

CURRICULUM OF MSW - SOCIAL WORK
Bharathidasan University
Regulations & Syllabi After Revision 2022 –2023 Onwards

The Department of Social Work was established on 17th July 1996 in the University, offering MSW programs with 90 credits with specializations namely Community Development, Medical and Psychiatry and Human Resource Management. It provides 22 innovative job-oriented courses. In the year 2005-2006, under the Choice-Based Credit System innovative courses like Advanced Counselling, Disaster Management, and Social Work with Persons with Disabilities were introduced. At present few more courses like Skills for Social Worker, Human Rights, Environment and Social Work, Soft skills, Gerontological Social Work, Corporate Social Responsibility, Life skills and Community Health are provided in Choice-Based Credit System.

The Department takes pride in introducing a Self-Study Scheme for the first time at Bharathidasan University. This scheme gave students the opportunity to study one more specialization paper. The curriculum is designed to offer fieldwork training, block placement, and research. The department also offers campus recruitment for better job placements of the MSW students.

The Department has signed MOUs with Foreign Universities namely James Cook University, Australia; Howest University, Belgium; and University West, Sweden. As per these MoUs the Linnaeus Palme Teachers and Students' Exchange Programme, fully funded by SIDA was successfully completed with University West, Sweden. It also has MOUs with NGOs and Social Welfare Organizations.

A unique feature, and the first of its kind in India is that the Department of Social Work is supported by Extension Centers, namely the Child Guidance and Counselling Centre and the Geriatric Counselling Centre, which offer free services to the public.

Course Features

Program: MSW

Pattern: Semester

Mode: Full-time Regular On-Campus Programme

Duration: Two Academic Years consisting of Four Semesters

Medium of Instruction: English

Eligibility : Any UG degree with a minimum aggregate of at least 50% of marks (IInd class) under Part-III subjects. The admission is based on the Reservation policy of the Government of Tamil Nadu as applicable during the respective years.

Fee Structure : As prescribed by the University from time to time.

Credits : The total number of credits for this programme are 90.

Attendance: Students must have earned 75% of attendance in each course for appearing for the examination, Students who have earned 74% to 70% of attendance to be applied for condonation in the prescribed form with the prescribed fee of Rs. 400/- (Rupees four hundred). Students who have earned 69% to 60% of attendance to be applied for condonation in the prescribed form with the prescribed fee of Rs. 400/- (Rupees four hundred) along with the Medical Certificate. Students who have attended below 60% are not eligible to appear for the examination and they shall re-do the semester(s) after completion of the course, with the prior permission of the REGISTRAR of the University.

PROGRAMME DESCRIPTION

Social Work is a practice-based human service profession and an academic discipline aimed at bringing about social change through social development, social cohesion and the empowerment- the liberation of people. The social work profession broadly works for equity, social justice, human rights, collective responsibility, harmony & peace, and respect for diversities. The social work profession directs activities to support the quest of the marginalized groups for liberation and advancement through sinews and schemes from various theories of social work, social sciences, humanities, and indigenous knowledge. Social work engages individuals, families, organizations, communities, and societies of different shades/levels to address life challenges of all and enhance the overall wellbeing. The curriculum of our Social Work Program draws guidance from and is based on the University Grants Commission's Report of Second

Review Committee on Social Work Education and UGC Model Curriculum on Social Work Education. This program is designed to train and prepare the students for professional practice in Social Work and to uphold the basic values, ethics, skills, principles, philosophy and practices advocated by Professional Bodies.

PROGRAMME OBJECTIVES

- To prepare the students of Social Work for Professional Practice, and lifelong professional development through planning and execution of schemes and services, based on the core domain of Social Work.
- To prepare students professionally to take an active role in addressing social problems, mobilise public opinion against social ills, and challenge social and economic injustices that may exhibit themselves.
- To prepare students to think critically with clarity, act professionally with integrity, and work in teams effectively with humility.
- To equip students with the latest theories, knowledge, and skills to make them competent professionals in their working environment.
- To prepare the students committed to bringing significant contributions to social welfare/social service organizations\support social welfare/work institutions at local/state/national levels.

PROGRAMME OUTCOMES

Values and Ethics: Students will be able to understand the concept, apply values, ethical principles, and knowledge of human behaviour, and develop critical thinking to inform and communicate professional judgments and the social environment to guide professional practice, professional competence, accountability and identify as a professional social worker and conduct oneself accordingly

Social Work Knowledge: Students will be able to draw on knowledge related to social conditions and problems, understanding human beings, social policies and programs, social phenomena, research, the social work profession, and various practice theories to facilitate the process of change and to transform that knowledge into action.

Social Work Skills: Students will be able to use theory and research to enhance practice, communication, listening and assessment skills, basic interviewing skills, provide help, direction and guidance, empowerment, negotiation skills, assessment skills, communication skills, advocacy and leadership, problem-solving skills, critical thinking skills, respect for diversity, intervention skills, organizational skills recording and documentation skills, understanding of human relationships, problem-solving skills in finding solutions for individuals, groups and communities in addition to skills in work with limited resources and tight budgets, and be able to evaluate practice with individuals, families, groups, organizations and communities.

Social work practice: Perform as professional social workers in advanced direct practice with individuals, families, groups, and organizations.

Conduct Social work research: Engage in scientific inquiry and evidence-based practice on social issues and problems, identify, formulate, review of research literature, and analyse complex individual, group, organisation and community problems based on research-based knowledge and methods including design, analysis and interpretation of data, and synthesis of the information to reach substantiated conclusions using social work knowledge, and engage in research-informed practice and practice-informed research

Human Rights and Human values: Enhance an understanding of human rights, human and community well-being, social, economic, environmental justice, and engage in policy practice

PROGRAMME-SPECIFIC OUTCOMES:

Upon successful completion of the **Master of Social Work Program** the students can:

1. Identify oneself as a professional social worker and conduct oneself accordingly by, applying social work values and ethical principles to guide professional practice and

develop a strong foundation of theoretical knowledge of Social Work and generate purposive and progressive ideas through the application of the knowledge, aptitude, and skills in the field of Social Work.

2. Analyse causes and consequences of social problems at the individual, family, community and societal levels, and evolve appropriate intervention strategy/scheme for amicable solving and prevention besides formulating, advocating, and assessing the impact of relevant social policies that advance social well-being.
3. Understand human behaviour in the social environment and apply it to guide the processes of assessment, intervention, and evaluation of social dynamics and apply the knowledge gained in the process to understand the individual and social environment and provide counselling to individuals, families, groups, etc.
4. Perform successfully in the chosen careers that require Social Work knowledge, aptitude and skills and gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups and understand the forms and mechanisms of oppression and discrimination and deal with them appropriately.
5. Develop social work skills and use tools of Social Work to solve individual, family, group or community problems, and perform tasks in Social Welfare Organisations (Government/Voluntary Agencies, Academic/Research/Clinical/ Industrial Concerns, Correctional Institutions, Communities and the like) by adapting various Intervention Techniques like **Supportive Techniques, Reflective Performance and Direct Influence** and use appropriate verbal and written communication in community/ agency setting with clients, staff and community stakeholders.
6. Develop skills to float and administer a voluntary service organization and administer social welfare organisations and perform the tasks of Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) with good social, communication, and interpersonal skills

7. Engage in research on psycho-social problems/issues affecting individuals, families, groups, organisations, communities, etc. by adopting scientific research methodology and using research evidence to address the issue at hand, conduct social impact assessment surveys and evaluation of projects and prepare, use and maintain of records as positions held and institutions served.

CURRICULUM STRUCTURE

Program: MASTER OF SOCIAL WORK: Program Code – 2PASOW
(2022-2023 Onwards)

SCHEME OF EXAMINATIONS

Course			Course Title	Cred its	Hrs.	Marks		
Sem.	No	Code				CIA	ESE	Total
Semester – I	Foundation Course (5)							
	1	22CC-1	Social Work Profession and Society	4	6	25	75	100
	2	22CC-2	Psychology for Social Work Practice	4	6	25	75	100
	3	22CC-3	Social Work Practice with Individuals	4	6	25	75	100
	4	22CC-4	Social Work Practice with Groups	4	6	25	75	100
	5	22CC-5	Social Work Practicum – I	5	15	75	25	100
	CREDITS			21				
Semester – II	Core (4) Elective (1) Extra Disciplinary (1)							
	6	22CC-6	Working with Communities and Social Action	4	6	25	75	100
	7	22CC-7	Social Work Research and Social Statistics	4	6	25	75	100
	8	22CC-8	Management of Welfare Organization	4	6	25	75	100
	9	22CC-9	Social Work Practicum – II: Concurrent field work	5	15	25	75	100
	10	22EC-1	Elective Course – I	2	3	25	75	100
	11	22NME-1	Foundations of Human Resource Development/ Career Planning and Development	3	3	75	25	100
	Summer Placement (Only Requirement for Course Completion)							
CREDITS			22					
Semester – III	Core (4-including 2 Specializations) Elective (1) Extra Disciplinary (1)							
	12	22CC-10	Advanced Counselling: Theory & Practice	4	6	25	75	100
	13	22CC-11	Specialization Course – I	4	6	25	75	100
	14	22CC-12	Specialization Course – II	4	6	25	75	100
	15	22CC-13	Social Work Practicum – III: Concurrent field work	5	15	75	25	100
	16	22EC-2	Elective Course -II	2	3	25	75	100
	17	22NME-2	Introduction to Counselling / Basics of Life Skills	3	3	25	75	100
	Study Tour or Workshop/Seminar/ Training Programs (Only Requirement for Course Completion)							
			CREDITS	22				
Semester – IV	Core (4 - including 2 Specializations) Elective (1) Research Thesis (1)							
	18	22CC-14	Specialization Course – III	4	6	25	75	100
	19	22CC-15	Specialization Course – IV	4	6	25	75	100
	20	22CC-16	Social Work Practicum – IV: Concurrent field work	5	15	75	25	100
	21	22CC-17	Social Work Practicum – V: Block Placement / Internship	5	4 Wk.	75	25	100
	22	22RPW	Research Project Work.	5	6	75	25	100
	23	22EC-3	Elective Course – III	2	3	25	75	100
			CREDITS	25				
		TOTAL CREDITS	90					

CIA - Continuous Internal Assessment

ESE - End Semester Examination

NME - Non Major Elective

RPW - Research Project Work

EC - Elective Course

CHOICE-BASED SPECIALISATION COURSES (one among five)

There are five different specializations in Social Work Education viz., Community Development, Family and Child Welfare, Human Resource Development, Medical and Psychiatry Social Work, Criminology and Correctional Social Work. Since the year 1995, the Department has been offering a Master of Social Work course with C.D. and HRD specializations. Based on the request made by students, Medical and Psychiatric Social Work, Criminology and Correctional Social Work, Youth Development and Social Work specializations were also introduced in 2004, 2018 and 2022 onwards respectively.

Special features:

The students are free to opt for any one specialization under the regular mode and another specialization under the self-study mode (introduced in 2006 onwards) guided by faculty members with special classes. This boosts more employment opportunities for the students

COMMUNITY DEVELOPMENT-A

Specialization Course	Course No.	Course Code	Credits	Course Name
Specialization Course – I	13	22CC – 11a	4	Rural Community Development
Specialization Course – II	14	22CC – 12a	4	Tribal Community Development
Specialization Course – III	18	22CC – 14a	4	Urban Community Development
Specialization Course – IV	19	22CC – 15a	4	Communication for Development

MEDICAL AND PSYCHIATRIC SOCIAL WORK-B

Specialization Course	Course No	Course Code	Credits	Course Name
Specialization Course – I	13	22CC – 11b	4	Health and Hygiene
Specialization Course – II	14	22CC – 12b	4	Mental Health
Specialization Course – III	18	22CC – 14b	4	Medical Social Work
Specialization Course – IV	19	22CC – 15b	4	Psychiatric Social Work

HUMAN RESOURCE DEVELOPMENT -C

Specialization Course	Course No	Course Code	Credits	Course Name
Specialization Course – I	13	22CC – 11c	4	Human Resource Management
Specialization Course – II	14	22CC – 12c	4	Human Resource Development
Specialization Course – III	18	222CC – 14c	4	Organizational Development
Specialization Course – IV	19	22CC – 15c	4	Employee Relations and Trade Union

CRIMINOLOGY AND CORRECTIONAL SOCIAL WORK-D

Specialization Course	Course No	Course Code	Credits	Course Name
Specialization Course – I	13	22CC – 11d	4	Criminology and Criminal Law
Specialization Course – II	14	22CC – 12d	4	Child Rights and Juvenile Justice
Specialization Course – III	18	22CC – 14d	4	Penology, Victimology and Crime Prevention
Specialization Course – IV	19	22CC – 15d	4	Criminal Justice Social Work

YOUTH DEVELOPMENT AND SOCIAL WORK -E

Specialisation Course	Course No	Course Code	Credits	Course Name
Specialisation Course – I	13	22CC – 11e	4	Youth Development
Specialization Course – II	14	22CC – 12e	4	Youth Policies and Programmes
Specialization Course – III	18	22CC – 14e	4	Strategies for Youth Development
Specialization Course – IV	19	22CC – 15e	4	Youth Problems And Intervention Strategies

CHOICE BASED ELECTIVE COURSES (one among five/six)

Based on the need and existing employment opportunities, request made by the Ministry of both Central and State governments, and the students and the expertise available in the Department, five to six elective courses have been introduced per semester starting from the second semester. The students can opt for any one elective course during each semester. The students can also study additional elective courses as value added courses in the respective semester with special classes. This too boosts the chances of employment for the students.

Elective Course	Semester	Course No	Course Code	Credits	Course Name
Elective Courses - I	II	10	22EC-1a	2	Social Work with Persons with Disabilities
		10	22EC-1b	2	Skills for Social Workers
		10	22EC-1c	2	Human Rights
		10	22EC-1d	2	Environment and Social Work
		10	22EC-1e	2	Soft Skills
Elective Courses – II	III	16	22EC-2a	2	Disaster Management
		16	22EC-2b	2	Working with Persons with HIV / AIDS
		16	22EC-2c	2	Labour Welfare and Labour Legislations
		16	22EC-2d	2	Application of Software in Social Work Research
		16	22EC-2e	2	Gerontological Social Work
		16	22EC-2f	2	Sustainable Development
Elective Courses - III	IV	23	22EC-3a	2	Development Project Management
		23	22EC-3b	2	Community Health
		23	22EC-3c	2	Organisational Behaviour
		23	22EC-3d	2	Corporate Social Responsibility
		23	22EC-3e	2	Youth Empowerment in Communities
		23	22EC-3f	2	Life Skills

22CC-1 - SOCIAL WORK PROFESSION AND SOCIETY

Course Aim:

The aim of the course is to develop and inculcate the development of the social work profession, the importance of social work to the contemporary world, mapping the reasons for social issues and various theories of social work.

Course outcome: at the end of the course the students would be able to :

CO1	Appreciate (Speak/Write/ Read More) the Concepts, Elements, Contours of Theories, Core substances of issues, and the focal contributions of Major Contributors to the Course.	L1; L2
CO2	Understand the concept, values, ethics and principles of professional social work and consciously apply those in practice, create an understanding of the theoretical framework of the subject.	L2; L3: L4
CO3	Become a Competent Social Work Professional/Practitioner/Promoter (Program/Institution)/ Staff Member in any of the fields of Social Work and emerge as a change agent, analyst, architect (behaviour) and so on with exposure to additional courses of the Program.	L3; L6
CO4	Critically evaluate the different Theories/Movements/Approaches dealt in the Course and appreciate the contextual relevance of each.	L2; L4
CO5	Develop a Report on any Sociological Problem/Societal Development/Community Trend either from Media Reports or other secondary sources or from expertise obtained through	L3; L4;L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit - I

Social Work: Concepts: Social Work, Social Service, Social Welfare, Social Security, Social Defense, Social Justice, Social Development and Social Reforms - Evolution of Social Work

Profession in UK, USA and India – Impact of Social Reform Moments - Emergence of Methods/Approaches in Social Work Practice - Philosophy and Principles- Values and Ethics of Social Work and their application- Relevance and Scope of Integrated Approaches to Social Work Practice - Skills and Techniques of Social Work.

Unit - II

Social Work Education: Content – methods and fields of social work; Field Work Training and Supervision in Social Work-Social Work as a Profession – Social Work Education in India - Problems faced by the Social Work Professionals in India - Professional Associations- Inter-relationship among Social Work Methods and Fields of Social Work- Voluntary Social Services and Professional Social Work - Social Work Profession and Human Rights- Social and Religious Ideologies for Change: Hinduism-Values, Buddhism, Jainism, Sikhism and Christianity – Reform Movements: Brahma Samaj, Arya Samaj, Bakhti Movements, Sri Narayana Dharma Paripalana (SNDP) Movement, Satyashodhak Samaj, Prarthana Samaj, Ramakrishna Mission, Theosophical Society, Dravida Kazhagam (DK) Movement and Dalit Liberation Movements, Nationalist Movement.

Unit – III

Theories of Social Work: System Approach to Social Work Practice, Role Theory, Gestalt Theory, Ecological Theory, Communication Theory, Existential Approach, Radical and Marxist perspectives of Social Work -Feminist Approach: Relevance and Scope - Eclectic/Integrated Approach to Social Work Practice- Role of Social work in Preventive, Remedial and Development model- Modern Indian Social thinkers: Swami Vivekananda, Aurobindo Ghosh, Rabindranath Tagore, Jyoti Rao Phule, Narayana Guru, Mahatma Gandhiji, Babasaheb Dr. B. R. Ambedkar, Periyar E.V. Ramasamy, Thiruvalluvar and Thirukural, and Deendayal Upadhyaya.

Unit - IV

Individual & Society: Meaning and Characteristics of Society, Community, Association, Organization and Social Institutions- Culture and Civilization- Socialization and its agencies- Social Structure and Social Stratification-Caste System and Class System - Social Groups - Social Change- Theories and Factors of Social Change, Westernization, Westernization and

Modernization and Post Modernism - Social Disorganization and Social Deviance- Social Control: Kinds, Values, Norms, Folkways, Mores and Laws - Relevance of Sociology for Social Workers.

Unit - V

Contemporary Social Problems & Issues: Concept, Magnitude (current figures/statistics) and Causative Factors of Indian Social Problems like: Population, Poverty, Unemployment and Underemployment- Problems of Developing Economies and Consequences of New Economic Policies -Alcoholism and Drug Addiction - Crime and Delinquency-Child labour and Bonded labour- Public Health Issues - Nutritional Disorders-Preventive Health - Communicable Diseases: TB, STD and HIV/AIDS - Role of Social Workers in identifying Social Problems and Development of Appropriate Strategies - Intervention in Social Problems.

Unit - VI - Current Contours for Continuous Internal Assessment only: Current developments related to the Course during the recent times particularly in the Current Semester concerned-[This unit is meant to keep the learners abreast of new concepts, developments, paradigms, policies, and the like in the realm of the Course so that knowledge on the recent/current happenings is acquired by the students] This is either done by simultaneous discussion as each unit is dealt in the class or separately as the themes demand/develop/happen. Students can also do practicum on this with web- learning, media-connect, mini-projects, timeline posts, quizzes, seminar presentations etc. The Course Teacher shall inform the Head of the Department a gist of Current Contours dealt in the class for the record. Student Evaluation pertaining to this unit is limited to CIA/Practicum/Assignments/Class Room Participation only.

REFERENCE

BOOKS

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3. Sarah Banks, Ethics and Values in Social Work (Practical Social Work Series), Palgrave Macmillan (2012), England.
4. Bhushan, Vidya & Sachdeva, D.R(1995) An Introduction to sociology, KitabMahal, Allahabad.

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16. Reamer, F. G. (1998). Ethical standards in social work. Washington, DC: NASW Press.
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21. UGC: (20---0Review of Social work Education in India: Retrospect and Prospect: Report of the Second Review Committee, New Delhi
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23. Yuill Chris, Lishman Joyce, Brannan Jillion and Gibson Alastiar (Editors), Social Work: An Introduction, SAGE Publications Ltd; Second edition, 2018, USA.

Websites/E-Books

1. Lena Dominelli, Introducing Social Work (Google Books)
2. Teri Mizrahi, The Encyclopaedia of Social Work (Google Book)
3. 101-careers-in-social-work in <https://www.pdfdrive.net/101-careers-in-social-work-e12082854.html>.

Mapping with program outcomes										
COS	Program outcomes					Program specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-2-PSYCHOLOGY FOR SOCIAL WORK PRACTICE

Course Aim:

The aim of this course is to equip students with a comprehensive understanding of human growth and development, foundational psychological concepts, and the application of psychological principles in social work practice. By the end of the course, students will be able to analyze and interpret human behavior, apply psychological assessments in social work, and develop interventions that promote mental health and well-being in diverse populations.

Course Outcome: At the end of this course the students would be able to:

CO1	Identify and define basic terms and concepts which are needed to know the human growth and development in the life span of an individual.	L1
CO2	Define psychology and describe types of psychology, relevance and scope.	L1 & L2
CO3	Describe the distinct of Intelligence, Personality, Emotions, Learning, Motivation, Perception, Attitude, Adjustment, Mental Health and mental illness etc.	L3 & L4
CO4	Apply psychological testing in their professional practice in social work and outline the perception, attitude and adjustment in the field of psycho-social studies	L3, L4 & L5
CO5	Compare and contrast the multiple determination of behaviours and discriminate among different groups and individual emotions	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I: Human Growth and Development in the life span of Individual: Stages of development: conception, period of prenatal and post natal- infancy - babyhood- childhood- puberty- adolescent- adulthood-middle and old age (physical, emotional and social aspects of growth and development) and relevance of social work practice across the stages development, development needs, tasks, and problems. Nature vs nurture.

Psychology: Meaning, scope of application in various fields; introduction to schools of psychology; Relevance of psychology for social workers.

Unit – II: Intelligence: meaning nature, classification. Personality: Meaning and structure; Theories of personality- a brief introduction of Freud, Jung, Adler, Maslow and Erickson. Psychological testing; Classification and types, important tests for measurement of personality, Emotions: Development of emotions – Individual and Group emotions. Collective Behaviour: meaning, nature and reasons.

Unit - III: Learning: Meaning, nature, and types, word learning, concept learning, associate learning, organized learning; strategies of learning, classical conditioning, operant conditioning, theories of Pavlov and Skinner; Remembering and forgetting. Motivation: meaning, types and characteristics of motives; Hierarchy of motives. Learning and socialization. Human Behaviour, Human Needs, Human Motivation, and problems of human behaviour.

Unit - IV: Perception: Meaning, characteristics, types, principles, perception and sensation, laws of perceptual grouping and errors in perception. Attitudes and Prejudice: Concepts, nature, development of attitude, components of attitude, and attitude change; prejudice; characteristics, sources, and social effects. Adjustment: concepts of adjustment and mal-adjustment; Tension, Stress, Frustration; Conflict - nature and types; Defence mechanisms: nature and types.

Unit - V :Mental Health: Meaning, characteristics of a mentally healthy person, Mental Illness – meaning and types, and causes Promotion of mental health and community mental health, Community Based Rehabilitation and role of social workers.

Unit-VI: Current Contours for Continuous Internal Assessment only: Current developments related to the Course during the recent times, particularly in the Current Semester concerned Students are expected to update their knowledge in the field of abnormal psychology and applied psychology and its relevance to the social workers in the present-day context.

References:

Books:

1. Anastasi, A. (1987) Psychological testing, McMillan Revised Edition, New York
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Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	2	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	1	3	3	3	2	2	3	3	3	3
CO4	2	3	3	3	2	2	3	3	3	3
CO5	2	3	3	2	2	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-3: SOCIAL PRACTICE WITH INDIVIDUALS

Course Aim:

The aim of this course is to provide students with a thorough understanding of the historical development of the social work profession, equip them with the skills to conduct case work processes across various settings, and ensure they can maintain professional relationships with clients by applying relevant theories and scientific methods in case work practice, all while being adept at recording and maintaining comprehensive case work records.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the historical development of social work profession	L2
CO2	Conduct case work process in various settings and maintain case work records	L3 & L4
CO3	Develop and maintain professional relationship with clients & apply the theories in case work practice	L3, L4 & L5
CO4	Outline the scientific methods in case work practice	L2 & L3
CO5	Skilful in record and maintain the case work	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I: Case Work: Concepts, objectives, its importance; nature and scope, historical development; components; values and principles of Case Work practice; sociocultural factors affecting the Case Work practice in India; relationship with other methods of social work and Skills in Social Case Work.

Unit – II: Case work process: Intake: meaning, steps, referral- types and stages, Study: meaning, tools used / procedure followed in the study process: Interviewing (types, purpose, skills, techniques and principles of interviewing), Home visits & Reaching out, Collateral contacts &

Relationship. Assessment / Social Diagnosis: meaning, types and models. Treatment / Intervention: meaning, objectives, goals and goals setting & treatment planning, principles, models, and types, techniques (supportive, Environmental manipulation, reflective, practical help or material help & direct treatment, counselling –Evaluation: meaning, purpose/objectives, types, methods, techniques, instruments, the difference between appraisal, monitoring and evaluation. Termination-meaning, reaction to termination, decision and planning to termination and; Follow-up- meaning purpose and types, analysis of case work.

Unit – III: Case Worker-Client Relationship: Meaning, purpose, needs, significance, and elements, components. Characteristics of a professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; Principles of client-worker relationship; obstacles in client-worker relationship. **Case work and Communication:** concept, purpose, importance, principles, elements in the communication process, types, the importance of listening, observing and feedback, communication barriers, and ways to overcome them. Importance of Interpersonal Relationship / Communication (IPR)

Unit – IV: Approaches to Practice: Psychoanalytical, Psychosocial, Problem Solving, Behaviour Modification, Crisis Intervention; Functional and Eclectic Approach. **Recording in Case Work:** meaning, sources and types, process record, person-oriented and problem-oriented records and its components; summative record, principles of recording, uses and maintenance of record.

