

**BOARD OF STUDIES
2022**

**P.G. & Research Department
of Social Work**

Sacred Heart College (Autonomous)

Tirupattur – 635601

Tirupattur District

Date: 18/11/2022

PG & RESEARCH DEPARTMENT OF SOCIAL WORK
SACRED HEART COLLEGE, TIRUPATTUR, VELLORE DIST
BOARD OF STUDIES MEETING

Date: 18/11/2022 Venue: Online - Department of Social Work Time: 04.30 pm to 5.30 pm

AGENDA

- **Prayer**
- **Welcoming the Members – J. Andrews Raja, Chairman**
- **Presentation –Program Specific Outcomes & Course Out Come**
- **Presentation – Course Out Come of all courses for 3rd and 4th Semester**
- **Presentation – Course outcomes with Program Specific Outcomes for all 3rd and 4th Semester courses**
- **Vote of Thanks**

MINUTES OF BOARD OF STUDIES

PG & Research Department of Social Work, Sacred Heart College, Tirupattur

The Board of Studies of the PG & Research Department of Social Work, Sacred Heart College, Tirupattur held on 18th Nov, 2022 at the Department of Social Work from 04.30 PM to 05.30 PM. The following members were present for the meeting organized online

1. J. Andrews Raja, Member, Chairperson, Assistant Professor
2. Dr. C.R. Christi Anandan, Member, Assistant Professor
3. Dr. K. Arockia Raj, Member, Assistant Professor
4. Dr. Clayton Michael Fonceca, Assistant Professor
5. Rev. Fr. Henry Daniel Ambrose, Member, Assistant Professor
6. Dr. T. Selvam, Member, Assistant Professor
7. Ms. E. Lisa, Member, Assistant Professor

External Experts who were Present for the meeting

University Nominee

- Dr. Gunavathy, Principal, Madras School of Social Work , Chennai

Expert from Industry

- Mr. Michael, Aditya Birla.Hosur.

Members Absent

- Rev. Fr. Henry Daniel Ambrose, Member, Assistant Professor

Agenda:

1. Updating the current OBE curriculum with PSO (Program Specific Outcomes)
2. Developing COs (Course Outcomes) for all the courses of first two semesters(3rd and 4th Semesters)
3. Mapping of COs with PSOs for the first two semesters(3rd and 4th Semesters)

Description:

Andrews Raja J Member, Chairperson, Assistant Professor started the meeting at 04.30pm. He welcome the members for the meeting and introduced the university nominee, Dr. Gunavathy, Principal, Madras School of Social Work, Chennai, the field expert, Mr. Michael, Aditya Birla. Hosur. Each Staff from the Department of Social Work, Sacred Heart College introduced themselves in the meeting and then the chairman gave an introduction to the external experts about the purpose of conducting this Board of Studies meeting in upgrading the current OBE curriculum with PSO (Program Specific Outcomes), CO (Course Outcomes) and Mapping of COs with PSOs for the first two semesters(3rd and 4th Semester).

The BoS further focused on the revised MSW PSOs & Cos for Semester III and Semester IV in detail. The chairperson presented the mapping of COs with PSOs for suggestion from the board members. The changes were made at the discretion of the board.

Experts appreciated the efforts taken by the faculty and approved the changes to be incorporated in the MSW Programme Structure from the Academic year 2022-2023 onwards. The suggestions and recommendations facilitated by the experts to the Department would be presented to the Academic Council.

The chair person proposed the vote of thanks.

Tirupattur

18/11/2022

RESOLUTIONS:

1. It was resolved that the P.G. & Research Department of Social Work can propose PSO Program Specific Outcomes (PSOs)for approval
2. It was accepted that all the Course Outcomes (COs) of every course in the first and Second Semester with due modifications suggested can be proposed for approval
3. It was passed by the board that with modifications made on the mapping can be proposed for approval as well

PG & RESEARCH DEPARTMENT OF SOCIAL WORK
RECOMMENDATIONS FROM THE BOARD
MSW-COURSE (Restructured) - 2021-22 Batch Onwards

PROGRAMME SPECIFIC OUTCOMES
AT POST GRADUATE LEVEL
IN THE P.G & RESEARCH DEPARTMENT OF SOCIAL WORK

PSO1: Prepare social workers to be versatile in social work theories, models, and approaches and to integrate multidisciplinary bodies of knowledge into their practice.

PSO2: Enable social workers to enhance their skill sets in the various domains and methods through the application of professional social work practice

PSO3: Develop a scientific temper among students in the field of social work through the incorporation of research and field work activities

PSO4: Prepare students to evaluate, create and demonstrate novel holistic solutions in their respective area of specialization with the use of advanced technologies.

PSO5: Develop social work practitioners who incorporate reflective practices through cultivated habitual responses with proficient and creative procedures establishing solutions as social change agents.

PSO6: Prepare social work practitioners who embrace core social work values and ethics in service of all people and environment with particular attention to marginalized persons, issues and communities.

PG & RESEARCH DEPARTMENT OF SOCIAL WORK
RECOMMENDATIONS FROM THE BOARD
MSW-COURSE (Restructured) - 2021-22 Batch Onwards

SEMESTER III

Code	Title of the subject	Changes
MSW330T	Social Work Research & Statistics	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW331A MSW331B MSW331 C	Rural & Urban Community Development Industrial Relations Youth Development	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW332A MSW332B MSW332C	Rural and Urban Governance Human Resource Management in Service Sector Strategies for youth Development	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW333A MSW333B MSW333C	Qualitative Research Hospital Administration Therapeutic Interventions in Social Work	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW334A MSW334B MSW334C	Corporate Social Responsibility Hotel Front Office Management Disaster Management	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW335S	Data Processing & Analysis Skill - (SPSS & NVivo)	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW336J	Research Project I	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW337F	Concurrent Field Work – III	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW338X	<i>Psychometric & Testing Tools (Certificate Course)</i>	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO

SEMESTER IV

Code	Title of the subject	Changes
MSW430T	Human Rights and Social Legislation	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW431A MSW431B MSW431C	Development Strategies Organizational Behavior NGO Management	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW432A MSW432B MSW432C	Livelihood & Social Audit / Human Resource Development Counseling and Career Guidance	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW433A MSW433B MSW433C	Project Monitoring and Evaluation Skill Matrix & Competency Mapping Social Work with Family & Children	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW434A MSW434B MSW434C	Environmental Social Work Performance Management Social Entrepreneurship	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW435S	Employability Skills	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW436J	Research Project II	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
MSW437F	Concurrent Field Work IV	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO
	Block Field Work (4 Weeks Duration)	Writing of Course Objectives, Course Outcomes and Mapping of CO with PSO

MSW-COURSE (Restructured) - 2021-22 Batch Onwards

SEMESTER III							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW330T	Social Work Research & Statistics	45	3	3	50	50	100
MSW331A MSW331B MSW331 C	Rural & Urban Community Development Industrial Relations Youth Development	45	3	3	50	50	100
MSW332A MSW332B MSW332C	Rural and Urban Governance Human Resource Management in Service Sector Strategies for youth Development	45	3	3	50	50	100
MSW333A MSW333B MSW333C	Qualitative Research Hospital Administration Therapeutic Interventions in Social Work	30	2	3	50	50	100
MSW334A MSW334B MSW334C	Corporate Social Responsibility Hotel Front Office Management Disaster Management	30	2	3	50	50	100
MSW335S	Data Processing & Analysis Skill - (SPSS & NVivo)	30	2	R/SD	50	50	100
MSW336J	Research Project I	-	3	R/V			100
MSW337F	Concurrent Field Work – III	-	5	R/V	50	50	100
MSW338X	<i>Psychometric & Testing Tools (Certificate Course)</i>	-	2*	Optional-Successful Completion			
	SEMESTER TOTAL		23 +2*				800

SEMESTER IV							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW430T	Human Rights and Social Legislation	45	3	3	50	50	100
MSW431A MSW431B MSW431C	Development Strategies Organizational Behavior NGO Management	45	3	3	50	50	100
MSW432A MSW432B MSW432C	Livelihood & Social Audit / Human Resource Development Counseling and Career Guidance	45	3	3	50	50	100
MSW433A MSW433B MSW433C	Project Monitoring and Evaluation Skill Matrix & Competency Mapping Social Work with Family & Children	30	2	3	50	50	100
MSW434A MSW434B MSW434C	Environmental Social Work Performance Management Social Entrepreneurship	30	2	3	50	50	100
MSW435S	Employability Skills	30	2	R/SD			100
MSW436J	Research Project II	-	3	R/V			100
MSW437F	Concurrent Field Work IV	-	5	R/V	50	50	100
	Block Field Work (4 Weeks Duration)	-	4*	Optional-Successful Completion			
SEMESTER TOTAL			23+4*				800
COURSE TOTAL			90+8*				3100

MC-Main Core,

RP-Research Project;

CC- Certificate Course

R/V- Report Submission & Viva Voce

IDC-Inter-Disciplinary Core;

SK-Skill Paper;

SFWP- Summer Field Work Practicum;

R/SD - Report Submission / Skill Demonstration

ME-Main Elective,

FWP-Field Work Practicum;

Evaluation Pattern

CA	50 Marks
Semester	50 Marks
Total	100 marks

Question Paper Pattern for CA

Maximum Marks: 50

Section - A (6 x 2 = 12 Marks) Answer ALL the questions.

Section - B (3 x 6 = 18 Marks) Either OR Type of questions

Section - C (2 x 10 = 20 Marks) Answer ANY TWO questions from FOUR questions

CA Components

<i>CA Test</i>	12.5 Marks (Written Exam (One CA) - (2hrs) for 2 units (50 marks – 12.5 Wg)
<i>Online quiz (MCQs)</i>	10 Marks (4 questions from each unit. To be conducted either in Google forms, Moodle, Hot potatoes or any other software)
<i>Assignment (Practical)</i>	12.5 Marks (one assignment from each Course)
<i>Library (Off & online)</i>	5 marks
<i>Student Participation</i>	10 Marks

Options for Student's Participation (10 marks)

1. *Short survey/ In depth Interview/ FGDs*
2. *Field visit and analytical reporting of the visit*
3. *Preparing a photo dossier and analytical comments*
4. *Poster presentation on a theme*
5. *Making a short documentary*
6. *Book Review (Summarizing)*
7. *Publishing an article in a national daily or news magazine or journal*
8. *Innovative activity*

Total **50 Marks**

QUESTION PAPER PATTERN FOR SEMESTER EXAMINATIONS

Maximum Marks 50

Section - A (10x 2 = 20 Marks) Answer ALL the Questions. (One question from each unit)

Section - B (5 x 7 = 35 Marks) Answer ALL the Questions. (Either OR Type of Questions. Two questions from each unit)

Section - C (3 x 15 = 45 Marks) Answer ANY Three questions from FIVE questions. (One questions from each unit.)

COURSE OBJECTIVES

- To enable students to understand the basic concept of social work as a secondary method of social work
- To educate students understand, analyze and develop methodology in carrying out social work research.
- To enable students to understand and create tools for data collection in social work researches in different settings
- To prepare students to understand and create statistical designs to analyze and present data.
- To educate students about the importance and methods of disseminating research insights
- To enhance the understanding and competency of students to conceptualize and conduct a scientific social work research.

UNIT 1: Concept and Process: Social Science Research- Scientific attitude, characteristics. Social Work research- Research Types and Process. Importance of theory, conceptualization and operationalization in Research. Variables- Independent and dependent. Preparing Research Project Proposal. Funding Opportunities for Social Work Researches.

UNIT 2: Research Methodology: Research Design: Exploratory, Descriptive, Diagnostic, Explanatory and Experimental & Quasi Experimental Hypothesis: nature and types, assumptions and Testing of hypothesis. Sampling: meaning, types - probability and non-probability. Data Collection Methods: Nature and types questionnaire, interview schedule and standardized tools. Validity and reliability testing of tools. Ethical responsibilities in Research.

UNIT 3: Measurement of Data: Meaning and Types: Primary and Secondary Data. Levels of measurement: Nominal, Ordinal, Interval and Ratio. Scale: Meaning and types: Likert, and Semantic differential.

UNIT 4: Application of Statistical Tests: Type of Statistics: Descriptive and Inferential (Parametric and Non-Parametric): Conditions for Parametric and Non-Parametric Tests. Descriptive statistics: Central Tendency: Mean, Median, Mode, Range, Standard deviation, Quartile Deviation. Presentation of Descriptive Statistics: One way, two way and summary tables, Diagrams: Pie, Bar, Histogram, Line and Cluster Bar Chart. Parametric Tests: One sample ‘t’ test, Independent Sample ‘t’ test. ANOVA and MANOVA, Paired Sample ‘t’ test and Pearson Correlation.

UNIT 5: Research Report Writing style and structure (Use of APA and MLA Style). Guidelines to Publish Research Papers. Plagiarism Testing. Intellectual Property Rights.

SEM I	CODE MSW330T	TITLE SOCIAL WORK RESEARCH & STATISTICS				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	3	3	3	3	
CO2	3	3	3	3	3	3	
CO3	3	3	3	3	3	3	
CO4	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	
Mean Overall Score							
Result							High

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	To enable students to understand the basic concept of social work as a secondary method of social work	K1, K2
CO2	To educate students understand, analyze and develop methodology in carrying out social work research.	K1 – K4
CO3	To enable students to understand and create tools for data collection in social work researches in different settings	K1 – K6
CO4	To prepare students to understand and create statistical designs to analyze and present data.	K1 - K6
CO5	To educate students about the importance and methods of disseminating research insights	K1 – K6
CO6	To enhance the understanding and competency of students to conceptualize and conduct a scientific social work research.	P1 – P5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

References:

1. Aditham Bhajanaga Rao. 2006. Research Methodology. Excel books. New Delhi.
2. Allen Rubin and Earl Babbie, 2011, Methodology For Social Work Research, Cengage Learning India Pvt. Ltd, New Delhi.
3. Cargan, Leonard. 2008. Doing Social Research. Jaipur. Rawat Publications.
4. Chadhary CM. 2009. Research methodology. Ashish Paranmi RBSA publishers. Jaipur.
5. Debashis Chakraborty. 2009. Research Methodology. Saurabh Publishing House. New Delhi. 6. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.

6. Gaur, Ajai S and Sanjaya S Saur. 2009. Statistical Methods for Practice and Research. A guide to Data Analysis using SPSS. Sage Publications. New Delhi.
7. Gosh B.N., 2008 Scientific Methods And Social Research, Sterling Publications Pvt. Ltd, New Delhi. 9. Gupta, S. P. 2009. Statistical Methods. New Delhi. Sultan Chand and Sons.
8. Ian Shaw and Nick Gould, 2001, Qualitative Research in Social Work, Sage Publications, London. 11. Kothari, C.R. 2004. Research Methodology – Methods and Techniques. New Delhi. New Age International Private Limited.
9. Kultar Singh. 2007. Quantitative Social Research Methods. Sage Publications India PVT LTD. New Delhi.
10. Michael Bloor, Jane Frankland, Michelle Thomas, Kate Bobson 2001, Focus Groups in Social Research, Sage Publications, New Delhi.
11. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. Sage Publications. California. Susanne Friese, 2012 Qualitative Data Analysis with Atlas, Sage Publications, New Delhi

RURAL AND URBAN COMMUNITY DEVELOPMENT (Main Core)
II MSW SEMESTER – III CODE: MSW331A

Course Objectives

CO1	To gain knowledge on foundational concepts in Rural and Urban Community Development (theories, Models and practices)	K1 & K2
CO2	To apply the knowledge in carrying out programs or use a procedure in a given situation	K3
CO3	To Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose	K4
CO4	To evaluate based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions	K5 & K6
CO5	To exhibit skills in the use of methods, formats, procedure & strategies relevant to this course in the practice of social work.	P1 to P6
CO6	To assist in practical and creative expression of social work values in personal and professional life	A1 & A6

K1-K6 – Cognitive Domain/ P1-P7 – Psychomotor Domain/ A1-A5 – Affective Domain

UNIT 1: Community: meaning, types, characteristics. Community development: Definition & philosophy. Evolution of Community Development. Human Development Index - Dimensions and importance. Sustainable development: meaning, importance. SDGs (Sustainable Development Goals). National priorities of the Govt. of India.

UNIT 2: Rural Community Development – Principles, approaches. Early experiments of rural development. Assessment of needs and problems in the community. Participation – meaning, relevance, & levels. Dimensions of participation. Participation in rural development. Participatory Rural Appraisal – characteristics, principles, tools, techniques – Social Mapping, Venn Diagram, Monogram, Health Matrix, Resource Mapping, Time line, Steps and limitations. Extension – meaning, principles, approaches.

UNIT 3: Urbanization: Concept- Urban, Urbanism - Characteristics- Types of urban centers - Town - Metropolitan city Satellite towns - Megacity - Parallel city and Smart City. Urban development and Urban community development - meaning - origin of urban community development- Welfare extension policy of central social welfare board as pilot project - Delhi project -Baroda project - Jamshedpur project. Urban governance structure and development schemes

UNIT 4: Urban Social problems: Crime – accidents – Prostitution -Pavement Dwellers – Street Children – Solid Waste Management - Pollution Control. Urban traffic problems- Metro rail and MRTS projects -Road safety systems - Infrastructure development - Urban housing problems – Housing schemes- Urban development Programs and Policies - Town planning - Urban Renewal programs in Indian cities – Smart cities & Development Corridors. Characteristics of Slums in Indian

cities- Tamil Nadu Slum clearance board- Functions of slum clearance Board- Programs for slum dwellers.

UNIT 5: Role of Government & NGOs in Development: Government programs & schemes – poverty alleviation, women development, SC/ST development and child development. Voluntary action – NGOs in rural urban development. Community based organization, programs & projects. Involvement of NGOs in urban community development - Need for NGOs in urban community development – N.G.Os working at Urban centers.

