

LEARNING OUTCOMES BASED CURRICULUM FRAME WORK (LOCF) FOR POSTGRADUATE PROGRAMMES

(With effect from 2022-23)

M.S.W

Department of Social Work



LOYOLA COLLEGE (AUTONOMOUS)
CHENNAI 600034

PREFACE

Social Work profession aims to promote the welfare of people by bridging gaps to create a harmonic balance in the society. Social work promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance their social-psychological and economic well-being. Principles of Human Rights and Social Justice are fundamental to Social Work Profession. The theories of human behaviour and social systems are foundational for designing interventions to enhance social functioning. Social workers not only work at micro-meso and macro levels and concerns of the society but also have an integrative approach to practice. With the evident dynamic social changes happening around, the profession of social work is also evolving and moulding itself to suit the growing needs and demands of the society.

The Department of Social Work, founded in 1954, offers research and consultancy for Local, Regional, National and International Organizations and Central and State Ministries, with particular reference to capacity building in best practices of Social Work. The Post Graduate program in Social Work at Loyola College offers a robust curriculum with a proportionate blend of theoretical foundation and practical exposure. The course embraces core values of social justice, dignity and worth of individuals, integrity, competence and value for human relationships in all aspect of its content.

The Learning Outcome Based Curriculum Framework for PG degree in Social Work, is meticulously designed to offer a holistic learning experience for the students in view of preparing them to handle real-life challenges in the society. The curriculum has spelt out precisely the Graduate Attributes, Qualification Descriptors, programme learning outcomes and course-level learning outcomes and is framed on par with similar programmes across the country and abroad.

The Post Graduate Social Work Programme focuses on enabling its students acquire knowledge, skills and values related to competencies such as demonstrating ethical and professional behaviour, critical thinking, diversity in practice, advocate for human rights-social and economic justice, engage in the process of practice based on research-based evidence, apply knowledge of the reciprocal interactions between people and environments, understand policies and analyze contents for effective implementation, work on improvising quality of services and Skillfully engage in the practice of methods of social work with various clientele.

The course engages students with strong theoretical grounding given as classroom learnings and sound practical exposures through concurrent field work practice. All along the course, students are accompanied with supervised guidance which propels them to create opportunities for translating acquired knowledge into practice skill sets and to progressively integrate the features of professional competence.

The curriculum is designed to expose students to the diverse challenges and complex human issues of the modern-day society and prepares them with updated social work training to appropriately respond to the needs and engage as change agents for social transformation.

The curriculum, teaching pedagogy and assessment methods are assigned with appropriate levels of understanding as per BLOOM's Taxonomy. The OBE based evaluation methods will pave way for the assessment of the understanding levels of the students and evaluate the expected course outcome attainment.

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VISION AND MISSION OF LOYOLA COLLEGE

VISION

Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.
- To promote skills that prepare them for the future.
- To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.
- To stimulate critical and conscientious scholarship leading to meaningful and innovative human Capital.

CORE VALUES

- Cura Personalis
- Pursuit of Excellence
- Moral Rectitude
- Social Equity
- Fostering solidarity
- Global Vision
- Spiritual Quotient

VISION AND MISSION OF THE DEPARTMENT

VISION

Formation of Social Work Professionals towards a just and equitable society.

MISSION

- To Train competent, committed and compassionate social work professionals
- To understand and respond to vulnerable communities through inclusion, innovation and collaboration towards transformation.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

(School of Humanities)

PEO 1	Academic excellence and Core Competency To provide access to quality education and enhance the core competencies in Humanities through training using modern tools and techniques.
PEO 2	Globally Relevant Curriculum and Learning Environment To constantly innovate and upgrade the curriculum and teaching methodologies to make Humanities teaching and learning relevant to the global context.
PEO 3	Effective Communication, Teamwork and Leadership skills To provide an academic environment to students which is conducive for academic excellence, creativity, leadership and life-long learning.
PEO 4	Environmental sustainability, social responsibility and ethics To instill responsibility and concern towards environment, biodiversity, bioethics, and sustainable development into the curriculum of Humanities.
PEO 5	Skill Development, Entrepreneurship and Lifelong learning To prioritize experiential learning through specialized professional skill training for a better career with a professional attitude.
PEO 6	Scientific temperament To kindle inquisitiveness and creativity to develop innovative protocols for solving issues related to the environment and conservation through research.

PROGRAMME OUTCOMES (POs)

(School of Humanities)

PO1	Disciplinary knowledge Students will apply the scientific knowledge acquired in Humanities and become skilled professionals adhering to the values of sustainable living.
PO2	Communication Skills, Teamwork and leadership qualities Students will enhance their communication skills to develop an attitude to work as a team and hone leadership qualities.
PO3	Critical thinking, problem-solving and analytical reasoning Students will demonstrate analytical reasoning, problem-solving, scientific reasoning, and reflective thinking as professionals in all frontiers of social sciences.
PO4	Research-related skills and Scientific reasoning Students will develop and popularize scientific temper to make conceptual contributions in life sciences and promote environmental consciousness.
PO5	Skill development, entrepreneurship and lifelong learning Students will develop skills, tools and techniques to explore prospective avenues of entrepreneurship in emerging areas of humanities and pursue lifelong learning.
PO6	Environment and ethical awareness Students will understand and contextualize environmental and ethical issues and contribute towards the betterment of the environment and sustainable growth.
PO7	Digital literacy and self-directed learning Students will engage in self-paced and self-directed lifelong learning through digital literacy for personal development and professional accomplishment.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

(Department of Social Work)

PSO 1	Gain knowledge and Professional skills in the Social Work methods of engaging with individuals, families, groups, communities and organizations
PSO 2	Acquire an understanding on the dynamics of society and human behaviour and demonstrate ethical values of social work practice with diverse and vulnerable sections of the society to promote positive changes
PSO 3	Demonstrate Specialization based proficiency and suitably translate the Principles and Methods of Social Work in their respective settings
PSO 4	Gain expertise to scientifically approach social issues and undertake sequential inquiry by adopting Social Work Research
PSO 5	Engage in activities to advance the cause of Social, economic, environmental Justice and Human Rights
PSO 6	Identify themselves as professional social workers and exhibit professional behavior

Correlation Rubrics

High	Moderate	Low	No Correlation
3	2	1	0

Mapping of PEOs with Vision and Mission

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
Vision	3	3	3	3	3	3
Mission	3	3	3	3	3	3

Mapping of POs with PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PO1	3	2	3	3	3	2
PO2	3	3	3	3	3	2
PO3	3	3	3	3	3	3
PO4	3	3	3	3	3	3
PO5	3	3	3	3	3	3
PO6	3	3	2	3	3	2

Mapping of PSOs with PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PSO1	3	3	3	3	3	3
PSO2	3	3	3	3	3	2
PSO3	3	3	3	3	3	3
PSO4	3	3	3	3	3	3
PSO5	3	3	3	3	3	3
PSO6	3	3	3	3	3	3

Mapping of PSOs with POs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PSO1	3	3	3	3	3	3	3
PSO2	3	3	3	3	3	3	3
PSO3	3	3	3	3	3	3	3
PSO4	3	3	3	3	3	3	3
PSO5	3	3	3	3	3	3	3
PSO6	3	3	3	3	3	3	3

MSW (Social Work) Restructured LOCF Curriculum (effective from June, 2022)

Overall Hour/ Credit Template

PART	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
MAJOR COURSES (MC)	20h (20C)	12h (12C)	8h (8C)	12h (12C)
FIELD WORK (FW)	10h (6C)	12h+*2h(7C)	12h (6C)	12+*2h (8C)
SUBJECT ELECTIVE (SE)		3h(2C)	4h(2C)	
INTER-DISCIPLINARY COURSE (ID)			6h(3C)	
MOOC/ Self Study (MO)		*2h(2C)		
LIFE SKILLS (LS)		*2h(1C)		
SOFT SKILLS (SK)			*2h(1C)	
CROSS-DISCIPLINARY COURSE (CD)		3h(1C)		
VALUE ADDED COURSE (VC)			*2h(1C)	
RESEARCH PROJECT (PJ)				6h(6C)
SUMMER INTERNSHIP (SI)			1C	
TOTAL HOURS (TOTAL CREDITS)	30 (26 C)	30 (25 C)	30 (22C)	30 (26C)

Major Courses (MC+FW) = 85 Credits

Other Courses - 12 Credits + MOOC/ Self Study- 2 Credits = 14 Credits

Final Credits = 85+14 = 99 Credits



Loyola College (Autonomous) Chennai
DEPARTMENT OF SOCIAL WORK

Overall Course Structure

Sem	Sub Code	Course Title	T/L	Cat	Hrs	Cre dits
		SEMESTER - 1				
I	SW01MC 01	Social Work Profession	T	MC	4	4
I	SW01MC 02	Social Case Work	T	MC	4	4
I	SW01MC 03	Social Group Work	T	MC	4	4
I	SW01MC 04	Sociology for Social Work	T	MC	4	4
I	SW01MC 05	Dynamics of Human Behaviour and Health	T	MC	4	4
I	SW01MC 01	Field Work - 1	L	FW	10	6
		SEMESTER - 2				
II	SW02MC 01	Community Organisation and Social Action	T	MC	4	4
II	SW02MC 02	Social Work Research and Statistics	T	MC	4	4
II	SW02MC 03	Social Welfare Administration and Social Legislations	T	MC	4	4
II	SW02SE0 1	Environmental Justice and Social Work	T	SE	3	2
II	SW02SE0 2	Development Communication for Social Work	T	SE	3	2

II	SW02CD 01	Subaltern Perspectives and Social Work (Offered & Taken)	T	CS	3	1
II	SW02FW 01	Field Work - 2	L	FW	12	6
II	SW02FW 02	Rural Social Work Perspectives	L	FW	2	1
II	SW02LS0 1	Life Skills for Social Work	L	LS	2	1
		SEMESTER - 3				
III	SW03ID0 1	Counselling	T	ID	6	3
		Community Development: (3rd Semester)				
III	SW03MC 01	Rural Community Development	T	MC	4	4
III	SW03MC 02	Political Economy of Development	T	MC	4	4
		Human Resource Management (3rd Semester)				
III	SW03MC 03	Human Resource Management	T	MC	4	4
III	SW03MC 04	Labour Legislations and Case Laws	T	MC	4	4
		Medical and Psychiatry (3rd Semester)				
III	SW03MC 05	Mental Health and Psychiatric Disorders	T	MC	4	4
III	SW03MC 06	Public Health in India	T	MC	4	4
		Human Rights (3rd Semester)				

III	SW03MC 07	Human Rights-International Perspectives	T	MC	4	4
III	SW03MC 08	Human Rights in India: The Constitutional Framework	T	MC	4	4
		Welfare of the Disadvantaged Sections (3rd Semester)				
III	SW03MC 09	Gender and Development	T	MC	4	4
III	SW03MC 10	Children and Social Work	T	MC	4	4
		Subject Electives (3rd Semester)				
III	SW03SE0 1	Corporate Social Responsibility	T	SE	4	2
III	SW03SE0 2	Trauma Care and Crisis Intervention	T	SE	4	2
III	SW03SE0 3	International Social Work	T	SE	4	2
III	SW03SE0 4	Family & Social Work	T	SE	4	2
III	SW03FW 01	Field Work - 3	L	FW	12	6
III	SW03SK 01	Soft Skills for Social Work	L	SK	2	1
III	SW03SI0 1	Summer Internship	L	FW		1
		Value Added Courses				
III	SW03VA 01	Fundamentals of Project Management and Advocacy	T	VA	2	1
III	SW03VA 02	Disaster Management	T	VA	2	1

		SEMESTER - 4				
IV	SW04PJ01	Research Dissertation	T	PJ	6	6
		Community Development: (4th Semester)				
IV	SW04MC01	Urban Community Development	T	MC	4	4
IV	SW04MC02	Social Entrepreneurship and Empowerment	T	MC	4	4
IV	SW04MC03	Project Management for Community Development	T	MC	4	4
		Human Resource Management (4th Semester)				
IV	SW04MC04	Human Resource Analytics	T	MC	4	4
IV	SW04MC05	Industrial Relations, Trade Unions and Labour Welfare	T	MC	4	4
IV	SW04MC06	Organisational Behaviour	T	MC	4	4
		Medical and Psychiatry (4th Semester)				
IV	SW04MC07	Medical Social Work	T	MC	4	4
IV	SW04MC08	Psychiatric Social Work	T	MC	4	4
IV	SW04MC09	Therapeutic Interventions in Social Work Practice	T	MC	4	4
		Human Rights (4th Semester)				
IV	SW04MC10	Contemporary Issues in Human Rights,	T	MC	4	4
IV	SW04MC11	Human Rights and Social Work Practice,	T	MC	4	4

IV	SW04MC 12	Social Exclusion and Inclusive Development	T	MC	4	4
		Welfare of the Disadvantaged Sections (4th Semester)				
IV	SW04MC 13	Empowerment of the Marginalized	T	MC	4	4
IV	SW04MC 14	Forced Migration and social Work practice,	T	MC	4	4
IV	SW04MC 15	Conflict Transformation and Peace Building	T	MC	4	4
IV	SW04FW 01	Field Work - 4	L	FW	12	6
IV	SW04FW 02	National Social Work Perspectives	L	FW	2	1
IV	SW04FW 03	Block Field Work	L	FW		1

COURSE DESCRIPTOR

Semester -1

SOCIAL WORK PROFESSION

Course Descriptor

Course Code	SW01MC01
Course Title	SOCIAL WORK PROFESSION
Credits	04
Hours/Week	04
Category	Major Core (MC) - Theory
Semester	I
Regulation	2022-23

COURSE OVERVIEW

- Social Work Profession is a Major Core Course describing the basic concepts, historical evolution of Social Work as a profession in the global and national contexts. The scope of this course comprises the evolution of Social Work Education, Principles, Theories, Ethics, Professional Associations and diverse fields of Practice in UK, USA and India. This Course also helps to differentiate between the role of Government and Non-Governmental Organizations in providing welfare services.
- The accreditation process and procedures of Social Work Education in different countries are also discussed in this course. The Challenges faced in gaining professional status in India also form the content of this Course

COURSE OBJECTIVES

1. To know the origin, development and historical evolution of professional social work .
2. To understand related concepts of the Social Work Profession.
3. To analyze the relevance of each method of Social Work in diverse practice settings.
4. To apply knowledge of the principles, values and philosophy of Social Work in day today 's practice of different methods in the field .
5. To make ethical decision making while providing services to the clients

Course Outcomes	
<i>After successfully completing this course, students will be able to:</i>	
	Taxonomy Levels
CO 1. Understand socio-economic and political issues and will contribute their might towards the betterment of the environment and sustainable growth.	K1, K2,
CO 2. Showcase moral and ethical awareness/reasoning, leadership readiness/qualities and Multicultural competence and diversity and become competent, committed, conscious, creative, and compassionate men and women for others.	K2,K3
CO 3. Enhance their communication skills such as reading, writing, listening and speaking, which will help in expressing ideas and views clearly and effectively.	K3, K4
CO 4. Demonstrate the core competencies of Social Work Profession through Analytical reasoning, Problem-solving, Research-related skills, Cooperation/Teamwork, Scientific reasoning and Reflective thinking and will emerge as entrepreneurs and be employed in various administrative positions	K4,K5
CO 5. Imbibe moral and social values in personal and social life leading to highly cultured and civilized personality and not being prejudiced by gender, age, caste, religion, or nationality and use education as a tool for the emancipation and empowerment of humanity.	K4, K5
CO 6. Apply the scientific knowledge acquired in classrooms and field work in real- life situations and work environments. They will internalize the importance of social work education that will enable them to become skilled professionals.	K5, K6
Prerequisites	Full time Graduation in any Discipline

SYLLABUS				
UNIT	CONTENT	HOURS	COs	TAXONOMY LEVELS

I	<p>Basic and Foundational Concepts in Social Work profession.</p> <p>Definition, Objectives, Philosophy and scope. Concept of related terms: Social Service, Social Reform, Social Welfare, Social Development, Entitlement, Welfare State, Social Transformation, Social Defense, Social Justice, Social and Gender Equity, Affirmative action, Social Policy, Social Legislations, Sustainable Development and Human Development Index. Brief introduction to the Methods of Social Work.</p>	12	CO 1 CO 2	K1, K2,
II	<p>Historical Evolution of Social Service/ and Social Work in India and West</p> <p>Voluntary/Charitable/philanthropic initiatives over the years, Contributions of Social reformers from Tamil Nadu, Other sub-regions in India. Social work indigenous literature, Religio-Philosophical foundations of Social Work practice, Gandhian and Ambedkar ideologies and linkages with Indian constitution.</p> <p>Evolution of Social Work in the West with special reference to the UK and USA.</p>	12	CO 1 CO 2 CO 3	K1, K2, K3,
III	<p>Social Work as a Profession:</p> <p>Nature and characteristics of the profession, Social Work Values, Ethics in Social Work practice, Social Work Principles, Models of Social work, Competencies, Challenges of gaining professional status at National level Roles and Responsibilities of a Professional Social Worker.</p> <p>Evolution of Social work education as a profession, Integrated/Generic & specialization based Social Work Education, Linkages with Sustainable Development Goals, Networking of Associations and Schools of Social work at the regional, national and global level Global Social Work Professional Qualification Accreditation procedures and registration process for the Practice of social work in developed countries.</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

IV	Brief introduction to Modern Social Work Theories Behavioural Science theory- Social Systems theory- Governance theory	12	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3,
V	Fields of Social Work Practice in India and Abroad Family and Child Welfare – Education - Medical and Psychiatric Social Work – Corporate - Correctional- Urban, Rural and Tribal Community Development Geriatric Care. Disaster, Linkages with SDGs, / Crisis Management and Rehabilitation. Human Rights protection with Vulnerable sections such as Migrants, Refugees, Differently Abled, Dalits and LGBTQ.	12	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4 K5

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SOCIAL CASEWORK

Course Descriptor

Course Code	SW01MC02
Course Title	Social Casework
Credits	4
Hours / Week	4
Category	MC
Semester	I
Regulation	2022

Course Overview

- Social Casework is one of the direct methods of social work and focuses on working with individuals.
- The aim of the course is to provide knowledge on how needy individuals can be helped psychologically and socially to cope up with his/ her internal psychological and external social problems and be well adjusted with the environment.
- The different modules of the course will examine the historical evolution of this method of social work practice, the various models of practice, the phases of working with individuals, the requisite skills and techniques of a case worker and the scope of social case practice in different settings.
- In this course, foundational knowledge on the application of social case work techniques and skills will be imparted.
- The other important aspects included in the course are to provide an understanding on the contemporary types of case work practice models and its application along with the role and functions of a caseworker in different settings.

Course Objectives

1. To understand the evolution of Social Casework as a method of Social Work Practice and its relevance to other methods of Professional Social Work.
2. To acquire knowledge on the Principles and Practice of Social Casework in the Indian context.
3. To develop an understanding on Multi-dimensional Approach in Assessment and Interventions.
4. To comprehend the application of Tools and Techniques for Social Casework Practice
5. To learn and apply the models and approaches of social casework practice in different settings.

Course Outcomes				
<i>After successfully completing this course, students will be able to:</i>				
COs	Outcome	Taxonomy Level		
CO 1	Understand and Appreciate the Evolution and Foundations of Social Casework method.	K1, K2, K3		
CO 2	Comprehend the distinct nature of social Casework and apply the method to work with individuals and families	K2, K3, K4		
CO 3	Analyse and Appropriately Apply the helping tools and techniques required for working with individuals	K2, K3, K4		
CO 4	Identify and device models of intervention for working with individuals and families who need professional help.	K3, K4, K5, K6		
CO 5	Explain the Role and Functions, Scope and Practice of Social Casework in various settings.	K4, K5, K6		
Prerequisites	Completion of any Under graduation			
SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	<p>Introduction to Social Casework</p> <p>Definitions, Objectives, Philosophy, Values, Components and Principles. Historical Development of Social Casework abroad and in India.</p> <p>Relevance to other methods of Professional Social Work.</p> <p>Social Casework Practice in Indian Society: Relevance and Scope.</p>	12	CO 1 CO 2	K1, K2, K3, K4

II	<p>Social Casework Process</p> <p>Phases of Social Casework - Initial stage: Psycho-Social Study & Multi-dimensional Assessment; Helping stage: Goal Setting & Multi-dimensional Intervention; Termination: Termination, Evaluation, Follow-Up.</p> <p>Client–Caseworker Relationship: Meaning, Purpose, Characteristics: Empathy, Non-Possessive Warmth, Unconditional Positive Regard, Genuineness, Transference, Counter-Transference-Use in Diagnosis and Treatment.</p> <p>Similarities and Differences between Social Casework, Counselling and Psychotherapy.</p>	12	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	<p>Tools & Techniques for Social Casework Practice</p> <p>Essential Helping Tools & Techniques for Social Casework Practice: Observation-Listening-Interviewing, Home Visits, Collateral Contacts, Environmental Modification, Referral, Resource Mobilization, Other Supportive Techniques.</p> <p>Social Casework Recording: Methods, Structure, Content and Use of Casework Records, Genograms and Ecomaps: Significance & Utility.</p> <p>Supervision: Nature & Importance - Development of Personal and Professional self.</p>	12	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5, K6
IV	<p>Models and Approaches of Social Casework Practice</p> <p>Problem-Solving, Psycho-Social, Functional, Crisis Intervention, Task-Centered, Cognitive-Behavioural, Eco-Systems Approach, Generalist Intervention, Integrative & Eclectic Models of Practice.</p> <p>Types of Social Casework Practice: Short Term Casework, Preventive Casework, Crisis Intervention, Multiple Interviewing.</p>	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

V	<p>Social Casework in various settings</p> <p>Scope and Practice of Social Casework; Role and functions of Social Caseworker in Medical and Psychiatric Settings- Health Care Centers for Acute, Chronic and Terminal Health concerns, Mental health & Community Based Rehabilitation Centers, De-addiction & Detoxification Centers;</p> <p>Family and Child Welfare Settings- Family Welfare Centers, Child Guidance Clinics, Geriatric Care Centers, Educational Institutions: Correctional Setting- Homes /Special Schools for delinquents, Observation Homes, Prisons; Corporate Setting-Industries; Community Welfare setting- Self-Help Groups.</p>	12	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO 5</p>	<p>K1,</p> <p>K2,</p> <p>K3,</p> <p>K4,</p> <p>K5,</p> <p>K6</p>
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11. Johnson, Louise C and Yanca Stephen J, (2011) Social work practice: A generalist approach. 10th Edition, PHI Learning Pvt Limited: New Delhi.
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16. Teater Barbra, 2011, An Introduction to Applying Social Work Theories and Methods, New Delhi, Rawat Publications.
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18. Upadhyay, R.K, (2003) Social Casework: A Therapeutic Approach. Rawat Publications: India

WEB SOURCES:

1. [http://daga.co.in/pages/msw/PG-MSW-I%20YEAR-MAJOR-\(CW\)Social%20Work%20Practice%20With%20Individual.pdf](http://daga.co.in/pages/msw/PG-MSW-I%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Individual.pdf)
2. <https://guide2socialwork.com/social-case-work-process/>
3. https://www.bdu.ac.in/schools/social-sciences/social-work/docs/studymaterials/Social_Case_Work_Practice_or_Working_with_Individuals_
4. <https://www.socialworkin.com/2021/12/5-phases-of-social-case-work-process.html>
5. <https://www.ignou.ac.in/upload/bswe-02-block1-unit-3>
6. <https://www.slideshare.net/malamahalaha/social-casework-process>

SOCIAL GROUP WORK

Course Descriptor

Course Code	SW01MC03
Course Title	SOCIAL GROUP WORK
Credits	4
Hours / Week	4
Category	Major Core (MC) – Theory
Semester	I
Regulation	2022
Course Overview <ul style="list-style-type: none">● This course enables students to develop the knowledge, competencies and values required by Social work students while working with groups of people.<ul style="list-style-type: none">○● Enhance understanding of the tools and techniques in working with groups and families and develop the ability to critically analyse problems of group and culture, and factors affecting them<ul style="list-style-type: none">○● Develop awareness about the specific characteristics of Group Work and its contributions as a method of Social Work intervention● Improve appropriate skills and attitudes to work with individuals and families and develop ability to reflect on self as a person and grow as a professional social Work Practitioner.<ul style="list-style-type: none">○● Identify various situations and settings where the Social Group Work method could be used in the context of social realities of the country.	
Course Objectives <ol style="list-style-type: none">1. To enrich the knowledge about the concept of Social Group Work2. To understand the Process and programme of Social Group Work.3. To apply the models of Social Group Work in different settings.4. To acquire Social Group work Skills and understand the role of Social Group Worker.5. To identify the settings and fields for the practice of Social Group Work method.	

Course Outcome

The Successful completion of this course shall enable the student;

CO	Outcome	Taxonomy Levels
CO 1	To aware the concept and characteristics of Social Group Work	K1, K2
CO 2	To understand the values and Principle of working with groups	K2
CO 3	To apply the suitable theories and models to resolve the problems of Groups	K3
CO 4	To analyse competencies and skills for working with different groups in various practice settings	K4
CO 5	To evaluate the students to work with group dynamics	K5
CO 6	To collaborate the process of group experience and professional development	K6
Prerequisites		
Any Undergraduate Degree		

SYLLABUS				
UNIT	CONTENT	HOURS	COs	TAXONOMY LEVEL
I	Social Group Work: The Group: Definition, characteristics, functions and group structure. Social Group Work: Social Group Work as a method of Social Work. Evolution of Social Group Work in the West and in India. Concept, Meaning and Definitions of Social Group Work, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker.	9	CO1 CO2	K1, K2,K3

II	Group Process and Models Group Process: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale, Group Attraction. Sociometry, Developmental stages of Group. Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model.	8	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	Group Dynamics Understanding of Social Groups – Meaning, Characteristics and Classifications. Significance of Group Life. Dynamics of Groups: Leadership. Isolation, Decision Making and Problem Solving, Support and Conflict, Communication, Relationships.	10	CO 1 CO 2 CO 3 CO 4	K2, K3, K4, K5
IV	Programme Process and Recording Programmes in Social Group Work: Concept, Nature, Process. Principles of Programme Planning. Skills, Qualities and Roles of Social Group Worker. Social Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of change effort. Concept and Importance of Programme in Social Group Work. Programme Planning. Group therapy: Significance of Group therapy. Recording in Social Group Work: Importance of Principles, Structure and Types. Sociometry	10	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4, K5
V	Application of Social Group Work Application of Social Group Work in Community Settings, Health Settings, School Settings, Family Welfare Settings, Industrial Settings, Women and Child Welfare Settings, Correctional Settings.	8	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K3, K4, K5, K6

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1. Alissi,A.S (1980) Perspectives on social group work practice; A book of Reading, New York: The free press.
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3. Bradler,S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press.
4. Brain Sheldon, Geraldine Macdonald (2010) A text book of Social Work, London, Routledge Publication.
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9. Konopka, G. (1983) Social Group Work: A Helping Process, New Jersey, Prentice Hall International
10. Sanjay Bhattacharya (2013) Social Work An Integrated Approach, New Delhi, Deep & Deep Publications.
11. Shaw, Marllin E. (2002). Group Dynamics. New Delhi: Tata – McGraw Hill
12. Siddiqui, H.Y. (2008) Group Work: Theories and Practices, New Delhi. Rawat Publications.
13. Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books.
14. Toselane, R. W. and Rivas, R. F. (1984) An Introduction to Group Work Practice, New York: Macmillan Publishing Co.
15. Tripathi PC & Reddy PN (1983) Principles of Management, New Delhi, Tata McGraw Hill Publishing Company Limited
16. Wilson, G and Raylands, G. (1989) Social Group Practices, Boston: Houghton Mifflin Co.

Web Resources

1. <https://www.socialworkin.com>
2. <https://www.guide2socialwork.com/social-group-work/>
3. <https://www.socialwelfare.library.vcu.edu>
4. <http://www.ignou.ac.in>
5. <https://www.researchgate.net>

SOCIOLOGY FOR SOCIAL WORK

Course Descriptor

Course Code	SW01MC04
Course Title	SOCIOLOGY FOR SOCIAL WORK
Credits	4
Hours / Week	4
Category	MC
Semester	I
Regulation	2022

Course Overview

- This course provides an insightful knowledge of groups, societies, communities to enable them practice social work methods.
- It helps to understand various social institutions, social structures and recent trends of sociological concepts and apply their understanding on social work profession in their respective field work settings.
- It will link the students' knowledge of Indian Society with the major social problems including socio-economic disparities thereby increasing the students' ability to practice various methods of social work.
- The course not only provides interpretive and historical understanding of a concept or a theory but also explains the relevance of concept in daily life for the social work interventions across settings.
- It covers a detailed note on various social problems affecting the society and helps the students to apply social work interventions to resolve the same.

Course Objectives

1. To gain sociological perspectives for Social Work Practice
2. To organize and evaluate sociological information through constructive attitude in addressing social related issues and helping the students in making sound decisions while helping their clients and working with the groups and communities.
3. To impart knowledge on Social Change and Social Stratification making the students understand the various causes and consequences of social problems and equip them to address the same through social work knowledge.

4. To make the students understand about the process of social integration and its various forms thereby facilitating the students to adapt themselves to the society and contribute to its development in an efficient manner.
5. To enable the students to carry out social transformation of the members of the society considering various aspects of their background and element of uncertainty that they face in the society..

Course Outcome

The Successful completion of this course shall enable the student;

CO	Outcome	Taxonomy Levels
CO 1	Understand the interconnectedness of sociology for social work practices by gaining knowledge about society and communities.	K1, K2
CO 2	Be aware of the various sociological perspectives of a society.	K2
CO 3	Analyze in-depth about various aspects of Indian society including social stratifications and social change and their connection with social work interventions to work with various forms of social institutions	K3
CO 4	The course creates an attitude to critique and evaluate social structures.	K4
CO 5	Ability to assess the various social problems of the society and apply necessary social work interventions for resolving such problems.	K5
CO 6	To address the various social issues at an appropriate level with a suitable degree of accuracy accompanied with social work based skills.	K6
Prerequisites		
Any Undergraduate Degree		

Syllabus

UNIT	Content	Hours	CO's	Cognitive level
I	<p>Introduction to Sociology and application of Social Work Practice across Settings</p> <p>Definition, Scope and Significance of Sociology and its relevance to Social Work Practice; Contributions by Western thinkers: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber; Indian Sociologists: G.S.Ghurye, A.R.Desai, R.K.Mukerjee, Irawati Karve, , K.M.Kapadia, Majumdar, M.N.Srinivas and other Indian pioneers; Recent Developments in Sociology: Urban, Rural, Religious and Political Sociology.</p>	12	CO 1, CO 2,	K1, K2
II	<p>Sociological Perspectives and Basic Concepts in Sociology:</p> <p>Major Theoretical Perspectives – Functionalist, Conflict, and Interactionist Perspectives.</p> <p>Basic Concepts: Society, Communities, Associations, Groups, Social Change, Social Systems, Social Movements, Social Structure and Social Pathology. Crowds, Mobs, Collective Behavior</p>	12	CO 1, CO 2, CO 3	K1, K2, K3
III	<p>Sociological Composition of Indian Society</p> <p>Pluralism, Unity in Diversity, Social, Cultural, Linguistic, Religious and Ethnic Groups. Division of Indian Societies – Tribal, Rural and Urban Societies. Social Institutions – Marriage, Family, Religion – Characteristics, Types and Functions; Social Stratification: Class, Caste and other forms of differentiation; Social Mobility: Elements, Forms, Functions and its Consequences; Role and Status. Social Process of Interaction: Cooperation, Competition, Conflict, Accommodation and Assimilation: Forms, Types and its Integrative and Disintegrative effects on Society.</p>	12	CO 1, CO2, CO 3, CO 4	K1, K2, K3, K4

IV	<p>Social Work Intervention to deal with Social Problems</p> <p>Meaning, Nature, Functions and Factors responsible for Social Disorganization: Levels of Social Disorganization: Individuals, Family, Groups, Community, Societal Disorganization and Maladjustment. Role of Professional Social Workers and Use of Methods of Social work in dealing with Social Problems – Socio - Economic: Poverty, Unemployment, Beggary, Unemployment, Settlements in Slums (Urban Habitat Settlements), Caste Conflicts; Problems faced by Women: Commercial Sex Work and Human Trafficking, Domestic violence, Gender Inequality Marital Conflict including Marital rape, Divorce, Dowry Deaths; Problems faced Children: Abuse, Juvenile Delinquency, Child Labour, Orphan hood, online rummy, Drug Addiction and Suicidal tendencies; Problems faced by Senior Citizens: Ageing, Destitute and other related issues; Environmental Degradation, Terrorism and International Problems including Border Disputes</p>	12	CO 1, CO2, CO3, CO4	K1, k2, k4 , K5
V	<p>Social Control and Social Transformation</p> <p>Culture, Concepts, Functions and Characteristics. Socialization – Process, Function and Agents, Problems connected with faulty Socialization; Social Control: Meaning and Concept, Agencies and Means of Social Control; Social Change: Agents and Consequences; Social Lag, Sanskritization, Westernization, Globalization and Modernisation</p>	12	CO 1, CO 2, CO 3, CO 4 CO5.	K1,k2 , K3 K4 K5 K6

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2. Bruce, Steve, 2000, Sociology: A Very Short Introduction, New Delhi, Oxford University Press .
3. Deshpande, Satish, 2003, Contemporary India- A Sociological View, New Delhi, Penguin Books India Pvt. Ltd.
4. Giddens, Anthony, 2013, Sociology (Seventh Edition), Cambridge, Polity Press
5. Ghurye. G.S., 1995, Caste, Class and Occupation, Mumbai, Popular Prakasha
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Delhi, Segment Book Distributors.

7. Kapadia, K.M., 1997, Family and Marriage in India, New Delhi, Oxford University Press
8. Kingsley, Davis, 1998, Human Society, Mumbai, Asian Publications House
9. Kosambi, D.D. 1965, The Culture and Civilization of Ancient India in Historical Outline. New Delhi, Vikas Publishing House Private Ltd.
10. Mac Iver and Page, 1976, Society: An Introductory Analysis, Nagpur, Macmillan Publishers
11. Madan G.R., 2015, Indian Social Problems - Social Disorganisation and Reconstruction, Volume I & II, Nagpur, Allied Publishers Pvt. Ltd.
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15. Srinivas M.N., 1966, Social Change in India, New Delhi, Orient Longman

Web resources:

1. <https://www.sociologyguide.com/>
2. <http://www.insoso.org/>
3. <https://www.egyankosh.ac.in/>
4. <https://www.asanet.org/>
5. <https://www.asanet.org/publications/access-journals>
6. <https://www.isa-sociology.org/en>
7. <https://www.sssp1.org/>

DYNAMICS OF HUMAN BEHAVIOUR AND HEALTH

Course Descriptor

Course Code	SW01MC05
Course Title	Dynamics of Human Behaviour and Health
Credits	4
Hours / Week	4
Category	Major Core
Semester	I
Regulation	2022
Course Overview <ul style="list-style-type: none">● The course is a combination of basic psychology and public health, which helps social workers to understand human personality in a holistic and scientific way.● The course focuses on theoretical developments in psychology from an applied perspective, and explains how these make essential contributions to the methods and theory base of social work. It would help the social workers to understand more about how the body and mind work together.● Components of basic epidemiology and the health care delivery system from the Indian context will be introduced to the social workers and make them understand the prevalence, transmission of communicable diseases and factors contributing to non-communicable diseases.● The course will also enhance the skills of social workers in organising community health camps, preparing the community during emergencies and disasters. The course will enable the social worker to learn Basic First Aid Skills.● The course will focus on mental health and issues related to psychological barriers.● This knowledge will help the social worker in decision-making and avoiding stressful situations. It would foster critical evaluation and promote best practice.	

