



Punjab Association's  
**ANNA ADARSH COLLEGE FOR WOMEN**  
(Affiliated to University of Madras)  
**Re-accredited by NAAC with A++ Grade**  
2(f) Status under UGC Act

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# **2.6 - STUDENT PERFORMANCE AND LEARNING OUTCOMES**

***COURSE HANDOUT  
ARTS & MANAGEMENT***





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**ANNA ADARSH COLLEGE FOR WOMEN**

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**Verified & Certified Documents**

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*R. Shanthi*

**PRINCIPAL**



**PRINCIPAL**  
**ANNA ADARSH COLLEGE FOR WOMEN**  
**ANNA NAGAR, CHENNAI - 600 040**



# ANNA ADARSH COLLEGE FOR WOMEN DEPARTMENT OF BUSINESS ECONOMICS

## DEPARTMENT HANDOUT

2023 – 2024





# University of Madras

**Chepauk, Chennai 600 005**

[Est.1857, State University, NAAC 'A' Grade, CGPA 3.32, NIRF2019 Rank: 20]

website: [www.unom.ac.in](http://www.unom.ac.in), Tel.:044-25399561

## **Undergraduate Programme in Economics**

Curriculum and Syllabus for

### **B.A. Business Economics**

(With effect from the Academic Year 2023-24)

JUNE 2023

**Note: The Board of Studies in Economics (UG) designed the syllabus as per Common Model Syllabus provided by TANSCHER based on Learning Outcome based Curriculum Framework (LOCF) as prescribed by the UGC.**

**TANSCHER REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM  
FRAMEWORK FOR UNDERGRADUATE EDUCATION**

<b>Programme:</b>	<b>B.A Business Economics</b>
<b>Programme Code:</b>	
<b>Duration:</b>	3 years(UG)
<b>Programme Outcomes:</b>	<p><b>PO1: Knowledge of Economics :</b> Ability to express thoughts and ideas effectively in writing and orally; demonstrate the ability to think analytically the theories in Economics and present complex information in a clear and concise manner.</p> <p><b>PO2: Critical thinking:</b> Capability to apply analytic thought to a body of knowledge; evaluate evidence, arguments, claims, and beliefs on the basis of empirical evidence.</p> <p><b>PO3: Research-related skills:</b> Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses; ability to plan, execute and report the results of an experiment or investigation.</p> <p><b>PO4: Digital literacy:</b> Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.</p> <p><b>PO 5: Self-directed learning:</b> Ability to work independently, identify appropriate resources required for the development and completion of tasks.</p> <p><b>PO6: Analytical reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p> <p><b>PO 7: Leadership Readiness:</b> Capability for mapping out the tasks for a team and setting direction, formulating and achieving the vision, motivating and inspiring team members by applying management skills in guiding people.</p> <p><b>PO 8: Lifelong learning:</b> Ability to acquire knowledge and skills consistently with the objective of adapting to changing work environments.</p>
<b>Programme Specific Outcomes:</b>	<p><b>PSO1 –</b> To Gain in depth theoretical knowledge of theoretical and Quantitative Economics and its applications in real world scenario.</p> <p><b>PSO 2 –</b> To demonstrate respectful engagement and inclusivity of others’ ideas, behaviours, and beliefs and apply to decisions and actions.</p> <p><b>PSO 3-</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate start-ups and Businesses.</p> <p><b>PSO 4 –</b> To engage in the moulding of professionals to sustain in the dynamics of the business world.</p> <p><b>PSO 5 –</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit through Corporate Social Responsibility initiatives.</p>

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

### Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

<b>Sem-ester</b>	<b>Newly introduced Components</b>	<b>Outcome/ Benefits</b>
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analyzing the world through the literary lens gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
<b>I, II, III, IV</b>	<b>Skill Enhancement papers</b> (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.</li> </ul>
<b>III, IV, V &amp; VI</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature</li> <li>➤ Emerging topics in higher education / industry / communication network / health sector etc. are introduced with hands-on-training.</li> </ul>
<b>IV</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Exposure to industry moulds students into solution providers</li> <li>➤ Generates Industry ready graduates</li> <li>➤ Employment opportunities enhanced</li> </ul>
<b>V</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Self-learning is enhanced</li> <li>➤ Application of the concept to real situation is conceived resulting in tangible outcome</li> </ul>
<b>VI</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Enriches the study beyond the course.</li> <li>➤ Developing are search framework and presenting their independent and intellectual ideas effectively.</li> </ul>
<b>Extra Credits: For Advanced Learners / Honors degree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs of peer learners / research aspirants</li> </ul>
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

### Semester-IV

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

### Third Year Semester-V

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based	22	26
<b>Part-4</b>	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

### Semester-VI

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based & LAB	18	28
<b>Part-4</b>	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>



### Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part. 1. Language – Tamil	3	6	Part. 1. Language – Tamil	3	6	Part. 1. Language – Tamil	3	6	5.1 Core Course – CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2. English	3	6	Part. 2. English	3	6	Part. 2. English	3	6	Part. 2. English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2.3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5.3 Core Course – CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5.4 Core Course – / Project with viva- voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	4	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement - (Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S.	2	1	5.8 Summer Internship Industrial Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
<b>Total – 140 Credits</b>																	

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	2	23
Part V	-	-	-	-	-	1	1
<b>Total</b>	23	23	22	25	26	21	<b>140</b>

\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall(K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/Comprehend(K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain	
<b>Analyze(K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate(K5)</b>	Longer essay/Evaluation essay, Critique or justify with pros and cons	
<b>Create(K6)</b>	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations	



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Curriculum and Syllabus for

### **B.A. Business Economics**

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JUNE 2021

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# DEPARTMENT OF BUSINESS ECONOMICS

## 1. PREAMBLE

Business Economics as a subject of study has increasingly gained acceptance as a practical applied branch of knowledge. Today's business organizations work under a dynamic set of conditions fraught with opportunities and risks. Hence the success lies in making informed choices in the midst of an ever-changing business environment. It involves the application of the basic conceptual tools of economics to arrive at right choices in business. The choice of strategies are made by a proper integration of information literacy, analytical enquiry and reasoning skills complemented with theories, concepts, practices and skills with a view to address social, civic environmental and economic issues. It also examines the role of government interventions with a view to achieve the avowed goals for an integrated economic development which encompasses the consumer and the producer. It has thus been primordially responsible for creating wide employment opportunities in the area of business analytics and in a wide array of jobs.

## 2. PROGRAMME BASED OUTCOMES

The programme learning outcomes are the admixture of the focus on the outcomes to be achieved from the teacher and learners point of view. It enables an attainment of a fund of knowledge in the discipline of study coupled with the attainment of a critical thinking and higher order cognitive skills. The ability to apply their knowledge in the field of economics and to devise practical solutions and strategies ethically, are also focused here. It helps the student to carry out a range of activities like recalling, explaining, demonstrating, experimenting, appraising and designing, either individually or collectively within the domain of the knowledge of economics.

- Enhance the students through improving their communication skills, overall personality development and their competency level to face their life.
- To acquire knowledge about the various economic theories and its applicability in daily life and various sectors of the society.
- To supplement the above with an interdisciplinary training to obtain a better understanding. Developing the problem solving skills of the students.
- To empower the women through encouraging them to become successful entrepreneurs.
- To acquire the knowledge about the various financial institutions and the financial services done by them.
- Inculcate knowledge about the banking sector and its various function

- Aspiring the students to prepare and participate for various competitive exams such as TRB, UPSC Civil Service Examination, TNPSC (Group - I, Group - II, Group - III and Group - IV service), Banking exams.
- To motivate the students to pursue their higher studies on economics and various subjects such as MBA, M.Com., MSW, M. Sc. (Psychology) etc....
- Improved the quality of lifestyle of the students through inculcating the moral and ethical values through providing skill development programmes
- Enhance the ability of the students to do their own startups through providing the training programmes with the collaboration of Khadi & Village Industries Commission (KVIC).
- Motivate the students to participate in various competitions and hence improve their sportsmanship and the competency level.

### **3. NATURE AND EXTENT OF THE PROGRAMME**

It encompasses an adequate knowledge of the theories and subject matter of economics to attain the maximization of individual and societal welfare and issues pertaining to it. The theoretical knowledge ranging from fiscal, monetary, micro macro, health, international and other developmental spheres of economics are taught with a quantitative backdrop to obtain a totalistic perspective. An extensive use of mathematics is introduced here to facilitate analysis with the prime objective of providing an in depth understanding of the core economic models and methods to make more relevant to the corporate world. Additional knowledge from other related branches like accounting, history and fundamental aspects of management are intertwined in to the programme to obtain a better grip and understanding of the subject.

### **4. GRADUATE ATTRIBUTES**

The graduate should possess a sound knowledge base of the subject, be capable of conducting investigations and skillfully identify, formulate, analyze and solve real life economic issues. He should be able to develop and design solutions to complex economic problems through appropriate use of the acquired fund of knowledge. He should inculcate the innate ability to freely communicate and multi-task in a multi disciplinary setting, within the boundaries set by the society thus promoting equity and justice. This will help him embark on a lifelong learning process in his chosen field of interest.

## B.A. BUSINESS ECONOMICS CREDIT DISTRIBUTION

First Year – Semester – I			
Part	List of courses	Credits	No. of Hrs
<b>Part I</b>	Language – Tamil	3	6
<b>Part II</b>	100L1Z: English	3	6
<b>Part-III</b>	101C1A: CC-I - Micro Economics-I	5	5
	101C1B: CC–II - Statistics for Economists	5	5
	101E1A: Generic Elective I Human Resource Management	3	4
<b>Part-IV</b>	101S1A: SEC-I - Basic Financial Accounting*	2	2
	100L1L: Basic Tamil-I (Other Language Students) *		
	100L1M: Advanced Tamil-I (Other Language Students) *		
	101B1A: Skill Enhancement Foundation Course - Business Communication		
<b>TOTAL</b>		<b>23</b>	<b>30</b>
<p><b>* PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)</b></p> <ol style="list-style-type: none"> <li>1. Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.</li> <li>2. Students who have <b>not</b> studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take <b>Basic Tamil</b> comprising of Two Courses (level will be at 6<sup>th</sup> Std.).</li> <li>3. Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take <b>Advanced Tamil</b> comprising of Two Courses.</li> </ol>			
First Year – Semester – II			
Part	List of courses	Credits	No. of Hrs
<b>Part I</b>	Tamil / Other Languages Paper-II	3	6
<b>Part II</b>	100L2Z: English Paper-II	3	6
<b>Part III</b>	101C2A: Core III -Microeconomics-II	5	5
	101C2B: Core IV –Statistics for Business Analysis	5	5
	101E2A: Generic Elective II Business Environment	3	4
<b>Part IV</b>	101S2A: SEC-2 - Business Ethics & Values *	2	2
	100L2L: Basic Tamil-II (Other Language Students) *		
	100L2M: Advanced Tamil-II (Other Language Students) *		
	101S2B: SEC-3 - Gender Economics		
<b>TOTAL</b>		<b>23</b>	<b>30</b>

## COURSE STRUCTURE:

### SEMESTER III

Course Component	Subjects	Inst. Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-I	Language Paper-III	6	3	75	25	100
Part-II	BP2-ENG03-Language Through Literature - I	6	3	50	50	100
Part-III	BBE-DSC05 - Statistics for Business Analysis-I	6	4	75	25	100
	BBE-DSC06 - Entrepreneurial Development- I	6	4	75	25	100
Part-IV	Allied Paper –III- Marketing 1	6	5	75	25	100
	Soft Skill - To be Chosen from the list	-	3	50	50	100
	Environmental Studies	-	Examination will be held in IV semester			

### SEMESTER IV

Course Component	Subjects	Inst.Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part I	Language Paper IV	6	3	75	25	100
Part II	BP2-ENG04-Language Through Literature- II	6	3	50	50	100
Part III	BBE-DSC07 - Statistics for Business Analysis-II	6	4	75	25	100
	BBE-DSC08 - Entrepreneurial Development-II	6	4	75	25	100
Part IV	Allied Paper –IV- Marketing 2	6	5	75	25	100
	Soft Skill - To be chosen from the list	-	3	50	50	100
	Environmental Studies	-	2	75	25	100

### SEMESTER V

Course Component	Subjects	Inst.Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-III	BEC-CSC09 - Macro Economics-I*	6	4	75	25	100
	BBE-DSC10 - Public Economics-I	6	4	75	25	100
	BBE-DSC11 - International Economics-I	6	4	75	25	100
	BBE-DSC12 - Indian Economy and Economic Reforms	6	4	75	25	100
	Elective Paper-I- Human Resource Development I	6	5	75	25	100
Part-IV	Value Education		2			

\* Common to B.A. Economics

### SEMESTER VI

Course Component	Subjects	Inst.Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-III	BEC-CSC13 – Macro Economics-II*	6	4	75	25	100
	BBE-DSC14 – Public Economics-II	6	4	75	25	100
	BBE-DSC15 - International Economics-II	6	4	75	25	100
	Elective Paper-II- Human Resource Development II	6	5	75	25	100
	Elective Paper –III- Principles of Management	6	5	75	25	100
Part V	Extension Activities		1			

\* Common to B.A. Economics



## LIST OF ELECTIVE SUBJECTS:

Course Code	Title
BBE-DSE01	Human Resource Development-I
BBE-DSE02	Human Resource Development-II
BBE-DSE03	Environmental Economics
BBE-DSE04	Organizational Behavior
BBE-DSE05	Fundamentals of Operations Research
BBE-DSE06	Principles of Management

## ALLIED SUBJECTS

Course Code	Title	Inst. Hrs	Credit
BBE-DSA01	Basic Financial Accounting	6	5
BBE-DSA02	Marketing-I	6	5
BBE-DSA03	Marketing-II	6	5
BBE-DSA04	Business Ethics & Values	6	5
BBE-DSA05	Financial Markets	6	5
BBE-DSA06	Managerial Economics	6	5
Total			20Credit(4x5)

## 6. DEPARTMENT FACULTY

Sno	DEPARTMENT	FACULTY NAME	QUALIFICATION
1	BUSINESS ECONOMICS	Dr. SREELATHA P.C.	M.A.,M Phil,PhD
2	BUSINESS ECONOMICS	Dr.PREETHI MAHESH.V	M.A.,M Phil,PhD
3	BUSINESS ECONOMICS	Dr. JEMIMA MERCY.M	M.A.,M Phil,MBA,Ph D
4	BUSINESS ECONOMICS	Dr. ANNE BENEDEXA C.A.	M.A, M. Phil , PhD
5	BUSINESS ECONOMICS	Ms. NIRMALA.H	M.A., M. Phil ( Phd)

LEARNING COURSE OBJECTIVES AND OUTCOMES-ODD SEM

ACADEMIC YEAR 2023-24

SEMESTER 1

பொதுத்தமிழ்-1

தமிழ் இலக்கிய வரலாறு -1

முதலாம் ஆண்டு – முதற் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
100L1AU	பொதுத்தமிழ் -1 தமிழ் இலக்கிய வரலாறு -1	Supportive	Y	-	-	-	3	6	25	75	100

Learning Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்	K4
CO 2	அற இலக்கியம் மற்றும் தமிழ் காப்பியங்களின்வழி வாழ்வியல் சிந்தனையைப் பெறுவர்	K5, K6
CO 3	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், பகுத்தறிவு இலக்கியங்களைக் கற்பதன் வழி நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர்	K3
CO 4	மொழியறிவோடு சிந்தனைத்திறனைப் பெறுவர்	K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம்.

1. இலக்கணம்;

அ.தொல்காப்பியம், இறையனார் களவியல் உரை, நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை நூல்கள்

ஆ. மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்த்தல்

- வல்லினம் மிகும் இடங்கள்
- வல்லினம் மிகா இடங்கள்

- ஈரொற்று வரும் இடங்கள்
- ஒரு, ஒர் வரும் இடங்கள்
- அது, அஃது வரும் இடங்கள்
- தான், தாம் வரும் இடங்கள்

பயிற்சி : வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.

2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு
3. அற இலக்கியம்-பதினெண்சீழ்க்கணக்கு நூல்கள்
4. காப்பிய இலக்கியம் - ஐம்பெரும் காப்பியங்கள், ஐந்துசிறு காப்பியங்கள், சமயக் காப்பியங்கள்
5. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் - பகுத்தறிவு

இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

அலகு-2 சங்க இலக்கியம்

எட்டுத்தொகை ;எ

1. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்
2. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே
3. ஐங்குறுநூறு -நெல் பல பொனிக பொள் பெரிது சிறக்கீ (முதல் பாடல் )-வேட்கைப் பத்து
4. கலித்தொகை- 51 - உடர்ந்தொடங்குக் கோளய் -குறிஞ்சிக் கனி
5. புறநானூறு -189 தென்கடல் வளாகம் பொதுமையின்றி நாடா கொன்றோ -187

பத்துப்பாட்டு:

1. மூலலைப்பாட்டு (முழுவதும்)

அலகு-3 அற இலக்கியம்

1. திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம்
2. நாலடியார்-பாடல்: 131 (குறுசியழரும்)
3. நான்மணிக்கடிகை-நிலத்துக்கு அணிபென்ப
4. பழமொழி நானூறு- தம் நடை நோக்கார்
5. இனியவை நாற்பது- 37. இளமையை மூப்பு என்று

அலகு-4 காப்பிய இலக்கியம்

1. சிலப்பதிகாரம் - வழக்குரைகாரை
2. மணிமேகலை- பாத்திரம் பெற்ற காரை
3. பெரியபுராணம் - பூலர் நாயனார்புராணம்
4. கம்பராமாயணம்- சூகப் படலம்
5. சீராப்புராணம் - மானுக்குப் பிணை நின்ற படலம்

6. இயேசு காலியம் -ஊதாரிப்பினரை	
அலகு-5	பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும்
பக்தி இலக்கியம்:	
<ol style="list-style-type: none"> <li>1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும்</li> <li>2. மணிக்கவாசகர் திருவாசகம் - நமச்சிவாய நம: அழக நாதன்நான் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெங்க வரை</li> <li>3. பொய்கையாழ்வார்களையந் தகனியா வளர்கடமே</li> <li>4. பூத்தாழ்வார் அன்பே தகனியா</li> <li>5. பேயாழ்வார்திருக்கண்டேன் பொன்மேனி கண்டேன்</li> <li>6. ஆண்டான் - திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)</li> </ol>	
பகுத்தறிவு இலக்கியம்:	
<ul style="list-style-type: none"> <li>• திருமுல்லை - திருமந்திரம் (270, 271, 274, 275, 285)</li> <li>• பட்டினத்தார் - திருவிடைமருதூர் (காடே திரிந்து - ஈனத் தொடங்கும் பாடல்) பா.எண் : 279, 280)</li> <li>• கடுவெளி சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்)</li> <li>• இராவண காலியம் - நாய்பொழிப் படலம் - 18. ஏடுகை யில்லா சிவனை முதல் - 22. செந்தமிழ் வளர்த்தார். வகை</li> </ul>	
Text books	
•	
Reference Books	
<ul style="list-style-type: none"> <li>• மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாமிதம்ப அக்காதெமி, புதுடெல்லி.</li> <li>• மது. ச. விமலாசுந்தர், தமிழ் இலக்கிய வரலாறு, ரீரைட்சி புத்தக நிலையம், மதுரை.</li> <li>• தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.</li> <li>• தமிழ் இலக்கிய வரலாறு - முனைவர். சிற்பி பாலசுப்ரமணியம், முனைவர். செ. சேதுபதி</li> <li>• புதிய தமிழ் இலக்கிய வரலாறு - முனைவர். சிற்பி பாலசுப்ரமணியம், நீலா. பத்மநாபன்</li> <li>• தமிழ் இலக்கிய வரலாறு - டாக்டர். அ.கா. பெருமாள்</li> <li>• தமிழ் இலக்கிய வரலாறு - முனைவர். ப.ச. சுகநாதன்</li> <li>• தமிழ் இலக்கிய வரலாறு ஊழ் குமார்</li> <li>• வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - பாக்கியமேரி</li> <li>• தமிழ் பரிந்துறும் முறை, பேராசிரியர் த. சுப்புரெட்டியாள் - மணிவாசகர் பதிப்பகம், சிதம்பரம்</li> </ul>	
Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)	
Web Sources	

**HINDI I**  
**FOUNDATION COURSE - SEMESTER I**  
**Inst.Hrs. : 6 Year : I Credits : 3 Semester : I**

<b>Programme:</b>	U.G. – FOUNDATION COURSE – PART-I HINDI
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the literary trends, prose forms and nature of functional Hindi and its applications</li> <li>2. Understand the roll of literature and importance of Functional Hindi</li> <li>3. Obtain the practical knowledge of critical study of Literature, thinking, writing and expressional skills.</li> <li>4. Obtain official noting, drafting and Business and personal, semi official letter writing methods and techniques</li> <li>5. Employ the evaluating, summarizing and differentiate contextual meanings.</li> </ol>
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge for higher studies</li> <li>2. Obtain Basic professional skills i.e. business and official Correspondence and applications</li> <li>3. Language application and writing skills</li> <li>4. Basic idea of evaluation critical and analytical study of literature.</li> <li>5. Develops ideas of creative thinking and writing</li> </ol>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify the theme and aims of prose lessons and functional Hindi</li> <li>2. Understand and summarize the theme</li> <li>3. Explain the ideology of literary works and writers</li> <li>4. Interpret the contextual meaning and differentiation</li> <li>5. Evaluate on the basis of elements, features and trends of prose</li> <li>6. Conceive the knowledge of literary themes and practice of functional Hindi</li> </ol>

<b>Title of the Course:</b>	PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING
<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Prose forms and prose writers
<b>UNITS</b>	

<b>I</b>	<ol style="list-style-type: none"> <li>1. Sabhyata ka Rahasya</li> <li>2. Personal Applications</li> <li>3. Leave Letters</li> <li>4. Introduction to office procedures</li> <li>5. Official letter</li> <li>6. Demi Official Letter</li> </ol>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Mitrata</li> <li>2. Letter to the Editor</li> <li>3. Opening an A/C</li> </ol>
	<ol style="list-style-type: none"> <li>4. Demi Official Letter</li> <li>5. Office Order</li> <li>6. Administrative Terminology English to Hindi ( 30 Words )</li> </ol>
<b>III</b>	<ol style="list-style-type: none"> <li>1. Yuvavon Se</li> <li>2. Application for Withdrawal</li> <li>3. Circular</li> <li>4. Memo</li> <li>5. Enquiry</li> <li>6. Administrative Terminology Hindi to English ( 30 Words )</li> </ol>
<b>IV</b>	<ol style="list-style-type: none"> <li>1. Paramanu Oorja evam Khadya Padarth Sanrakshan</li> <li>2. Transfer of an A/C</li> <li>3. Missing of Pass Book / Cheque Leaf</li> <li>4. Official Memo</li> <li>5. Resolution and Notice</li> <li>6. Administrative Terminology English to Hindi ( 30 Words )</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Yougyata aur Vyavasay ka Chunav</li> <li>2. Complaints</li> <li>3. Ordering for Books</li> <li>4. Notification</li> <li>5. Official Noting Hindi to English ( 25 Phrases )</li> <li>6. Official Noting English to Hindi (25 Phrases)</li> </ol>

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explains the nature, features, elements of prose forms and Functional Hindi</li> <li>2. Understand the theme, aim of lessons and obtain application skills.</li> <li>3. Evaluate the thought, ideology, expressional and artistic skills of writers.</li> <li>4. Obtain skills of critical analysis of Literary forms and drafting skills of personal letters, business letters, noting and drafting skills</li> <li>5. Learn to Employ the obtained skills in enriching the bright future.</li> </ol>
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<b>Reading List (Print and Online)</b>	<ol style="list-style-type: none"> <li>1. Sarkari karyalayan mein Hindi ka Prayog, Written by Gopinath Srivatav, Lokbharati Prakashan, 15,A, Gandhi Mrag, Allabad – 1 2.</li> <li>Hi.wikipedia.org/wiki.आधुनक_हिन्दी_गद्य_का_इनिास 3.</li> <li><a href="https://www.infosrf.com/blog-single.php?MnBv=494">https://www.infosrf.com/blog-single.php?MnBv=494</a></li> </ol>
<b>Recommended Texts</b>	<ul style="list-style-type: none"> <li>· HINDI GADHYA MALA</li> <li>Ed. by Dr. Syed Rahamathulla, Poornima Prakashan 4/7-B, Begum III Street, Royapettah, Chennai – 14.</li> <li>· Karyalayeen Tippaniya :Kendriya Hindi Sansthan, Agra · Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14</li> </ul>

## FRENCH I

### Foundation Course: Paper I-French I

Title of the Paper : Prescribed YEAR I: I SEMESTER

### Text and Grammar-I

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Introduce oneself and talk about one's likes and dislikes</li> <li>2. Invite someone, to accept or deny an invitation</li> <li>3. Making purchases at the market</li> <li>4. Recall and remember the usage of grammatical tenses in constructing sentences in a dialogue.</li> <li>5. Apply the learnt grammar rules in practice exercises to improve their understanding</li> </ol>
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<b>Course</b>	Foundation Course in French	<b>Course Code</b>	100L1K
<b>Title of the Course:</b>	Prescribed Text and Grammar-I		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	---		
<b>Course Objectives</b>	Identify the basic French sentence structure	K1	
	Define and describe the various grammatical tenses and use them to communicate in French	K2	
	Examine the various documents presented and discuss and reply to the questions asked on it	K2 and K3	
	Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French	K4	
	Evaluate the grammatical nature present in passages	K5	
<b>Units</b>			
<b>I</b>	Unité 1: Salut ! Unité 2: Enchanté!		
<b>II</b>	Unité 3: J'adore !		
<b>III</b>	Unité 4: Tu veux bien ?		
<b>IV</b>	Unité 5: On se voit quand ?		
<b>V</b>	Unité 6: Bonne idée !		
<b>Prescribed Text</b>	Régine Mérieux & Yves Loiseau, <b>Units 1-6</b> of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		



ENGLISH I  
COMMUNICATIVE ENGLISH AND PROFESSIONAL ENGLISH  
COURSE OBJECTIVES AND COURSE OUTCOMES FOR COMMERCE AND MANAGEMENT  
100L1Z -COMMUNICATIVE ENGLISH-I

Subject: COMMUNICATIVE ENGLISH-I  
Subject Code: 100L1Z  
Class: I Year  
Semester: Odd

Subject Code	Category				Credit	Inst. Hours	Marks		
							IA	External	Total
100L1ZU	Part II				3	6	25	75	100

Learning Objectives

LO1	To enable learners to acquire self awareness and positive thinking required in various life situations.
LO2	To help them acquire the attribute of empathy
LO3	To assist them in acquiring creative and critical thinking abilities
LO4	To enable them to learn the basic grammar
LO5	To assist them in developing LSRW skills

Unit No.	Unit Title & Text	No. of Periods for the Unit
I	<p>SELF-AWARENESS(WHO)&amp;POSITIVE THINKING(UNICEF)</p> <p>Life Story</p> <p>.1 Chapter 1 from Malala Yousafzai, I am Malala</p> <p>.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 &amp; 3)</p> <p>M.K.Gandhi</p> <p>Poem</p> <p>.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore</p> <p>.4 Love Cycle – Chinua Achebe</p>	20

II	<p>EMPATHY</p> <p>Poem</p> <p>1.1 Nine Gold Medals – David Roth</p> <p>1.2 Alice Fell or poverty – William Wordsworth Short Story</p> <p>1.3 The School for Sympathy – E.V. Lucas</p> <p>1.4 Barn Burning – William Faulkner</p>	20
III	<p>CRITICAL &amp; CREATIVE THINKING</p> <p>Poem</p> <p>2.1 The Things That Haven't Been Done Before – Edgar Guest</p> <p>2.2 Stopping by the Woods on a Snowy Evening – Robert Frost</p>	20
	<p>Readers Theatre</p> <p>3.3 The Magic Brocade – A Tale of China</p> <p>3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)</p>	
IV	<p>Part of Speech</p> <p>4.1 Articles</p> <p>4.2 Noun</p> <p>4.3 Pronoun</p> <p>4.4 Verb</p> <p>4.5 Adverb</p> <p>4.6 Adjective</p> <p>4.7 Preposition</p>	15
V	<p>Paragraph and Essay Writing</p> <p>5.1 Descriptive</p> <p>5.2 Expository</p> <p>5.3 Persuasive</p> <p>5.4 Narrative</p> <p>Reading Comprehension</p>	15

Course Outcomes

Course Outcomes	On completion of this course,students will:	
CO1	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
CO2	Acquire the attribute of empathy.	PO1,PO2,PO10
CO3	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
CO4	Learn basic grammar	PO4,PO5,PO6

CO5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8
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	Text books (Latest Editions)
1.	Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.
2.	M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
3.	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
4.	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
5.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
6.	J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.

## Learning Objectives

- C1 Knowledge of the basic concepts of Economics
- C2 Acquire Knowledge on types of utility
- C3 Understand the concepts of demand, law of demand and elasticity
- C4 Insights pertaining to Supply, Production, Production Function
- C5 To know about the theory of costs and revenues

### UNIT – I

Economic Problems–Scarcity and Choice- Definition of Economics–Adam Smith, Alfred Marshall, Lionel Robbins and Samuelson

### UNIT -II

Basic concepts of Microeconomics- Utility Analysis– Meaning -Total and Marginal Utility–Indifference Curve analysis–Revealed Preference hypothesis (concept only)

### UNIT -III

Law of Demand – Demand Curve – Exceptions to Demand - Elasticity of Demand – Determinants -Types - Measurement

### UNIT -IV

Supply and Production Decisions–Supply -Law of Supply –Production Function- Short and Long Run Production Function–Leontief- Cobb-Douglas Production Function

### UNIT - V

Theory of Cost – Cost functions–Types of Costs-Short and Long Run Costs- Revenue concepts–Total Revenue, Average revenue and Marginal Revenue–Relationship between AR, MR and Elasticity of Demand Nature of AR and MR under Perfect and Imperfect Markets

CO On completion of this course, students will

- 1 Get knowledge on the basic concepts and Definitions of Economics
- 2 Understand the basic concepts of Utility
- 3 Acquire knowledge on law of Demand and Elasticity of Demand
- 4 Know theory of supply and Production
- 5 Understand the importance of cost and revenue concepts

## Reference Books:

1. . Gregory Mankiw (2014) Economics: Principles and Applications, New Delhi, Cengage Learning India
2. . Poutsiyannis A. (2003) Modern Micro Economics – Palgrave Macmillan (UK) 2nd Edition.
3. . Rt Pindyck and Daniel Rubinfeld (2017) 8th Edn. Micro Economics, Pearson Education.
4. . Marian, H. (2000), Intermediate Microeconomics: A Modern Approach, W.W.Norton, New York
5. . Gwivedi, D. N. (2009). Principles of Economics. Vikas Publishing House.

## CORE: STATISTICS FOR ECONOMIST

1. C1 To know the nature and scope of Statistics and types of Data
2. C2 Understand the concepts of Collection, Classification, Analyzing and Presentation of data.
3. C3 To apply the measures of central tendency
4. C4 To apply the measures of dispersion
5. C5 Estimate the values of skewness and kurtosis

### SYLLABUS

#### UNIT-I

Introduction – Nature and Scope of Statistics – Uses and Limitations of Statistics – Data Collection – Primary and Secondary Data –Tools for Collecting Primary Data –Questionnaire – Sources of Secondary Data.

#### UNIT II

Classification and Tabulation of Data– Types - Frequency Distribution — Cumulative Frequency Distribution- Class Interval – Diagrams – Types- Graphical Representation– Histogram – Frequency Polygon - Ogive Curve - Lorenz Curve

#### UNIT III

Tendency Measures of Central Tendency- Requisites of a Good Average – Arithmetic Mean, Median, and Mode –Merits and Demerits

#### UNIT IV

Measures of Dispersion – Range – Quartile Deviation – Mean Deviation – Standard Deviation – Variance - Coefficient of Variation –Skewness and Kurtosis

#### UNIT V

Skewness and Kurtosis–Pearson measure of skewness –Bowley’s measure of skewness–Kurtosis-Types-Cost Analysis-Cost-output relationship- Economies of scale -Cost control– Cost reduction– Production function.

### COURSE OUTCOMES

CO On completion of this course, students will

- 1 Understand the overview of statistics and basic knowledge of statistical tools.
- 2 Differentiate Types of Data and its Classification
- 3 Explain the concept of Averages and its application
- 4 Know the concept of Dispersion and its application
- 5 Understand the concepts of Skewness and Kurtosis

*REFERENCE BOOKS:*

1. Saxena H.C , (2016) Elementary Statistics, S Chand and Company New Delhi.
2. Elhance D.N, (2004), Fundamentals of Statistics Kitab Mahal, New Delhi
3. Manoharan M (2010), “Statistical Methods”, Palani Paramount Publications, Palani.
4. R.S.N.Pillai and V. Bagavathi(2010), Statistics, Sultan Chand and Sons, New Delhi
5. Dr.S.Sachdeva ( 2014) Statistics -Lakshmi Narain Agarwal Publishers

HUMAN RESOURCE MANAGEMENT  
SEMESTER I

UNIT 1

Introduction to HRM

Human Resource Management- Definition -Human Resource Planning - Qualities of good HR Personnel – Duties and Responsibilities

UNIT II

Job Analysis and Description

Job Analysis- Design and Evaluation: Concepts–Methods of Job Analysis–Job Description–Specialization-Job Design– Job Enlargement– Job Enrichment– Job Evaluation

UNIT III

Recruitment and Selection Process

Concepts- Difference between Recruitment and Selection -Sources of Recruitment-Selection: Concepts - Selection process– Selection Tools– Application blank

UNIT IV

Training and Development

Training and Development: Concepts–Training Methods- Methods of Training and Development

UNIT V

Performance Appraisal

Definition-Objectives- Methods of Performance Appraisal-Process of Performance Appraisal- MBO- 360 Degree Feedback

Reference Books

1. Aswathappa.K., Human Resources Management – Text and Cases, McGraw Hill Education , 6<sup>th</sup> Edition, 2017.
2. Tripathi P.C., Human Resources Development”, Sultan Chand and sons since 1950, New Delhi, 2013.
3. Noe, Hollenbeck, Gerbant, Wright,” Fundamentals of Human Resources Management”, McGraw Hill, 7<sup>th</sup> Edition
4. “The Essential HR Handbook”, by Sharon Armstrong and Barbara Mitchell, Red Wheel Weiser, 2022
5. Dessler, G., & Varkkey, B. (2011). Human Resource Management. Dorling Kindersley (India) Pvt. Ltd: New Delhi.

## BASIC TAMIL - 1

பருவம் - I (Semester - I)  
அடிப்படைத் தமிழ் - I (Basic Tamil - I)

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100L1L	அடிப்படைத் தமிழ் - I Basic Tamil - I	Supportive	2		-	-	2	2	25	75	100
Pre requisite	தமிழ் கற்கும் ஆர்வம்.										SV 2023
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>• பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி பயிற்றுவித்தல்.</li> <li>• தமிழ் எழுத்துகளின் வரிவடிவங்களை அறிவதோடு உச்சரிக்கவும் எழுதவும் பயிற்றுவித்தல்.</li> <li>• கற்றுக்கொண்ட சொற்களைக் கொண்டு தொடர்களை அமைத்துப் பேசக் கற்றுக்கொள்ளச் செய்தல்.</li> <li>• தமிழ்பேசும் மக்களிடையே அவர்கள் கலந்துபழகி, தங்கள் வாழ்வைச் சிறப்பாக நடத்தத் தேவையான மொழிவளத்தைப் பெறச் செய்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
On the successful completion of the course, students will be able to											
இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.											
CO 1	தமிழ் உயிரெழுத்து வடிவங்களையும் மெய்யெழுத்து வடிவங்களையும் அறிந்துகொள்வர்.									K1,K2	
CO 2	உயிர், மெய், உயிர்மெய்த் துணைக் குறியீடுகளை அறிந்து அவற்றை எழுதும் திறன் பெறுவர்.									K2	
CO 3	ஒரு எழுத்துக்கு ஒரு ஒலி, ஒரு ஒலிக்கு ஒரு எழுத்து என்ற தமிழின் உச்சரிப்பு - வரிவடிவத் தொடர்பை உணர்வர்.									K3,K4	
CO 4	சில அடிப்படையான மொழி இலக்கண விதிகளை அறிந்து பயன்படுத்துவர்.									K3,K5	
CO 5	தமிழ்நாட்டுச் சூழலில் அன்றாடத் தேவைகளை நிறைவேற்றிக்கொள்ள ஏற்ற மொழிப் பயன்பாடுகளை அறிவர்.									K4,K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	<b>உயிரெழுத்துகள், மெய்யெழுத்துகள், உயிர்மெய் எழுத்துகள்</b>										
	உயிர், மெய், உயிர்மெய்த் துணைக் குறியீடுகள், குறில்-நெடில், வல்லினம்-மெல்லினம்-இடையினம் - எழுத்துகளின் ஒலிப்பு முறையையும் எழுதும் முறையையும் கற்றல்.										
Unit - II	<b>ஒரெழுத்து ஒருமொழியும் இன்றியமையாத பெர்ற்சொற்களும்</b>										
	ஒரெழுத்துச் சொற்கள் - பல எழுத்துச் சொற்கள் - சொற்பொருள் அறிதல் - நாள், மாதம், எண் பெயர்கள் அறிதல் - பருவங்கள் அறிதல் - விலங்குகள், தாவரங்கள், உடல் உறுப்புகள், உறவுப் பெயர்கள், ஊர்ப் பெயர்கள், போன்றவற்றை அறிதல்.										
Unit - III	<b>சொல் வகைகளும் சொற்பயன்பாடும்</b>										
	எண் அடை, பெயரடை, வினையடை, இடைச்சொற்கள் இணைப்பு, வேற்றுமை உருபு இணைப்பு போன்ற மொழி விதிகளைக் கற்பித்தல்.										
Unit - IV	<b>பிழையின்றிப் பேசுதலும் எழுதுதலும்</b>										
	திணை-பால்-எண்-இடம்-காலம் ஆகியவற்றை அறிதல். பொதுவாக இவற்றில் ஏற்படும் பிழைகளை உணர்த்திச் சரிசெய்தல்.										

Unit - III	<b>உட்கூறியும் ஒதிப்புகளைக் கொண்டு உட்கூற எழுதுதலும்</b> 1. மு.வ.என்ஸ் "நல்வாழ்வு" பொலியியிருந்து ஏழையும் ஒரு உட்கூற. 2. ஒதிப்புகளைக் கொடுத்துக் உட்கூற எழுதல் செய்தல்.											
Unit - IV	<b>திறனாய்வுத் தேர்வைகளும்</b> இணக்கியறயம் பரராட்டுதல், இலக் திறனாய்வு, திறரப்படத் திறனாய்வு, தேர்வைகளும்											
Unit - V	<b>கொழிப் பதிதல்</b> 1. திறன. பாக். என்ஸ் இடப் பவன்பாடு அறிதல். 2. பொருந்திய சொல் தருதல். 3. அகழ நீடகி எழுதுதல்.											
Text book (s)												
•												
Reference Books / Websites												
•												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	FSO 1	FSO 2
CLO 1	3	2	3	2	2	3	2	2	2	2	3	3
CLO 2	2	2	2	3	3	2	2	3	3	2	2	2
CLO 3	3	3	3	2	2	3	3	2	3	3	3	3
CLO 4	3	2	3	3	3	3	2	2	2	2	3	2
CLO 5	2	2	3	3	2	2	3	3	2	3	3	2
Strong - 3, Medium - 2, Low - 1												



## ADVANCED TAMIL - I

**பருவம் - 1 (Semester - 1)  
வளர்நிலைத் தமிழ் - I (Advanced Tamil - I)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100L1M	வளர்நிலைத் தமிழ் - I Advanced Tamil - I	Supportive	2	-	-	-	2	2	25	75	100
Pre requisite	பத்தாம் வகுப்பு வரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.									SV 2023	
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>• இக்கால இலக்கியங்களில் இன்றியமையாத சில வகைமைகளை மாணவர்கள் அறியுமாறு செய்தல்.</li> <li>• அழியும் நிலையில் உள்ள நாட்டுப்புறப் பாடல்கள் குறித்த விழிப்புணர்வை ஏற்படுத்துதல்.</li> <li>• உரைநடை வடிவத்தின் குறிப்பிடத்தக்க கூறான கட்டுரை இலக்கியம் பற்றியும் அதன் சிறப்புகள் குறித்தும் அறியச் செய்தல்.</li> <li>• தம் உள்ள கருத்துகளை நடப்பு இலக்கிய வடிவங்களைப் பயன்படுத்திச் சமூகத்துக்குப் படைத்தளிக்கத் தூண்டுதல்.</li> <li>• மொழிப் பிழைகள் நேராமல் தவிர்த்து, பல்வகை ஊடகங்களிலும் வேலை வாய்ப்பு பெற ஊக்கமளித்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
On the successful completion of the course, students will be able to											
<b>இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.</b>											
CO 1	சமகால இலக்கியங்களின் நோக்குகள்-போக்குகள் குறித்து மாணவர்கள் அறிந்துகொள்வர்.									K2	
CO 2	நாட்டுப்புற மக்களின் வாழ்வியல், அறிவாற்றல், இன்றைய நிலை ஆகியவை குறித்துச் சிந்திப்பர்.									K1,K2	
CO 3	தங்கள் கற்பனை வளத்தை மாணவர்கள் பெருக்கிக் கொள்வர்.									K2,K4,K6	
CO 4	மொழியில் பிழைகள் நேரா வண்ணம் எழுதக் கற்றுக் கொள்வதோடு, திறனாய்வு செய்யும் ஆற்றல் பெறுவர்.									K5,K4	
CO 5	திரைப்படம், சின்னத்திரை, தொலைக்காட்சி உள்ளிட்ட ஊடகங்களில் பாடல், இசை, எழுத்து எனப் பல்வேறு வேலைவாய்ப்புகள் பெறுவர்.									K5,K4,K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	<b>நாட்டுப்புறப் பாடலும் கவிதையும்</b>										
	<ol style="list-style-type: none"> <li>1. கி.வ.ஜா.வின் மலையருவி அல்லது ஏதேனும் ஒரு நாட்டுப்புறத் தொகுப்பிலிருந்து தேர்ந்தெடுத்துத் தாலாட்டுப் பாடல், சிறுவர் விளையாட்டுப் பாடல், தொழில் பாடல், ஒப்பாசிப் பாடல் ஆகியவற்றை மாணவர்களுக்கு அறிமுகப்படுத்துதல்.</li> <li>2. தமிழ்த்தாய் வாழ்த்து முதல் பாடல் மட்டும்.</li> <li>3. பாரதியாரின் "செந்தமிழ் நாடென்னும் போதினிலே" பாடல்.</li> </ol>										
Unit - II	<b>புதுக்கவிதையும் சிறுகதையும்</b>										
	<ol style="list-style-type: none"> <li>1. "நிலத்தை ஜெயித்த விதை" - வைரமுத்து</li> <li>2. "தீக்குச்சி" (பித்தன் தொகுப்பு) - அப்துல் ரஹ்மான்</li> <li>3. "கட்டை விரல்" - கா.ந. அண்ணாதுரை</li> <li>4. "சனிக்கிழமை" (காகித உறவு தொகுப்பு) - க.சமுத்திரம்</li> </ol>										

<b>Unit - III</b>	<b>கட்டுரைவும் குறிப்புகளைக் கொண்டு கட்டுரை எழுதுதலும்</b>												
	1. மு.வ.வின் "நயவாய்வு" தொகுப்பிலிருந்து ஏதேனும் ஒரு கட்டுரை. 2. குறிப்புகளைக் கொடுத்துக் கட்டுரை எழுதச் செய்தல்												
<b>Unit - IV</b>	<b>திறனாய்வும் நேர்காணலும்</b>												
	இலக்கியநயம் பாராட்டுதல், நூல் திறனாய்வு, திரைப்படத் திறனாய்வு. நேர்காணல்												
<b>Unit - V</b>	<b>மொழிப் பரிந்துரை</b>												
	1. திணை, பால், எண், இடப் பயன்பாடு அறிதல். 2. பொருந்திய சொல் தருதல். 3. பிழை நீக்கி எழுதுதல்												
<b>Text book (s)</b>	•												
<b>Reference Books / Websites</b>	•												
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO
	1	2	3	4	5	6	7	8	9	10	1	2	
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3	
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2	
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3	
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2	
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2	
Strong - 3, Medium - 2, Low - 1													

**NME - BUSINESS COMMUNICATION  
SEMESTER I**

**Learning Objectives**

C1	To know the meaning objectives and role of communication and media
C2	To understand the need and importance of communication in management
C3	To apply the need and function of Business Letter
C4	To study the business correspondence with insurance and other organization
C5	To understand the meaning and importance of report writing

UNIT	Contents	No. of Hours
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I	<b>Communication</b> Communication: Meaning and Definition - Objectives - Role of Communication – Process and Elements of Communication - Communication Networks - Types and Media of Communication – Barriers to Communication - Characteristics for Successful Communication	15
II	<b>Communication in Management</b> Management and Communication: Need and Importance – Corporate Communication - Communication Training for Managers - Communication Structure in an Organization.	15
III	<b>Business Letters</b> Business Letter: Need – Functions – Kinds – Essentials of effective Business Letter - Language and Layout – Planning, Enquiries and Replies - Sales Letter - Orders, Tender and Notice - Complaints - Letter of Appointment.	18
IV	<b>Correspondence</b> Correspondence: Bank Correspondence - Insurance Correspondence – Agency Correspondence - Import-Export Correspondence	15
V	<b>Report Writing</b> Report Writing: Meaning and Importance- Characteristics - Purpose –Structure of Business Report - Report Preparation	12
<b>Total</b>		<b>75</b>

**Course Outcomes**

**Programme Outcomes**

CO	On completion of this course, students will	Programme Outcomes
1.	Understand the basics of communication and its Process, Elements, and its importance.	PO1,PO2
2.	Acquire communication skills required in business	PO1,PO4
3.	Understand the art of formal Business Letters	PO2,PO6

4.	Use appropriate technology for business presentations and digital communication and write Emails in a structured pattern.	PO5,PO6, PO8
5.	Employ the art of report preparation	PO4,PO6,PO7
<b>Textbooks</b>		
1.	Korlahalli, J. S., & Pal, R. (1979) Essentials of Business Communication. S. Chand, New Delhi.	
2.	Kaul A, ( 2015 ) Effective Business Communication. Second Edition Prentice Hall India Learning Private Limited.	
3.	Raymond Lesikar and John Pettit, Jr.(2016) Report Writing for Business McGraw Hill Education	
4.	Scott Mclean,"Business Communication for Success", Flat World Knowlegde, 2010	
5.	Virander K. Jain, "Business Communication", S. Chand Limited, 2008	
<b>Reference Books</b>		
1.	Kumar, R. (2010). Basic Business Communication. Excel Books India.	
2.	Bovee, C. L. (2008). Business Communication today. Pearson Education India.	
3.	Lesikar, R. V., & Pettit, J. D. (1989). Business communication: Theory and application. Irwin Professional Publishing.	
4.	Mary Ellen Guffy and Dana Loewy (2012) Essentials of Business Communication Cengage Learning	
5.	C.B.Gupta (2019) Essentials of Business Communication Cengage Learning India Pvt. Ltd	
<b>Web Resources</b>		
1.	<a href="https://www.managementstudyguide.com/business_communication.htm">https://www.managementstudyguide.com/business_communication.htm</a>	
2.	<a href="https://studiousguy.com/business-communication/">https://studiousguy.com/business-communication/</a>	
3.	<a href="https://www.indeed.com/career-advice/resumes-cover-letters/business-communication-skills">https://www.indeed.com/career-advice/resumes-cover-letters/business-communication-skills</a>	
4.	<a href="https://www.softskillsaha.com/what-is-meaning-of-business-communication-skills.php">https://www.softskillsaha.com/what-is-meaning-of-business-communication-skills.php</a>	
5.	<a href="https://www.mindtools.com/page8.html">https://www.mindtools.com/page8.html</a>	

SEC I - BASIC FINANCIAL ACCOUNTING										
Subject Code	Subject Name		L	T	P	S			Marks	
101S1A	Basic Financial Accounting	NME					2	2	75	100
Course Objective										
C1	The basic concepts in accounting									
C2	Complete knowledge about single ownership business									
C3	Prepare various accounting statements									
C4	Prepare Final accounts									
C5	Familiarizethe conceptsin tally									
UNIT	Details									No. of Hours
I	Introduction to Accounting Accounting– Principles– Concepts and conventions -Double entry system of accounting -Book Keeping									15
II	Basic books of Accounts Partnership– Proprietorship– Closing of Books of Accounts and Preparation of Trial Balance- Classification and Rectification of Errors									15
III	Bank Reconciliation Statement Need – Meaning – Preparation of Bank Reconciliation Statement									15
IV	Final Accounts Preparation of Final Accounts: Trading, Profit and Loss Account–Balance Sheet									15
V	Introduction to Tally Meaning -Features – Advantages -Functional Keys and Calculation									15
	Total									75
Course Outcomes									Programme Outcomes	
CO	On completion of this course, students will									
1.	Understand the Basic Concepts of Accounting and prepare Book keeping.									PO4
2.	Make Journal and Ledger and Categorize the various subsidiary books of accounts and identify & rectify errors									PO4
3.	Prepare Bank Reconciliation Statement									PO3,PO4

4.	Prepare Company final accounts and Balance sheet	PO1,PO3
5.	Apply Tally Software Package in Accounting	PO2,PO3, PO4
Text Book		
1.	Reddy. T.S and Hari Prasad Reddy. Y(2013) Financial and Management Accounting Margham Publications Chennai	
2.	Reddy .T.S Murthy(2012) Financial Accounting Margham Publications Chennai	

## SEMESTER III

<p>TAMIL III பொதுத்தமிழ் - இரண்டாமாண்டு - மூன்றாம்பருவம் PART - I - SECOND YEAR - III SEMESTER</p>
<p>நோக்கும் கற்றல் பயன்பாடும்(2022 -2023) பாடத்திட்டத்தின் அறிமுகம் சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது. பாடத்திட்டத்தின் நோக்கம் மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும். சிற்றிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிற்றிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும். தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல். இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கம் ஆகும். பாடப் பகிர்வு I. இலக்கியம்</p>

- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு  
 III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு I

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் ‘கற்றாங்கு’ எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு 2

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. மீமாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள்

அலகு 3

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநாதர் – விநாயகர் துதி – “நினது திருவடி..” எனத் தொடங்கும் 5 ஆம் பாடல்

அலகு 4

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள் (பெண்மதி மாலை)

அலகு 5

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. க்கதி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

III மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த லசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல். சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல். நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு ில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிநாயகியின் மூலம் நெ

சொற்களைப் பயன்படுத்த தூண்டுதல்.  
தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல்  
ஆகியவையே பயன் ஆகும்.

ரூடநூல்:

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப்  
பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses. 2021 - 2022 onwards.

தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி I - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால்  
குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

**HINDI III**  
**SUBJECT CODE: CLE3H**  
**YEAR/SEMESTER: IYR/IISEMESTER**

**Objectives:**

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing the unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

II YEAR - III SEMESTER

Paper III Ancient Poetry and Introduction to Hindi Literature ( Upto ReetiKaal )

1. Ancient Poetry

Prescribed Text Book : Selections in Poetry (2007)

University Publications University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
  2. Surdas - Bramargeet Saar only
  3. Tulasidas – Vinay ke Pad only
  4. Meera Bai – Pad only
  5. Tiruvalluar (Dharmakaand only)
  6. Biharilal ( Dohas 1 to 5 )
2. Introduction to Hindi Literature (up to Reethikaal) Lessons Prescribed :
1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :  
1. Chand Baradai 2. Vidhyapathi and their Works



2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works

3. Literary Trends of Reethikaal – Important Poets :
  1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

2. Hindi Sahithya Yug Aur Pravritthiya By:

Dr. SivakumarVarma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal ( Dohas 1 to 5 )
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.
6. Knowledge about the Idolless worship and Prem Marga cult of literature .
7. Knowledge about the Histry of Hindi Litration upto Reethi Kaal

**Foundation Course: Paper III**  
**Title of the Paper: Translation, Comprehension and Grammar- I**

**Objectives:**

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

**Syllabus :**

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

**Common for all B.A / B.Sc courses**

**No of hours :6**

**Year 2 :Semester IV**

Foundation Course: Paper IV-French IV

Title of the Paper: Translation, Comprehension and Grammar-I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé,l'imparfait,le passé simple,le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - not applicable

Prescribed textbook:K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

**ENGLISH III  
SEMESTER III**

**LZ13A - PART II – LANGUAGE THROUGH LITERATURE I**

**Course Objective**

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
  - To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self- expression
  - To stimulate interest in acquiring twenty first century skills
  - To engage in self-assessment activities for self- development
- To help absorb the values, ethics and attitudes of life and culture expressed in literature

<b>UNIT : PROSE</b>		
<b>Theme</b>	<b>TEXT</b>	<b>ENGLISH LANGUAGE SKILLS</b>
Language	1.1 Toasted English by <i>R K Narayan</i>	VOCABULARY Etymology of Common Words GRAMMAR TENSES - Simple present vs present continuous -Simple past vs present perfect tense
Attitude	1.2 The Money Box by <i>Robert Lynd</i>	VOCABULARY Etymology of common words GRAMMAR Combining sentences - (While, When etc.)
Ethics	1.3 Economic Possibilities for our Grandchildren by <i>John Maynard Keynes</i>	VOCABULARY Etymology of common words, Words related to a topic GRAMMAR Error identification (the use of articles, punctuation, word classes, subject Verb agreement, etc.) Wh questions , Yes/ No Questions
<b>UNIT 2 : POETRY</b>		
<b>Theme</b>	<b>TEXT</b>	<b>ENGLISH LANGUAGE SKILLS</b>
Environment	2.1 The World Is Too Much with Us by William Wordsworth	VOCABULARY Content words and Function words, Compound words GRAMMAR Punctuation
Endurance	2.2 Hope is the thing with feathers by Emily Dickinson	VOCABULARY COMMONLY CONFUSED WORDS –Spelling Pronunciation Mismatch, Silent Letters, Prefixes and suffixes, negative prefixes GRAMMAR Word class conversions – nouns – verbs/ adjectives Conversion of sentences – Active/ Passive, Reported speech
Culture	2.3 Sita by Toru Dutt	VOCABULARY Homophones, homonyms, homographs GRAMMAR Gerunds and participles
Motivation	2.4 If by Rudyard Kipling	VOCABULARY Completing words with incomplete spelling, One-word substitutes / meanings of expressions (textual) GRAMMAR Phrasal verbs Conditional Clauses

Social Justice	2.5 If We Must Die by Claud McKay	VOCABULARY Figures of Speech: simile, metaphor, metonymy, personification, paradox, antithesis, oxymoron GRAMMAR Integrated grammar activities / cloze test
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### UNIT 3 : SHORT STORY

Theme	TEXT	ENGLISH LANGUAGE SKILLS
Contentment	3.1 How Much Land does a Man Need by <i>Leo Tolstoy</i>	PRONUNCIATION Tongue Twisters, -Pronouncing words of foreign origins, -Referring to a dictionary to understand pronunciation
Gender	3.2 The Yellow Wallpaper by <i>Charlotte Perkins Gilman</i>	Filling forms and Letter Writing
Entrepreneurship	3.3 Verger by <i>Somerset Maugham</i>	Converting a story into a play
Humour and Moral Rectitude	3.4 Nanny by Thi Jaa	Descriptive and narrative writing, Writing long essays

### UNIT 4 : NON FICTION

Theme	TEXT	ENGLISH LANGUAGE SKILLS
New World	4.1 The Collapse of Meaning in a Post-Truth World by <i>Chi Luu</i>	Writing Blogs Creating Vlogs
Sports	4.2 Way to Mental Health by <i>K C Vijaya Kumar</i>	Writing emails (With inputs on email etiquette)
Heritage	4.3 Ootacamund by <i>S Muthiah</i>	Cover Letter and Resume Writing Introduction to Job Interviews
Arts	4.4 Is this Art, too? by <i>AnjanaPremchand</i>	Expressing opinions on contemporary issues/ Argumentative Essays

### UNIT 5: ONE ACT PLAY

Theme	TEXT	ENGLISH LANGUAGE SKILLS
Interpersonal Relationship	5.1 A Marriage Proposal by Anton Chekov	Role play Create webpage (Google sites)

### Learning Outcomes

After completing the course, the students will be able to

- Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- Become aware of commonly occurring errors and avoid committing them in language use
- Rewrite words and sentences by changing their forms and use them appropriately
- Show improvement in their pronunciation
- Attempt different kinds of writing – essays, emails, blogs, letters etc
- Prepare resumes to face interviews
- Convert short stories into plays or skit
- Role play the scenes and make a dramatic presentation of the scenes
- Create a webpage for themselves and others
- Show their awareness of contemporary issues and themes that are socially relevant by reading texts

## CORE-V: STATISTICS FOR BUSINESS ANALYSIS -I

### Learning Outcomes:

1. Understand the significance of statistics.
2. Acquire knowledge on diagrammatic and graphic representation of data
3. Compute the various measures of average.

### UNIT-I

Nature, significance and limitations of statistics–Collection, Classification and Tabulation of data.

### UNIT-II

Diagrammatic and graphic representation – Bar diagrams –Pie diagrams – Histograms – Pictograms– Cartograms– Frequency distribution– Frequency graphs– Ogives –Lorenz Curve.

### UNIT-III

Measures of central tendency– Arithmetic Mean, Median and Mode.

### UNIT- IV

Measures of Dispersion–Absolute and relative dispersion–Range–Quartile deviation– Mean deviation – Standard deviation– Coefficient of variation– Percentiles and Deciles.

### UNIT-V

Skewness and Kurtosis–Pearsonian measure of skewness –Bowley’s measure of skewness– Kurtosis.

Learning Outcomes:

1. Describe and discuss the key terminology, concepts tools and techniques used in business statistical analysis.
2. Understand and critically discuss the issues surrounding sampling and significance
3. Solve a range of problems using the techniques covered.

Reference Books:

1. S. P. Gupta, Fundamentals of Applied Statistics, S. Chand and Sons, 1993
2. R.S.N. Pillai and V. Bhagavati, Statistics – Theory and Practice, S. Chand & Company, 2017
3. Hooda. R.P., Introduction to Statistics, Mcmillan India Limited, 2005
4. Wonnacott. H. Thomas and Wonnacott. J. Ronald, Introductory Statistics, John Wiley and Sons Inc. New York 1969.
5. Hooda, R.P., Statistics for Business and Economics – Vikas Publishers, 5th Edition,2013 .

Journal: The Indian Journal of Statistics

CORE VI: ENTREPRENEURIAL DEVELOPMENT-I

Learning Objectives:

1. The overall objective is mainly to help in the rapid growth and provide self employment to young generation, developing managerial ,technical ,financial and marketing skill and inculcating personality traits.
2. To make students know and learn compliance with law.
3. To develop small and medium scale enterprises in order to generate employment and widen the scope of industrial ownership

**SYLLABUS**

**UNIT:I**

Meaning of entrepreneur – theories – Classical – Schumpeter’s innovations Theory – Other Modern Theories – Uncertainty Theory of Knight – Leibenstein’s theory of ‘X’ efficiency .

**UNIT:II**

Evolution of Indian Entrepreneurship – Role of Entrepreneurship in Economic Development and Regional Development – Role of Government and Non Government Organisation – Policies and Programmes of Entrepreneur Development.

**UNIT:III**

Role and importance of Entrepreneurship – Characteristics of an Entrepreneur – Relationship among Entrepreneur, Entrepreneurship and Intrapreneur –Functions of entrepreneur – Types of Entrepreneurs – Classification of entrepreneurs.

**UNIT:IV**

Small Scale Entrepreneur – Small Scale Industries and Indian Economic Development – Start ups, Venture Capital – Concessions – Incentives and subsidies to small scale industries – SIDBI,

MSME.

**UNIT:V**

Formation of Business Idea- Classification of Project – Project Appraisal and feasibility report – Contents of Project Report.

Learning Outcomes:

1. Advancing their skill in customer development ,customer validation,
2. Bringing in competitive analysis while utilizing design thinking and process tools to evaluate in real world problems.
3. This training provides individuals with the ability to recognize commercial opportunity.

ALLIED: MARKETING I

Learning Outcomes

1. To acquire knowledge on the scope and significance of marketing
2. To get insight on the various functions of marketing
3. To understand product planning and various channels of distribution

UNIT-I

Nature, scope and significance of marketing –Evolution of marketing–Basic concepts of marketing -Different types of markets-Modern marketing-Marketing environment

UNIT-II

Functions of marketing–function of exchange–Function of physical distribution– Storage and warehousing –Transportation–Facilitating function – Grading and Standardization - Branding, packaging and labeling –Marketing information system-Marketing research–Marketing risk- Marketing finance.

UNIT-III

Product – New product – Product planning and development–Product Life Cycle-Marketing structure–Wholesalers and retailers –Functions and services of wholesalers–Retail distribution– Basic retail structure-Large, Medium and Small scale retail institutions– Supermarkets– Departmental and chain stores.

UNIT-IV

Marketing of manufactured goods–Manufactured consumer goods–Manufactured industrial goods– Classification – Channels of Distribution

UNIT-V

Marketing of agricultural products- Regulated and organized markets–Co-operative marketing bodies- e NAM.



Learning Outcomes:

1. Subject brings out the marketing process adopted for various goods.
2. It helps to take decision-making in various steps of marketing.
3. It helps to undertake marketing research.

REFERENCE BOOKS:

1. R.S.N.Pillai and Bagavathi “Modern marketing-Principles and Practices – S. Chand & Sons.
2. Philip Kotler and Kevin Lane Keller “ Marketing management” – Pearson , 15th Edn., 2012
3. Rajan Saxena, “ Marketing Management” – Mc Graw Hill Education Pvt. Ltd., 2017
4. Rajan Nair, “Marketing”, Sultan Chand and Sons, 2019
5. C.B. Mamoria, Pradeep Jain, Prith Mitra, “Theory and Practice of Marketing” Kitab Mahal

Publishers, 2013

JOURNALS

Journal of Marketing Management – Tailor and Francis online Journal of Marketing  
International Journal of Marketing Management Indian Journal of Marketing.

## SEMESTER V

### CORE IX-: MACRO ECONOMICS-I

Learning Objectives:

1. Knowledge about the working of macro-economic parameters of an economy.
2. An understanding about the concepts and measurement of national income and social accounting and their importance.
3. Reciate the impact of changing interest rates on investment.

## SYLLABUS

UNIT - I: Nature of Macro Economics - Difference between Micro and Macro Economics- Macro Statics and macro dynamics – transition from micro economics to macro economics.

UNIT - II: National Income – concepts of national income – methods of measuring of national income – Difficulties in measurement of national income – importance of national income analysis – social accounting – components and importance of social accounting.

UNIT - III: Classical theory of output and employment – J.B Say's Law of Markets- Keynesian Theory of output and employment – Wage rigidity – Derivation of aggregate Supply curve – Aggregate Expenditure function – Effective demand

UNIT - IV: The consumption function – meaning of consumption function – technical attributes of consumption function – determinants of the consumption function - Keynesian Consumption function –Relative Income hypothesis – Permanent Income Hypothesis - Life Cycle Hypothesis.

UNIT - V: Investment function – definition – induced and autonomous investment – determinants of investment – MEC and MEI and rate of interest – factors other than the interest rate affecting inducement to invest.

### Learning Outcomes:

1. Students are able to understand the difference between Micro and Macro Economics and also about the scope of Macro Economics.
2. Students get an insight into the basic tenets of classical and Keynesian theory of output and employment.
3. Students understand the implication of consumption theories in enhancing growth.

### Reference Books:

- 1.Dornbusch, Rudiger, Stanley Fischer, and Richard Startz (2000). Macroeconomics, Tata McGraw- Hill Publishing Company, New Delhi.
- 2.Roger E.A. Farmer (2002), Macro Economics, Thompson Asia Pvt. Ltd., Singapore
- 3.Jha, Raghendra (1991). Contemporary Macroeconomic Theory and Policy, Wiley Eastern Limited, New Delhi.
- 4.Laidler, David E. W. (1977). The Demand for Money: Theories and Evidence, Harper and Row, New York.
- 5.Mueller, M.G. (Ed.) (1978). Readings in Macroeconomics, Surjeet Publications, New Delhi.
- 6.Mankiw. N Gregory (2000) Macro Economics (Worth Publishers, New York).

## CORE-X: FISCAL ECONOMICS-I

### Learning Objectives:

1. Insight knowledge on various sources of public revenue and to understand the ways in which direct and indirect taxes are levied for augmenting financial resources towards economic development.
2. To know about the economic trends and influences of monetary policy.
3. Development by effective Mobilization of Resources. Taxation, Public Savings, Private Savings and reducing inequalities of income and wealth.
4. Insight knowledge on various sources of public revenue and to understand the ways in which direct and indirect taxes are levied for augmenting financial resources towards economic development.

### SYLLABUS

#### UNIT – I

Meaning and scope of public finance - Distinction between private and public finance - Role of government – Need for Government activity - Principle of maximum social advantage.

#### UNIT - II

Principles of public expenditure - Classification - Causes and effects of public expenditure with reference to India.

#### UNIT - III

Public revenue sources - Distinction between tax revenue and non tax Revenue - Trend in revenue - Taxation - Meaning - Sources of taxation - Classification of taxes - Canons - Theories of taxation - Impact and incidence of taxation - Effects of taxation.

#### UNIT - IV

Individual taxes - (with reference to India) Income Tax Expenditure tax - Wealth tax - Property tax - Estate duty - Gift tax - Death duty - Customs duty - Excise duty Sales tax - Value added tax - Rationale of Goods and Services Tax (GST).

#### UNIT - V

Characteristics of a good tax system - Taxable capacity - Factors determining taxable capacity - Limits - Measurements of taxable capacity.

### Learning Outcomes:

1. To know about cost and government policies which exceed benefit.
2. Students will understand the nation's overall level of income, employment and prices.
3. Can understand the federal government budgetary policy and federal reserve system's monetary policy influence and the overall level of employment ,output and price.

### Reference Books:

1. S. Sankaran, Fiscal Economics, Margham Publications, Reprint 2018.
2. K.P.M. Sundaram and K.K.Andley, Public Finance Theory and Practice, S. Chand and Company, 2003
3. Lekhi R.K and Joginder Singh (2015), Public Finance, Kalyani publishers, Delhi.
4. Musgrave. Richard and Peggy.Musgrave, (2017),Public finance in Theory and practice.Mcgraw-Hill Publications
5. Rosen, Harvey(2013),Public Finance, McGraw Hill Publications.

## CORE XI: INTERNATIONAL ECONOMICS-I

### Learning Objectives:

1. International Economics deals with economic relations-among nations both trade and financial.
2. The basic aim of International economics is to present before the students the questions and answers related to international economic relations.
3. To understand fundamental conceptual framework through theories of international trade, concepts of terms of trade, effects of tariff and non tariff barriers.

### SYLLABUS

#### UNIT- I

Foreign Trade –Need, Inter Regional and International Trade, Theories of International Trade– Adam Smith-Ricardo, Heckscher – Ohlin Theory.

#### UNIT- II

Terms of Trade–different Concepts of Terms of trade–Determinants of Terms of trade–static and Dynamic gains from trade–capital saving and labor saving technologies and its impact on terms of trade.

#### UNIT-III

Gains from trade–Trade Policy –Free Trade: Meaning –Case for and against Free Trade. Protection: Meaning-Arguments for and Against Protection.

#### UNIT-IV

Tariff: Meaning and types-Effects of Tariff. Quotas: Meaning and Types- Effects of quotas on imports.

#### UNIT- V

Balance of Payment - Meaning -Structure - Balance of Payment and Balance of Trade – Disequilibrium in BOP & BOT-Causes for disequilibrium in BOP-Measures for correcting disequilibrium.

### Learning outcomes:

1. A good understanding of international economics is necessary to students of economics and those who wish to work in these areas or governmental organizations.
2. The students are expected to acquire skills that will help them to make rational decisions in issues related to international economics.

3. It helps to examine the functioning of BoP and enhances trade flows

Reference Books:

1. Mithani D.M., International Economics, Himalaya Publishing House, 7th Edition, 2015.
2. Jhingan M.L., International Economics, Vrinda Publications Pvt. Ltd., 2016
3. Sodersten. B.O. and Geoffrey Reed, International Economics, Palgrave Macmillan, 3rd Revised Edition , 1994
4. Vaish M.C. and Sudama Singh, International Economics, Oxford and IBH Publishers, 2018
5. Cherunilam Francis, International Economics, McGraw Hill Education, 5th Edition, 2017
6. Sankaran, S., International Economics, Margham Publications, 1st Edition, 2012
7. Mannur, H.G., International Economics, Vikas Publishing, Second Edition, 2018.

CORE XII: INDIAN ECONOMY AND ECONOMIC REFORMS

Learning Objectives:

1. The course teaches in depth about Indian Economic Development, its major problems and how to solve the problems.
2. It throws light on the role of small scale, cottage and large scale industries. It brings out an assessment of industrial policy and measures since 1991
3. Students will be able to know the importance of various transport systems to economic growth.

Learning Outcomes:

1. Students learn to analyse agricultural productivity and rural credit facilities.
2. Students acquire knowledge on Land Reforms, Food Security, Green Revolution and are able to analyse causes of poverty and measures to eradicate them.
3. To enable the students to get a clear idea as to how planning and infrastructure support can develop Indian Economy.

## SYLLABUS

UNIT - I :Features of less developed and developing Economies Economic and non-Economic factors impeding economic development -Capital formation -Human and Physical, Savings and investment Pattern during the plans-X and XI FiveYear Plans.

UNIT -II: Agriculture-Its contribution to Economic development: Food problems-Methods of solving Measures to increase agricultural Productivity -Land reforms- Green revolution-Agricultural Inputs and Agricultural Credit-Evaluation of Agricultural Policy during the plan Period- Reforms in Agricultural sector.

UNIT -III: Role of industries in Economic development-Cottage, small scale and large scale (cotton, iron and steel, jute, sugar and tea)-Assessment of industrial Policy -measures since 1991- Public Sector -Privatization Industrial reforms.

UNIT -IV: Transport-Importance of transport (Road, Railways, Shipping and civil Aviation) to Economic growth-Evaluation of Government Policy-Transport Co-ordination-Reforms, Government Programmes.

UNIT -V: Poverty in India – Absolute and Relative poverty measures – Multi-dimensional poverty Poverty eradication programmes – Regional Development Disparities-Economic development and Social Changes.

## ELECTIVE: HUMAN RESOURCE DEVELOPMENT- I

### Learning Objectives

1. HRD is fundamental knowledge in generating and implementing the tools needed to manage and operate the organization
2. This syllabus brings out a detailed methodology of how to develop a validated instrument which would be useful in survey research.
3. To get insight on training recruitment, selection and significance of Human Resource Development.

### SYLLABUS

#### UNIT –I

Human Resource Management: The philosophy of Management concepts – Objectives – Functions – Evolution of Management– Development theory and Management.

#### UNIT -II

Qualities of a good HR personnel – duties and his responsibilities. Job Analysis Design and Evaluation: Concepts–Methods of Job Analysis–Job Description–Specialization–Job Design– Job Enlargement– Job Enrichment– Job Evaluation

#### UNIT -III

Recruitment and Selection: Concepts–Sources of Recruitment– Methods of Recruitment

#### UNIT -IV

Selection : Concepts –Selection process– Selection Tools– Application blank

#### UNIT -V

Training and Development: Concepts–Ascertaining Training methods- Methods of Training and Development

### Learning Outcomes

1. Towards carrier development as HR recruiter one should know the best practices in HR and his duties towards the employer and employee
2. This subject emphasize the strategic importance in formulating HR objectives.
3. It helps to develop the skill and ability in the achievement of competitive advantage

### Reference Books:

1. Dwivedi, R.S., Text Book of Human Resource Management, Vikas Publishing House Pvt. Limited, 2013.
2. Memoria, C. B and V.S. P. Rao, Personnel Management, Himalaya Publishing House, 2012, 13th Edition
3. Ramaswamy, E. A., A Question of Balance of Labour– Management in practice, Oxford University Press
4. Venkatarathnam, C. S. & Srivastava, B. K., Personnel Management and Human Resources, Tata McGraw Hill Publishing, 1994
5. SubbaRao, P., Essentials of Human Resource Management & Industrial Relations, Himalaya Publishing House, 2014, 5th Edition.
6. Aswathappa, K., Human Resources Management – Text and Cases, McGraw Hill Education, 6th Edition, 2017.
7. Tripathi P.C., “ Human Resources Development”, Sultan Chand and sons since 1950, New Delhi, 2013.
8. Noe, Hollenbeck, Gerbant, Wright, “ Fundamentals of Human Resources Management”, Mc Graw Hill, 7th Edition.



## VALUE EDUCATION

### Learning Objectives:

- 1 To inculcate the knowledge of values through education,
2. To evaluate objects among persons and situations that form part and parce of sociality.
3. It gives an insight on Human Rights , Environment and Ecological balance and Social Evils.

### SYLLABUS

#### UNIT I:

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

#### UNIT II:

Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

#### UNIT III:

Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam’s ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

#### UNIT IV:

Environment and Ecological balance – interdependence of all beings – living and nonliving. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

### Learning Outcomes:

- 1.It contributes in forming true human being who are able to face life and make it meaningful.
2. It brings out the values, doctrinal or ideological values, social values and aesthetic values.
3. Value Education reflects a person’s sense of right and wrong or what ought to be, like Equal rights to all.

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

# LEARNING COURSE OBJECTIVES AND OUTCOMES

## EVEN SEMESTER

## SEMESTER II

பொதுத்தமிழ்- 2  
தமிழ் இலக்கிய வரலாறு -2  
முதலாம் ஆண்டு – இரண்டாம் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
100L2AU	பொதுத்தமிழ் -2 தமிழ் இலக்கிய வரலாறு -2	Supportive	Y	-	-	-	3	6	25	75	100

### Learning Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

### Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்	K4
CO 2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்	K5, K6
CO 3	திராவிட இயக்க இலக்கியங்களைக் கற்பதன் மூலம் மொழி உணர்வு , இன உணர்வு, சமத்துவம் சார்ந்த சிந்தனைகளைப் பெறுவர்	K3
CO 4	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்வர்	K3
CO 5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் பயிற்சி பெறுவர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய வரலாறு அறிமுகம்.

1. சிற்றிலக்கியம்; குறவஞ்சி, கலம்பகம், உலா, பரணி, பள்ளு, பிள்ளைத்தமிழ், தூது, அந்தாதி.
2. தனிப்பாடல் அறிமுகம்
3. இக்கால இலக்கியம் ;கவிதை, சிறுகதை,நாடகம், உரைநடை , திராவிட இயக்கம் வளர்த்த தமிழ்.

அலகு-2 சிற்றிலக்கியக்கமும்,தனிப்பாடலும்

சிற்றிலக்கியம்;

- கலிங்கத்து பரணி- விருந்தினரும் வறியவரு நெருங்கி யுண்ணரும் - முதல் - கேட்பாரைக் காண்மின் காண்மின் - வரை
- திருக்குற்றாலக் குறவஞ்சி - வானரங்கள் கனிகொடுத்து
- முக்கூடற் பள்ளு - ஆற்று வெள்ளம் நாளை வரத்
- அபிராமி அந்தாதி- கலையாத கல்வியும் குறையாத வயதும் (பதினாறு செல்வங்கள்)
- திருவரங்கக் கலம்பகம் - மறம் -பிள்ளைப் பெருமாள் ஐயங்கார்-பேசவந்த தூத செல்லரித்த ஓலை செல்லுமோ
- தமிழ்விடு தூது முதல் பத்து கண்ணிகள்

தனிப்பாடல்;

- வான்குருவி யின்கூடு -ஒளவையார்
- ஆமணக்குக்கும் யானைக்கும் சிலேடை ;முத்திருக்கும் கொம்பசைக்கும் மூரித்தண்டே - காளமேகப் புலவர்
- இம்பர் வான் எல்லை இராமனையே பாடி - வீரராகவர்
- நாராய் நாராய் -சத்தி முத்தப் புலவர்

அலகு-3 இக்கால இலக்கியம்- 1

1. பாரதியார் பாரத சமுதாயம் வாழ்கவே
2. பாரதிதாசன் - சிறுந்தையே வெளியில் வா
3. நாமக்கல் கவிஞர்-கத்தியின்றி
4. தமிழ் ஒளி - மீன்கள் (அந்தி நிலா பார்க்க வா)
5. ஈரோடு தமிழன்பன் - எட்டாவது சீர் (வணக்கம் வள்ளுவ )

சிறுகதைகள்-

1. புதுமைப்பித்தன் - கடிதம்
  2. ஜெயகாந்தன் -வாய்ச் சொற்கள் (மாலை மயக்கம் தொகுப்பு)
  3. ஆர். சூடாமணி - அந்நியர்கள்
- உரைநடை ;
1. மு வ கடிதங்கள் - தம்பிக்கு நூலில் முதல் இரண்டு கடிதங்கள்

அலகு-4 இக்கால இலக்கியம்- 2

1. தந்தை பெரியார் - திருக்குறள்( மாநாட்டு) உரை
2. பேரறிஞர் அண்ணா - இரண்டாம் உலகத் தமிழ் மாநாட்டு உரை
3. கலைஞர் மு. கருணாநிதி - தொல்காப்பிய பூங்கா -எழுத்து -முதல் நூற்பா கட்டுரை

நாடகம் / திரைத்தமிழ் :

1. வேலைக்காரி -திரைப்படம்
2. ராஜா ராணி -சாக்ரடஸ் -ஓரங்க நாடகம்

இதழியல் தமிழ் ;

முரசொலி கடிதம்

1. செம்மொழி வரலாற்றில் சில செப்பேடுகள்

அலகு-5

மொழிப் பயிற்சி

சொல் வேறுபாடு / பிழை தவிர்த்தல்

- வாசிப்பது - வாசிப்பவர்
- சுவர்- சுவரில்
- வயிறு - வயிற்றில்
- கோயில்- கோவில்
- கறுப்பு - கருப்பு
- இயக்குநர்-இயக்குனர்
- சில்லறை-சில்லரை
- முறித்தல் - முரித்தல்
- மனம்-மனசு- மனது
- அருகில்-அருகாமையில்
- அக்கரை- அக்கறை
- மங்கலம்- மங்களம்.

பயிற்சி :

- பிழையான சொற்களை ஒரு பத்தியில் கொடுத்து அந்தப் பிழையான சொற்களைச் சரியாக எழுதச் செய்தல்
- சிறிய பத்தி ஒன்றை ஆங்கிலத்தில் கொடுத்து அதனைத் தமிழில் மொழிபெயர்க்க வைத்தல்.

Text books

- .

Reference Books

- மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி.
- மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழ் இலக்கிய வரலாறு - முனைவர். சிற்பி பாலசுப்ரமணியம், முனைவர். சொ. சேதுபதி
- புதிய தமிழ் இலக்கிய வரலாறு - முனைவர். சிற்பி பாலசுப்ரமணியம், நீல. பத்மநாபன்
- தமிழ் இலக்கிய வரலாறு - டாக்டர். அ. கா. பெருமாள்
- தமிழ் இலக்கிய வரலாறு - முனைவர். ப. ச. ஏசுதாசன்
- தமிழ் இலக்கிய வரலாறு - டி. குமார்
- வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - பாக்கியமேரி
- தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்

**HINDI II**  
**SUBJECT CODE: CLE2G**  
**YEAR/SEMESTER: I YR/ II SEMESTER**

**Paper – II- ONE ACT PLAY, SHORT STORY & TRANSLATION**

<b>Duration:</b>	<b>1 Semester</b>	
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the features, elements of literary forms i.e. Drama, one act play, Novel and Short Stories, techniques of Translation</li> <li>2. Understand the Ideology, message and aims of the literary works and writers</li> <li>3. Obtain the knowledge of method of critical study of Literary works.</li> <li>4. Obtain the skills of summarize, interpretation of contexts, and practice of translation</li> <li>5. Employ the knowledge of translation and language and professional skills.</li> </ol>	
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge for higher studies</li> <li>2. Basic Knowledge of Hindi literature and its trends</li> <li>3. Language skills spoken and writing skills</li> <li>4. Basic idea of critical and analytical study of literature.</li> <li>5. Obtains knowledge of Translation of different subjects</li> </ol>	
<b>Course Objectives</b>	1. Identifies the writers, theme and aims of literary works	K1
	2. Understand and summarize the theme of one act plays and short stories and their techniques	K2
	3. Explains the methods and techniques of Translation of different fields	K2
	4. Evaluate the theme and artistic skills of One Act Plays and short stories and writers	K5
	5. Conceive the basic knowledge of literary themes and translation	K6
<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Fiction and Translation	
<b>UNITS</b>		
<b>I</b>	<ol style="list-style-type: none"> <li>1. Aurazeb ki Aakhiri Raat</li> <li>2. Mukthidhan</li> <li>3. Practice of Annotation Writing</li> <li>4. Practice of Summary and Literary evaluation Writing</li> </ol>	

<b>II</b>	<ol style="list-style-type: none"> <li>1. Laksmi ka Swagat</li> <li>2. Mithayeewala</li> <li>3. Practice of Summary and Literary evaluation Writing</li> <li>4. Translation Practice. (English to Hindi)</li> </ol>
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<b>III</b>	<ol style="list-style-type: none"> <li>1. Basant Ritu ka Natak</li> <li>2. Seb Aur Dev</li> <li>3. Practice of Summary and Literary evaluation Writing</li> <li>4. Introduction to Translation Practice</li> </ol>
<b>IV</b>	<ol style="list-style-type: none"> <li>1. Bahut Bada Sawal</li> <li>2. Vivah ki Teen Kathayen</li> <li>3. Practice of Summary and Literary evaluation Writing</li> <li>4. Translation Practice. (English to Hindi)</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Translation Practice. (English to Hindi)</li> </ol>

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identifies the nature, features, elements of One Act Plays and Short Stories and skills of Translation</li> <li>2. Understand the theme, aim of lessons and obtain skills of Evaluation.</li> <li>3. Evaluate the thought, ideology, expressional and artistic skills of writers and contextual meanings</li> <li>4. Obtain skills of summarizing, evaluating and critical study</li> <li>5. Employ the techniques and skills of Literature and Translation.</li> </ol>
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<b>Reading List (Print and Online)</b>	<ol style="list-style-type: none"> <li>1. <a href="https://hindisarang.com/hindi-ekaanki-ekaankikar/">https://hindisarang.com/hindi-ekaanki-ekaankikar/</a></li> <li>2. <a href="https://hi.wikipedia.org/wiki/हिन्दी_कानी">https://hi.wikipedia.org/wiki/हिन्दी_कानी</a></li> </ol>
<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li>1. <b>ONE ACT PLAY</b> (Detailed Study): <b>AATH EKANKI</b> Edited By: Devendra Raj Ankur, Mahesh Anand Vani prakashan, 4695, 21-A Dariyagunj, New Delhi – 110 002</li> <li>2. <b>SHORT STORIES</b> (Non-Detailed Study): <b>SWARNA MANJARI</b> Edited by: Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp.Ranganathan St.), T.Nagar, Chennai–600017.</li> <li>3. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7 B Begum III Street, Royapettah, Chennai – 14.</li> <li>4. Anuvad Abhyas Part III : Dakshin Bharat Hindi Prachar Sabha, T. Nagar, Chennai-17.</li> </ol>

**FRENCH II**  
**Semester II**  
**Paper II-French II**  
**Title of the Paper : Prescribed text and grammar-II**

<b>Course Outcomes</b>	1. To ask for and give directions. 2. To give orders or commands using <i>Impératif</i> 3. To narrate events from the past using <i>Passé Composé</i> 4. Cite the ordinal numbers in French 5. Indicate the position of something using prepositions of place		
<b>Course</b>	Foundation Course in French	<b>Course Code</b>	<b>100L2K</b>
<b>Title of the Course:</b>	Prescribed Text and Grammar-II		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	-		
<b>Course Objectives</b>	Revise and recall the French sentence structure	K1	
	Enumerate the various grammatical tenses and use them to communicate better in French	K2	
	Summarize and develop ideas from the documents after discussing it in detail	K2 and K3	
	Write and understand dialogues based on the themes done in class	K4	
	Evaluate and comprehend text passages	K5	
<b>Units</b>			
<b>I</b>	Unité 7: C'est où?		
<b>II</b>	Unité 8: N'oubliez pas !		
<b>III</b>	Unité 9: Belle vue sur la mer !		
<b>IV</b>	Unité 10: Quel beau voyage !		