Course Outcome: *The students will...*

CO1	Recall, Recognize the foundational concepts in professional social work and Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain the various fundamental ideas relevant to rural and urban community development	K1 & K2
CO2	Execute, Implement in carrying out or use a procedure in a given situation in various fields of social work	K3
CO3	Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose of rural and urban social institutions and social issues	K4
CO4	Check, critique, judge based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions for varied social problems	K5 & K6
CO5	Prepare students to understand the use of various skills needed for professional community development social worker and begin to use of them in class and outside during field work visits	P1 to P6
CO6	Prepare students to apply social work values, code of ethics and values practiced by social reformers in their professional behavior in meeting people and working on the issues concerning them	A1 & A6

CO and PSO Mapping

SEM I	CODE MSW331A	TITLE RURAL AND URBAN COMMUNITY DEVELOPMENT					TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	2	2	2.3	
CO2	3	3	2	2	2	2	2.3	
CO3	3	3	2	2	2	2	2.3	
CO4	3	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	
Mean Overall Score							2.65	
Result							High	

0-1 Low 1-2 Medium 2-3 High

References:

1. Amitabh Bhatnagar, 2008, Rural Microfinance and Microenterprise, Concept Polishing Company, New Delhi
2. Anastasia Nikolopoulou And Taisha Abraham And Farid Mirbagheri, 2010, Education For Sustainable Development, Sage Publications, New Delhi
3. Katar Singh, 2010, Rural Development(Third), Sage Publications
4. Kumar, Somesh. 2004, Participatory Method in Community Work. New Delhi: Himalya Publisher.
5. Maheswari, S.R. 1994, Rural Development in India. Delhi. Sage publishers.
6. Narayanasamy N. And M.P.Boraian, 2005, Participatory Rural Appraisal, Concept Publishing Company, New Delhi
7. Noble G. Allan, 1997, India Urbanization New Delhi. Tata McGraw Hill Publishing Company.
8. Rajib Luchanpanigrahy. 2006. NGO for Rural Development. Mohit Publications.New Delhi.
9. Rasure K A. 2010. Rural Credit in the Era of Globalization. Madhav Books Publications. Hariyana.
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11. Singh Kattar. 2009. Rural development. Sage publications. New Delhi.
12. Venkatarama Ayyar C.P., 2004, Town Planning In Early South India, Mittal Publications, New Delhi
13. William, A. Thomas and A. J. Christopher. 2011. Rural Development – concept and recent approaches. Jaipur. Rawat Publications.

INDUSTRIAL RELATIONS (Main Core)
II MSW SEMESTER – III CODE: MSW331B

CO1	To Gain knowledge about trade unions	K1 & K2
CO2	To apply the knowledge in carrying out programs or use a procedure in a given situation	K3
CO3	To Understand the functions and activities of trade unions	K4
CO4	To Acquire the skill of working with the workers and unions	K5 & K6
CO5	To exhibit skills in the use of methods, formats, procedure & strategies relevant to this course in the practice of social work.	P1 to P6
CO6	To assist in practical and creative expression of social work values in personal and professional life	A1 & A6

UNIT 1: Industrial Relations: Concept, Characteristics and Approaches -State and Industrial Relations – Code of Conduct and Code of Discipline in Industry

UNIT 2: Collective Bargaining: Concept – Theories – Goals – Principles – Prerequisites – Stages of Collective Bargaining – Bargaining Strategies – The factors influencing Collective bargaining – Skills of an effective bargaining agent. Inter and Intra union rivalry, Concept of Conciliation, Arbitration and Adjudication.

UNIT 3: Workers Participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers’ participation in Management

UNIT 4: Trade Unions and Employers Organization: Origin and Growth of trade union movement in India – Theories – Functions – Administration of Unions – Leadership – Membership and Finance – Close shop, Open Shop and Check off system – Employers’ organization: Objectives and functions of various employers’ organization, membership and finance. Issues and Challenges of Trade unions in India. Emerging Trends in Union – management relations: Impact of Globalization and Liberalization. New Paradigms of Industrial Relations in India. Grievance - Meaning and forms, sources of grievance, approaches to grievance machinery, Grievance procedures, model grievance procedure. Disciplinary procedures, approaches to manage discipline in Industry, Principles of Hot stove rule.

UNIT 5: International Labour Organization: History – Mission and Objectives – Structure: International Labour Office , General Body and International Labour Conference –Functions of ILO . Concept of Tripartism in ILO in India: India-Decent Work Country Program (2013-17) ,

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Recall and describe basic concepts of Service, its nature, characteristics and understand similarities and differences between Manufacturing and Service Industries (K1 & K2)	K1, K2
CO2	Elicit and draft policies related to Recruitment, Training and lead organizations for required certifications (K5, K6)	K5, K6
CO3	Appraise the Service Sector and apply the existing function of HRM in Service Industries (K4)	K4
CO4	Integrate and develop HRM interventions in Hospital and Hospitality Industries. (K5 & K6)	K5, K6
CO5	Display ability to apply HRM Interventions in IT and ITES industries (P4)	P1-P7
CO6	Inquire and identify the growing needs of Service Industries interms of Human performance (A2 & A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM	CODE	HUMAN RESOURCE MANAGEMENT IN SERVICE SECTOR				TOTAL HOURS	CREDITS
I	MSW332B					45	3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	2	3	2	3	3	2.7

CO2	3	3	2	3	2	2	2.5
CO3	3	3	2	3	2	2	2.5
CO4	3	3	3	3	2	2	2.7
CO5	3	3	3	2	2	3	2.7
CO6	3	3	3	2	2	3	2.7
Mean Overall Score							2.6
Result							High

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference

1. Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regol Publications.
 2. Anuradha Sharma, Aradhana Khandekar,2009, Strategic Human Resource Management an Indian Pespective, 2 Ed, Sage Publications Ltd, New Delhi.
 3. BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.
 4. Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.
 5. Hiriyappa B, 2008, Strategic Management, New Age International P. Ltd, Publishers New Delhi
 6. Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.
 7. Jeffery A Mello, 2011, Strategic Human Resource Management, Cengage Learning India Pvt.Ltd, New Delhi
 8. Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.
 9. Mamoria, C. B. and Mamoria Satish. 1984. Industrial Labour. Social Security and Industrial peace in India. Kitab mahal. Allahabad.
 10. Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi
 11. Punekar, S. D. et. al. 1981. Lobour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.
- Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

COURSE OBJECTIVES

- To enable students to understand the basic concept of youth and youth development
- To enable students to understand the concept of Positive Youth Development.
- To outline the approaches and models of youth work.
- To enable students to understand youth development programmes in government and non-government organizations.

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

UNIT 2: Youth Development: Concept- Youth Development Index based on Human Development Index dimensions - Education, Income and Health. Youth Indicators drawn from Sustainable Development Goals of the United Nations Organization. Youth Led Development: Concept- Youth Led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate.

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

UNIT 4: Approaches and Models of Youth Work: Nature & definition of Youth Work. Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach. Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model and Don Bosco's Preventive model. Youth Clubs, Youth Movements and Youth Parliaments. Career Opportunities in Youth Work

UNIT 5: Youth Policy & Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014). Youth Development Programs of Indian Government; NSS, NSS, NCC, Scouting and Guiding, NYC, NYK, Scouting and Guiding, National Youth Corps, NYK and RGNIYD. Youth Organizations involved in Youth Development: United Nations Population Fund (UNFPA), International Youth Foundation (IYF), DBYA South Asia, Restless Development India and Magic Bus.

SEM III	CODE MSW131C	TITLE YOUTH DEVELOPMENT				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	2	2	2	2	2	3	
CO2	3	2	2	1	2	3	
CO3	2	3	2	2	1	2	
CO4	3	2	3	1	1	1	
CO5	2	3	3	2	2	1	
CO6	3	3	3	1	2	1	
Mean Overall Score							
Result							Medium

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept youth psychology of adolescents. (K1 & K2)	K1, K2
CO2	Describe and understand the concept youth development in the context of universal framework. (K1 & K2)	K1, K2
CO3	Analyze the concept of Positive Youth Development (K4)	K4
CO4	Understand and analyze the youth work models and approaches. (K2 & K4)	K2, K4
CO5	Describe and understand the youth development programmes available in government and NOG sectors (K1 & K2)	K1, K2
CO6	Incorporate Youth development concepts and methods and enable the understanding of strategies to enable youth development. (A5)	A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

0 to 1 – Low	1 to 2 – Medium	2 to 3 - High
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References:

1. Chowdhry D.P.1988. Youth Participation and Development. New Delhi. Atma Ram and Sons Publications.
2. Harper and Malcolm. 1996. Empowerment Through Enterprise. London. Intermediate Technology Publications.
3. Kenyon, et.al. 1996. Youth Policy 2000. Formulating and Implementing National Youth policies. London. Commonwealth Secretariat Module -9, CYP. Chandigarh. Asia Regional Centre.
4. Macwangi M – Zambia.1998. Promoting Enterprise and Economic Development. Module 11. CYP. Chandigarh: Asia Regional Centre.
5. Philip and MCMichael 1996. Development and Social Change. London. A global Perspective. Sage publications.

6. 6. Rajendran Vasanthi and David Paul. 2006. Youth and Globalization. Rajiv Gandhi National Institute of Youth Development. Sriperumandur.
7. 7. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi.
8. 8. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited.

COURSE OBJECTIVES

- To educate students to know and understand about local self-governance
- To facilitate students to apply social work methods in local self-governance
- To facilitate the students to analyse and evaluate the application of local self-governance and its sub committees.
- To help the students to develop models, methods, strategy for better functioning of local self-governance.
- To guide the students to help Local self-governing institutions to establish sub-committees
- To guide the students to help the sub-committees to function well.

Unit – I: Governance and Good Governance. Democratic Decentralization. E-Governance, Application of social work methods. Evolution of Rural Self Governments: Ancient period– Ur, MahaSabha, Variyams, kudumbu, alunganam. Mughal period - Patwari, Muqaddam, Jagirdars, and Zamindar. British period – Mahalwari system, Ryotwari system, Indian rebellion 1857 and decentralization. Mayo’s Resolution, Ripon Resolution, Royal Commission, Montague-Chemsford Reforms, and Government of India Act, 1935. After independence - Balwant Raj Mehta Committee, Ashok Mehta Committee, G V K Rao Committee, L M Singhvi Committee, and Constitutionalisation of Rural Governance.

UNIT 2: 73rd Constitutional Amendment Act, 1992 (Pachayat Raj Institutions) – Gram Sabha, Constitution, Composition and duration of panchayat, Reservation of seats, Disqualification of members, Powers, and responsibilities of Panchayats. Powers to impose taxes and Funds of Panchayats. Constitution of Finance Commission to review financial position. Elections to the Panchayats. Application to union territories. Application of social work methods.

UNIT 3: Evolution of Urban Self Governments: Ancient period – district administration, Nagaram, and Mahanagaram. Mughal period -Kotowal. British period – first municipal corporation, Town committee, Royal Army Sanitary Commission, Mayo’s Resolution, Ripon Resolution, Royal Commission, Morley-Minto Reforms, Government of India Acts 1919, Government of India Act 1935. After independence – Simla conference, Local Finance Enquiry Committee, Rathnasabapathy Mudaliar Committee, Matthai Committee, White Paper on the Reforms of Local Administration, Rural Urban Relationship committee, K. N. Sahay committee, and Constitutionalisation of Urban Governance.

Unit 4: 74th Constitutional amendment act, 1992 (The municipalities) – Metropolitan area, Municipal area, Municipality, Constitution, composition and duration of municipality, Constitution and composition of Wards Committees, Reservation of seats, Powers and responsibilities of Municipalities, Elections to the Municipalities. Committee for district planning. Committee for Metropolitan planning. Application of social work methods.

UNIT 5: Evolution of Tribal Self Governments. Before independence - Scheduled Districts Act 1874, the government of India act 1919, the government of India act 1935. After Independence – Advisory committee on Fundamental Rights, Minorities and Tribal and Excluded Areas, Sub committees of the advisory committees, Article 244 (Fifth Schedule of the Constitution), Bhuria Committee, The Provisions of the Panchayats (Extension to the Scheduled Areas) Act, 1996 / PESA Act 1996 - Village, GramaSabha and its power. Application of social work methods.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept of local self-governance (K1 & K2)	K1, K2
CO2	Apply social work methods in local self-governance (K3)	K3
CO3	Analyse and evaluate the application of local self-governance and its sub committees (K4 & K5)	K4, K5
CO4	Develop models, methods, strategy for better functioning of local self-governance. (K6)	K6
CO5	Establish sub-committees of local self-governing Institutions (P5)	P1-P7
CO6	Facilitating the sub-committees of local self-governing Institutions to function well (A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM III	CODE MSW332A	TITLE RURAL AND URBAN GOVERNANCE				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	1	1	2	2	3	2
CO2	3	3	1	1	2	2	2
CO3	2	3	3	1	1	2	2
CO4	2	2	3	3	1	1	2
CO5	1	2	2	3	3	1	2
CO6	1	1	2	2	3	3	2
Mean Overall Score							2
Result							Medium
0 to 1 – Low		1 to 2 – Medium		2 to 3 - High			

Reference:

1. AgarwalBabitha. 2009. Urbanization of Rural Areas. Rajdhani. New Delhi.

2. Arora K. Ramesh. 2009. Panchayati Raj Participation and Decentralisation. Rawat publications. Jaipur.
3. BidyutMohanty. 1993. Urbanization in Developing Countries, Concept Publishing Company. New Delhi.
4. BondyyoPadhyay. D. 2003. Empowering Panchayats Handbook for Master Trainers Using Participatory Approach. Concept Publications. New Delhi.
5. Jacob. Z. 2008. Urban Community Development. Rawat publications. Jaipur.
6. Khanna. B.S. 1994. Panchayat Raj in India. Deep & Deep publications. New Delhi.
7. Kshisagar,R.K.. 1994. Dalit Movement in India and its Leaders. MD Publications. New Delhi.
8. Mehta G.S. 2008. Participation of Women in the Panchayati Raj System. Kanishka Publishers. New Delhi.
9. Ravinder Singh Sandhu. 2006. Urbanization in India. Sage Publications. New Delhi

HUMAN RESOURCE MANAGEMENT IN SERVICE SECTOR (Main Core)
II MSW SEMESTER – III CODE: MSW332B

Learning Outcome: *The students will...*

- To enable students understand the basic concept of Service and Service Sector
- To educate students on National and Global policies in HR and Service Sector.
- To orient students with the application of HRM practice in Service Sector.
- To prepare students to adapt to the HR Management in Hospital and Hospitality industries.
- To prepare students to effectively engage in HR Practice in IT and ITES industries.
- To extend the ability in students to analyse the HRM practice in Service Sector with legal procedures.

UNIT I: Service Industries: Concept of Service, Types of Service, Service Management, Evolving Environment of Services, Service as a System, Attitudes towards Service Sector, Growth of the Service Industries. Nature of Service sector; Characteristics of Services. Similarities and Differences in Manufacturing and Service Industries - Customer Relationship Management (CRM).

UNIT II: HR Policies and Certification: National and Global HR Policies: Drawing a recruitment Policy, Training Policy – Certification in Service Sector – ISO – SA 8000 – Business Process Reengineering (BPR) - Challenges of service managers; Service Quality and performance.

UNIT III: Human Resource Management in Service Organizations: Concept, Functions, Organizing HRM Functions in Service Sector. Nature of work for the Frontline workers and backend Support Services. Performance management system: Balanced Scorecard Approach – Core Competency – Fun at Workplace - Compensation and reward structure.

UNIT IV: HRM in Hospitals: Health Services, Statuary fulfillment, Challenges in Hospital Management, Impact of HR practice in Hospitals. HRM in Hospitality Industries: Front Office - Facility Management in Hotels - HRM in Insurance and Banking.

UNIT V: HRM in IT Sector: Software Industry, BPOs, KPOs and ITES - Talent management. HRM in Education Management: Educational Systems, Practice and marketing innovative practices. Understanding HRM in professional Consultancy Firms - Implication of HRM in Flexible Working conditions – Work from Home - Legal Provisions, Unionization, – Strategic Human Resource Management - Challenges of HR Managers in Service Industries

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Recall and describe basic concepts of Service, its nature, characteristics and understand similarities and differences between Manufacturing and Service Industries (K1 & K2)	K1, K2
CO2	Elicit and draft policies related to Recruitment, Training and lead organizations for required certifications (K5, K6)	K5, K6
CO3	Appraise the Service Sector and apply the existing function of HRM in Service Industries (K4)	K4
CO4	Integrate and develop HRM interventions in Hospital and Hospitality Industries. (K5 & K6)	K5, K6
CO5	Display ability to apply HRM Interventions in IT and ITES industries (P4)	P1-P7
CO6	Inquire and identify the growing needs of Service Industries interms of Human performance (A2 & A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM I	CODE MSW332B	HUMAN RESOURCE MANAGEMENT IN SERVICE SECTOR				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	2	3	2	3	3	2.7
CO2	3	3	2	3	2	2	2.5
CO3	3	3	2	3	2	2	2.5
CO4	3	3	3	3	2	2	2.7
CO5	3	3	3	2	2	3	2.7
CO6	3	3	3	2	2	3	2.7
Mean Overall Score							2.6
Result							High

0 to 1 – Low	1 to 2 – Medium	2 to 3 - High
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References:

1. Balaji B, 2013, Service Marketing & Management, S.Chand & Company Private Limited, New Delhi.
2. Dasler Gary, 2011, Human Resource Management, Dorling Kindersly (India. Pvt. Ltd.), New Delhi.
3. Goyal R.C., 1994, Hand Book Of Hospital Personnel Management, Prentice Hall Of India Private Limited, New Delhi.
4. Goyal R. L. 1993. Handbook of Hospital Personnel Management. Prentice Hall of India Pvt. Ltd. New Delhi.
5. Hoffman K Douglas and E G John Bateson. 2006. Marketing of Services. Cenage Learning India Pvt. Ltd. New. Delhi.