<u>OBJECTIVES</u>	
<ol style="list-style-type: none"> 1. To introduce the basics of health and behaviour. 2. To understand the health system and health issues. 3. To understand the determinants and measures of disease and health-related states 4. To describe major Psychological perspectives (concepts, trends, theories) to know about self and others. 5. To gain insight into the basic concepts of Psychiatry and understand the relationship between human behaviour and mental process. 	
Prerequisites	Basic Knowledge in Science and Social Science

	<u>COURSE OUTCOMES</u> <i>After successfully completing this course, students will be able to:</i>	<u>Taxonomy Levels</u>
CO1	Understand and Recognise key concepts, principles, and overarching themes in psychology and health.	K1, k2
CO2	Demonstrate ability to understand and apply principles of the scientific method and critical thinking	K2, K3
CO3	Apply the psychological theories and concepts of health in working with individuals and groups.	K2, K3
CO4	Develop a working knowledge on the various mental and emotional disorders in the community.	K4
CO5	Identify the role and functions of social workers in promoting health in the community	K5
CO6	Interprete, Design and Implement invention plans based on psycho social assessments	K6

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Introduction to Psychology</p> <p>Human Brain and Behaviour - Psychology – Definition, Goals, Branches, Scope and Relevance to Social Work - Modern Approaches in Psychology</p> <p>Behaviour - Sensing and Perceiving – Feelings and Emotions – Memory and forgetting – Learning – Motivation – Intelligence.</p> <p>Personality and Personality theories</p>	12	CO1, CO2, CO3,	K1,K2,K3
II	<p>Developmental Psychology and Abnormal Psychology</p> <p>Human Growth and Development: principles of development - Development Stages – Conception to old age; concepts of Normality and abnormality - Mental health - mental retardation – Signs, symptoms, causes and treatment of common Mental illness and Childhood disorders.</p>	12	CO1, CO2, CO3, CO4	K1,K2,K3, K4
III	<p>Introduction to Health & Epidemiology</p> <p>Health – Concept and Definition of health; Dimensions and Determinants of health - Socio Political, Economic, Cultural determinants; Preventive, Promotive, Curative and Rehabilitative aspects of Health. Positive Health and Wellbeing.</p> <p>Basic Epidemiology – Definition, Measuring health and disease- Nutrition, Life Expectancy, Incidence and Prevalence of Disease - Epidemic, Endemic, Pandemic, Disease Surveillance, Mortality and Morbidity; Epidemiological Triad – Host, Agent, Environment; Environmental and Occupational Epidemiology.</p>	12	CO1, CO2, CO4, CO5	K1,K2,K3, K4,K5,K6

IV	<p>Health Systems and Health Service Systems: Concept of Health System and Health Service System; Structure and function at National, Regional and local level; Traditional and indigenous health practices</p> <p>Communicable and non-communicable diseases: Infectious and communicable diseases – TB, COVID, STI & HIV/AIDS, Cholera, Malaria and other vector borne diseases. Non-communicable diseases (NCD) – Cardiovascular diseases, Diabetes, Cancers and Chronic respiratory diseases. Nutritional disorders.</p>	12	CO1,CO2 CO3, CO4, CO5	K1,K2,K3, K4,K5,
V	<p>Skills for Social Workers</p> <p>Psycho social Assessments - WHO- General Health Questionnaire, Subjective Well Being, Quality of Life Scale, Mini Mental Status Examination.</p> <p>Health related skills: Basic First Aid skills for Social Workers, Organizing Community Health Camps & Risk surveys- emergency/ disaster related.</p>	12	CO3, CO4, CO5, Co6	K4,K5,K6

REFERENCES:

1. Ahuja, Niraj (2011). A Short Textbook of Psychiatry, New Delhi, Himalaya Publishing House
2. Banerji, D. (1985). Health and Family Planning Services in India :An Epidemiological Socio-cultural and Political Analysis and a Perspective, New Delhi,Lokpark.
3. Hurlock, Elizabeth (2001). Developmental Psychology, New York Tata McGraw Hill
4. ICSSR and ICMR (1980) Health for All: Alternative Strategy Report of the Study group set up by Experiences" in People's Health in People's Hands: A Mode for Panchayati Raj .Bombay, FRCH.
5. Kuppuswamy, B., (1990) A Textbook of Child Behaviour and Development, New Delhi Konark Publishers Pvt. Ltd.
6. Mangal , S.K.(2006) An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
7. Misra, Girishwar Misra (2011) Handbook on Psychology in India, New Delhi Oxford University Press

8. Mac Mahon B and Trichopoulos D. (1996). *Epidemiology: Principles and Methods*, 2nd ed., Boston, Little Brown and Company
9. Morgan, Clifford (1988). *A Brief Introduction to Psychology*, New York Tata McGraw Hill
10. Priya, Ritu and Shweta A.S. (2010) *Status and Role of AYUSH Services and Use of Local Health Traditions under the NRHM: A Health Systems Study across 18 States* (co-author: Shweta Awasthi Saxena), National Health Systems Resource Center
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12. Sathyamala, C and others (1986). *Taking Sides: Choices before the health worker*, Chennai, Asian Network for Innovation Training Trust.
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14. WHO and UNICEF (2012). *WHO child growth standards and the identification of severe acute malnutrition in infants and children. A joint statement by the WHO and UNICEF*

WEB RESOURCES

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http://apps.who.int/iris/bitstream/10665/43541/1/9241547073_eng.pdf
2. CDC (2012): *Principles of Epidemiology in Public Health Practice*, 3rd Edition, Centers for Disease Control and Prevention, Atlanta, USA.
<http://www.cdc.gov/ophss/csels/dsepd/SS1978/SS1978.pdf>
3. Ministry of Health and family Welfare, Government of India- <http://www.mohfw.nic.in>
4. WHO International Classification of Diseases- <http://www.who.int/classifications/ichi/en/>
5. The International Classification of Functioning, Disability and Health-
<http://www.who.int/classifications/icf/en/>
6. WHO Health Topics- <http://www.who.int/topics/en/>
7. Working Groups / Steering Committees for the Twelfth Five Year Plan (2012-2017)-
Health and Family Welfare,
<http://planningcommission.gov.in/aboutus/committee/index.php?about=12strindx.htm#hea>

COURSE DESCRIPTOR

Semester -2

COMMUNITY ORGANISATION AND SOCIAL ACTION

Course Descriptor

Course Code	SW02MC01
Course Title	Community Organisation and Social Action
Credits	4
Hours/Week	60
Category	Major Core (MC) - Theory
Semester	II
Regulation	2022
COURSE OVERVIEW	
<ul style="list-style-type: none">• The course is a combination two methods of social work, which will provide students with an opportunity to explore in depth the philosophy and theory behind community organizing and social action.• The course will focus on historical development, theoretical foundations, various dynamics of community organization and methods of interventions• Social action is an action within the framework of social work philosophy and practice that aims to social change.• It aims at inducing progress by altering existing social structures, social relationships, modifying social policies and reforming social services and to chart out sustainable actions.• This paper enables social work students to develop skills of collective bargaining, negotiation, persuasion, with uncompromised diplomatic position.	
COURSE OBJECTIVES	
<ol style="list-style-type: none">1. To impart the knowledge and skills of the Community Organization as a method in Social Work Practice.2. To enhance critical understanding of models and strategies for Community Organization3. To learn the role of Social Worker in while working with the community.4. To identify and apply the critical elements of community organization practice5. To acquire knowledge on concept, principles, models and approaches of Social Action.6. To critically understand systems of social lobby, advocacy and different types of campaigning as social action.	
PRE REQUEST	
Any Under Graguate who has enrolled in the MA Social Work.	

COURSE OUTCOMES (CO)

The Successful completion of this course shall enable the student;

CO	Outcome	Taxonomy Levels
CO 1	Identify, compare and analyse persisting problems and arrive the desired change through Community Organization.	K1, K2
CO 2	Diagnose, analyze and apply the skills and techniques to support the community to chart different social action methods.	K2, K3
CO 3	Suitably demonstrate the role of social worker as catalyst	K3, K4
CO 4	Prepare case plans and apply the social work methods utilizing the skills and techniques using different forms of media and social media.	K4, K5
CO 5	Ability to evolve and implement course of actions and analyze the progress, need necessitated changes, retrospect and achieve desired change.	K5
CO 6	Will be able to participate effectively in the social action process or initiate social action models for nation building process	K6

SYLLABUS

UNITS	CONTENTS	HOURS	COs	COGNITIVE LEVELS
UNIT-I:	<p>Understanding Community</p> <p>Community: Concepts, Elements, Characteristics and Classification of Communities. Concept of community development -Similarities and differences between Community Organization and community development. Community Organization: Concept, Objectives, Principles, Scope and Approaches of Community Organization. Community Organization as method of social work - Historical Development of Community Organization practice in the West and in India. Models of Community Organization.</p>	15	CO1, CO2, CO3	K1, K2

UNIT-II:	<p>Community Organization Practice</p> <p>Community Organization Process and Phases: Study of Community , Focus Groups; Analysis of Power Dynamics in Various Community, Mobilization for Participation, Involvement in Problem Solving Process: Identification of Needs, Issues, Prioritization, Problem Analysis, Problem Statement, Selection of Alternatives, Plan of Action; Execution, Monitoring of Evaluation; Rededication and Continuation. Community Based Organization Building and Federating for Sustained Problem Solving Action.</p>	15	CO1, CO2, CO3, CO4	K1, K2, K3, K4
UNIT-III:	<p>Application of Community Organization</p> <p>Community Organization in different Fields - Health, Education, Correctional, Rural, Urban and Tribal communities, Vulnerable sections, Disaster. Qualities, Roles and Responsibilities of Community Organizer. Community welfare councils and community Chest.</p>	10	CO3, CO4, CO5	K3, K4, K5, K6
UNIT-IV	<p>Concept and Evolution of Social Action</p> <p>Social Action: concept, objectives and Principles. History and Scope of social action in India. Understanding the Oppressed and Oppressed from Marxian Perspective, Transformation from culture of silence to critical appraisal - Paulo Fraire, Understanding of Christianization Vs Europionization in Africa. Dr BR Ambedkar’s understanding of Social Inclusion, Thandhai Periyar model of Social Action, Thiru Narayana Guru Model of Social Action</p> <p>Social work and Social action. Strategies for Social Action: Roles and Responsibilities of Social Activist. Concept of advocacy as a tool: Strategies for Advocacy - Campaigning, and Lobbying.</p>	10	CO1 CO2 & CO3	K1 K2 K3

	Use of mainstream media and social media . Influencing public opinion building in advocacy - Coalition and Network building - Linking up protest movements with development work.		CO4 CO5	K4 K5
UNIT-V	Models, Approaches and Contribution to Social Action Models of Social action, Approaches to Social Action. Radical or Emancipatory social work; Rights based approach, Different forms of protest. Various contributions to the theory of Social Action, Paulo Freire, Saul Alinsky, Martin Luther King, and Karl Marx <i>contemporary effective social action initiatives and campaigns .</i>	10	CO1 CO2 CO3 CO4 & CO5	K1 K2 K3 K4 & K5

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2. Beher A & Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS
3. Boon Andrew & Book Andy (1999) Advocacy, USA: Cavendish Publications
4. Chambers Robert (2005) Ideas for Development, Earth Scan, London
5. Chatterjee (2004), Up Against Caste: Comparative Study of Ambedkar and Periyar, Rawa Publications, ISBN-10-8170338603
6. Cox Fred (1987), Community organization, Michigan: F.E. Peacock Publishers
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8. Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York: Thomas Crowell
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10. Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi :Bentice Hall International Inc.
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12. Goel, S L & Kumar, Ram (2001) Disaster Management, New Delhi: Deep and Deep Publications

13. Indu Prakash 1994 Disaster Management: Societal Vulnerability to Natural Calamities, New Delhi: Rashtra Prahari Prakashan
14. Khinduka, S. K & Coughlin, Bernard (1965) Social Work in India, New Delhi: Kitab Mahal.
15. Lal (2017), India Social: How Social Media is Leading the change and Changing the Country, Hachette India
16. Milson Fred (1973) An Introduction to Community Work, Rutledge &Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd,
17. National Centre for Advocacy Studies (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune: National Centre for Advocacy
18. PRIA (1995) Participatory Evaluation: Issues and Concerns, New Delhi: PRIA,
19. Rao, MSA (1979) Social Movements in India, New Delhi: Vol. 1 and 2, Manohar,
20. Ross, Murray &Lappin, Ben (1967) Community Organization; Theory, Principles, and Practice, New York: Harper & Row.
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SOCIAL WORK RESEARCH AND STATISTICS

Course Descriptor

Course code	SW02MC02
Course title	Social Work Research and Statistics
Credits	04
Hours/Weeks	04 hours per week – 60 hours
Category	Major Core (MC)-Theory
Semester	II

COURSE OVERVIEW

- Social work research is the application of research methods to study, investigate and solve problems that social workers confront in the practice of social work. It provides information that can be taken into consideration for making key decisions for policy planning and making
- Social work research aims to promote human and community well-being, being guided by a person and environment construct, respective of human diversity and knowledge based on scientific inquiry.
- Scientific methods are usually designated, where systematic observation, classification and interpretation of data lays the confidence in the validity of conclusions.
- Research process needs identification of problems, needs assessment, selection of social work research designs, introducer-intervention measurement and assess the intervention effects (data collection).
- Quantitative research is done through polls, questionnaires or surveys and qualitative research focuses on understanding social phenomena through in-depth interview schedules, KII, case studies, focus group discussions and personal observations, etc.

COURSE OBJECTIVES

1. This course will deal with research problems, construction of hypotheses, testing, research designs, sampling concepts, etc.
2. The probability and non-probability methods are used to help a researcher make conclusions or arrive at decisions at a larger group.
3. This course will help in learning the types of social work research that are commonly used.
4. This course is the process that throws light on the research works during data collection, and codification and interpretation of the data.
5. This explains and interprets a variety of hypotheses to aid the decision making process in a research context.

PREREQUISITES:

The students should have basic knowledge on mathematics i.e., probability

The students should have necessary skills to undertake any research with factual accuracy, precision, verifiability, reliability and validity, as well as recording and reporting.

Course Outcome

The Successful completion of this course shall enable the student;

CO	Outcome	Taxonomy Levels
CO 1	Conduct research discussions on the interested topics by tracing source of knowledge	K1, K2
CO 2	Have clarity on the research methods and processes	K2
CO 3	Work out on the topic, review of literature and formulate a research problem	K3
CO 4	Develop a research plan and schedule a research with timelines, prepare questionnaires and complete the research	K4
CO 5	Carry out data analysis and interpretations and flow charts	K5
CO 6	Use Statistical applications and software packages, make data entry and interpret the results	K6

Unit	Topics	Hours	COs	Taxonomy Levels
I	<p>Social Work Research: Concept, Definition, Objectives, Scope, Characteristics and Functions</p> <p>Scientific method in Social Work Research – Need and importance of evidence based practice.</p> <p>Difference between Social Work Research and Social Research. Classification of Research: Pure, Applied and Action Research, Quantitative and Qualitative Research – Ethical issues in Social Work Research – Formation of Ethics Committee</p>	9	CO1,CO2, CO3, CO4,	K1,K2,K3, K4,
II	<p>Basic Elements of Scientific method: Concept, Variable, Facts and Theory. Cause-Effect relationship and relevance to Social Work Research - Identification and Formulation of Research Problems - Construction of Hypothesis and testing - Research Designs</p>	9	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5
III	<p>Sampling: Concept, Definition and Importance – Techniques of Sampling - Probability and Non-Probability sampling - Sources and Types of Data - Methods and Tools of Data Collection</p> <p>Qualitative and Quantitative Research methods, Mixed Methods, Participatory Research methods, Data analysis in Research: Enrich, Examine, Explain and Triangulate. KII, FGD, Case Studies, Interview Transcripts, Observation notes, Non-textual materials, Delphi Technique.</p> <p>Pre-test and pilot study, Scaling techniques: Reliability and Validity – Data Processing: Coding, Editing, Tabulation, Analysis and Interpretation - Research Reporting, Preparation of Research Proposals</p>	12	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5,

IV	Statistics, meaning, Need and Importance, and limitations of statistics in SW Research, Frequency Distribution, construction of frequency tables, diagrammatic and graphical representation, measures of Central tendency, mean, mode and median - Measures of dispersion: Range, quartile deviation, Standard Deviation - Test of significance – t test. ANOVA, Chi- Square, Correlation	15	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5,K6
V	Computer Application in Social Research, SPSS/R –Introduction to basic concepts, defining data, data entry, data transformation, data analysis, Statistical applications	15	CO1, CO2, CO3, CO4, CO5, CO6	K1,K2,K3, K4,K5,K6

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2. Ahuja R, 2010, Research Methods, Rawat Publications, Jaipur.
3. Alston M, Bowles W, 2012, Research for Social Workers, An introduction to methods, 3rd Edition, Australian Publications, Australia.
4. Adams J, Khan, Robert and David, 2007, Research methods for Graduate Business and Social Science Students, SAGE Publications, New Delhi.
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14. Corby B, 2006, *Applying Research in Social work Practice*, Tata McGraw Hill Education, New Delhi.
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16. Dawson C, 2010, *Introduction to Research Methods, A practical guide for anyone undertaking a Research Project*, Viva Books, New Delhi.
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19. Garg, Renu, Slochana, Umesh, 2002, *An Introduction to Research Methodology*, RBSA Publishers, Jaipur.
20. Gupta B L, 2010, *Research studies in Staff Development*, Mahamaya Publishing house, New Delhi.
21. Gupta, S. P., & Gupta, A. (2014). *Business Statistics: Statistical Methods*. New Delhi: S. Chand Publishing.
22. Gopalan R, 2005, *Thesis Writing*, Vijay Nicole imprints Pvt. Ltd. Chennai.
23. Jain G L, 2003, *Research Methodology, Methods, Tools and Techniques*, Mangal Deep Publications, Jaipur.
24. Kothari C R, 2006, *Research Methodology Methods and Techniques*, New Age International, New Delhi.
25. Kumar R, 2005, *Research Methodology*, SAGE Publications, London.
26. Mukherji P N, 2000, *Methodology in Social Research, Dilemmas and Perspectives*, SAGE Publications, New Delhi.
27. Majumdar P K, 2005, *Research Methods in Social Science*, Viva Books Pvt. Ltd, New Delhi.
28. Pawar B S, 2009, *Theory building for Hypothesis Specification in Organizational Studies*, Response Books, New Delhi.
29. Pathak R P, 2007, *Statistics in Educational Research*, Kanishka Publishers, New Delhi.
30. Rajathi A, Chandran P, 2010, *SPSS for you*, MJP Publications, Chennai
31. Ruane JM, 2005, *Essentials of Research Methods*, Blackwell Publishing, Australia.
32. Ravilochanan P, 2002, *Research Methodology*, Margham Publications, Chennai.
33. Singh S P 2002, *Research Methods In Social Sciences, A Manual for Designing Questionnaires*, Kanishka Publishers, New Delhi
34. Tripathi PC, 2010, *Research Methodology in Social Sciences*, Sultan Chand and Sons, New Delhi.
35. Uwe Flick, 2009, *An Introduction to Qualitative Research*, 4th Edition, SAGE Publications, New Delhi.
36. Vijayalakshmi G, Sivapragasam C, 2008, *Research Methods, Tips and Techniques*, MJP Publishers, Chennai.

37. Virender, PS, Meenakshi, 2009, Research Methodology and Statistical Methods, Vishvabharti Publications, New Delhi.
38. Hazarika, P. (2017). A Textbook of Business Statistics. New Delhi: S. Chand Publishing.
39. Levin, R., Rubin, D. S., Rastogi, S., & Siddqui, M. H. (2011). Statistics for Management. London: Pearson Education.
40. Siegel, A. F. (2011). Practical Business Statistics. Cambridge: Academic Press.
41. Thukral, J. K. (2016). Business Statistics, New Delhi: Taxmann Publication. Vohra, 6.N. D. (2017). Business Statistics, New Delhi: McGraw-Hill

WEB RESOURCES:

1. www.campbellcollaboration.org
2. www.cochrane.org
3. www.rip.org.uk
4. [https://abhata@usf.edu](mailto:abhata@usf.edu)
5. <https://www.cengage.com>
6. <https://oxfordbibliographies.com>
7. <https://www.ignou.ac.in>
8. <https://www.jsscacs.edu.in>

SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATIONS

Course Descriptor

COURSE CODE	SW02MC03
COURSE TITLE	SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION
CREDITS	4
HOURS/WEEK	60
CATEGORY	MAJOR CORE (MC) -THEORY
SEMESTER	II
REGULATION	2021
COURSE OVERVIEW <ul style="list-style-type: none">• Social welfare administration is a process through which social policy is transformed into social services. It involves the administration of public, private agencies which provide services to individuals in all the ways till their existence. Social legislation is designed for Social Work Students to understand the constitutional social justice framework of India and its utmost importance.• The aim of this course is to provide a basic knowledge and competencies in social welfare administration and understand rights perspective architecture in Indian legal systems. The course will allow the students to gain knowledge on the fundamental rights, duties and the directive principles of the Indian Constitution & various statutes to help clients to seek effective recourse under social legislations.	
COURSE OBJECTIVES <ol style="list-style-type: none">1. To acquire basic knowledge and competences in Social work administration.2. To understand the procedures and policies involved in social welfare organizations3. To gain knowledge on fundamental rights, duties and directive principles of the Indian constitution4. To gain knowledge on various social legislations in India as tools of implementation of social justice5. To obtain expertise to undertake strategic decisions in helping clients during life crisis.	

COURSE OUTCOME				
CO1	To identify and state the procedures and functions of Social Welfare Organisations			K1, K2
CO2	To understand and explain the administrative process of Social Welfare Organisations			K3
CO3	To identify, compare and analyze various constitutional provisions and understand historical needs for a constitution to realize social justice			K4
CO4	Prepare case plans and apply the social work methods utilizing the skills and techniques for providing respite and relaxation from violations.			K5
CO5	Evolve & implement crisis intervention approaches and models to provide support relief to victims of social evils at all levels			K6
SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
1	Introduction to social welfare organisation. Social Welfare Organisation: Concept, Purpose, Types, Organizational structure –Functions of Boards and committees, Qualities of an Executive, Procedures in Registering an organization - Societies Registration Act, 1860 (recent amendment), Indian Trust Act, 1882 (recent amendment), Section 8 of Indian Companies Act, 2013 (recent amendment).	10	CO1	K1, K2
2	Social Welfare Administration Process: Meaning, Administrative Principles- POSDCORB, Office administration: Meaning, maintenance of records. Accounting and Auditing, Fundraising practice, Exemption from Income tax. Foreign Contribution and Regulation Act – 1976 (FCRA Latest amendment 2020)	10	CO2	K3

3	<p>Introduction to Indian constitution</p> <p>Fundamental rights, fundamental duties, Directive principles of state policy. Indian Judicial System – Law enactment procedure - Law enforcement agencies – structure and functions. Public Interest Litigation.</p>	10	CO1 CO2 CO3 CO4 CO5	K1,K2,K3,K4,K5
	Social legislations: definition, scope and relevance to Social Work practice - Free Legal Aid in India. Social Policy in India. Right to Information, 2005		CO2 ,CO3, CO4 CO5	K3, K4, K5
4	<p>Social Legislations – 1</p> <p>Personal Laws: Laws related to Women – The Protection of Women from Domestic Violence Act, 2005, Immoral Traffic (Prevention) Act, 1956; Dowry Prohibition Act, 1961.</p>	15	CO2 ,CO3, CO4 CO5	K3, K4, K5
	Indecent Representation of Women (Prohibition) Act, 1986; Prevention of Sexual Harassment at Work Place Act, 2013, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994. Reported CASE LAWS from MADRAS LAW JOURNAL		CO1 CO2 ,CO3, CO4 CO5	K1,K2,K3,K4,K5
	Laws related to Children: The Juvenile Justice (Care and Protection of Children), Act 2015; Right of Children to Free and Compulsory Education Act. 2009, Child Labour (Prohibition and Regulation) Act, 1986; Protection of Children from Sexual Offences Act, 2012		CO2, CO3, CO4	K1,K2K3K4 K5
5	<p>Social Legislations – 2</p> <p>Laws related to Underprivileged: The SC/ST (Prevention of Atrocities) Act, 1989 & AMENDMENT ACT 2015, Protection of Human Rights Act, 1993.</p>	15	CO2, CO3, CO4	K1,K2K3K4 K5

	RIGHTS OF PERSONS WITH DISABILITIES ACT 2016. The Mental Health CARE Act,2017.		CO2, CO3, CO4	K1,K2K3K4 K5
	Laws related to Labour: Rural Employment Guarantee Act, 2005, Bonded Labour System (Abolition) Act, 1976; The Unorganized Workers' Social Security Act, 2008, Food security act 2013.		CO2, CO3, CO4	K1,K2K3K4 K5

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9. Marshall, T.H. (1975) Social Policy in the Twentieth Century, London: Hutchinson & Co
10. Sundarum, R.M., Growth and Income Distribution in India: Policy and Performance since Independence, Sage, New Delhi, 1987.
11. Kurien, Growth and Justice, Oxford University Press, Madras, 1992
12. Shanmugavelayutham, K, 1998 Social Legislation and Social Change, VazhaValamudan Publishers,Chennai.
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15. Nation Law School. 1991. Select Materials on public Legal Education. National Law School of India University. Bangalore
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17. Purohit, B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur :Rawat Publication.

WEB RESOURCES

1. www.nic.in
2. www.supremecourtfindia.nic.in
3. www.judis.nic.in
4. www.indiancourts.nic.in
5. www.pucl.org
6. www.lawyerscollective.org
7. <https://www.livelaw.in/>
8. <http://isidelhi.org.in>
9. www.prsindia.org

PERIODICALS & JOURNALS

1. Journal of Comparative Social Policy
2. Journal of Comparative Social Welfare
3. Combat law
4. Economic and Political Weekly
5. Women's collective
6. MADRAS LAW JOURNAL
7. SUPREME COURT LAW JOURNAL

SUBJECT ELECTIVES

(2nd Semester)

ENVIRONMENTAL JUSTICE AND SOCIAL WORK

Course Descriptor

Course Code	SW02SE01
Course Title	Environmental Justice and Social Work
Credits	2
Hours / Week	3
Category	SE
Semester	II
Regulation	2022
Course Overview <ul style="list-style-type: none">● This paper is an Interdisciplinary Course that offers the fundamental values of respecting nature.● The course helps students to recognize the interconnectedness among micro, mezzo & macro systems and also enables Individuals to become more sensitive Global citizens.● It combines relational aspects of Individual and Ecological Consciousness grounded in Social Justice.● The components of the course include understanding concepts related to Environment, Development & its impact, Laws & Policies, Climate Action and Management.● It offers ample scope for the students to practically get exposed and integrate the learnings at a personal level to bring out alterations in their day to day life.	
Course Objectives <ol style="list-style-type: none">1. To understand the concepts of Ecology, Environment and different components of Natural Resources.2. To enhance the knowledge on various developmental issues and its impact on the Environment.3. To enable social workers to understand the Policies, Programmes and Laws related to the Environment.4. To acquire knowledge on the Indigenous Thoughts & Movements on Environment & Social Justice.5. To apply personal Lifestyle changes and expand the Social Work practice to bring Environmental & Social Justice.	
Prerequisites: Any Undergraduate Course	

Course Outcome

The Successful completion of this course shall enable the student;

CO	Outcome	Taxonomy Levels
CO 1	Explain the concepts related to ecology & environment and appreciate the importance of natural resources.	K1, K2
CO 2	Discuss various concerns impacting the environment and analyze the implications of growth and development on the environment and human beings.	K2
CO 3	Outline the need for legal strategies in the protection of natural resources	K3
CO 4	Comprehend the action and management of global to local players to safeguard mother earth and thereby create collective consciousness.	K4
CO 5	Demonstrate the role and responsibilities of professional social workers in the conservation of ecology.	K5
CO 6	Application of an individual's creative intelligence to strategize preventive and promotive approaches for conserving nature.	K6

SYLLABUS				
Unit	Topics	Hours	COs	Cognitive Level
I	Basic Concepts Ecology, Environment, Five Forces of Nature, Levels of Organization, Biodiversity – Hotspots; People’s Biodiversity Register(PBR) Anthropocentric & Eco-Centric, Life & its forms, Consumerism & Environment Consciousness; Climate Change, Global Warming, Climate Justice, Carbon Trading, Common Property Resources, Energy crisis, Green Economy, Green Politics, Green Social Work	9	CO 1 CO 2	K 1, K2
II	Development and its impact on Environment Industrialization, Urbanization and Globalization, Displacement, Land Alienation, Migration, Relocation and Rehabilitation, Deforestation, Ecological Imbalance, Developmental Issues and impact on Air, Soil, Water, Population, Sanitation & Housing.	9	CO 1 CO2	K 1, K2, K3

III	<p>Policies, Programmes & Protective Measures</p> <p>Global Level: UNFCCC -COP 26., Rio+20, Paris Summit and its implications.</p> <p>National Level :India's environmental and forestry policies and programmes; State : Policies & Programmes.</p> <p>Local Level: Urban & Rural Governance -procedures & measures for addressing environmental concerns.</p> <p>The Environment (Protection) Act, 1986 – Environment Impact Assessment (EIA), 2006; Coastal Regulation Zone 2011, Air Pollution Act 1987, Water Pollution Act 1974. The National Green Tribunal Act, 2010 and Tamilnadu Pollution Control Board.</p>	9	CO 1 CO 2 CO 3 CO 4	K1. K2. K3. K4
IV	<p>Indigenous Thoughts & Movements</p> <p>Contributions of Ambedkar, Gandhi, Sundarlal Bahuguna, Vandana Shiva, Nammazhwar & Medha Patkar.</p> <p>Indigenous People Controlled and Jointly Managed systems.</p> <p>Eco-restoration of Water Bodies, Promotion of Green Technology, Low Cost Housing, Solid Resource Management, Rain Water Harvesting(RWH), Eco-friendly products.</p>	9	CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<p>Environmental Justice & Social Work practice</p> <p>Climate Action & Social Work; Social work practice with Mirco, Messo, & Macro systems for promoting Social & Environmental justice.</p> <p>Personal lifestyle Changes: Refuse, Reduce, Reuse, Repurpose and Recycle (5 R's).</p>	9	CO 4 CO 5	K1, K2, K3, K4, K5, K6

Suggested Readings

1. Abbasi. S.A. (1998) Renewable energy sources and their Environmental Impact. Prentice Hall, London.
2. Agarwal S.K. (1993) Environmental protection. Himalaya Publishers, New Delhi.
3. Andromeda. (1995) New Science encyclopedia: Ecology and environment. Oxford Publishers. London
4. Anubha Kaushik. (2006) Perspectives in environmental Studies. New Age Publications. New Delhi:

5. Aradhana P.S. (1998) Environmental Management. Rajat Publishers. New Delhi.
6. Aravind Kumar (2008) Environmental Resource Management. Daya Publishers. New Delhi:
7. Aray and Abbasi (1995) Urbanisation and its Environmental Impacts. New Delhi: Discovery
8. Asthana. D.K. (2001) Environmental Problems and solutions. S. Chand publishers. New Delhi.
9. Benny Joseph. (2005) Environmental studies. Tata McGraw Hill Publishers. New Delhi:
10. Cutter Susan L. (1998) Environmental Risks and Hazards. Prentice Hall, London.
11. Dash Sharma P. (1998) Environment Health and development. Anmol Publishers. New Delhi.
12. Gadgil, Madhav and Ramchandra Guha, (1995) Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.
13. Guha Ramchandra, (1991) The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
14. Gupta Sunil. (1997) Environment Population and resources. Anmol Publishers. New Delhi.
15. Kannan (1991) Fundamentals of Environmental pollution. S. Chand. New Delhi.
16. Krishan (1994) Fundamentals of Environmental pollution. S. Chand and Company. New Delhi
17. Luoma Samuel N (1984) Introduction to environmental Issues. Macmillan Publishers. Calcutta.
18. Maharajan V.S. (1986) Environment protection: challenges and Issues. Deep and Deep Publishers. New Delhi
19. Mohan I. (2002) Environmental Problems in 21st Century. Anmol Publishers. New Delhi.
20. Mohanty. S.K. (1997) Environment and pollution Law Manual. Universal Publishers. New Delhi.
21. Monga. G.S. (1998) Environment and development. Deep and Deep publishers. New Delhi.
22. Munal Singh Kshetri. (1989) Problems and Prospects of Environmental Pollution in India. Mital publishers. New Delhi:
23. Prabhakar V.K. (2000) Basic Laws on environment. (Many Volumes) Anmol Publishers. New Delhi.
24. Prabhakar V.K. (2001) Environment and Agricultural Pollution. Encyclopedia of Environmental Pollution and Awareness in 21st Century Series. Anmol Publishers. New Delhi.
25. Purushotham Reddy. (2003). Environmental education. Neel Kamal Publishers, New Delhi.
26. Rajagopal. R. (2005) Environmental Studies from Crisis to Cure. Oxford University Press. New Delhi.
27. Ravichand. M. (2007) Environmental Management. Concept Publishers. New Delhi.

28. Susila Appadurai (2004) Environmental Studies. New Century Book House Publishers. Chennai.
29. Trivedi P.R. (1992) Man and Environment. Akashdeep Publishers. New Delhi.
- Tripathy S. (1999) Fundamentals of environmental studies. Vrinda Publishers. New Delhi.

