units	
I	**Human Resource Management and Development** • Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives, • Approaches & Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD): • 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)
II	• **Approaches to Measuring Human Resources** Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators
III	**Talent Development** • Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On the Job and Off the Job Training- Coaching Apprentices, Job Rotation
IV	**Training & Development** • 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.
V	**Employee Empowerment** • Concept, definition & objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – • Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship
Books For Reference	• Dep Topomoy. 2010. Human Resource Development. Anne Books. New Delhi. • Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi • Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies. • Parath Sarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi. • Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.

	• Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai. • Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi. • Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi. • Sanjeev Kumar Singh, "Human Resource Development: HRD – IR Interface Approach," Atlantic Publishers & Distributors, Delhi, 2008. • Silvera D.M., "Human Resource Development,' The Indian Experience, New • India Publications, New Delhi, 1990. • Rao. T.V, "The HRD Missionary- Role and Functions of HRD managers & HRD Departments," Oxford IBH Publishing Co., New Delhi, 1990 • Rao. T.V & Pereira D. F., "Recent Experiments in HRD", Oxford & IBH Publishing Co., Delhi. • Rao. T.V., "Future of HRD", Macmillan, Delhi. • Rao. T.V., "HRD Audit, Response Books, Delhi, 1999 • Suresh Vyas, "HRD Priorities", Pointed publishers, Jaipur, 1988

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester III	Core Paper VIII
Title of the Course:	SSSC058 RURAL COMMUNITY DEVELOPMENT
Credits:	4
Course Objectives	1. To Understand the community as a method, its specific approaches and models 2. To develop ability to utilize appropriate approaches and skills to work with communities 3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups. 4. To understand well about the concepts of rural fragments and its various community development programmes looked over by the students 5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society
Course Outcomes	1. The course will provide the knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness.

	2. The concept of rural governance is about the panchayat raj system (local governance) which is described in the separate constitutional amendments of Indian Constitution. 3. The students will learn about the rural administration and its development. 4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact in the overall development of the rural area 5. The course make the students to work more efficiently in the rural community setting
Pre-requisites, if any:	
Units	
I	**Rural Community** • Definition, types, characteristics, power structure; rural community issues: caste,rural poverty & indebtedness • Land related issues: Systems of land tenure, Land reforms, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture laborer, marginal and small farmers. • Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.
II	**Historical Development** • Early pioneering period (Sriniketan, Marthandom, Guragon). • Probation trial period (Baroda, Etawah, Nilohkeri and Firka). • Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi • National Rural Employment Guarantee Act, 2005. Indira Awaz Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojona, NRHM (National Rural Health Mission)
	Rural Community Development

III	• Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation
IV	**Rural Administration** • Rural Development Administration: Organization and administration of rural development from block to National level. • Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. • State Institute of Rural Development (SIRD) and National Institute of Rural Development(NIRD)
V	**Rural Governance** • Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. • Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment
Books For Reference	• Agrwarl A.N (2001) Indian economy, nature, problems and progress, Vikas Biraj, Prakash, New Delhi. • Dayal, Rajeshwar, (1974), C.D Programme in India, Kitab Mahal Pvt, Ltd., • Desai, A.R., (1971), Rural Sociology, popular press,Bombay. • Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI. • Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai. • Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication. • Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi.

	• Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi. • Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai. • Ministry Reports, Planning Commission Reports.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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 IX
Title of the Course:	SSSC059 LABOUR LEGISLATIONS
Credits:	4
Course Objectives	1. Gain knowledge about labour legislations and labour welfare 2. Understand the legal provisions of labour welfare 3. Acquire the skills of working with corporate sector 4. The knowledge of labour legislation make the students more capable in dealing with the labour issues legitimately 5. To enable the students to gain more knowledge on the rights of labour
Course Outcomes	1. The students must know about the labour legislations which is predominantly playing a major role in the function of any organizations 2. The knowledge about the functions of labour court, Industrial tribunal and National tribunal make the students to aware about it and face any litigation to claim for the rights of the organizations 3. The outcome of the course is to make the students well verse in labour laws and its impact in the functions of the organization 4. The course instil the quality of HR to students for becoming a efficient HR professional in their future career 5. The course enable the students to develop them during the internship period itself and practically make them to implement the concept of labour legislation in the field work setting itself
Pre-requisites, if any:	
Units	
I	**Concept and History of Labour Legislations** • 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
II	**Legislations related to Labour** • The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947; • New Legislation – Occupational Safety, Health and Working Conditions Code 2020
III	**Legislations related to Industrial Relations and Wages** • The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947; • New Legislation - The Industrial Relations Code 2020
IV	**Social Security Legislations** • Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity Benefit Act 1961,Sexual Harassment of Women at Workplace (Prevention Prohibitions & Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008 • New Legislation – Social Security Code 2020
V	**Enforcement Authorities** • 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
Books For Reference	• Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi. • Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi. • Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.

	• Kapoor, N.D. 1993. Elements of Industrial Law.Sultan Chand & Sons. New Delhi. • Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan chand & Company. New Delhi • M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai • Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi. • Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi. • Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi. • Tripathi, P.C.1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi. • Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester III	Core Paper IX
Title of the Course:	SSSC059 URBAN COMMUNITY DEVELOPMENT
Credits:	4
Course Objectives	1. To enable students to gain an understanding about the urban poor. 2. To develop sensitivity and commitment for working with the urban poor. 3. To expose students to skills and techniques of working with urban poor. 4. To provide knowledge on the urban community development models and its various approaches making impact in the urbanization 5. To make the students to know more about the life of urban people and their various issues and problems studied by the students
Course Outcomes	1. The outcome of the course is to make the students well aware about the life conditions of urban community and its difference prevailing in the urban societies.

	2. The courses provide more knowledge about the urban community development programmes to students and make them to use it for their development. 3. The gap between the rich and poor in the urban society indicates the socio-economic inequity prevailing in the urban community which make the students to know well about it. 4. The outcome of the course is to make the students to be more knowledgeable on the concept of urbanization 5. The course make aware about the various urban community development programmes to the students
Pre-requisites, if any:	
Units	
I	**Basic Concepts** • Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.
II	**Slum** • Definition, characteristics, types, causes and consequences of growth of slums. • 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. • Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.
III	**Urban Community Development in India** • Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP • 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.
IV	**People's participation in Urban Community Development** • Concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation.
V	**Conscientization** • 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
Books For Reference	• Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi. • Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi. • Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi. • Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York. • Desai, A.R. & Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay. • Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester III	Core Paper X
Title of the Course:	SSSC060 MANAGEMENT OF ORGANIZATIONS
Credits:	4
Course Objectives	1. To understand the environment and its impact on nature, structure and development of the organizations in corporate, public and voluntary sectors. 2. Understand policies and procedures involved in establishing and maintaining human service organization, need for change.