6. Kandula, Srinivas. 2005. Human Resource Development in Competitive Business Environment. ICFAI University press. Hyderabad.
 7. Natarajan L, 2006, Service Marketing, Margham Publications, Chennai.
 8. Negi, Jag Mohan. 1997. Professional Hotel Management. S. Chand and Co. Ltd. New Delhi.
 9. Rao, Sanakard M. 1992. Hospital Organisation and Administration. Deep and Deep Publications. New Delhi.
 10. Sanghi Sma, 2011, Human Resource Management, Macmillan Publishers, India.
- Valarie Zeithaml A. Mary Jobitner, Dwayne Gremler D. Ajay Pandit, 2012, Service Marketing, Tata Mcgraw Hill Education Private Limited, New Delhi

STRATEGIES FOR YOUTH DEVELOPMENT (Main Core)
II MSW SEMESTER – III CODE: MSW332C

COURSE OBJECTIVES

- To enable students understand the basic concept of Youth Development Strategies
- To educate students on the different strategies by which youth development could be achieved
- To outline the concept of capacity building as an important strategy for youth development
- To enable the students to gain knowledge of Government and private interventions in the development of Youth.
- To help students to acquire skills in designing capacity building programmes.
- To give theoretical and practical exposure to students to explore avenues for livelihood promotion and entrepreneurship.

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

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

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

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

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

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the Definition and concept of Youth and lifestyle among youth. (K1 & K2)	K1, K2
CO2	Illustrate the strategies and methods to improve the lifestyle among youth. (K3)	K3
CO3	Analyze the concept of capacity building, its methods and acquire the skills of designing training programmes to build capacity. (K4)	K4
CO4	To understand and analyse the concept of livelihood in the light of various national and international livelihood programmes and explore how youth can benefit by the governmental programmes. (K5 & K6)	K5, K6
CO5	To understand and explore the possibilities of entrepreneurship among youth, availing the government schemes (P4)	P1-P7
CO6	To Understand Community health as an important community and youth development strategy and find ways to work with and improve national health programmes for the community. (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM	CODE	TITLE				TOTAL	CREDITS
III	MSW332C	STRATEGIES FOR YOUTH DEVELOPMENT				HOURS 45	3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	2	2	2	2	2.7
CO2	3	3	2	3	2	2	2.5
CO3	3	3	2	3	2	2	2.5
CO4	3	3	3	3	2	2	2.7
CO5	3	3	3	3	2	2	2.7
CO6	3	3	3	3	2	2	2.7
Mean Overall Score							2.6
Result							High

0 to 1 - Low	1 to 2 - Medium	2 to 3 - High
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References

1. Ashmore, Cathy, 2008, Criteria for Youth Entrepreneurship Education. Consortium for Entrepreneurship Education.
2. Catalano, R.F., Gavin, L.E., Markham, C.M., 2010, Future directions for positive youth development as a strategy to promote adolescent sexual and reproductive health. J Adolesc Health.
3. Eccles, J.S., Gootman, J.A., 2002, Community programs to promote youth development. Committee on Community-Level Programs for Youth, National Research Council (U.S.). Board on Children, Youth, and Families, Institute of Medicine (U.S.). National Academies Press, Washington, DC.
4. Farrington, J (2001). Sustainable livelihoods, rights and the new architecture of aid. Natural Resource Perspectives 69. Overseas Development Institute, London.
5. Jonathan Roberts, 2009, Youth Work Ethics, Learning Matter Ltd,
6. Kate Sapin, 2013, Essential Sills For Youth Work Practice (2nd Edition), Sage Publication ,New Delhi
7. Kuriakosenpallikunel, 2005, Empowering Community: Empowering The Young At Risk, National Research And Documentation Center, Bangalore
8. Martin Robb, 2007, Youth In Frameworks, Settings, Encounters, Sage Publications, London
9. Mary Tyler, Liz Hoguarth And Bkyan Merton, 2009, Managing Modern Youth Work, Learning Matters Ltd, Padrtow, Co.

10. McNulty, Michael; Nagarajan, Geetha, 2005, Serving Youth with Microfinance: Perspectives of Microfinance Institution and Youth. Chemonics International, USAID
 11. Melvin Delgado, 2000, New Arenas For Community Social Work Practice With Urban Youth
 12. Peter Ronald Desouza, Sanjay Kumar, Sandeep Shastri, 2009, Indian Youth In A Transforming World, Sage Publications, New Delhi
 13. Roger Harrison, Cathy Benjamin, Sheila Curran And Rob Hunter, 2007, Leading Work With Young People, Sage Publications, New Delhi
 14. Sarumathy M, Hiranniya Kalech, 2007, Youth Policies And Programmes In South Asia , Rajiv Gandhi National Institute Of Youth Development (RGNIYD), Sriperambudur ,India
- Sarumathy, M, Hiranniya Kalesh.P, 2007, Youth In Decentralized Governance, Rgnyd, Sriperambudur

SEMESTER III
QUALITATIVE RESEARCH IN SOCIAL WORK (Main Elective 1 – 30 HOURS ONLY)
II MSW SEMESTER – III CODE: MSW333A

COURSE OBJECTIVES

- To enable students describe & understand the objectives, scope, and limitations of using qualitative and mixed methodologies in research (K1, K2)
- To enable students to use a wide range of methods and techniques to collect and analyze qualitative data. (K3)
- To help students based on actual experiences, examine, evaluate, and use various qualitative research techniques in the field of social work. (K4)
- To train students to construct, assess, and develop skills in qualitative research methods, as well as the use of mixed research designs. (K5 & K6)
- To enable students to demonstrate expertise in data administration and analysis through the use of qualitative software (P3)
- To develop the ability in students to demonstrates ethical conformity to the many traits, abilities, and methodologies used in qualitative research (A2) (A5)

Unit – I: Concept: Qualitative research-Concept, Characteristics, Objectives and scope. Ethical responsibilities in qualitative research- Challenges in qualitative research- Mixed Method in research -Quantitative & Qualitative.

Unit – II: Process of Research: Problem Formulation: Review of literature, site selection and time frame, selection of samples, Collection of data, Data processing and analysis and interpretation and documentation of observations and findings.

Unit – III: Approaches to Qualitative Research: Ethnography, Grounded theory, Interpretative phenomenological analysis, Disclosure analysis, Conversation analysis, Content analysis and Narrative analysis. Qualitative Sampling and Selection: Convenience, Typical Case Sampling, Critical Case Sampling, Maximum Variation Case Sampling, Intensity Sampling and Snowball Sampling.

Unit – IV: Data Collection Methods: Observation, Case studies, In-depth Interview, Focus Group Discussion, Artifacts/field records, Narrative and Open ended questions in questionnaires. Use of audio/video gadgets and photos in data collection.

Unit –V: Data analysis and Management: Convergence and Divergence. Types of analysis: Conversation, discourse and genre. Coding the data using software programmes in qualitative research. Writing the research report.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Explain and understand the concept, objectives, scope and challenges in adopting qualitative and mixed methods in research. (K1 & K2)	K1, K2

CO2	Apply various techniques and methods in qualitative data collection. (K3)	K3
CO3	Analyze, interpret and correlate various qualitative data based on real life experiences. (K4)	K4
CO4	To evaluate and undertake various qualitative research approaches, as well as the use of mixed research designs, in the field of social work. (K5 & K6)	K5, K6
CO5	Exhibit proficiency in data analysis and management through the use of qualitative software. (P3)	P1-P7
CO6	Ethically conforms to the many characteristics, skills, knowledge, and methodologies in qualitative research by responding to needs of the community (A2)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

References:

1. Allen Rubin and Earl Babbie, (2011), Methodology For Social Work Research, Cengage Learning India Pvt. Ltd, New Delhi.
2. B.N .Gosh, (2008) Scientific Methods And Social Research, Sterling Publications Pvt. Ltd, New Delhi.
3. Christopher, A. J. and Thomas William. 2006. Research Project Work Made Easy. Joie Publishers. Chennai.
4. Glesne, C. and Peshkin. 1992. Becoming qualitative Researchers. Longman. White Plains. New York.
5. Ian Shaw and Nick Gould, (2001) Qualitative Research in Social Work, Sage Publications, London.
6. Jorgensen, D.L. 1989. Participant Observations; a Methodology for Human Studies. Sage Publications. California.
7. Michael Bloor, Jane Frankland, Michelle Thomas, Kate Bobson (2001), Focus Groups in Social Research, Sage Publications, New Delhi.
8. Miller, M.L. and J. Kirk. 1986. Reliability and Validity in Qualitative Research. Sage Publications. California.

SEM III	CODE MSW333A	TITLE QUALITATIVE RESEARCH				TOTAL HOURS 30	CREDITS 2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	1	3	3	2	1	2.2
CO2	1	3	3	2	3	1	2.2
CO3	3	3	3	2	2	1	4.3
CO4	1	2	3	1	3	1	1.8
CO5	2	2	2	1	1	3	1.8
CO6	2	1	1	2	2	3	1.8
Mean Overall Score							2.4
Result							High

9. Morgan, D.L. 1997. Focus Groups as Qualitative Research. Sage Publications. California.
10. Noblit, W.G. and R.D. Hare. 1988. Meta-Ethnography: Synthesizing Qualitative Studies. Sage Publications. California.
11. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. Sage Publications. California.
12. S.Sarantokas, (2005) Social Research, Palgrave Mac Millan Publications, New York.
13. Susanne Friese, (2012) Qualitative Data Analysis with Atlas, Sage Publications, New Delhi.
14. Riessman, C.K. 1994. Qualitative Studies in Social Work Research. Sage Publications. California.
15. Silverman, D. 1993. Interpreting Qualitative Data. Sage Publications Ltd. London.

HOSPITAL ADMINISTRATION (Main Elective)
II MSW SEMESTER – III CODE: MSW333B

CO1	To Gain basic knowledge on Hospital Administration	K1 & K2
CO2	To apply the knowledge in carrying out programs or use a procedure in a given situation	K3
CO3	To Understand the functions of Hospital	K4
CO4	To Acquire the skill for administering Hospitals	K5 & K6
CO5	To exhibit skills in the use of methods, formats, procedure & strategies relevant to this course in the practice of social work.	P1 to P6
CO6	To assist in practical and creative expression of social work values in personal and professional life	A1 & A6

UNIT-I: Overview of Health Care Sector: Overview of Health Care Sector in India – Primary care – Secondary care – Tertiary care – General & special Hospitals - Understanding the Hospital Management: Routine Admission/Discharge Procedures/Discharge Summary - Hospital Utilisation Statistics: Average Length of Stay (ALS), Bed Occupancy Rate and Turn Over Interval – Role of Medical, Nursing Staff, Paramedical and Supporting Staff.
 NABH Guidelines and Principles

UNIT-II: Functional Hospital Organization: Hospital code of ethics, medical ethics, standards for hospitals, - Hospital functions - Front Office: Duties & Responsibilities - Health Records: Daily Reports / Returns: Hospital Census, Matron’s Report, Medical Officer’s Report, Casualty Report, Medico-Legal Cases, Report from ICU / ICCU, Security Report, Maintenance Department Report and OT List. - Patient’s Complaints - Medical Certificates.

UNIT –III Hospital Administration: Hospital Committees: Role, Composition, Frequency of Meetings, Minutes of the Meetings, Follow-up Actions. - Duties & Responsibilities of the Hospital Administrator/CEO - Role of Medical Superintendent, Resident Medical Officer, Night duty Executive; Public and guest relation: information regarding patients, medical information, attendants’ management.

UNIT-IV: HRM in Hospitals: Nature and Scope of HRM – Meaning and Definition – Functions – Objectives – Organization of HRM Department - Policy Evolution of Personnel - Duty Roster of various categories of Staff - Administration of Patient Related Schemes: Medical Insurance (Cashless Benefit), Central Government Health Scheme (CGHS), Ex-Servicemen Contributory Health Scheme (ECHS), Third Party Administrator (TPA), Employee’s State Insurance (ESvarI) - Hospital Waste Management - Methods of Infection Control - Standard Operating Procedures (SOPs) - Availability of Materials: Critical Items, Stock Level, Procurement Methods.

SEM	CODE	TITLE	TOTAL HOURS	CREDITS
III	MSW333B	HOSPITAL ADMINISTRATION	30	2

UNIT V: Challenges in Hospital Administration: Emergency Codes: Disaster Management: Fire Fighting. Dealing with Crisis Situation, Mob violence, Bomb threat, Terrorist strike, Mass casualties, Political agitation, Prisoners - Hospital Security: Staff, Patients, New born babies, Female staff/Patients, Stores. - Application of Hospital Information System (HIS) & Management Information System (MIS) - Accreditation – Tele health - Health Tourism - Health Insurance and Managed Care.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the Definition and health and hospital management (K1 & K2)	K1, K2
CO2	Illustrate the strategies and methods to improve the lifestyle among of health of the people(K3)	K3
CO3	Analyze the concept of capacity building, its methods and acquire the skills of designing training programmes to build capacity staff in the health sector(K4)	K4
CO4	To understand and analyse the concept of health sector and hospital management. (K5 & K6)	K5, K6
CO5	To understand and explore the possibilities of government effort in handling health issues (P4)	P1-P7
CO6	To Understand Community health as an important community and improve national health programmes for the community. (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	2	2	2	2	2.7
CO2	3	3	2	3	2	2	2.5
CO3	3	3	2	3	2	2	2.5
CO4	3	3	3	3	2	2	2.7
CO5	3	3	3	3	2	2	2.7
CO6	3	3	3	3	2	2	2.7
Mean Overall Score							2.6
Result							High

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

References

1. Dave P.K., Shakti Gupta, NK Parmar, Sunil Kant, **Emergency Medical Service and Disaster Management - A Holistic Approach**, Jaypee Brothers Medical Publishers Pvt. Ltd., New Delhi.
2. Goel S.L. & R. Kumar, Hospital Administration and Management, Deep & Deep Publications, New Delhi.
3. Hem Chandra , **Hospital Equipment Management**, Bharat Book Centre, Lucknow
4. Katakam A., GD Kunders, S Gopinath, **Hospitals Planning, Design and Management**, Tata McGraw-Hill Publishing Company Limited, New Delhi.
5. Nalini V.Deve, 1991, Hospital Management, Deep & Deep Publications, New Delhi.
6. R.C.Goyal, 1993, Hand Book of Hospital Personnel Management, Prentice- Hall of India Pvt. Ltd, New Delhi.
7. Sakharkar B.M., **Principles of Hospital Administration and Planning**. Jaypee Brothers Medical Publisher (P) Ltd., New Delhi.
8. Sankara Rao M., 1992, Hospital Organization and Administration, Deep & Deep Publications, New Delhi.
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10. Spencer J.A., 1967, Management in Hospitals, Faber and Faber, New Delhi.

11. Syed Amin, Tabish, **Hospital and Health Services Administration - Principles and Practice**,
Oxford University Press, New Delhi.
Yashpal Sharma , **Handbook on Hospital Administration**, Durga Printers, Jammu

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Students understand the nature, goals and prerequisites of psychopathology (K1 & K2)	K1, K2
CO2	Students acquire knowledge about different schools and techniques in Psychotherapy (K3)	K3
CO3	Students are able to outline the Principles and goals of psychotherapy (K4)	K4
CO4	Students acquire skills needed to practice psychotherapy in various settings. (K5 & K6)	K5, K6
CO5	Students understand and practice psychotherapy as an important strategy in behaviour change (P4)	P1-P7
CO6	Students acquire knowledge as application of interventions in Social Work practice (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

0 to 1 – Low	1 to 2 – Medium	2 to 3 - High
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Reference

SEM	CODE	TITLE					TOTAL HOURS	CREDITS
III	MSW333C	THERAPETIC INTERVENTIONS IN SOCIAL WORK					30	2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	2	2	2.2	
CO2	3	3	2	3	2	2	2.2	
CO3	3	3	2	3	2	2	4.3	
CO4	3	3	3	3	2	2	1.8	
CO5	3	3	3	3	2	2	1.8	
CO6	3	3	3	3	2	2	1.8	
Mean Overall Score							2.4	
Result							High	

1. Allen,H.Frederick, Psychotherapy with Children,1942,W.W.Norton & Company. INC, New York
 2. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA
 3. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
 4. Harper A.Robert, 1975,The New Psycho therapies, Pretence Hall INC. New Jersey
 5. Helen, 1995, Social Case Work: A Problem Solving Process, The University ofChicago Press, Chicago, USA
 6. Hersher,Leonard,ED,1970,Four Psycho Therapies,Appleton-Century-Crofts,New York
 7. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersy,USA
 8. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
 9. Taylor, S. (2006). Clinician's guide to PTSD: A cognitive-behavioral approach. New York,the Guilford Press.
 - 10.Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, NewDelhi.
 - 11.Briere, J. (2006). Principles of Trauma Therapy : A guide to symptoms, evaluation, and treatment. Thousand Oaks, Calif.: Sage Publications.
 - 12.Bryant-Davis, T. (2011). Surviving sexual violence : a guide to recovery and empowerment. Lanham, MD: Rowman & Littlefield Publishers.
 - 13.Ellis, A., Mcinerney, J. F., DiGiuseppe, R., & Yeager, R. J. (1988). Rational-Emotive therapy with alcoholics and substance abusers. New York: Pergamon Press, 22-37.
- McHugh, R. K., Hearon, B. A. & Oho, M. W. (2010). Cognitive behavioral therapy for substance use disorders. Psychiatric Clinics of North America, 33, 511-525

CORPORATE SOCIAL RESPONSIBILITY (Main Elective 1)
II MSW SEMESTER – I CODE: MSW334A

COURSE OBJECTIVES

- To enable students understand the concept of Corporate Social Responsibility
- To educate students on the evolution of CSR in India and Ethical and environmental issues related to industries.
- To enable students to understand the meaning, types of Organizational Environment.
- To help students understand the social responsibilities of business.
- To help the student to understand the role of various Standards and Codes in CSR practice.
- To understand Indian Companies Act from CSR perspective and learn from the successful CSR projects in India.

UNIT 1: Corporate Social Responsibility – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach - CSR Issues: Environmental, Social, Labor related, Ethical and Governance.

UNIT 2: Organizational environment - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.

UNIT 3: Role of ‘Standards and Codes’ in CSR: ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

UNIT 4: NGO and CSR – Indian Companies Act2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment. Communication: Annual Reports and Sustainability Reports.