Web Resources

1. <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>
2. <https://unfccc.int/cop25>
3. <https://www.climateambitions summit2020.org/>
4. https://www.unm.edu/~varma/print/BSTS_Schumacher.pdf
5. <https://www.greenbeltmovement.org/wangari-maathai>

DEVELOPMENT COMMUNICATION FOR SOCIAL WORK

Course Descriptor

Course Code	SW02SE02
Course Title	DEVELOPMENT COMMUNICATION FOR SOCIAL WORK
Credits	2
Hours / Week	3
Category	SE
Semester	II
Regulation	2022
Course Overview	
<ul style="list-style-type: none"> • The course give an in-depth knowledge on the use and power of communication to promote social development. It will guide the students in understanding and developing the skills that are required for an effective media communication. • The course will give an outline on how to handle social cases in media through effective means of communication. It will impart knowledge on public relations and alternate media. • The course will provide an understanding about the use and application of media skills that includes photography and videography. 	
Course Objectives	
<ol style="list-style-type: none"> 1. Demonstrate an understanding of the theory and history of the role of communication in development 2. Critically assess the strategic use of communication and media tools in development goals 3. To make students understand the link between mass media and social development 4. To equip the students with the skills to create and deliver content for the media. 5. To facilitate the students to use media effectively for societal transformation. 	
Course Outcomes	
<i>After successfully completing this course, students will be able to:</i>	
	Taxonomy Level
CO 1:Understand the concept of Development Communication	K1

CO2: Gain knowledge about the various types of media and analyse them.	K2
CO3: Equip students with proper communication skills required for the media.	K3, K4
CO4: Be aware of public relations and alternate media	K5
CO5: Equip themselves with required media skills	K6
Prerequisites	Any Under graduation

SYLLABUS

Unit	Content	Hours	COs	Taxonomy Level
I	Development Communication Definition of Development Communication, Historical Contexts of Development Communication, Communication for Social Change (CSC) theories, Participatory development and communication, PRA Techniques.	5	CO 1 CO 2	K1, K2
II	Journalism for Social Change Journalism As a Change Agent: Developmental Journalism –Scope and Objectives; Reporting on developmental Issues – Potential and Challenges; Advocacy Journalism for development; Participatory Journalism: Community Media, Citizen Journalism, Online space and development. Journalistic Ethics.	10	CO 1 CO 2 CO 3 CO 4	K1, K2, K3
III	Communication Skills for Media Speaking: The essential qualities of an effective speaker, conversation, extemporaneous speaking, Focus group discussion, Interviews, public speaking for social change. Writing: Functional forms stories, editorials,	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4

	book reviews, Formal essay, short stories, scientific reports, biographical sketches, Critical appraisal of facts and investigation reports. Proposal Writing, Academic Writing.			
IV	Public Relations and Alternate Media Media and Development: Indian Press and its role in development. Radio – Radio Rural Forums, Community Radio; Television for social change -Public Information Campaigns. Media’s role in Politics, Corporate ownership of Media. Alternative media for development - Folk media and theatre.	10	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5
V	Media Skills Introduction to photography, videography, and relevant software. Familiarization with Camera and other equipment. Communication strategies: Selecting medium, media mix, package designing, different appeals. Copy writing and visualizing, layout and design, selection of media, Blog and Micro blogs, Social Networking sites.	10	CO 1 CO 2 CO 4 CO 5 CO 6 CO 7	K1, K2, K3, K4, K5, K6

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2. Andreasen, Alan Kotler, Philip, (2007) Strategic Marketing for non-profit Organizations. Englewood cliffs, Prentice Hall Inc. New Jersey
3. Mefalopulos, P.(2008) Development Communication Sourcebook-Broadening the boundaries of communication, The World Bank. New York

4. Mohan J. Dutta (2011) Introduction, *Communicating Social Change: Structure, Culture, and Agency*, pp. 1-28
2. Florencia Enghel (2015) *Towards a Political Economy of Communication in Development?* Nordicom Review
5. Kotler Philip, Roberto Eduardo L .(1989) *Social marketing: Strategies for Changing Public Behaviour*. Free Press , New York.
6. Servaes, Jan (2008) *Communication for Development and Social Change*, New Delhi, Sage Publication

Cross Disciplinary Paper
(2nd Semester)

SUBALTERN PERSPECTIVES AND SOCIAL WORK

Course Descriptor

Course Code	SW02CD01
Course Title	Subaltern Perspectives and Social Work
Credits	1
Hours / Week	3
Category	Cross-Disciplinary paper
Semester	2
Regulation	2022

Course Overview

- The rationale behind introducing this paper is to familiarize students about the basic concepts and theories related to subalternity.
- The focus will be on western as well as the Indian school of thoughts.
- This is a Cross disciplinary paper, we would be offering this course to Social Work Department Students as well to students from other Disciplines.
- The course readings would enable students to know the contemporary realities of the excluded communities

Course Objectives

1. To explore diverse theories and concepts that address issues of Subalternity and Inequality.
2. To emphasize the sources and structures of these inequalities and derive possible alternatives to them.
3. To make students understand how exclusion affects social life and social organization.
4. The basic objective of introducing this paper is to familiarize the students with various excluded groups, their culture, tradition, unique composition, and distribution.
5. To build perspectives on subalternity of Dalits, Minorities and other Gender issues.

Course Outcomes

After successfully completing this course, students will be able to:

Cos	OUTCOME	TAXONOMY LEVEL
CO 1	Correctly apply the concepts and theories learned while designing community development interventions.	K1, K2
CO 2	It will familiarize the students with the Agrarian structures and relations between hegemonic landlords and peasants.	K1, K2, K3
CO 3	The Course will be able to understand the problems of exclusion, inequality, deprivation, and discrimination on the basis of Caste and	K1, K2, K3, K4

	can design an Inclusive policy for Dalits and Adivasis.			
CO 4	Analyze how the life experiences of the minority groups have been impacted by their minority statuses.		K1, K2, K3, K4, K5	
CO 5	Examine gender as a major organizing principle of contemporary social life and explore the ways that gender intersects with other important lines of social differentiation, such as caste, ethnicity, social class, sexuality, and nationality.		K1, K2, K3, K4, K5, K6	
Prerequisites	I PG Social Work			
SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	Introduction to Subaltern Studies and Peasant Movement Subaltern Studies, Concept, Emergence, History. Gramscian Category of Subaltern. Marx's conception of the industrial capitalist system. The idea of Subalternity in a Post-Colonial and Post-modern scenario. Colonial historiography. Subaltern studies: Capital, class and community, Agrarian structures and relations, Modes of power and peasantry, Peasant movement and Revolution. Peasants of Naxalbari.	10	CO1	K1, K2, K3
II	Understanding Dalits Subalternity Exclusion, Inequality, Hegemony, Alienation, Discrimination. Structural and Cultural Concepts of Caste, Theories of Caste System, Untouchability, Caste Conflicts; Changing Structure of Caste. Dravidian Movement. Phule, Iyothethass, Periyar, and Ambedkar's subaltern approach. Caste Conflicts; Honour Killings. Changing Structure of Caste. Dalit Movement and Political participation. Affirmative measures and Reservations.	5	CO2	K2, K3, K4, K5
III	Minorities and Adivasis Religious, Linguistic and Ethnic minorities. Minorities and democracy; Political participation, resistance, representation.; Minorities and Human Rights violation – Role of the State. Sachar Committee Report. Adhivasis, demographic profile: habitat, distribution and concentration, ethnic and cultural diversity, characteristics features, languages, folklore, cultural tradition.	10	CO3	K2, K3, K4, K5

	modernization and the changing Adhivasi scenario, development, displacement. Acculturation, Assimilation and Integration.			
IV	Understanding Gender Discrimination Conceptual understanding: Gender, sex, Inequality, Patriarchy Dependence, Subordination, exploitation, oppression and Exclusion. Social Structure and Gender; Reproduction, Sexuality and cultural Ideologies. Intersectionality: Gender at the Intersection of Caste, Class and Religion. Feminism, Dalit Feminism, Eco Feminism. Invisibility of women. LGBTQ, Women and Disability. Women's movements - Global, National and local. Women Empowerment, participation in Politics and civil society.	10	CO4	K2, K3, K4, K5
V	Subaltern Studies and Human Rights Universal Declaration of Human Rights (UDHR), International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Convention on the Rights of the Child (CRC) International Covenant on Civil and Political Rights (ICCPR)	10	CO5	K2, K3, K4, K5

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2. Charsley, S.R. and Karanth, G.K. (Eds.), 1998, "Challenging Untouchability", Delhi:
3. Chatterjee, G.P. (Ed.), (1992) Writings on South Asian History and Society, Subaltern Studies, Volume VII. Oxford University Press.
4. Gopal Guru. "Understanding the Category Dalit." Intervention 1: Atrophy in Dalit Politics. ed. Gopal Guru. Vikas Adhyayan Kendra, 2005
5. Gore, M.S., (1993). "The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar", New Delhi; Sage
6. Menon, Nivedita. (1999) Gender and Politics in India, OUP.
7. Omvedt, Gail. (1994) "Peasants, Dalits, and Women: Democracy and India's New Social Movements". Journal of Contemporary Asia, 24, No. 1: 35-8.
8. Omvedt, Gail, 1999, "Dalits and the Democratic Revolution", New Delhi: Sage

9. Oommen, T.K. 1990, "Protest and Change: Studies in Social Movements, Delhi: Sage
10. Rao, G. (1984) B.R. Ambedkar- His relevance today, Gyan Publishing House, New Delhi.
11. Rege, Sharmila. (2006). Writing Caste / Writing Gender: Reading Dalit Women's Testimonies. Zubaan,
12. 15. Ranjit Guha (Ed.) Writings on South Asian History and Society, Subaltern Studies, Volume I-VI, Oxford University Press.
13. Sukhdeo Thorat and N.K (2008) Perspective on Social Exclusion and Inclusive Policy, OUP.
14. Samaddar, 2018, From popular Movements to Rebellion, The Naxalite Decade, New DELHI Social Science Press.
15. Spivak GC (1992). "Interview with Gayatri Chakravorty Spivak: New Nation Writers Conference in South Africa" (Interviewer Leon de Kock). Ariel: A Review of International English Literature.
16. Spivak GS (1988). "Can the Subaltern Speak?" In Marxism and the Interpretation of Culture. Cary Nelson and Lawrence Grossberg (eds.). Urbana/Chicago: University of Illinois Press.
17. Uma Chakravarti. Gendering Caste. Stree, Kolkata 2003.
18. Xelliot, A (1992). From Untouchable to Dalit: Essay on Ambedkar Movement, Manohar Publishers.

Web Source: <https://www.un.org/en/global-issues/human-rights>

COURSE DESCRIPTOR

Semester -3

Common Paper
(Interdisciplinary Paper)

COUNSELLING

Course Descriptor

Course Code	SW03ID01	
Course Title	Counselling	
Credits	3	
Hours / Week	6	
Category	ID	
Semester	3	
Regulation	2022	
Course Overview		
<ul style="list-style-type: none">● Counselling is an Interdisciplinary subject integrating the fields of psychology, sociology and philosophy, evolved to therapeutically help individuals and groups.● The aim of the course is to provide an understanding on the process and practice of counselling.● The different modules of the course will examine the foundations of counselling, the attributes of a counsellor, theoretical foundations for practice, models of counselling and scope of counselling in different practice settings.● In this course, foundational knowledge on the application of counselling techniques and skills for social work practice will be imparted.● The other important aspects included in the course are to provide an understanding on the application of counselling theories, practice techniques and skills in different settings.		
Course Objectives		
<ol style="list-style-type: none">1. To understand the Foundational aspects, Ethical Principles and Professional Standards of Counselling2. To acquire knowledge on the Theoretical Approaches of Counselling and develop a Holistic Approach to Counselling Practice3. To learn the Process & Practice of Counselling.4. To comprehend the application of Counselling with varied client groups5. To integrate Counselling skills for Social Work practice.		
Course Outcomes		
<i>After successfully completing this course, students will be able to:</i>		
COs	OUTCOME	TAXONOMY LEVEL

CO 1	Assimilate the foundations and fundamentals of professional Counselling.	K1, K2
CO 2	Comprehend the Ethical Principles and Professional Standards of counselling Practice.	K1, K2, K3
CO 3	Integrate the Attributes and Qualities of a Counsellor and Demonstrate the Skills of an Effective Counsellor.	K1, K2, K3, K4
CO 4	Actively engage in applying the Theoretical Foundations and Approaches of Counselling to Practical Situations	K1, K2, K3, K4, K5
CO 5	Utilise the Essential Elements, Process, Techniques and Skills of Counselling for Social Work Practice	K1, K2, K3, K4, K5, K6
CO 6	Exhibit the Application of Counselling in various Practice Settings	K1, K2, K3, K4, K5, K6

Prerequisites	Basic Knowledge in Psychology and Sociology / Completed I PG Social Work
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SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	Fundamentals of Counselling Counselling: Definition -Goals; Historical development; Types-Directive -Non-Directive Counselling, Individual-Group -Community Counselling; Principles & Ethical Standards of Practice; Worth & Dignity of an Individual: Sociological & Philosophical Implications; Characteristics of clients; Relevance of Counselling to Social Work Practice.	12	CO 1 CO 2	K1, K2
II	Theoretical Foundations of Counselling Psychodynamic; Humanistic; Existential; Transactional-Gestalt; Cognitive-Behavioural; Family Therapy; Integrative & Eclectic Approaches: Overview, Key Concepts, Contemporary contributors, Therapeutic Applications.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

III	Counsellor as a Professional Personal Qualities and Attributes of a Counsellor: Values, Beliefs, Attitude & Awareness; Personal Effectiveness: Self- Esteem & Congruence; Wellness & Self- Care for Professional Counsellors: Vicarious Trauma, Compassion Fatigue, Handling Stress, Burnouts and Self-Renewal Recording in Counselling-Types-Uses and Skills required.	12	CO 1 CO 2 CO 3	K1, K2, K3
IV	Process & Approaches of Counselling Gerard Egan’s Model; Ingredients of Counselling Relationship; Skills & Techniques required for effective counsellors- Initiating, attending & responding. Use of Bonding & Spirituality for healing. Use of Indigenous Therapeutic Approaches in Counselling: Meditation, Yoga, Movement Therapies; Psychodrama: Expressive Arts Therapy; Narrative Therapies, Mindfulness, Positive Psychology, Solution Focused & Brief Therapies in Counselling.	12	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5
V	Counselling Practice settings Pre-Marital, Marital & Family Counselling, Counselling at Workplace, Counseling in Educational Settings – Career Counselling, Counselling in Disaster Situations & Grief, Counselling Sexual Minorities, Fertility Management Counselling, Adoption Counselling, Counselling for Addiction Concerns; Counselling for Suicide Prevention; Gerontological Counselling, Counselling in Health Settings.	12	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5, K6

REFERENCES:

1. Currie J, 1989, Barefoot Counselling: A Primer in Building Helping Relationship, Bangalore, Asian Trading Corporation.
2. Egan, Gerard, 2006, The Skilled Helper: A Problem Management and Opportunity Approach to Helping, Boston, Wadsworth Publishers.
3. Rao, Narayana, 2002, Counselling and Guidance, New Delhi, Tata McGraw Hill. Aggarwal & Malhotra, 2021, Guidance and Counselling, India, ND Publishers.
4. Corey Gerald, 2004, Theory and Practice of Group Counselling, Thomson Brooks / Cole
5. Cormier, S. & Cormier, B. 1998, Interviewing Strategies for Helpers (4th ed.). Pacific Grove: Brooks/Cole.

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7. Hough & Margaret, 2006, Counselling Skills and Theory, UK, Hodder Arnold Publishers.
8. Ivey, A. & Ivey, M. 2003, Intentional interviewing and counselling (8th ed.). Singapore: Brooks/Cole
9. Jacobs, Robert L Masson, Riley L Harvill., (Eds), 2009, Theory and Practice of Group Counselling. Cengage Learning.
10. Kottler, J. & Shepard, D. 2008, Counselling Theories and Practices, New Delhi, Brooks/Cole.
11. Lapworth, Phil, 2001, Integration in Counselling and Psychotherapy: Developing a Personal Approach, New Delhi, Sage Publications.
12. Mcleod & John, 2003, Introduction to Counselling, UK, Open University Press.
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15. Prashantham, B.J. 2005. Indian Case Studies in Therapeutic Counselling, Vellore, India, Christian Counselling Centre.
16. Sangganjanavanich Jaii Varunee, Reynolds A Cynthia, 2015, Introduction to Professional Counselling, New Delhi, Sage Publications
17. Shashi Prabha Sharma, Career Guidance and Counselling- Principles and Techniques, 2005, New-Delhi, Kanishka Publishers.

Web Sources:

1. <https://www.lib.sfu.ca/help/research-assistance/subject/education/counselling-skills-and-theories>
2. <https://counseling.education.wm.edu/blog/counseling-theories-and-approaches>
3. <http://www.counselling-directory.org.uk/counselling.html>

Specialization Papers
(3rd Semester)

RURAL COMMUNITY DEVELOPMENT

Course Descriptor

Course Code	SW03MC01
Course Title	RURAL COMMUNITY DEVELOPMENT
Credits	4
Hours / Week	4
Category	MC
Semester	III
Regulation	2022
Course Overview	
<ul style="list-style-type: none"> ● The course gives a overview of the Rural Economic structure and transformation along with a socio – political institutional background. ● The course provides clear outline of the natural resources and sustainable development strategies for Rural Development in Indian context. ● The course will offer in-depth knowledge of the Poverty Reduction Programmes and Rural development programmes in India and across the Globe. ● The course gives overview of the principles of rural governance and Panchayat Raj system in India. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the Indian Rural Realities 2. To gain knowledge of the successful rural development models across the globe. 3. To learn the Governance and Functions of Rural Administration 4. To understand the Policies and Programmes for Rural Development in the county. 	
Prerequisites	Any Under graduation

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Trace the history of CD in India – from pre launching to post launching and to present RCD as a process, program and a method.	K1, K2
CO 2	Critique various policies/ programmes of RD that ensures promotion of social equity and social justice in rural community	K2
CO 3	Determine the importance of rural institutions – for training and financial assistance to promote economic development in rural areas.	K3

CO 4	Ascertain the importance of rural governance and critique the existing rural governance through field work experience.	K4
CO 5	Identify the importance of Tribal Development in Rural Community Development.	K5
CO 6	Develop models for rural community development.	K6

SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	Introduction Rural Community Development: Definition, Concept, Philosophy, Objectives and Scope. Characteristics of Rural Community, Changing Trends in the characteristics of Rural Communities. Caste system as the centre of all dynamics in Rural India, Access to Common Resources, Access and Control over the resources and Power Dynamics, Land classification in rural areas, Landlessness among the Dalits & Tribal communities. Alienation of rural communities from their Natural Environment Resources like forest, water bodies, land, livestock etc.	9	CO 1 CO 2 CO 3	K1, K2
II	Experiments and Approaches The Chinese (The Great Leap Forward)& Russian Model of Rural Development, African Model of Rural Development. Dr BR Ambedkar's idea of Nationalization of Land, Gandhian Perspective in Rural Development and Sarvodaya Village. Socialism and Rural Development, Influence of Capitalism on Rural Development, Collectivization and Rural Development.	9	CO 1 CO 2 CO 3 CO 4	K1, K2, K3

II	The Agrarian Crises – Shift in Agriculture Patterns, Critical analysis of Green & White Revolutions in India. Negative impact of the shift from Sustainable agriculture to Modern Agricultural Patterns, Sustainable agriculture as a model of Rural Reconstruction. Sustainable Farming Techniques ,Crop rotation patterns, Irrigation Techniques and Livestock Management Practices. Integration and regeneration of Land, Livestock and Livelihood of the rural communities.	9	CO 1 CO 2 CO 3 CO 4	K1, K2, K3
III	Policies and Programmes Redistribution of land as a tool for Rural Development – Bhoodhan Movement, Land Sealing Act, Depressed Classes Land, Land Reform Movements. Legislations and programmes related to Land Tenure, Land Reform, Land Alienation and Encroachment. Gender and Land Rights. Dalits and Land Rights .Nammalvar’s vision of Self Sufficiency for Rural Development. Critical understanding of Governments Programmes: IRDP, PURA, National Rural Livelihood Mission (Ajeevika), MKSP, National Rural Health Mission. Contributions of NIRD, SIRD. Rural Banking: RBI, NABARD, RRB, Cooperatives, Agricultural Banks and other financial institutions for Rural Credit. Special Component Plan & Tribal Sub Plan . Tribal Development Programs - HADP.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4

<p>IV</p>	<p>Governance Rural Governance: Traditional Panchayat Vs Panchayat Raj Institution of the State. Democratic Decentralization and Panchayati Raj. Balwant Rai Mehta Committee Report, 73rd Amendment of Constitution. Tamil Nadu Panchayat Raj Act, 1995. PRI and Community Development. Women Empowerment and PRI , Dalit Empowerment and PRI. Three Tier system of the Panchayat Raj. Roles, Responsibilities and Powers of PRI representatives at the Panchayat , Union and District levels. E-Governance in Rural Development.</p>	<p>10</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5 CO 6</p>	<p>K1, K2, K3, K4, K5</p>
<p>V</p>	<p>Partnership in Rural Development Critical Understanding of Role and of WTO, World Bank in Rural Development. World Bank’s RCD Model, Critical Understanding of Corporate Social Responsibility (CSR) in Rural Community Development. Role and Skills of Community Development Worker in Rural Development.</p>	<p>7</p>	<p>CO 1 CO 2 CO 4 CO 5 CO 6</p>	<p>K1, K2, K3, K4, K5, K6</p>

REFERENCES:

1. Agarwal, A.N, (2001) Indian Economy: Nature, Problem & Progress, Vikas Publishing House, New Delhi.
2. Bagai Krishnan, (2000) The Cooperative Movement in India, Vijaya Press, New Delhi
3. Chambers.R, (1983) Rural Development: Putting the Last First, Harlow, Longman.
4. Christophy Von Furer&Haimendorf , (1985), Tribes of India; the struggle for survival, Oxford University press, Delhi
5. Desai A.R,(1995) Rural Sociology in India, ISAE, Bombay
6. Dutt & Sundaram, (2013), Indian Economy, Sultan& Chand, New Delhi.
7. Devendra Thakur and D.N. Thakur, (1995), Tribal Development and planning, Deep and Deep publications, New Delhi.
8. Jain, S.C., (1998) Community development and Panchayat Raj in India, Allied Publishers Ltd., Chennai-2

9. Jain, S.C., (1998) Rural Development Institute and Strategies, Raws Publications, New Delhi.
10. Sachinanda and Purnendu, (2001) Fifty Years of Rural Development in India, Firma KLM Pvt Ltd., Kolkata.
11. L.P.Vidyarthi & Binaykumar Rai, (1976), The tribal culture of India, Concept publishing company, New Delhi
12. S. Rengasamy (1999), Introduction to Rural Community Development, Madurai Institute of Social Sciences, Madurai

Suggested Readings

1. Rural Social Work in the 21st Century: Serving Individuals, Families, and Communities in the Countryside by Michael Daley
2. Rural development towards sustainability by B.K Pandey
3. Future of rural development by professors Sanjay rout
4. Rural Development and Livelihoods in India by Dr. Niranjana Sahoo
5. Rural development by Katar Singh and Anil Shashodia
6. Rural development social perspective by Prasanjeetmarode, Dr. V. V. Kulkarni and Dr. Rohan Francis Gawdhaya.
7. Rural development in India by Abdul Azeez Np and S.M Jaweedakhtar.
8. The Rural community by Llewellyn Macgar
9. The community organization by Augustus Washington Hayes
10. Rural development and Rural workers by M.M Rehman

Web Resources

1. www.eda.gov
2. www.planed.org.
3. www.cfra.org
4. www.acre.org.uk
5. www.cfra.org
6. www.ifpri.org
7. www.tgfworld.org

POLITICAL ECONOMY OF DEVELOPMENT

Course Descriptor

Course Code	SW03MC02
Course Title	POLITICAL ECONOMY OF DEVELOPMENT
Credits	4
Hours / Week	4
Category	MC
Semester	III
Regulation	2022
Course Overview <ul style="list-style-type: none">• This course provides insights on the link between politics, economy and the society• The components of the course includes a basic understanding of politics, economy and impact of liberalization on agriculture, health, environment and education.• It prepares students to become conscious citizens who can connect with feasible, available indigenous alternate economic and political initiatives.• It would enable students to be aware of process of policy making at the national and state levels.• The aim of the course is to distinguish the difference between growth and development	
Course Objectives <ol style="list-style-type: none">1. To understand the politics and economics and its link from global to national to local.2. To gain knowledge on the facets of liberalization in India3. To explore the changing dynamics of Political Economy at Micro, Mezzo & Macro levels.4. To connect the aspects of political economy and development.5. To comprehend the practice of Health Economics and agriculture, education and Environment.	
Prerequisites	Post Graduate Social Work Students specializing in Community Development

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Understand the various concepts related to Political Economy and Development.	K1, K2
CO 2	Know and Critique the New Economic and Political Policies and its	K2

	background.	
CO 3	Analyses the operations of IMF, World Bank, WTO, ADB and other transnational corporations.	K3
CO 4	Critically analyse the measures of the Indian Government to promote Market Economy.	K4
CO 5	Critique the economics behind all political decision making processes	K5
CO 6	Evaluate the impact of liberalisation and privatisation in Environment, Agriculture and Health and Education sectors & Create models of self-sufficient communities.	K6

SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	Understanding Political Economy Political Economy: Definition, Meaning, Scope and approaches; Indian Political Structure. Capitalism and Socialism. Types of Economy -Traditional Economy, Planned Economy, Mixed Economy, Market Economy. Third World Economic Development, Globalisation, Liberalisation and Privatisation.	12	CO 1 CO 2	K1, K2
II	Global & Indian Economy Global Economy: WTO, New Development Bank, IMF, World Bank, ADB, International Economic Treaties: GATS, TRIPS, Transnational Corporations, Free Market; Global economic crisis - War and Economy. Concepts of Welfare state, Economic Reforms, New Economic Policy. Shift from Planned Economy to Market Economy. Neo Liberal consequences, Deregulation of market, Disinvestment; FDI, Reform in trade and Industrial policy. NITI Aayog, Priorities in Budgetary allocations. Poverty; poverty trap and the need for external intervention; Foreign Aid and the World bank.	12	CO 1 CO 2 CO 3	K1, K2, K3
III	Health Economics National policy on Health; liberalisation in Health sector: Traditional (Indian) medical practices, Privatisation of Health sector, Trade and Barriers to access to Medicines, Intellectual property rights and access to medicine, Drug promotion and	12	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4

	proliferation of irrational combinations. Health to all			
IV	<p>Politics of Environment & Agriculture:</p> <p>National policy; Impact of trade liberalisation on Forest; Land alienation and Land acquisition, Displacement, Effect of trade reforms on Environment, domestic environmental policy changes</p> <p>Agriculture: Agrarian Crisis, GM seeds, Monsanto colonisation – Farmers Suicide, Decline in Agricultural Financing, Agriculture Subsidy cut, Food Security. Farm Bills and Farmers Protest.</p>	12	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO 5</p>	<p>K1, K2,</p> <p>K3, K4,</p> <p>K5</p>
V	<p>Political Economy of Education</p> <p>New Education Policy; Education as a Commodity, World Bank and School Education, PPP in Education, Privatisation of Higher Education, Promotion of Education loan as an alternative, Decline in higher education budget; Re-Education :Alternative Education initiatives.</p>	12	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO 5</p>	<p>K1, K2,</p> <p>K3, K4,</p> <p>K5, K6</p>

REFERENCES:

1. Agarwal, P. (2008), "Higher Education Services and Trade Liberalisation", in R.Chanda (ed.), Trade in Services and India: Prospects and Strategies. Wiley -India, New Delhi.
2. Bala Subrahmanya, M. H. (2004) "Small industry and globalisation: Implications, performance, prospects, Economic and Political Weekly, May 1
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11. Rawls, J. (1971). A Theory of Justice Rawls. United States of America: Harvard University Press.
12. Patnaik, P. (2001). Whatever happened to Imperialism? New Delhi: Tulika.
13. Philip G. Altbach, ed., The Decline of the Guru: The Academic Profession in Developing and Middle-Income Countries, 2002. (Commercial edition published by Palgrave Publishers, New York and London.)
14. Sathyamala, Sundharam and Bhanot (1986) “Taking Sides: The Choices before the health worker”, ANITRA
15. Trade liberalisation in agriculture: An examination of impact and policy strategies with special reference to India, background paper for Human Development Report 2005, available on www.macrosan.org.

WEB RESOURCES

1. <https://revolutionarydemocracy.org/archive/PoliticalEconomy.pdf>
2. https://crawford.anu.edu.au/acde/events/past/tradeandindustry/papers/Paper_9_Mukherji.pdf
3. <https://doi.org/10.1177%2F0951692891003002005>

HUMAN RESOURCE MANAGEMENT

Course Descriptor

Course Code	SW03MC03
Course Title	HUMAN RESOURCE MANAGEMENT
Credits	4
Hours / Week	4
Category	Major Core (MC) – Theory
Semester	III
Regulation	2022
Course Overview <ul style="list-style-type: none">● Effective learning of key concepts and functions of Human Resource Management.● Understand the frame work and significance of Human Resource Planning in an organization.● Acquire Professional Human Resource Skills for the performance and effective functions● Identification of suitable methods for the learning development and aware the strategies for retention of employees.● Examine the recent trends and advances in Human Resource Management.	
Course Objectives <ol style="list-style-type: none">1. To inculcate knowledge on Human Resource Management.2. To understand the various sub-system of Human Resource Management.3. To gain competencies needed for Human resources professional.4. To develop the methods for the Human Capital Development.5. To enhance the knowledge of the process and recent trends in Human Resource Management.	
Prerequisites	Basic Understanding of Human Resource Management

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	To aware an in-depth knowledge on the process of Human Resource Management.	K1, K2
CO 2	To understand the suitable interventions on Human Resource Management practice.	K2

CO 3	To articulate the budding HR Professionals to meet the challenges in the Industries in the modern era.	K3
CO 4	To analyse the appropriate methods for the human capital development and retention of employees.	K4
CO 5	To evaluate the recent trends and advances in Human Resource Management.	K5
CO 6	To adapt the future perspectives of Human Resource Management in Global business world.	K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	TAXONOMY LEVEL
I	<p>Management and Human Resource Management</p> <p><i>Management:</i> Concept, Principle Functions and Management Gurus. <i>Human Resource Management:</i> Concept, Definitions, Scope and objectives. Organization Structure and Function – Line and staff relations of Human Resource Management. HR Business Partnering, Qualities and Role of HR Manager.</p>	9	CO1 CO2	K1, K2, K3
II	<p>Human Resource Planning and Talent Acquisition</p> <p><i>Human Resource Planning:</i> Concept and objectives and Process. Job Analysis, Job Description, Job Specification, Job Design and Job Enrichment. Career planning and Career paths; Job rotation. Talent Acquisition, Talent Development and Talent Engagement.</p>	8	CO 1 CO 2 CO 3	K1, K2, K3, K4

III	Recruitment and Selection <i>Recruitment</i> - Concept, Meaning, Objectives, Sources and Process. Recruitment Policy. <i>Selection</i> - Concept, Meaning and Objectives. Selection Process, Induction, Placement, probation and confirmation. <i>Compensation Management</i> : Factors influencing compensation plans and policies. Job Evaluation – Fixation of salary, Components of Salary. Pay for performance – Incentive Schemes, Principles and Types, Employees Stock Option Plan, compensation survey/ Review.	10	CO 1 CO 2 CO 3 CO 4	K2, K3, K4, K5
IV	Human Capital Development <i>Learning and Development</i> : Concept, objectives, steps and Process - Types of Training Methods: On-the Job and Off-the Job. <i>Performance Appraisal System</i> : Concept, Objectives and Importance – Methods of Performance Appraisal: Traditional and Modern Methods. <i>Talent Retention and Separation</i> : Attrition: Concept and Factors influencing Attrition. Transfer: Concept and Types. Talent Retention: Concept, importance and strategies. Separation: concept and methods of Separation – Exit Interviews: Need and Importance. Voluntary Retirement Scheme.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4, K5

<p>V</p>	<p>Recent Trends and Advances in Human Resource Management</p> <p><i>Recent Trends in Human Resource Management :</i> Artificial Intelligence (AI) and Machine Learning, Employee Wellness Programmes, Learning Management System (LMS), Fluid Task Management with Gig Economy, Work From Home (WFH).</p> <p><i>Advances in Human Resource Management :</i> Corporate Social Responsibility, Benchmarking, Balanced Scorecard, Six Sigma, Kaizen, 5 S Method, Human Resource Accounting and Auditing, Human Resource Information System, Business Process Reengineering, Total Productivity Maintenance (TPM), Total Quality Management (TQM), International Organization for Standardization (ISO), Human Resource Management in Global Perspective, Future of Human Resource Management.</p> <p><i>Case Studies: Some cases of real business world to supplement learning from the course.</i></p>	<p>8</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5 CO 6</p>	<p>K3, K4, K5, K6</p>
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13. Sandra M. Reed, Dave Ulrich, 2017, A Guide to the Human Resource Body of Knowledge, New Jersey, John Wiley & Sons Publishing Company.
14. Singh PN 1992, Developing and Managing Human Resource, Mumbai, Suchandra Publications.

Web Resources

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2. <https://www.whatishumanresource.com/>
3. <https://www.aihr.com/blog/human-resource-basics/>
4. <https://www.shrm.org/>
5. <https://www.hrbartender.com/>
6. <https://www.hrmorning.com/>
7. <https://gurukpo.com/>

LABOUR LEGISLATIONS AND CASE LAWS

Course Descriptor

Course Code	SW03MC04
Course Title	LABOUR LEGISLATIONS AND CASE LAWS
Credits	04
Hours/ Week	04
Category	Major Core (MC) - Theory
Semester	III
Regulation	2022

Course overview:

- Labour legislations provides a framework which governs the relationship between the employees, the employer, the rights, liabilities and obligations of the workers and their employer and the disputes arising between them, health and welfare benefits, working conditions, safeguarding the interests of the workers and to make provisions for the wages, bonuses, provident funds , leaves, working hours, compensations, provisions for lay-offs and retrenchment and the functions of trade unions , it not just ends with this but there are many areas covered under the legislations.
- This course aims to provide an understanding on the labour legislations implemented by the government and how these laws are applicable in the practical working environment.
- The various topics covered under this course will examine the various aspects and chapters provided under each labour law.
- In this course, the foundational knowledge on the application of the labour laws that are required for social work practice is imparted.
- The other important aspect included in this course is to provide an understanding on the how the techniques and skills, the practical knowledge can be performed in various working sectors of HRM department as it is essential for the welfare of the workers.

Course objectives:

1. To understand the significance and functions of labour laws
2. To understand the significance of labour codes
3. To understand in-depth the regulatory legislations in different settings
4. To familiarize with the evolution of Labour Legislations in the context of Indian Constitution and International Conventions
5. To impart analytical skills in the interpretation of legislations in the light of judgments.

Pre-requisites: Basic knowledge in HRM functions and labour laws & Students admitted under HRM specialization.