	3. Acquire skills to network and participate in the management of resources – human material, environmental and network 4. To make aware about the various concepts of management principles and techniques to students for becoming a professional HR 5. The knowledge of management principles make the students highly skilled and professional in dealing with the management issues and its problems
Course Outcomes	1. The students will learn about the management principles and techniques for applying it in their industrial settings 2. The legislation of management will make the students to learn more about it and use it when any litigation made in the court against the management 3. The students will learn about the welfare of the employee is taken care by the labour welfare officer 4. The knowledge of historical perspective of various organizations keep motivating the students to use it in the working organization 5. The outcome of the course is to make the students a responsible HR professional in carrying out his activity with utmost attention and consciousness
Pre-requisites, if any:	
Units	
I	**Social Services / Welfare Organizations** • A Historical perspective, Role of Voluntary Organisations, National Policy on Voluntary Sector, 2005, National Policy on the Voluntary Sector – 2007, Development and welfare organizations response to societal needs, roles of State, Voluntary and corporate sector; Scope of Scientific Management in Welfare Organisations; • Types of Non-Profit Organisations - NGO, INGOs, Quasi Government and Transnational NGOs; Society's Registration Act 1860, Companies Act 2013, Trust Act of 1912, Co-operative Societies Act 1912. FCRA related issues, FEMA (Foreign Exchange Management Act, 1999)
	Management of Welfare Organisations

II	• Types of settings, organizational characteristics - origin, nature, size, structure and design, organizational climate and impact socio-political environment impact. • Management Process: Vision of planning, Organizing, directing staff, cooperation and evaluation, Establishments, registration, different types of legislation's, legal status, constitution rules and procedure, goals.
III	**Programme Development** • Project Planning -Long term and documentation, Project proposals based on needs, nature of resources, eligibility criteria, records, evaluation and research-SWOT Analysis, Project Monitoring, Project Evaluation. • Impact analysis – qualitative and quantitative.
IV	**Project Management** • Change and its Management, Understanding and managing change, innovation- in a rapidly changing social environment: for policy programmes and structure; Organizational Conflict understanding conflict, conflict resolution, creating positive climate, Concept of Project and Project Cycle Management, Strategic Plan, Tactic Plan, Goals, Objectives, Reporting, Project Proposal Writing, Overview of Logical Framework Analysis, Types Steps, Format, Fund-Raising (Types, Methods, Skills), Monitoring and Evaluation of Projects
V	**Networking and Collaboration** • Need and Importance, Process of Networking, Strength and Values of Networking, Collaborating with GOs, NGOs, Corporates and INGOs and UN Agencies Public relations need and its promotion by all in the organization. • Representing the organization, networking, public, corporate and voluntary sector, resource, building, Fund Raising, accountability, transparency, use of media for publicity

Books For Reference	• Anand Sirohi. 2003 Encyclopedia of Social Welfare Modern Perspective on Social Welfare.New Delhi: Domain. • Aswathappa K. 2007 Organizational Behaviour, 7th revised edition. Mumbai: Himalaya Publishing. • Monappa Arun & Saiyadain Miza, S. 1997 Personnel Management. New Delhi: TATA Macgraw. • Laxmi Devi. 1998 The Management.New Delhi: Institute for Sustainable Development, Lucknow, Anmol. • Lalitha N.V. 1982 Status of voluntary Effort in Social Welfare. New Delhi: NIPCCD. • Luthans Fred. 2005 Organizational Behaviour, 8th edition. New Delhi: Tata McGraw Hill. • Mital R, Kumar. 2001 Personnel Management and Industrial Relation.New Delhi: Anmol. • Maheshwari S.N. 1998 Management accounting and financial concept. New Delhi: Sultan Chand & Sons. • Prasad L.M. 2004 Organisational Behaviour, 4th edition. New Delhi: Sultan Chand and Sons. • Prasad, Man Mohan. 1998 Management Concepts. New Delhi: Himalaya Publishing. • Prasad, Lallan and Gulshan S.S. 2002 Management Principles and Practice. New Delhi: Chand. • Seshadri T.R. 1995 Management Lighter and Brighter Sides. New Delhi: Good Will. • Sharma, K.P. 2000 Project Management. New Delhi: National Book Trust.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
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Methods of assessment:

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

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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	M	S	S	M	M	S	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	M	M	S	S	M	S
CO 5	S	M	M	S	S	M	S	M	S	M

S-Strong M – Medium L- Low

Semester III	Core Paper XI
Title of the Course	SSSC061 Field Work Practicum – III
Credits	6
Community Development	Objectives: 1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community 2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies

	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 4. To enable to work with disadvantaged groups in rural areas 5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community Tasks: Administrative set up of Panchayati Raj Institutions (PRIs) Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels 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 Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice Application of the principles of Rural Community Development Application of methods of professional social work in rural setting Identify/ study/ explore the rural problems covering the following aspects: a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services. 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) 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
Human Resource Management	Objectives: 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 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 3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career Tasks: 1. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles 2. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any one day 3. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail 4. The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	M	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	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong M – Medium L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 DEVELOPMENT PLANNING
Credits:	4
Course Objectives	1. To develop theoretical understanding of development and planning 2. To enable students to gain an understanding of the administrative machinery involved in development. 3. To provide knowledge on various methods strategies and development efforts. 4. To understand the role and contribution of professional social worker in the development.