UNIT 5: CSR- Success Stories in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Understand and describe the concept of Corporate Social Responsibility. (K1 & K2)	K1, K2
CO2	Understand and analyse the evolution of CSR in India and analyse the environmental issues related to industries. (K3)	K3
CO3	Understand the meaning, types of Organizational Environment (K4)	K4
CO4	Understand the social responsibility related to businesses. (K5 & K6)	K5, K6
CO5	Understand and learn the application of various Standards and Codes in CSR practice. (P4)	P1-P7
CO6	Understand and interpret Indian Companies Act from CSR perspective and relate the local social context with the successful CSR projects in India. (A5)	A1-A5

K1-K6 – Cognitive Domain P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM III	CODE MSW334A	TITLE CORPORATE SOCIAL RESPONSIBILITY				TOTAL HOURS 30	CREDITS 2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	2	2	2	2	
CO2	3	3	2	3	2	2	
CO3	3	3	2	3	2	2	
CO4	3	3	3	3	2	2	
CO5	3	3	3	3	2	2	
CO6	3	3	3	3	2	2	
Mean Overall Score							
Result							High

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference

9. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), Mcgraw Hill Publications, New Delhi.
 10. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai.
 11. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cengage Learning Ind Pvt Ltd, New Delhi.
 12. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business(Tenth), Pearson Education Pvt Ltd, New Delhi.
 13. John R Baotright, 2003, Ethics and Conduct of Business(Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
 14. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur.
 15. Neelamegam V., 2008, Business Environment, Vrinda Publications, New Delhi.
 16. Sankaran S., 2013, Business Environment, Margham Publications, Chennai.
 17. Saravanel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.
- Sharma R.K. And Puneet Goel and Pooja Bhagwan, 2009, Business Ethics And Corporate Governance, Kalyani Publications, Chennai

HOTEL FRONT OFFICE MANAGEMENT (Main Elective)
II MSW SEMESTER – III CODE: MSW334B

Learning Outcome: *The students will...*

- To enable students understand the basic concept of Hotel, its types and interactions with tourism.
- To educate students on the guest cycle and front office functions.
- To orient students with the functions of information desk.
- To prepare students to understand and maintain accounting and guest relations documents.
- To enhance students with the skills required for front office management.

Learning Objectives

- To enhance the employability skill and knowledge of students on hotel management.
- To facilitate students to understand the functions of front office
- To enable student with right skill for front office management. .

Unit – I: Introduction to Hotel Industry – Concept of Hotel – Types of Hotels – Types of Rooms and Tariff – Restaurant: Food and Beverage Management -Tourism – Importance of Hospitality in Tourism – Tourism in India- Role of Travel Agents in Tourism Industry.

Unit – II: Front office Operations – Concept – Functions – Importance of Front office Department in Guest satisfaction – Qualities and Attributes of Front office Personnel – FOM Organizational Structure – Guest Cycle (Pre-arrival, arrival, Occupancy and Departure) – Job Description (Front office Manager, Reservation Supervisor, Front Office Cashier, Front Office Assistants, Reservation Assistants and Bell Boys). Lobby – Reservation Management (Online, Telephonic and Agent bookings) – visit to a Hotel / Resort

Unit III: Information (Information Desk, Information Rack, Key Management) – Reception - Front office procedures for Emergencies (Fire Fighting, Prevention of employee and guest theft and First Aid)- Night Auditing – Equipments in Front Office (PBX, PABX, EPABX)

Unit – IV: Front office Cashier – Functions – Records and Ledgers - Hotel Credit – Foreign Currency Encashment– Safety Locker Management – Establishing Room Rates (Rule of Thumb, Hubbart’s Formula) – Room Revenue Analysis.

Unit –V : Skills for Front Office Management – Personal Hygiene and Grooming – Computing Skills – Telephone Etiquette – Email Etiquette – Problem Solving Skills - Trends in Front Office Management. Case Study on Hotel Front office Administration

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom’s Taxonomy Level
CO1	Recall and describe basic concepts of Hotel and its types (K1 & K2)	K1, K2
CO2	Ability to handle guest cycle functions in Front office administration (K3)	K3
CO3	Act and react accordingly with disseminating information and handle efficiently the times of emergencies. (K4)	K4
CO4	Clarity with the roles of front office cashier and executives in handling records and ledgers. (K3)	K3
CO5	Display ability to apply HRM Interventions in Front Office Management (P4)	P1-P7
CO6	Inquire and identify the needs for customer satisfaction and ability to handle issues (A2 & A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM I	CODE MSW334B	HOTEL FRONT OFFICE MANANGEMENT					TOTAL HOURS	CREDITS
							30	2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	2	3	2	3	3	2.7	
CO2	3	3	2	3	2	2	2.5	
CO3	3	3	2	3	2	2	2.5	
CO4	3	3	3	3	2	2	2.7	
CO5	3	3	3	2	2	3	2.7	
CO6	3	3	3	2	2	3	2.7	
Mean Overall Score							2.6	
Result							High	

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference:

Alan Fyall & Brian Garrod, 2010, Aspects Of Tourism Marketing, Viva Books Pvt.Limited, New Delhi

Chistopher Lovelock & Jochen Writz & Jayanta Chatterjee, 2011, Services Marketing, Dorling Kindersley Pvt.Limited, South Asia

Ernst Schneider, 2008, Healthy By Nature, Editorial Safeliz, Spain

George D. Pamplone- Roger, 2010, Encyclopaedia Of Foods Healthy Recipes, Editorial Safeliz, Spain

George D. Pamplone- Roger, 2010, Healthy Body, Editorial Safeliz, Spain

Jack D. Niemeyer & Joe Perdue, 2009, Discovering Hospitality And Tourism, Dorling Kindersley Pvt. Limited, South Asia

Jagmohan Negi, 1997, Professional Hotel Management, Chand & Company Limited, New Delhi

Jagmohan Negi, 2008, Professional Hotel Management, Chand & Company Limited, New Delhi

Metti M.C., 2008, Customer Service And Hotel Management, Anmol Publications Pvt.Limited , New Delhi

Pragati Mohanty, 1992, Customer Service and Hotel Management, Ashish Publishing House, New Delhi

Sagar, 1992, Hotel Management, New Light Publishers, New Delhi

Sudhir Andrews, 1998, Hotel Front Office Training Management, Tata Mcgraw-Hill Publising Company Limited, New Delhi

DISASTER MANAGEMENT (Main Elective 1)
II MSW SEMESTER – I CODE: MSW334C

COURSE OBJECTIVES

- To educate students to know and understand about Disaster
- To facilitate students to apply social work methods in Disaster management
- To facilitate the students to analyse and evaluate the different types of disasters and its management.
- To help the students to develop models, methods, strategy for disaster management.
- To guide the students to help Local self-governing institutions to establish task force
- To guide the students to help the task force to function well.

Unit–I: Understanding Disasters: Meaning, Concept. Type of Disasters – Man Made & Nature Made. Effects of Disasters – Physical, Economic, Social, and Psychological Effects. Disaster Vulnerability of India: Lessons from Bhopal Gas Tragedy, Gujarat Earth Quake, Orissa Super Cyclone, Floods, Epidemic & Pandemic

Unit–II: Disaster Management Cycle: Preventions. Mitigation, Preparedness, Response, and Recovery. Relief, Rehabilitation and Reconstruction. Factors influencing disaster preparedness and response. National Policy on Disaster Management (2009). Application of social work methods

Unit III: Disaster Management Act(2005): – Community Based Disaster Management (CBDM)– Panchayat level Disaster Response Team – Disaster Relief and Risk Transfer through Insurance - Income Generation Activities and Housing - Task Force. Application of Social work methods.

Unit – IV: Methods & Techniques - Vulnerability Analysis - Survival skills - Creating Awareness through IEC and Media – Training for Youth (CPR, Fire Fighting and Mock Drill) - Relief Camp Organisation - Recovery after disasters.

Unit – V: Role of Social Workers in Psycho-social Support. Role of Agencies in Disaster Management: Role of Government in Disaster Management – National Disaster Management Authority (NDMA) – Role of International Organisations and Civil Society Organisations

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept of Disaster (K1 & K2)	K1, K2
CO2	Apply social work methods in Disaster management (K3)	K3
CO3	Analyse and evaluate the different types of disaster and its management (K4 & K5)	K4, K5
CO4	Develop models, methods, strategy for disaster management. (K6)	K6
CO5	Establish task force (P5)	P1-P7
CO6	Facilitating the task force to function well (A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM	CODE	TITLE					TOTAL HOURS	CREDITS
III	MSW334C	DISASTER MANAGEMENT					30	2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	1	1	2	2	3	2	
CO2	3	3	1	1	2	2	2	
CO3	2	3	3	1	1	2	2	
CO4	2	2	3	3	1	1	2	
CO5	1	2	2	3	3	1	2	
CO6	1	1	2	2	3	3	2	
Mean Overall Score							2	
Result							Medium	

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference

1. Disaster Prevention and Mitigation (1982), United Nations Disaster Relief Coordination, New York.
 2. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York
 3. Julie Freestone And Rudi Raab, 2004, Disaster Preparedness, Viva Books Pvt Ltd, New Delhi
 4. Klinenberg Eric (2002), Heat Wave: A Social Autopsy of Disaster in Chicago, University of Chicago Press, Chicago.
 5. Mamata Swain, JaganathLenka, MinatiMallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
 6. Mamata Swain, JaganathLenka, MinatiMallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
 7. Parida P.K. (2002), Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.
 8. Quarantelli, (1998), What is a Disaster, Routledge, London and New York.
 9. SenAmartya (1981), Poverty and Famines, Oxford University Press, New Delhi.
 10. Sharma Dharendra (1983), India s Nuclear Estate, Lancers, New Delhi.
- Sinha P C, 1998, Encyclopaedia of Disaster Management (Vol 01 to 10), Anmol Publications Pvt.Ltd, New Delhi

SEMESTER III
DATA PROCESSING & ANALYSIS SKILL (SPSS & NVivo) (SK 3 – 30 HOURS ONLY)
II MSW SEMESTER – III CODE: MSW335S (2 CREDITS)

COURSE OBJECTIVES

- To enable students to learn how to enter data and understand the uses and features of SPSS. They would be able to gain knowledge on the application of using NVivo for qualitative analysis (K1, K2)
- To educate students to apply appropriate statistical test in SPSS learn how to import qualitative data into NVivo to determine various themes and structures (K3)
- To help students use parametric & non-parametric tests and qualitative techniques to analyze data, compute and recode variables (K4)
- To train students to develop, evaluate, & provide meaningful statistical inferences using both SPSS and NVivo (K5 & K6)
- To enable students to display competences and skills in using both SPSS and NVivo to conduct social work research (P4)
- To develop the ability in students to utilize statistical and qualitative research skills to address issues in the real world (A5)

Unit I: Basic steps of Data Analysis: editing, coding, code book preparation. Creating data file, syntax file and output file. Defining data: Variable name, Variable label, Values, value labels.

Unit II: Editing data file - adding cases, adding variables, saving files, retrieving data files, rectifying missing values and system error. Recoding of data, computing of data.

UNIT III: Data Analysis: Single frequency, bivariate analysis, use of charts and diagrams. Editing of table and charts, exporting tables and charts in word document. Testing of hypothesis: Chi-square test, T-test, ANOVA, Correlation matrix, Regression and Factor Analysis.

UNIT IV: NVivo in Qualitative Research: Methodologies supported by NVivo - NVivo key terms – Creating a new project- Bringing material into NVivo: Interviews, articles and other documents, Survey results and other datasets, Audio and video. Creating transcripts, getting materials transcribed - Photos and other images, Web pages, social media and mobile devices.

UNIT V: Coding and making nodes: Memos, annotations and links- Exploring people, places and other cases- Summarizing data in framework matrices- Displaying data in charts, models and graphs, tree maps and cluster analysis diagrams -Creating reports and extracts.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Gain knowledge and compute various statistical test using SPSS. They would also be able to understand the implication of qualitative analysis using NVivo. (K1 & K2)	K1, K2
CO2	Apply appropriate statistical test in SPSS to investigate logical information related to information regarding variables and cases. They would also learn transfer qualitative data into NVivo and compute the same to discover the existing structures in qualitative analysis. (K3)	K3
CO3	Analyze data, compute and recode variables using parametric and non-	K4

	parametric test in SPSS to find significant differences, associations and relationships among variables administered in the study. Students would also be able to classify and categorize nodes and inter-nodes using NVivo to find identification of themes and patterns. (K4)	
CO4	To create, and provide meaningful inferences using SPSS and NVivo, respectively, to develop, assess, and provide mixed data output for both quantitative and qualitative data. (K5 & K6)	K5, K6
CO5	Exhibit proficiency through the demonstration of competencies and skills in using SPSS and NVivo in social work research. (P4)	P1-P7
CO6	Displays statistical and qualitative research competencies to solve real life problems. (A5)	A1-A5

K1-K6 – Cognitive Domain P1-P7 – Psychomotor Domain A1-A5 – Affective Domain

0 to 1 – Low	1 to 2 – Medium	2 to 3 - High
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References:

1. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
2. Gaur, Ajai S and Sanjaya S Saur. 2009. Statistical Methods for Practice and Research. A guide to Data Analysis using SPSS. Sage Publications. New Delhi.
3. Gupta, S. P. 2009. Statistical Methods. New Delhi. Sultan Chand and Sons.
4. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. Sage Publications. California.
5. Manual- N Vivo 10 for Windows- www.explore.qsrinternational.com/new-york-university

RESEARCH PROJECT I (Main Core)
II MSW SEMESTER – III CODE: MSW336J

Course Objectives

CO1	To acquire the knowledge of foundational concepts in professional social work and exhibit their understanding in expressions of theory and practice relevant to social work	K1 & K2
CO2	To apply the knowledge in carrying out programs or use a procedure in a given situation	K3
CO3	To Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose	K4
CO4	To evaluate based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions	K5 & K6
CO5	To exhibit skills in the use of methods, formats, procedure & strategies relevant to this course in the practice of social work.	P1 to P6
CO6	To assist in practical and creative expression of social work values in personal and professional life	A1 & A6

K1-K6 – Cognitive Domain/ P1-P7 – Psychomotor Domain/ A1-A5 – Affective Domain

Each student is assigned with a research supervisor. The students have to get the guidance and carryout the following steps and complete the research project.

1. Selection of Topic, Defining terms, Finalization of Objectives of Study.
2. Feasibility Study, Pilot Visit to the study field.
3. Detailed Research Proposal
4. Introductory Chapter
5. Review of Literature and Bibliography
6. Finalization of Research tool

The supervisor internally evaluates the work of the student out of 50 marks for the above components, considering the quality, punctuality and regularity of consultation and learning interest.

Internal (50 Marks)

Regularity in Submitting Reports	: 10 Marks
Consultation Received from the Supervisor	: 15 Marks
Progress Shown	: 15 Marks
Quality of Reports (Library and other resources used and Language Clarity)	: 10 Marks

The student submits the approved chapters as a spiral volume. Viva Voce is conducted by an external examiner along with the concerned Supervisor. Marks are awarded out of 50.

The VIVA components/marks:

Research Project Proposal	: 10 Marks
Chapter I	: 10 Marks
Chapter II - Literature Review	: 10 Marks
Tools	: 10 Marks
Presentation and Communication	: 10 Marks

Research Process

S. No	Process of Research (Draft)
1	Identification of List of Research Topics
2	Write up of three interested Research topics
3	General Introduction of selected research topic (Tentative)
4	Field Feasibility Report
	Review of Literature
5	Introduction which covers the objectives of RoL
6	Concepts
7	Definitions
8	Theories
9	Models
10	National and international policy, programmes, schemes, etc.,
11	National and International situations
12	Summary of already explored areas
13	Research Gaps
14	Research Questions
15	Research Problems
16	Conclusion
17	Objectives (General and Specific)
18	Hypothesis (Optional)
19	Conceptual Framework
	Methodology
20	Field of Study
21	Working definitions
22	Source of data
23	Research Design
24	Sampling Design
25	Data analysis plan
	Preparations of Tool
26	<i>Demographic variables</i>
27	<i>Items to assess the objectives</i>
28	<i>Scale of measurement</i>
29	<i>Suggestions/Recommendations</i>
	Tool Standardization
30	Concurrent validity/construct validity/content validity/Face validity/Reliability
31	Pre-test
32	Final tool for data collection
33	Time schedule
34	Budget
35	Proposal

	Title of the Study
	General Introduction
	Statement of the Problem
	Significance of the Study/Need of the study
	Scope of the Study
	Field of Study
	General and Specific Objectives
	Hypothesis (Optional)
	Tool of data collection
	Pre testing of tool
	Source of data
	Research design
	Sampling design
	Data analysis plan
	Time schedule
	Budget
	Expected outcome
	Name and address of the researcher with station and date
	Name and signature of the guide

Course Outcome: *The students will...*

CO1	Recall, Recognize the foundational concepts in professional social work and Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain the various fundamental ideas relevant to Social work Research	K1 & K2
CO2	Execute, Implement in carrying out or use a procedure in a given situation in implementing research steps	K3
CO3	Differentiate, organize, attribute varied social research concepts in relation to one another and to the overall structure and purpose of social institutions and social issues	K4
CO4	Check, critique, judge based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions for varied social problems	K5 & K6
CO5	Prepare students to understand the use of various skills needed for professional social worker and begin to use of them in class and outside during field work visits	P1 to P6
CO6	Prepare students to apply social work values, code of ethics and values practiced by social reformers in their professional behavior in meeting people and working on the issues concerning them	A1 & A6

CO and PSO Mapping

SEM I	CODE MSW130T	TITLE INTRODUCTION TO SOCIAL WORK PROFESSION				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	2	2	2	2	2.3
CO2	3	3	2	2	2	2	2.3
CO3	3	3	2	2	2	2	2.3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3
Mean Overall Score							2.65
Result							High

0-1 Low 1-2 Medium 2-3 High

CONCURRENT FIELD WORK III (Main Core)
II MSW SEMESTER – III CODE: MSW337F

Learning Outcome: *The students will...*

- **Gain experience by applying the theoretical knowledge in the field**
- **Understand the functions and activities of field placement organization**
- **Acquire of the skills of applying the class learning into practice**

During the third semester field work, the students are placed in agencies according to their specialization and they undergo the field training under the close supervision of the agency personnel.