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Assimilate the historical development of labour legislations and various labour laws.	K1, K2
CO 2	Interpret labour laws and ensure compliance of provisions in different sectors.	K2
CO 3	Understand the necessity to include labour welfare in organization.	K3
CO 4	Application of provisions in appropriate conditions.	K4
CO 5	Interpret the new labour code related to Code on Wages, 2019; Occupational Safety & Health & Working Conditions, 2020; The Code on Social Security, 2020; and the Code on Industrial Relations (2020)	K5
CO 6	Better interpretation and implementation of case laws across settings	K6

SYLLABUS

UNIT	CONTENT	HOURS	COs	TAXONOMY LEVEL
1	History of labour legislations in India: Labour in the Indian Constitution - International Labour Code - (ILC) - Judicial set-up and administration of industrial and labour judiciary; administrative set-up and functions of the Directorate of Industrial Safety and Health (D.I.S.H.)	12	CO 1, CO 2, CO 5	K1, K2 K4

1	<p>Labour Law Reforms in India: <i>Four Labour Codes</i> proposed for implementation: The Code on Wages (2019), The Code on Occupational Safety, Health and Working Conditions (2020), The Code on Social Security (2020), The Industrial Relations Code (2020) – Features and limitations – Discussion on different perspectives from various stakeholders</p>	12	CO 1, CO 2, CO 5	K1, K2 K4
2	<p>Working Conditions:</p> <p>Factories Act, 1948, Plantations Labour Act, 1951, Indian Mines Act, 1952, Employment Exchange (Compulsory Notification of Vacancies) Act, 1959, Apprentices Act, 1961, Motor Transport Workers Act, 1961, Contract Labour (Regulations and Abolition) Act, 1970), Interstate Migrant Workmen (Regulation of Employment & Conditions of Services) Act, 1979, The Dock Workers (Safety, Health & Welfare) Act, 1986, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH Act).</p> <p>Detailed note on The Occupational Safety, Health and Working Conditions Code (2020) (After notification of the Central Rules)</p>	12	CO 1, CO 2, CO 4	K1, K3, K4 , k5

3	<p>Wage and Social Security:</p> <p>Wage: Payment of Wages Act, 1936, Minimum Wages Act, 1948, Payment of Bonus Act, 1965 and Equal Remuneration Act, 1976.</p> <p>Social Security Legislations: Employees’ State Insurance Act, 1948 - Employees’ Provident Fund and Miscellaneous Provisions Act, 1952 - Maternity Benefit Act, 1961 - Payment of Gratuity Act, 1972 - Employees’ Compensation Act, 2010 (Workmen’s Compensation Act, 1923)</p> <p>Detailed note on Code of Wages, 2019 and The Code on Social Security (After notification of their Central Rules)</p>	12	CO 1, CO 3, CO 4	K1, K3, K6
4	<p>Trade Unions and rights of the workers & Settlement of Industrial Disputes:</p> <p>Trade Unions Act, 1926 - Industrial Employment (Standing Orders) Act, 1946 - Industrial Disputes Act, 1947</p> <p>Detailed note on The Industrial Relations Code (2020) (After notification of the Central Rules)</p>	12	CO 1, CO 3,	K1, K2, K4 , K5
5	<p>Shops and Establishments & Other Settings:</p> <p>Tamil Nadu Shops and Establishments Act, 1947 - Tamil Nadu Industrial Establishment (National and Festival Holidays) Act, 1951 - Tamil Nadu Catering Establishments Act, 1958. - Tamil Nadu Labour Welfare Fund Act, 1972 - The Tamil Nadu Industrial Establishment (Conferment of Permanent Status to Workmen) Act, 1981.-The Tamil Nadu Payment of Subsistence Allowance Act, 1981 - Companies Act, 2013 – Provisions relating to Corporate Social Responsibility (C.S.R.)</p>	12	CO 1, CO 2, CO 3, CO 4	K1, K3, K5

References:

1. Garg, K.C.; Sharma, Mukesh; Sareen, V.K. 2002. Commercial and labour laws. Ludhiana : Kalyani Publishers
 2. Garg, Ajay, 2012 Labour Laws one should know, New Delhi, A Nabhi Publications
 3. Gupta. C.B, 2012 Industrial Relations & Labour Laws, New Delhi, Sultan Chand
 4. Jain, D.P. 1991 Industrial Law, New Delhi Konar publication.
 5. Jha (Praveen), 2016, Labour in Contemporary India, New Delhi, Oxford University Press
 6. John Paul, D, 2022, Strikes in Indian Industries - A Trade Union Perspective, New Delhi, MJP Publishers
 7. John Paul, D, 2022, Trade Union Leaders and Labour Movements in India, New Delhi, MJP Publishers
 8. John Paul, D, 2017, Socio – Economic and Working Conditions of the Tea Plantation Workers in Tamil Nadu, Mumbai, Himalaya Publishing House
 9. John Paul, D, 2016, A Social Work Approach to the Tea Plantation Labour in India, New Delhi, Atlantic Publishers Limited
 10. Jonathan Pattenden, 2017, Labour, State and Society in Rural India, New Delhi, Manchester University Press
 11. Kapoor. N.D, 2006 Handbook of Industrial Laws, New Delhi. Sultan Chand
 12. Malhotra. O.P, 1998 The Laws of Industrial Disputes, New Delhi, Universal Law Publishing Company
 13. Misra, S. L. , 2003 Labour and Industrial Laws, New Delhi, Pioneer publication
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 15. Prashant K. Trivedi, 2021, Land and Labour in Indian Agriculture Volume 2, London, Sage Publications
 16. Srivastava, S.C, 2000 Industrial Relations and Labour, Vikas publishing House, New Delhi. 8. Subramaninan, 1998 Factory Laws applicable in Tamil Nadu, Chennai, Madras Book agency
 17. Tripathi. PC, 1998 Industrial Relations & Labour Laws, New Delhi, Sultanchand Publication
 18. Taxmann, 2016, Labour Laws, New Delhi, Taxmann
- Current Bills, new Case Laws and new Laws form part of the syllabus automatically.

Web resources:

1. *Labour codes:*
2. <https://egazette.nic.in/WriteReadData/2019/210356.pdf>
3. https://labour.gov.in/sites/default/files/OSH_Gazette.pdf
4. https://labour.gov.in/sites/default/files/SS_Code_Gazette.pdf
5. <https://egazette.nic.in/WriteReadData/2020/222118.pdf>

MENTAL HEALTH AND PSYCHIATRIC DISORDERS

Course Descriptor

Course Code	SW03MC05
Course Title	MENTAL HEALTH AND PSYCHIATRIC DISORDERS
Credits	4
Hours / Week	4
Category	MC
Semester	III
Regulation	2021

Course Overview

- Mental Health is an important dimension of the health of an individual. Knowledge of Psychiatric disorders is essential for students to understand the diversity and range of complex human emotional and psychological issues.
- This course provides an overview of multidimensional factors, perspectives and approaches associated with mental disorders.
- The aim of the course is to provide knowledge on how individuals with psychiatric illnesses can be helped psychologically and socially to manage their psychiatric problems and be rehabilitated in the community.
- This course is designed to introduce students to the knowledge, values, and skills necessary for social work practice in mental health settings.
- Topics in the course include roles and functions of social workers, diagnoses, and assessments of psychiatric disorders.
- This course provides the needed foundation for the social work curriculum by providing students with basic knowledge about the mental health practice in the social work field.

Course Objectives

1. Develop a critical understanding of the historical and contemporary perspectives on mental deviance or mental illness.
2. Develop an awareness of the current classification and processing of the mentally disordered.
3. Describe the burden of mental disorder and explain the life course perspective on mental health.
4. List and describe various diagnostic assessment tools, treatment options and techniques in psychiatry.
5. To address medical, legal, and social issues related to mental health and the treatment of people with mental disorders.
6. Become familiar with research on mental conditions, treatments, and demographic variables in the mental health field and social determinants of mental health..
7. Become familiar with current issues in the field of mental health that affects research and practice.

Prerequisites	Students specializing in Medical and Psychiatric Social Work
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Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Recognise and identify the different types of mental health problems and their phenomenology.	K1, K2
CO 2	Analyze the existing state of affairs in mental health promotion carried out in India and its lacunae.	K2
CO 3	Summarize the historical roots of Psychiatry as a branch of Medicine and develop insights into various types of psychopathology.	K3
CO 4	Analyze and formulate a working diagnosis using the psychiatric evaluation tools of assessment, intervention, and treatment of mental health disorders.	K4
CO 5	Familiarizing with contemporary ICD or DSM diagnostic systems with the ability to discuss the advantages and limitations of each.	K5
CO 6	Elaborate on the typical signs and symptoms of psychiatric disorders as they manifest across the age range	K6

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Concept of Mental Health Mental Health in India- Mental Health Problems- Changing Trends in Mental Health Care - View of Mental Health and wellbeing. Socio-cultural factors in Psychiatry, Magico-religious practices. Role of National and International Organisations in Mental Health.</p>	10	<p>CO 1 CO 2 CO 3</p>	K1, K2
II	<p>Introduction to Psychiatry History of Psychiatry - clinical descriptions and psychopathology - Psychiatric Evaluation - Case History Taking and Mental State Examination – Classification of Mental Disorders – ICD 11 and DSM 5 - Psycho-Social and Multidimensional assessment - Mental Health Scales.</p>	12	<p>CO 1 CO 3 CO 4 CO 5</p>	K1, K2, K3
III	<p>Organic Disorders, Neurotic and Stress-related disorders Study of the Causes, Signs, Symptoms, and Management of Organic Disorders-Delirium and Dementia; Alcohol and other Substance Use Disorders; Neurotic– Generalized Anxiety Disorder, Panic Disorder, Phobic Anxiety Disorder, Obsessive-compulsive disorder; Stress-related- Post-traumatic Stress Disorder, Adjustment disorder; Somatoform disorders – Dissociative disorders, Somatisation, Hypochondriacal and Pain disorder.</p>	14	<p>CO 1 CO 4 CO 6</p>	K1, K2, K3, K4, K5, K6
IV	<p>Psychotic Disorders and Adult Psychiatry Study of the Clinical Signs, Symptoms, Causes and Management of Schizophrenia, Mood/Affective Disorders (Bipolar, Depression and Mania), Behavioural syndromes – Personality disorders – Psychosexual Disorders and Deviation.</p>	14	<p>CO 1 CO 3 CO 4 CO 6</p>	K1, K2, K3, K4, K5, K6

V	Disorders of Childhood and Adolescence Disorders of Psychological Development: Speech and language disorders, learning disorders, pervasive developmental disorder-Autism, motor-related disorders; Mental Retardation, Cerebral palsy, Behavioral and Emotional disorders of childhood and adolescence - Conduct disorders, Attention Deficit Hyperactive Disorder, Eating disorder, Elimination disorder.	10	CO 1 CO 3 CO 4 CO 6	K1, K2, K3, K4, K5, K6
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2. Gelder, Gath & Mayon, (1994) Oxford Textbook of psychiatry, 2nd edition. Oxford University Press: New York.
3. Kaplan & Sadock, (2017). Comprehensive Textbook of Psychiatry, 50th-anniversary edition. Vol. 1 & 2, William & Wilkins: London.
4. Kapur, M. (1997) Mental Health of Indian Children, 2nd edition. Sage publications: New Delhi.
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10. Sims, A. (2014) Symptoms in the Mind: Textbook of descriptive psychopathology. 5th edition. Bailliere Tindall Publishers.
11. Vyas, J.N. & Ghimire, S.R. (2016) Textbook of postgraduate psychiatry, 3rd edition. Vol 1 & 2, Jaypee brothers: New Delhi.

Web Resources

1. <https://dsm.psychiatryonline.org/>
2. <https://icd.who.int/en/>

PUBLIC HEALTH IN INDIA

Course Descriptor

Course Code	SW03MC06
Course Title	Public Health in India
Credits	4
Hours / Week	4
Category	Major Core
Semester	III
Regulation	2021
Course Overview: <ul style="list-style-type: none">● Public health is a multidisciplinary field that involves a range of disciplines such as medicine, social and behavioral sciences, epidemiology and biostatistics, environmental science, management and information technology.● The course looks at Health system and health care delivery mechanism in India from a social justice perspective and tries to link the influence of urbanization and globalization.● The course challenges students to confront complex health issues, such as improving access to health care, control and prevention of communicable and non communicable disease, and reducing environmental hazards, violence, substance abuse, and injury by sensitizing the community● It will lay the foundation for students to work effectively as public health professionals	
Course Objectives <ol style="list-style-type: none">1. To introduce students to the discipline of public health2. To understand the status of health and disease at global and national levels3. To develop critical understanding on Health systems and Health service systems in India.4. To develop the knowledge on various health policies and legislations5. To develop the critical ability to analyze and understand the impact of public health policies on health status and indicators6. To acquire knowledge and skill in the Health care administration.	

Prerequisites	Students specializing in Medical and Psychiatric Social Work
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Course Outcomes

After successfully completing this course, students will be able to:

CO 1	Gain ability to estimate Global health position in the background of relevant Political economy.	K1 K2
CO 2	Critical evaluation of existing Public health care system of the state in comparison with private players and Public Private Partnership models	K2,K3
CO 3	Demonstrate the gaps in public health policy in linking the lineage of health policy evolution and formation	K3,K4
CO 4	Analyse standpoints and positions in Medico Ethical justice prudence of generation.	K4, K5
CO 5	Utilize administrative skills in health care sector	K5
CO 6	Design a Health care model in the backdrop of critical evaluation of health movements and existing realities.	K5, K6

SYLLABUS

Unit	Content	Hours	COs	Taxonomy Level
I	<p>Introduction to Public Health</p> <p>Public Health - concept, historical development, Guiding principles for Public Health</p> <p>Health System: Health systems in developed countries and developing countries –Political Economy of Health - Effects of Globalization in Health system. Analysing the Health reports at Global, National and regional level.</p> <p>Alternative Health Systems in Public Health</p>	12	CO1, CO2, CO3,	K1,K2,K3,K4

II	<p>Health Service System – Primary to Tertiary : Health Service System: Primary, Secondary and Tertiary Health Care institutions (Sub-centers, primary health centers, community health centers, district hospitals, Teaching Hospitals and super specialty hospitals); Health insurance schemes - Employees State Insurance and Central Government Health Scheme, Chief Minister's Comprehensive Health Insurance Scheme- Tamil Nadu,</p>	12	CO1, CO2, CO3, CO4, CO5	K1,K2,K3,K4 , K5
II	<p>Private Health care system- Private Medical Colleges, Private hospitals, Polyclinics, Nursing homes and dispensaries, one-doctor practices; Current status of Health service systems in India, Privatization and Commercialization of Health Care System.</p>			
III	<p>Health Policy and planning – Committees Health Policy - Alma Ata Declaration - Health service through Five Year Plans - National Health Programmes – Bhore’s Committee - National Health Policy 2002, Socio Economic Report - 2010</p> <p>Health legislations - a critical review on the Indian scenario – Medico legal issues - Ethical issues in Health research – Case Studies on Medical Negligence</p>	12	CO1, CO2, CO3, CO4, CO5, CO6	K1,K2,K3,K4 ,K5,K6
IV	<p>Public Health Perspectives Health education - Health Communication - Social epidemiology - Health Economics - Health information technology - Telemedicine</p>	12	CO3, CO4, CO5,	K1,K2,K3,K4 ,

V	<p>Health Movements and Alternative models in health care</p> <p>Voluntary health agencies– Health movements and campaigns - Medico Friend Circle (MFC), Jana Swasthya Abhiyan, All India Drug Action Network (AIDAN), People’s Science Movements (PSM), Voluntary Health Association (VHAI), ‘Access to Medicines Campaign’ (AMC) - HIV-PLHIV, The Catholic Health Association of India (CHAI), The Christian Medical Association of India (CMAI) - Barefoot Doctors – Community Health volunteers; Training Health Workers and volunteers - Management Information System (MIS)</p>	12	CO1, CO2, CO3, CO4, CO5, CO6	K1,K2,K3,K4
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9. Jim Yong Kim et al, (2000) Dying for Growth: Global Inequality and the Health of the Poor, Cambridge, Common Courage Press. Chapters 2&3.
10. Joceline Pomerleau and Martin Mckee (2006). Issues in Public Health, Tata McGraw-Hill Pub. Company Ltd, New Delhi.

11. Judith. G and Labonite. R. (Ed). (2008) Critical Perspectives in Public Health, Routledge Publication, New York.
12. Krishnamurthy. R. (2008) Indian: Health Scenario Perspectives and Dimensions, Serials Publications. New Delhi.
13. Mackintosh, M and M.Koivusalo (Ed.) (2005) Commercialisation of Health Care: Global and Local Dynamics and Policy Responses, New York, UNRISD and Palgrave-Macmillan.
14. Strange, Jack Roy (1996) Abnormal Psychology. Tata McGraw Hill Ltd. New Delhi.

Journals and Ebooks

1. Journal of Health Administration Education.
2. Indian Journal of Public Health
3. Organisation for Economic Co-operation and Development - Reviews of health systems.
4. World Health Organization - 'Making Health Systems Work' series.
5. Journal of Health Management
6. Health Action
7. Health And Social Work
8. Health For The Millions

Web Resources

1. www.mohfw.nic.in/
2. www.nhp.gov.in
3. www.tnhealth.org/
4. www.tnhsp.org/
5. www.who.int/en/
6. www.who.int/tdr/en/
7. www.ijph.in/
8. www.phfi.org/

HUMAN RIGHTS: INTERNATIONAL PERSPECTIVE

COURSE DESCRIPTOR

Course Code	SW03MC07
Course Title	HUMAN RIGHTS: INTERNATIONAL PERSPECTIVE
Credits	4
Hours/ Week	4
Category	MC
Semester	III
Regulation	2022
Course Overview <ul style="list-style-type: none">● Human Rights being universal in nature requires an international approach.● International human rights processes are introduced for the students.● Various international conventions and treaty bodies related to human rights are examined.● Mechanisms related to UN agencies are studied.● Inter-Governmental organisations working for the promotion of Human Rights are discussed.	
Course Objectives <ol style="list-style-type: none">1. To understand the basic concepts, principles of Human Rights at the International level2. To introduce international and issues associated with3. To introduce the International Human Rights Mechanisms 4. To facilitate an understanding of the working of International Human Rights bodies.	
Prerequisites	Basic knowledge on society and social problems

Course Outcomes (COs)

CO 1	Understand the basic structure of UN mechanism related to Human Rights	K1, K2
CO 2	Know various international conventions in addressing human rights	K1, K2
CO 3	Read various international conventions and related Treaty bodies	K3
CO 4	Analyse the working nature of UN Human Rights Council, Universal Periodic Review (UPR) and Periodic Reviews of various conventions	K5
CO 5	Evaluate the working of international organisations	K6

SYLLABUS

UNIT	CONTENT	Hrs	COs	Taxonomy Level
I	Development of the concept of Human Rights Historical perspective- english bill, Magna, American & French, Developments after Second World War; Foundation Principles of Human Rights; Universal Declaration of Human Rights (UDHR). Perspectives (east asia & west asia)	10	C1, C2	K1, K2
II	Introduction to International Human Rights Monitoring Mechanisms The UN and Human Rights – From Commission to Council; UN Special Procedure and Rapporteurs; International Criminal Court.	10	C1, C2,	K1, K2, K3

III	Conventions- I (Categorise) Convention relating to Status of Refugees, Convention on the Elimination of All forms of Racial Discrimination (CERD); International Covenant on Civil and Political Rights (ICCPR) and its optional Protocol; International Covenant on Economic, Social and Cultural Rights (ICESCR); Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)	15	C2, C3, C4, C5	K3, K4, K5, K6
IV	Convention- II... Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Convention on the Rights of the Child (CRC), The Convention on the Rights of Persons with Disabilities (CRPD), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW), International Convention for the Protection of All Persons from Enforced Disappearance (ICCPED). All the conventions have to be dealt with Conventions and its monitoring bodies	15	C2, C3, C4, C5	K3, K4, K5, K6
V	Monitoring Mechanisms UN bodies: <u>UNDP</u> , <u>UNICEF</u> , <u>UNHCR</u> , <u>UN Women</u> , <u>UNODC</u> , <u>ILO</u> , <u>WHO</u> . Civil Society: <u>Amnesty International</u> , <u>Human Rights Watch</u> , <u>Anti-Slavery International</u> , <u>International Federation of Red Cross and Red Crescent Societies</u> , <u>Oxfam</u> , <u>Greenpeace</u> , <u>Peoples Movement for Human Rights Education</u> , <u>Asian Human Rights Forum</u> , <u>International Dalit Solidarity Network</u> and <u>International organization for migrants (IOM)</u>	10	C1, C2, C3, C4, C5	K1, K2, K3

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4. Levin, Leah (2009). Human Rights-Questions and Answers. Paris: UNESCO.
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2. UDHR- https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
3. UN Charter Bodies- <https://www.un.org/en/about-us/main-bodies>
4. UN Human Rights Bodies- <https://www.ohchr.org/en/hrbodies/hrc/pages/home.aspx>
5. Special Procedures of Human Rights Council- <https://www.ohchr.org/EN/HRBodies/SP/Pages/Welcomepage.aspx>
6. UN Treaty Collection- <https://treaties.un.org> & <https://treaties.un.org/doc/source/titles/english.pdf>
7. International Criminal Court- <https://www.icc-cpi.int/about>

HUMAN RIGHTS IN INDIA: THE CONSTITUTIONAL FRAMEWORK

Course Descriptor

Course Code	SW03MC08
Course Title	HUMAN RIGHTS IN INDIA: THE CONSTITUTIONAL FRAMEWORK
Credits	4
Hours/Week	4
Category	MC
Semester	III
Regulation	2022

Course Overview:

- It aims to provide student's with a rigorous and integrated academic study of human rights law, principles and practices recognizing the strong interrelationship and dependencies of the elements.
- Students who complete this Course would be able to acquire an understanding of the principles and institutions of human rights and its constitutional relevance.
- They would acquire an improved ability to think analytically about the implementation and development of human rights law and to apply this knowledge in their professional settings.

Course Objectives:

1. To understand the evolution of Human Rights in India
2. To gain knowledge on the constitution and legal provisions in order to protect the rights.
3. To introduce the human rights enforcement mechanisms in India.

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Understand how Indian Constitution was influenced by the works of Social Reformers and Human Rights Movements	K1, K2
CO 2	Know the discussions happened in Constitution drafting committee that was behind the contents of the present Indian Constitution	K2
CO 3	Summarise the way the Indian Judicial and Criminal Justice System functions	K3
CO 4	Analyses the different legislations for the protection of the rights of excluded and marginalized communities.	K4, K5
CO 5	Understand the way to work with the Human Rights mechanisms. (apply) system of prosecution and	K5, K6

Syllabus

Unit	Content	Hours	Co	Cognitive Level
I	Historical Legacies Origin and development of Human Rights in Modern India, Freedom Movement with special reference to civil liberties movement, Movements and personalities in promoting Human Rights – Pandit Ayothidass, Social Reform Movement (Jyothirao Phule and Savithri Bhai Phule), Ambedkar, Self-Respect Movement (Periyar) and Gandhi.	10	CO1	K1, K2, K3, K4

II	Constitution and Human Rights Nature of Constitution, Preamble, Fundamental Rights, DPSP, Introduction to Constituent Assembly Debates, Special constitutional provisions for the marginalized groups and Minorities.	10	CO2	K2, K3, K4, K5
III	Indian Justice System Criminal Justice System: Principles of Natural Justice, Judiciary and Human Rights, Law officers of Judiciary. Prevention of crime, Indian Penal Code, Criminal Procedure Code and Preventive Detention Laws.	10	CO3	K2, K3, K4, K5
IV	Sector Specific Laws Legislations for the protection of Rights of Excluded Sections – Women, Children, Dalits, Indigenous Groups, Refugees, Minorities, Persons with Disability, Migrants, Manual scavengers, Sexual Minorities and elderly.	10	CO4	K2, K3, K4, K5
V	Human Rights Enforcement Constitutional Machinery, Human Rights Commissions - National Human Rights Commission and State Human Rights Commission, SC / ST Commission, Women Commission, Child Rights Commission, Minorities Commission, Commission for Persons with Disabilities, Landmark Judgments on Human Rights. Powers and structures and critical dimensions	5	CO5	K2, K3, K4, K5

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2. Anant Kalse,(2016) A brief lecture on human rights in constitution of India,Vidyanagari Campus
3. Antony, M.J. (2001), Landmark Judgements on Bonded Labour, Dowry Related Deaths, Children’s Rights, Illegal Custody & Police Torture. Indian Social Institute, New Delhi.
4. Benjamin (Joseph), (2008). Human Rights in Indian Situation, Indian Social Institute, New Delhi.

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6. Chakraborty, Somen, (2002). State and Civil Rights, Indian Social Institute New Delhi.
7. Gupta. D.N; Chandrachur Singh, (2003). HUMAN RIGHTS (Acts, Statutes and Constitutional Provisions. Vol-1), Kalpaz Publications, New Delhi
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9. Menon, N.R.Madhava, (1997). A Training Manual for Police on Human Rights, Human Rights Centre, National Law school of India University, Bangalore.
10. Nakul Nayak,(2021),Constitutional Morality : A Indian Framework,American Journal of Comparative Law(forthcoming)
11. National Law School of India University, 2000 Handbook on Human Rights for Judicial officers, National Institute of Human Rights, National Law School of India University, Bangalore.
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13. Rohit De, The Indian Constitution: Moments, epics and everyday lives, *International Journal of Constitutional Law*, Volume 18, Issue 3, October 2020, Pages 1022–1030,
14. Thilagaraj. R, 2002. Human Rights and Criminal Justice Administration, A.P.H. Publishing Corp, New Delhi.
15. United Nations, 1994. Human Rights and Social Work, A Manual for Schools of Social Work and the Social Work Profession, Centre for Human Rights, United Nations Geneva

WEB SOURCES :

- <https://legislative.gov.in/sites/default/files/COI.pdf>
- <https://doj.gov.in/acts-and-rules>
- <https://www.state.gov/reports/2020-country-reports-on-human-rights-practices/india/>
- <https://libguides.nus.edu.sg/c.php?g=145678&p=954730>
- <https://www.drishtias.com/gs-special/gs-special-polity/important-sources-of-the-indian-constitution>
- <https://egyankosh.ac.in/bitstream/123456789/63517/2/Unit-4.pdf>

GENDER AND DEVELOPMENT

Course Descriptor

Course Code	SW03MC09
Course Title	Gender and Development
Credits	5
Hours / Week	5
Category	MC
Semester	III
Regulation	2022
Course Overview <ol style="list-style-type: none">1. Gender and Development study is a field for interdisciplinary study devoted to gender identity and gendered representation as central categories of analysis.2. This subject includes women's studies (concerning women, feminism, gender, and politics), men's studies and queer studies.3. This course explains the evolution in the understanding of gender with the growth of women's movements, introduction of laws concerning gender identities, the spate of violent incidents against women, as also the third gender.4. This course establishes the implicit social responsibility to transform/influence other disciplines to include the feminist perspective.5. Develops and empower women generally and more specifically increase their visibility in our society.	
Course Objectives <ol style="list-style-type: none">1. To enhance the understanding of concepts and theories of feminism, deliberate and apply discussions on various gender issues2. To understand and evaluate the issues related to gender.3. To appreciate the effectiveness of legal frameworks applicable to gender4. To comprehend the importance of the Gender Division of Labour.5. To construct ways to eliminate gender discrimination and promote women empowerment.	
Prerequisites	Any Under graduation

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Explain concepts related to Gender.	K1, K2
CO 2	Critique the intricate dynamism of feminism.	K2, K3
CO 3	Compile a comprehensive view on the status of women in Pre-Post Independent India.	K3, K4
CO 4	Creates opinion on various issues related to female children and women.	K4, K5
CO 5	Analyze & Compare the various feminist approaches/theories.	K5
CO 6	Adopt the empowerment perspectives to design programmes and policies for Gender mainstreaming.	K6

SYLLABUS				
Unit	Content	Hou rs	COs	Cognitive Level
I	<p>Introduction to Gender:</p> <p>Understanding Gender: Concept, Meaning, Evolution of Concept of Gender. Sex and Gender – Gender Discrimination – Gender Stereotyping - Gender Roles – Gender Perspective – Gender Analysis: Gender Budgeting – Gender Equity & Equality - Gender Mainstreaming - Gender Gaps- Gender Digital divide.</p>	10	CO 1 CO 2	K1, K2

<p>II</p>	<p>Feminism & National and International Feminist personalities:</p> <p>Defining Feminism: Meaning, Objectives - Phases of Feminism - Theory and Practice, Liberal Feminism, Marxist Feminism, Radical Feminism, Periyarist Feminism.</p> <p>Recent trends in Feminism: Black Feminism – Eco Feminism – Dalit Feminism, Indian Feminism: Movements for the Emancipation of Women – Status of Women in Pre-Post Independent India.</p> <p>National & International Feminist: Jyotirao Phule, Savitribai Phule, Dr. B.R. Ambedkar,</p>	<p>12</p>	<p>CO 1 CO 2 CO 3</p>	<p>K1, K2, K3</p>
<p>III</p>	<p>Issues Related to Female Children and Women</p> <p>Issues Related to Female Children: Female Feticide – Female Infanticide, Sex Ratio – Child Marriage – Child Labourers. Issues Related to Women: Dowry - Divorce - Widowhood – Commercial Sex– Domestic Violence- Problem of Elderly Women – Problems of Single Parent – Marginalized and Deprived Groups (SC/ST, Mathammas, Devadasies, Women Prisoners Juvenile Girls and Transgender) – Women at Protection Homes and HIV Positive – Differently Abled Women.</p>	<p>10</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4</p>
<p>III</p>	<p>Labour Laws Relating to Women – Minimum Wages Act – Equal Wages and Equal Remuneration Act - Maternity Benefit Act.</p> <p>Legal Aid cells – Helplines – State and National level Commissions for Women.</p>			

<p>IV</p>	<p>Contemporary Feminist Thought and application</p> <p>Sen’s Capability and Entitlement Approach - Theory of Asymmetry of Information – Theories of Development – Empowerment – Alternative Approaches – WID - WAD – GAD, Feminism in Post- Colonial India, Gender Development Index, Transgender - Policies and Programmes by Governmental and Non- Governmental Organizations.</p>	<p>8</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5 CO 6</p>	<p>K1, K2, K3, K4, K5</p>
<p>V</p>	<p>Gender Division of Labour</p> <p>Mode of Production – Women in Organized and Unorganized Sector – Trends in WPR in Rural and Urban- Factors Affecting Women’s Entry into Labor Market – Demand and Supply Constraints - Determinants of Wage Differentiation – Education – Skills – Opportunity– Development Measures - Gender Related Development Index, Gender Empowerment Measures - Empowerment Indicators and Development Indices – Paradigm Shift from Women Well Being to Women’s Empowerment.</p>	<p>5</p>	<p>CO 1 CO 2 CO 4 CO 5 CO 6 CO 7</p>	<p>K1, K2, K3, K4, K5, K6</p>

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Suggested Readings

1. Desai, 1986, Women’s Liberation and Politics of Religious Personal Laws in India, Bombay, C.G Memorial Trust.

2. Elizabeth Miller (2021), "Spinning and weaving: Radical Feminism for the 21st century", London, Tidal Time Publishing LLC.
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9. Sharma, Paribhasha (2015): "Gender based Crime And Gender inequality In India", Economic and Political Weekly, 50(45) pages 48-55.
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11. World Health Organisation, 2000, Women of South East Asia-A health profile, WHO, Regional Office for South East Asia, New Delhi.

Web Resources

1. <https://www.genderanddevelopment.org/>
2. <http://ilo.org/global/topics/economic-and-social-development/gender-and-development/lang--en/index.htm>
3. <https://www.worldbank.org/en/topic/gender>
4. <https://cn2collins.wordpress.com/2013/03/19/the-wid-wad-gad-approach-on-gender-development/>
5. <https://www.unwomen.org/en>

CHILDREN AND SOCIAL WORK

Course Descriptor

Course Code	SW03MC10
Course Title	CHILDREN AND SOCIAL WORK
Credits	4
Hours / Week	4
Category	MC
Semester	3
Regulation	2022
Course Overview <ol style="list-style-type: none">1. Social Work with children is one of the core areas of social work intervention. There is a varied scope of social work with children across different settings.2. The aim of the course is to work effectively with children and on issues concerning children.3. The course enlightens the students on the policies and programmes that the Government enacted for Children4. The course makes the students understand the different dimensions of Children and the area of intervention.5. The course also examines the legal safeguards that the children have in India.	
Course Objectives <ol style="list-style-type: none">1. To enable the students to gain a deep understanding of the psycho-socio, economic and cultural factors that influence the lives of children.2. To help the students to critically review the various policies, programmes and services available for children in India.3. To enhance the students to develop appropriate skills and strategies to effectively work with children in different settings.4. To understand the problems and issues related to children5. To examine the different settings where children are living	
Prerequisites	Basic Knowledge on Children and their problems

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Know the condition of children in across the globe and specifically in India	K1, K2
CO 2	Analyse the situation of children in India who are in need of Care and protection (C&P) and Child in Conflict with law (CCL).	K2
CO 3	Map the working nature of various stakeholders for children who are in need of C&P and CCL	K3
CO 4	Gain knowledge on existing legal instruments in dealing with children.	K4
CO 5	Inculcate the scope of social work in a child setting and create models for intervention	K5, k6

SYLLABUS

Unit	Content	Hours	Cos	Level of Taxonomy
I	Introduction Demographic characteristics and disadvantaged children: Global and National perspective. Children in Conflict with Law (CCL) and Children in Need of Care and Protection (CNCP).	10	CO 1 CO 2 CO 3 CO 4	K1, K2
II	Children in Institutional and Non-Institutional Setting Institutional Setting School Settings: Child friendly schools initiative; Hospital Setting: Children infected & affected by HIV / AIDS, Cancer; Child Care Institutions (CCI): Abandoned children, Children with disabilities, Run Away Children Non-Institutional Setting Children living in street, Forced Migrated children, Child beggars, Children of Sex workers, Child victims of Terrorism and communal violence.	15	CO 1 CO 2 CO 3 CO 4	K1, K2, K3

III	<p>Problems of Children</p> <p>Child abuse Magnitude, Child Education, Child marriages, Child Labour, Child Trafficking, Rural & Urban Differences, Gender differences. Status of the girl child in India, Female infanticide and foeticide. Declining sex ratios. Problems of Children in Institutional and Non-Institutional Setting.</p>	15	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4
IV	<p>International and National Instruments</p> <p>International and National instruments to promote and protect rights of children: United Nations Charter of Children’s Rights and Constitutional directives, Child welfare policies and programmes for children. Legislations relevant for protecting the rights of children-Protection Of Children from Sexual Offences (POCSO) Act 2012 - Child Labour (Prohibition and Regulation) Act 2004 – Juvenile Justice Act 2015 – Right of Children to Free and Compulsory Education (RTE) Act , 2009. Case laws</p>	10	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5
V	<p>Social Work Interventions</p> <p>Role and Functions of Professional Social worker – Institutional & Non-Institutional settings, Foster care and adoption, Rehabilitation settings. Child help line services, District Child Protection Unit (DCPU). Current research studies in India on Child Rights, Child related services and issues – Specific skills required for Social Work intervention with the children, Role of Government, Programmes and services; Child related network; Child Participation State plan of Action; Police, NGOs.</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

References

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2. Chowdhry, Paul D (2000): Child Welfare Manual, Atma Ram & Sons Publishers, New Delhi.
3. Deb, Sibnath and Aparna Mukherjee (2009): Impact of Sexual Abuse on Mental Health of Children. Concept Publishing Company, New Delhi.
4. Goonesekere, Savitri (2000): Children, Law and Justice: A South Asian Perspective. Sage Publication, New Delhi.
5. Lieten, G. K., (2004). Working children around the world: Child rights and child reality. Institute for Human Development, New Delhi and IREWOC Foundation, Amsterdam.

