



Four-Year Undergraduate Programme

**Bachelor of Social Work
Parul Institute of Social Work**

**Faculty of Social Work
Parul University Vadodara, Gujarat, India**

**Faculty of Social Work
Bachelor of Social Work**

1. Vision of the Department

To be a pinnacle in social work and human resource education by focusing on intellectual growth and inclusivity, producing qualified leaders who contribute to diverse communities and advocate for an integrated model of excellence.

2. Mission of the Department

M1- To provide a solid theoretical foundation and practical expertise, emphasizing the empowerment of vulnerable populations.

M2- To create the pool of knowledge and skills necessary to address complex social challenges rooted in ethical and dynamic social work practices.

M3- To provide training to the students in order to contribute to the betterment of society and the advancement of human well-being through immersive experiences, research initiatives, and practical involvement in societal issues

3. Program Educational Objectives

The statements below indicate the career and professional achievements that the BSW curriculum enables graduates to attain.

PEO 1	To develop professional knowledge and practice to work in different fields of social settings transferring one's knowledge, skills and expertise with professional ethics and value.
PEO 2	To develop the skills and techniques to work with various settings such as Non-Government Organisations, Government Organisations, CSR Foundations and academia.
PEO 3	To prepare students to use scientific and computational technology to solve social issues and Pursue research.

4. Program Learning Outcomes

Program Learning outcomes are statements conveying the intent of a program of study.

PLO 1	Working with People	Equip the students with the concept and knowledge of working with people
PLO 2	Field Exposure	Develop the ability among students in problem solving through field experiences.
PLO 3	Working with NGOs	Train the paraprofessionals for NGOs working in the fields of Social Welfare, Social defence, Nehru Yuva Kendra, Panchayat, local Self Government and Government Development Departments
PLO 4	Development of Skills	Develop communication skills among students differentially across client populations, colleagues, and communities.

PLO 5	Social Service	Prepare the students to take up various social service initiatives in different settings.
PLO 6	Field Exposure	Develop ability among students of office administration of various agencies.

5. Program Specific Learning Outcomes

PSO 1	To develop ability to identify, formulate and analyse complex social problems using social work knowledge through placements in service organizations and in open Community.
PSO 2	To attain professional knowledge and practice to work in different fields of Social settings transferring one's knowledge, skills and expertise with professional ethics and values

6. Credit Framework

Semester wise Credit distribution of the programme	
Semester-1	22
Semester-2	22
Semester-3	22
Semester-4	22
Semester-5	22
Semester-6	22
Semester-7	22
Semester-8	22
Total Credits:	176

Category wise Credit distribution of the programme	
Category	Credit
Major Core	88
Minor Stream	32
Multidisciplinary	12
Ability Enhancement Course	10
Skill Enhancement Courses	10
Value added Courses	8
Summer Internship	4
Research Project/Dissertation	12
Total Credits:	176

7. Program Curriculum

Semester 1						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	00019301AE01	English I	2	2	0	0
2	11011401VA01	Climate change & sustainable environment	2	2	0	0
3	10010101SE01	Life Skills Education	2	2	0	0
4	10010101SW01	Urban Community Development	4	2	0	2
5	10010101DS01	Introduction to Social Work and Social Sciences	4	4	0	0
6	10010101DS02	Orientation to Field Work	4	0	0	8
7	15010401UE01/06010101UE03	Healthcare Management/Brain and behaviour	4	4	0	0
Total			22	16	0	10

Semester 2						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010102D S01	Introduction to Social Case Work and Group Work	4	4	0	0
2	10010102D S02	Field Work in Rural Setting	4	0	0	8
3	10010102M N01	Rural and Tribal Community Development	4	2	0	2
4	00019302AE04	Basic English II	2	2	0	0
5	00019101SE01	Mathematical Aptitude	2	2	0	0
6	00019302VA01	IPDC Including History and Culture of India and IKS-I	2	0	0	2
7	15010402U E01	Human Psychology	4	4	0	0
Total			22	14	0	12

Semester 3						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010103D S01	Introduction to Community Organisation and social Action	4	4	0	0
2	10010103D S01	Introduction to Social Welfare Administration and Social Work Research	4	4	0	0

3	10010103D S03	Field work and field lab in rural setting	4	0	0	8
4	00019303A E01	Basic English I	2	2	0	0
5	00019303V A01	IPDC including History and Culture of India and IKS-II	2	2	0	0
6	03010503S E01	Artificial Intelligence	2	2	0	0
7	17010103U E02	Understanding Gender and Law	4	4	0	0
		Total	22	18	0	8

Semester 4						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010104D S01	Social Legislation	4	4	0	0
2	10010104D S02	Field work in NGO setting	4	0	0	8
3	10010104D S03	Introduction to areas of Social Work Practice	4	4	0	0
4	10010104M N01	Introduction to Contemporary Social Problems	4	2	0	2
5		MEL-2	2	2	0	0
6		SEC-5	2	2	0	0
7		VAC	2	2	0	0
Total			22	16	0	10

Semester 5						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010105D S01	Fieldwork in CSR	4	0	0	8
2	10010105D S02	Social Policy, Planning and Development	4	4	0	0
3	10010105D S03	Rural Camp	4	0	0	8
4	10010105M N01	Corporate Social Responsibility	4	2	0	2
5	10010105M N02	NGO Management	4	2	0	2
6		SEC – Digital Literacy/Finance	2	2	0	0

Total			22	10	0	20
Semester 6						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010106DS01	Crime, Justice and Social Work	4	4	0	0
2	10010106DS02	Field work in Hospital setting	4	0	0	8
3	10010106D S03	Medical & Psychiatric Social Work	4	4	0	0
4	10010106IN03	Internship	4	0	0	8
5	10010106MN03	Skills and Techniques of Social Work Practice	4	2	0	2
6		AEC Professional Ethics and Communication	2	2	0	0
		Total	22	12	0	18
Semester 7						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010107D S01	Introduction to HRM	4	4	0	0
2	10010107D S02	Field work in GO	4	0	0	8
3	10010107D S03	Ecology & Environmental Ethics	4	4	0	0
4	10010107MN01	Counselling Skills and Guidance	4	2	0	2
5	10010107RP01	Research Project	6	0	0	12
Total			22	10	0	22
Semester 8						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10010108DS01	Project Planning, Monitoring and valuation	4	4	0	0
2	10010108DS02	Industrial Relations and Personnel Management	4	4	0	0
3	10010108DS03	Introduction to Research in Social Sciences	4	4	0	0
4	10010108MNO1	Social Entrepreneurship	4	2	0	2
5	10010107OJT01	On Job Training	6	0	0	12

Total	22	14	0	14
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Semester 1

- a. **Course Name:** Introduction to Social work and Social Sciences
- b. **Course Code:** 10010101DS01
- c. **Prerequisite:** Basic knowledge of socialization, culture, social stratification and social work.
- d. **Rationale:** Provide students with the skills and knowledge to work with diverse fields of social work.
- e. **Course Learning Objective:**

CLOBJ 1	Learn the historical evolution of professional social work, both at the national and international levels.
CLOBJ 2	Examine the functions, methods, basic values, and principles that guide social work practice.
CLOBJ 3	Understand the key concepts related to social work, including social service, welfare, reform, justice, health, security, policy, defense, development, human rights, legislation, and administration..
CLOBJ 4	Understand the diverse fields of social work, including family and child welfare, medical and psychiatric social work, industrial social work, correctional social work, and community development.
CLOBJ 5	Analyze the foundational concepts such as socialization, culture, social structure, social stratification, inequality, and social institutions.
CLOBJ 6	Examine the political science dimensions relevant to social work, covering the definition, meaning, scope, and relationship with basic concepts such as democracy, social justice, and the Indian Constitution.

f. Course Learning Outcomes:

CLO 1	Analyze the Disciplines of Social Science with Social Work.
CLO 2	Understand the concepts of Sociology, Social Anthropology, Psychology, Economics and Political Science.
CLO 3	Create an understanding and analytical thinking of Society, Culture, Human Behavior, Economic and Political System.
CLO 4	Create Develop understanding of the basics of Social Work and its emergence.
CLO 5	Understand principles, values and functions of Social Work practices.
CLO 6	Understanding of Social Work Practices as a Profession.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Historical development of Social Work: • Development of Professional Social Work: National and International • Development of Social Work education • Professional aspects of Social Work • Interface between Professional & Voluntary Social Work charity	20%	10
	• Fundamentals of Social Work: • Meaning, Definition, Basic Assumptions, Scope, Objectives, Ethics • Skills and Roles of a Social Worker • Functions of Social work • Methods of Social Work • Basic values • Principles of social work		
2	Basic concepts related to Social Work: • Social Work, Social Service • Social Welfare, Social reform • Social Justice, Social Health • Social Security, Social Policy • Social Defense, Social Development • Human Rights, Social Legislation • Social Administration	20%	10
3	Social Work as a Profession, its Fields and Challenges: • Professional Attributes, Challenges • Field of Social Work: Family and Child Welfare • Medical & Psychiatric Social work • Industrial social work • Correctional social work • Community Development	20%	10
4	Introduction to Social Sciences and Social Work • Definition, meaning, scope and nature of social sciences • Introduction to social work as a profession • Socialization, culture and social structure • Social stratification, inequality and social mobility • Social Institutions: family, education, economy and politics.	20%	10

5	Psychology: • Definition, Meaning, Scope and Significance • Basic Concepts: Personality, Human Behaviour, Motivation, Learning, Intelligence, Emotions and its relationship with Social Work. • Economics: • Definition, Meaning, Scope and Significance • Basic Concepts and its relationship with Social Work. • Traditional Economic System and Present Economic System • Various Issues & Problems associated with Economic system	10%	10
6	Political Science: • Definition, Meaning, Scope and Significance, • Basic Concepts: Democracy, Social Justice, Indian Constitution and its relationship with Social Work.	10%	10
	Total	100%	60

h. Text Book and Reference Book:

1. Social structure of individual, society and changes (TextBook) Bramacharimayum. N; Jnanada
2. Religion in India (TextBook) Clothe F.; Routledge
3. Culture imprints of India Reddy D.; Serials
4. Social Science – An introduction to the study of society, Elgin F. Hunt, David C. Colander, Pearson; April, 2004
5. An Introduction to the Social Sciences, Cmory Stephen Bogardus, forgotten publishers, April, 2018.
6. Agarwal, M.M. 1998. Ethics and Spirituality. Shimla: India institute of Advanced Study.
7. Desai, M. 2000. Curriculum Development on History of Ideologies for Social Change and Social Work. Mumbai: Social Work Education and Practice, TISS.
8. Desai, M. 2002. Ideologies and Social Work: Historical and Contemporary Analysis. Mumbai: Social Work Education and Practic

- a. **Course Name:** Orientation to Field Work
- b. **Course Code:** 10010101DS02
- c. **Prerequisite:** Basic understanding of values crucial for professional social work, fostering a sense of responsibility and ethical conduct.
- d. **Rationale:** Application of the principles in various social work settings, demonstrating a commitment to the profession's ethical standards.
- e. **Course Learning Objective:**

CLOBJ 1	Develop proficiency in listening, speaking, reading, and writing to effectively convey ideas in diverse settings.
CLOBJ 2	Understand in emphasizing the integration of knowledge, values, ethics, practical skills, and a commitment to ongoing professional development.
CLOBJ 3	Develop the capacity of students to seamlessly integrate theoretical knowledge with practical interventions through active participation in real-world scenarios.
CLOBJ 4	Ensure that students grasp and internalize the values and principles that define professional social work.
CLOBJ 5	Understand the values that cultivate a positive attitude and uphold professional ethics among students.