The students get a hand on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice.

The students are encouraged to undertake mini research studies, analyze data and present their findings. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.

The Concurrent Field Work is for a period of a month (Total of 24 to 26 days). At the completion of the field work the students are required to submit the record for valuation and guidance. The CA marks are awarded by the supervisor out of 50 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 50.

Internal Components (50 Marks):

Presentation of Field Work Experience	: 10 Marks
Record Quality	: 15 Marks
Initiatives Taken and Progress Shown	: 15 Marks
Subject Areas Covered	: 10 Marks

Viva Voce Components (50 Marks)

Knowledge Gained	: 10 Marks
Skills Acquired	: 15 Marks
Responsibilities and Initiative Taken	: 15 Marks
Presentation and Communication	: 10 Ma

PSYCHOMETRIC & TESTING TOOLS (Certificate course)
II MSW SEMESTER – III CODE: MSW338X

Learning Outcome: *The students will...*

- Gain knowledge about psychological assessment and purposes
- Acquire skills about intelligence, aptitude and interest assessments
- Explore various types of assessment in personality, emotions, health and will learn the administration of such tests
- Gain assessment skills in the areas of family and career

UNIT-I: Psychometric testing - Concept and meaning- Practice of using psychological theories in the construction of psychometric measures- Need and significance of psychometric testing for personal growth and career development- Reliability and validity in psychometric tool.

UNIT-II: Assessment of Intelligence, Aptitude and Attitude: Assessment of intelligence: Bhatia's Battery of Performance Test, Wechsler adult intelligence scale (WAIS). Emotional Intelligence Inventory by S K Mangal, Attitude Scale by Chauhan and Saroj Aurora.

Unit III: Assessment of Aptitude: General Aptitude Test Battery (GATB). Assessment of Interests: Strong Interest Inventory

UNIT-IV Assessment of Personality: Measures of personality: Myers-Briggs Type Indicator (MBTI). Adjective Check list – Personality assessment in work setting, Five Personality Trait Inventory by K. S. Misra. (English)

UNIT- V Assessment related to Career: Comprehensive Interest Schedule, Assessment of Emotions: BDI-II, Assessment of aspiration: Level of aspiration measure (LOA). Career Preference Record by Vivek Bhargava.

Reference

1. Anastasi A. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
2. Aiken, L. R. (1997). Psychological testing and assessment .Allyn& Bacon.
3. Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (1996). Psychological testing and assessment: An introduction to tests and measurement. Mayfield Publishing Co.
4. Cronbach, L.J. Essentials of Psychological Testing.
5. Fernandez-Ballestros, R.1st edition (2003) Encyclopedia of Psychological Assessment. Vol I and II. Sage Publications. New Delhi
6. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education., Applications, and Issues. Australia: Thomson Wadsworth.
7. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
8. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.
9. Whiston, S.C (1999). Principles and applications of assessment in counseling, Wadsworth, Belmont. Brooks- Cole
10. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.

Note: it is an extra credit course (Optional). Course Fee and duration will be fixed by the department in consultation with the resource persons. Students need to pay Rs. 50 to the office of Controller of Examinations. The course will be conducted for minimum of 30 hours outside the regular time table. No CIA or Semester end exams will be conducted. Certificates will be issued by the Department for those who have completed the course.

IV SEMSTER

COURSE OBJECTIVES

- To gain knowledge about the concept of Universal Human Rights as well as Social and cultural Rights.
- To educate students with regard to the contemporary issues related to human rights.
- To learn the meaning and scope as well as the Social Legislations relevant to Social Work practice.
- To gain knowledge on various acts related to family and social work interventions.
- To prepare students to implement projects with human rights perspectives.
- To gain knowledge on the Social legislations that are related to the current social issues.

UNIT 1: Human Rights: Concept, Scope - Universal Declaration of Human Rights - International Covenant on Economic, Social and Cultural Rights - International Covenant on Civil and Political Rights. Human Rights in the Constitution of India. Roles and Powers of National Human Rights Commissions. Responsibilities of State Human Rights Commissioner - Social Work profession and Human Rights.

UNIT 2: Contemporary Issues: Rights of Children, Women, Dalits, Refugees, and Victims of HIV/AIDS and Capital Punishment. Tools used for Social Defense: Law, Welfare Schemes, Advocacy, Networking, Campaigning and Social Action. NGOs and Human Rights: Amnesty International (AI), People's Union for Civil Liberties and People's Watch.

UNIT 3: Social Legislation: Meaning and Scope. Indian Penal Code, Family Courts, Lok Adalats, The Legal Aid, Public Interest Litigation and Right To Information Act (2005). Right to Education (RTE).

UNIT 4: The Special Marriage Act 1955, Adoption and Maintenance Act 1986, Juvenile Justice act 1986, Child Labor Prohibition and Regulation Act 1986, Bonded Labor Abolition Act 1976. The Maintenance and Welfare of Parents and Senior Citizens Act 2007.

UNIT 5: Protection of Civil Rights Act 1955. Prevention of Immoral Traffic Act 1986 Protection of Consumer Act. 1986. Transplant of human Organ Act 1994, Tamil Nadu Prohibition of Eve Teasing Act 1988, Tamil Nadu Prohibition of Ragging Act 1997.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Understand and Describe the concept of Universal Human Rights as well as Cultural rights. (K1 & K2)	K1, K2
CO2	Describe and analyze the contemporary issues related to human rights. (K3)	K3
CO3	Understand and make use of the social legislations related to social work practice. (K4)	K4
CO4	Describe various Social Legislations related to family and social work interventions. (K5 & K6)	K5, K6
CO5	Plan and execute developmental interventions with Human Rights Perspectives. (P4)	P1-P7
CO6	Relate and apply the Social legislations to the current social problems and issues in the society. (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference:

1. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Chiranjivi J. 2002. Human Rights in India. Oxford University Press. New Delhi.
3. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organisation. Madurai.
4. Muzafer Assadi, 2010, Human Rights Perspectives and Social Justice, Serials Publications, New Delhi.
5. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organisation. Madurai.
6. Sawant. P.B. 2004. Human Rights. Society for Community Organisation. Madurai.
7. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
8. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
9. Tapan Biswal, 2007, Human Rights Gender and Environment, Viva Books Pvt Ltd, New Delhi
10. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.

SEM IV	CODE MSW431T	TITLE HUMAN RIGHTS AND SOCIAL LEGISLATION				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
C01	3	3	2	2	2	2	
C02	3	3	2	3	2	2	
C03	3	3	2	3	2	2	
C04	3	3	3	3	2	2	
C05	3	3	3	3	2	2	
C06	3	3	3	3	2	2	
Mean Overall Score							
Result							High

11. Tapomoy Deb, 2009, Managing Human Resources in Industrial Relations, 1ed Anurag Jain for Excel Books, New Delhi
 12. Tony Evans, 2011, Human Rights in The Global Political Economy, Viva Books Pvt. Ltd, New Delhi
 13. UGC, 2001, Human Rights and Duties Education, Shri Prem Varma, New Delhi
- Upendra Boxi. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi

II MSW

**DEVELOPMENT STRATEGIES (Core)
SEMESTER – IV**

CODE: MSW431A

COURSE OBJECTIVES

- To educate students to know and understand about development strategies
- To facilitate students to apply social work methods in developmental works.
- To facilitate the students to analyse and evaluate the different types of existing strategies for development.
- To help the students to develop new strategy for development.
- To guide the students to help Local self-governing institutions for strategy development for sustainable development.
- To guide the students to implement the strategies.

UNIT 1: Strategy Planning –Introduction, developing vision, mission, strategy, action plan, obtaining feedback for improvement, identifying action steps in bringing about community and system change. Application of social work methods.

UNIT 2: Self Help Groups: meaning- Characteristics- formation- animation. Federation of SHGs at the Panchayats, Cluster, Block and District. Maintenance of records in SHGs. Grading and evaluation of SHGs. Micro finance- meaning and characteristics- Philosophy of micro finance and workings of Micro finance. Application of Self-help Group and Micro-finance.

UNIT 3: Watershed Development – meaning, philosophy and objectives.Common guidelines for watershed development projects (revised edition 2011) – Institutional arrangements at National, State, District, Project implementation agency and Village levels.People’s Participation. Selection criteria.Project management – Preparatory, work and withdrawal phases. Financial outlay and fund flow. Monitoring and evaluation, Learning and outcomes. Application of watershed development programme.

UNIT 4: Wasteland Development – definition, meaning and categories. Remote sensing and GIS in wasteland mapping. Methodology of wasteland assessment.Wasteland generation process. Methods of wasteland reclamation – Afforestation, Reforestation, Providing surface cover, Mulching, Strip farming, Terracing, Contour ploughing, Leaching, and Changing agricultural practice. Integrated Wasteland Development Programme (IWDP) of India.Application of wasteland development programme.

UNIT 5: Entrepreneurship Development – meaning, characteristics. Personality and dynamics of entrepreneurs. Entrepreneurship Skill Development Programme (ESDP) of India: Industrial Motivational Campaign, Entrepreneurship Awareness Programme, Entrepreneurship-cum-Skill Development Programme, Management Development Programme. Functions of EDII-Chennai. Application of Entrepreneurship development programme.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept of development strategies (K1 & K2)	K1, K2
CO2	Apply social work methods in developmental works (K3)	K3
CO3	Analyse and evaluate the different types of existing strategies for development (K4 & K5)	K4, K5
CO4	Develop strategy for development (K6)	K6
CO5	Facilitates PRIs to plan a strategy for development (P5)	P1-P7
CO6	Implementing a strategies (A4)	A1-A5

K1-K6 – Cognitive Domain

P1-P7 – Psychomotor Domain

A1-A5 – Affective Domain

SEM	CODE	TITLE					TOTAL HOURS	CREDITS
IV	MSW431A	DEVELOPMENT STRATEGIES					30	2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	1	1	2	2	3	2	
CO2	3	3	1	1	2	2	2	
CO3	2	3	3	1	1	2	2	
CO4	2	2	3	3	1	1	2	
CO5	1	2	2	3	3	1	2	
CO6	1	1	2	2	3	3	2	
Mean Overall Score							2	
Result							Medium	

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference

1. Daniel A.V. 2011. Strategies for Agricultural Development. Vora publications. Bombay.
2. DanialLazer. 2008. Micro Training Poverty and Eradication. New Century publications. New Delhi.
3. Desai Vasant. 2008. Dynamics of Entrepreneurial Development. Sultan Anand& sons. New Delhi.
4. Giriappa. S. 2011. Water the Efficiency in Agriculture. Oxford Press. Calcutta.
5. Gupta C.B. 2004. Entrepreneurial Development. Sultan Anand& Sons. New Delhi.
6. Jayashree. 2005. Entrepreneurial Development. Marghan publications. Chennai.
7. Selvapathi K., 1995. An Economic Analysis of the Watershed Development. Sacred Heart College. Tirupattur.
8. Khan M. A. 2002. Water Shed Management for Sustainable Agriculture. Agrobias publications. Judhpur.
9. Lalitha.N. 2003. Self Help Groups in Rural Development. Dominant publications. New Delhi.
10. Poomani C. 2000. Functioning of MahalirThittam. Sacred Heart college. Tirupattur.
11. Sharma R. K. 2011. Entrepreneurship Development. Himalaya publications. Bombay.
12. UpendraNath Roy. 2005. People Participation in Watershed Management. Kanishka Publisher. New Delhi.
13. Usharani. K., 2008, Marketing Strategies and Finance Viability of Self Help Groups, Sarop& Sons, New Delhi.

VijayaAgarwal, 2005, Micro Finance An Introduction, ICFAI University, Hydrabad

II MSW

ORGANISATIONAL BEHAVIOR (Core)
SEMESTER – IV

CODE: MSW431B

Learning Outcome: *The students will...*

- To enable students understand the basic concept and history of Organisational Behaviour.
- To educate students the theories approaches in team building and approaches.
- To orient students with Organisational development and change management.
- To prepare students to apply OB Practices in the industries.
- To assess the existing practices and ability to apply or adapt new practices for Organisational development.
- To gain skills to challenge the needs of changes in the organisation.

UNIT 1: Organizational Behaviour: Brief History, Definition, Contributions of the Behavioral Sciences -Human Behavior at Work - Theories of Motivation – Systems Theory, EQ at Work - Stress and anxiety management, Frustration, Conflict. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale, Job Monotony and Role Conflict.

UNIT 2: Team-work and Team building, Change Management, Leadership: Theories, Styles and power structure, Decision-Making - Employee Participation and Organizational Commitment.

UNIT 3: Organizational Development: Concept, Definition, theories and practice: OD and OB, OD Intervention techniques: Sensitivity Training, Quality Circles, Survey Feedback, Management of change - Concept of Organizational Culture and Organizational Climate – Organizational Diagnosis.

UNIT 4: OB Practices: 5S Model, HR Connect, Six Sigma and Lean Six Sigma, Total Productivity Management (TPM), Total Quality Management (TQM), Kaizen Groups, International Standard Organization (ISO), Emotional Intelligence vs Emotional Quotient (EI), Quality of Work life (QWL) - Work-life Balance.

UNIT 5: Relevance of OB in Social Work - Challenges involved in application and practice of OB. Behavioral changes in individuals and teams. – Case study presentations.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Recall and describe concepts in Organisational Behaviour (K1 & K2)	K1, K2
CO2	To form work based teams and effectively manage them in organisations (K5, K6)	K5, K6
CO3	Appraise and develop strategies to sustain organizations with Organisational development interventions (K4)	K4
CO4	Integrate and develop OB practices in organisations. (K5 & K6)	K5, K6
CO5	Display ability to apply OB practices for effective individual and group functioning (P4)	P1-P7
CO6	Learn from previous experiences through cases and inspire people with leadership (A2 & A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM	CODE	HUMAN RESOURCE MANAGEMENT				TOTAL	CREDITS
I	MSW332B	IN SERVICE SECTOR				HOURS	3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
						45	
CO1	3	2	3	2	3	3	2.7
CO2	3	3	2	3	2	2	2.5
CO3	3	3	2	3	2	2	2.5

CO4	3	3	3	3	2	2	2.7
CO5	3	3	3	2	2	3	2.7
CO6	3	3	2	3	2	2	2.5
Mean Overall Score							2.6
Result							High

0 to 1 – Low	1 to 2 – Medium	2 to 3 - High
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References

- Avinash K Chitale And Rajendra Prasad Mohanty And Nishith Rajaram Dubey, 2013, Organizational Behaviour, Phi Learning Pvt Ltd, New Delhi.
- Dipak Kumar Bhattacharyya, 2013, Organizational Behaviour, Oxford University Press, New Delhi.
- Gareth R Jones, 2007, Organizational Theory Design Change, Dorling, Kindersley Ind Pvt Ltd, New Delhi.
- Jai B P Sinha, 2008, Culture and Organizational Behaviour, Sage Publications, New Delhi.
- Khanka S.S, 2013, Organizational Behaviour(Fourth Edition), S.Chand And Company, New Delhi.
- Margie Parikh and Rajen Gupta, 2012, Organizational Behaviour, Tata Mcgraw Hill Publications, New Delhi.
- Michael J Kavanagh and Mohan Thite, 2009, Human Resource Information Systems, Sage Publications, New Delhi.
- Prasad L. M., 2014, Organizational Behaviour, Sultan Chand and Sons, New Delhi.
- Richard L Daft, 2012, Understanding The Theory And Design Of Organisations,, Cengage Learning India Pvt India, New Delhi.
- Shuchi Sharma, 2013, Organizational Behaviour, Tata Mcgraw Hill Publications, New Delhi.
- Stephen P Robbins and Timothy A Judge And Neharika Vohra, 2013, Organizational Behaviour (Fifteenth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
- Udai Pareek, 2010, Understanding Organizational Behaviour(Second), Oxford University Press, New Delhi

COURSE OBJECTIVES

- To enable students to understand the basic concept of NGO and its importance to nation building.
- To enable students to understand Project Cycle Management and design projects.
- To enhance the understanding of various fund-raising strategies for NGOs.
- To prepare students to evaluate and monitor NGOs and their projects through the application of techniques, processes and methods.
- To prepare students for effective financial planning and management for NGOs.
- To develop the ability in students to creatively design intervention strategies and manage Non-Governmental Organizations.

UNIT 1: Understanding about NGO as non-profit organizations involved in development work. Registering an organization, Strategic Planning of NGOs- Developing Vision, Mission and Goals and translating them into programs and projects. Interfacing with community, community-based organizations, corporate and government. Importance and strategies of Networking of NGOs.

UNIT 2: Programme Planning and project planning - The project cycle - Project cycle phases – identification, design, implementation, evaluation. Project Cycle Management. Detailed operational plan, GANTT chart - Role of Operational planning in running program and projects. Writing Concept note.

UNIT 3: Fund Raising: Fund Raising strategy & techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Presentation to donors, developing a funding proposal, Developing and maintaining donor relationship. Documentation- Maintaining records and data banks.

UNIT 4: Monitoring & Evaluation: Concept & Need. Role of Logical Framework Analysis (LFA) in monitoring and evaluation. Developing Objectively Verifiable Indicators and Means of Verification - Gathering quantitative & qualitative information - Reporting information for action and accountability. Auditing: Social Auditing, Financial Auditing and Data Quality Auditing.