Web Resources

1. <http://unicef.in> (Unicef)
2. <http://wcd.nic.in> (Ministry of Women and Child Development)
3. <http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>(UN Committee on The Rights of the Child)
4. <https://niepmd.tn.nic.in/> (NIEPMD)
5. <https://www.childlineindia.org/> (Childline)
6. https://www.worldvision.in/givelife/index.aspx?code=27676&network=g&device=c&keyword=world.vision%20india&placement=&gclid=CjwKCAiAvaGRBhBIEiwAiY-yMAZeCfBP_AXWiwA1tEc45FEMVvIHgvS7slgpIUvC68diA5-mEY7OCBoCbH8QAvD_BwE (World Vision)
7. https://www.cry.org/donate-to-children/?utm_source=google&utm_medium=cpc&utm_campaign=61420&utm_term=cry&MatchType=e&utm_content=search+text+ads&Network=g&Device=c&devicemodel=&target=&adposition=&campaign_Name=generic-donation&gclid=CjwKCAiAvaGRBhBIEiwAiY-yME0uVc7A3_h2MdWyCQnBdj7BGxm88jU_6rtdyoivsiBbQ_VjeLEIIBoCXGEQAvD_BwE (Cry NGO)
8. https://www.savethechildren.in/stc-brand/?utm_source=google-brand&utm_medium=paid-text&utm_campaign=wc-brand-bmm&utm_term=save-the-children&utm_content=brand-core-TRoas-Test&gclid=CjwKCAiAvaGRBhBIEiwAiY-yMFf6ta8K9oQQKYapiG_gWi75vixREi50yNgG91i7WQ0PtYYE9kr-IRoC53QQA_vD_BwE (Save the Children)

COURSE DESCRIPTOR
SUBJECT ELECTIVES

CORPORATE SOCIAL RESPONSIBILITY

Course Descriptor

Course Code	SW03SE01
Course Title	Corporate Social Responsibility
Credits	2
Hours / Week	4
Category	Elective
Semester	III
Regulation	2022
Course Overview <ul style="list-style-type: none">● This course introduces students to the basic concept of CSR.● It helps to understand how corporations can meld business goals with Social expectations.● It paves way to understand how interest of business or organization and Society at large can be aligned.● It provides an opportunity to debate different approaches to understanding CSR.● It aims to examine various political and socio-economic drivers for the increasing proliferation of CSR related activities.	
Course Objectives <ol style="list-style-type: none">1. To understand the concepts and theories of Corporate Social Responsibility (CSR).2. To recognize the role of business in sustainable development.3. To familiarize with standards/frameworks for CSR implementation4. To identify the roles and skills of Social Worker in CSR conceptualization and execution in Indian context.5. To demonstrate the CSR standards and Framework in their respective fields.	
Prerequisites	Any Under graduation

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Understand the concept of Corporate Social Responsibility.	K1, K2
CO 2	Apply the knowledge of business ethics and Corporate Governance at field level.	K2, K3
CO 3	Utilize the models / tools to manage Corporate Social Responsibility activities in India.	K3, K4
CO 4	Comprehending the importance of Social Audit and initiating the same in the field.	K4, K5
CO 5	Assess and create legal standards and framework for Corporate Social Responsibility	K5
CO 6	Compare and apply the various Corporate Social Responsibilities activities undertaken by other institutions and Corporates.	K6

SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	INTRODUCTION Social Responsibility: Meaning, Nature, and Types of social responsibility. Corporate Social Responsibility: Meaning, Definition, Need and Importance of CSR, Historical evolution of CSR at Global and Indian contexts. Scope for CSR in India, Recent trends in CSR.	7	CO 1	K1, K2

II	<p>BUSINESS ETHICS AND CORPORATE GOVERNANCE</p> <p>Business Ethics: Definition, Importance, Ethical Issues in workplace, Benefits of business ethics.</p> <p>Corporate Governance: Definition, meaning, Scope, Shareholders vs. Stakeholders approach, Principles of Corporate Governance, Importance of Corporate Governance in CSR.</p>	12	CO 1 CO 2 CO 3	K1, K2, K3
III	<p>UNIT-III: THEORIES/MODELS OF CSR:</p> <p>Triple Bottom Line Approach, Carrol’s Model, Prakash Seithi’s Model, Keith Devis Model, Schwartz And Carroll Model, The 3 C-SR Model, The 3 C Model.</p>	8	CO 1 CO 2 CO 3	K1, K2, K3, K4
IV	<p>UNIT-IV: Standards / Frameworks / Legislations For CSR Measurement</p> <p>SA 8000, AA 1000, ISO 26000, UN Global Compact, UNDP- SDGs & MDGs, Global Reporting Initiative.</p> <p>Social Audit: Meaning, Uses, Objectives and Importance. The CSR Guidelines for Central Public Sector Undertakings by the Department of Public Enterprises, Section 135 of Company’s Act 2013.</p>	9	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5
V	<p>CASE STUDIES</p> <p>Ashok Leyland, Hyundai Foundation, Srinivasan Service Trust, Titan Foundation, Tata Sustainability Group, A.M.M.Foundation, Azim Permji, CPCL, Wipro Foundation, Infosys Foundation, HCL Foundation.</p>	9	CO 1 CO 2 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5, K6

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1. Avinash K. Dixit and Barry. J. Nalebuff (2017) Thinking Strategically, The Competitive Edge in Business, Politics and Everyday Life, Viva Books, New Delhi.
2. An Analytical Review of 'CSR' Spending in India" Socio Research and Reform Foundation (SRRF), Delhi, 2013.
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9. Jean J. du Plessis.,Umakanth Varottil., Jeroen Veldman., (2018) Globalisation of Corporate Social Responsibility and its Impact on Corporate Governance, Springer.
10. Nirbhay Lumde., (2018), Corporate Social Responsibility in India : A Practitioner's Perspective, Notion Press publication, Tamil Nadu.
11. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press
12. Werther, W. B. & Chandler, D. (2016). Strategic corporate social responsibility. Thousand Oaks, CA: Sage

Web Resources:

1. <https://www.unido.org/our-focus/advancing-economic-competitiveness/competitive-trade-capacities-and-corporate-responsibility/corporate-social-responsibility-market-integration/what-csr>
2. <https://thecsrjournal.in/understanding-the-four-levels-of-csr/>
3. <https://managementinnovations.wordpress.com/2008/12/06/keith-davis-model-of-corporate-social-responsibility/>
4. <https://www.pwc.in/assets/pdfs/publications/2013/handbook-on-corporate-social-responsibility-in-india.pdf>
5. <https://www.iso.org/search.html?q=iso%2026000>

TRAUMA CARE AND CRISIS INTERVENTION

Course Descriptor

COURSE CODE	SW03SE02
COURSE TITLE	TRAUMA CARE AND CRISIS INTERVENTION
CREDITS	2
HOURS/WEEK	4 HOURS /WEEK
CATEGORY	SE
SEMESTER	III
REGULATION	2022
COURSE OVERVIEW <ul style="list-style-type: none">● Trauma Care and Crisis Intervention is an interdisciplinary paper designed for Social Work Students specializing in Human Resource Management and Community development to understand, Identify and help clients in traumatic and crisis situations.● Trauma is a unique, emotional response to a terrible event causing long term effects on an Individual's personality leaving the person helpless and hopeless.● The units address the characteristics of crisis and its aftermath effects on the individual's physical, psychological and emotional self and his environment which would help students to understand and empathize with the Client's problem and deal with care and concern for the victim.● The units also focus on the predicted and unpredicted events like natural disasters, Violence, accidents and other extraordinary crisis situations like the COVID 19 Pandemic, Suicide and coping mechanisms and solutions to these issues.● Case studies help students to diagnose mental health problems, associated with the long-term effects like PTSD and refer to Mental health Professionals. This course would help students to cope with their crisis situation as well as help others in need in their environment.	
COURSE OBJECTIVES <ol style="list-style-type: none">1. To understand the theories & concepts related to trauma and crisis Intervention2. To acquire basic knowledge of diagnosis and understanding of traumatic & crisis situations.3. To practice the models & approaches related to trauma care and crisis intervention for problem solving.4. To acquire basic skills and techniques utilized in trauma care & crisis intervention.	

Prerequisites - Students should have completed First year PG Social work

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	To understand, compare and Identify stress, emergencies and crisis and demonstrate suicidal prevention and intervention plan for the clients.	K1, K2
CO 2	Diagnose, analyze and apply the skills and techniques to support victims of trauma.	K2, K3
CO 3	Suitably demonstrate the role of spirituality in dealing with trauma	K3, K4
CO 4	Prepare case plans and apply the social work methods utilizing the skills and techniques	K4, K5
CO 5	Evolve crisis intervention approaches to provide support and relief to victims in disaster	K5
CO 6	Implement Intervention models to address crisis and provide support to the Victims	K6

SYLLABUS

UNITS	CONTENTS	HOURS	COs	TAXONOMY LEVELS
UNIT-1	Understanding Trauma & Crisis Definitions of trauma, crisis emergency, normative stressor, traumatic stressor - types of crisis and types of emergencies - crisis intervention and emergency intervention - Suicide prevention and Suicide intervention.	12	CO1 CO2, CO4 CO6	K1 K2, K3 K6

UNIT-2	<p>Psychobiology of trauma</p> <p>Traumatic Stress meaning, signs and symptoms, coping and support - traumatic events and critical incidents - Psycho- biology of Trauma, epidemiology of traumatic events - Culture and Trauma; Post-traumatic growth; Acute stress disorder - traumatic stressors as precipitants - Psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith)</p>	14	CO1 CO2	K1, K2, K3
UNIT-3	<p>Trends in victimology- Victim's cycle, Aggressor's cycle and Survivor's cycle, Movement from Victims to Survivor. Caring for the caregiver.</p> <p>Role of Spirituality in dealing with trauma - spirituality/religion in adaptation to trauma.</p>	11	CO3	K3,K4
UNIT- 4	<p>Skills and Techniques utilized in Crisis intervention & trauma Care</p> <p>Psychological First Aid - Critical Incident Stress Debriefing, Grief wheel & Reflective Practices in Social work, Kubler Ross model, Cycle of forgiveness – Application of Social Work methods.</p>	14	CO4, CO5	K3, K5

UNIT-5	<p>Review of current practice trends in post trauma therapy</p> <p>Case Studies –Practise with the Case Scenario</p> <p>1: Natural Disaster 2: Violence and Displacement 3: Accident 4. Pandemics-COVID19 & Terminal Illness 5. Stress due to new normal situations (online platforms) Current trends in trauma and crisis management.</p>	9	CO4, CO5, CO6	K4, K5, K6
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REFERENCES

1. Bisson, JI & Lewis, C. (2009), Systematic Review of Psychological First Aid. Commissioned by the World Health Organization
2. Brymer, M, Jacobs, A, Layne, C, Pynoos, R, Ruzek, J, Steinberg, A, et al. (2006). Psychological First Aid: Field operations guide (2nd ed.). Los Angeles: National Child Traumatic Stress Network and National Center for PTSD.
3. Freeman, C, Flitcroft, A, & Weeple, P. (2003) Psychological First Aid: A Replacement for Psychological Debriefing. Short-Term post Trauma Responses for Individuals and Groups. The CullenRivers Centre for Traumatic Stress, Royal Edinburgh Hospital.
4. Inter-Agency Standing Committee (IASC) (2007). IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC.
5. International Federation of the Red Cross (2009) Module 5: Psychological First Aid and Supportive Communication. In: Community-Based Psychosocial Support, A Training Kit (Participant’s Book and Trainers Book). Denmark: International Federation Reference Center for Psychosocial Support.
6. TENTS Project Partners. The TENTS Guidelines for Psychosocial Care following Disasters and Major Incidents.
7. War Trauma Foundation and World Vision International (2010). Psychological First Aid Anthology of Resources.

8. World Health Organization (2010). mhGAP Intervention Guide for Mental Health, Neurological and Substance Use Disorders in Non-specialized Health Settings. Geneva: WHO Mental Health Gap Action Programme.

Websites

1. <http://www.nctsn.org/content/psychological-first-aid>
2. <http://www.ptsd.va.gov/professional/manuals/psychfirst-aid.asp> ~ 84 ~
3. www.wartrauma.nl and www.interventionjournal.com
4. http://www.who.int/mental_health/mhgap
5. www.ifrc.org/psychosocial
6. <http://www.tentsproject.eu>.
7. http://www.who.int/mental_health_psychosocial_june_2007.pdf 16PSW4MC0

INTERNATIONAL SOCIAL WORK

Course Descriptor

Course Code	SW03SE03
Course Title	INTERNATIONAL SOCIAL WORK
Credits	2
Hours / Week	4
Category	SE
Semester	3
Regulation	2022
Course Overview <ol style="list-style-type: none">1. International Social Work is one of the core areas of social work. There is a varied scope of social work across Globe.2. The aim of the course is to introduce International Social Work Perspectives to students3. Understand the International Social Work regulations and Associations.	
Course Objectives <ol style="list-style-type: none">1. Define frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights) and apply knowledge about the frameworks to efforts to ameliorate problems such as poverty, violence, poor health and environmental degradation.2. Apply knowledge about ecological perspectives to practice assessments and interventions across local, national, and international geopolitical boundaries.3. Identify and apply assessment skills to issues of cultural competence; diversity; social, economic, and environmental justice; oppression; human rights; and professional ethics in the context of work with international populations.	
Prerequisites	Any Under graduation

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Know the condition of social work professional associations across the globe	K1, K2
CO 2	Understand the situation of Social Workers Internationally.	K2, K3
CO 3	Know the scope of International social work.	K4
CO 4	Map the working nature of various stakeholders across globe	K5
CO 5	Critically analyze existing legal instruments and associations.	K5, K6

SYLLABUS				
Unit	Content	Hours	Cos	Level of Taxonomy
I	Introduction Introduction to International social work History, Concepts, Definitions, Philosophies, Values and Ethics	9	CO 1 CO 2 CO 3 CO 4	K1, K2
II	Contexts of International Social Work Contexts of International Social Work: issues and social work interventions. Globalization, Health, Children, Gender, Conflict, Forced Migration, Multiculturalism, Gerontology, Human Rights, Social welfare policy	9	CO 1 CO 2 CO 3 CO 4	K1, K2, K3
III	Global Social Movements and Solidarity networks World Social Forum, International Peasants Movement, Black Lives Matter, Me Too, Global Disability solidarities, Anti Nuclear Movement, Civil Rights Movement, Satyagraha Movement, Asia and African Solidarity Movement, Asia Pacific Refugee Rights Network, Human Rights Defenders Solidarity Network, Indigenous environmental network.	9	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4

IV	Role of International professional social work organizations Case studies of Council for Social Work Education USA, International Federation Social Workers, IASSW, Asia Pacific Social Workers	9	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	International Social Work Practice International Social Work Practice: Employment, Internships, and Volunteer Opportunities Practical: Students have to compile a hand book of opportunities based	9	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

References

1. Campbell, Heather B, (2010) The Britannica Guide to Political and Social Movements that Changed the Modern World, Britannia Educational Publishing, New York
2. Cox, David and Powar, Manohar (2013). International Social Work, issues strategies and programs, Sage Publications
3. Davis, Gerald F., McAdam, Doug, Scott, Richard W., and Zald, Mayer N., eds. (2005). Social Movements and Organization Theory. Cambridge: Cambridge University Press.
4. Healy, Lynne M. International Social Work Professional Action In An Interdependent World (2008) Oxford University Press
5. Mehta, V. (1997). Ethnic conflict and violence in the modern world: Social work's role in building peace. In M. C. Hokenstad & J. Midgley (Eds.), Issues in International Social Work (pp. 92–109). Washington, DC: NASW Press.
6. Mische, Ann (2003). "Cross-Talk in Movements: Reconceiving the Culture-Network Link." In Social Movements and Networks, edited by Mario Diani and Doug McAdam, 258–280. Oxford: Oxford University Press.

FAMILY AND SOCIAL WORK

Course Descriptor

COURSE CODE	SW03SE04
COURSE TITLE	FAMILY AND SOCIAL WORK
CREDITS	2
HOURS/WEEK	4 HOURS/WEEK
CATEGORY	SE
SEMESTER	III
REGULATION	2022

COURSE OVERVIEW

- Family and Social work is an interdisciplinary paper integrating family and social work as an elective for Social work Students in the third semester. Family is the primary social group where a person's character and personality is shaped and helps to create meaningful relationships outside.
- Family is the cradle where values of love, patience, respect, humility, empathy are learnt and nurtured and passed on to the next generations. Happy families make happy homes.
- In the present-day context this primary social group is challenged by various changes in the value systems, attitudes and choices of individuals leading to disintegration causing lifelong effects on the person and his family members.
- This paper would help social work students in the right understanding of family and appreciate its significance in creating responsible individuals to the society.
- The social work Intervention model would further empower students to handle family problems with confidence and help themselves and their clients to find suitable solutions to Problems.

COURSE OBJECTIVES

1. To help students acquire knowledge on theoretical understanding of Family as a system
2. To help students realize the various Interactions and functions of a family
3. To aid students to analyze & understand the dynamics & challenges of Indian families
4. To acquire & apply the basic skills and techniques in practice of Family Interventions

Prerequisites : Students who have completed First year of Social work.

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	To understand & recognize the significance of Family as a system	K1, K2
CO 2	Identify family issues at different levels, analyze and apply the skills and techniques.	K2, K3
CO 3	Suitably illustrate the role of Psycho social therapies, prepare case plans to deal with family crises.	K4
CO 4	Evaluate and apply the social work methods utilizing the skills and techniques to deal with one's own and other family Issues.	K5
CO 5	Evolve and implement family Intervention models and approaches to address family Issues.	K5, K6

SYLLABUS

UNITS	CONTENTS	HOURS	COs	COGNITIVE LEVELS
UNIT-1	Understanding a Family Definition, types, marriage. Family life cycle stages- norms & values, patterns and practices. Changing trends in Family system.	5	CO1	K1 K2, K3
UNIT-2	Family dynamics & Family tasks Roles and responsibilities of husband/wife, role conflicts & Identity crisis. Communication pattern, In laws psychology & Sexual Intimacy between couples-issues, concerns & challenges. Family conflicts & crisis	5	CO2, CO3	K1, K2, K3

UNIT-3	The art of Parenting- Children, Teenagers & adults - Role of father/mother – disciplining styles and Parenting norms. Protection of the rights of children. -Issues related to relationships & addictions. Senior parents- Aging, Care taking, roles & empty nest syndrome, physical, emotional & psychological concerns of the elderly. Widowhood /widower/elderly suicide.	5	CO3	K3, K4
UNIT- 4	Families and challenges - Separation, divorce, single parents, Co-Parenting, Infertility, adoption. Issues related to violence abuse - children, Elders & differently abled.	5	CO4	K3, K4, K5
UNIT-5	Social Work Intervention with Families - Social work methods, Family counseling / family therapy, Family life education, Crisis management, Role of spirituality -Self healing & forgiveness, Conflict resolution & Peace making. Gerontological Social Work.	5	CO5	K4, K5, K6

References

1. Bubenzer, Donald L. & West, John D. (1993), Counselling Couples, Sage Publications, New Delhi.
2. Capps, Donald (Eds) (1987), The Family Therapist, Fleming .H.Revell Company. New Jersey.
3. Edward Thomas Devine (2018) Family and Social work
4. Desai M (1994) family and Interventions: a course compendium, TISS Mumbai
5. Khargiwala (1993) Family dynamics: Social work Perspectives, Anmol, New Delhi.

6. Mickie Linda, Understanding Families, London: Sage.2012
7. Holosko, Michael Social work Practice with Individuals and families New York: John Wiley & Sons, 2013.
8. Journal of Family Social work, Volume 24,(2021)

Web Resources

1. <http://shodhganga.inflibnet.ac.in/bitstream/10603/76560/9/09chapter%.pdf>
2. <https://www.researchgate.net/publication/277955266> The family and Family structure Classification Redefined for the current Times
3. <https://www.tandfonline.com>
4. <http://www.researchgate.net>

COURSE DESCRIPTOR

Value Added courses

FUNDAMENTALS OF PROJECT MANAGEMENT AND ADVOCACY

Course Descriptor

COURSE CODE	SW03VA01
COURSE TITLE	FUNDAMENTALS OF PROJECT MANAGEMENT AND ADVOCACY
CREDIT	1
HOURS/WEEKS	30 HOURS (2 HOURS PER WEEK)
CATEGORY	Value Added course
SEMESTER	III
REGULATION	2022
COURSE OVERVIEW <ol style="list-style-type: none">1. The course is offered to the students who would like to take up various projects and work in non – government organizations.2. This course is about writing a good project proposal and drawing up an advocacy plan, initiating it, and planning for it.3. This course will make the students gain knowledge and skills to effectively run and manage the project(s)4. Its methodology is based on one-on-one in-depth interaction with the participants and group activities.5. This course will make the students reflect and review their learnings for adaptations.	
COURSE OBJECTIVES <ol style="list-style-type: none">1. An introductory course on the fundamental concepts of planning and executing a project2. The course will make the participants identify the essential factors that lead to project success.3. To develop good frameworks for projects, sequencing activities, utilizing the existing available resources and minimizing the risks.4. The course will allow one-on-one interaction with all participants and give them sufficient time to reflect and review their learnings for adaptations	

COURSE OUTCOMES

At the end of the successful completion of the course, the participants will be able to

CO 1. Understand the concepts of planning a project and project management life cycle

CO 2. Develop a project plan and write a good project proposal

CO 3. Understand the basic concepts of advocacy

CO 4. Identify the sources and use of power and power relations

CO 5. Develop advocacy plans

Unit	SYLLABUS
I	Project Management: Fundamentals of project management, PESTEL analysis, Assumptions and risk analysis, understanding project management lifecycle, developing a Project plan.
II	Project Cycle Management, Transparency & Accountability, Asset Based Management, Resource Based Management, Fund Raising(Restricted Resources & Unrestricted Resources) Project Evaluation:, Effective Documentation and Communication in Project. Social Equity Auditing while implementing projects, Environment impact Assessment while implementing Projects.
III	Advocacy component: Understanding the basics of Advocacy, Mapping Advocacy, strategies, Identifying the sources and use of power and power relations, Advocacy Planning and case studies
IV	Stake-holder Analysis, Strengths Limitations Opportunities and Challenges (SLOC) Analysis, Participatory Needs Assessment, Planning, Implementation Monitoring and Evaluation,Strategies for sustainability of the project.
V	Group exercise and assignment on developing individual project, Advocacy plan and budgeting, Developing an individual project, Group review of participants' individual project presentation and advocacy plans and feedback, Individual review with one -on-one in-depth discussions and coaching on an individual project and advocacy plans.

REQUIREMENTS

1. Any undergraduate with interest in the project planning
2. Students should have an intermediate English level.

REFERENCES

1. Joseph Heagney (2016). Fundamentals of Project Management. New York: American Management Association
2. Maylor (2004). Project Management. Pearson India Publishers
3. Kalpesh Ashar (2019). Project Management Essentials you Always Wanted to Know. Vibrant Publishers
4. Pradeep Rai (2019). Project Management. Pearson India Publishers.
5. Phil M Jones (2019). Exactly what to Say. The Magic Words for Influence and Impact. Cloudtail India.
6. IGNOU (2014). Criminal Justice – Research and Advocacy. Shri Chakaradhar Publications Pvt. Ltd.

DISASTER MANAGEMENT

Course Descriptor

Course Code	SW03VA02
Course Title	Disaster Management
Credits	1
Hours / Week	30 HOURS (2 HOURS PER WEEK)
Category	Value Added Course
Semester	III
Regulation	2022
Course Overview <ul style="list-style-type: none">● This course provides a broad understanding about the basic concepts of Disaster Management.● All communities are vulnerable to disasters, both natural and man-made. This course will help to increase knowledge of disaster management, with the aim of reducing this vulnerability and improving disaster responsiveness.● It will also create awareness among participants on Disaster Management Scenario in India.	
Course Objectives <ol style="list-style-type: none">1. To understand the nature of Disasters and its impact.2. To gain knowledge on Disaster Management, Relief and rehabilitation strategies.3. To know the application of Models/Strategies in Disaster Management Responsiveness.4. To acquire knowledge on various disasters and its rehabilitation processes.	

Course Outcomes	
<i>After successfully completing this course, students will be able to:</i>	
<ol style="list-style-type: none"> 1. Differentiate various concepts, types, causes of disasters and response towards relief and rehabilitation. 2. Assess the impact of the disaster on the vulnerable communities and Support the affected persons with Psycho-Social Care. 3. Maximize the Response and Preparedness system for the affected persons in collaboration with Stakeholders. 4. Evaluate and discover effectiveness of the disaster management strategies used in various disasters that occurred in the past. 5. Design innovative and technologically upgraded intervention models to face the disasters. 6. Propose appropriate disaster management intervention through research and networking. 	
Prerequisites	Any Under graduation

SYLLABUS	
Unit	Content
I	<p>Disaster – An Overview</p> <p>Disaster: Definition, Concept, Related Terminologies: Emergency, Risk, Vulnerability, Hazard, Crisis. Difference between Natural and Man Made disasters. Natural Disasters: Cyclone, Flood, Hurricane, Drought, Earthquake and Tsunami – Causes, impact, response. Equity issues in disasters.</p>
II	<p>Disaster Management Committees</p> <p>Constitution of Committees: Administrative committees and Task forces – Requirements, Role and responsibilities. Post Disaster Relief and Rehabilitation: Health, Sanitation, Housing, Environment, CMDRR, National Policy on Disaster Management - 2009, Disaster Management Act – 2005, Resettlement and Rehabilitation Act 2009.</p>

<p>III</p>	<p>Disaster Management Response</p> <p>Concepts, Definition, factors and principles. Disaster management cycle, Mitigation, Risk Reduction, Preparedness. LRRD model of Emergency Response, SPEAR standards during emergency response. Assessment: Situational, Need, Vulnerability, Risk and Resources. NDRF, NIDM, DMIS, Psycho-Social Care/Support services. PSSMHS in disasters.</p>
<p>IV</p>	<p>Stakeholders</p> <p>Role of stakeholders – PRI, Departments, Ministries, NGOs, CBOs and other Institutions, International agencies: UNDP, Red Cross, UNESCO, World Bank, Asian Development Bank. Disaster and Social Change: State and Civil Society responses. Role of Media, Social Media, Educational Institutions. Role of Social Workers in Disaster Management.</p>
<p>V</p>	<p>Case Studies</p> <p>Natural Disasters : Gujarat Earthquake – 2001, South Asian Tsunami – 2004, Uttarakhand flood– 2013, Chennai Flood –2015, Nepal Earthquake - 2015, Vardha Cyclone, 2016, Cyclone Ockhi - 2017.</p> <p>Human-Caused Disasters: Bhopal Gas tragedy - 1984, Chernobyl Meltdown - 1986, Japan Fukushima Daiichi Nuclear Disaster – 2011, Neyveli Broiler Blast, 2020.</p> <p>Pandemic/Epidemic Outbreak: SARS-2004, H1N1 Influenza Virus - 2009, Ebola Epidemic Outbreak- 2014, COVID 19.</p> <p>Communal Riots – 1984, 1992& 2002, Kawardha Riots -2021.</p> <p>Fire Accidents: Kumbakonam School Fire Accident – 2004, Vijayawada Fire accident -2020, Firecrackers Accidents.</p> <p>Famines: Democratic Republic of Congo-2021, Madagascar Hunger crisis -2018.</p>

Text Books

1. Alois Kohler (Liu), Sebastian Julich & Lena Bloemertz, 2014, Guidelines: Risk Analysis – a Basis for Disaster Risk Management, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), GmbH, Germany.
2. Asian Disaster Reduction Center, 2018, Total Disaster Risk Management – Best Practices (Hand book).
3. Eva-Lotta Hedman, 2005, The politics of the tsunami response, Forced Migration Review-Tsunami: learning from the humanitarian response (Spl. Issue - July 2005)
4. GOI – Ministry of Home Affairs –National DM division, Disaster Management – the development perspective (an extract of 10th five year plan)
5. Gujarat State Disaster Management Authority & UNDP, Disaster Risk Management programme
6. Marion Couldrey & Tim Morris, 2005, UN assesses tsunami response, Forced Migration Review- Tsunami: learning from the humanitarian response (Spl. Issue - July 2005)
7. Orissa State Disaster Mitigation Authority & UNDP, Training of Village Disaster Management Committee
8. Pushkar Bala, 2009, Communal Riots After Independence, New Delhi, Neha Publishers & Distributors.
9. Rajib Shaw & Kenji Okazaki, 2003, Sustainability in Grass-Roots Initiatives – Focus on Community Based Disaster Management, United Nations Centre for Regional Development (UNCRD) - D M Planning Hyogo Office.
10. Shesh Kanta Kafle & Zubair Murshed, 2017, Community-Based Disaster Risk Management for Local Authorities, the Asian Disaster Preparedness Center, Bangkok, Thailand.
11. United Nations International Strategy for Disaster Reduction, Natural Disasters and Sustainable Development: Understanding the links between Development, Environment and natural disasters.
12. Yashwant P. Raj Paul, 2015, Volunteers’ handbook for Disaster preparedness, UNDP, India

Web Resources

1. <http://www.uop.edu.pk/>
2. <https://publichealth.tulane.edu/blog/what-is-disaster-management/>
3. <https://ndma.gov.in/>
4. <https://www.mca.gov.in/Ministry/pdf/DisasterManagementPlanMCA.pdf>
5. <https://nidm.gov.in/research.asp>

COURSE DESCRIPTOR

Semester -4

URBAN COMMUNITY DEVELOPMENT

Course Descriptor

Course Code	SW04MC01
Course Title	URBAN COMMUNITY DEVELOPMENT
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2022

Course Overview

- The aim of the course is to provide in-depth knowledge about the Urban Community and understanding the urban problems in India.
- This course will provide knowledge of urban governance and awareness of the policies and laws related to Urban Communities.
- The course highlights the roles and skills of Community development workers in urban community settings.
- This course provides theoretical knowledge of Urban planning and development and is able to intervene for sustainable urban communities.
- The course is structured to understand the diverse government institutions , which are working for the urban community and its development in every urban sector.

Course Objectives

1. To understand issues pertaining to Urban Communities
2. To gain knowledge on Urban Governance, Ecology and Civil Society
3. To understand the democratic functioning of Urban Local Governments and its Stakeholders.
4. To apply the theory and concepts of Urban community development into actual practice in their Urban Community concurrent fieldwork.
5. To provide social work interventions to the problems of urban communities.

Prerequisites : Post Graduate Social Work Students specializing in Community Development

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Identify the importance of urban public services and administration.	K1
CO 2	Determine the problems of the Urban community and provide social work interventions to the urban poor.	K2
CO 3	Evaluate the Government Policies in terms of promoting the welfare of the urban poor.	K3
CO 4	Illustrate and assess Urban Governance through the witness of people's participation organized through field experience.	K4
CO 5	Assess various Urban schemes and programmes implemented by the urban institutions in promoting Social Development.	K5
CO 6	Evolving sensible field-based research to provide services for Urban people.	K6

SYLLABUS				
UNIT	CONTENT	Hours	COs	Taxonomy level
I	<p>Introduction to Urban Community</p> <p>Urban-Definition, History, Characteristics and Theories of Urbanisation- Related concepts: Corporation, Municipality, Town, City, Metropolis, Megapolis, Suburbs, Peri-urban, Satellite Town, Gated Communities Smart Cities- Singara Chennai 2.0, Hinterland, Agglomeration and Urbanism. Urban Evolution, Pseudo Urbanisation. The demographic and Land Use pattern in Urban areas. City-Hinterland relationship. UBSP, Urban mobility- Metro, Urban Services and Deficiencies: Solid Waste Management, Water Management, Provisions of Urban Amenities, Urban Natural Resources, Encroachment.</p>	13	CO 1 CO2	KI K2

II.	<p>Urban Problems in India</p> <p>Population Density, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Sub urban issues and problems. Urban Poor: Cause and Conditions of Sub-standard Settlements (Slum), National Slum Development Programme, Displacement and Rehabilitation. Government Policies: Total Sanitation Policy, Poverty Alleviation Programme, Corruption, Forced Migration, Homelessness-night shelter, Street Vendors and its reasons, Eviction, Resettlement and Adaptability. Non-inclusive urban spaces. UN Standards on all the above issues.</p>	13	CO1 CO2 CO3	KI K2 K3, K4
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III	<p>Urban Community Development, Interventions and Projects Meaning, Scope and Models. Urban Development Policy and Programmes, Trends in Town and Country Planning. Emerging patterns of urban social stratification in India, Early Development Interventions: SPARK Mumbai, People project of Action Aid, Oxfam – Urban Project, Unorganized Workers’ Federation, National Domestic Workers movement, National Slum Dwellers Federation, National Urban Livelihoods Mission (NULM).</p>	12	CO1 CO2 CO3 CO4	KI K2 K3 K4
IV.	<p>Administrative Structure and Governance</p> <p>Urban Municipal Administration- structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74th Constitutional Amendment, Governance and citizen’s participation. E-Governance in Urban Development, National Urban Information System (NUIS).</p>	8	CO1 CO2 CO3 CO4	K1 K2 K3K4 K5

V	<p>Policies and Programmes</p> <p>Housing for the urban poor – policy and practice in developing countries. Major National Missions: JNNURM (AMRUT), PMAY, Ministry of Housing and Urban affairs. Housing for all 2022. Institutions Ministry of Housing and Urban affairs and Government departments: CMDA, HUDCO, TNHB, CMWSSB.</p> <p>Commissionerate for Town and Country Planning. Urban training Institutions: TNIUS, NIUA. Role and skills of Community Development Worker in Urban Community Development. Mechanisms to address Urban Social concerns: 108 service, Women helpline, Child helpline, crimes in urban areas – Crime and addiction, Cities and crime, Youth and Victimization. Victims of development.</p>	14	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K5 K4 K6
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References:

1. Bose, Ashish.(2001). India's Urbanization, Institute of Economic Growth, New Delhi: McGraw Hill.
2. Bala, (2000), Trends in Urbanization in India, New Delhi: Patel enterprises.
3. Bhattacharya B, 2000 Urban Development in India, Shree Publishing House, New Delhi.
4. Cherunilam, Francis. (1984) Urbanisation in developing countries, Mumbai: Himalaya Publishing House.
5. Desai A.R &Devadas Pillai (ed). (1970) Slums & Urbanization, Mumbai: Popular Prakashan Pvt. Ltd.
6. De Souza Alfred & Singh, A.M. (1998) The Urban Poor, New Delhi: Manohar Publications.
7. Freire & Stren. (2001).The Challenge of Urban Government,Washington D.C:The World Bank Institute.
8. Gerald Breeze, (1996) Urbanization in newly developing countries, London: Prentice Hall Inc.
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- 1 <http://www.cmdachennai.gov.in/>
2. <http://www.tnscb.org/>
3. <https://www.actionaidindia.org>
4. www.oxfam.org
5. www.ndwm.org/resources
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7. <https://hudco.org.in/>
8. <https://www.mha.gov.in/>

SOCIAL ENTREPRENEURSHIP AND EMPOWERMENT

Course Descriptor

Course Code	SW04MC02
Course Title	Social Entrepreneurship and Empowerment
Credits	4
Hours/Week	4
Category	Major Core (MC) -Theory
Semester	IV
Regulation	2022

COURSE OVERVIEW

- The course gives a clear background of the emerging and rapidly rising concept of Social Enterprise that examines the practice of identifying, starting and growing successful missions- to address social problems and bring social change through innovative ideas..
- This course gives a better understanding of the educational pedagogies, socio-economic structures, relations between institutions and practices that produce social benefits.
- The course provided theoretical knowledge of the concepts, principles, models, opportunities and challenges in social entrepreneurship in Indian context.
- The course content is hoped to empower students' competencies of entrepreneurship, community project planning and management.
- This course would lay the foundation for students to social venture business plan and learning of the process of launching a viable and scalable social enterprise.