- f. **Course Learning Outcomes:**

CLO 1	Develop the capacity of students to integrate knowledge and practice-theory by participating in intervention.
CLO 2	Clarify and imbibe values amongst the students which sustain positive attitude and professional ethics in them
CLO 3	Students will imbibe the values and principles of professional social work
CLO 4	Enhance writing skills to document practice appropriately.
CLO5	Expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of Professional Growth.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	8	4	-	20	20	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Sr.	Topics	W
1	Orientation through Agency and Field Visit: The student has to undertake Agency and Field Visit. The Agency and Field Visit will be carried out by students in communities, agencies, NGO's, organizations etc. The Agency and Field Visit may be organized by the Faculty by sending the student to Agencies. The Agency and Field Visit has to be undertaken by the student at his/her own cost. The weekly reports have to be submitted to the supervisor assigned	100%

h. Text Book and Reference Book:

1. Field work Training in Social Work by Bisnu Mohan Dash & Sanjay Roy
2. Field Work the Heart of Social Work Profession – Dr. Madhukar N Kulkarni
3. Social Work an Integrated Approach by Sanjay Bhattacharya

- a. **Course Name:** Life Skills Education
- b. **Course Code:** 10010101SE01
- c. **Prerequisite:** Basis Understanding of Life Skills
- d. **Rationale:** Learn various skills helpful for personal and professional development
- e. **Course Learning Objective:**

CLOBJ 1	Develop the ability to articulate ideas clearly and persuasively through written and verbal communication, showcasing proficiency in listening, speaking, reading, and writing.
CLOBJ 2	Demonstrate adeptness in digital literacy and the effective use of social media platforms to enhance personal and professional communication strategies.
CLOBJ 3	Cultivate socializing skills, including making successful contacts, welcoming visitors, and establishing meaningful connections in both personal and professional contexts.
CLOBJ 4	Acquire comprehensive negotiation skills by mastering the preparation, objective- setting, meeting conduct, and proposal phases, enabling successful participation in professional discussions.
CLOBJ 5	Understand the principles of open learning, recognizing contributors' identities and visions of success, and embark on a purposeful journey to contributorship by identifying and leveraging one's potential contributions to personal and career growth.
CLOBJ 6	Develop professional skills, encompassing goal setting, resume writing, group discussion facilitation, and email communication, to thrive in diverse professional environments.

f. Course Learning Outcomes:

CLO 1	Develop proficient communication skills, encompassing listening, speaking, reading, and writing, for effective interpersonal interactions in diverse contexts.
CLO 2	Demonstrate digital literacy and utilize social media effectively to enhance communication and professional presence.
CLO 3	Cultivate socializing skills, including making contacts, welcoming visitors, and building acquaintances, fostering positive relationships in personal and professional settings.
CLO 4	Acquire negotiation skills, from preparation to proposal, enabling effective participation in professional meetings and discussions.
CLO 5	Master professional skills such as goal setting, resume writing, group discussions, and email communication to excel in diverse professional environments.

CLO 6	Understand the concept of open learning, exploring contributors' identities and visions of success, and embark on a journey to contributorship by recognizing the scope of one's potential contributions to personal and career growth.
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g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	0	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	TeachingHours
1	Communication Skills: Listening, Speaking, Reading, Writing and different modes of writing, Digital Literacy, Effective use of Social Media, Non-verbal communication	20%	5
2	Socialising Skills: Making Contact, Welcoming Visitors, Getting Acquainted	20%	5
3	Negotiating Skills: Preparation, Setting Objectives, The Meeting, Proposals	20%	5
4	Professional Skills: Goal Setting, Resume Writing, Group Discussion, Email Writing	20%	5
5	Open Learning: Who is Contributor, The Contributors Identity, The Contributors Vision of Success, The Contributors Vision of Career, The Scope of Contribution, Embarking on the Journey to Contributorship	20%	10
	Total	100%	30

h. Text Book and Reference Book:

- English for Socializing: Express Series Sylee Gore, David Gordon Smith; Oxford University Press, UK
- English for Negotiating: Express Series Birgit Welch, Charles Lafond, Sheila Vine; Oxford University Press, UK
- Technical Communication : Principles And Practice Sangeetha Sharma, Meenakshi Raman
- Language, Negotiation and Peace: The use of English in Conflict Resolution
- Patricia Friedrich; Bloomsbury Academic, UK

- a. **Course Name:** Basic English-1
- b. **Course Code:** 00019301AE01
- c. **Prerequisite:** Basic Knowledge of English and Grammar
- d. **Rationale:** Helpful for the professional development of the students and enhance speaking and communication skills.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the importance of creative and critical thinking.
CLOBJ 2	Develop four basic skills (LSRW)
CLOBJ 3	Expand vocabulary with proper pronunciation.
CLOBJ 4	Comprehend the basics of English grammar.
CLOBJ 5	Read & write effectively for a variety of contexts.
CLOBJ 6	Develop confidence in speaking skills.

- f. **Course Learning Outcomes:**

CLO 1	Students will demonstrate the ability to comprehend and represent the text creatively and critically
CLO 2	Students will produce well-structured essays, dialogues, and other written assignments with attention to grammar, style, and coherence.
CLO 3	Students will demonstrate confident and articulate oral communication, adapting their language and tone based on audience and context.
CLO 4	Students will be able to extract essential information, identify speaker's attitude or opinion and develop communication skills.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal			External		Total
				Theor y	CE	Prac tical	Theory	P	
2	0	0	2	-	100	-	-	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

Course Content:

Sr. No	Topic	Weightage	Teaching Hrs.
1	1) Listening Vs Hearing 2) Types of listening 3) Traits of good listener 4) Barriers of listening	5%	2
2	1) Listening Practice (Audio & Video)	10%	3
3	1) Defining the purpose of presentation 2) Presentation strategies 3) How to make an effective presentation 4) Knowing /Analysing audience 5) Organizing content and preparing an outline 6) Traits of a good speaker	10%	1
	1) Crazy Scientist	5%	2
4	1) Speaking practice (Elocution)	10%	7
5	1) Define reading 2) Reading Strategies 3) Techniques of reading 4) Techniques to read faster	5%	1
6	1) Reading practice:(Readingcomprehension)	10%	4
7	1) Develop writing skills 2) 7cs of communication 3) Techniques of writing better 4) Identifying common errors in writing	15%	3
8	1) Introduction of paragraph writing 2) Central components of paragraph development 3) Techniques for paragraph development	5%	1
9	1) Writing practice: (Note making, picture description, dialogue writing, paragraph writing, completion of story from given points and essay writing)	25%	6

	Total	100%	30
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a. Text Book and Reference Book:

- a. Understanding and Using English Grammar Betty Azar & Stacy Hagen; Pearson Education
- b. Business Correspondence and Report Writing SHARMA, R. AND MOHAN, K.
- c. Communication Skills
- d. Kumar S and Lata P; New Delhi Oxford University Press
- e. Technical Communication : Principles And Practice
- f. Sangeetha Sharma, Meenakshi Raman; Oxford University Press

Semester 2

- a. **Course Name:** Introduction to Social Case Work & Group Work
- b. **Course Code:** 10010102DS01
- c. **Prerequisite:** Comprehensive understanding of social case work and social group work as the primary methods in social work.
- d. **Rationale:** Provide the foundational knowledge and skills of social case work and group work necessary to work with individual and community.
- e. **Course Learning Objective:**

CLOBJ 1	Define social case work and understand its processes
CLOBJ 2	Analyze different principles of case work
CLOBJ 3	Understand the applications of different tools and techniques of social case work
CLOBJ 4	Apply social case work method with other methods of social work
CLOBJ 5	Learn about group work and work with group easily
CLOBJ 6	Understand different types of groups and get the knowledge of groups skills , planning, process and relationship of group

- f. **Course Learning Outcomes:**

CLO 1	Recognize Case Work as a method of Social Work, and appreciate its place in Social Work Practice.
CLO 2	Identify the values and able to demonstrate the principles of working with individuals and families.
CLO 3	Assess the components of Social Casework and its relevance.
CLO 4	Analyze the problems of individuals and families and factors affecting them and be able to work with group.

- g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE-

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Introduction to Social Case Work • Social case work: Meaning, Definition, Concept and Objectives • History of Social Case Work • Components of Social Case Work • Person • Problem • Place • Process	20%	10
2	Principles of Social Case Work: • Individualization, acceptance, client self-determination, controlled emotional involvement, confidentiality, non-judgmental attitude, purposeful expression of feelings. • Social Case Work Process: • Intake • Assessment • Intervention • Termination • Evaluation Follow up	20%	10
3	Tools & Techniques in Social Case Work • Tools: Listening, Observation, Interview, Home visit, Recording, Communication Techniques: Acceptance, Assurance, Encouragement, Emotional support, Environmental modification, Facilitation of expression of feelings.	20%	10
4	Introduction to Social Group Work • Social Group Work: Meaning, Definitions, concept and Objectives • Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal Principles of Social Group Work	20%	10
5	Social Group Work and its Practice • Skills of Social Group Work • Application of Social Group work with different Groups: Children, Adolescents, Older persons, women and person with disability • Stages of Group Development • Forming • Storming • Norming • Performing Adjouring	10%	10
6	Recording • Recording in Group work • Significance of recording Types of recording	10%	10

	Total	100%	60
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h. Text Book and Reference Book:

- a. Social case work (Text book), Helen Harris Perlman, Rawat publications.
- b. Group Processes in Social Work, Douglas, Tom 1979, John Wiley and sons.
- c. Case work: A psychological Therapy, Hollis, Florence; New York, Ramlon House; 1966
- d. Social Casework, Upadhyay, R; Rawat Publications
- e. Social Group Work: A helping Process, Konopka, Gisela., 1963,
- f. Social Group Work – Principles and Practices, Trecker, Herleigh B. 1970., New York, Association press

- a. **Course Name:** Field Work in Rural Setting
- b. **Course Code:** 10010102DS02
- c. **Prerequisite:** Basic knowledge of Rural Community
- d. **Rationale:** Help students to impart theoretical knowledge in rural setting and learn about the community setting.
- e. **Course Learning Objective:**

CLOBJ 1	Train students for the practical application of the methods of social work practice in the field.
CLOBJ 2	Understand the characteristics, values, and dynamics of rural communities.
CLOBJ 3	Develop skills in conducting comprehensive assessments of rural communities, identifying strengths and challenges.
CLOBJ 4	Understand the importance of community involvement and collaboration in rural social work practice.
CLOBJ 5	Learn to identify and prioritize the unique needs of rural communities.
CLOBJ 6	Train professional social workers for practice with diverse client systems.

f. Course Learning Outcomes:

CLO 1	Develop the capacity and skills of fieldwork setting
CLO 2	Understand different fields of social work.
CLO 3	Develop an understanding about different approaches of providing help to people in need.
CLO 4	Familiarize with the professional role of social workers in rural development.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
8	-	0	4	0-	20	20	-	60	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

Course Content:

Sr. No.	Content	Weightage
1	Concept of Field work in Rural setting • Fieldwork Placement in Rural Setting • Introduction to Rural Setting • Understanding the Village System • Understanding the Panchayati Raj System • Understanding Social Problems and work individually to produce empirical knowledge through observation, interviews, participant observation, etc. • Preparation of Field Work Reports • Attending Fieldwork Conferences	100%

h. Reference Books:

a. Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945

b. Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.

c. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.

d. Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.

e. Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.

f. Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.

- a. **Course Name:** Rural and Tribal Community Development
- b. **Course Code:** 10010102MN01
- c. **Prerequisite:** Basic knowledge of differential equations and difference equations, electrical circuits and networks
- d. **Rationale:** Learn basic continuous time and discrete time signals and systems. Student will understand the application of various transforms for analysis of signals and systems both continuous time and discrete time.
- e. **Course Learning Objective:**

CLOBJ 1	Develop a comprehensive understanding of the social, economic, cultural, and political dynamics of rural and tribal communities.
CLOBJ 2	Familiarize students with theories and models of community development relevant to rural and tribal contexts, including asset-based community development and participatory approaches.
CLOBJ 3	Provide knowledge on the government and voluntary efforts towards rural community development.
CLOBJ 4	Equip students with specific skills and techniques of working with rural communities.
CLOBJ 5	Familiarize students with theories and models of community development relevant to rural and tribal contexts.
CLOBJ 6	Develop cultural competence and sensitivity to work effectively with diverse rural and tribal populations

- f. **Course Learning Outcomes:**

CLO 1	Develop a comprehensive understanding of the socio-cultural, economic, and political aspects of rural and tribal communities.
CLO 2	Acquire analytical skills to assess the unique needs, challenges, and opportunities within rural and tribal settings.
CLO 3	Gain skills in designing and implementing capacity-building initiatives that empower individuals and communities in rural and tribal areas.
CLO 4	Enhance communication skills to effectively interact with diverse stakeholders, including community members, government officials, and non-governmental organizations.