Unit – V: Application of Social Case Work in different settings & Clientele groups: Community Setting including Family, Child, Youth and Aged, Industrial setting, Hospital settings: medical and psychiatric, Limitations Role of Case Workers in various settings. Techniques and skills in social case work: Interviews, Home Visits, resource mobilization, referral, environmental modification, case work relationship and communication Professional Self: Conflict and dilemmas in working with individuals and family, Case work practices in India.

Unit - VI - Current Contours for Continuous Internal Assessment only: Current developments related to the Course during the recent times, particularly in the Current Semester concerned. Each student is expected to practice and report a minimum of six case works during their course of

study. Students can conduct a mini-research project using case work practice – respective fieldwork supervisors can guide the students in this respect. Students are also expected to understand the concept of Case Management; its scope, types, guiding principles and NASW's standards for case management, Phases of case management, Functions of case managers, Difference between case workers and case managers.

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Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	3	3
CO2	3	3	2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-4 - SOCIAL WORK PRACTICE WITH GROUPS

COURSE AIM:

The aim of the course is to develop group work supervision, the importance of record making in social group work develop the leadership quality, mapping the reasons an effective social group work in all the settings.

Course outcome: at the end of the course the students would be able to:

CO1	Identify and define basic terms and concepts of social groups and group dynamics Conduct an effective social group work in all the settings	L1; L2
CO2	Apply the principles, approaches and methods in group work practice Prepare social group work programme planning and group work recording and recognize selected examples of social group work records	L3;L4;
CO3	Develop group work supervision and leadership skills	L6
CO4	Outline the scientific methods in social group work practice	L4
CO5	Analyse current research findings in the area of social group works	L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Assignment, Seminar, Field / Observation Visits Small-Group Exercises, Case Analysis, Demonstration: Sociometry, sociogram, games, Singing, street play, puppetry, psychodrama, socio-drama, role play, brainstorming, group discussion, excursion Case Studies, Reflection of Field practice, Simulation Exercise Invited guest speakers/practitioners - discussion and interaction.

COURSE CONTENTS

Unit - I

Social Group: Concept, Characteristics, Types of groups-social group and social group work group; and functions of a group; **Group Formation Phases:** Basic human needs met by groups at different stages of group development and group goals. **Group Processes:** bond, acceptance, isolation, rejection, sub-group formation, newcomers in the group, expectation, withdrawal,

emotional and behaviour contagion, conflict and control. **Group Dynamics**- meaning, definition, functions, and basic assumptions of group dynamics. Development Group and Task-oriented Group.

Unit - II

Social Group Work: Concept, assumptions, goals, purpose, principles, and values of group work, and historical development of group work; Group work as a method of Social work and its relations to other methods of social work; Group Work Process – Intake and study, assessment, Intervention, evaluation, termination and follow – up. **Approaches and Models in Group Work practice:** Therapeutic / Social treatment model, remedial and reciprocal model.

Unit - III

Group Work Supervision: Concept, need, tasks, types, purpose and functions, techniques and conditions for good supervision. **Leadership in group:** Concepts, definition, characteristics, functions, qualities of a leader, types, and theories of leadership; training for leadership; Sociometry and Sociogram;

Unit - IV

Social Group Work Program Planning: Meaning and definition of program, principles and process of program planning and the place of agency in program planning. **Program laboratory-** values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brainstorming, camping-planning and conducting camps. **Group Work recording:** meaning, purpose, types, and principles of group work recording.

Unit – V

Group Work Settings and Practice: Application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, SHG and Youth club, industries. Skills of group workers, Scope, problems and limitations of group work practice in Indian settings.

Unit – VI –Current Contours for Continuous Internal Assessment only

Each student is expected to practice and report a minimum of 3 group work during their course of study. Students are also expected to use sociometry, sociogram, games, singing, street play, puppetry, psychodrama, socio-drama, role play, brainstorming, group discussion, excursion, etc while practicing group work in their agency. Students can conduct a mini-research project using case work practice – respective fieldwork supervisors can guide the students in this respect.

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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	3	3	2	3	2	3	2	2	3	2

1-Low, 2-Medium, 3-Strong

Course Title	Social Work Practicum – I		
Semester No.	First Semester	Course Code	22CC-5
Course No.	5	Course Credit	5
Field work Components Observation / Field Visits, Group Projects and Rural Camp OR Observation visits, Group Projects, and Concurrent Field Work Note: Group Projects are to be conducted in the Community/Colleges/Schools/Any Agencies/Hospitals (Rural/Urban Areas within Tiruchirappalli District limit)			
Guidelines (Duration & Work Load) <ul style="list-style-type: none">Total no of field practicum hours 195 hours (26 Days)2 days a week – workload 7½ hrs./day.			
Objectives of Field Practicum The broad objectives are <ul style="list-style-type: none">To sensitize the students to social needs and problems and enable them to critically analyse problems and select the appropriate means of problem-solving.To understand and apply the social work methods to deal with such needs and problems.To begin to acquire skills of social work intervention in human needs situations and issues.To become aware of and understand one’s strengths and weaknesses.To develop the right values and attitudes essential for a professional social worker.The field practicum during the first semester may be structured through Field observation visits followed by discussion Practice-skills laboratory on<ul style="list-style-type: none">iv. Communicationii. Interpersonal relationshipsiii. Analysis of Societyiv. Self-awarenessA rural camp for a week.Supervised concurrent field practicum 2 days per week with 7½ hours per day.			
Department Requirements in Field Work <ul style="list-style-type: none">10- 15 Agency / Field Visits1 Group project for every 3 – 4 fieldwork traineesOne week rural/tribal camp or Concurrent field work with three casework and two group work programme			
ASSESSMENT			
External – 25 Marks Viva – Voce - 25			
Internal – 75 Marks Evaluation of field work reports - 20 Evaluation of field work activities			

Rural Camp/Concurrent Field Work	-	10
Observation visit reports	-	10
Group Project	-	10
Activities	-	15
Field work records	-	10

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Course Title	Summer Placement (Mandatory for Course Completion)		
Semester No.	First Semester	Course Code	22CC-5a
Field work Components Students will be placed in several user agencies outside Tiruchirappalli District			
Guidelines (Duration & Work Load) <ul style="list-style-type: none"> Total no of field practicum hours 150 hours (20 Days) workload 7½ hrs./day. 			
Objectives of Field Practicum The broad objectives are <ul style="list-style-type: none"> To sensitize the students to social needs and problems and enable them to critically analyses problems and select the appropriate means of problem-solving. To understand and apply the social work methods to deal with such needs and problems. To begin to acquire skills of social work intervention in human needs situations and issues. To become aware of and understand one's strengths and weaknesses. To develop the right values and attitudes essential for a professional social worker. The field practicum during the first semester may be structured through Field observation visits followed by discussion Practice-skills laboratory on <ul style="list-style-type: none"> v. Communication ii. Interpersonal relationships iii. Analysis of Society iv. Self-awareness field practicum for 7½ hours per day. 			
Department Requirements in Field Work <ul style="list-style-type: none"> 20 days in the Agency to be chosen for Field Work outside Tiruchirappalli Field work with three casework and two group work programme including the activities of the agencies. 			
ASSESSMENT Need to submit a report to the Department towards the end of the fieldwork through the agency supervisor and internal supervisor. It is mandatory for the award of a degree.			

22CC-6: WORKING WITH COMMUNITIES AND SOCIAL ACTION

Course Aim:

The aim of this course is to define the fundamental concepts and trace the historical development of community organization, outline community structures, identify the basic elements of community organization and social action, and equip students with the principles and methods necessary for effective community organization and intervention strategies, while enabling them to compare and contrast different practices and analyze current research findings in this field.

Course Outcome: At the end of this course the students would be able to:

CO1	Define concepts and historical development of community organisation	L1 & L2
CO2	Outline the structure of a community	L3
CO3	Identify the basic elements of community organisation and social action	L2 & L4
CO4	Apply the principles and methods of community organisation and conduct practice of community organisation and intervention strategies in community	L3, L4 & L5
CO5	Compare and contrast the practice of community organisation and analyse current research findings in the area of community organisation and intervention strategies	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unity – I: Community Organisation: Concept, historical development, scope, objectives, philosophy, principles and basic assumptions and theoretical foundations; Community organisation as a method of social work. Community Organization and Community Development, **Skills in Community Organization:** conference, committee, communication, training, consultation, organizing, enabling, facilitating, negotiation, conflict resolution, mobilizing, participatory, liaison public relations, and use of relationship to achieve goals. **Process/Phases of Community Organization:** Study, assessment, discussion, organization, action, evaluation, modification, continuation; Community self-survey and RRA/PRA/PLA in Community Study.

Unit – II: Community Structure: Community- Concept, types, Characteristics, Community power structure and Political Organizations in the community; Factions and Subgroups; Minority groups; **Leadership-** Definitions, types and qualities; leadership in different types of communities, Theories of leadership, symbols and rituals, apathy and prejudice and individual predisposition; **Community Dynamics:** Integrative and Dis-integrative processes in the community, conflict and tension resolution systems in the community.

Unit – III: Methods of Community Organisation: Planning, education, communication, community participation, collective decision making, involvement of groups and organizations, resource mobilization, community action, legislative and non-legislative promotion, co-ordination
Models of Community Organization: J. Rothman's Locality Development/ Neighbourhood model, 2. Social Planning model and Social Action model; M.G. Ross's General content, Specific content and process content objectives. Strategies and role of social workers in each model.

Unit – IV: Practice of Community Organisation: Community Organisation in slums, rural and tribal areas, Community organization. Application of Community Organisation in different settings (rural, urban and tribal) and Target Groups (Children Youth, Women, Aged, etc)
Intervention strategies in community settings: awareness buildings, organizing, activating, peoples participation, negotiating, lobbying and resource mobilization, Resolving group conflicts, programmes planning and service delivery, developing human resource, monitoring and evaluation. Community organization as a Para – Political process – Networking, Conscientious, planning and organizing

Unit – V: Social Action: Concept, nature, and purpose, principles, methods, strategies and /or techniques; social action as a method of social work; social action and social reform; the process of social action; scope of social action in India; enforcement of social legislation through social action; **Approaches & Strategies of CO & SA:** Rights-based approach and Advocacy based approach; strategies, community organisation as an approach to community development, **Radical Social Work:** meaning, Techniques; Paulo Friere and Saul Alinsky. Gandhian approaches, Bhoodan, Gramdan, and Sarvodaya. Dalit Movements, Labour Movements, Dravidian

Movements, Telangana Movement. Role and Strategies of these movements. Role of social workers in Community Organisation and Social Action

Unit - VI - Current Contours for Continuous Internal Assessment only : Students are also expected to gain knowledge on Swami Vivekananda's youth mobilization, Gandhiji's Champaran Satyagraha, Jayaprakash Narayan's Sarvodaya, Sunderlal Bahuguna's Chipko movement, Medha Patkar's Narmada Bachao Andolan and their approaches/strategies adopted to organise the people. Critical analysis of youth movements – Jallikattu protest.

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Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-7: SOCIAL WORK RESEARCH AND SOCIAL STATISTICS

Course Aim:

This course aims to equip students with comprehensive knowledge and skills in research methodology tailored for social work. Students will learn to define key research terms, understand the objectives and characteristics of social work research, and address ethical considerations. The course covers both qualitative and quantitative research methodologies, including appropriate sampling techniques and statistical analysis. Students will develop the ability to critically analyze current research findings, prepare well-structured research proposals, and write scientific papers suitable for publication.

Course Outcome: At the end of this course the students would be able to:

CO1	Identify and define basic terms, objectives, characteristics, ethics, and qualities of research in social work	L1 & L2
CO2	Identify the basic elements of research methodology & outline the structure of a scientific research paper	L3
CO3	Conduct qualitative study and use appropriate sampling techniques	L2 & L4
CO4	Apply statistical techniques and interpretation of data & skilful in preparing a research proposal	L3, L4 & L5
CO5	Capable to write a scientific paper for publication & analyse current research findings in the area of the field	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I : Research: Meaning scope, objectives, characteristics, ethics; qualities of a good researcher. History of science, philosophy/aspects of research: ontology, cosmology, epistemology, logic/reasoning. Social work research: meaning and scope, difference between social research and social work research, scientific attitudes and characteristics. Scientific method: meaning and process.

Unit – II: Types & Approaches: Qualitative and quantitative research; Qualitative research: meaning, scope, characteristics, strategies, sampling and design, methods- ethnography, focus group discussion, life history and content analysis; Quantitative research: meaning, the difference between qualitative and quantitative research, basic understandings of Mixed Research methodology.

Unit – III: Selection of topics: Criteria and sources, surveying field, statement of the problem, need for the study, **Library reading:** Review and Documentation, skills in documentation, source of collecting bibliography, techniques of note-taking, library ethics; methods of review, formulating research question framing of objectives and its purpose. **Hypothesis:** meaning, sources and types.

Research Design: Meaning, purpose, and types; Descriptive, Diagnostic, Quasi-Experimental and Experimental Design. **Universe and Sampling:** meaning, types and techniques. Determination of sample size. **Tools for Data Collection:** Type: interview schedule and questionnaire, guidelines for constructing the tools. validity and reliability: meaning and types. **Rating Scales:** need for scales, **scaling techniques** (Thurston, Likert, Guttman and Semantic differentials). **Measurement:** types-nominal, ordinal, interval and ratio.

Unit – IV: Methods of Data Collection: Methods- observation: meaning and types, survey method- personal interview and mailed questionnaire, advantages and disadvantages, code book, interview guide, pilot study and pre-test, collection of data. **Data processing:** editing, transcription, classification- types, **Data presentation:** tabulation-aims, types and principles of a table, diagrams and graph. Analysis of data: types; Data interpretation: techniques, precautions, **Report writing:** steps, type, footnoting and referencing, bibliography versus reference list and publication of research findings. **Agencies and Proposal writing:** Agencies involved in funding social research, preparation of a research project proposal including budget and relevance to the society, and Research Ethics.

Unit – V: Social Statistics: Meaning, use and its limitations; measures of Central Tendency: steps in testing or hypothesis- null hypothesis and alternative hypothesis, level of significance, arithmetic mean, median and mode- absolute and relative measure; measure of dispersion: range,

mean deviation, standard deviation quartile deviation; Association of attributes and Parametric and Non-parametric tests: Parametric – types – Independent sample t-test, paired sample t-test, one way ANOVA, Non-parametric tests- types – Chi-square, Wilcoxon, Mann-Whitney test, Kruskal-Wallis, and Friedman test, Correlation: Karl Person's coefficient of correlation; simple and rank correlation, correlation matrix: Regression – linear, binary and multinomial;(Only application of these statistical test in Research) Computer Applications: use and application of computer in Social Work research with special reference to SPSS and Interpretation of study findings

Unit - VI - Current Contours for Continuous Internal Assessment only : Students are expected to have practical knowledge of the use of SPSS- AMOS software for data analysis and carry out their PG research thesis work using the department SPSS lab. Students are also expected to carry out simple frequency tables, cross tabular analysis, and Non-parametric tests like Chi-square, Wilcoxon, Mann-Whitney test, Kruskal-Wallis, and Friedman test. Parametric tests like one t-tests – independent and paired sample, One way ANOVA, Two way ANOVA.

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Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	3	2	3	2	3	3	3	3	3	3
CO4	3	2	3	3	2	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-8 - MANAGEMENT OF WELFARE ORGANISATION

COURSE AIM:

The aim of the course is to develop group work supervision, the importance of record making in social group work develop the leadership quality, mapping the reasons an effective social group work in all the settings.

Course outcome : at the end of the course the students would be able to :

CO1	Got knowledge about human rights and social legislation	L1; L2; L3
CO2	Evaluate the policies and programs of the weaker sections Access the social policies, legislations and programmes	L5; ;L4;
CO3	To know about Register a volunteer agency/trust	L6
CO4	Efficiently Manage a welfare organisation	L4
CO5	Understand the core elements of the management of welfare organization	L2
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Assignment, Seminar, Field / Observation Visits Small-Group Exercises, Case Analysis, Demonstration: Sociometry, sociogram, games, Singing, street play, puppetry, psychodrama, socio-drama, role play, brainstorming, group discussion, excursion Case Studies, Reflection of Field practice, Simulation Exercise Invited guest speakers/practitioners - discussion and interaction.

COURSE CONTENTS

Unit – I; Social Welfare Organisation: Concept, Characteristics, size, nature, design, legal status, rules and procedures, **Social Welfare Administration:** Purpose, and Principles. Management of Welfare organizations: Home relations, financial relations and physical relations. Elements - Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB), Social Welfare Administration at national, state & local levels; CSWB(Central Social Welfare Board) Directorate of Social Welfare & Handicapped welfare, Grants for NGOs Central & State government grants for women-aged home.

Unit – II Non – Government Organization: Voluntarism, evolution of Social Welfare in India; Voluntary Social work; Voluntary Agencies; Meaning, types & Models of NGOs; Role of NGOs in National development, Government Schemes on Social welfare, Agency registration; methods, advantages, preparation of bye-laws, Memorandum of Association, rules, regulation & registration procedures; Registration of Societies & Trust; Governing Board, Committees, Executive; Quality, Function & role, National Voluntary sector Policy 2007.

Unit – III- Social Policy: Concept and Scope, need, evolution & constitutional base; Sources and instrument of social policy, Distinction between social and economic policies. Place of ideology and values. Review of Policies regarding Education, Health, Shelter, Environment, Social Security Employment, Family, Child, Youth and Women, aged, disabled, OBCS and SC/STs.

The welfare of Weaker Sections -Women, Children, Scheduled Castes, Scheduled tribes & denotified Communities small and marginal farmers, landless labourers and rural artisans. Policy & Programmes for women, children, aged & disabled, Role of the social worker in development and implementation of programmes for the weaker Section.

Unit – IV -Social Planning & Social development: Social planning and Community plans: concept need and importance of planning machinery at the state and national levels. Social development; concept and indicators for social change. Approaches and Strategies: Growth and Equity, minimum needs and quality of life. Global efforts for human development, Concept of sustainable development, social work and social development and problems of social development in India.

Unit – V Social legislation and Social Change: Fundamental Rights and Directive Principles of State Policy,

Social Justice: concept and its relationship with social legislations. Civil Rights, Human Rights and issues of Social Justice, Legislations related to Women, Children and Aged, Legislations related to Social Defense, Social Security and Social Assistance, Hindu, Muslim & Christian Personal Laws relating to Marriage, Divorce, Minority and Guardianship, Adoption, Succession, and Inheritance. Legislation relating to social Problems such as Prostitution, Juvenile Delinquency, Child Labour, Untouchability, and Physical & Mental Disability. Salient features

and effects of the various social legislations. Role of social workers in promoting social legislation and social justice.

Unit - VI - Current Contours (Internal Exam Only)

Students are expected to know the procedure involved in the registration of a voluntary agency. Students are also expected to update their knowledge on the newly introduced social legislation or amendments made to existing social legislation.

References

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Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	3	2	3	2	3	3	3	3	3	3
CO4	3	2	3	3	2	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

Course Title	Social Work Practicum – II: Concurrent Field Work		
Semester No.	Second Semester	Course Code	22CC-9
Course No.	9	Course Credit	5
Field Work Components Concurrent field work in a generic setting Department Requirements in Field Work <ul style="list-style-type: none"> • Case Work with 3 Clients • Group Work with 2 groups • One Community Programme/Field Project Note: Community Programme/Field Projects are to be conducted in the Community/Colleges/Schools/Any Agencies/Hospitals (Rural/Urban Areas within Tiruchirappalli District limit)			
Guidelines (Duration & Work Load) <ul style="list-style-type: none"> • Total no of field practicum hours 195 hours (26 Days) • 2 days a week – workload 7½ hrs./day. 			
Objectives The broad objectives of II semester field practicum are to <ul style="list-style-type: none"> • Acquire skills by practice based on the knowledge acquired from the classroom teaching related to social work intervention at the individual, group and community level in different fields. • To train students to practice social work from an ecological, development and integrated perspective • Develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision and training, preparing project proposals, time management, management by objectives and enhancing skills in documenting. • Recording skills to show interest, engagement in practice and enhanced growth as a practitioner • Develop the ability to make an innovative contribution to the organization's functioning • Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice • Develop the capacity to utilize instruction for enhancing and integrating field practice • Utilize field instructions for enhancing and integrating professional growth • Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice • Field Practicum Seminars • Viva-Voce (internal) to be conducted before the commencement of University Examinations. 			
ASSESSMENT			
External – 25 Marks			
Viva Voce		25	
Internal – 75 Marks			
Agency Supervisor Evaluation		20	
Evaluation of Field Work Reports		10	
Case Work and Group Work Practice		10	

CO Programme		10
Activities	-	15
Field Work Records	-	10

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22EC-1A- SOCIAL WORK WITH PERSONS WITH DISABILITIES

COURSE AIM:

The aim of this course is to sensitize students to various aspects of disability issues in diverse contexts, gain knowledge about various disabilities in terms of causes, types and magnitude, and their impact on the persons with disability and his/her family, role of the social worker in different settings across the life span of persons with disability.

Course Outcome : At the end of the course the students would be able to :

CO1	Understand the concepts, types and magnitude of disabilities and their impact on persons with disability and their families	L1 ; L2
CO2	Understand the impact of disability on persons with disability and their families , Assess the needs and problems of persons with disability and their families	L2; L4
CO3	Work with a multidisciplinary rehabilitation team for the disabled. Capable of working with different settings such as hospitals, treatment centres, homes, educational institutions, vocational rehabilitation centres, communities, etc.	L3 ; L4
CO4	Skilful in providing intervention at individual, family, group, and community levels.	L3
CO5	Aware of preventive measures at primary, secondary and tertiary levels, Analysis the policies, legislations and programmes for the disabled.	L5 ; L6

L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create

PEDAGOGICAL METHODS ADOPTED:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits Invited guest speakers/practitioner - discussion and interaction.

COURSE CONTENTS

Unit I– Disability: Definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families, Prevention of disabilities at primary, secondary and tertiary levels, Misconceptions, and societal attitudes towards persons with disability.

Unit II - Governmental Measures for the Disabled: Policies, legislations and programmes for the disabled at International, National and Tamil Nadu and the role of facilitating authorities, Role of District Disabled Rehabilitation Office (DDRO).

Unit III – Multidisciplinary rehabilitation team and their roles: Process of rehabilitation – early identification, treatment, fitment of aids and appliances, education, vocational rehabilitation and social integration within the family and community. Role of National and International organizations in rehabilitation of disabled, Role of social worker in different settings such as hospitals and treatment centres, homes, educational institutions, vocational rehabilitation centres, the community, self-help groups and associations of persons with disability and parents' associations.

Unit IV - Impact of disability on persons with disability and their families: Reactions of parents, family members and ways of coping. Needs and problems of persons with disability and their families across the life span and social work intervention at each stage.

Unit V- Intervention strategies at individual, family, group, and community levels: Individual-level – problem-focused, self-help, support groups, assertiveness training, life skills enrichment; family level - family crisis intervention, family centered intervention, parent guidance, parent training, support, self-help groups of parents, siblings; community-level – community awareness, education and Community Based Rehabilitation (CBR). DALYS, DALE, QALYS, ICF functionality, international classification of functionality and measurement of the functionality.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to know current policies, legislations and programmes implemented by both central and state governments for the welfare of persons with disabilities. The functions of National

Institutions for PWDs, Commissioner PWDs, Rehabilitation Council of India. Knowledge of National awards by the Govt. of India and Tamil Nadu in the field of Disabilities, National Scholarships for persons with disabilities, etc.

References

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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	2	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22EC-1B - SKILLS FOR SOCIAL WORKERS (*ELECTIVE COURSE - I*)

COURSE AIM:

The aim of this course to acquire knowledge of the basic concepts, develop Self-Awareness , develop coping skills, improve the communication skills, understand human dynamics and to build the human relations

COURSE OUT COME: AT THE END OF THE COURSE THE STUDENTS WOULD BE ABLE TO:

CO1	Define the meaning and definitions related to soft skills	L1 ; L2
CO2	Aware of about his/her self, Develop their scoping skills	L2
CO3	Maintain good interpersonal relationship and communicate with other effectively	L3 ; L4
CO4	Skilful in providing intervention at individual, family, group, and community levels.	L3 ; L4
CO5	Develop team-building among the workers	L5 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

COURSE CONTENTS

UNIT-I Self-Awareness and self-development: SWOT Analysis, Self-Disclosure, Self-Esteem, Positive Attitude towards others and work, Sensitivity Development

UNIT-II Life Style and Life Coping Skills: Critical Thinking, Developing Emotional Maturity, Holistic health through yoga, Meditation and Exercises, Work Ethics and work culture, Body Language, Etiquette and Manners.- Time Management, Stress Management, Problem solving, Decision Making, Assertive Behaviour.

UNIT-III Communication for Social Workers: Understanding Communication, classification of communication, use of audio-visual media, use of innovative media in communication.

UNIT-IV Human Dynamics: The need to Achieve, Socialize and control, Motivate oneself and Others, Team working with colleagues, and Team Building with subordinates.

UNIT-V Human Relationship Skills: Handling Negative criticism, Hurt feel and Anger, building Relationships - Personal and Collegial, Trust Building

Unit - VI - Current Contours for Continuous Internal Assessment only. Students are also expected to develop skills on the following areas: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB), proposal writing, Active Listening, Emotional Intelligence (EQ), Tolerance and Setting Boundaries.

