BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-24
CURRICULUM OF MSW - SOCIAL WORK
AFTER REVISION
2025–2026 onwards

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 marginalised 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 and 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, organisations and communities.

Social Work Practice: Perform as professional social workers in advanced direct practice with individuals, families, groups, and organisations.

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 and 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.

FEE STRUCTURE : As prescribed by the University from time to time.

CREDITS : The total number of credits for this programme are 94.

ATTENDANCE FOR STUDENTS TO WRITE EXAMS

Details	Percentage of Attendance
Eligible to write exam without Condonation fee	75and above
Eligible to write exam with Condonation fee and Medical Certificate	65 to 74
Re-Doing the Semester(s) after completion of the programme	Below65

EVALUATION

Evaluation of each course (other than Field Work/Summer Internship/Block Placement/ Research Project Work) shall comprise of Continuous Internal Assessment (CIA) for 25 marks and End Semester Examination (ESE) for 75 marks. The Q.P setting and evaluation of ESE will be done by External Examiners, appointed for the purpose and while CIA components will be evaluated by respective course teachers.

a. The Components of CIA Marks areas follows

Test (Three)	15(Two Internals & 1 Model)
Seminar	5
Assignment	5
Total Marks	**25**

b. Question Paper*Pattern for the End Semester Examination (ESE)

	Questions	Marks	Total Marks
Part A Ten Questions (no choice) (Two Questions from each unit)	**10**	**2**	**20 marks**
Part B Five Questions (either or type) (One Question from each unit)	**5**	**5**	**25 marks**
Part C Three Questions (either or type) (Not exceeding one Question from each unit)	**3**	**10**	**30 marks**
	Total Marks		**75 marks**

* QP setters are requested to follow the 'RUPASCE' Level in setting the question papers by giving proper weightage to test the Remember, Understand, Practice, Analyze, Synthesize, Create and Evaluation ability at Introductory level, Reinforcement level and Mastery level. QP setters may be asked to avoid questions using "What" type and set questions giving equal weightage to all units of the course. The weightage for theory and problem may be given as prescribed in the course syllabus.

PASSING MINIMUM

A student will be declared to have passed in each course other than Field Work/Summer Internship/Block Placement/ Research Project Work if he/she secures not less than 40 % marks in University Exams and 40 % marks in CIA and not less than 50 % marks in the aggregate taking CIA &End Semester Exams (ESE) marks together. The FAILED candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (two chances will be given) by assessing the CIA components once again. The regulations of our University relating to Instant Examination, Revaluation and Retotaling will be applicable as usual.

GUIDELINES FOR FIELD WORK/ SUMMER INTERNSHIP/ BLOCK PLACEMENT AND FINAL PROJECT

A project is a necessary condition for the award of MSW degree. The project must be individual work and should be carried on in any domain covered in the syllabus. The project report shall be written and submitted in the form of Dissertation. Each student shall be required to select an Agency to do their field work / summer internship / Block placement.

a) Field Work (25CC5, 25CC9, 25CC13 & 25CC16)

As part of the curriculum, each students are placed in various organisations /Hospitals/ industries for field work practice not less than 25 days. Students are assigned to complete 3 Case Work, 2 Group Work and 1 Community Organisation Programme during their field work practice period.

b) Summer Internship (25CC-9a)

Each student will be required to take up internship training in any Non Governmental Organisation for a period of not less than three weeks after completing the second semester (during vacation) and shall submit a report. While doing summer training project, the students are

expected to interact with officials in the organization. The Training Certificate, Student Evaluation Form and Attendance Certificate with the Day Wise work carried out (Training Schedule) with the signature of the Official of the sponsored organization should be obtained and enclosed in thereport. The students will be evaluated on the basis of the report presentation and the feedback provided by the officials in the respective institutions. The evaluation of 25CC9a will be jointly done by External Examiner appointed for the purpose and Head / Faculty Member of the Department of Social Work.

c) Block Placement (25CC16)
Each student will be required to take up internship training in any Non Governmental Organisation/Hospital/Industry for a period of not less than Four weeks after completing the second semester (during May month) and shall submit a report. While doing block placement, the students are expected to interact with officials in the organization. The Training Certificate, Student Evaluation Form and Attendance Certificate with the Day Wise work carried out with the signature of the Official of the sponsored organization should be obtained and enclosed in the report. The students will be evaluated on the basis of the report presentation and the feedback provided by the officials in the respective institutions. The evaluation will be jointly done by External Examiner appointed for the purpose and Faculty Supervisor and Head of the Department of Social Work.

d) Project Work (25RPW)
In addition to the Field Work/Summer Internship/ Block Placement, each student shall be required to take up a project during the final semester and submit a dissertation. The authenticity of the dissertation should be certified by the Supervisor/ Head of the Department. The Final dissertation shall be jointly evaluated by the Supervisor / Head of the Department and External Examiner appointed for this purpose. At the end, Viva Voce examination shall be conducted. The format of the dissertation and date of submission will be decided by the Department of Social Work. The weightage for viva voce is 75 marks and 25 marks for the dissertation.

CAREER ORIENTED ADDITIONAL COURSES
The students will be encouraged to undergo Career Oriented Additional Courses such as Self-Study Course, Online Courses/Swayam. It is the option of the students to choose these courses. These courses are over and above the courses of MSW and additional credits earned by students against these career-oriented courses are not part of MSW programmes.

a. **Self Study Courses**
Interested MSW students are encouraged to study one self-study course in third & Fourth semester (Any one Specialisation). There are no regular theory & practical classes for those courses and the students need to study on their own and write exams for those courses in the respective semesters. (Mentoring will be done by Spcialised Faculty members)
The Evaluation of each course shall comprise of Continuous Internal Assessments (CIA) for 25 marks and End Semester Exams (ESE) for 75 marks. The pattern of CIA and ESE of other courses of MSW (FM) is applicable to self-study course.
b. **Online Courses/ Swayam**
The students are encouraged to register for the Online Course / Swayam reted to the curriculum. The students should submit the copy of their Online Course / Swayam Certification received from the respective institutions to the Department of Social Work. The credits earned by the students for Online Courses / Swayam will be incorporated in the Mark Statements and the Consolidated Mark Statements.

BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-24
REVISED CURRICULUM STRUCTURE
Program: MASTER OF SOCIAL WORK: Program Code –2PASOW
(2025-2026 Onwards)
SCHEME OF EXAMINATIONS

Sem.	Course No	Code	Course Title	Credits	Hrs.	CIA	ESE	Total
Semester – I	Foundation Course (5)							
	1	25CC-1	Social Work Profession and Society	4	6	25	75	**100**
	2	25CC-2	Psychology for Social Work Practice	4	6	25	75	**100**
	3	25CC-3	Social Work Practice with Individuals	4	6	25	75	**100**
	4	25CC-4	Social Work Practice with Groups	4	6	25	75	**100**
	5	25CC-5	Social Work Practicum – I	5	15	75	25	**100**
			CREDITS	**21**				
Semester - II	Core (4) Elective (1) Extra Disciplinary(1)							
	6	25CC-6	Working with Communities and Social Action	4	6	25	75	**100**
	7	25CC-7	Social Work Research and Social Statistics	4	6	25	75	**100**
	8	25CC-8	Management of Welfare Organization	4	6	25	75	**100**
	9	25CC-9	Social Work Practicum – II :Concurrent Field work	5	15	75	25	**100**
	10	25EC-1	Elective Course - I	2	3	25	75	**100**
	11	25NME-1	Foundations of Human Resource Development/ Career Planning and Development	3	3	25	75	**100**
	12	25CC-9a	Summer Internship	4	3 Wk	75	25	**100**
			CREDITS	**26**				
Semester - III	Core (4-including2 Specialisations) Elective (1) Extra Disciplinary(1)							
	13	25CC-10	Advanced Counselling: Theory & Practice	4	6	25	75	**100**
	14	25CC-11	Specialisation Course – I	4	6	25	75	**100**
	15	25CC-12	Specialisation Course – II	4	6	25	75	**100**
	16	25CC-13	Social Work Practicum – III :Concurrent Field Work	5	15	75	25	**100**
	17	25EC-2	Elective Course –II	2	3	25	75	**100**
	18	25NME-2	Introduction to Counselling / Basics of Life Skills	3	3	25	75	**100**
	**Study Tour or Workshop/Seminar/ Training Programme**(Only Requirement for Course Completion)							
			CREDITS	**22**				
Semester - IV	Core (4 - including 2 Specialisations) Elective (1)Research Thesis (1)							
	19	25CC-14	Specialization Course – III	4	6	25	75	**100**
	20	25CC-15	Specialization Course – IV	4	6	25	75	**100**
	21	25CC-16	Social Work Practicum – IV : Concurrent field work	5	15	75	25	**100**
	22	25CC-17	Social Work Practicum – V : Block Placement / Internship	5	4 Wk	75	25	**100**
	23	25RPW	Research Project Work.	5	6	75	25	**100**
	24	25EC-3	Elective Course – III	2	3	25	75	**100**
			CREDITS	**25**				
			TOTAL CREDITS	**94**				

CIA - Continuous Internal Assessment   NME - Non Major Elective
ESE - End Semester Examination   RPW - Research Project Work   EC - Elective Course
* Students are encouraged to do a course in swayam portal related to Social Work and those credits will be added in the Mark Statement.

CHOICE-BASED SPECIALISATION COURSES (one among five)

There are five different specialisations 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 specialisations. Based on the request made by students, Medical and Psychiatric Social Work, Criminology and Correctional Social Work, Youth Development and Social Work specialisations were also introduced in 2004, 2018, 2022 and 2025 onwards respectively.