- g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme		
				Internal Evaluation	ESE	

L	T	P	C	MSE	CE	P	Theory	P	Total
2	2	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Rural Community - Meaning, Characteristics - Rural Problems and their implications: Poverty, illiteracy, unemployment and problems related to agriculture.	25%	15
2	Tribes: - Definition, Characteristics of the Tribal community - Nomadic and Denotified tribes - - Major Indian tribes and tribes in Tamilnadu - Constitutional Provision for the protection of tribes - Problems of tribes (Child Marriage, poverty, Ill-health, literacy and atrocities on tribes). - Administrative structure for rural & tribal development Central and State level. Panchayati Raj: Evolution and functions of Panchayats Raj System - Salient Features of 73rd amendment - Cooperative movement in India: Principles, Characteristics, Types and functions of Cooperative - Rural Development Agencies -	25%	15
3	NGOs in Community Development: Case Study on Livelihood Promotion (INGO's) - Watershed, Health Education - Water & Sanitation – MGNREGA- Women Empowerment	25%	15
4	Practical Exposure: - Visit of NGOs working for Rural Community Development - Visit of Tribal Research And Training Institute	25%	15
	Total	100%	60

h. Text Book and Reference Book:

- Jain.s.s: Community development and panchayats Raj in India.
- Rajeshwari Dayal: Community Development in India
- Mukerji.B. Community Development in India, Orient Longman, New Delhi.

Semester 3

- a. **Course Name:** Introduction to Community Organization and Social Action
- b. **Course Code:** 10010103DS01
- c. **Prerequisite:** Basic knowledge of societal structures and dynamics.
- d. **Rationale:** Equip students with the theoretical knowledge and practical skills needed to effect positive social change and contribute to community development.
- e. **Course Learning Objective:**

CLOBJ 1	Demonstrate a nuanced understanding of community dynamics by analyzing demographic factors, power structures, and identity elements influencing community life.
CLOBJ 2	Evaluate the aims, objectives, and basic elements of community organization, contributing to effective community development.
CLOBJ 3	Apply principles of community organization, emphasizing people's participation and community needs identification, in practical scenarios to foster inclusive community practices.
CLOBJ 4	Utilize various models and approaches of community practice, such as Locality Development, Social Planning, and Social Action, to address and resolve community challenges.
CLOBJ 5	Evaluate social action concepts and strategies, analyzing their impact on social change, and critically examine diverse social work practices, including radical, structural, and critical approaches.
CLOBJ 6	Examine the political science dimensions relevant to social work, covering the definition, meaning, scope, and relationship with basic concepts such as democracy, social justice, and the Indian Constitution.

- f. **Course Learning Outcomes:**

CLO 1	Develop a comprehensive understanding of community dynamics, including demography, power structures, and identity elements, fostering an informed perspective on the complexities of community life.
CLO 2	Analyze the theoretical foundations of community organization, identifying aims, objectives, and basic elements, to critically evaluate and contribute to effective community development.
CLO 3	Apply principles of community organization, emphasizing people's participation and community needs identification, to foster inclusive and participatory community practices.
CLO 4	Master the processes of community practice, utilizing various models and approaches, to address community challenges and contribute to positive social change.
CLO 5	Evaluate social action concepts and strategies, examining their role in social change, and critically analyze different social work practices, including radical, structural, and critical approaches.
CLO 6	Assess diverse approaches to social action, including conscientization and critical awareness, and comprehend the contributions of key figures.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	-	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Understanding Community: • Concept of community, Definitions, Elements • Types of community: Territorial - urban, rural, tribal; Non-territorial (within and beyond geographical location)-religion, caste, class, linguistic and virtual; and functional communities. • Understanding community dynamics: • Demography, Power structure, • Diversity/identity (gender, age, occupation, linguistic etc.); • Functions of the community.	20%	10
2	Introducing Community Practice: • Concept of community organization- Nature, Definitions, evolution and characteristic • Aims & objectives, basic elements and community organization • Assumptions and principles of community organization • People's participation and community need identification	20%	10
3	Processes of Community Practice:: • Steps of community organization • Models - Locality Development, Social Planning and Social Action, • Approaches-Welfarist, Social Development and Empowerment. • Community Programme/micro-planning • Role of community organizer	20%	10
4	Understanding Social Action: • Social action: Concept and meaning • Models and strategies of social action • Social action and social change	20%	10
5	Social Work and Social Action: • Radical social work practice • Structural Social Work practice • Critical Social Work practice	10%	10

6	Approaches of Social Action: • Concept of Conscientization and critical awareness • Paulo Freire and Saul Alinsky's contribution to Social Action • Ambedkarite and Gandhian approach to Social Action and movement	10%	10
	Total	100%	60

h. Text Book and Reference Book:

1. Choudhari D Paul (2003) ~ Social Welfare Administration, Delhi, Atma Ram & Sons.
2. Dengur J.G (1999) ~ office Administration Plymouth, MacDonald and Evans
3. Dobby J.T (2012) ~ Introduction to Social Research, Hamburg (Pennsylvania) Stukepole
4. Gangarde K. D (2014) ~ Community Organization in India, Bombay, Popular Prakashan
5. Lauffer A (1991) ~ Understanding Your Agency, London Sage Publication.
6. Goods J and Haif D. M (2002) ~ Methods of Social Research, New York, McGraw Hill
7. Rose Murray G (1995) ~ Community Organization: Theory, Principles and Practice, New York, Harper and Row
8. Getting started in communities(2014), Michael Nortonand Praba Dutta; Sage India Vistar, NewDelhi
9. Methods ofCommunity participation, (2016), Someshkumar; SageIndiaVistar, NewDelhi
10. Community Organisation & Social Legislation (2003) Hidangmayum, B; Jnanada

- a. **Course Name:** Introduction to Social Welfare Administration and Social Work Research
- b. **Course Code:** 10010103DS02
- c. **Prerequisite:** Basic knowledge of social welfare concepts and an awareness of administrative principles.
- d. **Rationale:** Understand the historical context, principles, and legal frameworks is crucial for effective administration in the social welfare sector.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the key concepts, nature, and components of social welfare administration, along with historical developments, principles, and relevant legal Acts governing welfare organizations.
CLOBJ 2	Navigate and apply the Societies Registration Act, Indian Trust Act, Companies Act, and Cooperatives Act in the registration of social welfare organizations..
CLOBJ 3	Analyze the roles and functions of NGOs and government organizations as service providers in the context of social welfare administration.
CLOBJ 4	Comprehend the concept, meaning, and features of research, as well as the objectives and types of scientific methods, differentiating between social science and physical science research.
CLOBJ 5	Apply criteria for problem selection and techniques for problem definition in research, from conceptualization to operationalization.
CLOBJ 6	Demonstrate proficiency in the research process, understanding the steps and stages, while addressing ethical considerations and challenges in social research design and sampling methodologies.

- f. **Course Learning Outcomes:**

CLO 1	Develop a comprehensive understanding of the concepts, nature, and components of social welfare administration, including historical perspectives, guiding principles, and relevant legal Acts.
CLO 2	Demonstrate proficiency in the registration processes of social welfare organizations, navigating Acts such as the Societies Registration Act, Indian Trust Act, Companies Act, and Cooperatives Act.
CLO 3	Evaluate the roles of NGOs and government organizations as service providers in the social welfare sector, recognizing their contributions and challenges.
CLO 4	Acquire an introduction to research, encompassing the conceptualization, methodology, and ethical considerations in social and scientific research.
CLO 5	Apply problem formation criteria and techniques for defining research problems, progressing from conceptualization to operationalization.
CLO 6	Demonstrate competence in the research process, understanding the steps and stages involved, while addressing ethical issues and challenges in social research.

- g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Social Welfare Administration an Introduction - Concept, nature and components of social welfare Administration. - History of social welfare administration. - Principles of social welfare administration.	25%	15
2	Acts for welfare administration - Registration of social welfare organizations: - Societies Registration Act - Indian Trust Act, Companies Act, - Cooperatives Act. - NGOs and GOs as service providers	25%	15
3	Introduction to Research - Introduction to Research- Concept, Meaning and features of Research, objectives , Scientific Research - Types of Scientific Methods, Social Science and Physical Science - Types of Social Research - Problem formation: Criteria for selection of topic, necessity of defining the problem/ techniques involved from conceptualization to operationalization.	25%	15
4	Application of Research process - Steps/stages of research ,Methodology in social research, Ethical issues and problems of research Application of Research design - Meaning, need, features, importance of research design and types of research design Application of Sampling design - Sampling Meaning, , defining population, sampling frame, sampling units, Probability and non-probability sampling and their types	25%	15
	Total	100%	60

h. **Text Book and Reference Book:**

- a. Ghosh, B.N. (1987): Scientific Method and Social Research Festinger, Leon & Daniel K. (1962): Research Methods in Behavioural Science. New York: Holt, Rinettart& Winston Publication

- b. Goldstein, Gerald & Roy Cesar Prodipto (1976): Research Standards and Methods of Social Workers, White Hall Company Publication
- c. Kerlinger, Fred N. (1964): Foundations of Behavioural Research, LondonHold, Rinettart&WinstonBurton.
- d. Thomas L. & Gordon F. Cherry (1970): Social Research Techniques for Planners, George Allen &Unwin Ltd. Publication
- e. Young, Paline V.: Scientific Social Survey and Research, New YorkPrentice Hall
- f. Bryman. A. (1988): Quantity and Quality in Social Research, London
- g. Coyle. W. (1978): Research Papers, Fourth ed. Indianapolis: Bombay
- h. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi.
- i. Goel& Kumar (2004) Administration and Management of NGOs, Deep and Deep Publication, New Delhi.

- a. **Course Name:** Fieldwork and Field Lab in Rural Setting
- b. **Course Code:** 10010103DS03
- c. **Prerequisite:** Basic knowledge of sociological concepts and an awareness of community dynamics.
- d. **Rationale:** Gain practical insights and skills relevant to social work and community development, particularly in rural settings.
- e. **Course Learning Objective:**

CLOBJ 1	Define and critically analyze the concept of crime, recognizing its social, economic, and cultural implications.
CLOBJ 2	Apply theoretical knowledge during fieldwork placement in a rural setting, gaining practical experience in community dynamics and engagement.
CLOBJ 3	Explain the structure and functioning of the Panchayati Raj System and its significance in fostering community development in rural areas.
CLOBJ 4	Implement Participatory Rural Appraisal (PRA) and community mapping techniques, facilitating active community participation and problem identification.
CLOBJ 5	Plan and execute a community-based project, demonstrating the ability to integrate theoretical knowledge and practical skills.
CLOBJ 6	Participate actively in fieldwork conferences, refining communication and presentation skills, and engaging in constructive discussions with peers and professionals.

- f. **Course Learning Outcomes:**

CLO 1	Develop a nuanced understanding of the concept of crime, exploring its various dimensions and implications within societal contexts.
CLO 2	Acquire practical skills and insights through fieldwork placement in a rural setting, understanding the intricacies of community life.
CLO 3	Comprehend the dynamics of rural settings, including the Panchayati Raj System, and recognize its role in fostering community development.
CLO 4	Implement Participatory Rural Appraisal (PRA) and community mapping techniques to facilitate community engagement and problem identification.
CLO 5	Demonstrate the ability to identify community problems through PRA and implement effective, community-driven solutions..
CLO 6	Participate in fieldwork conferences, enhancing communication and presentation skills while sharing insights and experiences with peers.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	12	6	-	20	20	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage
1	• Fieldwork Placement in Rural Setting • Introduction to Rural Setting • Understanding the Panchayati Raj System and its role in Community Development • Implementation of PRA and Community Mapping • Identification of Problem through PRA and implementation of Solution • Community Based Project • Preparation of Field Work Reports • Attending Fieldwork Conferences	100%

h. Text Book and Reference Book:

- Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945
- Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.
- Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.
- Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.
- Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
- Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.
- Jainendra Kumar Jha: An Introduction to Social Work, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt., Ltd., New Delhi 2002.
- Jacob.K.K. (Ed) Social Work Education in India – Retrospective and Prospect, Himansu Publications, Udaipur, 1991.