COURSE OBJECTIVES

1. To develop students as social citizens and entrepreneurs with focus on social responsibility towards endearing social problems.
2. To enlighten knowledge about the social entrepreneurship, entrepreneurial opportunities and process.
3. To help students to understand scope for social entrepreneurship and enterprise creation in India
4. To provide student an opportunity to apply theoretical knowledge into practical situations
5. To enable students to apply social entrepreneurship to both profit and non-profit firms to create social value.
6. To empower students with skill and competencies for effective social innovation and entrepreneurship in real-world

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	The student understands Social Entrepreneurship as a model of Empowerment & Development and how it differs from business entrepreneurship	K1, K2
CO 2	The student Identify characteristics of successful social entrepreneurs	K2
CO 3	The student will apply and critique social entrepreneurship frameworks	K3, K4
CO 4	Apply the theory of change model for social enterprises while working on Community Development.	K5
CO 5	The student is able to understand the challenges in growing a social enterprise and scaling social impact	K6

Syllabus				
Unit	Content	Hours		
I	<p>Overview to Social Entrepreneurship:</p> <p>Social entrepreneurship – Concepts, definition, nature and characteristics and scope, Historical development, Determinants of Entrepreneurial successes, Stages towards efficient Entrepreneur, Importance of an Entrepreneur in economic development. Similarities and differences - Business Person and Social Entrepreneur, The Process of Social Entrepreneurship, Context of social entrepreneurship in India, The Ashoka Model of Social Entrepreneurship, Intrapreneurship,</p>	9	CO1, CO2, CO3	K1, K2
II	<p>Social Entrepreneurship as a Process</p> <p>Territory mapping - The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) framework, The Case Model, Enterprise launching and its procedures – start-ups – incubation – accessing venture capital. EDP training program. Legal framework to set up an Enterprise, Role of NGOs</p>	9	CO1, CO2, CO3,	K1, K2, K3, K4
III	<p>Social Enterprises for Social Empowerment</p> <p>Sustainable Development- Need and importance, socio, economic and environment factors for an Empowering Enterprises, Social entrepreneurs as agents of social change in India. Challenges faced by Women, Tribals, Dalits, Differently Abled Social Entrepreneurs, Role of Self Help Groups in Social Entrepreneurship.</p>	9	CO1, CO2, CO3, CO5, CO6	K1, K2, K3, K4, K5

IV	<p>Social Entrepreneurship in Practice</p> <p>Study of successful models like Bangladesh Rural Advancement Committee (BRAC) - Grameen Bank (GB), The Self Employment Women’s Association (SEWA) – AMUL- The Energy and Resources Institute (TERI),SELCO India Aravind Eye Care,Pasumai Payanam - Siruthuli, SHEF, My harvest farms and successful models., National Skills Development Corporation (NSDC),Centre for social initiative and management (CSIM), Chamber of Commerce (ICC), Confederation of Indian industry (CII),Skill India Program, Startup India Program.</p>	9	CO1, CO2, CO3, CO4	K2, K3, K4, K5
V	<p>Assessing Opportunities and Challenges for Social Entrepreneurs</p> <p>Source and discovery of social opportunities, Methods of sensing opportunities, Assessing and prioritising opportunities, Networking Enterprises – Values, Need, Importance and Process. Social enterprise and CSR partnership – Public, Private and Voluntary Sectors,Skills and competencies, Emerging Fourth Sector, Social Innovation.</p>	9	CO1, CO2, CO3, CO4, CO5, CO6	K3, K4, K5, K6

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16. Vasanth Desai (2008), Entrepreneurial development, Himalaya Publishing House, New Delhi

Journals:

1. International Journal of Managing Value and Supply Chains (IJMVSC) Vol.4, No. 3, September 2013 <http://airccse.org/journal/mvsc/papers/4313ijmvsc05.pdf>
2. International Journal of Managing Value and Supply Chains (IJMVSC) Vol.4, No. September 2013 <http://airccse.org/journal/mvsc/papers/4313ijmvsc05.pdf>

Web Resources:

1. <https://www.ashoka.org/story/starter-kits-social-entrepreneurs>
2. <http://www-sre.wu.ac.at/ersa/ersaconfs/ersa04/PDF/210.pd>
3. <http://nsdcindia.org/>
4. [Home | SELCO | Innovative Energy Solutions \(selco-india.com\)](http://selco-india.com)
5. <https://www.fourthsector.org/what-is-the-fourth-sector>

PROJECT MANAGEMENT FOR COMMUNITY DEVELOPMENT

COURSE DESCRIPTOR

Course Code	SW04MC03
Course Title	Project Management for Community Development
Credits	4
Hours / Week	5
Category	MC
Semester	IV
Regulation	2021
Course Overview <ul style="list-style-type: none">● The course provides an overview of the Concepts, Theories and the need for Result Based Project Management for Development Projects.● The course gives in-depth knowledge to students on the fundamentals of Change Management, Finance Management while working on Development Projects.● The course equips the student with handling statutory and legal issues while working on Development Projects and the Project Cycle Management for Development Projects● The course helps the student to apply the concepts of Participatory Project Management Principles while working on Development Projects.● The course provides the student in-depth knowledge on Social and Environmental Issues while working on Development Projects.● The course helps the students to prepare project proposals and effective project implementation strategies.	
Course Objectives <ol style="list-style-type: none">1. To gain knowledge on Project Management to implement development projects effectively.2. To gain in-depth knowledge of project proposal writing.3. To provide knowledge on legislations and functions involved in Managing Organisations.4. To learn the techniques involved in Programme formulation, Project Management and Evaluation .	
Prerequisites	Any Under graduation

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Ability to appraise circumstances necessitating voluntary action and management of the intra-organizational challenges	K1, K2
CO 2	Assimilate leadership and vision for society	K2
CO 3	Contextualise and out clear Vision, Mission ,Objectives and organizational structure for an organization.	K3
CO 4	Ability to set action of legal compliance for a voluntary organization and Evaluate books of accounts and formulate strategy in availing lawful allowances	K4
CO 5	Demonstrate managerial capacity in talent acquisition for Human capital	K5
CO 6	Creative articulation of project formulation and management with relevance in social context.	K6

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	Introduction to Project Components Civil Society Organizations:Definition, Meaning, Characteristics, Different Types- NGOs, Voluntary Organisations, Movements, Organization Vision, Mission, Programs, Projects and Activities.Relation between Projects and Vision of the Organization. Components of Project Management for Development Projects.	7	CO 1 CO 2 CO 3	K1, K2
II	Elements of Project Proposal Principles of Project Preparation, Phases of Project Preparation, Components of a Project Proposal : Need Assessment, Problem Analysis , Stakeholder Analysis , Objective Analysis , Strategy Analysis, Activity scheduling, resource scheduling, Project specific outcomes, Results and Impacts of a Project,	10	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5, K6

II	<p>Personnel Inputs Material and Concept inputs required for a project, Measurable Indicators, Means of verification of Activities, Partnership in a project, Assumptions in a project, Budgeting template, Implementing schedule.</p> <p>Logical Framework Analysis, Results Framework Matrix. Template for Proposal Writing, Template for Concept Note.</p>			
III	<p>Stakeholder Participation and Sustainability: Stake-holder Analysis, Strengths Limitations Opportunities and Challenges (SLOC) Analysis.Participatory Needs Assessment, Planning, Implementation Monitoring and Evaluation, Social Equity and Gender Equity while implementing projects, Strategies for sustainability of the project.</p>	9	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	<p>Effective Project Management</p> <p>Project Cycle Management, Transparency & Accountability, Asset Based Management, Resource Based Management, Fund Raising(Restricted Resources & Unrestricted Resources) Project Evaluation:, Effective Documentation and Communication in Project. Social Equity Auditing while implementing projects, Environment impact Assessment while implementing Projects. Product breakdown structure (PBS), work breakdown structure (WBS).</p>	8	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5

V	Legal Framework of Formal Project Management in India: Organisational Structure, Duties and Responsibilities of Board, Trustees, Office Bearers and Executive. National Policy on Voluntary Sector 2007, Society Registration Act 1860, Indian Trust Act 1882, Cooperative Societies Act 1912, Companies Act 1956, Section 135 of 2013 Amendment Act - Provisions on CSR. Income Tax Act 1961 – Sections 10(21), 12(A), 35(AC) and 80(G). Foreign Contribution (Regulations) Act, 2010. FCRA related Amendments, Prior Permissions Latest amendments and rules of the above legislations. Filing of statutory documentation .	11	CO 1 CO 2 CO 4 CO 5 CO 6	K1, K2, K3, K4, K5, K6
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1. Allison, M & Kaye, J. 2005, Strategic Planning for Non-Profit organizations, 2nd ed., New York, John Wiley & Sons.
2. Archana Sinha, 2010, Strategies for Sustainable Community Development, Indian Social Institute, 10 Institutional Area, Lodi Road, New Delhi.
3. Chandra, Snehalata, 2003 Guidelines for NGOs Management in India, Kanishka Publishers, New Delhi
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7. Roy Sam, M, 2002 Project planning and Management focusing on Proposal writing, CHAI, Secunderabad.
8. Sen, Amartya, 2005 Human Rights and Human Development, UNDP Human Development Report
9. Project Management All-in-One For Dummies, Stanley E. Portny , ISBN: 978-1-119-70026-5, October 2020
10. GENDER, CULTURE AND HONOUR: Gender Audit of Punjab and Haryana, Rajesh Gill (Author), January 2019

Suggested Readings

1. Non-governmental Organizations: Management and Development, 3rd Edition. David Lewis. Routledge. 2015.
2. ORGANIZATION DEVELOPMENT FUNDAMENTALS Managing Strategic Change William J. Rothwell
3. Basics of project management (ies master)
4. Project management by K. NAGARAJAN
5. Project management by Harvey Maylor
6. Project planning and management by Singh kundan
7. Project management in health and community services by Liang Zhanming.
8. Project management (twelfth edition) by Kerzner Harold.
9. Community capacity and Development by Banyai candy.
10. Community development in action by Nita Freire
11. Community leadership development by Mark A. Brennon
12. Fundamentals of project management by Joseph Heagney.
13. *International Journal of Project Management* - Association for Project Management (APM) and the International Project Management Association (IPMA)

Web Resources

1. www.pmi.org
2. www.emeraldinsight.com
3. www.mosaicprojects.com.

HUMAN RESOURCE ANALYTICS

Course Descriptor

Course Code	SW04MC04
Course Title	HUMAN RESOURCE ANALYTICS
Credits	4
Hours / Week	4
Category	Major Core (MC) – Theory
Semester	IV
Regulation	2022
Course Overview <ul style="list-style-type: none">● This course will serve as an introduction to Human Resource Analytics and explore the use of analytics within the Human Resource discipline.<ul style="list-style-type: none">○● Develop and implement HR metrics and workforce analytics to measure organizational results.<ul style="list-style-type: none">○● Use metrics to conduct cost/benefit analyses and increase managerial decision-making capacity.<ul style="list-style-type: none">○● Explore and examine the Benchmarking and best practice analytics of various sub domain of Human Resources.<ul style="list-style-type: none">○● HR Analytics validates the student’s mastery in the area and demonstrates that the skills in managing and running HR Analytics functions successfully in an organization.	

Course Objectives

1. To understand the preparation of human resource metrics to support business improvement
2. To Identify and use Human Resource data in organizations for Decision making
3. To apply the guidelines for implementing HR Scorecard.
4. To develop an action plan to drive the use of Human Resource Measurement in organizations
5. To gain an understanding of the different analytical approaches used by HR Professionals to solve real business problems

Prerequisites

Basic Understanding of Human Resource Analytics

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	To aware the basic concept of Human Resource Analytics.	K1, K2
CO 2	To understand Logic, Analytics, Measures, and Process (LAMP) Framework	K2
CO 3	To apply the HR Analytics terminologies, Tools and Models.	K3
CO 4	To analyse the application of HR Analytics in various HR subsystem	K4
CO 5	To evaluate Benchmarking and best practise of HR Analytics.	K5
CO 6	To create and apply Strategies of HR Analytics in the Industries.	K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	TAXONOMY LEVEL
I	<p>Basics of Human Resource Analytics</p> <p>Human Resource Analytics: Concept, Definitions, objectives and Process. People Analytics & Workforce Analytics. Understanding HR indicators, metrics and data. Types of Data HR Analytics and HR Business Partner. Analytical capabilities, Analytic value chain, Analytical Model, Typical application of HR analytics.</p>	9	CO1 CO2	K1, K2,K3
II	<p>HR Analytics Frameworks and Models</p> <p>Logic, Analytics, Measures, and Process (LAMP) Framework, Human Capital Management 21 (HCM) Framework and Talentship Framework. <i>HR Analytics Models</i> : Understanding terminologies Analysis VS Analytics Big data Evidence-based HR Sentiment and trend analysis, Cost modelling HR data warehousing, Data integration, Maturity Model, Capability Model, Decision tree, Running analytics.</p>	8	CO 1 CO 2 CO 3	K1, K2, K3, K4
III	<p>HR Scorecard</p> <p>Assessing HR Program, engagement and Turnover, Finding money in Analytics, Linking HR Data to operational performance, HR Data and stock performance. Creating HR Scorecard, develop an HR measurement system, guidelines for implementing a HR Scorecard.</p>	10	CO 1 CO 2 CO 3 CO 4	K2, K3, K4, K5
IV	<p>Benchmarking and Best practices : Staffing, supply and demand forecasting, Total compensation analyses, Performance Analytics, Attrition Analytics, Learning and Development Analytics, Diversity Analytics Employee engagement analytics, Employee satisfaction analytics. Talent Acquisition Analytics: Understanding Approach - Recruitment and Talent Acquisition.</p>	10	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4,K5

V	Workload Analytics : Introduction Organization Planning & Strategy Aligning HR with Organizational Planning HRP & Resource Planning, Manpower Planning Optimization of workforce, Lead Time Analysis Process Optimization, Full Time Equivalent Reducing Manpower Turnover Staggered Shift Approach Utilization time, Realization Time	8	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K3, K4, K5, K6
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REFERENCES:

1. Anshul Saxena et.al, 2019, HR Analytics: Quantifying the Intangibles, New Delhi, Rose Publishers.
2. Dipak Kuman Bhattacharya, 2017, HR Analytics Understanding the Applications, New Delhi, Sage Publications.
3. Jac Fitz-enz, 2016, The New HR Analytics : Predicting the Economic Value of Your Company's Human Capital Investments, New York, American Management Association.
4. Jac Fitz-enz John R. Mattox, II, 2014, Predictive Analytics for Human Resources, New Jersey ,John Wiley & Sons, Inc.,.
5. Laurie Bassi et.al., 2012, HR Analytics Handbook, New York, McBassi and Company.
6. Michael Walsh, 2021, HR Analytics Essentials You Always Wanted To Know, New Delhi, Vibrant Publishers.
7. Manish Gupta Pratyush Banerjee and Jatin Pandey, 2019, Practical Applications of HR Analytics: A Step-by-Step Guide, New Delhi, Sage Publications.
8. Martin R Edwards and Kirsten Edwards, 2019, Predictive HR Analytics : Mastering the HR Metric, New Delhi, Kogan Page Publisher.
9. Mike West, 2019, People Analytics for dummies, New Jersey , John Wiley & Sons, Inc.,.
10. Shonna D. Waters et.al, 2018, The Practical Guide to HR Analytics, New York, Society for Human Resource Management
11. Talya Bauer et al., 2020, Human Resource Management : People, Data and Analytics, New Delhi,Sage Publications

Web Resources

1. www.hrforecast.com/people-analytics
2. www.questionpro.com/blog/hr-analytics
3. <https://research.citehr.com/search/q-hr-analytics>
4. <https://www.aihr.com/blog/what-is-hr-analytics/>
5. www.hibob.com/hr-glossary/hr-analytics/
6. <https://www.toolbox.com/hr/hr-analytics/articles/what-is-hr-analytics/>

INDUSTRIAL RELATIONS, TRADE UNIONS AND LABOUR WELFARE

COURSE DESCRIPTOR

Course Code	SW04MC05
Course Title	Industrial Relations, Trade unions and Labour Welfare
Credits	04
Hours/ Week	04
Category	Major Core (MC)- Theory
Semester	IV
Regulation	2022

Course overview:

- Industrial relations is the multidisciplinary academic field that studies complex interrelations between employers and employees, trade unions, employer organizations and the state. Labour welfare is an important dimension of industrial relations which includes overall welfare facilities designed to take care of the well-being of employees and in order to increase their standard of living.
- This course aims to provide an understanding on the concept and functions of IR, trade unions and labour welfare in the organization.
- The various topics covered under this course will examine the Industrial relations at floor and plant level, responsibilities of the trade unions and their functions, industrial disputes, strategy and management of conflicts and employee empowerment, workers' participation in management, labour legislations pertaining to welfare and working conditions.
- In this course, the foundational knowledge on the application of concept and functions of IR, trade unions and labour welfare and the skills & techniques required for social work practice is imparted.
- The other important aspect included in this course is to provide an understanding on how these techniques and skills, the practical knowledge can be performed in various working sectors of the HR / IR / Welfare Department.

Course objectives:

1. To provide knowledge on the industrial relations, trade unions and labour welfare system in India.
2. To familiarize the students with the concepts pertaining to industrial disputes
3. To learn in detail the laws governing employee relations and labour welfare

4. To understand the process of grievance settlement and management of indiscipline and getting trained as a liaison Personal to bring industrial peace and harmony.
5. To provide students an in depth knowledge on the provisions relating to the Code on Industrial Relations and Code on Social Security

Prerequisites: Basic knowledge in Industrial Relations & Welfare functions and labour laws & Students admitted under HRM specialization.

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Assimilate the concept of Industrial relations in Indian economy and their characteristics	K1, K2
CO 2	Application of the fundamentals of this course, laws governing industrial relations and labour welfare in the professional practice.	K2
CO 3	To illustrate the role of trade unions and federations that they are affiliated to and their functions in the industrial settings.	K3
CO 4	To outline the important causes & impact of industrial disputes and should be able to understand and elaborate upon Industrial Disputes' settlement machinery system.	K4
CO 5	Utilize essential skills, techniques, process of Industrial Relations in work practice and to exhibit the application of industrial relations, trade unions and labour welfare in various practice settings.	K5
CO 6	Understand clearly the structure and functions of the International Labour Organization (I.L.O.) and impact of its policies on the national and global labour market.	K6

SYLLABUS

UNIT	CONTENT	HOURS	COs	Cognitive level
1	<p>Introduction to the study of Industrial Relations: Meaning, concept, historical development, approaches of the study of Industrial Relations, influence of Socio - Economic, Political and Technical Factors of IR; Industrial Relations at Shop Floor and Plant Level; Employee Discipline: Stages and Process of Domestic Enquiry; Employee Grievance Redressal: Forms and Impact on I.R. Scenario; Emerging concept of Employee Welfare</p>	12	CO 1, CO 2, CO 5	K1, K4
2	<p>Trade Unions & A detailed study on their Federations Purpose, functions and Structure of Trade Unions, growth of trade unions, Recognition of Trade Union, Rights and Responsibilities of Registered Trade Union;</p>	12	CO 3, CO 5	K1, K2, K3
2	<p>Major Central Trade Union Organisations Trade Union - Membership, Finance Structure, Leadership, Political Affiliation, Trade Union Rivalry & Disturbances; Trade unions Act, 1926: A Brief Note Collective Bargaining: Meaning, Procedure and Machinery for Collective Bargaining, Meaning and Forms, Collective Bargaining Agreements; Problems Pertaining to Collective Bargaining in India; Social Dialogue (I.L.O.); Industrial Employment (Standing Orders) Act, 1946: A Brief note</p>			

3	<p>Industrial Disputes & Settlement Mechanism: Meaning and Concept, Instruments of Coercion – Strike, Picketing, Gherao, Bandh, Strikes and Lock – Out; Industrial Disputes Act, 1947: Dispute Settlement Mechanisms - Bipartite Approach – Negotiation, Mediation, Works Committee and Conciliation; Tripartite Approach: Arbitration and Adjudication: Labour Courts and other Legal Forums; Detailed note on The Industrial Relations Code (2020) (After notification of the Central Rules) (trade union, notice of change, strikes & lockout, layoff, retrenchment & closure, unfair labour practice) Workers’ Participation in Management – Concept, Levels of Participation and Advantages</p>	12	CO 2, CO 4, CO 5	K2, K6
4	<p>Labour Welfare Theory & Practice: Definition, Scope, Classification, Approaches, Principles, Origin and Development of Labour Welfare in India; Role of Government, Employer and Trade Union in promoting Labour welfare activities. Voluntary Welfare Measures</p> <p>Housing of Industrial Labour: Significance of Housing, Centre & State Governments’ Housing Schemes (PMAY, 2015 - PMGAY, 2016 - CGEWHO, Tamil Nadu Housing Scheme for Construction Workers 2021, TN Urban Habitat Development Board, RIHS, 2007 for Beedi Workers, DDA 2021- ARHC, 2021 - Housing for All by 2022);</p>	12	CO 2 CO 5	K1, K2 , K3, K5

4	<p>Organization and administration of Crèche, Canteen, Credit and Consumer Cooperatives in Industry and other Voluntary Welfare Measures;</p> <p>Unorganised Labour: Settings and Role of Professional Social Workers in improving their plight including Migrant Workers and Displaced Labour; Gig, Platform and Home - Based Workers: Programmes and Policies governing them;</p> <p>Code on Social Security, 2020 - A Brief Note</p> <p>Industrial Hygiene and Health: Occupational Diseases, Industrial Accidents: Causes and Prevention; Code on Occupational Safety and Health & Working Conditions Code 2020</p>			K1, K2 , K3, K5
5.	<p>National Board of Workers' Education and Development</p> <p>Dattopant Thengadi National Board of Workers' Education and Development : Objectives, Structure, Duties and critical assessment over its functions</p> <p>International Labour Organization (I.L.O.): Structure, Functions and its contribution to influencing Labour Policies at Global Level</p>	12	CO 2, CO 5	K1, K3, K5

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2. Bascia, N, 1995, Social Security and Labour Welfare in India, New Delhi, Ashish Publishers
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4. Giri, V.V, 2000, Labour Problems in Indian Industry, New Delhi, Asia Publishing House
5. Gupta, C. B., 2000, Industrial Relations & Labour Laws, New Delhi, Sultan Chand
6. Janardhan V, 2016, Industrial Relations In India, Chennai, Orient Blackswan Private Limited

7. John Paul, D, 2022, Strikes in Indian Industries - A Trade Union Perspective, New Delhi, MJP Publishers
8. John Paul, D, 2022, Trade Union Leaders and Labour Movements in India, New Delhi, MJP Publishers
9. John Paul, D, 2017, Socio – Economic and Working Conditions of the Tea Plantation Workers in Tamil Nadu, Mumbai, Himalaya Publishing House
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23. Tripathi P.C., 2013, Personnel Management and Industrial Relations, New Delhi, Sultan Chand and Sons Publications
24. Tripathi. PC, 1998, Industrial Relations & Labour Laws, New Delhi, Sultan Chand Publication
25. Venkata Ratnam,C.S., 2007, Globalisation and Labour Management Relations, New Delhi, Response Books.

Web resources:

Labour codes:

1. <https://egazette.nic.in/WriteReadData/2019/210356.pdf>
2. https://labour.gov.in/sites/default/files/OSH_Gazette.pdf
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ORGANIZATIONAL BEHAVIOUR

Course Descriptor

Course Code	SW04MC06
Course Title	Organizational Behaviour
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2022
Course Overview <ul style="list-style-type: none">● Organizational Behaviour is a field of study that investigates the impact individuals, groups, and structures have on the behaviour within organizations, for its effectiveness.● The course provides an outline on the history and the emerging trends in Organisational Behaviour● The course offers knowledge on the Interpersonal and Intra-Personal behaviour that stands the basis for Organisational Behaviour.● The course focuses on imparting knowledge on the group dynamics at the workplace.● The course also discusses the organisational processes and organizational dynamics for the better understanding of the organisational behaviour.	
Course Objectives <ol style="list-style-type: none">1. To understand and remember the concepts of Organizational Behaviour.2. To associate the theories and practices that govern human behavior at work3. To enhance behavioral skills in managing people at work4. To provide knowledge on Organizational Development and its techniques to handle Occupational issues at the workplace.5. To point out and invent ways to solve the dysfunctional behaviour in the organization.	
Prerequisites	Any Under graduation

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Discuss and understand the evolution of organizational behavior.	K1, K2
CO 2	Analyze and apply the models of organizational behavior	K2
CO 3	Assess the emerging trends in organizational behavior	K3
CO 4	Critically analyze the inter and intra personal Behavior in the organization.	K4
CO 5	Predict and assess the foundation of Group behavior at the workplace	K5
CO 6	Revise the existing organizational processes in their field and Predict and prepare to meet the dynamics in the organizations.	K6

1.

SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	Conceptual Framework Organization Behavior: concept, Historical background of Organization Behavior, Approaches, Models, scope - and contributory Behavioural science disciplines. Emerging perspectives on Organization Behavior – Dimensions of Organization Behavior - Individual, Group & Organization.	7	CO 1 CO 2 CO 3	K1, K2

<p>II</p>	<p>Inter-Personal and Intra-Personal Behaviour</p> <p>Attitude, Personality, Perception, Emotional Intelligence, Assertiveness. Learning: Process and Theories, Transactional Analysis, Johari window. Motivation: concept, theories and techniques. Morale: Meaning and importance, Factors, Measures and techniques of promoting positive morale. Job Satisfaction, Job Involvement and Organizational commitment.</p>	<p>12</p>	<p>CO 1 CO 2 CO 3 CO 4</p>	<p>K1, K2, K3</p>
<p>III</p>	<p>Foundation of Group Behaviour at workplace</p> <p>Group Behaviour : Concept, Group Decision making, Team work. Leadership - Meaning, roles, skills, styles, theories, types of Leadership, Power, Authority and Politics.</p> <p>Employee Empowerment and Employee Engagement. Quality of Work Life – Work Life Balance</p>	<p>8</p>	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4</p>

<p>IV</p>	<p>Organizational Processes</p> <p>Organizational Conflict: concepts, causes and types – Conflict resolution strategies.</p> <p>Organizational Change: Concept, forces of change and resistance to change, Managing organizational change, Diversity and Inclusion.</p> <p>Organizational Culture and Climate. Organization Development: concept, Organizational Diagnosis. Organizational Development Interventions: Sensitivity Training, Survey Feedback, Grid Organization Development, Process Consultation, Team Building, Management by Objectives. Organizational Transformation.</p>	<p>9</p>	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO 5</p> <p>CO 6</p>	<p>K1, K2, K3, K4, K5</p>
<p>V</p>	<p>Organizational Dynamics</p> <p>Stress and Burn Out: concepts, causes, consequences - Coping mechanism and strategies.</p> <p>Dysfunctional Behaviours: Absenteeism, Alcoholism, Fatigue, Monotony, Organizational corruption, Organizational Scams and Scandals, Social Undermining and Boredom; role of Behavioural Scientist in Industry. Employee Coaching and Mentoring. Employee Counselling: Concept, objectives, need, functions, techniques and advantages.</p>	<p>9</p>	<p>CO 1</p> <p>CO 2</p> <p>CO 4</p> <p>CO 5</p> <p>CO 6</p> <p>CO 7</p>	<p>K1, K2, K3, K4, K5, K6</p>

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2. <https://www.researchgate.net/publication/329323574> Perception and Attitude of E
[mployees of Telecommunication Sector towards the Organization](#)
3. https://kulbhaskarpgcollege.com/images/docs/E_lectures_2019
4. <https://www.economicdiscussion.net/organizations/group-dynamics/32339>
5. <https://www.indeed.com/career-advice/career-development/motivation-theories>

MEDICAL SOCIAL WORK

Course Descriptor

Course Code	SW04MC07
Course Title	Medical Social Work
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2021-2022

Course Overview

- The course is specially designed to specify the theoretical knowledge, attitude and skills required for a professional social worker working in a medical setting. It focuses on social work practice in health care within the framework of the bio-psycho-social-spiritual perspective, overcoming the conflict between the medical model and social model.
- The course highlights the importance of understanding health and illness from a sociological perspective and draws a boundary between Medical sociology and Medical Social Work. It also spells out the multifaceted roles and competencies required for social workers in different health settings.
- Patients rights, responsibilities of health care team members and Ethical and moral concerns of health care practice will be addressed
- The course is structured to understand disability and rehabilitation from a rights perspective and highlights the various approaches and models in addressing the issues of people with disabilities.
- The content of the course will include administrative skills and leadership qualities required by the social workers to manage hospitals and health care facilities. It will also include medical terminology and strategies relevant to healthcare settings in work with individuals, families, groups, interdisciplinary teams and service providers.

Course Objectives	
<ol style="list-style-type: none"> 1. To understand the sociological perspectives of health and medicine. 2. To acquire knowledge, skills and techniques of Social Work practice in the field of Health. 3. To understand the psycho-socio-cultural realities associated with patient care in different settings. 4. To develop knowledge and skills on inter-disciplinary approach in the field of health care. 5. To develop human resource management skill require in the field of health care. 	
Prerequisites	Students specializing in Medical and Psychiatric Social Work

Course Outcomes

After successfully completing this course, students will be able to:

CO 1	Identify and discuss the psycho-social factors influencing the clients health and health care setting	K1
CO 2	Describe social worker roles and responsibilities in varying healthcare settings	K2
CO 3	Demonstrate knowledge of addressing ethical dilemmas in health care setting and strengthen the relationship between the Medical team and the clients	K3, K4
CO 4	Analyse various models of assessment, intervention and evaluation that enhances the client's capacity and foster an inclusive environment.	K4
CO 5	Utilize administrative and leadership skills in health care sector	K4, K5
CO 6	Design and implement social work models of interventions in health care setting	K5, K6

SYLLABUS

Unit	Content	Hours	COs	Blooms Taxonomy Level
I	Introduction to Medical Social Work Definition and Objectives; Historical development of Medical Social Work in the west and in India - need & current trends; Relevance of Sociology and its practice in Medical Social Work - Medical Sociology- Definition and important concepts – Labelling, Sick Role, Patient-Doctor relationship, Medical paternalism and Medicalization.	9	CO1, CO2,	K1,K2,K3
II	Hospitalization and Client System Patient’s Rights and medical ethics, Patient as a person - Patient as a whole, Psychosocial Assessment; Preparation of social case history; Hospitalization - Long term hospitalization- Psychosocial problems and Impact on patients and the families, Palliative care and Pain Management.	9	CO1, CO2, CO3, CO4,	K1,K2,K3 , K4,
III	Disability and Rehabilitation Disability - Concept, Causes, Types & Management; Rehabilitation- Definition, Objectives, Principles, Approaches and Models, Community Based Rehabilitation, After Care Rehabilitation Plan; Multi-Disciplinary approach in Medical Social Work - Importance of Team Work and Case Conferences.	9	CO1, CO2, CO4, CO5, CO6	K1,K2,K3 ,K4,K5,K6
IV	Organisation and Administration of Medical Social Work Role, functions and skills required for Medical Social Workers in the Department, Staff Developmental Programmes for Medical Social Workers; Application of various Social Work Methods in Hospital Setting; Field work in the Medical Social Work Practice - Role of the trainee, Importance of Supervision, Current trends in Field Work practice, Measures to strengthen Field Work practice; Medical Social Work Research - Inter-Disciplinary Studies.	9	CO4, CO5, CO6	K4,K5,K6

V	Practice of Medical Social Work Role and Functions of a Medical Social Worker - Maternity and Children's Hospital, Chronic Illness (Tuberculosis, Diabetes, Nephritis, Cardio-Vascular Disorders, HIV/ AIDS, Cancer) Blood Bank, Organ Transplant Centers, Trauma Care Centers, spinal cord injury care, fertility centers, elderly care, Pandemic and Post Pandemic Care, Rural and Urban Community Settings, NGOs managing Health Services and Hospitals.	9	CO1, CO2, CO4, CO5, CO6	K4,K5,K6
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2. Health Care Law, ICFAI, Hyderabad.
3. Health for the Millions, VHAI, New Delhi.
4. Indian Journal of Social Work, TISS, Mumbai.
5. Journal of Indian Council of Medical Research.
6. Social Welfare, CSWB, New Delhi.

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PSYCHIATRIC SOCIAL WORK

COURSE DESCRIPTOR

Course Code	SW04MC08
Course Title	PSYCHIATRIC SOCIAL WORK
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2021
Course Overview <ul style="list-style-type: none">● Psychiatric social work is a specialized type of medical social work that involves supporting, providing therapy to, and coordinating the care of people who are severely mentally ill and who require hospitalization or other types of intensive psychiatric help.● The aim of the course is to provide knowledge on human suffering that range from complex and hard to manage conditions such as deep emotional distress.● The different modules of the course will impart students with information about the field and on ways, they can improve their work with clients and colleagues in psychiatric settings.● In this course, knowledge on the application of psychiatric social work techniques and skills will be imparted.● The other important aspects included in the course are to provide an understanding of the contemporary types of psychiatric social work practice models and their application in terms of clarifying the role and functions of a psychiatric social worker in different settings.● Social workers in psychiatric settings can enter and excel in a field that offers unique opportunities to make a profound difference in the lives of patients and families who would otherwise be unable to find the help and support they need.	
Course Objectives <ol style="list-style-type: none">1. To develop the knowledge of Psychosocial Treatment Methods for persons with Mental and Emotional Disorders.2. To acquire knowledge on various provisions of Mental Health Services.3. To acquire knowledge and skill in the practice of Community Psychiatry and Rehabilitation	
Prerequisites	Students specializing in Medical and Psychiatric Social Work

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Appreciate the evolution and foundations of psychiatric social work.	K1, K2
CO 2	Apply psychiatric social work techniques and principles in a mental health setting.	K3, K4
CO 3	Utilize conceptual frameworks with mental health to guide the processes of assessment, intervention, and evaluation.	K4, K5
CO 4	Identify, diagnose and devise psychiatric intervention social work plans.	K5
CO 5	Exhibit professional competence and skills in working with mentally ill clients in various mental health settings.	K6

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Introduction to Psychiatric Social Work</p> <p>Psychiatric Social Work: Definition, Scope, Historical Development of Psychiatric Social Work in U.K., U.S.A. and India. Current trends in Psychiatric Social Work. The practice of Social Work Methods in Psychiatric Settings. Limitations faced by the Psychiatric Social Worker in the field and alternative to improve the professional status of Psychiatric Social work in India–NIMHANS Model.</p>	10	<p>CO 1</p> <p>CO 2</p>	K1, K2
II	<p>Theory, Models and Concepts in Psychiatric Social Work</p> <p>Models of Mental Illness - The concept of psychiatric patient, Family and mental illness. Loss of personhood - Diagnosis in Psychiatric Social Work. The Mental Health Institutions as a social system: Partial hospitalization. Therapeutic community.</p>	12	<p>CO 2</p> <p>CO 3</p>	K1, K2

III	<p>Psycho-Social interventions</p> <p>Family interventions: psychoeducational and supportive interventions; social skills training; activities of daily living and vocational skills training. Role of Spirituality and spiritual communities in treating Mental Illness. Role of interpersonal guidance for promoting Mental Health.</p>	12	<p>CO 2 CO 3</p>	K1, K2, K3
IV	<p>Psychiatric Rehabilitation and Community Mental Health</p> <p>Psychiatric Disability: Definition, issues and challenges.</p> <p>Rehabilitation of Chronic Mentally ill Patients.</p> <p>Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes., National Mental Health Policy 2014. Mental Health Act 2017, Rights of the persons with Mentally Illness and Advocacy.</p>	14	<p>CO 2 CO 3 CO 4</p>	K1, K2, K3
V	<p>Role and Functions of the Psychiatric Social Worker in Different Settings</p> <p>Functions of the Psychiatric Social Worker in the following:</p> <p>Psychiatric Out-Patient Department and Psychiatric Ward (in-patients) in the Government General Hospitals, Day Hospitals, Halfway homes, Shelter workshops, Child Guidance Clinics, Epilepsy Clinics, Adolescent Clinics, Geriatric Clinics.</p>	12	<p>CO 2 CO 3 CO 4 CO 5</p>	K1, K2, K3, K4, K5, K6

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4. <https://www.ncbi.nlm.nih.gov/books/NBK321284/>
5. <https://nimhans.ac.in/psychiatric-rehabilitation-2/>
6. <https://nami.org/Blogs/NAMI-Blog/November-2019/The-Importance-of-Community-and-Mental-Health>

THERAPEUTIC INTERVENTIONS IN SOCIAL WORK PRACTICE

Course Descriptor

Course Code	SW04MC09
Course Title	Therapeutic Interventions in Social Work Practice
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2021
Course Overview	
<p>This course will familiarize social work students with the major therapeutic interventions used in social work practice. ‘Therapeutic interventions’ is a term used to describe actions or practices to improve an individual’s social, emotional, and mental well-being. This course will enhance the efforts made by social work professional to help someone in need of emotional care and holistic healing.</p>	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the basic Principles underlying various forms of Psycho-Social Intervention techniques in Clinical Settings. 2. To facilitate the development of skills in practising various psychosocial interventions. 3. To integrate indigenous and holistic therapeutic practices in keeping with the principles and the code of ethics. 	
Prerequisites	Students specializing in Medical and Psychiatric Social Work

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Understand the theoretical frameworks for clinical practice.	K1, K2
CO 2	Explain various techniques of different forms of Psychotherapy.	K3
CO 3	Critically evaluate the role of certain Indigenous therapeutic Techniques such as Yoga and meditation.	K4
CO 4	Elucidate the emerging trends in healing.	K5
CO 5	Critically analyse Specialized Clinical Issues such as working with the Elderly and dealing with Interpersonal Violence.	K6

SYLLABUS				
Unit	Content	Hours	COs	Cognitive Level
I	Frameworks for Clinical Practice Therapy - Concepts Models of Therapeutic Practice – Medical, Friendship, Artistic and Educational. Standards for the Practice of Clinical Social Work. Interrelation between social work ethics and therapy.	12	CO 1 CO 2	K1 K2
II	Psychotherapy History, Definition and Techniques of Psychotherapy, Specific treatment modalities - Clinical Practice with Children and Adolescents, Couples therapy, Group treatment of Children and Adolescents, Group treatment with Adults, Interpersonal Therapy.	12	CO 1 CO 2	K1 K2 K3
III	Indigenous therapeutic Techniques Yoga therapy, Meditation, Spiritual Healing and Relaxation Therapy. Use of Art-Based Therapies and expressive therapies in the healing process.	12	CO 2 CO3	K1 K2 K3 K4
IV	Emerging Trends in Healing Holistic treatment, Neuro-linguistic Programming, Positive Imaging, Self-analysis, Pain Management techniques, <i>Quantum Healing</i> , Caregiver Support.	12	CO 2 CO 4	K1 K2 K3 K4 K5
V	Specialized Clinical Applications <i>Socially vulnerable groups</i> , Emergencies, Elderly, Interpersonal Violence, Depressed Clients, Dynamic Approaches to Brief and Time-Limited intervention, Cross-Cultural Clinical Social Work practice, Urban school settings, Researching clinical practice.	12	CO 2 CO 5	K1 K2 K3 K4 K5

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1. American Journal of Psychotherapy
2. Clinical Social Work Journal
3. Indian Journal of Psychiatry
4. Journal of Cognitive Psychotherapy
5. Psychotherapy Research

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2. <http://www.apa.org/helpcenter/understanding-psychotherapy.aspx>
3. <http://epgp.inflibnet.ac.in/UploadedContent.php>
4. <http://www.minddisorders.com/Ob-Ps/Psychotherapy.html>
5. http://psychology.wikia.com/wiki/Psychotherapeutic_techniques
6. <http://www.nimh.nih.gov/health/topics/psychotherapies/index.shtml>

CONTEMPORARY ISSUES IN HUMAN RIGHTS

Course Descriptor

Course Code	SW04MC10
Course Title	Contemporary issues in Human Rights
Credits	4
Hours/ Week	4
Category	MC
Semester	IV
Regulation	2021
Course Overview <ul style="list-style-type: none">● Understand the human rights issues across the Global and in India.● Cross cutting and thematic issues affecting populations around the globe are in India and in the world● Knowing the cause and effect of human rights violations in India.● Making students aware of the cross cutting issues and its impact on society.	
Course Objectives <ol style="list-style-type: none">0. To introduce and to expose the human rights issues in India and around the world.1. To contextualize contemporary human rights issues in the current context.2. To study rights based issues by adopting case studies across the globe.3. To facilitate an analytical understanding of contemporary issues.4. To engage in a proactive thinking process with a human rights orientation.	
Prerequisites	Basic reading on human rights and understanding of society is required.