Special features:

The students are free to opt for any one specialisation under the regular mode and another specialisation 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
Specialisation Course – I	13	25CC – 11a	4	Rural Community Development
Specialisation Course – II	14	25CC – 12a	4	Tribal Community Development
Specialisation Course – III	18	25CC – 14a	4	Urban Community Development
Specialisation Course – IV	19	25CC – 15a	4	Communication for Development

MEDICAL AND PSYCHIATRIC SOCIAL WORK-B

Specialisation Course	Course No	Course Code	Credits	Course Name
Specialisation Course – I	13	25CC – 11b	4	Health and Hygiene
Specialisation Course – II	14	25CC – 12b	4	Mental Health
Specialisation Course – III	18	25CC – 14b	4	Medical Social Work
Specialisation Course – IV	19	25CC – 15b	4	Psychiatric Social Work

HUMAN RESOURCE MANAGEMENT -C

Specialisation Course	Course No	Course Code	Credits	Course Name
Specialisation Course – I	13	25CC – 11c	4	Human Resource Management
Specialisation Course – II	14	25CC – 12c	4	Human Resource Development
Specialisation Course – III	18	25CC – 14c	4	Organisational Development
Specialisation Course – IV	19	25CC – 15c	4	Employee Relations and Trade Union

CRIMINOLOGY AND CORRECTIONAL SOCIAL WORK-D

Specialisation Course	Course No	Course Code	Credits	Course Name
Specialisation Course – I	13	25CC – 11d	4	Criminology and Criminal Law
Specialisation Course – II	14	25CC – 12d	4	Child Rights and Juvenile Justice
Specialisation Course – III	18	25CC – 14d	4	Penology, Victimology and Crime Prevention
Specialisation Course – IV	19	25CC – 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	25CC – 11e	4	Youth Development
Specialisation Course – II	14	25CC – 12e	4	Youth Policies and Programmes
Specialisation Course – III	18	25CC – 14e	4	Strategies for Youth Development
Specialisation Course – IV	19	25CC – 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	25EC-1a	2	Social Work with Persons with Disabilities
		10	25EC-1b	2	Skills for Social Workers
		10	25EC-1c	2	Human Rights
		10	25EC-1d	2	Environment and Social Work
		10	25EC-1e	2	Soft Skills
Elective Courses – II	III	16	25EC-2a	2	Disaster Management
		16	25EC-2b	2	Working with Persons with HIV / AIDS
		16	25EC-2c	2	Labour Welfare and Labour Legislations
		16	25EC-2d	2	Application of Software in Social Work Research
		16	25EC-2e	2	Gerontological Social Work
		16	25EC-2f	2	Sustainable Development
Elective Courses - III	IV	23	25EC-3a	2	Development Project Management
		23	25EC-3b	2	Community Health
		23	25EC-3c	2	Organisational Behaviour
		23	25EC-3d	2	Corporate Social Responsibility
		23	25EC-3e	2	Youth Empowerment in Communities
		23	25EC-3f	2	Life Skills

Course Title	Social Work Profession and Society		
Semester No.	First Semester	Course Code	25 CC-1
Course No.	1	Course Credit	4

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 CONTENTS

Unit I

Social Work: Concepts: Social Work, Social Service, Social Welfare, Social Security, Social Defense, Social Justice, Social Development, Social Reforms and Social Empowerment. 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. Recording–Need and importance; Types of recording in Social work education-Process recording, Summary recording, Verbatim recording, Narrative recording.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, Bakthi 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.Models of Social Work: Relief model, Welfare model, Clinical model, Systems model, Radical model,

Unit IV

Individual & Society: Meaning and Characteristics of Society, Community, Association, Organization and Social Institutions- Culture and Civilization- Accommodation, Acculturation, Assimilation, Diffusion, Cultural Conflict, Cohesion, and Integration. Cultural Lag and Cultural Change Socialization and its agencies- Social Structure and Social Stratification-Caste System and Class System- Social Groups- Social Change-Theories and Factors of Social Change, Sanskritization, Urbanization ,Liberalization,Westernization, Westernization andModernization 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, Illiteracy Corruption, Housing and Slums, Crime ,Dowry, Suicide, 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.

REFERENCES:

BOOKS

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22. Wadia, A.R.(1961) History and Philosophy of Social Work Education in India Allied,Bombay.
23. Yuill Chris, Lishman Joyce, Brannan Jillion and Gibson Alastiar (Editors), Social Work: AnIntroduction, 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-e1208 2854.html

COS	Mapping with programme outcomes									
	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

Course Title	Psychology for Social Work Practice		
Semester No.	First Semester	Course Code	25 CC-2
Course No.	2	Course Credit	4

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 CONTENTS

Unit I

Human Growth and Development in the life span of Individual: Stages of development: Meaning and principles of growth and development, heredity, environment and ecological influencesconception, 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, nature, utility and scope of application in various fields; introduction to schools of psychology; Relevance of psychology for social workers.Health Psychology and its Scope.

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. 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	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

Course Title	Social Work Practice with Individuals		
Semester No.	First Semester	Course Code	25 CC-3
Course No.	3	Course Credit	4

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 settingsand maintain case work regards	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 CONTENTS

Unit I

Case Work: Concepts, objectives, its importance; nature and scope, historical development; components; values and principles of Case Work practice; socio-cultural factors affecting the Case Work practice in India; relationship with other methods of social work and Skills in Social Case Work. Limitations and challenges

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 Introduction to the role of Psychological testing in Assessment, Use of Genograms / Eco-maps, 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. Principles, Characteristics of a professional relationship: empathy, Unconditional positive regard, Focused Relationship Qualities1DealingwithResistance, Mirroring, Contextualizing & Accompaniment, Reinforcement and celebration, 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, Diagnostic, Functional , 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, Palliative Care and ICTC. Limitations Role of Case Workers in various settings.Techniques and skills in social case work: Interviews, Home Visits ,resourcemobilization ,referral, environmental modification, casework 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

Course Title	Social Work Practice with Groups		
Semester No.	First Semester	Course Code	25 CC-4
Course No.	4	Course Credit	4

Course Aim:

The aim of the course is to develop group worksupervision, 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, Filed / 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, Refection 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-groupformation, newcomersinthegroup,expectation,withdrawal, Emotional and behaviorcontagion ,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. Theories And Therapeutic Intervention - Field Theory & Conflict Theory, Behavior & Systems Theory, Psychodynamic Therapy, Family & Marital Therapy.

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 prating 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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COS	Mapping with programme outcomes									
	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	25CC-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)

- 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

- 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
    i. Communication
    ii. Interpersonal relationships
    iii. Analysis of Society
    iv. Self-awareness
- A rural camp for a week.
- Supervised concurrent field practicum 2 days per week with 7½ hours per day.

Department Requirements in Field Work

- 10- 15 Agency / Field Visits
- 1 Group project for every 3 – 4 fieldwork trainees
- One 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	Working with Communities and Social Action		
Semester No.	Second Semester	**Course Code**	25CC-6
Course No.	6	**Course Credit**	4

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 analyse 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 CONTENTS

Unit I
Community Organisation: Concept, historical development, scope, objectives, philosophy, principles and basic assumptions and theoretical foundations; Community organisation as a method of social l 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 Sub groups; 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. Community Structure and Dynamics - Tribal Leadership and Political Participation: Role of tribal leadership in local, state, and national levels.

Unit III

Methods of Community Organisation: Planning, education, communication, community participation, collective decision making, involvement of groups and organizations, resourcemobilization,communityaction,legislativeandnon-legislativepromotion, co-ordination Models of Community Organization: J. Rothman's Locality Development/ Neighbourhood model, 2.SocialPlanning model and Social Action model; MG.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. Practice of Community Organisation - NGO Intervention: Role of NGOs in rural and tribal development, and their impact.- Rural Development Programs: Detailed coverage of programs like MGNREGA, NRLM, and NRHM.- Community Organization in Emergencies: Application of community organization in emergency situations like natural disasters.

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. Social Action and Movements- Specific Social Movements: Detailed coverage of movements like Narmada Bachao Andolan, Anti-Nuclear Power Plant Movements, and Anna Hazare's movement.- Tribal Development Administration: Administrative structure, constitutional provisions, and tribal development programs.

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

Course Title	Social Work Research and Social Statistics		
Semester No.	Second Semester	**Course Code**	25 CC-7
Course No.	7	**Course Credit**	4

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 CONTENTS

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.   Understanding Research Vocabulary: Variable, Theory, hypothesis, Operational Definitions, Conceptual Definitions.

Unit – II
Types & Approaches: Qualitative and quantitative research; Qualitative research: meaning, scope, characteristics, strategies, sampling and design, methods: Case Study, Ethnography, Grounded Theory, Focus Group Discussion, Life history, Narratives, and content analysis; Quantitative research: meaning, the difference between qualitative and quantitative research, basic understandings of Mixed Research methodology and types: Triangulations, Embedded Explanatory, Exploratory Designs.

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 notetaking, 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, Ex-post facto. **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).Unstructured and Structured Observational studies. **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 graphs. 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 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 other Quantitative & Qualitative Softwares: 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-test – 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

Course Title		Management of Welfare Organisation	
Semester No:	First Semester	**Course Code**	25 CC-8
Course No.	8	**Course Credit**	4

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, Filed / Observation Visits Small-Group Exercises, Case Analysis, Demonstration:Sociometry, sociogram, games, Singing, street play, puppetry, psychodrama, socio-drama, role play, brainstorming, group discussion, excursionCase Studies, Refection 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, SocialWelfare Administration:Purpose, and Principles., Functions and Areas 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 ofSocial Welfare inIndia; Voluntary Socialwork; Voluntary Agencies; Meaning, types & Models of NGOs; Role of NGOs in National development, Government Schemes on Social welfare, Agency registration; methods, advantages, Tax Exemptions for NGOs and FCRA. Governmental Schemes for NGOs. preparation of bye-

laws, Memorandum of Association, rules, regulation & registration procedures; Registration of Societies& Trust; Governing Board, Committees, Executive; Quality, Function & role, National Voluntary section 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 & de-notified Communities small and marginal farmers, landless labourers and ruralartisans. Policy&Programmesforwomen, children,aged&disabled,Roleof the socialworkerindevelopment 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 sustainabledevelopment, socialworkandsocialdevelopmentandproblemsofsocial development in India. Concept of Five Year Plans, NITI Aayog.