Semester 4

- a. **Course Name:** Social Legislation
- b. **Course Code:** 10010104D S01
- c. **Prerequisite:** Basic knowledge of legal principles, social policy and social legislation.
- d. **Rationale:** Help to understand the meaning, objectives, and significance of social legislation, highlighting its role as a catalyst for social change and justice.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the historical and theoretical underpinnings of social legislation, exploring its evolution and relevance in contemporary societies.
CLOBJ 2	Examine the constitutional provisions pertaining to the rights of tribal and scheduled castes, minorities, and persons with disabilities, evaluating their impact on social equity.
CLOBJ 3	Understand laws related to women, such as the Dowry Prohibition Act, Domestic Violence Act, Prevention of Immoral Traffic, and Sexual Harassment laws, and analyze their effectiveness in promoting gender justice.
CLOBJ 4	Analyze and interpret legislation addressing child rights, including the Child Labour Act, Juvenile Delinquency laws, Child Marriage Act, and Child Adoption Act, to understand their implications on child welfare.
CLOBJ 5	Investigate social security assistance measures such as the Workmen's Compensation and Widow Pension Scheme, and understand their conceptual foundations and major features in the context of workers' rights and social support.
CLOBJ 6	Understand key labor laws, including the Factory Act, Minimum Wages Act, and Bonus Act, and comprehend their overarching role in balancing employer-employee relations and promoting workers' welfare.

f. Course Learning Outcomes:

CLO 1	Develop the ability to critically evaluate gender-specific legislation, discerning their impact on societal norms and contributing to informed discussions on gender justice.
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CLO 2	Apply principles of child rights to analyze and assess the effectiveness of legislation pertaining to the welfare and protection of children.
CLO 3	Understand the conceptual foundations and major features of social security measures, understanding their role in supporting vulnerable populations.
CLO 4	Develop the ability to synthesize their knowledge of social legislation, applying it as a tool for advocating social change and justice within diverse communities.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Social Legislation: • Meaning, objectives of Social Legislation, • Need of Social Legislation, • Social Legislation as an instrument of Social Change. • Meaning, objectives of Social Legislation, • Need of Social Legislation, • Social Legislation as an instrument of Social Change.	15%	10
2	Constitutional Provisions on: • Rights of tribal & scheduled castes; • Rights of minorities & associated legislation; • Rights of specially-able (PWD)	15%	10

3	Legislation Pertaining to Women: • Dowry Prohibition, Domestic Violence Act, • Prevention of Immortal Traffic, • Sexual harassment • Dowry Prohibition, • Domestic Violence Act, • Prevention of Immortal Traffic, • Sexual harassment	15%	10
4	Social Legislation pertaining to Child: • Child Labour Act, • Juvenile Delinquency, • Child marriage act, • Child Adoption act	15%	10
5	Social Security Assistance-II: • Workmen's compensation, - Concept & Major Features, • Widow Pension Scheme - Concept & Major Features, Anti-beggary law	20%	10
6	Legislation Pertaining To Labour: • Factory Act, Minimum wages Act, Bonus Act Overview	20%	10
	Total	100%	60

h. Text Book and Reference Book:

- "Law and Social Change Towards 21st Century Bhatia K. L.; Deep and Deep, New Delhi, 1994
- Social Policy and Social Development in India Kulkarni P. D; ASSWI, Madras, 1979
- Social action through courts. ISI Anthony M. J.; New Delhi, 1997
- Women, Law and Social Change Shams Shamsuddin; Ashish Publishing House, 1991
- Law and Social Change towards 21st Century Bhatia K. L.; Deep and Deep, New Delhi, 1994
- Social Welfare Administration India (Textbook) Sachdeva D. R.; Kitab Mahal Distributors New Delhi

- a. **Course Name:** Fieldwork in NGO Setting
- b. **Course Code:** 10010104DS02
- c. **Prerequisite:** Basic knowledge of NGO and its functioning.
- d. **Rationale:** Learn the types of NGOs, the process of NGO registration and develop skills to design and implement projects.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the concept of social issues and its implications within the context of NGO initiatives.
CLOBJ 2	Explore the structure and legal frameworks governing NGOs, including registration acts and different types of NGOs..
CLOBJ 3	Examine various projects undertaken by NGOs, gaining insights into their design, implementation, and impact assessment.
CLOBJ 4	Analyze methods employed by NGOs for needs and resource assessments, emphasizing community-based approaches.
CLOBJ 5	Familiarize students with funding agencies, their criteria, and the grant application process, enhancing their skills in resource mobilization.

f. Course Learning Outcomes:

CLO 1	Evaluate various NGO projects, demonstrating the ability to analyze their design, implementation, and impact on communities.
CLO 2	Acquire skills in conducting needs and resource assessments using community- centered approaches.
CLO 3	Develop a nuanced understanding of crime within the NGO sector, demonstrating awareness of its social implications..
CLO 4	Develop a comprehensive knowledge of the legal structures governing NGOs, enabling them to navigate regulatory frameworks effectively..

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	12	6	-	20	20	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage
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1	• Fieldwork Placement in NGO setting • Students shall be placed in NGOs • They will understand the functioning of the NGO • Work under various projects • Project Implementation • CSR Act	100%
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h. Text Book and Reference Book:

- a. Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945
- b. Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.
- c. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.
- d. Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.
- e. Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
- f. Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.
- g. Jainendra Kumar Jha: An Introduction to Social Work, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt., Ltd., New Delhi 2002.
- h. Jacob.K.K. (Ed) Social Work Education in India – Retrospective and Prospect, Himansu Publications, Udaipur, 1991.
- i. Lawani.B.T. Social Work Education and Field Instructions, Center for Social Research And Development, Pune, 2002.
- j. Marulasiddaiah.H.M. (Ed) Bharata Samajakarya Vishwakosha, Vol.I, Kannada Visvavidlaya, Hampi, 1994.
- k. Moorthy, M.V: Social Work – Philosophy, Methods and Fields, Karnataka University, Dharwad, 1974.
- l. Moorthy, M.V and Narayana Rao S: Field work in Social Work, Dept of Sociology and Social Work, Andra University, Waltair, 1970.
- m. Publication Division, Ministry of Welfare, Govt of India: Encyclopaedia of Social Work in India (All Volumes) 1987.
- n. Skidmore, Rex A and Thackeray, Milton G: Introduction to Social Work, Prentice Hall, Englewood Cliffs, New Jersey, 1982.
- o. Stroup, H.H. Social Work – An Introduction to the Field, New Delhi, Eurasia Publishing House 1960.
- p. University Grants Commission. Review of Social Work Education in India, Retrospect and Prospect, University Grants Commission, New Delhi, 1980.

- a. **Course Name:** Introduction to Contemporary Social Problems
- b. **Course Code:** 10010104M N01
- c. **Prerequisite:** Basic knowledge of various social issues of the society.
- d. **Rationale:** Develop the perspective of the characteristics, causes, and theoretical knowledge of social problems about the society.
- e. **Course Learning Objective:**

CLOBJ 1	Develop the ability to critically analyze various social problems, identifying their root causes, manifestations, and impacts on individuals and communities.
CLOBJ 2	Understand the concepts of gender and gender discrimination, and analyze the prevalence and consequences of gender-based violence, enabling a gender-sensitive perspective.
CLOBJ 3	Investigate the challenges faced by marginalized groups such as caste, tribe, minorities, and the LGBTQ+ community, emphasizing issues related to development, displacement, and violence.
CLOBJ 4	Examine the problems faced by children, including child labor and abuse, as well as issues concerning the elderly and differently-abled groups, fostering an awareness of vulnerabilities across the age spectrum..
CLOBJ 5	Explore various health issues, including reproductive and child health, HIV/AIDS, mental health concerns, and substance abuse, promoting a comprehensive understanding of public health challenges.
CLOBJ 6	Develop an understanding of social and legal approaches to address social problems, empowering students to evaluate and propose solutions within ethical and legal frameworks.

- f. **Course Learning Outcomes:**

CLO 1	analyze and evaluate the causes, consequences, and dynamics of diverse social problems.
CLO 2	Develop a gender-sensitive perspective, recognizing and addressing gender- based discrimination and violence..
CLO 3	understand the rights and well-being of marginalized groups, demonstrating an understanding of their unique challenges.

CLO 4	Understand and advocate for health-related issues, demonstrating knowledge of reproductive health, mental health, and substance abuse challenges.
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g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	2	3	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

Course Content:

Sr. No	Content	Weightage	Teaching Hours
1	Understanding Social Problems: - Social Problems: Definition, Meaning & Concept - Characteristics of Social Problems - Causes of Social Problems - Theoretical perspective to social problems	25%	15
2	Gender Problems: - Understanding gender, gender discrimination. - Gender based violence: Domestic Violence, Sexual Harassment, Flesh trade. - Social and legal Approaches to address gender problems.	25%	15
3	Marginal and Vulnerable Groups: - Caste, Tribe and Minority Violence: - Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities, development and displacement. - Problems of LGBT community. - Problems of Children: Street children, Child Labour (Paid and Unpaid), Child abuse. - Problems of elderly and differently able groups.	25%	15

4	Health Issues and Problems: • Reproductive and Child Health • Health education, HIV/AIDS and community health Mental Health concerns, depression and suicide Alcoholism, substance abuse	25%	15
	Total	100%	60

h. Text Book and Reference Book:

- a. Social Problems in India extbook) Ram Ahuja; Rawat Publications
- b. Indian Social Problems, Volume - 1 & 2 (Textbook)
- c. G. R. Madan; Allied Publishers Private Ltd
- d. Social Problems in Function Theory
- e. Walter K. Hayman, Eleanor F. Lingham, Springer cham Publications,

SEMESTER 5

- a. **Course Name:** Fieldwork in CSR
b. **Course Code:** 10010105DS01
c. **Prerequisite:** Basic knowledge about the concept of CSR and its applicability.
d. **Rationale:** Help understand the CSR foundations' structures, projects, and collaborations is crucial to comprehend the multifaceted approach to community development.
e. **Course Learning Objective:**

CLOBJ 1	Understand the basic concepts of CSR
CLOBJ 2	Explore the various areas of projects in communities
CLOBJ 3	Understand the project planning and execution process
CLOBJ 4	Understand the Role of Social Worker in the CSR
CLOBJ 5	Learn to write the various CSR Projects
CLOBJ 6	Understand the roles of GO and NGOs in the field of CSR

- f. **Course Learning Outcomes:**

CLO 1	Understand the functioning of CSR Foundations, NGOs and GOs.
CLO 2	Learn to write and execute various CSR Projects
CLO 3	Apply the various programme media for the execution of CSR activities.
CLO 4	Understand the types of CSR activities to be performed by the various institutions

- g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	12	6	-	20	20	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage
1	- Fieldwork Placement in CSR - Students shall be placed in CSR Foundations - They will understand the functioning of the CSR Foundations - Work under various projects	100%

	• Project Implementation • CSR Act • Various activities conducted as per the act	
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h. Text Book and Reference Book:

- a. Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945
- b. Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.
- c. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.
- d. Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.
- e. Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
- f. Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.
- g. Jainendra Kumar Jha: An Introduction to Social Work, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt., Ltd., New Delhi 2002.
- h. Jacob.K.K. (Ed) Social Work Education in India – Retrospective and Prospect, Himansu Publications, Udaipur, 1991.
- i. Lawani.B.T. Social Work Education and Field Instructions, Center for Social Research andDevelopment, Pune, 2002.
- j. Marulasiddaiah.H.M. (Ed) Bharata Samajakarya Vishwakosha, Vol.I, Kannada Visvavidlaya, Hampi, 1994.
- k. Moorthy, M.V: Social Work – Philosophy, Methods and Fields, Karnataka University, Dharwad, 1974.
- l. Moorthy, M.V and Narayana Rao S: Field work in Social Work, Dept of Sociology and Social Work, Andra University, Waltair, 1970.
- m. Publication Division, Ministry of Welfare, Govt of India: Encyclopaedia of Social Work in India (All Volumes) 1987.
- n. Skidmore, Rex A and Thackeray, Milton G: Introduction to Social Work, Prentice Hall, Englewood Cliffs, New Jersey, 1982.
- o. Stroup, H.H. Social Work – An Introduction to the Field, New Delhi, Eurasia Publishing House 1960.
- p. University Grants Commission. Review of Social Work Education in India, Retrospect and Prospect, University Grants Commission, New Delhi, 1980.