UNIT 5: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cost benefit analysis - Allocations and restrictions in budget. Maintaining inventory. Financial Reporting to donors and other stakeholders.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM IV	CODE MSW431C	TITLE NGO MANAGEMENT					TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	3	3		
CO2	3	3	2	3	3	3		
CO3	3	3	2	3	3	3		
CO4	3	3	3	3	3	2		
CO5	3	3	3	3	3	2		
CO6	3	3	3	3	3	2		
Mean Overall Score								
Result							High	

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept of NGO and as a tool for social change	K1, K2
CO2	Understand, create and analyze projects to impact society (K3)	K1 - K3
CO3	Understand, create and analyze fund raising strategies for NGOs	K1 - K4
CO4	Understand the methods to monitor and evaluate projects	K1 - K6
CO5	Understand, create and analyze financial planning and management (P4)	K1 - K6
CO6	Enable students to visualize and create NGOs for social change. (A5)	A1-A5

0 to 1 - Low	1 to 2 - Medium	2 to 3 - High
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References:

18. Asok Kumar Sarkar, 2008, Ngo's and Globalization, Rawat Publications, New Delhi.
19. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5th Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi.
20. Emmanuel S. Fernando, 1999, Fund 100, Jupiter, Mumbai. 4. Gangrade K.D, Soorya Moorthy.R. 2006. Ngos in India. Prem Rawat Publication. New Delhi.
21. Ghosh.K..A and Prem Kumar. 1997. Project Management. Anmol Publishing Ltd. New Delhi.
22. Joel S.G.R.Bhose, 2003, Ngo and Rural Development, Concept Publishing Company, New Delhi.
23. Jose Murickan SJ & R.Mohan Raj & Kurian K. Katticaren, 2000, Paradigm Shifts In Development Cooperation, Indian Social Institution and Bangalore.

24. Malleswari B., 2010, Micro- Finance and Women Empowerment, Serials Publications, Coimbatore
 25. Michael Norton & Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.
 26. Vijay Padaki & Manjulika Vaz, 2003, Institutional Development in Social Interventions, Sage Publications, New Delhi.
- Winfo, 2004, a Hand Book for Ngo's On Fund Raising, Winfo, Coimbatore.

SEMESTER IV
LIVELIHOOD & SOCIAL AUDIT (Main Core)
II MSW SEMESTER – IV CODE: MSW432B

CO1	To gain knowledge on foundational concepts in Livelihood and Social audit (theories, Models and practices)	K1 & K2
CO2	To apply the knowledge in carrying out programs or use a procedure in a given situation	K3
CO3	To Differentiate, organize, attribute varied social work concepts in relation to Livelihood and community audit	K4
CO4	To evaluate based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions for problems of people in livelihood	K5 & K6
CO5	To exhibit skills in the use of methods, formats, procedure & strategies relevant to this course in the field of livelihood and social audit.	P1 to P6
CO6	To assist in practical and creative expression of social work values in personal and professional life	A1 & A6

Unit- 1: Sustainable Livelihood: Context of Poverty eradication - (Concept - Poor, Multidimensional aspect of Poverty, Tools of Poverty Assessment, historical development of poverty eradication and alleviation programs) Livelihood – Concept, Sustainable livelihood – principles, approaches (UNDP, DFID, CARE, OXFAM) and frameworks. Livelihood mapping: Tools and techniques for livelihood mapping and sub sector analysis

Unit- 2: Institutionalized Livelihoods: Livelihood promotions: By different agencies (Government and Non-governmental organizations - Local and International Organizations) – Major livelihood programs in India (National Rural Livelihood Mission (NRLM), Pudhu Vazvu Thittam, Mahalir Thittam) – Challenges in livelihood promotions; Livelihood strategies: Livelihood portfolio for rural poor, Agriculture, Migration, Diversification, Sectoral approach.

Unit-3: Social Accounts: Social Accountability-Concept; Social accounting- Concept – History, Scope, objectives and importance. Principles of social accounting – Models of social accounting – Approaches – Steps involved in Social accounting - Benefits and challenges of social accounting, Distinction between financial accounting and social accounting.

Unit-4: Community Social Audits: Social Audit: Concept, Scope, Objectives. Principles of social audit: Transparency, Participation, Representative Participation and Accountability. Types of social audit. Stages in social audit: Preparatory stage, Implementation stage and Follow up – Benefits and challenges of social audit – Social Audit vs Financial Audit – Community Audit: Role of gram panchayat and gram sabha in social audit

Unit-5: Skills for Social Worker: Use of existing Livelihood frame works in the community, Practical use of tools and techniques for social Accounting and auditing - Social Impact Assessment (SIA), Social Accounting and Auditing (SAA) Participatory Assessment and Planning for SL (PAPSL), Rapid and Participatory Livelihood Security Assessment (RLSA) and Community Audit and Reporting, Writing the books of accounts and audit report for Institutions (Corporates-CSR, Educational Insititutions-ISR, NGOs). Documentation and Reporting.

Course Outcome: *The students will...*

CO1	Recall, Recognize the foundational concepts in professional social work and Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain the various fundamental ideas relevant to Livelihood and social audits	K1 & K2
CO2	Execute, Implement in carrying out or use a procedure in a given situation in Livelihood issues, social accounting and audits	K3
CO3	Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose of social institutions that work with livelihood and community audit	K4
CO4	Check, critique, judge based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions for varied livelihood problems	K5 & K6
CO5	Prepare students to understand the use of various skills needed for professional social worker and begin to use of them in class and outside during field work visits	P1 to P6
CO6	Prepare students to apply social work values, code of ethics and values practiced by social reformers in their professional behavior in meeting people and working on the issues concerning livelihood and social audit	A1 & A6

CO and PSO Mapping

SEM I	CODE MSW130T	TITLE INTRODUCTION TO SOCIAL WORK PROFESSION					TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	2	2	2.3	
CO2	3	3	2	2	2	2	2.3	
CO3	3	3	2	2	2	2	2.3	
CO4	3	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	
Mean Overall Score							2.65	
Result							High	

0-1 Low 1-2 Medium 2-3 High

References

1. Aggarwal, Nomita. 2003. Social auditing of environmental laws in India. New Century Publications. New Delhi.
2. Aret, Diana and et.al. 2009. Participatory social auditing: a practical guide to developing a gender-sensitive approach. Institute of development studies. Brighton.
3. Ball, Amanda and Stephen O. Osborne. 2011. Social accounting and public management: accountability for the common good. Routledge Publisher. New York.
4. Basu, S.K. 2009. Fundamentals of Auditing. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
5. Baumgartner, Ruedi. 2004. In search of sustainable livelihood systems. Sage publications, New Delhi.
6. Costa, Ericka and et. Al. 2014. Accountability and Social Accounting for social and non-profit organizations. Emerald group publishing limited. Bingley.
7. Dagoon, Jesse D. 2003. Teaching strategies in livelihood and vocational education today. Rex Books store inc. Manila.
8. Lont, Hotze and Otto Hospes. 2004. Livelihood and microfinance. Eburon academic publishers. Delft.
9. Niehof, Anke and Lisa Price. 2001. Rural livelihood systems: a conceptual framework. Upward Publisher. Wageningen.
10. Pagare, Dinakar. 2010. Principles and practice of auditing. Sultan Chand and Sons, New Delhi.
11. Prasuna, D G. 2005. Auditing: the emerging landscape. The ICAI University press. Hyderabad.
12. Premavathy, N. 2012. Practical auditing. Sri Vishnu publications. Chennai.
13. Rakodi, Carole and Tony Lloyd-Jones. 2002. Urban livelihoods: A people-centered approach to reducing poverty. Earthscan publications limited. London.
14. Sankaran, S. 2012. Indian economy: problems, policies and development. Margham publications. Chennai
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SEMESTER IV
HUMAN RESOURCE DEVELOPMENT (Main Core-12)
II MSW SEMESTER – IV CODE: MSW432B

COURSE OBJECTIVES

- To enable students understand the basic concepts of human resource development, its approaches and principles (K1, K2)
- To educate students on the approaches to measure human resources in organizations (K3)
- To help students discover the different aspects of talent management in the organizations and the importance of TNA. (K4)
- To prepare students to create, evaluate and refine their HR training and practices through the application of Social Work/HR techniques, processes and methods. (K5, K6)
- To prepare students to enhance employee empowerment and problem solving skills in various HR settings. (P4)
- To develop the ability in students to critically analyze employee issues and evaluate the new trends in HRD and the factors affecting them. (A5)

UNIT 1: HRD: Concept, Objectives, Approaches & Principles – Systems & strategies in HRD – HRD Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) - Performance Measurement Systems – Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system.

UNIT 2: Approaches to Measuring Human Resources: Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR Management by Objectives.

UNIT 3: Talent Development: Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On the Job and Off the Job Training- Coaching Apprentices, Job Rotation.

UNIT 4: Training & Development: Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. Kirk Patricks model- The Cost/Benefit Analysis of training- Using the results to improve training and development function. Improving training utility by following up Training Action Plans.

UNIT 5: Employee Empowerment: Concept, Definition & Objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – Employee Counselling. Role of Counselors in Organizations. Developing Positive Employee Relationship – Balance Score Card.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept of Human Resource Development as a method and tool for social change. (K1 & K2)	K1, K2
CO2	Illustrate the functions, principles, values and dynamics involved in Human Resource Development and develop the ability to work independently as a professional HR (K3)	K3
CO3	Discover and enhance the abilities required to be a competent HR professional by integrating different aspects of managing people in organizations, from the stage of acquisition to development and retention. (K4)	K4
CO4	To create, evaluate HRD related social, cultural, ethical and environmental responsibilities and issues in a global context. (K5 & K6)	K5, K6
CO5	Exhibit high expertise and executes HR proficiency in a variety of settings. (P4)	P1-P7
CO6	Incorporate in students the capacity to critically examine employee concerns and evaluate emerging trends in HRD and the factors influencing them. (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

References:

16. Arun Kumar, 2000, International Encyclopaedia of Management Training and Development Anmol Publications Pvt.Ltd, New Delhi
17. Bhatia S K, 2008, Emerging Human Resource Development (HRD), Deep & Deep Publications Pvt.Ltd, New Delhi.
18. Uday Kumar Halder, 2010, Human Resource Development, Oxford University Press, New Delhi.
19. Denisi, Griffin, 2008, Human Resource Management, Houghton Mifflin Company, New York.
20. Rishipal, 2011, Training and Development Methods, S. Chand Competition, New Delhi
21. Khanka S. S., 2003, Human Resource Management, S, Chand & Company Ltd, New Delhi.
22. Jon M. Werner, Randy L. Desimone, 2009, Human Resource Development, Cengage Learning, New Delhi.
23. Nair L G, Latha Nair,1999, Personal Management and Industrial Relations, S. Chand & Company Ltd, New Delhi.
24. Rao T V, 2009, Human Resource Development, SAGE Publications, New Delhi.
25. Raymond A Noe, Amitabh Deo Kodwani, 2012, Employee Training and Development, Tata McGraw-Hill Edition, New Delhi.

SEM IV	CODE MSW432B	TITLE HUMAN RESOURCE DEVELOPMENT				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	1	2	2	2	3	2	2.0
CO2	2	3	1	3	2	2	2.2
CO3	2	2	2	3	3	3	2.5
CO4	2	3	2	3	1	2	2.2
CO5	2	3	3	3	2	2	2.5
CO6	3	3	3	2	3	2	2.7
Mean Overall Score							2.3
Result							High
0 to 1 – Low		1 to 2 – Medium			2 to 3 - High		

SEMESTER IV
COUNSELING AND CAREER GUIDANCE (Main Core)
II MSW SEMESTER – IV CODE: MSW432C

COURSE OBJECTIVES

- To enable students understand the concept, need and scope of counseling and guidance
- To educate students on the counseling related to educational setting.
- To outline the concepts and issues related to marital and pre-marital counseling.
- To prepare students to understand the various stages in career planning in formal and non-formal settings.
- To gain knowledge and experience in administering various tests related to personality and career.
- To familiarize with psychological testing tools used in career guidance.

UNIT 1: Counseling and Guidance: Concept, Need and Scope - Needs and concerns of adolescents related to health, development and career - Counseling in educational settings: Educational planning - Student appraisal - Assessment instruments & techniques. Promoting partnership of Schools, Teachers and Families. Career Choices of Adolescents and Parental concerns- emerging issues.

UNIT 2: Marital and Pre - marital Counseling: De addiction and Substance abuse counseling. HIV& AIDS Counseling. Sexual and reproductive health & Adolescent sexual reproductive rights. Promoting safe sexual behavior and life style among adolescents. Enhancing adolescent maternal health among married adolescents. Counseling adolescents to cope with stress, anxiety, depression, suicide and other high risk behaviours.

UNIT 3: Career Planning: Factors important for career Choices and Career Planning - Steps in Career Planning - Basic internal and external information required for planning a career - Career Options available - Options available after X, Options available after XII, Options for Vocational Skill training. Career Development- Steps to implement Career Development Plan - Psychological Assessment in Career Counselling, Corporate Counselling.

Unit 4: Personality and Career Testing: Career Related Assessment: Strong Career Interest inventory -**Personality Test:** 16 Personality factors (16PF), Adjustment Inventory for College Students (AICS), **Intelligence Test:** Wechsler Adult Intelligence Scale (WAIS).

Unit 5: Psychological Testing: Social Readjustment Rating Scale (SRRS), Perceived Stress Scale (PSS)

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept, need and scope of counseling and guidance. (K1 & K2)	K1, K2
CO2	Demonstrate knowledge on the counseling related to educational setting. (K3)	K3
CO3	Outline the concepts related to marital and pre-marital counseling. (K4)	K4
CO4	Demonstrate the steps in career planning in formal and non-formal settings. (K5 & K6)	K5, K6
CO5	Understand and administer tests related to personality and career. (P4)	P1-P7
CO6	Knowledge and ability to administer tools related to psychological testing for career selection. (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM IV	CODE MSW433C	TITLE COUNSELING AND CAREER GUIDANCE				TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	2	2	2	2	
CO2	3	3	2	3	2	2	
CO3	3	3	2	3	2	2	
CO4	3	3	3	3	2	2	
CO5	3	3	3	3	2	2	
CO6	3	3	3	3	2	2	
Mean Overall Score							
Result							High

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference:

1. Bharti Satsangi, 2015, Educational Counseling And Guidance, Rajat Publications, New Delhi
 2. Collin Feltham And Windy Dryden, 2010, Breif Counseling(Second), Tata Mcgraw Hill Publications, New Delhi
 3. Edward Neukrug, 2012, Counseling Theory And Practice, Cengage Publications, New Delhi
 4. Elizabeth Reynolds Welfel And Lewis E Patterson, 2011, The Counseling Process(Sixth), Cengage Publications, New Delhi
 5. Jeffrey A Kottler And David S Shepherd, 2009, Counseling Theories And Practices, Cengage Publications, New Delhi
 6. Jim Barrett, 2010, Career Aptitude And Selection Tests(Third), Kogan Page Publishers, New Delhi
 7. John Antony D., 2011, Types Of Counseling, Guru Publications, Tamilnadu
 8. Richard Nelson Jones , 2008, Basic Counseling Skills(Second), Sage Publications, New Delhi
 9. Richard Nelson Jones, 2012, Basic Counseling Skills(Third), Sage Publications, New Delhi
- Samuel T Gladding, 2011, Counseling A Comprehensive Professtion(Sixth), Dorling Kindersley Pvt Ltd, New Delhi

PROJECT MONITORING AND EVALUATION (Main Elective)
II MSW SEMESTER – IV CODE: MSW433A

COURSE OBJECTIVES

- To educate students to know and understand about Project
- To facilitate students to apply social work methods in Project planning.
- To facilitate the students to analyse and evaluate the existing projects for development.
- To help the students to develop new projects.
- To guide the students to help developmental organizations for monitoring and evaluating a project
- To guide the students to undertake an evaluative study

Unit 1:Project - Concept, Process in developing projects. Action research – concept, key elements, tools –concept and designing of questionnaire, interviews and need surveys. Data collection. Compiling and data analysis. PRA – concepts, tools and methods.

Unit 2: Planning & Implementation: Planning– concept and process – Objectives, Current situation, Activities/Actions, and Resources. Developing a funding proposal.Implementation – concept, different ways of organizing for different purpose, Task allocation, and Role taking.Coordination, communication, accountability, application of social work methods.

Unit 3: Monitoring – meaning, tools in monitoring - performance indicators, implementation schedule. Barriers in monitoring.problem solving. Identifying and choosing solutions. Monitoring team/follow-up team.

Unit 4: Evaluation: Concept, process – examining project proposal and plans, generating evaluation indicators, validating, data collection, analyzing data and conclusions, Writing an effective Evaluation report.

Unit 5: Evaluation and Monitoring Tools: Developing Terms of Reference – Meaning, guiding principles and values. Developing Logical Framework Analysis–concept and features.LFA framework, process in developing LFA.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept of project (K1 & K2)	K1, K2
CO2	Apply social work methods in project (K3)	K3
CO3	Analyse and evaluate the different types of existing projects (K4 & K5)	K4, K5
CO4	Develop a project (K6)	K6
CO5	Facilitates PRIs to monitor and evaluate their projects (P5)	P1-P7
CO6	Undertake a evaluative study (A4)	A1-A5

K1-K6 – Cognitive Domain P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM	CODE	TITLE					TOTAL	CREDITS
IV	MSW433A	PROJECT MONITORING AND EVALUATION					HOURS 30	2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	1	1	2	2	3	2	
CO2	3	3	1	1	2	2	2	
CO3	2	3	3	1	1	2	2	
CO4	2	2	3	3	1	1	2	
CO5	1	2	2	3	3	1	2	
CO6	1	1	2	2	3	3	2	
Mean Overall Score							2	
Result							Medium	

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference:

1. Barton, T. (1997). Guidelines for Monitoring and Evaluation – How are we doing? CARE International, Uganda
2. Casley D J and Kumar K (1988) The Collection, Analysis, and Use of Monitoring and Evaluation Data, A Joint Study by The World Bank, IFAD and FAO, London: The John Hopkins University Press.
3. Curry S and Weiss J (2000) Project Analysis in Developing Countries, Second Edition, MacMillan Press, Basingstoke.
4. DFID (1995) Stakeholder Participation and Analysis, London: Social Development Division, DFID
5. Feuerstein M.T (1986) Partners in Evaluation, Evaluating development and community programmes with participants, MacMillan Education, London.
6. Guijt, Irene; Jim Woodhill (2002). Managing for Impact in Rural Development: A Guide for Project M&E. International Fund for Agricultural Development.
7. Handbook on Monitoring and Evaluating for Results, Evaluation Office, UNDP, 2002
8. Margoluis, R. and Salafsky, N. (1998). Measures of Success: Designing, Managing, and Monitoring Conservation and Development Interventions. Island Press: USA.
Roche, Chris (2004). Impact Assessment for Development Agencies. Oxfam, London

SKILL MATRIX AND COMPETENCY MAPPING (Main Elective)
II MSW SEMESTER – IV CODE: MSW433B

COURSE OBJECTIVES

- To enable students understand the basic concepts on the elements of job description, task statement and the essential and non-essential functions of a job (K1, K2)
- To educate students on the application of addressing skill gaps by use of a skill based matrix (K3)
- To help students develop a number of solutions in perspective of the many factors that affect competence mapping by analyzing the categorization of competency mapping (K4)
- To train students to construct, assess, and develop a competence map and skill matrix grid for different personnel across all portfolios (K5 & K6)
- To enable students to display competence by demonstrating the abilities and talents required of managers and administrators (P4)
- To develop the ability in students to create job descriptions, lists competences, and skill grids for management and executive positions in a any sector (A5)

Unit-1: Job Description: Concept; Essential Elements of Job Description; Concept of Task-Statement; Uses of Job Description; Roles and Responsibilities; Essential and Non-Essential Functions of a Job.