<b>V</b>	Unité 11: Oh ! joli ! Unité 12: Et après ?
<b>Prescribed Text</b>	Régine Mérieux & Yves Loiseau, <b>Units 7-12</b> of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)

<p>ENGLISH II  <b>LZ12A-COMMUNICATIVE ENGLISH-II</b></p> <p><b>Subject: COMMUNICATIVE ENGLISH-II</b>  <b>Subject Code: LZ12A</b>  <b>Class: I B A ENGLISH</b>  <b>Semester: EVEN (II)</b>  <b>Hours:90 Hrs</b></p>
<p><b>COURSE OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>● To develop communicative skills.</li> <li>● To understand the relevance of Listening, Speaking, Reading and Writing in Communication.</li> <li>● To develop understanding of grammar.</li> <li>● To enhance vocabulary.</li> </ul>
<p><b>COURSE OUTCOMES:</b></p> <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>● Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English</li> <li>● Have a good understanding of grammar and vocabulary.</li> <li>● Make presentations and speeches.</li> <li>● Familiarize themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.</li> </ul>

## UNIT I

### RESILIENCE

#### Poem

1.1 Don't Quit – Edgar A. Guest

1.2 Still Here – Langston Hughes

#### Short Story

1.3 Engine Trouble – R.K. Narayan

1.4 Rip Van Winkle – Washington Irving

## UNIT II

### DECISION MAKING

#### Short Story

2.1 The Scribe – Kristin Hunter

2.2 The Lady or the Tiger - Frank Stockton

#### Poem

2.3 The Road not Taken – Robert Frost

2.4 Snake – D. H Lawrence

## UNIT III

### PROBLEM SOLVING

#### Prose life Story

3.1 How I taught My Grandmother to Read –

Sudha Murthy

#### Autobiography

3.3 How frog Went to Heaven – A Tale of Angolo

3.4 Wings of Fire (Chapters 1,2,3) by A.P.J

Abdul Kalam

## UNIT IV

### Tenses

4.1 Present

4.2 Past

4.3 Future

4.4 Concord

## UNIT V

### English in the Workplace

5.1 Email – Invitation, Enquiry, Seeking

Clarification

5.2 Circular

5.3 Memo

5.4 Minutes of the Meeting

### **Reference- websites and Links**

1 Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000

2 SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.

3. Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.

4 Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.

5. Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.  
 6. Communication Skills : Practical Approach Ed.ShaikhMoula  
 Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

CORE I: MICRO ECONOMICS II

Course Objective		
C1	To equip the students to gain knowledge on the market structures	
C2	To analyze the monopoly and price discrimination in the market	
C3	To probe the monopolistic and oligopoly competitions and its operation	
C4	To enrich the students about the Theories of Distribution	
C5	To understand the theories in Rent, Interest and Profit	
UNIT	Details	No. of Hours
I	<b>Perfect Competition</b> Features of Perfect Competition – Equilibrium of the firm and the industry in the Short Run - Long-Run Equilibrium in Perfect Competition- Time Element Analysis.	16
II	<b>Monopoly and Price Discrimination</b> Definition of Monopoly–Demand and Marginal Revenue - Equilibrium under Monopoly– Dead Weight Loss -Policies to Control Monopoly – Price Discrimination–First Degree, Second Degree and Third-Degree Price Discrimination – Dumping.	14
III	<b>Monopolistic and Oligopoly Competition</b> Monopolistic Competition–Features– Product Differentiation– Market Equilibrium and Short Run and Long Run- Barriers to Entry – Group and Industry Equilibrium– Excess Capacity -Oligopoly – Kinked Demand Curve – Collusion – Cartels and Price Leadership – Game Theory – Minimax – Maximin – Nash Equilibrium.	15
IV	<b>Distribution Theory</b> Functional and Personal Distribution – Marginal Productivity Theory of Distribution – Product Exhaustion Theorem - Concepts of VMP and MRP.	15
V	<b>Rent, Interest and Profits</b> Ricardian Theory of Rent – Keynes Liquidity Preference Theory of Interest – Schumpeter’s theory of Profits	15

	<b>Total</b>	<b>75</b>
<b>Course Outcomes</b>		<b>Programme Outcomes</b>
CO	On completion of this course, students will	
1	Understand the equilibrium conditions in Perfect Competition.	PO1

2	Analyze the equilibrium conditions under Monopoly Market Structure.	PO2,PO3
3	Describe the Market Equilibrium under Monopolistic and Oligopoly Market.	PO2, PO6
4	Know the importance of theories of Distribution.	PO5, PO8
5	Evaluate the relevance of Rent, Interest and Profit	PO4, PO7

#### **Text Book**

1.	Robert Pindyck and Daniel L.Rubinfield,(2001) Micro Economics,Macmillan.
2.	Hal R. Varian (2004), Intermediate Micro Economics East-West Press: New Delhi.
3.	Walter Nicholson and Christopher Snyder, Micro Economic Theory - Basic Principles and Extensions, Cengage Learning India Pvt, Ltd, 12th Edition, 2016.
4.	Paul Krugman and Robin Wells, Micro Economics, Worth Publishers, 2020.
5.	Timothy Taylor,Steven A Greenlaw and David Shapiro (2017) Principles of Economics, 12 <sup>th</sup> Media Services.

#### **Reference Books**

1.	Koutsoyiannis (2003), Modern Microeconomics, Palgrave Macmillan (UK) 2 <sup>nd</sup> Edition.
2.	Gregory Mankiw (2012), Principles of Microeconomics Cengage India.
3.	Case & Fair, Principles of Economics Myeconlab series 8 <sup>th</sup> Edn.
4.	Mansfield, Edwin and Yohe, Gary (2010): Microeconomics 4 <sup>th</sup> ed, Viva-Norton Indian Edition
5.	Ferguson C.E. (1970), Micro Economic Theory, (Homewood, U.S.A)

**CORE II : STATISTICS FOR BUSINESS ANALYSIS**

<b>Course Objective</b>		
C1	Have knowledge on sampling techniques	
C2	Gain insight of the degree of relationship or correlation among variables	
C3	Estimate the values of unknown variables through Regression	
C4	Understand the relevance of index numbers and its types	
C5	Analyze the components of time series an interpret the values	
UNIT	Details	No. of Hours
I	Sampling–Population and Sample- Types of sampling -Sampling errors– Sampling Design–Design of questionnaire.	14
II	Correlation–Types –Calculation of coefficient of correlation–Rank correlation coefficient	16
III	Regression–Two Variable Linear Regression – Meaning – Regression lines and regression coefficient.	15
IV	Index numbers–Uses – Types- Simple and weighted index numbers– Laspeyeresand Paasche’s–Fisher’s Ideal index number –Marshall– Edgeworth–Construction–WholesalePrice Index and Consumer Price Index.	15
V	Analysis of Time Series-Uses -Components–Measurement of secular trend–Moving average method -Method of Least Squares	15
	<b>Total</b>	<b>75</b>
Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1.	Gain knowledge on sampling techniques	PO1, PO2
2.	Gain insight of the degree of relationship or correlation among variables	PO2
3.	Estimate the values of unknown variables	PO2

4.	Understand the importance of Index numbers	PO1, PO2
5.	Know the components of time series and interpret the values	PO2,PO3,PO7

**Text Book**

1.	S. P. Gupta, Fundamentals of Applied Statistics, S. Chand and Sons, 1993
2.	R.S.N. Pillai and V. Bhagavati, Statistics – Theory and Practice, S. Chand & Company, 2017
3.	Hooda. R.P., Introduction to Statistics, McMillan India Limited, 2005

1.	SaxenaH.C , (2016) Elementary Statistics, S Chand and Company New Delhi.
2.	Elhance D.N, (2004), Fundamentals of Statistics KitabMahal, New Delhi
3.	Manoharan M (2010), “Statistical Methods”, Palani Paramount Publications, Palani.
4.	R.S.N.Pillai and V. Bagavathi(2010), Statistics, Sultan Chand and Sons, New Delhi
5.	Dr.S.Sachdeva( 2014) Statistics -Lakshmi NarainAgarwal.

**BUSINESS ENVIRONMENT  
SEMESTER II**

**Course Objectives**

C1	To impart knowledge on the concept of business environment & its significance
C2	To know the Political factors and its impact on business.
C3	To throw light on importance of the types of Social Organization.
C4	To discuss on the importance of Economic Environment
C5	To create awareness of RBI & Stock Exchange.

UNIT	Contents	No. of Hours
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I	<b>Business Environment</b> Meaning -Nature and Significance -Political, Cultural, Legal, Economic, and Social Environments and their impact on business and strategic decisions	12
II	<b>Political Environment</b> Functions of State-Roles of Government-Government and Legal Environment. Constitutional Provisions -Rationale and extent of State Intervention	12
III	<b>Social Environment</b> Cultural Heritage; Social Attitudes- Castes and Communities-Joint Family Systems; Linguistic And Religious Groups; Types of Social organization	12
IV	<b>Economic Environment</b> Business Cycles - Macroeconomic Indicators- GDP, Growth Rate- Population Urbanization- National Incomeand Per Capita Income, Five-Year Plans - NITI Aayog (National Institution for Transforming India) 1991 New Economic Policy; business liberalization, privatization, and globalization	12
V	<b>Financial Environment</b> RBI-Commercial Banks -National Stock Exchange- Non-Banking Financial Companies (NBFCs)	12
	<b>Total</b>	<b>60</b>

#### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the concepts of Business Environment.	PO1,PO2
<b>CO2</b>	Gain knowledge on Political Environment	PO1, PO2,PO3
<b>CO3</b>	To analyse the importance of social groups in Decision Making	PO2,PO4, PO5,PO6, PO8

1.	Sankaran.S (Reprint 2016) Business Environment, Margham Publishing House, hid Revised Edition
2.	Gupta C B (Reprint 2018),Business Environment, Sultan Chand & Sons. Eleventh Revised Edition
3.	K.Ashwathappa, (Reprint 2016) Essentials of Business Environment, Himalaya Publishing House, 6 <sup>th</sup> Edition, India
4.	Joshi Rosy KapoorSangam, Business Environment, Kalyani Publishers, Ludhiana

#### References Books

1.	Mohan Prakash (2021) Business Environment:A Test/Reference Book With Case Studies – E-Book
2.	RuchiGoyal (2019) Business Environment, Neelkanth Publishers Pvt. Ltd.
3.	ShaikhSaleem (2020) Business Environment,4 <sup>th</sup> Edition, Pearson
4.	Faisal Ahmed (2014) Business Environment: Indian And Global Perspective, PHI Learning Publication
5.	AshishGarg (2023) A Handbook on Business Environment, All Clear Publications
<b>Web Resources</b>	
1.	<a href="https://www.lawinsider.com/dictionary/social-environment">https://www.lawinsider.com/dictionary/social-environment</a>
2.	<a href="https://courses.lumenlearning.com/suny-osintrobus/chapter/understanding-the-business-environment/">https://courses.lumenlearning.com/suny-osintrobus/chapter/understanding-the-business-environment/</a>
3.	<a href="https://www.brainkart.com/article/Types-of-Business-Environment_40857/">https://www.brainkart.com/article/Types-of-Business-Environment_40857/</a>
4.	<a href="https://marketbusinessnews.com/financial-glossary/economic-environment/">https://marketbusinessnews.com/financial-glossary/economic-environment/</a>
5.	<a href="https://www.toppr.com/guides/commercial-knowledge/business-environment/macro-economic-environment/">https://www.toppr.com/guides/commercial-knowledge/business-environment/macro-economic-environment/</a>



பருவம் - II (Semester - II)  
அடிப்படைத் தமிழ் - II (Basic Tamil - II)

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2A	அடிப்படைத் தமிழ் - II Basic Tamil - II	Supportive	2		-	-	2	2	25	75	100
Pre requisite	தமிழ் எழுத்துகளை அறிந்திருத்தலோடு தொடக்க நிலையில் பேசவும் எழுதப் படிக்கவும் தெரிந்திருத்தல்.										SV 2023
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>தமிழ்மொழியைத் தொடக்க நிலையில் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல், தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்ளுதல்.</li> <li>பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி யின் சிறப்புகள் , கலை-பண்பாட்டை அறிமுகப்படுத்துதல்.</li> <li>தமிழ் இலக்கிய இலக்கண வளங்களின் சிறப்புக ளை அறிதல் . அவற்றுள் சிலவற்றைச் கவைத்துப் பார்த்தல்.</li> <li>தமிழரின் தனித்தன்மைகளை உணரச் செய்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
<b>On the successful completion of the course, students will be able to</b>											
<b>இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்</b>											
CO 1	தமிழ்மொழியைப் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்வர்.										K1,K2
CO 2	கடிதம், விண்ணப்பம், நிகழ்ச்சிக் குறிப்புகள் எழுதுதல், தகவல் தொடர்புச் சாதனங்களில் தகவல் எழுதுதல் என அன்றாட வாழ்வில் தமிழ்ப் பயன்பாட்டைக் கற்றுக்கொள்வர்.										K1,K3,K4
CO 3	தமிழின் இலக்கிய வளத்தோடு தமிழரின் அறக் கோட்பாடுகளையும் தமிழரின் வரலாற்று-பண்பாட்டுச் செழுமையையும் புரிந்துகொள்வர்.										K1,K2,K4
CO 4	தமிழறிஞர்களையும் படைப்பாளிக ள், அரசியல் தலைவர்கள், சிறந்த ஆளுமைகளைப் பற்றி அறிந்துகொள்வர்.										K4,K5,K6
CO 5	தமிழர் கலை , பண்பாடு, பழக்கவழங்கங்கள், விளையாட்டுகள், விழாக்கள், தமிழரின் தனித்த அடையாளங் கள், சிறப்புகள் ஆகியவற்றை அறிவதோடு, அவரவர் மண்ணுருவிய கலைப் பண்பாட்டோடு ஒப்பிட்டுப் புரிந்துகொள்வர்.										K1,K4,K5, K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	<b>சொல்லும் பொருளும்</b>										
	<ol style="list-style-type: none"> <li>பெயர்-வேற்றுமை, வினை-காலம், பெயரடை-வினையடை, எதிர்ச்சொற்கள் போன்றவறைக் கொண்டு சிறுசிறு தொடர்கள் பேசவைத்தல், எழுதவைத்தல்.</li> <li>பெயர்ப் பலகை, செய்தித்தாள் போன்றவற்றை வாசிக்கவும் பொருள் கூறவும் பயிற்சியளித்தல்.</li> <li>உரையாடல் (படங்களைப் பார்த்து, சொற்களைச் சொல்லவைத்தல்/பேசவைத்தல், கேள்விகளுக்குப் பதில் அளித்தல், தலைப்புகள் கொடுத்துப் பேசச் செய்தல்.</li> </ol>										

<b>Unit - II</b>	<b>அன்றாட வாழ்வில் தமிழ்ப் பயன்பாடு</b>
	காலவக் கடமைகள், சமையல், உணவுகள், உடல்நலம், வீட்டுப் பொருள்கள், வணிகம், போக்குவரத்து, பயணம் தொடர்பான செயல்பாடுகள் போன்ற அன்றாட நடவடிக்கைகளில் தமிழ்மொழிப் பயன்பாடு.
<b>Unit - III</b>	<b>தமிழ் இலக்கியங்கள் அறிமுகம்</b>
	1. தமிழ் இலக்கியங்கள் அறிமுகம் - இலக்கிய இலக்கண வளங்களின் சிறப்புகள். 2. திருக்குறள், ஆத்திருடி, சங்க இலக்கியம், திரைப் பாடல்கள், நாட்டுப்புறப் பாடல்கள் போன்றவற்றில் கவையிருந்த பாடல்களை வாசிக்கவைத்தல் பொருளுரைத்துதல். சுற்றவற்றை எழுதச்செய்தல்.
<b>Unit - IV</b>	<b>தமிழ்ப் படைப்பாளர்கள், அறிஞர்கள், ஆளுமைகள், தலைவர்கள்</b>
	1. இலக்கிய-இலக்கணப் படைப்பாளர்கள் (தொல்காப்பியர், திருவள்ளுவர், ஓவையார், கம்பர், பாரதி, பாரதிதாசன், ஜெயகாந்தன், கண்ணதாசன், வைரமுத்து போன்றோர்). 2. அரசியல் தலைவர்கள் (காமராசர், பெரியார், அண்ணா, எம்.ஜி.ஆர். போன்றோர்). 3. திரைப் பிரபலங்கள் (சிவாஜி கணேசன், ரஜினிகாந்த், கமலஹாசன், பாலச்சந்தர், இளையராஜா, சி.பா. பாலகப்பிரமணியம் போன்றோர்). 4. ஆளுமைகள் (வ.உ. சிதம்பரனார், பாவாணர், அப்துல் கலாம், போன்றோர்). மேற்குறித்தோரை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
<b>Unit - V</b>	<b>தமிழர் கலை, பண்பாடு, பழக்க வழங்கல்கள், விளையாட்டுகள், விழாக்கள்</b>
	1. தமிழரின் தனித்த அடையாளங்களும் சிறப்புகளும். 2. கலைகள் (கட்டடம், சிற்பம், ஓவியம், புழங்குபொருள்கள்). 3. நுண்கலைகள் (சிலம்பம், பட்டிமன்றம், வில்லுப்பாட்டு, ஆட்டம், கூத்து போன்றன). 4. விளையாட்டுகள் (குழந்தைகள், சிறுவர், இளைஞர், ஆண்கள், பெண்கள்). 5. விழாக்கள் (குடும்ப விழாக்கள், கோயில் சார்ந்த விழாக்கள், கிராமிய விழாக்கள்). 6. சுற்றுலாத் தலங்கள் / வரலாற்றுச் சிறப்புமிக்க இடங்கள். 7. உணவு, உடை, மருத்துவம் இன்னவற்றை. மேற்குறித்தவற்றை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
<b>Text book (s)</b>	
•	அடிப்படைத் தமிழ்-2 (Basic Tamil-II)
<b>Reference Books / Websites</b>	
•	தமிழில் நாமும் தவறில்லாமல் எழுதலாம் - பொற்கோ, பாரி நிலையம், சென்னை, 2003.
•	<a href="http://www.tamilvu.org/ta/content/சான்றிதழ்">www.tamilvu.org/ta/content/சான்றிதழ்</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/cards32-u8.htm">www.thamizham.net/kal/ttenglish/cards32-u8.htm</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/index-u8.htm">www.thamizham.net/kal/ttenglish/index-u8.htm</a>
•	<a href="http://www.ilearntamil.com">www.ilearntamil.com</a>
•	<a href="http://www.wikihow.com/Learn-Tamil">www.wikihow.com/Learn-Tamil</a>
•	<a href="http://www.ilovelanguages.org/tamil.php">www.ilovelanguages.org/tamil.php</a>
•	<a href="http://www.ling-app.com/learn-tamil">www.ling-app.com/learn-tamil</a>
•	<a href="http://www.ilearntamilnow.com">www.ilearntamilnow.com</a>
•	<a href="http://www.17-minute-languages.com/en/learn-tamil">www.17-minute-languages.com/en/learn-tamil</a>
•	<a href="http://www.hindustanitongue.com/learn-tamil">www.hindustanitongue.com/learn-tamil</a>



**பருவம் - 2 (Semester - 2)**  
**வளர்நிலைத் தமிழ் - II (Advanced Tamil - II)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2B	வளர்நிலைத் தமிழ் - II Advanced Tamil - II	Supportive	2	-	-	-	2	2	25	75	100
Pre-requisite	பத்தாம் வகுப்புவரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.									SV 2023	
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>• பண்டைத் தமிழ் இலக்கியங்கள் , அவற்றின் சிறப்புகள் மற்றும் பொருண்மைகள் ஆகியன குறித்து அறியச்செய்தல்.</li> <li>• காப்பிய இலக்கியங்கள் , பக்தி இலக்கியங்கள் ஆகியவற்றில் காலவாழ்க்கை கருத்துக் கருவிகளை நுகரச் செய்தல்.</li> <li>• உரைநடை இலக்கியத்துள் , கட்டுரை, இலக்கியம் குறித்த அறிமுகத்தை மாணவர்களுக்கு ஏற்படுத்துதல்.</li> <li>• பாடத்தின்வழி, பல்வகை இலக்கியங்கள் தோன்றுவதற்கான காரணங்கள் மற்றும் மாற்றம் பெறுவதற்கான காரணங்களை அறியச் செய்தல்.</li> <li>• இருவேறு மொழிகளின் இயல்புகளை உணர் த்தி, மொழிபெயர்க்கும் திறனையும் அலுவலகக் கடிதம் எழுதும் பயிற்சியையும் பெறச் செய்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
On the successful completion of the course, students will be able to											
<b>இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.</b>											
CO 1	உரைநடை இலக்கியத்தின் பெருமைகளை உணர்ந்து , அதனை அன்றாட வாழ்வில் பயன்படுத்தும் திறன் பெறுவர்.									K2,K3	
CO 2	பண்டைத் தமிழ் இலக்கியங்கள் காட்டும் சமூக , பண்பாட்டு, வாழ்வியல் மூறைகளை அறிந்துகொள்வர்.									K1,K3,K4	
CO 3	காப்பியக் கட்டமைப்புகளை இன்றைய புதினம் , திரைப்படங்கள் ஆகியவற்றுடன் ஒப்பிட்டுக் காணும் அறிவைப் பெறுவர்.									K1,K3,K4	
CO 4	தமிழ் இலக்கிய மரபினையும் மாற்றங்களையும் ஆய்ந்து உணரும் ஆற்றல் பெறுவர்.									K1,K4,K5, K6	
CO 5	மொழிபெயர்ப்புத் திறன் பெறுவதோடு, அன்றாட வாழ்வின் தேவைகளான பல்வகை அலுவலகக் கடிதங்கள் எழுதும் திறன் பெறுவர்.									K4,K5,K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	<b>பக்தி இலக்கியமும் சிற்றிலக்கியமும்</b>										
	<ol style="list-style-type: none"> <li>1. "மண்ணில் நல்வண்ணம் வாழலாம்" - திருஞான சம்பந்தர்</li> <li>2. திருவேங்கடமலையில் பிறத்தல் என்னும் தலைப்பில் குலசேகர ஆழ்வார் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று.</li> <li>3. முக்கூடற்பள்ளு இலக்கியத்தில் மூத்த பள்ளி தன் நாட்டுவளம் குறித்துப் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று.</li> </ol>										
Unit - II	<b>சங்க இலக்கியம், அற இலக்கியம், காப்பியம்</b>										
	<ol style="list-style-type: none"> <li>1. "நாடா கொன்றோ காடா கொன்றோ" - ஓவையார்.</li> <li>2. "யாதும் ஊரே" - கணியன் பூங்குன்றனார் - புறநானூறு</li> <li>3. "நிலத்தினும் பெரிதே", "வேம்பின் பைங்காய்" - குறுந்தொகை.</li> <li>4. திருக்குறள் - 'பொருள்செயல் வகை' அதிகாரம்</li> </ol>										



# UNIVERSITY OF MADRAS

## B.A. DEGREE PROGRAMME IN BUSINESS ECONOMICS

SYLLABUS WITH EFFECT FROM 2023-2024

### SEC II - Business Ethics & Values

Subject Code	Subject Name								Marks		
S2A	Business Ethics & Values	1E									
<b>Course Objective</b>											
C1	Obtain knowledge on Business Ethics										
C2	Understand the immoral practices to be avoided										
C3	Culcate the good business practices in an organization										
C4	Awareness on the impact of Polluted Environment										
C5	Realize the corporate responsibility towards national building.										
UNIT	Details									No. of Hours	
I	<b>Business Ethics</b> Definition - Role and importance -Values in Business- Meaning - Impact on Business Policy and Business Strategy–Role of CEO Impact on Business Culture									16	
II	<b>Legal Issues in Business</b> Bribe – Coercion– Deception– Theft – Unfair Discrimination – Harassment- Social Media Ethics									14	
III	<b>Issues Internal</b> Hiring employees – Promotions – Discipline – Wages – Job Description – Exploitation of Employees - Consumers – Fair Prices – False Claim Advertisements									15	
IV	<b>Issues External</b> Environment Ethics- Pollution Control–Relationship of Values and Ethics Indian Ethos									15	
V	<b>Social Responsibilities of Business</b> Shareholders- Employees–Customers–Dealer- Vendors –Government– Social Audit									15	

		Total	75
Course Outcomes		Programme Outcome	
CO	completion of this course, students will		
1.	Understand the importance of business ethics and its impact on business policy	1	
2.	Understand the ethical issues to be avoided	1,PO2	
3.	Acquire knowledge on external and internal ethics	2, PO4	
4.	Realize the relationship between Values and ethics and know the environmental concepts concerning ethics in business practices	4,PO7	
5.	Acknowledge the importance of corporate responsibility towards national building	1, PO8	

# UNIVERSITY OF MADRAS

## B.A. DEGREE PROGRAMME IN BUSINESS ECONOMICS

### SYLLABUS WITH EFFECT FROM 2023-2024

Text Book	
1.	Amma Subba Rao, Business Planning and Policy, Himalaya Publishing, 2017
2.	William H. Shaw, Business Ethics, Cengage Learning, 8 <sup>th</sup> Edition, 2013
3.	David J. Fritzche, Business Ethics, McGraw Hill Education (ISE Editions), 2 <sup>nd</sup> Revised Edition, 2004
4.	Robert Madsen & Jay M. Shafritz – Essentials of Business Ethics, Plume, 1990.
5.	Prakash Chandra Dasgupta, N. P., & Gupta, G. P. (2001). Entrepreneurial Development". Sultan Chand Sons, New Delhi
Reference Books	
1.	Robert Stanberry (2018) Business Ethics
2.	Dr. Fernando (2009) Business Ethics: An Indian Perspective
3.	John Mackey (2013) <i>Conscious Capitalism: Liberating the Heroic Spirit of Business</i>

4.	Chris Collins (2017) <i>Business Ethics: Best Practices for Designing and Managing Ethical Organizations</i>
5.	Mark S. Schwartz (2017) <i>Business Ethics: An Ethical Decision-Making Approach</i>
<b>Web Resources</b>	
1.	<a href="https://getuplearn.com/blog/business-ethics-and-values/">https://getuplearn.com/blog/business-ethics-and-values/</a>
2.	<a href="https://www.managementstudyguide.com/values-ethics.htm">https://www.managementstudyguide.com/values-ethics.htm</a>
3.	<a href="https://www.managementstudyguide.com/importance-of-workplace-ethics.htm">https://www.managementstudyguide.com/importance-of-workplace-ethics.htm</a>
4.	<a href="https://leaders.com/articles/company-culture/ethical-values/">https://leaders.com/articles/company-culture/ethical-values/</a>
5.	<a href="https://www.ibe.org.uk/knowledge-hub/ibe-business-ethics-network/purposeethicalvalues-culturebehaviour.htm">https://www.ibe.org.uk/knowledge-hub/ibe-business-ethics-network/purposeethicalvalues-culturebehaviour.htm</a>

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	3	3	3	3
<b>CO 2</b>	3	3	2	3	3	3	3	3
<b>CO 3</b>	3	3	3	2	2	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	2	3
Weightage	15	15	14	14	15	14	14	15
Weighted percentage of course contribution to POS	3.0	3.0	2.8	2.8	2.8	2.8	2.8	3.00

**S-Strong-3    M-Medium-2    L-Low-1**

NME-GENDER ECONOMICS

**Learning Objectives**

C1	Students will be able to sensitize on issues that is related to gender	
C2	To understand the conceptual clarification of women and work	
C3	To analyze the Women in Organized and Unorganized Sectors in an Economy	
C4	Identify the marginalization of women in economic theory and in the economy	
C5	Incorporate gender in mainstream policy making	
UNIT	Contents	No. of Hours
I	<b>Introduction to Gender Analysis and Economics</b> Definition - Gender - Gender Analysis: Purpose and Scope - Feminist Perspective in Economics - Classical and Neoclassical Economics- Post Keynesian Economics-Economic Measurements - Empirical Challenges.	12
II	<b>Development and Anti - Development</b> Development Versus Anti-Development - Women In Development (WID)- Women and Development (WAD)- Women And Empowerment-Women And Environment – Ecofeminism.	15
III	<b>Women and Work</b> Invisibility of Women – “Statistical Purdah” - A Critique of Methods, Concepts, Definitions- Employed in Economic Theory -	18
IV	<b>Discrimination Theories</b> Gender – Discrimination Theories - Women in The Labour Market – Wage Differentials- Micro Credit - Women in The Organized and Unorganized Sectors Of The Indian Economy - Feminization of Work - Feminization Of Poverty	15
V	<b>Gender, The Economy and Related Issues</b> Population – Demographic Features - Health and Education - Policy Measures – Government and NGOs– Gender Budgeting	15



	<b>Total</b>	<b>75</b>
<b>Course Outcomes</b>		<b>Programme Outcomes</b>
CO	On completion of this course, students will	
1	Recognize needs for Gender Analysis	PO1,PO5
2	Analyze the role of gender in development	PO1,PO2,PO5
3	Identify the reasons behind the marginalization of women	PO2,PO5

<b>Reference Books</b>	
1.	GOI (1987), Shram Shakti, Report on the National Commission on Self – employed Women and Women in the Informal Sector New Delhi.
2.	Julie A Nelson (1996), Feminism, Objectivity and economics, Routledge, London.
3.	Krishnaraj, Maithreyi and Joy P. Deshmukh (1991), Gender in Economics, Ajantha Publishers, New Delhi
4.	Loutfi, MF (ed.) (2002), Women, Gender & Work, Rawat Publishers, New Delhi
5.	Krishnaraj, M., and M.P.D. Joy. Gender in Economics. Ajantha, New Delhi, 1991

## IV SEMESTER

### பொதுத்தமிழ்

பொதுத்தமிழ் - இரண்டாமாண்டு - நான்காம்பருவம்

PART - I - SECOND YEAR- FOURTH SEMESTER

நோக்கும் கற்றல் பயன்பாடும் (2022 - 2023)

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக்காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப்பின்னணியையும் வாழ்க்கைக்கூறுகளையும் கற்பதால் கலை இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல். கற்பனை வளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவே காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமயஅறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளமையை விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப படைக்கப்பட்டுள்ளமையை உணரவைத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கலைச்சொற்களை அறிமுகப்படுத்திப் புதிய கலைச்சொற்களை உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகளை வெளிகொண்டும் வகையில் சிறுகதை, புதுக்கவிதை போன்றவற்றைப் படைக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

## பாடத்திட்டம்

பாடப் பகிர்வு -

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு 1

1. சிலப்பதிகாரம் - ஊர் காண் காதை ( முழுமையும்)
2. மணிமேகலை - பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு 2

1. சீவக சிந்தாமணி - ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி - 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு 3

1. கம்பராமாயணம் - சூகப்படலம்
2. பெரியபுராணம் - மெய்ப்பொருள் நாயனார் புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி - வளன் சனித்த படலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் - சப்பாணி பருவம் - 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

II இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

III மொழித் திறனறிதல்

- i. கலைச்சொற்கள்
- ii. டைப்பு - சிறுகதை (அ) புதுக்கவிதை

டீநூல்:

- ◆ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட

மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் - I - செய்யுள் திரட்டு

Foundation Course

Part - Tamil - For I & II Semesters

Common to all undergraduate course and FiveYear Integrated postgraduate courses. (2021 - 2022 onwards.)

- ◆ தமிழ் இலக்கிய வரலாறு
- ◆ மொழிப்பயிற்சி

ரடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள் போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

Reference book

தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

**HINDI IV SUBJECT CODE: CLE4J**  
**YEAR/SEMESTER: II YR/IV SEMESTER**

I. COURSE OBJECTIVES:

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal .
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.

4. Imparting knowledge of Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Influence of British rule on Indian society.

Paper –IV Modern Poetry And Introduction To Hindi Literature  
(Aadhunik Kaal)”

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras .

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarhi - (Shamsher Bahadhur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhunik Kaal) Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar,  
Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211  
003.

2. Hindi Sahithya Yug Aur Pravritiya By:

Dr. Sivakumar Varma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1,  
Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarhi - (Shamsher Bahadhur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunik Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development

**FRENCH IV**

**Year 2 :Semester IV**

**Foundation Course: Paper IV**

**Title of the Paper: Translation, Comprehension and Grammar-I**

**Objectives:**

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them.

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence

- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

**Outcome :**

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - not applicable

**Prescribed textbook:**

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017.

ENGLISH IV

LZ14A - PART II ENGLISH-LANGUAGE THROUGH LITERATURE II  
SEMESTER IV  
HOURS: 60

**Course Objectives:**

- To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills
  - To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression
  - To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
  - To stimulate interest in acquiring twenty-first century skills
- To engage in self assessment activities for self- development

Unit	Theme Lessons	Writing Skills
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Unit I : History Makers	Vision
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Mission	Coffee, Tea and JRD
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by Harish Bhat

Work Brings Solace

by APJ Abdul Kalam

Gathering details and information – Brainstorming

Listing events and experiences

Creating mind maps

Pre-writing, Writing and Rewriting/Revising

Autobiographies and memoirs

Biographies

## Unit II : Self- help Essays

### Introspection

Discover      How to Do What You

Love

by Paul Graham

### Why We Travel

by Pico Iyer      Journal writing

Travel writing

Preparing checklists and itineraries

Writing about social events, festivals, sports

Writing about nature and the environment

## Unit III : Contemporary Writing from India Perception

Standard      Wikileaks, Facebook and the End of Discretion by Mukul Kesavan

What is Wrong with Indian Films

by Satyajit Ray      Critical and analytical. writing

Analyzing media reports

Writing opinions

Writing film reviews

Writing appraisals

## Unit IV : Regional Indian

Literature in

Perspective      Poems

4.1 Oh Great Poet

by Daya Pawar

translated from Marathi by Graham Smith      Translation

Writing acrostic poems

Critique/culture study

Analyzing short stories

Writing outlines and short stories

Rewriting/expanding stories

Writing stories based on pictures

Translation

and English      Challenge      4.2 The Cock Fight

by Sitakant Mahapatra translated from Odia by Ramakanta Rath

Tradition      4.3 Earthen Pots

by ONV Kurup

translated from Malayalam by K Sreedharan Nair

Empathy      Short Stories

4.4 The Woodrose by Abburi Chaya Devi translated from Telugu by P Jayalakshmi

Will power      4.5 Laburnum for My Head

by Tamsula Ao

Unit V : Fiction      Globalization Social Justice

The White Tiger

by Aravind Adiga

Creative writing



## Critical writing

### Learning Outcomes:

- After completing the course, the students will be able to improve the ability to gather ideas and information to collaborate and write with clarity and ease
- Attempt different kinds of writing
- Prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
- Critique and analyze various information and write opinions, reviews and appraisals
- Acquire basic skills of translation
- Express understanding of topics/characters/ideas by writing an acrostic poem
- Analyze and critique the unity and diversity in Indian cultures
- Write outlines and stories based on text and picture-based hints
- Rewrite and expand the plot of a story
- Acquire a sensibility to the social and economic divisions that prevail and its consequences
- Enhance the skills of creative and critical thinking that will help them form opinions, make decision

## CORE VII: STATISTICS FOR BUSINESS ANALYSIS-II

### Learning Objectives:

1. To develop the student's ability to deal with numerical and quantitative issues in business
2. To enable the use of statistical, graphical and algebraic techniques wherever relevant.
3. To have a proper understanding of statistical applications in economics and management.

### SYLLABUS

#### UNIT-I

Sampling -population and sample -types of sampling -simple, random and stratified random sampling- sampling errors -sample design- design of questionnaire.

#### UNIT-II

Correlation- limits of co-efficient of correlation-calculation of co-efficient of correlation- rank correlation co-efficient.

#### UNIT-III

Regression-two variable linear regression -meaning lines and regression co-efficient.

#### UNIT-IV

Index numbers-simple and weighted index numbers-Lapeer's and Panache's index numbers-fishers ideal index number-Marshall -Edgeworth's index number- construction- test to be satisfied by an ideal index numbers-uses of index number-wholesale price index and consumer price index.

#### UNIT-V

Analysis of time series – four components of time series – measurement of secular trend – moving average method and method of least squares- uses of time series analysis.

Learning Outcomes:

1. Describe and discuss the key terminology, concepts tools and techniques used in business statistical analysis.
2. Understand and critically discuss the issues surrounding sampling and significance
3. Solve a range of problems using the techniques covered.

Reference Books:

1. S. P. Gupta, Fundamentals of Applied Statistics, S. Chand and Sons, 1993
2. R.S.N. Pillai and V. Bhagavati, Statistics – Theory and Practice, S. Chand & Company,
3. Hooda. R.P., Introduction to Statistics, Mcmillan India Limited, 2005
4. Wonnacott. H. Thomas and Wonnacott. J. Ronald, Introductory Statistics, John Wiley and Sons Inc. New York 1969.
5. Hooda,R.P., Statistics for Business and Economics–Vikas Publishers, 5th Edition, 2013.

Journal: The Indian Journal of Statistics

## CORE VIII: ENTREPRENEURIAL DEVELOPMENT II

### LEARNING OBJECTIVES:

1. To learn about the problems faced by Women entrepreneurs
2. To learn about the Business Analysis and forecasting techniques of business
3. To know the various sources of finance and Role of commercial Banks in granting financial aid.

### SYLLABUS

#### **UNIT-I**

Women Entrepreneurs – Definition – Problems of Women Entrepreneurs-Opportunities of Women Entrepreneurs-Future of Women Entrepreneurs-Rural Entrepreneurship -Definition-Problems-remedies-marketing-future of rural enterprises.

#### **UNIT-II**

Management – Business Analysis - forecasting techniques - Break-even Analysis – evaluation of Marketing-market Structure-Classification of goods and services –Inventory Management.

#### **UNIT-III**

Sources of Finance-Financial Institutions- Problems and remedies-Role of Commercial Banks, IDBI.

#### **UNIT-IV**

Entrepreneurial Development Programmes in India –ED Cell, DICs, KVIC, DRPA, JRY, SISI, SIDCs-Other national, State and District Level Development Programmes.

#### **UNIT-V**

Entrepreneurial Development in Tamil Nadu- State Financial Corporation- SIPCOT-ITCOT-SIDC's SIETI Etc.-State Industrial Policies and Entrepreneurial Development-Tamil Nadu Economic Development.

### Learning Outcomes:

1. Encourages women to become entrepreneurs inspite of all the hurdles being faced by them.
2. Improves the strategy of Business planning and innovative techniques are introduced using Brainstorming session
3. Various financial institutions and the various schemes which are introduced help the budding entrepreneurs to become infant entrepreneurs with great confidence.

Reference Books:

1. Ajay Lakhanpal, Entrepreneurial Development : An Institutional Approach, Common wealth Publishers, 1990
2. Gupta G.B. & Srinivasan N.P., entrepreneurial development, Sultan & Chand Co., 2015
3. Jayashree Suresh, Entrepreneurial development, Margham Publication, 2012
4. S.S. Khanka, Entrepreneurial Development, S. Chand, Revised Edition,2012
5. Tommy Reid & Thomas Reid: Ethics, Excellence & Economics, Keys to Entrepreneurial Development, Harrison House, New York, 1989.

ALLIED: MARKETING II

Learning Objectives:

- 1 Get an insight in to consumer behavior
2. Assess the importance of fixing prices and strategies adopted
3. Evaluate the effectiveness of promotional mix.

SYLLABUS

UNIT-I

Consumer behavior – definition –determinants – types of buying decisions – stages of the buyer process.

UNIT-II

Price–Pricing objectives and price determination–Basic methods of setting prices–Pricing strategies and policies–Pricing strategy of new products.

UNIT-III

Promotional mix - Advertising and other sales promotion efforts–Effects of advertising – Advertising media and agencies-Advertising budget.

UNIT-IV

Personal selling – Salesmanship –nature and functions of salesman– Recruitment and training of salesman – Sales force management–Evaluation of salesmanship – public relations

UNIT-V

Recent trends in marketing – e-commerce – e-marketing – Green Marketing – Relationship Marketing, Ambush Marketing

Learning Outcomes:

- 1 Understand the role of personal selling and public relations in marketing of products
2. Gain in depth knowledge on recent advancements in marketing.
3. It is useful to practise e-marketing, Green marketing,e-commerce.

#### REFERENCE BOOKS:

1. R.S.N.Pillai and Bagavathi “Modern marketing principles and practices – S. Chand & Sons
2. Philip Kotler and Kevin Lane Keller “ Marketing management” – Pearson , 15th Edn., 2012
3. Rajan Saxena, “ Marketing Management” – Mc Graw Hill Education Pvt. Ltd., 2017
4. Rajan Nair, “Marketing”, Sultan Chand and Sons, 2019
5. C.B. Mamoria, Pradeep Jain, Prith Mitra, “Theory and Practice of Marketing” Kitab Mahal Publishers, 2013

#### JOURNALS

Journal of Marketing Management – Tailor and Francis online Journal of Marketing  
International Journal of Marketing Management Indian Journal of Marketing.

### ENVIRONMENTAL STUDIES

#### Learning Objectives:

- 1.It deals with the study of flow of energy and materials in the environment.
- 2.It is the study of exchange of various materials between biotic and abiotic components of our environment.
- 3.It is the scientific study of the environmental system and the status of its inherent or induced changes on organisms.

#### SYLLABUS

##### UNIT - I

Economics and Environment - Definition and role of Environmental Economics - Scope and significance of Environmental economics – Ecology and Ecosystem – Relationship between the environment and the Economic system – Environment as a Resource - Environmental Quality.

##### UNIT - II

Resources - Concepts and definition - Classification of Resources - Renewable and non-renewable resources - Definition and meaning of Conservation of Resources - Material Substitution - Product Life Extension - Recycling - Waste reduction.

##### UNIT - III

Energy - Definition - Sources of Energy and their classification - Renewable and Non-renewable sources of energy - Conventional and non-conventional energy resources - Direct and Indirect energy - Atomic Energy - Energy Scenario in India.

##### UNIT - IV

Pollution as an Economic problem - Pollution control - Optimum Level - Moral suasion - Direct control - Regulation - Fiscal technique - Effluent Charges and subsidies compared

##### UNIT - V

International Environmental Policy - Transfrontier pollution - International Agreements - Stockholm Conference on Human Environment -

Recommendations - United Nations Conference on Environment and Development at Rio-De Janeiro (Agenda 21, June, 1992) - An assessment

**OUTCOMES:**

- 1.It creates an awareness about environmental problems among people.
- 2.Imparting basic knowledge about the environment and its allied problems.
- 3.Developing an attitude of concern for the environment.
- 4.Motivate students to participate in environment improvement.

**Reference Books:**

1. Joseph J. Seneca and Michael K Taussig, Environmental Economics, Pearson College Div., 1983
2. Kneese. A.V., Economics of Environment
3. Krister Hjalte, Karl Lidgren & Ingeger Stand - Environmental Policy and Welfare Economics
4. Bhattacharaya: Environmental Economics-OUP,2002
5. Hanley, Nick, J.F. Shogren, and Ben White (2013): Introduction to Environmental Economics, London: Oxford University Press. ISBN: 9780199568734
6. Karpagam M. (2013) Environmental Economics, Sterling Publishers, New Delhi. ISBN: 9788120721463.

## SEMESTER VI

### CORE XIII: MACRO ECONOMICS–II

**Learning Objectives:**

- 1.To assess the impact of investment on increasing employment, output and consumption through the concept of multiplier
2. To understand the equilibrium between product and factor markets.
- 3.Understand several key models and concepts of monetary economics.

UNIT - I: Multiplier – employment and investment multiplier – leakages of multiplier – uses and limitations of multiplier – principles of accelerator and super multiplier.

UNIT - II: General Equilibrium – Equilibrium of commodity market (IS) and Money Market (LM) – Simultaneous equilibrium of commodity and money market (IS-LM) Changes in general equilibrium.

UNIT - III: Money – Fisher’s quantity theory of money – Cambridge equations – Keynesian theory of money – money supply – determinants of money supply – high power money and money multiplier.

UNIT - IV: Business cycles – types – phases and effects of business cycle – inflation – Philips curve – causes and measures to control inflation.

UNIT - V: Macro-Economic policy: objectives – monetary policy – objectives – instruments – effectiveness of monetary policy – fiscal policy – objectives – monetary and fiscal mix to control inflation .

Learning Outcomes:

1. Students understand the role of super multiplier in macro economic analysis
2. Knowledge about economic fluctuations and policy measures to withstand economic shocks is got by the students.

3. Students are able to analyze the role, value and limitations of monetary and fiscal policies in handling economic fluctuations.

Reference Books:

1. Dornbusch, Rudiger, Stanley Fischer, and Richard Startz (2000). Macroeconomics, Tata McGraw-Hill Publishing Company, New Delhi.
2. Roger E.A. Farmer (2002), Macro Economics, Thompson Asia Pvt.Ltd., Singapore
3. Jha, Raghendra (1991). Contemporary Macroeconomic Theory and Policy, Wiley Eastern Limited, New Delhi.
4. Laidler, David E.W. (1977). The Demand for Money: Theories and Evidence, Harper and Row, New York.
5. Mueller, M.G. (Ed.)(1978). Readings in Macroeconomics, Surjeet Publications, New Delhi.
6. Mankiw. N Gregory (2000) Macro Economics (Worth Publishers, New York)

## CORE XIV: FISCAL ECONOMICS –II

LEARNING OBJECTIVES:

1. Public Debt and its effects and management of Public debt.
2. Deficit Budgeting and its role in India, Objectives of Finance Commission
3. The various objectives and instruments of Fiscal policy and Local finance and the problems of local finance

Learning Outcomes:

1. Helps to know the various loans raised by the government within our country and outside the country..
- 2 .As it is a tool of financing government expenditure, it is a simple way to bridge the gap between excess government expenditure over its receipts.
3. To have a broader outlook towards government expenditure, taxation and public borrowing and the role of local finance as an important instrument of democratic self government.

***UNIT-I***

Public Debt-Sources-Effectsofpublicdebt-Publicdebt-RepaymentofPublicdebt- Management of public debt.

***UNIT-II***

Budget-Deficit financing-Meaning -Objectives-Role of deficit financing in India-Effects on prices, production and distribution.

***UNIT-III***

Federal finance-Principles-Analysis of division of revenue, expenditure and other powers Between union, State and local Governments-Finance commission-Analysis of latest finance commission recommendation– 14<sup>th</sup>&15<sup>th</sup>FinanceCommission.

***UNIT-IV***

Fiscal policy - Objectives and instruments of fiscal policy– Role of Fiscal Policy in a developing economy with reference to India.

***UNIT-V***

Local finance –Functions - Sources of finance to local bodies – Village Panchayat- Municipalities – Corporation– Problems of Local Finance.

Reference:

1. Lekhi R.K and Joginder Singh (2015), Public Finance, Kalyani publishers, Delhi.
2. Musgrave. Richard and Peggy.Musgrave, (2017),Public finance in Theory and practice.Mcgraw-Hill Publications
3. Rosen, Harvey(2013),Public Finance, McGraw Hill Publications



## CORE XV: INTERNATIONAL ECONOMICS II

### Learning Objectives:

1. Enables to learn functions and theories of exchange rates.
2. To visualise the role of foreign capital and investment in enhancing growth.
3. Role of FDI and MNC's and functions and working of international financial institutions are analysed

### UNIT– I

Exchange Rate: Meaning-Determination of Equilibrium of exchange rate-Fixed and Flexible Exchange Rate – Managed Float.

### UNIT –II

Foreign Exchange Market: Functions- Transfer function- Credit Function- Hedging Function. Theories of Exchange Rate: Mint theory-Purchasing power parity theory-Balance of Payment Theory.

### UNIT –III

Role of foreign capital in economic development– issues in foreign capital in economic development – theory of direct investment– issues in foreign direct investment– Multinational Corporations- Foreign aid.

### UNIT –IV

International Monetary System – IMF– SDR–International Liquidity.

### UNIT–V

Trade and Development– Economic Integration, Meaning, Types– World Bank- IBRD,GATT, WTO. Structure, Objectives, Functions and Working.

### Learning Outcomes:

- 1.Students will be able to describe the impact of global trade.
- 2.Helps to evaluate various International Institutions that govern global trade.
- 3.Analyse the foreign exchange market and identify regional economic integration.

### Reference Books:

1. Mithani D.M., International Economics, Himalaya Publishing House, 7th Edition, 2015.
2. Jhingan M.L., International Economics, Vrinda Publications Pvt. Ltd., 2016.
3. Sodersten. B.O. and Geoffrey Reed, International Economics, Palgrave Macmillan, 3rd Revised Edition, 1994.
4. Vaish M.C. and Sudama Singh, International Economics, Oxford and IBH Publishers, 2018

5. Cherunilam Francis, International Economics, McGraw Hill Education, 5th Edition, 2017
6. Sankaran, S., International Economics, Margham Publications, 1st Edition, 2012
7. Mannur, H.G., International Economics, Vikas Publishing, Second Edition, 2018.

## ELECTIVE: HUMAN RESOURCE DEVELOPMENT II

### Learning Outcomes:

1. The knowledge on the potential development opportunities for future assignments
- 2 To utilize manpower resources more effectively
- 3 To provide proper job placement to employees

### UNIT –I

Promotion and Career Planning: Concepts– Criteria for Promotion– Demotion.

### UNIT - III

Career Planning: Concepts - Stages in Career planning–Specific problems and solutions thereof.

### UNIT -III

Human Resources and Productivity: Factors of productivity–Role of the Management in increasing productivity- Organization for Productivity –Motivation for productivity- Sharing productivity gains

### UNIT –IV

Building up Morale - Preparing People for Change-Worker’s Participation in Management

### UNIT - V

Motivation: Concepts – Theories of Motivation–Maslow’s Hierarchy of needs- Motivation techniques.

Learning Outcomes:

1. It gives knowledge on Factors of production and management
2. It helps to solve problems in career planning.
3. To provide proper job placement to employees

*Reference Books:*

1. Dwivedi, R.S., Text Book of Human Resource management, Vikas Publishing House Pvt. Limited, 2013.
2. Memoria, C. B and V.S. P. Rao, Personnel Management, Himalaya Publishing House, 2012, 13<sup>th</sup> Edition
3. Ramaswamy, E. A., A Question of Balance of Labour– Management in practice, Oxford University Press
4. Venkatarathnam, C. S.&Srivastava, B. K., Personnel Management and Human Resources, a McGraw Hill Publishing, 1994
5. SubbaRao, P., Essentials of Human Resource Management & Industrial Relations, Himalaya Publishing House, 2014, 5<sup>th</sup> Edition.
6. Aswathappa.K., Human Resources Management – Text and Cases, McGraw Hill Education , 6<sup>th</sup> Edition, 2017.
7. Tripathi P.C., “ Human Resources Development”, Sultan Chand and sons since 1950, New Delhi, 2013.
8. Noe, Hollenbeck, Gerbant, Wright,” Fundamentals of Human Resources Management”, Mc Graw Hill, 7<sup>th</sup> Edition

Tat

ELECTIVE: PRINCIPLES OF MANAGEMENT

Learning Objectives:

- ❖ To help the students get better knowledge on evolution of management science, recent trends and challenges faced at global level.
- ❖ To impart career development stage, learning new skills and moving towards higher job responsibilities and also bringing changes in career options within the organization.
- ❖ To study recent trends including total quality management, risk management and crisis management.

UNIT-I: Management defined-basic principles of management. The evolution of management science trends and challenges of management in global scenario.

UNIT-II: Planning: planning – first step in the process of management cycle-basic techniques of planning Basic factors involved in planning-Key planning points-psychological hazards to rational planning– strategic consideration in planning. Decision making process – Rational Decision Making.

UNIT-III: Need of organization– organizational hierarchy in large concerns– top management organization – staff units and committee –factors to be considered in the establishment of an organization Career development – career stages – training and performance appraisal.

UNIT-IV: Process of controlling – types of control – budgetary and non-budgetary – Authority relationship-line function and staff– basics of delegation of responsibility and authority. Centralization and decentralization of authority and the pros and cons of each.

UNIT-V: Span of control – Pros and cons of narrow and wide spans of control– optimum spans.

#### Learning Outcomes:

- ❖ Students learn why decision making is the essence of management.
- ❖ Better knowledge on the process of controlling and its components.
- ❖ Better understanding of budgetary controlling techniques involving formulation of plans using statistical data, special report analysis, internal audit and ratio analysis.

#### Reference Books:

1. C.B. Gupta, Management Theory & Practice -Sultan Chand & Sons-New Delhi.
2. L.M. Prasad, Principles & Practice of Management-Sultan Chand & Sons-New Delhi.
3. P.C. Tripathi & P.N Reddy, Principles of Management-Tata McGraw Hill-New Delhi.
4. Wehrich and Koontz, Management– A Global Perspective
5. N.Premavathy, Principles of Management-Sri Vishnu Publication-Chennai.
6. J. Jayasankar, Business Management- Margham Publication- Chennai
7. Harold Koontz, Cyril O & Donnell (1968) : Principles of Management.
8. Charles. W.L. Hill, Stever L Mcshane, (2007), Principles of Management, McGraw Hill Education.

## INTERNAL MARKS ASSESSMENT

Attendance (5 Marks)			Seminar	Assignment	Test		Model Exam	Total
90-100	80-90	70-80	(5 Marks)	(5 Marks)	CIA 1	CIA 2	(5 Marks)	25
					(5 Marks)			

*[Signature]*

*R. Shanthi*

*[Signature]*

Dr.P.C.Sreelatha  
HOD,Department of Business Economics

Dr.R.Shanthi  
Principal,AACW



*R. Shanthi*

PRINCIPAL

ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 040



**UNIVERSITY OF MADRAS**  
(Established under the ACT of Incorporation XXVII of 1857-  
Madras University Act 1923.  
NAAC 'A++' Grade, CGPA 3.59, NIRF 2019 Rank: 20)  
**CHEPAUK CAMPUS, CHENNAI-600 005.**  
Website: [www.unom.ac.in](http://www.unom.ac.in), Tel.044-25399000

## **Post Graduate Programme in English**

**Curriculum and Syllabus for  
M.A. English  
(with effect from the Academic Year 2023-2024)**

**June - 2023**

Note: The BOS in English (PG) is designed the syllabus M.A. English on model syllabus provided by TANSCHÉ and also based on the Learning Outcome Based Curriculum Framework as prescribed by the UGC.

ANNA ADARSH COLLEGE FOR WOMEN  
POST GRADUATE DEPARTMENT OF ENGLISH  
MA ENGLISH COURSE HANDOUT 2023-2024  
LIST OF FACULTY

1.	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2.	Dr. R. V.Soupraja, M.A, B.Ed, M.PHIL, Ph.D
3.	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
4.	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
5.	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
6.	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
7.	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
8.	Dr.K. Srividhya, M.A, M.Phil, Ph.D
9.	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
10.	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
11.	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
12.	Dr. A.V.Joey, M.A, M.Phil, Ph.D
13.	Dr. Nagarani D, M.A, M.Phil, Ph.D
14.	Mrs.Sindhujaa K.T, M.A, M.Phil, NET
15.	Mrs. Aparna B, M.A, M.Phil, SLET
16.	Mrs. K. Mary Elizabeth, M.A, M.Phil
17.	Dr. Kavitha V, M.A, M.Phil, Ph.D
18.	Ms. R.Maheswari M.A,M.Ed,M.Phil,NET

*Archana Sardana*



*R. Shanthi*

ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 048



# UNIVERSITY OF MADRAS

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## **Post Graduate Programme in English**

### **Curriculum and Syllabus for M.A. English**

**(with effect from the Academic Year 2023-2024)**

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## **CONTENTS**

1. Preamble
2. Structure of Course
3. Learning and Teaching Activities
4. Tutorial Activities
5. Laboratory Activities
6. Field Study Activities
7. Assessment Activities
  - 7.1 Assessment principles
  - 7.2 Assessment Details
8. Teaching methodologies
9. Faculty Course File
10. Template for PG Programme in English
11. Template for Semester
12. Methods of Assessment
13. Testing Pattern
14. Different Types of Courses
15. Model Syllabus

**1. Cognitive Domain**

(Lower levels: K1: Remembering ; K2: Understanding ;  
K3: Applying; Higher levels: K4: Analysing ; K5:  
Evaluating; K6: Creating)

**2. Affective Domain**

**3. Psychomotor Domain**

**4. Structure of Course**

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
Learning Objectives: (for teachers: what they have to do in the class/lab/field)			
Course Outcomes: (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [ This is done during 2 Tutorial hours)			
Units	Contents	Required Hours	
I		17	
II		17	
III		17	
IV		17	
V		17	
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)		

be included in the External Examination question paper)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
<b>Learning Resources:</b>		
<ul style="list-style-type: none"> <li>• <b>Recommended Texts</b></li> <li>• <b>Reference Books</b></li> <li>• <b>Web resources</b></li> </ul>		
<b>Board of Studies Date:</b>		

### 3. Learning and Teaching Activities

#### 3.1 Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

#### 3.2 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
	Total	90 periods

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

#### 6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

#### 7. Assessment Activities

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

##### 7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test – I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%
Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test – II	12 <sup>th</sup> Week	6%	20%
Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## **8. TEACHING METHODOLOGIES**

**8.1 Traditional Teaching methods** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

**8.2 Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

**8.3 Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

**8.4 Introducing students to applications before teaching the theory**

**8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

**9. Faculty Course File Structure**

**CONTENTS**

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level  
and three average Answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for  
Higher studies  
Preparation  
(GATE/Placement)
- x. List of mentees and their academic achievements

**Choice Based Credit System (CBCS), Learning Outcomes Based  
Curriculum Framework (LOCF) Guideline Based Credits and Hours  
Distribution System  
for all Post – Graduate Courses including Lab Hours  
First Year – Semester – I**

List of Courses	Credits	No. of Hours
Core – I	5	7
Core – II	5	7
Core – III	4	6
Elective – I	3	5
Elective – II	3	5
	<b>20</b>	<b>30</b>

**Semester-II**

List of Courses	Credits	No. of Hours
Core – IV	5	6
Core – V	5	6
Core – VI	4	6
Elective – III	3	4
Elective – IV	3	4
Skill Enhancement Course [SEC] - I	2	4
	<b>22</b>	<b>30</b>

**Second Year – Semester – III**

List of Courses	Credits	No. of Hours
Core – VII	5	6
Core – VIII	5	6
Core – IX	5	6
Core – X	4	6
Elective – V	3	3
Skill Enhancement Course - [SEC] - II	2	3
Internship / Industrial Activity [Credits]	2	-
	<b>26</b>	<b>30</b>

**Semester-IV**

List of Courses	Credits	No. of Hours
Core – XI	5	6
Core – XII	5	6
Project with VIVA VOCE	7	10
Elective – VI (Industry Entrepreneurship)	3	4
Skill Enhancement Course – [SEC] - III/ Professional Competency Skill	2	4
Extension Activity	1	-
	<b>23</b>	<b>30</b>

**Total 91 Credits for PG Courses**

## 12. Methods of Assessment

Methods of Assessment	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/Comprehended (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

### 13. Testing Pattern (25+75) 13.1 Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hours.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from the Theory part and the other best from the two Laboratory parts. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hours. There is no improvement for CIA in both theory and laboratory, and also for University End Semester Examination.



### 13.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

#### Question paper Model

<b>Intended Learning Skills</b>	<b>Maximum 75 Marks</b> <b>Passing Minimum: 50%</b> <b>Duration : Three Hours</b>
	<b>Part –A (10x 2 = 20 Marks)</b> Answer ALL questions <b>Each Question carries 2mark</b>
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	<b>Question 1 to Question 10</b>
	<b>Part – B (5 x 5 = 25 Marks)</b> Answer ALL questions Each questions carries 5 Marks
Descriptions/ Application (problems)	<b>Either-or Type</b> Both parts of each question from the same UNIT
	<b>Question 11(a) or 11(b)</b> To <b>Question 15(a) or 15(b)</b>
	<b>Part-C (3x 10 = 30 Marks)</b> Answer any <b>THREE</b> questions Each question carries 10 Marks
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	<b>Question 16 to Question 20</b>

Each question should carry the course outcome and cognitive level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

## 14 Different Types of Courses

### (i) Core Courses ( Illustrative )

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post- Colonial Theory and Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Writings of the Marginalized
11. Comparative Literature and Classics in Translation
12. A Glimpse of Nobel Laureates
13. Project and Research Methodology

### (ii) Elective Courses (ED within the Department Experts) ( Illustrative )

1. Science Fiction , Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Gender Studies through Literature
4. Literature and Film
5. Life Writings  
OR  
Travel Writing
6. Theatre Art  
OR  
Recent Trends in Literature

### (iii) Skill Enhancement Courses

1. Employability Skills  
OR  
Technical Writing  
OR  
Basics of Copy Editing
2. Entrepreneurship Development
3. English Literature for Competitive Examinations

### Credit Distribution for MA ENGLISH

#### First Year Semester- I

Part	List of Courses	Credit	No. of Hours
	402C1A: Core- I Poetry	5	7
	402C1B: Core – II Drama	5	7
	402C1C: Core – III Fiction	4	6
	402E1A: Elective – I Science Fiction, Fantasy and Detective Literature	3	5
	402E1B: Elective- II Approaches and Methods in English Language Teaching	3	5
		<b>20</b>	<b>30</b>

#### Semester-II

Part	List of Courses	Credit	No. of Hours
	402C2A: Core – IV Indian Writing in English	5	6
	402C2B: Core – V American Literature	5	6
	402C2C: Core Course – VI Shakespeare Studies	4	6
	402E2A: Elective Course – III Gender Studies through Literature	3	4
	402E2B: Elective Course – IV Literature and Film	3	4
	Skill Enhancement Course [SEC] I – (Any one) 402S2A: Employability Skills 402S2B: Technical Writing 402S2C: Basics of Copy Editing	2	4
		<b>22</b>	<b>30</b>

#### Second Year Semester-III

Part	List of Courses	Credit	No. of Hours
	502C3A: Core – VII Post-Colonial Literature	5	6
	502C3B: Core – VIII Contemporary Literary Criticism	5	6
	502C3C: Core – IX Language and Linguistics	5	6
	502C3D: Core- X Writings of the Marginalized	4	6
	Elective V- (Any one) 502E3A: Life Writings 502E3B: Travel Writing	3	3
	502S3A: SEC - II - Entrepreneurship Development	2	3
	502S3B: Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	502C4A: Core – XI Comparative Literature and Classics in Translation Studies	5	6
	502C4B: Core– XII A Glimpse of Nobel Laureates	5	6
	Elective– VI (Any one) 502E4A: Theatre Art 502E4B: Recent Trends in Literature	3	4
	502C4C: Project with VIVA VOCE - Project and Research Methodology	7	10
	502S4A: SEC-III - English Literature for Competitive Exams	2	4
	502V4A: Extension Activity	1	
		<b>23</b>	<b>30</b>

**Methods of Evaluation**

<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

**UNIVERSITY OF MADRAS**  
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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SEMESTER I - CORE -1 - POETRY**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1A	POETRY	Core	Y	Y	-	-	5	7	25	75	100
<b>Learning Objective</b>											
LO1	To introduce the learners to the literary tradition of English Poetry starting from Medieval to Modern Period.										
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.										
LO3	To enable the students to have a comprehensive view of the History of English literature										
LO4	To differentiate the various stages of English through the representative poets										
LO5	To critically examine the works of the writers of the period										
<b>Details</b>											
<b>UNIT I-Middle English Poetry</b>											
-Geoffrey Chaucer: "The General Prologue"-Pardoner, The Nun, Doctor, Friar											
<b>UNIT II- Elizabethan Poetry</b>											
- Edmund Spenser: "Prothalamion"											
- John Donne: "The Canonization"											
<b>UNIT III-Seventeenth Century Poetry &amp;Eighteenth Century Poetry</b>											
- John Milton: "Paradise Lost" Book IX											
- Andrew Marvell: "To His Coy Mistress"											
- John Dryden: "Absalom and Achitophel" [ Lines 150 – 476 ]											
- Thomas Gray: "Ode to a Distant Prospect of Eton College"											
<b>UNIT IV- Romantic &amp; Victorian Age Poetry</b>											
William Wordsworth "Tintern Abbey"											
S.T.Coleridge "Rime of an Ancient Mariner"											
P.B.Shelley "Ode to the West Wind"											
Robert Browning "My Last Duchess"											
Matthew Arnold "Dover Beach"											

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**UNIT V- Modern Poetry**

- Rupert Brooke: "The Soldier"
- T.S.Eliot: "The Love Song of J. Alfred Prufrock"
- W. H. Auden: "Elegy on the death of W.B. Yeats"
- T.S.Eliot: "The Love Song of J. Alfred Prufrock"
- Dylan Thomas: "Do Not Go Gentle Into That Good Night"
- Philip Larkin: "Whitsun Weddings"
- Ted Hughes: "Hawk Roosting"
- Seamus Heaney: "The Tollund Man"

**Programme Outcomes**

CO	On completion of this course, students will	
1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	PO1, PO2
2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	PO5,PO6
3	Critically evaluate the literary language of the texts Prescribed.	PO7
4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	PO8
5	Exhibit the skill of analyzing literary works and writing Effectively	PO9, PO10

**Text Book**

1	1973, The Oxford Anthology of English Literature Vol. I: The Middle Ages Through the 18th century. OUP, London
2	Standard editions of texts

**Reference Books**

1.	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay, Faber and Faber limited, London.
2.	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford – upon – Avon Studies Vol. II, Edward Arnold, London.
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

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<b>Web Resources</b>	
1.	<a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>

**Mapping with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes**

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0







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2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
<b>Text Book</b>		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.	
<b>Reference Books</b>		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	
<b>Web Resources</b>		
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)	
2.	<a href="http://www.clt.astate.edu/wmarey/asste%a">http://www.clt.astate.edu/wmarey/asste%</a>	
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>	
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>	
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	

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**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

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**CORE III - FICTION**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1C	<b>FICTION</b>	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
LO1	To familiarize the students with the origin and development of British fiction from beginnings to 20th c.										
LO2	To introduce the students to major writers of British fiction.										
LO3	To enable the students to comprehend the social background based on the prescribed novels.										
LO4	To facilitate the learners to identify and differentiate various forms of novels.										
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.										
<b>Details</b>											
<b>UNIT I</b> <ul style="list-style-type: none"> <li>• Definition, types, narrative modes</li> <li>• Daniel Defoe -<i>Robinson Crusoe</i></li> </ul> <b>UNIT II - Jonathan Swift - <i>Gulliver's Travels</i></b> <ul style="list-style-type: none"> <li>• Walter Scott -<i>Kenilworth</i></li> </ul> <b>UNIT III</b> <ul style="list-style-type: none"> <li>• Jane Austen - <i>Emma</i></li> <li>• Emily Bronte – <i>Wuthering Heights</i></li> </ul> <b>UNIT IV</b> <ul style="list-style-type: none"> <li>• Charles Dickens - <i>Hard Times</i></li> <li>• George Eliot - <i>The Mill on the Floss</i></li> <li>• Thomas Hardy - <i>The Mayor of Casterbridge</i></li> </ul> <b>UNIT V</b> <ul style="list-style-type: none"> <li>• D. H. Lawrence -<i>The Rainbow</i></li> <li>• Virginia Woolf- <i>Mrs.Dalloway</i></li> <li>• Julian Barnes - <i>A History of the World in 10½ Chapters</i></li> </ul>											

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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
<b>CO2</b>	Identify the characteristics of different types of novels	PO2, PO3
<b>CO3</b>	Categorize the novels of different periods and Interpret the works of eminent writers.	PO4, PO5
<b>CO4</b>	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
<b>CO5</b>	Critically examine the works of the writers prescribed	PO7, PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.	
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 <sup>th</sup> Century, The Camelot Press Ltd, Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	

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<b>Web Resources</b>	
1.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

**Mapping with Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

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**ELECTIVE- I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E1A	Science Fiction, Fantasy and Detective Literature	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
CO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
CO2	To enable them to identify the basic Structure and themes of Science Fiction										
CO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
CO4	To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction										
CO5	To involve the students to a close reading important representative texts.										
<b>Details</b>											
<b>UNIT I-BACKGROUND STUDIES</b>											
<ul style="list-style-type: none"> <li>● Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams)</li> <li>● Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction</li> <li>● Gothic Science Fiction,</li> <li>● Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)</li> </ul>											
<b>UNIT II-DETECTIVE FICTION</b>											
<ul style="list-style-type: none"> <li>● <i>The Hound of Baskervilles</i> - Arthur Conan Doyle</li> <li>● <i>Murder on the Orient Express</i> - Agatha Christie</li> </ul>											
<b>UNIT III-SCIENCE FICTION</b>											
<ul style="list-style-type: none"> <li>● Jules Verne - <i>Journey to the Center of the Earth</i></li> <li>● H.G.Wells - <i>The Time Machine</i></li> <li>● Isaac Asimov - <i>I,Robot</i></li> </ul>											
<b>UNIT IV-FANTASY FICTION</b>											
<ul style="list-style-type: none"> <li>● Lewis Carrol -<i>Alice in the Wonderland</i></li> <li>● Peter Straub - <i>Shadowland</i></li> </ul>											
<b>UNIT V-SHORT STORIES</b>											
<ul style="list-style-type: none"> <li>● Edgar Alan Poe - "The Murders in the Rue Morgues"</li> <li>● E.M. Forster - "The Machine Stops"</li> <li>● Ray Bradbury - "All Summer in a Day" -</li> </ul>											



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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
<b>CO2</b>	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
<b>CO3</b>	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
<b>CO4</b>	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
<b>CO5</b>	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	PO10
<b>Text Books (Latest Editions)</b>		
	<ol style="list-style-type: none"> <li>1. Christie, Agatha. Murder on the Orient Express. 1934, New York: HarperCollins, 2011.</li> <li>2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.</li> </ol>	
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
	<ol style="list-style-type: none"> <li>1. Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.</li> <li>2. Zemboj, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.</li> <li>3. James, P. D. Talking About Detective Fiction. London: Faber &amp; Faber, 2010.</li> </ol>	
<b>WEB RESOURCES</b>		
	<p> <a href="https://archive.org/details/EncyclopediaOfScienceFiction">https://archive.org/details/EncyclopediaOfScienceFiction</a>  <a href="https://www.britannica.com/art/science-fiction">https://www.britannica.com/art/science-fiction</a>  <a href="https://archive.org/details/mammotheencylope000unse_m8s5">https://archive.org/details/mammotheencylope000unse_m8s5</a>  <a href="https://www.britannica.com/art/detective-story-narrative-genre">https://www.britannica.com/art/detective-story-narrative-genre</a>  <a href="https://archive.org/details/shadowland00petc_1">https://archive.org/details/shadowland00petc_1</a>  <a href="https://archive.org/details/isaac-asimov-the-last-question">https://archive.org/details/isaac-asimov-the-last-question</a> </p>	

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**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0



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**ELECTIVE – II - APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E1B	<b>Approaches and Methods in English Language Teaching</b>	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems in language teaching										
LO4	Explore different ways of testing										
LO5	Practice writing lesson plans and teaching										
<b>Details</b>											
<b>UNIT I</b>											
Beginning of ELT - A Historical Overview English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP) Teaching of English as Second Language (TESL) in India Second Language Acquisition Theories; Krashen's hypothesis; Chomskian perspective											
<b>UNIT II</b>											
ELT Theories - Behaviourism, Cognitivism, Constructivism Approaches - Structural Approach, Lexical Approach, Communicative Approach, Task-Based Teaching and Learning Methods - Grammar-Translation, Audio-Lingual, Oral Situational, Direct Method											
<b>UNIT III</b>											
Teaching Poetry, Prose, Drama, Fiction - Methods and Techniques Content and Language Integrated Learning (CLIL) - Teaching LSRW skills through Literature Computer Assisted Language Learning (CALL) - ICT tools - e-books, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling, YouTube videos, Mobile apps, and games											
<b>UNIT IV</b>											
Types of Syllabus; Materials Design and Development Outcome Based Education (OBE); Bloom's Taxonomy, Revised Taxonomy (2001) Writing Lesson Plan and Class Summary Student Diversity and Classroom Management; Teacher as Facilitator or Mentor Classroom Observation; Teacher Reflection; Teaching Journals; Peer Teaching and Group Teaching											

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**UNIT V**

Testing and Evaluation - Norm vs Criterion-Referenced Testing  
 Test Types and Test Design: Formative and Summative Assessment; Wash-back effect  
 Test Validity, Reliability, and Practicality  
 Multiple Choice Questions (MCQ) - Item Difficulty and Distractor Analysis  
 Common European Framework of Reference for Languages (CEFR): IELTS and TOEFL

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify teaching methods/approaches	PO3
<b>CO2</b>	Learn to teach skills - L S R W and literature	PO1, PO2
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials	PO4, PO5
<b>CO4</b>	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO3, PO7
<b>CO5</b>	Learn to prepare lesson plans to teach English	PO8, PO9

<b>Textbooks(Latest Editions)</b>	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	Saraswathi, V, English Language Teaching: Principles and Practice
3.	Penny Ur. A Course in Language Teaching Practice and theory
<b>References Books</b>	
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
<b>Web Resources</b>	
1	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>
3.	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>
4.	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>
5.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>

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**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

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**THIRD SEMESTER**

**CORE Paper 9 - Shakespeare Studies**

**Course Objectives**

- CO1-To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- CO2-Analysing the context of Elizabethan England from the evolving contemporary perspective down the ages.
- CO3- Undertake textual analysis of Shakespeare's Plays and Sonnets
- CO4- Appraise Shakespeare's contribution to English language and literature
- CO5- Critically understanding the appreciations by critics on Shakespeare

**Learning Outcomes**

The art of Shakespeare theatre and his versatility can be well-enjoyed by the students. Both the culture and political scenario of the Elizabethan theatre will pave way for the better understanding about the theatre's development.

**Unit 1**

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19<sup>th</sup> Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

**UNIT 2**

Sonnets  
Comedies

Sonnets – 12, 65, 86,130  
Much Ado About Nothing  
Winter's Tale.

**UNIT 3**

Tragedy

Othello

**UNIT 4**

History

Henry IV Part 1

**UNIT 5**

**Shakespeare Criticism**

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;

A.C. Bradley (extract)

Chapter V & VI and the New  
Introduction by John Russell Brown in Shakespearean  
Tragedy by A.C.Bradley, London, Macmillan, Third  
Edition, 1992

Granville Baker

From Prefaces to Shakespeare

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Stephen Greenblatt

Invisible Bullets: Renaissance  
Authority and its Subversion, Henry IV &  
Henry V, in Shakespearean Negotiations.  
New York:Oxford University Press, 1988

Also in Political Shakespeare:New Essays  
in Cultural Materialism. Eds. Jonathan  
Dollimore and Alan Sinfield Manchester  
University Press,1994

Ania Loomba

Sexuality and Racial Difference  
in Gender, Race, And Renaissance  
Drama, Manchester UP, 1989.

**Reading list (Print and online)**

1. Bradley, A.C., 1904 Shakespearean Tragedy, Macmillan,London.
2. Spurgeon, 1935, C.F.E. Shakespeare's, Imagery and what It Tells us,Cambridge UP, Cambridge.
3. E.M.W. Tillyard, 1943, Elizabethan World Picture, Chatto and Windus, London.
4. Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
5. Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
6. Henn, T.R., 1956, The Harvest of Tragedy, London.
7. Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
8. Muir K., 1961, William Shakespeare: The Great Tragedies, London.
9. Hunter G.K. William Shakespeare, 1962, The Late Comedies, London & New Year.
10. Knights, L.C., 1962, William Shakespeare: The Histories, London.
11. Eastman A.M. & G.B. Garrison eds., 1964, Shakespeare's Critics from Jonson to Auden : A Medley of Judgments, Michigan.
12. Oscar James Campbell, ed., 1966, A Shakespeare Encyclopaedia, London, Methuen & Co.
13. Jonathan Dollimore, ed., 1984, The Radical Tragedy. The Harvester Press, Cambridge.
14. Shakespeare Surveys, (Relevant Volumes).
15. John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
16. Stephen Greenblatt, 1988, Shakespearean Negotiations, Oxford University Press .
17. Ania Loomba, 1989, Gender, Race, Renaissance Drama, Manchester, MUP.
18. Jonathan Dollimore and Alan Sinfield, eds., 1994, Political Shakespeare, Manchester University Press.

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Website, e-learning resources

<http://www.shakespeare.bham.ac.uk/resources>

**Recommended list**

1. Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
2. Standard editions of texts.

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	1	2
Outcomes 2	3	3	3	3	3
Outcomes 3	2	2	2	3	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	2	2
Outcomes 6	1	2	1	1	1
Overall weightage	14	15	13	13	13



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**CORE Paper 10 - Linguistics and English Language Teaching**

**Course Objectives**

- CO1- To enable a conceptual understanding of the English Language from the scientific perspective
- CO2- To recognize the use sounds and structures
- CO3- Identifying and explaining the process of second language acquisition
- CO4- To evaluate Applied linguistics, digital literacy and English Language Teaching approaches
- CO5- Comprehending the process and need for a proper curriculum development

**Learning Outcomes**

A better understanding about the sounds of language and its practical application in everyday life pertaining to the English language teaching could be achieved.

**Unit I - Phonetics and Phonology**

Articulatory, Auditory and Acoustic Phonetics, The Anatomy and Physiology of Speech, Phonetic Transcription, Initiation of Speech, Consonants and Vowels and their Classification, Suprasegmentals, Acoustic Characteristics of Speech, Phoneme, Phonological Processes and Features.

**Unit II - Morphology**

Morph, Morpheme, Allomorph, Morphological processes, Morphophonemics, Compounds, Analyzing Morphological Structure, Word classes, Word Formation.

**Unit III - Applied Linguistics**

- a. Stylistics: The relationship of language to literature, Stylistics and Literary Criticism, Poetic discourse, narrative discourse and dramatic discourse.
- b. Language Disorders: The brain and language organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.
- c. Lexicography: Monolingual dictionary, Interlingual dictionary, Problems of Intertranslatability, General and Special Purpose Dictionaries.
- d. Language Teaching

**Unit IV - Curriculum Development and Language Assessment**

- Types of Syllabus; Materials Design and Development; Lesson Plans
- Synchronous and Asynchronous Learning, Learning Management Systems (LMS)
- Outcome Based Education (OBE), Bloom's Taxonomy, ADDIE Model
- Wash-Back Effect; Formative and Summative Assessment
- Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distracter Analysis
- Common European Framework of Reference for Languages (CEFR)

**Unit V - Digital Literacy and Action Research**

- Digital Language Labs - Synchronous and Asynchronous language teaching
- ICT tools, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling
- Web 2.0 - Language Learning apps, Blogs, Social Networks,
- Blended Learning, Flipped Classroom
- Fundamental Research, Empirical Research, Evaluative Research, Action Research

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**Recommended list**

- Balasubramanian.T. A Textbook of English Phonetics for Indian Students. Laxmi Publications, 2013.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment - <http://cbcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>
- Crystal, David. A Dictionary of Linguistics and Phonetics. Blackwell Publishing, 2008
- Crystal, David. The Cambridge Encyclopedia of the English Language. Cambridge University Press, 2003
- David Nunan, *Syllabus Design*, Oxford U P, 1988.
- Jack C. Richards and Charles Lockhart. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, 1994.
- Jack C.Richards and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2010.
- Monica and BogdanPatrut (ed.) *Social Media in Higher Education: Teaching in Web 2.0*, Idea Group, 2013.
- Prabhu, N.S. *Second Language Pedagogy*. Oxford U P, 1987.
- Rod Ellis. *The Study of Second Language Acquisition*. Oxford University Press, 1994.
- Thomas M, Haladyna. *Developing and Validating Multiple-Choice Test Items*, Lawrence Erlbaum Associates, 1999.
- Yule, George. *The Study of Language*. Cambridge University Press, 201

**Learning outcome Index: Mapping of Program outcome with Courses**

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	2	1	1	1
Outcomes 2	1	1	2	1	2
Outcomes3	1	2	3	3	3
Outcomes 4	3	2	3	2	3
Outcomes 5	3	3	3	3	3
Outcomes 6	1	1	1	1	1
Overall weightage	10	11	13	11	13



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**CORE Paper 11 - Literary Criticism and Literary Theory**

**Course Objectives**

- CO1- Enabling the students to present an overview of the critical trends starting from Aristotle's classical criticism to the post-structural and post-colonial theories  
CO2- Understanding Classical, New-classical, Romantic critics and to familiarize the students with aesthetic concepts  
CO3- Analyzing various approaches beginning from humanistic approach to that of structuralism and post-structuralism approaches  
CO4- Discussing key terms and concepts in theories  
CO5- Applying theories in approaching a text

**Learning Outcomes**

The comprehension and application of literary theories and literary criticism with the support of the background study of the text written by pioneers will shape the perspective of the students in approaching a text.

**Unit 1**

Imitation - Pleasure and Instruction - Myths and Archetypes - Poetic Structure - Diction; Text - Author-Reader - The 'Other' - Formalism - Structuralism - Deconstruction - Post-Colonialism.

**UNIT 2**

Classical, Neo - Classical and Romantic Criticism

Aristotle

Poetics: Aristotle's view of Imitation & Definition of Tragedy Chapters 1-3,6-12 and 14.

Sir Philip Sidney  
William Wordsworth  
S.T. Coleridge

Apologies for Poetry  
Preface to Lyrical Ballads  
Biographia Literaria Ch 14

**UNIT 3**

Humanistic Criticism

Matthew Arnold  
T.S. Eliot

Study of Poetry  
Tradition and the Individual Talent

**UNIT 4**

Formalism and Structuralism

Cleanth Brooks  
Northrop Frye  
David Lodge

Language of Paradox  
The Archetypes of Literature  
Working with Structuralism -Essays on Hemingway

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Tzvetan Todorov

Structural analysis of Narrative

**UNIT 5**

Post Structuralism

Roland Barthes

Edward Said

Death of the Author

(From "Orientalism" Extract in

A Post-Colonial Studies Reader)

**Reading list (print and online)**

1. M.H. Abrams, 1953, *The Mirror and the Lamp*, OUP, Oxford.
2. Wimsatt and Brooks, ed., 1957, *Literary Criticism – A Short History*, Prentice-Hall, Delhi.
3. David Daiches, 1984, *Critical approaches to Literature*, Revised Edition, Orient Longman, Hyderabad.