References

1. Bishop Sue, 1996. Develop your Assertiveness. New Delhi: Kogan Page India Pvt. Ltd.
2. Davar S. Rustom, 1996. Creative Leadership. New Delhi: UBS Publishers Ltd.
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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	2	3	3	3	3	2	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	2	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22EC-1C - HUMAN RIGHTS (*ELECTIVE COURSE - I*)

COURSE AIM:

The aim of the course is to sensitize students about the basic concepts of human rights. To know about the functional aspects of human rights, sensitize the issues of human rights. To give knowledge about the application of human rights in the field of social work.

COURSE OUTCOME: AT THE END OF THE COURSE THE STUDENTS WOULD BE ABLE TO:

CO1	Understand the basic concepts of human rights	L1 ; L2
CO2	Know the fundamental rights and UN Declaration of Human rights	L2; L4
CO3	Know the vulnerable groups and their problems	L4 : L5
CO4	Know public interest Litigation (PIL), Legal aid and Protection of Human rights Act	L3: L4
CO5	Educate the disabled people about their rights, Analyse the human rights issues	L5 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

PEDAGOGICAL METHODS ADOPTED:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits , Invited guest speakers/practitioners - discussion and interaction.

COURSE CONTENTS

Unit I – Human Rights - Meaning, Concept, Classification of rights: Moral rights, Legal rights, Civil rights, political rights and Human rights issues.

Unit II - Human rights concern- The UN Declaration of Human rights, Fundamental rights and duties under the Indian Constitution, Directive Principles of State Policy.

Unit III - Rights of Vulnerable group: Children's rights, Women, aged, victims of caste and communal conflicts, human rights for indigenous people, Rights of people living with disabilities, rights of HIV/AIDS infected persons. Housing rights and rights of prisoners.

Unit IV - Human rights commission in India: Administrative structure, functions, power, inquiry procedure and steps, investigations. State commissions and human rights courts.

Unit V - Illustrate cases of violation of Human rights. Public interest Litigation (PIL), Legal aid, Protection of Human rights Act 1993.

Unit - VI - Current Contours for Continuous Internal Assessment only.

Students are expected to document and critically analyse the day-to-day human rights issues that appeared in daily newspapers and present them in classroom seminars

References

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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	2	3	3	3	3	2	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	2	2	2	2	3	1	3	2	2	3
CO5	3	3	2	3	2	3	2	2	3	2

1-Low, 2-Medium, 3-Strong

22EC-1D - ENVIRONMENT AND SOCIAL WORK (*ELECTIVE COURSE - I*)

COURSE AIM:

The aim of the course is to know about the environmental problems, factors which influenced for environmental degradation and role of ngo for environmental health. To know about various international organisation and treaties who are working for making a better environmental health.

COURSE OUTCOME: AT THE END OF THE COURSE THE STUDENTS WOULD BE ABLE TO:

CO1	Got an awareness about the concept of environmental issues and consciousness	L1 ; L2
CO2	Identify social worker ecological movements, role of social worker for environmental health	L2; L3
CO3	Analyse and critically review the policies, legislations and programmes of the environment.	L4 : L5 ; L6
CO4	Got a idea about current environmental issues and preventive measures.	L2: L3: L4
CO5	Got a idea about role of government organisation in environmental activity	L5 ; L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

PEDAGOGICAL METHODS ADOPTED:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Filed / Observation Visits, Guest speakers / practitioners - discussion and interaction.

COURSE CONTENTS

UNIT–I: Environmental Issues and Consciousness: Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.

UNIT –II: Environment Consciousness- NGOs, Social Workers, and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement –Tehri - Eco farming- Natural farming efforts.

UNIT–III: Environment Action and Management: State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchayats and Environment. Environment Management: Role of Traditional - State-controlled - people controlled and jointly managed systems - Waste Management.

UNIT – IV: Environment Protection Laws and Role of Social Worker: The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).

UNIT – V: Acts related to environmental protection: Forest conservation, Standards, and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels.

Unit - VI - Current Contours for Continuous Internal Assessment only. Current issues and problems of the environment, recent trends in environmental social work

References

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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	2	3	3	3	3	2	3	2
CO3	3	3	1	3	2	2	3	2	3	1
CO4	2	2	2	2	3	1	3	2	2	3
CO5	3	3	2	3	2	3	2	2	3	2

1-Low, 2-Medium, 3-Strong

22EC-1E - SOFT SKILLS (*ELECTIVE COURSE - I*)

COURSE AIM:

The aim of the course is to create and impart to the students the significance of Self-Awareness and Self-Motivation, prepare students to evolve mental models for intra-personal and inter-personal transactions. To improve their communication skills to enable them to make an effective presentation in their respective professions, make students reflect and improve their use of body language – posture, gesture, facial expression, and tone and inculcate a positive attitude and enable them to take proper decisions in their personal and professional life.

Course outcome : at the end of the course the students would be able to :

CO1	Aware of his/her self and self-motivation, Apply models for intra-personal and interpersonal transactions.	L1;L2 ; L3
CO2	Understand the concept of attitude, its nature, formation and changes in employees in organisations.	L2; L3; L4
CO3	Grow in inter-personal relationships with their team members	L3; L4 ; L5
CO4	Develop effective communication skills and Prepare and present more models of presentations.	L5; L6
CO5	Skilful in team work in organisations and Conduct effective group discussion and group decision in organisations.	L3; L4;L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluvate; L6 create		

PEDAGOGICAL METHODS ADOPTED:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Filed / Observation Visits ,Guest speakers / practitioners - discussion and interaction.

COURSE CONTENTS

Unit – I Self-Awareness and Self-Motivation, Self-analysis through SWOT and Johari window, Elements of motivation, seven rules of motivation, Techniques and strategies for self-motivation, Motivation checklist and Goal-setting based on the principle of SMART, Self-motivation and life, Importance of self-esteem and enhancement of self-esteem.

Unit – II Communication Skills: Features of an Effective Communication. Verbal and non-verbal communication. Barriers and filters. Listening and active listening. Feedback.

Unit – III Models of Presentation – Impromptu speech – tackling hesitation, shyness and nervousness in speaking – Public speaking, academic and professional presentations – Group discussions – facilitators and impediments.

Unit – IV Inter-personal relations: Feelings; types and steps to deal with complex feelings. Assertiveness and Confidence building. Body language: Role of different parts of the body in communication, Non-verbal behaviour. Conflict: types and resolutions. Emotions, emotional empathy and emotional intelligence.

Unit – V Attitude: Nature, Formation and Change, Decision Making Process, Team Work, Group Discussion, Group Decision, Rational and Irrational decisions. Concept of Achievement, Social Power: Nature and Types, Presentation, Resume Writing, Writing Formal Letters.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are also expected to enrich their knowledge on the essential soft skills like Punctuality, Critical thinking, social skills, Creativity, Adaptability, and Friendly personality Group Decision, Rational and Irrational decisions. Concept of Achievement, Social Power: Nature and Types, Presentation, Resume Writing, Writing Formal Letters.

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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	3	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22NME-1 - FOUNDATIONS OF HUMAN RESOURCE DEVELOPMENT

COURSE AIM:

The aim of the course is to develop knowledge of basic concepts of human resource development, develop the student's ability to handle leadership qualities and other aspect, understand essential qualities of human relations, developing inter personal relationship, acquire knowledge of Leadership Theories and skill and help the students in individual career development.

Course outcome : at the end of the course the students would be able to :

CO1	Able to define the basic concepts, Understand the historical development of human resource development	L1; L2
CO2	Develop the essential qualities of human relations	L6
CO3	Skilful in training need assessment	L4; L5
CO4	Guide the workers in career planning and development	L4; L5
CO5	Assess the training needs of the employees	L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

PEDAGOGICAL METHODS ADOPTED: Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Visits Invited guest speakers/practitioners - discussion and interaction

COURSE CONTENTS

Unit I – Human Resource Development: Definition, Concept, Historical development, Sub – systems and elements of HRD, functions of HRD. HRM: Meaning and concepts.

Unit II - Human relations and interpersonal communication: essential qualities of human relations, developing interpersonal relationships, transactional analysis, effective communication: the art of listening, verbal and nonverbal communication, skills of effective communication, types of conflict and management of conflict.

Unit III –Learning and Development: Need for training and assessment, on-the-job training, off-the-job training, role play, performance management system: Definition and types, stress management, definition, its background, source and causes of stress, stress coping strategies, Organizational Communication.

Unit IV -Leadership and Motivation: Leadership Theories, leadership skill building, teamwork and leader, decision making, Motivation: Motivation skills, Maslow's hierarchy and Herzberg.

Unit V- Career Planning and Development: Definition, importance, life and career development, preparation for a job: Individual Career development, career paths and career ladders.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to study the following area and understand the concept of management

Management:- Concepts, definition, principles, techniques, management as a profession,

Management Thoughts:- H. Fayol, F.W. Taylor, F.Gilbreth, H.L. Grantt, Max Weber, G.E.

Mary parker- Follett, Douglas McGregor, Peter Drucker.

References

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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	3	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22NME-1 - CAREER PLANNING AND DEVELOPMENT

Course Aim:

Course Outcome: At the end of the course the students would be able to :

CO1	Identify the basic elements of career planning	L1 ; L2
CO2	Identify and define basic terms and concept which are needed to study the career	L2 ; L4
CO3	Apply the theories of career for better understanding.	L2 ; L3
CO4	Apapply the acquired knowledge and skills to work for the betterment	L3 ; L4
CO5	o get to know about the online career and get equipped with career talents.	L5 ; L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

PEDAGOGICAL METHODS ADOPTED:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Filed / Observation Visits ,Invited guest speakers / practitioners - discussion and interaction.

COURSE CONTENTS

Unit-I Career – Meaning and Definition, Related Terms -Concept of Work- Changing nature of World of Work, Career Planning and Decision Making and their Process and Techniques, Determinants of Career -Personal factors, Heredity and Peer group influence, Gender, Socio-economic factors, Geographical factors and Mass media, Career Maturity and Aspiration,

Unit II Career stages -Career Anchors – Career Development Cycle – Benefits of career planning to individual as well as organization, **Administering Career-related tools:** Career Thoughts Inventory and Career Beliefs“ Inventory.

UNIT – III Setting Personal Mission and Preparing its Statement for Steering Career Advancement – Process - Role and Responsibilities, Selection of a Job: Different Career and Courses - Selection Criteria, Job profile – An overview, Types of Trades - Trade wise job structure

- Matching Technique, Attributes at the Supervisory level - Managerial level - Job selection criteria
- Promotional prospects - Employer's Expectations.

Unit IV Managing success in career – Present Scenario, Evaluation of Success – Management Technique (MT) - Unlocking career potential - Gain the Professional Edge - Patron or Advisor - Develop an Effective network - Learn to communicate - Balance between work and home - Take risks and challenges - Understanding the policies of the organization.

Unit V Online career guidance - online helpline, online placements guidance – online Counseling, using chat soft wares, creation of blogs, maintaining timings, data base collection, faculty student relation, online materials for meetings – Structure and functions of selected career related web sites by Universities and HR Companies.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students will be asked to prepare a profile that suits their profession and will be asked to plan their future career.

References

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8. Hooyman,N.R.&Kiyak,H.A.(2011).Social gerontology: A multidisciplinary perspective(9thEd.).Boston: Alyn& Bacon.

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10. McInnis-Ditrich,K.(2009).Social work with older adults: A bio-psychosocial approach to assessment and intervention. Boston: Alyn &Bacon.
11. Marshal,M.1983 Social Work with Old People. The Macmillan Press Ltd.
12. Ramamurthi,P.V and Jamuna,D.(eds.)2004 Handbook of Indian Gerontology. New Delhi: Serial Publication.
13. Rajan,S.I.,Mishra,U.S.,Sarma,P.S.(eds.)1999 India's Elderly: Burden or Challenge, New Delhi: Sage Publications.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	2	3	3	3	2	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	3	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD SEMESTER

22CC-10-ADVANCED COUNSELLING: THEORY & PRACTICE

Course Aim:

This course aims to develop a holistic understanding of the concept of counselling, including its types, objectives, principles, methods, and the roles of counsellors. Students will learn the importance of counselling, outline the steps involved in the counselling process, apply various counselling theories and techniques to solve individual problems, and become skilled in applying tools and scales in various settings.

Course Outcome: At the end of this course the students would be able to:

CO1	Develop a holistic understanding of concept counselling	L1 & L2
CO2	Explain the type, objectives, principles, methods and the roles of counselors.	L2 & L3
CO3	Describe the importance of counselling & Out line the steps involved in counselling	L2 & L4
CO4	Apply the various theories in the counselling process & various counselling techniques to solve the problems of the individual	L3
CO5	Skilful in applying the tools/scales in various settings	L3, L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

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

Unit - II : Theories of counselling: Psychoanalytic theory (Sigmund Freud), Adlerian theory, Client-centred theory (Carl Rogers), Behavioural theory, Rational emotive therapy, Reality therapy, Transactional analysis, Gestalt counselling, Integrated theories and Eclectic Counselling. Development theories of E.B Hurlock and Robert Kegan, Psychosocial theory (Erick Erickson), Need Hierarchy (Maslow), Cognitive Theory (Jean Piaget). Application of tests/scales (for practice only.): The following standardized tests must be practiced in counselling settings- Personality, Intelligent, Interpersonal relations, stress, Anger, Self-Esteem, Anxiety, Assertiveness, Depression, Adjustment, Mental health, family interactions.

Unit - III : Counselling in various settings: Community counselling and mental health, vocational Counselling, employment counselling, correctional and rehabilitation counselling, industrial counselling, marriage counselling: pre-marital, and counselling the couple, family counselling. Counselling practice with the special groups: children, adolescents, youth and sex counselling, women, substance abusers: alcoholic and drug addicts, aged, HIV/ AIDS affected and suicidal. **Application of Tests/Scales** (for practice only): The following standardized tests must be practiced in a counselling setting – Personality, Intelligent, Interpersonal relations, Stress, Anger, Self – esteem, Anxiety, Assertiveness, Depression, Adjustment, Mental health, Family Interaction, etc.

Unit - IV : Counselling the disaster affected: Effects of Disaster – Reactions after Disaster (mental health aspects, emotional reactions)- shock, vigilance, despair, crying, numbness, guilt and relieving; Basic Techniques of Helping people- Ventilation, Empathy, activate listening, Social support, Externalization of Interest, Valuation of relaxation and recreation and spirituality; Post Traumatic Stress Disorder (PTSD), Guiding principles and skills needed for community counselling in disaster-affected areas, Psychosocial intervention supportive counselling interventions, Anxiety Reducing methods, Do's and Don'ts and care of helpers; Death-bereaved and Grief: bereavement process and special attention to children, Relaxation therapy, Cognitive behaviour therapy; problems and limitations of counselling in Indian settings.

Unit – V: Guidance: Concepts, objectives, types, principles and ethics and models of guidance: class counsellor model, guidance counsellor model- both generalist and specialist, career guidance and career choice; Factors influencing a person to choose a career, contents of career, vocational

guidance, difference between counselling and guidance, functions of social worker in school setting. The role of teachers and administrators in school setting, role of school social worker and his relationship with other helping professionals,

Unit - VI - Current Contours for Continuous Internal Assessment only : Students must also expect to have an understanding about the Cognitive Behaviour Therapy (CBT). Students are expected to apply the following tools in the field of counselling practice - Personality, Intelligent, Interpersonal relations, Anxiety, Stress, Depression, Mental Health, Anger, Adjustment, Family Interactions, etc besides to carry out research in the areas of psychosocial problems that affects the individuals

REFERENCES:

Books:

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2. Asch. M., (2000) Principles of Guidance and counselling, Sarup& Sons, New Delhi
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4. Davies, (2004) Models of Psychopathology, Open University press, London
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10. New, Caroline & Katie Kanffman, (2004) Co-Counselling, The theory and Practice of
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13. Pauline Boss, (2002) Family Stress Management: A Contextual Approach, Sage, London.
14. Payne, Malcolm, (1991) Modern Social Work Theory: A Critical Introduction, Mac Million, London
15. Reevaluation, Rutledge, London
16. Stimson, Quentin, (2003) Clinical Counselling in Voluntary and Community Settings, 2003, Rutledge, London

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	3	3
CO2	2	2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	2	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-11a: RURAL COMMUNITY DEVELOPMENT

Course Aim:

This course aims to develop an understanding of the concepts and history of rural community development, the major rural situations, and the meaning, scope, and importance of community development and panchayat raj. Students will gain the ability to engage in program-based activities, understand the role of social workers in rural communities, cultivate positive attitudes towards rural ideologies and practices, and evaluate the effectiveness of agencies and programs involved in rural development.

Course Outcome: At the end of this course the students would be able to:

CO1	Develop an understanding of concepts and history of rural community development	L1 & L2
CO2	Understand major rural situation, meaning, scope, and importance of community development and panchayat raj	L2
CO3	Develop ability in program-based activities and role of social worker in rural community	L2, L3 & L4
CO4	Develop attitudes favourable in rural people ideology and practices	L3, L4 & L5
CO5	Understand the agencies involved in rural development and review /evaluate the rural development programmes	L2
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I: Rural Community: Meaning, characteristics; Types of villages; Scope of studying the rural community and its relation to social work; Rural social structure and constraints to rural development; **Rural Problems:** Poverty, Illiteracy, Unemployment, Problems related to agriculture (land holding, productivity, marketing), Community Health, **Rural Extension:** Concept, characteristics, philosophy, objectives, principles, approaches, methods and limitations.

Unit – II: Community Development: Meaning, Objectives, Scope, Principles, process, models; methods; Earlier experiments in rural development - Sriniketan experiment, Gurgaon experiment, Marthandam experiment, Etawa pilot project, and Sevagram Gandhian Constructive Programmes. Community Development during post launching period: National Extension Services and various phases of CD.

Unit – III: Rural Development Administration: History, Structure- central, state, district and block levels and functions, **Panchayat Raj Institutions (PRI):** Origin; Philosophy, New Panchayat Raj System- 73rd amendment. and its Salient features, Structure of PRIs; Powers of Gram Sabha, Features of Tamil Nadu Panchayat Act 1994, Constitution of Village Panchayats, Panchayat Union and District Panchayat; Elections to PRIs, Reservation for Women, SC/STs, Administration of PRIs, Functions and Powers of PRIs and Training of PRI functionaries.

Unit – IV: Rural development Agencies: District Rural Development Agency (DRDA). Council for Advancement of People's Action and Rural Technology (CAPART), National Institute of Rural Development (NIRD), Banking for Rural Development: National Bank for Agriculture and Rural Development (NABARD), Regional Rural Banks (RRB). **Community participation:** meaning, elements, principles and obstacles in community participation.

Cooperatives and rural development: meaning, principles, objectives, functions, structure and performance of rural credit and non-credit cooperatives; Registration procedures of cooperative societies.

Unit - V: Rural Development Programmes: Area-based Programmes: (IYA, NREGA, SJGSY, PMRY, SSA, Urban Infrastructure in Rural Areas (PURA), Sansad Adarsh Gram Yojana (SAGY) and District Development Coordination and Monitoring Committee (DISHA) and National Rural Mission (NRuM). Target Group-based Programmes (IRDP, TRYSEM, NREP, RLEGP, and JRY). Swarna Jayanthi Grama Swarajgar Yojana (SJGSY), National Rural Employment Guarantee Act and Scheme. Welfare programmes: Integrated Child Development Scheme (ICDS), Concept of Provision of, Programme of Rural Health (National Rural Health Mission) - Total Sanitation Programme –Pradhan Mantri Awaas Yojana – Gramin (PMAY-G -previously IYA), Swachh Bharat Mission; Gram SwarajAbhiyan, Mission Antyodaya, MGNREGA, Pradhan Mantri Awaas

Yojana – Gramin (PMAY-G), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY), Deendayal Antyodaya Yojana - National Rural Livelihoods Mission (DAY-NRLM) and National Social Assistance Programme (NSAP) – Indira Gandhi National Old Age Pension Scheme (IGNOAPS), Indira Gandhi National Widow Pension Scheme (IGNWPS), Indira Gandhi National Disability Pension Scheme (IGNDPS), National Family Benefit Scheme (NFBS) and Annapurna. National Rural Livelihoods Mission (NRLM) Role of Social Workers, Role of voluntary organisations in rural community development, Problems and limitations. (Students are expected to study the history objectives target group budget allocation and achievements besides critically evaluating the above-said programmes)

Unit - VI – Current Contours for Continuous Internal Assessment only: *Current developments related to the Course during the recent times particularly in the Current Semester concerned-* [This unit is meant to keep the learners abreast of new developments, paradigms, policies, programmes and the like in the realm of the Course so that knowledge on the recent/current happenings is acquired by the students] This is either done by simultaneous discussion as each unit is dealt in the class or separately as the themes demand/develop/happen. Students can also do **practicum** on this with web-learning, media-connect, mini-projects, timeline posts, quizzes, seminar presentations etc. The Course Teacher shall inform the Head of the Department a gist of Current Contours dealt in the class for record. **Student Evaluation pertaining to this unit is limited to CIA/Practicum/Assignments/Class Room Participation** only. Students may be asked to participate in Gram Saba meetings, and to visit DRDA, Panchayat Unions and village penchants to understand its planning, functions and implementation of rural development programmes at grassroots level. Students are also expected to conduct PRA in any one of the villages.

REFERENCES:

Books:

1. Joseph M.K (2000) Modern Media and Communication, New Delhi: Anmol.
2. Kumar, Aravind (2000), Encyclopaedia of Decentralized Planning and Local Self Government, New Delhi: Anmol.
3. Kumar, Arun, (2000) Agriculture Development, Today & Tomorrow, New Delhi: Anmo

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-11b- HEALTH AND HYGIENE (*Specialisation Course – I*)

Course Aim:

This course aims to provide a comprehensive understanding of the causes of human illness, caloric requirements, malnutrition, and the importance of a balanced diet for preventing nutritional problems. Students will gain knowledge about health and hygiene, understand the transmission and consequences of communicable and non-communicable diseases, conduct health and hygiene programs, and describe the functions of institutions working for health promotion.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the cases of the human illness	L1 & L2
CO2	Describe the caloric requirements, malnutrition and balanced diet for prevention of Nutritional problems	L2 & L4
CO3	Provide information on health and hygiene Understand the cases, mode of transmission and consequences of communicable and non-communicable diseases	L2
CO4	Conduct programmes on health and hygiene	L3, L4 & L5
CO5	Describe the functions of the institutions working for health promotion	L2, L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I: Health: Concept of Health, Definition, Dimensions of Health, Determinants of Health, Right to Health, Responsibilities for Health, Indicators of Health. Healthy lifestyle, **Disease:** Definition; Disease Causation; Natural History of Disease; Types of Disease Agents; Host factors; Environmental Factors; Risk Groups. Disease control. Disease Prevention.

Unit – II: Nutrition: Classification of foods, Nutrient Groups; Functions; Sources and requirements; Caloric requirements for different age groups; Diet Therapy; Balanced Diet; Malnutrition; National Nutrition Policy 2017.

Unit – III: Hygiene: Definition; Personal Hygiene, Food Hygiene, and Environmental Hygiene. Concept of Water, Sanitation and Hygiene (WASH). Environmental pollution; Living Conditions; Housing, Sanitation, Waste disposal, and their influence on Health. Relationship between nutrition, health, and hygiene

Unit –IV: Communicable diseases: Clinical features, causes, prevention, and treatment of **Respiratory Infections:** Chickenpox, Influenza, Acute Respiratory Infections, SARS, COVID-19, and Tuberculosis. **Intestinal Infections:** Viral Hepatitis, Acute diarrhoeal disease, Cholera, Typhoid, Food Poisoning, Amoebiasis, and Hookworm infections **Arthropod-Borne Infections:** Dengue, Malaria, And Lymphatic Filariasis, **Zoonoses:** Nipah Virus Infection, Chikungunya, Brucellosis, **Surface Infections:** STD, AIDS.

Non-Communicable Diseases: Clinical features, causes, prevention, and treatment of Cardiovascular Diseases, Coronary heart disease, Hypertension, Stroke, Rheumatic Heart Disease, Cancer, Diabetes, Obesity, Blindness, Oral Diseases, Accident, and Injuries.

Unit V: Institutions working for Health Promotion: Functions - Directorate General of Health Services, Indian Council of Medical Research (ICMR), Role of Voluntary Health Agencies in health promotion in India, WHO, UNICEF, UNDP, FAO, ILO, World Bank. Non-Governmental and other Agencies: FORD foundation; CARE; International Red cross; Indian Red cross. Role of Social Workers in promotion of health and hygiene.

Unit - VI - Current Contours for Continuous Internal Assessment only: Students are expected to read WHO Data and Statistics, WER - Weekly Epidemiological Records and current health issues of world and local.