Unit-2: Skill Matrix: Concept of Skill Matrix; Skill Matrix Grid; Identifying and Addressing Skill Gaps; Machine Utility and Employee Capability. Concept of ‘Skill Based Matrix’.

Unit-3: Competency Mapping: Concept; Characteristics; Classification of Competencies; Need for Competency Mapping; Competency Mapping for Management Staff; KSA factors and Competency Mapping; Factors Affecting Competency Mapping.

Unit-4: Process of Competency Mapping: Competency Identification; Tools for Identifying Competencies; Criticality of Competencies; Levels of Competence.

Unit – 5: Practical Assignment – Writing Job Descriptions and Identifying Competencies Required for 4 to 5 different roles. Management Games for Managers and Executives (Play and Learn)

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept, elements and essential features of job analysis and would be able to frame the same for any given job portfolio. (K1 & K2)	K1, K2
CO2	Enables the use and application of skill based matrix's' address skill gaps in an organization/industry/institution etc. (K3)	K3
CO3	Analyze the classification of competency mapping (KSA) and develop several solutions in respect to the numerous aspects that influence competency mapping. (K4)	K4
CO4	To create, evaluate and develop a skill matrix grid and competency map for various personnel across all portfolios. (K5 & K6)	K5, K6
CO5	Exhibit proficiency through the demonstration of competencies and skills needed for executives and managers. (P4)	P1-P7
CO6	Develops job descriptions, identifies competencies and designs various skill grids for managerial and executive cadres in an organization/industry/institution etc. (A5)	A1-A5

K1-K6 – Cognitive Domain , P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM IV	CODE MSW433B	TITLE SKILL MATRIX AND COMPETENCY MAPPING				TOTAL HOURS 30	CREDITS 2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	2	2	2	3	3	2.5
CO2	3	3	3	2	3	3	2.8
CO3	1	1	2	3	2	1	1.7
CO4	2	1	2	3	3	2	2.2
CO5	2	3	2	2	2	3	2.3
CO6	3	1	1	3	2	1	1.8
Mean Overall Score							2.2
Result							High

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

References:

1. Adhikary M., 2008, Emerging Human Resource Development, Deep & Deep Publications, New Delhi.
2. Denisi & Griffin, 2008, Human Resource Management, Houghton Mifflin Company, New York.

3. Jon M.Werner & Randy L.Desimone, 2012, Human Resource Development, Cengage Learning India Pvt. Ltd, New Delhi.
4. Rao P. L., 2010, International Human Resource, Excel Books, New Delhi.
5. Rao T.V., 2008, HRD Score Card 2500 Based On Hrd Audit, Sage Publications, New Delhi
6. Rao V.S.P., 2011, Human Resource Management (3rd Edition), Excel Books , New Delhi
7. Wayne F.Cascio & Ranjeet Nambudiri, 2013, Managing Human Resources (8th Edition), Mcgraw Hill Education Pvt. Ltd, New Delhi

COURSE OBJECTIVES

- To enable students understand the function, practices of families and know about positive parenting.
- To bring awareness among students on the issues related to families.
- To outline the various family intervention strategies and methods.
- To learn about the methods of assessment and rehabilitation of families and application of family therapy models.
- To learn about the issues related to children and prepare students to do school social work.
- To learn the current interventions with children in difficulties and understand Government and private programmes related to children.

Unit I: Understanding Family: Definition, Family functions, Family norms, Family practices. Family life education: Scope, Focus. Positive parenting and Oppressive parenting. Trends in the changing family systems.

Unit II: Family Issues: Separation and divorce, Lack of adequate child care, infertility - Single parent families, Children in single parent Families. Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.

Unit III: Family Intervention: Finding employment for jobless families, Handling stressors of urban families, Support to adoptive parents and adoptive children. Methods of assessment & Rehabilitation. Application of family therapy models.

Unit IV: Children: Importance of early attachments to parents in childhood - developmental derailments and disruptions of children - Educational Status and needs of children and adolescents- School Social Work with children, parents, teachers and administrators.

Unit V: Intervention with Children: Child Abuse-dimensions and interventions; Child trafficking-dimensions and interventions; Working Children & Children of sex workers - Interventions. State and Central Government programmes for children

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the function, practices of families and positive parenting. (K1 & K2)	K1, K2
CO2	Aware of issues related to families (K3)	K3
CO3	Analyze various family interventions related to families. (K4)	K4
CO4	Demonstrate methods of assessment and rehabilitation of families in distress and apply family therapy models. (K5 & K6)	K5, K6
CO5	Analyze and describe issues related to children and skills needed for school social work (P4)	P1-P7
CO6	Describe and exhibit knowledge on current interventions for children in difficulties and understand Government and private programmes for children in need. (A5)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM I	CODE MSW433C	TITLE SOCIAL WORK WITH FAMILY & CHILDREN				TOTAL HOURS 30	CREDITS 2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean
CO1	3	3	2	2	2	2	
CO2	3	3	2	3	2	2	
CO3	3	3	2	3	2	2	
CO4	3	3	3	3	2	2	
CO5	3	3	3	3	2	2	
CO6	3	3	3	3	2	2	
Mean Overall Score							
Result							High

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference

1. Anjali Gandhi(1996), School Social Work, Common wealth Publishers, New Delhi
2. Asha Rane(1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
3. Dandekar (1996) The Elderly in India, Sage, New Delhi
4. Desai and Raju (2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi

5. Devi, Laxmi(ed)1998,ChildandFamilyWelfare,AnmolPublications,New Delhi
 6. Harsh Mander & Vidya Rao (1996)An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
 7. Khargiwala (1993) Family dynamics: social work perspectives, Anmol, New Delhi
 8. Krishnan & Mahadevan (1992)The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing
 9. Tripathy S Ned(1996)Child Labour in India, Discovery Publishing House, New Delhi
- UNICEF (1994), The Child and the Law, UNICEF, New Delhi

ENVIORNMENTAL SOCIA WORK (Main Elective)
II MSW SEMESTER – IV CODE: MSW434A

To educate students to know and understand about Environmental Social work
To facilitate students to apply social work methods in Ecology, Environment and Energy resources
To facilitate the students to analyse and evaluate the competency to become a Enviornmental social worker
To help the students to develop new projects
To guide the students to associate with projects to protect nature
To guide the students to become a Environmental entrepreneur

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

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

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

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

UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets- River, forest grass land, Hill etc., Visit to a polluted site, Study of flora and fauna, Study of simple eco system, Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels.

Course Outcome: *The students will...*

CO1	Recall, Recognize the foundational concepts in professional social work and Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain the various fundamental ideas relevant Ecology, Environment and Energy resources	K1 & K2
CO2	Execute, Implement in carrying out or use a procedure in a given situation in Environmental problems	K3
CO3	Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose of institutions and ecological issues	K4
CO4	Check, critique, judge based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions for varied environmental problems	K5 & K6
CO5	Prepare students to understand the use of various skills needed for professional social worker and begin to use of them in class and outside during field work visits	P1 to P6
CO6	Prepare students to apply social work values, code of ethics and values practiced by social reformers in their professional behavior in meeting people and working on the issues concerning Nature	A1 & A6

CO and PSO Mapping

SEM IV	CODE MSW434A	TITLE ENVIORNMENTAL SOCIAL WORK					TOTAL HOURS 30	CREDITS 2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	2	2	2.3	
CO2	3	3	2	2	2	2	2.3	
CO3	3	3	2	2	2	2	2.3	
CO4	3	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	
Mean Overall Score							2.65	
Result							High	

0-1 Low 1-2 Medium 2-3 High

References:

1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.
2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.
3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London
4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill Publishers. New Delhi:
5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.
6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.
7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.
8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.
10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.
11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi
12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.

PERFORMANCE MANAGEMENT (Main Elective)
II MSW SEMESTER – IV CODE: MSW434B

To help the students to learn basic facts about performance management and performance plan.
To increase the knowledge on the importance of feedback in improving performance.
To provide an understanding of the role of employee's performance appraisals.

Unit-I: Concept of Performance Management and Developing Performance Plan: Definition and basic concept of performance and performance management; Determinants of Performance – Setting relevant and realistic goals with employees: Development and contents of a performance plan for group/team and individuals; Strategies in developing performance plan. Models and theories of performance management. Balance Score Card. Performance Management and Human Resource Management

Unit-II: Feedback and Performance: Developing system to source feedback (Positive, Negative and Just Right); Classification of Feedback (Qualitative and Quantitative); Evaluating and Using Feedback for improving employees performance.

Unit-III: Employees Performance Appraisals (Performance Reviews) Guidelines for conducting Performance Appraisals and Reviews; Conducting Employee 360 Degree Performance Reviews: Trends in Performance Appraisal

Unit-IV: Reward Management: Methods and techniques in rewarding employees performance; Reward Management; Standard format for performance appraisal; Software Applications for performance appraisal.; Linking performance with Compensation.

UNIT V: Performance Problems: Employees Performance Problems/Issues; Factors leading to employees performance problems; Mentoring, Coaching and Training non-performers; Improving employee commitment. Managing Team Performance: Types of teams and Implications for Performance Management – Purpose and Challenge of Team Performance Management – Rewarding Team Performance Implementing Performance Management System: Factors affecting Implementation – Pitfalls of Implementation – Traditional Practices in the Industry

Course Outcome: *The students will...*

CO1	Recall, Recognize the foundational concepts in professional social work and Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain the various fundamental ideas relevant Ecology, Environment and Energy resources	K1 & K2
CO2	Execute, Implement in carrying out or use a procedure in a given situation in Environmental problems	K3
CO3	Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose of institutions and ecological issues	K4
CO4	Check, critique, judge based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions for varied environmental problems	K5 & K6
CO5	Prepare students to understand the use of various skills needed for professional social worker and begin to use of them in class and outside during field work visits	P1 to P6
CO6	Prepare students to apply social work values, code of ethics and values practiced by social reformers in their professional behavior in meeting people and working on the issues concerning Nature	A1 & A6

CO and PSO Mapping

SEM I	CODE MSW434B	TITLE PERFORMANCE MANAGEMENT					TOTAL HOURS 30	CREDITS 2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	2	2	2.3	
CO2	3	3	2	2	2	2	2.3	
CO3	3	3	2	2	2	2	2.3	
CO4	3	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	
Mean Overall Score							2.65	
Result							High	

0-1 Low 1-2 Medium 2-3 High

References:

1. Andrian Murton, Margaret Inman & Nuala Osullivan (2011), Human Resource Management, Great Britian, London.
 2. Appannaiah Reddy Anitha (2004), Personal and Human Resource Management, Himalaya Publication House, New Delhi.
 3. David A Decenzo, Stephen P Robbins (2010), Human Resource Management (10th edition), John Wiley and Sons Inc, U K
 4. JayantMukheryee (2012), Designing Human Resource Management System a Leaders Guide, Sage Publications Pvt, Ltd, New Delhi.
 5. Jeffrey A. Nello (2001), Strategy Human Resource Management, Cengage Learning India Pvt.Ltd, New Delhi.
 6. Jeffrey A. Nello (2011), Strategic Human Resource Management (3rd edition), Cengage Learning India Pvt.Ltd, New Delhi.
 7. Lowell H Lambeston, Leslie minor (2012), Human Relations Strategies for Success (4th Edition), Tata McGraw-Hill Education Pvt.Ltd, New Delhi.
 8. Michael Armstrong (2011), Strategic Human Resource Management (4th Edition), Kohan Page India Pvt.Ltd, New Delhi
 9. Mohan Thite (2008), Managing People in the new Economy, Sage Publications Pvt.Ltd, New Delhi.
 10. Nick Wilton (2012), An Introduction to Human Resource Management, Sage Publications, Pvt.Ltd, New Delhi
 11. Randoll, S. Schuler (1984), Personal and Human Resource Management (2nd Education), West Publication Company, New York.
 12. Raymond Noe, Hollenback, Garhar and Wright (2012), Fundamentals of Human Resource Management (3rd edition), Tata McGraw Hills Education Pvt.Ltd, New Delhi.
 13. Richard I, Henderson (1984), Performance Appraisal (2nd edition), Prentice-Hall, Inc, New Jersey
 14. Robert L Mathis, John H Jackson, 2003, Human Resource Management (10th edition), Cengage Learning India Pvt.Ltd, New Delhi
- Seetharaman S & B. Venkateswara Prasad (2012), Human Resource Management, SciTech Publications Pvt. Ltd, Chennai

SOCIAL ENTREPRENEURSHIP (Main Elective)
II MSW SEMESTER – IV

CODE: MSW434C

COURSE OBJECTIVES

- To educate students to know and understand about social entrepreneurship
- To facilitate students to apply social work methods in social entrepreneurship
- To facilitate the students to analyse and evaluate the competency to become a social entrepreneurs.
- To help the students to develop new projects.
- To guide the students to associate with entrepreneurial organizations for their skill development
- To guide the students to become a social entrepreneur

Unit 1: Social entrepreneurship – concept and definition. Social entrepreneur – concept and definition. Social enterprise – concept, definition and characteristics. Need of social enterprise. The spectrum of social enterprise - Challenges.

Unit 2: Steps in Enterprise: Decision to be self-employed with values, selection of product, process technologies, location of the enterprise, forms of business organizations, preparation of project report,

Unit 3: Statutory Requirements: Registration and Statutory Licenses, Finance, Land and building, Procurement of machinery, recruitment of personnel, Installation of machinery, power connection/water supply, procurement of raw materials, production,

Unit 4: Marketing: costing and pricing policy, repayment of loans, profit generation, avoiding sickness, modernization and up gradation of technology

Unit 5: Institutionalised Supports – PMEGP Scheme, Financial Schemes operated by SIDBI, Credit Guarantee Fund Trust, Industrial Promotional Organization – TIIC, TSIDCL, MSME, DIC, and NSIC. Check list or schematic representation of setting up social enterprise.

COURSE OUTCOMES

On successful completion of this course, students would be able to:

S.No.	CO-Statements	Bloom's Taxonomy Level
CO1	Describe and understand the concept social entrepreneurship (K1 & K2)	K1, K2
CO2	Apply social work methods in social entrepreneurship (K3)	K3
CO3	Analyse and evaluate the competency to become a social entrepreneurs (K4 & K5)	K4, K5
CO4	Develop a project (K6)	K6
CO5	Associate with entrepreneurial organizations for their skill development (P5)	P1-P7
CO6	Become a social entrepreneur (A4)	A1-A5

K1-K6 – Cognitive Domain, P1-P7 – Psychomotor Domain, A1-A5 – Affective Domain

SEM	CODE	TITLE					TOTAL HOURS	CREDITS
IV	MSW434C	SOCIAL ENTREPRENEURSHIP					30	2
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	1	1	2	2	3	2	
CO2	3	3	1	1	2	2	2	
CO3	2	3	3	1	1	2	2	
CO4	2	2	3	3	1	1	2	
CO5	1	2	2	3	3	1	2	
CO6	1	1	2	2	3	3	2	
Mean Overall Score							2	
Result							Medium	

0 to 1 – Low

1 to 2 – Medium

2 to 3 - High

Reference

1. Alex Nicholls (2006), *Social Entrepreneurship, New Models of Sustainable Social change*, New York: Oxford University Press.
 2. David Bornstein (2007). *How to change the world: Social entrepreneurs and the power of New Ideas*, New York: Oxford University Press.
 3. Fred Setterberg, Kary Schulman (1985), *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, New York: Harper & Row.
 4. Gregory Dees, Jed Emerson, Peter Economy (2002), *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, New York: John Wiley and Sons.
 5. Peter Drucker (1990), *Managing the Non Profits Organizations: Practices and Principles*, New York: HarperCollins.
 6. MSME (2009). *A Guide Book for New Entrepreneurs*, Chennai: MSME Development Institute.
- Moore, Richard (2017). *Social Enterprise Toolkit*. Dublin: Irish Social Enterprise Network

EMPLOYABILITY SKILL (Main Elective)

II MSW

SEMESTER – IV

CODE: MSW435S

Learning Objectives: The students will gain..

- Knowledge Dimension of Employability Skills and Career Planning Skill
- Resume Writing & Interview Skills
- Planning, Organizing Skill and Team Work Skill

UNIT I: Knowledge Dimension of Employability Skills: Workplace health and safety- types of workplace injury- hazards and safety signs- Appropriate workplace behaviour and conduct - Anti-discrimination- Harassment/Sexual harassment

UNIT II: Career Planning Skill - Good understanding of careers in the industry and job opportunities and roles available within it - Career Analysis Survey - Skills and qualifications required for a range of occupations relating to M.S.W – Career Exploration activities

Skill Practice

1. Completing Career Planning Survey
2. Self-Analysis of skills required for a specific occupation of choice
3. Undergoing a Psychometric Testing on Career aspiration and submitting a report

UNIT III: Resume Writing& Interview Skills: Components of an effective resume- Preparing for an interview

Skill Practice

1. Preparing two different CVs for two different jobs in different settings of MSW
2. Attending a Group Discussion
3. Attending a Mock Interview for any one CV prepared

UNIT IV: Team Work Skill – Participation in group activities- Listening to other's ideas with an open mind-Negotiating time lines, roles and responsibilities on a project- Maintaining productive and harmonious working relationship with colleagues.