	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
Course Outcomes	1. The course will enable the students to gain more knowledge on Development planning and its various models and approaches 2. The students will learn more on the historical development of cooperative movement and its effect in the formation of cooperative society 3. The course will concentrate on the development of deprived and backward sections of Indian society 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 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
Pre-requisites, if any:	
Units	
I	**Development Planning** • Planning – Concept – models, approaches – types planning process – need and importance of planning for development. • Development – definition – concepts; indicators – types – models, social development and planning as a major development thrust in India.
II	**Participatory Planning** • Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.
	Agriculture and Development

III	• 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.
IV	**Co-operative Movement in India** • 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.
V	**Development of SC & ST** • Concept, Definition of SC and ST, Constitutional 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& STs, Development initiatives for Migrants, Refugees and Displaced.
Books For Reference	• Chakravarthy, Sukhamoy, (1996), Development Planning the Indian • Experience, Oxford University Press. • Cottrell, Stella, (2003), Skills for Success, The Personal Development • Planning Handbook, Palgrave. • Dahiya, S.B., (1988), Development Planning Models, Inter India. • Kabra Kamal Nayan, (1997), Development Planning in India Exploring an • Alternative Approach, Sage Publications, Delhi. • Parman Mary, (1993), Development Planning in India, Reliance Publication.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester IV	Core Paper XII
Title of the Course:	SSSC062 INDUSTRIAL RELATIONS AND LABOUR WELFARE
Credits:	4
Course Objectives	1. To gain knowledge about trade unions 2. To understand functions and activities of trade unions and concepts related to Labour welfare

	3. To acquire the skill of working with the workers and unions. 4. To provide knowledge on the concept of labour welfare and benefits provided to them 5. To make the students a well disciplined professional labour welfare officer
Course Outcomes	1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably 2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings 3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions 4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings 5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms
Pre-requisites, if any:	
Units	
I	**Industrial Relations** • Concept, characteristics, Industrial Relations at Plant and Shop Floor Level • Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation
II	**Conciliation** • Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes. • Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary • Administration: Definition wage theories, types, wage determination: structure, differentials.
	Collective Bargaining

III	• Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.
IV	**Labor Welfare** • Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of labour welfare in India. • Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.
V	**Employee Empowerment** • 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
Books For Reference	• Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi& Co. • Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press. • Mathur, A.S., Labour Policy and Industrial Relations in India, Asia • Publishing House, Bombay. • Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam, • Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing • House, Bombay. • Nirmal Singh & Bhatia, 2000, Industrial Relations & Collective • Bargaining, Dehorah Prayer Group. • Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras. • Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regol Publications. • BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.

	• Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications. • Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi. • Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi. • Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi • Punekar, S. D. et. al. 1981. Lobour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay. • Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT
Credits:	4
Course Objectives	1. To help students gain knowledge on the dynamics of human behavior in the organization setup. 2. To enable students to gain understanding on the factors influencing human behavior in organization 3. To help students to build knowledge and develop skill in implementation of OD practices 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 5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization
Course Outcomes	1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization 2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings

	3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques 4. The course make the students to well understand about these concepts for making them a highly efficient professional HR 5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically
Pre-requisites, if any:	
Units	
I	**Introduction to Organization Behavior** • 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. • Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)
II	**Key Pillars of Organization Behavior** • Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory). • Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State 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.
III	**Foundations of Organization Behavior** • Organization Structure (Concept, elements, Organisational designs and employee behaviour) • Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational

	culture; Organizational Climate; Organizational Citizenship Behavior**.**
IV	**Organization Development** • 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.
V	**OD Interventions** • Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management • Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.
Books For Reference	• Robbins, S,P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt ltd, New Delhi. • Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998. • Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House. • Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994 • John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) Mcgraw Hill, New York, 1997. • Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell,Jr • Management of change and organizational development – innovative Approach –Bhatia S.K. • Organization Development – Interventions and Strategies – Ramnarayan, T.V.Rao, Kuldeep Singh.

	• Organizational Development and Change – Comings & Worley • Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai. • Dwivedi, R.S. (1982), Management of Human Resources, Oxford PublishingCo., Bombay. • Frence, Wemdell and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi. • Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore. • Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay. • Ouchi, William, (1981), Theory Z, Avon Books, New York. • Pareekh, Udai, (1998), Organizational Behaviour & Process, Rawat Publications, Jaipur. • Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hallof India Ltd, New Delhi. • Szilagyi, Andrew & Marc Wallance, (1997), Organizational Behaviour & • Performance, Scott Foresman and Co., London.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 ENTREPRENEURSHIP DEVELOPMENT
Credits:	4
Course Objectives	1. To enable students comprehend the role of entrepreneurship in economic development 2. To provide an understanding, nature and process of entrepreneurship development 3. To motivate the students to innovate and develop entrepreneurial initiatives 4. To make the students to well develop them for the initiation of entrepreneurship start-ups 5. To develop the entrepreneurship skills for progressing in their business career
Course Outcomes	1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur

	2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship 3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups 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 5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country
Pre-requisites, if any:	
Units	
I	**Evolution of Entrepreneurship** • Concept, Meaning, Nature, Elements, Interactive Process. • Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.
II	**Developing the Entrepreneurship Plan** • Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning
III	**Managing Entrepreneurship Growth** • Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks
IV	**Entrepreneurship Personality characteristics** • Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure – preparation of project proposal.
V	**Small Scale Industry** • Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.
Books For Reference	• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business

	Management, Business Publications, Dallas, Texas. • Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas. • Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London. • Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi. • Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester III	Core Paper XIV
Title of the Course	SSSC064 Field Work Practicum – IV
Credits	6
Community Development	Objectives: 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 2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies 3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying 4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation 5. To help the trainee gain insight into the components of Urban Community Development 6. To enhance competencies to assess and analyze urban problems, needs and service delivery. 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.

	Tasks: 1. Observation visit to urban community / slums (informal settlements) 2. Analysis of their socio-economic conditions 3. Application of the principles of Urban community development 4. Application of professional social work methods in urban setting 5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures 6. Identify/ study/ explore the urban problems covering the following aspects: 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. 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 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
Human Resource Management	Objectives: 1. To practically understand the concept of Industrial Relations and to acquire the related competencies 2. To familiarize with the Labor Legislations 3. To learn to apply the various methods of Social Work in various Industrial Settings 4. To observe the application of various Labor Welfare measures 5. To observe the practice of current trends in HR 6. To provide opportunity for the integration of class room learning and field practice 7. To acquire human resource management skills 8. To observe the CSR activities

	9. To develop skills to organize people to meet their needs and solve their problems 10. To make innovative contributions to the organization functioning 11. To represent HR profession in inter disciplinary terms 12. To carry out application oriented mini – research projects 13. To utilize field instructions for enhancing and integrating professional growth in Human Resource Tasks: 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 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)

	Social Security Benefits (Social Insurance/ Social Assistance) Employee Service Register, Communication Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning III Industrial Relations Functions IR at Shop Floor & 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 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 V Labour Legislations Legislations applicable to the Organisation VI Others 1. TQM, ISO, Use of OD Techniques, CSR Activities.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester IV	Core Paper XV
Title of the Course	SSSC065 Project Report
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 a 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 to commencement of examinations.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester IV	
Title of the Course	BLOCK PLACEMENT / INTERNSHIP
Credits	2
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.	
Objectives: 1. Develop enhanced practice skill and integrate learning 2. Develop greater understanding of reality situations through involvement in day to day work 3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme 4. Enhance awareness of self in the role of a Professional Social Worker	
Duration: 1 month	

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	M

S-Strong M – Medium L- Low

Semester I	Elective (Compulsory)
Title of the Course:	SSSE051 SOCIAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK
Credits:	3
Course Objectives	1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work. 2. To understand the various stages of Human Growth and Development.