REFERENCES:

Books:

1. Ajit. (2005). Social Dimensions of Health. New Delhi: Rawat Publications
2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications
3. Blaxter, Mildred. (2004). Key Concepts on Health. New Delhi: Polity Publishers.
4. Bradshaw & Bradshaw. (2004). Health Policy for Health Care Professional. New Delhi: Sage Publications.
5. Health for all now- The Peoples' Health Source Book (2004) AID India; Chennai.
6. Helert, Sarah. (2006). Handbook of Health Social Work. London: John Wiley & Co.
7. Mishra. (2000). Indian Health Report. New Delhi: Oxford University Press.
8. Mohan Rao (1997). Disinvesting in Health – The World Bank's Prescriptions for Health.
9. Smith.B.C. (1980). Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.
10. Pisharoti K.A, Thugnanasambandham C. Kapali V. & Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai.
11. Park J.E. & Park K. (2005). Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-11c-HUMAN RESOURCE MANAGEMENT (*Specialization Course – I*)

Course Aim:

This course aims to provide an understanding of the concept and principle approaches of Human Resource Management (HRM), apply various modern management techniques, and become aware of human resource planning and the recruitment selection process. Students will learn to apply employee training and management development in HRM, handle grievances and improve the quality of work life, and stay informed about emerging trends in Human Resource Management.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept and principle approaches of HRM	L1 & L2
CO2	Apply various modern management techniques	L3
CO3	Aware of human resource planning and recruitment selection process	L1, L2 & L3
CO4	Apply employee training and management development in HRM	L3
CO5	Handle the grievance and quality of work life & know the emerging trends in Human resource management.	L2, L3 & L4
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

COURSE CONTENT

Unit - I

Introduction to HRM: Concepts, principles and approaches – History of HRM – Importance of HRM– Role of HR Executives-HRM Functions– Challenges of Human Resource Management– New Challenges for HR Executives. **Human Resource Management at Work:** Line vs. Staff Authority – Globalization and its impact on HR- IT Systems and HR. **Job Analysis and Design:** Concept of Job Analysis and Design –Methods of Job Analysis - Job Description - Job Specification. **Modern Management Techniques:** Job rotation – job enlargement - Job enrichment., Competency mapping,

Unit - II

Human Resource Planning (HRP): Definition – Need and Importance of HRP- Process of HRP– Levels and Types of HRP – Forecasting Demand for employees- Forecasting supply for employees-Balancing supply and demand considerations- HRP Model. **Recruitment and**

Selection Process: Definition and concept of Recruitment - Factors Affecting Recruitment – Sources of recruitment– Information technology and HR recruiting on the net.-Methods and Techniques of recruitment - Recruitment Policies. **Selection Process**–Elements of Selection Process - Steps in the Selection Procedure – Various types of Tests – Selection Interview: Methods and Process (including reference check and medical examination) - Placement and induction.

Unit - III

Performance Management and Appraisal: Concept - Objectives of Performance Appraisal - The Appraisal Process - Traditional Methods and Modern Methods of Appraisal (including MBO, 360 degree, Assessment Centre, Balance Scorecard, etc) – Appraisers: Manager/supervisor, Self, Subordinate, Peer, Team and Customer-Pitfalls in Performance Appraisal – Performance Management-an Overview; Defining and Planning Performance.

Managing Careers: Concept – Career stages -Career Anchors – Career Development Cycle – Benefits of career planning to individual as well as organization - Internal mobility: promotions, transfers, Separation and Succession planning.

Unit - IV

Compensation Management: Objectives - Methods of Job evaluation – Factors determining compensation and pay rates – Current trends in compensation- Pricing managerial and professional jobs. **Wage and Salary Administration** - Nature and Purpose Minimum Wage, Fair Wage, Living Wage - Basic Kinds of Wage Plans - Elements of a Good Wage Plan - National Wage Policy. **Rewards and Incentives** - Short-term Plans - Long-term Wage Incentive Plans - Requisite Guidelines for Effective Incentive Plans - Non-monetary Incentives - Employee Stock Ownership Plans.

Unit - V

Competency-Based HRM: Concept of Competency, History of competency movement, Developing a competency Model, Competency-Based Recruitment and Selection, Competency-Based Performance Management, role of HR Department in setting Up a Competency-Based HRM

System. –. **Emerging Trends in Human Resource Management:** Talent Management - HR Interventions - PCMM- Entrepreneurship

Unit - VI - Current Contours for Continuous Internal Assessment only

Human aspects of strategy implementation, Behavioral issues in strategy implementation; Matching culture with strategy, Human side of mergers and acquisitions; Leadership, power and politics; Employee morale; Personal values and business ethics, HRM Practice in India, Global HR Strategies, Introduction to global HR strategies; Developing HR as a value-added function.

REFERENCES:

Books:

1. Decenzo, D. A., & Robbins, S. P. (1988). Personal and Human Resource Management. Prentice Hall of India..
2. Dessler, G., & AlAriss, A. (2005). Human Resource Management: Strategic Human Resource Management and the HR Scorecard. Prentice-Hall, India
3. Michael R Camell, Nobert F Elbert & Robert D Hatfield Human Resource Management - Prentice-Hall, India
4. Sherman, A. W., & Bohlander, G. W. (1998). Managing human resources. South Western Educational Publishing.
5. Cascio, W. (2018). Managing human resources. McGraw-Hill Education.
6. Stevens, G. E. (1996). Cases and exercises in human resource management. McGraw-Hill/Irwin.
7. Armstrong, M. (2006). A handbook of human resource management practice. Kogan Page Publishers.
8. Armstrong, M., & Taylor, S. (2014). Armstrong's handbook of human resource management practice. Kogan Page Publishers.
9. Gueutal, H. G., & Stone, D. L. (2006). The brave new world of eHR. John Wiley & Sons.
10. Wilton, Nick (2012). An Introduction to Human Resource Management, Sage Publications, New Delhi.
11. Roy, Anindya Basu and Ray, Sumati. (2019). Competency-Based Human Resource Management, Sage Publication, New Delhi.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	2	2	3	3	3	2	3
CO2	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-11D-CRIMINOLOGY AND CRIMINAL LAW (*SPECIALISATION COURSE – I*)

Course Aim:

The aim of this course is to provide a comprehensive understanding of crime from both historical and contemporary perspectives, exploring various criminological theories and their application to the structural functioning of the criminal justice system. It seeks to educate students on the intricacies of laws, prejudices, and legal proceedings, encompassing crucial aspects such as arrest, remand, bail rights, fair trials, legal aid, speedy justice, and the rights of victims and complainants in relation to police, prison, and judicial authorities. Furthermore, the course aims to critically review legislation addressing organized crime and terrorism, emphasizing the protection of citizens' rights while balancing the demands of public safety and justice.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept and historical perspectives of crime studies	L1
CO2	Apply the various theories in the criminology and understand the structural functioning of the Criminal Justice	L2 & L3
CO3	Aware of laws prejudices and its proceedings	
CO4	Aware the legal procedures related to arrest, remand, right to bail, fair trial, legal aid, speedy justice and right to appeal and rights of victims / complainants vis a vis the police, prison and judicial authorities.	L1 & L2
CO5	Review the legislation's enacted to address organized crime and terrorism from the point of view of protection of rights as citizens.	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I Criminology, Crime & Deviance: Concepts - Historical perspectives – Nature, origin and scope. Criminal Typology: Adult and Juvenile - Habitual offenders, Professional offenders, and

violent offenders. Crime Typology: Crimes against person and property - Conventional Crimes, White Collar Crimes - Organised Crime and Victimless Crime - Cyber Crime, Terrorism

Unit – II Theories of crime: Theories of causation, Classical and Neo-classical theories , Biological School; Psychological and Psychiatric Foundations; Sociological Theories – Radical and Critical Criminology, Neo-Marxists and Left Realism, Feminist Criminology and Postmodern Criminology

Unit – III Criminal Justice: Structure of Criminal Justice System in India - Roles of Legislature, Police, Judiciary and prison system in Criminal Justice, Co-operation and co-ordination among the various such systems of Criminal Justice System. Tamil Nadu Prison Rules.

Unit – IV Introduction to Criminal Laws, Definitions - vices, sin, tort and crime - History of criminal law - Constitution, Indian Penal Code and Indian Evidence Act - Nature and Scope - Doctrine of Actus Reus and Mens Rea, Substantive and Procedural Laws.

Unit – V Objectives of criminal law, Constitutional basis of criminal law, Rights of accused with special reference to vulnerable sections Salient features of Indian Penal Code, Criminal Procedure Code and basic principles of law of evidence,

Unit - VI - Current Contours for Continuous Internal Assessment only

Special laws to address organised crime and terrorism, with a special focus on the rights of citizens, reform of criminal law and systems through case laws and special laws in India and Tamil Nadu

REFERENCES:

Books:

1. Akers, Ronald L. and Sellers, Christine S. (2004). *Criminological Theories: Introduction, Evaluation, and Application*, Fourth Edition, New Delhi and Jaipur: Rawat Publications.
2. CarrabineEamonn, Lee Maggy, Cox Pam, Plummer Ken (2008). *Criminology: A Sociological Introduction*, Oxon: Routledge.
3. Daly, K. and Chesney-Lind, M. (1988). Feminism and Criminology. *Justice Quarterly*, Vol.5, No. 4, pp. 498–538.

4. Daly, K. and Maher, L. (eds.) (1998). *Criminology at the Crossroads: Feminist Readings in Crime and Justice*, New York: Oxford University Press.
5. Groves, B. W. and Sampson, R. J. (1986). Critical Theory and Criminology. *Social Problems, Special Theory Issue*, Vol.33, No. 6, pp. 558-580.
6. Klein, D. (1973). The Etiology of Female Crime: A Review of the Literature. *Issues in Criminology*, Vol. 8, No. 2, pp. 3-30.
7. Moyer, I. L. (2001). *Criminological Theories: Traditional and non-Traditional Voices and Themes*, London: Sage Publication.
8. Pearson, F. S. and Weiner, Neil Alan (1985). Towards an Integration of Criminological Theories. *The Journal of Criminal Law and Criminology*, Vol. 76, No. 1, pp. 116-150.
9. Carlen, P. (1996). *Jigsaw – A Political Criminology of Youth Homelessness*, Philadelphia: Open University Press.
10. Chambliss, W. J. (1960). A Sociological Analysis of the Law of Vagrancy. *Social Problems*, Vol.12, pp. 67-77.
11. Levitt, S.D. (2004). Understanding Why Crime Fell in the 1990s: Four Factors that Explain the Decline and Six that Do Not. *Journal of Economic Perspectives*, Vo. 18, No. 1, pp. 163-190.
12. O'Malley, P (2009). Risk, Crime and Prudentialism Revisited. *Legal Studies Research Paper No. 09/122*, Sydney Law School, University of Sydney. <http://ssrn.com/abstract=1492477>
13. Gonslaves and others (1996). *Leading Cases on Prisoners' Rights*, New Delhi: CHRI.
14. Koshy N. (2004). International Criminal Court and India. *Economic and Political Weekly*, Vol. 39, No. 24, pp. 2439-2440.
15. Landes, W. M (1973). The Bail System: An Economic Approach. *The Journal of Legal Studies*, Vol. 2, No. 1, pp. 79-105.
16. Noorani, A.G. (1983). Rights of an Accused. *Economic and Political Weekly*, Vol. 18, No. 25, pp. 1090-1091.
17. Noorani, A.G. (2005). *Indian Political Trials: 1775-1947*, New Delhi: Oxford University Press.
18. Sakhrani, M. (n.d.). *Criminal Law and Procedure in India: An Overview*
19. Yeo, S. M. H. (1992). Lessons on Provocation from the Indian Penal Code. *The International and Comparative Law Quarterly*, Vol. 41, No. 3, pp. 615-631.
20. Amnesty International Report (1979). Political imprisonment and torture in India. *Economic and Political Weekly*, 14 (4), pp. 145, 147-150.
21. Grover V. (2005). Prevarication on Criminal Procedure Code. *Economic and Political Weekly*, Vol. 40, No. 33, pp. 3633-3634.
22. Schmid, E. (2009). The Right to a Fair Trial in Times of Terrorism: A Method to Identify the Non-derogable Aspects of Article 14 of the International Covenant on Civil and Political Rights. *Göttingen Journal of International Law*, pp 29-44.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2	3	3	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC – 11E-YOUTH DEVELOPMENT (*SPECIALISATION COURSE – I*)

Course Aim:

The aim of this course is to equip students with a comprehensive understanding of various strategies for achieving youth development, including gaining knowledge of government and private sector interventions. The course will develop students' skills in designing effective capacity-building programs, and provide them with the analytical tools to evaluate different approaches and models of youth work. Additionally, students will critically analyze and evaluate youth policies and programs to enhance their effectiveness in fostering positive youth outcomes.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the different strategies by which youth development could be Achieved	L2
CO2	Gain knowledge of government and private interventions in the development of youth	L1 & L2
CO3	Acquire skills in designing capacity-building programmes.	L2
CO4	Analyze approaches and Models of Youth Work	L4 & L5
CO5	Analyse and evaluate Youth Policy & Programmes	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

UNIT 1: Youth: Concept - Youth as age Category, as a transitional stage, as social Construct. Demographic Profile of Indian Youth. Theories on Adolescence: Hall's storm and stress model, Erickson's Psychosocial theory of development, Blo's theory of Process of Disengagement by adolescents, Richard Jessor's Problem behaviour theory.

UNIT 2: Youth Development: Concept- Youth Development Index based on Human Development Index dimensions - Education, Income and Health. Sustainable Development Goals

of the United Nations Organization. Youth-Led Development: Concept- Youth-Led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate

UNIT 3: Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.

UNIT 4: Approaches and Models of Youth Work: Nature & definition of Youth Work. Approaches to Youth Work – Relief-based approach, Welfare-based approach, Development-based approach and Policy Development-based approach. Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.

UNIT 5: Youth Policy & Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014). National Programme for Youth & Adolescent Development (NPYAD) of Government of India. Organizations involved in Youth Development: United Nations Population Fund (UNFPA), International Youth Foundation, Restless Development and Rajiv Gandhi National Institute of Youth Development (RGNIYD).

REFERENCES:

Books:

1. Chowdhry D.P.1988. Youth Participation and Development. New Delhi .Atma Ram and Sons Publications.
2. Kenyon, et.al. 1996. Youth Policy 2000. Formulating and Implementing National Youth policies. CYP Publication. Chandigarh.
3. Philip and MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London.
4. Rajendran Vasanthi and David Paul. 2006. Youth and Globalisation. Rajiv Gandhi National Institute of Youth Development. Sriperumandur.
5. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi.
6. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications Limited.
Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	2	3
CO2	3	2	2	2	2	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	2	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-12A-TRIBAL COMMUNITY DEVELOPMENT (*SPECIALISATION COURSE – II*)

Course Aim:

The aim of this course is to provide students with an in-depth understanding of tribal communities, enabling them to apply various methods and programs for tribal development. It seeks to raise awareness of the issues and problems faced by tribal populations, equip students with the skills to access development schemes from multiple sectors, and offer insights into the social systems of tribes and the pivotal role of voluntary agencies in facilitating tribal development.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the in-depth knowledge of tribal communities	L2
CO2	Apply various methods and programmes for tribal community development	L3 & L4
CO3	Aware of tribal issues and problems	L1 & L2
CO4	Skilful in availing tribal development schemes from various sectors	L3 & L4
CO5	Know the social system of tribes and the role of voluntary agencies in tribal development.	L2
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unity – I

Tribes: Definition, concept, characteristics of the tribal community; nomadic and denotified tribes; History of Indian Tribes and tribes in Tamil Nadu; Regional distribution of tribes and Nehru's Panchsheel Principles of tribes.

Unit – II

Social System of Tribes: Socio-economic conditions; Cultural and religious aspects; status of women: dress, food, & marriage-polygamy, polyandry, Dormitory marriage; Status of Children; Tribal leadership and Political Participation -Local, State, and National levels.

Unit – III

Problems of Tribes: Child Marriage, Poverty, Ill-health, Illiteracy, Sexually Transmitted Diseases and HIV / AIDS, Exploitation and atrocities on tribes; Immigration and its related problems. Lack of infrastructure facilities and amenities; Tribal Resettlement and Rehabilitation and its related problems. Tribal Movements, Tribal Revolt. Tribal Unrest

Unit – IV

Tribal Development Administration: Administrative structure at Central, State and District levels; Hill Development Councils; Functions of Tribal Development Blocks/Agencies; Constitutional provisions for the protection of tribes; Research and Training in Tribal Development. Role of Voluntary Agencies in Tribal Development.

Unit – V

Tribal Development Programmes: Tribal Development Policies, Tribal Area Development Programme; Hill Area Development Programmes; Tribal Sub-Plans, Forest land cultivation, Tribal development program in Tamil Nadu, Need and Importance of social work practice in Tribal areas, Application of social work methods in tribal development, Forest Policies and Land alienation Problems in implementation of tribal development programmes. Forest Right Act.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students must have updated knowledge of current issues/problems of tribals, government policies, legislations and amendments related to tribes, Forest policies and laws are important to be updated. Tribal community and new panchayat raj act to be reviewed critically.

REFERENCES:

Books:

1. Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
2. Chaudhuri (1981) Tribal Development in India, Inter India Pub. Delhi.
3. Thakur, D. (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
4. Patel M.C. (1983) Planning Strategy for Tribal Development, Inter India Pub, New Delhi.
5. Rajeeva (1988) An Introduction to the Tribal Development in India, International, Dehradun.
6. RamanaRao, D.V.V (1992) Tribal Development, Discovery Pub, New Delhi.
7. Sethuramalingam, V. (2017). Tribal Leadership in Local Self Government: Problems and Performance. Belgium: Lap Lambert Academic Publishing
8. Sing & Vyas (1989) Tribal Development, Himanshu, New Delhi,

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2	3	3	3	2	3
CO2	3	2	3	3	2	3	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3
CO4	2	2	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-12B-MENTAL HEALTH (*SPECIALISATION COURSE – II*)

Course Aim:

The aim of this course is to enable students to identify and define basic terms and concepts in mental health, outline the scientific methods of mental health counseling, and understand the various issues and problems affecting the psyche. The course also aims to raise awareness of different aspects of psychiatric illnesses and develop skills to mitigate and manage these illnesses through effective interventions.

Course Outcome: At the end of this course the students would be able to:

CO1	Identify and define basic term and concept mental health	L2
CO2	Outline the scientific methods of mental health counselling	L3 & L4
CO3	Understand the mental health issues and problems of a psyche	L2
CO4	Aware of various aspect of psychiatric illness	L1 & L2
CO5	Skilful in mitigate and manage the illness through intervention	L3, L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I Mental Health, Mental Illness and Mental disorders: Concept, Characteristics of a mentally healthy person. Mental illness and mental disorders: Meaning, Symptoms, common causes and prevention. Attitude and beliefs pertaining to Mental illness in ancient, medieval and modern times. Concept of Normality and Abnormality.

Unit – II Symptoms, Etiology, Diagnosis, Prognosis and Management:

- a) Neurosis
- b) Psychosis
- c) Affective disorders
- d) Organic disorders.

Psychiatric Assessment: interviewing - case history taking and Mental Status Examination, psychosocial diagnosis.

Unit III Symptoms, causes of - Cultural bound syndromes, Personality disorders, Sexual deviations, alcoholism and drug dependence and suicide, Childhood disorders, Scholastic Backwardness – Attention Deficit Disorders – Learning Disorders, Specify mental health problems among children, adolescents, women, workers and elderly. Mental Retardation: Definition, classification, clinical types and causes; Cerebral Palsy- definition, causes and management; Epilepsy: definition, types, causes, management

Unit IV Symptoms, Etiology, diagnosis, prognosis and management of a) Psycho somatic disorder, b) Personality disorder, Alcoholism, Substance Abuse, Anti social behaviour, Sexual disorder, deviations, c) Psychiatric problems among children and adolescents d) epilepsy, e) Mental retardation. Multi-Disciplinary Team Approach in the treatment of psychiatric illness, social workers in mental health settings, roles and functions (day care centers , halfway homes, after care center, rehabilitation center, de-addiction center), Community Psychiatry, Application of Social Work Methods in Mental Health Settings

Unit V Classification of mental illness and policies: DSM V, ICD 11, ICF, FIC. Community psychiatry – History, Principles and Practices. Primary, Secondary and Tertiary Prevention. National Mental Health India 1987 and Mental health Care Act 2017– Its implication to Professional Social Work, Mental Health Care System - policies and programmes in India. Critical Review of existing policies and legislations. District Mental Health Programme – History, importance and Applications Role of Social Workers in specialized mental health institutions, stress and crisis intervention centers.

Unit - VI - Current Contours (Internal Exam Only)

WHO's facts and figures, recent reports and studies, Policy Statements, Research reports, and related publications – students are expected to prepare their assignment and seminar presentation from this unit.

REFERENCES:

Books:

1. Coleman, James C: Abnormal Psychology and Modern life. Taraporevala & Sons Bombay.
2. Hughes Jennifer : An outline of modern psychiatry, John Wiley & Sons, 1981.
3. Kaplan Harold et al : Comprehensive Text book of Psychiatry, Williams & Wilkins, Vol I, II & III, 1980.
4. Kraepelin, E Wil : a Psychiatry – A Text Book for students and physicians, Vol.2, Amerind pub, 1990.
5. Sellar Parth WHO. ICIDH, Geneva 2002.
6. Venkatesan S. Children with development disabilities, sage (2004). Abraham F.(2014). Social Work in Mental Health, Sage, New Delhi.
7. Gelder.M, Harrison.P & Cowen .P(2009). Shorter Oxford Textbook of Psychiatry, Oxford University Press, New Delhi.
8. Mental Health and Psychiatric Nursing, AITBS'

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	2	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-12C-HUMAN RESOURCE DEVELOPMENT (*SPECIALISATION COURSE – II*)

Course Aim:

The aim of this course is to provide students with comprehensive knowledge and information about Human Resource Development (HRD), foster suitable attitudes for HRD practice, and develop skills in effective communication and interpersonal relations. It also aims to prepare students for career planning and counselling performance, and to deepen their understanding of the concepts of learning, training, education, and development, including the phases and processes involved in performance counselling.

Course Outcome: At the end of this course the students would be able to:

CO1	Acquire knowledge and information about HRD	L1 & L2
CO2	Adopt suitable attitudes for practice of HRD	L2 & L3
CO3	Skillful in effective communication with interpersonal relations	L3 & L4
CO4	Prepare career planning and counselling performance	L4 & L5
CO5	Understand the concept of learning, training, education and development & obtain the phases and process involved in performance counselling.	L2 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I

HRD - Concept, objectives, process, and mechanism for HRD, Principles in designing HRD system. HRD at different levels; areas of HRD; HR Information System.

Unit – II

Employee Training and Management Development:: Meaning, need, importance, Concept of learning, training, Workers Education Scheme. Distinction between Training and Development –

Types of training and development – Training need analysis - Systematic Approach to Training and Development

Unit – III

Human Relations and Interpersonal Communication: Essential qualities of human relations, developing interpersonal relationships, Effective communication, Art of listening, verbal and nonverbal communication, skills of effective communicator, and Impression Management. Work-life balance and work-life integration.

Unit – IV

Potential Appraisal: Meaning and scope, latest trends in potential appraisal, 360 Appraisal, Management by Objectives. Stress Management and Conflict at workplace: meaning, Causes and consequences, strategies for reduction of stress; Conflict: meaning, types of conflict and management of conflict. People Capability Maturity Model (PCMM)-meaning, objectives, levels, process areas.

Unit – V

Career Planning and Performance Counselling: Meaning and Steps involved; Career Development: Actions, Types and problems, succession planning; HRD Trends: Job rotation, job enlargement, job enrichment, Quality of Work-life, Total Quality Management (TQM) and TPM; ISO 9000 Series. **Managing Careers: Concept** – Career stages -Career Anchors – Career Development Cycle – Benefits of career planning to the individual as well as organization - Internal mobility: promotions, transfers, Separation and Succession planning. Performance Counselling: Phases and process involved. Pre requisites for successful HRD programmes

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to have knowledge on HR in International Context; Issues that change the context, differences between HRM Domestic and International, perspectives, linking HR to international expansion, international recruitment at different levels, issues in staff selection and retention.

REFERENCES:

Books:

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Famularo Joseph 1987, Handbook of Human Resources Administration, McGraw Hill. Pub., Singapore.
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10. Sing P.N., 1993, Developing and managing Human Resources, Scuhandrapub. , Bombay.
11. Tamarajakshi R., 1988, Human Resource in Asian countries - An integrated approach – ILO Asian employment programme, New Delhi.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	2	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	2	2	3	3	3	3	3	3	3
CO4	3	2	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-12D- CHILD RIGHTS AND JUVENILE JUSTICE
(SPECIALISATION COURSE – II)

Course Aim:

The aim of this course is to provide students with a thorough understanding of the concept and importance of child rights, raise awareness of national and international guidelines, and familiarize them with programs related to child protection. The course also seeks to develop students' skills in intervention strategies, enable them to apply policies and legislation related to child welfare effectively, and equip them with the ability to analyze child-related issues, problems, and relevant data.

Course Outcome: At the end of this course the students would be able to:

CO1	To understand the concept, and importance of child rights	L2
CO2	Aware of child rights and guidelines of national and international	L2
CO3	Know the programmes related to the protection of children	L1 & I2
CO4	Develop skills in interventions	L3, L4 & L5
CO5	Skilful in applying the policies and legislation related to child welfare & analyse the child issues / problems and fact and figure relevance to children	L3, L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I Introduction to child rights, International and national standards and guidelines, Constitutional provisions, Children living on the street – problems, services, special programs for street children. Child Trafficking – Magnitude, Precipitating factors – Prevention, Role of Government, Police, NGOs

Unit II Demographic characteristics and disadvantaged children: Global and National perspective. Child Labour in India – Genesis, rural and urban working children employed in organized and unorganized sectors, health hazards, working conditions and environment, hours of work, wage, services for working children.

Unit III Situational analysis of children in India: statistical profile of children in India and Tamil Nadu, child mortality, child malnutrition, disparities and inequalities in education, child protection, children living in urban slums, female infanticide. Children affected by HIV / AIDS – Refugee and displaced children – Child beggars – Abandoned children – Child marriages. Special care of physically and mentally challenged children. – Children with learning disabilities. Status of the girl child in India: amniocentricide, feticide and Female infanticide. Children in conflict with Law – Children in Institutions, children in prisons and children of prisoners.