- a. **Course Name:** Rural Camp
- b. **Course Code:** 10010105DS03
- c. **Prerequisite:** Basic knowledge of rural communities and the development of practical skills.
- d. **Rationale:** Enhance cultural competence, help in understanding community needs, provide experience of working with a diverse population, providing an enriching learning environment to foster both personal and professional growth.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the basics of community and its setting
CLOBJ 2	Identify the Social Problems of the community
CLOBJ 3	Apply the methods of social work in the community
CLOBJ 4	Apply various programme media methods while working with the community
CLOBJ 5	Identify the roles of social workers in the community

- f. **Course Learning Outcomes:**

CLO 1	Understand the various social issues of the community
CLO 2	Perform the various roles of social worker in dealing with the community.
CLO 3	Describe the challenges faced by the community members.
CLO 4	Apply community organization methods in the community

- g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	12	6	-	20	20	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No	Content	Weightage
1	Rural Camp: - The students shall stay in particular community, - Organise and carry out programmes, processions and events for social cause. - Understand Panahcaytiraj System, interact with	100%

	community members, organized awareness program. • Locality development program	
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h. Text Book and Reference Book:

- a. Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945
- b. Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.
- c. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.
- d. Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.
- e. Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
- f. Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.
- g. Jainendra Kumar Jha: An Introduction to Social Work, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt., Ltd., New Delhi 2002.
- h. Jacob.K.K. (Ed) Social Work Education in India – Retrospective and Prospect, Himansu Publications, Udaipur, 1991.
- i. Lawani.B.T. Social Work Education and Field Instructions, Center for Social Research andDevelopment, Pune, 2002.
- j. Marulasiddaiah.H.M. (Ed) Bharata Samajakarya Vishwakosha, Vol.I, Kannada Visvavidlaya, Hampi, 1994.
- k. Moorthy, M.V: Social Work – Philosophy, Methods and Fields, Karnataka University, Dharwad, 1974.
- l. Moorthy, M.V and Narayana Rao S: Field work in Social Work, Dept of Sociology and Social Work, Andra University, Waltair, 1970.

- a. **Course Name:** Social Policy, Planning and Development
- b. **Course Code:** 10010105DS02
- c. **Prerequisite:** Basic knowledge of social policy concepts and principles.
- d. **Rationale:** Learning about different models of development and human development approaches equips individuals with the necessary insights to contribute meaningfully towards fostering inclusive and sustainable societies.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the concept, significance, and scope of social policy, along with its principles and diverse models, enabling the ability to analyze, formulate, and evaluate effective social policies.
CLOBJ 2	Explore the interface between social policy and the Indian Constitution, gaining insights into the legal and ethical frameworks that guide policy formulation and implementation in the Indian context.
CLOBJ 3	Develop proficiency in social planning by examining its concept, scope, principles, and types, and understand its interrelationship with social policy and broader development goals..
CLOBJ 4	Gain knowledge of key institutions like the Planning Commission and NITI Aayog, along with insights into the historical context of Five Year Plans, to appreciate the evolution and impact of social planning in India.
CLOBJ 5	Acquire a holistic understanding of social development by exploring its dimensions, prerequisites, and the formulation of strategies and indicators for fostering inclusive and sustainable societal progress.
CLOBJ 6	Explore diverse approaches to human development and understand the global commitments reflected in MDGs and SDGs, enhancing the ability to align policies with international development agendas..

- f. **Course Learning Outcomes:**

CLO 1	Understand the concept, significance, and scope of social policy, allowing them to critically analyze, formulate, and assess social policies.
CLO 2	Integrate social policy concepts with the Indian Constitution, demonstrating an understanding of the legal and ethical considerations that guide policy formulation in the Indian context.
CLO 3	Develop skills in social planning, including an understanding of its concept, scope, principles, and types, enabling them to strategically address societal challenges and contribute to development goals.
CLO 4	Comprehend the inter-relationship between social policy, planning, and development, gaining interdisciplinary insights crucial for effective policy implementation and societal progress.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Understanding Social Policy Social policy: Concept, significance and scope. Principles and models of social policy. Social Policy & Indian Constitution; and social policy in India.	20%	12
2	Social Planning Social Planning: Concept, scope of social planning, principles, and types. Inter-relationship between social policy, planning and development. Planning Commission and NITI Aayog; Five Year Plans; and social planning in India.	20%	12
3	Introduction to Social Development Social Development: Concept: Dimensions, prerequisites, strategies and indicators.	20%	12
4	Models of Development: Capitalism, socialism, and mixed economy. Factors of Development: Economic, social, cultural, political; sustainable development; and MDGs &SDGs	20%	12
5	Understanding Human Development Human Development: Concept, definition and objectives, indicators. UNDP and Human Development & Human Development Index (HDI). Approaches to Human Development.	20%	12
	Total	100%	60

h. Text Book and Reference Book:

- a. Booth, David. (1994). Rethinking Social Development. Longman London.
- b. Drez, J. & Sen, A. (2007). Indian Development. New Delhi: Oxford University Press.
- c. Dreze, J. & Sen, A. (1997). Indian Development: Selective Regional Perspective (Eds.), Oxford University Press.
- d. Dyson, T, Cassen, R., Leela, Visaria. (2004). Twenty First Century India: Population, Economy Human Development and the Environment. New York Oxford University Press.
- e. MacPherson, Stewart & James, M. (1987). Compressive Social Policy and the ThirdWorld. New York: St. Martins Press.
- f. McMichael, Philip. (2012). Development and Social Change: A Global Perspective (5th Edition). Sage Publications, Inc; Thousand Oaks, CA
- g. Midgle, J., (1995). Social Development: The Developmental Perspective in SocialWelfare. New Delhi: Sage Publications.
- h. Miles, Ian. (1997). Social Indicators for Human Development. London: Frances Pinter.
- i. Chopra, P.N. (1991). Development Planning and Policy Making. New Delhi: Galaxy Publication.
- j. Kulkani, P.D. (1965). Social Policy in India. Bombay: Tata Institute of Social Sciences.
- k. Kulkarni, P.D. & Nanavatty, M.C. (1997). Social Issues in Development. Delhi: Uppal Publications.
- l. Sikka, Pawan. (2012). Planning in India: Scientific Developments with National Five- Year Plans. New Delhi: Uppal Publishing House.
- m. Singh, Atul Pratap & Singh, Arun Kumar. (2010). Social and Human Development. Lucknow, India: New Royal Book Company.
- n. Sharma P. N. (1993). Social Planning: Concepts and Techniques. Lucknow, India: Print House.
- o. Sinha RK & Das, D.K. (2000). Development Paradigms: Indian Development Experience. New Delhi: Deep and Deep Publishers.
- p. Peet, R. (2005). Theories of Development. New Delhi: Rawat Publications.
- q. Ghai, Dharam. (2000). Social Development and Public Policy: A Study of Some Successful Experiences. Geneva: UNRISD.

- a. **Course Name:** Corporate Social Responsibility
- b. **Course Code:** 10010105MN01
- c. **Prerequisite:** Basic knowledge of concept, objectives, and types of CSR, ensuring alignment with corporate strategies and goals.
- d. **Rationale:** Familiarity with CSR legislation, sustainability concepts, stakeholder theories, and relevant frameworks equips individuals to navigate challenges, comply with regulations, and effectively implement CSR initiatives, ensuring alignment with organizational goals and societal expectations.

e. **Course Learning Objective:**

CLOBJ 1	Explore the evolution and concept of CSR to provide learners with a historical perspective and theoretical foundation, enabling them to appreciate the evolution of corporate responsibility and its conceptual underpinnings.
CLOBJ 2	Define the concept of CSR, elucidate its objectives, and categorize its types, equipping students with a comprehensive understanding of CSR's multifaceted nature and enabling them to articulate clear organizational goals.
CLOBJ 3	Examine the evolution of CSR in the Indian context, providing learners with insights into the unique historical, cultural, and economic factors that shape corporate social responsibility practices in the country.
CLOBJ 4	Evaluate the significance of CSR, emphasizing its role in enhancing corporate reputation, stakeholder relations, and long-term sustainability, fostering an appreciation for CSR as an integral part of strategic business planning.
CLOBJ 5	Explore CSR stakeholders and Carroll's CSR model, guiding learners in identifying, prioritizing, and engaging with diverse stakeholders effectively to align corporate initiatives with societal expectations.
CLOBJ 6	Understand stakeholder theory, classification, and engagement strategies, equipping learners with the skills to manage diverse stakeholder relationships responsibly and ethically.

f. **Course Learning Outcomes:**

CLO 1	Develop a nuanced understanding of the evolution and concept of CSR, enabling learners to analyze its historical development and theoretical foundations, fostering critical thinking and historical contextualization skills.
CLO 2	Articulate the objectives and types of CSR, empowering students to align organizational goals with CSR initiatives strategically, cultivating skills in planning and implementing socially responsible practices.
CLO 3	Evaluate the evolution of CSR in India, equipping learners with the ability to contextualize CSR practices within the unique cultural, economic, and social landscape of the country, promoting cultural sensitivity and contextual adaptability.
CLO 4	Analyze challenges related to CSR, enabling learners to critically assess and navigate obstacles, promoting problem-solving skills and resilience in addressing real-world CSR implementation challenge.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	2	3	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

Course Content:

Sr. No	Content	Weightage	Teaching Hours
1	Evolution and Concept of CSR: • Concept of CSR, Objectives and Types of CSR • Evolution of CSR in India • Significance of CSR • Challenges related to CSR	25%	15
2	CSR Legislation in India : • Companies Act 2013 • Rules and Regulations related to CSR • CSR Stakeholders • Carroll's CSR Model	25%	15

3	CSR and Sustainability: • Concept of PPP • Triple Bottom Line Approach • Sustainability Concept • Brundtland Report	25%	15
4	Stakeholders: • Concept and Classification of Stakeholder • Stakeholder Theory • ISO 14001 OHSAS 18001	25%	15
	Total	100%	60

h. Text Book and Reference Book:

- a. Brin, P. and Nehme, M.S. (2019). Corporate Social Responsibility: Analysis of Theories And Models. EUREKA: Social and Humanities
- b. Bhaduri, S. N. and Selarka, E. (2016). Corporate Governance and Corporate Social Responsibility of Indian Companies. XV, 134p, Springer.
- c. Carroll, A.B. (2008). A History of Corporate Social Responsibility: Concepts and Practices. In Andrew Crane, Abigail McWilliams, Dirk Matten, Jeremy Moon & Donald Siegel (eds.) The Oxford Handbook of Corporate Social Responsibility. Oxford University Press,19-46.
- d. Carroll, A. B. (1991). The pyramid of corporate social responsibility: toward the moral management of organizational stakeholders. Business Horizons, 34(4), 39– 48.
- e. Carroll, A.B. (1999). Corporate Social Responsibility: Evolution of a Definitional Construct. Business & Society. 38 (3) pp. 268 - 295.
- f. Carroll, A.B. (2016). Carroll's Pyramid of CSR: Taking Another Look. International Journal of Corporate Social Responsibility, 1(3).
- g. CII (2013). Handbook of Corporate Social Responsibility in India. PWC Pvt. Ltd. Friedman, (1970).
- h. The Social responsibility of Business is to Increase its Profits. New York Times Magazine, September 13, 1970
- i. Levitt, T. (1958). Dangers of Social Responsibility. Harvard Business Review (Sept/Oct).
- j. Kristoffersen, I., Gerrans, P., and Murphy, M.C. (2005). The Corporate Social Responsibility and The Theory of The Firm. Working Paper Series, School of Accounting, Finance and Economics & FIMARC, Working Paper 0505