	3. To enable the student to gain knowledge about the society and its dynamism 4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind 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
Course Outcomes	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 2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect 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 4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them 5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology
Pre-requisites, if any:	
Units	
I	**Developmental Psychology** • 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	**Theories Related to Personality** • 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)
III	**Understanding Behaviour and Mental Health** • Sensation, Perception and learning (Classical and Operant learning theories) • Memory process: Registration, retention and recall • 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
IV	**Fundamentals of Sociology** • Meaning, scope, significance and relevance, • Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution • Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education • Socialization: process and agents. • Social control: concept, types and functions, • Agents of social control: kinship, religion, law, education, traditions and customs. • Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.
	Social Movements in India • Concept and characteristics, Social movements - peasant, tribal, Dalits,

V	backward class, women, minority groups, working class and student; social change in India, social movements • Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women & sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker
Books For Reference	• Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970 • Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001 • Engler, Barbara, Personality Theories- An Introduction,3rd edition, Houghton Muffin, Company, Boston, 1991 • Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964. • Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986 • Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi. • Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi • Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi • Anthony Giddens, 1998, Sociology (Third), Polity Press, London • Sachdeve D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad • Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England • Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi

	• Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi • Mohanty B. B., 2012, Agrarian Change and Mobalization, Sage Publications, New Delhi • Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi • Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester II	ELECTIVE PAPER - II
Title of the Course:	SSSE052 DISASTER MANAGEMENT
Credits:	3
Course Objectives	1. To develop an understanding of eco system equilibrium and dis-equilibrium 2. To develop skills to analyze the factors contributing to disaster 3. To develop and understanding of the process of Disaster Management 4. To understand well about the effects of disaster on human lives and their living conditions 5. To enhance the knowledge on the disaster management techniques to cope effectively when disaster occurs
Course Outcomes	1. The students can learn about the mitigation measures carried out by the Rescue force when disaster occurs 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 3. The students must learn how to rehabilitate the disaster affected people 4. The students will learn to protect them from disaster whether it is man-made or natural 5. The course enable the students capacity to cope effectively when any disaster affect their living conditions and livelihood
Pre-requisites, if any:	
Units	
I	**Concept and Definition** • 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
II	**Disaster Management cycle** • Prevention, mitigation, preparedness, response, recovery and rehabilitation. • Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster; • Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response,Recovery and Rehabilitation
III	**Disaster Mitigation** • Guiding principles of mitigation, • Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes
IV	**Disaster Management** • Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) • Intervening parties – Government, Voluntary organization, • Local groups – Community participation, volunteers, social workers.
V	**Stress management of Emergency workers** • Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness
Books For Reference	• Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007 • Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & deep Publications Pvt. Ltd, 2005 • Goel S.L Disaster Management Organisations and Management of Health Management of Human

	Being and Animals, New Delhi, Deep & Deep Publications. 2001 • Prabhas, Chandra, Sinha Disaster Management Process,Law, Policy & Strategy, New Delhi, SBS.Publications, 2006 • Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery & Response, New Delhi, SBS Publications.2006 • Sanjay,K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001 • Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000 • Verma, K, Manish, Development, Displacement and Resettlement,Jaipur, Rawat Publications. 2004 .

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester II	ELECTIVE PAPER - II
Title of the Course:	SSSE052 WORKING WITH PEOPLE LIVING WITH HIV / AIDS
Credits:	3
Course Objectives	1. To help students get a better understanding of HIV / AIDS in India 2. To enable students in developing skills to work with people living with HIV 3. To encourage students in understanding the ethical and human rights issues 4. To make the students in knowing about the ill effects of HIV/ AIDS for preventing it 5. To encourage the students to rehabilitate the HIV /AIDS patient for bringing change in their life
Course Outcomes	1. The course will provide knowledge about the issues faced by the HIV patients when suffering with this disease in the social environment 2. The students come to well understand about the intensity of HIV infection affected many people globally 3. The students learn about the intervention measures undertaken for preventing the spread of HIV infection throughout the world 4. The course make the students to be more knowledgeable about HIV for preventing the disease and eradicating it from the society 5. The outcome of the course is to make the society a HIV/AIDS patient less society

Pre-requisites, if any:	
Units	
I	**Introduction to Sexually Transmitted Diseases** • Epidemiology of HIV / AIDS Global situation; HIV / AIDS in India; Approach to patients with suspected HIV infection. Pre-test and Post-test Counseling. • Target groups – sex workers, MSM, Truck drivers, IDU (Intra venous drug abuses) Street children.
II	**Assessment, Intervention; Psychological and social factors** • Other diseases -Tuberculosis, Skin diseases, Cancer, Herpes, STD, Liver disorders, steroids; physical examination; emphasis on gender sensitivity; Transgender issues; laboratory investigations, risk factors and contacts.
III	**Approach to working with HIV patients** • Systemic approach – trust, confidence and confidentiality. Initial assessment, history taking and Intervention. Behaviour change communication; life skills.
IV	**Awareness Raising and Preventative Programmes** • Demythologising HIV / AIDS. • Sex education – peer influence / pressure – • Adolescent behaviour – Sex, Alcohol and Drugs interplay – Use of condoms, prevention and control of STDs, HIV / AIDS – Healthy Sexuality and reproductive behaviour and relationship gender equity. HIV infection and pregnancy.Needle and condom distribution.
V	**Social, ethical and legal issues** • National AIDS Control Programmes (NACP), • Role of NGOs – networking, skills to manage HIV / AIDS and STDs. • Social Support systems; Family Counseling – partners and children, strategies, community health programmes, conducting and managing awareness programmes, Role of Social Workers, Support groups.