Unit IV Policies related to children: From welfare to a rights perspective, Legislations related to children - The Salient features and Critical review of: Bonded Labour System (Abolition) Act, 1976 and Child related offences The Right of Children to Free and Compulsory Education Act, 2009, The Protection of Children from Sexual Offences Act 2012, The Child Labour (Prohibition and Regulation) Amendment Act, 2016

Unit V Salient features and Critical review of Legislations related to children - Guardians and Wards Act, 1890, Factories Act, 1948 and Child related offenses, Scheduled Castes and Scheduled Tribes Act, 1989 and Child related offenses, Pre-natal Diagnostic Techniques Act, 1994, Prohibition of Child Marriage Act, 2006

Unit - VI - Current Contours for Continuous Internal Assessment only

Juvenile Delinquency – meaning, nature and causes, Juvenile justice law and system/ organisation – Juvenile Justice (Care and Protection of Children) Act, 2015, Aftercare and community-based rehabilitation, Childline and its effects in India and Tamil Nadu, Aftercare and community-based rehabilitation, Working with adolescents and youth at risk Ethical issues and dilemmas

REFERENCES:

Books:

1. Bazemore, G. & Terry, W.C. (1997). Developing Delinquent Youths: A Reintegrative Model for Rehabilitation and a New Role for the Juvenile Justice System. *Child Welfare*, Vol. 76, No. 5, pp 665-713.
2. Dabdi, K. (2009). *Small Children Big Dreams*, Delhi: Kalpaz Publications.
3. Dabir, N. (2008). Children in Conflict with the Law: Need and Scope for Social Work Interventions, *Indian Journal of Social Work*, Vol. 69, No. 1, pp. 95-104.
4. Daiute, C. (2008). The Rights of Children, the Rights of Nations: Developmental Theory and the Politics of Children's Right, *Journal of Social Issues*, 64(4), pp.701-724.
5. Goldson, B. and Munice, J. (eds.) (2009). *Youth Crime and Juvenile Justice* (3 Volumes), Los Angeles: Sage.
6. HAQ: Centre for Child Rights (2009). *Blind Alley, Juvenile Justice in India*, New Delhi: HAQ.
7. Jamdar, S. (1995). Bringing Justice to Juveniles. *Economic and Political Weekly*, Vol. 30, No. 29, pp. 1833-1835.
8. Leiber, M. J. and Fox, K. C. (2005). Race and the Impact of Detention on Juvenile Justice Decision Making, *Crime and Delinquency*, Vol. 51, No. 4, pp. 470-497.
9. Pandey, S.P. and Singh, Awdhesh Kr. (2006). *Women Prisoners and their Dependent Children*, New Delhi: Serials Publications.
10. Satyarthi, K. and Zutshi, Bupinder (eds.) (2006). *Globalisation, Development and Child Rights*, Delhi: Shipra Publications.
11. Sen, A. (2007). Children and Human Rights. *Indian Journal of Human Development*, Vol. 1, No. 2, pp. 235-246.
12. Singh, K. P. & Nagpal, V. (2006). Juvenile Justice in India. *Indian Police Journal*, Vol. 52, No. 4, pp. 36-51.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	3	3	3	3	3	2	3
CO2	3	3	3	3	2	3	3	3	3	3
CO3	2	3	3	2	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-12 E-YOUTH POLICIES AND PROGRAMMES (SPECIALISATION COURSE – II)

Course Aim:

The aim of this course is to provide students with a thorough understanding of the concept and importance of youth programs, raise awareness of national and international youth policies and guidelines, and familiarize them with various programs related to youth. The course also seeks to develop students' ability to understand and analyze government programs in youth work, as well as to evaluate entrepreneurship development and NGO programs within the context of youth work.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept, and importance of youth programmes	L1 & L2
CO2	Aware of youth and guidelines of national and international policies	L2
CO3	Know the programmes related to the youth	L2
CO4	Understand and analyze Government Programs in Youth Work	L2 & L3
CO5	Evaluate Entrepreneurship Development & NGO Programmes in Youth Work	L3, L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit 1: Policy Planning - Youth Policy: Meaning, Nature, Importance, Characteristics and Scope
Indian Constitutional Provisions for Youth. Youth Rights and Responsibilities

Unit 2: Policy Formulation: Policy Development Framework, Grassroots Policy Development, Key headings of National youth Policy, Essential features of a youth policy – Indian Youth policy. Indicators drawn from Sustainable Development Goals.

Unit 3: Government Programs in Youth Work: National Cadet Corps (NCC), National Service Scheme (NSS), Nehru Yuva Kendra (NYK), National Service Volunteers Scheme (NSVS), Ministry of Youth Affairs and Sports in India, Schemes of Central and State Government.

Unit 4: NGO Programmes in Youth Work: Youth Hostel Association of India (YHAI), Young Men Christian Association (YMCA), Young women Christian Association (YMCA), Vishva Yuva Kendra (VYK), Scouts and Guides Movement.

Unit 5: Entrepreneurship Development – The Social Entrepreneur, Characteristics of Entrepreneurs, Training of Entrepreneurs, Informal entrepreneurship. The Role of Government and NGOs in promotion of enterprise. Planning a Micro Credit and Micro Enterprises.

REFERENCES:

Books:

1. Arimpoor. J.P. 1983. Indian Youth in Perspective. Tirupattur: Sacred Heart College
2. Chowdhry D.P.1988. Youth Participation and Development. New Delhi: .Atma Ram and Sons Publications.
3. Harper and Malcolm. 1996. Empowerment Through Enterprise, London: Intermediate Technology Publications
4. Kenyon, et.al. 1996. Youth Policy 2000: Formulating and Implementing National Youth policies, . London: Commonwealth Secretariat Module 9. CYP. Chandigarh.: Asia Regional Centre.
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7. Shannon. Social Policy. Aukland: Oxford University Press.
8. Wyn J and R. White. 1997. Rethinking Youth. London: .Sage Publications limited.
9. Saraswathi, 1988. Youth in India. New Delhi: .Indian Council of Social Sciences Research.
10. [http// www.one world.org/iied/index.html](http://www.one world.org/iied/index.html)

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	2	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

Course Title	Social Work Practicum – III : Concurrent Field Work		
Semester No.	Third Semester	Course Code	22CC-13
Course No.	15	Course Credit	5
Field Work Components Concurrent Fieldwork (Specialization orientated)			
Guidelines (Duration & Work Load) <ul style="list-style-type: none"> Total no of field practicum hours 195 hours (26 Days) 2 days a week – workload 7½ hrs./day. 			
Department Requirements in Field Work <ul style="list-style-type: none"> Case Work with 3 Clients Group Work with 2 Groups One Field Programme (All the students of all specializations should organise at least one Awareness programme / Training / Capacity Building/Workshop, etc. by each student individually in their respective fields of specialisations). Note: Field Work Programme are to be conducted in the Community/Colleges/Schools/Any Agencies/Hospitals/Industries (Rural/Urban Areas within Tiruchirappalli District limit)			
Objectives <ul style="list-style-type: none"> Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice. Field Practicum Seminars Objectives may be in accordance with the specific specialization. Viva voce (internal to be conducted before the commencement of the University Examinations. 			
ASSESSMENT			
Internal – 25 Marks			
Viva Voce	-		25
External – 75 Marks			
Agency Supervisor Evaluation	-		20
Evaluation of Field Work Reports	-		10
Case work and Group Work Practice	-		10
CO Programme	-		10
Activities	-		15
Field Work Records	-		10

References

- Dominelli, L. (2002) International Association of Schools of Social Work Directory. UK, IASSW and Department of Social Work, University of Southampton
- Hall, N. (1990) Social Work Training in Africa: A Fieldwork Manual. Harare, Journal of Social Development in Africa
- Hepworth, D.H, Rooney, R. and Larsen, J.A. (2002) Direct Social Work Practice: Theory and Skills. U.S.A., Brooks/Cole
- IASSW and IFSW (2004) Global Standards for the Education and Training of the Social work Profession. Bern, Switzerland, Sage
- Kaseke, E. (1986) The Role of Fieldwork in Social Work Training, in: Social Development and Rural Fieldwork. Proceedings of a workshop held in Harare. Harare, Journal of Social Development in Africa, pp. 52-62
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- Mupedziswa, R. (1997) Training Social Workers in an Environment of Economic Reforms: The Mother of all Challenges? In: Social Work/Maatskaplike Werk Vol. 33 (33)
- Osei-Hwedie, K. (1996) The Indigenisation of Social Work Practice and Education, in: Africa: The Dilemma of Theory and Method in Social Work/Maatskaplike Werk, 32 (3)
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- Royse, D., Dhooper, S. and Rompf, E. (2007) Field Instruction: A Guide for Social Work Students. Boston, Pearson Educational Inc.
- Safari, J. (1986) The Role of Fieldwork in the Training of Social Workers for Rural Development in: Social Development and Rural Fieldwork, Proceedings of a Workshop held 10-14 June, Harare. Zimbabwe. Journal of Social Development in Africa, pp 74-80
- Shardlow, S. and Doel, M. (1996) Practice Learning and Teaching. London, Macmillan Press Ltd.
- Jotham Dhemba,(2012). Fieldwork in Social Work Education and Training: Issues and Challenges in the Case of Eastern and Southern Africa, Social Work and Society, International Online Journal, National University of Lesotho, Vol 10, No 1. In <https://www.socwork.net/sws/article/view/310/651>

Course Title	Study Tour (Optional)/ Or Conducting Workshop/Seminar/Training Programmes (Mandatory for Course Completion) No Marks		
Semester No.	Third Semester	Course Code	22CC-13a
Course No.	15a	Course Credit	
<p>Field Work Components Study Tour (Covering all Specialization that students have chosen) Or Conducting Two Days Workshop/Seminar/Training Programme (May be Physical or Virtual Mode)</p> <p>Guidelines (Duration & Work Load)</p> <ul style="list-style-type: none"> Total no of field practicum hours 75 hours (10 Days) workload 7½ hrs./day. Or Total no of field practicum hours 75 hours (10 Days) including preparation for the programme and conducting it. 			
<p>Department Requirements in Field Work</p> <ul style="list-style-type: none"> Study Tour for a maximum of 10 days within India to get exposure to various user agencies covering all Specialization (Minimum of 3 Agencies per Specialization). Or Students should conduct a Two Days workshop/Seminar/Training Programme based on their specialization. It can be conducted through Physical or Virtual Mode Students belonging to each faculty supervisor can join together and conduct the workshop/Seminar/Training Programmes. Mostly Practitioners should be invited to be the Resource persons. Students should be able to raise funds/resources from well-wishers/philanthropists. 			
<p>Objectives</p> <ul style="list-style-type: none"> To provide exposure to the students on various user agencies within our country. Field Practicum Seminars Objectives of the programme may be in accordance with the specific specialization. .To enable the students to organize the seminar/workshop/training programmes. 			
<p>ASSESSMENT Mandatory for Qualification of the MSW Programme</p>			

22EC-2A-DISASTER MANAGEMENT (ELECTIVE COURSE – II)

Course Aim:

The aim of this course is to provide students with a comprehensive understanding of the causes and consequences of natural and man-made disasters, and to equip them with the skills needed to handle rescue, relief, resettlement, and rehabilitation efforts for disaster-affected individuals. The course aims to develop students' analytical skills for evaluating and assessing disaster impacts, raise awareness of current issues and challenges in working with disaster-affected families, and provide insights into the national and institutional policy frameworks, funding mechanisms, and the importance of networking with local bodies to effectively manage disaster situations.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand causes and consequences of natural and man-made disasters	L1 & L2
CO2	Handle and work to rescue, relief, resettlement and rehabilitation of disaster affected persons	L3 & L4
CO3	Develop the analytical skill for evaluating and assessing impact of the disasters	L3, L4, L5
CO4	Aware of current issues / challenges to work with disaster affected families	L1 & L2
CO5	Understand national and institutional and policy framework, funding mechanism and networking with local body to manage disaster situations	L2
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I

DISASTER AND HAZARDS: Concepts, difference between disaster and hazards, types – natural, and human-made disaster. **Water and Climate-related Calamities:** flood, drought, cyclones, tsunamis, tornados, hurricane, hail storm, cloud burst, snow avalanches and storm surge – **Geologically related calamities:** earthquake, landslides, soil erosion, volcanic eruptions and forest fires - **Accident-related calamities:** air, rail and road accidents, boat capsizes, village fires,

and electrical disaster – **Biologically related calamities:** HIV/AIDS, avian flu, anthrax, Ross River virus and plague – **Chemical, Industrial and Nuclear related calamities:** industrial accidents, Hazardous material spill/release, gas leaks, nuclear explosions and radioactive leakages, - **Atmospheric related calamities:** greenhouse effect. **Other manmade disasters:** Bomb threats, Explosion, Campus shootings, terrorist incidence.

Unit - II

APPROACHES IN DISASTER: **Pre-disaster stage:** information; education and communication and warning systems, community-based disaster management, vulnerability assessment, risk and its management, preparedness, prevention and mitigation - **Emergency stage:** rescue, relief, rehabilitation and rebuilding- need assessment survey, –**Post-disaster stage:** Execution of social and economic rehabilitation, psycho-social care for victims.

Unit - III

DISASTER MANAGEMENT: SWOT analysis, health and epidemic control, Basic Initial Response Management Steps (BIRMS), use of armed forces, police, Local bodies and volunteers- Use of communication systems during a disaster. compensation - public administration, material and financial management and financial emergencies such as sudden health emergency, unexpected loss of income, Death in the family or other family emergency, Rent in arrears and risk of eviction, natural disaster, - Capacity building and sustainable development, people participation, training community level works, Role of Social Workers in Disaster Services.

Unit - IV

PROBLEMS AND CHALLENGES: Lack of effective administration, bureaucratic and political apathy, lack of efficient organizational set-up, lack of leadership and communication, lack of coordination, lack of positive interest in dissemination of knowledge, mis-utilization of relief, lack of action in right earnest, poor attention to the post-recovery, unsuitable construction, delay in relief, poor use of voluntary action.

Unit - V

DISASTER MANAGEMENT IN INDIA: Institutional and policy framework: National Crisis Management Committee (NCMC), Crisis Management (CMG) Group, Emergency operation room, National contingency action plan, Central Relief Commissioners, National Center for Calamity Management, State Relief Manuals, State Relief Commissioners, Funding mechanism, Local bodies and community level Institutions, Multilateral linkage- UNO and International Decade for Natural Disaster Reduction (IDNDR)-Yokohama message. National disaster management act 2005, guideline for disaster management, SDMA & DDMA

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to have a critical evaluation of recent natural and man-made disasters, reported through media

REFERENCES:

Books:

1. Dave,A.S., Sekar,K., Bhadra,S., Rajashekar,GP, Kishore Kumar,K., SrinivasaMurthy,R. (2002) Riots: Psychosocial care for Individuals. Books for Change, Bangalore. In English and Gujarati.
2. Dave,A.S., Sekar,K., Bhadra,S., Rajashekar,GP, Kishore Kumar,K.,Beena,P. SrinivasaMurthy,R. (2002) Riots: Psychosocial care for children surviving the riots. Books for Change, Bangalore.
3. Desai. N.G., Gupta,D.K., Joshi, P.C., Singh,R.A., Singh, T.B., Lal,M. and Kumar,A.(2002) Mental health aspects of the earthquake in Gujarat. Indian Council of Medical Research, New Delhi.
4. Disaster and Mental Health – Revisiting Bhopal, Economic and Political Weekly, March 15, 1074-1082, 2003.
5. Grace, H, Sekar, K., Subhasis, B., Bharat, S. Tsunami – Psychosocial care for women. NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi).
6. Havenaar,J.M., Cwikel, J.G., Bromet,E.J. (Eds) Toxic Turmoil: Psychological and Social Consequences of Ecological Disasters. Kluwer Academic,Plenum Publishers, New York. Chapter 7, p. 129-148.
7. Kishore Kumar, K.V. Chandra Sekar, C.R. Choudhury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K. &Srinivasa Murthy, R (2000) Psychosocial care for community level helpers, Bangalore, Books For Change.
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10. Nrayana, R.,Dave,A.S., Sekar,K., Kishore Kumar,K., SrinivasaMurthy,R. (2002) Riots: Psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
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12. Sekar, K., Dave, A.S., Bhadra, S., Jayakumar, C. Psychosocial care in disaster management – My Workbook. NIMHANS Bangalore, CARE India New Delhi, 2004.(English, Tamil, Hindi).
13. Sekar, K., Sayani, P., Jayakumar, C., Girimaji, S., Kishore, KVK. Tsunami – Psycho social care for individuals and families. NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi).
14. Srikala,B.Chandrasekar,C.R. Kishore Kumar,K.V. Chowdhury,P. Parthasarathy,R. Girimaji,S.
15. Sekar,K.&SrinivasaMurthy,R.(2000)Psychosocial care for Individuals after the Orissa Supercyclone, Bangalore, Books for Change.
16. The Indian Journal of Social Work, Volume 61, Issue 4, 2000.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	2	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-2B-WORKING WITH PERSONS WITH HIV / AIDS (*ELECTIVE COURSE – II*)

Course Aim:

The aim of this course is to provide students with a comprehensive understanding of the concepts related to HIV/AIDS, including the modes of transmission and the related sexually transmitted diseases. The course seeks to equip students with the skills needed to address issues in voluntary counselling and testing, provide effective counselling to individuals infected with HIV/AIDS, and organize educational and support programs on HIV/AIDS.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept related to HIV/AIDS	L2
CO2	Understand the mode of transmission of HIV/aids	L1 & L2
CO3	Understand the sexually transmitted diseases and issues in voluntary counselling and testing	L2
CO4	Provide counselling to the HIV/AIDS infected persons	L3,L4 & L5
CO5	Organize programmes on HIV/AIDS	L3 & L4
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I

Introduction to Sexually Transmitted Diseases. Overview of epidemiology of HIV / AIDS situation in the World and India, Issues in voluntary counselling& Testing. Pre-test and Post-test Counselling. Target groups – sex workers, MSM, Truck drivers, IVDU (Intra venous drug abuse) Street children.

Unit – II

Assessment, Intervention; Psychological and social factors; opportunistic infection like Tuberculosis, Skin diseases, Cancer, Herpes, STD, Liver disorders; Emphasis on gender sensitivity. Transgender issues.

Unit – III

Awareness Raising and Preventative Programmes– 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. Stigma and Discrimination against HIV/AIDS- A conceptual framework and basis for action.

Unit – IV

Social, ethical and legal issues involved. National AIDS Control Programmes (NACP). Role of NGOs, ICTC, PPT, VCT and ART centres. Essential skills to efficiently manage HIV / AIDS and STDs. Social Support Systems -Counselling the family - partner and children Strategies. Conducting and managing awareness programmes, Role of Social Workers Supportive groups - NP+, Positive Network.

Unit – V

Social Work approach working with the HIV / AIDS to a patient living with HIV infection: Systemic approach – trust, confidence and confidentiality. Initial assessment, history taking and Intervention. Behaviour change communication.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to critically review the existing policies & legislations related to disabilities besides the current issues related to disabilities.

REFERENCES:

Books:

1. Das, A.K. (1998) Strategies for Prevention and Control of HIV/AIDS in Developing Countries; Medicine Update, Vol8,230-5.

2. Ministry of National Health And Welfare (1983) Straight Facts about Drugs and Drug Abuse; Canada.
3. Paranjape, Dr. Romah & Dr. Sanjay Mehendale, (2003), AIDS- Updated Information- The Only Medicine, Chennai, Macmillan, India Ltd.
4. Sherly, Joseph, (2005), Social Work Practice & Men who Have Sex With Men, New Delhi, Sage Publication.
5. Terrence C. Cox, Michael R. Jacobs, (1983) Drugs and Drug Abuse – A Reference Text; Eugene Leblanc & Joan A Marshman Toronto; Addiction Research Foundation.
6. UNAIDS Best Practice Collection.
7. Willow, Pequegnet, Jose SzApocznik (2000) Working With Families In the Era Of HIV/AIDS, New Delhi, Sage Publication Pvt Ltd.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	3	3	3	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-2CA-LABOUR WELFARE AND LABOUR LEGISLATION (*ELECTIVE COURSE – II*)

Course Aim:

The aim of this course is to provide students with a deep understanding of the concepts, principles, labour policies, legislation, and theories of labour welfare, and to develop their ability to analyze labour problems and issues. The course seeks to enhance problem-solving skills in industrial settings, effectively implement statutory and non-statutory labour welfare programs, and prepare students to work as labour welfare officers capable of organizing worker education programs. Additionally, the course aims to ensure students are competent in utilizing social work knowledge, skills, and techniques within industrial environments.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept, principles, labour policies and legislation and theories of labour welfare	L1 & L2
CO2	Analysis of the labour problems and issues	L4
CO3	Develop problem-solving skills in industrial settings	L4 & L6
CO4	Implement effectively the statutory and non - statutory labour welfare programmes	L3 & L4
CO5	Work as a labour welfare officer to be capable of organising worker education programmes for the employees & competent in the use of social work knowledge, skills and techniques in industrial settings	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I

Labour Welfare: Concept, principles, approaches/theories. Growth of Labour welfare in India; types of welfare; Labour problems: Absenteeism addiction, migratory characters, indebtedness and exploitation, family distress and social work intervention. Labour welfare programmes: Statutory

and Non–Statutory. Labour welfare officer: Status, role, duties function and workers' education and use of social work knowledge and skills

Unit – II

Law Related to working conditions: Factories Act 1948. The plantation Labour Act 1951, Indian Mines Act 1952, and Apprentices Act 1961 Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1951. Tamil Nadu Shops and Establishment Act 1947. **Labour Relations Legislations:** The Trade Union Act 1926, Industrial Disputes Act 1947, The Industrial Employment (Standing orders) Act 1946, salient features of Occupational Safety, Health and Working Conditions Code, 2020, Industrial Relations Code, 2020

Unit – III

Employment Legislations: The Employment Exchange (compulsory notification of vacancies) Act 1959, The Contract Labour Regulation & Abolition Act 1950, Confirmation of Permanent Status Act. The Sexual Harassment of women at workplace Act 2013; The Interstate Migrant Workmen (Regulation of employment and condition of service) Act 1979, Unorganised Workers Social Security Act, 2008.

Unit – IV

Social Security Legislations: Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Employees Provident fund Act 1952 including the Pension Scheme 1995. The Maternal Benefit Act 1961, salient features of **Code on Social Security, 2020**

Unit – V

Wage Legislation: The Payment of Wages Act 1936, The Minimum wages Act 1948, The Payment of Bonus Act 1965, The Equal Remuneration Act 1976. Payment of Gratuity Act 1972, Tamil Nadu labour welfare fund. Salient features of **Code on Wages, 2019**

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to update their knowledge on the recent amendments in the above said legislations and case laws besides recent documents and Judgments related labour issues .

REFERENCES:

Books:

1. Charles A. Myers, Industrial relations, India Asia Publishing house.1970
2. Desai. R.: Constitutional & Labour laws in India, Dolia B.R 1982 labour and industrial Law, Drient Law House, New Delhi
3. Giri V.V. Labour problems in Indian Industry, Asian Publishing House,Bombay,1958.
4. ILO 1980 – Labour Legislation
5. Pant S.C. Principles of labour welfare, Gupta Brothers, Vishakapattnam, 1968.
6. Potdar. B.P. &GirishPatwardhan: Encyclopedia of Labour & Industrial Relation – vol I, &Vol II Wadhwa& Company Indore.
7. Prasad NGK., 1978, Factories law and rules applicable to TN state vols I, II, III. IV Madras Book Agency
8. Saiyed. I.A.: Labour Law- Himalaya Publication house.
9. Sarma. A.M.: Aspects of Labour Welfare and Social Security-Himalaya Publication house.
10. Saxena R.C. Labour Problems in Indian Industry, Gupta printing press, Meerut, 1974

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-2D-APPLICATION OF SOFTWARE IN SOCIAL WORK RESEARCH (Elective Course –II)

Course Aim:

This course aims to provide a comprehensive understanding of SPSS software for data analysis and research, including familiarity with its main menus and functions, operation commands, data definition and manipulation commands, and procedure commands. Students will learn to open data and variable files, apply path analysis and CFA techniques using SPSS - AMOS software and Lisrel, develop skills in coding, recording variables, entering data, and analyze data using central tendency measures, charts, graphs, parametric and non-parametric tests, PCA, correlations, and regression tests.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the meaning and importance of SPSS software in data analysis and research	L1 & L2
CO2	Grasp SPSS main menus and functions	L2
CO3	Use operation commands, data definition and manipulation commands, procedure commands	L2 & L3
CO4	Open data file and variable file & apply path analyse and CFA technique using SPSS - AMOS software and Lisrel	L3, L4 & L5
CO5	Develop skill in coding, recording the variable and entering data in SPSS file & analyse the data using central tendency, charts, graphs, parametric, non-parametric, PCA, correlations and regression test using SPSS software	L3, L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE GUIDLINES

Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or topic chosen by him / her. A student is required to submit two copies of the project report to the department on or before March 31st. This course also presents the functions of SPSS, creation of data files and entry of data, editing of data, and transformation and analysis

of data and interpretation. Upon successful completion of the course, the students should possess the skills to (i) operate SPSS functions, (ii) data entry, editing and transformation of data, and (iii) analyse and interpretation of data. The students are expected to use the SPSS lab of the department of social work for their research works.