- a. **Course Name:** NGO Management
- b. **Course Code:** 10010105MN02
- c. **Prerequisite:** Basic knowledge of the nature of non-governmental organizations, their roles, and their significance in addressing societal issues.
- d. **Rationale:** Practical exposure through visits and case studies provides valuable insights into NGO operations, management, and the practical application of theoretical concepts, preparing individuals for impactful involvement in the non-profit sector.
- e. **Course Learning Objective:**

CLOBJ 1	Acquire a comprehensive understanding of NGOs, including their introduction, concepts, and functions, enabling participants to appreciate the diverse roles NGOs play in societal development.
CLOBJ 2	Develop the ability to critically analyze challenges in NGO management, focusing on governance, leadership, and broader development issues, fostering a strategic perspective in addressing complex societal problems.
CLOBJ 3	Identify problems faced by NGOs, understanding the managerial role in effective problem-solving, and developing governance and leadership skills crucial for organizational success.
CLOBJ 4	Acquire skills in the essential processes of management—planning, organization, delegation, and coordination—ensuring individuals can contribute effectively to the strategic and operational aspects of NGO management.
CLOBJ 5	Implement theoretical knowledge in practical settings through visits to government and non-governmental organizations, conduct case studies on NGO operations, and organize workshops with various NGOs, fostering hands-on application skills for real-world problem-solving and organizational enhancement.

- f. **Course Learning Outcomes:**

CLO 1	Develop a thorough comprehension of NGOs, encompassing their introduction, key concepts, and multifaceted functions, enabling participants to articulate the diverse roles NGOs play in societal development.
CLO 2	Cultivate critical insights into challenges in NGO management, emphasizing governance, leadership, and broader development issues, empowering individuals to strategize and contribute effectively to organizational success.
CLO 3	Acquire skills in identifying and resolving problems faced by NGOs, understanding the managerial role in problem-solving, and developing governance and leadership capabilities essential for addressing complex organizational challenges.

CLO 4	Apply theoretical knowledge in practical settings through visits to government and non-governmental organizations, conduct case studies on NGO operations, and organize workshops with various NGOs, fostering hands-on application skills for real-world problem-solving and organizational enhancement.
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g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	2	3	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

Course Content:

Sr. No	Content	Weightage	Teaching Hours
1	NGOs: - NGOs – An Introduction, Concepts and Functions - Issues in NGO Management challenges of NGO Management, Development issues, Development indicators, Poverty (Exploitation, Vulnerability and Powerlessness) and Development	25%	15
2	Problems of NGOs: Problems of NGOs – Problem identification, Problems faced by NGOs, Managerial role in problem solving, Governance and leadership Process of Management – Planning, Organization, Delegation, Coordination,	25%	15
3	Practical Exposure of NGOs - Visit of Government Organisation - Visit of Non Government Organisation	25%	15
4	Practical Exposure of NGOs - Case Study of NGO - Organize workshop by inviting various NGOs	25%	15
	Total	100%	60

h. Text Book and Reference Book:

- a. "Effective Nonprofit Management: Context and Environment" by Sharon M. Oster
- b. "Managing the Non-Profit Organization: Principles and Practices" by Peter F. Drucker
- c. "The Jossey-Bass Handbook of Nonprofit Leadership and Management" by David O. Renz (Editor)
- d. "Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals" by Darian Rodriguez Heyman and Laila Brenner
- e. "The Art of Managing Human Resources in NGOs" by Noshir H. Dadrawala

SEMESTER 6

- a. **Course Name:** Crime, Justice and Social Work
- b. **Course Code:** 10010106DS01
- c. **Prerequisite:** Knowledge of crime, Justice and the role of social work.
- d. **Rationale:** Learn various aspects of crime, law enforcement, courts, and corrections. It will help you develop a fundamental knowledge of the criminal justice system's functions and challenges, which is essential for studying the intersection of crime, justice, and social work.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the relationship between crime, justice, and social work: Gain a comprehensive understanding of how crime impacts individuals, families, and communities, and explore the role of social work in addressing and preventing crime.
CLOBJ 2	Identify and analyze the causes of crime: Explore various theories and factors contributing to criminal behavior, such as social, economic, psychological, and systemic influences. Develop critical thinking skills to analyze and evaluate these causes.
CLOBJ 3	Examine the criminal justice system: Gain knowledge of the structure, processes, and policies within the criminal justice system, including law enforcement, courts, and corrections. Understand the challenges and implications of the system for individuals and communities.
CLOBJ 4	Explore social work interventions in the criminal justice system: Learn about the role of social workers in the criminal justice field, including their involvement in rehabilitation, reintegration, and support services for individuals affected by crime. Understand the ethical and professional responsibilities of social workers within this context.
CLOBJ 5	Evaluate the impact of crime on vulnerable populations: Examine how crime disproportionately affects marginalized and vulnerable populations, such as low-income communities, youth, and individuals with mental health issues. Understand the unique challenges faced by these populations and explore ways to address them through social work practices.
CLOBJ 6	Develop intervention strategies: Acquire practical skills and knowledge to develop effective intervention strategies to support victims and offenders, promote community safety, and advocate for social justice within the criminal justice system.

- f. **Course Learning Outcomes:**

CLO 1	Interpret of the concept of criminology and relate theories of crime and punishment.
CLO 2	Identify various social problems and analyze the relevance with crime.
CLO 3	Explain and implement Correctional Services.
CLO 4	Describe and relate institutional and non-institutional services in Correctional setting.
CLO 5	Recognize the role of social worker in crime prevention.
CLO 6	Develop an insight into the Analysis of the system for Corrective actions.

- g. **Teaching and Examination Scheme:**

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	0	0	4	20	20	-	60	-	100

Lect - Lecture, Tut - Tutorial, Lab - Lab, T - Theory, P - Practical, CE - CE, T - Theory, P - Practical

Sr.	Topics	W	T
1	Concept of Crime - Definition and Concept of Crime - Types of Crimes - Approaches to Crime - Modern Approach to Crime - When an Act is Considered a Crime, Har, Illegal, Malafide Intention, Criminal Intention, Concurrence of Intention and Conduct, Casual - Relationship, Prescription of Punishment	20%	12
2	Theories of Crime - Classical School - Neo-Classical - Socialistic School - Positive School - Punitive Approach to Crime - Therapeutic Approach to crime	20%	12
3	Role of Social Worker - Role of Social Worker in Crime Prevention and handling of offenders - Role of Social Work in connection to various agencies Role of Social Work at Individual, Group and Community level for Rehabilitation	20%	12
4	Social Problems and Crime - The issues and Causes of Social Problems - Juvenile Delinquency - Human Trafficking Beggary	20%	12
5	Correctional Services - Analysis of the system: Police and Judiciary - Difference between IPC and Cr. PC - Difference between Probation and Parole Institutional services - Prison, observation homes,, beggar homes, Foster Care.	20%	12
	Total	100%	60

h. Reference Books:

- Ahmad Siddique's Criminology & Penology, 6th Ed, Eastern Book Co. Lucknow, 2009
- Govt. of India, Ministry of Home affairs, National Crime Records Bureau, "Crime in India",

2008.

- c. Goswami, B.K., A Critical Study of Criminology and Penology, Allahabad Law Agency, n.d.
- d. Sutherland, E.H., Principles of Criminology, I.B. Lippincott Co., New York, 1939.
- e. Sutherland & Cressey, Principles of Criminology, 6th ed., Philadelphia: Lippencott, 1960.
- f. Ruth and Jordan Cavan, Delinquency and Crime, Cross Cultural Perspectives, Philadelphia: Lippencott, 1968.
- g. Taft and England, Criminology, New York, 1964.
- h. Wilson, J.Q. & Herrnstein, R., Crime and Human Nature. New York: Simon and Schuster, 1985.
- i. Barnes and Teeters, New Horizons of Criminology, 3rd Edition, n.d.

- a. **Course Name:** Field Work in Hospital Setting
- b. **Course Code:** 10010106DS02
- c. **Prerequisite:** Basic knowledge of healthcare setting and role of social worker in HR.
- d. **Rationale:** Understanding hospital dynamics, patient issues, regulatory frameworks, quality standards, social work roles, and effective fieldwork practices in order to prepare them for a successful placement in a hospital setting and to contribute to patient care and support.
- e. **Course Learning Objective:**

CLOBJ 1	Develop a comprehensive understanding of the concept of hospital and its implications in a hospital setting.
CLOBJ 2	Gain practical experience through a fieldwork placement in a hospital, applying theoretical knowledge to real-world scenarios.
CLOBJ 3	Acquire knowledge about the functions and structure of a hospital, including the roles and responsibilities of hospital administration.
CLOBJ 4	Understand the rules and regulations governing hospitals to ensure compliance and ethical practices.
CLOBJ 5	Analyze and address patient issues using various methods such as interviews, counseling, and observation techniques.

f. Course Learning Outcomes:

CLO 1	To develop among students an understanding about different approaches of providing help to people in need.
CLO 2	To familiarize the students with the professional role of social workers in rural development.
CLO 3	To develop self-awareness and orientation to team work.
CLO 4	To develop introductory skills in use of programme media.
CLO 5	To develop skills in report writing and use of supervision.
CLO 6	During first year of the course, observation visits to welfare, educational, developmental, industrial and allied agencies will be arranged. The students will be guided to understand the processes of implementation of various programmes.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	0	12	6	-	20	20	-	60	100

SEE - Semester End Examination, CIA - Continuous Internal Assessment (It consists of Assignments/Seminars/Presentations/MCQ Tests, etc.)

Sr. No.	Content	Weightage
1	• Hospital Setting • Hospital – An Introduction, Concepts and Functions • The healthcare system and social work practice • Hospital social work services • Patient assessment and intervention planning • Discharge planning and resource navigation • Crisis intervention and mental health in the hospital • Working with specific populations (e.g., pediatrics, geriatrics, chronic illness) • Cultural competency and diversity in healthcare • Ethical considerations in social work practice	100%

h. Text Book and Reference Book:

- a. Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945
- b. Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.
- c. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.
- d. Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.
- e. Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
- f. Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.
- g. Jainendra Kumar Jha: An Introduction to Social Work, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt., Ltd., New Delhi 2002.
- h. Jacob.K.K. (Ed) Social Work Education in India – Retrospective and Prospect, Himansu Publications, Udaipur, 1991.
- i. Lawani.B.T. Social Work Education and Field Instructions, Center for Social Research and Development, Pune, 2002.
- j. Marulasiddaiah.H.M. (Ed) Bharata Samajakarya Vishwakosha, Vol.I, Kannada Visvavidlaya, Hampi, 1994.
- k. Moorthy, M.V: Social Work – Philosophy, Methods and Fields, Karnataka University, Dharwad, 1974.
- l. Moorthy, M.V and Narayana Rao S: Field work in Social Work, Dept of Sociology and Social Work, Andra University, Waltair, 1970.
- m. Publication Division, Ministry of Welfare, Govt of India: Encyclopaedia of Social Work in India (All Volumes) 1987.
- n. Skidmore, Rex A and Thackeray, Milton G: Introduction to Social Work, Prentice Hall, Englewood Cliffs, New Jersey, 1982.
- o. Stroup, H.H. Social Work – An Introduction to the Field, New Delhi, Eurasia Publishing House 1960.
- p. University Grants Commission. Review of Social Work Education in India, Retrospect and

Prospect, University Grants Commission, New Delhi, 1980.