**Recommended list**

1. T.S. Dorsch, Tr., 1965, *Classical Literary Criticism* Penguin Books. Chapters 1 to 3, 6 to 12 and 14.
2. David Lodge, ed., 1972, *Twentieth Century Literary Criticism*, Longman, London.
3. S. Ramaswamy and V.S. Seturaman, 1976, 1979 (Two Vols.), *English Critical Tradition*, Macmillan, Chennai.
4. David Lodge, ed., 1989, *Modern Literary Theory*, Longman, London.
5. V.S. Seturaman, ed., 1989 *Contemporary Criticism*, Macmillan, Chennai.
6. Ashcroft, Griffith & Tiffin, eds., 1995, *Post-Colonial Studies Reader*, Routledge, London.

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	3	2	3
Outcomes 2	3	3	3	2	3
Outcomes 3	2	3	3	1	2
Outcomes 4	3	3	3	2	3
Outcomes 5	2	2	2	2	1
Outcomes 6	1	1	1	1	1
Overall weightage	14	15	15	10	13

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**Elective Paper 3 - INTRODUCTION TO TRANSLATION STUDIES**

**Course Objectives**

- CO1- To sensitize learners to the role of translations in society
- CO2- To introduce learners to basic skills in translation
- CO3- Understanding various cultural aspects through translated text
- CO4- Analyzing the difference in translation through comparison
- CO5- Applying learned nuances of translation in practical mode

**Learning Outcomes**

Interest to study various text and its translations will lead the students towards a comparative study.

**Unit 1 Basic concepts of Translation (10 Hrs)**

**Kinds of Translation**

- a. Interlingual
- b. Intralingual
- c. Intersemiotic

**Concepts to be derived from practice**

- a. Source Language and Target Language
- b. Equivalence
- c. Word for word, Sense for Sense

**Unit 2 Translation in the Indian context**

2.1 Introduction to Short Fiction from South India by Mini

Krishnan

2.2 Central Issues in Translation - Chapter 1 from *Translation Studies* by Susan

*Bassnett*

**Unit 3 Literary Texts in translation**

VM Basheer

- Poovan Banana

Ki. Rajanarayanan - 'The Chair' in *Tamil Story*, Ed. Dilip Kumar

**Unit 4 Comparison among Translations**

4.1 Thirukkural Translation (any five)- G.U. Pope & P.S. Sundaram

4.2 Kurunthokai Translation (any 2 poems) – Vaidehi & A. K. Ramanujam

4.3 Kafka's *The Metamorphosis* translated by Susan Bernofsky & Stanley Corngold

**Unit 5 Practical Application Tasks**

Assign a Paragraph to the students for translation.

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**Reading list (Printed and online)**

**Suggested Reading**

Munda, Jeremy. 'New Directions from the New Media'. Introducing Translation Studies. Routledge, New York. 2008.

**Recommended Reading**

Baker, Mona, In Other Words: A Course Book on Translation. London: Routledge  
Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.  
Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics.  
Duff, Alan, Translations, Oxford: OUP, 1989.London: OUP, 1965.  
Newmark, Peter. A textbook of Translation. London: Prentice Hall, 1988.  
Savory, Theodore. The Art of V. London: Cape, 1957.  
Steiner George. After Babel: Aspects of Language and Translation. V. London:

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	3	3	3	2
Outcomes 2	2	2	3	3	3
Outcomes 3	3	3	2	1	3
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	2	2
Outcomes 6	3	1	1	1	1
Overall weightage	15	14	14	13	14

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**Elective Paper 4 - Literature Analysis, Approaches and Applications**

**Course Objectives**

- CO1-To orient the students with understanding about the practical knowledge and the language use with critical skills
- CO2- Analyzing the text with practical criticism
- CO3- Developing the art of writing summaries
- CO4- Learning the nuances in writing abstracts and brochures
- CO5- Developing an efficient writing skill

**Learning Outcomes**

The students can make themselves as career-fit candidates in the job market, as an English postgraduate degree is a token to a wide range of career opportunities.

**UNIT 1**

Practical Criticism

Learning to Critique fiction, plays, prose and poetry

**UNIT 2**

Writing Summaries

Learning to write summaries for fiction, plays, prose and poetry

**UNIT 3**

Writing Reports and Reviews

Learning to prepare reports for academic events

Writing Reviews for literary works

**UNIT 4**

**Writing Abstracts for Academic Papers**

- a. Preparing Abstracts for Seminars/ Conferences
- b. Preparing Abstracts for Articles to be published in Journals

**UNIT 5**

Technical Writing

Writing for Manuals, Business Correspondence

**Reading list (Print and online)**

1. Practical Criticism: D.H. Rawlinson, The Practice of Criticism V.S. Seturaman et.al., Practical Criticism C.B. Cox: The Practice of Criticism.
2. Resource books for teachers (eds) Krishnaswamy&Sivaraman. Interface between Literature and Language (ed) Durant &Fabb. Reading Literature, Gower& Pearson.
3. Kamath, M.V. The Journalist 's Handbook, Vani Educational Books, New Delhi, 1986.
4. Kamath, M.V. Professional Journalism.

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5. Teal, L. and Taylor R. Into the Newsroom: An Introduction to Journalism.
6. Warren, Thomas, L., 1985, Technical Writing. Purpose, Process and Form, Wadsworth Publishing Company.
7. Itule, Bruce. D., 1994, News Writing and Reporting for Today's Media. McGraw Hill.
8. Gerson, Sharon, J. and Steven, M. Gerson., 2000, Technical Writing: Process and Product, Prentice Hall.
9. Heike Herring. How to Write Technical Reports. Springer, 2019.
10. Jennifer Moon. Critical Thinking: An Exploration of Theory and Practice. Education Studies and Teaching, 2007.

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	2	1	1	—
Outcomes 2	1	3	1	1	—
Outcomes 3	3	3	3	3	3
Outcomes 4	2	2	3	3	—
Outcomes 5	3	3	3	3	3
Outcomes 6	1	1	1	1	—
Overall weightage	11	14	12	12	6

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**Extra-Disciplinary Paper 2 - THEATRE FOR COMMUNICATION**

**Course Outcomes**

- CO1: Comprehend the importance of body language in communication
- CO2: Apply voice modulation, pronunciation and proper intonation while speaking and reading
- CO3: Effectively communicate ideas
- CO4: Develop scripts for short scenes
- CO5: Equipping articulating skill

**Learning Objectives**

To use theatre as a tool to develop both verbal and non-verbal skills and enhance and strengthen communication skills.

To promote inter-group communication, self-development and boost confidence in students in a fun and relaxed environment.

**Unit I**

**Introduction to Theatre**

**Script Reading**

To practice intonation, pronunciation and word stress

Voice modulation to convey different feelings and emotions

**Unit II**

**Script writing**

Developing scripts for short scenes

Developing dialogues to convey ideas clearly and effectively

**Unit III**

**Acting**

Role play & enacting a scene

**Unit IV**

**Use of the body, gestures and expressions**

Creating tableau , Mime

**Unit V**

**Production**

Students should produce a 15-minutes play

(Each group of students must choose a play for production for their final assessment)

**Reference Books:**

Dansick, Rosemary. From Theatre to Communication: The Application of Theatre Techniques to an Orientation Program for Overseas Students. University of Melbourne, 1994.

Wilson, Edwin The Theater Experience. 3rd edn. McGraw-Hill Book Company, New York, 1985.

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**Web References:**

Kasoma, K. (1974). Theatre And Development. Retrieved September 2013, from <http://www.cfhsst.net>:

<http://www.cf-hst.net/unicef-temp/Doc-Repository/doc/doc479081.PDF>

<http://www.talkenglish.com/>

<http://www.aate.com/?page=effects>

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Extra Disciplinary				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	--	--	3	2	1
Outcomes 2	--	--	3	2	1
Outcomes3	--	2	3	2	3
Outcomes 4	1	2	3	3	2
Outcomes 5	2	1	3	2	2
Outcomes 6	--	1	3	3	2
Overall weightage	3	6	18	14	11



**1. Cognitive Domain**

(Lower levels: K1: Remembering ; K2: Understanding ;  
K3: Applying; Higher levels: K4: Analysing ; K5:  
Evaluating; K6: Creating)

**2. Affective Domain**

**3. Psychomotor Domain**

**4. Structure of Course**

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
Learning Objectives: (for teachers: what they have to do in the class/lab/field)			
Course Outcomes: (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
Recap: (not for examination) Motivation/previous lecture/ relevant portions required for the course) [ This is done during 2 Tutorial hours)			
Units	Contents	Required Hours	
I		17	
II		17	
III		17	
IV		17	
V		17	
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)		

be included in the External Examination question paper)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
<b>Learning Resources:</b>		
<ul style="list-style-type: none"> <li>• <b>Recommended Texts</b></li> <li>• <b>Reference Books</b></li> <li>• <b>Web resources</b></li> </ul>		
<b>Board of Studies Date:</b>		

### 3. Learning and Teaching Activities

#### 3.1 Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

#### 3.2 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
	Total	90 periods

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

#### 6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

#### 7. Assessment Activities

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

##### 7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test – I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%
Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test – II	12 <sup>th</sup> Week	6%	20%
Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## **8. TEACHING METHODOLOGIES**

**8.1 Traditional Teaching methods** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

**8.2 Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

**8.3 Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

**8.4 Introducing students to applications before teaching the theory**

**8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

**9. Faculty Course File Structure**

**CONTENTS**

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level  
and three average Answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for  
Higher studies  
Preparation  
(GATE/Placement)
- x. List of mentees and their academic achievements

**Template for P.G. Programmes**

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2. Core-II	5	7	2.2. Core-V	5	6	3.2. Core-VIII	5	6	4.2. Core-XII	5	6
1.3. Core - III	4	6	2.3. Core - VI	4	6	3.3. Core - IX	5	6	4.3. Project with viva voce	7	10
1.4. Discipline Centric Elective -I	3	5	2.4. Discipline Centric Elective - III	3	4	3.4. Core - X	4	6	4.4. Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5. Generic Elective-II:	3	5	2.5. Generic Elective -IV:	3	4	3.5. Discipline Centric Elective - V	3	3	4.5. Skill Enhancement course / Professional Competency Skill	2	4
			Skill Enhancement 1	2	4	Skill Enhancement 2	2	3	4.6. Extension Activity	1	
						3.7. Internship/ Industrial Activity	2				
	<b>20</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>23</b>	<b>30</b>
<b>Total Credit Points -91</b>											

**Choice Based Credit System (CBCS), Learning Outcomes Based  
Curriculum Framework (LOCF) Guideline Based Credits and Hours  
Distribution System  
for all Post – Graduate Courses including Lab Hours  
First Year – Semester – I**

List of Courses	Credits	No. of Hours
Core – I	5	7
Core – II	5	7
Core – III	4	6
Elective – I	3	5
Elective – II	3	5
	<b>20</b>	<b>30</b>

**Semester-II**

List of Courses	Credits	No. of Hours
Core – IV	5	6
Core – V	5	6
Core – VI	4	6
Elective – III	3	4
Elective – IV	3	4
Skill Enhancement Course [SEC] - I	2	4
	<b>22</b>	<b>30</b>

**Second Year – Semester – III**

List of Courses	Credits	No. of Hours
Core – VII	5	6
Core – VIII	5	6
Core – IX	5	6
Core – X	4	6
Elective – V	3	3
Skill Enhancement Course - [SEC] - II	2	3
Internship / Industrial Activity [Credits]	2	-
	<b>26</b>	<b>30</b>

**Semester-IV**

List of Courses	Credits	No. of Hours
Core – XI	5	6
Core – XII	5	6
Project with VIVA VOCE	7	10
Elective – VI (Industry Entrepreneurship)	3	4
Skill Enhancement Course – [SEC] - III/ Professional Competency Skill	2	4
Extension Activity	1	-
	<b>23</b>	<b>30</b>

**Total 91 Credits for PG Courses**

## 12. Methods of Assessment

Methods of Assessment	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/Comprehended (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

### 13. Testing Pattern (25+75) 13.1 Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hours.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from the Theory part and the other best from the two Laboratory parts. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hours. There is no improvement for CIA in both theory and laboratory, and also for University End Semester Examination.



### 13.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

#### Question paper Model

<b>Intended Learning Skills</b>	<b>Maximum 75 Marks</b> <b>Passing Minimum: 50%</b> <b>Duration : Three Hours</b>
	<b>Part –A (10x 2 = 20 Marks)</b> Answer ALL questions <b>Each Question carries 2mark</b>
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	<b>Question 1 to Question 10</b>
	<b>Part – B (5 x 5 = 25 Marks)</b> Answer ALL questions Each questions carries 5 Marks
Descriptions/ Application (problems)	<b>Either-or Type</b> Both parts of each question from the same UNIT
	<b>Question 11(a) or 11(b)</b> To <b>Question 15(a) or 15(b)</b>
	<b>Part-C (3x 10 = 30 Marks)</b> Answer any <b>THREE</b> questions Each question carries 10 Marks
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	<b>Question 16 to Question 20</b>

Each question should carry the course outcome and cognitive level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

## 14 Different Types of Courses

### (i) Core Courses ( Illustrative )

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post- Colonial Theory and Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Writings of the Marginalized
11. Comparative Literature and Classics in Translation
12. A Glimpse of Nobel Laureates
13. Project and Research Methodology

### (ii) Elective Courses (ED within the Department Experts) ( Illustrative )

1. Science Fiction , Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Gender Studies through Literature
4. Literature and Film
5. Life Writings  
OR  
Travel Writing
6. Theatre Art  
OR  
Recent Trends in Literature

### (iii) Skill Enhancement Courses

1. Employability Skills  
OR  
Technical Writing  
OR  
Basics of Copy Editing
2. Entrepreneurship Development
3. English Literature for Competitive Examinations

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**SEMESTER-II -**  
**CORE- IV - INDIAN WRITING IN ENGLISH**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C2A	<b>Indian Writing in English</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	Enabling the students to understand the evolution of Indian Writing in English and in translation										
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.										
LO3	Comprehending different genres through the representation of different texts.										
LO4	To inculcate in the students the cultural significance of Indian English literature and in translation.										
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.										
<b>Details</b>											
<b>UNIT I</b>											
<ul style="list-style-type: none"> <li>● Toru Dutt - "Sita"</li> <li>● Sarojini Naidu- "In the Forest"</li> <li>● Kamala Das- "Looking Glass,"</li> <li>● Nissim Ezekiel- "Morning Prayer"</li> <li>● A.K.Ramanujan - "A River"</li> </ul>											
<b>UNIT II</b>											
<ul style="list-style-type: none"> <li>● R. Parthasarathy - "Under Another Sky"</li> <li>● Keki N.Daruwalla - "Hawk"</li> <li>● Arun Kolatkar - "A Low Temple"</li> <li>● Arundhati Subramaniam - "To the Welsh Critic Who Doesn't Find Me Identifiably Indian"</li> </ul> <p>Easterine Kire - "Riddu Riddu"</p>											
<b>UNIT III</b>											
<ul style="list-style-type: none"> <li>● Rabindranath Tagore - <i>Chandalika</i></li> <li>● Vijay Tendulkar - <i>Silence, the Court is in Session</i></li> <li>● Girish Karnad - <i>The Fire and the Rain</i></li> </ul>											

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**UNIT IV**

- Sri Aurobindo - The Essence of Poetry, Style and Substance (from *The Future Poetry*)
- Shashi Tharoor- The Looting of India (*An Era of Darkness*)

**UNIT V**

- Mulk Raj Anand- *Untouchable*
- Shashi Deshpande - *Small Remedies* -
- Arundhati Roy - *The God of Small Things*
- Pudumaipittan's - "Redemption" (*Akalikai and Sabavimochanam*)

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Understand the themes of Indian Writing in English and in translation	PO1
<b>CO2</b>	Identify the major trends in Indian Writing in English and in translation	PO1, PO2
<b>CO3</b>	Examine the background and settings of the prescribed texts.	PO4, PO6
<b>CO4</b>	Evaluate the cultural significance of Indian English Literature and in translation.	PO4, PO5, PO6
<b>CO5</b>	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8

**Text Books (Latest Editions)**

1.	Ramamurti, K.S. (ed.). <i>Twenty five Indian Poets in English</i> Macmillan, 1995.
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**References Books**

(Latest editions, and the style as given below must be strictly adhered to)

1.	K.R. Srinivasalyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4.	Amit Chaudhuri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5.	Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

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Web Resources	
1.	<a href="http://en.wikipedia.org/wik/indian_wriTIng_in_english">http://en.wikipedia.org/wik/indian_wriTIng_in_english</a>
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/</a>
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

**Mapping Specific Outcome:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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**SEMESTER-II – CORE – V - AMERICAN LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C2B	<b>American Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To explore the origin and growth of American Literature										
LO2	To introduce the students to the basic traits of American Literature and its cultural history.										
LO3	To introduce the students to eminent writers of America and their works										
LO4	To introduce the concepts and emerging trends and movements in American literature										
LO5	To evaluate and analyze the works prescribed										
<b>Details</b>											
<b>UNIT I - POETRY</b>											
● Walt Whitman - "Out of the Cradle Endlessly Rocking"											
● Emily Dickinson - "The Soul Selects Her Own Society"											
● Robert Frost - "After Apple-Picking"											
● E. E. Cummings - "Cambridge Ladies"											
● Wallace Stevens - "Anecdote of the Jar"											
● Sylvia Plath - "Mirror"											
● Adrienne Rich - "Snapshots of a Daughter-in-law"											
● Robert Hayden - "Runagate Runagate"											
<b>UNIT II - PROSE</b>											
● Emerson - "The American Scholar"											
● Thoreau - Walden - Chapter "Pond"											
● Amy Tan - "Mother Tongue"											
● Alice Walker - "In Search of my Mother's Garden"											

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<b>UNIT III - DRAMA</b>
● Arthur Miller - <i>Death of a Salesman</i>
● Eugene O'Neil - <i>The Hairy Ape</i>
<b>UNIT IV - SHORT STORY</b>
● Edgar Allan Poe - "The Cask of Amontillado"
● Mark Twain - "The Californian's Tale"
● Herman Melville - "Bartleby the Scrivener"
● Philip Roth - "The Conversation of the Jews"
<b>UNIT IV - FICTION</b>
● William Faulkner - <i>Sound and Fury</i>
● Toni Morrison - <i>Sula</i>
● Sherman Alexie - <i>The Absolutely True Diary of a Part-Time Indian</i>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the contributions of major American writers and their impact on the development of American literature	PO2
<b>CO2</b>	Analyze the movements and trends that shaped American literature	PO1, PO3
<b>CO3</b>	Gain knowledge about the transcendentalist and Romantics movements.	PO4, PO5
<b>CO4</b>	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts	PO4, PO5, PO6
<b>CO5</b>	Critically analyze the multicultural sensibility of American society	PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Willis Wagner : American Literature - A World View	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	, Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	



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Web Sources	
1.	<a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>
2.	<a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>
3.	<a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>
4.	<a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>
5.	<a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0



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**SEMESTER - III**

**CORE VII - POSTCOLONIAL THEORY AND LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C3A	<b>Post-Colonial Theory and Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To examine, understand current socio-political mood in 'third-world' countries through the study of their fiction and poetry.										
LO2	To familiarize students about the basic concepts and theories related to post-colonialism as expressed in different literary genres										
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people										
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.										
LO5	Recognize the critical perspectives in Postcolonial literatures.										
<b>Details</b>											
<b>UNIT I – Key Concepts</b>											
<ul style="list-style-type: none"> <li>➤ Centre/Margin (Periphery),</li> <li>➤ Dislocation,</li> <li>➤ Ecological Imperialism,</li> <li>➤ Eurocentrism,</li> <li>➤ Hegemony</li> </ul>											
<b>UNIT II - POETRY -</b>											
<ul style="list-style-type: none"> <li>● Ben Okri - "An African Elegy" (Africa)</li> <li>● Kofi Awonoor - "The Weaver Bird" (Ghana)</li> <li>● Kath Walker - "No More Boomerang" (Australia)</li> <li>● James Reaney : "Maps" ( Canada)</li> <li>● Kamau Brathwaite- "Colombe" (Caribbean Islands)</li> <li>● Allen Curnow - "Time" (New Zealand)</li> <li>● Pablo Neruda - "The Dictators" (Chile)</li> <li>● LakdasaVikramsimha - "Don't talk to me about Matisse" (Sri Lanka)</li> <li>● Syed Amanuddin - " Don't Call Me Indo Anglican" (India)</li> </ul>											

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**UNIT III- DRAMA**

- Wole Soyinka: *Death and the King's Horsemen*
- Derek Walcott: *Dream on Monkey Mountain*

**UNIT IV- FICTION**

- Chinua Achebe : *Things Fall Apart.*
- Thomas King : *The One About Coyote Going West*
- Sam Selvon : *The Lonely Londoners.*

**UNIT V- POST-COLONIAL THEORY**

- *The Empire Writes Back* - Chapter 1 by Ashcroft, Griffiths and Tiffin

**Course Outcomes**

Course Outcomes	On completion of this course, students will	
<b>CO1</b>	Evaluate the political and social background of the third world nations	PO2
<b>CO2</b>	Identify the emerging trends in Post- Colonial Literature	PO1, PO3
<b>CO3</b>	Examine the Problems and consequences of the decolonization of a country.	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7. PO8

**Text Books (Latest Editions)**

1.	Macaulay's Minutes of 1831/35.
2.	Post-Colonial Studies; eds. Ashcroft et.al.

**References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

1.	Specific issues of Journal of Commonwealth Literature.
2.	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3.	Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4.	Frantz Fanon : The Wretched of the Earth.
5.	Ashish Nandy : The Fear of Nationalism.

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Web Sources	
1.	<a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>
2.	<a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>
3.	<a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>
4.	<a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>
5.	<a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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**ELECTIVE III - GENDER STUDIES THROUGH LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E2A	<b>GENDER STUDIES THROUGH LITERATURE</b>	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to gender studies through literary texts and theory										
LO2	To sensitise about the sociological perspectives on gender										
LO3	To acquaint with concepts of Sex and Gender, Gender and sexuality										
LO4	To understand contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency										
LO5	To gain knowledge of multiple forms of oppression and marginalization as represented in literature										
<b>Details</b>											
<b>UNIT I</b>											
<ul style="list-style-type: none"> <li>· Concepts of Sex and Gender, Gender and sexuality- various categories</li> <li>· Understanding Patriarchy</li> <li>· Sociological perspectives on gender</li> <li>· Gender identity, Gender role, Gender stereotyping</li> <li>· Gender discrimination, Gender equity</li> <li>· Gender stratification</li> <li>· Intersectionality</li> </ul>											
<b>UNIT II : FEMININITY</b>											
<ul style="list-style-type: none"> <li>· The Second Sex [ Chapter from Part I – Destiny ] by Simone De Beauvoir</li> <li>· “ Phenomenal Woman” – Maya Angelou</li> <li>· “Persephone Falling” – Rita Dove</li> <li>· “Spelling” – Margaret Atwood</li> <li>· “He Replaces Poetry”- Meena Kandasamy</li> <li>· Trifles – Susan Glaspell</li> </ul>											

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<b>UNIT III MASCULINITY</b>		
<ul style="list-style-type: none"> <li>· “What is Masculinity?” (page 1-24) from <i>Masculinities and Culture</i> –John Beynon</li> <li>· “On the Move” – Thom Gunn</li> <li>· “My Father’s Sadness” – Shirley Lim</li> <li>· “A Lucky Man” -Jamel Brinkley</li> <li>· The Power of the Dog – Thomas Savage [ Fiction ]</li> </ul>		
<b>UNIT IV QUEER AND TRANS VOICES</b>		
<ul style="list-style-type: none"> <li>· “Critically Queer” - Chapter 8 from <i>Bodies that Matter</i> – Judith Butler</li> <li>· “Queer” – Frank Bidart</li> <li>· “I am Vidya” – Living Smile Vidya [Memoir]</li> <li>· The Danish Girl – David Evershoff [ Fiction ]</li> </ul>		
<b>UNIT V PERFORMATIVITY</b>		
<ul style="list-style-type: none"> <li>· Section II- ‘Binary Genders and the Heterosexual Contract’ from “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” by Judith Butler [ Lines beginning “To guarantee the reproduction of a given culture .....”upto Lines ending “...gender is only socially compelled and in no sense ontologically necessitated.”]</li> <li>· “The Chess Players” – Munshi Premchand</li> <li>· “ The Fly” – Katherine Mansfield</li> <li>· Dance like a Man – Mahesh Dattani [Drama ]</li> </ul>		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will	
<b>CO1</b>	have a general knowledge of gender studies through literary texts and theory	PO3
<b>CO2</b>	be sensitive about Sociological perspectives on gender	PO2, PO6
<b>CO3</b>	be acquainted with concepts of Sex and Gender, Gender and sexuality	PO4, PO5
<b>CO4</b>	have understood the contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency	PO6
<b>CO5</b>	have gained knowledge of multiple forms of oppression and marginalization as represented in literature	



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<b>Books for Extra Reading</b>	
	<p>Mary Wollstonecraft – <i>A Vindication of the Rights Of Women</i> - -            Virginia Woolf – <i>A Room of one’s Own</i>            bell hooks - <i>Understanding Patriarchy</i> –            Elaine Showalter: <i>A literature of their own:</i>            Jeanette Winterson: <i>Art Objects</i> -            Bell Hooks: <i>Understanding Patriarchy</i>            Virginie Despentes- <i>King Kong theory</i> -            R.W Connell- <i>Masculinities</i>            Ruth Vanita and Saleem Kidwai: <i>Same Sex Love in India: Readings from Literature and History</i>            Hoshang Merchant - <i>The Man who would be Queen</i></p>
<b>References Books</b>	
	<p>Judith Halberstam, Jack Halberstam. <i>Female Masculinity</i> Duke University Press, 1998            Crenshaw, Kimberle. <i>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics</i>            Revathi, A. <i>The Truth About Me: A Hijra Life Story</i>            Jackson, S. and Scott, S. <i>Gender: A Sociological Reader</i>. Routledge. 2002            Kimmel S Michael <i>The Gendered Society: Reader</i>. Oxford University Press.(2004)            Tong, Rosemarie <i>Feminist Thought: A Comprehensive Introduction</i>, Westview Press(2009)</p>
	<p><b>WEB RESOURCES</b>            Gender Studies: Foundations and Key Concepts - <a href="https://bit.ly/3MiGIRh">https://bit.ly/3MiGIRh</a>            Phenomenal Woman - MAYA ANGELOU - <a href="https://bit.ly/3EFnd3i">https://bit.ly/3EFnd3i</a>            1949 Simone De Beauvoir The Second Sex- <a href="https://bit.ly/3Oqvk8J">https://bit.ly/3Oqvk8J</a>  <a href="https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf">https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf</a></p>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

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**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

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**ELECTIVE IV - LITERATURE AND FILM**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
402E2B	LITERATURE AND FILM	Elective	Y	Y	-	-	3	4	25	75	100	
<b>Learning Objectives</b>												
LO1	Binding the popular interest in films with technical and socio-cultural dimensions of film appreciation.											
LO2	Understanding the bond between the films and literature.											
LO3	Analyzing the literary texts in comparison with the films.											
LO4	Critical appreciation of films in the background of literary theories.											
LO5	Tracing the differentiation in films from different parts of the world.											
<b>Details</b>												
<b>UNIT I</b> Shakespeare's <i>Macbeth</i> adapted as <i>Maqbool</i> by Vishal Bharadwaj <b>UNIT II</b> G.B.Shaw's <i>Pygmalion</i> adapted as <i>My Fair Lady</i> by George Cukor <b>UNIT III</b> Michael Ondaatje's <i>The English Patient</i> adapted by Anthony Minghella <b>UNIT IV</b> J.K. Rowling's <i>Harry Potter and the Chamber of Secrets</i> adapted by Chris Columbus <b>UNIT V Films for Appreciation</b> Stephen King's <i>Rita Heyworth and Shawshank Redemption</i> adapted as <i>Shawshank Redemption</i> by Frank Darabont Markus Zusak's <i>The Book Thief</i> adapted by Brian Percival Delia Owens <i>Where the Crawdads Sing</i> adapted by Olivia Newman Poomani's <i>Vekkal</i> adapted as <i>Asuran</i> by Vetrimaran												
<b>Course Outcomes</b>												
<b>Course Outcomes</b>	On completion of this course, students will;											
CO1	Film Review and appreciation becomes handy for the Students							PO1,PO2				
CO2	Connecting film and literature nuances effectively							PO3, PO4				
CO3	Exposure to film techniques and genres							PO7				
CO4	Critical appreciation of films							PO6,PO8				
CO5	Analysing film forms effectively							PO10				



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<b>Text Books (Latest Editions)</b>	
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3.	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.
<b>Web Resources</b>	
1.	<a href="http://www.academicinfo.net/film.html">www.academicinfo.net/film.html</a> .
2.	<a href="https://www.norton.com/books/9780393420531">https://www.norton.com/books/9780393420531</a>
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/iwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/iwasko</a>
4.	<a href="https://m.economicstimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economicstimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>
5.	<a href="https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.vale.edu/c.php?g=295800&amp;p=1975065</a>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

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**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

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**[SEC] I (c) - BASICS OF COPY EDITING**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402S2C	Basics of Copy Editing	SKILL	Y	Y	-	-	3	4	25	75	100
Course Objectives											
CO1	To comprehend the basic skills of editing as it is applicable in the field of publishing, Journalism and digital media										
CO2	Analyzing the need of copyediting skills										
CO3	Developing the student's ability to edit and prepare a manuscript for publication which will enhance their employability in publishing industry										
CO4	Applying the knowledge of Language components										
CO5	Evaluating the important components of copyediting										
Details											
<p>UNIT I : Introduction.</p> <ul style="list-style-type: none"> <li>ØWhat is Copyediting? -</li> <li>ØWho is a Copyeditor and what are the required skills &amp; Aptitude?</li> <li>ØWhat is the role of a Copyeditor?</li> <li>ØDifferent Kinds of Books</li> <li>ØHouse Style/ Style Guides/ Style Manuals</li> <li>ØProspects of Copyediting as a career</li> </ul> <p>UNIT II :Basic Copyediting skills</p> <ul style="list-style-type: none"> <li>ØFundamentals of Copyediting</li> <li>ØSkills and responsibilities of a Copyeditor</li> <li>ØCopyediting for Academic Books/ Fiction/ Non-fiction/ Newspapers/ Journals/ Magazines/ Theses &amp; Dissertations</li> <li>ØOn-screen editing, Tools for Editing – MS Word (Review, Track changes/ Google drive)</li> <li>ØArt of Querying <ul style="list-style-type: none"> <li>○when and how to ask</li> <li>○sending queries to authors</li> <li>○standard questions and effective wording</li> <li>○queries for text, tables, graphs and images</li> </ul> </li> <li>ØAlt Text Writing</li> </ul>											

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**UNIT III : Language Editing**

- Ø Nouns, pronouns, verbs, adjectives, adverbs
- Ø Subject-verb agreement
- Ø Split infinitives
- Ø Dangling participles
- Ø Modifiers
- Ø Bias-free language
- Ø Organization

Grammar and Beyond Grammar (Einsohn Part III, 14 & 15)

**UNIT IV : Editorial Style**

- Ø Punctuation, spelling and hyphenation, capitalization
- Ø Numbers and numerals
- Ø Quotations, abbreviations, acronyms and symbols
- Ø Tables, graphs and art
- Ø Front and back matter
- Ø Proofreading

**UNIT V : Practical Exercises**

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
CO1	Understand the basics of copyediting	PO1, PO3
CO2	Be familiar with the role and responsibilities of a copyeditor	PO2, PO5
CO3	Gain exposure to effective editing skills	PO4
CO4	Appreciate the nuances of language and its significance in copyediting	PO6, PO8
CO5	Be equipped to pursue a career in copyediting	PO9

**Text Books (Latest Editions)**

1.	Butcher, Judith, Caroline Drake and Maureen Leach <i>Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders</i> 4 <sup>th</sup> Edition. Cambridge U P, 2006.
2.	Einsohn, Amy. <i>The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications</i> . U California P, 2000.

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References Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Kumar, Vivek. <i>Discover the Editor in You</i> Independently published, 2023.
Web sources	
1	<a href="https://www.ciep.uk/training">https://www.ciep.uk/training</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

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**FOURTH SEMESTER**

**CORE Paper 12 - Twenty first Century Millennial Literature and Culture**

**Course Objectives**

- CO1-To sensitize the students to various aspects of new studies in twenty first century millennial literature.
- CO2- Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21<sup>st</sup> century life of people at the global level.
- CO3- Identify the possibilities for multidisciplinary analysis of literary texts.
- CO4- Analyze literary texts by employing appropriate interdisciplinary theories.
- CO5- Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

**Learning Outcomes**

Contemporary issues and its immediate requirement can be easily analyzed by the students. The social responsibility of the students towards the society can be groomed in an effective way.

**UNIT 1**

**Blue Studies**

The Hungry Tide  
The Life of Pi

Amitav Ghosh  
Yann Martel

**UNIT 2**

**Animal Studies**

Margo DeMello  
*Society: An Introduction to Human-Animal*

“Human Animal Studies” from *Animals and Studies* by Margo DeMello pp. 3-18

Mario Ortiz Robles

“What is it like to be a trope?” from *Literature and Animal Studies*

**UNIT 3**

**Medical Humanities**

Thomas R. Cole et al.

“Introducing Medical Humanities”  
from *Medical Humanities: An Introduction*

Dan Millman

Way of the Peaceful Warrior

**UNIT 4**

**Climate Studies**

Introduction to Climate Change and Studies  
Barbara Kingsolver

Flight behavior





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**Recommended list**

1. Cole, Thomas R, et al. *Medical Humanities: An Introduction*. Cambridge University Press, 2015.
2. Johns-Putra, Adeline. "Climate Change in Literature and Literary Studies: From Cli-fi, Climate Change Theatre and Eco Poetry to Eco-Criticism and Climate Change Criticism". *Wiley Interdisciplinary Reviews: Climate Change* 7, no.2 (2016): 266-282.
3. McHugh, Susan, et al. "Introduction: Towards an Animal- Centred Literary History" from *The Palgrave Handbook of Animals and Literature*. Springer Nature Switzerland, 2021 <https://doi.org/10.1007/978-3-030-39773-9>.
4. Marvin, Garry., and Susan McHugh. *Routledge Handbook of Human Animal Studies*. Routledge, 2014.
5. Mehnert, Antonia. *Climate Change Fictions: Representation of Global Warming in American Literature*. London: Palgrave Macmillan, 2016

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	3	3	2
Outcomes 2	3	3	3	3	3
Outcomes3	2	3	2	1	3
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	1	1
Outcomes 6	3	3	3	3	3
Overall Weightage	16	16	16	14	15



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**CORE Paper 13 – Women Studies**

**Course Objectives**

- CO1- Tracing the role of feminism in women's empowerment.
- CO2- To understand the problems faced by women and how women have responded in their attempt to expose them, through their writings.
- CO3- To examine the defined role of gender that affecting the space of women.
- CO4- Critically analyzing Women's writing.
- CO5- Evaluating Women's studies and its relation with other disciplines.

**Learning Outcomes**

Through Women Studies, the student's perspective about the role of gender in the society and the expectation and aspirations of a particular gender can be shaped for a better future.

**UNIT 1: Varieties of Feminism – concept of gender –**  
androgyny- Language of women –  
environment and women- double marginalisation.

**UNIT 2: Poetry**

Anne Bradstreet	Prologue
Marianne Moore	Poetry
Sylvia Plath	Lady Lazarus.
Maya Angelou	Still I Rise
Margaret Atwood	Marsh Languages
Kamala Das	An Introduction

**UNIT 3: Prose:**

John Stuart Mill                      On subjection of women (V.S. Seturaman & C.T. Indra ed.,  
1994, Victorian Prose, Macmillan India, Chennai, pp-318)

Virginia Woolf                      A Room of One's Own  
(chapters 3 & 4) (Jennifer Smith ed.,  
1998, A Room of One's Own by Virginia Woolf,  
Cambridge UP, New Delhi.)

Vandana Shiva                      "Introduction to Ecofeminism" (Vandana Shiva & Maria  
Mies, 1993, Ecofeminism, Kali for Women, New Delhi.)

Alice Walker                      In Search of Our Mother's Garden

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**UNIT 4: Fiction**

Arundathi Roy	The God of Small Things
Jean Rhys	Wide Sargosa Sea
Louise Erdrich	Four Souls

**UNIT 5: Drama**

Lorraine Hansberry	Raisin in the Sun
Jane Harrison	Stolen

**Reading list**  
**(Printed and online)**

1. Lisa Tuttle, 1986, Encyclopedia of Feminism, Facts on File Publications, New York.
2. Catherine Belsey & Jane Moore, eds., 1977, The Feminist Reader, II ed., Macmillan, London.
3. Kathy J. Wilson, 2004, Encyclopedia of Feminist Literature, Greenwood Press, Westport.

**Recommended list**

1. Sandra M. Gilbert and Susan Gubar, ed., 1985, The Norton Anthology of Literature by Women, New York.
2. Rajani P., V. Rajagopalan, and Nirmal Selvamony, Who says my hand a needle better fits: An Anthology of American Women Writing, Dept. of English, Madras Christian College, Tambaram.
3. Standard editions of texts.

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	3	2
Outcomes 2	3	3	3	3	3
Outcomes 3	2	2	1	1	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	1	1	2	2
Outcomes 6	3	3	3	3	3
Overall Weightage	16	15	13	15	15

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**CORE Paper 14 – Film Appreciation**

**Course Objectives**

- CO1- Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
- CO2- Understanding the bond between the films and literature.
- CO3- Analyzing the literary texts in comparison with the films.
- CO4- Critical appreciation of films in the background of literary theories.
- CO5- Tracing the differentiation in films from different parts of the world.

**Learning Outcomes**

Film Review and appreciation becomes handy for the students  
Connecting film and literature nuances could be achieved.

**UNIT 1**

1. Novel Carroll                      Interpreting/Moving Image [OUP]
2. William Rothman I              The 'I' of the Camera [OUP]
3. John Hill  
    Pamela Church Gibson      Oxford Guide to the Film Studies
4. A Norton Reader                  Film Analysis
5. An Intro-Kristin Thompson      Film History  
   David Bordnell [Mc Grawhill. Edn]

**UNIT 2**

1. Nathan Abrams                      New Wave New Hollywood Reassessment,  
   Recoveryand& Legacy Gregory Frame [eds] [Bloomsbury Publication]
2. Janet Wasko -                      How Hollywood Works  
   [Sage Publication]

**UNIT 3**

1. Geoffrey                              Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP]
2. ShohiniChaudhiri                  Contemporary World Cinema [EUP]

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**UNIT 4**

1. Erik Barnow & S. Krishnaswamy Indian Film [OUP]
2. Yves Thoraval Indian Cinema
3. Theodore Baski Adaptation of Lit. to Tamil Cinema
4. Neelam Sidhar Bollywood & Postmodernism  
Wright [EUP]

**UNIT 5**

**Adaptation of Literature to Films**

1. Linda Costanzo Cahir Literature into Film: Theory and Practical Approaches

**Film Studies**

2. John Hill Critical Approaches - Film studies [OUP]

**Movies for Appreciation**

1. A Few Good Men Legal Drama by Aaron Sorkin's 1989
2. Confessions of a Shopaholic Sophie Kinsella
3. Elippathayam A door Gopalakrishnan
4. Bridge on River Kwai Novel to Film

**Reading list**  
**(Printed and online)**

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2. Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

**Website:** [www.academicinfo.net/film.html](http://www.academicinfo.net/film.html).

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**Recommended list**

1. Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	1	3	1	1
Outcomes 2	1	2	3	1	1
Outcomes3	3	2	2	1	2
Outcomes 4	2	2	3	2	2
Outcomes 5	2	2	2	2	2
Outcomes 6	2	1	1	1	2
Overall Weightage	11	10	14	8	10

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**Elective Paper-4 – English Literature for NTA, NET, SET & GATE**  
**Examinations**

**Objective type and Essay type questions from Chaucer to Contemporary Age.**

**Course Objectives**

- CO1- Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
- CO2- Evaluating the knowledge of literature.
- CO3- Repeated practice to attend MCQs
- CO4- Profound understanding about the various movements in English Literature.
- CO5- Tracing the growth of English literature and literary forms

**Learning Outcome**

Practice in objective exam pattern will ease the students tension while taking the real NET and SET exams.

**Unit 1:** Teaching and Research Aptitude

**Unit 2:** History of English Literature

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period

**Unit 3:** American and Non-British Literatures:

Historical Perspective and Background; Colonization, Colonizers and the Colonized;

Commonwealth Literature; Subaltern Literature; Third World Literature.

American Writers: Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe, Robert Frost, Mark Twain, Ernest Hemingway, Wallace Stevens, William Faulkner, Herman Melville, Robert Frost, E.E.Cummings, John Steinbeck, William Faulkner, Eugene O'Neil, Tennessee Williams, Arthur Miller and Nathaniel Hawthorne.

Non - British Literatures: Chinua Achebe, Ngugi WaThiong'o, Nadine Gordimer, V.S. Naipaul, Taslima Nasrin, Patrick White, Judith Wright, Margaret Laurence, Margaret Atwood, Rudy Wiebe, Rohinton Mistry, M.G.Vassanji, Michael Ondaatje, Alice Walker, Toni Morrison, Maya Angelou, Jean Rhys, R.K.Narayan, Mulk Raj Anand, Kamala Das, Kamala Markandaya, Girish Karnad, Toru Dutt, Sri Aurobindo, Sarojini Naidu, Eunice De Souza, Nissim Ezekiel, A.K.Ramanujan, Chetan Bhagat, Vikram Chandra, Vikram Seth, Amitav Ghosh, Anitha Desai, Jhumpa Lahiri, Arundhati Roy and Kiran Desai.

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**Unit 4: Literary Theory and Criticism**

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir, Noam Chomsky, Jacques Derrida, Ferdinand de Saussure, Irving Babbitt, Cleaneth Brooks, Mikhail Bakhtin, Roland Barthes, Michel Foucault, Julia Kristeva, Edward Said, Hayden White and Linda Hutcheon.

**Unit 5: Literary Forms, Rhetoric and Prosody**

Figures of Speech: Alliteration, Anitthesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms.

**Recommended Texts:**

Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020.

Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge,

Srinivasa Iyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019. Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.

Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.

Peter Barry. An Introduction to Literary and Cultural Theory by Peter Barry.

M.H. Abrams – A Glossary of Literary Terms.

Jayadev Kar. Handbook of Poetic Devices: Elements of Rhetoric & Prosody. Notion Press, 2021.

**Question Paper Pattern for subject: English Literature for NTA, NET, SET and GATE Examinations only**

**Time: 3 hrs**

**Marks: 75**

Section- A MCQ (1 x 45 = 45 marks)

Section – B (30 marks)

Three Essay type questions to be answered out of Five from all the different topics.

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**Learning Outcome Index: Mapping of Program outcome with courses**

Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	3	---	3	3
Outcomes 2	2	3	---	3	3
Outcomes3	1	1	---	2	2
Outcomes 4	1	1	---	2	2
Outcomes 5	3	3	---	3	3
Outcomes 6	1	1	---	1	1
Overall weightage	9	12	---	14	14



**Learning Outcome Index: Mapping of Program with Courses**

Program Outcomes	Core Courses				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	X				
Outcomes 2		X			
Outcomes 3			X		
Outcomes 4				X	
Outcomes 5					X
Outcomes 6					
Overall Weightage for this course					

**Theory Papers:**

Best Two tests out of 3  
Attendance  
Assignment/Seminar

**Internal Marks 25**

15 marks  
5 marks  
5 marks

**Project:**

External Viva/project  
Internal

60 marks  
40 marks

**Soft skills (Existing syllabus)**

Internal  
External

60  
40

**Total Credits**

8

**PATTERN OF QUESTION PAPER:**

PART -A (50 words): Answer 10 out of 15 Questions

10 x 1 = 10 marks

PART -B (200 words): Answer 5 out of 7 Questions

5 x 5 = 25 marks

PART -C (500 words): Answer 4 out of 6 Questions

4 x 10 = 40 marks

\*\*\*\*\*

*Aruldas Sadas*

*R. Shanthy*

**PRINCIPAL**

**ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 048**



**ANNA ADARSH COLLEGE FOR WOMEN  
POST GRADUATE DEPARTMENT OF ENGLISH  
BA ENGLISH COURSE HANDOUT 2023-2024  
LIST OF FACULTY**

1	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2	Dr. R.V.Soupraja, M.A, B.Ed, M.PHIL, PhD
3	Mrs. K. Arulmozhi, M.A, M.Phil
4	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
5	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
6	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
7	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
8	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
9	Dr.K. Srividhya, M.A, M.Phil, Ph.D
10	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
11	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
12	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
13	Dr. A.V.Joey, M.A, M.Phil, Ph.D
14	Dr. Nagarani D, M.A, M.Phil, Ph.D
15	Mrs.Sindhuja K.T, M.A, M.Phil, NET
16	Mrs. Aparna B, M.A, M.Phil, SLET
17	Mrs. K. Mary Elizabeth, M.A, M.Phil
18	Dr. Kavitha V, M.A, M.Phil, Ph.D
19	Ms. R.Maheswari M.A,M.Ed,M.Phil,NET

*Archana Sardana*



*Handwritten signature*

PRINCIPAL

ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 048



# University of Madras

**Chepauk, Chennai 600 005**

[Est.1857, State University, NAAC 'A++' Grade, CGPA 3.59, NIRF2019 Rank: 20]  
website: [www.unom.ac.in](http://www.unom.ac.in), Tel.:044-25399561

## Undergraduate Programme

Curriculum and Syllabus for

**B.A. English**

(With effect from the Academic Year 2023-24)

JUNE 2023

**Note:** The Board of Studies in English (UG) designed the syllabus as per Common Model Syllabus provided by TANSCHÉ based on Learning Outcome based Curriculum Framework (LOCF) as prescribed by the UGC.

## **Introduction**

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The B.A English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this B.A course English subject is added to the syllabus with the same intention. Communication in B.A English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.



## Under Graduate Programme

### Programme Outcomes:

**PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

**PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

**PO3: Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully; read and write analytically and present complex information in a clear and concise manner to different groups.

**PO4: Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

**PO5: Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team

**PO6: Reading & Projects:** Document their reading and interpretive practices in assignments, translation works, and independent projects.

**PO7: Confidence & Effectiveness:** Confidently and effectively articulate their literary and textual experiences.

**PO8: Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

**PO9: Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

**PO10 Information/Digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

## B.A. ENGLISH

### Programme Specific Outcomes:

**PSO1:** Read and interpret various literary texts focusing on themes, generic conventions, historical contexts, linguistic and stylistic variations and innovations.

**PSO2:** Analyse texts, evaluate ideas and apply critical concepts and categories with clarity.

**PSO3:** Work independently in terms of reading literary and critical texts and situate one's own reading, be aware of one's position in terms of society, religion, caste, region, gender and politics, to be self-reflexive and self-questioning.

**PSO4:** Developing a research framework and presenting their independent ideas effectively.

**PSO5:** Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

**PSO6:** Enabling a holistic perspective towards the socio-political inequalities and environmental issues

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)** can be carried out accordingly, assigning the appropriate level in the grids:

---

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	2	3	3	3	3	3	2
PSO2	3	3	3	2	3	3	3	3	3	2
PSO3	3	3	3	2	3	3	3	3	3	2
PSO4	3	3	3	2	3	3	3	3	3	2
PSO5	3	3	3	2	3	3	3	3	3	2
PSO6	3	3	3	2	3	3	3	3	3	2

**3 – Strong, 2 – Medium, 1 - Low**

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1/ Basic Tamil/ Advanced Tamil	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2 / Basic Tamil/ Advanced Tamil	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

### Third Year

#### Semester-V

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective	22	26
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

#### Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

#### Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	3	24
<b>Total</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>140</b>

\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree

#### Methods of Evaluation

<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments - Term Paper, Research Presentation, Case Study	
	Seminars – Group Discussion, Role Play, Critical Analysis	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

#### Methods of Assessment

<b>Recall(K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/Comprehend(K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview
<b>Application (K3)</b>	Suggest idea / concept with examples, Observe, Explain, Term Paper, Research Presentations
<b>Analyze(K4)</b>	Critical thinking questions, Differentiate between various ideas, Mind Map knowledge
<b>Evaluate(K5)</b>	Longer essay / Evaluation essay, Critique or justify with pros and cons
<b>Create(K6)</b>	Check knowledge in specific or off beat situations, Discussion, Debating or Case Study



## B.A. ENGLISH - CREDIT DISTRIBUTION

### FIRST YEAR - FIRST SEMESTER

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-I	3	3			3	6	25	75	100
II	100L1Z: English Paper-I	3	3			3	6	25	75	100
III	105C1A: C1 - Introduction to English Literature	3	2			5	5	25	75	100
	105C1B: C2 - Indian Writing in English	3	2			5	5	25	75	100
	105E1A: E1 - Social History of England-I	2	2			3	4	25	75	100
IV	105S1A: SEC1 - English for Communication*	1	1			2	2	25	75	100
	100L1L: Basic Tamil-I (Other Language Students)*	2								
	100L1M: Advanced Tamil-I (Other Language Students)*	2								
	105B1A: FC - Fundamental Framework for Reading English Literature	1	1							
<b>TOTAL</b>						<b>23</b>	<b>30</b>			

**\* PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

- Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.
- Students who have **not** studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6<sup>th</sup> Std.).
- Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

### FIRST YEAR – SECOND SEMESTER

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-II	3	3			3	6	25	75	100
II	100L2Z: English Paper-II	3	3			3	6	25	75	100
III	105C2A: C3 - British Literature-I	3	2			5	5	25	75	100
	105C2B: C4 - American Literature	3	2			5	5	25	75	100
	105E2A: E2 - Social History of England-II	2	2			3	4	25	75	100
IV	105S2A: SEC2 - Public Speaking Skills*	1	1			2	2	25	75	100
	100L2L: Basic Tamil (Other Language Students)*	2								
	100L2K: Advanced Tamil (Other Language Students)*	2								
	105S2B: SEC3 - Digital Literacy and Concepts	1	1							
<b>TOTAL</b>						<b>22</b>	<b>30</b>			

**SECOND YEAR - THIRD SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-III	3	3			3	6	25	75	100
II	200L3Z: English Paper-III	3	3			3	6	25	75	100
III	205C3A: C5 - British Literature-II	3	2			5	5	25	75	100
	205C3B: C6 - Children's Literature	3	2			5	5	25	75	100
	205E3A: E3 - History of English Literature-I	2	2			3	4	25	75	100
IV	205S3A: SEC4 - Entrepreneurial Skill	1	0			1	1	25	75	100
	205S3B: SEC5 - Interview Skills	1	1			2	2	25	75	100
	EVS	1	0				1	25	75	100
<b>TOTAL</b>						<b>22</b>	<b>30</b>			

**SECOND YEAR - FOURTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-IV	3	3			3	6	25	75	100
II	200L4Z: English Paper-IV	3	3			3	6	25	75	100
III	205C4A: C7 - World Classics in Translation	3	2			5	5	25	75	100
	205C4B: C8 - Language and Linguistics	3	2			5	5	25	75	100
	205E4A: E4 - History of English Literature-II	2	2			3	3	25	75	100
IV	205S4A: SEC-6 - English for Careers	1	1			2	2	25	75	100
	205S4B: SEC-7 - English for Business	1	1			2	2	25	75	100
	205V4A: EVS	1	0			2	1	25	75	100
<b>TOTAL</b>						<b>25</b>	<b>30</b>			

**THIRD YEAR - FIFTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	305C5A: C9 - Women's Writing	3	2			4	5	25	75	100
	305C5B: C10 - Introduction to Folk Literature	3	2			4	5	25	75	100
	305C5C: C11 - Indian Writing in Translation	3	2			4	5	25	75	100
	305C5D: C12 - Project	3	2			4	5	25	75	100
	305E5A: E5 - Literary Forms	2	2			3	4	25	75	100
	305E5B: E6 - Literature and Environment (or)	2	2			3	4	25	75	100
	305E5C - Life Writings (or) 305E5D - Myth and Literature									
IV	305V6A: Value Education	1	1			2	2	25	75	100
	305V6B: Summer Internship/Industrial Training	-	-	2		2				
<b>TOTAL</b>						<b>26</b>	<b>30</b>			

**THIRD YEAR - SIXTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	305C6A: C13 - Literary Criticism	3	3			4	6	25	75	100
	305C6B: C14 - New Literatures In English	3	3			4	6	25	75	100
	305C6C: C15 - Shakespeare	3	3			4	6	25	75	100
	305E6A: E7 - English Language Teaching (or)	3	2			3	5	25	75	100
	305E6B - Film Studies (or)									
	305E6C - English for Technical Writing									
	305E6D: E8 - Journalism and Mass Communication (or)	3	2			3	5	25	75	100
	305E6E - Media Communication and Publication (or)									
305E6F - Travel Writing										
IV	305S6A: Professional Competency Skill – English For Competitive Examinations	1	1			2	2	25	75	100
V	305V6A: Extension Activity	-	-			1				
	<b>TOTAL</b>					<b>21</b>	<b>30</b>			

**Written Examination : Theory Paper (Bloom's Taxonomy Based Question Paper Model)**

CORE AND ELECTIVE PAPERS (Section and Skill Assessment)	DEFINITIONS	BLOOM'S DEFINITIONS	VERBS
Intended Learning Skills			
<b>Section A</b>	Remembering, Recall, Memorization	Exhibit memory of previously learned materials by recalling facts, terms and basic textual information	Define, List, Name, What, When, Where, Which, Who, Choose, Select.
<b>Section B</b>	Understanding, Applying	Demonstrate understanding of facts by stating main ideas, summarizing textual details	State, Analyze, Compare, Contrast, Demonstrate, Develop, Identify, Justify, Illustrate, Interpret,

			Construct.
<b>Section C</b>	Analyzing, Evaluating	Examine and break information into parts, make textual inferences and generalize theoretical and textual details	Describe, Discuss, Infer, Critically analyse, Appraise, Assess, Examine, Evaluate, Substantiate, Distinguish, Determine, Opinion, Perceive, Support

QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION  
I Semester BA English

**I BA English – Semester 1-Core01- 105C1A: Introduction to English Literature**

**Time: 3 hrs.**

**Max. Marks:75 Marks**

**SECTION – A (5 Marks)**

**(Multiple Choice Questions from all the Units)**

**I. Choose the correct answer:(5 out of 7)**

**[5x1 = 5 marks]**

**SECTION B — (20 Marks)**

**II. Answer the following questions in one or two sentences. (10 out of 12) [10 × 2=20 marks]**

[5 to 7 lines from each of the representative texts in **Units 2, 3, 4 & 5** followed by questions Related to the characteristics of the genre and literary devices only. *Refer to Model question paper*]

**SECTION C — (50 marks)**

**III. Answer any FIVE of the following questions in about 200 words:(5 out of 7)**

**[5 × 10 =50 marks]**

**Short Essay Questions from All the Units.**

[Questions to evaluate the understanding of the literary forms with reference to the representative texts. *Refer to Model question paper*]

**I BA English – Semester 1-Core 02- 105C1B: Indian Writing in English**

**Time: 3 hrs.**

**Max. Marks: 75 Marks**

**SECTION A ( from Unit II-Poetry)**

**I. Annotate FIVE of the following: (5 out of 8)5x2= 10 marks**

**SECTION B ( from Unit III- Prose) (3 out of 5)**

**II. Analyse any THREE of the following passages and answer the questions given below:**

**3x5=15 marks**

(5-7 lines to be given and three questions to be asked for each passage)

[1. textual question (1 mark) 2. Word meaning/allusion (1 mark) 3. Explanation (3marks)]

**III. Answer any FOUR of the following questions:**

(from Unit IV & V-Drama/& Short Stories/Fiction) (4 out of 6)4x5 = 20 marks

**SECTION C ( from ALL UNITS) (3 out of 5)**

**IV. Write essays on any THREE of the following in 300 words. 3x10=30 marks**

**I BA English – Semester 1-Elective Course- 105E1A: Social History of England**

**Time: 3 hrs.**

**Max. Marks: 75 Marks**

**SECTION A (20 Marks)  
(MCQ from all the Units)**

**I. Choose the correct answer: 20x1=20 marks**

**SECTION B (25 Marks)**

**II. Answer any FIVE of the following in about 100 words. 5x5=25 marks**

**SECTION C (30 Marks)**

**III. Answer any THREE of the following in about 300 words 3x10=30 marks**

**ENGLISH FOR COMMUNICATION (SEC -I)**

**COURSE CODE: 105S1A**

**Max. Marks: 75**

**Section - A**

**I. Answer any TEN of the following: (10x2=20 marks)**

(From Units 1-5)

**Section B**

**II. Answer any FIVE of the following: (5x5 = 25 marks)**

(From Units 1-5)

**Section C**

**III. Answer any THREE of the following: (3x10 = 30 marks)**

(From Units 1,2,3, & 5)

**BRIDGE COURSE: FUNDAMENTAL FRAMEWORK FOR READING ENGLISH**

**LITERATURE (105B1A)**

**Max. Marks- 75 Marks**

**SECTION A**

(From units 1 - 5)

**I. Answer ANY TEN of the following questions (10x2=20)**

**SECTION B**

(From Units 2, 3, & 4)

**II. Answer any FIVE of the following in about 100 words (5x5=25 marks)**

**SECTION C**

(From Units 4 & 5)

**III. Answer any THREE of the following in about 300 words (10x3=30 marks)**

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**QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION**  
(II Semester to VI Semester )

[For Core Papers 3,4,5,6,7\_9,10,11,13 14,15]

- Core 3 - British Literature – I
- Core 4 - American Literature
- Core 5 - British Literature – II
- Core 6 - Children’s Literature
- Core 7 - World Classics in Translation
- Core 9 - Women’s Writing
- Core 10 - Introduction to Folk Literature
- Core 11 - Indian writing in Translation
- Core 13 - Literary Criticism,
- Core 14 - New Literatures in English
- Core 15 - Shakespeare

Time: 3 hrs.  
Marks

Max. Marks: 75

**SECTION – A (20 Marks)**

- I. Annotate FIVE of the following: (5 out of 7) [from Prose/Poetry/Drama] [5x2= 10 marks]
- II. Answer the following questions in one or two sentences. (5 out of 7) [5 × 2=10 marks]

[ from all other ]

**SECTION B (from all units)**

- III. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25 marks

**SECTION C (from ALL UNITS) (3 out of 5)**

- IV. Write essays on any THREE of the following in 300 words. 3x10=30 marks

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**For Core 8 - Language and Linguistics**

Time: 3 hrs.  
Marks

Max. Marks:75

**SECTION A**

- I. Choose the correct answer: [20x1 = 20 marks]

**SECTION B**

(short answers from all units, transcriptions, morphological analysis) II Answer the following

- Q 21 - Q25 - Answer any 3 out of 5 - (3 x 5 = 15)
- Q26. Phonetic transcription - short sentences - 2 sentences (5)
- Q27. Morphological analysis - tree diagram - 2 sentences (5)

### SECTION C

(Essays - Internal choice - Choices should not be from the same unit)

III Answer any THREE of the following in about 300 words. [ 10 x 3 = 30 marks]

Q28. a or b

Q29. a or b

Q30. a or b

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#### For Core 12 – Project

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- Project on English Literature or English Language or Films/TV Serials/ Web series or Media or any other related domain.
  - 20 pages Project report with appropriate documentation to be submitted for evaluation.
- 

**Internal Marks: 25 Marks**

**External Marks: 75 Marks**

**[ to be evaluated by an External Examiner]**

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- Project Report – 40 marks
  - Documentation – 10 marks
  - Viva Voce – 25 marks
- 

#### FOR ALL Mandatory Electives and Non-Mandatory Elective Courses

Time: 3 hrs.

Max. Marks: 75 Marks

SECTION A (20 marks)

(MCQ from all the units)

I. Choose the correct answer:

20x1 = 20 marks

SECTION B (25 Marks) (from all units)

II. Answer any FIVE of the following in about 100 words (5 out of 8)

5x5=25

marks SECTION C (30 Marks) (from all units)

III. Answer any THREE of the following in about 300 words (3 out of 5) marks

3x10=30

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**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-I**

**பொதுத் தமிழ் - பாடத்திட்டம்**

**General Tamil - Syllabus**

**4 பருவங்கள் (முதல் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

**பொதுத்தமிழ்-1**  
**தமிழ் இலக்கிய வரலாறு -1**  
**முதலாம் ஆண்டு – முதற் பருவம்**

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
100L1AU	பொதுத்தமிழ் -1 தமிழ் இலக்கிய வரலாறு -1	Supportive	Y	-	-	-	3	6	25	75	100

**Learning Objectives**

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

**Expected Course Outcomes**

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்	K4
CO 2	அற இலக்கியம் மற்றும் தமிழ் காப்பியங்களின்வழி வாழ்வியல் சிந்தனையைப் பெறுவர்	K5, K6
CO 3	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், பகுத்தறிவு இலக்கியங்களைக் கற்பதன் வழி நல்லீனக்கத்தையும் தெரிந்து பின்பற்றுவர்	K3
CO 4	மொழியறிவோடு சிந்தனைத்திறனைப் பெறுவர்	K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம்.

**1. இலக்கணம்;**

அ.தொல்காப்பியம், இறையனார் களவியல் உரை, நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், நண்டியலங்காரம், யாப்பருங்கலக்காரிசை நூல்கள்

ஆ.மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்ந்தல்

- வல்லினம் மிகும் இடங்கள்
- வல்லினம் மிகா இடங்கள்

- ஈரொற்று வரும் இடங்கள்
- ஒரு, ஓர் வரும் இடங்கள்
- அது, அஃது வரும் இடங்கள்
- தான், தாம் வரும் இடங்கள்

பயிற்சி : வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.

2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு
3. அற இலக்கியம்-பதினெண்கீழ்கணக்கு நூல்கள்
4. காப்பிய இலக்கியம் - ஐம்பெருங் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்
5. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் – பகுத்தறிவு

இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

அலகு-2 சங்க இலக்கியம்

எட்டுத்தொகை ;எ

1. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்
2. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே
3. ஐங்குறுநூறு -நெல் பல பொலிக! பொன் பெரிது சிறக்க! (முதல் பாடல் )-வேட்கைப் பத்து
4. கலித்தொகை 51 - சுடர்த்தொடிக் கேளாய் -குறிஞ்சிக் கலி
5. புறநானூறு -189 தென்கடல் வளாகம் பொதுமையின்றி, நாடா கொன்றோ -187

பத்துப்பாட்டு;

1. முல்லைப்பாட்டு (முழுவதும்)

அலகு-3 அற இலக்கியம்

- 1.திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம்
- 2.நாலடியார்-பாடல்: 131 (குஞ்சியழகும்)
- 3.நான்மணிக்கடிகை-நிலத்துக்கு அணியென்ப
- 4.பழமொழி நானூறு- தம் நடை நோக்கார்
- 5.இனியவை நாற்பது- 37. இளமையை மூப்பு என்று

அலகு-4 காப்பிய இலக்கியம்

1. சிலப்பதிகாரம் - வழக்குரைகாதை
2. மணிமேகலை- பாத்திரம் பெற்ற காதை
3. பெரியபுராணம் - பூசலார் நாயனார்புராணம்
4. கம்பராமாயணம்- குகப் படலம்
5. சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்

6. இயேசு காவியம் -ஊதாரிப்பிள்ளை	
அலகு-5	பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும்
பக்தி இலக்கியம்;	
<ol style="list-style-type: none"> <li>1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும்</li> <li>2. மாணிக்கவாசகர் திருவாசகம் - நமச்சிவாய வாஅழ்க நாதன்தான் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க வரை</li> <li>3. பொய்கையாழ்வார்-வையந் தகளியா வார்கடலே</li> <li>4. பூதத்தாழ்வார்-அன்பே தகளியா</li> <li>5. பேயாழ்வார்-திருக்கண்டேன் பொன்மேனி கண்டேன்</li> <li>6. ஆண்டாள் - திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)</li> </ol>	
பகுத்தறிவு இலக்கியம்;	
<ul style="list-style-type: none"> <li>• திருமூலர் - திருமந்திரம் (270,271, 274, 275 285)</li> <li>• பட்டினத்தார் -திருவிடை மருதூர் (காதே திரிந்து - எனத் தொடங்கும் பாடல் பா.எண் ;.279, 280)</li> <li>• கடுவெளி சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்)</li> <li>• இராவண காவியம் - தாய்மொழிப் படலம் - 18. ஏடுகை யில்லா ரில்லை முதல் - 22. செந்தமிழ் வளர்த்தார். வரை</li> </ul>	
Text books	
• .	
Reference Books	
<ul style="list-style-type: none"> <li>• மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி.</li> <li>• மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.</li> <li>• தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.</li> <li>• தமிழ் இலக்கிய வரலாறு -முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி</li> <li>• புதிய தமிழ் இலக்கிய வரலாறு- முனைவர்.சிற்பி பாலசுப்ரமணியம்,நீல.பத்மநாபன்</li> <li>• தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்</li> <li>• தமிழ் இலக்கிய வரலாறு -முனைவர். ப.ச.ஏசுதாசன்</li> <li>• தமிழ் இலக்கிய வரலாறு - ஸ்ரீ குமார்</li> <li>• வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு-பாக்கியமேரி</li> <li>• தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்</li> </ul>	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
Web Sources	

- <https://www.chennaiLibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-1



**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

**FOUNDATION COURSE: PART-I HINDI PAPER-I**

**100L1E**

**Inst.Hrs. : 6**  
**Credits : 3**

**Year : I**  
**Semester : I**

<b>Programme:</b>	U.G. – FOUNDATION COURSE – PART-I HINDI	
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the literary trends, prose forms and nature of functional Hindi and its applications</li> <li>2. Understand the roll of literature and importance of Functional Hindi</li> <li>3. Obtain the practical knowledge of critical study of Literature, thinking, writing and expressional skills.</li> <li>4. Obtain official noting, drafting and Business and personal, semi official letter writing methods and techniques</li> <li>5. Employ the evaluating, summerising and differentiate contextual meanings.</li> </ol>	
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge for higher studies</li> <li>2. Obtain Basic professional skills i.e. business and official Correspondence and applications</li> <li>3. Language application and writing skills</li> <li>4. Basic idea of evaluation critical and analytical study of literature.</li> <li>5. Develops ideas of creative thinking and writing</li> </ol>	
<b>Course Objectives</b>	1. Identify the theme and aims of prose lessons and functional Hindi	K1
	2. Understand and summarise the theme	K2
	3. Explain the ideology of literary works and writers	K3
	4. Interpret the contextual meaning and differentiation	K4
	5. Evaluate on the basis of elements, features and trends of prose	K5
	6. Conceive the knowledge of literary themes and practice of functional Hindi	K6
<b>Title of the Course:</b>	PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING	
<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Prose forms and prose writers	
<b>UNITS</b>		
<b>I</b>	<ol style="list-style-type: none"> <li>1. Sabhyata ka Rahasya</li> <li>2. Personal Applications</li> <li>3. Leave Letters</li> <li>4. Introduction to office procedures</li> <li>5. Official letter</li> <li>6. Demi Official Letter</li> </ol>	
<b>II</b>	<ol style="list-style-type: none"> <li>1. Mitrata</li> <li>2. Letter to the Editor</li> <li>3. Opening an A/C</li> </ol>	

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	<ol style="list-style-type: none"> <li>4. Demi Official Letter</li> <li>5. Office Order</li> <li>6. Administrative Terminology English to Hindi ( 30 Words )</li> </ol>
<b>III</b>	<ol style="list-style-type: none"> <li>1. Yuvavon Se</li> <li>2. Application for Withdrawal</li> <li>3. Circular</li> <li>4. Memo</li> <li>5. Enquiry</li> <li>6. Administrative Terminology Hindi to English ( 30 Words )</li> </ol>
<b>IV</b>	<ol style="list-style-type: none"> <li>1. Paramanu Oorja evam Khadya Padarth Sanrakshan</li> <li>2. Transfer of an A/C</li> <li>3. Missing of Pass Book / Cheque Leaf</li> <li>4. Official Memo</li> <li>5. Resolution and Notice</li> <li>6. Administrative Terminology English to Hindi ( 30 Words )</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Yougyata aur Vyavasay ka Chunav</li> <li>2. Complaints</li> <li>3. Ordering for Books</li> <li>4. Notification</li> <li>5. Official Noting Hindi to English ( 25 Phrases )</li> <li>6. Official Noting English to Hindi (25 Phrases)</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explains the nature, features, elements of prose forms and Functional Hindi</li> <li>2. Understand the theme, aim of lessons and obtain application skills.</li> <li>3. Evaluate the thought, ideology, expressional and artistic skills of writers.</li> <li>4. Obtain skills of critical analysis of Literary forms and drafting skills of personal letters, business letters, noting and drafting skills</li> <li>5. Learn to Employ the obtained skills in enriching the bright future.</li> </ol>
<b>Reading List (Print and Online)</b>	<ol style="list-style-type: none"> <li>1. Sarkari karyalayon mein Hindi ka Prayog. Written by Gopinath Srivatav, Lokbharati Prakashan, 15,A, Gandhi Mrag, Allabad – 1</li> <li>2. Hi.wikipedia.org/wiki.आधुनिक_हिन्दी_गद्य_का_इतिहास</li> <li>3. <a href="https://www.infosrf.com/blog-single.php?MnBv=494">https://www.infosrf.com/blog-single.php?MnBv=494</a></li> </ol>
<b>Recommended Texts</b>	<ul style="list-style-type: none"> <li>• HINDI GADHYA MALA Ed. by Dr. Syed Rahamathulla, Poornima Prakashan 4/7-B, Begum III Street, Royapettah, Chennai – 14.</li> <li>• Karyalayeen Tippaniya :Kendriya Hindi Sanshan, Agra</li> <li>• Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14</li> </ul>

**Method of Evaluation:**

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

<b>Internal Assessment</b>	<b>End Semester Examination</b>	<b>Total</b>	<b>Grade</b>
25	75	100	

	<b>POS1</b>	<b>POS 2</b>	<b>POS 3</b>	<b>POS 4</b>	<b>POS 5</b>
<b>CO 1</b>	S	S	M	S	M
<b>CO 2</b>	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S
<b>CO 4</b>	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	S



# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH

SYLLABUS WITH EFFECT FROM 2023-2024

**UG & 5 Year PG Integrated - SEMESTER – I**

**Foundation Course in French: Prescribed Text and Grammar-I**

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Introduce oneself and talk about one's likes and dislikes</li> <li>2. Invite someone, to accept or deny an invitation</li> <li>3. Making purchases at the market</li> <li>4. Recall and remember the usage of grammatical tenses in constructing sentences in a dialogue.</li> <li>5. Apply the learnt grammar rules in practice exercises to improve their understanding</li> </ol>		
<b>Course</b>	Foundation Course in French	<b>Course Code</b>	100L1K
<b>Title of the Course:</b>	Prescribed Text and Grammar-I		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	---		
<b>Course Objectives</b>	Identify the basic French sentence structure		K1
	Define and describe the various grammatical tenses and use them to communicate in French		K2
	Examine the various documents presented and discuss and reply to the questions asked on it		K2 and K3
	Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French		K4
	Evaluate the grammatical nature present in passages		K5
<b>Units</b>			
<b>I</b>	Unité 1: Salut ! Unité 2: Enchanté!		
<b>II</b>	Unité 3: J'adore !		
<b>III</b>	Unité 4: Tu veux bien ?		
<b>IV</b>	Unité 5: On se voit quand ?		
<b>V</b>	Unité 6: Bonne idée !		
<b>Prescribed Text</b>	Régine Mérieux & Yves Loiseau, <b>Units 1-6 of <i>Latitudes 1</i></b> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	L	S	M	L	S	S	S	M	S	M
CO2	S	M	M	L	M	M	L	S	S	S	S	S	M
CO3	M	S	S	M	M	M	L	S	M	M	M	S	M
CO4	S	M	M	L	S	M	L	S	S	S	M	S	M
CO5	S	M	M	L	M	M	L	S	S	S	S	S	M

**S-Strong      M-Medium      L-Low**

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**SEMESTER I**

**Title of the Paper** : Prescribed Text and Grammar-I

**Prescribed textbook** : Régine Mérieux & Yves Loiseau, **Units 1-6 of *Latitudes 1*** (Indian Edition), Paris, Didier, 2017.

Questions not to be asked from the Autoévaluation and Préparation au DELF

Paper setters are to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.

**QUESTION PAPER PATTERN**

Time : 3 Hours

Maximum Marks : 75

**Section A (10 x 2 = 20 Marks)**

Answer any TEN questions

15 questions to be asked on cultural / civilisational aspects found in the prescribed textbook

**Section B (5 x 5 = 25 Marks)**

Answer any FIVE questions

8 Grammar exercises to be given from the prescribed textbook

**Section C (3 x 10 = 30 Marks)**

Answer any THREE

3 must be answered out of 5 topics (1 dialogue writing, 1 letter /email writing, 1 composition, 1 comprehension, 1 translation)

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**FIRST YEAR - SEMESTER I**  
**PAPER II –GENERAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
100L1ZU	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To enable learners to acquire self awareness and positive thinking required in various life situations.									
<b>LO2</b>	To help them acquire the attribute of empathy									
<b>LO3</b>	To assist them in acquiring creative and critical thinking abilities									
<b>LO4</b>	To enable them to learn the basic grammar									
<b>LO5</b>	To assist them in developing LSRW skills.									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>I</b>	<b>SELF-AWARENESS(WHO)&amp;POSITIVE THINKING(UNICEF)</b> <b>Life Story</b> 1.1 Chapter 1 from Malala Yousafzai, I am Malala 1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi <b>Poem</b> 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore 1.4 Love Cycle – Chinua Achebe							20		
<b>II</b>	<b>EMPATHY</b> <b>Poem</b> 2.1 Nine Gold Medals – David Roth 2.2 Alice Fell or poverty – William Wordsworth <b>Short Story</b> 2.3 The School for Sympathy – E.V. Lucas 2.4 Barn Burning – William Faulkner							20		
<b>III</b>	<b>CRITICAL &amp; CREATIVE THINKING</b> <b>Poem</b> 3.1 The Things That Haven't Been Done Before – Edgar Guest 3.2 Stopping by the Woods on a Snowy Evening – Robert Frost							20		

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## FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

	<b>Readers Theatre</b> 3.3 The Magic Brocade – A Tale of China 3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)	
<b>IV</b>	<b>Part of Speech</b> 4.1 Articles 4.2 Noun 4.3 Pronoun 4.4 Verb 4.5 Adverb 4.6 Adjective 4.7 Preposition	15
<b>V</b>	<b>Paragraph and Essay Writing</b> 5.1 Descriptive 5.2 Expository 5.3 Persuasive 5.4 Narrative <b>Reading Comprehension</b>	15
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will:	
<b>CO1</b>	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
<b>CO2</b>	Acquire the attribute of empathy.	PO1,PO2,PO10
<b>CO3</b>	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
<b>CO4</b>	Learn basic grammar	PO4,PO5,PO6
<b>CO5</b>	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8
<b>Text books (Latest Editions)</b>		
1.	Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.	
2.	M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.	
3.	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.	
4.	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.	
5.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.	
6.	J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.	

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## FOUNDATION COURSE: ENGLISH

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<b>Web Resources</b>	
1	MalalaYousafzai. I am Malala (Chapter 1) <a href="https://archive.org/details/i-am-malala">https://archive.org/details/i-am-malala</a>
2	M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)- Rupa Publication, 2011 <a href="https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx">https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx</a>
3	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) <a href="https://www.poetryfoundation.org/poems/45668/gitanjali-35">https://www.poetryfoundation.org/poems/45668/gitanjali-35</a>
4	Aaron Shepard.Stories on Stage, Shepard Publications, 2017 <a href="https://amzn.eu/d/9rVzINv">https://amzn.eu/d/9rVzINv</a>
5	J C Nesfield. Manual of English Grammar and Composition. <a href="https://archive.org/details/in.ernet.dli.2015.44179">https://archive.org/details/in.ernet.dli.2015.44179</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

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 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE 1: INTRODUCTION TO ENGLISH LITERATURE**  
**COURSE CODE: 105CIA**

YEAR / SEMESTER	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Max.Marks		
									CIA	External	Total
I year I semester	<b>Introduction to English Literature</b>	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the different forms of literature.										
LO2	To provide learners with the background knowledge of literature										
LO3	To enable learners to understand the different genres of writing										
LO4	To examine the various themes and methodologies present in literature										
LO5	To create the ability of critically examining a text										
<b>UNIT</b>	<b>DETAILS</b>										
I	<b>Introduction to the Study of Literature</b> What is Literature? Why Study Literature? Ways of Studying Literature: Literary Forms.										
II	<b>Poetry: Forms of Poetry: Ballad, Sonnet, Ode, Elegy</b> Representative texts: "Robinhood & The Monk" Robert Jamieson "The Parting" Michael Drayton "Shall I compare thee to a summer's day? William Shakespeare (Sonnet 18) "When I Consider How My Light is Spent" John Milton "Ode to a Nightingale" John Keats "Elegy Written in a Country Churchyard" Thomas Gray										
III	<b>Prose: Aphoristic Essay, Personal Essay</b> Representative text: "Dream-Children: A Reverie" Charles Lamb										
IV	<b>Drama: Comedy, Tragedy, Tragi-Comedy</b> Representative text: <i>The Merchant of Venice</i> William Shakespeare										
V	<b>Short Stories: Definition, features &amp; types</b> Representative texts: "How Much Land Does a Man Need?" Leo Tolstoy "The Diamond Necklace" Guy de Maupassant "Garden Party" Katherine Mansfield										



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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand and describe the basic elements of poetry, including meter, rhyme, and theme.	PO1
<b>CO2</b>	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
<b>CO3</b>	Have an idea about dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
<b>CO4</b>	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
<b>CO5</b>	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO8

<b>Text Books (Latest Editions)</b>	
1.	Rees, R.J. <i>English Literature: An Introduction for Foreign Readers</i> . Macmillan, 1973.
2.	Nayar, Promod K. <i>A Short History of English Literature</i> . Amity University Press, 2018.
3.	Prasad, B. <i>Background to the Study of English Literature</i> . Macmillan Publishers, 2000.
4.	Eagleton, Terry. "What is Literature." Introduction. <i>Literary Theory: An Introduction</i> . 2 <sup>nd</sup> edition. Britain: Blackwell Publishers Limited, 1983.

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Kennedy, X.J. <i>Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing</i> . Pearson, 2016.
2.	Kirszner, Laurie G, and Stephen R Mandell. <i>Portable Literature: Reading, Reacting, Writing</i> . 9th ed., Cengage Learning, 2016.
3.	Abrams, M.H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> 11th ed., Cengage, 2019.
4.	Hudson, William Henry. <i>An Introduction to the Study of Literature</i> . Atlantic, 2006
5.	Adamson H. D. <i>Linguistics and English Literature: An Introduction</i> , Cambridge University Press, 2019.
6.	Alexander, Michael. <i>A History of English Literature</i> . 2nd ed., Palgrave Foundations, 2000.
7.	Herawati, Henny., et al., <i>Introduction to Literature</i> . Sanata Dharma University Press, 2021.
8.	Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English</i> . 3rd ed., 2016.
9.	Cuddon, J.A. <i>Dictionary of Literary Terms and Theory</i> . Penguin, 1998

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<b>Web Resources</b>	
1.	<a href="#"><u>ASIATIC: IITUM Journal of English Language &amp; Literature</u></a>
2	<a href="https://www.youtube.com/watch?v=qybMNIViMq4"><u>https://www.youtube.com/watch?v=qybMNIViMq4</u></a>
3.	<i>The English Historical Review (EHR)</i>

**Mapping with Programme  
Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific  
Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0



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**CORE 2: INDIAN WRITING IN ENGLISH**

COURSE CODE: 105C1B

YEAR / SEMESTER	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Max.Marks		
									CIA	External	Total
I year I semester	<b>Indian Writing in English</b>	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>											
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.										
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations.										
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.										
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.										
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts										
<b>UNIT</b>	<b>DETAILS</b>										
I	<b>Introduction</b> Beginnings of Indian Writing in English, Macaulay's Minutes, The Renaissance in Modern India, Pre and Post-Independence Indian Writing in English, Indian English Fiction - 1980-2000.										
II	<b>Poetry</b> "Our Casuarina Tree" Toru Dutt "Coromandel Fishers" Sarojini Naidu "Night of the Scorpion" Nissim Ezekiel "The Bus" Arun Kolatkar "Indian Women" Shiv K Kumar "Narcissus" Easterine Kire										
III	<b>Prose</b> "Religion in a Changing World" (Religion, Science and Culture) Dr.Radhakrishnan "Freedom From the Known"- Chapter 6 J. Krishnamurti										
IV	<b>Drama</b> Dance like a Man Mahesh Dattani										

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V	Short Story "Handful of Nuts" "Laburnum for my Head" Fiction <i>Kanthapura</i>	Ruskin Bond Temsula Ao  Raja Rao
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will	
<b>CO1</b>	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
<b>CO2</b>	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
<b>CO3</b>	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
<b>CO4</b>	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
<b>CO5</b>	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Singh, R.P., and Prasad., editors. <i>Anthology of Indian English Poetry</i> S.K, Orient Longman, 1989.	
2.	Mehrotra, A.K., <i>The Oxford Indian Anthology of Modern Indian Poets</i> , OUP, 1993.	
3.	Gokak V. K, <i>The Golden Treasury of Indo-Anglican Poetry</i> . Sahitya Akademi, 2006.	
4.	Dattani, Mahesh. <i>Dance like a Man</i> . Penguin, India.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Iyengar, K. R. S. <i>Indian Writing in English</i> . Sterling Publishers Pvt. Ltd, Mumbai, 2012.	
2.	Mehrotra, A. K. <i>An Illustrated History of Indian Literature in English</i> . New Delhi: Permanent Black, 2003.	
3.	King, Bruce. <i>Modern Indian Poetry in English</i> . New Delhi. Oxford University Press, 2004.	
4.	Naik, M.K. <i>Critical Essays on Indian Writing in English</i> . Madras: Macmillan, 1977.	
5.	Naik, M.K. <i>Aspects of Indian Writing in English</i> . Delhi: Macmillan, 1979.	