Skill Practice

1. Organizing a group activity in the college as a team and writing a report on how time deadlines, roles and responsibilities of different team members were negotiated
2. SWOT Analysis on Sustaining Relationship with classmates
3. Demonstrating workplace telephone conversation

UNIT V: Planning & Organizing Skill: Identifying priorities and reorganizing schedules – Identifying time wasters that are blocks to task completion- identifying tasks to be delegated to subordinates or shared with equals - Adapting to job rotations within or outside the department

Skill Practice

1. Preparing Competency Matrix for two different jobs related to MSW setting
2. Preparing Skill Portfolio
3. Activity on Exploring careers

References:

1. Asha Kaul, 2005, The Effective Art Of Time Management, ICFAI University Press, Hyderabad
2. Charles J Stewart And William B Cash Jr, 2010, Interviewing Tata Mcgraw Hill Companies, New Delhi.
3. Diana Bonet Romero, 2011, The Business Of Listening(Fourth), Viva Books Pvt Ltd, New Delhi
4. Donald Shandler, 2011, Motivating The Millennial Knowledge Worker, Viva Books Pvt Ltd, New Delhi.
5. Gopalaswamy Ramesh AndMahadevanRamesh, 2010, The Ace Of Soft Skills, Dorling Kindersley, New Delhi.
6. Hari Mohan Prasad AndRajnish Mohan, 2012, How To Prepare For Group Discussion And Interview, Tata Mcgraw Hill Companies, New Delhi.
7. Herb Kindler,2011, Conflict Management(Fourth), Viva Books Pvt LtdmNew Delhi.
8. Gangal J.K., 2012, Competitive English, Nirja Publishers, New Delhi.
9. MagasudhaRavinuthala, 2005, The O.P.Singh, 2012, Art Of Effective Communication In Group Discussion And Interview, S.Chand And Company Ltd, New Delhi.
10. Mark Thomas, 2008, Gurus On Leadership, Viva Books Pvt Ltd, Hariyana.
11. Singh O.P., 2012, Art Of Effective Communication In Group Discussion And Interview, S.Chand And Company Ltd, New Delhi.
12. Patrick L Townsend And Joan Gebhardt, 2004, Recognition,Gratitude And Celebration, Crisp Publications, New Delhi.
13. Sharma R.K, 2007, How To Speak And Write Correctly, Swastik Publishers, New Delhi
14. Rakesh K Mittal, 2006, The Power Of Positive Management, Sterling Publications, New Delhi.
15. Robert Maddux And Barb Wingfield, 2011,Team Building(Fifth), Viva Books Pvt Ltd, New Delhi.

CIA Components for Employability Skill Paper (100 Marks)

1. Self – Analysis presentation (SWOC): 10 Marks
 2. Aptitude Test: 20 Marks
 3. Group Discussion: 10 Marks
 4. Snap test: 10 Marks
- End Semester (Mock Interview): 50 Marks

RESEARCH PROJECT II (Main Elective 3)
II MSW SEMESTER – IV CODE: MSW436J

CO1	To acquire the knowledge of foundational concepts in professional social work and exhibit their understanding in expressions of theory and practice relevant to social work	K1 & K2
CO2	To apply the knowledge in carrying out programs or use a procedure in a given situation	K3
CO3	To Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose	K4
CO4	To evaluate based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions and Acquire skills to interpret data and derive results and discussions	K5 & K6
CO5	To exhibit skills in the use of methods, formats, procedure & strategies relevant to this course in the practice of social work. and Acquire the skills of undertaking a research project	P1 to P6
CO6	To assist in practical and creative expression of social work values in personal and professional life	A1 & A6

Each student is assigned with a research supervisor. The students have to get the guidance and carryout the following steps and complete the research project.

1. Finalization of Methodology Chapter.
2. Analysis and Interpretation of Data using SPSS
3. Main Findings and Suggestions
4. Summary and Conclusion

The supervisor internally evaluates the work of the student out of 50 marks for above components also considering the quality, punctuality and regularity of consultation and learning interest.

The student submits the bound copy of the Research Project on or before the deadline fixed by the Department. Viva Voce is conducted by an external examiner along with the concerned Research Supervisor. The entire Research work will be taken for the final assessment and the marks are awarded out of 50. Plagiarism Check Report has to be attached at the end of the report. Originality Certificate has to be kept in the report.

The supervisor internally evaluates the work of the student out of 50 marks for the above components, considering the quality, punctuality and regularity of consultation and learning interest.

Internal (50 Marks)

Regularity in Submitting Reports	: 10 Marks
Consultation Received from the Supervisor	: 15 Marks
Progress Shown	: 15 Marks
Quality of Reports (Library and other resources used and Language Clarity)	: 10 Marks

The VIVA components (50 Marks)

Methodology	: 10 Marks
Chapter IV	: 10 Marks
Chapter V	: 10 Marks
Chapter VI	: 10 Marks
Presentation and Communication	: 10 Marks

Research Process II

36	Actual data collection
37	Code book preparation
38	Code sheet preparation
39	Variable declaration in SPSS
40	Data entry in SPSS
41	Data cleaning
42	Analysis and table generation in SPSS
43	Writing chapter -IV (Analysis and Interpretation)
44	Writing chapter – V (Main findings and suggestions)
45	Updating chapter – II (Review of literature)
46	Writing/updating chapter – III (Methodology)
47	Writing / updating chapter – I (Introduction)
48	Writing chapter – VI (Summary and Conclusion)
49	Plagiarism Check (Chapter – 1, 2, 3, 4, 5, 6,& Tool)
50	Preparing Bibliography
	Preparing Preliminaries
51	Certificate of Originality
52	Certificate
53	Declaration
54	Acknowledgement
55	Preface
56	Table of content (chapters)

57	List of Tables
58	List of Figures
59	Plagiarism Report & Receipt of Plagiarism Check
60	Research report in the accepted format of the department as a bound copy
	Article for Publication (minimum one citation from all faculties of the department)

Course Outcome: *The students will...*

CO1	Recall, Recognize the foundational concepts in professional social work and Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain the various fundamental steps in social work research	K1 & K2
CO2	Execute, Implement in carrying out or use a procedure in undertaking research needs of the client	K3
CO3	Differentiate, organize, attribute varied social work concepts in relation to one another and to the overall structure and purpose of social institutions and social issues through application of research	K4
CO4	Check, critique, judge based on criteria & standards and generate, plan, produce new patterns or Structure as innovative solutions through research methods	K5 & K6
CO5	Prepare students to understand the use of various skills needed for professional social work research to use them in class and outside during field work	P1 to P6
CO6	Prepare students to apply social work values, code of ethics and values practiced by social reformers in their professional behavior in meeting people and working on the issues concerning them	A1 & A6

CO and PSO Mapping

SEM I	CODE MSW130T	TITLE INTRODUCTION TO SOCIAL WORK PROFESSION					TOTAL HOURS 45	CREDITS 3
CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean	
CO1	3	3	2	2	2	2	2.3	
CO2	3	3	2	2	2	2	2.3	
CO3	3	3	2	2	2	2	2.3	
CO4	3	3	3	3	3	3	3	
CO5	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	
Mean Overall Score							2.65	
Result							High	

0-1 Low 1-2 Medium 2-3 High

CONCURRENT FIELD WORK IV (Main core)
II MSW SEMESTER – IV CODE: MSW437F

Learning Outcome: *The students will...*

- **Gain experience by applying the theoretical knowledge in the field**
- **Understand the functions and activities of field placement organization**
- **Acquire of the skills of applying the class learning into practice**

In the Fourth semester field work, the students are placed in agencies according to their specialization and they undergo the field placement training under the close supervision of the agency personnel.

The students get hands on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice.

The students are encouraged to make mini research studies, analyze data and present their findings. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.

The Concurrent Field Work is for a period of a month (Total of 24 to 26 days). At the completion of the field work the students are required to submit the record for valuation and guidance.

The CA marks are awarded by the supervisor out of 50 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 50

Internal Components (50 Marks):

Presentation of Field Work Experience	: 10 Marks
Record Quality	: 15 Marks
Initiatives Taken and Progress Shown	: 15 Marks
Subject Areas Covered	: 10 Marks

Viva Voce Components (50 Marks)

Knowledge Gained	: 10 Marks
Skills Acquired	: 15 Marks
Responsibilities and Initiative Taken	: 15 Marks
Presentation and Communication	: 10 Marks

II MSW

BLOCK FIELD WORK (4 week duration)
SEMESTER – IV **CODE: MSW438F**

Learning Outcome: *The students will...*

- **Gain experience in a social work field by being in an open or closed setting**
- **Understand the techniques and approaches adopted by the organization**
- **Apply the knowledge gained, in the field of social work**


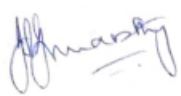






During the summer holidays the second year students go for one month field placement training preferably in their respective field of specialization. The students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization or industries during the summer holidays according to their field of specialization.

During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, program, activities, and achievements and also involve with the activities of the organization to whatever extent possible.

Students should get daily activity sheets signed by the concerned persons in the organizations. They have to write daily records of their learning and submit to the department once they complete their field placement. Successful completion is certified by the department and communicated to the Controller of Examination.

This is optional for students to undertake and 4 credits are attached

**PG & RESEARCH DEPARTMENT OF SOCIAL WORK
SACRED HEART COLLEGE, TIRUPATTUR, VELLORE DIST
BOARD OF STUDIES MEETING
18.11.2022**

DETAILS OF MEMBERS	SIGNATURE
J. Andrews Raja, Member, Chairperson, Assistant Professor	
Dr. Gunavathy, Principal , Madras School of Social Work , Chennai – University Nominee <i>Associate Professor</i>	
Mr. Michael, Aditya Birla.Hosur.- External Expert	
Dr. C.R. Christi Anandan, Member, Assistant Professor	
Dr. K. Arockia Raj, Member, Assistant Professor	
Dr. Clayton Michael Fonceca, Assistant Professor	
Dr. T. Selvam, Member, Assistant Professor	
Ms. E. Lisa, Member, Assistant Professor	

BOARD OF STUDIES

2023

**P.G. & RESEARCH DEPARTMENT
OF SOCIAL WORK**

Sacred Heart College (Autonomous)

Tirupattur – 635601

Tirupattur District

Date: 24/10/2023

**PG & RESEARCH DEPARTMENT OF SOCIAL WORK
SACRED HEART COLLEGE, TIRUPATTUR, VELLORE DIST
BOARD OF STUDIES MEETING**

Date: 24/10/2023 Venue: Online - Department of Social Work Time: 03.30 pm to 4.30 pm

AGENDA

- **Prayer**
- **Welcoming the Members**
- **Presentation –New frame work and the Course titles**
- **Presentation – Course Titles for all four semesters**
- **Vote of Thanks**

MINUTES OF BOARD OF STUDIES

PG & Research Department of Social Work, Sacred Heart College, Tirupattur

The Board of Studies of the PG & Research Department of Social Work, Sacred Heart College, Tirupattur held on 24th October, 2023 at the Department of Social Work from 03.30 PM to 04.30 PM. The following members were present for the meeting organized online

1. J. Andrews Raja, Member, Chairperson, Assistant Professor
2. Dr. C.R. Christi Anandan, Member, Assistant Professor
3. Dr. K. Arockia Raj, Member, Assistant Professor
4. Dr. Clayton Michael Fonceca, Assistant Professor
5. Rev. Fr. Henry Daniel Ambrose, Member, Assistant Professor
6. Dr. T. Selvam, Member, Assistant Professor
7. Ms. E. Lisa, Member, Assistant Professor
8. Mr. Moieeson, Assistant Professor

External Experts who were Present for the meeting

University Nominee

- Rev. Dr. Louis SJ, Principal, Loyola College, Chennai

Expert from Industry

- Mr. Michael, Aditya Birla.Hosur
- Rev. Dr. Sumi

Agenda:

1. Welcoming the Members – Chairperson
2. Introduction of the board Members
3. Presentation –New frame work and the Course titles
4. Presentation – Course Titles for all four semesters
5. Vote of Thanks

Description:

Andrews Raja J Assistant Professor & Head Chairperson started the meeting at 03.30pm. He welcomed the members for the meeting and introduced the university nominee, Rev Dr. Louis SJ Principal, Loyola College, Chennai, Industrial expert, Mr. Michael, Aditya Birla, Hosur and Rev. Dr. Sumi Bangalore. There was a brief self-introduction by all board members. Following which the modality of the presentation was finalized. The board members would review the scheme year wise first two semesters and then the third and fourth semesters together. After the presentation of framework and the course titles of the first two semesters, the following discussions ensued for a greater clarity on the quality of the syllabus.

Rev. Dr. Louis suggested that credit allotted to the courses whether main or electives should be same. Course titled Development Communication could be given in the place of ICT skills for social workers which equips students better to address the need of the employing agencies. A course on Soft skill and Life skill should be included. It was suggested that the course titled Social Work Research and Qualitative Research could be combined. The university nominee sought clarification on the nature of field work practiced and suggested that block field work could be towards the end of fourth semester. Another important suggestion is to find space in the syllabus to learn at length on the marginalized communities. The idea on the extension activity found great clarity with the discussion. He appreciated that the presence of the course titled Environment Social Work adds value to the syllabus in the present times.

Mr. Micheal our external expert from the Industry proposed that the department could work out 4 or 5 programs in collaboration with NHRD Hosur chapter. He also suggested great exposure to different setting in the field work also strengthen the students for job. Past pupils who are presently heading various organizations to be brought for invited talks.

Dr. Sumi our former student suggested that specialized trainings could be given on proposal writing and fund raising skills.

Fr. Henry Daniel Ambrose suggested that through organizing Seminar and workshops we could help teach students those relevant subjects that could not be covered because of limitation of the frame work.

The preparation for this board by the staff team was commended by all the external members.

The suggestions and recommendations facilitated by the experts to the Department would be presented to the Academic Council.

The chair person proposed the vote of thanks.

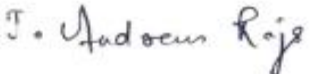


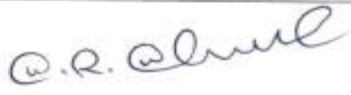





Tirupattur

24/10/2023

RESOLUTIONS:

1. It was resolved that the P.G. & Research Department of Social Work can the frame work with the following changes to the academic council for approval
2. It was accepted credits should same for all the main courses. Modification is made the credit allotted to the following papers – namely Social Work Research and Project development using LFA and Corporate
3. It was resolved to include soft skills and life skills for social workers in the course title Professional Skills for social workers.
4. It was resolved that the presence of marginalized communities should find its due space in syllabus preparation.

**PG & RESEARCH DEPARTMENT OF SOCIAL WORK
SACRED HEART COLLEGE, TIRUPATTUR, VELLORE DIST
BOARD OF STUDIES MEETING
24.10.2023**

DETAILS OF MEMBERS	SIGNATURE
J. Andrews Raja, Member, Chairperson, Assistant Professor	
Dr. Gunavathy, Principal , Madras School of Social Work , Chennai – University Nominee <i>Associate Professor</i>	
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Rev. Fr. Henry Daniel Ambrose, Member, Assistant Professor	
Dr. T. Selvam, Member, Assistant Professor	
Mr. Moieson, Member, Assistant Professor	

**P.G & RESEARCH DEPARTMENT OF SOCIAL WORK
SACRED HEART COLLEGE (AUTONOMOUS), TIRUPATTUR
MSW-COURSE LIST RESTRUCTURE FOR 2024-2025**

Semester – I

Category	Title of The Subject	Credit	Hours
Core-I	Introduction to Social Work Profession	3	4
Core-II	Social Work Practice with Individuals	3	4
Core-III	Social Work Practice with Groups	3	4
Core-IV	Social Work Practice with Communities & Social Action	3	4

Core-V	Concurrent Field Work-I	5	10
Elective-I (Discipline Specific)	Sociology & Psychology for Social Work Practice (or) Indian Society & Human Growth and Development	3	4
	Total	20	30

Semester – II

Category	Title of The Subject	Credit	Hours
Core-VI	Social Work Research & SPSS	3	6
Core-VII	Social Welfare Administration	3	3
Core-VIII	Concurrent Field Work-II	5	10
Elective-II (Discipline Specific)	Qualitative Research & NVivo (or) Corporate Social Responsibility	3	4
Elective -III (Generic)	Human Rights & Social Legislations (or) Society & Democracy	3	3
Elective - IV (Generic)	Project Development using LFA & Corporate Reporting (or) Hotel Front Office Management	3	2
AEC-I (Ability Enhancement Course)	Development Communication	2	2
	Total	22	30

Semester – III

Category		Title of The Subject	Credit	Hours
Core-IX	CD	Rural Community Development	5	7
	HRM	Human Resource Management		
	YD	Youth Development		
	M&P	Medical Social Work		
Core-X	CD	Urban Community Development	5	7
	HRM	Labour Legislations & Industrial Relations		
	YD	Youth Worker Competencies		
	M&P	Psychiatric Social Work		
Core-XI		Concurrent Field Work-II	5	10
Elective –V (Discipline Specific)		Disaster Management (or) Environmental Social Work	3	3
AEC-II (Ability Enhancement Course)		Professional Skills for Social Workers	3	3
Internship		Block Field Work- I	5	
		Total	26	30

Semester – IV

Category		Title of The Subject	Credit	Hours
Core-XII	CD	Development Strategies	5	5
	HRM	Organizational Behavior & Human Resources Dynamics		
	YD	Strategies for Youth Development		
	M&P	Clinical Social Work & Community Health		
Core-XIII	CD	Livelihood & Social Audit	5	5
	HRM	HR Analytics & Competency Mapping		
	YD	Working with Vulnerable Young People		
	M&P	Therapeutic Interventions & Rehabilitation		
Core-XIV		Concurrent Field Work-IV	5	10
Project with viva voce		Research Project – II	5	8
Elective-VI (Industry / Entrepreneurship)		Social Entrepreneurship/ Project Monitoring and Evaluation	2	2
Extension Activity			1	
		Total	23	30