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 & MentalDisability transgender. RTI and PIL Acts. 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.

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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.**	25CC9
Course No.	9	**Course No.**	9

Field Work Components
Concurrent field work in a generic setting

Department Requirements in Field Work

- 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)

- 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
- 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

REFERENCES

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Course Title	Summer Internship		
Semester No.	Second Semester	**Course Code**	25CC-9a
Course No	9a	Course Credit	4

Field work Components

Students will be placed in several user agencies outside Tiruchirappalli District

Guidelines (Duration & Work Load)

- Total no of field practicum hours 157 hours (21 Days)

workload 7½ hrs./day.

Objectives of Summer Internship

15. To sensitize the students to social needs and problems and enable them to critically analyses problems and select the appropriate means of problem-solving.
2. To understand and apply the social work methods to deal with such needs and problems.
3. To begin to acquire skills of social work intervention in human needs situations and issues.
4. To become aware of and understand one's strengths and weaknesses.
5. To develop the right values and attitudes essential for a professional social worker.
6. The field practicum during the first semester may be structured through Field observation visits followed by discussion Practice-skills laboratory on

    i Communication

    ii. Interpersonal relationships

    iii. Analysis of Society

    iv. Self-awareness

field practicum for 7½ hours per day.

Department Requirements in Field Work

- 21 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

External – 25 Marks

Viva-Voce - 25

Internal – 75 Marks

Evaluation of Field Work Reports	-	25
Agency Supervisor Evaluation	-	25
Activities	-	15
Field Work Records	-	10

Course Title	Social Work With Persons with Disabilities *(Elective Course - I)*		
Semester No.	Second Semester	**Course Code**	25 EC-1a
Course No.	10	**Course Credit**	2

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, Filed / 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 cantered 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.

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COS	Mapping with programme outcomes									
	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

Course Title	Skills for Social Workers (*Elective Course - I*)		
Semester No.	Second Semester	Course Code	25 EC-1b
Course No.	10	Course Credit	2

Course Aim:

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

Course Outcome : 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.

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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

(Table title: Mapping with programme outcomes)

1-Low, 2-Medium, 3-Strong

Course Title	Human Rights *(Elective Course - I)*		
Semester No.	Second Semester	Course Code	25 EC-1c
Course No.	10	Course Credit	2

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, Filed / 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

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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

Mapping with programme outcomes

1-Low, 2-Medium, 3-Strong

Course Title	**Environment and Social Work** *(Elective Course - I)*		
Semester No.	Second Semester	**Course Code**	25 EC-1d
Course No.	10	**Course Credit**	2

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 a 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 goverment 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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COS	Mapping with programme outcomes									
	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

Course Title	Soft Skills *(Elective Course - I)*		
Semester No.	Second Semester	**Course Code**	25 EC-1e
Course No.	10	**Course Credit**	2

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 personalityGroup Decision, Rational and Irrational decisions. Concept of Achievement, Social Power: Nature and Types, Presentation, Resume Writing, Writing Formal Letters.

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Ravi Aggarwal : Communication Today & Tomorrow, Sublime Publications, Jaipur, 2008.

Varinder Kumar, Bodh Raj, Manocha, Business Communication Skills, Kalyani Publishers, New Delhi, latest edition.

COS	Mapping with programme outcomes									
	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

Course Title	Foundations of Human Resource Development		
Semester No.	Second Semester	Course Code	25NME-1
Course No.	11	Course Credit	3

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- Evaluvate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Filed 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, MaxWeber, 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

Course Title	Career Planning and Development		
Semester No.	Second Semester	**Course Code**	25NME-1
Course No.	11	**Course Credit**	3

Course Aim:

The aim of the course is tounderstand the concept, and importance of career planning to study the emerging needs of the employer and career requirements , develop and acquire skills in various approaches to career development and to develop skills in career planning and development.

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	To 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.

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COS	Mapping with programme outcomes									
	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

Course Title	Advanced Counselling: Theory and Practice
Semester No. : Third Semester	**Course Code : 25** CC-10
Course No. : 12	**Course Credit :** 4

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 &Outline 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 CONTENTS

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, etcbesides to carry out research in the areas of psychosocial problems that affects the individuals

REFERENCES:

1.   Antony, John D (1996) Types of counselling, Anurgraha Publications, Nagarcoil

2.   Asch. M., (2000) Principles of Guidance and counselling, Sarup& Sons, New Delhi

3.   Davies, (2004) Defences and Resistance, Open University press, London

4. Davies, (2004) Models of Psychopathology, Open University press, London

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6. Jones Richard Nelson, (1998) Principles of counselling and Helping skills, Chassell Plc, London,.

7. Murdin, Lesley and Meg Emington, (2005) Setting Out: The Importance of the Beginning in Psychotherapy and counselling, Rutledge, London

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10. New, Caroline & Katie Kanffman, (2004) Co-Counselling, The theory and Practice of

11. Nicolson, Paula, Rowan Bayne, (1990) Applied Psychology for Social workers, Practical Social Work

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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

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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	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

Course Title	Rural Community Development (*Specialisation Course I*)		
Semester No.	Third Semester	**Course Code**	25CC-11a
Course No.	13	**Course Credits**	4

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 ruralcommunity	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 CONTENTS

Unit – I

Rural Community: Meaning, Characteristics; Types of villages; Scope in social work; Rural social structure. *Theoretical perspectives on rural society* (e.g., Gandhian model of village self-reliance, Participatory Rural Appraisal (PRA)).

Rural Problems: Poverty, Illiteracy, Unemployment, Problems related to agriculture (land holding, productivity, marketing), Community Health, Agrarian displacement, Farmer Suicide.

Rural Extension: Concept, characteristics, philosophy, objectives, principles, Rural Development Approach: Multipurpose Approach, Integrated Development Approach, Area Development Approach, Multilevel District planning Approach, Target group Approach, Livelihood Approach, 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 the post-launch 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 of Local Self Government in ancient India, Panchayat Raj after independence: Constitutional Provisions, Balwant Roy Metha Committee Report, Ashok Metha Committee Report, Philosophy, Panchayat Raj System Structure - Salient features of 73rd Amendment.

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, Ministry of Rural Development (Central & State) 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), State Institute of Rural Development (SIRD) Banking for Rural Development: National Bank for Agriculture and Rural Development (NABARD), Regional Rural Banks (RRB).Roles and Functions.

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. Case Studies of AMUL, IFFCO, SEWA.

Unit - V

Rural Development Programmes:

Common Goals of Current Programmes: Poverty reduction, Employment generation, Women empowerment, Skill development, Infrastructure (roads, housing, sanitation, water), Health and nutrition, Digitization and transparency. Mahatma Gandhi National Rural Employment Guarantee Act (Mgnrega) 2005. National Rural Livelihoods Mission (Nrlm) / Day-Nrlm-2011, Swachh Bharat Mission – Gramin (Sbm-G)2014, Deen Dayal Upadhyaya Grameen Kaushalya Yojana (Ddu-Gky)2014, Beti Bachao, Beti Padhao (Bbbp)2015, Digital India (Rural Component)2015, Pradhan Mantri Awaas Yojana – Gramin (Pmay-G)2016, National Rurban Mission (Nrum)-2016, Poshan Abhiyaan-2018, Pm-Kisan Samman Nidhi-2019, Jal Jeevan Mission (Jjm)-2019, Atmanirbhar Bharat Abhiyan (Rural Focus)-2020, E-Gramswaraj Portal & App-2020.

National Food Security Act (NFSA) 2013, Public Distribution System (PDS): Key Features, Key Components of PDS, Types of Beneficiaries, Reforms in PDS, Challenges of PDS.
Sustainable development and Livelihood promotion and Localised Sustainable Goals(LSDG).

VikSith Barath-2047: Meaning, Vision, Objective. Role of Social Workers in rural community development, 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 a **practicum** with web-learning,media-connect, mini-projects, timeline posts, quizzes, seminar presentations, etc. The Course Teacher shall inform the Head of the Department of the gist of the Current Contours dealt with in the class for record. **Student Evaluations for this unit are limited to CIA/Practicum/Assignments/Classroom Participation** only. Students may be asked to participate in Gram Saba meetings, and to visit DRDA, Panchayat Unions and village panchayats to understand their planning, functions and implementation of rural development programmes at the grassroots level. Students are also expected to conduct PRA in any one of the villages

REFERENCES:

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13. Singh, H. (1995). *Administration of rural development in India*. New Delhi: Sterling Publishers Private Ltd.
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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	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

Course Title	**Health and Hygiene** *(Specialisation Course – I)*		
Semester No.	Third Semester	**Course Code**	25CC11b
Course No.	13	**Course No.**	4

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 andconsequencesofcommunicableandnon-communicablediseases,conduct healthand 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 functionsof 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 CONTENTS

Unit – I

Health and Hygiene: Health- Concept of Health, Definition, Dimensions of Health, Determinants of Health, Right to Health, Responsibilities for Health, Indicators of Health.Vital Health Statistics. Healthy lifestyle 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 – II

Disease and Nutrition: Disease-Definition; Disease Causation; Natural History of Disease; Types of Disease Agents; Host factors; Environmental Factors; Risk Groups. Disease control. Disease Prevention. 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

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, Accident, and Injuries.