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6.	Naik, M.K. <i>History of Indian English Literature</i> . New Delhi: Sahitya, 1982.
7.	Naik, M.K. <i>Dimensions of Indian English Literature</i> . New Delhi: Sterling Publishers, 1984.
8.	Naik, M.K. <i>Studies in Indian English Literature</i> . New Delhi: Sterling, 1987.
9.	Rau, M. Chalapathi. <i>Indian Drama: Traditional Societies in Transition</i> . New Delhi: Allied Publishers Private Limited, 1982.
10.	Shaikh, F.A. <i>New Perspectives on Indian Writing in English</i> . New Delhi: Sarup, 2009.
11.	Walsh, William. <i>Indian Literature in English</i> . London: Longman, 1990.
<b>Web Resources</b>	
1	<a href="https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/">https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/</a>
2.	<a href="http://legacy.krishnamurti.org/krishnamurti-teachings/view-text.php?tid=48&amp;chid=56789&amp;w=fear&amp;">http://legacy.krishnamurti.org/krishnamurti-teachings/view-text.php?tid=48&amp;chid=56789&amp;w=fear&amp;</a>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	S	S	S	S	S	M	S	S	S	M
CO 2	M	S	S	M	M	S	M	M	M	S
CO 3	S	S	M	M	S	M	S	M	S	M
CO 4	S	S	S	S	M	S	S	M	S	M
CO 5	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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**FIRST YEAR - SEMESTER I**  
**ELECTIVE I- SOCIAL HISTORY OF ENGLAND**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105E1A	Elective	4	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
I	The Renaissance and its Impact on England, The Reformation and Counter Reformation, Puritanism, Colonialism									
II	The Restoration England, The Origin and Growth of Political Parties in England, Hanoverian England									
III	Impact of the Industrial, Agrarian and the French Revolutions on the English Society, Humanitarian Movements in England									
IV	The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Welfare State, the Labour Movement									
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991). Twenty first Century England – Brexit									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages								PO4, PO6	
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.								PO4, PO5, PO6	
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.								PO3, PO8	

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<b>Text Books (Latest Editions)</b>	
1.	Wrightson, Keith., editor. <i>A Social History of England, 1500- 1750</i> . Norton Press, 2018
2.	Ed. Julia Crick, Elisabeth Van Houts, <i>A social History of England, 900- 1200</i> , Cambridge University Press, 2012.
3.	Daiches, David. <i>A Critical History of English Literature - Volume I- From the Beginning to Milton</i> . England: Martin Secker and Warberg Limited, 1960.
4.	Thorn, John., et.al. <i>A History of England</i> . India: AITBS Publishers, 2012.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Ed. Rosemary Horrox, <i>A social History of England, 1200-1500</i> , June 2012, Cambridge University Press
2.	Roberts J.M., <i>The Penguin History of Europe</i> . Penguin Books Limited, 1997.
3.	Nayar, Promod K. <i>A Short History of English Literature</i> . Amity university Press, 2018.
4.	Saintsbury, George. <i>A Short History of English Literature</i> . Aitbs Publishers, 2009.
5.	Trevelyan, G.M., <i>English Social History</i> . Penguin, 1987.
<b>Web Resources</b>	
1.	<i>A Social History of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming - Internet Archive</i>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	M	S	S	S	M
CO 2	M	S	S	M	M	S	M	M	M	S
CO 3	S	S	M	M	S	M	S	M	S	M
CO 4	S	S	S	S	M	S	S	M	S	M
CO 5	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0



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**BRIDGE COURSE: FUNDAMENTAL FRAMEWORK  
 FOR READING ENGLISH LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105B1A	Core	Y	Y	-	-	2	2	25	75	100

**Learning Objectives**

LO1	To enable students to gain knowledge about Literature's relevance in Contemporary times.
LO2	To provide a basic understanding of genres.
LO3	To help students to convey creative and literary ideas effectively.
LO4	To help develop the ability to practically appreciate literary pieces.
LO5	To introduce students to world renowned writers across genres.

**UNITS**

**TOPICS**

I	<b>Literature and Humanities</b> – Understanding Literature and its relevance to life; Intersections with other disciplines
II	<b>Empathy and Ethics, Diversity, and Inclusivity</b> – Writings across genres, gender, culture, community, boundaries and binaries.
III	<b>The Way with Words</b> – Mastering Literary vocabulary – choosing the right words to convey ideas effectively, What to Read and How to Write
IV	<b>Basic Structure of a Genre</b> – Reading and appreciation of a poem, a play, a short story, an essay
V	<b>The Notables</b> – Nobel Laureates, Award winning Writers – An overview from classical to contemporary literary icons.

**Course Outcomes**

Course Outcomes	On completion of this course, students will:	
CO1	Attain communicative competence so that they can use language accurately and appropriately	PO1
CO2	Understand the basic features of communication and aim at improving language skills	PO1, PO2
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	PO4, PO6
CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
CO5	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

Any suitable, relevant sample writing can be chosen by the instructor for explaining each unit.

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**References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

1. Cholij, Mark, and Geetha Nagaraj. English Basics: A Companion to Grammar and Writing. Cambridge University Press, 2004.
2. Seth, Nidhi. Teaching Diversity Through Literature. Drizzle Publications, 2023.

**Web Resources**

1. <https://archive.nptel.ac.in/courses/109/106/109106189/>
2. <https://www.preservearticles.com/essay/literature-and-life/3204>
3. <https://assignmentpoint.com/literature-in-life/>
4. <https://assignmentpoint.com/literature-in-life/>
5. <https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defines-humanity/>
6. <https://vimeo.com/552207344>
7. <https://lithub.com/teaching-literature-means-teaching-empathy>
8. <https://hbr.org/2020/03/the-case-for-reading-fiction>
9. <https://sites.bu.edu/summerliteracyinstitute/files/2015/05/YokotaJ-Learning-Through-Literature.pdf>
10. <https://libguides.williams.edu/literature-review/reading-the-literature>
11. <https://www.allearsenglish.com/improve-vocabulary-reading-books/>
12. <https://pressbooks.online.ucf.edu/strategies/chapter/reading-literary-works/>
13. <https://study.com/academy/topic/wi-foundations-of-reading-understanding-literary-texts.html>
14. <https://www.youtube.com/watch?v=ZH9e8pbg4gM&t=25s>
15. <https://www.masterclass.com/articles/how-to-analyze-poetry>
16. <https://brightspotedn.byu.edu/f4/79/370b56414052ba04fcbd25f6335b/reading-short-story.pdf>
17. <https://auralcrave.com/en/2021/10/22/how-to-read-and-understand-classic-literature/>
18. <https://vimeo.com/552207344>
19. <https://nosweatshakespeare.com/literature/30-greatest-writers/>
20. <https://www.ranker.com/list/best-writers-of-all-time/ranker-books>
21. <https://www.gnomebookwriting.com/blog/top-most-famous-living-authors/>

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**ENGLISH FOR COMMUNICATION (SEC -I)**  
 COURSE CODE: 105S1A

YEAR / SEMESTER	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Max.Marks		
									CIA	External	Total
I year I semester	<b>English for Communication</b>	Skill	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>											
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.										
LO2	To sensitize students to the major issues in the society and the world.										
LO3	To provide the students with an ability to build and enrich their communication skills.										
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study										
LO5	To help them think and write imaginatively and critically										
<b>Details</b>											
<b>UNIT</b>											
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Persuasive; Significance of communication.										
II	Types of communication-Verbal-Non-Verbal.										
III	Effective communication skills										
IV	Skills to be acquired in communication - Speaking/reading/writing/listening										
V	Application of different types / styles of communication skills (LSRW) in different situations / contexts.										
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will;										
<b>CO1</b>	Identify the basic principles of communication									PO1	
<b>CO2</b>	Analyze the various types of communication									PO1, PO2	
<b>CO3</b>	Make use of the essential principles of communication									PO4, PO6	
<b>CO4</b>	Identify the prominent methods and models of Communication.									PO4, PO5, PO6	
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.									PO3, PO8	



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<b>Text Books (Latest Editions)</b>	
1	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3	Understanding Body Language by Alan Pease.
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
1	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY   goigā la jijuna - Academia.edu</i>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

சென்னைப்பல்கலைக்கழகப்பாடத்திட்டமாற்றம்

2020 ஆம்கல்வியாண்டுமுதல்

பொதுத்தமிழ் – (Foundation Course)

B.A./B.Sc./B.Com.,

BFC-LT003

பொதுத்தமிழ்மூன்றாம்பருவம்

மொத்தமதிப்பெண்கள் – 75

பாடப்பகிர்வு

- I. இலக்கியம்
- II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு
- III. மொழிப்பயிற்சியும்மொழிபெயர்ப்பும்

அலகு 1

1. காரைக்கால் அம்மையார் – அற்புதத்திருவந்தாதி  
("பிறந்துமொழி" எனத்தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லைபதிகம்  
"கற்றாங்கு" எனத்தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – "மாசில்வீணையும்" எனத்தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – "பித்தாபிறைகுடி" எனத்தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு 2

1. ஆண்டாள் – நாச்சியார்திருமொழி – ஏழாம்பத்து
2. பொய்கையாழ்வார், பூதத்தாழ்வார், பேயாழ்வார் – முதல்பாடல்
3. நம்மாழ்வார் – முதல்பத்து – நான்காந்திருமொழிமுதல் 5 பாடல்கள்

அலகு 3

1. தாயுமானவர் – பைங்கிளிகண்ணி (5 கண்ணிகள்)

2. வள்ளலார் - திருவருட்பா - பிள்ளைச்சிறுவின்ணைப்பம் (1-5)
3. அருணகிரிநாதர் - விநாயகர்துதி - நினதுதிருவடிஎனத்தொடங்கும் 5 ஆம்பாடல்

#### அலகு 4

1. சித்தர்பாடல்கள் - திருமுலர் - திருமந்திரம் (270,271,274,275,285)
2. குணங்குடிமஸ்தான் - பராபரக்கண்ணி (முதல்பத்துக்கண்ணிகள்)
3. வேதநாயகம்பிள்ளை - தாய்தந்தையர்வணக்கம் 25 - 32 வரிகள்  
(பெண்மதிமாலை)

#### அலகு 5

1. முத்தொள்ளாயிரம்
2. தமிழ்விடுதாது - முதல்16கண்ணிகள்
3. நந்திக்கலம்பகம்(61, 96, 100, 105, 110)

#### II தமிழிலக்கியவரலாறு

1. பக்திஇலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

#### III மொழிப்பயிற்சியும்மொழிபெயர்ப்பும்

ஒருபொருள்குறித்தபலசொல் , பலபொருள்குறித்தஒருசொல்,  
பிறமொழிச்சொல்நீக்கல், அலுவலகக்கடிதம்வரைதல்,  
தமிழில்மொழிபெயர்த்தல்

மதிப்பெண்பங்கீடு I & II - 50

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**BFC-LH003**

**FOUNDATION COURSE: PART-I HINDI PAPER-III**

**Inst.Hrs. : 6**

**Year : II**

**Credits : 3**

**Semester : III**

PAPER –III ANCIENT POETRY AND INTRODUCTION TO HINDI LITERATURE (UPTO REETI KAAL)	
<b>Duration:</b>	<b>1 Semester</b>
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the ancient poets and their works, contribution to society and Literature</li> <li>2. Studies the contemporary conditions and its impact on Ancient poets</li> <li>3. Understand the message of poets their expressional and artistic skills</li> <li>4. Evaluation and critical study of Ancient Poetry and Trends of Ancient Literature</li> <li>5. Obtain the skills of summarise, interpretation of contexts and literary attitude</li> </ol>
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge of Ancient Poets and their works</li> <li>2. Basic Knowledge of History of Hindi literature and its trends</li> <li>3. Obtain skills of briefing, interpretation and evaluation</li> <li>4. Basic idea of critical and analytical study of literature.</li> <li>5. Obtain the application knowledge of relation between contemporary condition and literature and its impact on poets</li> </ol>

<b>Course Objectives</b>	1. Identify the literary trends of ancient Hindi literature, and social conditions and its impact on Ancient poetry	K1
	2. Summarise the content of prescribed poems and understand the trends of Ancient Hindi Literature .	K2
	3. Critical study and analysis of artistic skills of poets and their expressional skills and literary trends	K4
	4. Employ the methods of interpreting contexts, ideas and identify the special features, poetic skills through practicing annotation writing	K3
	5. Differentiate the subject, ideology, contribution and poetic skills with each other and also know about contemporary poets , writers and the impact of contemporary situations	K5

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	6. Conceive the aims of Literature and relations between Literature and contemporary society	K6
<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Fiction and Translation	
<b>UNITS</b>		
<b>I</b>	1. Kabirdas - Saakhi (Dohas from 1 to 10) 2. Literary Trends of Veeragatha Kaal (Aadikaal) 3. Chand Baradai and his Works 4. Vidhyapathi and his Works	
<b>II</b>	1. Surdas - Bramargeet Saar 2. Literary Trends of Bhakthi Kaal 3. Gyan Margi Shakha 4. Important Poet : 1. Kabirdas	
<b>III</b>	1. Tulasidas – Vinay ke Pad only 2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha 3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha 4. Important Poets – 1. Joyasi and 2. Tulasidas	
<b>IV</b>	1. Meera Bai – Pad only 2. Tiruvalluar (Dharmakaand only) 3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha 4. Important Poet – Surdas	
<b>V</b>	1. Biharilal ( Dohas 1 to 5 ) 2. Literary Trends of Reethikaal 3. Important Poet : Bihari and his works 4. Bhushan and his works and Ghananand and his works	
<b>Course Outcomes</b>	1. Identifies the Ancient Poets their works, and impact of contemporary conditions of society and ancient History of Hindi Literature 2. Understand the theme , message, expressional and artistic skills 3. Evaluate the thought, ideology, expressional and artistic skills of writers and contextual meanings and literary trends of Ancient History 4. Obtain skills of summarizing, evaluating and critical study and of poems 5. Employ the techniques of interpretation and contextual meaning of texts	

UNIVERSITY OF MADRAS

**Second Year | Third Semester | Part II : Literary Appreciation**

**Only for BA English**

**Text – WORD ART: An Approach to Literary Appreciation**

**By Emerald Publishers | ₹190/-**

**Unit - I: Introduction 10 Hours**

**Unit - II Reading And Appreciating Poetry 15 Hours** (including all worksheets to be done in class in the textbook)

**Unit - III Reading / Appreciating Prose 15 Hours** (including all worksheets to be done in class in the textbook)

**Unit - IV Reading/ Appreciating Drama 15 Hours** (including all worksheets to be done in class in the textbook)

**Unit - V Reading And Appreciating Fiction 15 Hours** (including all worksheets to be done in class in the textbook)

**Formative Assessment 05 Hours** (Unit-end assessment tasks)

**II UG SEMESTER 3 | PART II – LITERARY APPRECIATION****B.A English****Text – WORD ART: An Approach to Literary Appreciation****By Emerald Publishers | ₹190/-****Course Objective****The contents of the syllabus aim to enable students to**

- show their understanding of the significance of studying literature in the modern context and express their knowledge of the different literatures in English around the world
- illustrate their learning of the different genres and literary forms in English
- demonstrate their knowledge of styles, devices, elements/conventions in prose, poetry, drama and narrative
- show enhancement of their knowledge of literary terms
- acquire the literary tools to critique works of literature

**UNIT 1: INTRODUCTION [10 Hours]**

<b>UNIT No.</b>	<b>Main Topics</b>	<b>Sub Topics</b>
1.1	Studying Literature	
1.2	Value of Humanities in the Present Times	
1.3	Brief Survey of Literatures in English	
1.4	Genres and Forms	1.4.1 Poetic Forms 1.4.2 Prose Forms 1.4.3 Dramatic Forms 1.4.4 Narrative Forms
1.5	Glossary of important terms in Genres and Forms	
1.6	Unit –end Assessment and Assignment	



<b>UNIT 2: READING AND APPRECIATING POETRY [15 Hours]</b>		
<b>Unit No.</b>	<b>Main Topic</b>	<b>Sub topics</b>
2.1	Understanding Poetic Devices	Syllable, Metre, Rhyme, Stanza, Verse, Imagery, Symbols, Figures of Speech.
2.2	<b>Text-1</b> William Wordsworth The World is Too Much With Us	Sonnet
2.3	<b>Text-2</b> W.H.Auden Funeral Blues	Elegy
2.4	Critical Analysis of Text I	<b>Critical Appreciation based of Form and Devices</b> <b>Critical Appreciation based on themes and Structure</b>
2.5	Critical Analysis of Text 2	<b>Critical Appreciation based of Form and Devices</b> <b>Critical Appreciation based on themes and Structure</b>
2.6	<b>Glossary of Poetic Terms</b>	
2.7	<b>Unit end Assessment/ Assignment</b>	



**UNIT 3 : READING AND APPRECIATING PROSE [15 Hours]**

<b>Unit No.</b>	<b>Main Topic</b>	<b>Sub Topics</b>
<b>3.1</b>	Understanding Non-Fiction Writing	Writing Styles, Devices Themes and Structure of Essays
<b>3.2</b>	My Lost Dollar Stephen Leacock	
<b>3.3</b>	Kindly Adjust to our English ShashiTharoor	
<b>3.4</b>	Critical Appreciation of Text 1	<b>Critical Appreciation based of Form and Devices</b> <b>Critical Appreciation based on themes and Structure</b>
<b>3.5</b>	Critical Appreciation of Text 2	<b>Critical Appreciation based of Form and Devices</b> <b>Critical Appreciation based on themes and Structure</b>
<b>3.6</b>	<b>Glossary of Prose Terms</b>	
<b>3.7</b>	<b>Unit end Assessment &amp; Assignment</b>	

**UNIT 4: READING AND APPRECIATING DRAMA [15 Hours]**

Unit No.	Main Topic	Sub Topics
4.1	Understanding Dramatic Devices	Elements of Drama, Dramatic Conventions
4.2	G.B. Shaw's <i>Arms &amp; The Man</i>	Excerpts from ACT I
4.3	Critical Appreciation of Text 1	<b>Critical Appreciation based of Form and Devices</b> <b>Critical Appreciation based on themes and Structure</b>
4.4	Neil Simon's <i>The Defenseless Creature</i>	One-Act Play
4.5	Critical Appreciation of Text 2	<b>Critical Appreciation based of Form and Devices</b> <b>Critical Appreciation based on themes and Structure</b>
4.6	Glossary of Dramatic Terms	
4.7	Unit-end Assessment & Assignment	

**UNIT 5: READING AND APPRECIATING FICTION [15 Hours]**

<b>Unit No.</b>	<b>Main Topics</b>	<b>Sub Topics</b>
5.1	Understanding Fiction Devices	<b>Narrative Types, Narrative Elements and Techniques</b>
5.2	Anton Chekhov's "The Bet"	Short story
5.3	Excerpts from Paulo Coelho's <i>The Alchemist</i>	Novella
5.4	Short Story	<b>Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure</b>
5.5	Novella	<b>Critical Appreciation based of Form and Devices Critical Appreciation based on themes and Structure</b>
5.6	Glossary of Fiction terms	
5.7	Unit end Assessment & Assignment	

**Learning Outcomes**

After completing the course the students will be able to

- show their understanding of the significance of studying literature in the modern context.
- express their knowledge of the different literatures in English around the world
- illustrate their learning of the different genres and literary forms in English
- demonstrate their knowledge of literary devices, styles, themes and structures
- critically analyse different literary texts based on form and devices; themes and structures
- show enhancement of their knowledge of literary terms
- to read, understand and make a critical appreciation of literary works

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**II UG - SEMESTER III- Part II – LITERARY APPRECIATION**  
**( BA ENGLISH )**

**Summative Internal Assessment -Question Paper Pattern (35 Marks)**

**QUESTION PAPER PATTERN**  
**INTERNAL EXAMINATION – 35 Marks**

**I. PART A (5 Marks)**

**Speaking Skills: (5 Marks)**

Oral Review of any literary text that students have read

**II. PART B (20 Marks)**

[Frame Text-based questions similar to/from Each Unit-end Formative Assessment Tasks]

1. Unit 1 (4 marks)
2. Unit 2 (4 marks)
3. Unit 3 (4 marks)
4. Unit 4 (4 marks)
5. Unit 5 (4 marks)

**III. PART C (10 Marks)**

1. Critical appreciation of a textual passage –Prose/ Poetry (5 marks)
  2. Critical appreciation of a textual passage – Drama/ Fiction (5 marks)
-

**II UG - SEMESTER III- Part II – LITERARY APPRECIATION**  
**( BA ENGLISH )**

**QUESTION PAPER PATTERN**  
**EXTERNAL- UNIVERSITY EXAMINATION**

**Time: 3 Hours**

**Maximum Marks: 50**

**Note: Answer any FIVE questions. Each question carries 10 marks.**

**1. a) Read the following passage and answer the questions that follow ( 5 marks)**

[Passage from Unit 1.4 Genres and Forms]

**b) Questions based on any of the following 1.5(5 marks)**

[Glossary of important terms in Genres and Forms]

**2. a) Read the following lines and answer the questions that follow (5 marks)**

[Lines from the two texts in Unit 2-

Poems -Questions to be on Form, Devices, Theme and Structure]

**b) Questions based on any of the following in Unit 2.1&2.6(5 marks)**

[Understanding Poetic Devices -Syllable, Metre, Rhyme, Stanza, Verse,

Imagery, Symbols, Figures of Speech

Glossary of Poetic Terms.]

**3. a) Read the following lines and answer the questions that follow (5 marks)**

[Lines from the two texts in Unit 3 - Prose-Questions to be on Form,  
Devices, Theme and Structure]

**b) Questions based on any of the following in Unit 3.1 & 3.6 (5 marks)**

[Understanding Non-Fiction Writing - Writing Styles, Devices

Themes and Structure of Essays

Glossary of Prose Terms]

**4. a) Read the following lines and answer the questions that follow (5 marks)**

[Lines from the texts in Unit 4 Drama--Questions to be on Form, Devices,  
Theme and Structure]

**b) Questions based on any of the following in Unit 4.1 & 4.6(5 marks)**

[Understanding Dramatic Devices -Elements of Drama, Dramatic Conventions

Glossary of Dramatic Terms]

**5. a) Read the following lines and answer the questions that follow (5 marks)**

[Lines from the Literary texts in Unit 5 Fiction -Questions to be on Form, Devices,  
Theme and Structure]

**b) Questions based on any of the following in Unit 5.1 &5.6**

**(5 marks)**

[Understanding Fiction Devices -Narrative Style and Techniques  
Glossary of Fiction Terms]

**6. Critically appreciate in 300 words any of the following texts**

**(10 marks)**

[Choose any 1 of the 2 Critical Appreciation of unknown passages]

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**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
**SYLLABUS WITH EFFECT FROM 2022-2023**

**BFC-LF003**

**FOUNDATION COURSE: PART-I FRENCH PAPER-III**

**Inst.Hrs. : 6**

**Year : II**

**Credits : 3**

**Semester : III**

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify and apply the structure and use of different grammatical tenses</li> <li>2. To translate simple texts</li> <li>3. Draft and summarize the literary texts</li> <li>4. Apply grammatical tenses</li> <li>5. Analyze the literary texts</li> </ol>
<b>Title of the Course:</b>	<b>Translation, Comprehension and Grammar - I</b>
<b>UNITS</b>	
<b>I</b>	Les feuilles mortes Le Vrai Père Les pronoms relatifs
<b>II</b>	Nos études Demain dès l'aube Le passé composé
<b>III</b>	Par une journée d'été L'imparfait Le Plus-que-parfait
<b>IV</b>	Une visite inattendue Le subjonctif Le conditionnel
<b>V</b>	L'hiver Le libraire La comparaison

<b>Course Outcomes</b>	Understand the structure and use of different grammatical tenses	K2
	Display translated texts	K2
	Draft and summarize the literary texts	K3
	Identify and apply different grammatical tenses	K3
	Analyze and critically assess the literary texts	K4

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<b>Reading List (Print and Online)</b>	K. Madanagobalane & N.C. Mirakamal, <i>Le français par les textes</i> , Chennai, Samhita Publications – Goyal Publisher & Distributors Pvt Ltd, 2017
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**Mapping with Programme Outcomes:**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	M	S	S
CO 2	S	S	S	S	S
CO 3	S	M	M	S	S
CO 4	S	S	M	S	S
CO 5	S	S	S	S	S

**S-Strong    M-Medium    L-Low**



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**SECOND YEAR - SEMESTER III**  
**CORE V – BRITISH LITERATURE-II**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
205C3A	Core	Y	Y	-	-	5	5	25	75	100

**Learning Objectives**

LO1	To help learners analyze British Literature written from the late 18 <sup>th</sup> Century to the present.
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
LO3	To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Post modernism) and the literature of the period.
LO4	To closely examine literary works using critical perspectives.
LO5	To help them with applying appropriate formal conventions when writing about literature.

**Details**

UNIT	
I	1. Alfred Lord Tennyson – Ulysses 2. Robert Browning – My Last Duchess 3. T.S.Eliot – The Waste Land – The Burial of the Dead 4. W.H.Auden – The Unknown Citizen 5. Mathew Arnold – Dover Beach
II	1. G.K. Chesterton – Piece of Chalk 2. William Hazlitt – Indian Jugglers
III	R.B. Sheridan – The School for Scandal
IV	Thomas Hardy – The Return of the Native
V	1. James Joyce – The Dead 2. Somerset Maugham – The Verger

**Course Outcomes**

CO	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodisation, theme, genre, motif, and so on, in British literature.	PO1,PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4,PO6
CO4	Respond to literature on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4,PO5,PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3,PO8

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<b>Text Books (Latest Editions)</b>	
1.	Renard, Virginie. <i>The Great War and Post modern Memory: The First World War in Late 20Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2	The School of Scandal and other plays by R,B. Sheridan
3	The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	The Dead, James Joyce – Analysis : <a href="http://www.eng-literature.com">www.eng-literature.com</a>
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens
<b>Web Resources</b>	
1.	<a href="https://www.poetryfoundation.org/poems/43768/my-last-duchess">https://www.poetryfoundation.org/poems/43768/my-last-duchess</a>
2.	<a href="https://fullreads.com/essay/the-indian-jugglers/">https://fullreads.com/essay/the-indian-jugglers/</a> .
3.	<a href="https://essays.quotidiana.org&gt;piece-...">https://essays.quotidiana.org&gt;piece-...</a> "A Piece of Chalk by G.K.Chesterton-Quotidiana

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

**Mapping with Programme Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

Title of the Course	<b>Core Course BEN-DSC06: ASPECTS OF ENGLISH LANGUAGE - PAPER I</b>		
Category of the Course	Year & Semester <b>Second Year &amp; Third Semester</b>	Credits <b>4</b>	Subject Code
Hours:	<b>75</b>		
Objectives:	To recall, reinforce and test knowledge of English Grammar To sensitize on correct and incorrect use of the English language		
Course Introduction	What is Language? Definition of Language, Properties of Language, Development of Writing, What are Naming words, Phrases and Clauses?		
Course Components	<p><b>Unit 1: Introduction</b></p> <p>1.1 Language - Definition – Uses of language - Phatic communion</p> <p>1.2 Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Inter changeability, Specialization, Non directionality</p> <p>1.3 Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glossogenetics</p> <p>1.4 Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing</p> <hr/> <p><b>Unit 2 - English Language and Its Structure -I</b>  <b>(Word Classes – Content Words/Lexemes)</b></p> <p>2.1 Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types.</p> <p>2.2 Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, 'Be' 'Have' 'Do' as Main Verbs.,</p> <p>2.3 Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect.</p> <p>2.4 Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative, Degree of comparison, Order of adjectives</p> <p>2.5 Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb</p> <p><b>Language in Use:</b> Error corrections, Rewrite changing tenses, number, substituting with pronouns.</p> <hr/> <p><b>Unit 3: English Language and Its Structure- II</b></p> <p>3.1 Articles, Determiners</p> <p>3.2 Prepositions, Inflections</p> <p>3.3 Conjunctions – Coordinating and Subordinating Conjunctions</p> <p>3.4 Linkers</p> <p>3.5 Interjections</p> <p><b>Language in Use:</b> Error corrections, Rewrite changing tense and numbers</p>		

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	<p><b>Unit 4: English Language And Its Structure- III ( Phrases)</b>            4.1 Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases, Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional Phrases,            4.2 Independent and Dependent Clauses Conditional Clauses            4.3 Sentences - Pattern -Types of sentences - Simple, Compound and Complex sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory            4.4 Voice            4.5 Reported Speech  <b>Language in Use:</b> Conversion, Transformation, Rearrange (jumbled word sentences) Sequencing</p> <p><b>Unit 5: English Language And Its Structure IV – Spelling</b>            5.1 Common rules- 'i' before 'e', dropping the final 'e', changing final 'y' to 'i', Doubling of the final consonant.            5.2 Spelling – pronunciation differences                - single letter with multiple pronunciation                - single sound with multiple spelling            5.3 <i>One word substitutions (for class work only. Not for testing)</i>            5.4 <i>Idioms and Phrases (for class work only. Not for testing)</i>            5.5 <i>Dictionary referencing</i>                <i>(using Dictionaries to understand how words are entered in a Dictionary)</i>  <b>Language in Use:</b> Error correction, unscrambling letters, commonly confused words  <b>[Note:5.3, 5.4 &amp; 5.5 are not for testing in the End Semester External Examination]</b></p>
<b>Learning Outcomes</b>	After completing this course, the students will be able to > show their understanding of language and its features > demonstrate their understanding of English Grammar > use English language correctly > distinguish between correct and incorrect use of the language.

<b>Prescribed Texts</b>		
<b>Unit</b>	<b>Books</b>	<b>Chapters and Page Numbers; sub units</b>
Unit 1	Language and Linguistics- J.F.Wallwork The Study of Language – George Yule	1.1 (1-13) & 1.3 & 1.4 1.2 Chapter 2
Unit 2	Randolph Quirk and Sidney Greenbaum- A University Grammar of English	2.1-2.5
Unit 3	A.J. Thomson and A.V. Martinet - A Practical English Grammar	3.1 (1-9)
	Randolph Quirk and Sidney Greenbaum- A University Grammar of English	3.2 (Chapter 2&3)
	David Green - Contemporary English Grammar Structures and Composition	3.3
	S.K.Verma and N.Krishnaswamy "Word Classes – Form Words (Funcators)"- Modern Linguistics: An Introduction	3.4&3.5



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Unit 4.	Modern English - A Book of Grammar, Usage and Composition	4.1
	A.J. Thomson and A.V. Martinet - A Practical English Grammar	
	Randolph Quirk and Sidney Greenbaum- A University Grammar of English 155-177	
	Modern English - A Book of Grammar, Usage and Composition	4.2 (Chapter 4)
	David Green - Contemporary English Grammar Structures and Composition	4.3 (143-144), 4.4 & 4.5
Unit 5	Dr. V.Saraswathy – Applied English Grammar K.R.Narayanaswamy – A Teacher’s English Grammar (Orient Black Swan)	5.1 to 5.5

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Bhatnagar and Rajul Bhargava – English for Competitive Examinations
- David Green - Contemporary English Grammar Structures and Composition (Macmillan)
- Dr. Varshney - An Introductory Text book of Linguistics and Phonetics
- Dr. Williams and Dr. Saraswathy - A Handbook of English Grammar with Usage and Composition
- F. T. Wood – A Remedial English Grammar for Foreign Students
- George Yule - The Study of Language Third Edition (Cambridge)
- J.F.Wallwork - Language and Linguistics (Chapter V) (Heinemann Educ.)
- Michael Swan - Practical English Usage
- N. Krishnaswamy - Modern English Grammar and Usage ( Macmillan)
- Rajeevan Karal - English Grammar Just for You (Oxford)
- Stannard Allan - Living English Structure
- Thomson and Martinet - A Practical English Grammar
- [www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/](http://www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/)
- [www.lexico.com/grammar/i-before-e-except-after-c](http://www.lexico.com/grammar/i-before-e-except-after-c)
- [www.hitbullseye.com/Vocab/One-Word-Substitution.php](http://www.hitbullseye.com/Vocab/One-Word-Substitution.php)

**RECOMMENDED MOOCS**

- NPTEL: Language and Mind  
<https://nptel.ac.in/courses/109/106/109106085/>
- COURSERA: Miracles of Human Language: An Introduction to Linguistics  
<https://www.coursera.org/learn/human-language>

**TEDx TALKS**

Understanding word families: [https://ed.ted.com/best\\_of\\_web/fi5GVA6s](https://ed.ted.com/best_of_web/fi5GVA6s)

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>ALLIED BEN-DSA03-BACKGROUND TO ENGLISH LITERATURE-III</b>		
<b>Category of the Course</b>	Year & Semester  <b>Second Year &amp; Third Semester</b>	Credits  <b>5</b>	Subject Code  <b>BEN-DSA03</b>
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical background to enable students understand the contexts and background of British literature of the Twentieth Century</li> </ul>		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• The impact of World Wars.</li> <li>• The Growth of Literary Forms.</li> <li>• The Movements.</li> </ul>		
<b>Course Components</b>  <b>BEN-DSA03</b>	<p><b>Unit 1:</b></p> <p><b>I. Literary Forms</b></p> <p>1.1 POETRY - Idylls, Epistles, Confessional, Imagism-Haiku, War- Georgian, Slam/Spoken Word Poetry</p> <p>1.2 DRAMA - Poetic Drama, Problem Play, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre,</p> <p>1.3 DRAMA - Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre</p> <p>1.4 NOVEL - Detective, Regional, Social, <i>Bildungsroman</i></p> <p>1.5 NOVEL -Psychological. Stream of Consciousness, Sci-Fi, Anti-Novel</p> <p><b>II. Literary Devices/Concepts</b></p> <p>1.6 POETRY - Onomatopoeia, Pathetic fallacy, Poetic license, Apostrophe, Personification, oxymoron, zeugma</p> <p>1.7 DRAMA - Poetic justice [Nemesis], Alienation effect, Defamiliarization, Fourth Wall, breaking the Fourth Wall, Disguise, Foreshadowing, Suspension of disbelief</p> <p>1.8 NOVEL - Satire, Epiphany, Paradox, Symbolic, Flat and Round Characters</p> <p>[Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p>		

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	<p><b>Unit 2: Impact of the History of language on Literature</b></p> <p>2.1 The Evolution of Standard English – pages 148-157  2.2 Idiom and Metaphor- pages 158-171  2.3 The Foreign Contribution – pages – 172-193  [Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016]</p> <p><b>Unit 3: Literary History - TWENTIETH CENTURY</b></p> <p>3.1 Twentieth Century poetry influenced by French symbolism – page 1123;  W.B. Yeats’ “Sailing to Byzantium” – page 1131; T.S. Eliot’s “Wasteland” –  page 1133; poets of the 1930s – page 1136; Ted Hughes – page 1151  3.2 Twentieth century novel – an introduction - pages 1152-1153;  E.M. Forster’s <i>Passage to India</i> – page 1158;  Virginia Woolf’s <i>Mrs. Dalloway</i> – page 1160;  3.3 James Joyce’s <i>Ulysses</i> – page 1163;  D.H. Lawrence’s <i>Sons and Lovers</i> – page 1164;  George Orwell’s <i>Animal Farm</i> - page 1169  3.4 T.S. Eliot’s poetic drama – <i>Murder in the Cathedral</i> – page 1111;  3.5 John Osborne’s <i>Look Back in Anger</i> – page 1112  [Text - <i>A Critical History of English Literature- Volume II – The Restoration to the Present Day</i> by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]</p> <p><b>Unit 4: World War I</b></p> <p>4.1 CAUSES - Assassination of Austrian Arch Duke [June 1914],  Declarations of War by Austria, Germany, Britain, France,  Montenegro, Japan.  4.2 EVENTS - Trench warfare begins at Marnes in France [Sep. 1914]/  Chemical Warfare [April 1915]/ Failed attempt to recapture Constantinople  by ANZAC and British troops [April 1915]/  Sinking of Lusitania [May 1915]/ Battle of Verdun, France [Feb. 1916]/  Battle of Somme launched by Britain [July 1916].  4.3 Vladimir Lenin and the Bolshevik Rebellion in Russia / Russian Civil War,  America enters War [April 1917] Tank Warfare at Cambrai [1917]  4.4 RESULTS- Russia surrenders claim to Ukraine, Poland and Baltic territories  [Mar. 1918]. Armistice [11 Nov. 1918]  4.5 IMPACT OF WWI - America becomes Super Power, Collapse of Germany,  Russia, Turkey, Austria leading to WW II, Woodrow Wilson and the League  of Nations  [Text: <i>A History of England</i>. John Thorn, Roger Lockyer and David Smith. AITBS  Publishers, India, 2012 – Pages 532-540]</p>
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	<p><b>Unit 5: World War II</b></p> <p>5.1 Introduction - Axis Powers [Germany, Italy, Japan], Allied Powers [ Britain, France, Russia, U.S.A.]</p> <p>5.2 Causes Of World War II - The Rise of Adolf Hitler and t Nazism and THIRD REICH/Rise of Fascism in Italy, <i>Blitzkrieg</i> and the Battle of Britain, Battle of the Atlantic, The Holocaust, Operation Barbarossa - The German Invasion of the Soviet Union</p> <p>5.3 Attack on Pearl Harbour - America Enters the War, D-Day - Allied Invasion of Europe, Hiroshima and Nagasaki - Japan Surrenders, Life During World War II</p> <p>5.4 End of World War II, Key Figures of World War II</p> <p>5.5 Results and Aftermath of World War II- Rise Of Communism In Eastern Europe, The Cold War, Division Of Germany, The Berlin Wall, Birth Of Israel, War Time Crimes Tribunal, America's Role In Rebuilding Europe And Japan, Independence To British Colonies, The United Nations</p> <p>[Text: <i>A History of England</i>. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012 - Pages 558-566]</p>
<p><b>Learning Outcomes:</b></p>	<p>At the end of this course students will be able to</p> <ul style="list-style-type: none"> <li>• Identify and define basic terms and concepts which are needed for advanced courses in British literature</li> <li>• Describe the distinct periods of British literature</li> <li>• Write brief notes on literary forms</li> <li>• Write brief essays on seminal writers from Britain in the Twentieth century</li> <li>• Write brief essays on the historical background of the same period</li> </ul>

**Prescribed Texts**

- i. *A Glossary of Literary Terms* by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)
- ii. *History of English Language* by F.T. Wood. Trinity Press. Revised edition, 2016
- iii. *A Critical History of English Literature- Volume II – The Restoration to the Present Day* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers
- iv. *A History of England*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012
- v. *A History of England*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012
- vi. *English Literature In Context* by Paul Poplawski. CUP



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**BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE.**

( to be considered for internal assessment only)

- Freeman, Henry World War 1: A History from Beginning to End
- World War 2: A Captivating Guide from Beginning to End (The Second World War and D Day Book 1)
- [www.thoughtco.com/world-war-ii-battle-of-...](http://www.thoughtco.com/world-war-ii-battle-of-...)
- [www.britannica.com/event/Russian-Revolution](http://www.britannica.com/event/Russian-Revolution)
- <https://www.britannica.com/event/World-War-II/The-Battle-of-Britain>
- [world-war-2.wikia.org/wiki/](http://world-war-2.wikia.org/wiki/)
- <http://www.americaslibrary.gov/>
- <https://www.britannica.com/event/Holocaust>
- <https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-ii.htm>
- <https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement>
- [www.britannica.com/event/Russian-Revolution](http://www.britannica.com/event/Russian-Revolution)
- [www.preservearticles.com/history/what-were-the-results...](http://www.preservearticles.com/history/what-were-the-results-...)
- [www.clearias.com/first-world-war](http://www.clearias.com/first-world-war)

**RECOMMENDED MOOC**

- NPTEL: History of English Language and Literature: Dr.Prof.Merin Simi Raj. Co-ordinated by IITM  
[https://nptel.ac.in/content/syllabus\\_pdf/109106124.pdf](https://nptel.ac.in/content/syllabus_pdf/109106124.pdf)  
<https://www.youtube.com/watch?v=UhgTDWSyQM>
- World War 1: A History in 100 Stories: Bruce Scates.Co-ordinated by Monash University (FutureLearn)  
<https://www.mooc-list.com/course/world-war-1-history-100-stories-futurelearn>

**TED-ED TALKS**

- Writing about World War II in the twenty-first century | Art Nicholson | TEDxSanAntonio  
[https://www.youtube.com/watch?v=9EAdBDPC\\_Ws](https://www.youtube.com/watch?v=9EAdBDPC_Ws)
- World War II: Why is it so important decades later?  
[https://ed.ted.com/best\\_of\\_web/mVrNQEv](https://ed.ted.com/best_of_web/mVrNQEv)

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**UNIVERSITY OF MADRAS**  
**Syllabus for Courses on Soft Skills**  
Common to all UG and 5 year Integrated Programmes of the  
Affiliated Non-autonomous Colleges (w.e.f 2013-14)

BP4-SS003

**ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS**  
**LEVEL – I**

**UNIT – I**

Communication Skills for effective Business Presentation, perfecting oral skills; aural skills; Reading Skills

**UNIT – II**

Non Verbal Communication; cultural codes for effective and business Presentations; Business Etiquettes.

**UNIT – III**

Informal and Informal conversations, Introducing, Opening and closing Speeches, Inviting, thanking, Apologizing, Expressing anger Resolving conflict, Giving and taking information.

**UNIT – IV**

Etiquettes for Public Speaking (extempore and lectures), Interviews and Group Discussions, Telephone conversations and Business Meetings

**UNIT – V**

Etiquettes for Business presentations – Team presentations and Individual presentation.

**Recommended texts:**

Powell. In Company. MacMillan.

Cotton, et al. Market Leader. Longman.

Pease, Allan. 1998. *Body Language: How to Read Others Thoughts by their Gestures*. Suda Publications. New Delhi.

Gardner, Howard. 1993. *Multiple Intelligences: The Theory in Practice: A Reader Basic Book*. New York.

De Bono, Edward. 2000. *Six Thinking Hats*. 2<sup>nd</sup> Edition. Penguin Books. De

Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business.

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

Title of the Course	<b>Core Course BEN-DSC09: AMERICAN LITERATURE – PAPER II</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
Hours:	90		
Objectives:	To enable the students to understand the trends in American literature through the study of seminal texts and its contribution.		
Course Introduction (to be considered for internal assessment tasks only)	The emergence of America as a super power. African-American History. America and Russia. The Great Depression		
Course Components	<p><b>UNIT 1: Poetry</b></p> <p>1.1 "A Hillside Thaw" Robert Frost</p> <p>1.2 "Chicago" Carl Sandburg</p> <p>1.3 "Poetry" Marianne Moore</p> <p>1.4 "Skunk Hour" Robert Lowell</p> <p>1.5 "Runagate, Runagate" Robert Hayden</p> <p>1.6 "Mirror" Sylvia Plath</p> <p>1.7 "Harlem" Langston Hughes</p> <p>1.8 "Perhaps the World Ends Here" Joy Harjo</p> <p><b>UNIT 2: Prose</b></p> <p>2.1 "The Figure a Poem Makes" Robert Frost</p> <p>2.2 "The Man of Letters in the Modern World" Allen Tate</p> <p>2.3 "I Have a Dream" Martin Luther King Jr</p> <p>2.4 "The Black writer and the Southern Experience" Alice Walker <i>from In Search of our Mother's Garden</i></p> <p><b>UNIT 3: Drama</b></p> <p>3.1 The Glass Menagerie Tennessee Williams</p> <p><b>UNIT 4: Short Story</b></p> <p>4.1 "A Journey" Edith Wharton</p> <p>4.2 "The Snows of Kilimanjaro" Ernest Hemingway</p> <p>4.3 "The World's Greatest Fisherman" Louise Erdrich</p> <p>4.4 "Living Space" Isaac Asimov</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 To Kill a Mocking Bird Harper Lee</p>		
Learning Outcomes:	<p>After doing the course, students will be able</p> <ul style="list-style-type: none"> <li>➤ to evaluate new forms of space, identity, and writing that transformed canonical English literary structures</li> <li>➤ to assess thematic aspects of literary texts as a part of cultural and historical movements in America.</li> </ul>		

**Prescribed Texts/Web Sources:**

- i) 2.2 <https://stormfields.files.wordpress.com/2014/12/tate-man-of-letters-1952.pdf>
- ii) 2.3 [https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays_djvu.txt)
- iii) 2.4 *In Search of our Mother's Garden* -Alice Walker
- iv) 4.1 [https://1ca-shared.s3.amazonaws.com/static/pdf/Wharton\\_Journey.pdf](https://1ca-shared.s3.amazonaws.com/static/pdf/Wharton_Journey.pdf)
- v) 4.4 <https://nyc3.digitaloceanspaces.com/sffaudio-usa/usa-pdfs/LivingSpaceByIsaacAsimov.pdf>

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**FURTHER READING: (to be considered for Internal Assessment tasks only)**

- The Great Gatsby F. Scott Fitzgerald
- "After Apple Picking" by Robert Frost
- "The Walls do not Fall" by Hilda Doolittle
- "One Art" by Elizabeth Bishop
- "Anecdote of the Jar" by Wallace Stevens
- "the Cambridge ladies" by e.e.cummings
- "Persephone Falling" by Rita Dove
- The Hairy Ape by Eugene O' Neil
- All My Sons by Arthur Miller
- As I Lay Dying by William Faulkner
- The Joy Luck Club by Amy Tan

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- The Cambridge History of American Literature
- Parini, Jay, The Oxford Encyclopedia of American Literature, Volume 3, OUP, 2004.
- Burt, Daniel S. The Chronology of American Literature  
<https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKYP-LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false>
- Gray, Richard. A Brief History of American Literature  
<https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKYP-LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false>
- [www.britannica.com](http://www.britannica.com)
- [americanliterature.com](http://americanliterature.com)
- [www.history.com](http://www.history.com) : Black History: Facts and People

**TEDX TALKS**

- The dangers of whitewashing black history | David Ikard | TEDxNashville  
[https://www.ted.com/talks/david\\_ikard\\_the\\_dangers\\_of\\_whitewashing\\_black\\_history?language=en](https://www.ted.com/talks/david_ikard_the_dangers_of_whitewashing_black_history?language=en)
- The Great Migration and the power of a single decision: Isabel Wilkerson, 2017  
[https://www.ted.com/talks/isabel\\_wilkerson\\_the\\_great\\_migration\\_and\\_the\\_power\\_of\\_a\\_single\\_decision?referrer=playlist-10\\_great\\_talks\\_to\\_celebrate\\_black\\_history](https://www.ted.com/talks/isabel_wilkerson_the_great_migration_and_the_power_of_a_single_decision?referrer=playlist-10_great_talks_to_celebrate_black_history)
- The Danger of a Single Story : Chimamanda Adichie  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?referrer=playlist-10\\_great\\_talks\\_to\\_celebrate\\_black\\_history](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?referrer=playlist-10_great_talks_to_celebrate_black_history)

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title Of The Course</b>	<b>Core Course BEN-DSC10:WORLD CLASSICS IN TRANSLATION</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	75		
<b>Objectives:</b>	This paper aims at introducing students to a few seminal classics of the world to expose them to classical literary styles and perspectives and gain an understanding of early human experiences from different parts of the world.		
<b>Course Introduction</b> (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• What is World Literature?</li> <li>• The significance of translation in reading classics</li> <li>• Historical and Cultural past of Greek and Rome.</li> <li>• The influence of World Literature</li> <li>• A Review of world renowned classical writers.</li> </ul>		
<b>Course Components</b>	<b>Unit 1: Prose</b> 1.1 Introduction to Greek Classical Literature 1.2 'On Ancient Tamil Poetics' -- A.K.Ramanujan <b>Unit-2: Poetry</b> 2.1 "Megha Duta or the Cloud Messenger" - Kalidasa (Argument and Lines 01-48) 2.2 "The Gate of Hell" : Canto III ( <i>Inferno</i> ) - Dante Alighieri 2.3 "The Burning of the Books" - Bertolt Brecht 2.4 "Let's Wife" - Anna Akhmatova 2.5 "Returning to Live in the Country" - Tao Yuanming <b>Unit-3: Drama</b> 3.1 <i>Oedipus Rex</i> - Sophocles <b>Unit-4: Short Story</b> 4.1 "The Blizzard" - Alexander Pushkin 4.2 "The Convert" - Guy de Maupassant 4.3 "The Empty Drum" - Leo Tolstoy 4.4 "A Christmas Tree and a Wedding" - Fyodor Dostoyevsky <b>Unit-5: Fiction</b> 5.1 <i>The Count of Monte Cristo</i> - Alexander Dumas		
<b>Learning Outcomes:</b>	At the end of this course students will be able to: <ul style="list-style-type: none"> <li>➤ Possess an understanding of a few world classics.</li> <li>➤ Acquire historical and cultural knowledge of the past</li> <li>➤ Develop critical thinking by being exposed to original ideas and philosophies</li> <li>➤ Write about early literature, writers and their literary styles.</li> </ul>		

**Prescribed Texts and Web Sources**

- 1.1 *The Odyssey* by Homer - Penguin Classics
- 1.2 Indian Literary Criticism, G.N. Devy. Orient Black Swan (pg 346-374).
- Unit 2: <https://www.poetryfoundation.org/poems>
- 2.1 The Megha Duta, Or, Cloud Messenger: A Poem, in the Sanscrit Language. Calcutta: Trans. by Horace Hayman Wilson-1813. Google Books: <https://archive.org/details/meghadutaorcloudm00wilsgooz/page/n136/mode/2up>
- 2.2 to 2.4 Texts and their Worlds- II - K.Narayana Chandran, Foundation Books, 2005
- Unit 3: The Theban Plays by Sophocles - Penguin Classics
- 4.1 <https://www.thefreshreads.com/the-blizzard/>



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- 4.2 Masterpieces of World Fiction: Selected Stories by Guy De Maupassant
- 4.3 Selected Stories by Leo Tolstoy (Masterpieces of World Fiction)
- 4.4 <https://www.berfrois.com/2013/12/two-christmas-short-stories-fyodor-dostoyevsky/>
- 4.5 <https://www.poetrynook.com/poem/returning-home-country>

**FURTHER READING (to be considered for internal assessment tasks only)**

- *Odyssey - Book I* - Homer
- *The Inferno* by Dante Alighieri, translated by Robert Hollander
- *Don Quixote* by Miguel Cervantes, translated by Edith Grossman
- *Les Miserables* by Victor Hugo, translated by Julie Rose
- *Anna Karenina* by Leo Tolstoy, translated by Richard Pevear and Larissa Volokhonsky
- *A Doll's House* by Henrik Ibsen, translated by Michael Meyer
- *Stung with Love: Poems and Fragments of Sappho* by Sappho, translated by Aaron Poochigian
- *Antigone* by Sophocles, translated by E.H. Plumtre
- *Madame Bovary* by Gustave Flaubert, translated by Margaret Mauldon
- Herman Hesse: *Siddhartha*
- Dostoevsky: *Notes from Underground*
- Maxim Gorky - "One Autumn Night"

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- *World Literature Reader: A Reader* - edited by Theo Dhaen, César Domínguez, Mads Rosendahl Thomsen
- *Reading World Literature: Theory, History, Practice* - edited by Sarah Lawall
- *A History of Western Literature* - J.M.Cohen
- *1789: The French Revolution Begins* - Blackman, R. Cambridge University Press.
- *A History of European Literature: The West and the World from Antiquity to the Present* - Walter Cohen Edinburgh University Press
- *Modernism: A Guide to European Literature 1890-1930*. Malcolm Bradbury and James McFarlane. Penguin.
- <https://www.britannica.com/art/Greek-literature/Classical-period-5th-and-4th-centuries-bc>
- <https://www.thoughtco.com/inferno-canto-iii-divine-comedy-dante-alighieri-4098791>
- <https://www.britannica.com/biography/Sophocles>
- <https://www.britannica.com/art/French-literature/The-reaction-against-reason>
- <https://www.britannica.com/art/Russian-literature>

**RECOMMENDED MOOC**

- NPTEL: Introduction to World Literature <https://nptel.ac.in/courses/109/106/109106147/>
- edX- Harvard University: Modern Masterpieces of world Literature  
<https://www.edx.org/course/modern-masterpieces-of-world-literature>

**TED TALKS**

- Why Read the Classics? Valdir Chagas | TEDxYouth@ACS  
<https://www.youtube.com/watch?v=5s36LZ5soPA>
- What if everyone had a classical education? | Rebekah Hagstrom | TEDxMahtomedi  
<https://www.youtube.com/watch?v=0m5vDZCy2pE>

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>Core Course: BEN-DSC12: INTRODUCTION TO LITERARY THEORY AND CRITICISM</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	➤ To introduce the basic concepts of Western literary theory and criticism to students		
<b>Course Components</b>	<b>UNIT-1: Introduction-Liberal Humanism</b> 1.1 Literary theorizing from Aristotle to F.R. Leavis; some key moments, the transition to 'theory', some recurrent ideas in critical theory <b>UNIT-2: Structuralism</b> 2.1 The Scope of Structuralists, What Structuralist Critics do 2.2 Post-structuralism and Deconstruction <b>UNIT-3: Post-Modernism and Psychoanalytic Criticism</b> 3.1 Post Modernism: 3.2 Psychoanalytic Criticism <b>UNIT-4: Feminist and Marxist Criticism</b> 4.1 Feminist Criticism 4.2 Marxist Criticism: <b>UNIT-5: Post-Colonial Criticism</b> 5.1 New Historicism and Cultural Materialism 5.2 Post Colonial Criticism: 5.3 Ecocriticism:		
<b>Learning Outcomes:</b>	By the end of this course, the students will be able to ➤ remember the critical thinkers or philosophers and their seminal works ➤ understand the significance of major critical theories ➤ analyse the themes and structure of literary works ➤ examine dominant ideologies in a literary work ➤ evaluate a literary work using a theoretical framework		

**Prescribed Texts:**

i) Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.

- Unit 1: (Pages 20 – 35 of the prescribed text)
- Unit 2:2.1 (Pages 38 – 58 of the prescribed text - Excluding 'Stop and Think' portions)
- Unit 2: 2.2 (Pages 59 – 65; 68-70 of the prescribed text )
- Unit 3:3.1 Pages 78-88 Up to What postmodernist critics do (Excluding 'Stop and Think' portions)
- Unit 3:3.2 pages : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text (Excluding 'Stop and Think' portions)
- Unit 4:4.1 Pages 118 -124 of the prescribed text
- Unit 4: 4.2 Pages 150-154 of the prescribed text
- Unit 5:5.2 (Pages 172-184 of the prescribed text)
- Unit 5:5.2 Pages 185 -192 of the prescribed text - Excluding 'Stop and Think' portions
- Unit 5:5.3 Pages 239-248 of the prescribed text

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**FURTHER READING [to be considered for internal assessment only]**

- i) *Literary Theory and Criticism: An Oxford Introduction*- Patricia Waugh,
- ii) *A History of Literary Criticism and Theory from Plato to the Present* -M.A.R. Habib.
- iii) *A Glossary of Literary Terms* - M. H. Abrams ,7th Ed. Heinle & Heinle, 1999.
- iv) *The Penguin Dictionary of Literary terms and Literary Theory*, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.
- v) *Literary /Cultural Theory Books* by Orient Black Swan

**RECOMMENDED MOOC**

- NPTEL –Literary Theory and Literary Criticism – IIT Madras  
<https://www.classcentral.com/course/swayam-literary-theory-and-literary-criticism-7982>
- Yale University - Free online course  
<http://www.openculture.com/2017/02/yale-presents-a-free-online-course-on-literary-theory.html>

**TED TALKS**

- **Dolores Huerta -Feminism**  
[https://www.ted.com/talks/dolores\\_huerta\\_what\\_we\\_can\\_learn\\_from\\_the\\_history\\_of\\_feminism](https://www.ted.com/talks/dolores_huerta_what_we_can_learn_from_the_history_of_feminism)
- **We should all be feminists | Chimamanda Ngozi Adichie**  
[https://youtu.be/hg3umXU\\_qWc](https://youtu.be/hg3umXU_qWc)
- **Heidi Hutner - Eco-feminism**  
<https://www.youtube.com/watch?v=t6FuKhjfvK8>



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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>TITLE OF THE COURSE</b>	<b>Core Course BEN-DSC11: ASPECTS OF ENGLISH LANGUAGE –III</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the different ways in which language is used</li> <li>• To sensitize learners to the different ways in which English is spoken in India</li> <li>• To make learners identify the differences between American and British English</li> <li>• To enhance writing skills of learners</li> <li>• To use language in the technological world</li> </ul>		
<b>Course Introduction</b>	What is Langue, Parole, Indian English and Standard English? What is syntax? Development of English Grammar, Phrase structure Rules. What are the fallacies of Grammar? Academic Writing: Pre, while and post Writing, paraphrasing and Internet English.		
<b>Course Components</b>	<p><b>Unit 1: Introduction</b></p> 1.1 Langue, Parole, Language 1.2 Regional Varieties of Language – Dialect, Standard and Non – Standard, Isoglasses, Dialect Boundaries, Bidialectal, Dialectology, Idiolect, Register, Bilingual 1.3 International varieties – accent, style, slang, jargon, Lingua Franca, Pidgin, Creole, Creolisation, The Post Creole Continuum 1.4 Indian English, (pronunciation, mother tongue influence, words in English of Indian Origin) American vs British English ( vocabulary, spelling, pronunciation, meaning of commonly used words) 1.5 Language Change – Protos – Family relationship - Cognates – Comparative-Reconstruction <b>Language in Use</b> : Indian English, American vs British English (The Study of Language – George Yule- chapter 17) <hr/> <p><b>Unit 2: Syntax</b></p> 2.1 What is Grammar? Misconceptions regarding grammar 2.2 The development of English grammar and Issues in traditional approach – Nominative Rules - Latinate Fallacy – Logical Fallacy – Historical Fallacy, Descriptive and Prescriptive approaches – Concept of correctness and social acceptability – Form and substance - Speech and Writing 2.3 Structural Grammar – IC Analysis – Labelled Tree diagram - Demerits of IC Analysis 2.4 Phrase Structure Rules 2.5 Transformation- Generative Grammar – Competence and Performance, Deep Structure and Surface Structure, Kernals and Transforms. <b>Language in Use</b> : Disambiguation <hr/> <p><b>Unit 3: Writing in Theory – Academic Writing</b></p> 3.1 Pre-Writing, Post Writing and Revision 3.2 Use of Transitional phrases 3.3 Coherence and cohesion 3.4 Writing Voice – Formal vs informal, tone 3.5 Copy editing / language editing with editing symbols		

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	<p><b>Unit 4: Writing in Practice</b></p> <p>4.1 Paraphrasing          4.2 Review Writing – Books, films, sport          4.3 Report Writing - Project- status, progress, completion          4.4 Content Writing          4.5 Creative Writing  <b>Language in Use</b> ; writing practice</p>
	<p><b>Unit 5: Evolution of Internet English - David Crystal Language and the Internet</b></p> <p>5.1 Internet vocabulary          5.2 Online Resources and authenticity of content          5.3 Writing for the Internet and Plagiarism          5.4 Emails, Blogging (Blog writing), Microblogging (twitter)          5.5 Abstracting, synopsis writing, script writing  <b>Language in Use</b>: blog writing, sending assignments as attachments through emails</p>
<b>Learning Outcomes</b>	<p>After completing this course students will be able to</p> <ul style="list-style-type: none"> <li>➤ use English with a thorough understanding of the different ways in which English is used in India</li> <li>➤ comprehend and respond to American and British English</li> <li>➤ use their writing skills to produce good write ups</li> <li>➤ communicate with ease through mails, blogs and microblogs</li> </ul>

<b>Prescribed Texts:</b>	
<b>Unit</b>	<b>Books</b>
Unit 1	Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy Modern Applied Linguistics- S.K.Verma, N.Krishnaswamy and Nagarajan The Study of Language – George Yule A Textbook of Phonetics for Indian Students – T.Balasubramaniam
Unit 2	Grammar – Frank Robert Palmer The Study of Language – George Yule Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy
Unit 3	John M.Swales and Christine B. Feak - <a href="#">Academic Writing for Graduate Students: Essential Tasks and Skills</a>
Unit 4	Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates (Cambridge University Press) John M.Swales and Christine B. Feak - <a href="#">Academic Writing for Graduate Students: Essential Tasks and Skills</a>
Unit 5	David Crystal - Language and the Internet (Cambridge University Press) David Crystal – de gr8 db8 (Cambridge University Press)

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- George Yule – The Study of Language
- Frank Robert Palmer – Grammar (Pelican books)
- David Crystal – de gr8 db8 (Cambridge University Press)
- David Crystal Language and the Internet (Cambridge University Press)
- David Crystal- English as a Global Language (Cambridge University Press)
- Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates (Cambridge University Press)

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- John Lyons – Language and Linguistics, An Introduction
- Writing online: Best tools for writing, blogging and Micro-blogging: [www.bandwidthplace.com/writing-online-best-tools-for-writing-blogging-and-microblogging-article/](http://www.bandwidthplace.com/writing-online-best-tools-for-writing-blogging-and-microblogging-article/)
- How to use blogging and micro-blogging to disseminate your research
- [www.elsevier.com/connect/how-to-use-blogging-and-microblogging-to-disseminate-your-research](http://www.elsevier.com/connect/how-to-use-blogging-and-microblogging-to-disseminate-your-research)
- Book Reviews: The Writing Center: [writingcenter.unc.edu/tips-and-tools/book-reviews/](http://writingcenter.unc.edu/tips-and-tools/book-reviews/)
- How to Write a review: [www.grammarly.com/blog/how-to-write-review/](http://www.grammarly.com/blog/how-to-write-review/)

**RECOMMENDED MOOC**

- NPTEL: Language and Society: <https://nptel.ac.in/courses/109/106/109106091/>
- EDX: Academic Writing made Easy: [www.edx.org/course/academic-writing-made-easy-2](http://www.edx.org/course/academic-writing-made-easy-2)
- COURSERA: Creative Writing specialization : [www.coursera.org/specializations/creative-writing](http://www.coursera.org/specializations/creative-writing)

**TEDx TALKS**

- How can writing change the world? Adam Falkner at TEDxNJIT:  
[www.youtube.com/watch?v=oh\\_foqBkggs&list=PLIH\\_3Rg-KNr-5J-0Wj74Swr\\_A7JmEJEzs&index=4](http://www.youtube.com/watch?v=oh_foqBkggs&list=PLIH_3Rg-KNr-5J-0Wj74Swr_A7JmEJEzs&index=4)
- 4 reasons to learn a new language: John McWhorter  
[https://www.ted.com/talks/john\\_mcwhorter\\_4\\_reasons\\_to\\_learn\\_a\\_new\\_language/transcript?language=en](https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language/transcript?language=en)
- Creative writing, why bother?: Anthony Lishak at TEDxManchester:  
[www.youtube.com/watch?v=nwjxDtVeibk](http://www.youtube.com/watch?v=nwjxDtVeibk)
- Creative thinking - how to get out of the box and generate ideas: Giovanni Corazza at TEDxRoma:  
[www.youtube.com/watch?v=bFusrD8g-dM](http://www.youtube.com/watch?v=bFusrD8g-dM)
- 3 tools to become more creative | Balder Onarheim | TEDxCopenhagenSalon:  
[www.youtube.com/watch?v=g-YScywp6AU](http://www.youtube.com/watch?v=g-YScywp6AU)
- How to Talk Like a Native Speaker | Marc Green | TEDxHeidelberg  
[www.youtube.com/watch?v=Ti\\_gFEe1XNY](http://www.youtube.com/watch?v=Ti_gFEe1XNY)

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<b>Title of the Course</b>	<b>Elective BEN-DSEIB: ENGLISH LANGUAGE TEACHING</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	75		
<b>Objectives:</b>	This course aims to introduce essential theories and practices of English Language Teaching to teach second language learners and provide the fundamental knowledge and skills to pursue teaching as a career.		
<b>Course Introduction</b> (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• What are ELT, ESL, and EFL? What is LSRW?</li> <li>• Adult ESL learners. Varied learning styles,</li> <li>• Need for activities and exercises to improve students' English language abilities;</li> <li>• Need to prepare and conduct a lesson;</li> <li>• Need to use important language learning theories in teaching ESL and using Web Resources in Teaching Learning Context.</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Introduction to ELT and Second Language Acquisition</b></p> <p>1.1 History of English Education under the British rule.  1.2 Education in Independent India (1947-present)  1.3 Introduction to different Approaches and Methods in Language Teaching  1.4 Definition and scope of Second Language Acquisition  1.5 Child Language Acquisition, Factors related to SLA, Implications for Teaching –Learning L2</p> <p><b>Unit 2: Teaching –Learning English Language</b></p> <p>2.1 Aural - Oral/ Speaking Skills – Chomskian Perspective and Sociology of Communication  2.2 Theories of Reading Skills and Techniques of Reading Skills Development  2.3 Reflective Skills: Study Skills, Reference Skills, Thinking as a skill  2.4 Writing Skills  2.5 Lesson Plan and Materials production</p> <p><b>Unit 3: Teaching –Learning English Literature</b></p> <p>3.1 Teaching Poetry  3.2 Teaching Prose  3.3 Teaching Drama  3.4 Teaching Fiction  3.5 Lesson Plan and Materials Production</p>		



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	<p><b>Unit 4: Testing and Evaluation</b></p> <p>4.1 Introduction and Features of Language Testing</p> <p>4.2 Test Types and Test Design</p> <p>4.3 Review of the existing patterns of Testing</p> <p>4.4 Modification and Innovation in Testing and Question Framing</p> <p>4.5: Evaluation and Marking Criteria</p>
	<p><b>Unit 5: ICT Tools for English Language Teaching ( For Internship)</b></p> <p>5.1 Authenticity of Internet resources</p> <p>5.2 E- Creation Tools – Puzzlemaker, Spiderscribe, Diigo –personal digital library</p> <p>5.3 Mobile apps and games – Enguru, Cuddy Cross</p> <p>5.4 Online teaching - learning Platforms – Edmodo, Google Classroom</p> <p>5.5 LSRW tools – audio/ video podcasts, you tube Channels, Blogs, Boards, Penzu, e-books</p> <p>(Note: Unit 5 is not to be included for testing in the End Semester external examination)</p>
<b>Learning Outcomes:</b>	<p>After doing the course, students will</p> <ul style="list-style-type: none"> <li>➤ become familiar with ELT theories on second language acquisition</li> <li>➤ understand the factors governing language acquisition</li> <li>➤ acquire knowledge about the history of ELT in India</li> <li>➤ become acquainted to teaching – learning language skills</li> <li>➤ learn how to teach English literary genres</li> <li>➤ acquire classroom experience in teaching language and literature</li> <li>➤ be able to analyse the issues in language testing and evaluation</li> </ul>

<b>Prescribed Texts</b>		
<b>Unit</b>	<b>Books</b>	<b>Chapters and Page Numbers</b>
Unit 1	Krishnaswamy, N and Lalitha Krishnaswamy, The Story of English in India. Foundation Books Pvt.Ltd., 2006.	1.1& 1.2 (Chapter 1)
	Richards, Jack C. And Theodore S.Rogers. Approaches and Methods in Language Teaching, 1986.3 <sup>rd</sup> edition. CUP, 2019	1.3 (Chapter 1)
	Gass, Susan M. and Larry Selinker. Second Language Acquisition. Routledge Publishers, 2002	1.4- (1-6) 1.5-(20-34&123-129)
Unit 2	Methods of Language Teaching. Block II, CIEFL	2.1- (38-47)
	Tickoo M.L., Teaching and Learning English : a Sourcebook for Teachers and Teacher – Trainers. Orient Longman Pvt. Ltd. 2004.	2.2 (Chapter 3&4)
	Penny Ur. A Course in Language Teaching: Practice and Theory. CUP, 2005.	2.3 (319-320)
	Widdowson, H.G, Teaching English as Communication, OUP, 2004. Harmer, Jeremy. Teach Writing. Longman, 2004.	2.4 (Chapter5)
	Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching. John wiley & Sons, 2017.	2.5 (Chapter 3)
Unit 3	Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Trainers, CUP, 2013	3.1 (94-109) 3.2 (Ch. 5) 3.3 (Ch. 7)
	Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching. . John wiley & Sons, 2017.	3.5 (Chapter 4)

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Unit 4	Saraswathi, V. English Language Teaching: Principles and Practice	Chapter 9 and 10
Unit 5	Nunan, David. Practical English Language Teaching, McGraw Hill, 2003. Warschauer, Mark, et al., Internet for English Teaching, United States Dept. of States, 2003.	Section 1 (23-87)

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Bormann, E G and Bormann Nancy C. 1981. Speech Communication, A Basic Approach. Harper and Row Publishers.
- Brumfit, C J and Carrer, R A. eds. 1986.Literature and Language Teaching. OUP.
- Cairey T H. 1990. Teaching Reading Comprehension. OUP.
- Carrer R and Long M. 1991.Teaching Literature. Longman.
- Cook V. 2008. Second Language Learning and Language Teaching. 4th Edition. OUP.
- Corder S P. 1981. Error Analysis and Interlanguage. OUP.
- Doff A. 1997. Teach English , A Training Course for Teachers. CUP.
- Edward Arnold. Nuttal C. 1996.Teaching Reading.Skills in a Foreign Language. Oxford.
- Ellis R. 1986. Understanding Second Language Acquisition. OUP.
- George Allen and Unwin. McDonough J and Shaw C. 1993.Methods and Materials in ELT. Oxford. Blackwell.
- Greenbaum S. 1988. Good English and the Grammarian. Longman.
- Grellet F. 1981. Developing Reading Skills. CUP.
- H G Widdowson on Literature and ELT. ELT Journal 37, 1.
- Hedge T. 1988. Writing. OUP.
- Jolly D. 1984.Writing Tasks: An Authentic Task Approach to Individual Writing Needs. CUP, 2013.
- Lazar, Gillian. 2009. Literature and Language Teaching – A Guide for Teachers and Trainers. CUP, 2013
- Lynch, Tony. 2004. Study Listening: A Course in Listening to Lectures and Note taking.2nd Edition. CUP.
- Nunan, David. Practical English Language Teaching, McGraw Hill, 2003.
- Prabhu N S. 1987. Second Language Pedagogy. OUP.
- Richards J and Rodgers S T. 1987. Approaches and Methods in Language Teaching. CUP. Rivers W. 2002.Teaching English as a Foreign Language (Developing Reading Skills).U of Chicago P.
- Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching, John Wiley & Sons, 2017.
- Ur P. 2010.A Course in Language Teaching.Practice and Theory. CUP.
- Ur P.1984.Teaching Listening Comprehension. CUP.
- Warschauer, Mark, et al., Internet for English Teaching, United States Dept. of States, 2003.
- White R. 1987. Writing (Intermediate, Advanced), OUP.
- Woodward T. 2012. Planning Lessons and Courses,CUP.
- <https://webwhiteboard.com/>
- <https://penzu.com>
- <https://www.wikispaces.com/content/classroom>
- <https://www.blogger.com/>

**RECOMMENDED MOOC**

- COURSERA: Get Interactive: Practical Teaching with Technology-  
[www.coursera.org/learn/getinmooc](http://www.coursera.org/learn/getinmooc)

**TEDx TALKS**

- Roberto Guzman. “Teaching English without Teaching English.” TEDx Talks.  
[youtu.be/8pZa6R3rmRQ](https://youtu.be/8pZa6R3rmRQ)
- Brandon Salocom. “Teaching English from TED Talks.” [Youtu.be/IK1YnTn6J7E](https://youtu.be/IK1YnTn6J7E)

<b>CODE</b>	<b>I BA ENGLISH (II SEMESTER)</b>
	TAMIL II HINDI II FRENCH II
100L2Z	ENGLISH II
105C2A	CORE I - BRITISH LITERATURE-I
105C2B	CORE II – AMERICAN LITERATURE – I
105E2A	ELECTIVE – SOCIAL HISTORY OF ENGLAND II
105S2A	NME- PUBLIC SPEAKING SKILLS NME - BASIC TAMIL NME - ADVANCED TAMIL
105S2B	DIGITAL LITERACY AND CONCEPTS

<b>CODE</b>	<b>II BA ENGLISH (IV SEMESTER)</b>
	TAMIL IV HINDI IV FRENCH IV
LZ14C	ACADEMIC WRITING
AG24A	AMERICAN LITERATURE – I
AG24B	ASPECTS OF ENGLISH LANGUAGE - PAPER II
AG34A	BACKGROUND TO EUROPEAN & AMERICAN LITERATURE IV
TSSD	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS – II

<b>CODE</b>	<b>III BA ENGLISH (VI SEMESTER)</b>
AG26A	POST COLONIAL LITERATURES IN ENGLISH
AG26B	CONTEMPORARY LITERATURE
AG26C	INDIAN LITERATURES IN ENGLISH
AG46A	ELECTIVE - CREATIVE WRITING
AG46F	ELECTIVE - FILM & LITERATURE

சென்னைப்பல்கலைக்கழகப்பாடத்திட்டமாற்றம்

2020 ஆம் கல்வியாண்டு முதல்

பொதுத்தமிழ் – (Foundation Course)

B.A./B.Sc./B.Com.,

BFC-LT004

பொதுத்தமிழ்நான்காம்பருவம்

மொத்தமதிப்பெண்கள் – 75

பாடப்பகிர்வு

I இலக்கியம்

II அடைச்சார்ந்ததமிழிலக்கியவரலாறு

III மொழித்திறன்

அலகு 1

1. சிலப்பதிகாரம் – ஊர்க்காண்காதை
2. மணிமேகலை – பாத்திரமரபுகூறியகாதை

அலகு 2

1. சீவகசிந்தாமணி – ஏமாங்கதநாட்டுவளம் 10 பாடல்கள்மட்டும்
2. குளாமணி – 5 பாடல்கள் (நாட்டுச்சருக்கம், நகரச்சருக்கம், தூதுசருக்கம், கல்யாணச்சருக்கம், சுயம்வரச்சருக்கம்)

அலகு 3

1. கம்பராமாயணம் – சூகப்படலம்
2. பெரியபுராணம் – மெய்ப்பொருள்நாயனார்புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்புபேசியபடலம் – 40 பாடல்கள்
2. தேம்பாவணி – வளன்சனித்தபடலம் – 31 பாடல்கள்



## அலகு 5

1. மீனாட்சியம்மைபிள்ளைத்தமிழ் – வருகைப்பருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக்குறவஞ்சி - மலைவளம்

## II இலக்கியவரலாறு

1. காப்பியஇலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமியஇலக்கியவரலாறு
4. கிறித்துவஇலக்கியவரலாறு

## III மொழித்திறனறிதல்

- i. கலைச்சொற்கள்
- ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை

மதிப்பெண்பங்கீடு - I & II – 50

III – 25

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
**SYLLABUS WITH EFFECT FROM 2022-2023**

**BFC-LH004**

**FOUNDATION COURSE: PART-I HINDI PAPER-IV**

**Inst.Hrs. : 6**

**Year : II**

**Credits : 3**

**Semester : IV**

PAPER –IV MODERN POETRY AND INTRODUCTION TO HINDI LITERATURE (AADHUNIK KAAL)	
Duration:	I Semester
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the Modern poets and their works, contribution to society and Literature</li> <li>2. Studies the contemporary conditions and its impact on Modern poets</li> <li>3. Understand and differentiate the message of poets their expressional and artistic skills and</li> <li>4. Evaluation and critical study of Modern Poetry and Trends of Ancient Literature</li> <li>5. Obtain the skills of summarise, interpretation of contexts and literary attitude</li> </ol>
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge of modern Poets and their works</li> <li>2. Basic Knowledge of History of Hindi literature and its trends</li> <li>3. Obtain skills of briefing, interpretation and evaluation</li> <li>4. Basic idea of critical and analytical study of literature.</li> <li>5. Obtain the application knowledge of relation between contemporary condition and literature and its impact on poets</li> </ol>

Course Objectives		
	1. Identify the modern trends of Modern Hindi literature, different forms of modern literature i.e. poetry, fiction etc.	K1
	2. Summarise the content of prescribed poems and understand the trends of modern Hindi Literature .	K2
	3. Critical study and analysis of artistic skills of poets and their expression skills	K4
	4. Employ the methods of interpreting contexts, ideas and identify the poetic skills through practicing annotation writing	K3 K5
	5. Differentiate the subject and poetic skills of prescribe poems with each other and also know about contemporary poets , writers and the impact of contemporary situations	K6
	6. Conceive the aims of Literature and relations between Literature and contemporary society	

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<b>Pre-requisites, if any:</b>	Basic knowledge of Modern Hindi poets and their poetry
<b>UNITS</b>	
<b>I</b>	1. Asha – (Jayashankar Prasad) 2. Tum Logon se Door (Nagarjun) 3. Literary Trends of Chayavaad
<b>II</b>	1. Kavi Aur Kalpana – (Dhramaveer Bhaarithi) 2. Bharat Ki Aarathi - (Shamsher Bahadur Singh) 3. Literary Trends of Pragathiavaad
<b>III</b>	1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman) 2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal) 3. Literary Trends of Nayee Kavita
<b>IV</b>	1. Literary Trends of Hindi Short Stories 2. Literary Trends of Hindi One Act Plays 3. Maithili Saran Gupta, Mahadevi Varma,
<b>V</b>	1. Jayashankar Prasad, Nirala, 2. Panth, Dinakar, Premchand, 3. Yashpaal, Jainendra Kumar, Mohan Rakesh,
<b>Course Outcomes</b>	1. Evaluate the poetic skills of poets and their poems 2. Identify the conditions inspire the poets and writers 3. Enumerate the literary trends and different literary forms 4. Understand the human, social, ethical and literary values 5. Obtain the knowledge to evaluate and critical analysis of literary works
<b>Reading List (Print and Online)</b>	1. Hindi Sahithya Ka Itihas, By: Ramchandra Shukla, Jaya Bharati Publications, 217, B, Maya Press Road, Allahabad – 211 003. 2. Hindi Sahithya Yug Aur Pravritiya By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6. 3. Hindi Sahithya ka Itihas By : Gulabroy, Lakshmi Narayana Agarwal Book Publishers and seller, Anupama Plaza – 1, Block No. 50, Sanjay Palace, Agra – 282002

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<b>Recommended Texts</b>	<b>6. Poetry Selection</b> Madras University Publications University of Madras
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**Method of Evaluation:**

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	S	S	S	S	S
<b>CO 2</b>	S	S	M	S	M
<b>CO 3</b>	S	S	M	S	S
<b>CO 4</b>	M	M	S	S	S
<b>CO 5</b>	S	S	S	S	S

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**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
**SYLLABUS WITH EFFECT FROM 2022-2023**

**BFC-LF004**

**FOUNDATION COURSE: PART-I FRENCH PAPER-IV**

**Inst.Hrs. : 6**  
**Credits : 3**

**Year : II**  
**Semester : IV**

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Apply the usage of connecting words (cause, but, concession, condition, hypothèse, consequence)</li> <li>2. Differentiate tenses in “Les Temps du Passé”</li> <li>3. Draft and summarize the literary texts</li> <li>4. Identify and apply different grammatical tenses of “les temps du passé” in sample exercises</li> <li>5. Analyze and critically assess the literary texts</li> </ol>
<b>Title of the Course:</b>	<b>Translation, Comprehension and Grammar - II</b>
<b>UNITS</b>	
<b>I</b>	Décadi et son grand-père Le Petit chose Le passé simple
<b>II</b>	L'égoïste puni Estula Temps du passé – Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
<b>III</b>	Une Saison dans la vie d'Emmanuel L'expression de la cause L'expression de la conséquence
<b>IV</b>	Une mauvaise nouvelle L'expression du but L'expression de la concession
<b>V</b>	La visite de la grand-mère Le Horla L'expression de la condition et de l'hypothèse

<b>Course Outcomes</b>	Demonstrate the usage of connecting words	K2
	Understand and differentiate tenses in “Le Temps du Passé”	K2
	Draft and summarize the literary texts	K3
	Identify and apply different grammatical tenses of “le temps du passé”	K3
	Analyze and critically assess the literary texts	K4

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<b>Reading List (Print and Online)</b>	K. Madanagobalane & N.C. Mirakamal, <i>Le français par les textes</i> , Chennai, Samhita Publications – Goyal Publisher & Distributors Pvt Ltd, 2017
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**Mapping with Programme Outcomes:**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	S	S	M	S	S
<b>CO2</b>	S	S	M	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	M	S	S	S
<b>CO5</b>	S	S	S	S	M

**S-Strong    M-Medium    L-Low**

**Second Year | Third Semester | Part II : Academic Writing**

**Only for BA English**

**Textbook – THINKRITE: An Introduction to Academic Writing**

**By Emerald Publishers | ₹190/-**

**Unit - I Writer's Resources**

**10 Hours** (including all worksheets to be done in class in the textbook)

**Unit - II Thinking and Writing :**

**15 Hours** (including all worksheets to be done in class in the textbook)

**Unit - III Written Language and Accuracy:**

**15 Hours** (including all worksheets to be done in class in the textbook)

**Unit - IV Research and Writing:**

**15 Hours** (including all worksheets to be done in class in the textbook)

**Unit - V Writing Process:**

**15 Hours** (including all worksheets to be done in class in the textbook)

**Formative Assessment**

**05 Hours** (Unit-end assessment tasks)

**UNIVERSITY OF MADRAS**  
**PART II ENGLISH | SEMESTER 4**

**B.A ENGLISH- -Academic Writing**

**Textbook: THINKRITE : An Introduction to Academic Writing**  
**Publishers:Emerald Publishers Rs. 195/**

**Course Objective**

- To equip the students at the tertiary level with an understanding of the basics of academic writing and the mechanics of writing for professional purposes
- To acquire the knowledge and practice of using formal language and specific conventions to write about literature
- To become adept in the requirements and specifications used for writing research papers
- To empower the students with transferable skills for life and career

**UNIT 1 WRITER'S RESOURCES**

- 1.1 Recall and Write
- 1.2 Observe and Write
- 1.3 Read and Write
- 1.4 Converse and Write
- 1.5 Imagine and Write
- 1.6 Assignments

**UNIT II THINKING AND WRITING**

- 2.1 Critical Thinking – Asking Questions
- 2.2 Comparing and Contrasting
- 2.3 Analysing and Evaluating Evidence
- 2.4 Arguing and Interpreting, arriving at a thesis
- 2.5 Establishing Cause and Effect
- 2.6 Assignments

**UNIT III WRITTEN LANGUAGE AND ACCURACY**

- 3.1 Fundamentals of Language I
- 3.2 Fundamentals of Language II
- 3.3 Punctuation and Mechanics of Writing
- 3.4 Cohesion and Coherence in Writing
- 3.5 Common Errors in Writing and how to avoid them



### 3.6 Assignments

#### **UNIT IV RESEARCH AND WRITING**

- 4.1 Writing from References
- 4.2 Literary Research Writing I
- 4.3 Literary Research Writing II
- 4.4 Documentation
- 4.5 **Plagiarism**
- 4.6 Assignments

#### **UNIT V WRITING PROCESS**

- 5.1 Generating Ideas
- 5.2 Outlining a draft
- 5.3 Revising a draft
- 5.4 Completing the draft
- 5.5 Peer reviewing drafts
- 5.6 Assignments

#### **PRACTICAL APPLICATION**

##### **Reference Book:**

THE BEDFORD GUIDE TO COLLEGE WRITERS (Second Edition) by X.J. Kennedy and Dorothy M. Kennedy

#### **Learning Outcomes**

##### **After doing the course, students will be able to**

- gain a scholarly understanding in writing about literature
- adopt a more organised approach to academic writing by acquiring the required writer's resources
- identify the broad categories in academic writing styles and use their format appropriately
- improve accuracy in writing by editing sentences, using apt punctuations, avoiding common errors and by ensuring cohesion and coherence
- acquire skills to use references and engage in research writing
- understand the importance of documentation and peer reviewing and the need to avoid plagiarism
- organise and refine the writing process
- write academically with the ability to analyse, convey understanding, think critically and focus on technique and style.