Books For Reference	• Das, A.K. Strategies for Prevention and Control of HIV/AIDS in Developing Countires; Medicine Update, Vol8, 230-5. (1998) • Ministry of National Health And Welfare Straight Facts about Drugs and Drug Abuse; Canada, (1983) • Terrence C. Cox, Michael R. Jacobs Drugs and Drug Abuse – A Reference Text; Eugene Leblanc & Joan A Marshman Toronto; Addiction Research Foundation, (1983) • Paranjape, Dr. Romah & Dr. Sanjay Mehendale, (2003), AIDS- Updated Information-The Only Medicine, Chennai, Macmillan, India Ltd.. • Sherly, Joseph, Social Work Practice & Men who Have Sex with Men, NewDelhi, Sage Publication, 2005 • Willow, Pequegnet, Jose Sz Apocznik Working with Families In the Era of HIV/AIDS, New Delhi, Sage Publication Pvt Ltd, 2000.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

S-Strong M – Medium L- Low

Semester II	ELECTIVE PAPER - III
Title of the Course:	SSSE053 GENDER AND DEVELOPMENT
Credits:	3
Course Objectives	1. To develop an understanding of the perspective of gender and development 2. To develop and ability to identify areas of work with women and men 3. To understand strategies and interventions that change the situation 4. To understand well about the concepts of gender development and their empowerment through the gender perspective 5. To enhance the students knowledge on gender role and its significance in the development of the society
Course Outcomes	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. 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. 3. The outcome of the course is to comprehend well about the concept of feminism and social work. 4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with 5. The course provide knowledge on the significance of gender and their development in the global arena
Pre-requisites, if any:	
Units	
I	**Gender Concepts** • 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, • Gender development indicators - sex ratio, GER, GDI, GEM
II	**Feminism** • Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India; • Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice
III	**Protective Measures for Women in India** • 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**,**
IV	**Global Perspectives in Women's Development** • Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; • 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
V	**Special Initiatives and Programmes** • Status of women in India, problems specific to Indian women; discrimination against the girl child; • 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
Books For Reference	• Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. • Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002. • Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. • Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993. • Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008. • Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006. • Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000.

	• Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005. • Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002. • Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011. • Heywood, L., The Women's Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007. • Karl Marilee, Women and Empowerment-Participation and Decision Making, New Delhi: Zed Books Ltd, 1995. • Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. • Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester III	ELECTIVE PAPER - IV
Title of the Course:	SSSE054 COUNSELLING – THEORY AND PRACTICE
Credits:	3
Course Objectives	1. To develop a basic understanding of theory and skills in counselling 2. To learn the different approaches and to develop an eclectic approach to counselling 3. To integrate counselling skills in Social work practice 4. To enable the students in knowing about the techniques of providing psycho-social therapy to clients 5. To make the students in learning the art of counselling to solve the psycho-social maladjustment problems
Course Outcomes	1. The students can learn the theory of counselling and can apply it in their practical work settings 2. The different approaches of counselling can emancipate the standard of students ability and capacity in solving the clients problems 3. The techniques and skills of counselling can ensure the students to apply it in their daily practical life

	4. The various approaches and theories of counselling bring new perspective and outlook to students in solving the individuals coping issues 5. The outcome of the course is to make the students a capable and efficient counsellor in providing effective counselling therapy to clients
Pre-requisites, if any:	
Units	
I	**Concept of Counselling** • Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn–out stress management, self-renewal. • Client as a person: voluntary and non – voluntary client, expectations, client's behaviour.
II	**Different Approaches of Counselling:** • Approaches**:** Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling
III	**Types and Techniques to Counselling** • Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling. • Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER
IV	**The Eagan Model of Counselling:** Stage- 1: Problem exploration and clarification- Part I – Attending & 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.
V	**Counselling in different settings** • Marital, family, HIV/AIDS, pastoral counselling, student guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling
Books For Reference	• Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices. • Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole. • Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill. • David R. Evans, Margret T. Hearn, Max R. Ullmann & Allen E. Ivey (2008): Essential Interviewing: A Programmed Approach To Effective Communication (7th Ed.), USA: Thompson Brooks/Cole. • Dalaganjan Naik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan. • Gibson L. Robert & Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India. • Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company. • John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.

	• John, McLeod (2007), Counselling Skills (1st Ed.), Jaipur: Rawat Publications. • Lawrence, Shulman (2006): The Skills of Helping-Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. . • Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill. • Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE. • Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester III	ELECTIVE PAPER - IV
Title of the Course:	SSSE054 MARRIAGE AND FAMILY LIFE EDUCATION
Credits:	3
Course Objectives	1. To establish a meaningful understanding of family life, marriage and responsible Parenthood. 2. To help the students to acquire the skills necessary to develop and maintain satisfying and stable relationship. **3.** To gain knowledge on the services available for the welfare of the family**.** 4. To provide knowledge on the significance and value of family to students 5. To teach students on the primary relationship of family and its allied institutions
Course Outcomes	1. The students will learn about the importance of the family and its effect in the society 2. The outcome of the course is to teach the different elements consist in the unit of family and defining its significance 3. The course is teaching about the family organization and disorganization to students for knowing about its importance and values 4. The outcome of the course is to provide knowledge about the concept of marriage and its effect in the social life of man and woman living together

	5. The course is to make aware on the various types of family to students for better knowing about the values and significance of family
Pre-requisites, if any:	
Units	
I	**Family** • Definition, Importance of the family for Individual, Types of family, changing, Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages.
II	**Marriage** • Definition,Types of marriages – Love, arranged, arranged love marriages. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counseling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy.
III	**Conjugal Harmony** • Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career Women), and appropriate division of roles. • Communication in Marriage; Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success.
IV	**Sexuality** • Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, pregnancy and birth. Family planning, family life education.
V	**Family Disorganization Factors** • Contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in

	families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counseling, Family Counseling Centers, Family Court, All Women's Police Station.
Books For Reference	• Betty, Carter and Monica, McGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed. • Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London. • Evely, Millis, Duvall, Family Development, II Ed. • Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications. • Kapadia, K., M.,(1968), Marriage and Family in India; Oxford University Press • Klemers, Marriage and Family Relationships. • Marie, Mascarenhas, (1999), Family Life Education of Value Education. • Pimeta, J., Grooming you for Marriage, St. Paul's Publications. • William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester III	ELECTIVE PAPER - V
Title of the Course:	SSSE055 SOCIAL POLICY AND SOCIAL LEGISLATION
Credits:	3
Course Objectives	1. To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution 2. To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes 3. To develop an understanding of the concepts of social policy and social welfare policy 4. To gain knowledge on the social policy and its various implications making impact in the social institutions

	5. To enhance the students knowledge on the concept of social legislation for solving the social problems legitimately
Course Outcomes	1. The students can learn about the social policy and constitution and its relation within it 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 3. The course teach about the policy formulation and policy planning to gain more knowledge about it 4. The course make aware the students on the social welfare policy and its implementation in the social institutions 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
Pre-requisites, if any:	
Units	
I	**Social Policy and Constitution** • Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. • Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.
II	**Policy Formulation and approaches** • Unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, • Policies in India – a historical perspective- policies- backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan.