Unit –IV

Health Policies and Programmes : Health planning in India, Five-year plans and Health, Directorate General of Health Services, National Health Policy 2002, National Health Programmes: NHM, AYUSH, NTEP, Universal Immunization Programme, National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular, Diseases & Stroke (NPCDCS), National Programme for the Health Care for the Elderly (NPHCE), National AIDS Control Programme (NACP) National Vector Borne Disease Control Programme (NVBDCP); Janani Shishu Suraksha Karyakram (JSSK), JSY, ICDS, NOTTO, TRANSTAN, School Health Programmes, AIDS Control programmes.

Unit V:

Institutions working for Health Promotion : 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 Worker – Proactive, Preventive, Developmental and Remedial Measures in Health

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.

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- Ramaiah, K. D., & Das, P. K. (2019). *Lymphatic filariasis in India: Epidemiology, prevention, and control*. Indian Journal of Medical Research, 149(S1), S13–S17.

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- **Taneja, D. K.** (2021). *Health policies and programs in India* (3rd ed.). New Delhi: Doctors Publication.

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

Course Title	Human Resource Management *(Specialisation Course – I)*		
Semester No.	Third Semester	Course Code	25 CC-11c
Course No.	13	Course Credit	4

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 CONTENTS

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 – Globalisation 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 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, **Latest technology adopted in Recruitment. 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 Overview; Defining and Planning Performance.
Managing Careers: Concept – Career stages -Career Anchors – Career Development Cycle – Benefits of career planning to individual and organisation - 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

HR Analytics: HR Metrics and Audits Formulation of key performance indicators and key result areas - HR Metrics - Recruitment metrics - HR development metrics - Talent retention metrics - HR cost benefit metrics - Performance metrics - Diversity Metrics - Engagement metrics - Safety and health metrics - Human capital ROI - HR Scorecard - HR Audits. Predictive and Prescriptive Analytics Predicting employee performance - Predicting employee turnover - Techniques to capture the fallouts of HR Practices - Impact of interventions - Evidence-based human resource management - Organisation change and improvement - Ethical standards.

Unit - VI - Current Contours for Continuous Internal Assessment only
Human aspects of strategy implementation, Behavioural 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:

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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	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

Course Title	Criminology and Criminal Law *(Specialisation Course – I)*		
Semester No.	Third Semester	Course Code	25 CC-11d
Course No.	13	Course Credit	4

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 CONTENTS

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, IndianPenal Codeand 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

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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	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

Course Title:	Youth Development *(Specialisation Course – I)*		
Semester No:	Third Semester	No. of Credits:	4
Course No:	13	Course Code:	25 CC – 11e

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 CONTENTS

UNIT I: 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 II: 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 III: **Strategies for Youth Development:** Youth healthy lifestyle and well-being.Social and political participation of youth. Networking of formal and informal organizations. Positive Youth Development. Youth capacity building and Leadership. Youth Civic engagement. National Youth Policy (2014).

Unit IV: Youth in New Millennium: Challenges and Opportunities: Youth in the context of globalization: Youth power, social capital. Education and Skill Development and Entrepreneurship. Social media and digital divide. Youth bulge. Youth not in employment, education or training (NEET).

UNIT V: 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)

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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	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

Course Title	Tribal Community Development *(Specialisation Course – II)*		
Semester No.	Third Semester	**Course Code**	25CC-12a
Course No.	14	**Course Credits**	4

Course Aim:

The aim of this course is to provide students with an in-depth understandingof tribalcommunities, enabling them to apply various methods and programs for tribal development. It seeks to raise awareness of the issuesand problems faced bytribal 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 o ftribalc ommunities	L2
CO2	Apply various methods and programmes for tribal community development	L3&L4
CO3	Aware of tribal issuesand problems	L1&L2
CO4	Skilful in availing tribal developmentschemes fromv arious 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 CONTENTS

Unit– I

Introduction to Tribal Studies: Definition and concept of tribes in anthropological and sociological perspectives. Evolution of tribal identity in colonial and post-colonial India. **Comparative Analysis**: Tribes vs. Indigenous Peoples (UN frameworks).Tribal communities and constitutional definitions (Fifth and Sixth Schedules, Article 342).

Typologies and Characteristics: Characteristics of tribal societies: kinship, clan, economy, and social norms. **Classification of tribes**: Particularly Vulnerable Tribal Groups (PVTGs), forest-dwelling tribes, pastoraland hill tribes. *Case studies on unique tribal communities (e.g., Jarawas, Toda, Soliga).***Nomadic and Denotified Tribes:** Historical background and stigma from the Criminal Tribes Act-1871.Current socio-political status and inclusion challenges. Legal and policy measures: The Renke Commission, the Idate Commission.

Historical Perspectives: Pre-colonial tribal societies and autonomy. Colonial interventions and tribal dispossession. Tribal resistance movements (e.g., Santhal, Munda uprisings). Post-independence tribal policy trajectory.

Tribes in Tamil Nadu: Historical and cultural overview of tribes in Tamil Nadu. Major tribes: Irula, Kattunayakan, Paliyan, Kurumba, etc. Regional distribution and habitat patterns. Traditional governance and customary laws.

Regional Distribution of Tribes in India: Demographic and spatial distribution (with GIS mapping tools). Role of geography and ecology in shaping tribal livelihoods. Regional disparities in development and infrastructure.

Indigenous Knowledge Systems: Indigenous ecological knowledge, medicinal systems, agriculture, and forest management. Intellectual property rights (IPR) and traditional knowledge protection. *Case Study Focus: Use of indigenous knowledge in climate adaptation.*

Human Rights and Legal Frameworks: Human rights violations and tribal land alienation. Relevant laws: Forest Rights Act (2006), PESA Act (1996), SC/ST Atrocities Act (1989). International instruments: ILO Convention 169, UNDRIP. Advocacy and legal empowerment strategies.

Ethics and Practice in Tribal Development: Participatory and rights-based approaches. Ethical challenges: representation, consent, and exploitation. Research ethics and cultural sensitivity in tribal areas.

Unit – II

Introduction to Tribal Social Systems: Concept and characteristics of tribal social organization. Comparative frameworks: Tribal vs. Caste society. Role of kinship, lineage, and clan in structuring tribal society.

Socio-Economic Conditions of Tribes: Traditional economic systems: hunting-gathering, shifting cultivation, forest-based economy. Impact of modernization, land alienation, and displacement on tribal livelihoods. Poverty, unemployment, and informal labor exploitation. Migration and urban marginalization of tribal workers.

Cultural and Religious Aspects: Animism, totemism, ancestor worship, and syncretic practices. Tribal cosmology and relationship with nature. Sacred groves, rituals, and festivals. *Case Studies: Santhal Sarna religion, Dongria Kondh cosmology, Toda temple architecture*
Status of Women in Tribal Societies: Matrilineal vs. Patrilineal systems (e.g., Khasi vs. Ho tribes). Women's role in economy, ritual, and governance. Customary rights and property ownership. Changing gender dynamics under development and state policy. Tribal women's movements and resistance.

Dress, Food, and Marriage Customs: Dress and ornamentation: cultural identity, symbolism, and modern adaptation. **Traditional tribal diets**: biodiversity, foraging, millet culture.

Marriage systems: Polygamy, polyandry (e.g., Toda, Khasa communities). Cross-cousin and preferential marriages. Dormitory marriage and youth dormitories (*Ghotul*, *Dhumkuria*, *Morung*). Legal and ethical debates around tribal marriage systems in modern law. *Ethnographic documentation of marriage rituals.*

Status and Socialization of Children: Role of extended family and community in child-rearing. Indigenous child education: storytelling, apprenticeship, and rituals. Impact of formal education and welfare policies on tribal childhood. Child labor and trafficking risks in vulnerable communities.

Tribal Leadership and Authority Structures: Traditional leadership: chiefs, elders, religious heads (*Naik*, *Manjhi*, *Gameti*). Council of elders and dispute resolution mechanisms. Transition to Panchayati Raj and integration into formal political systems.

Political Participation and Representation: Local governance: PESA Act (1996) and Gram Sabhas.**State politics**: Tribal representation and issues in state legislatures.**National politics**: Scheduled Tribe reservations in Lok Sabha and Rajya Sabha. Role of tribal political parties and movements (e.g., Jharkhand Mukti Morcha, GJM). Political marginalization and co-optation: critique of tokenism and symbolic politics.

Local policy review: Implementation of PESA and women's representation in tribal panchayats

Unit – III

Problems of Tribes:

Child Marriage in Tribal Societies: Traditional norms vs. legal frameworks (Prohibition of Child Marriage Act, 2006). Cultural justifications and socio-economic drivers.Impact on health, education, and agency of tribal girls. Government and NGO interventions: limitations and successes.

Poverty and Economic Marginalization: Multi-dimensional poverty in tribal belts: income, food, housing, access. Traditional subsistence vs. cash economy and market integration. Unemployment, underemployment, and seasonal migration.Exclusion from development benefits and welfare schemes.

Health and Disease Burden: Prevalence of malnutrition, anemia, malaria, sickle cell anemia.Lack of access to healthcare: distance, cost, discrimination. Role of traditional healers and challenges in integration with modern medicine. Government tribal health policies: barriers to effective implementation.

Educational and Sexual Health Challenges: Illiteracy and Educational Backwardness Low enrollment and high dropout rates, especially among girls. Language barriers, curriculum irrelevance, and teacher absenteeism.Inaccessibility of secondary and higher education in remote areas. Inclusive and culturally responsive education models (e.g., EMRS, Ashram schools).