# EVALUATION PATTERN

**THINKRITE - BA English**

**II UG – SEMESTER 4 | Part II –ACADEMIC WRITING**

**Internal – 50 Marks**

**External- 50 Marks**

<b>II UG – SEMESTER 4  Part II –ACADEMIC WRITING INTERNALS (50 marks)</b>	
<b>i. Attendance</b>	<b>- 5 marks</b>
<b>ii. Continuous Assessment Tests</b>	<b>-10 marks</b>
<b>iii. Summative Internal Assessment *</b>	<b>- 35 marks</b>

**ii. Continuous Assessment Tests -10 marks**

*Continuous Assessment Tests to be given as per University Specifications.*

**iii. Summative Internal Assessment\* -35 marks**

*(To be conducted by the respective institutions at the end of the semester according to the Question Paper Pattern given)*

**Summative Internal Assessment -Question Paper Pattern (35 Marks)**

**QUESTION PAPER PATTERN  
INTERNAL EXAMINATION – 35 Marks**

**PART A (5 Marks)**

**I. Writing Skills: (5 Marks)**

Questions must pertain to any two styles (internal choice)  
- critical/ compare and contrast/ persuasive/ argumentative/ cause and effect relationship

**PART B (20 Marks)**

**II. [Text-based questions similar to/from Each Unit-end Formative Assessment Tasks]**

- a) Unit 1 (4 marks) situation to be given on which students can write freely
- b) Unit 2 (4 marks) question to pertain to style not asked in Part A
- c) Unit 3 (4 marks) Error correction / rewriting coherently
- d) Unit 4 (4 marks) theoretical questions on literary research/ documentation
- e) Unit 5 (4 marks) theoretical questions on the writing processes

**PART C (10 Marks)**

**III. a) Academic writing (5 marks) (internal choice)**

**one theoretical question and one passage for critical writing**

- b) Academic writing (5 marks) (internal choice)  
one theoretical question and one passage for critical writing
- 

**II BA ENGLISH SEMESTER 4**  
**Part II – Academic Writing**

**QUESTION PAPER PATTERN**  
**END SEMESTER- UNIVERSITY EXAMINATION**

**Time: 3 Hours**

**Maximum Marks:**

**50**

**Note: Answer any FIVE questions. Each question carries 10 marks.**

- |   |            |
|---|------------|
| 1. a) Situation to be given with a question pertaining to Recall/ Observe/ Converse/ Imagine and Write.   | (5 marks)  |
| b) Read and paraphrase/ summarise(5 marks)  |            |
| 2. a) Topic to be given with a Question pertaining to any one style of writing                            | (5 marks)  |
| b) Theoretical question asking to explain any one style of writing  | (5 marks)  |
| 3. a) Passage for error correction and rewriting.   | (5 marks)  |
| b) Theoretical question on any the significance of written language and accuracy                          | (5 marks)  |
| 4. a) A passage with quotations with details of the author and publication to be given for documentation. | (5 marks)  |
| b) Theoretical question of Literary research writing  | (5 marks)  |
| 5. a) Critically evaluate / review in 300 words a given essay/ article                                    | (5 marks)  |
| b) Theoretical question on the writing process  | (5 marks)  |
| 6. A Practical writing task on a given topic (choose one topic from three)                                | (10 marks) |

**UNIVERSITY OF MADRAS**  
**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

Title of the Course	<b>Core Course BEN-DSC09: AMERICAN LITERATURE – PAPER II</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
Hours:	90		
Objectives:	To enable the students to understand the trends in American literature through the study of seminal texts and its contribution.		
Course Introduction (to be considered for internal assessment tasks only)	The emergence of America as a super power. African-American History. America and Russia. The Great Depression		
Course Components	<p><b>UNIT 1: Poetry</b></p> <p>1.1 "A Hillside Thaw" Robert Frost</p> <p>1.2 "Chicago" Carl Sandburg</p> <p>1.3 "Poetry" Marianne Moore</p> <p>1.4 "Skunk Hour" Robert Lowell</p> <p>1.5 "Runagate, Runagate" Robert Hayden</p> <p>1.6 "Mirror" Sylvia Plath</p> <p>1.7 "Harlem" Langston Hughes</p> <p>1.8 "Perhaps the World Ends Here" Joy Harjo</p> <p><b>UNIT 2: Prose</b></p> <p>2.1 "The Figure a Poem Makes" Robert Frost</p> <p>2.2 "The Man of Letters in the Modern World" Allen Tate</p> <p>2.3 "I Have a Dream" Martin Luther King Jr</p> <p>2.4 "The Black writer and the Southern Experience" Alice Walker <i>from In Search of our Mother's Garden</i></p> <p><b>UNIT 3: Drama</b></p> <p>3.1 The Glass Menagerie Tennessee Williams</p> <p><b>UNIT 4: Short Story</b></p> <p>4.1 "A Journey" Edith Wharton</p> <p>4.2 "The Snows of Kilimanjaro" Ernest Hemingway</p> <p>4.3 "The World's Greatest Fisherman" Louise Erdrich</p> <p>4.4 "Living Space" Isaac Asimov</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 To Kill a Mocking Bird Harper Lee</p>		
Learning Outcomes:	<p>After doing the course, students will be able</p> <ul style="list-style-type: none"> <li>➤ to evaluate new forms of space, identity, and writing that transformed canonical English literary structures</li> <li>➤ to assess thematic aspects of literary texts as a part of cultural and historical movements in America.</li> </ul>		

**Prescribed Texts/Web Sources:**

- i) 2.2 <https://stormfields.files.wordpress.com/2014/12/tate-man-of-letters-1952.pdf>
- ii) 2.3 [https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays_djvu.txt)
- iii) 2.4 *In Search of our Mother's Garden* -Alice Walker
- iv) 4.1 [https://1ca-shared.s3.amazonaws.com/static/pdf/Wharton\\_Journey.pdf](https://1ca-shared.s3.amazonaws.com/static/pdf/Wharton_Journey.pdf)
- v) 4.4 <https://nyc3.digitaloceanspaces.com/sffaudio-usa/usa-pdfs/LivingSpaceByIsaacAsimov.pdf>

BEN-DSC09.



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**FURTHER READING: (to be considered for Internal Assessment tasks only)**

- The Great Gatsby F. Scott Fitzgerald
- "After Apple Picking" by Robert Frost
- "The Walls do not Fall" by Hilda Doolittle
- "One Art" by Elizabeth Bishop
- "Anecdote of the Jar" by Wallace Stevens
- "the Cambridge ladies" by e.e.cummings
- "Persephone Falling" by Rita Dove
- The Hairy Ape by Eugene O' Neil
- All My Sons by Arthur Miller
- As I Lay Dying by William Faulkner
- The Joy Luck Club by Amy Tan

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- The Cambridge History of American Literature
- Parini, Jay, The Oxford Encyclopedia of American Literature, Volume 3, OUP, 2004.
- Burt, Daniel S. The Chronology of American Literature  
<https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKYP-LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false>
- Gray, Richard. A Brief History of American Literature  
<https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKYP-LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false>
- [www.britannica.com](http://www.britannica.com)
- [americanliterature.com](http://americanliterature.com)
- [www.history.com](http://www.history.com) : Black History: Facts and People

**TEDX TALKS**

- The dangers of whitewashing black history | David Ikard | TEDxNashville  
[https://www.ted.com/talks/david\\_ikard\\_the\\_dangers\\_of\\_whitewashing\\_black\\_history?language=en](https://www.ted.com/talks/david_ikard_the_dangers_of_whitewashing_black_history?language=en)
- The Great Migration and the power of a single decision: Isabel Wilkerson, 2017  
[https://www.ted.com/talks/isabel\\_wilkerson\\_the\\_great\\_migration\\_and\\_the\\_power\\_of\\_a\\_single\\_decision?referrer=playlist-10\\_great\\_talks\\_to\\_celebrate\\_black\\_history](https://www.ted.com/talks/isabel_wilkerson_the_great_migration_and_the_power_of_a_single_decision?referrer=playlist-10_great_talks_to_celebrate_black_history)
- The Danger of a Single Story : Chimamanda Adichie  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?referrer=playlist-10\\_great\\_talks\\_to\\_celebrate\\_black\\_history](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?referrer=playlist-10_great_talks_to_celebrate_black_history)

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>Core Course BEN-DSC08: ASPECTS OF ENGLISH LANGUAGE – PAPER II</b>		
<b>Category of the Course</b>	Year & Semester <b>Second Year &amp; Fourth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>75</b>		
<b>Objectives:</b>	To provide learners the fundamentals of English Linguistics and sensitize learners on the nuances of English Language to enable them to use English with a thorough knowledge of its aspects.		
<b>Course Introduction</b>	Different Languages across the world. Sounds of Language. Words-Sound- Meaning. Distinct sounds and meanings.		
	<b>Unit 1: Introduction</b> 1.1 What is Linguistics? – Linguistics as a science 1.2 Nature and scope of Linguistics 1.3 Synchronic and Diachronic approaches 1.4 Branches of study 1.5 Kinds of Linguistics - Descriptive, Comparative and Historical		
<b>Course Components</b>	<b>Unit 2: English Phonetics and Phonology -I</b> 2.1 Introduction to Phonetics and Phonology – The unphonetic character of English Orthography and the need for a phonetic script – phonetics , phonemics, phonics 2.2 Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region , Air Stream Mechanisms 2.3 Segmental Phonemes - Consonants – Definition- Articulation of individual Consonants Three term Label 2.4 FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Active and Passive Articulators. 2.5 Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones – Complementary distribution and Free Variation		
	<b>Unit 3: English Phonetics and Phonology -II</b> 3.1 Vowels – Definiton, Cardinal vowels , Vowel Chart 3.2 Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label, Description of individual Vowels 3.3 Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and Releasing consonants 3.4 Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic) 3.5 Suprasegmental features – Assimilation, Elision, Linking and Intrusive ‘r’ Glossary of Phonological Terms- I <b>Language in Use</b> :Transcription – words and single sentences, Reverse Transcription, Using a Dictionary to note IPA symbols and stress markers.		
	<b>Unit4: Morphology and Word Formation</b> 4.1 Morphemes – Free and bound Morphemes. 4.2 Affixes -Prefix , Suffix and Infix 4.3 Allomorphs - Zero morphemes Empty Morphemes 4.4 Compound Words, Back formation Portmanteau words, Clipping of Words 4.5 Morphophonemics – Phonetic Realization of Plural, Past, Third Person Singular morphemes (pronunciation of – ed, -s &-es) <b>Language in Use</b> : Morphological analysis of words in sentences, separating portmanteau words		

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	<p><b>Unit 5: Semantics</b>            5.1 Word Meaning – Associative and Denotative Meaning            5.2 Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and thematic)            5.3 Lexical Relations – Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy)            5.4 Semantic Roles            5.5 Semantic Field  <b>Glossary of Semantic Terms- I</b>  <b>Language in Use:</b> testing all types of meaning in context</p>
<b>Learning Outcomes:</b>	<p>After completing this course students will be able to</p> <ul style="list-style-type: none"> <li>● use English with an understanding of the sounds present in the language</li> <li>● use English words with a thorough understanding of their structure and meaning</li> </ul>

<b>Prescribed Texts:</b>	
<b>Unit</b>	<b>Books</b>
Unit 1	The Study of Language – George Yule
Unit 2	A Textbook of Phonetics for Indian Students – T.Balasubramaniam
Unit 3	English Phonetics and Phonology – Peter Roach Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL A Textbook of Phonetics for Indian Students – T.Balasubramaniam
Unit 4	Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy The Study of Language – George Yule- Chapter 6
Unit 5	Semantics - Geoffrey Leech The Study of Language – George Yule- Chapter 9 Language and Linguistics- J.F.Wallwork

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Daniel Jones- The Pronunciation of English
- Balasubramanian, T - A Textbook of English Phonetics for Indian Students – A workbook .
- R. K. Bansal and J. B. Harrison – Spoken English .
- Lalitha Ramamurthi - A History of English Language and Elements of Phonetics
- T. Balasubramanian – English Phonetics for Indian Students – A workbook
- George Yule – The Study of Language
- J.F.Wallwork - Language and Linguistics
- S.K Verma, N.Krishnaswamy -Modern Linguistics – An Introduction
- Dr. Varshney - An Introductory Text book of Linguistics and Phonetics
- Adrian Akmajian & others- Linguistics – An introduction to Language and Communication
- Geoffrey Leech – Semantics (PENG-uin)
- Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL
- Nativlang: What is meaning? Semantics, logic and the meaning of words-- Linguistics  
<https://www.youtube.com/watch?v=9ZDkp8dUWyy>

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- Introduction to Semantics: <https://www.youtube.com/watch?v=l3t2VPcHwCw>
- <https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf>

**RECOMMENDED MOOC**

- NPTEL: Introduction to Modern Linguistics <https://nptel.ac.in/courses/109/106/109106080/>
- COURSERA: Introduction to Lexical and Semantic Typology  
<https://www.coursera.org/learn/lexical-semantic-typology>

**TEDX TALKS**

- English Pronunciation TIP: Using TED Talks To Improve Pronunciation  
<https://www.youtube.com/watch?v=YQwovTSUzjk>



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**SYLLABUS WITH EFFECT FROM 2020-2021**

Title of the Course	<b>ALLIED BEN-DSA04- BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-IV</b>		
Category of the Course	Year & Semester <b>Second Year &amp; Fourth Semester</b>	Credits <b>5</b>	Subject Code <b>BEN-DSA04</b>
<b>Hours:</b>	90		
<b>Objectives:</b>	This paper aims at introducing basic concepts about seminal concepts from European and American histories to enable students understand the contexts and background of European and American literatures		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• What is the significance of Rome and Greek in World History?</li> <li>• What is the importance of European and American social and political history?</li> <li>• How should this course be integrated in the study of European and American literature?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Literature And Greco-Roman Schools Of Thought</b>  1.1 Ancient Greece – pages 22-35  1.2 Ancient Greece – pages 35-43  1.3 Making of the Roman World – pages 44-55  1.4 Making of the Roman World – pages 55-64  1.5 Hylozoism, Great chain of Being (Plato, Aristotle), Imitation [mimesis], Idealism (Kant), Platonism, Epicureanism, Skepticism, Stoicism, Cynicism, Sophism, Narcissism, Hedonism.  1.1 &amp; 1.4 [Text – <i>The Penguin History of Europe</i> by J.M.Roberts, 1996.]  1.5 [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)]</p> <p><b>Unit 2 : The Shaping Of Europe</b>  2.1 Western Christendom, Papacy, Charlemagne, Carolingian heritage, Mediterranean Europe, Vikings, Anglo-Saxon England – pages 120- 138  2.2 The Crusades – pages 167-171, Europe's emerging shape – pages 178-179  2.3 The Ottomans, the end of Byzantium, Ottoman Europe – pages 209- 213, Renaissance and Printing – pages 218-221, Modernity and modern history – pages 233-238  2.4 European Reformation and Counter- Reformation - pages 260-265  2.5 Enlightenment – pages 267-271  [Text – <i>The Penguin History of Europe</i> by J.M.Roberts, 1996.]</p>		

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<b>BEN-DSA04</b>	<p><b>Unit 3: The Discovery Of America</b></p> <p>3.1 The Discovery of America – European Enterprise – a new World – pages 224 - 230</p> <p>3.2 The Americas – pages 319-321</p> <p>3.3 North American Colonies – pages 324 -326</p> <p>3.4 American Revolution – First Overseas European Nation pages 344-347</p> <p>3.5 United States and European opinion – pages 347- 349</p> <p>[Text – <i>The Penguin History of Europe</i> by J.M.Roberts, 1996.]</p>
	<p><b>Unit 4: The History And Culture Of America</b></p> <p>4.1 The History and culture of the United States of America –</p> <ul style="list-style-type: none"> <li>▪ Chapter 1- European settlers in a new continent; Colonial America – Thirteen colonies; [pp.1-28]</li> <li>▪ Plantation Slaves in the South [1641-1865], the Westward Movement, the Gold Rush [1807-1910], the Declaration and American War of Independence [1775-83]; the framing of the Constitution, Lincoln and the Civil war; Reconstruction; [pp.1-15]</li> </ul> <p>[Text – <i>A Short History of American Literature</i> by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]</p> <p>4.2 America and World War I [1914-18], The League of Nations;</p> <p>4.3 Prohibition up to The breakdown of Trusts (Sherman / Clayton Anti –Trust Acts-1890/1914) and the Mafia [1920-], Great Depression [1929]</p> <p>America's role in World War II [1939- 45].</p> <p>4.4 Martin Luther King Jr. and the Civil Rights Movement [late 1940s-1968]</p> <p>4.5 American Foreign Policy- The Cold War [1945-89] and McCarthyism [late 1940s-1950s], J.F. Kennedy's Foreign and Black rights policy, War with Vietnam [1954-73], Cuba and the Bay of Pigs Invasion [1961]</p> <p>[Text – <i>A Short History of American Literature</i> by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]</p>

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	<p><b>UNIT 5: Background to American Literature</b></p> <p>5.1 Chapter 1 -The narrative of American literature; The New world; Puritan myth; American exceptionalism; Myth of the frontier; American Dream; American Pastoralism; Multiculturalism– pages 1-28</p> <p>5.2 From the Early narratives to the Colonial Era – Chapter 2 – Puritan literature; histories and journals; Conversion narratives; Sermons; Captivity narratives; poetry;</p> <p>5.3 Literature of the 18<sup>th</sup> century; Literature and the Revolution; Emergence of the American novel; Fenimore Cooper– pages 29-58,</p> <p>5.4 Harlem Renaissance and Hippie culture</p> <p>5.5 Periods of American literature – pages 273-278</p> <p>-----</p> <p>[5.1 to 5.4 -Text – <i>A Short History of American Literature</i> by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]</p> <p>[5.5 -Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p>
<p><b>Learning Outcomes:</b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and define basic terms and concepts which are needed for advanced courses in European and American literature</li> <li>• Write brief essays on the historical background of European and American literatures</li> </ul>

**Prescribed Texts**

- i. Krishna Sen and Ashok Sengupta. (2017). *A Short History of American Literature*. Orient Blackswan.
- ii. J.M.Roberts. (1996). *The Penguin History of Europe*.
- iii. Abrams M.H. & Geoffrey Galt Harpham.(2015) *A Glossary of Literary Terms* Eleventh Edition. Cengage,2019 (Indian Reprint)]

**BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE**

- Transcendentalism in America – pages 409-411; symbolist movement – pages 394-395; surrealism – pages 390-391; stream of consciousness – pages 378-379; [Text- *A Glossary of Literary Terms* by M.H.Abrams.]
- Mercer, B. (2019). *Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany*. Cambridge University Press.
- Blackman, R. (2019). *1789: The French Revolution Begins*. Cambridge University Press.
- De Graaf, J. (2019). *Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945*. Cambridge University Press.
- Erstad, J. (2018). *Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II*. Cambridge University Press.
- Pergber, R. (2017). *Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and Settlement in Italy's Borderlands, 1922–1943*. Cambridge University Press.

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- Von Bulow, M. (2016). *West Germany, Cold War Europe and the Algerian War*. Cambridge University Press.
- Cichopek-Gajraj, A. (2014). *Beyond Violence: Jewish Survivors in Poland and Slovakia, 1944-48*. Cambridge University Press.
- Walter Cohen. (2017). *A History of European Literature: The West and the World from Antiquity to the Present*. Edinburgh University Press.
- Kagan, Donald, Steven E. Ozment, and Frank M. Turner. (2007). *The Western Heritage: Since 1300*. Macmillan Publishing, New York.
- Vialat, Birdsall S. (1990). *Modern European History*. McGraw-Hill.
- Lars Boje Mortensen. (2018). *European Literature and Book History in the Middle Ages, c. 600-c. 1450*. Oxford.
- Malcolm Bradbury and James McFarlane. (1978). *Modernism: A Guide to European Literature 1890-1930*. Penguin.

**RECOMMENDED MOOC**

- NPTEL Video Course: Lecture 1 - Introduction to the course on American Literature and Culture

<https://www.digimat.in/nptel/courses/video/109106099/L01.html>

**TEDX TALKS**

- Alex Gendler: History vs. Napoleon Bonaparte  
[https://www.ted.com/talks/alex\\_gendler\\_history\\_vs\\_napoleon\\_bonaparte](https://www.ted.com/talks/alex_gendler_history_vs_napoleon_bonaparte)
- TEDx Harlem: Independently organized Ted Event  
<https://www.ted.com/tedx/events/3589https://www.youtube.com/playlist?list=PL28114BB9CAC6D70E>

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# UNIVERSITY OF MADRAS

## Syllabus for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes of the  
Affiliated Non-autonomous Colleges (w.e.f 2013-14)

BP4-SS004

### ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS LEVEL – II

#### Unit – I

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery.

Personality Development: Building self esteem.

#### Unit – II

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methodology of Group discussions, Role Functions in Group Discussion, Types of Non – functional Behavior, Improving group performance. Participating in Mock group discussions.

#### Unit – III

Interviews – Types of Interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

#### Unit – IV

Business Presentations – Preparing successful presentations, thinking about audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

#### Recommended Texts:

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill. 2012. Print.

Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP. 2006. Print.

Bailey, Edward P. *Writing and Speaking at Work: A Practical Guide for Business Communication*. Pennsylvania: Prentice Hall. 2007. Print.

Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random House. 2006. Print.

De Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business.

## B.A. ENGLISH

### Programme Specific Outcomes:

**PSO1:** Read and interpret various literary texts focusing on themes, generic conventions, historical contexts, linguistic and stylistic variations and innovations.

**PSO2:** Analyse texts, evaluate ideas and apply critical concepts and categories with clarity.

**PSO3:** Work independently in terms of reading literary and critical texts and situate one's own reading, be aware of one's position in terms of society, religion, caste, region, gender and politics, to be self-reflexive and self-questioning.

**PSO4:** Developing a research framework and presenting their independent ideas effectively.

**PSO5:** Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

**PSO6:** Enabling a holistic perspective towards the socio-political inequalities and environmental issues

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)** can be carried out accordingly, assigning the appropriate level in the grids:

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	2	3	3	3	3	3	2
PSO2	3	3	3	2	3	3	3	3	3	2
PSO3	3	3	3	2	3	3	3	3	3	2
PSO4	3	3	3	2	3	3	3	3	3	2
PSO5	3	3	3	2	3	3	3	3	3	2
PSO6	3	3	3	2	3	3	3	3	3	2

**3 – Strong, 2 – Medium, 1 - Low**



**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1/ Basic Tamil/ Advanced Tamil	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2 / Basic Tamil/ Advanced Tamil	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>



### Third Year

#### Semester-V

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective	22	26
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

#### Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

#### Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	3	24
<b>Total</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>140</b>

\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments - Term Paper, Research Presentation, Case Study	
	Seminars – Group Discussion, Role Play, Critical Analysis	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/Comprehend(K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
Application (K3)	Suggest idea / concept with examples, Observe, Explain, Term Paper, Research Presentations	
Analyze(K4)	Critical thinking questions, Differentiate between various ideas, Mind Map knowledge	
Evaluate(K5)	Longer essay / Evaluation essay, Critique or justify with pros and cons	
Create(K6)	Check knowledge in specific or off beat situations, Discussion, Debating or Case Study	

## B.A. ENGLISH - CREDIT DISTRIBUTION

### FIRST YEAR - FIRST SEMESTER

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-I	3	3			3	6	25	75	100
II	100L1Z: English Paper-I	3	3			3	6	25	75	100
III	105C1A: C1 - Introduction to English Literature	3	2			5	5	25	75	100
	105C1B: C2 - Indian Writing in English	3	2			5	5	25	75	100
	105E1A: E1 - Social History of England-I	2	2			3	4	25	75	100
IV	105S1A: SEC1 - English for Communication*	1	1			2	2	25	75	100
	100L1L: Basic Tamil-I (Other Language Students)*	2								
	100L1M: Advanced Tamil-I (Other Language Students)*	2								
	105B1A: FC - Fundamental Framework for Reading English Literature	1	1							
<b>TOTAL</b>						<b>23</b>	<b>30</b>			

\* **PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

1. Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.
2. Students who have **not** studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6<sup>th</sup> Std.).
3. Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

### FIRST YEAR – SECOND SEMESTER

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-II	3	3			3	6	25	75	100
II	100L2Z: English Paper-II	3	3			3	6	25	75	100
III	105C2A: C3 - British Literature -I	3	2			5	5	25	75	100
	105C2B: C4 - American Literature	3	2			5	5	25	75	100
	105E2A: E2 - Social History of England-II	2	2			3	4	25	75	100
IV	105S2A: SEC2 - Public Speaking Skills*	1	1			2	2	25	75	100
	100L2L: Basic Tamil (Other Language Students)*	2								
	100L2K: Advanced Tamil (Other Language Students)*	2								
	105S2B: SEC3 - Digital Literacy and Concepts	1	1							
<b>TOTAL</b>						<b>22</b>	<b>30</b>			

**SECOND YEAR - THIRD SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-III	3	3			3	6	25	75	100
II	200L3Z: English Paper-III	3	3			3	6	25	75	100
III	205C3A: C5 - British Literature-II	3	2			5	5	25	75	100
	205C3B: C6 - Children's Literature	3	2			5	5	25	75	100
	205E3A: E3 - History of English Literature-I	2	2			3	4	25	75	100
IV	205S3A: SEC4 - Entrepreneurial Skill	1	0			1	1	25	75	100
	205S3B: SEC5 - Interview Skills	1	1			2	2	25	75	100
	EVS	1	0				1	25	75	100
	<b>TOTAL</b>					<b>22</b>	<b>30</b>			

**SECOND YEAR - FOURTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-IV	3	3			3	6	25	75	100
II	200L4Z: English Paper-IV	3	3			3	6	25	75	100
III	205C4A: C7 - World Classics in Translation	3	2			5	5	25	75	100
	205C4B: C8 - Language and Linguistics	3	2			5	5	25	75	100
	205E4A: E4 - History of English Literature-II	2	2			3	3	25	75	100
IV	205S4A: SEC-6 - English for Careers	1	1			2	2	25	75	100
	205S4B: SEC-7 - English for Business	1	1			2	2	25	75	100
	205V4A: EVS	1	0			2	1	25	75	100
	<b>TOTAL</b>					<b>25</b>	<b>30</b>			

**THIRD YEAR - FIFTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	305C5A: C9 - Women's Writing	3	2			4	5	25	75	100
	305C5B: C10 - Introduction to Folk Literature	3	2			4	5	25	75	100
	305C5C: C11 - Indian Writing in Translation	3	2			4	5	25	75	100
	305C5D: C12 - Project	3	2			4	5	25	75	100
	305E5A: E5 - Literary Forms	2	2			3	4	25	75	100
	305E5B: E6 - Literature and Environment (or)	2	2			3	4	25	75	100
	305E5C - Life Writings (or) 305E5D - Myth and Literature									
IV	305V6A: Value Education	1	1			2	2	25	75	100
	305V6B: Summer Internship/Industrial Training	-	-	2		2				
	<b>TOTAL</b>					<b>26</b>	<b>30</b>			

**THIRD YEAR - SIXTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	305C6A: C13 - Literary Criticism	3	3			4	6	25	75	100
	305C6B: C14 - New Literatures In English	3	3			4	6	25	75	100
	305C6C: C15 - Shakespeare	3	3			4	6	25	75	100
	305E6A: E7 - English Language Teaching (or)	3	2			3	5	25	75	100
	305E6B - Film Studies (or)									
	305E6C - English for Technical Writing									
	305E6D: E8 - Journalism and Mass Communication (or)	3	2			3	5	25	75	100
	305E6E - Media Communication and Publication (or)									
305E6F - Travel Writing										
IV	305S6A: Professional Competency Skill – English For Competitive Examinations	1	1			2	2	25	75	100
V	305V6A: Extension Activity	-	-			1				
	<b>TOTAL</b>					<b>21</b>	<b>30</b>			

**Written Examination : Theory Paper (Bloom's Taxonomy Based Question Paper Model)**

CORE AND ELECTIVE PAPERS (Section and Skill Assessment)	DEFINITIONS	BLOOM'S DEFINITIONS	VERBS
Intended Learning Skills			
<b>Section A</b>	Remembering, Recall, Memorization	Exhibit memory of previously learned materials by recalling facts, terms and basic textual information	Define, List, Name, What, When, Where, Which, Who, Choose, Select.
<b>Section B</b>	Understanding, Applying	Demonstrate understanding of facts by stating main ideas, summarizing textual details	State, Analyze, Compare, Contrast, Demonstrate, Develop, Identify, Justify, Illustrate, Interpret,

			Construct.
<b>Section C</b>	Analyzing, Evaluating	Examine and break information into parts, make textual inferences and generalize theoretical and textual details.	Describe, Discuss, Infer, Critically analyse, Appraise, Assess, Examine, Evaluate, Substantiate, Distinguish, Determine, Opinion, Perceive, Support

**QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION**  
I Semester BA English

**I BA English – Semester 1-Core01- 105C1A: Introduction to English Literature**

**Time: 3 hrs.**

**Max. Marks:75 Marks**

**SECTION – A (5 Marks)**

**(Multiple Choice Questions from all the Units)**

**I. Choose the correct answer:(5 out of 7)**

**[5x1 = 5 marks]**

**SECTION B — (20 Marks)**

**II. Answer the following questions in one or two sentences. (10 out of 12) [10 × 2=20 marks]**

[5 to 7 lines from each of the representative texts in **Units 2, 3, 4 & 5** followed by questions Related to the characteristics of the genre and literary devices only. *Refer to Model question paper*]

**SECTION C — (50 marks)**

**III. Answer any FIVE of the following questions in about 200 words:(5 out of 7)**

**[5 × 10 =50 marks]**

Short Essay Questions from **All the Units.**

[Questions to evaluate the understanding of the literary forms with reference to the representative texts. *Refer to Model question paper*]



**I BA English – Semester 1-Core 02- 105C1B: Indian Writing in English**

**Time: 3 hrs.**

**Max. Marks: 75 Marks**

**SECTION A ( from Unit II-Poetry)**

**I. Annotate FIVE of the following: (5 out of 8)5x2= 10 marks**

**SECTION B ( from Unit III- Prose) (3 out of 5)**

**II. Analyse any THREE of the following passages and answer the questions given below:**

**3x5=15 marks**

(5-7 lines to be given and three questions to be asked for each passage)

[1. textual question (1 mark) 2. Word meaning/allusion (1 mark) 3. Explanation (3marks)]

**III. Answer any FOUR of the following questions:**

(from Unit IV & V-Drama/& Short Stories/Fiction) (4 out of 6)4x5 = 20 marks

**SECTION C ( from ALL UNITS) (3 out of 5)**

**IV. Write essays on any THREE of the following in 300 words.**

**3x10=30 marks**

**I BA English – Semester 1-Elective Course- 105E1A: Social History of England**

**Time: 3 hrs.**

**Max. Marks: 75 Marks**

**SECTION A (20 Marks)  
(MCQ from all the Units)**

**I. Choose the correct answer:**

**20x1=20 marks**

**SECTION B (25 Marks)**

**II. Answer any FIVE of the following in about 100 words.**

**5x5=25 marks**

**SECTION C (30 Marks)**

**III. Answer any THREE of the following in about 300 words**

**3x10=30 marks**

**ENGLISH FOR COMMUNICATION (SEC -D)**

**COURSE CODE: 105S1A**

**Max. Marks: 75**

**Section - A**

**I. Answer any TEN of the following: (10x2=20 marks)**

(From Units 1-5)

**Section B**

**II. Answer any FIVE of the following: (5x5 = 25 marks)**

(From Units 1-5)

**Section C**

**III. Answer any THREE of the following: (3x10 = 30 marks)**

(From Units 1,2,3, & 5)

**BRIDGE COURSE: FUNDAMENTAL FRAMEWORK FOR READING ENGLISH**

**LITERATURE (105B1A)**

**Max. Marks- 75 Marks**

**SECTION A**

(From units 1 - 5)

**I. Answer ANY TEN of the following questions (10x2=20)**

**SECTION B**

(From Units 2, 3, & 4)

**II. Answer any FIVE of the following in about 100 words (5x5=25 marks)**

**SECTION C**

(From Units 4 & 5)

**III. Answer any THREE of the following in about 300 words (10x3=30 marks)**

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**QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION  
(II Semester to VI Semester )**

[For Core Papers 3,4,5,6,7\_9,10,11,13 14,15]

Core 3 - British Literature – I  
Core 4 - American Literature  
Core 5 - British Literature – II  
Core 6 - Children’s Literature  
Core 7 - World Classics in Translation  
Core 9 - Women’s Writing  
Core 10 - Introduction to Folk Literature  
Core 11 - Indian writing in Translation  
Core 13 - Literary Criticism,  
Core 14 - New Literatures in English  
Core 15 - Shakespeare

Time: 3 hrs.  
Marks

Max. Marks: 75

**SECTION – A (20 Marks)**

- I. Annotate FIVE of the following: (5 out of 7) [from Prose/Poetry/Drama] [ 5x2= 10 marks]
- II. Answer the following questions in one or two sentences. (5 out of 7) [5 × 2=10 marks]

[ from all other ]

**SECTION B (from all units)**

- III. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25 marks

**SECTION C (from ALL UNITS) (3 out of 5)**

- IV. Write essays on any THREE of the following in 300 words, 3x10=30 marks

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**For Core 8 - Language and Linguistics**

Time: 3 hrs.  
Marks

Max. Marks:75

**SECTION A**

- I. Choose the correct answer: [20x1 = 20 marks]

**SECTION B**

(short answers from all units, transcriptions, morphological analysis) II Answer the following

Q 21 - Q25 - Answer any 3 out of 5 - (3 x 5 = 15)

Q26. Phonetic transcription - short sentences - 2 sentences (5)

Q27. Morphological analysis - tree diagram - 2 sentences (5)

### SECTION C

(Essays - Internal choice - Choices should not be from the same unit)

III Answer any THREE of the following in about 300 words. [ 10 x 3 = 30 marks]

Q28. a or b

Q29. a or b

Q30. a or b

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### For Core 12 – Project

- 
- Project on English Literature or English Language or Films/TV Serials/ Web series or Media or any other related domain.
  - 20 pages Project report with appropriate documentation to be submitted for evaluation.
- 

**Internal Marks: 25 Marks**

**External Marks: 75 Marks**

**[ to be evaluated by an External Examiner]**

- 
- Project Report – 40 marks
  - Documentation – 10 marks
  - Viva Voce – 25 marks
- 

### FOR ALL Mandatory Electives and Non-Mandatory Elective Courses

Time: 3 hrs.

Max. Marks: 75 Marks

SECTION A (20 marks)

(MCQ from all the units)

I. Choose the correct answer:

20x1 = 20 marks

SECTION B (25 Marks) (from all units)

II. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25

marks SECTION C (30 Marks) (from all units)

III. Answer any THREE of the following in about 300 words (3 out of 5) 3x10=30 marks

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## Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The B.A English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this B.A course English subject is added to the syllabus with the same intention. Communication in B.A English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

## Under Graduate Programme

### Programme Outcomes:

**PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

**PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

**PO3: Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully; read and write analytically and present complex information in a clear and concise manner to different groups.

**PO4: Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

**PO5: Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team

**PO6: Reading & Projects:** Document their reading and interpretive practices in assignments, translation works, and independent projects.

**PO7: Confidence & Effectiveness:** Confidently and effectively articulate their literary and textual experiences.

**PO8: Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

**PO9: Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

**PO10 Information/Digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

## B.A. ENGLISH

### Programme Specific Outcomes:

**PSO1:** Read and interpret various literary texts focusing on themes, generic conventions, historical contexts, linguistic and stylistic variations and innovations.

**PSO2:** Analyse texts, evaluate ideas and apply critical concepts and categories with clarity.

**PSO3:** Work independently in terms of reading literary and critical texts and situate one's own reading, be aware of one's position in terms of society, religion, caste, region, gender and politics, to be self-reflexive and self-questioning.

**PSO4:** Developing a research framework and presenting their independent ideas effectively.

**PSO5:** Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

**PSO6:** Enabling a holistic perspective towards the socio-political inequalities and environmental issues

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)** can be carried out accordingly, assigning the appropriate level in the grids:

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	2	3	3	3	3	3	2
PSO2	3	3	3	2	3	3	3	3	3	2
PSO3	3	3	3	2	3	3	3	3	3	2
PSO4	3	3	3	2	3	3	3	3	3	2
PSO5	3	3	3	2	3	3	3	3	3	2
PSO6	3	3	3	2	3	3	3	3	3	2

**3 – Strong, 2 – Medium, 1 - Low**

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1/ Basic Tamil/ Advanced Tamil	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2 / Basic Tamil/ Advanced Tamil	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>



### Third Year

#### Semester-V

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective	22	26
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

#### Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

#### Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	3	24
<b>Total</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>140</b>

\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree

#### Methods of Evaluation

<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments - Term Paper, Research Presentation, Case Study	
	Seminars – Group Discussion, Role Play, Critical Analysis	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

#### Methods of Assessment

<b>Recall(K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/Comprehend(K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview
<b>Application (K3)</b>	Suggest idea / concept with examples, Observe, Explain, Term Paper, Research Presentations
<b>Analyze(K4)</b>	Critical thinking questions, Differentiate between various ideas, Mind Map knowledge
<b>Evaluate(K5)</b>	Longer essay / Evaluation essay, Critique or justify with pros and cons
<b>Create(K6)</b>	Check knowledge in specific or off beat situations, Discussion, Debating or Case Study



## B.A. ENGLISH - CREDIT DISTRIBUTION

### FIRST YEAR - FIRST SEMESTER

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-I	3	3			3	6	25	75	100
II	100L1Z: English Paper-I	3	3			3	6	25	75	100
III	105C1A: C1 - Introduction to English Literature	3	2			5	5	25	75	100
	105C1B: C2 - Indian Writing in English	3	2			5	5	25	75	100
	105E1A: E1 - Social History of England-I	2	2			3	4	25	75	100
IV	105S1A: SEC1 - English for Communication*	1	1			2	2	25	75	100
	100L1L: Basic Tamil-I (Other Language Students)*	2								
	100L1M: Advanced Tamil-I (Other Language Students)*	2								
	105B1A: FC - Fundamental Framework for Reading English Literature	1	1							
<b>TOTAL</b>						<b>23</b>	<b>30</b>			

\* **PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

- Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.
- Students who have **not** studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6<sup>th</sup> Std.).
- Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

### FIRST YEAR – SECOND SEMESTER

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-II	3	3			3	6	25	75	100
II	100L2Z: English Paper-II	3	3			3	6	25	75	100
III	105C2A: C3 - British Literature-I	3	2			5	5	25	75	100
	105C2B: C4 - American Literature	3	2			5	5	25	75	100
	105E2A: E2 - Social History of England-II	2	2			3	4	25	75	100
IV	105S2A: SEC2 - Public Speaking Skills*	1	1			2	2	25	75	100
	100L2L: Basic Tamil (Other Language Students)*	2								
	100L2K: Advanced Tamil (Other Language Students)*	2								
	105S2B: SEC3 - Digital Literacy and Concepts	1	1							
<b>TOTAL</b>						<b>22</b>	<b>30</b>			

**SECOND YEAR - THIRD SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-III	3	3			3	6	25	75	100
II	200L3Z: English Paper-III	3	3			3	6	25	75	100
III	205C3A: C5 - British Literature-II	3	2			5	5	25	75	100
	205C3B: C6 - Children's Literature	3	2			5	5	25	75	100
	205E3A: E3 - History of English Literature-I	2	2			3	4	25	75	100
IV	205S3A: SEC4 - Entrepreneurial Skill	1	0			1	1	25	75	100
	205S3B: SEC5 - Interview Skills	1	1			2	2	25	75	100
	EVS	1	0				1	25	75	100
	<b>TOTAL</b>					<b>22</b>	<b>30</b>			

**SECOND YEAR - FOURTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Tamil & Other Languages Paper-IV	3	3			3	6	25	75	100
II	200L4Z: English Paper-IV	3	3			3	6	25	75	100
III	205C4A: C7 - World Classics in Translation	3	2			5	5	25	75	100
	205C4B: C8 - Language and Linguistics	3	2			5	5	25	75	100
	205E4A: E4 - History of English Literature-II	2	2			3	3	25	75	100
IV	205S4A: SEC-6 - English for Careers	1	1			2	2	25	75	100
	205S4B: SEC-7 - English for Business	1	1			2	2	25	75	100
	205V4A: EVS	1	0			2	1	25	75	100
	<b>TOTAL</b>					<b>25</b>	<b>30</b>			

**THIRD YEAR - FIFTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	305C5A: C9 - Women's Writing	3	2			4	5	25	75	100
	305C5B: C10 - Introduction to Folk Literature	3	2			4	5	25	75	100
	305C5C: C11 - Indian Writing in Translation	3	2			4	5	25	75	100
	305C5D: C12 - Project	3	2			4	5	25	75	100
	305E5A: E5 - Literary Forms	2	2			3	4	25	75	100
	305E5B: E6 - Literature and Environment (or)	2	2			3	4	25	75	100
	305E5C - Life Writings (or) 305E5D - Myth and Literature									
IV	305V6A: Value Education	1	1			2	2	25	75	100
	305V6B: Summer Internship/Industrial Training	-	-	2		2				
	<b>TOTAL</b>					<b>26</b>	<b>30</b>			

**THIRD YEAR - SIXTH SEMESTER**

PART	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	305C6A: C13 - Literary Criticism	3	3			4	6	25	75	100
	305C6B: C14 - New Literatures In English	3	3			4	6	25	75	100
	305C6C: C15 - Shakespeare	3	3			4	6	25	75	100
	305E6A: E7 - English Language Teaching (or)	3	2			3	5	25	75	100
	305E6B - Film Studies (or)									
	305E6C - English for Technical Writing									
	305E6D: E8 - Journalism and Mass Communication (or)	3	2			3	5	25	75	100
	305E6E - Media Communication and Publication (or)									
305E6F - Travel Writing										
IV	305S6A: Professional Competency Skill – English For Competitive Examinations	1	1			2	2	25	75	100
V	305V6A: Extension Activity	-	-			1				
	<b>TOTAL</b>					<b>21</b>	<b>30</b>			

**Written Examination : Theory Paper (Bloom's Taxonomy Based Question Paper Model)**

CORE AND ELECTIVE PAPERS (Section and Skill Assessment)	DEFINITIONS	BLOOM'S DEFINITIONS	VERBS
Intended Learning Skills			
<b>Section A</b>	Remembering, Recall, Memorization	Exhibit memory of previously learned materials by recalling facts, terms and basic textual information	Define, List, Name, What, When, Where, Which, Who, Choose, Select.
<b>Section B</b>	Understanding, Applying	Demonstrate understanding of facts by stating main ideas, summarizing textual details	State, Analyze, Compare, Contrast, Demonstrate, Develop, Identify, Justify, Illustrate, Interpret,

			Construct.
<b>Section C</b>	Analyzing, Evaluating	Examine and break information into parts, make textual inferences and generalize theoretical and textual details	Describe, Discuss, Infer, Critically analyse, Appraise, Assess, Examine, Evaluate, Substantiate, Distinguish, Determine, Opinion, Perceive, Support

**QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION**  
I Semester BA English

**I BA English – Semester 1-Core01- 105C1A: Introduction to English Literature**

**Time: 3 hrs.**

**Max. Marks:75 Marks**

**SECTION – A (5 Marks)**

**(Multiple Choice Questions from all the Units)**

**I. Choose the correct answer:(5 out of 7)**

**[5x1 = 5 marks]**

**SECTION B — (20 Marks)**

**II. Answer the following questions in one or two sentences. (10 out of 12) [10 × 2=20 marks]**

[5 to 7 lines from each of the representative texts in **Units 2, 3, 4 & 5** followed by questions Related to the characteristics of the genre and literary devices only. *Refer to Model question paper*]

**SECTION C — (50 marks)**

**III. Answer any FIVE of the following questions in about 200 words:(5 out of 7)**

**[5 × 10 =50 marks]**

Short Essay Questions from **All the Units.**

[Questions to evaluate the understanding of the literary forms with reference to the representative texts. *Refer to Model question paper*]

**I BA English – Semester 1-Core 02- 105C1B: Indian Writing in English**

**Time: 3 hrs.**

**Max. Marks: 75 Marks**

**SECTION A ( from Unit II-Poetry)**

**I. Annotate FIVE of the following: (5 out of 8)5x2= 10 marks**

**SECTION B ( from Unit III- Prose) (3 out of 5)**

**II. Analyse any THREE of the following passages and answer the questions given below:**

**3x5=15 marks**

(5-7 lines to be given and three questions to be asked for each passage)

[1. textual question (1 mark) 2. Word meaning/allusion (1 mark) 3. Explanation (3marks)]

**III. Answer any FOUR of the following questions:**

(from Unit IV & V-Drama/& Short Stories/Fiction) (4 out of 6)4x5 = 20 marks

**SECTION C ( from ALL UNITS) (3 out of 5)**

**IV. Write essays on any THREE of the following in 300 words.**

**3x10=30 marks**

**I BA English – Semester 1-Elective Course- 105E1A: Social History of England**

**Time: 3 hrs.**

**Max. Marks: 75 Marks**

**SECTION A (20 Marks)  
(MCQ from all the Units)**

**I. Choose the correct answer:**

**20x1=20 marks**

**SECTION B (25 Marks)**

**II. Answer any FIVE of the following in about 100 words.**

**5x5=25 marks**

**SECTION C (30 Marks)**

**III. Answer any THREE of the following in about 300 words**

**3x10=30 marks**

**ENGLISH FOR COMMUNICATION (SEC -I)**

**COURSE CODE: 105S1A**

**Max. Marks: 75**

**Section - A**

**I. Answer any TEN of the following: (10x2=20 marks)**

(From Units 1-5)

**Section B**

**II. Answer any FIVE of the following: (5x5 = 25 marks)**

(From Units 1-5)

**Section C**

**III. Answer any THREE of the following: (3x10 = 30 marks)**

(From Units 1,2,3, & 5)

**BRIDGE COURSE: FUNDAMENTAL FRAMEWORK FOR READING ENGLISH**

**LITERATURE (105B1A)**

**Max. Marks- 75 Marks**

**SECTION A**

(From units 1 - 5)

**I. Answer ANY TEN of the following questions (10x2=20)**

**SECTION B**

(From Units 2, 3, & 4)

**II. Answer any FIVE of the following in about 100 words (5x5=25 marks)**

**SECTION C**

(From Units 4 & 5)

**III. Answer any THREE of the following in about 300 words (10x3=30 marks)**

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**QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION  
(II Semester to VI Semester )**

[For Core Papers 3,4,5,6,7\_9,10,11,13 14,15]

Core 3 - British Literature – I  
Core 4 - American Literature  
Core 5 - British Literature – II  
Core 6 - Children’s Literature  
Core 7 - World Classics in Translation  
Core 9 - Women’s Writing  
Core 10 - Introduction to Folk Literature  
Core 11 - Indian writing in Translation  
Core 13 - Literary Criticism,  
Core 14 - New Literatures in English  
Core 15 - Shakespeare

Time: 3 hrs.  
Marks

Max. Marks: 75

**SECTION – A (20 Marks)**

- I. Annotate FIVE of the following: (5 out of 7) [from Prose/Poetry/Drama] [ 5x2= 10 marks]
- II. Answer the following questions in one or two sentences. (5 out of 7) [5 × 2=10 marks]

[ from all other ]

**SECTION B (from all units)**

- III. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25 marks

**SECTION C (from ALL UNITS) (3 out of 5)**

- IV. Write essays on any THREE of the following in 300 words, 3x10=30 marks

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**For Core 8 - Language and Linguistics**

Time: 3 hrs.  
Marks

Max. Marks:75

**SECTION A**

- I. Choose the correct answer: [20x1 = 20 marks]

**SECTION B**

(short answers from all units, transcriptions, morphological analysis) II Answer the following

Q 21 - Q25 - Answer any 3 out of 5 - (3 x 5 = 15)

Q26. Phonetic transcription - short sentences - 2 sentences (5)

Q27. Morphological analysis - tree diagram - 2 sentences (5)



### SECTION C

(Essays - Internal choice - Choices should not be from the same unit)

III Answer any THREE of the following in about 300 words. [ 10 x 3 = 30 marks]

Q28. a or b

Q29. a or b

Q30. a or b

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### For Core 12 – Project

- 
- Project on English Literature or English Language or Films/TV Serials/ Web series or Media or any other related domain.
  - 20 pages Project report with appropriate documentation to be submitted for evaluation.
- 

**Internal Marks: 25 Marks**

**External Marks: 75 Marks**

**[ to be evaluated by an External Examiner]**

- 
- Project Report – 40 marks
  - Documentation – 10 marks
  - Viva Voce – 25 marks
- 

### FOR ALL Mandatory Electives and Non-Mandatory Elective Courses

Time: 3 hrs.

Max. Marks: 75 Marks

SECTION A (20 marks)

(MCQ from all the units)

I. Choose the correct answer:

20x1 = 20 marks

SECTION B (25 Marks) (from all units)

II. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25

marks SECTION C (30 Marks) (from all units)

III. Answer any THREE of the following in about 300 words (3 out of 5) 3x10=30 marks

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<b>CODE</b>	<b>I BA ENGLISH (II SEMESTER)</b>
	TAMIL II HINDI II FRENCH II
100L2Z	ENGLISH II
105C2A	CORE I - BRITISH LITERATURE-I
105C2B	CORE II – AMERICAN LITERATURE – I
105E2A	ELECTIVE – SOCIAL HISTORY OF ENGLAND II
105S2A	NME- PUBLIC SPEAKING SKILLS NME - BASIC TAMIL NME - ADVANCED TAMIL
105S2B	DIGITAL LITERACY AND CONCEPTS

<b>CODE</b>	<b>II BA ENGLISH (IV SEMESTER)</b>
	TAMIL IV HINDI IV FRENCH IV
LZ14C	ACADEMIC WRITING
AG24A	AMERICAN LITERATURE – I
AG24B	ASPECTS OF ENGLISH LANGUAGE - PAPER II
AG34A	BACKGROUND TO EUROPEAN & AMERICAN LITERATURE IV
TSSSED	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS – II

<b>CODE</b>	<b>III BA ENGLISH (VI SEMESTER)</b>
AG26A	POST COLONIAL LITERATURES IN ENGLISH
AG26B	CONTEMPORARY LITERATURE
AG26C	INDIAN LITERATURES IN ENGLISH
AG46A	ELECTIVE - CREATIVE WRITING
AG46F	ELECTIVE - FILM & LITERATURE

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-I**

**பொதுத் தமிழ் - பாடத்திட்டம்**

**General Tamil - Syllabus**

**4 பருவங்கள் (இரண்டாம் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

## பொதுத்தமிழ்- 2

## தமிழ் இலக்கிய வரலாறு -2

## முதலாம் ஆண்டு - இரண்டாம் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
100L2AU	பொதுத்தமிழ் -2 தமிழ் இலக்கிய வரலாறு -2	Supportive	Y	-	-	-	3	6	25	75	100

## Learning Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

## Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்	K4
CO 2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்	K5, K6
CO 3	திராவிட இயக்க இலக்கியங்களைக் கற்பதன் மூலம் மொழி உணர்வு, இன உணர்வு, சமத்துவம் சார்ந்த சிந்தனைகளைப் பெறுவர்	K3
CO 4	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்வர்	K3
CO 5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் பயிற்சி பெறுவர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய வரலாறு அறிமுகம்.

1. சிற்றிலக்கியம்; குறவஞ்சி, தலம்பகம், உலா, பரணி, பள்ளா, பிள்ளைத்தமிழ், தூது, அந்தாதி.
2. தனிப்பாடல் அறிமுகம்
3. இக்கால இலக்கியம் ;கவிதை, சிறுகதை,நாடகம், உரைநடை, திராவிட இயக்கம் வளர்த்த தமிழ்.

அலகு-2 சிற்றிலக்கியக்கமும்,தனிப்பாடலும்

சிற்றிலக்கியம்;

- கலிங்கத்து பரணி- விருந்தினரும் வறியவரு நெருங்கி யுண்ணரும் - முதல் - கேட்பாரைக் காண்மின் காண்மின் - வரை
- திருக்குற்றாலக் குறவஞ்சி - வானரங்கள் கனிகொடுத்து
- முக்கூடற் பள்ளு - ஆற்று வெள்ளம் நாளை வரத்
- அபிராமி அந்தாதி- கலையாத கல்வியும் குறையாத வயதும் (பதினாறு செல்வங்கள்)
- திருவரங்கக் கலம்பகம் - மறம் -பிள்ளைப் பெருமாள் ஐயங்கார்-பேசவந்த தூத செல்லரித்த ஓலை செல்லுமோ
- தமிழ்விடு தூது முதல் பத்து கண்ணிகள்

தனிப்பாடல்;

- வான்குருவி யின்கூடு -ஒளவையார்
- ஆமணக்குக்கும் யானைக்கும் சிலேடை ;முத்திருக்கும் கொம்பசைக்கும் மூரித்தண்டே - காளமேகப் புலவர்
- இம்பர் வான் எல்லை இராமனையே பாடி -வீரராகவர்
- நாராய் நாராய் -சத்தி முத்தப் புலவர்

அலகு-3 இக்கால இலக்கியம்- 1

1. பாரதியார் பாரத சமுதாயம் வாழ்கவே
2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா
3. நாமக்கல் கவிஞர்-கத்தியின்றி
4. தமிழ் ஒளி - மீன்கள் (அந்தி நிலா பார்க்க வா)
5. ஈரோடு தமிழன்பன் - எட்டாவது சீர் (வணக்கம் வள்ளுவ )

சிறுகதைகள்,

1. புதுமைப்பித்தன் - கடிதம்
2. ஜெயகாந்தன் -வாய்ச் சொற்கள் (மாலை மயக்கம் தொகுப்பு)
3. ஆர். சூடாமணி - அந்நியர்கள்

உரைநடை;

1. மு வ கடிதங்கள் - தம்பிக்கு நூலில் முதல் இரண்டு கடிதங்கள்

அலகு-4 இக்கால இலக்கியம்- 2

1. தந்தை பெரியார் - திருக்குறள்( மாநாட்டு) உரை
2. பேரறிஞர் அண்ணா - இரண்டாம் உலகத் தமிழ் மாநாட்டு உரை
3. கலைஞர் மு. கருணாநிதி - தொல்காப்பிய பூங்கா -எழுத்து -முதல் நூற்பா கட்டுரை

நாடகம் / திரைத்தமிழ் :

1. வேலைக்காரி -திரைப்படம்
2. ராஜா ராணி -சாக்ரடீஸ் -ஓரங்க நாடகம்

இதழியல் தமிழ் ;



முரசொலி கடிதம்

1. செம்மொழி வரலாற்றில் சில செப்பேடுகள்

அலகு-5

மொழிப் பயிற்சி

சொல் வேறுபாடு / பிழை தவிர்த்தல்

- வாசிப்பது – வாசிப்பவர்
- சுவர்- சுவரில்
- வயிறு - வயிற்றில்
- கோயில்- கோவில்
- கறுப்பு – கருப்பு
- இயக்குநர்-இயக்குனர்
- சில்லறை-சில்லரை
- முறித்தல் – முரித்தல்
- மனம்-மனசு- மனது
- அருகில்-அருகாமையில்
- அக்கரை- அக்கறை
- மங்கலம்- மங்களம்.

பயிற்சி :

- பிழையான சொற்களை ஒரு பத்தியில் கொடுத்து அந்தப் பிழையான சொற்களைச் சரியாக எழுதச் செய்தல்
- சிறிய பத்தி ஒன்றை ஆங்கிலத்தில் கொடுத்து அதனைத் தமிழில் மொழிபெயர்க்க வைத்தல்.

Text books

- .

Reference Books

- மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி.
- மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழ் இலக்கிய வரலாறு –முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி
- புதிய தமிழ் இலக்கிய வரலாறு– முனைவர்.சிற்பி பாலசுப்ரமணியம்,நீல.பத்மநாபன்
- தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்
- தமிழ் இலக்கிய வரலாறு –முனைவர். ப.ச.ஏசுதாசன்
- தமிழ் இலக்கிய வரலாறு - ஸ்ரீ குமார்
- வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு–பாக்கியமேரி
- தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web Sources

- <https://www.chennaiibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-1



**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

**200L3E**

**FOUNDATION COURSE: PART-I HINDI PAPER-III**

**Inst.Hrs. : 6**  
**Credits : 3**

**Year : II**  
**Semester : III**

PAPER –III ANCIENT POETRY AND INTRODUCTION TO HINDI LITERATURE (UPTO REETI KAAL)		
Duration:	I Semester	
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the ancient poets and their works, contribution to society and Literature</li> <li>2. Studies the contemporary conditions and its impact on Ancient poets</li> <li>3. Understand the message of poets their expressional and artistic skills</li> <li>4. Evaluation and critical study of Ancient Poetry and Trends of Ancient Literature</li> <li>5. Obtain the skills of summarise, interpretation of contexts and literary attitude</li> </ol>	
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge of Ancient Poets and their works</li> <li>2. Basic Knowledge of History of Hindi literature and its trends</li> <li>3. Obtain skills of briefing, interpretation and evaluation</li> <li>4. Basic idea of critical and analytical study of literature.</li> <li>5. Obtain the application knowledge of relation between contemporary condition and literature and its impact on poets</li> </ol>	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify the literary trends of ancient Hindi literature, and social conditions and its impact on Ancient poetry</li> <li>2. Summarise the content of prescribed poems and understand the trends of Ancient Hindi Literature</li> <li>3. Critical study and analysis of artistic skills of poets and their expressional skills and literary trends</li> <li>4. Employ the methods of interpreting contexts, ideas and identify the special features, poetic skills through practicing annotation writing</li> <li>5. Differentiate the subject, ideology, contribution and poetic skills with each other and also know about contemporary poets, writers and the impact of contemporary situations</li> <li>6. Conceive the aims of Literature and relations between Literature and contemporary society</li> </ol>	<p>K1</p> <p>K2</p> <p>K4</p> <p>K3</p> <p>K5</p> <p>K6</p>

<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Fiction and Translation
<b>UNITS</b>	
<b>I</b>	<ol style="list-style-type: none"> <li>1. Kabirdas - Saakhi (Dohas from 1 to 10)</li> <li>2. Literary Trends of Veeragatha Kaal (Aadikaal)</li> <li>3. Chand Buradai and his Works</li> <li>4. Vidhyapathi and his Works</li> </ol>
<b>II</b>	<ol style="list-style-type: none"> <li>1. Surdas - Bramargeet Saar</li> <li>2. Literary Trends of Bhakthi Kaal</li> <li>3. Gyan Margi Shakha</li> <li>4. Important Poet : 1. Kabirdas</li> </ol>
<b>III</b>	<ol style="list-style-type: none"> <li>1. Tulasidas – Vinay ke Pad only</li> <li>2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha</li> <li>3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha</li> <li>4. Important Poets – 1. Joyasi and 2. Tulasidas</li> </ol>
<b>IV</b>	<ol style="list-style-type: none"> <li>1. Meera Bai – Pad only</li> <li>2. Tiruvalluar (Dharmakaand only)</li> <li>3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha</li> <li>4. Important Poet – Surdas</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Biharilal ( Dohas 1 to 5 )</li> <li>2. Literary Trends of Reethikaal</li> <li>3. Important Poet : Bihari and his works</li> <li>4. Bhushan and his works and Ghananand and his works</li> </ol>

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identifies the Ancient Poets their works, and impact of contemporary conditions of society and ancient History of Hindi Literature</li> <li>2. Understand the theme , message, expressional and artistic skills</li> <li>3. Evaluate the thought, ideology, expressional and artistic skills of writers and contextual meanings and literary trends of Ancient History</li> <li>4. Obtain skills of summarizing, evaluating and critical study and of poems</li> <li>5. Employ the techniques of interpretation and contextual meaning of texts</li> </ol>
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<b>Reading List (Print and Online)</b>	<ol style="list-style-type: none"> <li>1. Hindi Sahithya Ka Itihas, By: Ramchandra Shukla, Jaya Bharati Publications, 217, B, Maya Press Road, Allahabad – 211 003.</li> <li>2. Hindi Sahithya Yug Aur Pravritthiya By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6.</li> <li>3. Hindi Sahithya ka Itihas</li> </ol>
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	By : Gulabroy, Lakshmi Narayana Agarwal Book Publishers and seller, Anupama Plaza – 1, Block No. 50, Sanjay Palace, Agra – 282002.
<b>Recommended Texts</b>	<b>1. Poetry Selection Madras University Publications University of Madras</b>

**Method of Evaluation:**

<b>Internal Assessment</b>	<b>End Semester Examination</b>	<b>Total</b>	<b>Grade</b>
25	75	100	

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	S	S	M	M	M
<b>CO 2</b>	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S
<b>CO 4</b>	M	S	S	S	S
<b>CO 5</b>	M	S	S	S	S

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH

SYLLABUS WITH EFFECT FROM 2023-2024

**UG & 5 Year PG Integrated – SEMESTER – II**

## Foundation Course in French: Prescribed Text and Grammar-II

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. To ask for and give directions.</li> <li>2. To give orders or commands using <i>Impératif</i></li> <li>3. To narrate events from the past using <i>Passé Composé</i></li> <li>4. Cite the ordinal numbers in French</li> <li>5. Indicate the position of something using prepositions of place</li> </ol>		
<b>Course</b>	Foundation Course in French	<b>Course Code</b>	<b>100L2K</b>
<b>Title of the Course:</b>	Prescribed Text and Grammar-II		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	-		
<b>Course Objectives</b>	Revise and recall the French sentence structure	K1	
	Enumerate the various grammatical tenses and use them to communicate better in French	K2	
	Summarize and develop ideas from the documents after discussing it in detail	K2 and K3	
	Write and understand dialogues based on the themes done in class	K4	
	Evaluate and comprehend text passages.	K5	
<b>Units</b>			
<b>I</b>	Unité 7: C'est où?		
<b>II</b>	Unité 8: N'oubliez pas !		
<b>III</b>	Unité 9: Belle vue sur la mer !		
<b>IV</b>	Unité 10: Quel beau voyage !		
<b>V</b>	Unité 11: Oh ! joli ! Unité 12: Et après ?		
<b>Prescribed Text</b>	Régine Mérieux & Yves Loiseau, <b>Units 7-12</b> of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	L	M	M	L	S	S	S	M	M	M
CO2	S	M	M	L	M	M	L	S	S	S	S	M	M
CO3	M	S	S	M	S	M	M	S	S	S	M	S	S
CO4	S	S	M	L	S	M	L	S	S	S	S	S	S
CO5	S	S	S	L	M	M	L	S	S	S	M	S	S

**S-Strong      M-Medium      L-Low**

**UNIVERSITY OF MADRAS**  
FOUNDATION COURSE: FRENCH  
SYLLABUS WITH EFFECT FROM 2023-2024

**SEMESTER II**

**Title of the Paper** : Prescribed Text and Grammar-II

**Prescribed textbook**: Régine Mérieux & Yves Loiseau, **Units 7-12 of *Latitudes 1*** (Indian Edition), Paris, Didier, 2017.

**Questions not to be asked from the Autoévaluation and Préparation au DELF**

**Paper setters to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.**

**QUESTION PAPER PATTERN**

Time : 3 Hours

Maximum Marks : 75

**Section A (10 x 2 = 20 Marks)**

**Answer any TEN questions**

15 questions to be asked on cultural / civilisational aspects found in the prescribed textbook

**Section B (5 x 5 = 25 Marks)**

**Answer any FIVE questions**

8 Grammar exercises to be given from the prescribed textbook

**Section C (3 x 10 = 30 Marks)**

**Answer any THREE**

3 must be answered out of 5 topics (1 dialogue writing, 1 letter /email writing, 1 composition, 1 comprehension, 1 translation)

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# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH

SYLLABUS WITH EFFECT FROM 2023-2024

**UG & 5 Year PG Integrated – SEMESTER – IV**

**Foundation Course: Translation, Comprehension and Grammar - II**

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply connecting words (<i>cause, but, concession, condition, hypothèse, conséquence</i>) to improve the spoken as well as written communication skills</li> <li>2. Differentiate the various past tenses in “<i>Les Temps du Passé</i>” and their unique usage</li> <li>3. Summarize the literary texts</li> <li>4. Identify and apply the different grammatical tenses of “<i>les temps du passé</i>” in sample exercises to practice</li> <li>5. Critically assess the literary texts through an analysis of its themes, narrative techniques, characters and its cultural significance</li> </ol>		
<b>Course</b>	Foundation Course in French	<b>Course Code</b>	<b>200L4K</b>
<b>Title of the Course:</b>	Translation, Comprehension and Grammar – II		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	---		
<b>Course Objectives</b>	Demonstrate the usage of connecting words in a given text	K2	
	Understand and differentiate the various types of past tenses in “ <i>Les Temps du Passé</i> ”	K2 and K4	
	Summarize the literary texts after a thorough analysis	K2 and K4	
	Identify and apply the different grammatical tenses of “ <i>les temps du passé</i> ”	K3	
	Analyze and critically assess the literary texts with regard to the themes and literary techniques	K4 and K5	
<b>UNITS</b>			
<b>I</b>	<i>Estula</i> <i>Décadi et son grand-père</i> Le plus-que-parfait		
<b>II</b>	<i>Une mauvaise nouvelle</i> <i>L'égoïste puni</i> Le passé simple		
<b>III</b>	<i>La visite de la grand-mère</i> L'expression de la cause L'expression de la conséquence		
<b>IV</b>	<i>Le Horla</i> L'expression du but L'expression de la concession		
<b>V</b>	<i>Monsieur Friquet</i> <i>Le lévrier et le serpent</i> L'expression de la condition et de l'hypothèse		
<b>Prescribed Text</b>	K. Madanagobalan & N.C. Mirakamal, <i>Le français par les textes</i> , Chennai, Samhita Publications – Goyal Publisher & Distributors Pvt Ltd, 2017		

**UNIVERSITY OF MADRAS**  
**FOUNDATION COURSE: FRENCH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	M	S	M	L	S	M	L	S	S	S	M	S	M
CO2	S	M	M	L	M	M	L	S	S	S	S	M	M
CO3	M	S	S	M	M	M	M	S	S	M	M	S	M
CO4	S	M	M	L	M	M	L	S	S	S	S	M	M
CO5	M	S	S	M	M	M	M	S	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**SEMESTER IV**

**Title of the Paper** : Translation, Comprehension and Grammar-II

**Prescribed textbook**: K.Madanagobalane & N.C.Mirakamal, *Le français par les textes*, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

The following texts from the prescribed textbook:

- *Estula*
- *Décadi et son grand-père*
- *Une mauvaise nouvelle*
- *L'égoïste puni*
- *La visite de la grand-mère*
- *Le Horla*
- *Monsieur Friquet*
- *Le lévrier et le serpent*

The following grammar components are chosen from the prescribed textbook:

- Le plus-que-parfait



**UNIVERSITY OF MADRAS**  
**FOUNDATION COURSE: ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**FIRST YEAR - SEMESTER II**  
**PAPER II –GENERAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
100L2ZU	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To make students realize the importance of resilience									
<b>LO2</b>	To enable them to become good decision makers									
<b>LO3</b>	To enable them to imbibe problem-solving skills									
<b>LO4</b>	To enable them to use tenses appropriately									
<b>LO5</b>	To help them use English effectively at the work place.									
Unit No.	Unit Title & Text						No. of Periods for the Unit			
I	<b>RESILIENCE</b> <b>Poem</b> 1.1 Don't Quit – Edgar A. Guest 1.2 Still Here – Langston Hughes  <b>Short Story</b> 1.3 Engine Trouble – R.K. Narayan 1.4 Rip Van Winkle – Washington Irving						20			
II	<b>DECISION MAKING</b> <b>Short Story</b> 2.1 The Scribe – Kristin Hunter 2.2 The Lady or the Tiger - Frank Stockton <b>Poem</b> 2.3 The Road not Taken – Robert Frost 2.4 Snake – D. H Lawrence						20			
III	<b>PROBLEM SOLVING</b> <b>Prose life Story</b> 3.1 How I taught My Grandmother to Read – Sudha Murthy <b>Autobiography</b> 3.3 How frog Went to Heaven – A Tale of Angolo 3.4 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam						20			

# UNIVERSITY OF MADRAS

## FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

<b>IV</b>	<b>Tenses</b> 4.1 Present 4.2 Past 4.3 Future 4.4 Concord	15
<b>V</b>	<b>English in the Workplace</b> 5.1 E-mail – Invitation, Enquiry, Seeking Clarification 5.2 Circular 5.3 Memo 5.4 Minutes of the Meeting	15

### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Realize the importance of resilience	PO1,PO7
<b>CO2</b>	Become good decision-makers	PO1,PO2,PO10
<b>CO3</b>	Imbibe problem-solving skills	PO4,PO6,PO9
<b>CO4</b>	Use tenses appropriately	PO4, PO5,PO6
<b>CO5</b>	Use English effectively at the work place.	PO3,PO8

### Text Books (Latest Editions)

### References Books

1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3.	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques. Liberty University Press, 2014.
5.	Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
6.	Communication Skills : Practical Approach Ed. ShaikhMoula
	Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

## Web Sources

1	Langston Hughes. Still Here <a href="https://poetryace.com/im-still-here">https://poetryace.com/im-still-here</a>
2	R. K. Narayan. Engine Trouble <a href="http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf">http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf</a>
3	Washington Irving. Rip Van Winkle <a href="https://www.gutenberg.org/files/60976/60976-h/60976-h.htm">https://www.gutenberg.org/files/60976/60976-h/60976-h.htm</a>
4	Frank Stockton. The Lady or the Tiger <a href="https://www.gutenberg.org/ebooks/396">https://www.gutenberg.org/ebooks/396</a>

## Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

## Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**FOUNDATION COURSE: ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**SECOND YEAR - SEMESTER IV**  
**PAPER II –GENERAL ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
200L4ZU	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To help learners imbibe goal-setting attitude.									
<b>LO2</b>	To enable them to understand the value of integrity.									
<b>LO3</b>	To help them deal with emotions.									
<b>LO4</b>	To teach the learners to frame sentences using tenses.									
<b>LO5</b>	To enhance reporting skills.									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>I</b>	<b>GOAL SETTING (UNICEF)</b> <b>Life Story</b> 1.1 From Chinese Cinderella – Adeline Yen Mah 1.2 Why I Write - George Orwell  <b>Short Essay</b> 1.3 On Personal Mastery – Robin Sharma 1.4 On the Love of Life – William Hazlitt							20		
<b>II</b>	<b>INTEGRITY</b> <b>Short Story</b> 2.1 The Taxi Driver – K.S. Duggal 2.2 Kabuliwala - Rabindranath Tagore 2.3 A Retrieved Reformation – O Henry  <b>Extract from a play</b>  2.4 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)							20		
<b>III</b>	<b>COPING WITH EMOTIONS</b> <b>Poem</b> 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou <b>Reader's Theatre</b> 3.3 The Giant's Wife A Tall Tale of Ireland – William Carleton 3.4 The Princess and the God : A Tale of Ancient India							20		

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH  
SYLLABUS WITH EFFECT FROM 2023-2024

<b>IV</b>	<b>Language Competency Sentences</b> 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences  <b>Direct and Indirect Speech</b>	15
<b>V</b>	<b>Report Writing</b> 5.1 Narrative Report 5.2 Newspaper Report  <b>Drafting Speeches</b> 5.3 Welcome Address 5.4 Vote of Thanks	15

### Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	Determine their goals	PO1,PO7
CO2	Identify the value of integrity.	PO1,PO2,PO10
CO3	Deal with emotions.	PO4,PO6,PO9
CO4	Frame grammatically correct sentences	PO4,PO5,PO6
CO5	Write cohesive reports.	PO3,PO8

### Text Books (Latest Editions)

1	Oxford Practice Grammar , John Eastwood, Oxford University Press
2	Cambridge Grammar of English , Ronald Carter and Michael McCarthy
3.	George Orwell Essays, Penguin Classics

### Web Resources

1	<a href="http://www.gradesaver.com/George-orwell-essays/study/summary">http://www.gradesaver.com/George-orwell-essays/study/summary</a>
2	O' Henry. A Retrieved Reformation. <a href="https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf">https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf</a>
3	Maya Angelou. Phenomenal Woman. <a href="https://www.poetryfoundation.org/poems/48985/phenomenal-woman">https://www.poetryfoundation.org/poems/48985/phenomenal-woman</a>
4	The Quality of Mercy, <a href="https://poemanalysis.com">https://poemanalysis.com</a>
5	<a href="https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106">https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106</a> - William Hazlitt

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

## Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

## Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

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**B.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**FIRST YEAR - SEMESTER II**  
**CORE III – BRITISH LITERATURE-I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105C2A	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the works of British writers									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critical probing through the text									
<b>UNIT</b>	<b>Details</b>									
I	1. Thomas Gray – Elegy Written in a Country Churchyard 2. Alexander Pope – On Solitude 3. Robert Burns – A Red, Red Rose 4. George Herbert – The Pulley									
II	1. Charles Lamb – Dissertation upon a Roast Pig 2. Oliver Goldsmith – A City Night- Piece 3. Sir Richard Steele – The Spectator Club 4. Joseph Addison – Household Superstitions									
III	John Webster – The Duchess of Malfi									
IV	Christopher Marlowe – Dr. Faustus									
V	Jonathan Swift – Gulliver's Travels									



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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the back drop for the development of early British Literature.	PO1
<b>CO2</b>	Synthesize, integrate, and connection formation by Writing essays using techniques of critic is made by evaluation.	PO1,PO2
<b>CO3</b>	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4,PO6
<b>CO4</b>	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4,PO5,PO6
<b>CO5</b>	Critically appreciate literature using standard literary terminology and other literary conventions.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.	
2.	The Spectator Club – Critical Appreciation by Richard Steele	
3.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOKONDEMAND LTD, 2021.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	A Critical History of English Literature – David Daiches	
2.	Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.	
<b>Web Resources</b>		
1.	<i>Ranger, Paul. "Technical Features." By Oliver pp51-58., <a href="http://doi.org/10.1007/978-1-349-07664-2_5">http://doi.org/10.1007/978-1-349-07664-2_5</a></i>	

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**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

**Mapping with Programme Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

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**B.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**FIRST YEAR - SEMESTER II**  
**CORE IV - AMERICAN LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105C2B	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To identify the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous work sin American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critical probing through the text									
<b>UNIT</b>	<b>Details</b>									
I	Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.									
II	<ol style="list-style-type: none"> <li>1. Walt Whitman – O Captain, My Captain!</li> <li>2. Robert Frost – Birches</li> <li>3. Edgar Allan Poe – The Raven</li> <li>4. Emily Dickinson – Because I Could not stop for Death</li> <li>5. For Calling the Spirit Back from Wandering the Earth in Its Human Feet <u>Joy Harjo</u></li> </ol>									
III	<ol style="list-style-type: none"> <li>1. Alice Walker – “The Black Writer and the Southern Experience” from In Search of our Mother’s Gardens</li> <li>2. I have a Dream – Martin Luther King</li> <li>3. Ralph Waldo Emerson – Self Reliance</li> </ol>									
IV	Tennessee Williams – The Glass Menagerie									
V	Ernest Hemingway – The Old Man and the Sea									

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 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Analyze and discuss works of American literature from arrange of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).
<b>CO2</b>	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.
<b>CO3</b>	Articulate ways that American literature reflects complex historical and cultural experiences.
<b>CO4</b>	Produce a mix of critical, creative, and/ or reflective works about American literature to 1865.
<b>CO5</b>	Analyze and describe about American literature using standard literary terminology and other literary conventions.
<b>Text Books (Latest Editions)</b>	
1.	American Literature of the 19 <sup>th</sup> Century – Ed. Fisher Samuelson and Reninger Baid
2.	A Brief History of American Literature by Richard Gray
3.	Tennessee Williams: The Glass Menagerie
<b>References Books</b>	
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chart well Books, 2015.
2.	Poe, Edgar Allan, etal. <i>Poetry for Young People: Edgar Allen Poe</i> . SterlingPub.Co.,1995.
<b>WebResources</b>	
1.	<a href="https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams">https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams</a>
2.	<a href="https://www.poetryfoundation.org/poems/48860/the-raven">https://www.poetryfoundation.org/poems/48860/the-raven</a>

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**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	2.8	3.0

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 SYLLABUS WITH EFFECT FROM 2023-2024

**FIRST YEAR - SEMESTER I**  
**ELECTIVE I- SOCIAL HISTORY OF ENGLAND**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105E1A	Elective	4	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
I	The Renaissance and its Impact on England, The Reformation and Counter Reformation, Puritanism, Colonialism									
II	The Restoration England, The Origin and Growth of Political Parties in England, Hanoverian England									
III	Impact of the Industrial, Agrarian and the French Revolutions on the English Society, Humanitarian Movements in England									
IV	The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Welfare State, the Labour Movement									
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991). Twenty first Century England – Brexit									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages								PO4, PO6	
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.								PO4, PO5, PO6	
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.								PO3, PO8	

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<b>Text Books (Latest Editions)</b>	
1.	Wrightson, Keith., editor. <i>A Social History of England, 1500- 1750</i> . Norton Press, 2018
2.	Ed. Julia Crick, Elisabeth Van Houts, <i>A social History of England, 900- 1200</i> , Cambridge University Press, 2012.
3.	Daiches, David. <i>A Critical History of English Literature - Volume I- From the Beginning to Milton</i> . England: Martin Secker and Warberg Limited, 1960.
4.	Thorn, John., et.al. <i>A History of England</i> . India: AITBS Publishers, 2012.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Ed. Rosemary Horrox, <i>A social History of England, 1200-1500</i> , June 2012, Cambridge University Press
2.	Roberts J.M., <i>The Penguin History of Europe</i> . Penguin Books Limited, 1997.
3.	Nayar, Promod K. <i>A Short History of English Literature</i> . Amity university Press, 2018.
4.	Saintsbury, George. <i>A Short History of English Literature</i> . Aitbs Publishers, 2009.
5.	Trevelyan, G.M., <i>English Social History</i> . Penguin, 1987.
<b>Web Resources</b>	
1.	<i>A Social History of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming - Internet Archive</i>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	M	S	S	S	M
CO 2	M	S	S	M	M	S	M	M	M	S
CO 3	S	S	M	M	S	M	S	M	S	M
CO 4	S	S	S	S	M	S	S	M	S	M
CO 5	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0



**UNIVERSITY OF MADRAS**  
**B.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**PUBLIC SPEAKING SKILLS**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105S2A	SEC-II	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
I	Definition, Need and Significance of Public Speaking									
II	Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)									
III	Techniques for Effective Public Speaking									
IV	Methods of Public Speaking Advantages and Disadvantages of Public Speaking									
V	Students Activity- Choose a topic and speak in front of the Class.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking								PO1	
CO2	Recognize barriers to public speaking and identify how to avoid them								PO1,PO2	
CO3	Understand how to give effective verbal and non verbal feedback								PO4,PO6	
CO4	Learn about planning speech organization for the intended audience								PO4,PO5,PO6	
CO5	Practice effective group delivery and speech informal context.								PO3,PO8	

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<b>Text Books (Latest Editions)</b>	
1.	Beebe, S. A., & Beebe, S. J. (2006). <i>Public Speaking: An audience -centred approach</i> (6th ed.). New York: Pearson
2.	Fraleigh, D.M., & Tuman, J.S. (2009). <i>Speak up! An illustrated guide to public speaking</i> . New York: Bedford/St. Martins
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Apple, W., Streeter, L.A. &amp; Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>
<b>Web Resources</b>	
1.	<i>Learning Outcomes   Public Speaking (lumenlearning.com)</i> <i>lu03_public_speaking.pdf (indianhills.edu)</i>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Outcomes:**

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-IV**

**அடிப்படைத் தமிழ் - பாடத்திட்டம்**

**Basic Tamil - Syllabus**

**2 பருவங்கள் (இரண்டாம் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

**பருவம் - II (Semester - II)**  
**அடிப்படைத் தமிழ் - II (Basic Tamil - II)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2A	அடிப்படைத் தமிழ் - II Basic Tamil - II	Supportive	2		-	-	2	2	25	75	100
Pre requisite	தமிழ் எழுத்துகளை அறிந்திருத்தலோடு தொடக்க நிலையில் பேசவும் எழுதப் படிக்கவும் தெரிந்திருத்தல்.										SV 2023
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>தமிழ்மொழியைத் தொடக்க நிலையில் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்ளுதல்.</li> <li>பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி யின் சிறப்புகள் , கலை-பண்பாட்டை அறிமுகப்படுத்துதல்.</li> <li>தமிழ் இலக்கிய இலக்கண வளங்களின் சிறப்புக ளை அறிதல் . அவற்றுள் சிலவற்றைச் சுவைத்துப் பார்த்தல்.</li> <li>தமிழரின் தனித்தன்மைகளை உணரச் செய்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
<b>On the successful completion of the course, students will be able to</b>											
<b>இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்</b>											
CO 1	தமிழ்மொழியைப் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்வர்.										K1,K2
CO 2	கடிதம், விண்ணப்பம், நிகழ்ச்சிக் குறிப்புகள் எழுதுதல், தகவல் தொடர்புச் சாதனங்களில் தகவல் எழுதுதல் என அன்றாட வாழ்வில் தமிழ்ப் பயன்பாட்டைக் கற்றுக்கொள்வர்.										K1,K3,K4
CO 3	தமிழின் இலக்கிய வளத்தோடு தமிழரின் அறக் கோட்பாடுகளையும் தமிழரின் வரலாற்று-பண்பாட்டுச் செழுமையையும் புரிந்துகொள்வர்.										K1,K2,K4
CO 4	தமிழறிஞர்களையும் படைப்பாளிக ள், அரசியல் தலைவர்கள், சிறந்த ஆளுமைகளைப் பற்றி அறிந்துகொள்வர்.										K4,K5,K6
CO 5	தமிழர் கலை , பண்பாடு, பழக்கவழங்கங்கள், விளையாட்டுகள், விழாக்கள், தமிழரின் தனித்த அடையாளங் கள், சிறப்புகள் ஆகியவற்றை அறிவதோடு, அவரவர் மன்னுருரிய கலைப் பண்பாட்டோடு ஒப்பிட்டுப் புரிந்துகொள்வர்.										K1,K4,K5, K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
<b>Unit - I</b>	<b>சொல்லும் பொருளும்</b>										
	<ol style="list-style-type: none"> <li>பெயர்-வேற்றுமை, வினை-காலம், பெயரடை-வினையடை, எதிர்ச்சொற்கள் போன்றவறைக் கொண்டு சிறுசிறு தொடர்கள் பேசவைத்தல், எழுதவைத்தல்.</li> <li>பெயர்ப் பலகை, செய்தித்தாள் போன்றவற்றை வாசிக்கவும் பொருள் கூறவும் பயிற்சியளித்தல்.</li> <li>உரையாடல் (படங்களைப் பார்த்து, சொற்களைச் சொல்லவைத்தல்/பேசவைத்தல், கேள்விகளுக்குப் பதில் அளித்தல், தலைப்புகள் கொடுத்துப் பேசச் செய்தல்.</li> </ol>										