REFERENCES:

Books:

1. George, Darren and Paul Mallery. SPSS for Window Step by Step: A Simple Guide for Reference 17.0 Update. 10th Edition. New Delhi: Pearson. 2011.
2. Cronk, Brain C., How to Use SPSS: A Step by Step Guide to Analysis and Interpretation. Los Angeles: Pyraczak Publishing, 1999.
3. SPSS, I. C., SPSS/PC+ 2.0 Base Manual. Chicago: SPSS. Inc., 1988.
4. Gaur. S. Ajai and Gaur. S. Sanjaya, Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. New Delhi: Sage Publications, 1977.
5. Field, A. (2009). Discovering statistics using SPSS. Sage publications.
6. Arbuckle, J. (2003). Amos 5.0 update to the Amos user's guide. Marketing Department, SPSS Incorporated.
7. Byrne, B. M. (2016). Structural equation modeling with AMOS: Basic concepts, applications, and programming. Routledge.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-2E-GERONTOLOGICAL SOCIAL WORK (*ELECTIVE COURSE – II*)

Course Aim:

This course aims to provide an in-depth understanding of the concept and theories of aging, analyze the psychosocial problems faced by the elderly, and offer effective counseling solutions. Students will evaluate schemes for the elderly, provide retirement counseling, and apply social work methods, techniques, and skills to implement welfare programs for older adults.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept of aging	L1 & L2
CO2	Describe the theories of aging	L2
CO3	Analysis psycho-social problems of ageing	L3 & L4
CO4	Provide counselling the problems of old age persons & evaluate the scheme of old age person	L2, L4 & L5
CO5	Provide retirement counselling to the aging & apply social work methods, techniques and in skills implementation of welfare programmes for old age people	L2 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I - Concept of old age, Meaning and Definition of Ageing, **Theories of ageing:** Biological, Social & psychological - **Problems of ageing:** Physical, Psychological, Economic and Social Problems, Gerontological Social Work.

Unit II - Health of older persons: Role of nutrition- Longevity and physical health - Mental and emotional health- Ill health, Disabilities - Sexuality in old age - Alternative medicine and prevention of illness - Spirituality and old age - yoga and meditation - Exercise pertaining to old age. **Health intervention:** periodical check-up, information and awareness about prevention of

problems, reaction and creative art programmes, spiritual discourses, counselling, physical aids and access to geriatric treatment.

Unit III- Older persons and livelihood: Work participation of older persons in the organized and unorganized sectors- Economic situations of older persons - Age-related policies and laws for education employment, retirement, social security and pensions, **Intervention needs:** Retirement planning, investments and making a will, training and opportunities for income generation, employment exchange and sponsorships programmes.

Unit IV- Older Persons and Family: Intervention of older persons with parents, spouse, children, children -in-laws, grandchildren and others - Caregiving roles between older persons and the family - Issues of division of property, housing and social security - Issues of neglect, abuse violence and abandonment - Review of laws for inheritance and protection from abuse - **Intervention needs:** Raising family awareness.

Unit V -Policy legislation and schemes for older persons: National policy for older persons, 1999 schemes for the Welfare of the aged, Institutional care, Day care and mobile Medicare units. Laws affecting older persons. Policy and plan for older persons.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to update their knowledge on current issues and problems related to old age people, recent policies, legislations and programmes besides facts and figure of census, NSSO, other national and international organizations

REFERENCES:

Books:

1. Dandekar, K. (1996) The Elderly in India, New Delhi: Sage Publications
2. Desai, M. and Siva Raju (2000) Gerontological Social Work In India some Issues and Perspectives, Delhi: B. R. Publishers.
3. IrudayaRajan, S., Mishra, U.S. and Sarma, P.S.(1997) Indian Elderly Asset or Liability, New Delhi : Sage Publications.

4. Khan, M.Z. (1997) Elderly in Metropolis, New Delhi : Inter India Publishers.
5. Krishnan, P. and Mahadeva n, K. (eds.) (1992) The Elderly Population in the development World : Policies, Problems and Perspectives, Delhi: B.R. Publishing.
6. Vardhana Collective (1999) Vardhana The Women of Age : A Consultation on the Status of Women and Ageing in India. Mumbai; Vacha, A Women's Resource Centre.
7. World Assembly on Aging (1982) International Plan of Action on Aging, Viennna.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22NME-2-INTRODUCTION TO COUNSELLING

Course Aim:

The aim of this course is to provide students with a thorough understanding of the goals, concepts, and purposes of counselling, emphasizing the importance of professional ethics in the counselling process. Students will learn to develop and maintain effective counsellor-client relationships, identify the key characteristics of successful counsellors, and acquire skills in vocational and career guidance.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the goals, concept, purpose of counselling	L2
CO2	Follow the professional ethics for counselling	L3
CO3	Understand the relationship in counselling process	L2 & L4
CO4	Describe the characteristic of a counsellor & skillful in vocational and career guidance	L4 & L5
CO5	Develop the qualities and skills needed for counselling & provide family counselling, marital and premarital counselling, counselling in schools, colleges and industries and grief counselling	L4, L5 & L6
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit – I

Counselling: Concept, goals, purpose, objectives, basic principles; Counselling as profession, professional standards, and ethics.

Unit - II

Counselling Relationship: Acceptance, Warmth, Responsiveness, Faith, Therapeutic relationship, Empathy, Unconditional positive regard, Congruence, Types of Counselling- Individual counselling and Group Counselling.

Unit - III

Approaches to counselling: Directive Counselling, Non-Directive Counselling and Eclectic Counselling; Counselling Skills; Interviewing: Listening and Interpersonal skills, communication, communication barriers, Overcoming Communication barriers.

Unit - IV

Qualities and skills of an effective counsellors, counselling and vocational guidance

Unit - V

Counselling in different settings: Family counselling, Marital and Premarital Counselling, Counselling in schools, Colleges and Industries, and Grief counselling.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to conduct a mini-study on the psycho-social problems of school, college and others .

REFERENCES:

Books:

1. Asch. M., Principles of Guidance and Counselling, Sarup& Sons, New Delhi, 2000
2. Bark, B.C. and Mukhopadhyay: Guidance and Counselling: A Manual, New Sterling publishers Pvt. Ltd, New Delhi, 1989
3. Bhatnagar, Asha and Gupta, Nirmala, Guidance and Counselling: A Theoretical perspectives Vol. I, Vikas, , New Delhi, 1999.
4. Charles, Trauk, B, Carkhuff R. Robert, Towards Effective Counselling, Aldine Pub. Co., Chicago, 2967
5. Nayak, A.K, Guidance and Counselling, APA Publishing Corporation, New Delhi, 2000
6. Shrivastava, K.K., Principles of Guidance and Counselling, Kanishka Pub., New Delhi, 2000

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	3	3	3	3	3	3
CO2	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	2	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22CC-14 E-STRATEGIES FOR YOUTH DEVELOPMENT (*Specialisation Course – III*)

Course Aim:

The aim of this course is to provide students with a comprehensive understanding of the concept and importance of youth programs, along with awareness of the guidelines of national and international youth policies. By the end of the course, students will be knowledgeable about various youth-related programs, capable of analyzing and evaluating entrepreneurial skills and competencies, and able to critically assess major initiatives like the National Rural Health Mission and the National AIDS Control Programme. This will enable them to effectively contribute to and engage with youth development initiatives at both national and global levels.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept, and importance of youth programmes	L2
CO2	Aware of youth and guidelines of national and international policies	L1 & L2
CO3	Know the programmes related to the youth	L2
CO4	Analyse and evaluate entrepreneurial skills and competencies	L4 & L5
CO5	Analyse National Rural Health Mission & National AIDS Control Programme	L4 & L5
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit 1: Promoting Healthy Life Style: Unhealthy lifestyle among youth: Excessive Sedentary activities (Television, video games, and social networks) and nutrient deficit fast foods. Problems due to poor physical fitness among adolescents and youth. Healthy Life Style Concept and Importance. Body Mass Index. Benefits of regular physical activities- Walking, trekking, jogging, cycling, swimming, aerobics activities and Indigenous knowledge and practice in healthy living (yoga, pranayama, meditation). Food Pyramid for healthy life style.

Unit 2: Capacity Building: Concept, Significance of capacity building of youth. Methods – Training, Out-bound training, Folk and theatre training, Exposure visits, youth participation in forums and groups - Training Needs Analysis (TNA), Competency Analysis- Writing training objectives- Designing a training programme. Evaluation of training based on Kirkpatrick's model. Documentation and dissemination of outcomes of capacity building.

Unit 3: Livelihood: Concept -Sustainable Livelihoods approach to poverty -UNDP, CARE and DFID approach to Sustainable Livelihood -Strengths and weaknesses - Sustainable livelihood projects in India. Formation of self-help groups of men/women of economically deprived families - Orientation on the basic characteristics of micro-finance and microenterprise and its effective management. New Entrepreneurs & Enterprise Development Scheme (NEEDS). Incentives and subsidies for earmarked for SC, ST and women entrepreneurs.

Unit 4: Entrepreneurship: Concept-Entrepreneurial skills and competencies. Feasibility Study: Product/Service Feasibility, Industry/Market Feasibility, Organizational Feasibility and Financial Feasibility. Steps in setting up a micro enterprise: Product Selection, market survey, viable business plan, choice of technology, man power, production process, quality standards and marketing strategies. Institutional support services by Government and corporate sector.

Unit 5: Community Health: Concept - Community Health Concerns -Youth-led Community health and Sanitation. Programs: National Rural Health Mission, National AIDS Control Programme. First Aid, Immunization programs. Community Health Education on Water, Sanitation and waste management.

REFERENCES:

Books:

1. Eccles, J.S., Gootman, J.A., 2002, Community programs to promote youth development. National Academies Press, Washington, DC. Farrington, J (2001).
2. Jack Rothman, et.al.1985. Strategies of Community Intervention – Macro Practice. Fifth Edition. Peacock Publishers, Delhi.

3. G Palani Thurai and M A Thirunavukarasu (2010), Youth as Catalysts and Change Makers, Concept Publishing Company, New Delhi
4. Paul Landas (2011), Adolescents and Youth, Sarup Book Publishers, New Delhi,
5. Jeremyroche (2004), Youth in Society, SAGE Publication, London
6. S Saraswati (2008), Indian Youth in New Millennium, RGNIYD

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	3	3	3	3	3	3
CO2	2	2	3	2	3	3	3	3	3	3
CO3	2	2	3	2	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22NME-2-BASICS OF LIFE SKILLS (NME - II)

Course Aim:

The aim of this course is to equip students with essential life skills, enabling them to effectively navigate personal and professional challenges. By the end of the course, students will have developed a comprehensive understanding of life skill education and the ability to apply theoretical models for core life skills. They will cultivate effective thinking processes for problem-solving and decision-making, enhance their interpersonal communication abilities, and grow in their interpersonal relationships with team members. This holistic development will foster personal growth and professional success, preparing students to meet various life demands with confidence and competence.

Course Outcome: At the end of this course the students would be able to:

CO1	Aware of his/her life skill education	L2
CO2	Apply models for core life skills.	L3 & L4
CO3	Develop an effective thinking process.	L5 & L6
CO4	Make them to develop interpersonal skills.	L5
CO5	Grow in inter-personal relationships with their team members	L2 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

COURSE CONTENT

Unit 1:Introduction • Definition and Importance of Life Skills • Livelihood Skills, Survival Skills and Life Skills • Life Skills Education, Life Skills Approach, Life Skills Based Education • Life Skills Training - Implementation Models, Generic, Problem Specific and Area Specific Skills.

UNIT 2: Core Life Skills: Social And Negotiation Skills • Social Skills: Self Awareness and Empathy - Self Awareness: Definition, Importance - Empathy: Definition, Importance • Negotiation Skills: Effective Communication and Interpersonal Relationship - Effective Communication: Definition, Functions, Barriers - Interpersonal Relationship: Definition, Factors Affecting Relationship.

UNIT 3: Core Life Skills: Thinking • Thinking Skills: Creative, Critical Thinking, Problem Solving & Decision Making - Creative and Critical Thinking: Definition, Stages - Problem-Solving: Definition, Steps in Problem Solving - Decision Making: Definition, Consequences of Decision Making •

Unit IV : Coping Skills: Coping with Emotions and Stress - Coping with Emotions: Definition, Types, Coping Strategies - Coping with Stress: Definition, Sources of Stress, Coping Strategies

UNIT 5: Application Of Life Skills • Internalizing Life Skills: Process • Life Skills Work in Combination: - Thinking skills, Social skills, and Coping Skills, Life Skills for Personal Effectiveness - Goal Setting: Types, Steps - Time Management - Effective Learning: Study Skills and Memory Techniques - Preparation for Examinations.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are also expected to enrich their knowledge on the essential life skills like social skills, negotiation, Critical thinking, and coping skills.

REFERENCES:

Books:

1. Atkinson and Hilgard's Introduction to Psychology, 14th Edition, Edward E. Smith, Susan Nolen-Hoeksema, Barbara Fredrickson, Geoffrey Loftus, ISBN-10:0155050699 © 2003
2. Edward Russo J. and Paul J. H. Schoemaker Winning Decisions, r, Doubleday, agency of Random House Inc., 2002.
3. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
4. Indrajit Bhattacharya, An Approach to Communication Skills, Delhi: Dhanpat Rai, 2008.
5. James G. March, Primer on Decision Making, Simon & Schuster Inc., New York, 1994.
6. Kenneth G. Mcgee Heads Up : How to Anticipate Business Surprises & Seize Opportunities First, , Harvard Business School Press, Boston, Massachusetts, 2004.

7. Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.
 8. Mohan, Krishna and Meera Bannerji, 2001, Developing Communication Skills. Macmillan.
 9. Paul C. Nutt, Why Decisions Fail, Berrett Kochler Publishers, Inc. San Francisco, 2002.
 10. Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House
- Ravi Aggarwal : Communication Today & Tomorrow, Sublime Publications, Jaipur, 2008.
- Varinder Kumar, Bodh Raj, Manocha, Business Communication Skills, Kalyani Publishers, New Delhi, latest edition.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	3	3
CO2	2	2	2	2	3	3	3	3	3	3
CO3	2	3	3	2	3	3	3	3	3	3
CO4	2	2	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22 EC-2f - SUSTAINABLE DEVELOPMENT (ELECTIVE COURSE – II)

Course Aim:

This course aims to provide a comprehensive understanding of the concept and context of sustainable development, explain and define basic methods and models of sustainable resource management, analyze and evaluate indicators of economic growth, compare and contrast different energy sources and resources, and define and apply key developmental strategies in sustainable development.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept and context of the field of sustainable development	L2
CO2	Explain and define basic methods and models of sustainable resources	L1 & L2
CO3	Analyse and evaluate the indicators of economic growth	L4 & L5
CO4	Compare and contrast different energies and resources in sustainable resources	L4 & L5
CO5	Define and apply the key developmental growth in sustainable development	L2 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures /Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I Sustainable Development: Concepts and definitions - Models of Sustainable Development - present context and Problems

Unit II Economic Growth and Equity: Indicators of Economic Growth – GDP, GNP & per- capita income – Economic Growth in relation to Development.

Unit II Environment and energy: Natural resources - availability and utilization – Environmental conservation: Waste reduction and pollution prevention – Non-conventional Energy sources.

Technology and Sustainable Development: Appropriate Technologies - new technologies and technology transfer.

Unit IV Social Development: Population stabilization - Perception, Attitude and Behavioral changes (paradigm shift) - social and cultural development.

Unit V Development Communication Methods: folk Media (puppet show, folk Drama, Folk Dances and folk Songs), Print and Electronic Media. Selecting suitable approaches for different target groups.

Unit - VI - Current Contours for Continuous Internal Assessment only

RIO 2012 Issues: Current Ideas on Sustainable Development Goals and Indicators; Focus areas for priority attention: Green jobs, youth employment and social inclusion, Energy access, efficiency, sustainability, Food security and sustainable agriculture, Water, Sustainable cities, Management of the oceans, fisheries and other marine resources, Improved resilience and disaster preparedness. UN: Sustainable Development Goals Report 2021, Sustainable Development Current Affairs.

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3. Hanley et al : Environment Economics, Mac Millan India Pvt Ltd., New Delhi, 2004.
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8. RamachandraGuha and Martinez Alier J., Varieties of Environmentalism, Oxford University press, Delhi 2000.
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Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22 CC-14a URBAN COMMUNITY DEVELOPMENT **(SPECIALIZATION COURSE – III)**

Course Aim:

The aim of the course is to enable students to gain an understanding of the urban poor, develop sensitivity and commitment to working with the urban poor, To provide knowledge on various developmental efforts, expose students to skills and techniques of working with the urban poor.

Course outcome : At the end of the course the students would be able to :

CO1	Understand concept and characteristics of urban community development.	L2
CO2	Analyse the urban community's issues and problems . Describe the functions, approaches, theories and culture of slums.	L1 ; L2; L3
CO3	Distinguish the difference between urbanisation and urbanism Understand the concepts, causes, types of migration.	L1 ; L2
CO4	Describe the theories of migration and urbanisation, Evaluate the policies, legislations and schemes of urban community development .	L3 ; L4; L5
CO5	Apply the skills and techniques for working with urban communities including slum dweller. create a policy related to urban community development	L3 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits Invited guest speakers / practitioner - discussion and interaction.

COURSE CONTENTS

Unity –Urban Community: Meaning, Characteristics, rural-urban linkages, and contrast. City-Meaning Classification, urban Agglomeration, Sub-Urbs, Satellite Towns, Hinterlands, New town Metropolis, Megalopolis, COSMOPOLITAN CITY, Urban **Problems:** Urban Poverty, Drug addiction, Juvenile Delinquency, Cyber Crime, Corruption, and Housing. Slum: -definition, cause, characteristics, functions, classification, approaches, Theories and Culture of slums

Unit II - Urbanization& Urbanism: Meaning and Characteristics; **Migration**-Concept, causes, types and theories. Trends in urbanization process; theories of urbanization, Unorganized/Informal sectors: concept, characteristics; unorganized labour: child labour, women labour and construction workers and the role of urban poor in urban development,

Unit III –Urban Community development: Definition, concept, objectives housing program in Delhi and Tamil Nadu. Approaches, Principles, Process and methods of urban community development, Urban Development Planning: Town and Country planning Act 1971 and their environmental aspects are studied range of Indian cities, the importance of community planning and community participation in Urban Development, the role of Community development worker, Examines the housing scenario across large-medium-small cities and the presence of slums as a specific environmental issue in urban contexts, Examines the major techniques for providing energy in urban contexts – Generation, Transportation, usage, alternatives and environmental impacts; Application of social work methods in urban development.

Unit IV - Urban Development Administration: National, State and local level; urban services and Urban deficiencies;74th Amendment and salient features of Nagarpalika act: Structure and function of Urban Development Agencies: Municipal Administration- Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in urban local government; Slum Clearance Board, Housing Board, NATIONAL INSTITUTE OF URBAN AFFAIRS, TAMILNADU INSTITUTE OF URBAN STUDIES, Housing and Urban Development Corporation(HUDCO) and United Nations Centre for Human Settlement (UNCHS) Role of Voluntary Agencies in Urban Development.

Unit V - Urban Development Programmes: Five years plan and Housing Urban development policies. Programmes: Tamil Nadu Slum Area (Clearance and Improvement) Act 1971, Madras Urban Development Project I & II, Tamilnadu Urban Development Project, Urban Basic Service Programme, Resettlement and Rehabilitation Policy and programme of World Bank, Asian Development Bank and Govt. of India. Nehru Rozgar Yojana (NRY), Smart City, Swachh Bharat Abhiyan (SBA), Jawarhalal Nehru Urban Renewal Mission(JNNURM), Atal Mission For Rejuvenation And Urban Transformation (AMRUT), Urban Transport, National Mission On Sustainable Habitat (NMSH-2021), National Urban Livelihood Mission

(NULM), Resettlement and Rehabilitation Programme; Role of Community Development wing in implementation of UCD Programmes.

Unit - VI - Current Contours (Internal Exam Only)

Students are expected to update their knowledge on recent changes in policies and programmes of urban community development. Students are also expected to visit Municipal corporations to understand their structure and functions

References

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5. Mitra, Arup(1994) Urbanisation, Slums, Informal sector employment and poverty, B.R.Pub.
6. Ramachandra(1989) Urbanisation and Urban system in India, Oxford University Press, New Delhi.
7. Sethuramalingam, V. (2016). Resettling Slum Dwellers: A Participatory Approach, Lap Lambert Academic Publishing, Germany.
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14. Wieps, Paul (1981) Tenants and trustees, Mac Millian , Delhi

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	3	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-14B MEDICAL SOCIAL WORK (SPECIALISATION COURSE – III)

Course Aim:

The aim of the course is to enable students to know the concept of the medical social work field. To understand the objectives, nature, needs and scope of medical social work field, the significance of medical social work field. To develop skills in social work practice in Hospitals Settings

Course outcome : at the end of the course the students would be able to :

CO1	Understand the concept, objectives and nature of medical social work, Aware of emerging trends in the field of medical social work.	L1 ; L2
CO2	Understand the psycho-social factors that affect the health of the individuals and their families	L2 ; L3
CO3	Classify the different types of disabilities, Evaluate policies, legislation and programmes for persons with disabilities	L5; L6
CO4	Apply the social work methods and techniques in hospital settings . Develop the skills in multidisciplinary team in hospital settings	L3: L4
CO5	Work in medical social work department of hospitals.	L3 ; L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises ,Assignment, Seminar, Group/Mini Project, Field / Observation Visits ,Invited guest speakers / practitioner - discussion and interaction.

COURSE CONTENTS

Unit – I

Medical Social Work: Definition, concept, objectives, its nature, need, emerging trends, and scope; The roles and functions of a Medical Social Worker; Evolution of Medical social work in

India and abroad; Practice of Social Work methods in hospital settings: Their need and Importance in working with patients and families and limitations of practice.

Unit - II

Psychosocial and economic factors and Health: Illness and disability for the patient and his family; Concepts of patient as a person, patient as a whole, Multidisciplinary team work: Need, importance, and Role of Social Worker as a member of the team. Psychosocial factors and physical health of rural, urban- slums, and tribal poor.

Unit - III

The hospital as formal organization, its goals, technology, structure and functions, department's administrative procedures, Implications of hospitalization for the patient and his family. Medical Social Work Department: Staffing, organization and functions; Extension services; Public Relations.

Unit - IV

Impairment, Disability and Handicap: Causes, types and classification of Physical handicaps: Orthopedic disability, Visual handicap, aural impairment and speech disability; Psychosocial problems and implications for each specific handicap and role of the Medical Social Worker in intervention; Physiotherapy and Occupational therapy: Objectives and types. Assessment of disability, functionality, person with disability Act 1995, Rehabilitation: Definition, concept

Unit - V

Social work practice in Hospitals Settings: Outpatient unit, in-patient Unit, Intensive care unit, Pediatric ward, Maternity ward, Abortion clinic, Family planning centre, STD clinic, HIV clinic, Orthopedic department, Cardiology department, Blood bank, Hansenorium, TB Sanatorium and cancer hospitals, Training of the volunteers to work with the chronically ill in the community. Medical camps: meaning, objectives and role of social workers. Major health concerns for disadvantaged groups. Health system and policies (including five-year plans), programmes, critical review of existing health policies

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to organize awareness programmes on the health issues affecting the rural urban and tribal people particularly on Dengue fever, Nipah Virus, Bird Flu, TB, HIV/ AIDS, etc.

References

1. Anderson R. & Bury M. (eds) (1988), Living with chronic illness – the experience of patients and their families, Unwin Hyman, London.
2. Bajpai P.K. (ed.) (1997), Social Work Perspectives in Health, Rawat Publications, Delhi.
- Barlett H.M. (1961), Social Work Practice in the health field; National association of social workers, New York.
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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-14C - ORGANISATIONAL DEVELOPMENT (SPECIALISATION COURSE – III)

Course Aim:

The aim of the course is to enable students to help students to build a knowledge base is appropriate for Organizational Development. To enable the students to perceive and develop the attitudes required for the successful application of organizational Development. To assist them to perceive developing the skills appropriate to the field practices.

Course outcome : at the end of the course the students would be able to :

CO1	Understand the concept, characteristics and historical perspective of organizational development process.	L1; L2
CO2	Conduct action research and interventions in organisations.	L3 ;L;4 L5
CO3	Describe organisational structure . Analyse the types of change, resistance to change and causes of resistance to change in Organisations.	L2 ; L3;
CO4	Prepare action plans for changes in organisations .Understand the meaning, characteristics, types of competency and process of competency management.	L2 ; L4
CO5	Review the development, work environment, personnel, and operation of a business . Identify the problems or inefficiencies that have arisen in the organization but have yet to be addressed, and develop strategies for resolving	L5 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENTS

UNIT I

Organizational Development – Concept, Definition – Objectives, Characteristics, Historical Perspective, Values, Assumptions OD Process –action research – foundations of.Organisational Development.

UNIT II

OD Interventions – An Overview of OD Interventions, T-Group, Sensitivity Training in India, Life and Career Planning, Coaching and Mentoring, Team Interventions, Intergroup and Third-party peacemaking Intervention, Comprehensive OD Interventions, and Structural Interventions

UNIT III

Organizational analysis – concept, perspectives, characteristics, purpose, and methods. Organizational development – individual development – team development and organizational.

UNIT IV

Organizational change – types of change – resistance to change – causes of resistance to change by employees and management, Consequences of resistance to change. The change process – the change agent – role of change agent – skills of change agent – implementation of change – the process of change implementation – preparation of ground towards change – Action plan techniques.

UNIT V

Key Considerations and Issues in OD: Issues in Consultant-Client Relationships, Trust Issues, Ethical Standards in OD, Role of the Human Resource Specialist in OD, Power, Politics and OD, The future and Organisational Development.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to updated their knowledge current trends in organizational development like Intervention on team functioning, Demography Trends, OD supporting Innovation, Cautious

Decision Making, Impact of Technology, Leadership Development, Positive Psychology Interventions

References

1. Aquinas P.G (2006), Organizational Behavior, New Delhi. Excel Books
2. Betty, Jane Punnett (2004), International on Organizational Behavior, New Delhi, Prentice Hall
3. Fred, Luthans (1998), Organizational Behavior, Singapore, McGraw Hill Book Com.
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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

**22CC-14D - PENOLOGY, VICTIMOLOGY AND CRIME PREVENTION
(SPECIALISATION COURSE – III)**

Course Aim:

The aim of the course is to develop and understand the concepts, objectives and philosophy of Penology and Crime Prevention, To sensitise students to the threats and problems faced by victims of crimes and the need to focus on victims as a group requiring support and intervention. To help students gain an understanding of the development of victimology as a science and as a field of practice for social workers in this sector and engage them in discussions around issues related to problems faced by victims. To understand the context and developments leading to victim support and compensation movement, leading to the concept of restorative justice as an alternate dispute redressal system.