III	**Policy and Planning** • Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. • 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
IV	**Major Social Legislation in India I** • 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. Special Marriage Act 1954, Provision regarding marriage and divorce in Mohammedan law.Medical Termination of Pregnancy Act 197, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.
V	**Major Social Legislations in India II** • 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 & regulation) Act 1986. Juvenile Justice Act 2001.
Books For Reference	• Adams Robert, (2002), Social Policy for Social Work, Palgrave. • Baldock John, (2000), Social Policy, Oxford, Oxford University Press.

	• Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay. • Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi. • Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI. • Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi. • Nair, T. Krishnan (ed.) (1976), Social Work Education & Development of Weaker Sections, Madras-Association of Schools of Social Work in India. • Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, Vazhga Valamudan Publishers • Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester III	ELECTIVE PAPER - V
Title of the Course:	SSSE055 HUMAN RIGHTS AND SOCIAL WORK
Credits:	3
Course Objectives	1. To provide a perspective and foundation for a human rights culture among students. 2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention. 3. To equip students with knowledge about the human rights movements and new rights gained. 4. To provide knowledge on human rights would make the students more empowered in knowing their rights 5. To enhance the students perspective on human rights issues and its violations in the society
Course Outcomes	1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it 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

	3. The knowledge of human rights empower the students community, women community and unprivileged sections of society 4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people 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
Pre-requisites, if any:	
Units	
I	**Introduction to Human Rights** • 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.
II	**Understanding law and the State** • The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; • The Indian Legal System, Indian Penal Code, Criminal Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	**Global Market and Human Rights** • Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights
IV	**Rights of the Marginalized Sections** • 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.
	Human rights Movement in India

V	• Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.
Books For Reference	• Baxi, Upandra, (2005) Future of Human Rights Oxford University Press, London • Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi. • Chakrborthy, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi. • Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA. • Mathew P.D & Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi • Shanmugavelayutham, K. Social Legislation and Social Change, Vazhga Valamudan Publishers, Chennai • Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi. • 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.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

Semester IV	ELECTIVE PAPER - VI
Title of the Course:	SSSE056 MIGRATION ISSUES AND HUMAN SECURITY
Credits:	3
Course Objectives	1. Understand migration in the context of development and displacement 2. Explore current and emerging trends on internal and International migrations 3. Acquire knowledge on determinants of migration and rights of Migrants 4. Provide knowledge about the impact of migration in the international platform and making change in the global stand towards migration and its issues

	5. The students can gain abundant knowledge about the migration policy of various countries and their outlook and perspective towards handling migration issue
Course Outcomes	1. The course make aware the students on the issues of migration and its problem faced by refugees 2. The students study about the migration within the country and its impact in the rural-urban divide on the economic aspect 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 4. The outcome of the course is to well understand about the concept of internal and external migration occurring in the various countries 5. The course make the students to know about the causes and effects of migration for addressing it in the near future
Pre-requisites, if any:	
Units	
I	**Migration** • Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.
II	**Migration in India** • 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
III	**Globalisation and Migration** • Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,
IV	**International Migration** • Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International

	Organisation for Migration), International Migration Law
V	**Migration and Human Security** • 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
Books For Reference	• Amal Datta, (2003): Human Migration. A Social Phenomenon. India: Mittal. • Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge. • Devesh Kapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press. • David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge. • R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	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

Semester IV	ELECTIVE PAPER - VI
Title of the Course:	SSSE056 SOCIAL WORK IN THE UNORGANIZED SECTOR
Credits:	3
Course Objectives	1. To provide an understanding into the extent and nature of unorganized workers in Urban and rural India. 2. To provide an understanding to the problem of unorganized worker, nature of work and services available for these groups 3. To develop skills for intervention and working with the workers of the unorganized sector. 4. To make the students to know about the conditions of workers in the unorganized sector and their problems faced by them 5. To provide knowledge to students about their occupational structure making impact in the livelihood of unorganized workers

Course Outcomes	1. The students can gain more knowledge on the role of social activist and their involvement in the trade union activities 2. The outcome of the course is to provide knowledge about the unorganised sector and its impact in the Indian economy 3. The significance of the course is to make aware the students about the effects of ILO and its implications in the unorganised sector 4. The course is to know about the role of trade unions making impact and change in the socio-economic-political conditions of unorganized workers 5. The outcome of the course is to make aware the students about the various organizational bodies like ILO working for the welfare of unorganized workers through various social policies and socio-economic development programmes
Pre-requisites, if any:	
Units	
I	**Unorganised Sector** • Definition, meaning and concept: Worker, Labourer, worker of unorganized sector, economic development, occupational structure, minimum wages. Difference between organised and unorganized sectors..
II	**Nature and Problems** • Categories of the workers of the unorganized sector, Socio – economic profile, Problems, Economic development and its impact on workers of the unorganized sector.
III	**Organisation of the Unorganized** • Worker's movements Peasant, Naxalite, Tebhaga, SEWA.**,** ILO and it's role**,** Problems of organizing the unorganized**,** Role of trade unions, social activists and voluntary organization, Generating – public opinion.
IV	**Policies, Programmes and Legislations** • Review of present situation and impact, National Child Labour Policy, NREG Act, 2005 and