<b>Unit - II</b>	<b>அன்றாட வாழ்வில் தமிழ்ப் பயன்பாடு</b>
	காலகைக் கடமைகள், சமையல், உணவுகள், உடல்நலம், வீட்டுப் பொருள்கள், வணிகம், போக்குவரத்து, பயணம் தொடர்பான செயல்பாடுகள் போன்ற அன்றாட நடவடிக்கைகளில் தமிழ்மொழிப் பயன்பாடு.
<b>Unit - III</b>	<b>தமிழ் இலக்கியங்கள் அறிமுகம்</b>
	1. தமிழ் இலக்கியங்கள் அறிமுகம் - இலக்கிய இலக்கண வளங்களின் சிறப்புகள். 2. திருக்குறள், ஆத்திசூடி, சங்க இலக்கியம், திரைப் பாடல்கள், நாட்டுப்புறப் பாடல்கள் போன்றவற்றில் கவையிகுந்த பாடல்களை வாசிக்கவைத்தல் பொருளுணர்த்துதல், கற்றவற்றை எழுதச்செய்தல்.
<b>Unit - IV</b>	<b>தமிழ்ப் படைப்பாளர்கள், அறிஞர்கள், ஆளுமைகள், தலைவர்கள்</b>
	1. இலக்கிய-இலக்கணப் படைப்பாளர்கள் (தொல்காப்பியர், திருவள்ளுவர், ஓவையார், கம்பர், பாரதி, பாரதிதாசன், ஜெயகாந்தன், கண்ணதாசன், வைரமுத்து போன்றோர்). 2. அரசியல் தலைவர்கள் (காமராசர், பெரியார், அண்ணா, எம்.ஜி.ஆர். போன்றோர்). 3. திரைப் பிரபலங்கள் (சிவாஜி கணேசன், ரஜினிகாந்த், கமலஹாசன், பாலச்சந்தர், இளையராஜா, சி.பா. பாலகப்பிரமணியம் போன்றோர்). 4. ஆளுமைகள் (வ.உ. சிதம்பரனார், பாவாணர், அப்துல் கலாம், போன்றோர்). மேற்குறித்தோரை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
<b>Unit - V</b>	<b>தமிழர் கலை, பண்பாடு, பழக்க வழங்கங்கள், விளையாட்டுகள், விழாக்கள்</b>
	1. தமிழரின் தனித்த அடையாளங்களும் சிறப்புகளும். 2. கலைகள் (கட்டடம், சிற்பம், ஓவியம், புழங்குபொருள்கள்). 3. நுண்கலைகள் (சிலம்பம், பட்டிமன்றம், வில்லுப்பாட்டு, ஆட்டம், கூத்து போன்றன). 4. விளையாட்டுகள் (குழந்தைகள், சிறுவர், இளைஞர், ஆண்கள், பெண்கள்). 5. விழாக்கள் (குடும்ப விழாக்கள், கோயில் சார்ந்த விழாக்கள், கிராமிய விழாக்கள்). 6. கற்றுலாத் தலங்கள் / வரலாற்றுச் சிறப்புமிக்க இடங்கள். 7. உணவு, உடை, மருத்துவம் இன்னபிற. மேற்குறித்தவற்றை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
<b>Text book (s)</b>	
•	அடிப்படைத் தமிழ்-2 (Basic Tamil-II)
<b>Reference Books / Websites</b>	
•	தமிழில் நாரும் தவறில்லாமல் எழுதலாம் - பொற்கோ, பாரி நிலையம், சென்னை, 2003.
•	<a href="http://www.tamilvu.org/ta/content/சான்றிதழ்">www.tamilvu.org/ta/content/சான்றிதழ்</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/cards32-u8.htm">www.thamizham.net/kal/ttenglish/cards32-u8.htm</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/index-u8.htm">www.thamizham.net/kal/ttenglish/index-u8.htm</a>
•	<a href="http://www.ilearntamil.com">www.ilearntamil.com</a>
•	<a href="http://www.wikihow.com/Learn-Tamil">www.wikihow.com/Learn-Tamil</a>
•	<a href="http://www.ilovelanguages.org/tamil.php">www.ilovelanguages.org/tamil.php</a>
•	<a href="http://www.ling-app.com/learn-tamil">www.ling-app.com/learn-tamil</a>
•	<a href="http://www.ilearntamilnow.com">www.ilearntamilnow.com</a>
•	<a href="http://www.17-minute-languages.com/en/learn-tamil">www.17-minute-languages.com/en/learn-tamil</a>
•	<a href="http://www.hindustanitongue.com/learn-tamil">www.hindustanitongue.com/learn-tamil</a>

•	<a href="http://www.duolingo.com/course/ta/en/Learn-Tamil">www.duolingo.com/course/ta/en/Learn-Tamil</a>
•	<a href="http://www.mylanguages.org/learn_tamil.php">www.mylanguages.org/learn_tamil.php</a>
•	<a href="http://www.learn101.org/tamil.php">www.learn101.org/tamil.php</a>
•	<a href="http://www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM">www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM</a>
•	<a href="http://www.karky.in/payilcourses/index.html">www.karky.in/payilcourses/index.html</a>
•	<a href="http://www.tamilvu.org/ta/பயனியர்-தமிழ்">www.tamilvu.org/ta/பயனியர்-தமிழ்</a>
•	<a href="http://www.language trainers.com/blog/tamil-words/">www.language trainers.com/blog/tamil-words/</a>
•	<a href="http://www.thamizham.net/kal/tamil.htm">www.thamizham.net/kal/tamil.htm</a>
•	<a href="http://www.worldtamilacademy.com">www.worldtamilacademy.com</a>
•	<a href="http://www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php">www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php</a>
•	<a href="http://www.ling-app.com/ta/basic-words-in-tamil/">www.ling-app.com/ta/basic-words-in-tamil/</a>
•	<a href="http://www.thirutamil.com/article/20-easy-thirukkural-in-tamil/">www.thirutamil.com/article/20-easy-thirukkural-in-tamil/</a>
•	<a href="http://www.chennai library.com/avvai/kondraivendan.html">www.chennai library.com/avvai/kondraivendan.html</a>
•	<a href="http://www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022">www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022</a>
•	<a href="http://www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்">www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்</a>
•	<a href="http://www.ling-app.com/ta/tamil-culture">www.ling-app.com/ta/tamil-culture</a>
•	<a href="http://www.caleidoscope.in/art-culture/tamil-nadu-culture-3">www.caleidoscope.in/art-culture/tamil-nadu-culture-3</a>

#### **Apps**

•	<a href="http://www.kaniyantamil.com/best-mobile-apps-tamil-learning/">www.kaniyantamil.com/best-mobile-apps-tamil-learning/</a>
•	Tamil 101 - Learn to Write
•	<a href="https://payil.app/tva/ta/">https://payil.app/tva/ta/</a>
•	<a href="https://tamil-101.en.aptoide.com/app">https://tamil-101.en.aptoide.com/app</a>
•	Ling - Learn Tamil Language
•	Tamil by Nemo
•	Learn Tamil Quickly

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2

Strong - 3, Medium - 2, Low - 1

சென்னைப் பல்கலைக்கழகம்  
University of Madras

Part-IV

வளர்நிலைத் தமிழ் - பாடத்திட்டம்

Advanced Tamil - Syllabus

2 பருவங்கள் (இரண்டாம் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24



**பருவம் - 2 (Semester - 2)**  
**வளர்நிலைத் தமிழ் - II (Advanced Tamil - II)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2B	வளர்நிலைத் தமிழ் - II Advanced Tamil - II	Supportive	2	-	-	-	2	2	25	75	100
Pre-requisite	பத்தாம் வகுப்புவரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.										SV 2023
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>பண்டைத் தமிழ் இலக்கியங்கள் , அவற்றின் சிறப்புகள் மற்றும் பொருள்மைகள் ஆகியன குறித்து அறியச்செய்தல்.</li> <li>காப்பிய இலக்கியங்கள் , பக்தி இலக்கியங்கள் ஆகியவற்றில் காணலாகும் கருத்துக் கருவூலங்களை நுகரச் செய்தல்.</li> <li>உரைநடை இலக்கியத்துள் , கட்டுரை, இலக்கியம் குறித்த அறிமுகத்தை மாணவர்களுக்கு ஏற்படுத்துதல்.</li> <li>பாடத்தின்வழி, பல்வகை இலக்கியங்கள் தோன்றுவதற்கான காரணங்கள் மற்றும் மாற்றம் பெறுவதற்கான காரணங்களை அறியச் செய்தல்.</li> <li>இருவேறு மொழிகளின் இயல்புகளை உணர்த்தி, மொழிபெயர்க்கும் திறனையும் அலுவலகக் கடிதம் எழுதும் பயிற்சியையும் பெறச் செய்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
On the successful completion of the course, students will be able to											
இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.											
CO 1	உரைநடை இலக்கியத்தின் பெருமைகளை உணர்ந்து , அதனை அன்றாட வாழ்வில் பயன்படுத்தும் திறன் பெறுவர்.									K2,K3	
CO 2	பண்டைத் தமிழ் இலக்கியங்கள் காட்டும் சமூக , பண்பாட்டு, வாழ்வியல் முறைகளை அறிந்துகொள்வர்.									K1,K3,K4	
CO 3	காப்பியக் கட்டமைப்புகளை இன்றைய புதினம் , திரைப்படங்கள் ஆகியவற்றுடன் ஒப்பிட்டுக் காணும் அறிவைப் பெறுவர்.									K1,K3,K4	
CO 4	தமிழ் இலக்கிய மரபினையும் மாற்றங்களையும் ஆய்ந்து உணரும் ஆற்றல் பெறுவர்.									K1,K4,K5, K6	
CO 5	மொழிபெயர்ப்புத் திறன் பெறுவதோடு, அன்றாட வாழ்வின் தேவைகளான பல்வகை அலுவலகக் கடிதங்கள் எழுதும் திறன் பெறுவர்.									K4,K5,K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	<b>பக்தி இலக்கியமும் சிற்றிலக்கியமும்</b>										
	<ol style="list-style-type: none"> <li>"மண்ணில் நல்லவண்ணம் வாழலாம்" - திருஞான சம்பந்தர்</li> <li>திருவேங்கடமலையில் பிறத்தல் என்னும் தலைப்பில் குலசேகர ஆழ்வார் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று.</li> <li>முக்கூடற்பள்ளு இலக்கியத்தில் முத்த பள்ளி தன் நாட்டுவளம் குறித்துப் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று.</li> </ol>										
Unit - II	<b>சங்க இலக்கியம், அற இலக்கியம், காப்பியம்</b>										
	<ol style="list-style-type: none"> <li>"நாடா கொன்றோ காடா கொன்றோ" - ஓவையார்.</li> <li>"யாதும் ஊரே" - கணியன் பூங்குன்றனார் - புறநானூறு</li> <li>"நிலத்தினும் பெரிதே", "வேம்பின் பைங்காய்" - குறுந்தொகை.</li> <li>திருக்குறள் - 'பொருள்செயல் வகை' அதிகாரம்</li> </ol>										

	உ) சிலப்பதிகாரம் - வஞ்சிக் காண்டம் - காட்சிக் காதை. ஊ) குண்டலகேசி - "பாளையாம் தன்மை செத்தும்" எனத் தொடங்கும் பாடல்.												
<b>Unit - III</b>	<b>தமிழ் உரைநடை</b>												
	தமிழ் உரைநடைச் சிறப்பையும் தேவையையும் மாணவர்கள் உணரும் வகையில் ஒரு சிறுகதை, ஓர் ஓரங்க நாடகம், ஓர் எளிய கட்டுரைத் தொகுப்பு இவற்றை அறிமுகம் செய்க.												
<b>Unit - IV</b>	<b>தமிழர் பண்பாட்டு வரலாறு</b>												
	தமிழர் பண்பாடு, கலைகள் (நிகழ்த்து கலை, ஒலியம், கட்டடக் கலை போன்றவற்றை அறிமுகம் செய்க.												
<b>Unit - V</b>	<b>மொழிப் பயிற்சி</b>												
	1. மயங்கொலிப் பிழை, குறில்-நெடில், சொற்பிழை, சந்திப்பிழை, தொடர்பு பிழைகளை நீக்கி எழுதப் பயிற்சியளித்தல். 2. கலைச்சொல்லாக்கம் 3. மொழிபெயர்ப்பு - தமிழ்-ஆங்கிலம், ஆங்கிலம்-தமிழ் பகுதிகளை மொழிபெயர்ப்பு செய்யப் பயிற்சியளித்தல். 4. வேலைவேண்டி விண்ணப்பம் எழுதுதல். 5. அலுவலகக் கடிதம். 6. போட்டித் தேர்வுகளுக்கூரிய கண்ணோட்டத்தில் மொழி, இலக்கிய வரலாற்றினைக் கற்பித்தல்.												
<b>Text book (s)</b>													
•													
<b>Reference Books / Websites</b>													
•													
	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PO</b>	<b>PSO</b>	<b>PSO</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>2</b>	
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3	
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2	
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3	
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2	
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2	
<b>Strong - 3, Medium - 2, Low - 1</b>													

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**DIGITAL LITERACY AND CONCEPTS**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
105S2B	SEC-III	Y	Y	-	-	2	5	25	75	100
<b>Learning Objectives</b>										
LO1	To help the students to be introduced to digital literacy									
LO2	To elaborate on digital values, language and culture									
LO3	To explore digital literacy in terms of information, identity and labeling									
LO4	To discuss teacher's engagement in digital literacy									
LO5	To analyze socio-economic factors in digital literacy									
<b>Details</b>										
<b>UNIT</b>										
I	1. Introduction to Digital Literacy and its types. 2. Digitizing Information.									
II	1. Values and Ethics of Digital Literacy 2. Significance of Digital Literacy 3. Characteristics of Digital Literacy 4. The role of Language in Digital Literacy									
III	1. Digital Media and its Types 2. Email, vlog, blog, twitter, Facebook, E-book.									
IV	Digital Literacy in Education									
V	Challenges in Digital Literacy									
<p><b>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course out come should be mapped with the POs. The mapping of each CO can be done with any number of POs.</b></p>										
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Gain knowledge of digital literacy.								PO1	
CO2	Acquire skills in text literacies and language.								PO1,PO2	

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<b>CO3</b>	Acquire skills in information digital literacy.	PO4,PO6
<b>CO4</b>	Build confidence in using digital literacy.	PO4,PO5,PO6
<b>CO5</b>	Aware of the various types socio-economic factors in digital literacy.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1	Introduction to Digital Literacy(2ndEdition)-Mark Bowles.	
2	Popular Culture, New Media and Digital Literacy in Early Childhood –J. Marsh	
3	Digital Literacy: Different Cultures, Different Understandings– E. Helsper.	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility- S.Livingston.	
2.	Literacy: Reading the word and the word –P. Freire and P. Macedo.	
3.	Media Literary in Schools: Practice, Production and Progression –A.Burnand J Durrant.	
4.	Digital Literacy for Learning–A. Martinand D. Madigan Changing Literacies–C. Lankshear.	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15

**UNIVERSITY OF MADRAS**  
**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>Core Course BEN-DSC13: POSTCOLONIAL LITERATURES IN ENGLISH</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.</li> <li>• To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.</li> </ul>		
<b>Course Introduction</b> <small>(to be considered for internal assessment only)</small>	<ul style="list-style-type: none"> <li>• What is colonization, decolonization and post colonization? Who were the colonizers?</li> <li>• Which are the countries that went through the postcolonial experiences?</li> <li>• What does the terms 'natives' and 'settlers' signify?</li> <li>• What is Imperialism? What is Orientalism? What is Apartheid?</li> <li>• What does the term postcolonial signify?</li> </ul>		
<b>Course Components</b>	<p><b>UNIT 1: Africa</b></p> <p><b>1.1 Prose:</b>  <i>Decolonising the Mind: The Politics of Language in African Literature</i> - NgugiwaThiong'o</p> <p><b>1.2 Poetry:</b> i) "An African Elegy" - Ben Okri  ii) "An Africa Thunderstorm" - David Rubadiri</p> <p><b>1.3 Drama:</b> <i>The Lion and the Jewel</i> - Wole Soyinka</p> <p><b>1.4 Fiction:</b> <i>Things Fall Apart</i> - Chinua Achebe</p> <hr/> <p><b>UNIT 2: Australia</b></p> <p><b>2.1 Myths and Legends:</b> "The Aboriginal Song Cycle" Song 1 from The Djanggawul Song Cycle</p> <p><b>2.2 Poetry:</b> i) "Australia"  ii) "A Song of Hope"  iii) "Waltzing Mathilda"  iv) "For New England" A.D.Hope  Oodgeroo (Kath Walker)  Banjo Patterson  Judith Wright</p> <p><b>2.3 Short Story:</b> i) "Drover's Wife"  ii) "One Sunday in February 1942" Henry Lawson  Thomas Keneally</p> <hr/> <p><b>UNIT 3: Canada</b></p> <p><b>3.1 Prose:</b> <i>Godzilla vs. Post-colonial</i> Thomas King</p> <p><b>3.2 Poetry:</b> i) "First Neighbours"  ii) "Indian Reservation: Caughnawaga" P.K Page  A.M Klein</p> <p><b>3.3 Short Story:</b> i) "Face"  ii) "The Hostelry of Mr. Smith"  (Sunshine Sketches of a Little Town) Alice Munro  Stephen Leacock</p>		



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	<b>UNIT 4: New Zealand, and South Pacific</b> <b>4.1 Poetry:</b> i) "House and Land" ii) "Stepping Stones" <b>4.2 Short Story:</b> i) "The Garden Party" ii) "From South Pacific"	Allen Curnow Albert Wendt Katherine Mansfield Bill Manhire
	<b>UNIT 5: Carribean</b> <b>5.1 Poetry:</b> "Ruins of a Great House" Derek Walcott (Arnold Anthology: Pages 498-499) <b>5.2 Short Story:</b> "The Day They Burned the Books" Jean Rhys (Arnold Anthology: Pages 457-461)	
<b>Learning Outcomes:</b>	On completing the course, the students will be able to ➤ define the problems and consequences of colonization ➤ identify key authors, and literary forms in postcolonial literature ➤ understand how ancestry, race, class, gender, history, and identity are presented in the literary texts ➤ examine the use of English language by the colonized to express their experiences and the emergence of 'Englishes' ➤ think critically about the contexts of exploration and colonialism in relation to postcolonial societies	

**Prescribed Text**

- *Arnold Anthology of Post-Colonial Literatures* by Arnold Thicmc. OUP 1996
  - Unit 1:1.1 pages 79-83
  - Unit 4:4.1 Pages 603-604
  - Unit 4:4.2&4.3 Pages 588-598 and 669-675
  - Unit 5: 5.1&5.2 pages:498-499 and 457-461

**FURTHER READING (to be considered for internal assessment only)**

*Other authors whose works may be studied are:*

- Ama Ata Aidoo
- Nadine Gordimer
- Kate Grenville
- Patrick White
- Margaret Atwood
- James Reaney
- Wilson Harris
- Kamau Brathwaite
- R.K. Narayan
- Anita Desai

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Ashcroft, Bill Ashcroft et al, eds. *The Empire Writes Back*. London and New York: Routledge, 2006. Print.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key Concepts in Post-Colonial Studies*. London and New York: Routledge, 1998. Print.
- King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*. Oxford: Clarendon, 1996.
- Killam, G. D. *The Novels of Chinua Achebe*. Studies in African Literature Series, London: Heinemann, 1978. P
- Sarkar Paranna, *Postcolonial Literatures*, Orient Black Swan, 2016
- What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?  
[https://www.youtube.com/watch?v=\\_AWWbFM9jNM](https://www.youtube.com/watch?v=_AWWbFM9jNM)

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**RECOMMENDED MOOC**

NPTEL: Lecture 01- Introduction: What is Postcolonialism? <https://nptel.ac.in/courses/109104116/>

Postcolonial Literature: <https://nptel.ac.in/noc/courses/noc17/SEM1/noc17-hs12/>

**TED TALKS**

➤ TEDxRotterdam - Frances Gouda - How the colonial past influences the way we see the world today

<https://www.youtube.com/watch?v=17CyPpnZ7PU>

➤ Chimamanda Ngozi Adichie: The danger of a single story

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en)



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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>Core Course BEN-DSC14: CONTEMPORARY LITERATURE</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	To introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after.		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>• What is contemporary literature? What are the major world events that define contemporary literature?</li> <li>• What do the following critical terms signify? Multiculturalism, diaspora, globalization, hybridity, alienation, acculturation, assimilation, identity crisis.</li> <li>• How can these critical terms be used to analyze the texts prescribed for study?</li> </ul>		
<b>Course Components</b>	<p><b>UNIT 1: Poetry</b></p> <p>1.1 "Blackberry Picking" - Seamus Heaney  1.2 "Talking to Myself" - Kishwar Nabeed  1.3 "Latin Women Pray" - Judith Ortiz (Cofer)  1.4 "Home" - Arundhati Subramaniam  1.5 "My Father's Sadness" - Shirley Lim  1.6 "A Dog has Died" - Pablo Neruda  1.7 "A Great Number" - Wislawa Szymborska  1.8 "I Know Why the Caged Bird Sings" - Maya Angelou</p> <p><b>UNIT 2: Prose</b></p> <p>2.1 "The Joys and Dangers of Exploring Africa on the Back of an Elephant" - Paul Theroux  2.2 "That Crafty Feeling" (from Changing My Mind: Occasional Essays) - Zadie Smith  2.3 "Mother Tongue" - Amy Tan  2.4 "Freedom From the Known" - Chapter 6 - J. Krishnamurti  (Lines Beginning- <i>Fear, Pleasure, Sorrow, thought and Violence are all interconnected... upto... When the house is on fire, do you argue about the colour of the hair of the man who brings the water?</i>)</p> <p><b>UNIT 3: Graphic Fiction</b></p> <p>3.1 <i>Persepolis: The Story of a Childhood and The Story of a Return</i> - Marjane Satrapi</p> <p><b>UNIT 4: Short Story</b></p> <p>4.1 "At the Auction of the Ruby Slippers" - Salman Rushdie  4.2 "Birth Day Girl" - Haruki Murakami  4.3 "Distant Relations" - Orhan Pamuk  4.4 "The Handsomest Drowned Man in the World" - Gabriel Garcia Marquez</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 <i>The Night</i> - Elie Wiesel</p>		
<b>Learning Outcomes</b>	<p>At the end of the course the students will be able to</p> <ul style="list-style-type: none"> <li>➤ examine the representation of contemporary trends, thematic concerns and innovations in genres</li> <li>➤ identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II</li> <li>➤ categorize major streams of thought, literary styles and issues that dominate the world</li> <li>➤ analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.</li> </ul>		

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**Prescribed Texts/ Web Sources:**

- <https://www.poemhunter.com/poem/a-dog-has-died/>
- <https://www.poemhunter.com/poem/talking-to-myself-23/>
- <https://sites.google.com/site/soyinkawolepoetry/home/dedication-for-moremi-1963>
- 1.3 <http://travis-brackenpoetryproject.blogspot.com/2012/05/latin-women-pray-by-judith-ortiz-cofer.html>
- 2.1 <https://www.smithsonianmag.com/travel/the-joys-and-dangers-of-exploring-africa-on-the-back-of-an-elephant-558778/>
- 2.2 <https://www.theguardian.com/books/2009/nov/15/changing-my-mind-zadie-smith-review>
- <https://www.goodreads.com/book/show/6425404-changing-my-mind>
- 2.3 <http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf>
- 2.4 <http://jiddu.krishnamurti.net/en/freedom-from-the-known/1968-00-00-jiddu-krishnamurti-freedom-from-the-known- chapter-6>
- 3.1 *Persepolis: The Story of a Childhood and The Story of a Return* by Marjane Satrapi. Vintage 2008.
- 4.1 <https://documents.in/document/at-the-auction-of-the-ruby-slippers-salman-rushdie.html>
- 4.2 [https://kumpf.net/download/haruki-murakami-birthday-girl\\_59d622dc08bbc53b7d686ec5.pdf](https://kumpf.net/download/haruki-murakami-birthday-girl_59d622dc08bbc53b7d686ec5.pdf)
- 4.3 <http://www.portifex.com/ReadingMatter/New%20Yorker%20Story/2009/PamukDistantRelations.htm>
- 4.4 <https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/423/MarquezHandsomeDrownedMan.htm>

**FURTHER READING (to be considered for internal assessment only)**

- *Midnight's Children* by Salman Rushdie
- *The God of Small Things* by Arundhati Roy
- *One Hundred Years of Solitude* by Gabriel Garcia Márquez
- *Never Let Me Go* by Kazuo Ishiguro
- *Maus* by Art Spiegelman
- *The Name of the Rose* by Umberto Eco
- *White Teeth* by Zadie Smith
- *Norwegian Wood* by Haruki Murakami
- *Interpreter of Maladies* by Jhumpa Lahiri
- *Ice-Candy Man* by Bapsi Sidhwa
- *Homegoing* by Yaa Gyasi
- *The Kite Runner* by Khaled Hosseini
- [http://famouspoetsandpoems.com/poets\\_contemporary.html](http://famouspoetsandpoems.com/poets_contemporary.html)
- <https://www.bloomsbury.com/us/series/contemporary-dramatists/>

**RECOMMENDED MOOC**

NPTel: Contemporary Literature <https://nptel.ac.in/courses/109/106/109106053/>

**TED TALKS**

- How Fiction can help us better understand our reality:  
[https://www.ted.com/talks/christian\\_wickert\\_how\\_fiction\\_can\\_help\\_us\\_better\\_understand\\_our\\_reality](https://www.ted.com/talks/christian_wickert_how_fiction_can_help_us_better_understand_our_reality)
- Contemporary Absurdities and the Power of Literature | Vera Nünning | TEDxUniHeidelberg  
[https://www.youtube.com/watch?v=35vx8xPC\\_28](https://www.youtube.com/watch?v=35vx8xPC_28)
- The inspiring truth in fiction: Tomas Elemans TED@Tommy  
[https://www.ted.com/talks/tomas\\_elemans\\_the\\_inspiring\\_truth\\_in\\_fiction](https://www.ted.com/talks/tomas_elemans_the_inspiring_truth_in_fiction)
- Francisco Diez-Buzo: Why should you read "One Hundred Years of Solitude"?  
[https://www.ted.com/talks/francisco\\_diez\\_buzo\\_why\\_should\\_you\\_read\\_one\\_hundred\\_years\\_of\\_solitude](https://www.ted.com/talks/francisco_diez_buzo_why_should_you_read_one_hundred_years_of_solitude)

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>Core Course: BEN-DSC15: INDIAN LITERATURES IN ENGLISH</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	The aim of the course is to introduce students to the Indian Literary tradition through the study of representative translated texts from diverse parts of India.		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>• What is regional literature? What is the role of translation in extending its readership?</li> <li>• What defines the concept of Indian Literature?</li> <li>• What are the concepts of 'Agam and Puram'?</li> <li>• What is the Theory of Nine Rasas in Indian Aesthetics?</li> </ul>		
<b>Course Components</b>	<p><b>UNIT-1: Poetry</b></p> <p>1.1 "Is Poetry always worthy when it's old?" -Kalidasa (Malavikagnimitra)</p> <p>1.2 "What He Said" -Bankiranar Narrinai 3 (57)</p> <p>1.3 Gitanjali – (34,35,36) - Rabindranath Tagore</p> <p>1.4 Six Rubaiyyats - Mirza Arif (Urdu)</p> <p>1.5 "Creative Process" - Amrita Pritam</p> <p>1.6 "The Buddha" - Daya Pawar</p> <p>1.7 "Hiroshima" - Agyeya</p> <p>1.8 "Desert Landscape" - Agha Shahid Ali</p> <p><b>UNIT-2: Prose</b></p> <p>2.1. "A Popular Literature for Bengal" -Bankim Chandra Chatterjee from <i>The Picador Book of Modern Indian Literature</i> Amit Chaudhuri</p> <p>2.2. "Gandhiji as a SchoolMaster" - Mahatma Gandhi from <i>The Story of My Experiments with Truth</i></p> <p>2.3. "What is Dalit Literature?" - Sharatchandra Mukhibodh (Selection from <i>Poisoned Bread</i> -Arjun Dangle)</p> <p>2.4. "Introduction to Modern Indian Drama" -G.P.Deshpande (<i>Modern Indian Drama</i>)</p> <p><b>UNIT-3 Drama</b></p> <p>3.1 <i>Tughlaq</i> - Girish Karnad</p> <p><b>UNIT 4. Short Story</b></p> <p>4.1 "Roots" - Ismat Chughtai (Urdu)</p> <p>4.2 "The Shroud" -Munshi Premchand (Hindi)</p> <p>4.3 "Toba Tek Singh" - Sadat Hasan Manto (Urdu)</p> <p>4.4. "The Empty Chest" - Indira Goswami [Udang Bakacha: Assamese Translation: Prodipta Birgohain]</p> <p><b>UNIT-5: Fiction</b></p> <p>5.1 <i>Chemeen</i> Thakazhi Siva Shankara Pillai (Translated by Anita Nair)</p>		



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<b>Learning Outcomes:</b>	By the end of the course, the students will be able to: <ul style="list-style-type: none"><li>➤ remember the background of Indian literary tradition and the significance of Indian aesthetics</li><li>➤ understand the characteristic features of Regional Indian Literature in translation</li><li>➤ develop a basic perception about the difficulties, possibilities, and challenges in translating a text</li><li>➤ analyse the regional elements in the prescribed texts</li><li>➤ evaluate the skills involved in translation of regional Indian literature into English</li></ul>
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**Prescribed Texts:**

- i) Ramantujan, A.K. Trans. *Poems of Love and War*. New Delhi: OUP, 1985. Rpt.2013
- ii) Mehrotra A.K. . *The Oxford India Anthology of Modern Indian Poets* , OUP,1993
- iii) Kurien Anna, *Texts and Their Worlds* ,Foundation Books
- iv) Tagore , Rabindranath, *Gitanjali*
- v) Dharwadkar Vinay and A.K.Ramanujam, *The Oxford Anthology of Modern Indian Poetry*, OUP.
- vi) Chaudhuri Amit ,*Picador Book of Modern Indian Literature*. 2001
- vii) Dangle Arjun, *Poisoned Bread*. Orient Longman, 1992
- viii) Davidar David, *A Clutch of Indian Masterpieces*, Aleph Books, 2016
- ix) Goswami Indra, *The Shadow of Kamakhya* Rupa Publications
- x) *Chemeen* by Thakazhi Siva Shankara Pillai. Translated by Anita Nair. Harper Collins Perennial

**FURTHER READING ( to be considered for internal assessment only)**

- "Earthen Pots" - O N V Kurup
- "Stares" A.Jayaprabha
- "Draupadi" -Mahaswetha Devi
- "A Kitchen in the Corner of the House" -Ambai
- Karukku - Bama
- Rabindranath Tagore's Plays and novels
- Vijay Tendulkar's Plays
- Joothan: An Untouchable's Life - Omprakash Valmiki, Columbia University Press

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- *Indian Literary Criticism: Theory and Interpretation* – GN Devy
- *Modern Indian Literature: an Anthology* ed by K.M.George
- *A History of Indian Literature: 1800-1910-Western Impact and Indian Response* –Sisir Kumar Das
- <http://www.csc.iitk.ac.in/users/amit/books/brough-1977-poems-from-sanskrit.html>
- <http://www.poetrynook.com/poem/what-she-said-7>
- <https://sangampoesmsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>
- **Theory of Nine Rasas:** <https://www.youtube.com/watch?v=HBx0BH77L3E>
- **Indian Literature:** <https://www.youtube.com/watch?v=wJbaww4UxIw>

**RECOMMENDED MOOC**

- NPTEL – Short Fiction in Indian Literature  
<https://nptel.ac.in/courses/109/106/109106138/>
- SWAYAM- Modern Indian Writing in Translation  
[https://swayam.gov.in/ns1\\_noc20\\_hs36/preview](https://swayam.gov.in/ns1_noc20_hs36/preview)

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**SYLLABUS WITH EFFECT FROM 2020-2021**

<b>Title of the Course</b>	<b>Elective BEN-DSE2A: CREATIVE WRITING</b>		
<b>Category of the Course</b>	Year & Semester  <b>Third Year &amp; Sixth Semester</b>	Credits  <b>5</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	To offer a comprehensive course to nurture creative and writing skills required for various aspects of narrative, poetic and dramatic writing and also for content writing, advertising and related digital domains.		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• Can Creative writing be taught? What is creative fervour?</li> <li>• What is the thought process required for creativity?</li> <li>• How is the mental process translated into a physical process?</li> <li>• What are the psychological benefits of creative writing?</li> <li>• What are the primary steps to creativity in writing?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Introduction to Creative Writing</b>            1.1 What is Creative Writing? – Refining Vocabulary - Developing Hints, Reading Comprehension            1.2 Situational Imagination – Expression of Imagination in Language            1.3 Creation of Word Pictures – Creation of Ambience</p> <p><b>Unit 2: Essays</b>            2.1 Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays            2.2 Argumentative Essays, Critical Essays            2.3 Cause &amp; Effect Essays, Compare &amp; Contrast Essays</p> <p><b>Unit 3: Writing Poetry</b>            3.1 The art of Poesis – Poetic Devices – Metaphor – Simile            3.2 Sound Devices – Sound and Sense – Symbols – Imagery            3.3 Poetical – Sonnets, Odes, Limericks, Haikus</p> <p><b>Unit 4: Writing Narrative Fiction</b>            4.1 Elements of Narration – Story and Plot – Characterization            4.2 Choice of Medium of Narration – Point of View            4.3 Short Stories – Novellas – Extended Narratives</p> <p><b>Unit 5: Writing for Stage and Screen</b>            5.1 Basics of Script Writing for Stage and Screen            5.2 Plot, Characters, Dialogues Characterization on            5.3 Stage – Dialects and characterization through dialogue - Stage devices and ambience creation</p>		
<b>Learning Outcomes</b>	On doing the course, students will be able to <ul style="list-style-type: none"> <li>➤ Creatively write in different genres and also bring valuable insights</li> <li>➤ Gain exposure and stimulate their creativity</li> <li>➤ Improve their creative writing process in varied domains</li> <li>➤ Produce clear and effective written communications</li> <li>➤ Consider writing as a career</li> </ul>		

**Prescribed Texts and Web Sources**

- The Cambridge Introduction to Creative Writing by David Morley. London: CUP, 2012. Print.

BEN-DSE2A

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**SYLLABUS WITH EFFECT FROM 2020-2021**

- The Routledge Creative Writing Coursebook. By Paul Mills. London: Routledge Publishers, 2006. Print  
[http://dl.booktolearn.com/ebooks2/art/artrelated/9780415317856\\_the\\_routledge\\_creative\\_writing\\_coursebook\\_61c1.pdf](http://dl.booktolearn.com/ebooks2/art/artrelated/9780415317856_the_routledge_creative_writing_coursebook_61c1.pdf)
- Creative Writing <https://www.uvm.edu/wid/writingcenter/tutortips/WritingCreativePage.pdf>  
<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/creative-writing-1.original.pdf>

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Field, Syd Foundation of Screen Writing. Delta Revised Edition. New York: 2005. Print
- King, Stephen. On Writing: A Memoir of the Craft. Kindle Edition
- Earnshaw, Stephen. The Handbook of Creative Writing  
<http://citeseerx.ist.psu.edu/viewdoc/download?jsessionid=B32648495166B603260852F832B36E6E?doi=10.1.1.690.7395&rep=rep1&type=pdf>
- Creative writing lessons: Creative Writing tips, advice and lessons from bestseller Stephen King  
<https://www.youtube.com/watch?v=1whOul65gGoY>  
<https://www.youtube.com/watch?v=CxgiV-NiQvQ>
- Margaret Atwood's Top 5 Writing Tips <https://www.youtube.com/watch?v=fDKbvyPRKEY>
- How to Write a Book: 13 Steps From a Bestselling Author- Jerry B. Jenkins  
[https://www.youtube.com/watch?v=yHKKtXliYaY&list=RDCMUcuK9ofevgGxPVI57p\\_fSpuA&start\\_radio=1&t=23](https://www.youtube.com/watch?v=yHKKtXliYaY&list=RDCMUcuK9ofevgGxPVI57p_fSpuA&start_radio=1&t=23)

**RECOMMENDED MOOC**

- Udemy: Creative Writing Courses <https://www.udemy.com/topic/creative-writing/>
- COURSERA: Creative Writing Specialization  
<https://www.coursera.org/specializations/creative-writing>
- edX: Creative Writing Courses <https://www.edx.org/learn/creative-writing>
- STANFORD Continuing Studies  
<https://continuingstudies.stanford.edu/online-courses/creative-writing>

**TED TALKS**

- The 8 Best Ted Talks for Writers  
[https://www.scribendi.com/advice/best\\_ted\\_talks\\_for\\_writers.en.html](https://www.scribendi.com/advice/best_ted_talks_for_writers.en.html)
- Collection of Ted Talks on Writing  
<https://www.ted.com/topics/writing>

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**B.A. DEGREE COURSE IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

Title of the Course	<b>Elective BEN-DSE3C: FILM AND LITERATURE</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	<p>The aim of the course is to introduce students to</p> <ul style="list-style-type: none"> <li>• the basics of films, their kinds and related terms and concepts.</li> <li>• aspects of films that are adaptations of works of written literature</li> <li>• examine, analyze, interpret and review films</li> <li>• acquire basic skills to pursue a career in film journalism</li> </ul>		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>• What is the role of literature as a source for films?</li> <li>• Make an overview of films that was adapted from literary works over the years.</li> <li>• What is the significance of a film review -print and online?</li> <li>• How do films enhance language and communication?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1</b></p> <p>1.1 What is Cinema?  1.2 Genres and Sub Genres  - Avant -Garde, Documentary, Film Noir  1.3 Mainstream and Parallel Cinema  1.4 Adaptation [Novel, Play, Short Story] based on "A Theory of Adaptation"  by Linda Hutcheon- Chapter1 - "Beginning to theorize adaptation"  1.5 Auteur Theory</p> <p><b>Unit 2</b></p> <p>2.1 Film Narrative: Title - Story - Plot - Script- Narration (Restricted and omniscient) - duration - motivation - motif- parallelism - character traits - cause and effects - exposition - climax - point of view  2.2 Shots, Scenes, Mise en scene, Sequences  2.3 Light, Sound [Diegetic ,Non Diegetic ], Costume  2.4 Cinematography , Direction, Acting  2.5 Editing and its types</p> <p><b>Unit 3</b></p> <p>3.1 Animation  - Film 'The Jungle Book' (1967) directed by Wolfgang Reitherman  (Adaptation of Rudyard Kipling's <i>The Jungle Book</i>)  3.2 Musical  - Film 'My Fair Lady' (1964) directed by George Cukor  (Adaptation of G.B.Shaw's <i>Pygmalion</i>)</p>		



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	<p><b>Unit 4</b></p> <p>4.1 Science Fiction/ Sci-Fi          - Film 'War of the Worlds' (2005) directed by Steven Spielberg          (Adaptation of H.G. Wells' <i>War of the Worlds</i>)</p> <p>4.2 Detective          - Film 'Murder on the Orient Express' (2017) directed by Kenneth Branagh          (Adaptation of Agatha Christie's <i>Murder on the Orient Express</i>)</p>
	<p><b>Unit 5</b></p> <p>5.1 The Influence of Film and Literature (Case Study- Western) in Popular Culture-          - Literary Model, Language, Attire, Entertainment, Art, Sport, Fashion, Music</p> <p>5.2 Writing a Film Review          -Plot, Genre, Role of actors, Background information, condensed synopsis,          argument/analysis, evaluation, recommendation, opinion</p>
<p><b>Learning Outcomes:</b></p>	<p>At the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>➤ define what is cinema and its genres</li> <li>➤ identify the aspects of translation from text to screen-visual representation</li> <li>➤ demonstrate a knowledge of film narrative and techniques</li> <li>➤ explain the terminologies for analyzing images, sound and costume in narrative film</li> <li>➤ synthesize the themes and issues portrayed in both forms</li> <li>➤ critically review a film</li> </ul>

**Prescribed Texts/ Web Sources**

Unit 1&2

Key Concepts in Cinema Studies by Hayward Susan  
 Film Studies : The Basics by Amy Villarejo  
 Oxford Dictionary of Film Studies by Annete Kuhn  
 A Theory of Adaptation by Linda Hutcheon

[www.elementsofcinema.com](http://www.elementsofcinema.com)

<https://scriptmag.com/screenplays/what-is-story-story-types-plot-types-themes-genres>

<https://scriptmag.com/screenplays/what-is-story-story-types-plot-types-themes-genres>

<https://www.careersinfilm.com/types-of-shots-in-film/>

Unit 3

*The Jungle Book* by Rudyard Kipling - Film available @ <https://www.hotstar.com/in>

*Pygmalion* by Bernard Shaw – Film available @

<https://ww.0123movies.su/movie/my-fair-lady-1964-online-123movies/>

Unit 4

*War of the Worlds* by H.G. Wells - Film available @ <https://www.hotstar.com/in>

*Murder on the Orient Express* by Agatha Christie- Film available @ <https://www.hotstar.com/in>

Unit 5

*Film Studies : The Basics* by Amy Villarejo

*Making Meaning : Inference and Rhetoric in the Interpretation of Cinema* by David Bordwell

*Film Studies : An Introduction* by Warren Bucland

[http://www.twyman-whitney.com/film/components\\_film\\_reviewing.html](http://www.twyman-whitney.com/film/components_film_reviewing.html)

<https://www.theguardian.com/film/2016/oct/21/western-films-hollywood-enduring-genre>

<https://platt.edu/blog/film-society-films-impact-society-popular-culture/>

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**Films for suggested viewing:**

- Western - *McKenna's Gold*
- Indian - Satyajit Ray's *Pather Panchali* &  
Danny Boyle's *The Slumdog Millionaire*
- War - James Jones's *From Here to Eternity*
- Nonfiction - Margot Lee Shetterly's *Hidden Figures*
- Historical Romance- Margaret Mitchell's *Gone With the Wind*

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

- Basinger, Jeanine. *American Cinema: One Hundred Years of Film-making*. New York: Rizzoli, 1994.
- Breerton, Pat. *Hollywood Utopia*. Bristol: Intellect Books, 2005.
- Constanzo, William V. *Great Films and How to Teach Them*. Illinois: National Council of Teachers of English, 2004.
- Corey, Melinda and George Ochoa. *The American Film Institute*. New York: Doxling Kindersley Publishing, Inc., 2002.
- Dick, Bernard F. *Anatomy of Film*, 6<sup>th</sup> Edition. New York: St Martin's, 2010.
- Hendler, Jane. *Best Sellers and their Film Adaptations in Post-war America*. New York: Peter Lang Publishing, Inc., 2001.
- Katz, Ephraim. *The Film Encyclopaedia*, Third Edition. New York: Harper Collins, 1998.
- Maeder, Edward. *Hollywood and History-Costume Design in Film*. Thames and Hudson: L.A County Museum of Art, 1987.
- Nichols, Bill. *Movies and Methods: An Anthology*, Vol. 1, Calcutta: Seagull Books, 1983.
- Sennett, Ted. *Great Hollywood Movies*. New York: Harry N. Abrams, Inc., 1998.
- Whitlock, Cathy et.al. *Designs on Films*. New York: Harper Collins Publishers, 2010.
- *The Columbia Companion to American History on Film*. New York: Columbia University Press, 2003.
- Hayward, Susan. *Key Concepts in Cinema Studies*

**RECOMMENDED MOOC**

- Introduction to Film Studies: Prof. Aysha Iqbal, Co-ordinated by IITM (NPTEL)  
<https://nptel.ac.in/courses/109106079/>
- Literature, Culture and Media: By Prof. Rashmi Gaur, Co-ordinated by IITRoorkee (SWAYAM)  
[https://swayam.gov.in/nd1\\_noc20\\_hs32/preview](https://swayam.gov.in/nd1_noc20_hs32/preview)

**TED TALKS**

- The power of film: [https://www.ted.com/playlists/66/the\\_power\\_of\\_film](https://www.ted.com/playlists/66/the_power_of_film)
- Sharmeen Obaid-Chinoy: How film transforms the way we see the world  
[https://www.ted.com/talks/sharmeen\\_obaid\\_chinoy\\_how\\_film\\_transforms\\_the\\_way\\_we\\_see\\_the\\_world?language=en](https://www.ted.com/talks/sharmeen_obaid_chinoy_how_film_transforms_the_way_we_see_the_world?language=en)
- Owen McIntosh: How to Make a Great Book-to-Film Adaptation - TEDxRundleAcademy  
<https://www.youtube.com/watch?v=-SXAivMBgkmc>



*Consolidated Semester wise and Component wise Credit distribution*

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	3	24
<b>Total</b>	<b>25</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>140</b>

\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments - Term Paper, Research Presentation, Case Study	
	Seminars - Group Discussion, Role Play, Critical Analysis	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks
Methods of Assessment		
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/Comprehend(K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
Application (K3)	Suggest idea / concept with examples, Observe, Explain, Term Paper, Research Presentations	
Analyze(K4)	Critical thinking questions, Differentiate between various ideas, Mind Map knowledge	
Evaluate(K5)	Longer essay / Evaluation essay, Critique or justify with pros and cons	
Create(K6)	Check knowledge in specific or off beat situations, Discussion, Debating or Case Study	

*A. Lakshmi Sridhar*

*R. Shanthy*

PRINCIPAL

ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 040



**ANNA ADARSH COLLEGE FOR WOMEN**  
**POST GRADUATE AND RESEARCH DEPARTMENT OF**  
**PUBLIC ADMINISTRATION**

**LIST OF FACULTY HANDLING M.Phil PUBLIC ADMINISTRATION**

<b>S.No.</b>	<b>Faculty</b>	<b>Designation</b>
<b>1</b>	<b>Dr.R.Asha</b>	<b>HOD and Assistant Professor</b>
<b>2</b>	<b>Dr.A.Amudha</b>	<b>Assistant Professor</b>
<b>3</b>	<b>Dr.S.Kavitha</b>	<b>Assistant Professor</b>

**PAPER I - RESEARCH METHODOLOGY**  
**SUBJECT CODE: NKA01**

**LEARNING OBJECTIVES**

- Students should understand research design.
- Students can differentiate the difference between quantitative research and qualitative research.
- Students can distinguish a purpose statement, a research question or hypothesis and a research objective.
- Students can identify the suitable statistical tool needed for the study.
- Students can able to write structured research report.

**SYLLABUS**

**UNIT – I**

1. Meaning, Objectives and Significance of Social Science Research.
2. Types of Research.
3. Research Approaches.
4. Research Methods and Methodology.

**Unit – II**

5. Formulation of Research Problem
6. Research Design and Process
7. Hypothesis

**Unit - III**

8. Data Collection
9. Pilot Study
10. Data Preparation and Data Analysis

**Unit – IV**

11. Testing of Hypothesis
12. Report Writing

**UNIT – V**

13. Statistical Application in Social Science Research
14. Role of Computers in Research

**COURSE OUTCOME**

- Students who successfully complete this course will be able to:
- Explain key research concepts and issues.
- Discuss different methodologies and techniques used in research work.
- Assess the basic function and working of analytical instruments used in research. Propose the required numerical skills necessary to carry out research.
- Read, comprehend, and explain research articles in their academic discipline.

**REFERENCE BOOKS:**

1. Bhattacharyya D.K., Research Methodology, Excel Books, New Delhi, 2005.
2. Devendra Thakar, Research Methodology in Social Sciences, Deep and Deep Publications Pvt. Ltd., New Delhi, 2003.
3. Dipk Kumar Bhattacharyya, Research Methodology, Excel Books, New Delhi, 2006.
4. Koli L.N., Research Methodology Y.K.Publishers, Agra, 2006.
5. S.Sebastian Periannan, Social Research Methodology – An Introduction, Department of Christian Studies, University of Madras, Chennai,2006.

## **PAPER-II PERSPECTIVES ON PUBLIC ADMINISTRATION**

**SUBJECT CODE: NKA02**

### **LEARNING OBJECTIVES**

- Understand Public Administration theory and concepts from multiple perspectives;
- Acquaint with India's development experience and changing role of administration;
- Understand the interface of theory and practice in public administration;
- Understand the world of public administration from the public perspective and provide further studies in Public Administration

### **Unit I**

1. Evolution of Public Administration
2. Meaning, Nature and Scope of Public Administration
3. Public Administration and other Social Sciences
4. Approaches to Public Administration

### **Unit II**

5. Principles of Public Administration
6. Theories of Public Administration
7. New Public Administration
8. Public Choice Theory

### **Unit III**

9. Constitutional Framework of Indian Administration
10. Constitutional Authorities
11. Centre-State Relations
12. Generalist Vs Specialist
13. Corruption in Administration

### **Unit IV**

14. Civil Services in India
15. District Administration
16. Local Administration
17. Administration and Judiciary

### **Unit V**

18. Citizen's Charter
19. Mobility between Government and Other Sectors
20. E-Governance
21. Good Governance
22. Globalisation, Liberalisation and Privatisation
23. Role of NGOs in Public Administration
24. Recent trends in Public Administration



### **COURSE OUTCOME**

- Demonstrate knowledge of the core mechanism of Public Administration.
- Ability to demonstrate the core mechanism of public management.
- Ability to understand and apply the decision making, leadership and other professional skill.

### **REFERENCE BOOKS**

1. Dr.Hans Raj, Indian Administration, Surjit Publications, New Delhi, 1994.
2. Jain R.B., Public Administration in India – 21 st Century Challenges for Good Governance, Deep and Deep Publications, New Delhi, 2001.
3. Ramesh K. Arora, Public Administration in India – Tradition, Trends and Transformation, Paragon International Publishers, New Delhi, 2006.
4. Shriram Maheshwari, Administrative Theory – An Introduction, Macmillan India, New Delhi, 2003.
5. Vasu Deva, E-governance in India – A Reality, Commonwealth Publishers, New Delhi, 2005.

## **PAPER III - HUMAN RESOURCES MANAGEMENT**

**SUBJECT CODE: NKA03**

### **LEARNING OBJECTIVES**

- To enable the students to understand the HR Management and system at various levels in general and in certain specific industries or organizations.
- To help the students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop the relevant skills necessary for application in HR related issues.
- To enable the students to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions.

### **SYLLABUS**

#### **UNIT - I**

1. Meaning, Nature and Importance of Human Resource
2. Management Scope and Objectives of Human Resource
3. Management approaches of Human Resource Management

#### **UNIT- II**

4. Meaning and Significance of Human Resource Development
5. Techniques of Human Resource Development
6. Designing and Implementing Human Resource Management
7. Manpower Planning

#### **Unit- III**

8. Organisational Design
9. Central Personnel Agency
10. Human resource Department
11. Job Design, job Analysis and Job Evaluation

#### **UNIT- IV**

12. Recruitment and Placement
13. Training and Development
14. Promotion
15. Compensation
16. Motivation and Morale
17. Performance Appraisal
18. Maintenance and Retention
19. Retirement

#### **UNIT - V**

20. Participative Management
21. Discipline
22. Grievance
23. Stress Management
24. Counselling
25. Career Planning and Development

26. Control
27. Emerging Trends in Human Resource Management

### **COURSE OUTCOME**

#### **On completion of this course, the students will be able**

- To develop and understanding of the concept of Human Resource Management and to understand its relevance in organization.
- To develop necessary skills set for application of various HR issues.
- To analyse the strategic issues and strategies required to select and develop manpower.
- To integrate the knowledge of HR concepts to take correct business decisions.

### **REFERENCE BOOKS**

1. Aswathappa K – Human Resource and Personnel management, Tata McGraw Hill Publishing Co Ltd, New Delhi, 2004.
2. Jain N.C & Saakshi – Personnel Management and Human Resources, A.I.T.B.S Publication, Delhi, 2005.
3. Reeta Mathur – Human Resource and Personnel Management, Wide Vision, Jaipur, 2007.
4. Santhosh Gupta and Sachin Gupta – Human Resource Development \_ Concepts and Practices, Deep and Deep Publication, New Delhi, 2005.
5. Subha Rao – Personnel and Human Resource Development, Himalaya Publishing house, Delhi, 2005.

## **EVALUATION AND ASSESSMENT METHODS, MINIMUM STANDARDS / CREDITS FORAWARD OF THE DEGREE, ETC.**

- The overall minimum credit requirement, including credit for the course work, for the award of M.Phil degree shall not be less than 24 credits.
- Upon satisfactory completion of course work, and obtaining the marks/grade prescribed in sub-clauses 6.7 as the case may be, the M.Phil scholar shall be required to undertake research work and produce a draft dissertation/thesis within a reasonable time, as stipulated by the Institution concerned based on these Regulations.
- Prior to the submission of the dissertation/thesis, the scholar shall make a presentation in the Department before the Research Advisory Committee of the Institution concerned which shall also be open to all faculty members and other research scholars. The feedback and comments obtained from them may be suitably incorporated into the draft dissertation/thesis in consultation with the Research Advisory Committee.
- M. Phil scholars shall present at least one (1) research paper in a conference/seminar before the submission of the dissertation/thesis for adjudication, and produce evidence for the same in the form of presentation certificates and/or reprints.
- The Academic Council (or its equivalent body) of the Institution shall evolve a mechanism using well developed software and gadgets to detect plagiarism and other forms of academic dishonesty. While submitting for evaluation, the dissertation/thesis shall have an undertaking from the research scholar and a certificate from the Research Supervisor attesting to the originality of the work, vouching that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma of the same Institution where the work was carried out, or to any other Institution.
- The **M.Phil dissertation** submitted by a research scholar shall be evaluated by his/her Research Supervisor and at least one external examiner who is not in the employment of the Institution/College. The viva-voce examination, based among other things, on the critiques given in the evaluation report, shall be conducted by both of them together, and shall be open to be attended by Members of the Research Advisory Committee, all faculty members of the Department, other research scholars and other interested experts/ researchers.
- The public viva-voce of the research scholar to defend the dissertation /thesis shall be conducted only if the evaluation report(s) of the external examiner(s) on the dissertation/thesis is/are satisfactory and include a specific recommendation for conducting the viva-voce examination. If the evaluation report of the external examiner in case of M.Phil dissertation is unsatisfactory and does not recommend



viva-voce, the Institution shall send the dissertation/ thesis to another external examiner out of the approved panel of examiners and the viva-voce examination shall be held only if the report of the latest examiner is satisfactory. If the report of the latest examiner is also unsatisfactory, the dissertation/ thesis shall be rejected and the research scholar shall be declared ineligible for the award of the degree.

- The Institutions shall develop appropriate methods so as to complete the entire process of evaluation of M.Phil dissertation / thesis within a period of six months from the date of submission of the dissertation /thesis.

### GRADING SYSTEM

The process of evaluation, examination, grading, etc for the M.Phil. programme shall be the same as for Master programme except for the dissertation; However,final semester students of the M.Phil.should be allowed to appear for examinations in any arrear papers in the month of September/October each year.

*R.A.M*  
HOD



*R. Hanthi*  
PRINCIPAL

PRINCIPAL  
ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI-600 040

**ANNA ADARSH COLLEGE FOR WOMEN**  
**POST GRADUATE AND RESEARCH DEPARTMENT OF**  
**PUBLIC ADMINISTRATION**

**LIST OF FACULTY HANDLING I M.A. PUBLIC ADMINISTRATION**

<b>S.No.</b>	<b>Faculty</b>	<b>Designation</b>
<b>1</b>	<b>Dr.R.Asha</b>	<b>HOD and Assistant Professor</b>
<b>2</b>	<b>Dr.A.Amudha</b>	<b>Assistant Professor</b>
<b>3</b>	<b>Dr.S.Kavitha</b>	<b>Assistant Professor</b>
<b>4</b>	<b>Dr.G.Hemalatha</b>	<b>Assistant Professor</b>



# UNIVERSITY OF MADRAS

(Established under the ACT of Incorporation XXVII of 1857-  
Madras University Act 1923.

NAAC 'A' Grade, CGPA 3.32, NIRF 2019 Rank: 20)

**CHEPAUK CAMPUS, CHENNAI-600 005.**

**Website: [www.unom.ac.in](http://www.unom.ac.in), Tel.044-25399000**

## **Post Graduate Programme in Public Administration**

### **Curriculum and Syllabus for M.A. Public Administration (with effect from the Academic Year 2023-2024)**

**June - 2023**

Note: The BOS in Political Science (PG) is designed the syllabus M.A. Public Administration on model syllabus provided by TANSCHÉ and also based on the Learning Outcome Based Curriculum Framework as prescribed by the UGC.



<b>TANSCHÉ REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POST-GRADUATE EDUCATION</b>	
Programme:	<b>M.A. PUBLIC ADMINISTRATION</b>
Programme Code:	
Duration:	<b>2 YEARS</b>
Programme Outcomes:	<p><b>PO1: Disciplinary knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study</p> <p><b>PO2: Communication Skills:</b> Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one’s views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.</p> <p><b>PO3: Critical thinking:</b> Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs based on empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO4: Problem solving:</b> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of nonfamiliar problems, rather than replicate curriculum content knowledge; and apply one’s learning to real life situations.</p> <p><b>PO5: Analytical reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.</p> <p><b>PO6: Research-related skills:</b> A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-andeffect relationships; ability to plan, execute and report the results of an experiment or investigation</p> <p><b>PO7: Cooperation/Teamwork:</b> Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team</p>

**PO8: Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned perspective.

**PO9: Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

**PO10 Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

**PO 11 Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

**PO 12 Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**PO 13: Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

**PO 14: Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

**PO 15: Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge/skill development/reskilling

Programme Specific Outcomes:	<p><b>PSO1 – Placement:</b></p> <p>To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviours, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO 2 - Entrepreneur:</b></p> <p>To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate start-ups and high potential organizations</p> <p><b>PSO3 – Research and Development:</b></p> <p>Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4 – Contribution to Business World:</b></p> <p>To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5 – Contribution to the Society:</b></p> <p>To contribute to the development of the society by collaborating with stakeholders for mutual benefit</p>
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### CREDIT DISTRIBUTION - M.A. PUBLIC ADMINISTRATION

#### FIRST YEAR - SEMESTER-I

Part	List of Courses	Credits	No. of hours
	<b>408C1A: Core-I– Principles of Public Administration</b>	<b>5</b>	<b>7</b>
	<b>408C1B: Core-II– Administrative Thought</b>	<b>5</b>	<b>7</b>
	<b>408C1C: Core-III– Essentials of Constitution of India</b>	<b>4</b>	<b>6</b>
	<b>408E1A: Elective-I –Discipline Centric- Dynamics of Development</b>	<b>3</b>	<b>5</b>
	<b>408E1B: Elective-II –Generic - Social Entrepreneurship</b>	<b>3</b>	<b>5</b>
		<b>20</b>	<b>30</b>

**FIRST YEAR - SEMESTER-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of hours</b>
	<b>408C2A: Core-IV- Indian Government and Administration</b>	<b>5</b>	<b>6</b>
	<b>408C2B: Core-V- Public Policy in India</b>	<b>5</b>	<b>6</b>
	<b>408C2C: Core-VI- Public Financial Administration</b>	<b>4</b>	<b>6</b>
	<b>408E2A: Elective-III –Discipline Centric - Disaster Management</b>	<b>3</b>	<b>4</b>
	<b>408E2B: Elective-IV- Administrative Behaviour</b>	<b>3</b>	<b>4</b>
	<b>408S2A: SEC-I- PublicOpinion and Survey Research</b>	<b>2</b>	<b>4</b>
		<b>22</b>	<b>30</b>

\* Internship during Summer Vacation. The Credits shall be awarded in Semester – III Statement of Marks

**SECOND YEAR - SEMESTER-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of hours</b>
	<b>508C3A: Core-VII- Technology and Public Administration</b>	<b>5</b>	<b>6</b>
	<b>508C3B: Core-VIII – Administrative Law</b>	<b>5</b>	<b>6</b>
	<b>508C3C: Core-IX – Local Governance in India</b>	<b>5</b>	<b>6</b>
	<b>508C3D: Core-X– Comparative Public Administration</b>	<b>4</b>	<b>6</b>
	<b>508E3A: Elective-V – Social Auditing in India</b>	<b>3</b>	<b>3</b>
	<b>508S3A: SEC-II- PerformanceManagement</b>	<b>2</b>	<b>3</b>
	<b>508S3B: Internship / Industrial Activity [Credits]</b>	<b>2</b>	<b>-</b>
		<b>26</b>	<b>30</b>



**SECOND YEAR - SEMESTER-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of hours</b>
	<b>508C4A: Core–XI – Research Methods in Public Administration</b>	<b>5</b>	<b>6</b>
	<b>508C4B: Core–XII – Contemporary World Politics</b>	<b>5</b>	<b>6</b>
	<b>508C4C: Project with VIVA VOCE</b>	<b>7</b>	<b>10</b>
	<b>508E4A: Elective–VI – ( Industry / Entrepreneurship) Political Economy in India</b>	<b>3</b>	<b>4</b>
	<b>508S4A: SEC–III – Professional Competency Skill- CollaborativeGovernance</b>	<b>2</b>	<b>4</b>
	<b>508V4A: Extension Activity</b>	<b>1</b>	<b>-</b>
		<b>23</b>	<b>30</b>

**OVERALL CREDIT DISTRIBUTION FOR  
M.A. PUBLIC ADMINISTRATION**

<b>S.NO.</b>	<b>COURSE DETAILS</b>	<b>CREDITS</b>
<b>1</b>	<b>Core Course [9 Courses X 5 Credits- 3 course X 4 credits ]</b>	<b>45 + 12=57</b>
<b>2</b>	<b>Elective Course [ 6 Courses X 3 Credits]</b>	<b>18</b>
<b>3</b>	<b>Skill Enhancement Course [3 Courses X 2 Credits]</b>	<b>6</b>
<b>4</b>	<b>Professional Competency Course &amp; Industry Module Project Work VIVA VOCE</b>	<b>7</b>
<b>5</b>	<b>Internship</b>	<b>2</b>
<b>6</b>	<b>Extension Activity</b>	<b>1</b>
		<b>91</b>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN PUBLIC ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408C1A	<b>Principles of Public Administration</b>	<b>Core 1</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>7</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Cours7e Objectives</b>											
C1	To identify the important elements of Public Administration										
C2	To demonstrate how the principles enable efficient and effective public services										
C3	To analyse the basic concepts and dynamics relating to public organization										
C4	To depict the importance of human and financial resources for Public Administration										
C5	To evaluate the various control mechanisms in Public Administration										
UNIT	Content								No. of Hours -7 Hrs		
I	Public Administration: Meaning, Nature, Scope and Significance – Public and Private Administration – Public Administration and its relation with subjects in Social Science – Concept of Organization, Management and Administration										
II	Principles of Organization – Origin, Nature and Objectives of Organization –Planning – Division of Work – Hierarchy – Co –ordination – Span of Control – Line and Staff Agencies										
III	Bases and Theories of Organization – Purpose, People, Place and Process - Theories – Classical – Behavioural - Ecological										
IV	Personnel Administration: Recruitment, Training and Promotion - Financial Administration: Principles of Budget – Preparation – Enactment – Execution – Accounting and Auditing										
V	Administrative Control and Accountability – Legislative, Executive and Judicial Control										

# UNIVERSITY OF MADRAS

## M.A. DEGREE PROGRAMME IN PUBLIC ADMINISTRATION

SYLLABUS WITH EFFECT FROM 2023-2024

	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To recognise the concepts related to principles of administration	PO1
2	To analyse the effective application of principles and approaches to diagnose and solve organizational problems and develop optimal managerial decisions.	PO1, PO2
3	To be familiar with the dynamics of organization, management and administration	PO4, PO6
4	To exhibit the new horizons of Public Administration	PO4, PO5, PO6
5	To gauge the gap between theory and practice in Public Administration	PO3, PO8
<b>Text Books</b>		
1	D. Ravindra Prasad & Y. Pardhasaradhi (eds.) (2011), Public Administration: Concepts, Theories and Principles (Eng), Hyderabad, Telugu Akademi.	
2	Avasthi and Maheswari (2010), Public Administration, (30th Edition), Agra, Lakshmi Narayan Agarwal.	
3	Rumki Basu (2004), Public Administration: Concepts and Theories (5 <sup>th</sup> Revised), New Delhi, Sterling Publishers.	
4	A.K. Tripathi (2008), Principles of Public Administration, New Delhi, Murali Lal & Sons.	
5	Dr. S. R. Myneni (2016), Principles of Public Administration, Faridabad, Allahabad Law Agency.	
<b>Reference Books</b>		
1	W.F. Willoughby (1929), Principles of Public Administration, Brooking Institutions.	
2	S.R. Nigam (1974), Principles of Public Administration, New Delhi, Kitab Mahal.	
3	Avasthi & Avasthi (2012), Public Administration in India, Agra, Lakshmi Narayan Agarwal.	
4	M. Laxmikanth (2017), Public Administration, Tata McGraw Hill, New Delhi.	
5	H. George Frederickson (1980), New Public Administration, Alabama, The University of Alabama Press.	
<b>Web Resources</b>		
1	<a href="https://www.britannica.com/topic/public-administration/Principles-of-public-administration">https://www.britannica.com/topic/public-administration/Principles-of-public-administration</a>	
2	<a href="https://onlinecourses.swayam2.ac.in/cec22_hs03/preview">https://onlinecourses.swayam2.ac.in/cec22_hs03/preview</a>	
3	<a href="https://link.springer.com/10.1007/978-3-319-31816-5_3856-1">https://link.springer.com/10.1007/978-3-319-31816-5_3856-1</a>	
4	<a href="https://archive.org/details/in.ernet.dli.2015.276830">https://archive.org/details/in.ernet.dli.2015.276830</a>	
5	<a href="https://www.tandfonline.com/doi/full/10.1080/23311886.2017.1316916">https://www.tandfonline.com/doi/full/10.1080/23311886.2017.1316916</a>	



# UNIVERSITY OF MADRAS

M.A. DEGREE PROGRAMME IN PUBLIC ADMINISTRATION

SYLLABUS WITH EFFECT FROM 2023-2024

## Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

## CO-PO Mapping (Course Articulation Matrix)

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4

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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408C1B	<b>Administrative Thought</b>	<b>Core II</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>7</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To provide introduction to the discipline of Public Administration										
C2	To acquaint with the ideas of prominent administrative thinkers										
C3	To classify and interpret the contributions made by these thinkers to the administrative thinking.										
C4	To gain deep insight and understanding about thoughts on administration.										
C5	To know how the administrative theories and concepts makes sense in administrative practices.										
<b>UNIT</b>	<b>Content</b>									<b>No. of Hours - 7 hrs</b>	
I	Administrative Theory: Concept, significance and importance of Theory - Evolution and Emerging Trends in Administrative theory. <b>Dichotomy Theorists:</b> Woodrow Wilson: Politics - Administration Dichotomy, Frank Goodnow: American Public Administration										
II	Indian Theorists: Kautilya – Arthashastra, Thiruvalluvar – Governance and Management, Ambedkar – The Constitution of India <b>Classical Theorists:</b> Fredrick Winslow Taylor: Scientific Management theory, Henry Fayol: Foundations of Management, Luther Gullick and Lyndall Urwick: Science of Administration										
III	Human Relations Theorists: Elton Mayo Human Relations Movement, M.P. Follet: Constructive Conflict and Leadership Bureaucratic Theorists: Max Weber, Bureaucracy, Karl Marx: State and Bureaucracy										
IV	Behavioural Theorists: Chester Barnard: Formal and Informal Organisations and Functions of the Executive, Herbert Simon: Administrative Behaviour and Decision Making, Chris Argyris: Organizational development Management & Leadership Theorists: Rensis Likert: Organizational structure and Management Practices, P.F. Drucker: Management by Objectives										
V	Motivation Theorists: Abraham Maslow: Need Hierarchy Theory, Douglas McGregor: Motivation and Human Behaviour, Fredrick Herzberg: Motivation Studies and Job Enrichment Modern										

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	Theorists and Writers on Administration: Y. Dror: Public Policy, F.W. Riggs: Administrative Models, Dwight Waldo: The Administrative State and Future of Administration, Christopher Hood's NPM.	
	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To review the various administrative theories and concepts	PO1
2	To compare and contrast the contributions by Indian and Classical thinkers	PO1, PO2
3	To develop an understanding of the contributions of human relations and behavioural thinkers	PO4, PO6
4	To comprehend the contributions of theorists over a period of time	PO4, PO5, PO6
5	To establish the application of theories to understand real life situations	PO3, PO8
	<b>Text Books</b>	
1	Ravindra Prasad (2011), V.S.Prasad and Sathya Narayana, Administrative Thinkers, New Delhi Sterling Publishers Pvt. Ltd.	
2	Maheshwari. S.R. (2014), Administrative Thinkers, New Delhi, Macmillan Publications.	
3	Fadia. B.L., Kuldeep Fadia (2010), Public Administration-Administrative Theories and Concepts, New Delhi, Sahityabhawan Publications.	
4	Ashok Kumar (2008), Administrative Thinkers, New Delhi, Saurabh Publishing House.	
5	Rakesh Hooja , Ramesh K Arora (2007), Administrative Theories: Approaches, Concepts and Thinkers in Public Administration, New Delhi, Rawat Publications.	
	<b>Reference Books</b>	
1	Luther Gulick & Lyndall Urwick (eds.) (1937), Papers on Science of Administration, New York, New York Institution of Public Administration.	
2	Goel, S.L (2003), Public Administration: Theory and Practice, New Delhi, Deep and Deep.	
3	Hoshiar and Pradeep Sachdeva (2005), Administration Theory, Allahabad, Kitab Mahal Publications.	
4	Sapru. R.K. (2013), Administrative theories and Management Thought, New Delhi, India Learning Pvt. Ltd.	
5	Amitai Etzioni (1964), Modern Organization, Englewood Cliffs, N.J., Prentice-Hall.	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN PUBLIC ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Web Resources</b>	
1	<a href="https://www.tandfonline.com/loi/madt20">https://www.tandfonline.com/loi/madt20</a>
2	<a href="https://global.oup.com/academic/product/journal-of-public-administration-research-and-theory-14779803">https://global.oup.com/academic/product/journal-of-public-administration-research-and-theory-14779803</a>
3	<a href="https://onlinelibrary.wiley.com/journal/14679299">https://onlinelibrary.wiley.com/journal/14679299</a>
4	<a href="https://link.springer.com/10.1007/978-3-319-31816-5_3856-1">https://link.springer.com/10.1007/978-3-319-31816-5_3856-1</a>
5	<a href="https://www.insightsonindia.com/2015/07/28/public-administration-strategy-how-to-prepare-better-to-deal-with-uncertainties/">https://www.insightsonindia.com/2015/07/28/public-administration-strategy-how-to-prepare-better-to-deal-with-uncertainties/</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4



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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408C1C	<b>Essentials of Constitution of India</b>	<b>Core III</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To gain insights on the constitutional design of state structures and institutions										
C2	To illustrate the various institutions of the Union and States										
C3	To develop the ability to understand the working of the Indian Constitution										
C4	To categorize the role and functions of the administrative machineries at the Union and the State Level										
C5	To examine the significance of the Constitutional and Non-Constitutional Bodies.										
UNIT	Content									No. of Hours - 6 hrs	
I	Introduction: Historical Background – Constituent Assembly of India – Philosophical Foundations of the Indian Constitution – Preamble – Fundamental Rights – Directive Principles of State Policy – Fundamental Duties – Citizenship including provisions of the Indian Citizenship Act, 1955 – Constitutional Remedies for Citizens										
II	Union Government: President – Vice President – Prime Minister – Cabinet – Parliament – Supreme Court of India – Judicial Review										
III	State Government: Governor – Chief Minister – Cabinet – State Legislature – Judicial system in States – High Courts and other Subordinate Courts.										
IV	Constitutional Bodies: Election Commission – Union Public Service Commission- State Public Service Commission – Finance Commission – National Commission for SC/ST – Comptroller and Auditor General – Attorney General of India – Advocate General of India. Non Constitutional Bodies: Planning Commission – National Development Council– National Human Rights Commission – State Human Rights Commission -Central Information Commission – State Information Commission – Central Vigilance Commission – Central Bureau of Investigation – Lokpal and LokAyukta										

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V	Constitutional Functions: Indian Federal System – Centre State Relations – President’s Rule – Constitutional Amendments – Assessment of the working of the Parliamentary system in India.	
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	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To enumerate the origin and evolution of the Indian constitution.	PO1
2	To measure and justify division of power between various organs of the government at different levels.	PO1, PO2
3	To develop an understanding on the Constitutional and non-constitutional bodies.	PO4, PO6
4	To compare and contrast the working of the administrative machineries at the Union and the State level.	PO4, PO5, PO6
5	To understand the division of powers in Indian federal set-up and its asymmetrical federal arrangements	PO3, PO8
	<b>Text Books</b>	
1	BidyutChakrabarty and Prakash Chand (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications India Pvt., Ltd.	
2	Durga Das Basu (2014), Introduction to the Constitution of India, New Delhi, Prentice Hall of India.	
3	S. Kashyap (2017), Our Constitution: An Introduction to India’s Constitution and Constitutional Law, New Delhi, National Book Trust.	
4	A. Thiruvengadam (2017), The Constitution of India, A Contextual Analysis, New Delhi, Oxford Press.	
5	M. Khosla (2012), The Indian Constitution, New Delhi, Oxford University Press.	
	<b>Reference Books</b>	
1	Madhav Khosla (2020), India’s Founding Moment – The Constitution of a Most Surprising Democracy, Maurice and Lula Bradley Smith Memorial Fund.	
2	Granville Austin (2020), The Indian Constitution - Cornerstone of a Nation, Clarendon Press.	
3	S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi, National Book Trust.	
4	V.N. Shukla & Mahendra Pal Singh, 2001, Constitution of India, Eastern Book Company.	
5	M.P .Singh and Rekha Saxena (2013), Federalizing India in the Age of Globalization, New Delhi, Primus Books.	

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<b>Web Resources</b>	
1	<a href="https://legislative.gov.in/sites/default/files/COI.pdf">https://legislative.gov.in/sites/default/files/COI.pdf</a>
2	<a href="https://vikaspedia.in/education/interactive-resources/indian-constitution-resources">https://vikaspedia.in/education/interactive-resources/indian-constitution-resources</a>
3	<a href="https://www.constitutionofindia.net/about-us">https://www.constitutionofindia.net/about-us</a>
4	<a href="https://constitutionnet.org/vl/item/basic-structure-indian-constitution">https://constitutionnet.org/vl/item/basic-structure-indian-constitution</a>
5	<a href="https://indiacode.nic.in/">https://indiacode.nic.in/</a>

Mapping with Programme Outcome:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4



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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408E1A	<b>Dynamics of Development</b>	<b>Elective-1</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To enable the students to appreciate the different perspectives and approaches to process of development.										
C2	To map and examine the contours of Development.										
C3	To deduce the importance and need for the Development Administration in the developing countries and more particularly in India.										
C4	To familiarize the students with different approaches to development and their characteristics.										
C5	To analyse the significance of Human Development Index and synthesize with the study of Development economics										
<b>UNIT</b>	<b>Content</b>										<b>No. of Hours - 5 hrs</b>
I	Introduction :Meaning, nature and scope of Dynamics of Development – Significance of Dynamics of Development - Evolution and role of development economics - ‘Development Dynamics: Role of market in Development, Role of community in Development										
II	Context of Dynamics of Development :Context of Development – Changing nature of Development -‘Development Processes : Theoretical Perspectives - Development Approaches and Development Strategies’										
III	Concept of Development: Changing profile of development– Strong State Versus the market debate –‘Social and Cultural Dynamics of Development’ Emerging concepts of social and cultural development, social development theory, social development index, cultural obstacles to economic development, social aspiration in the determinants of development and social development principles.										
IV	Development Agencies: Development Agencies’ -National and International agencies in development. Role of Government Agencies- Role of Financial and Non Financial Institutions- Role of Multilateral and Bilateral International Agencies- Role of the United Nations Agencies										

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<b>V</b>	Sustainable Development: UN Sustainable Development Goals – India and SDG - Human Development – Gender Development – Self help group movement-Entrepreneurship	
	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To identify and recognize the basics of development, its approaches and the need for sustainable development	PO1
2	To acquire conceptual and theoretical understanding of development process including the ecological and post-globalization contexts	PO1, PO2
3	To understand the need for Development, Sustainable Development Goals and Development Indicators	PO4, PO6
4	To know about the significance of dynamics of development and learn that development is a dynamic concept.	PO4, PO5, PO6
5	To be familiar with the main actors who play important role in the development process	PO3, PO8
	<b>Text Books</b>	
1	Paleker, S.A. (2012), Development Administration, New Delhi, PHI Learning.	
2	Adam Szirmai, (2005). The Dynamics of Socio-Economic Development: An Introduction. Cambridge University Press.	
3	Manoranjan Sarkar (2014), Dynamics of Development Administration, New Delhi, Wisdom Press.	
4	Jan Nedemeen Pieterse (2002), Development Theory: Deconstruction/Reconstruction, New Delhi, Vistaar Publications.	
5	R.K. Sapru (2012), Development Administration, New Delhi, Sterling Publishers Limited.	
	<b>Reference Books</b>	
1	Sen, Amartya (1999), Development as Freedom, New York, Anchor Books.	
2	Fred Riggs (1970), Frontiers of Development Administration, Durham, Duke University Press.	
3	The World Bank (2001), Engendering Development, Washington D.C, The World Bank.	

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4	Adam Szirmai , 2005, The Dynamics of Socio-Economic Development: An Introduction,Cambridge University Press.
5	S. K. Sharma (ed.) (1978), Dynamics of Development: An International Perspective, New Delhi, Concept Publications.
<b>Web Resources</b>	
1	<a href="http://www.tutor2u.net/economics/content/topics/development/development-approachesstate.htm">www.tutor2u.net/economics/content/topics/development/development-approachesstate.htm</a> .
2	<a href="http://publicadministrationtheone.blogspot.com/dynamics">http://publicadministrationtheone.blogspot.com/dynamics</a> of development
3	<a href="https://worldbank.org/development">https://worldbank.org/development</a> indicators
4	<a href="https://egyankosh.ac.in/bitstream/123456789/48846/1/Block-2.pdf">https://egyankosh.ac.in/bitstream/123456789/48846/1/Block-2.pdf</a>
5	<a href="https://onlinelibrary.wiley.com/doi/10.1111/1467-8268.12440">https://onlinelibrary.wiley.com/doi/10.1111/1467-8268.12440</a>

**Mapping with Programme Outcome:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4

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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	<b>Social Entrepreneurship</b>	<b>Elective-II</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To promote entrepreneurial spirit and aspire for social change.										
C2	To prepare professionally for meaningful social engagement										
C3	To create entrepreneurship mindset among the students										
C4	To launch social entrepreneurship projects which have high-potential of significant positive social impact										
C5	To improve consulting skills, formulation of strategic and tactical recommendations and client relationship management.										
UNIT	Content									No. of Hours - 5 hrs	
I	Social Entrepreneurship: Definition, Relevance and Importance, difference between Business Entrepreneurship and Social Entrepreneurship, Social Engagement & Forms, Mapping the Social Entrepreneurship Ecosystem, Ideas and Opportunities										
II	Types of Social Entrepreneurship: Community Social Entrepreneur, Non-Profit Social Entrepreneur, Transformational Social Entrepreneur, Transformational Social Entrepreneur										
III	Social Entrepreneurship Skills: Experiential Learning for the Social Entrepreneur, Sustainable Development & Social Entrepreneurship, Assessing social change opportunities and designing social change ventures to meet unmet needs.										
IV	Being a Social Entrepreneur: Vision Characteristics, Challenges and Issues of a Social Entrepreneur, Structuring your social change ventures and other organization considerations										
V	Social Entrepreneurship and Innovation: Market and industry analysis, Structuring your social change, ventures and other organization , Launch, Growth and Goal Attainment										

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	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To learn how to address social problems and transform society	PO1

2	To learn to apply social entrepreneurship skills to address social problems.	PO1, PO2
3	To apply the theoretical and experiential understanding of concepts, strategies and tools of social entrepreneurship	PO4, PO6
4	To create new patterns and possibilities for employment generation through social entrepreneurship.	PO4, PO5, PO6
5	To assess the strengths and limitations of social entrepreneurship in addressing social problems	PO1

### **Text Books**

1	S.S. Khanka (2009), Entrepreneurship in India: The next big perspective and practice, New Delhi, Akansha Publishing House.
2	Kaliyamoorthy and Chandrasekhar (Ed) (2007), Entrepreneurial Training: Theory and Practice, New Delhi, Kanishka Publishers.
3	Roy Rajeev, Entrepreneurship (ed.2) (2011), New Delhi, Oxford University Press.
4	Gopalakrishnan (2014), The Entrepreneur's Choice: Cases on Family Business in India, New Delhi, Routledge Taylor & Francis Group.
5	Robert Hisrich, Michael Peters and Dean Shepherd (2009), Entrepreneurship, New Delhi, Tata Mc Graw-Hill Publishing Company Limited.

### **Reference Books**

1	EDII (1986), Faculty and External Experts – A Hand Book for New Entrepreneurs, Ahmadabad, Entrepreneurship Development Institute of India.
2	Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, New Delhi, Global Vision Publishing House.
3	Banks Ken, Peter Gabriel, Bill Drayton (2016), Social Entrepreneurship and Innovation: International Case Studies and Practice, Kogan Page.
4	Chahine, T. (2016), Introduction to Social Entrepreneurship., FL: CRC Press, Boca Raton.
5	Keohane, G. L. (2013), Social entrepreneurship for the 21 <sup>st</sup> century: Innovation across the nonprofit, private and public sectors, New York, McGraw Hill.

### **Web Resources**

1	<a href="https://www.ediindia.org/">https://www.ediindia.org/</a>
2	<a href="http://www.innovation-portal.info/online-resources-for-innovation-entrepreneurship/">http://www.innovation-portal.info/online-resources-for-innovation-entrepreneurship/</a>
3	<a href="https://www.researchgate.net/publication/259923145_Social_Entrepreneurship_in_India_An_Exploratory_Study">https://www.researchgate.net/publication/259923145_Social_Entrepreneurship_in_India_An_Exploratory_Study</a>
4	<a href="https://library.jgu.edu.in/content/entrepreneurship">https://library.jgu.edu.in/content/entrepreneurship</a>
5	<a href="https://www.researchgate.net/publication/36388150_Online_business_development_services_for_entrepreneurs_An_exploratory_study">https://www.researchgate.net/publication/36388150_Online_business_development_services_for_entrepreneurs_An_exploratory_study</a>



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**Mapping with Programme Outcome:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong M-Medium L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4

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Course code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408C2A	<b>Indian Government and Administration</b>	<b>Core-IV</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To critically examine the structures of Indian government system										
C2	To identify the core features of government of India										
C3	To describe the nature of Indian Administrative system										
C4	To substantiate how effective government enables good governance										
C5	To exhibit the strategies to reform the system										
<b>UNIT</b>	<b>Content</b>									<b>No. of Hours- 6 Hrs</b>	
I	Introduction: Kautilya's Arthashastra, Mughal administration, Legacy of British rule in politics and administration – Evolution of Indian Administration in the Colonial Period - Post Independence Indian Administration.										
II	Union Administration: Cabinet Secretariat, Prime Minister's Office, Central Secretariat, Ministries and departments, Boards and Commission State Administration: State Secretariat, Chief Secretary and Directorates. District Administration: Changing role of the Collector, Union-State local relations, District administration and democratic decentralization- Urban and Rural Administration in India.										
III	Reinventing Government: Reforms-Bureaucratic Re-engineering-Strategies for reform. Examining the Principles of Administration: New Administrative initiatives, Efficiency, Effectiveness-Equity and Fairness-Reversibility-Transparency & Accountability, Civil service neutrality, Civil service activism.										
IV	Modeling government Actions: Government capacity- Government actions- Rhetoric Nudge - Changing Incentives - Umpiring- Changing Ownership-Unpacking Regulation-Role of a regulator-Regulatory Independence - Government as a market player - Market making										
	Issues in Indian Administration: Administrative reforms in India: Major Committees and Commissions, Generalist Vs Specialists.										