Course outcome : At the end of the course the students would be able to :

CO1	Understand the Concept, objectives, forms, justification and limitations, philosophy of Penology.	L1; L2
CO2	Aware of role of central and state governments in correctional administration. Sentient the prison reforms, committees and commissions in India	L3 ;
CO3	Apply social work methods in correctional settings. Describe the types and theories of punishment	L3 ; L4
CO4	Aware of functions of Special Homes, Juvenile Homes, Borstal School. Women Institutions: Women Prison, Vigilance Home, Protective Home and Short Stay Home. Open Prisons.	L4 ; L5
CO5	Understand the policies, principles and procedures of capital punishments .Grasp the recent approaches to punishment.	L4; L5; L6;
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluvate; L6 create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENTS

Unit - I

Penology/Punishment : Concept, objectives , forms, justification and limitations, philosophy of punishment, Theories of Punishment and Types Punishment, Sentencing - principles, policies and procedures, Capital Punishments, Role of Central and State Governments in correctional administration, Prison Reforms, Committees and Commissions in India and Tamil Nadu

Unit - II

Correctional Services: Nature and Evolution. Adult and Juvenile Correctional programmes. Institutional and Community based Treatment. Development of Prison System in India and Tamil Nadu. Adult Institutions: Central, District and sub-jails, Juvenile Institutions: Observation Homes, Juvenile Justice Board and Child Welfare Committee. Special Homes, Juvenile Homes, Borstal School. Women Institutions: Women Prison, Vigilance Home, Protective Home and Short Stay Home. Open Prisons.

Unit III

Victim definition, Typology, Impact, Philosophy, Victimological Theories UN declarations, Legal framework. Legal provisions, Intervention programmes for Victims of violence, neglect and abuse.

Unit IV

Vulnerable groups, Compensation, Victim Assistance Programmes, Coping skills and Vulnerability analysis.

Unit V

Restorative justice and Victim-Offender Restitution Programmes, Structures and Strategies for prevention Role of Social Workers in Correctional Settings

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to have knowledge on problems, atrocities, attitude of official, government and judiciary interventions besides conducting case studies on recent atrocities and discussion with affected people.

References

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2. Andrew Von Hirsch, Past of future Crimes, Deservedness and Dangerousness in the Sentencing of Criminals, 1987, Rutgers University Press.
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21. Toury, M. (1998). *The Handbook of Crime Prevention*, New York: Oxford University Press.
22. UNODCCP (1999). *Handbook on Justice for Victims*, New York: Centre for International Crime Prevention.
23. Welsh B.C. & Farrington, D.P. (2001). Toward an Evidence –Based Approach to Preventing Crime

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22 CC-14 E - STRATEGIES FOR YOUTH DEVELOPMENT

(SPECIALISATION COURSE III)

COURSE AIM:

The aim of the course is to develop to Understand the different strategies by which youth development could be achieved gain knowledge of government and private interventions in the development of youth acquire skills in designing capacity building programmes

Course outcome: At the end of the course the students would be able to :

CO1	To understand the concept, and importance of youth programmes	L1 ; L2
CO2	Know the programmes related to the youth, benefit of it	L2 ; L3
CO3	Aware of youth and guidelines of national and international policies	L3 ; L4
CO4	To know about a entrepreneurship and development	L 4 ; L 5
CO5	To get a knowledge about a community health and practices.	L 6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field Visits, Invited guest speakers / practitioner - discussion and interaction

COURSE CONTENTS

Unit 1: Promoting Healthy Life Style: Unhealthy lifestyle among youth: Excessive Sedentary activities (Television, video games, and social networks) and nutrient deficit fast foods. Problems due to poor physical fitness among adolescents and youth. Healthy Life Style Concept and Importance. Body Mass Index. Benefits of regular physical activities- Walking, trekking, jogging,

cycling, swimming, aerobics activities and Indigenous knowledge and practice in healthy living (yoga, pranayama, meditation). Food Pyramid for healthy life style.

Unit 2: Capacity Building: Concept, Significance of capacity building of youth. Methods – Training, Out-bound training, Folk and theatre training, Exposure visits, youth participation in forums and groups - Training Needs Analysis (TNA), Competency Analysis- Writing training objectives- Designing a training programme. Evaluation of training based on Kirkpatrick's model. Documentation and dissemination of outcomes of capacity building.

Unit 3: Livelihood: Concept -Sustainable Livelihoods approach to poverty -UNDP, CARE and DFID approach to Sustainable Livelihood -Strengths and weaknesses - Sustainable livelihood projects in India. Formation of self-help groups of men/women of economically deprived families - Orientation on the basic characteristics of micro-finance and microenterprise and its effective management. New Entrepreneurs & Enterprise Development Scheme (NEEDS). Incentives and subsidies for earmarked for SC, ST and women entrepreneurs.

Unit 4: Entrepreneurship: Concept-Entrepreneurial skills and competencies. Feasibility Study: Product/Service Feasibility, Industry/Market Feasibility, Organizational Feasibility and Financial Feasibility. Steps in setting up a micro enterprise: Product Selection, market survey, viable business plan, choice of technology, man power, production process, quality standards and marketing strategies. Institutional support services by Government and corporate sector.

Unit 5: Community Health: Concept - Community Health Concerns -Youth-led Community health and Sanitation. Programs: National Rural Health Mission, National AIDS Control Programme. First Aid, Immunization programs. Community Health Education on Water, Sanitation and waste management.

References

1. Eccles, J.S., Gootman, J.A., 2002, Community programs to promote youth development. National Academies Press, Washington, DC. Farrington, J (2001).
2. Sustainable livelihoods and rights Overseas Development Institute, London.
3. Jack Rothman, et.al.1985. Strategies of Community Intervention – Macro Practice. Fifth Edition. Peacock Publishers, Delhi.

4. G Palani Thurai and M A Thirunavukarasu (2010), Youth as Catalysts and Change Makers, Concept Publishing Company, New Delhi
5. Paul Landas (2011), Adolescents and Youth, Sarup Book Publishers, New Delhi, Jeremyroche (2004), Youth in Society, SAGE Publication, London
6. S Saraswati (2008), Indian Youth in New Millennium, RGNIYD

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	2	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-15A - COMMUNICATION FOR DEVELOPMENT

Course Aim:

The aim of the course is to develop in students an in-depth understanding of Communication, to provide knowledge of the various methods, and types of Communication ,to understand the role and contribution of Communication through social work in the development process.

Course outcome : At the end of the course the students would be able to :

CO1	Understand the Concepts, Objectives and Approaches Development	L1; L2
CO2	Understand the concept, scope, objectives and elements of communication.	L2; L3: L4
CO3	Describe the communication process, Classify the types of communications.	L3; L6
CO4	Understand various channels and stages of communications. Apply various methods of communication in fields of social work	L2; L3
CO5	Use mass media for rural, urban and tribal development, select suitable approaches to use for different target groups.	L4; L5 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits Invited guest speakers/practitioners - discussion and interaction

COURSE CONTENTS

Unit – I

Development: Concepts, Objectives and Approaches; Development Communication: Meaning, definition, scope and purpose; elements of communication; principles of effective communication; characteristics and functions of communication: Communication Process; Channels: Radio, TV, Cinema, Internet and Stages of Communication:

Unit – II

Methods of Communication: Interpersonal Communication, Group Communication and Mass communication Meaning, development and scope; Role of mass media in National Development, Type of Communication; private media Television Cinema and Internet, Limitations in the use of mass media in India. Types: Formal and informal; Theories and Models of Communication; Transactional Analysis and Conflict Resolution.

Selection of suitable approaches for different target groups; Audio Visual Aids; Types and its uses; Folk Media: Puppet Shows, Drama, Street play, Folk Songs and Folk dances, use of talks, meetings, conferences, camps; campaign; communication through leaflets, Pamphlets, bulletins, circulars, posters and notice boards and social media.

Unit – III

Development Communication, Empowerment, And Social Justice In The Globalization Epoch: Media and Communication, Development and Directed Change, Empowerment, Social Justice, Development Communication, Third World, Globalization. EVOLUTION OF DEVCOM FOR DEVELOPMENT AND SOCIAL JUSTICE: Evolution of the Theory and Practice of Devcom, Communication and Development for Social Justice in the 21st Century.

Unit – IV

Development Discourse, Modernization Theory, And Devcom: Modernization as an Economic Model, Social Evolution, Individual Change, Modernization as Discourse, Globalization; Media and Communication in Modernization and Globalization: Communication Effects Approach – Mass Media and Modernization Approach – Diffusion of Innovations Research – Social Marketing – Media and Communication under Globalization.

Unit – V

Critical Perspectives on Communication and Development: Biases of the Dominant Development Paradigm – Critique of the Economic Models – Sociological and Psychosocial Models Revisited – Gender and Environmental Biases in Modernization Discourse – Alternative perspectives of Development and Social Change – Critique of Mass Media under Modernization – New Roles for Development Communication – Digital Communication Technologies for Development – Participatory Strategies in Directed Social Change – Participatory Communication Process and Strategies – Communication Model in Directed Change Programs – Enhanced Role for Development Communication – Liberation Theology and Development.

Unit - VI - Current Contours (Internal Exam Only)

Skill Laboratories are important in enabling the students to acquire communication skills. Practical exercises in listening; speaking, role playing, conference and folk media should prepare the students to be good listeners as well as good communicators for development. T.A. sessions are also intended for the self-development of students. The students may also prepare development communication aids and use them for their field work activities and programmes. The course will focus on the special requirements of the field of community development.

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2. Dahama O. B & Batnagar OP : Education, Communication for Development, Oxford & IBH, New Delhi 1994
3. Dahama O.P. : Communication for Education, ICH, New Delhi.
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5. Mahajan, Kamlesh : Communication and Society, Classical Pub., New Delhi, 1990.
6. Mansing, Gurmeell : Dictionary of journalism and Mass Communication, Hanam Pub., New Delhi 1990.
7. Patnagar, Pandit & Lilian Day : Social Communication and family planning, Orient longman, New Delhi, 1973.
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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	2	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-15B PSYCHIATRIC SOCIAL WORK(SPECIALISATION COURSE – IV)

Course Aim;

The aim of the course is to develop in students to understand concepts of psychiatric social work, understand the history, need and scope of psychiatric social work, give wide spread knowledge about the origin of psychiatric social work, update emerging trends in psychiatric social work ,to disseminate knowledge about the psycho- social implication of illness. To apply the therapies to various psychiatric problems. To develop skills in Social work practice in Psychiatric Settings

Course outcome : At the end of the course the students would be able to :

CO1	Understand concepts of psychiatric social work	L1; L2
CO2	Understand the history, need and scope of psychiatric social work	L2; L3: L4
CO3	To give wide spread knowledge about the origin of psychiatric social work	L3; L6
CO4	To update emerging trends in psychiatric social work	L2; L3
CO5	To disseminate knowledge about the psycho- social implication of illness.	L4; L5 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Suggested Teaching / Learning Methodology Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits Invited guest speakers / practitioner - discussion and interaction.

Course Content

Unit 1: Psychiatric Social Work: Psychiatric Social Work: Definition, Need, Historical Development of Psychiatric Social Work in India and abroad, Socio genesis of Mental Illness, Psychosocial factors and mental disorders. Importance of Social Psychiatry and Transcultural

Psychiatry. Current status as a field of specialization. Application of the methods of social work in practicing psychiatric social work.

Unit 2: Community Mental Health: Concept, models of community mental health and development, identifying mental health problems, Mental health awareness camps. Assessment of welfare needs. Community participation. Mobilisation of community resources. Formation of groups of persons living with mental illness, Community education and referral services.

Unit 3: Psycho-Social Implications of Illness: Problems of psychiatric patients during pre-hospitalization, hospitalization, and post-hospitalization Phase-patient, family, and community perspective. Family potentials for the treatment of psychiatric patients. Psychosocial problems of caretakers of the psychiatric patients. Role of psychiatric social workers with patients and their families in Discharge planning and follow-up.

Unit 4: Therapeutic Interventions psycho-social assessment, Psycho-social diagnosis, and Psycho-social treatment: Psycho-Education, Cognitive Therapy, Group Therapy, Psychotherapy, Psychoanalytic Therapy, Client-centred Psycho Therapy, Counselling services, Tele Counselling, Family Therapy, Marital Therapy, ECT, Chemotherapy, Psychosurgery, Megavitamin Therapy; Transactional Analysis, Cognitive Behaviour Therapy, Rational Emotive Therapy, REBT, Reality Therapy, Existential Therapy, Logotherapy, Gestalt Therapy, Interpersonal Psychotherapy, Art Therapy, Dance Therapy, Drama Therapy, Music Therapy, Biblio therapy, Reel Therapy, Video Therapy/Virtual therapy, Laughter Therapy, Play Therapy, Couples Therapy, Chess therapy, Compassion focused therapy, relapse prevention therapy occupational therapy. Therapies for getting mental peace–biofeedback, metaphors, Massage Therapy. Application of therapies to various psychiatric problems.

Unit 5: Scope of Psychiatric Social Work practice in Psychiatric Outpatient department, In-patient department, Intensive care unit, Psychiatric ward, Psychiatric Specialty Clinic, De-addiction Centre, Child Guidance Clinics, Palliative care centre, educational institutions. Skills of a psychiatric social worker. Limitations and difficulties faced in psychiatric social work practice.

Unit 6: Current Contours for Continuous Internal Assessment only

Students are expected to organize awareness programmes on the mental health issues affecting the rural urban and tribal people particularly on mental illness. Special attention may be given to school / students' mental health issues, suicide prevention, etc

References:

Books

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14. Verghese,A.,& Abraham,A.(1983).Introduction to psychiatry. Christian Literature Society.

Journals

15. Bhugra,D. and Bhui,K.(2000).Epidemiological findings on prevalence of mental disorders in India. Indian Journal of Psychiatry, 42(1), 14-20
16. Brown, S. (1931). A school for psychiatric social work. Psychiatric Quarterly, 5(1), 7-11.
17. Chandrashekhar, SureshMath, Bhugra.D (2007).Psychiatric epidemiology in India. Indian Journal of Medical Research 126,pp183-192.
18. Desai,N.(2006).Public Mental Health: An evolving imperative, Indian Journal of Psychiatry,48, Ponnuchamy, L., Mathew, B. K., Mathew, S., Udayakumar, G. S., Kalyanasundaram, S.,&Ramprasad, D. (2005). Family support group in psychosocial rehabilitation. Indian journal of Psychiatry, 47(3), 160.

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	2	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-15c-EMPLOYEES RELATIONS AND TRADE UNION
(SPECIALISATION COURSE – IV)

Course Aim;

The aim of the course is to develop in students Understand the concept of industrial relations, IR system and labour movement, Understand the history of industrial relations, IR system and labour movement, Understand the role of government, employers and the unions in industrial relations, to assist the students to acquire a global as well as local perspective on Industrial Relations and trade unions. To sensitize the students to adopt suitable attitudes for practice of Industrial Relations.

Course Outcome: At the end of the course the students would be able to :

CO1	Describe the history, objectives, structure, functions, Conventions, recommendations and achievements of ILO	L1; L2
CO2	Understand the history, need and scope of psychiatric social work Understand the concept of industrial relations, IR system and labour movement	L2; L3; L4
CO3	Describe the history, objectives, structure, functions, Conventions, recommendations and achievements of ILO	L3; L6
CO4	Skilful in collective bargaining agreements , Understand the causes consequences, strikes and lockouts and layoff	L2; L3
CO5	Understand industrial relation machinery , Aware of social obligations of industries . Understand the role of government, employers and the unions in industrial relations	L4;L5 ; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits Invited guest speakers/practitioners - discussion and interaction.

COURSE CONTENTS**Unit – I**

Industrial Relations: Concept; Social obligations of industry, Role of Government, employers and the unions in industrial relations. Concept of IR system. Theories, characteristics of a good Industrial Relation System, state and central industrial Relations policy, Tri-partite approach, Industrial labour Conference, code of Discipline in Industry. International Labour Movements: ICFTU, WFTU and ILO: History aims Objectives, structure, functions Conventions and recommendations. and achievements, Influence of ILO on industrial relations. National Labour Commission.

Unit - II

Labour Movement- Concept of labour movement and union organisation. Trade union Movement and various phases of the movement. National and International Trade unionism: Historical Perspective Objectives, Employer's federations; origin, growth objectives, functions, structure and administration. - Trade unions and policies-Unions concerning welfare and management- Purpose and functions of trade unions- Organisation and structure-Problems of membership and finance- Union leadership-Trade Union recognition and Registration- Problems faced recognition of trade unions. Problems of unionisation in small units, and public sector and for government employees and white-collar workers-

Unit - III

Industrial relation Machinery- joint consultation; Works Committee; Conciliation; Adjudication; Voluntary Arbitration; Workers' participation in Industry, Grievance procedure. Collective Bargaining: Meaning, goals, phases pre-requisites, principles, theories, strategies skills; Factors influencing collective bargaining, content of collective agreements, productivity in bargaining, collective bargaining and collective agreements, Concept of Social Justice: Directive Principles of State Policy; Industrial truce resolutions: Conclusion of Indian Labour Conference and Standing Labour Committee, Scope.

Unit - IV

Industrial Conflicts: concepts of industrial peace and industrial conflict: causes consequences, strikes lockout and layoff. Machinery for prevention and settlement of disputes, arbitration and adjudication, Grievance procedure and domestic enquiry.

Unit – V

Worker participation in Management: meaning and scope of industries in India, UK, Germany and Yugoslavia; Gandhian Trusteeship Philosophy.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to update their knowledge on the recent case laws, document the recent Judgments related industrial disputes, articles / News items related to strikes, lockouts, layoffs, settlements. etc. Students are also expected to organize leadership training programmes for the trade union leaders. Arrangement of special lecture programmes by the trade union leaders, HR executives, Officials of labour department to the students of social work.

References

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3. Arya UP Guide to settlement of Industrial Disputes Allied Publishing New Delhi 1977

4. Charles A. Myers Industrial Relation in India Indian Asia Publishing House 1975
5. Kumar CB Development of Industrial Relations in India Himalayan Publishing house, 1983
6. Momoria C.B.: Dynamics of Industrial Relations, Himalaya pub, house 1983
7. Sharma AM Industrial Relation and Conceptual, legal frame work Himalaya Publicating 1989
8. Sinha GP and PN Sinha Industrial relations and labour relations Oxford & IBH pub .co. Delhi 1977

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	2	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC-15D CRIMINAL JUSTICE SOCIAL WORK (*SPECIALISATION COURSE – IV*)

Course Aim:

The aim of the course is to develop to introduce students concepts of criminology, custodial justice, human rights, corrections, rehabilitation, and community integration. To introduce the students about the correctional policies and laws in India. To introduce students to issues and challenges in the field of criminology, custodial justice, human rights, corrections, rehabilitation, and community integration. To familiarise students with theoretical understanding of field realities. To guide students to engage in practice-based discourses in the field of CJSW. To guide development of specialised skills and tools for CJSW.

Course outcome :At the end of the course the students would be able to :

CO1	derstand the correctional policies and laws in India.	L1; L2
CO2	re of principles to be observed in case of arrest. . Awareness on prison reforms initiatives in India and Tamil Nadu.	L2; L3: L4
CO3	valuate the social legislations related to correctional settings, Describe the policies related to correctional administration	L3; L6
CO4	ply the social work methods and technics in correctional settings Skilful in working with criminal justice and allied systems .Aware of current trends in criminal justice system.	L2; L4
CO5	re of current trends in criminal justice system	L3; L4;L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Filed / Observation Visits Invited guest speakers / practitioner - discussion and interaction.

COURSE CONTENTS

Unit I

Correctional policies and laws in India, Correctional ideologies, Correctional Administration in Tamil Nadu, General principles to be observed in case of arrest.

Unit II

Reform initiatives- prison reforms, police reforms, judicial reforms; juvenile justice reforms
Historical origins and a critical review of probation, parole and furlough system in India and Tamil Nadu.

Unit III

Critical review of social legislations and mechanisms for implementation-Mental Health Act, DV Act, POCSO, ITPA, RTI, SC/ST Atrocities Act and Forest Rights Act

Unit IV

Criminal Justice Social Work (CJSW): Construction, locale, framework and relevance
Contemporary theoretical discourse and models addressing desistance and rehabilitation

Unit V

The Social Conflict Perspective, Welfare and Rights Approach, Developmental Approach
Advocacy and Networking - Meaning, Context, Principles, Steps in Advocacy, Working with
Criminal Justice and allied systems, Perspectives, frameworks and models of social inclusion

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to evaluate the following act Anti-Terrorism Legislation, The Preventive Detention (PD) Acts, Maintenance of Internal Security Act (MISA), 1971, COFEPOSA Act 1974, The National Security Act, (NASA) 1980, Terrorist & Disruptive Activities, Prevention Act, (TADA) 1987, Prevention of Terrorism Act (POTA), 2002.

References

1. Baker, L.M., Dalla, R., Williamson, C. (2010). Exiting Prostitution: An Integrated Model. *Violence Against Women*, 16(5), 579-600. URL: <http://vaw.sagepub.com/content/16/5/579>
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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

22CC – 15E YOUTH PROBLEMS AND INTERVENTION STRATEGIES

Aim:

The aim of the course is to Understand the different strategies by which youth development could be achieved, Gain knowledge of government and private interventions in the development of youth, Acquire skills in designing capacity building programmes.

Course Outcome : At the end of the course the students would be able to :

CO1	Got a idea about gender sensitization, gender issues, youth culture.	L1; L2
CO2	Got a knowledge about reproductive health and health issues, preventive measures.	L2; L3: L4
CO3	Know about family counselling and marriage	L3; L6
CO4	Learn about the factors for anti-social behaviour.	L2; L4
CO5	Psychological intervention techniques and practices.	L3; L4;L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, On-line Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars/ Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENTS

Unit:1 Illiteracy, Unemployment, Migration, Declining student activism, Hero Workshop, Youth sub culture, Generation gap, Gender issues.

Unit 2 : Health Problems of Youth –malnutrition, sexual and reproductive health – Consequences of unprotected sex among youth – Reproductive rights, abortion – Sexually Transmitted diseases, HIV/ AIDS

Unit 3 : Drug abuse, alcohol, tobacco and illegal drugs – Factors contributing to drug abuse – Prevention and support – Youth and mental health: anxiety, depression, hysteria.

Unit 4 : Vagrancy, Juvenile delinquency, Eve teasing, Ragging, Crimes, Terrorism, Student agitation, Hero worship.

Unit 5 : Clinical and Non-Clinical Intervention- Prevention and Support- Educational and Career counselling, Marriage and Family counselling for youth.

Reference Books:

1. Alan Twelvetrees, 1991. Community Work 2nd Edition. Practical Social work Series. Macmillan/BASW.London.
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Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	2	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

Course Title	Social Work Practicum – IV : Concurrent Field Work		
Semester No.	Fourth Semester	Course Code	22CC-16
Course No.	20	Course Credit	5
Field work components Concurrent fieldwork (Specialization orientated) Department Requirements in Field Work <ul style="list-style-type: none"> • Case Work with 3 Clients • Group Work with 2 group • One Programme (All the students of all specializations should conduct at least one Awareness programme / Training / Capacity Building/ Workshop, etc. by each student individually in their respective fields of specialisations) Or Involving themselves in day-to-day activities of the user Agencies/Industries.			
Guide Lines (Duration & Work Load) <ul style="list-style-type: none"> • Total no of field practicum hours 195 hours (26 Days) • 2 days a week – workload 7½ hrs./day. 			
Objectives <ul style="list-style-type: none"> • Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice. • Field Practicum Seminars • Objectives may be in accordance with the specific specialization. 			
<ul style="list-style-type: none"> • Viva-Voce (internal to be conducted before the commencement of the University Examinations. 			

ASSESSMENT

External – 25 Marks

Viva Voce	-	25
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Internal – 75 Marks

Agency supervisor evaluation	-	20
Evaluation of field work reports	-	10
Case work and group work Practice	-	10
CO Programme	-	10
Activities	-	15
Field work records	-	10

References

- Dominelli, L. (2002) International Association of Schools of Social Work Directory. UK, IASSW and Department of Social Work, University of Southampton
- Hall, N. (1990) Social Work Training in Africa: A Fieldwork Manual. Harare, Journal of Social Development in Africa
- Hepworth, D.H, Rooney, R. and Larsen, J.A. (2002) Direct Social Work Practice: Theory and Skills. U.S.A., Brooks/Cole
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- Kaseke, E. (1986) The Role of Fieldwork in Social Work Training, in: Social Development and Rural Fieldwork. Proceedings of a workshop held in Harare. Harare, Journal of Social Development in Africa, pp. 52-62
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Safari, J. (1986) The Role of Fieldwork in the Training of Social Workers for Rural Development in: Social Development and Rural Fieldwork, Proceedings of a Workshop held 10-14 June, Harare. Zimbabwe. Journal of Social Development in Africa, pp 74-80

Shardlow, S. and Doel, M. (1996) Practice Learning and Teaching. London, Macmillan Press Ltd.