	NREG schemes, Minimum Wages Act, Payment of Wages Act, Bonded System Act, Trade Union Act, Contract Labour Act, Equal Remuneration Act, Inter State Migration Workmen Act.
V	**Social Work in the Unorganized Sector** • Skills required practice in the unorganized sector, Methods and principles of organizing the unorganized.
Books For Reference	• Aziz, Abdul (1981): Rural Poor: Problems and Prospects, Ashish Publishing House, New Delhi. • Banerjee N (1985): Women Workers in the Unorganized Sector, Sangam Books. • Census of India (1991): Provisional population totals: Workers and their Distribution Series I, India paper. • Dutt R. (1995): Indian Economy, S. Chand and Co.Ltd., New Delhi. • Gangrade, K.D. (1983): Women and Child workers in unorganized sector: Non- Government organization perspectives, New Delhi, Concept. • Hasnain, N.(ed) (1998): Weaker se4ctions – The psychosocial perspective, Gyan Publishing House. • ILO, (1978): Structure and Functions of rural workers organization, Geneva. • ILO, (1998) Showing the way – Trade union against child labour in India, New Delhi. • Jose, A.V. (ed) (1998): Limited options – Women workers in rural India, ILO and World Employ unions against child labour in India, New Delhi. • Joshi, S.S (1995): Women Workers at the grass - root level – A sociological study, Ashish Publishing House. • Sarma, A.M. (1990) Welfare of special categories of Labour, Himalaya.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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	M	S	M	S	M	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong M – Medium L- Low

Semester IV	ELECTIVE PAPER - VII
Title of the Course:	SSSE057 SOCIAL WORK AND PERSONS WITH DISABILITY
Credits:	3
Course Objectives	1. To develop understanding of the needs and problems of persons with disability. 2. To understand policies, programmes and services available to persons with disability.

	3. To provide opportunities for social work intervention to the persons with disability 4. To make the students to well understand the problems faced by the persons with disability 5. To provide knowledge on the contribution of social workers effort towards persons with disability with utmost care and attention
Course Outcomes	1. The students study about the different types of disability and its problem making impact in the life of disabled people 2. The course will provide knowledge on the legislations related to persons with disability 3. The outcome of the course is to provide knowledge on the rehabilitation for disabled people 4. The course make aware the students on the concept of Disability in India and its various types taught to know about its significance and consideration 5. The course enlighten the students on certain laws framed for disabled people for their welfare and development in respect of socio-economic condition
Pre-requisites, if any:	
Units	
I	**Types of Disability** • Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability.
II	**Historical development of services & programmes** • The various categories of persons with disability. Institutional and Non –institutional services for various groups, management of institutions of disabled people.
III	**Causation of Disabilities** • Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities,

	• Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.
IV	**UN Declaration of Human Rights of Disabled Persons** • International year for Disabled, Efforts by International organizations for prevention, welfare &rehabilitation of disabled. Legislation with reference to persons having disabilities.Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Welfare Services for disabled.
V	**Work, Occupation and Disability** • Factors specific to disabled elderly people; and Children, social work in traditional setting. The changing context of social work practice. Social Work intervention for creating supportive environment.
Books For Reference	• Narashimha, (1986): M.C.Disability: A Continuing Challenge, Willey Eastern& A.K.Mukherjee Ltd., New Delhi. • Wilson B. R (1987): Rehabilitation Studies, Cambridge University D.L .McMillan,Press. • Oliver, Michale (1993) Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London. • Gajendra Gadkar, S.N (1983): Disabled in India; Somaiya Publications Pvt. Ltd., Bombay. • Bequer Ali (1997):Disability: Challengers, Response, Concerned Action, New Delhi, 1997. • Kitchlu, T.N (1991):A Century of Blind Welfare in India, Penman Publishers, New Delhi. • Abidi, Javed (1995): No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

S-Strong M – Medium L- Low

Semester IV	ELECTIVE PAPER - VII
Title of the Course:	SSSE057 UN SYSTEMS FOR DEVELOPMENT AND SOCIAL CHANGE

Credits:	3
Course Objectives	1. To enable students, familiarize with UN systems and frameworks for development 2. To familiarize students with current UN documents, treaties and policies for development 3. To critically analyze the functioning and achievements of the UN Systems 4. To make the students to know about the contribution of United Nation for social and economic change in the world society 5. To make the students to well understand about the developmental initiatives taken by the UN for improving the socio-economic-political condition of underprivileged sections of society
Course Outcomes	1. The course make the students more knowledgeable on the functions of UN system and its effect on the International organizations 2. The students will understand about the global issues and its impact in the socio-economic and political aspect of people 3. The outcome of the course is to make the students to well aware about the International UN bodies and its various organs 4. The course make aware the students on the historical evolution of United Nation and its significance making large impact in the global agenda of various countries 5. The course enlighten the students about United Nation and various international bodies having close association and interconnection with UN for bringing dynamic change in the socio-economic-political conditions of various developed and developing countries
Pre-requisites, if any:	
Units	
I	**The United Nations System** • Aim and objectives of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development
II	**Global Issues on the UN Agenda**

	• Brief Overview Peace and Security, Women, Youth, Children, Refugees, Human Rights, Disaster relief, Disability, Food, Family, Education, Indigenous people, Water, Terrorism, Ageing, AIDS, Agriculture. Millennium Development Goals
III	**Organisations of Economic and Social Council** • Introduction to ECOSOC, The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development • The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA); United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.
IV	**Programmes of the UN** • Aims and Programmes, United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes • United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes • United Nations Children's Fund (UNICEF), World Food Programme (WFP) - aims and programmes
V	**UN Entities and other related Agencies** • Aims and Programmes Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)

	• Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO) • World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)
Books For Reference	• Basu, Rumki.(1993): UN Structure and Function: An International Organisation. New Delhi: Sterling. • Black, K. J. (2007): Development in Theory and Practice- Paradigms and Paradoxe. Jaipur: Rawat. • Boulder, Colo. (1997): The United Nations and the Changing World Politics. New York: West View, United Nations. • Pant, S. K. (2006): Human Development- Concept and Issues in the Context of Globalisation. Jaipur: Rawat. . • Pawar, S. N. Ambekar, J., B., and Shrikant, D. (2004): NGOs and Development - The Indian Scenario. Jaipur: Rawat. • Verma, K. Manish. (2004): Development, Displacement and Resettlement. Jaipur: Rawat. • Willets, Peter. (1996): The Conscience of the World: The Influence of Non-Governmental Organisations in the UN Systems. Washington DC: Brookings Institutions.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