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V	Major Debates – Centralization Vs Decentralization; Inter-State Water Disputes; Corruption and Accountability; Peoples’ Participation – Regulatory Commissions - Values and Ethics in administration	
	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To appreciate the features of administrative system of India.	PO1
2	To appreciate the role of the bureaucrats, their functions and responsibilities in the Indian administrative system.	PO1, PO2
3	To gain knowledge on the significance of civil service, the constitutional provisions, recruitment, and training methods.	PO4, PO6
4	To examine the special role of Police and Defence services in Indian government	PO4, PO5, PO6
5	To have conceptual clarity of approaches & dimensions of government and administration in India	PO3, PO8
	<b>Text Books</b>	
1	Chakrabarty Bidyut, Prakash Chand (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications.	
2	Fadia B.L., Kuldeep Fadia (2010), Public Administration – Administrative Theories and Concepts, New Delhi, Sahitya Bhawan Publications.	
3	Maheshwari.S.R. (2018), Indian Administration, New Delhi, Orient Black Swan Publications.	
4	Durga Das Basu(2021), Introduction to the Constitution of India, New Delhi, Prentice Hall of India.	
5	Maheswari. S. R.(2003), Administration of India, New Delhi, Macmillan India Ltd.	
	<b>Reference Books</b>	
1	Bhattacharya, Mohit (2017), New Horizon of Public Administration, New Delhi, Jawahar Publishers & Distributors.	
2	Maheshwari. S.R. Public Administration in India: The Higher Civil Service, Oxford India.	
3	Singh, Hoshiar (1999), Indian Administration, Allahabad, Kitab Mahal.	
4	Arora K. Ramesh & Rajani Goyal (1996), Indian Administration: Institutions and Issues, New Delhi, Vishwa Prakashan..	
5	Sharma, Manoj (2005), Indian Constitution, New Delhi, Anmol Publications Limited.	

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<b>Web Resources</b>	
1	<a href="https://www.india.gov.in/">https://www.india.gov.in/</a>
2	<a href="https://www.india.gov.in/topics/governance-administration">https://www.india.gov.in/topics/governance-administration</a>
3	<a href="https://www.darpg.gov.in/arc-reports">https://www.darpg.gov.in/arc-reports</a>
4	<a href="https://dopt.gov.in/central-secretariat-service-css-0">https://dopt.gov.in/central-secretariat-service-css-0</a>
5	<a href="https://www.pmindia.gov.in/en/prime-ministers-office/">https://www.pmindia.gov.in/en/prime-ministers-office/</a>

**Mapping with Programme Outcome:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4

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**SYLLABUS WITH EFFECT FROM 2023-2024**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408C2B	<b>Public Policy in India</b>	<b>Core V</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To familiarize students with the basic concepts, theories and models of public policy analysis.										
C2	To provides an interface between public policy and administration in India.										
C3	To promote understanding of the political, social, legal and economic environment in which public policy is made.										
C4	To explore how institutions of public policy shape society and its affairs, how they originated, and how they work.										
C5	To exhibit the goals, instruments and formulation of public policy at the national and regional levels describes the multiple nodes – markets, civil society, legislative and judicial actors and agendas that shape decision making.										
<b>UNIT</b>	<b>Content</b>									<b>No. of Hours - 6 hrs</b>	
I	Public Policy: Concept, Significance and Approaches - Policy Analysis: Concept, Significance and Approaches - Models for Policy Analysis: Systems, Institutional, and Rational Policymaking.										
II	Public Policy Making: Structure and Process - Policy Making in India: Constitutional Arrangement and Role of Executive, Legislature and Judiciary - Other Stakeholders in Policy-making: Political Parties, Interest Groups, Mass-media, Civil Society and International Agencies.										
III	Public Policy Implementation and Control: Role of Executive with Special reference to Bureaucracy, Legislature, Judiciary, Non-Governmental Organizations, Pressure Groups - Approaches to Policy Implementation - Major Issues and Problems in Policy Implementation.										

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IV	Policy Evaluation: Purpose and Significance - Criteria for Evaluation: Cost-Benefit Analysis; Efficiency; Effectiveness; Equity - Forums for Policy Evaluation: Legislative and Departmental Committees - Policy Change and continuity	
V	Recent Trends in Policy Making in India – Strength and Weaknesses of Policy making process in India – Technology and Policy making	
	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To use proven methods and frameworks to analyze key policies	PO1
2	To identify and explain the key determinants of policy making	PO1, PO2
3	To evaluate the potential outcomes and effects of public policies	PO4, PO6
4	To understand and apply various approaches to policy-making	PO4, PO5, PO6
5	To critically analyze the existing policies in India	PO3, PO8
	<b>Text Books</b>	
1	R.K. Sapru, Public Policy, New Delhi, Sterling Publishers.	
2	Rathod, P.B, Framework of Public Policy: The Discipline and its Dimensions, New Delhi, Commonwealth Publishers.	
3	Ishwar Dayal and K. Mathur (1978), Dynamics of Formulation of Policy in Government of India, New Delhi, Concept Publishing House.	
4	R.K.Sapru (2019),Public Policy: Formulation, Implementation and Evaluation, New Delhi, Sterling Publishers.	
5	Rajesh Chakrabarti and Kaushiki Sanyal (2016), Public Policy in India, New Delhi, Oxford University Press.	
	<b>Reference Books</b>	
1	Bidyut Chakrabarty, Prakash Chand (2016), Public Policy : Concept, Theory and Practice, SAGE Publications	
2	James E. Anderson, Public Policy Making, New York, Praegr.	
3	Stuart, S. Nagel, Public Policy: Goals, Means and Methods, NewYork, Martin Press.	

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4	Kuldeep Mathur (2015), Public Policy and Politics in India, New Delhi, OUP.
5	Kuldeep Mathur and James Warner (2009), Policy-Making in India: Who Speaks? Who Listens?, New Delhi, Hindustan Publishing Corporation.
<b>Web Resources</b>	
1	<a href="https://www.amazon.in/Public-Policymaking-India-R-V-Ayyar-ebook/dp/B00AE3T7WA">https://www.amazon.in/Public-Policymaking-India-R-V-Ayyar-ebook/dp/B00AE3T7WA</a>
2	<a href="https://www.iipa.org.in/cms/public/page/library">https://www.iipa.org.in/cms/public/page/library</a>
3	<a href="https://publicpolicyindia.com/">https://publicpolicyindia.com/</a>
4	<a href="https://niilmuniversity.in/coursepack/humanities/Public_Policy.pdf">https://niilmuniversity.in/coursepack/humanities/Public_Policy.pdf</a>
5	<a href="https://www.academia.edu/3482142/Study_of_Public_Policy_making_in_India_A_theoretical_framework">https://www.academia.edu/3482142/Study_of_Public_Policy_making_in_India_A_theoretical_framework</a>

**Mapping with Programme Outcome:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	M	M	M	M	S
CO2	S	S	M	M	M	M	S	S	M	M
CO3	S	S	M	M	M	S	M	M	S	L
CO4	S	S	M	M	S	M	S	S	M	S
CO5	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3
CO2	3	3	2	2	2
CO3	3	3	2	2	2
CO4	3	3	2	2	3
CO5	3	3	2	2	2
Weightage	15	15	10	10	12
Weighted percentage of Course Contribution to Pos	3.0	3.0	2.0	2.0	2.4



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Course code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408C2C	<b>Public Financial Administration</b>	<b>Core-VI</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To review the current theories and practices in Financial Administration.										
C2	To gain knowledge on preparation of budget and allocation of resources on a priority basis.										
C3	To identify the contemporary issues in Public Financial Administration.										
C4	To gain knowledge on Public Financial Administration of Union, State and local governments.										
C5	To examine the taxation policy, management of public expenditure, public debt and budgetary techniques and practices.										
<b>UNIT</b>	<b>Content</b>									<b>No. of Hours- 6 hrs</b>	
I	Introduction: Meaning, Nature, Scope and Significance of Public Financial Administration- Aspects of budgeting – Principles of Public budgeting- Contemporary approaches to public budgeting: Planning – Programming- Budgeting systems (PPBS)- Performance budgeting – Zero Base Budgeting ( ZBB)- Cost – Benefit Analysis – Management By Objectives – NPM Model of Budgeting .										
II	Budgetary Process in Comparative perspective: Constitutional provisions regarding budgeting in India--Budgetary process in India- Budgetary Process in UK, USA, France, Switzerland-Germany.										
III	Accounting and Auditing system in Comparative perspective: Accounting and Auditing system in India – Accounting and auditing system in Great Britain- Accounting and Auditing in USA- Accounting and auditing in European countries										

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IV	Control over public expenditures in India: Comptroller and Auditor General of India: powers, functions and responsibilities- Parliamentary control over public expenditure: Standing committees of Parliament in India- Departmentally Related Standing Committees (DRSC)- Public Accounts Committee (PAC)- Estimates Committee (EC)- Committee on Public Undertaking (COPU). Public Debt of India- Monetary Policy: Role of Reserve Bank of India (RBI).	
V	Fiscal Administration in India: Tax and Non- tax resources of the Union and the states: Direct taxes and Indirect taxes – Board of Direct taxes – Board of Indirect taxes – Goods and Services Tax- Goods and Services Tax Council (GSTC)- Grants –in-Aid system- Finance Commission- the National Institution for Transforming India (NITI AAYOG)	
	<b>Course Outcome</b>	<b>Programme Outcome</b>
<b>CO</b>	<b>On completion of this course, students will learn</b>	
1	To gain knowledge of Monetary and Fiscal Policies and the concepts of Balance of Payments and basket of currencies	PO1, PO2
2	To analyze the budgetary process and the role of the Ministry of Finance.	PO3, PO4
3	To critically examine the implementation of different types of budgeting systems practiced globally	PO5, PO6
4	To gain clarity on taxation machinery and the GST process.	PO7, PO68
5	To assess the importance of Administrative, Parliamentary and Audit control over Public Expenditure.	PO9, PO10
	<b>Text Books</b>	
1	Thavaraj M.J.K. (1992), Financial Administration in India, New Delhi, S. Chand & Co.	
2	Goel. S.L. (2002), Public Financial Administration, New Delhi, Deep & Deep Publications.	
3	Batsya. K.N. (1993), Financial Administration in India, Chandigarh, Haryana Sahitya Academy.	
4	Mukherjee, S.S. (1992), Financial Administration in India, New Delhi, Surjeet Publications.	
5	Lal G.S. (1998), Financial Administration in India, New Delhi, Sterling Publications.	



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<b>Reference Books</b>	
1	Handa, K. L. (1988), Financial Administration in India, New Delhi, IIPA.
2	Dutt, Ruddar&Sundram K.P. (1997), Indian Economy, New Delhi, S. Chand.
3	Gupta, B.N. (2006), Indian Federal Finance and Budgetary Policy, Allahabad, Chaitanya Publishing House.
4	Musgrave & Musgrave (1989), Public Finance in Theory and Practice, New York, McGraw Hill Book Company.
5	Sundharam, K.P.M., (1974), Indian Public Finance and Financial Administration, New Delhi, Sultan Chand & Sons.
<b>Web Resources</b>	
1	<a href="https://business.mapsofindia.com/india-tax/system.html">https://business.mapsofindia.com/india-tax/system.html</a>
2	<a href="https://www.brainkart.com/article/Financial-Administration_40516/">https://www.brainkart.com/article/Financial-Administration_40516/</a>
3	<a href="https://www.politicalsciencenotes.com/essay/public-administration/finance-ministry-in-india-essay-finance-public-administration/13692">https://www.politicalsciencenotes.com/essay/public-administration/finance-ministry-in-india-essay-finance-public-administration/13692</a>
4	<a href="https://www.politicalsciencenotes.com/essay/public-administration/financial-committees-in-india-essay-public-administration/13697">https://www.politicalsciencenotes.com/essay/public-administration/financial-committees-in-india-essay-public-administration/13697</a>
5	<a href="https://www.yourarticlelibrary.com/india-2/financial-administration/financial-administration-in-india/63475">https://www.yourarticlelibrary.com/india-2/financial-administration/financial-administration-in-india/63475</a>

**Mapping with Programme Outcome:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

<b>CO / PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	2.0	2.0	2.4

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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408E2A	<b>Disaster Management</b>	<b>Elective - III</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To understand the basic concepts in disaster management and how it impacts the personal lives										
C2	To know the dimensions and various types of disaster.										
C3	To enhance awareness of Disaster Risk Management institutional processes in India.										
C4	To be aware of the different types and categories of Disasters.										
C5	To understand the challenges posed by Disasters and the role of Government machinery										
UNIT	Content										No. of Hours- 4 Hrs
I	Disaster: Meaning, Types and Historical sketch of Disasters – Risk and the Components – Dimensions of Disaster – Phases of Disaster										
II	Hazards: Definition - Types of hazards - Characteristic features, occurrence and impact of different types of hazards viz. natural hazards (including geo hazards) - Human induced hazards - Environmental hazards - Bio hazards - Hazard map of India.										
III	Vulnerability: Definition - Types of vulnerability – Physical vulnerability – Socio-economic Vulnerability - Vulnerability related to Gender and Age - Rural & Urban Vulnerability - Vulnerability analysis with special reference to India.										
IV	Preparedness and Action Programmes: Planning – Training – Providing Equipments – Public Awareness – Education – Media – First Aid Medical treatment – Evacuation – Treating the Hazard – Taking care of Food, Water, Health and other emergency services										
V	Recovery and Management: Crisis Management - Impact of disaster on development – Role of Government Agencies – NGOs – Academic Institutions – Financial institutions - Multilateral Bodies – People’s Participation										
<b>Course Outcome</b>											
<b>CO</b>	<b>On completion of this course, students will learn</b>										<b>Programme Outcome</b>
1	To build capacities for investigating the outbreak of disease epidemics during and after disaster and to prevent environmental health problems.										PO1, PO2

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2	To enhance the knowledge and abilities in risk reduction strategies to prevent major casualties during disaster.	PO3, PO4
3	To analyze the relationship between Development and Disasters.	PO5, PO6
4	To prioritize Rescue and Relief operational mechanism.	PO7, PO68
5	To create opportunities to build skills to respond to disasters.	PO9, PO10
<b>Text Books</b>		
1	Rajendra Kumar Pandey (2020), Disaster Management in India, New Delhi, Sage Publications.	
2	S.L. Goel (2007), Disaster Administration and Management: Text and Case Studies, New Delhi, Deep & Deep Publications.	
3	R. Nishith, A.K. Singh (2012), Disaster Management in India: Perspectives, Issues and Strategies, Lucknow, New Royal Book Company.	
4	Pradeep Sahani et. al. (ed.) (2002), Disaster Mitigation: Experiences and Reflections, New Delhi, Prentice Hall of India.	
5	Ayaz Ahmad, Disaster Management through the New Millennium, New Delhi, Anmol Publications.	
<b>Reference Books</b>		
1	Disaster Management Guidelines, GOI – UNDP Disaster Risk Reduction Programme 2009-2012.	
2	Bryant Edwards (2005), Natural Hazards, Cambridge, Cambridge University Press, Cambridge.	
3	Carter. W. Nick (1991), Disaster Management; A Disaster Manager's Handbook, Manila, Asian Development Bank.	
4	Barrow. C.J. (1995), Developing the Environment: Problems and Management, Harlow, Longman.	
5	Bhargava, Gopal (1992), Environmental Challenges and Ecological Disaster: Global Perspective, New Delhi, Mittal Publications.	
<b>Web Resources</b>		
1	<a href="https://nidm.gov.in/">https://nidm.gov.in/</a>	
2	<a href="https://www.researchgate.net/publication/275935187_Digital_Information_Resources_for_Disaster_Management_of_Libraries_and_Information_Centres">https://www.researchgate.net/publication/275935187_Digital_Information_Resources_for_Disaster_Management_of_Libraries_and_Information_Centres</a>	
3	<a href="http://sdmassam.nic.in/pdf/publication/undp/disaster_management_in_india.pdf">http://sdmassam.nic.in/pdf/publication/undp/disaster_management_in_india.pdf</a>	
4	<a href="https://ndma.gov.in/">https://ndma.gov.in/</a>	
5	<a href="https://www.unisdr.org/2005/mdgs-drr/national-reports/India-report.pdf">https://www.unisdr.org/2005/mdgs-drr/national-reports/India-report.pdf</a>	

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**Mapping with Programme Outcome:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	S	M	M	M	M	S
<b>CO2</b>	S	S	M	M	M	M	S	S	M	M
<b>CO3</b>	S	S	M	M	M	S	M	M	S	L
<b>CO4</b>	S	S	M	M	S	M	S	S	M	S
<b>CO5</b>	S	S	M	M	M	S	M	M	S	M

**S-Strong M-Medium L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	3
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4



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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
408E2B	<b>Administrative Behaviour</b>	<b>Elective-V</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To provide theoretical understanding of the rational behavior of personnel in an organization										
C2	To examine the decision – making, communication and leadership skills										
C3	To review the views of organizational behavioral theorists										
C4	To explain the decision making and execution of decision process in administration										
C5	To authenticate how the functioning of administration is influenced by the behavior of the personnel										
<b>UNIT</b>	<b>Content</b>									<b>No. of Hours - 4 Hrs</b>	
I	Decision-Making with Special Reference to H. Simon: Meaning - Simon's Concept of Decision-Making, Bases or Factors, Simon's Bases of Decision-Making, Process or Stages, Simon's Stages of Decision Making, Programmed and Non- Programmed Decisions, Models.										
II	Communication: Significance – Definition – Types – Media - Theoretical Contributions - Henry Fayol, Chester Bernard, Herbert Simon, Norbert Weiner – Process – Channels - Barriers and Problems - Elements or Principles.										
III	Control: Definition, Process, Techniques, Theoretical Contributions: Classical Thinkers - M P Follet - Behaviouralists - AmitaiEtzioni.										
IV	Leadership Theories: Meaning, Definition, Nature, Sources, Styles, Functions, Qualities, Theories: Trait Theory, Behavioural Theory, Situational Theory.										
V	Theories of Motivation: Meaning, Definition, Theories: Traditional Theory, Maslow's Hierarchy of Needs, Herzberg Two Factor Theory, Maslow VS Herzberg.										
	<b>Course Outcome</b>									<b>Programme Outcome</b>	

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CO	On completion of this course, students will learn	
1	To obtain knowledge about theoretical contribution of prominent thinkers in the field of management and administration	PO1, PO2
2	To develop their innate professional qualities by understanding the key elements of administrative behavior.	PO3, PO4
3	To evaluate the ideas on many administrative behavioral theorists	PO5, PO6
4	To discuss the impact of motivational theories of Abraham Maslow and Frederick Herzberg on Organizational Processes today	PO7, PO68
5	To review the views on leadership traits in leaders in bureaucratic administration	PO9, PO10
<b>Text Books</b>		
1	Herbert A. Simon (2013), Administrative Behavior: A Study of Decision-Making Processes in Administrative Organisation, Free Press.	
2	D. Prasad, V.S. Prasad and P. Satyanarayana (ed) (1995), Administrative Thinkers, New Delhi, Sterling Publishers.	
3	B. Guy Peters (2021), Administrative Traditions: Understanding the Roots of Contemporary Administrative Behavior, OUP Oxford.	
4	Sidney Mailick (2021), Concepts and Issues in Administrative Behavior, HASSELL STREET Press.	
5	S.L. Goel (2008), Administrative and Management Thinkers (Relevance in New Millennium), Deep & Deep Publications.	
<b>Reference Books</b>		
1	Anthony Tillet, Thomas Kemper and Gordon Wills (ed) (1970), Management Thinkers, Middle Sex, Penguin Books.	
2	Wholey, Joseph S. (2007), Monitoring Performance in the Public Sector: Future directions from International Experience, New Jersey, Transaction Publishers.	
3	Herbert G. Hicks and Ray C. Gutlet, Organizations: Theory and Behaviour, New York, McGraw Hill.	
4	P. Hersey and K.H. Blanchard, Management of Organizational Behaviour, New Delhi.	
5	W.M. Newman, C. Summer and E. Warren, Management Concepts, Behaviour & Practice, Meerut, Edu. Publishers.	
<b>Web Resources</b>		
1	<a href="https://www.jeywin.com/wp-content/uploads/2010/03/Optional-Public-Administration-4-Administrative-Behaviour.pdf">https://www.jeywin.com/wp-content/uploads/2010/03/Optional-Public-Administration-4-Administrative-Behaviour.pdf</a>	
2	<a href="https://www.amazon.in/Forest-Ranger-Administrative-Behavior-Resources/dp/0801803284">https://www.amazon.in/Forest-Ranger-Administrative-Behavior-Resources/dp/0801803284</a>	
3	<a href="https://www.library.illinois.edu/sshel/laboremployment/orgazizationaladmin/">https://www.library.illinois.edu/sshel/laboremployment/orgazizationaladmin/</a>	
4	<a href="https://www.researchgate.net/publication/341371173_Herbert_A_Simon_Administrative_Behavior_A_Study_of_Decision-making">https://www.researchgate.net/publication/341371173_Herbert_A_Simon_Administrative_Behavior_A_Study_of_Decision-making</a>	

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5 <https://onlinelibrary.wiley.com/journal/10991379>

**Mapping with Programme Outcome:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	M	M	M	M	S
CO2	S	S	M	M	M	M	S	S	M	M
CO3	S	S	M	M	M	S	M	M	S	L
CO4	S	S	M	M	S	M	S	S	M	S
CO5	S	S	M	M	M	S	M	M	S	M

**S-Strong    M-Medium    L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3
CO2	3	3	2	2	2
CO3	3	3	2	2	2
CO4	3	3	2	2	3
CO5	3	3	2	2	2
<b>Weightage</b>	15	15	10	10	12
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	2.0	2.0	2.4



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Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	<b>Public Opinion and Survey Research</b>	<b>SEC -I</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Objectives</b>											
C1	To introduce the students to the methods, theories and common core questions in public opinion research.										
C2	To explain the overview of the statistical and survey methods used to collect and analyze public opinion data.										
C3	To introduce the concepts and practices of public opinion polls in the context of democracies, with special reference to India										
C4	To familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods.										
C5	To give special attention to developing basic skills pertaining to data collection and its analysis										
<b>UNIT</b>	<b>Content</b>									<b>No. of Hours - 2 Hrs</b>	
I	Definition and characteristics of public opinion, conceptions and characteristics, Patterns, uses of opinion poll										
II	Measuring Public Opinion with Surveys: Representation and sampling- Sample design- Sampling error and non response- Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified										
III	Survey Research - Interviewing: Interview techniques pitfalls, different types of and forms of interview- Questionnaire: Question wording; fairness and clarity.										
IV	Quantitative Data Analysis - Introduction to quantitative data analysis- Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics										
V	Interpreting polls - Prediction in polling research: possibilities and pitfalls- Politics of interpreting polling										
<b>Course Outcome</b>											
										<b>Programme Outcome</b>	
<b>CO</b>	<b>On completion of this course, students will learn</b>										

UNIVERSITY OF MADRAS  
M.A. DEGREE PROGRAMME IN PUBLIC ADMINISTRATION  
SYLLABUS WITH EFFECT FROM 2023-2024

1	To substantiate the importance of public opinion in a democracy	PO1, PO2
2	To learn about the methods used for conducting surveys and interpreting survey data	PO3, PO4

3	To acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample data, framing a questionnaire, etc.	PO5, PO6
4	To explore the central theories and selected key themes in the fields of public opinion	PO7, PO68
5	To introduce students to the practice of survey research	PO9, PO10

**Text Books**

1	S. Kumar and P. Rai (2013), Measuring Voting Behaviour in India – Chapter - 1, New Delhi, Sage Publications.
2	R. Erikson and K. Tedin (2011), American Public Opinion (8 <sup>th</sup> edition), New York, Pearson Longman Publishers.
3	A. Agresti and B. Finlay (2009), Statistical Methods for the Social Sciences (4 <sup>th</sup> edition), Upper saddle river, NJ: Pearson Prentice Hall.
4	Michael W Traugott, Wolfgang Donsbach (2007), The SAGE Handbook of Public Opinion Research, SAGE Publications.
5	Kini, N.G.S., The City Voter in India, Abinav Publications, New Delhi, 1974.

**Reference Books**

1	G. Gallup (1948), A Guide to Public Opinion Polls, Princeton, Princeton University Press.
2	G. Kalton (1983), Introduction to Survey Sampling, Beverly Hills, Sage Publications.
3	Adam J. Berinsky (2015), New Directions in Public Opinion, Taylor & Francis.
4	Paul M. Sniderman, Willem E. Saris (2018), Studies in Public Opinion: Attitudes, Non-attitudes, Measurement Error, and Change, Princeton University Press.
5	Lior Gideon (2012), Handbook of Survey Methodology for the Social Sciences, Springer New York.

**Web Resources**

1	<a href="https://guides.library.cornell.edu/polling_survey_onlinem">https://guides.library.cornell.edu/polling_survey_onlinem</a>
2	<a href="https://researchguides.library.tufts.edu/publicopinion/websites">https://researchguides.library.tufts.edu/publicopinion/websites</a>
3	<a href="https://libguides.princeton.edu/politics/opinion/international">https://libguides.princeton.edu/politics/opinion/international</a>
4	<a href="https://libraryguides.lehigh.edu/publicopinion">https://libraryguides.lehigh.edu/publicopinion</a>
5	<a href="https://guides.nyu.edu/polisci/public-opinion-data">https://guides.nyu.edu/polisci/public-opinion-data</a>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN PUBLIC ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcome:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	M	M	M	M	S
CO2	S	S	M	M	M	M	S	S	M	M
CO3	S	S	M	M	M	S	M	M	S	L
CO4	S	S	M	M	S	M	S	S	M	S
CO5	S	S	M	M	M	S	M	M	S	M

**S-Strong M-Medium L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3
CO2	3	3	2	2	2
CO3	3	3	2	2	2
CO4	3	3	2	2	3
CO5	3	3	2	2	2
Weightage	15	15	10	10	12
Weighted percentage of Course Contribution to Pos	3.0	3.0	2.0	2.0	2.4



*R. Hanthi*

PRINCIPAL  
 ANNA ADARSH COLLEGE FOR WOMEN  
 ANNA NAGAR, CHENNAI-600 040

**ANNA ADARSH COLLEGE FOR WOMEN**  
**POST GRADUATE AND RESEARCH DEPARTMENT OF**  
**PUBLIC ADMINISTRATION**

**LIST OF FACULTY HANDLING II M.A. PUBLIC ADMINISTRATION**

<b>S.No.</b>	<b>Faculty</b>	<b>Designation</b>
<b>1</b>	<b>Dr.R.Asha</b>	<b>HOD and Assistant Professor</b>
<b>2</b>	<b>Dr.A.Amudha</b>	<b>Assistant Professor</b>
<b>3</b>	<b>Dr.S.Kavitha</b>	<b>Assistant Professor</b>
<b>4</b>	<b>Dr.G.Hemalatha</b>	<b>Assistant Professor</b>



**APPENDIX – (i)8(R)**  
**UNIVERSITY OF MADRAS**  
**M.A.PUBLIC ADMINISTRATION**  
Choice based Credit System (CBCS)  
( w.e.f.2022-2023)

**1.ABOUT THE PROGRAMME :**

M.A.Public Administration is a 2 year PG programme offered with the aim to provide comprehensive knowledge about the connection between the State , Society and Administration.It will develop concepts , theories , process , instruments etc.

**2.PROGRAMME'S MISSION AND OBJECTIVES :**

Advocating the highest values and ideals of Public Service, Expanding and Exchanging Knowledge about Public Administration, Contributing to the Resolution of Key Issues in Public Administration, Promoting the Education and Professional Development of Public Administrators.

The main objective of Public Administration is to implement the policy as well as to formulate the policy. The contents of the curriculum will help in understanding and analysing the discipline of Public Administration.

**MA . PUBLIC ADMINISTRATION PROGRAMME OUTCOMES**

PO1	Illustrate the Classical and Modern Theories in the discipline of Public Administration
PO2	Management and Administration of public and private sector
PO3	Demonstrate the integrated knowledge, abilities, and ethics required in administrative ,managerial, and leadership roles.
PO4	Compare the philosophies of government structure and administrative thinkers in India and overseas.
PO5	Realize the importance of economic and ecological concerns and the human aspects of public policy initiatives
PO6	Professional development and management of human resources and chance to hold important Government position
PO7	Issues and events of shaping the public administration in national and regional setting.
PO8	Reflect with critical thinking and analysis in planning and implementation of public policy.

PO9	Improving the socio economic conditions of the state through financial administration.
PO10	Transforms scientific knowledge into effective practices for societal development and growth.

• **CO -( COURSE OBJECTIVES) PO -(PROGRAMME OUTCOMES)**

**4. SEMESTER EXAMINATION & VALUATION**

\* Evaluation of the candidates shall be through Internal Assessment and External Examination.

\* A PG programme consists of 2 Odd & 2 Even semesters .

\* 3 internal test are conducted and 25 marks is allotted for internal assessment.

\*There shall be one End of Semester examination carrying 75 marks covering the entire syllabus .

\* Valuation of Projects and Viva voce examination :

Periodical presentation : 20 marks

Project : 60 marks                      Viva voce : 20 marks

**5.CREDITS**

# Credits = 1 hour of lecture per week ( 1 credit = 15 hours of lecture per semester )

# 3 credits = 45 hours per semester .

**6. M.A PUBLIC ADMINISTRATION PROGRAMME CONSISTS OF :**

# Core Courses

# Elective Courses

# Self Study Courses

# Soft Skills

# Internship

# Core course - 4 credits

Elective course - 3 credits

Internship - 2 credits

Soft skills - 2 credits

**7. COMPONENTS :**

Core Courses minimum 15X 4 = 60 credits ( mandatory)

Electives minimum 7X3 = 21 credits ( mandatory)

Elective 5 subjects

Inter Disciplinary 2 subjects

Self Study Courses maximum 9 credits (not mandatory)

Soft Skills minimum 8 credits ( mandatory)

Internship minimum 2 credits( mandatory)

In order to qualify a 2 year M.A programme the student has to acquire 91 credits

**Method of Subject Evaluation**

Sessional I	Sessional II	End Semester Examination	Total	Grade
25	25	75	100	

S. No.	Course Components	Name of Course	Semester	Inst. Hours	Credits	Exam		Max. Marks	
						HRS	CIA	External	
	Core Paper-1	Administrative Thinkers	I	4	4	3	25	75	
	Core Paper-2	Organization Theory and Management	I	4	4	3	25	75	
	Core Paper-3	Introduction to Political Science	I	4	4	3	25	75	
	Core Paper-4	New Public Management	I	4	4	3	25	75	
	Elective Paper-1	Social Welfare & NGO Management	I	3	3	3	25	75	
	Soft Skills-1	Introduction to Soft Skill	I	2	2				
	Core Paper-5	Public Policy	II	4	4	3	25	75	
	Core Paper-6	Human Resource Management	II	4	4	3	25	75	
	Core Paper-7	Indian Administration	II	4	4	3	25	75	
	Core Paper -8	Public Financial Administration	II	4	4	3	25	75	
	Elective Paper-2	Media and Public Relation	II	3	3	3	25	75	
	Elective -3	Public Administration for Competitive Examinations(Interdisciplinary subject)	II	3	3	3	25	75	
	Internship	-	During Summer	-	2	-	-	-	
	Soft Skills	Communications Skills	II	4	2				
	Core Paper- 9	Environmental Administration in India	II I	4	4	3	25	75	
	Core Paper-10	Research Methodology	II I	4	4	3	25	75	
	Core paper-11	Development Administration	II I	4	4	3	25	75	
	Core Paper-12	Local Government in India	II I	4	4	3	25	75	
	Elective Paper-4	Human Rights	II I	3	3	3	25	75	
	Elective Paper-5	LabourWelfare Admin (Interdisciplinary subject)	II I	3	3	3	25	75	
	Soft Skills	Presentation Skills	II I	2	2				
	Core Paper-13	Administrative law	I V	4	4	3	25	75	
	Core Paper-14	International Organisation & Administration	I V	4	4	3	25	75	
	Core Paper-15	Project	I V	4	4	=	40	60	
	Elective Paper-6	E- Governance	I V	3	3	3	25	75	



	Elective Paper-7	Gender and Governance	I V	3	3	3	25	75
	Soft Skills	Public Speaking	I V	2	2			
Total credits: 91								

<b>Programme:</b>	M.A.Public Administration		
<b>Program code:</b>	PA		
<b>Duration:</b>	2 years		
<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>C/E/S</b>	<b>CREDIT</b>
<b>Ist SEMESTER</b>			
PAC 101	Administrative Thinkers	C	4
PAC 102	Organization Theory and Management	C	4
PAC 103	Introduction to Political Science	C	4
PAC 104	New Public Management	C	4
<b>IInd SEMESTER</b>			
PAC 105	- Public Policy	C	4
PAC 106	Human Resource Management	C	4
PAC 107	Indian Administration	C	4
PAC 108	Public Financial Administration	C	4
<b>IIIrd SEMESTER</b>			
PAC 109	Environmental Administration in India	C	4
PAC 110	Research Methodology	C	4
PAC 111	Development Administration	C	4
PAC 112	- Local Government in India	C	4

**IVth SEMESTER**

PAC 113	Administrative Law	C	4
PAC 114	International Organisation &Org	C	4
PAC 115	Project	C	4

### THIRD SEMESTER

<b>Course</b>	<b>Core 9 PAC 109</b>
<b>Title of the Course</b>	<b>ENVIRONMENT ADMINISTRATION IN INDIA</b>
<b>Credits</b>	<b>4</b>
<b>Course Objectives:</b>	<b>To create environment sensitivity and to make the students responsible both to the national and international legal norms.</b>

**Course Outcomes:**

- To impart the knowledge of environment education.
- To inculcate the knowledge of Biodiversity and legislations pertaining to it.
- To create awareness about causes and sources of pollution and to know about the environment agencies involved in India.
- To make the students analyze about the climate change in the current scenario.
- To study about the judicial and media intervention in the protection of environment.

<p><b>UNIT – I Introduction</b> Meaning , Nature and Significance of Environment Administration</p>
<p><b>UNIT – II Conservation</b> Biodiversity – Types of Biodiversity - Importance of Biodiversity – Reasons for Loss of Biodiversity – National Guidelines - Legislations and other Programmes</p>
<p><b>UNIT – III Environmental Pollution &amp; Degradation</b> Types of Pollution &amp; Pollutants – Impact of Pollution &amp; Degradation – Causes/Sources of Pollution&amp;Degradation – National Environment Agencies.</p>
<p><b>UNIT – IV Environment Impact Assessment</b> EIA - Indian Guidelines &amp; Legislations – EIA Process – Need and Benefits of EIA – Shortcomings of EIA in India – Measures to Make EIA Effective</p>
<p><b>UNIT – V Environmental Management</b> India’s Participation in International Conventions –Climate Change in the current scenario - Public Interest Litigation – Stakeholders – Community Participation – Media Intervention.</p>

<p><b>Course Objectives</b> Recall(K1)- List, Identify,Enumerate, Define</p> <p>Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize</p> <p>Apply Knowledge(K3)-Interpret, Calculate, Select, Employ, Generalize</p> <p>Analyze and Evaluate(K4 and K5)-Compare and Contrast, Differentiate,Evaluate,Critically Assess</p> <p>Create(K6)-Conceive, Theories,Conceptualize etc.</p>	<p><b>K1. Identify the concepts relating to environment.</b></p>
	<p><b>K2. Outline the National Guidelines for Biodiversity.</b></p>
	<p><b>K3. Interpret International convention on Environment and their influence in India</b></p>
	<p><b>K4. Evaluate the Impact of Pollution and differentiate Pollution and Degradation.</b></p>
	<p><b>K5. Critically Assess the Environment Impact Assessment.</b></p>
	<p><b>K6. Conceptualize the context of environment.</b></p>

**Reference Book:**

Environment Development – challenges and Opportunities, Jagbir Singh, I.K. International Pvt.Ltd., New Delhi, 2005.

Environment Law and Protection, Dr.AvinashChiranjeev, er.Anil Kumar Jamwal, JnanadaPrakashan, New Delhi,2008.

Ecology and Environment, P.D. Sharma, RastogiPublications,Reprint 2018-2019

Environmental Issues in India- A Reader, Mahesh Rangarajan, Pearson Education India, 2006.

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>

<b>Course</b>	<b>Core 10 PAC 110</b>
<b>Title of the Course</b>	<b>RESEARCH METHODOLOGY</b>
<b>Credits</b>	<b>4</b>
<b>Course Objectives:</b>	<b>Students can explore knowledge in various fields by conducting research using techniques and tools .</b>

**Course Outcomes:**

1. To create knowledge about various types of research.
2. To make the students to Write Clear Project Proposal.
3. Students can conduct research with the knowledge of data collection and interpretation.
4. Students can do research with tools like latex.
5. Students will learn ethics in research.

<p><b>UNIT – I</b>  <b>Introduction to Research Methodology:</b> Meaning of Research, Objectives of Research, types of Research, Research Approaches, Significance of Research, Research and Scientific Methods, Research Process, Criteria of Good Research  <b>Research Problem:</b>Defining the Research Problem: Concept and need, Identification of Research problem, defining and delimiting Research problem</p>
<p><b>UNIT – II</b>  <b>Research Questions and Hypothesis:</b> Variables and their linkages, characteristics of good Hypothesis. Research question and formulation of hypotheses- types of hypotheses, Basis for hypotheses.  <b>Research Design:</b> Concept and Importance in Research, Features of a good research design, Exploratory ResearchDesign - concept, types and uses, Descriptive Research Designs - concept, types and uses, Experimental Design, Concept of Independent &amp; Dependent variables.</p>
<p><b>UNIT –III</b>  <b>Sampling:</b> Probability and Non-Probability sampling- types and criteria for selection. Developing sampling Frames  <b>Measurement:</b> Concept of measurement– what is measured? Problems in measurement in research – Validity and Reliability. Levels of measurement – Nominal, Ordinal, Interval, Ratio.</p>
<p><b>UNIT –IV</b>  <b>Methods of Data Collection:</b> Sources of data-Use of secondary data-Methods of collecting primary data-Observation-Interviews, Questionnaires and Schedules.  <b>Processing and Analysis of Data:</b> Processing Operations – Types of Analysis-Presentation and Interpretation of DataEditing, Classification and Tabulation-Interpretation</p>

<p><b>Course Objectives</b>  Recall(K1)- List, Identify,Enumerate, Define   Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize  Apply Knowledge(K3)-Interpret, Calculate,</p>	Identify Research Methods
	Describe about Research Questions and Hypothesis
	Employ various sampling methods in research.

Select, Employ, Generalise Analyze and Evaluate(K4 and K5)-Compare and Contrast, Differentiate,Evaluate,Critically Assess Create(K6)-Conceive, Theories,Conceptualize etc.	Compare Descriptive and Analytical Research.
	Differentiate Questionnaire and Interview
	Conceptualize Research Ethics.

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	M	S	S	S	S	S	M	M
<b>CO2</b>	S	S	S	S	M	S	S	S	M	M
<b>CO3</b>	S	S	S	S	S	S	S	M	S	S
<b>CO4</b>	S	S	S	S	M	S	S	S	S	M
<b>CO5</b>	S	S	S	M	M	S	S	S	M	S



<b>Course</b>	<b>Core 11 PAC 111</b>
<b>Title of the Course</b>	<b>DEVELOPMENT ADMINISTRATION</b>
<b>Credits</b>	<b>4</b>
<b>Course Objectives:</b>	<b>To create knowledge to know about the current status of India and to develop it more by bringing change in the social, economic and political context.</b>

**Course Outcomes:**

1. Students can learn about the significance of development.
2. Students can study development in various context like social, economic, political etc..
3. Students will learn about the Impact of Liberalization on development.
4. Ideas imparted on Ecological dimensions of Development Administration to students.
5. Knowledge imparted about international development concept like UN Sustainable development.

<p><b>UNIT – I : INTRODUCTION</b>  Meaning, nature and scope of Development Administration – Significance of Development Administration- Characteristics – Elements.</p>
<p><b>UNIT – II: CONTEXT</b>  Types of Development Administration - Political context – Economic Context – Social Context – Changing nature of Development Administration</p>
<p><b>UNIT – III: CONCEPT OF DEVELOPMENT</b>  Changing profile of development administration - Anti Development Thesis - Bureaucracy and Development – Strong State Versus the market debate – Impact of liberalization on administration in developing countries</p>
<p><b>UNIT – IV: THEORIES AND MODELS</b>  Riggs model of Development administration – Ecological dimensions of Development Administration – Theories and assumptions of Development Administration.</p>
<p><b>UNIT – V : SUSTAINABLE DEVELOPMENT</b>  UN Sustainable Development Goals – India and SDG - Human Development – Gender Development – the self help group movement</p>

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**BOOKS FOR REFERENCE**

1. Paleker, S.A. Development Administration, PHI Learning, New Delhi, 2012
2. Hari Mohan Mathur, Administering Development in Their World Constraints and Choices, New Delhi, Sage Publications in India Pvt Ltd., 1986
3. Chaturvedi, T.N, Development Administration, IIPA, 1984
4. Fred W.Riggs, Frontiers of Development Administration, Durham; Duke University Press, 1970.
5. Prayag Mehta, Bureaucracy, Organizational Behavior and Development, Sage Publications India Pvt.Ltd.,

<b>Course Objectives</b> Recall(K1)- List, Identify,Enumerate, Define  Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize Apply Knowledge(K3)-Interpret, Calculate, Select, Employ, Generalise Analyze and Evaluate(K4 and K5)-Compare and Contrast, Differentiate,Evaluate,Critically Assess Create(K6)-Conceive, Theories,Conceptualize etc.					K1. Identify the scope and significance of Development Administration.					
					K2. Understands the context and changing nature of development administration.					
					K3. Employ the role of bureaucracy and interpret the impact of liberalization.					
					K4. Analyses Riggs model of Development Administration and Evaluate the theories of Development Administration					
					K5.Compare UN Sustainable goal with Indian Development Goals					
					K6.Conceptualize Gender Development in India.					
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	S	M	S
<b>CO2</b>	M	M	S	S	M	S	M	M	S	S
<b>CO3</b>	S	S	S	S	S	S	M	M	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	M	M
<b>CO5</b>	M	M	S	S	S	S	S	S	S	S

<b>Course</b>	<b>Core 12 PAE 112</b>
<b>Title of the Course</b>	<b>LOCAL GOVERNMENT IN INDIA</b>
<b>Credits</b>	<b>4</b>
<b>Course Objectives:</b>	<b>Students will learn the significance of local government and how it works according to the Constitutional directions.</b>

**Course Outcomes:**

1. To impart knowledge of decentralization in line with democracy.
2. To create awareness about the involvement of Ministry and various agencies in the administration of local and urban government.
3. To make students to understand constitutional directions in local governance.
4. Students will identify the Control over rural and urban local bodies
5. Students will gain the knowledge towards the accountability of local bodies in implementing schemes and programmes.
6. To study the local government in the context of globalization.

**UNIT- I**

**Local Government:** Meaning, Nature and Importance – Historical Developments and Land Marks in the growth of Local Government

**Democracy** – Types, Basic Principles

**Theory of Decentralization** - Decentralization, Delegation, Deconcentration and Devolution

- Elements of Decentralization and Democratic Development

- Hurdles for Decentralization and trends of Recentralization

**UNIT- II**

**Committees and Recommendations**

Community Development Programmes – Important Committees: Balwant Rai Mehta (1957), Ashok Mehta (1978), G.V.K. Rao (1985), LM Singhvi (1986)

**Ministry and Agencies for Rural Development**

Ministry of Rural Development in India – Organization, Structure and Functions

State Institute for Rural Development and Panchayati Raj (SIRD)

The District Rural Development Agency (DRDA)

**UNIT - III**

**Rural Local Government** - 73<sup>rd</sup> Amendment Act (1992) - Major Features - 11<sup>th</sup> Schedule of the Constitution – Significance of Gram Sabha – Resources for Panchayati Raj Institutions (PRI) - Difficulties and Issues in functioning – Suggestions for empowerment of PRIs

**UNIT - IV**

**Urban Local Government** – Emerging trends of Urbanization in India, 74<sup>th</sup> Amendment Act (1992) – Major Features – 12<sup>th</sup> Schedule of the Constitution - Types of Urban Local Government Institutions (LGI) – Major sources of revenue – Difficulties and Issues in functioning.

**UNIT – V**

**Accountability and Control** - Executive Control, Legislative Control and Financial Control - State and Local Government Relations - Human Resource Management at Local level  
**Issue Areas** - Functional and Financial Imbalance - Official and Non-Official Relationship - Reforms Process: Retrospect and Prospect - Local Governments in the context of Globalization

**BOOKS FOR REFERENCE**

1. Maheswari, Sriram, Local Government in India, LakshmiNarainAgarwal, 2008.
2. Mathew G and Jain L. C (Eds.), Decentralisation and Local Governance, Orient Blackswan, 2005.
3. NirajaGopalJoyal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.
4. Sachdeva, Pradeep, Local Government in India, Pearson Education India, 2011.
5. Amarendra, Poverty, Rural Development and Public Policy (Deep and Deep Publishers, New Delhi)
6. PattanayakRaimann, Local Government Administration Reform (Anmol Publications Ltd. New Delhi)
7. Mathur B.L., Rural Development and Co-operation (RBSA Publishers, Jaipur)

<p><b>Course Objectives</b>  Recall(K1)- List, Identify, Enumerate, Define   Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize  Apply Knowledge(K3)- Interpret, Calculate, Select, Employ, Generalise  Analyze and Evaluate(K4 and K5)- Compare and Contrast, Differentiate, Evaluate, Critically Assess  Create(K6)- Conceive, Theories, Conceptualize etc.</p>	<ol style="list-style-type: none"> <li>1. Identify the role of democracy in developing local government.</li> <li>2. Outline the role of ministry in bringing up the rural governance.</li> <li>3. Interpret Constitutional provisions with local government.</li> <li>4. Evaluate the Accountability of local official in implementing welfare schemes</li> <li>5. Assess Control methods adopted by the Government to monitor local government</li> </ol>
	<ol style="list-style-type: none"> <li>6. Conceptualize local government in the context of globalization.</li> </ol>



	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	m	S	m
<b>CO2</b>	S	S	S	S	S	S	S	S	m	m
<b>CO3</b>	S	S	S	S	S	S	S	m	S	S
<b>CO4</b>	S	S	m	S	S	S	S	S	S	S
<b>CO5</b>	S	S	m	m	S	S	S	m	S	m

<b>Course</b>	<b>Elective4 - PAE104</b>
<b>Title of the Course</b>	<b>HUMAN RIGHTS</b>
<b>Credits</b>	<b>3</b>
<b>Course Objectives</b>	<b>Students come out with the knowledge of human rights issues in India and international conventions working pertaining to it</b>

**Course Outcome:**

1. To introduce human rights concepts and philosophies among students.
2. Students utilize the human rights theories in projects.
- 3.Helps the students to understand current human rights issue in the country and international instruments protects human rights
4. Students learn the challenges in the protection of human rights.
5. Students acquire the knowledge of Intellectual Property Rights

<b>UNIT I – INTRODUCTION</b> Meaning , Nature, Scope of Human Rights – Categorization of Rights - Theories of Human Rights.
<b>UNIT II – INTERNATIONAL PERSPECTIVE</b> UNO – UDHR – ICCPR – ICESCR – International Conventions
<b>UNIT III- NATIONAL PERSPECTIVE</b> Indian Constitution – Fundamental Rights - Constitutional Remedies – Directive Principles of State Policy – National Human Rights Commission – State Human Rights Commission – Human Rights Court.
<b>UNIT IV – HUMAN RIGHTS ISSUES IN INDIA</b> Rights of Older Persons – Women’s Rights - Transgender Rights – Children Rights – Prisoners Rights – Refugees Rights – Dalit Rights – Minorities Rights.
<b>UNIT V – HUMAN RIGHTS PROTECTION AND PROMOTION</b> Human Rights and International NGOs- Human Rights and NGOs in India – Intellectual Property Rights – Media and Human Rights – Challenges of Human Rights.

Course Objectives	K1 List out the various categories of rights.
	K2 Outline the international Perspectives of Human Rights
	K3 Interpret Indian Constitution and human rights.
	K4 Compare the human rights in the National and International Perspective.
	K5 Critically assess the issues of human rights in India
	K6Conceptualize the Challenges of human rights



## **BOOKS FOR REFERENCE**

1. Lohit D. Naikar, The Law Relating to Human Rights – Global,Regional and National, PULIANI and PULIANI Publishers. 2004 New Edition.
2. Human rights Tasks, duties and Functions, A.N. Roy, Aavishkar Publishers, Distributors, Jaipur,2007.
3. Human Rights, N.Jayapalan,Atlantic Publishers & Distributors(P) LTD, New Delhi, 2017.
4. Women and Human Rights, S.K.Pachauri, A.P.H.Publishing Corporation, New Delhi, 2010.
5. Human Rights in India, Dr.Arun Kumar singh, AAYU Publications,New Delhi, 2016.
6. Human Rights and World Politics, S.K.Verma,Manglam Publications Delhi, 2012.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	M	M	S	S	S	S	M	M
CO4	S	S	S	S	S	S	S	S	S	S
CO5	M	M	S	S	S	S	S	S	M	M

**Elective 5 – PAE105 Labour Welfare Administration( Interdisciplinary subject)**

<b>Course I</b>	<b>ELECTIVE 5 PAE105 ( Interdisciplinary subject)</b>
<b>Title of the Course:</b>	<b>LABOUR WELFARE ADMINISTRATION</b>
<b>Credits:</b>	3
<b>Course Objectives:</b>	The objective of this paper is to familiarize the students to explore the meaning of labour welfare administration and the issues involved in it and also about the welfare programmes implemented in India.

**Course Outcomes:**

- This course aims to equip the students by introducing Labour Laws.
- To impart knowledge about various issues related to Labour Welfare.
- Students will learn about the structure and governance of International Labour Organization.
- Understand about the importance, objectives and problems of Trade Union
- Understand the brief review of Labour Welfare Programmes in India.

<b>Unit 1</b>	Introduction to Labour Welfare
	Definition and Meaning - Nature and Scope - Objectives of Labour Welfare - Difference between labour Welfare and Social work
<b>Unit 2</b>	: Issues in Labour Welfare
	Importance of Labour Welfare - Classification of Labour Problems - Problems of Child Labour- Problems of Female Labour
<b>Unit 3</b>	International Labour Organization ( ILO) and India
	Objectives, Structure and Governance of ILO - Achievements of ILO – Conventions, Resolutions - International Labour Standards - ILO and Indian Labour Welfare – Youth Development Policy of HRD
<b>Unit 4</b>	Trade Union and Labour Welfare
	Definition, Meaning and Objectives of Trade Union - Importance and Functions of Trade Union - Role of Trade Union in Labour Welfare - Problems of Trade Union Movement
<b>Unit 5</b>	Labour Welfare Programmes in India

Brief Review of Labour Welfare Programmes- New Economic Policy after 1991 and Labour Welfare - Labour Welfare Problems of Organized Sector - Labour Welfare Problems of Unorganized Sector

<b>Course Objectives</b>	K1. To explain the meaning, nature, scope and objectives of Labour Welfare Administration
<b>Recall (K1)</b> – List, Identify, Enumerate, Define	K2. To identify the importance of labour welfare and identify the problem of child and female labour,
<b>Understand/Comprehend (K2)</b> – Describe, Explain, Outline, Briefly Summaries	K3. To know about the International Labour Organisation's objectives, structures and governance
<b>Apply Knowledge (K3)</b> – Interpret, Calculate, Select, Employ, Generalize	K4. To understand the meaning, objectives and functions, role and problems of Trade Union
<b>Analyze and Evaluate (K4 and K5)</b> – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea	K5. To Conceptualise the Labour WELFARE Programmes in India
<b>Create (K6)</b> – Conceive, Theories, Conceptualize etc.,	

**Recommended Readings:**

- Kannapon, S.C, (1993), Employment Problems and Urban Labour Markets in Development Economy, Vol-I &II, Macmillan, London
- 2. Papola, T.S and Sharma A.N. 9Eds) (1999), Gender and Employment in India, Vikas Publishing House, New Delhi
- 3. Deshpande L.K and Sandesara J.C (Eds), (1970), Wage Policy and wages determination in India, Bombay University Press, Bombay
- 4. Memoria, C.B. (1966), Labour Problems and Social Welfare in India, KitabMahal, Allahabad
- 5. Punekar, S.D. (1978), Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Publishing House, Bombay

[ Follow the same pattern for all courses ]

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	S	S	S	M	S	M	S	S	M
CO 3	S	M	M	S	S	M	S	S	S	M
CO 4	S	S	M	S	M	S	S	M	S	S
CO 5	S	S	S	S	S	M	S	S	M	S

**S-Strong**

**M-Medium**

**L-Low**

<b>FOURTH SEMESTER</b>	
<b>Course 1</b>	<b>Core 13 PAC 113</b>
<b>Title of the Course:</b>	<b>ADMINISTRATIVE LAW</b>
<b>Credits:</b>	<b>4</b>
<b>Course Objectives :</b>	This paper focuses on the nature, meaning and significance of the administrative law, development of administrative law. It explains the growth and development of administrative law and rule of law under the Indian Constitution. It also distinguishes between Administrative tribunals and courts and illustrates on the Principles of Natural Justice.

**Course Outcomes:**

- Developing an understanding of principles of natural justice, rule of law, administrative legislation, adjudication and much more.
- Distinguishing between constitutional law, administrative law and droit administration
- Delineating the concept, merits and demerits of administrative tribunals and especially Central Administrative Tribunal
- Helps to gain an insight on the various types of delegated legislation and the role and functions of the Ombudsman

<b>Unit 1</b>	<b>Administrative Law &amp; Droit Administration</b>
<b>Administrative Law :</b> Nature - Scope - Reasons for the growth and development of Administrative Law - Constitutional Law and Administrative Law. Rule of Law: Meaning - Rule of Law and Administrative Law - Rule of Law under the Indian Constitution. <b>Droit Administration :</b> Meaning and Development - Conseil D'Etat of France. Doctrine of Separation of Powers: Historical Background - Meaning and Importance - Separation Of Powers in U.S.A., U.K., and India.	
<b>Unit 2</b>	<b>Delegated Legislation &amp; Control Over Delegated Legislation</b>
<b>Delegated Legislation:</b> Meaning - Growth of Delegated Legislation, Permissible and Impermissible Delegation - Types of Delegated Legislation: Normal type, Exceptional type, Henry VIII th Clause, Delegated Legislation excluding Judicial Review. <b>Control Over Delegated Legislation .</b>	
<b>Unit 3</b>	<b>Administrative Tribunals and Administrative Adjudication &amp; Principles of Natural Justice</b>
<b>Administrative Tribunals and Administrative Adjudication:</b> Meaning of Administrative Tribunals - Salient features - Distinction between Administrative Tribunals and Courts. <b>Principles of Natural Justice - "Doctrine of Bias" :</b> Meaning and Scope - Types of Bias.	
<b>Unit 4</b>	<b>Ombudsman, Judicial Control over Administrative Action &amp; Constitutional Remedies</b>

<b>Ombudsman:</b> Needs and Importance - Office of Ombudsman - Lokpal and Lokayukta - The Central Vigilance Commission.	
<b>Judicial Control over Administrative Action:-</b> General Principles - Judicial Review in India.	
<b>Constitutional Remedies :</b> Writ of Habeas Corpus -Writ of Mandamus- Writ of Certiorari - Writ of Prohibition - Writ of Quo-Warranto	
<b>Unit 5</b>	<b>Public Interest Litigation, Equitable Remedies &amp; Government in Torts and Contracts</b>
<b>Public Interest Litigation:</b> Meaning of Public Interest Litigation - Growth of Public Interest Litigation - Characteristics of Public Interest Litigation <b>Equitable Remedies:</b> Injunction. - Declaratory Action - Action for Damages Suits against <b>Government in Torts and Contracts:</b> Liability for Torts - Act of State	

<b>Expected Outcomes :</b>	
On the successful completion of the course, students will be able to:	
<p><b>Expected Outcomes :</b> On the successful completion of the course, students will be able to:</p> <p><b>Course Objectives</b> <b>Recall(K1)</b>-List,IdentifyEnumerate,Define</p> <p><b>Understand/Comprehend(K2)</b> -Describe,Explain,Outline, Briefly Summarise</p> <p><b>Apply Knowledge(K3)</b> - Interpret, Calculate,Select,Employ, Generalise</p> <p><b>Analyze and Evaluate(K4 and K5)</b>- Compare and Contrast,Differentiate ,Evaluate,Criticallyassess,Review an Idea</p> <p><b>Create(K6)</b>-Conceive,Theories,Conceptualise etc.</p>	<p><b>K1.</b> Define the concepts and principles of administrative law</p>
	<p><b>K2.</b> Explain them understand the working of the administrative institutions within the norms of good governance and accountability</p>
	<p><b>K3.</b>Interpret the administrative law to complex legal problems and criticize the operation of administrative law from a theoretical perspective through individual work</p>
	<p><b>K4.</b> Critically assess the working of the administrative of law</p>
	<p><b>K5.</b>Evaluate the impact and operation of administrative law from policy perspective and identify and explain the government accountability for the exercise of people power</p>

### Recommended Readings:

- KailashRai, Administrative Law, Allahabad Law Agency, Faridabad, 2000.
- Kesari U.P.D., Administrative Law, Central Law Publications, Allahabad,2004.
- Kesari U.P.D., Lectures on Administrative Law, Central Law Publications, Allahabad, 1995.
- Massey.I.P., Administrative Law, Eastern Book Company, New Delhi, 2006.
- Durga Das Basu, V. R. Manohar, BhagabatiProsadBanejee, Shakeel Ahmad Khan, Introduction to the Constitution of India, Lexis Nexis, Nagpur, 2008

- William Wade, C. F. Forsyth, Administrative Law, Oxford University Press, United Kingdom, 2014
- K. Takwani, Lectures on Administrative Law, Lexis Nexis, Nagpur, 2016.
- P.Mittal, Principles of Constitutional & Administrative Law, Book Corporation Board, Kolkata, 2017.
- S P Sathe, Administrative Law, Lexis Nexis, Nagpur, 2010

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes(PO) in the 3-point scale of strong, Medium and low**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	S	S	S	M	S	S	M	S	M	S
<b>CO 2</b>	S	S	M	S	M	S	M	M	S	M
<b>CO 3</b>	S	S	M	S	M	M	S	S	S	M
<b>CO 4</b>	S	S	M	S	M	S	S	M	S	S
<b>CO 5</b>	S	S	S	S	S	M	S	S	M	S

**Strong      M-Medium      L-Low**



<b>Course I</b>	<b>Core14 - PAC 114</b>
<b>Title of the Course:</b>	<b>INTERNATIONAL ORGANIZATION AND ADMINISTRATION</b>
<b>Credits:</b>	<b>4</b>
<b>Course Objectives :</b>	This paper deals with theoretical nature and evolution of international organization in general and role of important international organizations such as UN and different regional organizations.

**Course Outcomes:**

- It enables to Identify the non-state actors and recent global trends and issues  
To learn the nature and meaning of the international organizations
- To learn the composition and powers of international organizations.
- To impart education of international view of the politics
- To make students to learn the impact of the international organizations on national life.

<b>Unit 1</b>	
Global governance and Institutions in a changing world-Promises of International Institutions.	
<b>Unit 2</b>	
Theories of International Organisations- Realist Theory-Power based theories-Liberal Institutional Theories- Organisational Theories.	
<b>Unit 3</b>	
Pathologies of International Organisations- Non State actors in Global Governance	
<b>Unit 4</b>	
Global Financial Institutions-IMF,WB,Regional and Multilateral Trade Institutions,WTO	
<b>Unit 5</b>	
International Environmental Institutions-Environmental Regulations	

<b>Expected Outcomes :</b>	
On the successful completion of the course, students will be able to:	
<b>Course Objectives</b>	<b>K1.</b> Identify the major International Organisations
<b>Recall(K1)</b> -List,IdentifyEnumerate,Define	<b>K2.</b> Promote further study of the

<p><b>Understand/Comprehend(K2)</b> - Describe, Explain,Outline,Briefly Summarise</p> <p><b>Apply Knowledge(K3)</b> - Interpret, Calculate,Select,Employ,Generalise</p> <p><b>Analyze and Evaluate(K4 and K5)</b>- Compare and Contrast,Differentiate ,Evaluate,Criticallyassess,Review an Idea</p> <p><b>Create (K6)</b>-Conceive,Theories,Conceptualise etc.</p>	European Union and the United Nations
	<b>K3.</b> Analyse the powers and areas of operation of International Organizations
	<b>K4.</b> Evaluate economic relations of various countries through the International Organizations
	<b>K5.</b> Conceive the theoretical nature and evolution of International organizations in general and specially with important international organisations such as UN and different regional organizations

### Recommended Readings :

Khanna.V.N., International Relations, Vikas Publishing House, U. P(Noida), 2008.

- KalpanaRajaram (Ed.) International Organization, Conferences and Treaties, Spectrum Books Ltd., New Delhi,2005.
- PrakashChander and PremArora,Comparative Politics and International Relations,Cosmos Book Hive(P) Ltd., New Delhi, 2003
- Evan Luard,The United Nations Howit works and What it Does, The Macmillan Press Ltd., New Delhi, 1982.
- RadheyShyam, International Relations, Educational Publishers, Delhi,1993
- IshwarChanderDhingra., International Organizations, Priority Publisher, New Delhi, 2015.
- Spectrum Team., International Organizations Conferences and Treaties, Spectrum Publishers, New Delhi, 2016.
- KalpanaRajaram., International Organization: Conferences and Treaties, Spectrum Books, New Delhi, 2013.

### Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes(PO) in the 3-point scale of strong, Medium and low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	S	M	S	S	S	S	M	S	M	S
<b>CO 2</b>	S	S	M	S	M	S	S	M	S	M
<b>CO 3</b>	S	S	M	S	M	M	M	S	S	S
<b>CO 4</b>	S	S	S	S	M	M	S	S	S	M
<b>CO 5</b>	S	M	S	M	S	S	S	S	M	S

**S-Strong M-Medium L-Low**

**Project Core 15PAC 115( In lieu of 1 core subject )**

<b>Course I</b>	<b>Elective 6 PAE 106</b>
<b>Title of the Course:</b>	<b>E. GOVERNANCE</b>
<b>Credits:</b>	<b>3</b>
<b>Course Objectives :</b>	<b>The objective of this paper is to understand the trends of e-governance and the Union, State and Local level projects. This paper focuses on the services of e-governance in various sectors and points out the major issues and challenges of e-governance. The subject would enable to understand the contributions of Information and Telecommunication technologies in Public Administration</b>

**Course Outcome:**

- Students would be familiar with the trends of e-governance and the Union, State and Local level projects
- Gain knowledge to deal with the challenges like digital divide, infrastructural deficiencies etc.

<b>Unit 1</b>	<b>E-Governance</b>
Definition, Meaning , Scope and Importance, Traditional Governance -Need For Reform - Re-Engineering And Government Process - Government Policy On E-Governance, Citizen Centric Government -E-Government Services.	
<b>Unit 2</b>	<b>Trends in E-Governance</b>
Concept of Public Private Partnership-Technology Frame work for E-governance, E-government and E-Governance, E-Governance and Good Governance.	
<b>Unit 3</b>	<b>Prospects of E-governance at Union , State and local level &amp;E- governance in Rural Local Bodies</b>
National E-Governance Plan -Central Mission Mode Projects-State Mission Mode Projects-Integrated Mission Mode Projects -Implementation Strategy -Components - IT Act 2000, National E-Governance Plan Programme Management Unit- National Informatics Center — Information Technology Enabled Service (ITES)	
E- governance in Rural Local Bodies: Urban Local Bodies-E-Management of Development Projects at Rural and Urban local bodies (JNNURM) -Effective Service Delivery through E-Governance -Transparency and Accountability at Grass root Level	
<b>Unit 4</b>	<b>Role of E-Governance in various sectors</b>
Major E-governance Projects: Gyandoot, Warna, E-choupal, E-Bhoomi, E-Governance in Noida City, Raj Nidhi, RakshaBhoomi. E-Seva (Electronic Citizen Services) -PDS, transport, agriculture, Health, Education, Judiciary, ELCOT	
<b>Unit 5</b>	<b>Issues and Challenges of E-governance</b>
Women and E-Governance - Cyber Security- Surveillance - Socio -Economic Issues -Digital	

Divide -Socio- Political implications of E-Governance -Issues of integration -Networking with NGOs, CBOs -Challenges of e-Governance.

**Expected Outcomes :**

On the successful completion of the course, students will be able to:

<p><b>Course Objectives</b>  <b>Recall(K1)</b>-List,IdentifyEnumerate,Define  <b>Understand/Comprehend(K2)</b>          - Describe, Explain,Outline,Briefly Summarise  <b>Apply Knowledge(K3)</b> - Interpret, Calculate,Select,Employ,Generalise  <b>Analyze and Evaluate(K4 and K5)</b>- Compare and Contrast,Differentiate ,Evaluate,Criticallyassess,Review an Idea  <b>Create(K6)</b>-Conceive,Theories,Conceptualise etc.</p>	<p><b>K1.</b> Define the meaning scope and importance of e-governance and Citizen Centric Government</p>
	<p><b>K2.</b> Explain them and understand the trends in e-governance</p>
	<p><b>K3.</b>Interpret the Prospects of E-governance at Union , State and local level &amp;E- governance in Rural Local Bodies</p>
	<p><b>K4.</b> Evaluate the role of e-governance in different sectors</p>
	<p><b>K5.</b>Evaluate the issues and challenges of e-governance including issues of integration</p>

**Recommended Readings:**

- Ashok Agarwal (Ed.), Governance -Case Studies, University Press India Pvt.Limited,Hyderabad, 2007.
- Srinivas Raj .B., E-Governance Techniques —Indian and Global Experiences, New Century Publications, New Delhi, 2008.
- SubhashBhatnagar, Unlocking E-Government Potential -Concepts, Cases andpractical Insights, Sage Publications, New Delhi, 2009.
- Desai.G.,Information Growth and Economic Growth, Rawat Publications, Jaipur,2005.
- Parthasaiadhi;Y.,E-governance and Indian Society, Kanishka, New Delhi, 2009.
- Prabhu, E - Governance: Concepts and Case Studies- 2 nd Edition, Prentice Hall India, Learning Private Limited, 2012.
- PankajSharma,E-governance ,Ashish Publishing House, New Delhi, 2004
- M. Laxmikanth, Governance in India Second Edition, McGraw Hill Publication,New Delhi, 2014.
- Uttam Kr Pegu, E-governance in India: Concept, Initiatives and Challenges,LapLambert Academic Publishing, 2017.
- Paneervel, E-Governance: A Change Management Tool, Rawat Publications, Jaipur,2005.
- Vasu Deva, E-Governance, Commonwealth Publishers, New Delhi, 2005.
- Dr.AshokPurohit, E-Governance, Mohit Books International, New Delhi, 2012

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes(PO) in the 3-point scale of strong, Medium and low**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	S	M	S	S	S	S	M	S	M	S
<b>CO 2</b>	S	S	M	S	M	S	S	M	S	M
<b>CO 3</b>	S	S	M	S	M	M	M	S	S	S
<b>CO 4</b>	S	S	S	S	M	M	S	S	S	M
<b>CO 5</b>	S	M	S	M	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**



<b>Course I</b>	<b>Elective -7 PAE 107</b>
<b>Title of the Course:</b>	<b>GENDER AND GOVERNANCE</b>
<b>Credits:</b>	<b>3</b>
<b>Course Objectives :</b>	<b>In order to deepen the democracy at the local, national and international level, it is important to ensure that women and men are equally represented in the decision making process. This paper helps to understand the historical progress of women and discusses the status of women employees at various levels.</b>

**Course Outcomes:**

- Creates awareness about various policies pertaining to gender.

It enables to understand the status of women.

<b>Unit 1</b>	
Status-power-leadership-legitimacy and change-gender inequalities in earnings and employment	
<b>Unit 2</b>	
Policies towards families-gender and development-gender based analysis-glass ceiling	
<b>Unit 3</b>	
Strategies that have influenced policies-Women's historical progress as public employees	
<b>Unit 4</b>	
Status of women employees in federal,state and local governments-Leadership	
<b>Unit 5</b>	
Gender responsive budgeting-Mainstreaming gender in organisations and budgeting.	

<b>Expected Outcomes :</b>	
On the successful completion of the course, students will be able to:	
<b>Course Objectives</b>	<b>K1.</b> Define Gender and Governance and identifying the status, power, legitimacy and gender inequalities in various sectors
<b>Recall(K1)</b> -List,IdentifyEnumerate,Define	<b>K2.</b> Understanding the Policies towards families-gender and development-gender based analysis-glass ceiling
<b>Understand/Comprehend(K2)</b> - Describe, Explain,Outline,Briefly Summarise	
<b>Apply Knowledge(K3)</b> - Interpret, Calculate,Select,Employ,Generalise	



Contrast, Differentiate  
 , Evaluate, Critically assess, Review an Idea  
 Create (K6) - Conceive, Theories, Conceptualise etc.

**K3.** Describing the historical progress of women as public employees and explains the strategies that influenced policies

**K4.** Analysing the Status of women employees in federal, state and local governments - Leadership

**K5.** Evaluating the Gender responsive budgeting - Mainstreaming gender in organisations and budgeting

**Recommended Readings:**

- Seema Kazi ; Gender and Governance, Studies from South Asia, Zubaan publication, New Delhi, 2019.
- Anuradha K.P.; Gender Equality and Development; Adhyayan Publishers; New Delhi; 2010
- Arunabha Ghosh; Women in India - problems, potentialities and power, Mitram publications, Kolkatta, 2010.

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of strong, Medium and low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	M	M	S	M
CO 3	S	S	M	S	M	M	S	S	S	M
CO 4	S	S	M	S	M	S	S	M	S	S
CO 5	S	S	S	S	S	M	S	S	M	S

S-Strong      M-Medium      L-Low

S.A.C. SEPT'2022

R. Ash  
 HOD



R. Shanthy

PRINCIPAL

PRINCIPAL  
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 ANNA NAGAR, CHENNAI-600 040.