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Be aware of the human rights violations at the Global Level.	K1, K2
CO 2	Know the human rights thematic issues across the globe.	K2
CO 3	Analyze the human rights violations in India	K3
CO 4	Understand the complexity and cross cutting nature of human rights issues in India	K4
CO 5	Study the impact and human rights violations and develop plans to address the issues.	K5 K6

SYLLABUS

UNIT	CONTENT	Hrs	COs	Cognitive Level
I	Introduction Contemporary issues of Human Rights at Global North and at Global South : Globalisation, Terrorism and Counter-Terrorism, Civil War, War Crimes, Border issues, Sanctions and Violations, Climate Change.	10	C1, C2	K1, K2, K3
II	Thematic Issues across the Globe Gender equity and Human Rights, Children and Human Rights, Refugees and Human Rights, Health and Human Rights, Global Conflicts and Human Rights, Digital Platform and Cyber Crime, Human Trafficking.	13	C2, C3, C4	K2, K3, K4, K5
III	Human Right Violations in India Vulnerable and Marginalized groups: Women, Children and Elderly persons, Persons with Disability, Minorities, Dalits, Indigenous People, Workers in Organized and Unorganized sectors.	12	C2, C3, C4	K2, K3, K4, K5

IV	Thematic Issues in India Honour Killings, Farmers and suicides, Developmental Projects and Land Acquisition, Custodial Violence, Capital Punishment, POTA and Uniform Services- Armed Forces Special Powers Act (AFSPA) 1958, National Security Act (NSA), 1980, Citizenship (Amendment) Act, 2019, Corruption and Human Rights.	15	C2, C3, C4	K2, K3, K4,K5
V	Analysis and Application of Human Rights (case studies- International, National & State) Socio, Economic, Religious, Cultural and Psychological dynamics in assessing the violation of Human Rights. Violence against Human Rights defenders-Case studies. Research and Action on Human Rights in India.	10	C5	K5

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2. Universal Periodic Review- <https://www.ohchr.org/EN/HRBodies/UPR/Pages/INIndex.aspx>
3. Commonwealth Human Rights Initiative - <https://www.humanrightsinitiative.org/>
4. Lawyers Collective - <https://lawyerscollective.org/>
5. People's Union for Civil Liberties- <https://www.pucl.org/>
6. The Other Media- <https://www.landportal.org/organization/other-media>
7. National Campaign for Dalit Human Rights - <http://www.nedhr.org.in/>
8. Intergovernmental Panel on Climate Change- <https://www.ipcc.ch/>
9. United National Climate Change- <https://unfccc.int/>

HUMAN RIGHTS AND SOCIAL WORK PRACTICE

Course Descriptor

Course Code	SW04MC11
Course Title	HUMAN RIGHTS AND SOCIAL WORK PRACTICE
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2022
Course Overview	
<ul style="list-style-type: none"> ● Human Rights are standards that recognize and protect the dignity of all human beings. It ensures people's basic needs are met. ● The aim of the course is to know the linkage between human rights and social work practice. ● The course helps the students to gain and improve their knowledge on Human Rights. ● Application of methods of Social Work in dealing with human rights issues. ● The Course enhances the students' skills on Human Rights 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the rights based intervention processes from a Social Work perspective. 2. To know the Statutory and Non-Statutory human rights instruments. 3. To learn the skills, tools and techniques of Human Rights. 4. To apply the methods of Social Work and the interventions model in the event of Rights Violation. 5. To identify and evolve systematic interventions to specific situations. 	
Prerequisites	Basic Knowledge on Human Rights

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Understand how methods of Social Work can be applied in dealing with cases of human rights violation.	K1, K2
CO 2	Get to know the working nature of various statutory and legal enforcement mechanisms at National and State level.	K2
CO 3	Understand various non-statutory mechanisms at National and State level.	K3, K4

CO 4	Adopt the monitoring instruments with regard to UN bodies and other international agencies in the area of human rights.	K5
CO 5	Apply various tools for an effective human rights intervention.	K6

SYLLABUS				
Unit	Content	Hours	Cos	Level of Taxonomy
I	Introduction Human Rights and Social Work Intervention – Role of Social Workers in addressing human rights violations, Case studies of social work interventions.	10	CO 1 CO 2 CO 3 CO 4	K1, K2
II	Working with Human Rights Mechanisms- Statutory Mechanisms Working with Human Rights Mechanisms at National/State Level – Statutory Mechanisms: First Information Report (FIR), Charge Sheet, Right to Information (RTI), Public Interest Litigation (PIL), Writ Petitions, Filing Complaints, Human Rights Monitoring. Supreme Court appointed special commissioners for specific issues, Amicus Curiae	15	CO 1 CO 2 CO 3 CO 4	K1, K2, K3
III	Working with Human Rights Mechanisms-Non- Statutory Mechanisms Working with Human Rights Mechanisms at National/State Level –Non Statutory Mechanisms: Social Audit, Fact Finding, Public Hearing, Alternate Budget	13	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4
IV	Working with International Mechanisms International Mechanisms: Engaging with UN, UPR, its Treaty Bodies and Special Rapporteurs, International Bodies, Inter-Governmental Agencies, Preparation and Presentation of Alternate Country Reports to Treaty Bodies.	12	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5

V	Tools for Human Rights Defenders Human Rights Defenders: Networking, Lobbying, Media and Policy Advocacy, Awareness Generation and Social Work Research and Application of Social Work methods.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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2. Chandra, Puran (2011). NGOs and Human Rights Activism, Forward Book Depot, New Delhi.
3. CHR-Centre for Human Rights (1994). *Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession*. Professional Training Series No.1. New York. UN. <https://www.ohchr.org/Documents/Publications/training1en.pdf>
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5. Dereze, J (2003). *Democracy and the right to food*, International Institute of population Sciences, Mumbai.
6. Gene Sharp (1973). *The Methods of Nonviolent Action*, Porter Sargent Publishers, Boston.
7. Herman, Judith (1997) *Trauma and Recovery: The Aftermath of Violence-from Domestic Abuse to Political Terror*, Basic Books, New York.
8. Indian Social Institute (2004). *Human Rights Investigations and Fact Finding Techniques (A Training Manual)*, Indian Social Institute, New Delhi.
9. Kohli.A.S. (Ed) (2004) *Human Rights and Social Work (Issues, Challenges and Response)* Kanishka Pub, New Delhi.
10. Manohar (2000). *The Indian judiciary and Human Rights*, Butterworths, New Delhi.
11. Ravindran D J (1998). *Human Rights Praxis – A Resource Book for Study, Action and Reflection*, Earthworm Books Pvt ltd.
12. Suresh, H. (2001). Poverty is the worst violation of Human Rights. *Human Scape*. 8(3): 18-22.
13. Tiwari, A. (2000). Custodial Torture in Indian prisons: An Overview. *The CBI Bulletin*: 918.

WEB RESOURCES

1. www.hrw.org
2. www.amnestyinternational.org
3. www.ahrc.org

SOCIAL EXCLUSION AND INCLUSIVE DEVELOPMENT

Course Descriptor

Course Code	SW04MC12	
Course Title	SOCIAL EXCLUSION AND INCLUSIVE DEVELOPMENT	
Credits	4	
Hours / Week	4	
Category	MC	
Semester	IV	
Regulation	2022	
Course Overview:		
<ul style="list-style-type: none"> • This course aims to introduce not only the basic issues and themes, but also provide various processes concerning the concepts of social exclusion and inclusion. • The course covers discrimination, exclusion and inclusion based on caste, religion, ethnicity and Gender. • It also helps to develop an understanding of the nature and dynamics of discrimination. • Therefore, the course takes a critical look at the traditional understanding of exclusion and tries to identify the ways and means of Inclusion of the excluded categories so as to minimize the existing inequalities. 		
Course Objectives:		
<ol style="list-style-type: none"> 1. To understand the broader concepts of social exclusion 2. To have knowledge on the nature and mechanism of social exclusion in Indian context. 3. To have a comprehensive understanding on the Inclusive development approach. 4. To develop perspectives on Gender Inclusive approach. 5. To develop perspectives on caste based discrimination. 		
Course Outcome:		
<i>After successfully completing this course, students will be able to:</i>		
Cos	OUTCOMES	TAXONOMY LEVEL
CO 1	Explain the concepts of Social Exclusion, Deprivation Approach, Capability approach, welfare rights approach.	K1, K2, K3
CO 2	Explain Caste and Exclusion in terms of discrimination, oppression, violence and stigma.	K2, K3, K5
CO 3	Critically analyse Gender based Exclusion which leads to inequality and violence.	K3, K4, K5

CO 4	Critically evaluate discrimination and exclusion of Minorities and outline Constitutional Precepts on Minorities.	K3, K4, K5
CO 5	Outline and discuss Inclusive Policies for the marginalized in India.	K3, K4, K5
CO 6	Evolve Inclusive development models in the community.	K3, K4, K5, K6
Pre-requisites		Students should be enrolled in Human Rights Specialization

SYLLABUS				
Unit	Content	Hours	CO1	Cognitive Level
I	Introduction to Social Exclusion Emergence of the concept social exclusion, Modern Usage – Lenoir and the Les Exclus, Poverty and Deprivation Approach, capability approach, welfare rights approach. Conceptualizing social exclusion, Socio historical perspective, nature and mechanism of social exclusion in India.	9	CO1	K1, K2, K3
II	Caste and Exclusion Caste and Exclusion: Varna System; Caste and Religion. Caste and power relations. Annihilation of Caste. In Modern Terms: Caste, Untouchables, Dalits, Other Backward Classes. Caste in colonial period. Caste politics, OBC upsurge. Modus operandi of caste in neo liberal paradigm. Exclusion in public sphere, discrimination, oppression, violence and stigma.	9	CO2	K2, K3, K5

<p>III</p>	<p>Gender and Exclusion</p> <p>Gender and Exclusion: Gender, patriarchy, gender role, identities, relations, empowerment, Gender violence, Inequality and discrimination, Caste and Gender, Feminism and Dalit feminism. Approaches to understand gender inequality and Exclusion, Gender and media, Violence against women, Customary/ family laws and its exclusionary nature. Hindu Code Bill. Emergence of women’s movement across the world and in India.</p>	<p>9</p>	<p>CO3</p>	<p>K3, K4, K5</p>
<p>IV</p>	<p>Minorities and Exclusion</p> <p>Minorities: Concept, Definitions and Types, Historical Profile of Minorities in India, Constitutional Precepts on Minorities: Constituent Assembly Debates, Constitutional Provisions. Challenges before the Minorities. Secularism, Communalism. Issue of Religious Conversion. Marginalization of Minorities in India. Hate politics, Intolerance debate.</p>	<p>9</p>	<p>CO4</p>	<p>K3, K4, K5</p>
<p>V</p>	<p>Inclusive Policies and the Marginalized in India</p> <p>Reservation policies for the socially and educationally backward in India. Special component Plan and Tribal Sub-Plan, The National Policy for Persons with Disabilities, 2006. National Policy on Senior Citizens 2011 and National Policy for Children 2013. National Policy for Women 2006.</p>	<p>9</p>	<p>CO5</p>	<p>K3, K4, K5</p>

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3. Jordan, B. (July 2018). *Welfare and Social Exclusion*. Manchester: Manchester Open Hive.
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9. Sukhadeo Thorat, N. K. (2009). *B.R. Ambedkar Perspectives on Social Exclusion and Inclusive Policies*. USA: Oxford University Press.
10. Thorat, S. (2012). Caste Identity and Economics . *Economic Political Weekly*.
11. Walter Bossert, C. D. (2007). Deprivation and Social Exclusion. *JSTOR*, 777-803.

WEB SOURCES:

- <https://www.worldbank.org/en/topic/social-inclusion#1>
- <https://seefar.org/news/research/towards-inclusion-reflecting-on-the-elements-of-social-exclusion/>
- <https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf>
- https://ssir.org/articles/entry/fighting_social_exclusion_one_encounter_at_a_time

EMPOWERMENT OF THE MARGINALISED
COURSE DESCRIPTOR

Course Code	SW04MC13
Course Title	EMPOWERMENT OF THE MARGINALISED
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2022

Course Overview

1. The aim of the course is to provide in-depth knowledge about the disadvantaged sections of society.
2. To facilitate understanding various issues of societies in a global and local context.
3. This course also enhances students to be aware of the policies and laws related to the weaker section of the society in a more practical and theoretical perspective.
4. This course provides constitutional understanding of Marginalized groups in India.
5. The different modules of the course will provide social work intervention to the problems of Marginalized people and for their sustainable development.

Course Objectives

1. To expose the reality of the dispossessed sections of the society
2. To facilitate an understanding of the social and political factors that influences the weaker sections.
3. To provide an analytical perspective of the issues involved in the weaker sections.
4. To understand the different approaches of weaker section of the society.
5. To explore diverse marginalized groups in India.

Prerequisites	Post Graduate Social Work Students specializing in Welfare of the Disadvantaged Section.
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Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Comprehend and outline the various societal processes that dispossess sections of the society	K1, K2
CO 2	Assess the contextual background of the classification of Marginalized groups.	K3,
CO 3	Identify and outline the situation of the different sections of the disadvantaged.	K4
CO 4	Critique various policies/ programmes of Marginalized groups that ensures promotion of social equity and social justice.	K4, K5
CO 5	Use protective discrimination approaches for the welfare of the weaker sections.	K5
CO 6	Adopt the models of upliftment to plan social work interventions for the disadvantaged sections	K6

SYLLABUS

Unit	Content	Hours	COs	Taxonomy Level
I	Marginalization Meaning and nature of Marginalization, Types- Social, Economical and political. Causes of Marginalization – Exclusion, globalization, displacement and disaster. Level of marginalization- Individual, communities and global. Marginalized groups- women, children, people with disabilities, ethnic minority, linguistic, Sexual minorities, Caste- dalits, adhivasis, elderly, landless laborers and other marginalized groups.	12	CO 1 CO 2	K1 K2

<p>II</p>	<p>Understanding weaker Sections and Constitution</p> <p>Identifying the Weaker Sections – Scheduled castes, Scheduled tribes, Other backward classes, economically weaker sections.</p> <p>Concept and definition of Welfare, looking through the lenses of the Disadvantaged Sections, Crimes against weaker sections of the society- National Crime Records Bureau (NCRB).</p>	<p>12</p>	<p>CO 1 CO 2 CO 3</p>	<p>K1 K2 K3</p>
<p>III</p>	<p>Approaches to Disadvantaged sections. .</p> <p>Approaches to disadvantage; The individual perspective, The institutional reformist perspective, the structural perspective and The poststructural perspective.</p> <p>Empowerment –Social, economical, educational. Power- over the assertion of human rights, resources, economic activity, institutions, ideas, personal choices and life chances.</p>	<p>12</p>	<p>CO1 CO2 CO3 CO4</p>	<p>K1 K2 K3 K4</p>
<p>IV</p>	<p>Policies and welfare measures</p> <p>National commission for tribes, scheduled castes and backward classes. National council for transgender persons, National Scheduled Castes and Scheduled Tribes Finance and Development Corporation (NSFDC), National Backward Classes Finance and Development Corporation (NBCFDC) and National Minorities Development and Finance Corporation (NMFDC). National safari karamcharis finance and development corporation (NSKFDC).</p> <p>Ministry of Social Justice and Empowerment, Ministry of tribal affairs, Ministry of women and child development, Stand up India, Atal Pension yojana. Impacts of various governments policies on marginalized communities.</p>	<p>14</p>	<p>CO1 CO2 CO3 CO4</p>	<p>K1 K2 K3 K4 K5</p>
<p>V</p>	<p>Social Work Interventions to Marginalized groups</p> <p>Case Studies and Models for the upliftment of the Disadvantaged Sections. Reformers: Phule, Ambedkar, Periyar, Pundit Ayothidass, Sri Narayana Guru, Father Stan swamy and other contemporary reformers</p>	<p>10</p>	<p>CO 1 CO 2 CO 3 CO 4 CO5</p>	<p>K1 K2 K3 K4 K5 K6</p>

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10. Yadav, (2004) , Encyclopedia of Scheduled Castes and Scheduled Tribes, , New Delhi:Anmol Publications

Web resources

1. www.oxfam.org/en/india-extreme-inequality-numbers
2. <https://nhrc.nic.in/publications/annual-reports>
3. <https://csdindia.org/>
4. <https://www.thehindu.com/news/national/other-states/arrest-to-death-father-stan-swamy-timeline/article35147883.ece>
5. <https://www.in.undp.org/>
6. <https://www.ohchr.org/documents/issues/minorities/undpmarginalisedminorities.pdf>
7. https://actionaid.org/sites/default/files/from_marginalisation_to_empwerment_final_research_report.pdf

REPORTS:

- Oxfam International Report – Inequality Kills. January 2022
- National human rights commission annual report 2017- 2018.
- Tamil Nadu Social Development Report, 2000, Tamil Nadu Peoples Forum for Social development, Chennai.
- National Human Development Report 2001, Government of India, New Delhi.
- Social Development Report. 2006, Oxford University Press, New Delhi,

Further Readings -

PERIODICALS:

- Economical and Political Weekly,
- Mainstream,
- Kurukshetra,
- Social Welfare
- Dalit Voice
- Communalism Combat

JOURNALS:

- Social Action
- Indian Journal of Development
- Indian Journal of Social Work

FORCED MIGRATION AND SOCIAL WORK PRACTICE

Course Descriptor

Course Code	SW04MC14
Course Title	FORCED MIGRATION AND SOCIAL WORK PRACTICE
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2022
Course Overview <ol style="list-style-type: none">1. Forced Migration is an important and unnoticed phenomenon in the global context. The pandemic situation also increased the rate of forced migration due to various reasons.2. The aim of the course is to help the students to understand the concept of forced migration.3. It also helps students to work effectively with forced migrated groups and on issues concerning forced migration.4. The course provides various aspects at the international, national and regional level that encompasses forced migration.5. The course also encompasses various practices that the social worker need when they works with the victims of forced migration	
Course Objectives <ol style="list-style-type: none">1. To introduce the concepts of Forced Migration to the students2. To enable the students to understand the magnitude of forced migration on Human Development3. To examine the various components that induce force migration4. To help students to analyse the role of a social worker in situations of forced migration.5. To enhance the skills of students especially working in the forced migrated area	
Prerequisites	Basic Knowledge on Forced Migration and their problems

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Differentiate the patterns and types of displacement and migration.	K1, K2
CO 2	The student will be able to analyse the geo-political issues leading to displacement.	K3,

CO 3	He / She will be able to critically examine the relevance of the international legal instruments and conventions and relate it to the context	K4
CO 4	The student will gain critical analytical skills from the case studies.	K5
CO 5	The students will be able to design practical intervention plans for working on short term, long term and protracted emergencies and situations of forced migration.	K6

SYLLABUS

Unit	Content	Hours	Cos	Cognitive Level
I	Introduction and Concepts Forced Migration: definition, types: Conflict induced, disaster induced, Climate induced and development induced. Types of Forced Migrants: Refugees, internally displaced, asylum seekers, Human trafficking.	10	CO 1 CO 2	K1, K2
II	Global Scenario Mapping world's migration pattern and Geopolitical issues. Laws and conventions related to migration: United Nations Convention on Refugees, the protocols, guiding principles of internal displacement, Cartagena Declaration and other regional instruments.	10	CO 2 CO 3	K1, K2, K3
III	Forced Migration in India History of forced migration in India, causes and consequences, relief and rehabilitation of forced migrants. Role of the State in dealing with refugees and IDPs.	10	CO 4	K1, K2, K3, K4
IV	Case Studies in Forced migration Narmada Bachao Andolan, Polavaram Irrigation Project, Tsunami (2004), Chennai Flood 2015, Covid 19, Sri Lankan refugees, Rhoghingies Refugees and other long-term displacement in India.	15	CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

V	<p>Social Work Practice and forced migration</p> <p>Disaster mitigation and Social Work response: five stages of disaster preparedness. Interventions with long term refugees and IDPs, participatory planning for displaced communities, durable solutions for displacement and Social Work. Role of Social Workers in national and international organizations working on forced migration.</p>	15	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO 5</p> <p>CO 6</p>	<p>K1, K2, K3,</p> <p>K4, K5, K6</p>
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References

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2. Benz, Georg (2009): Political economy of managed migration Non state actors, Europeanization, and the politics of designing migration policies. New Delhi, Oxford & IBH Publishing co.
3. Khadri, Binod (2009): India Migration Report 2009. Past present and the future outlook. International Migration and Diaspora Studies Project, Zakir Hussain Centre for Educational Studies, New Delhi, Jawaharlal Nehru University.
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6. Rao, M.S.A (2005): Studies in Migration Internal and International Migration in India. Delhi, Manohar Publication.
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Web Resources

1. www.brookings.edu
2. www.eurac.edu
3. www.panossouthasia.org
4. www.wiscomp.org
5. www.unhcr.org
6. www.rsc.ox.ac.uk
7. www.mcrg.ac.in
8. <http://www.fmreview.org>
9. <http://www.forcedmigration.org>

CONFLICT TRANSFORMATION AND PEACE BUILDING
COURSE DESCRIPTOR

Course Code	SW04MC15
Course Title	CONFLICT TRANSFORMATION AND PEACE BUILDING
Credits	4
Hours / Week	4
Category	MC
Semester	IV
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1. Conflict Transformation is the process of moving from conflict-habituated systems to peace systems. It aims to reduce violence, protect and promote social justice, positive social relations and sustainable peace. 2. The ultimate motto of the course is to introduce the conflict transformation approaches to the students and help them to deal with structural, behavioural and attitudinal aspects of conflict. 3. This course also emphasizes the students to work in difficult times and enhance their skills in transforming negative destructive conflict into positive constructive conflict. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To introduce the concepts of conflict transformation and peace building 2. To develop skills to work with individuals, small groups, communities 3. To understand the linkages between social work and conflict transformation 	
Prerequisites	Basic Knowledge on Current Conflicts and their dynamics

Course Outcome

After successfully completing this course, students will be able to:

CO	Outcome	Taxonomy Levels
CO 1	Familiar with the types of conflicts and be able to classify them according to their type.	K1, K2
CO 2	Apply theoretical and analytical models to case studies, including interpersonal, community and organizational conflicts in various contexts, and practice understanding situations of conflict, violence, and injustice.	K3, K4
CO 3	Focus on personal formation for justice and peacebuilding practice	K4
CO 4	Study and design interventions for conflicts at various levels	K4, K5
CO 5	Able to integrate concepts of Peace building in social work practice	K5
CO 6	Apply the skills in any social work setting in future.	K6

SYLLABUS				
Unit	Content	Hours	COs	Level of Taxonomy
I	Introduction to the concepts Definition and concepts of Conflict, discuss the types of conflict, theories related to conflict and understanding the various causes of conflict; Escalation and de-escalation of conflict and intensifying and de-intensifying conflict; Map of holistic peace.	9	CO 1 CO 2 CO 3 CO 4	K1, K2
II	Conflict analysis tools Conflict Analysis - The conflict map, conflict tree, time line, Power triangle, ABC triangle, force field analysis, the needs, interests and positions, relationship map, and structural analysis.	9	CO 1 CO 2 CO 3 CO 4	K1, K2, K3
III	Skills for working with conflict Skills to work with individuals, small groups, communities including – non-	9	CO 1 CO 2 CO 3	K1, K2, K3, K4

	violent communication, team building, fact finding, negotiations, mediation, dialogue, consensus building, appreciative inquiry, trust building, documentation, networking.		CO 4	
IV	Models for Conflict Transformation Simulation on the relationship between social work and peace building with the Do no harm model of Mary Anderson.	9	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5
V	Application of Conflict Transformation Case studies from field areas: student presentation and discussion of learning.	9	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

References:

1. Addams, Jane(1907) Newer ideals of Peace. New York: The Mason Henry Press, Syracuse (available free on line)
2. Anderson, Mary B. (1999). Do No Harm: How Aid Can Support Peace—Or War. Boulder, CO: Lynne Rienner Publishers. ISBN-13: 978-1555878344
3. Barash, David P. and Charles P. Webel(2002). Peace and Conflict Studies. Thousand Oaks, CA: Sage Publications.
4. Burton (1) & John W. (1990). Conflict: Resolution and Prevention. London: Macmillan Press. Chapters 1-3.
5. Burton (2), John W. (1997). Violence Explained. Manchester, UK: Manchester University Press. Chapter 4.
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7. Chang, Andrew, et al. (2008). Race, Injustice, and Conflict Resolution. In Re-Centering: Culture and Knowledge in Conflict Resolution Practice. Syracuse, NY: Syracuse University Press.
8. Church, Cheyanne and Mark Rogers. Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs. Washington, DC: Search for Common Ground and U.S. Institute of Peace. Accessed 1/5/08. http://www.sfcg.org/programmes/ilr/ilt_manualpage.html, Chapters 1,2
9. Demmers, Jolle. 2012. Theories of Violent Conflict: An Introduction. New York: Routledge. ISBN: 978-0415555340.

10. European Centre for Conflict Prevention(1999) *People Building Peace: 35 Inspiring Stories from Around the World*. Utrecht, The Netherlands: European Centre for Conflict Prevention.
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18. Schirch, Lisa (2004) *Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books.

Web Resources

1. www.beyondintractability.org
2. www.crinfo.org
3. www.trnascendenceinstitute.org

COURSE DESCRIPTOR
Field Work and Research Dissertation

FIELD WORK - 1
COURSE DESCRIPTOR

Course Code	SW01FW01
Course Title	FIELD WORK -1
Credits	6
Hours / Week	15
Category	FW
Semester	I
Regulation	2022

Course Overview

1. The students learnt to Practice (Primary) Social work methods in the situation of given individuals, groups or communities in their concurrent fieldwork.
2. This Course enhances the students to achieve self-awareness and discipline to use them as a helper and as an agent of change in an individual and community. .
3. Train professional social workers for practice with diverse client systems.
4. Develop a professional identity and commitment consistent with social work values and ethics.
5. Enhance the Students to practice Social work competencies and practice behaviors.

Course Objectives

1. To acquire primary experience of the Social Work Profession.
2. To undergo four phases of fieldwork i) Orientation, ii) Induction & training iii) Practical Implementation phase) and iv) Feedback & Evaluation phase.
3. To develop a holistic view of social work and social welfare with special emphasis on the diverse agency's role in human services and practice in a systematic preplanned approach to solve problem process such as study, diagnosis and treatment.
4. To apply the theory and principle of social work into actual practice and to develop attitudes and skills of the students will have a balanced display along with the knowledge that they gain in the classroom.
5. To Provide Social Work intervention at the levels of individuals, families, groups, communities, organizations and other social systems.

Course Outcomes

After successfully completing this course, students will be able to:

CO 1: Understanding the diverse agencies philosophy, thrust, policies objectives, administrative structure, financial management and services.

CO 2: Understanding of basic values and ethics of the social work profession.

CO 3: Application of classroom teachings in field work practicum

CO 4: Demonstrate the various professional skills and roles of social work in different field settings.

CO 5: The students are able to identify the (Micro-Messo-Macro) problems of individuals, groups and communities.

CO 6: Providing social work interventions to Individuals, Families, Groups, Organizations and Communities through Primary social work methods.

Prerequisites	Basic understanding of social work profession
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Phases	Tasks/Activities Carried out	Number .of. Hours
I-Orientation Phase	(i) Field Work Orientation	4
	(ii) Observation Visit-Exploring various social work agencies to understand the administrative procedures and functions of the agency.	24
	(iii) Concurrent field work- (Orientation of concurrent field work organization by the social work educator and agency supervisor including the roles to be played in the field)	5
II- Induction Training Phase	<p>The students start their training as social work trainee in the field and begin to apply their knowledge, skills, values and practice in the field by solving the problems that exists in the individuals, groups or communities in collaborating with the organizations. The following activities have to be carried out by the students in this phase:</p> <p>(i) Application of Social Work Values and Ethics (ii) Application of social work principles (iii) Application of Primary social work methods</p> <p>(iv) Practicing core Social work competencies and Practice behaviors.</p>	100

III- Practical Implementation phase	The students will implement the social work interventions to problems of the Individuals, groups or Communities.	60
IV- Feedback & Evaluation phase	The students will be evaluated bases on their Knowledge, attitudes, skills, Practice (KASP), social work competencies and social work interventions. The followings requirements have been taken consideration for evaluation;	11
	<ul style="list-style-type: none"> • Social Case Work- Two detailed case studies 	
	<ul style="list-style-type: none"> • Social Group Work- Minimum of five Sessions (Group processes, Group Dynamics, The planning & beginning phase) 	
	<ul style="list-style-type: none"> • .Detailed Community Profile 	
	<ul style="list-style-type: none"> • Report writing and Documentation 	
	<ul style="list-style-type: none"> • Attendance (Field work conference and Concurrent field work) 	
	<ul style="list-style-type: none"> • Agency assessment • Internal and External Viva voce 	

Note:

- Field Work Hour= 15hrs/week
 - *8 hours in first semester as there will be many observational visits.
 - +2 hours are meant for field work conference
- *For Details on Field Work- I, please refer the Field Work Manual.**

FIELD WORK - 2
COURSE DESCRIPTOR

Course Code	SW02FW01
Course Title	FIELD WORK -2
Credits	6
Hours / Week	12
Category	FW
Semester	II
Regulation	2022

Course Overview

1. The students learnt to practice primary & secondary methods of social work in the situation of given individuals, groups or communities in their concurrent fieldwork.
2. This Course Provide self-awareness, discipline and importance of planning, organizing, implementing, evaluating, problem solving activity and change
3. Train professional social workers for practice with diverse client systems.
4. Develop a professional identity and commitment consistent with social work values and ethics.
5. This course provides the foundation for students to practice Social work competencies and practice behaviors

Course Objectives

1. To inculcate professional growth and development
2. To develop the capacity to integrate class room theory and practice knowledge
3. To undergo three phases of field work - i) Induction training ii) Practical Implementation phase) & iii) Termination and Evaluation phase.
4. To enhance Attitudes and Skills of the students to have a balanced display along with the knowledge that they gain in the classroom.
5. To develop a holistic approach to problem solving, organize people to meet their needs, and to evolve appropriate interventions at Community / Civil Society/ State/ National level with respect to policies and programmes relevant to the field of welfare.

Course Outcomes

After successfully completing this course, students will be able to:

CO 1: Understand the role of professional social workers and replicate the values of the profession

CO2: The students are able to identify the problems of individuals, groups and communities and integrate the various professional skills and roles of social work in different field settings.

CO3: Application of classroom teachings in field work practicum.

CO4: Develop and demonstrate professional growth and competence

CO5: Develop the ability to involve the client system in the problem solving process through primary and secondary methods of social work including research.

CO6: Design appropriate models of intervention at micro-mezzo and macro levels.

Prerequisites

Basic understanding of social work profession

Phases	Activities	No of hours
I- Induction Training Phase	<p>The students start their training as social work trainees in the field and begin to apply their knowledge, skills, values and practice in the field by solving the problems that exists in the individuals, groups or communities in collaborating with the organizations. The following activities have to be carried out by the students in this phase:</p> <ul style="list-style-type: none"> (i) Application of social work principles (ii) Application of Primary and secondary methods of Social work (iii) Practicing core Social work competencies and Practice behaviors. (iv) Community based activities / Training Programmes /AwarenessProgrammes- (Community Organization) (v) Micro Level Research – exposing students to practice Social Work Research which is also a secondary method of social work. 	100

II- Practical Implementation phase (Social work interventions)	The students will implement the social work interventions to problems of the Individuals, groups or Communities.	80
III- Termination & Evaluation phase	<p>The students will be evaluated bases on their Knowledge, attitudes, skills, Practice (KASP), social work competencies and social work interventions. The followings requirements have been taken consideration for evaluation;</p> <ul style="list-style-type: none"> ● Social Case Work- Two detailed case studies ● Social Group Work- Minimum of 5 Sessions ● Community based activities/ Training programmes/Workshops/Awareness Programmes. ● Micro Level Research(Preferably Qualitative method) ● Report writing and Documentation ● Attendance(Field work conference and Concurrent field work) ● Agency assessment ● Internal and External Viva voce. 	45

***For Details on Field Work- 2, please refer the Field Work Manual.**

FIELD WORK – III
COURSE DESCRIPTOR

Course Code	SW03FW01
Course Title	FIELD WORK - III
Credits	6
Hours / Week	15
Category	FW
Semester	III
Regulation	2022

Course Overview

1. The students are taught to Practice Social work methods in their respective field of specialization across field work settings.
2. This Course enhances the ability of the students to realize self-actualization and self-esteem and to use them as the agents of change in the industry / hospital / community / human rights setting(s).
3. Learn professional social work techniques for practice with different field work settings.
4. Develop a spirit of professional identity and commitment in line with social work values and ethics.
5. Enhance the Students to practice Social work competencies to excel in their respective field of specialization.