S-Strong M – Medium L- Low

Course I	Soft Skill
Title of the Course:	**Personal and Interpersonal Skills**
Credits:	2
Course Objectives	1. To enhance the healthy personal and interpersonal skills among students. 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. 3. To identify the self and interpersonal behavior 4. To differentiate healthy and unhealthy relationships 5. To promote self-confidence and assesses self-identity
Course Outcomes	1. After the completion of course the student will be able to interpret behaviour and personality developments. 2. Analyse self and relational developments in various institutions. 3. Understand and describe the stress management, uncertainty, problem solving and decision making. 4. Display different types of communication and process of communication development such as attitude and barriers to communication. 5. Able to explain interpersonal relationships in multiple social backgrounds
Pre-requisites, if any:	
Units	
I	**Behavioural Development** • Self-Assessment • Friendliness - Enthusiasm – Empathy • Work-Life Balance
II	**Self and Relationship Development**

	• Relationships (healthy & unhealthy), Universal values, Character development • Family Crisis, Sexual Behaviour and Domestic Violence • Self Confidence - Adaptability – Resilience • Assertiveness - Competitiveness - Self-Leadership
III	**Emotional Development** • Development of Emotional Intelligence - Self-Awareness - Emotion Management • Stress Management - Tolerance of Change and Uncertainty - Taking Criticism • Decision making, Problem solving
IV	**Communication Development** • Communication skills and Levels of communication • Communication barriers • Effect of attitude on communication
V	**Interpersonal Development** • Concepts: Networking and Connection to Careers in society – Interpersonal Relationships • Dealing with Difficult People - Conflict Resolution • Personal Branding – Dealing with Office Politics, Jealousy and Infidelity

Books for Reference	• Goleman, Daniel (1998), *Working with Emotional Intelligence.* New York: Bantam Books. • Hoffman, Edward. (2002), *Psychological Testing at Work.* New York: McGraw-Hill. • Jones, Dixie A. (1997), "Plays Well with Others, or the Importance of Collegiality Within a Reference Unit," *The Reference Librarian* no. 59, 163-175. • Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). "Assessing and Attacking Workplace Incivility," *Organizational Dynamics* 29 no. 2 (November).

Method of Evaluation:

Sessional I	**Sessional II**	**End Semester Examination**	**Total**	**Grade**
20	20	60	100	

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	S	S	S	S	S	S	S	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	S	M	S	S	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Soft Skill
Title of the Course:	**LEADERSHIP & TEAM BUILDING**
Credits:	2
Course Objectives	1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology 2. To develop leadership skills through training and motivation 3. To improve communication and interpersonal for grooming overall personality enrichment 4. To increase the pro-activeness ability of the students for developing leadership skills 5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity
Course Outcomes	1. Demonstrate team building and conflict management skills using Out Bound Training methodology. 2. Articulate the basic skills necessary for leadership, communication and task execution in teams.

	3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity 4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity 5. Groom the quality of the leader among the students for making them a best leader
Pre-requisites, if any:	
Units	
I	**Interpersonal Skills** • Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting**.**
II	**Conflict Management** • Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.
III	**Team Building –1** • Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.
IV	**Team Building – 2** • Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.
V	**Leadership**

	• Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.
Books for Reference	• Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books. • Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster. • Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc. • Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited. • Newstrom, J. &Scannell, E (2004). The big book of team building games. New Delhi:Tata McGraw-Hill Company Limited. • Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill. • Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press. • Stephen R. Covey. (2011) The leader in me. Free Press

Method of Evaluation:

Sessional I	**Sessional II**	**End Semester Examination**	**Total**	**Grade**

20	20	60	100	

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	S	S	S	S	S	S	S	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	S	M	S	S	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Soft Skill

Title of the Course:	**Creativity and Professional Skills**
Credits:	2
Course Objectives	1. To enhance the healthy personal and interpersonal skills among students. 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. 3. To identify the self and interpersonal behavior 4. To differentiate healthy and unhealthy relationships 5. To promote self-confidence and assesses self-identity
Course Outcomes	1. It will help students in problems solving and critical thinking. 2. It interprets professional updating. 3. It describes professionalism in organizational skills and time management 4. It summarizes professional development –knowledge management and customer service 5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.
Pre-requisites, if any:	
Units	
I	**Personal Creativity** • Problem Solving nature and Critical Thinking, Innovation of workable ideas

	• Troubleshooting - Design Sense - Artistic Sense
II	**Professional Updating** • Technology Savvy - Technology Trend Awareness • Business Trend Awareness – Self, Business and Market Research • Business Etiquette - Business Ethics • Diversity Awareness - Disability Awareness - Intercultural Competence
III	**Professionalism** • Organizational Skills - Planning - Scheduling • Time Management - Meeting Management
IV	**Professional Development** • Training and development - Process Improvement • Knowledge Management • Customer Service - Entrepreneurial Thinking
V	**Professional Development** • Training and development - Process Improvement • Knowledge Management • Customer Service - Entrepreneurial Thinking

Books for Reference	• Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press. • Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY • Yoder, S., &Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

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

S-Strong M-Medium L-Low

Course I	Soft Skill
Title of the Course:	**Communication Skills**
Credits:	2
Course Objectives	1. To make the students acquire knowledge in the field of communication 2. To delineate Non-verbal communications and its types. 3. To understand the role of communication in creating a new world 4. To enable the students to understand the barriers of communication and miscommunication. 5. To make the students to excel in effective communication skills
Course Outcomes	1. Acquire knowledge about communication and its various forms. 2. Understand the communication process and levels.

	3. Learn different types of skills required 4. Interpret the method of listening and reading skills. 5. Able to understand the utility of communication in day-today life, business life etc.
Pre-requisites, if any:	
Units	
I	**Introduction to Communication:** Need and Nature of Effective Communication **The Process of Communication:** Levels of communication; Flow of Communication; Use of language in communication; Communication Networks; Significance of technical communication. **Non-verbal Communication and Body language:** Forms of Non-verbal communication; Interpreting body language cues, Kinesics and Effective use of body language.
II	**Barriers to Communication:** Types of barriers; Miscommunication; Noise; Overcoming measures.
III	**Listening Skill:** 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.
IV	**Reading Skills**:

	Identifying the topic sentence; interfering lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.
V	**Developing Skills** Developing skills for communication in working life, business life and social life. Managing the Event.
Books for Reference	• Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003. • Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998 • Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001. • Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010

Method of Evaluation:

Sessional I	**Sessional II**	**End Semester Examination**	**Total**	**Grade**
20	20	60	100	

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

S-Strong M-Medium L-Low