Sexually Transmitted Diseases (STDs) and HIV/AIDS: Vulnerabilities due to migration, lack of awareness, and cultural taboos. Gender disparities in infection risk and access to care.Stigma, lack of testing, and treatment in tribal areas. Awareness programs and community-based interventions.

Exploitation, Violence, and Displacementand Atrocities Against Tribes: Economic exploitation: bonded labor, wage theft, forest resource control. Social discrimination and police/administrative apathy. Gendered violence: trafficking, sexual violence, domestic abuse. Legal protections and their limitations: SC/ST Atrocities Act, PESA.

Infrastructure, Rehabilitation, and Resistance: Lack of Basic Amenities: Deficits in roads, electricity, water, sanitation, healthcare, schools. Administrative neglect and geographic isolation. Role of tribal sub-plans and their poor execution.

Resettlement and Rehabilitation (R&R) of Tribals: Displacement due to dams, mining, forests, and conservation projects.Violations of constitutional rights and FRA/PESA provisions. Problems in R&R: loss of livelihood, cultural disintegration, landlessness. Critical analysis of R&R policies and models: success and failure stories.

Tribal Movements: Past and Contemporary: Historical Movements: Santhal Rebellion, Munda Ulgulan, Bhil Revolts. **Post-independence**: Jharkhand movement, Bodo and Gorkha agitations. Contemporary resistance: anti-mining protests, Niyamgiri struggle. Role of tribal women in movements. Government response: co-optation, repression, negotiation.

Pathways for Empowerment and Justice: Role of civil society, tribal movements, and judiciary. Rights-based approach: Participatory governance, community-led development. UNDRIP, ILO Convention 169, and international frameworks. Emerging models: eco-villages, sustainable tribal cooperatives, cultural tourism.

Unit – IV

Introduction to Tribal Development Administration: Concept and evolution of tribal development in India. Administrative approaches: Welfare vs. Rights-based vs. Participatory models. Overview of the **Fifth and Sixth Schedule** areas. Shift from Community Development Programs to Integrated Tribal Development Projects (ITDPs).

Administrative Structure and Governance Mechanisms:

Central Level: Ministry of Tribal Affairs (MoTA): Structure, departments, and functions. Inter-ministerial coordination and national schemes (TRIFED, NSTFDC, EMRS, Van Dhan Yojana).

State Level: Tribal Welfare Departments, Commissioners for SC/ST Welfare. Tribal Sub-Plan (TSP) and Budgetary Allocation Monitoring.

District and Local Levels: Integrated Tribal Development Agencies (ITDAs/ITDPs), Tribal Development Blocks. District Collectors and their role in tribal administration. Autonomous District Councils (ADCs) and Tribal Advisory Councils (TACs).

Hill Development Councils: Origin and constitutional/legal basis.Structure, functions, and powers (Ladakh, Darjeeling, North East ADCs). Role in decentralized tribal governance. Challenges in autonomy, funding, and implementation.

Functional Institutions for Tribal Development Blocks and Agencies: Planning and implementation of development schemes (e.g., education, health, infrastructure). Convergence with other departments: Agriculture, Health, and Rural Development. Monitoring, data collection, and evaluation responsibilities. Human resource challenges and bureaucratic gaps.

Research Institutes and Training Centers

National Institutions: Indian Council of Social Science Research (ICSSR), Tribal Research Institutes (TRIs) in various states, National Institute of Rural Development (NIRDPR), Hyderabad, Bhopal's Centre for Policy Studies in Tribal Development. **Role and Contributions**:Policy research, ethnographic studies, impact evaluations. Curriculum development and capacity-building for tribal administrators. Documentation of indigenous knowledge and tribal heritage.

Legal and Constitutional Framework Constitutional Safeguards for Tribes: Fifth Schedule: Provisions for Scheduled Areas and the Governor's responsibilities.**Sixth Schedule**: Autonomous Councils in Northeast India.**Article 244, 275, 15(4), 46, 338A (NCST)**.Panchayats (Extension to the Scheduled Areas) Act – **PESA (1996)**. Forest Rights Act – **FRA (2006)** and its implications for administrative functioning.

Role of Non-State Actors and Emerging Models, Voluntary Agencies and NGOs in Tribal Development: NGO participation in tribal regions. Roles: service delivery, capacity building, advocacy, rights mobilization. Collaboration and conflict with state mechanisms.Evaluation of NGO effectiveness: accountability, funding constraints, success stories. *Case Studies: Lok Biradari Prakalp (Maharashtra), PRADAN (Jharkhand), SEWA Bharat.*

Contemporary Challenges and Innovations in Tribal Administration: Governance challenges: corruption, political interference, lack of tribal representation. Digital governance and

data gaps in Scheduled areas. Innovations in participatory planning: Gram Sabhas under PESA, e-governance. Impact of globalization and privatization on tribal administration. Emerging models: community-led development, tribal cooperatives, integrated livelihood planning.

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(FRA)2006.

Introduction to Tribal Development Programmes: Concept and evolution of tribal development programmes in India.Approaches: Welfare, Protective, Rights-based, and Participatory.Historical phases: Colonial period, post-Independence era, Planning Commission and NITI Aayog perspectives.Framework of development: Community Development Programme, Tribal Sub-Plan (TSP), and Decentralized Planning.

Government Programmes and Schemes

1. Education and Skill Development:

- **Ekalavya Model Residential Schools (EMRS),Pre-matric and Post-matric Scholarship Schemes, Ashram Schools** and bridge schools, **Swayam, Jan Shikshan Sansthan, PM Kaushal Vikas Yojana** for tribal youth skill development.

2. Health and Nutrition Programmes

- **Tribal Health Action Plan, Janani Suraksha Yojana**, **Poshan Abhiyan** in tribal contexts. Mobile Medical Units (MMUs) and outreach services. Indigenous health systems and AYUSH integration.

3. Economic and Livelihood Initiatives

- **Van Dhan Yojana** and Minor Forest Produce (MFP) schemes. **TRIFED** and its role in tribal marketing. Livelihood promotion through **NRLM-Aajeevika**, **MGNREGA** in tribal areas. Land rights and resource-based entrepreneurship (e.g., lac, bamboo, NTFP).

Area-Based and Integrated Development Models

1. Integrated Tribal Development Projects (ITDPs)

- Structure, coverage, and funding mechanisms, Convergence of sectoral schemes (health, housing, roads, irrigation).

2. Modified Area Development Approach (MADA) and Cluster Development

- Criteria for selection and resource allocation, Strengths and gaps in implementation.

3. Particularly Vulnerable Tribal Groups (PVTGs)

- Development strategies and special central assistance, Challenges: isolation, low indicators, implementation barriers.

4. Scheduled Area Development and Aspirational Districts

- Coordination between **Tribal Sub-Plan** and **Scheduled Areas,** Use of indicators and real-time monitoring systems (e.g., Delta ranking).

Rights-Based and Legal Framework Programmes

1. Forest Rights Act (FRA) 2006: Individual and community rights to land and forest resources, Implementation status, and bottlenecks, Role of Gram Sabha and forest dwellers.

2. PESA Act (1996): Decentralized governance and tribal empowerment**,** Model rules and state-level implementation**,** Challenges in empowering Gram Sabhas in Scheduled Areas

3. SC/ST (Prevention of Atrocities) Act (1989): Role in protecting rights and enabling access to justice, Support structures (Legal aid, relief measures, Special Courts)

Institutions and Partnerships for Tribal Development

1. Role of Central and State Governments: Ministry of Tribal Affairs and Tribal Welfare Departments**,** Policy and program implementation through **ITDAs**, **TRIs.**

2. Role of NGOs and Civil Society: Partnership models and innovative interventions**,** Monitoring, awareness building, capacity development.

3. International and Multilateral Interventions: UNDP, ILO, IFAD-supported tribal development projects, aligning with SDGs for tribal inclusion.

Evaluation, Challenges, and Innovations

- Monitoring and evaluation mechanisms: MIS, Social Audit, Impact Assessments

- Major challenges:Leakages, corruption, lack of data, Poor tribal participation in planning and review, Cultural misfit of mainstream schemes.

- Innovations and best practices:Use of GIS and digital tools in tribal programme management, Community-led micro-planning, and participatory budgeting.

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.

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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	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

Course Title	**Mental Health** *(Specialisation Course–II)*		
Semester No.	**Third Semester**	**Course Code**	**25CC12b**
Course No.	**14**	**Course Credits**	**4**

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 counseling	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 CONTENTS

Unit I

Concept of Mental Health and Psychiatric Assessment: Concept of mental health, mental illness, mental disorders, Normality and Abnormality. Magnitude of Mental Health problems in India. Attitudes and beliefs pertaining to Mental illness in ancient, medieval and modern times. Classification of mental illness DSM V, ICD 11, ICF, FIC. Relevance of knowledge on Mental Health and Mental Illness in Social work

Unit- II

Psychiatric Assessment: Interviewing - case history taking and Mental Status Examination, psychosocial diagnosis. Multidimensional assessment of mental disorders; Bio psychosocial assessment. Application of system theory in assessment-use of genogram and ecomap; Use of mental health scale in assessment. Measurement of Psychiatric disability: Disability Assessment Schedule (DAS) / Indian Disability Evaluation and Assessment Scale (IDEAS).

Unit – III

Commom Mental Disorders: Symptoms, etiology, diagnosis, prognosis and Psychopharmacological management and Psycho-social treatment of a) Minor mental disorders (Neuroses) – Anxiety states, Depressive reaction, Obsessive compulsive reaction, Convulsive disorder, Phobic reaction, Hypochondriasis. b) Major mental disorders (Psychosis) – Functional, Affective disorders, Organic disorders. Biological treatment-ECT and Psychosurgery.