- a. **Course Name:** Medical and Psychiatric Social Work
- b. **Course Code:** 10010106DS01
- c. **Prerequisite:** Basic knowledge of Medical Science and role of medical social worker
- d. **Rational:** Understanding of health and well-being, disease prevention, and the role of social work in supporting individuals and communities in healthcare settings.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the definition and concept of health, emphasizing the holistic approach to physical, mental, and social well-being.
CLOBJ 2	Explore the concept of well-being and its various dimensions, including emotional, psychological, and social aspects.
CLOBJ 3	Identify the determinants of health, including factors such as genetics, lifestyle, environment, and socioeconomic conditions.
CLOBJ 4	Gain an understanding of preventive and social medicine, including its principles, strategies, and importance in promoting health and preventing diseases.
CLOBJ 5	Study the concept of disease, its characteristics, and different disease types, including communicable and non-communicable diseases.
CLOBJ 6	Examine airborne and waterborne diseases, including their causes, transmission, and strategies for mitigation and prevention.
CLOBJ 7	Explore the field of psychiatric social work, understanding its basic concepts, historical development, and major approaches.
CLOBJ 8	Understand the role and responsibilities of a psychiatric social worker in supporting individuals with mental health challenges and their families.

f. Course Learning Outcomes:

CLO 1	Define concept of Health/ wellbeing and Mental Health care and Social Work Practice in health.
CLO 2	Develop skills to practice the role of Social Worker in the field of Health and Mental health.
CLO 3	Demonstrate skills for planning of treatment, prevention, rehabilitation and management of ill health.
CLO 4	Describe approaches and policies pertaining to health and mental issues.
CLO 5	Practice as a Medical Social Worker in health settings.

CLO 6	Relate and recognize epidemiology of various disease and health related legislation.
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g. Teaching and Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	0	0	4	20	20	-	60	-	100

SEE - Semester End Examination, **CIA** - Continuous Internal Assessment (It consists of Assignments/Seminars/Presentations/MCQ Tests, etc.)

Sr.	Topics	W	T
1	Health and Wellbeing - Definition and Concept of Health - Concept of Well Being - Determinants of Health - Concept of Preventive and Social Medicine	20%	12
2	Disease and its types - Concept of Disease - Types of Disease: Communicable and Non Communicable diseases - Air Borne and Waterborne Diseases - Causes and Mitigation	20%	12
3	Psychiatric Social Work - Basic concepts and theoretical framework, historical development, major approaches in psychiatric social work - Role of Psychiatric Social Worker - Rehabilitation, Prevention and Promotion in the area of mental health	20%	12
4	Laws Ethics and Medical Social Work - Mental Health Act, 1987. - Transplantation of Human Organs Act, 1994. - The Persons with Disabilities Act, 1995. - Ethics of Medical Social Worker	20%	12
5	Practice of Psychiatric Social Work - Family service agencies, child welfare agencies, - school settings, correctional institutions, - general hospital settings and deaddiction centers,national and international charitable organizations.	20%	12
	Total	100%	60

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc

h. Text Book/Reference Books:

- a. Banerji, D. (1985), Health and Family Planning Services in India, Lok Paksh, New Delhi.
- b. Banerjee, G.R. (1968), The Tuberculosis patient, Tata Institute of Social Sciences, Mumbai.
- c. Bajpai, P.K. (1998), Social Work Perspectives on Health, Rawat Publication, New Delhi.
- d. Dhooper, S.S. (1997), Social Work in Health Care in the 21st Century, Sage Publication, New Delhi.
- e. Park, K. (1995), Preventive and Social Medicine, Banarsidas Bhanot, Jabalpur.
- f. Qadeer, I. (1985), "Health Services System in India: An Expression of Socio-Economic Inequalities", Social Action, Vol-35, pp-98 to 221.
- g. Shah, L.P. & Shah, H. (1994), A Handbook of Psychiatry, Vora Medical Publications, Mumbai.
- h. Verma, R. (1991), Psychiatric Social Work in India, Sage Publication, New Delhi.
- i. Warde, S.M. (1987), "Social Work in Medical Setting" Encyclopedia of Social Work in India, Vol -III, pp-172-178.
- j. Yesudian, C.A.K (ed.) (1991), Primary Health Care, Tata Institute of Social Sciences, Mumbai

SEMESTER 7

- a. **Course Name:** Introduction to HRM
- b. **Course Code:** 10010107DS01
- c. **Prerequisite:** Basic knowledge of organizational structures in HR and functions of HR.
- d. **Rationale:** Understanding HRM functions and processes is essential for effective talent management, fostering organizational success, and responding to evolving workplace challenges.
- e. **Course Learning Objective:**

CLOBJ 1	Analyze the historical evolution of HRM, examining key milestones and their impact on contemporary organizational practices.
CLOBJ 2	Evaluate the functions and scope of HRM, demonstrating a comprehensive understanding of its role in strategic management.
CLOBJ 3	Understand job design and analysis techniques to optimize organizational efficiency and employee satisfaction.
CLOBJ 4	Develop effective recruitment and selection strategies by assessing diverse sources and implementing appropriate techniques.
CLOBJ 5	Design and implement employee training and development programs, aligning them with organizational goals.
CLOBJ 6	Demonstrate proficiency in human resource planning, identifying and addressing workforce needs to achieve organizational objectives.

f. Course Learning Outcomes:

CLO 1	Synthesize historical perspectives to articulate the evolution of HRM, providing context for contemporary workplace dynamics.
CLO 2	Apply the multifaceted functions of HRM, integrating strategic insights into organizational decision-making processes.
CLO 3	Execute job design and analysis, fostering a workplace environment that enhances productivity and employee engagement.
CLO 4	Develop comprehensive recruitment and selection strategies, showcasing proficiency in identifying and acquiring top talent.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	-	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content

Sr.	Topics	W	T
1	Evolution of HRM: • Concept, Definition, • Functions, • Nature and Scope • Past-Present & Future of HRM, • HRM Process • Recent trends in HRM	25%	15
2	Analyzing Work & Designing Jobs: • Job Design, J • Job Analysis, • Job Description, • Job Specification. • Method of collecting job data, • Human Resource Planning	25%	15
3	Human Resource Recruitment & Selection: • Definitions, Objectives, • Process of Recruitment, • Sources and techniques Of Recruitment, • Selection Procedure, • Barriers to effective selection Placement & Orientation	25%	15
4	Employee Training and Development: • Objective, • Training needs identification, • Inputs in Training and Development. Training process, • Method of training, Effectiveness	25%	15
	Total	100%	60

h. Text Book and Reference Book:

- a. Human Resource Management Garry Dessler & Biju Varkkey; Pearson; 11 th
- b. Personnel and Human Resource Management, Text and Cases P. Subba Rao; Himalaya Publishing House
- c. Human Resource Management (TextBook)b K. Aswathappa; McGraw Hill Education India Private Limited
- d. HRM Practices VSP Rao; Excel Books; 3rd Edition

- a. **Course Name:** Fieldwork in GO
- b. **Course Code:** 10010107DS02
- c. **Prerequisite** Basic knowledge of social work principles, government structures.
- d. **Rationale:** Familiarity with government structures and community dynamics is crucial for comprehending and addressing complex issues during fieldwork placements and conferences.
- e. **Course Learning Objective:**

CLOBJ 1	Acquire an in-depth understanding of the Department of Government's structure, functions, and schemes through hands-on fieldwork placement.
CLOBJ 2	Examine the diverse roles of social workers within the Department of Government, emphasizing their impact on community welfare.
CLOBJ 3	Analyze and comprehend various collaborative initiatives within the government sector, recognizing the importance of partnerships in achieving social objectives.
CLOBJ 4	Develop practical skills in preparing comprehensive and insightful fieldwork reports, showcasing the ability to synthesize and communicate key findings effectively.
CLOBJ 5	Participate in fieldwork conferences to enhance networking, share experiences, and gain insights into emerging trends and challenges in government-related social work.
CLOBJ 6	Apply theoretical knowledge to real-world scenarios, fostering critical thinking and problem-solving skills essential for successful engagement within the Department of Government.

f. Course Learning Outcomes:

CLO 1	Demonstrate a nuanced understanding of the Department of Government's organizational structure, facilitating informed participation in governmental processes during fieldwork placements.
CLO 2	Evaluate and articulate the social worker's pivotal role within the government context, emphasizing their contribution to community development and welfare initiatives.
CLO 3	Understand the significance of collaboration in government initiatives, applying this understanding to enhance the effectiveness of social work interventions.
CLO 4	Develop fieldwork reports that demonstrate the ability to collect, analyze, and present relevant data, fostering effective communication and documentation skills.
CLO5	Attend fieldwork conferences, demonstrating the ability to contribute meaningfully to discussions and benefit from shared experiences within the government sector.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
0	0	12	6	-	20	20	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content

Sr.	Topics	W
1	- Fieldwork Placement in GO - Introduction to Department of Government - Understanding the structure of Department of Government - Understanding of various scheme of Government - Understanding the role of social worker in Department of Government - Understand various collaboration - Preparation of Field Work Reports - Attending Fieldwork Conferences	100 %

h. Text Book and Reference Book:

- Frink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945
- Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice Hall.1982.
- Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, PrenticeHall.1964.
- Ganguli.B.N: Gandhi's Social Philosophy, Delhi, Vikas Publishing House, 1973.
- Gore.M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
- Gupta, Manju: Child Abuse – A Social Work Perspective, Mangal Deep Publications, Jaipur, 2001.

- a. **Course Name:** Ecology and Environmental Ethics
- b. **Course Code:** 10010107DS02
- c. **Prerequisite** Basic knowledge of ecological concepts, environmental science, and basic principles of sustainability is necessary for optimal engagement in this course.
- d. **Rationale:** Help to comprehend and critically analyze the complex interactions within ecosystems. Preparing students for a comprehensive exploration of ecological concepts, environmental ethics, and climate change issues.
- e. **Course Learning Objective:**

CLOBJ 1	Gain a comprehensive understanding of ecological concepts, including the components and types of ecosystems, as well as the significance of natural resources.
CLOBJ 2	Explore the relationship between human communities and the environment, analyzing the impacts of population growth and environmental movements on ecosystems.
CLOBJ 3	Examine the concepts of environmental ethics, considering the roles of various religions and cultures in environmental conservation.
CLOBJ 4	Develop proficiency in environmental communication and public awareness strategies, emphasizing effective dissemination of ecological knowledge.
CLOBJ 5	Understand the concept of sustainability, analyze Sustainable Development Goals (SDGs), and evaluate mitigation strategies for climate change.
CLOBJ 6	Apply theoretical knowledge to real-world scenarios, fostering critical thinking and problem-solving skills essential for addressing environmental challenges.

- f. **Course Learning Outcomes:**

CLO 1	Demonstrate a nuanced understanding of ecological concepts, enabling the identification and analysis of components and types of ecosystems.
CLO 2	Evaluate the impact of human communities on the environment, assessing the consequences of population growth and environmental movements on ecosystems.
CLO 3	Assess the ethical dimensions of environmental issues, recognizing the diverse influences of religions and cultures on conservation practices.
CLO 4	Understand ecological concepts effectively to diverse audiences, demonstrating proficiency in environmental communication and public awareness strategies.
CLO5	Apply sustainable principles to address real-world challenges, critically analyzing climate change issues and proposing viable mitigation strategies.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content

Sr.	Topics	W	T
1	Concept of Ecology - Definition and Concept of Ecology - Components of Ecosystem - Types of Ecosystem - Importance of Ecology	20%	12
2	Introduction to Environment - Introduction to Environment - Concept and Significance of Environment and Sustainability - Definition, concept, Structure and function of ecosystem - Concept of Natural Resources: Renewable and Non-Renewable Resources	20%	12
3	Human Communities and the Environment - Human population growth: Impacts on environment, - Human health and welfare. Resettlement and rehabilitation of Project affected persons; - Environmental movements: Chipko, Silent valley, Apikko, - Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. - Environmental communication and public awareness	20%	12
4	Environmental Ethics - Concept of Environmental Ethics - Types of Environmental Ethics - Relationship between environmental ethics and human behavior - Challenges related to Environmental Ethics	20%	12
5	Sustainability and Climate Change - Concept of Sustainability - Concept of SDGs - Climate Change and its issues - Mitigation strategy for Climate Change	20%	12
	Total	100%	60

h. Text Book and Reference Book:

- Carson, R. (2002). Silent Spring. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. (1993). This Fissured Land: An Ecological History of India. Univ. of California Press.