Course Objectives

1. To acquire primary experience of the Social Work Profession.
2. To undergo four phases of fieldwork training i) Orientation ii) Induction iii) Practical Implementation and iv) Feedback & Evaluation
3. To develop a holistic view of social work interventions with special emphasis on the diverse roles played by the field work organization in connection with the areas of expected learning.
4. To apply the theory and basic foundations underlying their scope of specialization and apply the same in their respective field work setting(s).
5. To exchange their learnings with the field work supervisor and other students to get a broader view of the practices and recent trends concerning their specialization and broaden the scope of their specialization.

Course Outcomes

After successfully completing this course, students will be able to:

CO 1: Understanding about a brief profile of the field work organization including philosophy, vision, mission, objectives, administrative structure, financial management and policies of the organization.

CO 2: Understanding the basic values and ethics of the social work profession and their relevance to the respective field of specialization.

CO 3: Application of classroom based theoretical inputs in respective field work setting(s), i.e., industry / hospital / community / human rights organization(s).

CO 4: Demonstrate the various professional skills and competencies applicable to the respective field work in different field work settings.

CO 5: The students are trained to professionally manage the problems arising out of the learning with the help of the faculty supervisor and the supervisor guiding them at the field work setting.

CO 6: Help students to identify various avenues of job placements and equip themselves with appropriate employability skills.

Prerequisites	Basic understanding of social work profession	
Phases	Tasks/Activities Carried out	Number of Hours
<i>I-Orientation Phase</i>	<p>(i) Field Work Orientation by the specialization in-charge</p> <p>(ii) Concurrent field work- (Orientation of concurrent field work organization by the respective faculty supervisor about the knowledge and skill set required for the field work setting)</p>	70
<i>II- Induction Phase</i>	<p>The students start their training in their respective field work agency and apply the necessary knowledge, skills and aptitude.</p> <p>(i) Application of Social Work Values and Ethics</p> <p>(ii) Application of knowledge, aptitude and skill set required for the field work setting</p> <p>(iii) Application of Social Work Intervention Models</p> <p>(iv) Practicing core competencies matching the field work organization in which the trainee is placed.</p>	50

III- Practical Implementation phase	The students will apply the classroom based theoretical inputs in respective field work setting(s), i.e., industry / hospital / community / human rights organization(s).	60
IV- Feedback & Evaluation phase	<p>The students will be evaluated based on their Knowledge, Attitudes, Skills and Practice (KASP), social work competencies and interventions. The following requirements have been taken into consideration for evaluation;</p> <ul style="list-style-type: none"> ● Ability to apply the theory at field work setting ● Ability to acquire experiential learning at field work setting with the help of the supervisors at the organization and the department ● Detailed Profile of the organization and learnings ● Report writing and Documentation ● Attendance at field work setting and field work conferences ● Assessment of the organization ● Viva voce with Internal Faculty and External Subject Experts. 	60

Note:

- Field Work Hour = 15 hours per week

FIELD WORK – IV
COURSE DESCRIPTOR

Course Code	SW04FW01
Course Title	FIELD WORK - 1V
Credits	6
Hours / Week	15
Category	FW
Semester	IV
Regulation	2022

Course Overview

1. The students are taught to Practice Social work methods in their respective field of specialization across field work settings.
2. This Course enhances the students to realize self-actualization and self - esteem to use them as the agents of change in the industry / hospital / community / human rights setting(s).
3. Learn professional social work techniques for practice with different field work settings.
4. Develop a spirit of professional identity and commitment in line with social work values and ethics.
5. Enhance the Students to practice Social work competencies to excel in their respective field of specialization.

Course Objectives

1. To acquire primary experience of the Social Work Profession.
2. To undergo four phases of fieldwork training i) Orientation ii) Induction iii) Practical Implementation and iv) Feedback & Evaluation
3. To develop a holistic view of social work interventions with special emphasis on the diverse roles played by the field work organization in connection with the areas of expected learning.
4. To apply the theory and basic foundations underlying their scope of specialization and apply the same in their respective field work setting(s).
5. To exchange their learnings with the field work supervisor and other students to get a broader view of the practices and recent trends concerning their specialization and broaden the scope of their specialization.

Course Outcomes

After successfully completing this course, students will be able to:

CO 1: Understanding about a brief profile of the field work organization including philosophy, vision, mission, objectives, administrative structure, financial management and policies of the organization.

CO 2: Understanding the basic values and ethics of the social work profession and their relevance to the respective field of specialization.

CO 3: Application of classroom based theoretical inputs in respective field work setting(s), i.e., industry / hospital / community / human rights organization(s).

CO 4: Demonstrate the various professional skills and competencies applicable to the respective field work in different field work settings.

CO 5: The students are trained to professionally manage the problems arising out of the learning with the help of the faculty supervisor and the supervisor guiding them at the field work setting.

CO 6: Help students to identify various avenues of job placements and equip themselves with appropriate employability skills.

Prerequisites	Basic understanding of social work profession	
Phases	Tasks/Activities Carried out	Number of Hours
I-Orientation Phase	<ul style="list-style-type: none">(i) Field Work Orientation by the specialization in-charge(ii) Concurrent field work- (Orientation of concurrent field work organization by the respective faculty supervisor about the knowledge and skill set required for the field work setting)	70
II- Induction Phase	<p>The students start their training in their respective field work agency and apply the necessary knowledge, skills and aptitude.</p> <ul style="list-style-type: none">(i) Application of Social Work Values and Ethics(ii) Application of knowledge, aptitude and skill set required for the field work setting(iii) Application of Social Work Intervention Models(iv) Practicing core competencies matching the field work organization in which the trainee is placed.	50

III- Practical Implementation phase	The students will apply the classroom based theoretical inputs in respective field work setting(s), i.e., industry / hospital / community / human rights organization(s).	60
IV- Feedback & Evaluation phase	<p>The students will be evaluated based on their Knowledge, Attitudes, Skills and Practice (KASP), social work competencies and interventions. The following requirements have been taken into consideration for evaluation;</p> <ul style="list-style-type: none"> ● Ability to apply the theory at field work setting ● Ability to acquire experiential learning at field work setting with the help of the supervisors at the organization and the department ● Detailed Profile of the organization and learnings ● Report writing and Documentation ● Attendance at field work setting and field work conferences ● Assessment of the organization ● Viva voce with Internal Faculty and External Subject Experts. 	60

Note:

- Field Work Hour = 15 hours per week

**SUMMER INTERNSHIP
COURSE DESCRIPTOR**

Course Code	SW03SI01
Course Title	Summer Internship
Credits	1
Hours / Week	15
Category	FW
Semester	III
Regulation	2022

Course Objectives

1. To broaden each student's understanding of issues related to social justice and Human Rights in their respective fields.
2. Recognise and display professional attitudes, workplace behaviours and communication skills(verbal, nonverbal or written) appropriate to their setting particularly in complex and challenging situations.
3. To connect theories to practice with their respective specialized setting.
4. To gain a beginning understanding of agency/Organization policies and services.
5. To understand how professional and ethical standards are applied in their agency.
6. To develop their networking skills.

Course Outcomes

After successfully completing this course, students will be able to:

1. Illustrate professional skills of teamwork, communication, careful observation and attention in their respective social work setting.
2. Analyse the environment and expectations of performance on the part of professional social workers in professional practice, private/public institutions or government organizations.
3. Associate theory into practice and demonstrate knowledge of working with clientele in alleviating their difficulties.
4. Recognise professional role models or mentors who provide support and emulate professional behaviours expected in the organization. .
5. Integrate theory and practice.
6. Assess interests and abilities in their field of study

Overview:**Phase I : Orientation and Commencement:**

1. Orientation on respective specialized fields.
2. The objectives of summer placements are explained.
3. Confirmation/Approval of summer placement organizations.
4. Commencement of Summer placement training in the approved organization.
5. The summer training program falls between Semester II and III.

Phase II : Induction & Learning :

1. Induction of students in the organization.
2. Submission of Letter of induction to the respective guide.
3. Submission of weekly reports (Learnings & Observations) along with daily time sheets.
4. Students gain knowledge about the Vision, Mission & objectives of the organization, organizational structure, functions of the organization, Dynamics of the organization, Skills Required to be a professional, laws pertaining to their specialized field, etc.
5. Constant contact with the students to regulate the learning process.

Phase III : Termination & Evaluation:

1. Monitoring the performance of the student.
2. Submission of letter of completion from the organization duly signed by the authorities.
3. After the Completion of training, the process of evaluation (Self & Staff) is executed based on the performance of the students through the submitted weekly Reports.

RURAL SOCIAL WORK PERSPECTIVES
COURSE DESCRIPTOR

Course Code	SW02FW02
Course Title	Rural Social Work Perspectives
Credits	1
Hours / Week	2
Category	FW
Semester	2
Regulation	2021

Course Overview

- Rural Social Work Perspectives, an integral part of the social work curriculum is a mandatory course for all first-year students.
- It involves organising Theme based rural camp by the I PG Social Work students with the guidance from the allotted faculty of the department for a duration of 10 days (Minimum 7 Days In-Field).
- The course would enable students to experience Rural Living and Group Life Process.
- The course offers supervisory guidance by staff members for the students to conceive, plan and execute the activities of the camp as a team.
- The course provides ample scope for the students to engage in tasks such as identify appropriate rural community, undertake pilot visits, identify relevant projects, coordinate and work in small committees to execute tasks, liaise with various NGOs and Government officials for programme implementation, analyse, document & evaluate the process and its outcomes and integrate the learning to build professional competence.

Course Objectives

1. To understand the socio-economic and cultural conditions of rural life and work collaboratively as a team with a positive approach.
2. To integrate into practice, essential life values, like simple living, living with minimal facilities, and putting into practice the concept of dignity of labour and self-discipline.
3. To facilitate exposure by working with underprivileged citizens, including children, women, youth, and senior citizens, as well as oppressed groups including dalits, bonded laborers, and tribal people.
4. To develop suitable skills in processes like decision-making, planning, Organising, and executing plans of action, coordinating, recording and report writing.
5. To utilize street theatre and other types of traditional art forms to create awareness on social issues

Course Outcomes	
<i>After successfully completing this course, students will be able to:</i>	
CO 1	Understand the key features of rural life and its realities
CO 2	Illustrate skills for group living and interpret its dynamics
CO 3	Demonstrate skills for organizing, planning, execution of tasks, identifying and mobilizing resources.
CO 4	Be sensitive to the socio-political and cultural implications in rural life, more specifically among the marginalized and vulnerable groups.
CO 5	Design and Create contextual programmes to address rural concerns affecting the locality.
CO 6	Develop Leadership initiatives.
Prerequisites	Enrolment in PG Social Work Programme

Phases of Execution			
Phase	Activity	Tasks	Hours
Pre-Camp Phase	Formation of Committees	<ul style="list-style-type: none"> ● Identify & Form Committees ● Describe Committee Roles & Member's Responsibilities ● Engage in Committee Tasks ● Involve in Pre-Camp Planning 	30
	Pilot Visits & Finalization of Camp Site	<ul style="list-style-type: none"> ● Prepare for Pilot Visits ● Undertake the Visits ● Present & engage in Critical Evaluation 	
	Finalization of Camp Theme & Camp Schedule	<ul style="list-style-type: none"> ● Engage in analytical evaluation and finalization of camp theme ● Draft the Camp Schedule ● Demonstrate Leadership Initiatives 	
	Theatre for Transformation	<ul style="list-style-type: none"> ● Active Involvement in Theatre skills training & Indigenous Folk Arts 	
On-Camp Phase	Immersive Experiential Learning on Techniques for Critical Comprehension of Rural Communities	Accomplishment of Course Objectives <ul style="list-style-type: none"> ❖ Analysis on Rural Socio-Political & Economic Realities ❖ Hands-on Exposure to PRA ❖ Inputs on Local Governance & Administration through Local Leaders 	

	Concrete Experience of Rural Life	<ul style="list-style-type: none"> ❖ Engage in Manual Labour ❖ Involve in Community Visits-Interaction with People & Subsequent assessments 	60
	Develop Community need based Creative Programmes	<ul style="list-style-type: none"> ❖ Be part of Various Teams to execute Rural Camp related tasks ❖ Participate in evolving need-based programmes using theatre skills & indigenous folk arts to address concerns observed in the community 	
	Group Living	<ul style="list-style-type: none"> ❖ Appreciate the need for Group Living ❖ Practice the art of accommodative reciprocal symbiosis 	
	Reflective Evaluation & Sharing	<ul style="list-style-type: none"> ❖ Contextual Self-Reflection Self-Analysis & Sharing of consolidated and cumulative understanding of the process and outcome ❖ Develop for Professional Development 	
Post Camp Phase	Integrative Understanding on the Process and Procedures of Rural Realities & Group Living	<ul style="list-style-type: none"> ● Reflective Evaluation ● Individual Analytical Report ● Group Presentation ● Consolidated Batch Report 	10

*** For Details on Rural Social Work Perspectives please refer the Field Work Manual**

NATIONAL SOCIAL WORK PERSPECTIVES
COURSE DESCRIPTOR

Course Code	SW04FW02
Course Title	National Social Work Perspectives
Credits	1
Hours / Week	2
Category	Field Work Component
Semester	3
Regulation	2022

Course Overview

1. National Social Work Perspectives, an integral part of the social work curriculum, is a mandatory course for all second-year students.
2. It involves organising educational visits by the II PG Social Work students with the guidance from the allotted faculty members of the department for a duration of 10 days.
3. The course enhances the students to be involved in the entire planning of the activity beginning from the identification and confirmation of the common and specialisation wise organisations for field visits.
4. The national level organisational visits include confirming and getting prior permission, drafting the schedule for the entire visits & arranging for travel and accommodation.
5. The course would enable students to acquire skills such as planning, organizing, execution, rapport building, budgeting, accounting, time management, leadership and resource mobilization.
6. The course includes offering supervisory guidance by faculties to the students to conceive, plan and execute the activities of the visits as a team.
7. The major tasks involved in the national social work perspectives are formation of committees, planning, allocation and execution of concerned responsibilities, understanding the group dynamics and uphold the morale of the group, make a detailed report of the visits and present it to the respective field work faculty supervisor

Course Objectives

1. To understand the various socio-economic, cultural and political aspects of the society.
2. To acquire skills such as planning, organizing, execution, rapport building, budgeting, accounting, time management, leadership, decision making, problem solving, resource mobilization, recording and report-writing.
3. To identify and integrate the different social work approaches in various settings through organizational visits.
4. To know the effect of collaboration and team work throughout the process.

Course Outcomes

After completion of the National Social Work Perspectives the students will be able to:

CO 1: Organise regional level and national level organisational visits to understand various socio-cultural and political scenarios.

CO 2: Identify the dynamics of the society.

CO 3: Define the skills needed for team work and interpret its dynamics

CO 4: Demonstrate skills for planning, organizing, execution, rapport building, budgeting, accounting, time management, leadership, decision making, problem solving, resource mobilization, recording and report- writing.

CO 5: Apply theoretical knowledge into practice.

CO 6: Apply leadership role in the required circumstances

Prerequisites	Complete the I PG Social Work Programme
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Phases of Execution			
PHASE	ACTIVITY	TASKS	HOURS
Phase I Pre-Tour Phase	Forming	<ul style="list-style-type: none"> ● Come together for study tour discussion ● Selection of study tour leader ● Formation of committees ● Selection of leaders for each committee ● Drafting the roles and responsibilities for each committee ● Involve in Committee Tasks and preparatory work for study tour 	30

	Confirmation of the tasks	<ul style="list-style-type: none"> ● Come together for finding fixing and finalising the organisations for common visits and specialisation visits ● Confirming the mode of transportation, date & time of departure & arrival, booking tickets and get confirmation. ● Proper communication to all the students regarding common visits, specialisation visits, necessary things to carry, date and time of departure and arrival. 	
On-Tour Phase	Multi-Dimensional Social Work Perspectives through: Preparation	Accomplishing the Objectives: <ul style="list-style-type: none"> ● To understand the various socio-economic, cultural and political aspects of the society. ● To acquire skills such as planning, organizing, execution, rapport building, budgeting, accounting, time management, leadership, decision making, problem solving, resource mobilization, recording and report- writing. ● To identify and integrate the different social work approaches in various settings through organizational visits. ● To know the effect of collaboration and team work. 	60

	Common Visits	<ul style="list-style-type: none"> ● Visiting the organisations for understanding the various social work perspectives. ● Involve in active interaction with the members in the organisation ● Acquire knowledge on the history, vision, mission, organisational structure, projects carried out by the organisation etc... 	
	Specialisation Visits	<ul style="list-style-type: none"> ● Visiting the organisations for understanding the various social work perspectives with regards to concerned specialisation. ● Involve in active interaction with the members in the organisation ● Acquire specialisation based knowledge along with the history, vision, mission, organisational structure, projects carried out by the organisation etc... 	
	Evaluation and Sharing	<ul style="list-style-type: none"> ● Sharing about the experiential leaning gained through various common and specialisation visits ● Reflective sharing about the personal and professional learning 	
Post Tour Phase	Multi-dimensional experience through various visits	<ul style="list-style-type: none"> ● Evaluation ● Reflective Individual Reports ● Team Presentation ● Consolidated Report 	10

**BLOCK FIELD WORK
COURSE DESCRIPTOR**

Course Code	SW04FW03
Course Title	Block FIELD WORK
Credits	1
Hours / Week	15
Category	FW
Semester	IV
Regulation	2021
Course Overview	
<ul style="list-style-type: none"> ● Students get to work with the organization to get inducted in the work culture of the organization. ● The course provides an opportunity for the learner to integrate theory and practice in the respective workplace. ● The course provides opportunities for the student to be recruited in the organization where She/He is being placed. ● To understand how professional and ethical standards are applied in their agency. ● To develop their networking skills. 	
Objectives:	
<ol style="list-style-type: none"> 1. Develop enhanced practice skills and integrate learning. 2. Develop greater understanding of reality situations through involvement in day to day work. 3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme. 4. Enhance awareness of self in the role of HR professional / professional social worker. 	
<i>After successfully completing this course, the students will be able to</i>	
CO1: Explain the competencies required for practicing social work methods	
CO2: Evaluate challenges faced by clients and formulate social work intervention strategies based on specialization settings	
CO3: Demonstrate professional skills during on-the-job training	
CO4: Develop professional competence by adhering to professional standards	
Prerequisites	II PG Student Social Work

Phase I : Identification of Organization :

- The objectives of Block placements are explained.
- The agency for the placement has to be finalized appropriately before the end of the IV semester.
- In consensus with the specialization course teachers the student will identify the right organization for one month Block placement
- Approaching the organization and getting Confirmation for Block Placement with a formal Confirmation Letter from the Organization.
- Submission of Letter of induction to the respective guide.

Phase II : Induction & Learning :

- Induction of trainees in the organization with a formal orientation by the organization.
- The trainee will work in the organization for 30 working days.
- The day today supervision will be done at the agency/organization. Submission of weekly reports (Learnings & Observations) along with daily time sheets.

Phase III : Termination & Evaluation:

- Monitoring the performance of the student will be done at the organization .
- Submission of letter of completion from the organization duly signed by the authorities will be submitted .
- After the Completion of training, the process of evaluation is executed based on the performance of the students through the submitted weekly Reports.
- After the completion of the block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
- Students will be allotted faculty members for their contact and submission of the reports.
- The Faculty Guide in the department will approve for the completion of Block Placement after scrutinizing the report.

RESEARCH DISSERTATION

COURSE DESCRIPTOR

Course Code	SW04PJ01
Course Title	Research Dissertation
Credits	6
Hours / Week	6
Category	PROJECT (PJ)
Semester	3
Regulation	2022

COURSE OVERVIEW:

- The course provides an opportunity to apply social work knowledge and research skill to carry out a scientific study within the field of interest under the supervision of a professional social worker.

COURSE OBJECTIVES:

1. To comprehend the application of social work research methodology
2. To translate in practice the various procedural steps involved in undertaking a research project
3. To suitably interpret the major findings of the research study and come up with practical solutions to address concerns

COURSE LEARNING OUTCOME

After successfully completing this course, the students will be able to

1. Get hands-on experience to conceptualize a social problem and prepare a research proposal
2. Apply the tools and techniques to formulate and undertake a systematic and scientific inquiry.
3. Conduct the research in an ethical fashion
4. Demonstrate skills of statistical analysis to interpret research findings
5. Develop insights to construe and translate the research findings in light of social work practice
6. Augment abilities for scientific writing by completing the research dissertation.

Research Dissertation Guidelines

Each student undertakes a research project under the supervision of the allotted Research Guide. A bound copy of dissertation typed on A4 sheets using Times New Roman Font-Size 12 with 1.5 line spacing should be submitted on the date scheduled by the Department.

Components of the Dissertation

- **Cover Page:** includes the Title of the study, College Logo, Details of the student, Research Guide and year of submission
- **Certificate of Approval:** Endorsed by the Research guide and the Head of the Department.
- **Declaration by the Researcher**
- **Acknowledgment**
- **Contents Pages**
- **Abstract**
- **Chapter-I: Introduction**
Introduction, Statement of the Problem, Need and Importance of the Study, Objectives of the Study, Chapterisation
- **Chapter-II: Review of Literature**
a) Conceptual Reviews b) Empirical Reviews
- **Chapter-III: Research Methodology**
Definition of Concepts, Variables and Indicators used in the study, Research Design, Method of Inquiry, Field of Study, Sources of Data, Sampling Technique, Tools of Data Collection, Pre-Testing, Actual Collection of Data, Ethical Considerations, Limitations of the Study
- **Chapter 4: Analysis & Interpretation**
- **Chapter 5: Main Findings**
- **Chapter 6: Suggestions and Conclusions**
- **Appendix:** Tool, Certificate of Data Collection, Field of Study-Maps / Photo Images (If any), Bibliography / References (APA Format- 7th Edition)

EVALUATION PATTERN

Total Marks 100

Continuous Internal Assessment (I CIA & II CIA): 30 Marks

External Evaluation: 20 Marks

Evaluation by Research Guide: 50 Marks

COURSE DESCRIPTOR
Soft Skills and Life Skills Courses

LIFE SKILLS FOR SOCIAL WORK PRACTICE

Course Descriptor

Course Code	SW02LS01
Course Title	LIFE SKILLS FOR SOCIAL WORK PRACTICE
Credits	1
Hours / Week	2
Category	LS
Semester	2
Regulation	2022

Course Overview:

- This course draws its inspiration from the WHO, which defines life-skills as, "abilities for **adaptive and positive behaviour** that enable individuals to deal effectively with the demands and challenges of everyday life" and Ethos of Jesuits Education of **Total formation**, which focuses on development of the **imaginative**, the **affective**, and the **creative** dimensions of each student in all courses of study.
- The Course aims at inculcating in the students both personal and professional skills in the areas of understanding of self and others, mastering thinking, emotional and social skills and fostering universal human values.
- It focuses on psychosocial competencies and interpersonal skills that help human beings make informed decision, solve problems, think critically and creatively, communicate effectively, build healthy interpersonal relationships, empathize with others, and manage their lives in a healthy and productive manner.

Course Objectives:

1. To enhance one's ability to understand self, values and attitudes and explore choice made to express self in own environment and reflect on ways to enhance it
2. To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work.
3. To provide opportunity for realising one's potential through practical experience.
4. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.
5. To develop positive life skills and practice self-help methods for integration and for stress reduction

Prerequisites	Graduate Degree
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Course Outcomes

After successfully completing this course, students will be able to:

CO 1	Ability to appraise concepts of Life Skills realizing its importance with students' life.
CO 2	Identify the importance of Self-awareness and practice it consciously in their daily endeavor.
CO 3	Demonstrate consistent practice for physical, social, emotional and spiritual well-being.
CO 4	Assess oneself in terms of life coping skills and create committed leaders
CO 5	Demonstrate efforts in improved communication and interpersonal relationship for better team performance.
CO 6	Outline the value of accepting diversity across cross-cultural society.
CO 7	Actively engage and contribute in nation building

SYLLABUS

Unit	Content	Hours
I	<p>Fundamentals of Life Skills and values</p> <p>Life skills – Definition. Need and importance of life skills in Higher Education – UGC Guidelines – Jesuit Higher Education - Ignatian Pedagogy and insights for holistic formation, WHO guidelines</p>	5
II	<p>Personal and Emotional Skills</p> <p>Understanding Self : - Self-esteem and Self Efficacy. Self-awareness and empathy through SWOT Analysis, Johari Window. Positive Attitude towards oneself and others.</p> <p>Goal setting – Time Management</p> <p>Emotional Intelligence and empathy. Handling negative criticism, Hurt feeling and Anger. Mind – Body relationship. Promoting wellness through Pranayama, Yoga, Meditation Exercises and Recreation. Developing Spirituality and Life Purpose</p>	10
III	<p>Inter Personal Skills</p> <p>Critical Thinking, Creative thinking, Problem solving and Decision Making, Coping with Stress. Negotiation skills. Coping skills, Managing diversity in cross cultural settings,</p> <p>Communication: Verbal and Non – Verbal. Interpersonal skills: Exploring peer relations- Handling negative peer pressure. Managing relationship problems. Responsible sexual behaviour. Handling stigma and discrimination. Assertive behaviour. Etiquettes and manner</p>	10
IV	<p>Social Skills</p> <p>Leadership Skills, Delegation, participation, direction, co-ordination, management skills in planning and achieving the set target, Collaboration and Networking, Appreciating diversity - Respect for culture, religion and languages, Team Building and Team work, Enhancing team performance, Conflicts management</p>	10

V	Professional skills Career choice. Work Ethics – Reliability, Personal responsibility, Sustaining motivation in work. Career Development skills including Preparation for Employment: Curricula Vitae formulation, Group Discussion, and Facing Interviews., , Analytic skills, Report writings, Documentation, Blend of Competence, commitment with compassion, Formation for agents of social change.	10
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REFERENCES:

1. Atkinson, Jacquelin. 1993. Better Time Management. New Delhi: Indus
2. Bishop, Sue.1996. Develop your Assertiveness New Delhi: Kogan Page India Pvt. Ltd
3. Clements. Phil, 1998. Be positive, New Delhi: Kogam Page India Pvt. Ltd
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5. Davar, S. Rustom.1996. Creative Leadership, New Delgi: USB Publishers Ltd.
6. Gupta, Seema.2001. Etiquette and Manners, Delhi: Pustak mahal
7. Hasks, Hurt.1995: Motivating People, Delhi, Pustak Mahal.
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12. Maheswari, Gd.2000. Complete Guide to Career Planning. New Delhi: S.Chand and Company Ltd.
13. McGrath, E.H.1997. Training for life and leadership in Industry. New Delhi: Prentice Hall of India Pvt. Ltd.
14. Nelson Richards and Jones. 1990. Human Relationship Skills. Mumbai: Better yourself Books.
15. Pestonjee D.M.1990. Stress and Coping 2nd Ed. New Delhi: Sage Publications Ltd.
16. Rangnekar, Sharu. 1996. In the world of Corporate managers. Delhi: Vikas Publishing House Pvt. Ltd.
17. Sing, Dalip.2006. Emotional Intelligence at work 3rd Ed. New Delhi: Response books.
18. Stogdon, Chris and Robin, Kiteley. 2010. Study Skills for Social Workers. New Delhi: Sage Publications Ltd.
19. Sudha, Datar.2010. Skill Training for Social Workers. New Delhi: Sage Publications Ltd.
20. Vas S.R. Luis. 2001. Discover the power of your Inner Self, Mumbai: Better Yourself Books

SOFT SKILLS FOR SOCIAL WORK

Course Descriptor

Course Code	SW03SK01
Course Title	SOFT SKILLS FOR SOCIAL WORK
Credits	1
Hours / Week	2
Category	Soft Skills (SK)
Semester	I
Regulation	2022
Course Overview <ol style="list-style-type: none">1. Help them to understand the significance of Soft Skills in Social Work Profession.2. Develop essential Soft Skills to Practice methods of Social Work.3. Discovery of Individual Strength and Weakness and Areas for the Improvement.4. Improve Interpersonal Skills and Enhance Communication in Social Work practice.5. Identification and Adoption of Stress and Emotion Coping Skills.	
Course Objectives <ol style="list-style-type: none">1. To motivate the students to become winning personalities2. To inculcate various soft skills and develop competencies in the young minds3. To enable the students understand the importance of verbal and Non-verbal communication.4. To develop attributes that enhance an individual's interactions, power and performance	
Course Outcome At the end of the course, students will be able: CO1: To equip the students to acquire Soft Skills for the Personality Development.	

CO2 :To help them to develop communication skills and self confidence
CO3: To enhance the student to improve interpersonal skills
CO4 : To motivate them for successful Goal setting and effective planning
CO5 : To provide an in-depth view to the students about building self-esteem and confidence
CO 6 : To prepare them to deal with the external world in a collaborative manner.
Prerequisites Basic Understanding of Soft Skills.

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Soft Skills and Social Work Soft Skills: An Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development. Self-Discovery: Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue. Positivity and Motivation: Developing Positive Thinking and Attitude; Need and Significance of Soft Skills to Social Work. Essential Soft Skills to Social Workers.	8	CO1 CO2	K1, K2,K3
II	Thinking Skills Thinking: Nature, Elements of Thought, Types of Thinking, Creative and Critical Thinking: Definition, Nature and Stages. Problem Solving, Decision Making: Definition, Need, Process and Consequences, Models of Decision Making. Communication Skills, Critical Thinking, Creativity, Empathy.	9	CO 1 CO 2 CO 3	K1, K2, K3, K4

III	Learning about Self Assessment of Soft Skill: Confidence and Self-Esteem, Looking at Self, Knowing oneself through Self-Esteem, Planning for Personal Growth, Appreciating Individual and Cultural Differences, Values, Goals, Assessing. Needs VS Wants, Goal Fixing, Rights and Responsibilities. Dealing with life situations. Avoiding Substance Abuse	10	CO 1 CO 2 CO 3 CO 4	K2, K3, K4, K5
IV	Social and Negotiation Skills Self-Awareness: Definitions, Types of Self, Self-Concept, Body Image, Self Esteem, Techniques for Self Awareness – Johari Window, SWOT Analysis. Empathy: Sympathy, Empathy and Altruism. Effective Communication: Definition, Functions, Models and Barriers Interpersonal Relationship: Definition and Factors affecting Relationships	10	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4, K5
V	Coping Skills Coping with Emotions: Definition, Characteristics and Types, Classification – Wheel Model, Two-Dimensional Approach. Strategies of Coping, Coping with Stress: Definition, Stressors, Sources of Stress, General Adaptive, Syndrome Model of Stress.	8	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	K3, K4, K5, K6

REFERENCES:

Text Books

- Alex K. 2010, Soft Skills, New Delhi, Sultan Chand Company.
- Ghosh B.N , 2012, Managing Soft Skills for Personality Development, New Delhi, McGraw Hill India.
- Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
- Peter, Francis. 2012, Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill.

- Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning
- Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. 2010. Developing Soft Skills. 4th ed. New Delhi: Pearson.

Suggested Reading

- De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books.
- Frey, D and Carlock , C. 1989. Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
- Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
- Jodi R.R. Smith 2011, The Etiquette Book :A Complete Gide to Modern Manners, Sterling Publications, New York
- Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. New Delhi. Suda Publications.
- Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.

Web Resources

- <https://www.skillsoft.com/>
- <https://www.goskills.com/Soft-Skills>
- <https://www.skillscamp.co/>
- <https://softskill.co.in/>
- <https://www.softskillsaha.com/>
- <https://learndigital.withgoogle.com/digitalgarage/course/soft-skills-training>
- <https://houseofsoftskills.com/>

LOCF BASED DIRECT ASSESSMENTS

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED CIA QUESTION PAPER FORMAT (PG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)						
			K1	K2	K3	K4	K5	K6	
A	(5 x 1 = 5) Answer ALL	1(a)	+						
		(b)	+						
		(c)	+						
		(d)	+						
		(e)	+						
	(5 x 1 = 5) Answer ALL	2(a)		+					
		(b)		+					
		(c)		+					
		(d)		+					
		(e)		+					
B	(1 x 8 = 8) Answer 1 out of 2	3			+				
		4			+				
C	(1 x 8 = 8) Answer 1 out of 2	5				+			
		6				+			
D	(1 x 12 = 12) Answer 1 out of 2	7					+		
		8					+		
E	(1 x 12 = 12) Answer 1 out of 2	9						+	
		10						+	
No. of CL based Questions with Max. marks			5 (5)	5 (5)	1 (8)	1 (8)	1 (12)	1 (12)	
No. of CO based Questions with Max. marks			CO1		CO2	CO3	CO4	CO5	
			10 (10)		1 (8)	1 (8)	1 (12)	1 (12)	

Forms of questions of **Section A** shall be MCQ, Fill in the blanks, True or False, Match the following, Definition, Missing letters. Questions of **Sections B, C, D and E** could be Open Choice/ built in choice/with sub sections. Component III shall be exclusively for cognitive levels K5 and K5 with 20 marks each. CIA shall be conducted for 50 marks with 90 min duration.

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED END SEMESTER EXAMINATION QUESTION PAPER FORMAT (PG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(5 x 1 = 5) Answer ALL	1(a)	+					
		(b)	+					
		(c)	+					
		(d)	+					
		(e)	+					
	(5 x 1 = 5) Answer ALL	2(a)		+				
		(b)		+				
		(c)		+				
		(d)		+				
		(e)		+				
B	(3 x 10 = 30) Answer 3 out of 5	3			+			
		4			+			
		5			+			
		6			+			
		7			+			
C	(2 x 12.5 = 25) Answer 2 out of 4	8				+		
		9				+		
		10				+		
		11				+		
D	(1 x 15 = 15) Answer 1 out of 2	12					+	
		13					+	
E	(1 x 20 = 20) Answer 1 out of 2	14						+
		15						+
No. of CL based Questions with Max. marks			5 (5)	5 (5)	3 (30)	2 (25)	1 (15)	1 (20)
No. of CO based Questions with Max. marks			CO1		CO2	CO3	CO4	CO5
			10 (10)		3 (30)	2 (25)	1 (15)	1 (20)

IMPORTANT

- Forms of questions of **Section A** shall be MCQ, Fill in the blanks, True or False, Match the following, Definition, Missing letters.
- Questions of **Sections B, C, D and E** could be Open Choice/ built in choice/questions with sub divisions.
- Maximum sub divisions in questions of Sections B, C shall be 2 and 4 in Sections D, E).

TOTAL MARKS DISTRIBUTION OF DIRECT ASSESSMENTS BASED ON CL AND CO (PG)

Course Outcome	CO1		CO2	CO3	CO4	CO5	TOTAL
Cognitive Levels	K1	K2	K3	K4	K5	K6	
CIA 1	5	5	8	8	12	12	50
CIA 2	5	5	8	8	12	12	50
Comp III	-	-	-	-	20	20	40
Semester	5	5	30	25	15	20	100
Total Marks (CL)	15 (6%)	15 (6%)	46 (19%)	41 (17%)	59 (25%)	64 (27%)	240
Total Marks (CO)	30 (12%)		46 (19%)	41 (17%)	59 (25%)	64 (27%)	240