Unit- IV

Commom Mental Disorders: Symptoms, etiology, diagnosis, prognosis Psychopharmacological management and Psycho-social management of a) Psychosomatic disorder b) Personality disorders c)alcoholism and substance abuse d) sexual disorder e) Childhood disorders f)Autism Spectrum Disorder g) Learning Disorders, h) Mental retardation and Cerebral Palsy i) Epilepsy, j) Cultural bound syndromes k) Suicide l) Psychiatric problem among adolescents, women, aged, victims of violence, care givers**.** Individuals with Terminal and Chronic Illness and Pregnant women.

Unit V

Mental Health Care System and legislations: Community Psychiatry – History, Characteristics and Principles. Mental Health Care System - policies and programmes in India. Role of National and International Organisations in Mental Health.National Mental Health Programme (NMHP)1982 –treatment, rehabilitation and prevention of mental illness. District Mental Health Programme(DMHP) 1995. Mental Health Care Act 2017, The Narcotic Drugs and Psychotropic Substances Act (NDPSA), 1985. The Rights of Persons with Disabilities Act, 2016; The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; The Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1988; Critical Review of existing policies, programmes and legislations.

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.

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MappingwithProgrammeOutcomes										
Cos	ProgrammeOutcomes					ProgrammeSpecificOutcomes				
	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

Course Title	**Human Resource Development** *(Specialisation Course – II)*		
Semester No.	Third Semester	**Course Code**	25 CC-12c
Course No.	14	**Course Credit**	4

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 counseling performance, and to deepen their understanding of the concepts of learning, training, education, and development, including the phases and processes involved in performance counseling.

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 CONTENTS

Unit – I
Human Resource Development (HRD) - Concept, objectives, process, and mechanism for HRD and outcomes, Principles in designing HRD system. HRD at different levels; areas of HRD; HR Information System. HRD matrix; HRD interventions; Roles and competencies of HRD professionals; Challenges in HRD

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
HRD Applications and Trends: Coaching and mentoring; Career management and development; Employee counselling; Competency mapping; People Capability Maturity Model

(PCMM):meaning, objectives, levels, process areas. Balanced Score Card, Appreciative inquiry; Integrating HRD with technology, Employer branding and other emerging trends.

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. (PCMM)-.

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,

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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	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

Course Title	**Child Rights and Juvenile Justice** *(Specialisation Course – II)*		
Semester No.	Third Semester	**Course Code**	25 CC-12d
Course No.	14	**Course Credit**	4

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 & l2
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 CONTENTS

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

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➢ 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.

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➢ Pandey, S.P. and Singh, Awdhesh Kr. (2006). Women Prisoners and their Dependent Children, New Delhi: Serials Publications.

➢ Satyarthi, K. and Zutshi, Bupinder (eds.) (2006). Globalisation, Development and Child Rights, Delhi: Shipra Publications.

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➢ 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

Course Title	Youth Policies and Programmes *(Specialisation Course – II)*		
Semester No.	Third Semester	**Course Code**	**25CC-12 e**
Course No.	14	**Course Credit**	4

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 CONTENTS

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.

Youth and Adolescent Development (NPYAD), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri MUDRA Yojana

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:

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2. Chowdhry D.P.1988. Youth Participation and Development. New Delhi: .Atma Ram and Sons Publications.
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6. Philip and MCMichael 1996. Development and Social Change: London: .A global Perspective. Sage publications.
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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	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	25CC13
Course No.	15	Course Credits	5

Field Work Components

Concurrent Fieldwork (Specialization orientated)

Field Work Components

Concurrent Fieldwork (Specialization orientated)

- Total no of field practicum hours 195 hours (26 Days)
  2 days a week – workload 7½ hrs./day

Department Requirements in Field Work

- 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

- 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

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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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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,

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Course Title	Study Tour (Optional)/ Or Conducting Workshop/Seminar/Training Programmes(Mandatory for Course Completion) No Marks		
Semester No.	Third Semester	**Course Code**	25CC-13a
Course No.	15a	**Course Credits**	******

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)

Guidelines (Duration & Work Load)

- 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.

Department Requirements in Field Work

- **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.

Objectives

- 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.

ASSESSMENT

Mandatory for Qualification of the MSW Programme

Course Title	Disaster Management*(Elective Course – II)*		
Semester No.	Third Semester	Course Code	25 EC-2a
Course No.	16	Course Credit	2

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 cases and consequence 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 frame work, 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.

<u>**COURSE CONTENTS**</u>

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, tsunami, 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 capsize, 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 dismastment 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:

✓ 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.
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✓ 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.
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✓ 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

Course Title	Working with Persons with HIV / AIDS *(Elective Course – II)*		
Semester No.	Third Semester	**Course Code**	25 EC-2b
Course No.	16	**Course Credit**	2

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 counseling and testing, provide effective counseling 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 CONTENTS

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:
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 ReferenceText; 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

Course Title	Labour Welfare and Labour Legislations *(Elective Course – II)*		
Semester No.	Third Semester	**Course Code**	22 EC-2c
Course No.	16	**Course Credit**	2

Course Aim:

The aim of this course is to provide students with a deep understanding of the concepts, principles, labor policies, legislation, and theories of labor welfare, and to develop their ability to analyzelabor problems and issues. The course seeks to enhance problem-solving skills in industrial settings, effectively implement statutory and non-statutory labor welfare programs, and prepare students to work as labor 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.

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COURSE CONTENTS

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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, Conformation of Permanent Status Act. The Sexual Harassment of women at workplace Act 2013; The Interstate Migrant Workmen (Regulation of employment and condition of service) Act1979, 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 labourissues .

REFERENCES:

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

Course Title	Application of Software in Social Work Research *(Elective Course – II)*		
Semester No.	Third Semester	**Course Code**	25 EC-2d
Course No.	16	**Course Credit**	2

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 GUIDELINES

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:

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

Course Title	Gerontological Social Work *(Elective Course – II)*		
Semester No.	Third Semester	Course Code	25 EC-2e
Course No.	16	Course Credit	2

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 CONTENTS

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 a 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 agent, 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 originations

REFERENCES:

Dandekar, K. (1996) The Elderly in India, New Delhi: Sage Publications

Desai, M. and Siva Raju (2000) Gerontological Social Work In India some Issues and Perspectives, Delhi: B. R. Publishers.

IrudayaRajan, S., Mishra, U.S. and Sarma, P.S.(1997) Indian Elderly Asset or Liability, New Delhi : Sage Publications.

Khan, M.Z. (1997) Elderly in Metropolis, New Delhi : Inter India Publishers.

Krishnan, P. and Mahadeva n, K. (eds.) (1992) The Elderly Population in the development World : Policies, Problems and Perspectives, Delhi: B.R. Publishing.

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.

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

Course Title	**Sustainable Development** *(Elective Course – II)*		
Semester No.	Third Semester	**Course Code**	25EC-2f
Course No.	16	**Course Credit**	2

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 CONTENTS

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 III
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 Report2021, Sustainable Development Current Affairs.

REFERENCES:

Dahama OB &Bhatnagat OP: Education, Communication for Development, Oxford & IBH, New Delhi, 1994.

Dhingra C. Ishwar: The Indian Economy - Environment and policy – S. Chand & Sons, New Delhi, 2002.

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Pandey P.N. Environment Management, Vikas publications pvt Ltd, New Delhi 1997.

RamachandraGuha and Martinez Alier J., Varieties of Environmentalism, Oxford University press, Delhi 2000.

Swaminahan M.S., A. Century of Hope 2000.

The world commission of environment and Development, our common future, Oxford University Press, Delhi.

VandanaAhiva: STAYING ALIVE: Women ecology and survival at India, kali for women, New Delhi 1988.

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

Course Title	Introduction to Counselling		
Semester No.	Third Semester	**Course Code**	25NME-2
Course No.	17	**Course Credit**	3

Course Aim:

The aim of this course is to provide students with a thorough understanding of the goals, concepts, and purposes of counseling, emphasizing the importance of professional ethics in the counseling process. Students will learn to develop and maintain effective counselor-client relationships, identify the key characteristics of successful counselors, 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 CONTENTS

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:

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

Course Title	Basics of Life Skills		
Semester No.	Third Semester	Course Code	25NME-2
Course No.	17	Course Credit	3

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 CONTENTS

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 V:
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, Criticalthinking, andcoping skills.

REFERENCES:

Atkinson and Hilgard's Introduction to Psychology, 14th Edition, Edward E. Smith, Susan Nolen-Hoeksema, Barbara Fredrickson, Geoffrey Loftus, ISBN-10:0155050699 © 2003

Edward Russo J. and Paul J. H. Schoemake Winning Decisions, r, Doubleday, agency of Random House Inc., 2002.

Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.

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Paul C. Nutt, Why Decisions Fail, Berrett Kochler Publishers, Inc. San Francisco, 2002.

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

Course Title	Urban Community Development (*Specialization Course – III*)		
Semester No.	Fourth Semester	Course Code	25CC-14a
Course No.	18	Course Credits	4

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 studentswould 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 urbanization 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;L6create		

Pedagogical Methods Adopted:

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

COURSE CONTENTS

Unit I: Urban Community and the Urban Landscape

Conceptual Framework: Urban community: meaning, typologies, and characteristics. Rural-urban linkages, continuum, and contrasts. The socio-ecological model of cities.

Urban Typologies and Forms: City: Definitions and classifications. Urban Agglomerations, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis, Cosmopolitan Cities.

Urban Social Problems: Urban Poverty, Unemployment, Substance Abuse, Children in conflict with law, Cybercrime, Corruption, Overcrowding, Housing Crisis, Environmental degradation, Climate change vulnerability, Homelessness.