- c. Gleeson, B. and Low, N. (eds.) (1999). Global Ethics and Environment, London, Routledge.
- d. Gleick, P. H. (1993). Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- e. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006).
- f. Principles of Conservation Biology. Sunderland: Sinauer Associates.
- g. Grumbine, R. Edward, and Pandit, M.K. (2013). Threats from India's Himalayadams. Science, 339: 36-37.
- h. McCully, P. (1996). Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.

- a. **Course Name:** Social Entrepreneurship
- b. **Course Code:** 10010108MN01
- c. **Prerequisite:** : Basic understanding of social entrepreneurship, and ecosystem
- d. **Rationale:** Help students to develop entrepreneurship skills and helpful in learning various models of social entrepreneurship.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the fundamental concepts of entrepreneurship, including its definition, types, and characteristics, to establish a foundational knowledge of the field.
CLOBJ 2	Identify and analyze the role of entrepreneurship in creating value, fostering innovation, and driving economic development, enabling students to comprehend its significance in societal progress.
CLOBJ 3	Explore the principles and practices of social entrepreneurship, including its mission-driven approach and impact measurement techniques, to develop an understanding of how business principles can be applied to address social and environmental challenges.
CLOBJ 4	Evaluate the entrepreneurial ecosystem in India, including government policies, support structures, and cultural factors, to assess opportunities and challenges for aspiring entrepreneurs.
CLOBJ 5	Analyze case studies of successful social enterprises to identify best practices, challenges, and lessons learned, facilitating the application of theoretical concepts to real-world scenarios.
CLOBJ 6	Develop practical skills through hands-on experiences, such as agency demonstrations and workshops, to equip students with the tools and mindset necessary to embark on entrepreneurial ventures and contribute to positive societal change.

f. Course Learning Outcomes:

CLO 1	Define entrepreneurship and its various types, including social entrepreneurship, and differentiate between them, demonstrating comprehension (Knowledge).
CLO 2	Analyze the characteristics of entrepreneurs, such as innovation and opportunity identification, to assess their significance in entrepreneurial endeavors (Comprehension).
CLO 3	Evaluate the scope and value creation potential of entrepreneurship in India, demonstrating critical thinking skills (Analysis).
CLO 4	Define social entrepreneurship and social enterprises, and analyze their mission-driven approach to creating sustainable social value (Comprehension).
CLO 5	Compare and contrast business entrepreneurship with social entrepreneurship, demonstrating the ability to synthesize information and apply concepts (Synthesis).
CLO 6	Examine case studies of successful social enterprises like Grameen Bank and Aravind Eye Hospital to demonstrate the practical application of social entrepreneurship concepts

G. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	2	3	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Course Content:

Sr. No.	Content	Weightage	Teaching Hours
1	Entrepreneur And Entrepreneurship - Meaning, definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs –Social entrepreneur, Serial entrepreneur Types of Entrepreneurship –creative, inclusive, and knowledge entrepreneurship. - Characteristics of an entrepreneur: innovate, introduces new technologies, catalyst, creative, generating opportunity for profit or reward. - Entrepreneurship development in India. Scope of entrepreneur development. Concepts of Value Creation.	25%	15
2	Social Entrepreneur, Social Entrepreneurship, And Social Enterprises. - Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneurship. - Explicitly formulated mission to create and sustain social value and to benefit the communities. - Pursuit of new opportunities and exploration of hidden resources to serve that mission, the quest for sustainable models. - Differences between Business and Social Entrepreneur, Entrepreneurship and Social Entrepreneurship. Social Entrepreneurship in developing countries and in India.	25%	15
3	Social Entrepreneurship In Practice - The Grameen Bank (GB), - The Self Employment Women's Association (SEWA), - Aravind Eye Hospital, - Barefoot College, - Bhartia Samruddhi Investment & Consulting Services (BASIX), - Narayana Hrudayalaya Institute of Medical Sciences, - Technology Informatics Design Endeavour (TIDE).Boundaries of Social Entrepreneurship – Social service provision, Social activism.	25%	15

4	Demonstration the social Entrepreneurs Students will practically do the demonstration of their agencies or other agencies about their services or products.	25%	15
	Total	100%	60

i. Text Book and Reference Book:

- The Meaning of Social Entrepreneurship (TextBook) Gregory, J.D; Pearson 1998
- Entrepreneurial Development (TextBook) Srinivasan. N. P; New Delhi: S.Chand 1999
- Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011.
- S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009 .
- Jill Kickul and Thomas S.Lyons, Routledge, Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world, New York, 2012.
- Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources

- a. **Course Name:** Project Planning, Monitoring and Evaluation
- b. **Course Code:** 1001010DS01
- c. **Prerequisite:** Basic understanding of Project Planning, Monitoring and Evaluation
- d. **Rationale:** Learn to write projects, project proposals, stages of project, process of monitoring and evaluation.
- e. **Course Learning Objective:**

CLOBJ 1	Understand the fundamental concepts of project management, including its meaning, importance, characteristics, and various types.
CLOBJ 2	Master the art of project formulation by comprehending its concept, objectives, scope, and the critical requirements and factors influencing the process.
CLOBJ 3	Acquire proficiency in project planning, exploring the stages, methodology for identification, and feasibility studies, including financial and social cost-benefit analyses.
CLOBJ 4	Develop practical insights into project implementation, covering stages, teamwork, and key actors, with a focus on effective project monitoring techniques and integrated reporting.
CLOBJ 5	Explore the principles of management, emphasizing quantitative techniques, operations management, and the fundamentals of project management, including estimating, cost and risk management, quality management, governance, and ethical considerations.
CLOBJ 6	Gain expertise in project evaluation and appraisal, encompassing meaning, objectives, stages, approach, and steps, culminating in the preparation of a comprehensive project report.

- f. **Course Learning Outcomes:**

CLO 1	Demonstrate a comprehensive understanding of project management concepts, showcasing the ability to differentiate and apply various types of projects.
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CLO 2	Apply critical thinking in project formulation by setting clear objectives, defining scope, and considering the diverse requirements and factors influencing the process.
CLO 3	Execute effective project planning, utilizing methodology for identification, conducting feasibility studies, and performing financial and social cost-benefit analyses.
CLO 4	Implement successful project implementation strategies, demonstrating proficiency in teamwork, coordination, and monitoring techniques to mitigate time and cost overruns.
CLO 5	Apply principles of management and quantitative techniques, integrating them into the fundamentals of project management for estimating, cost and risk management, and ensuring project quality and ethical governance.
CLO 6	Showcase advanced skills in project evaluation and appraisal, successfully preparing a comprehensive project report that aligns with industry standards and expectations.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

• Course Content:

Sr.	Topics	W	T
1	Project Concept: - Meaning, importance, Characteristics and Types. - Project Formulation: Concept, Meaning, Objectives and Scope. - Requirements and Factors Affecting Project Formulation. - Phases of Project Cycle.	15%	8
2.	Project Planning: - Definition, objectives; Stages of project planning. - Methodology for project identification and formulation. - Feasibility studies, input analysis, financial cost-benefit analysis, social- cost benefit analysis.	20%	12

3.	Project implementation: - Stages of implementation, Teamwork, actors in project implementation. Project monitoring: meaning objectives and significance. - Monitoring techniques: integrated reporting. - Milestones, time and cost overrun and under runs, unit index techniques.	15%	10
4.	Principles of Management: Quantitative Techniques for Management. Operations Management.	20%	12
5.	Fundamentals of Project Management: - Project Estimating. - Cost and Risk Management. - Project Quality Management. Governance. Continuity and Ethics in Project Management.	15%	10
6.	Project Evaluation & appraisal: Meaning, Objectives, Scope, Stages, Approach, and Steps. Project Report	15%	10
	Total	100%	60

h. Text Book and Reference Book:

- Chowdhary, S. (1990) Project Management. Delhi: Tata McGraw-Hill
- Naik, B. M. (1985). Project Management: Scheduling and Monitoring, Delhi: Vani Educational Book.
- Prasanna C.,(1995).Project Planning Analysis Selection Implementation & Review. New Delhi:Tata McGraw-Hill Publishing Company Limited.
- Tripathi P.C., and Reddy P.N.,(2002).Principles of Management. New Delhi:Tata McGraw-Hill Publishing Company Limited.

- a. **Course Name: Industrial Relations and Personnel Management**
- b. **Course Code: 10010108DS02**
- c. **Prerequisite:** Basic understanding of Industrial relations and personnel management
- d. **Rationale:** Understand various IR Laws, Models and Organizational culture for effective personnel management.
- e. **Course Learning Objective:**

CLOBJ 1	Develop a comprehensive understanding of personnel management, including definitions, scope, objectives, and the principles guiding managerial and operative functions.
CLOBJ 2	Understand the concepts and methods of manpower planning, recognizing its significance, and applying various planning techniques.
CLOBJ 3	Acquire proficiency in recruitment processes, encompassing the steps, types, and associated practices such as transfer, promotion, and demotion of employees.
CLOBJ 4	Explore the scope and approaches of industrial relations, evaluating factors influencing industrial relations and understanding collective bargaining strategies and procedures.
CLOBJ 5	Analyze grievances in the workplace, discerning types and implementing model grievance procedures while adhering to principles of natural justice.
CLOBJ 6	Demonstrate the ability to apply theoretical knowledge in real-world scenarios, fostering critical thinking and problem-solving skills essential for effective personnel and industrial relations management.

- f. **Course Learning Outcomes:**

CLO 1	Understand basics of personnel management, applying principles to navigate both managerial and operative functions within an organizational context.
CLO 2	Apply manpower planning concepts effectively, demonstrating the ability to recognize needs, assess importance, and implement various planning methods.
CLO 3	Implement recruitment processes proficiently, showcasing a clear understanding of the steps involved and effectively managing employee transitions.

CLO 4	Evaluate industrial relations scenarios, applying diverse approaches and recognizing factors that influence workplace dynamics.
CLO 5	Address workplace grievances effectively, demonstrating the ability to identify and resolve issues through model grievance procedures while upholding principles of natural justice.
CLO 6	Apply theoretical knowledge to practical situations, demonstrating critical thinking and problem-solving skills essential for successful personnel and industrial relations management in real-world organizational settings.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
4	-	0	4	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

1. Course Content:

Sr.	Topics	W	T
1	Introduction of Personnel Management • Management, personnel management, • Definitions, scope, • Objectives and approaches, • Principles of personnel management, • Managerial and operative functions of personnel management	20%	10
2	Manpower planning • Meaning and Concept • Need and Importance • Methods of manpower planning	20%	10
3	Recruitment • Meaning, Step of recruitment and selection • Types of recruitment, transfer, • Promotion, demotion of employees	15%	10
4	Industrial Relations • Concept and Scope of Industrial Relations • Approaches to Industrial Relations • Factors affecting to Industrial Relations	15%	10
5	Collective Bargaining: • Concept and Definitions • Approaches and types • Strategies, procedures and issues	15%	10

6	Grievance: • Concepts, Types, • Model Grievance procedure • Principles of natural justice	15%	10
	Total	100%	60

h. Text Book and Reference Book:

- Memoria C.B. (1999) Dynamics of Industrial Relations, Himalaya Publications Bombay
- Arora M. (1999): Industrial relation: Excel Books New Delhi
- Rao M.M: Labour Management Relations and Trade Union Relationship: Deep and Deep Publication, New Delhi.
- C B Memoria, S.V. Gankar (2004) : Personnel Management, Text and Cases- Himalaya Publishing House, Delhi.
- K Ashwathappa (2006) : Human Resource and Personnel Management (4th ed) Tata Mc Graw – Hill, New Delhi.
- Diwan Parag and Agrawal (1998) : Personnel Management, Excel Books, New Delhi.