Jotham Dhemba,(2012). Fieldwork in Social Work Education and Training: Issues and Challenges in the Case of Eastern and Southern Africa, Social Work and Society, International Online Journal, National University of Lesotho, Vol 10, No 1. In <https://www.socwork.net/sws/article/view/310/651>

Course Title	Social Work Practicum – V (Internship/Block Placement)																	
Semester No.	Fourth Semester	Course Code	22CC-17															
Course No.	21	Course Credit	5															
<p>Description: Students work as staff members in approved public or private social welfare organisations/ hospitals/industries. The opportunity will allow students to apply conceptual knowledge learned in the classroom and the concurrent field work agencies to actual situations and to acquire new skills.</p> <p>Block field practicum/Internships an addition to concurrent placement. It occurs at the end of the fourth semester (March/April), sometimes it may lead to a student’s employment in the agency. Completion of Block field practicum/Internship is a requirement for course completion. The passing Minimum is 40% in each of the project report and Viva – Voce but not less than 50% in the aggregate of both the marks for Field Work Report and the Viva – Voce.</p>																		
<p>Guidelines</p> <ul style="list-style-type: none">• Block field practicum/Internship should be for 26 days• 7.5 per day totalling 195 hours.																		
<p>Objective</p> <ul style="list-style-type: none">• Experience direct practice and management operation• Enhance and integrate practice of social work methods and strategies• Experience self in the role of the professional social worker• Develop enhanced practice skill and integrated learning• Develop greater understanding of reality situations through involvement in day to day work• Develop appreciate of other’s efforts and develop sensitive to gaps in the programme																		
<ul style="list-style-type: none">• To provide wide exposure in the different fields of social work away from the home town.• To enhance their practical knowledge and learn about the various functions about the agency.• To provide the student an opportunity for networking with various social work agencies nationally and internationally.• To help the students to find suitable job opportunities.																		
<p>ASSESSMENT</p> <p>Externall – 25 Marks</p> <table><tr><td>Viva-Voce</td><td>-</td><td>25</td></tr></table> <p>Internal – 75 Marks</p> <table><tr><td>Evaluation of Field Work Reports</td><td>-</td><td>25</td></tr><tr><td>Agency Supervisor Evaluation</td><td>-</td><td>25</td></tr><tr><td>Activities</td><td>-</td><td>15</td></tr><tr><td>Field Work Records</td><td>-</td><td>10</td></tr></table>				Viva-Voce	-	25	Evaluation of Field Work Reports	-	25	Agency Supervisor Evaluation	-	25	Activities	-	15	Field Work Records	-	10
Viva-Voce	-	25																
Evaluation of Field Work Reports	-	25																
Agency Supervisor Evaluation	-	25																
Activities	-	15																
Field Work Records	-	10																

Course Title	Research Project Work		
Semester No.	Fourth Semester	Course Code	22RPW
Course No.	22	Course Credit	5

Guide Lines

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

Objectives

- To enhance research attitude among the students.
- To enhance the students to find out the problem and equips them to carry out research in a scientific manner.
- To provide them with complete knowledge about research methodology and reporting.
- To enable the students to learn the operational functions, analysis of data and interpretation of results.
- To prepare a research proposal
- To develop skills in scientific writing.

COURSE CONTENTS

- Title
- Statement of problem / Research Questions
- Research Objectives

- Hypotheses
- Operational definitions
- Sampling Procedure
- Tools of Data Collection
- Pilot Study and Pre Test
- Methods of Data Collection
- Period of Data Collection
- Data Analysis, Statistical Techniques adopted
- Chapter scheme and Limitations and Delimitations

ASSESSMENT

Internal and External – **75 Marks**

Plan of the Project - 15

Execution of the Plan - 45

Individual Initiative - 15

External

Viva Voce - 25

References: Anderson, J., Poole, M. E., & Durston, B. H. (1970). Thesis and assignment writing. J. Wiley and Sons, Australasia.

American Psychological Association. (2019). Publication Manual of the American Psychological Association, Sixth Edition in <https://www.apastyle.org/manual/index>

22EC-3B-COMMUNITY HEALTH (ELECTIVE COURSE – III)

Course Aim:

The course aims to equip students with a thorough understanding of primary health care and public health principles. It emphasizes the importance of disease prevention and the role of preventive medicines while highlighting the impact of sociocultural factors on community health. Students will learn to organize awareness programs on critical health issues such as immunization, nutrition, family planning, maternal and child health, environmental concerns, accident and suicide prevention, and substance abuse.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept of primary health care and public health	L2
CO2	Aware of levels of disease prevention and preventive medicines	L1 & L2
CO3	Aware of the sociocultural factors, beliefs and myths influencing community health & organize awareness programmes like immunization, nutrition, family planning, maternal and child health, environmental issues, accident prevention, suicide prevention, alcoholism, drug prevention, etc.	L4 & L5
CO4	Develop and prepare comprehensive health care programmes & skilful in mobilizing the people and their participation in community health programmes	L3, L4 & L5
CO5	Evaluate the health care programmes & skilful in assessing community health needs	L5 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENT

Unit – I-Concepts of: Primary Health Care, Public Health, Health and wellness Centre, positive health, determinants of health Social and preventive Medicine, Levels of disease prevention, health promotion at community level, Participatory approach in Health care, Mini Clinic, Comprehensive Health Care.

Unit – II-Health work in the community: Major health problems related to women and children; Sociocultural Practices, beliefs and myths influencing community health; Assessing community needs, Mobilizing core groups and community participation, Community Nutrition Programme, Training of multipurpose workers in community health programmes.

Unit – III- Social Worker's intervention in relation to: Immunisation, nutrition, family planning, maternal and child health, environmental issues, accident prevention, suicide prevention, alcoholism and drug prevention. Role of social worker in community health services, Health education and communication

Unit – IV-School health, Occupation health, Environmental health, Geriatric health problems. Community based rehabilitation.

Unit – V -Health care delivery system: At the National and State levels, primary health center, models of community health. Salient features of legislations related to health: MTP Act, Mental Health Act, Allocation for Health care in XI Five Year Plan. POSCO Act 2012, Food Safety Act 2006. Health for all and right to health.

Unit - VI - Current Contours (Internal Exam Only)

Students are expected to have the knowledge on the following areas:- Management of community health services, Assessment and situational analysis community health, Organization and implementation of community health services, Primary Health Care, Supportive supervision, Referral services, Waste management and Health promotion and education

REFERENCES:

Books:

1. Goel, S.L. Public Health Administration, Sterling Publishers, New Delhi, 1984.
2. Kumar R : Social and Preventive health administration, Asia Publishing House, New Delhi – 1992.
3. Park, J.E. & Park K : Text Book of Preventive and Social Medicine; Jabalpur, M/s. Banashidas 1983.
4. WHO : Social Dimensions of Mental Health, Geneva, WHO, Publications, 1981.
5. Yash Paul Bedi : Hygiene and Public Health.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	3	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-3A-DEVELOPMENT PROJECT MANAGEMENT (ELECTIVE COURSE – III)

Course Aim:

The course aims to provide students with a comprehensive understanding of project management concepts, objectives, principles, and scope. It focuses on developing skills in both micro and macro-level project planning, assessing technical, economic, and financial feasibility, and crafting effective development project proposals. Emphasis is placed on participatory planning and rural appraisal techniques, using critical path methods for project evaluation. Students will gain expertise in planning, implementing projects, and designing logical frameworks to ensure successful project management.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept, objectives, principles, scope of project management	L2
CO2	Prepare micro and macro level planning of project management	L4 & L5
CO3	Assess the technical, economic and financial feasibility of project appraisal & skillful in effective proposal writing for development project	L4 & L5
CO4	Apply of participatory planning and participatory rural appraisal project management & evaluate the project using critical path method	L3, L4 & L5
CO5	Skillful in planning and implementation of projects & design logical frame work for successful project management	L3 & L4
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENT

Unit – I

Introduction to Project Management: Concept, Objectives, Principles, Scope, Importance and Methodology. Micro and Macro level planning. Project Dimensions: Identification and Formulation; Detailed Project Report (DPR).

Unit – II

Project Appraisal: Technical, economic and financial feasibility. Participatory Development (Participatory Planning and Participatory Rural Appraisal (PRA) and Participatory Management)

Unit – III

Planning and Management of Project Implementation: Activity Planning, Network Analysis, Monitoring of Development Projects: Management Information System (MIS), Logical Framework Analysis (LFA).

Unit – IV

Project Evaluation: Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM). Participatory Evaluation. SWOT analysis.

Unit – V

Resource Mobilization: Techniques of Fund Raising;
Statutory requirements for the formation of Society and Trust;
Foreign Contribution Regulation Act (FCRA).
Special Provisions related to Income Tax Exemption for Development Organizations.

Unit - VI - Current Contours (Internal Exam Only)

Students are expected to have hand on practice on LFA, PERT, CPM, SWOT, and PRA by carryout mini projects

REFERENCES:

Books:

1. Baum Warren C. & Tolbert, Stokes M. : Investing in Development – Lessons of World Bank experiences, Oxford Uni. Press, New York, 1985.
2. Casley D. J. & Wury D. A :Monitoring and Evaluation of Agriculture and Rural development Projects, John Hopkins, Baltimore, 1982.
3. Chandra Prasanna : Project Preparations , Appraisal , Budgeting and Implementation , Tata Mc. Raw Gills , New Delhi 1988.
4. ChoudrySadhan : Project Scheduling and Monitoring in Practice, South Asian Pub., New Delhi ,1988.
5. Jerome Wiesf D. & Ferdinand Levy K. : Management Guide to PERT / CPM, Prentice Hall, New Delhi, 1988.

6. Mishra S.N. : Rural Development Planning – Design and method, Satvaan Pub., New Delhi, 1984.
7. Prince GittingerJ. : Economic Analyses of Agricultural projects (Rev. Second. Ed.) The Johns Hopkins Uni. Press, Paltimore, 1982.
8. SathyaNarayana M. & Lalitha Raman : Management operations research, Himalaya Pub., Bombay, 1988.
9. Stoner James A.F. & Charles Wankel : Management Third Ed., Prentice Hall, New Delhi, 1988.
10. Taha Hamby A. : Operation Research – An introduction Third Ed. McMillion, New York, 1982.
11. WyneMondy. R. Holmes Robert E. & Edwin Flippo : Management Concept and Practice, Second Edition, Allyn and Bacon Inc., Boston, 1983.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	2	3	3	3	3	3	3	3

CO5	2	3	3	2	3	3	3	3	3	3
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1-Low, 2-Medium, 3-Strong

22EC-3C-ORGANISATIONAL BEHAVIOUR (*ELECTIVE COURSE – III*)

Course Aim:

The course aims to provide students with a deep understanding of organizational behavior, including its concept, history, models, and interdisciplinary nature. It highlights the contributions of the Hawthorne studies and the distinct value of organizational characteristics and culture. Students will explore organizational effectiveness, climate, group dynamics, and the management of human groups. The course also focuses on understanding, predicting, and controlling interpersonal relationships through transactional analysis, promoting organizational learning, better business practices, and strategic management.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the concept, history, models and interdisciplinary nature organisational behaviour	L2
CO2	Describe the contributions of Hawthorne studies & distinct value of organisational characteristics and its culture	L1 & L2
CO3	Understand the organizational effectiveness, organizational climate human groups, small groups, group dynamics	L2 & L4
CO4	Skillful in understanding prediction and controlling interpersonal relationships using transnational analyses & described as how an organization manages and promotes organizational learning, better business practices and strategic management.	L3, L4 & L5

CO5	Aware and assess the human behaviour in the work place & skilful in process of continuously strengthening resources and enhancing employee performances.	L5 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENT

Unit – I

Organizational Behaviour: Interdisciplinary nature, Genesis. Models - Contributions of Hawthorne studies. System views of Organization level of analysis (Individual, group and organization). Organizational Effectiveness, Organizational Climate Human Groups, small groups, Group dynamics, Transactional analysis, Psychological aspects of accident and accident prevention, power, authority. Communication-Inter-personal and organisational, Organisation development. Management of Change.

Unit – II

Human Behaviour at Work: Individual differences of attitude, Job satisfaction, morale, motivation & models of motivation, Theories; Herzberg, Alderfer, Porter and Lawler, Vroom, McClelland. Frustration and conflict, stress management and effective communication-Transactional Analysis, Johari Window.

Unit – III

Organizational Dynamics: Leadership- Influence-Interaction process, Traditional theories and classical studies, modern theories, styles, job design, Job enlargement, Job Enrichment., Fiedler's Contingency Model, Managerial Grid, Redding's Groups in Organizational; Nature, Cohesiveness, group dynamics; dynamics of group formation-organizational change: process, resistance to change, planning and Implementation. Motivation- Theories- Maslow, Herzberg, McAlleland, Vroom, Porter & Lawler.

Unit – IV

Human Engineering - Man, machine system, human factors engineering and its application, Job Design, Work design and Modern Organization Design. Employee counselling, Japanese Style of Management-5S, Kaizen and Six Sigma and its applicability.

Role- Conflict, Congruence, Intelligence and learning, Individual differences Aptitude and Attitude survey, Emotion and Adjustment, Frustration, Perception, Dimensions of conflict and conflict resolution, Theories of organisation, Classical and Modern Organisation structure.

Unit – V

Organizational Culture - Meaning and characteristics, Challenges, Organizational socialization process, Function and effects, role of leaders, assessing organizational culture, changing organizational culture, developing a global organizational culture.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to have knowledge on the impact on globalisation, technology, changing workforce, and Challenges and Opportunities like Ethical Challenges, Lack of Employee Engagement, sustainability and Green Business Practices.

REFERENCES:

Books:

1. Arnold, Hugh J. & Daniel E. Feldman: Organizational Behaviour, McGraw Hill, 1986
2. Fred Luthans: Organizational Behaviour, McGraw Hill New York, 1993
3. Hellriegel Slocum Woodman: Organizational Behaviour- Thomson Asia Pvt Ltd. Singapore
4. Keith Davis: Human Behaviour at Work McGraw Hill New York 1993
5. Lawler, Porter L.M: Behaviour in Organizational McGraw Hill, New York, 1975
6. Lewin L.N. and Reitz H. J Group Effectiveness in Organization in Organization, Glenview I.L: Scott foreman
7. Ouchi W.G: Theory –How American business can meet the Japanese Challenges, Addison West. 1981
8. Prasad L.M: Organizational Behaviours. Chand & Co. 1996
9. Schein Edgar: Organizational Psychology, Englewood Cliffs NJ, Prentice Hall, 1970
10. Stephen Robins: Organizational Behaviour PHI, New Delhi, 1993
- 11.** Vroom V.H & Grant L. Organizational Behaviour and Human Performance Wiley, New York 1969
- 12.**

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	3	3
CO2	2	2	3	3	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3
CO5	2	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-3E-YOUTH EMPOWERMENT IN COMMUNITIES (*ELECTIVE COURSE – III*)

Course Aim:

The course aims to provide students with a comprehensive understanding of the significance and role of youth in communities. It focuses on the involvement of youth in community planning and development, and explores government and private interventions aimed at youth development. Students will acquire skills in designing effective capacity-building programs to empower youth and enhance their contribution to community growth and sustainability.

Course Outcome: At the end of this course the students would be able to:

CO1	Understand the meaning and importance of youth in communities	L2
CO2	Grasp ‘the role of youth in the community	L1 & L2
CO3	How the community planning can be conducted with youth	L4 & L5
CO4	Gain knowledge of government and private interventions in the development of youth	L3, L4 & L5
CO5	Acquire skills in designing capacity-building programmes.	L5 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENT

Unit 1 : Community Development: Definition, Functions, Process of Community, Youth in Community Development: Models and Steps. Youth / Adult Partnership. Applying Freire’s Ideas in Youth in Development Work.

Unit:2 : Community Profile: Meaning, Need, Method. Program/Project Planning. Developing Indicators. Project Cycle Management, Monitoring and Evaluation, Reporting Planning Personal and Community Work. Fundraising and Resource Mobilization

.

Unit:3 : Roles and Methods of Youth Workers: Enabler, Facilitator, Broker, Advocate and Teacher. Participation: Meaning, Dimensions and Promoting Participation.

Unit: 4 : Community Social Planning. Stages in Community Social Planning Process. Locality Development and Neighbourhood, Urban and Local Self Government. Capacity Building,

Training of Trainers. Career guidance. Community Building and Community Mobilization. Corporate Social Responsibility (CSR) Youth Work in Industries.

Unit:5 : Youth Work with Children, Women, Aged and differently able People. Environment – Types and Causes of Environment Problems. Youth Work for Sustainable Development of Environment. Role of Government and Non-Government in Environment Protection and Development.

Unit - VI - Current Contours for Continuous Internal Assessment only

Can conduct and work with youth and communities

REFERENCES:

Books:

1. Alan Twelvetrees, 1991. Community Work 2nd Edition. Practical Social Work Series. London: Macmillan/ BASW.
2. Jack Rothman, et al. 1985. Strategies of Community Intervention – Macro Practice. Fifth Edition. Peacock Publishers Inc.
3. Maheshwari, 1997. Local Government in India, Agra: Educational Publishers.
4. Paulette Bynoe – Guyana 1998. Sustainable Development and Environmental Issues. Module 13. CYP. Chandigarh: Asia Regional Centre
5. Peta – Anne Baker – Jamaica. 1998. Working with People and Their Communities. Module 5. CYP - Chandigarh : Asia Regional Centre.
6. Sharma, 1983. Social Planning. Luknow: Print House
7. Tools For Community Participation, 1990. A manual for Training Trainers in Participatory Technique. New York:UNDP.
8. UN Dept. of Economic and Social Affairs, 1971. Popular participation in Development. New York:United Nations.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	3	3	3	3	3	3
CO2	2	2	3	2	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-3D-CORPORATE SOCIAL RESPONSIBILITY (*ELECTIVE COURSE – III*)

Course Aim:

The aim of this course is to provide students with a comprehensive understanding of the concept and importance of Corporate Social Responsibility (CSR). Students will learn about the methods and historical development of CSR, gain awareness of CSR activities, and develop the ability to implement them effectively. The course will cover current trends in CSR and the roles of various stakeholders, including industry, shareholders, creditors, financial institutions, government, consumers, workers, and the local community.

Course Outcome: At the end of this course the students would be able to: ‘

CO1	Understand the concept, importance of CSR	L2
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CO2	Describe the methods of CSR	L1 & L2
CO3	Describe the history of CSR & aware of CSR activities and ability to implement it	L2, L4 & L5
CO4	Understand the current trends in CSR & the role of industry, shareholders, creditors and financial institutions, government, consumers, workers and the local community	L2
CO5	Understand the thrust area under the Companies Act 2013 & conduct need assessment survey in the communities	L2 & L3
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENT

Unit-I

Corporate Social Responsibility – Concept, importance of CSR, Carroll's pyramid of CSR, methods and scope of CSR – History of CSR, Developmental Phases of CSR, Business Ethics & Corporate Social Responsibility, CSR in Emerging Economies of the world.

Unit-II

Corporate Transitions and CSR-SEBI Guidelines for Corporate Social Responsibility Reporting, Provisions for CSR in Companies Act 2013: Definition, CSR Activities, CSR Committees, CSR Policy, CSR Expenditure, CSR Reporting, Display of CSR activities on its website. Understanding the thrust areas mentioned in schedule IV of the Companies Act 2013, Understanding the practices adopted by companies with respect to CSR Committees, activities and policy

Unit-III

CSR towards Stakeholders- Shareholders, Creditors and Financial Institutions, Government, Consumers, Employees and Workers, Local Community and Society. • CSR and environmental concerns. • Designing CSR Policy- Factors influencing CSR Policy, Stakeholders and Social Preferences: Customer, Employees, Communities, Investors.

Unit-IV

Global Recognitions of CSR- ISO- 14000-SA 8000 – AA 1000 – Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative; major codes on CSR. • CSR and Sustainable Development. Shapeshifting: from CSR 1.0 to CSR 2.0

Unit-V

Key components of CSR governance and CSR roles: Public Governance; Corporate Governance; and Civic Governance. Role of Government and NGOs in CSR, Role of NGO's and International Agencies in CSR, Integrating CSR into Business, Role of HR Professionals in CSR, Role of Social workers in CSR, CSR Programmes in India and Abroad, Future of CSR.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are expected to know the recent trends in CSR like transparency, trust, community participation, accessing new markets responsibly, initiatives to engage companies, Standing Up for Social Injustices, Creating Value by Closing the Loop, Bold Stunts to Take a Stand, Opening Eyes and Sparking Conversations, Cross-Company Collaboration, Activism Spurs Results, Industries Leading on Key Issues, Cause Shifts to Broader Purpose, Women's Equality and Empowerment Goes Viral, Companies Leverage Unique Assets for Disaster Relief, etc.,

REFERENCES:

Books:

1. Balachandran & Chandrasekaran, *Corporate Governance & Social Responsibility*, Prentice Hall, 2010.
2. Beeslory, Michel and Evens, *Corporate Social Responsibility*, Taylor and Francis, 1978.
3. Baxi C.V. and Prasad Ajit (2005): *Corporate Social Responsibility*, Excel Books.
4. Case study on Corporate Social Responsibility. – Vol. – I [ICFAI Business School Case
5. Development Centre.] Vara Vasanthi ICFAI Books, Hyderabad.
6. Johnson, H.H. *Business in contemporary society-framework & issues*, Wadsmortu Publishing Co Ltd

7. Madhumita Chatterji, Corporate Social Responsibility, Oxford University Press
8. Philip Kotler and Nancy Lee, Corporate social responsibility: Doing the most good for company and your cause, Wiley, 2005.
9. Sanjay K. Agarwal, Corporate Social Responsibility in India, SAGE Publications.
10. Subhabrata Bobby Banerjee, Corporate social responsibility: the good, the bad and the ugly, Edward Elgar Publishing, 2007.
11. Wempe J & Kaptain, M The balanced company: A theory of corporate integrity, Oxford University
12. William B Werther and David Chandler, Strategic Corporate Social Responsibility: Stakeholders in a Global Environment, Sage
13. Velasquez (2002) - Business Ethics - Concepts and Cases, Prentice Hall, 5th edition.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	2	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong

22EC-3F- LIFE SKILLS (*ELECTIVE COURSE – III*)

Course Aim:

The aim of this course is to empower students with self-awareness and self-motivation, enabling them to apply models for both intra-personal and inter-personal transactions. Students will develop effective communication skills and proficiency in preparing and delivering presentations using various models. Additionally, the course aims to foster growth in interpersonal relationships among team members, facilitating collaborative and cohesive teamwork.

Course Outcome: At the end of this course the students would be able to:

CO1	Aware of his/her self and self-motivation	L2
CO2	Apply models for intra-personal and inter-personal transactions	L3 & L4

CO3	Develop effective communication skills	L4 , L5 & L6
CO4	Prepare and present more models of presentations	L4 & L6
CO5	Grow in inter-personal relationship with their team members	L3 & L4
L1- Remember; L2- Understand; L3 - Apply; L4 - Analyse; L5 - Evaluate; L6 – Create		

Pedagogical Methods Adopted:

Lectures; chalk and talk, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, etc.,

COURSE CONTENT

UNIT - I

Self-Awareness and Self-Motivation, Self-analysis through SWOT and Johari window, Elements of motivation, seven rules of motivation, Techniques and strategies for self-motivation, Motivation checklist and Goal setting based on principle of SMART, Self-motivation and life, Importance of self-esteem and enhancement of self-esteem.

UNIT - II

Communication Skills: Features of an effective Communication. Verbal and non-verbal Communication. Barriers and filters. Listening and active listening. Feedback.

UNIT - III

Models of Presentation – Impromptu speech – tackling hesitation, shyness and nervousness in speaking – Public speaking, academic and professional presentations – Group discussions – facilitators and impediments.

UNIT - IV

Inter - personal relations: Feelings; types and steps to deal with complex feelings. Assertiveness and Confidence building. Body language: Role of different parts of the body in communication, Non-verbal behaviour. Conflict: types and resolutions. Emotions, emotional empathy and emotional intelligence.

UNIT V: Attitude: Nature, Formation and Change, Decision Making Process, Team Work, Group Discussion, Group Decision, Rational and Irrational decisions. Concept of Achievement, Social Power: Nature and Types, Presentation, Resume Writing, Writing Formal Letters.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are also expected to enrich their knowledge on the essential soft-skills like Punctuality, Critical thinking, Social skills, Creativity, Adaptability, Friendly personality

REFERENCES:

Books:

1. Atkinson and Hilgard's Introduction to Psychology, 14th Edition Edward E. Smith, Susan Nolen-Hoeksema, Barbara Fredrickson, Geoffrey Loftus, ISBN-10:0155050699 © 2003
2. Edward Russo J. and Paul J. H. Schoemaker Winning Decisions, r, Doubleday, agency of Random House Inc., 2002.
3. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill. Indrajit Bhattacharya, An Approach to Communication Skills, Delhi :Dhanpat Rai, 2008.
4. James G. March, Primer on Decision Making, Simon & Schuster Inc., New York, 1994.
5. Kenneth G. Mcgee Heads Up: How to Anticipate Business Surprises & Seize Opportunities First, Harvard Business School Press, Boston, Massachusetts, 2004.
6. Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.
7. Mohan, Krishna and Meera Bannerji, 2001, Developing Communication Skills. Macmillan.
8. Paul C. Nutt, Why Decisions Fail, Berrett Kochler Publishers, Inc. San Francisco, 2002.
9. Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House
10. Ravi Aggarwal: Communication Today & Tomorrow, Sublime Publications, Jaipur, 2008.
11. Varinder Kumar, Bodh Raj, Manocha, Business Communication Skills, Kalyani Publishers, New Delhi, latest edition.

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	3	3
CO2	3	2	2	3	3	3	3	3	3	3
CO3	2	2	2	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

1-Low, 2-Medium, 3-Strong