Slums: Definitions (UN-Habitat and Indian contexts), causes, classification (legal vs. illegal), theories (concentric zone, invasion-succession, broken windows theory). Slum culture: adaptation, marginality, and community dynamics. Slums function in the urban economy and the informal sector.

Unit II: Urbanization, Urbanism, and Migration

Urbanization & Urbanism: Definitions, trends, determinants, and social consequences.**Theories:** Modernization theory, Dependency theory, Burgess' Concentric Zone Model, Hoyt Sector Model, Multiple Nuclei Model.

MigrationTypes: Rural-Urban, circular, seasonal, distress migration.Causes and consequences; migration and urban slums. **Theories:** Push-pull theory, Lee's migration model.

Informal / Unorganized Sector: Concept, size, dynamics.Child labour, women workers, the gig economy, and the construction sector vulnerabilities.Role of the urban poor in sustaining urban development.

Unit III: Urban Community Development: Theories, Practice, and Environment

Urban Community Development (UCD): Concept, philosophy, goals, and historical evolution.Principles, approaches (top-down vs. participatory), methods (casework, group work, community organization, advocacy).

Community Planning and Participation: Importance of community-led planning and participatory governance. Role of Community Development Workers and Social Workers.

Urban Development Planning: The Town and Country Planning Act (1971) and environmental integration.Energy management in cities: sources, transport, usage, alternatives. Housing policy overview. Environmental sustainability and urban housing.

Unit IV: Urban Development Administration and Governance

Governance Structures: National, State, and Local Urban Development Systems. 74th Constitutional Amendment: Features, structure, powers, and functions of urban local bodies (ULB).

Urban Institutions and Stakeholders: Municipal Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities.Roles and responsibilities of officials and elected representatives.

Key Urban Development Bodies: Slum Clearance Board, Tamil Nadu Urban Habitat Development Board (TNUHDB). Housing Board, HUDCO, National Institute of Urban Affairs (NIUA). Tamil Nadu Institute of Urban Studies, UN-Habitat (UNCHS).

Role of Civil Society: NGOs andVoluntary Agencies in Urban Planning, Housing, Environment, and Rights-Based Advocacy.

Unit V: Urban Development Programmes and Policy Frameworks

Policy and Planning Instruments: Urban policies in Five-Year Plans and beyond. National Urban Housing and Habitat Policy.

Urban Development Schemes:

State-specific: Tamil Nadu Slum Clearance and Improvement Act (1971), TNUHDB, Madras Urban Development Projects I & II.

Centrally Sponsored Schemes:

1. Smart Cities Mission, Swachh Bharat Abhiyan (Urban), and AMRUT.
2. Jawaharlal Nehru National Urban Renewal Mission (JNNURM).
3. National Urban Livelihoods Mission (NULM) and Nehru Rozgar Yojana (NRY).
4. National Mission on Sustainable Habitat (NMSH-2021) and Urban Transport Policy.

Resettlement and Rehabilitation:

Policies and Practices: World Bank, ADB, and GoI frameworks. Issues: forced evictions, compensation, social audits. Community participation in rehabilitation processes. Use of GIS data and technology in urban development.

UCD Implementation Mechanisms: Role of the Community Development Wing. Monitoring and evaluation frameworks.Technology and urban informatics in programme delivery. Use of CSR activity through Public Private Partnership (PPP).

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.

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COS	Mapping with programme outcomes									
	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

Course Title	Medical Social Work *(Specialisation Course – III)*		
Semester No.	Fourth Semester	**Course Code**	25CC-14b
Course No.	18	**Course No.**	4

Course Aim:

The aim ofthe course is to enable students to know the concept of the medical socialwork 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

Courseoutcome: 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 difference 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 medicalsocialwork department of hospitals.	L3 ; L4;L5
L1-Remember;L2- Understand;L3-Apply;L4-Analyze;L5-Evaluvate;L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Assignment, Seminar, Group / Mini Project, Filed / 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; Evolution of Medical social work in India and abroad; Practice of Social Work methods in hospital settings: Their need and Importance in workingwith patients and families and limitations of practice.

Concept of- Acute illness, Chronic illness, Terminal illness, Rehabilitation, Community based rehabilitation. Ambulatory, Palliative and Convalescent care

Unit - II

Psychosocial Factors and Health: Illness and disability for the patient and his family; Concepts of patient as a person, patient as a whole, Implications of hospitalization for the patient and his family. 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, tribal poor and Sexual Minorities,.

Unit - III

Medical Social Work Department and Medico-Legal Issues: Hospital- Its goals, technology, structure and functions, Department's administrative procedures, Medical Social Work Department: Staffing, organization and functions; Extension services; Public Relations.Medico-Legal issues: Consumer Protection Act (COPRA) and its relevance to Medical Social Workprofession and the rights of the patients HealthInsurance-Concept, Types and its importance Medical ethics: Euthanasia and Organ Transplant.

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.

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, Emergency/crisis care, Trauma care Hospice, Burns Ward; Dialysis unit; Blood Bank,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.

Unit - VI - Current Contours for Continuous Internal Assessment only

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

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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

Course Title	Organisational Development (*Specialisation Course – III*)		
Semester No.	Fourth Semester	**Course Code**	25CC-14b
Course No.	18	**Course Credits**	4

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 competencymanagement.	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 beaddressed, 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, Filed / 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

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COS	Mapping with programme outcomes									
	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

Course Title	**Penology, Victimology And Crime Prevention** (*Specialisation Course – III*)		
Semester No.	Fourth Semester	**Course Code**	25CC14d
Course No.	18	**Course Credits**	4

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, Filed / 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 .

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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

Course Title	Strategies For Youth Development (*Specialisation Course – Iii*)		
Semester No.	Fourth Semester	Course Code	25CC-14e
Course No.	18	Course Credits	4

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 got 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 I:

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 StyleConcept 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 II:

Capacity Building: Concept, Significance of capacity building of youth. Methods – Training, Outbound 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 III:

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 IV: 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 V: 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.

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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	Communication For Development *(Specialisation Course – IV)*		
Semester No.	Fourth Semester	Course Code	CC-15a
Course No.	19	Course Credit	4

Course Aim:

The aim ofthe course is to develop in students anin-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 beable to:

CO1	Understand the Concepts,Objectivesand 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, Filed / Observation Visits Invited guest speakers/practitioners - discussion and interaction

COURSE CONTENTS

Unit I: Foundations of Development Communication
- Communication: Meaning, Definitions, Principles, Process, and Elements
- Development:Concepts,Objectives and Approaches (Gandhian, Participatory, Sustainable)
- Development Communication: Scope, Purpose, and Evolution in the Indian context
- Communication Models and Theories (Shannon-Weaver, Berlo, Lasswell)

Unit II: Methods and Tools of Communication
- Interpersonal, Group, and Mass Communication
- Oral, written, and non-verbal communication
- Folk media: Drama, street plays, puppet shows, folk songs/dance
- Mass media: Print, radio, TV, cinema, internet

Unit III: Communication for Empowerment and Inclusion
- Communication with diverse populations: Caste, gender, religion, and disability
- Cross-cultural communication and cultural sensitivity
- Spirituality, ethics, and empowerment in communication
- Participatory communication strategies for community empowerment
- Participatory Rural Appraisal (PRA) as a communication and engagement tool: methods, visual aids, facilitation skills
- Addressing barriers: language, technology, hierarchy, cultural taboos

Unit IV: Documentation and Professional Communication
- Case documentation, report writing, and administrative communication
- Peer-reviewed articles: reading, referencing (APA style), and critical analysis
- Risk management, confidentiality, and privacy in communication
- Supervision and professional boundaries in communication

Unit V: Communication Research and Practice
- Communication research: approaches, steps, and ethical considerations
- Communication assessment and impact analysis in development projects
- Satellite communication and national development initiatives (e.g., SITE)
- Communication strategies in rural vs. urban contexts
- Innovation and technology in community engagement

Unit VI: Practicum and Skill Lab (Internal Assessment)
- Exercises in listening, public speaking, storytelling, and group facilitation
- Use of folk media and digital tools in fieldwork
- Designing and implementing communication campaigns in communities
- Campaign planning and media strategy development for development communication
- TA sessions for personal development and communication reflection

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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	Psychiatric Social Work *(Specialisation Course – IV)*		
Semester No.	Fourth Semester	Course Code	25CC-15b
Course No.	19	Course Credits	4

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 ofpsychiatric social work, update emerging trends in psychiatric socialwork ,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 lwork	L1;L2
CO2	Understand the history,need and scope of psychiatric social lwork	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-socia limplication of illness.	L4;L5;L6
L1-Remember ;L2- Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6create		

Pedagogical Methods Adopted:

SuggestedTeaching / Learning Methodology 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:

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 themethods of socialwork in practicing psychiatric social work.

Unit II:

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. Therapeutic community, Community education and referral services.

Unit III:

Psycho-Social Implications of Illness: Problems of psychiatric patients during pre-hospitalization, hospitalization, and post-hospitalization Phase-patient, family, and community perspective. Familypotentials for the treatment ofpsychiatric 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 IV:

Therapeutic Interventions: Psycho-social assessment, Psycho-social diagnosis,and Psycho-social treatment: Psycho-Education, Group Therapy, Psychotherapy, Psychoanalytic Therapy, Client-centred Psycho Therapy, Counselling services, Tele Counselling, Mileu Therapy, Family Therapy, Marital Therapy, Psychosurgery, Megavitamin Therapy; Transactional Analysis, Cognitive Behaviour Therapy, Rational Emotive Therapy, 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, Application of therapies to various psychiatric problems.

Unit V: Scope of Psychiatric Social Work practice

Multi-Disciplinary Team Approach in the treatment of psychiatric illness. Social workers roles and functions in day care centers , halfway homes, after care centre, rehabilitation centre, de-addiction centre**.** Psychiatric Outpatient department, In-patient department, Intensive care unit, Psychiatric ward, Psychiatric Specialty Clinic, Child Guidance Clinics, Palliative care centre, Occupational Therapy unit. Geriatric centres, Residential Homes, Educational Institutions, Skills of a psychiatric social worker. Limitations and difficulties faced in psychiatric social work practice.

Unit6: CurrentContoursforContinuousInternalAssessmentonly

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

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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	Employees Relations And Trade Union *(Specialisation Course – IV)*		
Semester No.	Fourth Semester	**Course Code**	25CC15c
Course No.	19	**Course Credits**	4

Course Aim;

The aim of the course is to develop in studentsUnderstand 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 Relationsand 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, Filed / 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, Measures for prevention and settlement of industrial conflicts- (a) Conciliation (b) Mediation (c) Arbitration (d) Adjudication. 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.

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COS	Mapping with programme outcomes									
	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	Criminal Justice Social Work *(Specialisation Course – Iv)*		
Semester No.	Fourth Semester	**Course Code**	25CC15d
Course No.	19	**Course Credits**	4

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	Understand the correctional policies and laws in India.	L1; L2
CO2	Aware of principles to be observed in case of arrest .Awareof prison reforms initiatives in India and Tamil Nadu.	L2; L3: L4
CO3	Evaluate the social legislations related to correctional settings ,Describe the policies related to correctional administration	L3; L6
CO4	Apply the social work methods and technics in correctional settings Skillful in working with criminal justice and allied systems .Aware of current trends in criminal justice system.	L2; L4
CO5	Aware 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.

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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

Course Title	Youth Problems And Intervention Strategies *(Specialisation Course – Iv)*		
Semester No.	Fourth Semester	Course Code	25CC15e
Course No.	19	Course Credits	4

Course 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:I

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

Unit II :

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

Unit III :

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

Unit IV :

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

Unit V :

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

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COS	Mapping with programme outcomes									
	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	Semester No.	Fourth Semester
Course No.	20	Course No.	20

Field work components

Concurrent fieldwork (Specialization orientated)

Department Requirements in Field Work

- 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)

<div align="center">Or</div>

Involving themselves in day-to-day activities of the user Agencies/Industries.

Guide Lines (Duration & Work Load)

- Total no of field practicum hours 195 hours (26 Days)
- 2 days a week – workload 7½ hrs./day.

Objectives

- 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

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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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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Mupedziswa, R. (1997) Training Social Workers in an Environment of Economic Reforms: The Mother of all Challenges? In: Social Work/Maatskaplke 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)

Raphael, F. B. and Rosenblum, A. F. (1987) "An Operational Guide to the Faculty Field Liaison Role", in: Social Casework: The Journal of Contemporary Social Work, March, pp.156-163

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	Social Work Practicum – V (Internship/Block Placement)		
Semester No.	Fourth Semester	Semester Code	25CC-17
Course No.	21	Course Credits	5

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.

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.

Guidelines

- Block field practicum/Internship should be for 26 days
- 7.5 per day totalling 195 hours.

Objectives

- 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
- 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.

ASSESSMENT

Externall – 25 Marks

Viva-Voce   -   25

Internal – 75 Marks

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	25RPW
Course No.	22	Course Credits	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 lap 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 CONTENT

- 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

Internal

    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

Course Title	Development Project Management *(Elective Course – Iii)*		
Semester No.	Fourth Semester	**Course Code**	25EC-3a
Course No.	23	**Course Credits**	2

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, Filed / Observation Visits, etc.,

COURSE CONTENTS

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:
Baum Warren C. & Tolbert, Stokes M. : Investing in Development – Lessons of World Bank experiences, Oxford Uni. Press, New York, 1985.

Casley D. J. &Wury D. A :Monitoring and Evaluation of Agriculture and Rural development Projects, John Hopkins, Baltimore, 1982.

Chandra Prasanna : Project Preparations, Appraisal , Budgeting and Implementation , Tata Mc. Raw Gills , New Delhi 1988.

Choudry Sadhan: Project Scheduling and Monitoring in Practice, South Asian Pub, New Delhi, 1988.

Jerome Wiesf D. & Ferdinand Levy K. : Management Guide to PERT / CPM, Prentice Hall, New Delhi, 1988.

Mishra S.N: Rural Development Planning – Design and method, Satvaan Pub, New Delhi, 1984.

Prince GittingerJ. : Economic Analyses of Agricultural projects (Rev. Second. Ed.) The Johns Hopkins Uni. Press, Paltimore, 1982.

Sathya Narayana M. &LalithaRaman : Management operations research, Himalaya Pub., Bombay, 1988.

Stoner James A.F. & Charles Wankel : Management Third Ed., Prentice Hall, New Delhi, 1988.

Taha Hamby A. : Operation Research – An introduction Third Ed. McMillion, New York, 1982.

WyneMondy. R. Holmes Robert E. & Edwin Flippo : Management Concept and Practice, Second Edition, Allyn and Bacon Inc., Bston, 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

1-Low, 2-Medium, 3-Strong

Course Title	Communityhealth (*Electivecourse–III*)		
Semester No.	Fourth Semester	**Course Code**	25EC-3b
Course No.	23	**Course No.**	2

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, Filed / Observation Visits, etc.,

COURSE CONTENTS

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:

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

czCourse Title	Organisational Behaviour (*Elective Course – III*)		
Semester No.	Fourth Semester	Course Code	25EC-3c
Course No.	23	Course No.	22

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, Filed / Observation Visits, etc.,

COURSE CONTENTS

UNIT I
Organizational Development – Concept, Definition – Objectives, Characteristics, Historical Perspective, Values, Assumptions and Beliefs in OD. OD Process –action research – foundations and overview of Organisational Development, Growth of OD in India.

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 peace-making Intervention, Comprehensive OD Interventions, and Structural Interventions

UNIT III
Organizational analysis – concept, perspectives, characteristics, purpose, and methods. Team Interventions: – Cross-Functional Teams, Effective Teams, High-Performance Teams- Broad

Team-building Interventions: formal group diagnostic meeting, formal group team-building-process consultation interventions- Gestalt approach to Team building, Techniques of Team building.

UNIT IV
Organisational 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.Cross-Cultural and Ethical Issues in Organisational Change.

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. 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- Thomoson 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, NewYork ,1975

6. Lewll 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

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

Course Title	Corporate Social Responsibility (*Elective Course – III*)		
Semester No.	Fourth Semester	Course Code	25EC3d
Course No.	23	Course Credits	2

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
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, Filed / Observation Visits, etc.,

COURSE CONTENTS

Unit-I

Corporate Social Responsibility – Concept, importance of CSR, Caroll'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:

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. MadhumitaChatterji, 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

Course Title	Youth Empowerment In Communities *(Elective Course – Iii)*		
Semester No.	Fourth Semester	**Course Code**	25EC-3e
Course No.	23	**Course Credits**	2

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, Filed / Observation Visits, etc.,

COURSE CONTENT

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

Unit IV : 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 V : 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:

1. Alan Twelvetrees, 1991. Community Work 2nd Edition. Practical Social Work Series. London: Macmillan/ BASW.
2. Jack Rothman, et at. 1985. Strategies of Community Intervention – Macro Practice. Fifth Edition. Peacock Publishers Inc.
3. Maheshwari, 1997. Local Governmetn 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

Course Title	Life Skills (*Elective Course –III*)		
Semester No.	Fourth Semester	Course Code	25EC-3f
Course No.	23	Course Credits	2

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 essential life skills required by a professional	L2
CO2	Describe the distinct of critical thinking and creative thinking	L3 & L4
CO3	Outline the methods of decision making and problem solving	L4 & L5
CO4	Grow in inter-personal relationship with their team members	L4 & L6
CO5	Assess the in pattern of coping with stress and emotions	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, Filed / Observation Visits, etc.,

Unit I
Life Skills: Meaning and significance of life skills, Life skills identified by WHO: **Self-awareness:** Meaning, Definition, Dimensions of self-awareness, Importance of self-awareness. **Empathy:** Definition, Meaning and Types of empathy, Components, Aspects and Signs of empathy

Unit II
Critical Thinking and Creative Thinking: Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking, Critical reading & Multiple Intelligence.

Unit III

Decision Making: Meaning and Definition, Principles, Characteristics and Phases of decision making, Types of decisions, Techniques and Models. Making apt decision in a difficult situation, **Problem Solving:** Meaning and Definition, Steps in problem solving: Problem Solving Techniques, Six Thinking Hats, Mind Mapping, Forced Connections. Analytical Thinking, Numeric, symbolic, and graphic reasoning. 4Scientific temperament and Logical thinking.

Unit IV

Effective Communication: Meaning and Definition, Process and Importance of effective communication, Principles and Skills, Techniques and Effective use of Body Language, Effective

Listening , Barriers of Effective communication. **Interpersonal Relationship:** Meaning, Steps to improve interpersonal skills, Learning the value of relationships with friends and family, Forming support seeking and building relationships, Importance of friendships and negotiating.

Unit V

Coping with Stress and Coping with Emotions: Identifying sources of stress; Methods for coping in stressful situations; Coping in situation of adversity, Strategies to Manage Stress, Coping with emotions: Learning to express emotion; Recognition of the expression of different emotions; Understanding how emotions affect the way we behave, Coping with emotional distress.

Unit - VI - Current Contours for Continuous Internal Assessment only

Students are also expected to enrich their knowledge on the essential Life-skills like Positive Thinking, Attitude, Career planning and power of Leadership.

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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	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