**ANNA ADARSH**

**COLLEGE FOR WOMEN**

**PG DEPARTMENT OF SOCIAL WORK**

**MSW – SHIFT – I**

**SYLLABUS**

**EFFECTIVE FROM THE ACADEMIC YEAR 2022-2023**

**PG DEPARTMENT OF SOCIAL WORK**  
**MSW – SHIFT – I**

**LIST OF STAFF MEMBERS**

<b>S.NO</b>	<b>NAME OF THE STAFF</b>	<b>DESIGNATION</b>
1.	Dr. G. NEATHRAVATHI	HOD
2.	Ms. MARY SHEENA P A	ASSISTANT PROFESSOR
3.	Ms. S. GAYATHRI	ASSISTANT PROFESSOR
4.	Ms. ABHINAYA R	ASSISTANT PROFESSOR

<b>APPENDIX – (i)37(R)</b> <b>UNIVERSITY OF MADRAS</b> <b>CHOICE BASED CREDIT SYSTEM</b>	
Programme:	<b>MASTER OF SOCIAL WORK</b> <b>REVISED REGULATIONS</b> <b>(w.e.f. 2022-2023)</b>
Programme Code:	SSSC
Duration:	2 years
Programme Outcomes:	<ol style="list-style-type: none"> <li>1. The programme will make the students to become highly capable and an efficient social work professional in all the fields of social work such as Medical, Psychiatric, Child Welfare Guidance, Geriatric, Health, Correctional, Family, Youth, Labour Welfare and Rural development, etc.</li> <li>2. The programme will train and enrich the students with high scientific skills and techniques to deal with social issues and its problems.</li> <li>3. The concepts, methods and techniques of social work will train the students in following its principles and practice it in various fields, thus creating a better society.</li> <li>4. The programme is designed to make the students become well aware about the social work professional code of ethics which is followed in the social work settings.</li> <li>5. It makes the students follow a systematic and scientific knowledge of social work philosophy and methods for becoming more professional in the various fields of social work.</li> <li>6. Social work programme is designed to aid individuals, groups and communities for addressing individuals coping problems, group development and betterment of communities in the society.</li> <li>7. The programme makes them more responsible in fulfilling humanitarian needs, solve psycho-social problems and adjust mental problems, thereby making the society more harmonious and unified.</li> <li>8. It aids the students to become a social change agent for creating a better and cordial social environment.</li> <li>9. The Social Work programme motivates the students to become a responsible professional social worker and work for the betterment of the individual psychological well-being, group development and community welfare.</li> <li>10. The Social Work programme stimulates the students to engage and</li> </ol>

	involve in deep research investigation on any particular social problem and make the society a better place to live in by addressing it.
Programme Specific Outcomes:	<ol style="list-style-type: none"> <li>1. The Master of Social Work programme makes the students to become more knowledgeable and skilful in dealing with human behaviour.</li> <li>2. The outcome of the programme is to develop the skill of self-examination, critical thinking, analytical thinking, self-awareness, problem solving ability, constructive use of relationships and productive utilization of self.</li> <li>3. The programme makes the students to become an expert professional, responsible, efficient, effective, practical, logical, and pragmatically experiential in dealing with individuals, groups and community for effective implementation of social work philosophies and its values in the society.</li> <li>4. The Social worker concentrates more on solving the individuals psycho-social maladjustment problems, effectively motivating the groups to engage in group activity for accomplishing groups desire and needs, and using the resources skilfully for the communities welfare and development.</li> <li>5. The interest for research is instilled in the mind of social work students to create new theories, ideologies, values, principles and techniques for the upcoming social work professionals to efficiently deal and address the social problems skilfully.</li> </ol>



<b>CORE / MAJOR PAPERS</b>										
S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total	
1	I	SSSC051	Paper 1	Social Work Profession-History and Philosophy	6	4	25	75	100	
2		SSSC052	Paper 2	Social Casework	6	4	25	75	100	
3		SSSC053	Paper 3	Social Group Work	6	4	25	75	100	
4		SSSC054	Paper 4	Field Work Practicum – I	10	6	25	75	100	
5	II	SSSC055	Paper 5	Community Organization & Social Action	6	4	25	75	100	
6		SSSC056	Paper 6	Social Work Research and Statistics	6	4	25	75	100	
7		SSSC057	Paper 7	Field Work Practicum – II	10	6	25	75	100	
8	III	SSSC058	Paper 8	Rural Community Development - CD	6	4	25	75	100	
		SSSC059	Paper 8	Human Resource Management - HRM						
		SSSC060	Paper 8	Community Health - MPSW						
9		SSSC061	Paper 9	Urban Community Development - CD	6	4	25	75	100	
		SSSC062	Paper 9	Labour Legislations - HRM						
		SSSC063	Paper 9	Mental health – MPSW						
10		SSSC064	Paper 10	Social Welfare Administration	6	4	25	75	100	
11		SSSC065	Paper 11	Field Work Practicum – III	10	6	25	75	100	
12		IV	SSSC066	Paper 12	Development Planning /	6	4	25	75	100
			SSSC067	Paper 12	Employee Relations and Welfare /					
	SSSC068		Paper 12	Medical Social Work						
13	SSSC069		Paper 13	Entrepreneurship Development /	6	4	25	75	100	



		SSSC070	Paper 13	Organizational Behaviour and Development /					
		SSSC071	Paper 13	Psychiatric Social Work					
14		SSSC072	Paper 14	Field Work Practicum – IV	10	6	25	75	100
15		SSSC073	Paper 15	Dissertation	6	4	25	75	100
				Internship / Block Placement	2	2	25	75	100

### ELECTIVE PAPERS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
16	I	SSSE051	Paper 1 Elective	Sociology and Psychology for Social Work Practice	4	3	25	75	100
17	II	SSSE052	Paper 2 Elective	Disaster Risk Reduction /	4	3	25	75	100
		SSSE053	Paper 2 Elective	Counselling-Theory and Practice /					
18		SSSE054	Paper 3 Elective	Gender and Development	4	3	25	75	100
		SSSE055	Paper 3 Elective	Human Rights and Social Work					
19	III	SSSE056	Paper 4 Elective	Corporate Social Responsibility	4	3	25	75	100
		SSSE057	Paper 4 Elective	Hospital Administration					
20		SSSE058	Paper 5 Elective	Social Policy and Social Legislation /	4	3	25	75	100
		SSSE059	Paper 5 Elective	Environmental Social Work					
21	IV	SSSE060	Paper 6 Elective	International Social Work	4	3	25	75	100
		SSSE061	Paper 6 Elective	International Human Resource Management					
22		SSSE062	Paper 7 Elective	Migration Issues and Human Security /	4	3	25	75	100
		SSSE063	Paper 7 Elective	NGOs and Development Practice					

**SOFT SKILLS**

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
23		UOM S190	Paper 1 Soft Skill	Communication Skills – Skill Lab	2	2	25	75	100
24		UOM S	Paper 2 Soft Skill	Personal and Interpersonal Skills	2	2	25	75	100
25		UOM S191	Paper 3 Soft Skill	Leadership and Team Building Skills	2	2	25	75	100
26		UOM S028	Paper 4 Soft Skill	Creativity and Professional Skills	2	2	25	75	100

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**S.SENATE. SEPT'2022**

**APPENDIX – 37(S)**  
**UNIVERSITY OF MADRAS**  
**CHOICE BASED CREDIT SYSTEM**

**MASTER OF SOCIAL WORK**  
**REVISED SYLLABUS**  
**(w.e.f. 2022-2023)**

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC 051 Social Work Profession-History and Philosophy</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession.</li><li>2. To develop insights into the origin and development of Voluntary organization.</li><li>3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training.</li><li>4. To understand the evolution of social work according to the International and Indian perspective.</li><li>5. To learn about the contributions of great social reformers in India.</li></ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"><li>1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings.</li><li>2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,</li></ol>

	<p>Hospitals and Factories.</p> <p>3. The students are enriched with different school of thoughts and ideologies.</p> <p>4. The students imbibe great ideas from social reformers and their inspirable social movements.</p> <p>5. The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.</p>
Pre-requisites, if any:	
Units	
I	<p><b>Historical Evolution of Social Work</b></p> <ul style="list-style-type: none"> <li>• International Perspectives: UK &amp; USA</li> <li>• Social Work in India:</li> <li>• Socio-cultural and religious thought</li> <li>• Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement, Christian Missionaries, Gandhian Social Work</li> <li>• India as a Welfare State</li> <li>• Contributions of Voluntary organisations</li> </ul>
II	<p><b>Social Work Profession</b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; definition, basic concepts, goals and functions, methods and fields</li> <li>• Origin and Growth in India: scope and status, International/national bodies and forums</li> <li>• Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC</li> </ul>
III	<p><b>Social Work Ideologies, Theories and Approaches</b></p> <ul style="list-style-type: none"> <li>• Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice</li> <li>• Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice</li> </ul>
IV	<p><b>Philosophy of Social Work Profession</b></p> <ul style="list-style-type: none"> <li>• Values, Beliefs and Principles of the Profession</li> <li>• Code of Ethics: Evolution of Code of Ethics, IFSW &amp; IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)</li> </ul>
V	<p><b>International Social Work:</b></p> <ul style="list-style-type: none"> <li>• Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors</li> <li>• Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Cox David, Manohar Pawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006.</li> <li>• Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy. 2004.</li> <li>• Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971.</li> <li>• Antony A. Vass, New Directions in Social Work- Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996.</li> <li>• Cox David, Pawar Manohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006.</li> <li>• University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992.</li> <li>• Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004.</li> <li>• Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch &amp; E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997.</li> <li>• Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991.</li> <li>• Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC052 SOCIAL CASEWORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice.</li> <li>2. To comprehend theory and models and apply them in direct practice with individuals.</li> <li>3. To become aware of the scope of using the methods in various settings.</li> <li>4. To better understand the Case work relationship for making the client to adjust with the social environment.</li> <li>5. Different approaches increase the horizon of perspective towards dealing with client and their psycho-social problems.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can use the principles and skills in their daily practice of case work relationship when dealing with the client to solve their psycho-social problems.</li> <li>2. The students can use the techniques of counselling to fully understand the client's problem in a non-judgemental way to help them for better coping and adjusting with the social environment and human relations.</li> <li>3. The outcome of the course is to develop the skills of Case worker for better studying about the history of client and their individualistic problems personally in a psycho-social manner.</li> <li>4. The students come to understand about certain process framed in studying the client's psycho-social personality development for solving their problems.</li> <li>5. Tools and techniques are used by the Case worker in the social institutional settings like schools, hospitals and communities for building Case worker relationship.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<p><b>Introduction to Working with Individuals</b></p> <ul style="list-style-type: none"> <li>• Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills and Components.</li> <li>• Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.</li> </ul>
<b>II</b>	<p><b>The Helping Process</b></p> <ul style="list-style-type: none"> <li>• Phase I- Psychosocial Study, Psychosocial Assessment</li> <li>• Phase II- Intervention Plan and Goal Setting, Intervention</li> <li>• Phase III- Termination, Evaluation and Follow up.</li> </ul>



III	<b>Models and Approaches</b> <ul style="list-style-type: none"> <li>• Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.</li> </ul>
IV	<b>Tools and Techniques in working with Individuals</b> <ul style="list-style-type: none"> <li>• Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification and Communication.</li> </ul>
V	<b>Case Work in different Settings and Recording</b> <ul style="list-style-type: none"> <li>• Case work in Hospitals, Schools, Communities, Institutional settings and Industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Fischer, Joel. Effective Case Work Practice An Eclectic Approach. New York: Mc Graw Hill, 1978.</li> <li>• Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003.</li> <li>• Vyas, A.A. New Directions in Social Work - Social Work Competencies - Core Knowledge,</li> <li>• Values and Skills. Delhi: Sage, 1996.</li> <li>• Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep &amp; Deep, 2004.</li> <li>• DatarSudha, Ruma, Bawikar et al. Skill Training for Social Workers - A Manual. New Delhi: Sage, 2010.</li> <li>• Hamilton, Gordon, Theory &amp; Practice of Social Case Work 2<sup>nd</sup> Edition. Jaipur: Rawat, Indian Reprint, 2013.</li> <li>• Hepworth, D.H. &amp; J.A. Larsen. Direct Social Work Practice: Theory and Skills. Dorsey Press, 1993.</li> <li>• Mathew, Grace. An Introduction to Social Casework. Mumbai TISS, 1992.</li> <li>• Misra, P.D. &amp; BeenaMisra. Social Work Profession in India. Lucknow: New Royal Book, 2004.</li> <li>• Trevithick, Pamela. Social Work Skills – A Practice Handbook. 2nd Edition. Jaipur: Rawat, 2009.</li> </ul>

Methods of Assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	M	S	S
CO 2	S	M	M	M	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	M	M	S	M	M
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC053 SOCIAL GROUP WORK</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand Group Work as a method of Social Work and develop skills in practice.</li> <li>2. To understand models and apply them in practice with groups.</li> <li>3. To become aware of the scope of using the method in various settings.</li> <li>4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups.</li> <li>5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to learn the art of engaging the group for accomplishing their goal and motive.</li> <li>2. The course will make the students to observe each phase of group work process that gives an idea about how the group formation and development occurs in it.</li> <li>3. The course makes the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires.</li> <li>4. The course enables the students to be an initiator, motivator and enabler for initiating group formation and achieving group objectives and goals.</li> <li>5. The outcome of the course is to make the students into a capable and efficient social group work professional in conducting group activities.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Introduction to Working with Groups</b> <ul style="list-style-type: none"> <li>• Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.</li> </ul>
II	<b>Types of Groups</b> <ul style="list-style-type: none"> <li>• Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.</li> </ul>

III	<p><b>Phases of Group Work Process</b></p> <ul style="list-style-type: none"> <li>• Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment.</li> <li>• Beginning Phase: Introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment</li> <li>• Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process</li> <li>• Ending Phase: preparing for termination; evaluation and feedback</li> </ul>
IV	<p><b>Group Processes and Dynamics</b></p> <ul style="list-style-type: none"> <li>• Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry</li> </ul>
V	<p><b>Group Work Models and Practice in different settings</b></p> <ul style="list-style-type: none"> <li>• Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep &amp; Deep, 2008.</li> <li>• Choudhary, Paul. Introduction to Social Work. Delhi :Atma Ram &amp; Sons,1983.</li> <li>• Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979.</li> <li>• Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001.</li> <li>• Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983.</li> <li>• Doel, Mark &amp;Sawda, Catherine. The Essentials of Group</li> </ul>

	<p>Worker. London: Jessica Kingsley, 2003.</p> <ul style="list-style-type: none"> <li>• Garvin, Charles D., Gutierrez, Lorraine M., Galinsky, Maeda J. Handbook of Social Work with Groups. New York: The Guildford, 2006.</li> <li>• Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982.</li> <li>• Mark Doel. Using Group Work. London: Routledge, 2010.</li> <li>• Misra P.D. and Beena Misra. Social Work Profession in India. Lucknow: New Royal, 1979</li> <li>• Trecker. Harleigh, B. Social Group Work- Principles and Practice. New York: Association Press, 1970.</li> <li>• Brandler, S. and Roman, C. P. (1999). Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press.</li> <li>• Toseland, R. W. and Rivas, R. (1984). An Introduction to Group Work Practice. New York: McMillian.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	M	M	S	S
CO 5	M	S	S	S	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
Title of the Course	SSSC054 Field Work Practicum - I
Credits	6
General Objectives	<ol style="list-style-type: none"> <li>1. To get exposed to wider area of social realities at the micro level</li> <li>2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions</li> <li>3. To acquire documentation skills to ensure professional competence</li> <li>4. To develop the right values and attitudes required for a professional social worker</li> </ol>
Components	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Practice Skill Laboratory</li> <li>3. Observation Visits</li> <li>4. Rural Camp</li> </ol>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S
CO 4	M	S	S	M	M	S	M	S	M	M
CO 5	S	S	S	M	M	S	M	S	S	M

S-Strong

M – Medium

L- Low



<b>Semester II</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC055 COMMUNITY ORGANIZATION &amp; SOCIAL ACTION</b>
<b>Credits:</b>	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand a community as a social system</li> <li>2. To learn techniques and skills of CO as a method of Social Work</li> <li>3. To understand methods and approaches in Community Organisation and Social Action</li> <li>4. To learn about the various concepts of community organization to work efficiently for their development and growth</li> <li>5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The course will provide knowledge about the community organization and its process that stimulates the student to actively participate in the community emancipation and development</li> <li>2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment</li> <li>3. The students can be able to learn how to approach the community and bring 'we' feeling among them to fulfil their basic unmet needs.</li> <li>4. The course instil more values and principles of community organization among the students for making them a better social worker</li> <li>5. The course teach different theories on community that make the students to have a holistic perspective towards community</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Community</b> Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes
II	<b>Community Organisation</b> <ul style="list-style-type: none"> <li>• Evolution of CO as a method in Social Work;</li> <li>• Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India,</li> <li>• Community organization models: J.Rothman, social planning, locality development and social action, Murray</li> </ul>

	Ross-general content, specific content and process objective.
III	<p><b>Process and Skills of Community of Organisation</b>  Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation  Skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.</p>
IV	<p><b>Social Action as a Method of Social Work</b></p> <ul style="list-style-type: none"> <li>• Definition and meaning; aims and objectives, scope, social action as a method in Social Work,</li> <li>• Paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements;</li> <li>• Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution</li> </ul>
V	<p><b>Models and Approaches to Social Action</b></p> <ul style="list-style-type: none"> <li>• Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky- Radical Movement, Gene Sharp- Nonviolence revolutionary Movement. Introduction to Social Action Movements in India - Environmental movement (Narmada BachaoAndolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Christopher A.J. &amp; Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009.</li> <li>• Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972</li> <li>• Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973</li> <li>• Walter A. Friedlander Hall, Concepts &amp; Methods of Social Work. Delhi: Prentice Hall, 1977.</li> <li>• Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart&amp; Winston, 1972.</li> <li>• Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972.</li> <li>• McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952.</li> <li>• Dunham, A. E. (1958). Community Welfare Organization.</li> </ul>

	<p>New York: Thomas Y. Crowell.</p> <ul style="list-style-type: none"> <li>• Jodhka, S. (2001). Community and Identity: Contemporary Discourses on Culture and Politics in India. New Delhi: Sage.</li> <li>• Ross, M. G. with B.W. Lappin. (1955). Community Organization: Theory, Principles and Practice. New York: Harper and Row</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSC056 SOCIAL WORK RESEARCH AND STATISTICS</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand the nature, principles and methods of Social Work Research</li> <li>2. To develop the skills of independently conceptualising a problem and executing a research study</li> <li>3. To understand and learn the application of appropriate statistical techniques in Social Work Research</li> <li>4. To instil research inquest and investigation among the students on social work problems and its impact in various social institutions</li> <li>5. To make the students a capable social work researcher in making new theories on social work problems and providing solution to it</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The research work has undertaken by students to investigate deep into the topic of the research for finding out a beneficial result for the development of the society</li> <li>2. The course will make the students to stimulate curiosity and inquest among them to better understand about the process and steps of research</li> <li>3. The research work will help the students to work for the development and betterment of the society and for the growth of the large institutions and esteemed organizations</li> <li>4. The course enhance the research capacity and deep investigation among the students on various social problems and its effect in the society</li> <li>5. The outcome of the course is to know well about the research methodologies and its implications in doing the research activity on various social issue topics</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
I	<b>Social Research and Social Work Research</b> Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

II	<p><b>Research Designs</b>  Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error</p>
III	<p><b>Methods and Tools of Collecting Data</b>  Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability, Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts</p>
IV	<p><b>Overview of Qualitative Research</b>  Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories</p>
V	<p><b>Application of Statistics in Social Work</b>  Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.</p>
Books For Reference	<ul style="list-style-type: none"> <li>• Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003.</li> <li>• Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996.</li> <li>• Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005.</li> <li>• Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993.</li> <li>• Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011.</li> <li>• Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003.</li> <li>• Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed., Illinois: Peacock, 1988.</li> <li>• Garrett, Henry E. Statistics – in Psychology and Education. New Delhi: Paragon, Indian Reprint, 2011.</li> <li>• Mark, Raymond. Research Made Simple – A Handbook for Social Workers. New Delhi: Sage, 1996.</li> <li>• Thakur, Devendra. Research Methodology in Social Sciences. New Delhi: Deep and Deep. 1993.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations,

Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	M	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	S	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course</b>	<b>SSSC057 Field Work Practicum – II</b>
<b>Credits</b>	6
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.</li> <li>2. To train students to practice social work from an ecological, development and integrated perspective</li> <li>3. Develop skills for problem solving in work at the micro level and change at the macro level.</li> <li>4. Provide concurrent opportunity for the integration of class-room learning and Field Practicum</li> <li>5. Develop professional values and commitment and the professional ideal</li> <li>6. Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system.</li> <li>7. Develop skills to organize people to meet their needs and solve their problems.</li> <li>8. Use roles appropriate to work e.g. advocacy for child’s right, human rights.</li> <li>9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.</li> <li>10. Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting.</li> <li>11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner</li> <li>12. Develop the ability to make innovative contribution to the organization’s functioning</li> <li>13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice</li> <li>14. Develop the capacity to utilize instruction for enhancing and integrating field Practice</li> <li>15. Utilize field instructions for enhancing and integrating professional growth</li> <li>16. Make creative use of field instructions to evaluate mutual input</li> <li>17. Utilize practice-based research to test effectiveness of specific aspects of Intervention</li> <li>18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice</li> </ol>
<b>Components</b>	Seminars and Viva –Voce to be conducted before the commencement of university Examinations



Methods of assessment:

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Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	M	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	S	M	S	S	S	S	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>CORE PAPER VIII</b>
<b>Title of the Course:</b>	<b>SSSC058 HUMAN RESOURCE MANAGEMENT – HRM</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge about the Concepts, Principles and Strategies of HRD.</li> <li>2. Understand the strategic role and efficient use of human resources.</li> <li>3. Acquire the skills of implementing Strategic HR aiming at higher practices.</li> <li>4. Enhance the potentiality of students in knowing about the various concepts of human resource development.</li> <li>5. To provide the perspective of HR and its outlook among students.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings</li> <li>2. The students learn how to increase the talents and concentrate more on the talent development of the employees.</li> <li>3. The students bring more growth to their organization by learning about the human resource development concepts and the expansion of business to other countries.</li> <li>4. The outcome of the course is to make the students to become well verse in various management principles, techniques and skills for their overall development in their career.</li> <li>5. The course provides practical knowledge of HR to students for implementing it during their internship period.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Human Resource Management and Development</b> <ul style="list-style-type: none"> <li>• Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives,</li> <li>• Approaches &amp; Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD):</li> <li>• Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)</li> </ul>
<b>II</b>	<ul style="list-style-type: none"> <li>• <b>Approaches to Measuring Human Resources</b> Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators</li> </ul>
<b>III</b>	<b>Talent Development</b> <ul style="list-style-type: none"> <li>• Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On</li> </ul>

	the Job and Off the Job Training- Coaching Apprentices, Job Rotation
IV	<p><b>Training &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.</li> </ul>
V	<p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Concept, definition &amp; objectives of employee empowerment – Prerequisites – Types &amp; benefits – Strategies - Ways to employee empowerment –</li> <li>• Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• DepTopomoy. 2010. Human Resource Development. Anne Books. New Delhi.</li> <li>• Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi</li> <li>• Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.</li> <li>• ParathSarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.</li> <li>• Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.</li> <li>• Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.</li> <li>• Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi.</li> <li>• Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.</li> <li>• Sanjeev Kumar Singh, “Human Resource Development: HRD – IR Interface Approach,” Atlantic Publishers &amp; Distributors, Delhi, 2008.</li> <li>• Silvera D.M., “Human Resource Development,’ The Indian Experience, New</li> <li>• India Publications, New Delhi, 1990.</li> <li>• Rao. T.V, “The HRD Missionary- Role and Functions of HRD managers &amp; HRD Departments,” Oxford IBH Publishing Co., New Delhi, 1990</li> <li>• Rao. T.V &amp; Pereira D. F., “Recent Experiments in HRD”, Oxford &amp; IBH Publishing Co., Delhi.</li> <li>• Rao. T.V., “Future of HRD”, Macmillan, Delhi.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rao. T.V., “HRD Audit, Response Books, Delhi, 1999</li> <li>• Suresh Vyas, “HRD Priorities”, Pointed publishers, Jaipur, 1988</li> </ul>
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Methods of assessment:

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Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	S	S	M	S
CO 2	S	S	S	S	S	M	S	M	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	M	S	S	M	S	S	S
CO 5	S	M	S	M	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper VIII</b>
<b>Title of the Course:</b>	<b>SSSC058 RURAL COMMUNITY DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To Understand the community as a method, its specific approaches and models.</li> <li>2. To develop ability to utilize appropriate approaches and skills to work with communities</li> <li>3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups.</li> <li>4. To understand the concepts of rural fragments and its various community development programmes.</li> <li>5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course provides knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness.</li> <li>2. The concept of rural governance is about the panchayat raj system (local governance) which is described in separate constitutional amendments of Indian Constitution.</li> <li>3. The students learn about the rural administration and its development.</li> <li>4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact on the overall development of the rural area.</li> <li>5. The course make the students to work more efficiently in the rural community settings.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Rural Community</b> <ul style="list-style-type: none"> <li>• Definition, types, characteristics, power structure; rural community issues: caste, rural poverty &amp; indebtedness</li> <li>• Land related issues: Systems of land tenure, Land reforms, Land alienation, Landlessness, Agrarian Movements &amp; Struggles, problems of agriculture laborer, marginal and small farmers.</li> <li>• Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.</li> </ul>

II	<p><b>Historical Development</b></p> <ul style="list-style-type: none"> <li>• Early pioneering period (Sriniketan, Marthandom, Guragon).</li> <li>• Probation trial period (Baroda, Etawah, Nilohkeri and Firka).</li> <li>• Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi</li> <li>• National Rural Employment Guarantee Act, 2005. Indira AwazYojana, PradanMantri Gram SadakYojna, PURA, Pradhan MantriGramodayaYojona, NRHM (National Rural Health Mission)</li> </ul>
III	<p><b>Rural Community Development</b>  Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation</p>
IV	<p><b>Rural Administration</b></p> <ul style="list-style-type: none"> <li>• Rural Development Administration: Organization and administration of rural development from block to</li> </ul>
	<p>National level.</p> <ul style="list-style-type: none"> <li>• Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries.</li> <li>• State Institute of Rural Development (SIRD) and National Institute of Rural Development(NIRD)</li> </ul>
V	<p><b>Rural Governance</b></p> <ul style="list-style-type: none"> <li>• Panchayat systems and local self-government in ancient India, Balwantraji Mehta and Ashok Mehta Committee reports.</li> <li>• Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Agrwarl A.N (2001) Indian economy, nature, problems and progress, VikasBiraj, Prakash, New Delhi.</li> <li>• Dayal, Rajeshwar, (1974), C.D Programme in India, KitabMahalPvt, Ltd.,</li> <li>• Desai, A.R., (1971), Rural Sociology, popular press,Bombay.</li> <li>• Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI.</li> <li>• Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai.</li> <li>• Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication.</li> <li>• Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi.</li> <li>• Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.</li> <li>• Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai.</li> <li>• Ministry Reports, Planning Commission Reports.</li> </ul>
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Methods of assessment:

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low



Semester III	Core Paper VIII
Title of the Course:	SSSC058 COMMUNITY HEALTH – MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To make the students to understand and practice in clinical setting among the various fields of social work.</li> <li>2. To provide knowledge about the role of social worker in mental healthcentres and hospitals.</li> <li>3. To equip the students on the concept of health and hygiene for enhancedfunctioning and the mental health of people.</li> <li>4. To enlighten the students on the concept of nutrition and diet, thus creating a healthier society.</li> <li>5. To enhance their knowledge on communicable and non-communicable diseases and taking preventive measures that decrease the effect on the society</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students gain knowledge about the administration of the basic health facilities in the country.</li> <li>2. The students become knowledgeable about the social work practice on health and hygiene situation in India.</li> <li>3. The students enhance their knowledge on the concept of health and hygiene to alleviate the level of diseases in the country.</li> <li>4. The students gain comprehensive and holistic knowledge on health and hygiene.</li> <li>5. The students work for the mental well-being of the society.</li> </ol>
Pre-requisites, if any:	
Units	
I	<p><b>Concept of Health</b>  Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health. Meaning of disease, sickness/illness, and Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; The Millennium Development Goals &amp; Sustainable Development Goals; Influence of Market focus on Community Health</p>
II	<p><b>UNIT –2: Communicable and Non – Communicable Diseases</b>  Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen’s disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer. Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral</p>

III	<p><b>UNIT – 3: Maternal and Child Health</b>  Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR &amp; MMR, Antenatal Intranatal and Post natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning &amp; its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.</p>
IV	<p><b>UNIT – 4: Food, Nutrition, Immunization &amp; Health</b>  Food, Nutrition &amp; Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.</p>
V	<p><b>Unit – 5: Health Care in India</b>  Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH. Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine</p>
Books For Reference	<p>Park J.E. &amp; Park K. (2005), Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur.</p> <p>2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,.</p> <p>3. Miller D.(1976). Dimensions of Community Health; Iowa : C. Brown Co. Publications.</p> <p>4. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health.</p> <p>5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications.</p> <p>6. Pandey .R. &amp;Kanhare V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.</p> <p>7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.</p>
	<p>8. Pisharoti K.A, Thugnanasambandham C. Kapali V. &amp;Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai.</p> <p>9. Health for all now- The Peoples’ Health Source Book (2004) AID India; Chennai.</p> <p>10. Sanjivi K.S. (1971)Planning India’s Health; Orient Longman, Chennai.</p> <p>11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.</p>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER IX
Title of the Course:	SSSC059 LABOUR LEGISLATIONS – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. Gain knowledge about labour legislation and labour welfare.</li> <li>2. Understand the legal provisions of labour welfare.</li> <li>3. Acquire the skills of working with corporate sector.</li> <li>4. The knowledge of labour legislation increases the students capability in dealing with the labour issues legally.</li> <li>5. To enable the students to gain more knowledge on labour rights.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students learn about labour legislation which plays a major role in the function of any organization.</li> <li>2. The knowledge about the functions of labour court, Industrial tribunal and National tribunal increases the awareness of students and aids them to face any litigation claim for the rights of the organizations.</li> <li>3. The outcome of the course is to make the students knowledgeable on labour laws and its impact on the functions of the organization.</li> <li>4. The course develops the quality of HR in students for becoming an efficient HR professional in their future career.</li> <li>5. The course enables the students to develop it during the internship period and implement the concept of labour legislation in the field work settings.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept and History of Labour Legislations</b> <ul style="list-style-type: none"> <li>• Origin and development; objectives and principles of labour laws; Labour legislations in the Indian Constitution, Industrial Jurisprudence, judicial activism in India; Impact of Liberalization and Globalization; Labour Policy of India; International Labour Organisation (ILO) and its role in labour welfare; Challenges in enacting and enforcing Labour Laws</li> </ul>
II	<b>Legislations related to Labour</b> <ul style="list-style-type: none"> <li>• The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947;</li> <li>• New Legislation – Occupational Safety, Health and Working Conditions Code 2020</li> </ul>
III	<b>Legislations related to Industrial Relations and Wages</b> <ul style="list-style-type: none"> <li>• The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947;</li> <li>• New Legislation - The Industrial Relations Code 2020</li> </ul>
IV	<b>Social Security Legislations</b> <ul style="list-style-type: none"> <li>• Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity</li> </ul>

	Benefit Act 1961, Sexual Harassment of Women at Workplace (Prevention Prohibitions & Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008 <ul style="list-style-type: none"> <li>• New Legislation – Social Security Code 2020</li> </ul>
V	<b>Enforcement Authorities</b> <ul style="list-style-type: none"> <li>• Work Committees; Industry Conciliation officers; Board of Conciliation; Adjudication; Courts of Enquiry, Labour Court, Industrial Tribunal and National Tribunal; Powers of the Government – Procedures, Powers and Duties of enforcement authorities; Role of the Ministry of Labour and Employment</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.</li> <li>• Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.</li> <li>• Jain J.N. and Ajay Bhole, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.</li> <li>• Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand &amp; Sons. New Delhi.</li> <li>• Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan Chand &amp; Company. New Delhi</li> <li>• M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai</li> <li>• Ramaswamy, E.A. &amp; Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.</li> <li>• Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.</li> <li>• Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.</li> <li>• Tripathi, P.C. 1994. Personnel Management and Industrial Relations. Sultan Chand &amp; Co. New Delhi.</li> <li>• Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Book Agency. Madras.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	M	S	S	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	M	M	M	S	S	S	S	S
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper IX</b>
<b>Title of the Course:</b>	<b>SSSC059 URBAN COMMUNITY DEVELOPMENT – CD</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students to gain an understanding about the urban poor.</li> <li>2. To develop sensitivity and commitment for working with the urban poor.</li> <li>3. To expose students to skills and techniques of working with urban poor.</li> <li>4. To provide knowledge on the urban community development models and its various approaches of creating impact in the urbanization.</li> <li>5. To enlighten the students through studies about the life of urban people and their various issues and problems.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The outcome of the course is to make the students aware of the life conditions of urban community and its difference prevailing in the urban societies.</li> <li>2. The course provides knowledge about the urban community development programmes to the students and makes them to use it for their development.</li> <li>3. The students learn about the gap between the rich and poor in the urban society which indicates the socio-economic inequity prevailing in the urban community.</li> <li>4. The outcome of the course is to make the students become knowledgeable on the concept of urbanization</li> <li>5. The course makes the students aware about the various urban community development programmes.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Basic Concepts</b> <ul style="list-style-type: none"> <li>• Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.</li> </ul>
<b>II</b>	<b>Slum</b> <ul style="list-style-type: none"> <li>• Definition, characteristics, types, causes and consequences of growth of slums.</li> <li>• Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance.</li> <li>• Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.</li> </ul>



III	<p><b>Urban Community Development in India</b></p> <ul style="list-style-type: none"> <li>• Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP</li> <li>• Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.</li> </ul>
IV	<p><b>People’s participation in Urban Community Development</b></p> <ul style="list-style-type: none"> <li>• Concept of involvement – importance and scope of people’s participation – factors hindering promoting people’s participation.</li> </ul>
V	<p><b>Conscientization</b></p> <ul style="list-style-type: none"> <li>• Goal setting, identifying and developing leadership, resource mobilization, human resource development resolving group conflicts, programme planning and service delivery, eliciting people’s participation, monitoring and evaluation.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Ashish Bose, (1971), India’s Urbanisation : 1990 – 2001, McGraw Hill, New Delhi.</li> <li>• Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi.</li> <li>• BidyutMohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi.</li> <li>• Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York.</li> <li>• Desai, A.R. &amp;Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay.</li> <li>• Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.</li> </ul>

Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>CORE PAPER IX</b>
<b>Title of the Course:</b>	<b>SSSC059 Mental Health - MPSW</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To introduce the concepts and historical development in the field of Psychiatry to the students.</li> <li>2. To impart knowledge on the various psychiatric disorders and the role of Social Workers.</li> <li>3. To make the students gain more knowledge about the mental health of the society.</li> <li>4. To enhance the knowledge of the students on the mental health problems existing in our country.</li> <li>5. To become well aware of the concepts of mental illness and its various disorders.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students gain knowledge on Emerging researches in Mental Health.</li> <li>2. The students gain knowledge about the various behaviour disorders and childhood disorders.</li> <li>3. The students enhance their knowledge about mental health disorders and take measures in creating a healthy society.</li> <li>4. The students become aware of the concepts of normalcy and abnormal behaviour of people in the society.</li> <li>5. The students are able to diagnose the disorders by practicing it in the hospital settings.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Normality &amp; Abnormality</b> <ul style="list-style-type: none"> <li>• Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry. Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India &amp; Abroad, Mental health problems in India, Misconceptions about mental illnesses.</li> </ul>
II	<b>Classification &amp; Assessment of Mental Health Disorders</b> <ul style="list-style-type: none"> <li>• Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, mental status examination, Formulation of psychosocial diagnosis, Use of computers in assessment</li> </ul>
III	<b>Psychiatric Illness &amp; Disorders</b> <ul style="list-style-type: none"> <li>• Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional</li> <li>• (Non-Organic) Organic Mental Disorders: Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.</li> <li>• Toxic: Symptoms of Mental and Behavioural disorders due to</li> </ul>

	<p>Psychoactive Substance Use.</p> <ul style="list-style-type: none"> <li>• Functional (Non Organic) Mental Disorders: Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders</li> </ul>
IV	<p><b>Behavioural Disorders and Child hood Disorders: Behaviour disorders</b></p> <ul style="list-style-type: none"> <li>• Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders Common Mental Health Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism, Behavioural and Emotional disorders, Role of Psychiatric Social Workers, Limitations and difficulties faced in psychiatric social work practice</li> </ul>
V	<p><b>Research in Mental Health</b></p> <ul style="list-style-type: none"> <li>• Emerging research in mental health. WHO Evidence based researches in Mental Health. Difficulties in practice informed research &amp; research informed practice. Analysis of Existing Policies related to Mental Health.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Coleman, James C. Abnormal Psychology and Modern Life. Bombay: Taporewala &amp; Sons.</li> <li>• Eden, D. J. (1976). Mental Handicap – An introduction. London: George Allan and Unwin.</li> <li>• Edward. (1986). Understanding Mental Retardation. London: Cambridge University press.</li> <li>• Gajnd, R. N. &amp; Hudson, B. L. (1981). Current Themes in Psychiatric: John Wiley and Sons.</li> <li>• John, Howells G. (1971). Modern Perspective in International Child Psychiatry. New York: Brunner &amp; Mazel publication.</li> <li>• Venkatesan, S. (2004). Children with developmental disabilities: Sage Publications</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper X</b>
<b>Title of the Course:</b>	<b>SSSC060 SOCIAL WELFARE ADMINISTRATION</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand the environment and its impact on nature, structure and development of the social welfare administration of the organizations in corporate, public and voluntary sectors.</li> <li>2. Understand policies and procedures involved in establishing and maintaining human service organization, need for change.</li> <li>3. Acquire skills to network and participate in the management of resources – human material, environmental and network</li> <li>4. To create awareness about the various concepts of management principles and techniques to students for becoming a professional HR</li> <li>5. The knowledge of management principles makes the students highly skilled and professional in dealing with the social welfare administrative issues and its problems</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. Gain knowledge about social welfare administration of service organizations.</li> <li>2. Understand welfare programmes of the government.</li> <li>3. Acquire the skill of establishing a human service organization.</li> <li>4. The students will learn about the welfare of the employees by the labour welfare officer.</li> <li>5. The knowledge of historical perspective of various organizations motivates the students to use it in their working organization.</li> </ol>
Pre-requisites, if any:Units	
I	<b>UNIT 1: Welfare State:</b> Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).
II	<b>UNIT 2: Social Welfare Administration-</b> Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus. Major programmes of Central Social Welfare Board and State Social Welfare Board.
III	<b>UNIT 3: Basic Administration Processes:</b> Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings.
IV	<b>UNIT 4: Finance Administration:</b> Budgeting, accounting and auditing. Maintenance of books and accounts, financial documents and records. Mobilization of financial resources - Grants in Aid. Foreign Contribution and Regulation Act – 1976 and Amendments. Exemptions under Income tax Act: 80G, 35AC & 35 (1) (ia).

V	<b>UNIT 5: Registering of an Organization:</b> Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Case Study of a NGO with legal compliance and programme reporting.
Books For Reference	<ul style="list-style-type: none"> <li>• AnandSirohi. 2003 Encyclopedia of Social Welfare Modern Perspective on Social Welfare. New Delhi: Domain.</li> <li>• Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House.</li> <li>• Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication.</li> <li>• Chowdhry, D.Paul. 1992. Social Welfare Administration. Atmaram and Sons.</li> <li>• Encyclopaedia of Social Work. Vol I &amp; III Also for Units IV &amp; V</li> <li>• Kohli, A.S &amp; S.R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication.</li> <li>• Patel, N Vinod&amp;Rana, K, Girish.2007. Personnel Management. Jaipur. Oxford Book Company.</li> <li>• Sarita Sharma, Basotia G. R. Popalia A.K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi.</li> </ul>

Methods of assessment:

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	M	S	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	S	S	M	S
CO 5	S	M	M	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low



<b>Semester III</b>	<b>Core Paper XI</b>
<b>Title of the Course</b>	<b>SSSC061 Field Work Practicum – III</b>
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community.</li> <li>2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies.</li> <li>3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker.</li> <li>4. To enable to work with disadvantaged groups in rural areas.</li> <li>5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community.</li> </ol> <p>Tasks:</p> <p>Administrative set up of Panchayati Raj Institutions (PRIs)</p>

	<p>Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.</p> <p>Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.</p> <p>Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.</p> <p>Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.</p> <p>Identify/ study/ explore the rural problems covering the following aspects: a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services. b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit). c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee</p>
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career</li> <li>2. To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings.</li> <li>3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career.</li> </ol> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles</li> <li>2. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day</li> </ol>

	<p>3. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail</p> <p>4. The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 DEVELOPMENT PLANNING</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop theoretical understanding of development and planning</li> <li>2. To enable students to gain an understanding of the administrative machinery involved in development.</li> <li>3. To provide knowledge on various methods strategies and development efforts.</li> <li>4. To understand the role and contribution of professional social worker in the development.</li> </ol>
	<ol style="list-style-type: none"> <li>5. To make the students to well understand about the concept of participatory planning in panchayat raj institution to work for the welfare and development of the rural people</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course will enable the students to gain more knowledge on Development planning and its various models and approaches</li> <li>2. The students will learn more on the historical development of cooperative movement and its effect in the formation of cooperative society</li> <li>3. The course will concentrate on the development of deprived and backward sections of Indian society</li> <li>4. The outcome of the course is to provide knowledge on development planning for making the students to work for the development of rural areas and bring welfare and implement social policy with more effect</li> <li>5. The course make the students to set development plans for the splendid growth of rural areas and work for their emancipation and achieve sustainable development goals through the government initiated development planning models and approaches</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Development Planning</b> <ul style="list-style-type: none"> <li>• Planning – Concept – models, approaches – types planning process – need and importance of planning for development.</li> <li>• Development – definition – concepts; indicators – types – models, social development and planning as a major development thrust in India.</li> </ul>
<b>II</b>	<b>Participatory Planning</b> <ul style="list-style-type: none"> <li>• Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.</li> </ul>

III	<b>Agriculture and Development</b> <ul style="list-style-type: none"> <li>Government's plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.</li> </ul>
IV	<b>Co-operative Movement in India</b> <ul style="list-style-type: none"> <li>History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.</li> </ul>
	<b>Development of SC &amp; ST</b> <ul style="list-style-type: none"> <li>Concept, Definition of SC and ST, Constitutional</li> </ul>
V	provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role of Professional Social Workers, NGO's in the development of SCs& STs, Development initiatives for Migrants, Refugees and Displaced.
Books For Reference	<ul style="list-style-type: none"> <li>Chakravarthy, Sukhamoy, (1996), Development Planning the Indian Experience, Oxford University Press.</li> <li>Cottrell, Stella, (2003), Skills for Success, The Personal Development Planning Handbook, Palgrave.</li> <li>Dahiya, S.B., (1988), Development Planning Models, Inter India.</li> <li>Kabra Kamal Nayan, (1997), Development Planning in India Exploring an Alternative Approach, Sage Publications, Delhi.</li> <li>Parman Mary, (1993), Development Planning in India, Reliance Publication.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 EMPLOYEE RELATIONS AND WELFARE</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To gain knowledge about trade unions</li> <li>2. To understand functions and activities of trade unions and concepts related to Labour welfare</li> <li>3. To acquire the skill of working with the workers and unions.</li> <li>4. To provide knowledge on the concept of labour welfare and benefits provided to them</li> <li>5. To make the students a well-disciplined professional labour welfare officer</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably</li> <li>2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings</li> <li>3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions</li> <li>4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings</li> <li>5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Industrial Relations</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Industrial Relations at Plant and Shop Floor Level</li> <li>• Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation</li> </ul>
<b>II</b>	<b>Conciliation</b> <ul style="list-style-type: none"> <li>• Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes.</li> <li>• Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary</li> <li>• Administration: Definition wage theories, types, wage determination: structure, differentials.</li> </ul>
<b>III</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>• Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.</li> </ul>
<b>IV</b>	<b>Labor Welfare</b> <ul style="list-style-type: none"> <li>• Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of</li> </ul>



	<p>labour welfare in India.</p> <ul style="list-style-type: none"> <li>• Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.</li> </ul>
V	<p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Worker’s Education – purpose, objectives, experiments in India: Workers’ participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers’ participation in Management</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi &amp; Co.</li> <li>• Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press.</li> <li>• Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay.</li> <li>• Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam,</li> <li>• Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay.</li> <li>• Nirmal Singh &amp; Bhatia, 2000, Industrial Relations &amp; Collective Bargaining, Dehorah Prayer Group.</li> <li>• Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.</li> <li>• Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.</li> <li>• BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.</li> <li>• Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.</li> <li>• Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.</li> <li>• MamkootamKuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.</li> <li>• Michael Armstrong ,2011, Strategic Human Resource Management (4<sup>th</sup> Ed), Kogan Page India Pvt Ltd, New Delhi</li> <li>• Punekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.</li> <li>• Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,led Anurag Jain for Excel Books, New Delhi</li> </ul>

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	S	M	S	M	S
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CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 MEDICAL SOCIAL WORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce the historical developments of social work in medical settings, existing status and its development.</li> <li>2. To highlight a holistic and integrated approach to social work practice in the field of Health.</li> <li>3. To provide adequate knowledge on the concept of medical social work to prepare them for the hospital settings</li> <li>4. To enlighten the students on the concept of psycho-social implication of mental disability and its effect in the society</li> <li>5. To develop the students knowledge on the area of hospital management and its administrative procedures</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The Students will develop a deeper understanding of common Physical Diseases and Health problems of the Community</li> <li>2. The Students will gain the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases</li> <li>3. The students can be well able to understand the concepts of role of medical social worker and their immense importance is needed in the hospital settings</li> <li>4. The students can adequately work for the mental health of the society and make it a mentally happier society</li> <li>5. The students can well study about the needs and problems of patients in their families and can give effective solution to their problems</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Medical Social Work</b> <ul style="list-style-type: none"> <li>• Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice</li> </ul>
<b>II</b>	<b>Psychological, Social and Economic Implications of Illness and Disability</b> <ul style="list-style-type: none"> <li>• For the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team</li> </ul>

III	<p><b>The Hospital as a Formal Organisation</b></p> <ul style="list-style-type: none"> <li>• Its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations</li> </ul>
IV	<p><b>Impairment, Disability and Handicap</b></p> <ul style="list-style-type: none"> <li>• Causes, types and classification of physical handicaps: orthopaedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types;</li> <li>• Rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up</li> </ul>
<b>Specific Needs and Problems of Patients and their Families</b>	
V	<ul style="list-style-type: none"> <li>• Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bartlett, Harriett Moulton. (1961). Social work practice in the health field. Natl Assn of Social Workers Pr,</li> <li>• Codey , Carol H,(1951). Social aspects of illness. W.B. Saunders Com.,</li> <li>• Field, Minna. (1967). "Patients are people." A Medical Social approach to prolonged illness,</li> <li>• Goldstine, Dora. (1955). Expanding horizons in medical social work. University of Chicago Press,</li> <li>• Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." (1950).</li> <li>• Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process."</li> <li>Hubschman, Lynn. 1983.,</li> </ul>

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CO 1	S	S	S	S	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	M	M	M	S	S	S	S	S	S	S
CO 5	M	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To help students gain knowledge on the dynamics of human behavior in the organization setup.</li> <li>2. To enable students to gain understanding on the factors influencing human behavior in organization</li> <li>3. To help students to build knowledge and develop skill in implementation of OD practices</li> <li>4. To teach the students about the concept of organization development and make them to well train on it for bringing effective change in the industrial settings</li> <li>5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization</li> <li>2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings</li> <li>3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques</li> <li>4. The course make the students to well understand about these concepts for making them a highly efficient professional HR</li> <li>5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Organization Behavior</b> <ul style="list-style-type: none"> <li>• History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB.</li> <li>• Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)</li> </ul>
<b>II</b>	<b>Key Pillars of Organization Behavior</b> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process</li> </ul>

	<p>theories (Vroom, Porter &amp; Lawler) and Contemporary theories (Equity theory, Attribution theory).</p> <ul style="list-style-type: none"> <li>• Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [OhioState studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.</li> </ul>
III	<p><b>Foundations of Organization Behavior</b></p> <ul style="list-style-type: none"> <li>• Organization Structure (Concept, elements, Organisational designs and employee behaviour)</li> <li>• Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.</li> </ul>
IV	<p><b>Organization Development</b></p> <ul style="list-style-type: none"> <li>• Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.</li> </ul>
V	<p><b>OD Interventions</b></p> <ul style="list-style-type: none"> <li>• Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management</li> <li>• Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.</li> <li>• Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998.</li> <li>• Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House.</li> <li>• Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994</li> <li>• John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) McGraw Hill, New York, 1997.</li> <li>• Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell, Jr</li> <li>• Management of change and organizational development – innovative Approach –Bhatia S.K.</li> <li>• Organization Development – Interventions and Strategies –</li> </ul>



	<p>Ramnarayan, T.V.Rao, Kuldeep Singh.</p> <ul style="list-style-type: none"> <li>• Organizational Development and Change – Comings &amp; Worley</li> <li>• Training for Organizational Transformation – Rolf P. Lynton, PareekUdai.</li> <li>• Dwivedi, R.S. (1982), Management of Human Resources, Oxford PublishingCo., Bombay.</li> <li>• France, Wendell and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi.</li> <li>• Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore.</li> <li>• Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay.</li> <li>• Ouchi, William, (1981), Theory Z, Avon Books, New York.</li> <li>• Pareekh, Udai, (1998), Organizational Behaviour&amp; Process, Rawat Publications, Jaipur.</li> <li>• Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hallof India Ltd, New Delhi.</li> <li>• Szilagyi, Andrew &amp; Marc Wallance, (1997), Organizational Behaviour&amp;</li> <li>• Performance, Scott Foresman and Co., London.</li> </ul>
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CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 ENTREPRENEURSHIP DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students comprehend the role of entrepreneurship in economic development</li> <li>2. To provide an understanding, nature and process of entrepreneurship development</li> <li>3. To motivate the students to innovate and develop entrepreneurial initiatives</li> <li>4. To make the students to well develop them for the initiation of entrepreneurship start-ups</li> <li>5. To develop the entrepreneurship skills for progressing in their business career</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur</li> <li>2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship</li> <li>3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups</li> <li>4. The course make the students to know about the significance of entrepreneurship and its characteristics for elevating the position of student to upcoming entrepreneur</li> <li>5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Evolution of Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Concept, Meaning, Nature, Elements, Interactive Process.</li> <li>• Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.</li> </ul>
<b>II</b>	<b>Developing the Entrepreneurship Plan</b> <ul style="list-style-type: none"> <li>• Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning</li> </ul>
<b>III</b>	<b>Managing Entrepreneurship Growth</b> <ul style="list-style-type: none"> <li>• Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks</li> </ul>
<b>IV</b>	<b>Entrepreneurship Personality characteristics</b> <ul style="list-style-type: none"> <li>• Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure –</li> </ul>

	preparation of project proposal.
V	<b>Small Scale Industry</b> <ul style="list-style-type: none"> <li>• Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas.</li> <li>• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas.</li> <li>• Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London.</li> <li>• Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.</li> <li>• Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.</li> </ul>

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CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 PSYCHIATRIC SOCIALWORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop the knowledge of psychosocial treatment methods for person with emotional disorders.</li> <li>2. To acquire knowledge and skill in the practice of community psychiatry and rehabilitation</li> <li>3. To gain knowledge on the historical development of psychiatric social work and its importance in the current society</li> <li>4. To make the students to well know about the magnitude of mental illness problems in the society</li> <li>5. To enhance the students knowledge on the concept of psychological intervention provided to the mental ill patients</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can be enriched with knowledge on institutional and extra mural approaches to provision of mental health services.</li> <li>2. The students can acquire the skill to understand the various settings in psychiatry</li> <li>3. The students can use the various psychological treatment methods for different mentally affected disorder patients</li> <li>4. The students can use the psychological therapies for curing the mental illness to make the society more healthier</li> <li>5. The students can acquire specific knowledge on the policies and legislations of mental health in India</li> <li>6.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Psychiatric Social Work</b> <ul style="list-style-type: none"> <li>• An Introduction Definition, Scope, Historical Development, Magnitude of mental health problems among men, women, aged, socio -economically disadvantaged in urban and rural population and the mental health issues due to disaster:</li> <li>• Treatment for the mentally ill patients : Psychological intervention, individual interventions, family interventions, group intervention and medication</li> </ul>
<b>II</b>	<b>Psychological Treatment Methods</b> <ul style="list-style-type: none"> <li>• Psychotherapy, supportive therapy, Re-educative and Reconstructive psychotherapy, Behaviour therapy, CBT,ERP or EX/RP, Psycho-analysis, Client centered therapy, Reality therapy, Gestalt therapy, Rational emotive therapy, Logo therapy, Hypnosis and Abreaction.</li> </ul>
<b>III</b>	<b>Psychological Therapies</b> <ul style="list-style-type: none"> <li>• Group Therapy, Transactional Analysis, Marital Therapy, Family Therapy, Recreational and Relaxation Therapies, Occupational Therapy and Psychiatric Rehabilitation</li> </ul>
	<b>Psychiatric Social Work Practice</b>

IV	<ul style="list-style-type: none"> <li>• Role of Psychiatric Social Worker in half way homes , Day care centers, Child guidance clinic, De-addiction, Suicide prevention, Community mental health programmes; Admission and discharge procedures in a Psychiatric Hospital.</li> </ul>
V	<p><b>Mental Health Care Policies and Legislations</b></p> <ul style="list-style-type: none"> <li>• Policies and legislations related to mental health in India: National Mental health Policy for India; Present mental health care services; Identification of needs</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhugra ,Gopinath, Vikram Patel, (2005) Handbook of Psychiatry- A South Asian Perspective.Mumbai: Byword Viva Publishers Pvt. Ltd.</li> <li>• Harper A. Robert . (1975).The New Psycho therapies.New Jersey Prentice Hall, INC.</li> <li>• Kaplan , Harold, I., Sadock, B.J., (1989). <i>Comprehensive Text Book of Psychiatry</i>. London: Williams &amp; Wilkins</li> <li>• Mane &amp;Gandevia. (1998). <i>Mental Health in India: Issues and Concerns</i>.Mumbai: Tata Institute of Social Sciences.</li> <li>• Verma, Ratna. (1991).<i>Psychiatric Social work in India</i>. New Delhi: Sage Pub</li> <li>• WHO, (2004) <i>The ICD-10 Classification of Mental and Behavioral Disorders, Diagnostic Criteria for Research</i>.Delhi: AITBS Publishers and Distributors.</li> <li>• Windy, Dryden. (2002). <i>Handbook of Individual Therapy</i>.New Delhi: Sage Publications.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	M	S	M	M	M	S	M	S

S-Strong

M – Medium

L- Low



<b>Semester IV</b>	<b>Core Paper XIV</b>
<b>Title of the Course</b>	<b>SSSC064 Field Work Practicum – IV</b>
<b>Credits</b>	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems</li> <li>2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies</li> <li>3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying</li> <li>4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation</li> <li>5. To help the trainee gain insight into the components of Urban Community Development</li> <li>6. To enhance competencies to assess and analyze urban problems, needs and service delivery.</li> <li>7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes.</li> </ol> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Observation visit to urban community / slums (informal settlements)</li> <li>2. Analysis of their socio-economic conditions</li> <li>3. Application of the principles of Urban community development</li> <li>4. Application of professional social work methods in urban setting</li> <li>5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures</li> <li>6. Identify/ study/ explore the urban problems covering the following aspects: <ol style="list-style-type: none"> <li>a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.</li> <li>b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned</li> </ol> </li> </ol>

	<p>with the problem</p> <p>c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee</p>
<p>Human Resource Management</p>	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To practically understand the concept of Industrial Relations and to acquire the related competencies</li> <li>2. To familiarize with the Labor Legislations</li> <li>3. To learn to apply the various methods of Social Work in various Industrial Settings</li> <li>4. To observe the application of various Labor Welfare measures</li> <li>5. To observe the practice of current trends in HR</li> <li>6. To provide opportunity for the integration of class room learning and field practice</li> <li>7. To acquire human resource management skills</li> <li>8. To observe the CSR activities</li> <li>9. To develop skills to organize people to meet their needs and solve their problems</li> <li>10. To make innovative contributions to the organization functioning</li> <li>11. To represent HR profession in inter disciplinary terms</li> <li>12. To carry out application oriented mini – research projects</li> <li>13. To utilize field instructions for enhancing and integrating professional growth in Human Resource</li> </ol> <p>Tasks:</p> <p>I Organizational Profile History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department</p> <p>II Areas of Personnel Functions Manpower Planning (Need Analysis) Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources) Types of Employees (Contract/ Temporary/ Permanent/ Part-Time) Selection (Interview/ Written Test /Group Discussion / Physical examination Induction and Placement, Promotion and Transfer Training and Development (Need Analysis/ Types/Outsourcing) Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews) Time Office (Daily Attendance/ Swiping Cards/ Attendance Register) Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out) Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.) Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)</p>

	<p>Social Security Benefits (Social Insurance/ Social Assistance) Employee Service Register, Communication Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning</p> <p>III Industrial Relations Functions</p> <p>IR at Shop Floor &amp; Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils Grievance Handling - Grievance Settlement Procedure Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment) Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment</p> <p>IV Labor Welfare Measures</p> <p>Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives) Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling Workers' Education, Recreation, Other Welfare Measures</p> <p>V Labour Legislations</p> <p>Legislations applicable to the Organisation</p> <p>VI Others</p> <p>1. TQM, ISO, Use of OD Techniques, CSR Activities.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations,  
Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems,  
Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate  
between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or  
Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	M	S
CO 5	S	M	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XV</b>
<b>Title of the Course</b>	<b>SSSC065 DISSERTATION</b>
Credits	4
Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before to commencement of examinations.	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	M	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	
<b>Title of the Course</b>	<b>BLOCK PLACEMENT / INTERNSHIP</b>
Credits	2
<p>After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.</p>	
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop enhanced practice skill and integrate learning</li> <li>2. Develop greater understanding of reality situations through involvement in day to day work</li> <li>3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme</li> <li>4. Enhance awareness of self in the role of a Professional Social Worker</li> </ol>	
<p><b>Duration:</b> 1 month</p>	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	M

S-Strong

M – Medium

L- Low



<b>Semester I</b>	<b>Elective (Compulsory)</b>
<b>Title of the Course:</b>	<b>SSSE051 SOCIOLOGY AND PSYCHOLOGY FOR SOCIAL WORK PRACTICE - I</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work.</li> <li>2. To understand the various stages of Human Growth and Development.</li> <li>3. To enable the student to gain knowledge about the society and its dynamism</li> <li>4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind</li> <li>5. To learn about the sociological theories for understanding well about the social structures, systems and different institutions making great impact in the evolution of human society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The outcome of the course is to get knowledge in regarding to the psychological development of the individual in respect of brain development and its intelligence</li> <li>2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect</li> <li>3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that make a great impact in the societies development</li> <li>4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them</li> <li>5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Developmental Psychology</b> Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-

	cultural factors influencing development; Influence of heredity and environment.
II	<p><b>Theories Related to Personality</b></p> <p>Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)</p>
III	<p><b>Understanding Behaviour and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Sensation, Perception and learning (Classical and Operant learning theories)</li> <li>• Memory process: Registration, retention and recall</li> <li>• Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation</li> </ul>
IV	<p><b>Fundamentals of Sociology</b></p> <ul style="list-style-type: none"> <li>• Meaning, scope, significance and relevance,</li> <li>• Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution</li> <li>• Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education</li> <li>• Socialization: process and agents.</li> <li>• Social control: concept, types and functions,</li> <li>• Agents of social control: kinship, religion, law, education, traditions and customs.</li> <li>• Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.</li> </ul>
V	<p><b>Social Movements in India</b></p> <p>Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements.</p> <p>Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women &amp; sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker</p>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970</li> <li>• Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001</li> <li>• Engler, Barbara, Personality Theories- An Introduction, 3rd edition, Houghton Muffin, Company,</li> </ul>

	<p>Boston, 1991</p> <ul style="list-style-type: none"> <li>• Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964.</li> <li>• Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986</li> <li>• Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi.</li> <li>• Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi</li> <li>• Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi</li> <li>• Anthony Giddens, 1998, Sociology (Third), Polity Press, London</li> <li>• Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad</li> <li>• Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England</li> <li>• Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi</li> <li>• Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi</li> <li>• Mohanty B. B., 2012, Agrarian Change and Mobilization, Sage Publications, New Delhi</li> <li>• Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi</li> <li>• Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.</li> </ul>
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Methods of assessment:

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	M	S	S	M	S
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	S	M
CO 5	S	S	M	S	S	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - II</b>
<b>Title of the Course:</b>	<b>SSSE052 DISASTER RISK REDUCTION</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of eco system equilibrium and dis-equilibrium</li> <li>2. To develop skills to analyze the factors contributing to disaster</li> <li>3. To develop and understanding of the process of Disaster Management</li> <li>4. To understand well about the effects of disaster on human lives and their living conditions</li> <li>5. To enhance the knowledge on the disaster management techniques to cope effectively when disaster occurs</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can learn about the mitigation measures carried out by the Rescue force when disaster occurs</li> <li>2. The disasters occurring make the students to learn about its different types and its effect making a huge impact on the lives of so many people</li> <li>3. The students must learn how to rehabilitate the disaster affected people</li> <li>4. The students will learn to protect them from disaster whether it is man-made or natural</li> <li>5. The course enable the students capacity to cope effectively when any disaster affect their living conditions and livelihood</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Concept and Definition</b> <ul style="list-style-type: none"> <li>• Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/ Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management</li> </ul>
<b>II</b>	<b>Disaster Management cycle</b> <ul style="list-style-type: none"> <li>• Prevention, mitigation, preparedness, response, recovery and rehabilitation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster;</li> <li>• Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation</li> </ul>
<b>III</b>	<b>Disaster Mitigation</b> <ul style="list-style-type: none"> <li>• Guiding principles of mitigation,</li> <li>• Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes</li> </ul>

IV	<p><b>Disaster Management</b></p> <ul style="list-style-type: none"> <li>• Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies)</li> <li>• Intervening parties – Government, Voluntary organization,</li> <li>• Local groups – Community participation, volunteers, social workers.</li> </ul>
V	<p><b>Stress management of Emergency workers</b></p> <ul style="list-style-type: none"> <li>• Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007</li> <li>• Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep &amp; deep Publications Pvt. Ltd, 2005</li> <li>• Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep &amp; Deep Publications. 2001</li> <li>• Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy &amp; Strategy, New Delhi, SBS.Publications, 2006</li> <li>• Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery &amp; Response, New Delhi, SBS Publications.2006</li> <li>• Sanjay, K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001</li> <li>• Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000</li> <li>• Verma, K, Manish, Development, Displacement and Resettlement, Jaipur, Rawat Publications. 2004</li> </ul>

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Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	M	M
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	M	S	S	S	S
CO 5	M	S	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low



<b>Semester II</b>	<b>ELECTIVE PAPER - III</b>
<b>Title of the Course:</b>	<b>SSSE052 COUNSELLING – THEORY AND PRACTICE</b>
<b>Credits:</b>	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop a basic understanding of theory and skills in counselling</li> <li>2. To learn the different approaches and to develop an eclectic approach to counselling</li> <li>3. To integrate counselling skills in Social work practice</li> <li>4. To enable the students in knowing about the techniques of providing psycho-social therapy to clients</li> <li>5. To make the students in learning the art of counselling to solve the psycho-social maladjustment problems</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can learn the theory of counselling and can apply it in their practical work settings</li> <li>2. The different approaches of counselling can emancipate the standard of students ability and capacity in solving the clients problems</li> <li>3. The techniques and skills of counselling can ensure the students to apply it in their daily practical life</li> <li>4. The various approaches and theories of counselling bring new perspective and outlook to students in solving the individuals coping issues</li> <li>5. The outcome of the course is to make the students a capable and efficient counsellor in providing effective counselling therapy to clients</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept of Counselling</b> <ul style="list-style-type: none"> <li>• Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal.</li> <li>• Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.</li> </ul>
II	<b>Different Approaches of Counselling:</b> <ul style="list-style-type: none"> <li>• Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling</li> </ul>
III	<b>Types and Techniques to Counselling</b> <ul style="list-style-type: none"> <li>• Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling.</li> <li>• Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER</li> </ul>

IV	<p><b>The Eagan Model of Counselling:</b></p> <p>Stage- 1: Problem exploration and clarification- Part I – Attending &amp; listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration</p> <p>Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper’s skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client’s skill - non-defensive listening, dynamic self-understanding</p> <p>Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.</p>
	<p><b>Counselling in different settings</b></p> <ul style="list-style-type: none"> <li>• Marital, family, HIV/AIDS, pastoral counselling, student</li> </ul>
V	<p>guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling</p>

Books For Reference	<ul style="list-style-type: none"> <li>• Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices.</li> <li>• Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole.</li> <li>• Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill.</li> <li>• David R. Evans, Margret T. Hearn, Max R. Ullmann&amp; Allen E. Ivey (2008): Essential Interviewing: A Programmed Approach To Effective Communication (7th Ed.), USA: Thompson Brooks/Cole.</li> <li>• DalaganjanNaik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan.</li> <li>• Gibson L. Robert &amp; Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India.</li> <li>• Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.</li> <li>• John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.</li> <li>• John, McLeod (2007), Counselling Skills (1st Ed.), Jaipur: Rawat Publications.</li> <li>• Lawrence, Shulman (2006): The Skills of Helping-Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. .</li> <li>• Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill.</li> <li>• Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE.</li> <li>• Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	S	M	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - IV</b>
<b>Title of the Course:</b>	<b>SSSE053 GENDER AND DEVELOPMENT</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the perspective of gender and development</li> <li>2. To develop and ability to identify areas of work with women and men</li> <li>3. To understand strategies and interventions that change the situation</li> <li>4. To understand well about the concepts of gender development and their empowerment through the gender perspective</li> <li>5. To enhance the students knowledge on gender role and its significance in the development of the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly.</li> <li>2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment.</li> <li>3. The outcome of the course is to comprehend well about the concept of feminism and social work.</li> <li>4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with</li> <li>5. The course provide knowledge on the significance of gender and their development in the global arena</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Gender Concepts</b> <ul style="list-style-type: none"> <li>• Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types,</li> <li>• Gender development indicators - sex ratio, GER, GDI, GEM</li> </ul>
<b>II</b>	<b>Feminism</b> <ul style="list-style-type: none"> <li>• Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India;</li> <li>• Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice</li> </ul>

III	<p><b>Protective Measures for Women in India</b></p> <ul style="list-style-type: none"> <li>• Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act-2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,</li> </ul>
IV	<p><b>Global Perspectives in Women’s Development</b></p> <ul style="list-style-type: none"> <li>• Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW;</li> <li>• Role of UN-WOMEN; UN Timeline in Women’s Progress; INGOs and NGOs in Women’s Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security</li> </ul>
V	<p><b>Special Initiatives and Programmes</b></p> <ul style="list-style-type: none"> <li>• Status of women in India, problems specific to Indian women; discrimination against the girl child;</li> <li>• National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhatia Anju, Women’s Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> </ul>

	<ul style="list-style-type: none"> <li>• MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> <li>• Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008.</li> <li>• Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006.</li> <li>• Bhatia Anju, Women’s Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> <li>• Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011.</li> <li>• Heywood, L., The Women’s Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007.</li> <li>• Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995.</li> <li>• MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

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Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low



	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	S	M	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - V</b>
<b>Title of the Course:</b>	<b>SSSE053 HUMAN RIGHTS AND SOCIAL WORK</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide a perspective and foundation for a human rights culture among students.</li> <li>2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.</li> <li>3. To equip students with knowledge about the human rights movements and new rights gained.</li> <li>4. To provide knowledge on human rights would make the students more empowered in knowing their rights</li> <li>5. To enhance the students perspective on human rights issues and its violations in the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it</li> <li>2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people</li> <li>3. The knowledge of human rights empower the students community, women community and unprivileged sections of society</li> <li>4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people</li> <li>5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Human Rights</b> <ul style="list-style-type: none"> <li>• Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.</li> </ul>
<b>II</b>	<b>Understanding law and the State</b> <ul style="list-style-type: none"> <li>• The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination;</li> <li>• The Indian Legal System, Indian Penal Code, Criminal</li> </ul>

	Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	<b>Global Market and Human Rights</b> <ul style="list-style-type: none"> <li>• Business corporations and human rights standards</li> <li>• Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights</li> </ul>
IV	<b>Rights of the Marginalized Sections</b> <ul style="list-style-type: none"> <li>• Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.</li> </ul>
V	<b>Human rights Movement in India</b> <ul style="list-style-type: none"> <li>• Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Baxi, Upandra, (2005) Future of Human Rights Oxford University Press, London</li> <li>• Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi.</li> <li>• Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi.</li> <li>• Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA.</li> <li>• Mathew P.D &amp; Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi</li> <li>• Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai</li> <li>• Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.</li> <li>• United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.</li> </ul>

Methods of assessment:

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	M	S	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VI</b>
<b>Title of the Course:</b>	<b>SSSE054 CORPORATE SOCIAL RESPONSIBILITY</b>
Credits:	3
Course Objectives	<ul style="list-style-type: none"> <li>- <b>Gain knowledge about Corporate Social Responsibility</b></li> <li>- <b>Understand the functions and activities of Social Audit</b></li> <li>- <b>Acquire the skills of promoting and working in CSR programms.</b></li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1) The students will learn about the importance of the Corporate social responsibility in the society</li> <li>2) The outcome of the course is to teach the different elements consist in the unit of society and defining its significance</li> <li>3) The course is teaching about the social audit of organization and disorganization to students for knowing about its importance and values</li> <li>4) The outcome of the course is to provide knowledge about the concept of corporate responsibility.</li> <li>5) The course is to make aware on the various types of responsibilities by the corporate sectors to students for better knowing about the values and significance of social responsibility and social audits.</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>UNIT 1: Corporate Social Responsibility</b> – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach -
	CSR Issues: Environmental, Social, Labor related, Ethical and Governance.
II	<b>UNIT 2: Organizational environment</b> - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.
III	<b>UNIT 3: Role of ‘Standards and Codes’ in CSR:</b> ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

IV	<p><b>UNIT 4: NGO and CSR</b> – Indian Companies Act2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment. Communication: Annual Reports and Sustainability Reports.</p>
V	<p><b>UNIT 5: CSR- Success Stories in Indian Context</b> – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.</p>
Books For Reference	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), Mcgraw Hill Publications, New Delhi.</li> <li>2. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai.</li> <li>3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cingage Learning Ind Pvt Ltd, New Delhi.</li> <li>4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business (Tenth), Pearson Eduction Pvt Ltd, New Delhi.</li> <li>5. John R Baotright, 2003, Ethics and Conduct of Business (Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.</li> <li>6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur.</li> <li>7. Neelamegam V., 2008, Business Environment, Vrinda</li> </ol>

	Publications, New Delhi. 8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai. 9. Saravanavel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai. 10. Sharma R.K. And PuneetGoel and PoojaBhagwan, 2009, Business Ethics And Corporate Governance, KalyaniPublications, Chennai.
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CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low



<b>Semester III</b>	<b>ELECTIVE PAPER - VII</b>
<b>Title of the Course:</b>	<b>SSSE054 HEALTH AND HOSPITAL ADMINISTRATION IN INDIA</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To establish a meaningful understanding of nature of health, scope and meaning of health administration.</li> <li>2. To help the students to acquire the knowledge about the union, state and local level Primary Health Centers and their functioning.</li> <li>3. To gain knowledge on the hospital services available for the in the society.</li> <li>4. To provide knowledge on the legal laws and value of health to students.</li> <li>5. To teach students on the primary relationship of family and its allied institutions</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) The students will learn about the importance of the health and primary health care units.</li> <li>2) To teach the different health care services in the union, state and local levels.</li> <li>3) The course is teaching about the importance of legal issues and laws to students.</li> <li>4) The outcome of the course is to provide knowledge about the concept of health and its quality in the hospitals in India.</li> </ol>
<b>Pre-requisites, if any:</b>	
Units	
I	<b>Unit- I: Introduction</b> Nature, Scope and Meaning of Health Administration- the Basis for Public Health Government and Public Health- law and Public health.
II	<b>Unit- II: Health Organization</b> Organization of Health care Administration at the Union-State and Local Levels Administration of Primary Health Care health Centre- Voluntary –Health Agencies
III	<b>Unit- III: Policy Making and Planning for Health Care</b> Policy Making for Health care Administration- Planning for Health Care- Personnel Management-Financial Management-Public Relations.
IV	<b>Unit- IV: Hospital Administration</b> Hospital Planning and Administration- Administration of Out-Patient and In- Patient (wards) Services- Emerging services in Hospitals- Manpower Planning in Hospitals-Medical Practice and Law- Medical Legal Cases.
V	<b>Unit- V: Trends in Hospital Administration</b> Modernizing Health Administration- Evaluation of Medical Services in Hospitals- Role of World Health Organization- Quality Health Care in India- Health insurance.

Books For Reference	<ol style="list-style-type: none"> <li>1. Goel, S.L. and R.Kumar (1986) Hospital Administration and Management, (in three volumes), New Delhi: Deep and Deep.</li> <li>2. Goel, S.L.; (1984) Hospital Administration., Delhi: Sterling Publishers Pvt, Ltd.</li> <li>3. Kumar, Arun., ( 2000) Health Administration, New Delhi: Anmol Publications.</li> <li>4. Kumar, Arun., (2000) Encyclopedia of Hospital Administration and Development, (in Three Volumes), Delhi: Anmol Publications.</li> </ol>

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VIII</b>
<b>Title of the Course:</b>	<b>SSSE055 SOCIAL POLICY AND SOCIAL LEGISLATION</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution</li> <li>2. To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes</li> <li>3. To develop an understanding of the concepts of social policy and social welfare policy</li> <li>4. To gain knowledge on the social policy and its various implications making impact in the social institutions</li> <li>5. To enhance the students knowledge on the concept of social legislation for solving the social problems legitimately</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can learn about the social policy and constitution and its relation within it</li> <li>2. The outcome of the course is to make the students to be aware about the social legislations in India and its impact on the welfare of the people</li> <li>3. The course teach about the policy formulation and policy planning to gain more knowledge about it</li> <li>4. The course make aware the students on the social welfare policy and its implementation in the social institutions</li> <li>5. The outcome of the course is to make the students a responsible citizen in knowing lot more about the social policy and its legislations</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Social Policy and Constitution</b> <ul style="list-style-type: none"> <li>• Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights.</li> <li>• Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.</li> </ul>
<b>II</b>	<b>Policy Formulation and approaches</b> <ul style="list-style-type: none"> <li>• Unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes,</li> <li>• Policies in India – a historical perspective- policies-backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban &amp; rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan.</li> <li>•</li> </ul>

III	<p><b>Policy and Planning</b></p> <ul style="list-style-type: none"> <li>• Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective.</li> <li>• Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation</li> </ul>
IV	<p><b>Major Social Legislation in India I</b></p> <ul style="list-style-type: none"> <li>• Legislation pertaining to marriage, divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956.</li> </ul>
	<p>Special Marriage Act 1954, Provision regarding marriage and divorce in Mohammedan law. Medical Termination of Pregnancy Act 1971, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.</p>
V	<p><b>Major Social Legislations in India II</b></p> <ul style="list-style-type: none"> <li>• Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995. Legislation pertaining to children: Child Labour (abolition &amp; regulation) Act 1986. Juvenile Justice Act 2001.</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Adams Robert, (2002), Social Policy for Social Work, Palgrave.</li> <li>• Baldock John, (2000), Social Policy, Oxford, Oxford University Press.</li> <li>• Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay.</li> <li>• Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi.</li> <li>• Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.</li> <li>• Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi.</li> <li>• Nair, T. Krishnan (ed.) (1976), Social Work Education &amp; Development of Weaker Sections, Madras-Association of Schools of Social Work in India.</li> <li>• Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, VazhgaValamudan Publishers</li> <li>• Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.</li> </ul>
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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - IX</b>
<b>Title of the Course:</b>	<b>SSSE055 ENVIRONMENTAL SOCIAL WORK</b>
Credits:	3
Course Objectives	<ul style="list-style-type: none"> <li>• To help the students to learn basic facts about Ecology, Environment and Energy resources.</li> <li>• To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection.</li> <li>• To provide an understanding roles and responsibilities of Social Workers to protect the nature.</li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1) The students can learn about the ecology and social work connection.</li> <li>2) The students will orient themselves with roles of different social movements protecting the environment.</li> <li>3) Students will learn about their roles and responsibilities to protect the nature.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>UNIT-I: Eco system &amp; Environmental Issues:</b> Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.
II	<b>UNIT -II: Environment Consciousness-</b> NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement - MittiBachaoAndolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.
III	<b>UNIT-III: Environment Action and Management:</b> 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.

IV	<p><b>UNIT – IV: Environment Protection Laws and Role of Social Worker:</b> 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).</p>
V	<p><b>UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets-</b> 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.</p>
Books For Reference	<ol style="list-style-type: none"> <li>1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.</li> <li>2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.</li> <li>3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London</li> <li>4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill</li> </ol>



	<p>Publishers. New Delhi:</p> <ol style="list-style-type: none"> <li>5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.</li> <li>6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.</li> <li>7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.</li> <li>8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press</li> <li>9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.</li> <li>10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.</li> <li>11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi</li> <li>12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.</li> </ol>
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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - X</b>
<b>Title of the Course:</b>	<b>SSSE056 INTERNATIONAL SOCIAL WORK</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To help the students to understand the international perspectives of social work.</li> <li>2. Students will understand the role of global organizations, inter cultural competencies and global challenges in social work.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. To introduce students to the concept of the International dimensions of Social work and Connections between the local and global.</li> <li>2. To make cross – cultural comparisons in examining responses to global issues.</li> <li>3. To enhance cross-cultural competency among students.</li> </ol>
<b>Pre-requisites, if any:</b>	
Units	
I	<b>Unit -1: International Social Work</b> Concept, Importance of International Social work, Social work as an International Profession, International Professional Action.
II	<b>Unit -2: Social Work and International Social Development</b> Global Interdependence and Social work –Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence International Relief and Development practice; Role of International Social Welfare Organization and their functions.
III	<b>Unit –3: Cross Cultural Competencies</b> Meaning of Cultural Competence, Cultural awareness, Knowledge acquisition, Skill Development, Inductive Learning, Advancing Social and Economic justice Standards for Cultural Competence in Social Work Practice (NASW 2001)
IV	<b>Unit –4: Global Challenges</b> Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, Refugees, Displacement & Forced Migration, AIDS, Human Trafficking, Climate Change, Disaster Response.

Books For Reference	<ol style="list-style-type: none"> <li>1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies &amp; Programmes; New Delhi: Vistaar Publications</li> <li>2. Dominelli, Lena (2012), Green Social Work, UK: Polity Press</li> <li>3. Drolet, Julie (2014), Social Protection and Social Development – International Initiatives, New York: Springer</li> <li>4. Drolet, Julie, Natalie Clark &amp; Helen Allen (2012), Shifting Sites of Practice – Field Education in Canada, Toronto: Pearson Canada Inc.</li> <li>5. Healy, Lynne M. &amp; Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press. 46 Department of Social Work, Madras Christian College, Chennai- 600059</li> <li>6. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press.</li> <li>7. Hockenstand, M.C, Midgley James (2004), Issues in International Social work-Global Challenges for a new Century, NASW press.</li> <li>8. ILO (2012), The Strategy of the International Labour Organization Social Security for All Building social protection floors and comprehensive social security systems, Geneva: ILO</li> <li>9. Lyons, K. (1999). International Social work: Themes and Perspectives. Brookfield, USA: Ashgate</li> <li>10. Lum, Doman (2003) Culturally Competent Practice – A framework for Understanding Diverse Groups and Justice Issues; Thomson-Brooks/Cole Publishers.</li> </ol>
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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XI</b>
<b>Title of the Course:</b>	<b>SSSE056 INTERNATIONAL HUMAN RESOURCE MANAGEMENT</b>
Credits:	3
Course Objectives	Objectives: <ul style="list-style-type: none"> <li>• To introduce the students to the International Business Environment.</li> <li>• To give necessary exposure to International Human Resource Management.</li> <li>• To impart necessary skills required Human Resource Management with regard to the management of International business organizations.</li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1. Students will get the proper understanding of international business environment.</li> <li>2. Students will get exposure to the international human resource management.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>UNIT-I: Globalization and International Business. (9 hours)</b> Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process. Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.
II	<b>UNIT-II: International / Global Human Resource Management. (9 hours)</b> Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management. Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.
III	<b>UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)</b> Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems. Aligning Training and

	Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates. Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.
IV	<b>UNIT-IV: International Compensation. (9 hours)</b> Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation. Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.
V	<b>UNIT-V: Contemporary Issues in IHRM. (9 hours)</b> The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21 st century.
Books For Reference	1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi. 2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd., 3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006. 4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

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CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XII</b>
<b>Title of the Course:</b>	<b>SSSE057 MIGRATION ISSUES AND HUMAN SECURITY</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand migration in the context of development and displacement</li> <li>2. Explore current and emerging trends on internal and International migrations</li> <li>3. Acquire knowledge on determinants of migration and rights of Migrants</li> <li>4. Provide knowledge about the impact of migration in the international platform and making change in the global stand towards migration and its issues</li> <li>5. The students can gain abundant knowledge about the migration policy of various countries and their outlook and perspective towards handling migration issue</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) The course make aware the students on the issues of migration and its problem faced by refugees</li> <li>2) The students study about the migration within the country and its impact in the rural-urban divide on the economic aspect</li> <li>3) The students well understand about the rising crisis of human trafficking in the Indian borders and giving threat to the security of the nation</li> <li>4) The outcome of the course is to well understand about the concept of internal and external migration occurring in the various countries</li> <li>5) The course make the students to know about the causes and effects of migration for addressing it in the near future</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
	<b>Migration</b>
I	<ul style="list-style-type: none"> <li>• Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.</li> </ul>
II	<b>Migration in India</b> <ul style="list-style-type: none"> <li>• Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees</li> </ul>
III	<b>Globalisation and Migration</b> <ul style="list-style-type: none"> <li>• Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,</li> </ul>
IV	<b>International Migration</b> <ul style="list-style-type: none"> <li>• Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law</li> </ul>

V	<p><b>Migration and Human Security</b></p> <ul style="list-style-type: none"> <li>• Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter-State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• AmalDatta, (2003): Human Migration. A Social Phenomenon. India: Mittal.</li> <li>• Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge.</li> <li>• DeveshKapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press.</li> <li>• David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge.</li> <li>• R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul.</li> </ul>

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CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XIII</b>
<b>Title of the Course:</b>	<b>SSSE057 NGOs MANAGEMENT AND DEVELOPMENT PRACTICES</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will learn about the Ngo Registration and planning and projects.</li> <li>2. Will understand the roles and functions of non-governmental organizations.</li> <li>3. Students will learn about the fund raising and monitoring and evaluation of the projects.</li> </ol>
<b>Course Outcomes</b>	<p>Learning Outcome: <i>The students will...</i></p> <ul style="list-style-type: none"> <li>- Gain knowledge about establishing and managing a nongovernmental organization</li> <li>- Understand the functions and activities of a nongovernmental organization</li> <li>- Acquire the skill of working with nongovernmental organization</li> </ul>
<b>Pre-requisites, if any:</b>	
I	UNIT 1: Understanding about NGO as nonprofit 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.
II	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.
III	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.

IV	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.
V	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.
Books For Reference	<ol style="list-style-type: none"> <li>1. Asok Kumar Sarkar, 2008, Ngo's and Globalization, Rawat Publications, New Delhi.</li> <li>2. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5<sup>th</sup> Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi.</li> <li>3. Emmanuel S. Fernando, 1999, Fund 100, Jupiter, Mumbai.</li> <li>4. Gangrade K.D, SooryaMoorthy.R. 2006. Ngos in India. PremRawat Publication. New Delhi.</li> <li>5. Ghosh.K..A and Prem Kumar. 1997. Project Management. Anmol Publishing Ltd. New Delhi.</li> <li>6. Joel S.G.R.Bhose, 2003, Ngo and Rural Development, Concept</li> </ol>

	<p>Publishing Company, New Delhi.</p> <p>7. Jose Murickan SJ &amp; R. Mohan Raj &amp; Kurian K. Katticaren, 2000, Paradigm Shifts In Development Cooperation, Indian Social Institution and Bangalore.</p> <p>8. Malleswari B., 2010, Micro- Finance and Women Empowerment, Serials Publications, Coimbatore</p> <p>9. Michael Norton &amp; Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.</p> <p>10. Vijay Padaki &amp; Manjulika Vaz, 2003, Institutional Development in Social Interventions, Sage Publications, New Delhi.</p> <p>11. Winfo, 2004, a Hand Book for Ngo's On Fund Raising, Winfo, Coimbatore.</p>
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CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	M	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Course I</b>	<b>Soft Skill</b>
<b>Title of the Course:</b>	<b>Communication Skills – Skills Lab</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To make the students acquire knowledge in the field of communication</li> <li>2. To delineate Non-verbal communications and its types.</li> <li>3. To understand the role of communication in creating a new world</li> <li>4. To enable the students to understand the barriers of communication and miscommunication.</li> <li>5. To make the students to excel in effective communication skills</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge about communication and its various forms.</li> <li>2. Understand the communication process and levels.</li> <li>3. Learn different types of skills required</li> <li>4. Interpret the method of listening and reading skills.</li> <li>5. Able to understand the utility of communication in day-to-day life, business life etc.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<p><b>Introduction to Communication:</b> Need and Nature of Effective Communication</p> <p><b>The Process of Communication:</b> Levels of communication; Flow of Communication; Use of language in communication; Communication Networks; Significance of technical communication.</p> <p><b>Non-verbal Communication and Body language:</b> Forms of Non-verbal communication; Interpreting body language cues, Kinesics and Effective use of body language.</p>
<b>II</b>	<p><b>Barriers to Communication:</b> Types of barriers; Miscommunication; Noise; Overcoming measures.</p>
<b>III</b>	<p><b>Listening Skill:</b> Listening as an active skill; Types of Listeners: Listening for general content; Listening to fill up information; Intensive Listening; Listening for specific information; Developing effective listening skills; Barriers to effective listening skills.</p>
<b>IV</b>	<p><b>Reading Skills:</b> Identifying the topic sentence; interfering lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.</p>
<b>V</b>	<p><b>Developing Skills</b> Developing skills for communication in working life, business life and</p>



	social life. <u>Managing the Event.</u>
Books for Reference	<ul style="list-style-type: none"> <li>• Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003.</li> <li>• Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998</li> <li>• Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001.</li> <li>• Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.</li> </ul>

**Methods of assessment:**

**Recall (K1)** - Simple definitions, MCQ, Recall steps, Concept definitions

**Understand/ Comprehend (K2)** - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

<b>Course I</b>	<b>Soft Skill</b>
<b>Title of the Course:</b>	<b>Personal and Interpersonal Skills</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. After the completion of course the student will be able to interpret behaviour and personality developments.</li> <li>2. Analyse self and relational developments in various institutions.</li> <li>3. Understand and describe the stress management, uncertainty, problem solving and decision making.</li> <li>4. Display different types of communication and process of communication development such as attitude and barriers to communication.</li> <li>5. Able to explain interpersonal relationships in multiple social backgrounds</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Behavioural Development</b> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Friendliness - Enthusiasm – Empathy</li> <li>• Work-Life Balance</li> </ul>
<b>II</b>	<b>Self and Relationship Development</b> <ul style="list-style-type: none"> <li>• Relationships (healthy &amp; unhealthy), Universal values, Character development</li> <li>• Family Crisis, Sexual Behaviour and Domestic Violence</li> <li>• Self Confidence - Adaptability – Resilience</li> <li>• Assertiveness - Competitiveness - Self-Leadership</li> </ul>
<b>III</b>	<b>Emotional Development</b> <ul style="list-style-type: none"> <li>• Development of Emotional Intelligence - Self-Awareness - Emotion Management</li> <li>• Stress Management - Tolerance of Change and Uncertainty - Taking Criticism</li> <li>• Decision making, Problem solving</li> </ul>
<b>IV</b>	<b>Communication Development</b> <ul style="list-style-type: none"> <li>• Communication skills and Levels of communication</li> <li>• Communication barriers</li> <li>• Effect of attitude on communication</li> </ul>

V	<p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Concepts: Networking and Connection to Careers in society – Interpersonal Relationships</li> <li>• Dealing with Difficult People - Conflict Resolution</li> <li>• Personal Branding – Dealing with Office Politics, Jealousy and Infidelity</li> </ul>
Books for Reference	<ul style="list-style-type: none"> <li>• Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i>. New York: Bantam Books.</li> <li>• Hoffman, Edward. (2002), <i>Psychological Testing at Work</i>. New York: McGraw-Hill.</li> <li>• Jones, Dixie A. (1997), “Plays Well with Others, or the Importance of Collegiality Within a Reference Unit,” <i>The Reference Librarian</i> no. 59, 163-175.</li> <li>• Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). “Assessing and Attacking Workplace Incivility,” <i>Organizational Dynamics</i> 29 no. 2 (November).</li> </ul>

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

**Evaluate (K5)** - Longer essay/ Evaluation essay, Critique or justify with pros and cons

**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	M	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	M	S	S	S	S
<b>CO 4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 5</b>	M	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**

**Methods of assessment:**

**Recall (K1)** - Simple definitions, MCQ, Recall steps, Concept definitions

**Understand/ Comprehend (K2)** - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

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<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	M	S	S	S	M	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**

<b>Course I</b>	Soft Skill
<b>Title of the Course:</b>	<b>LEADERSHIP &amp; TEAM BUILDING</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology</li> <li>2. To develop leadership skills through training and motivation</li> <li>3. To improve communication and interpersonal for grooming overall personality enrichment</li> <li>4. To increase the pro-activeness ability of the students for developing leadership skills</li> <li>5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Demonstrate team building and conflict management skills using Out Bound Training methodology.</li> <li>2. Articulate the basic skills necessary for leadership, communication and task execution in teams.</li> <li>3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity</li> <li>4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity</li> <li>5. Groom the quality of the leader among the students for making them a best leader</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.</li> </ul>
<b>II</b>	<b>Conflict Management</b> <ul style="list-style-type: none"> <li>• Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.</li> </ul>
<b>III</b>	<b>Team Building –1</b> <ul style="list-style-type: none"> <li>• Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.</li> </ul>
<b>IV</b>	<b>Team Building – 2</b> <ul style="list-style-type: none"> <li>• Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.</li> </ul>

V	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Basics of leadership – leader vs. manager &amp; balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.</li> </ul>
<b>Books for Reference</b>	<ul style="list-style-type: none"> <li>• Christopher, E. M. &amp; Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.</li> <li>• Dale Carnegie. (1936). How to Win Friends and Influence People. Simon &amp; Schuster.</li> <li>• Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.</li> <li>• Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Newstrom, J. &amp; Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited.</li> <li>• Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.</li> <li>• Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.</li> <li>• Stephen R. Covey. (2011) The leader in me. Free Press</li> </ul>

**Methods of assessment:**

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**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	M	S	S	S	M	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**



<b>Course I</b>	Soft Skill
<b>Title of the Course:</b>	<b>Creativity and Professional Skills</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. It will help students in problems solving and critical thinking.</li> <li>2. It interprets professional updating.</li> <li>3. It describes professionalism in organizational skills and time management</li> <li>4. It summarizes professional development –knowledge management and customer service</li> <li>5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Personal Creativity</b> <ul style="list-style-type: none"> <li>• Problem Solving nature and Critical Thinking, Innovation of workable ideas</li> <li>• Troubleshooting - Design Sense - Artistic Sense</li> </ul>
<b>II</b>	<b>Professional Updating</b> <ul style="list-style-type: none"> <li>• Technology Savvy - Technology Trend Awareness</li> <li>• Business Trend Awareness – Self, Business and Market Research</li> <li>• Business Etiquette - Business Ethics</li> <li>• Diversity Awareness - Disability Awareness - Intercultural Competence</li> </ul>
<b>III</b>	<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Organizational Skills - Planning - Scheduling</li> <li>• Time Management - Meeting Management</li> </ul>
<b>IV</b>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>

<b>V</b>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>
Books for Reference	<ul style="list-style-type: none"> <li>• Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press.</li> <li>• Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY</li> <li>• Yoder, S., &amp; Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene</li> </ul>

**Methods of assessment:**

**Recall (K1)** - Simple definitions, MCQ, Recall steps, Concept definitions

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
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<b>CO 2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S	M	S
<b>CO 4</b>	S	M	S	S	M	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	S	S

S-Strong      M-Medium      L-Low

S.A.C. SEPT'2022

**Master of Social Work**  
**MSW**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**  
**2023-2024**

<b>TANSCHEREGULATIONSONLEARNINGOUTCOMES-BASEDCURRICULUM FRAMEWORKFORPOSTGRADUATEEDUCATION</b>	
<b>Programme</b>	<b>M.S.W</b>
<b>Programme Code</b>	
<b>Duration</b>	<b>PGTwoYears</b>
<b>Programme Outcomes(Pos)</b>	<p><b>PO1:ProblemSolvingSkill</b> ApplyknowledgeofManagementtheoriesandHumanResourcepracticestosolvebusinessproblemsthroughresearchinGlobalcontext</p> <p><b>PO2:DecisionMakingSkill</b> Foster analytical and critical thinking abilities for data-baseddecision-making.</p> <p><b>PO3:EthicalValue</b> Abilitytoincorporatequality,ethicalandlegalvalue-basedperspectivestoallorganizationalactivities.</p> <p><b>PO4:CommunicationSkill</b> Abilitytodevelopcommunication,managerialandinterpersonalskills.</p> <p><b>PO5:IndividualandTeamLeadershipSkill</b> Capabilitytoleadthemselvesandtheteamtoachieveorganizationalgoals.</p> <p><b>PO6:EmployabilitySkill</b> Inculcate contemporary business practices to enhanceemployabilityskillsinthecompetitiveenvironment.</p> <p><b>PO7:EntrepreneurialSkill</b> Equipwithskillsandcompetenciestobecomeanentrepreneur.</p> <p><b>PO8:ContributiontoSociety</b> Succeed in career endeavors and contribute significantly tosociety.</p> <p><b>PO9Multiculturalcompetence</b> Possess knowledge of the values and beliefs of multipleculturesand a global perspective.</p>

	<p><b>PO10: Moral and ethical awareness/reasoning</b> Ability to embrace moral/ethical values in conducting one's life.</p>
<p><b>Programme Specific Outcomes (PSOs)</b></p>	<p><b>PSO1–Placement</b> To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO2-Entrepreneur</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p><b>PSO3–Research and Development</b> Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4–Contribution to Business World</b> To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO5 –Contribution to the Society</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>

<b>METHODS OF EVALUATION</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	<b>25 Marks</b>
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	<b>75 Marks</b>
<b>Total</b>		<b>100 Marks</b>
<b>METHODS OF ASSESSMENT</b>		
<b>Remembering (K1)</b>	<ul style="list-style-type: none"> <li>• The lowest level of questions require students to recall information from the course content</li> <li>• Knowledge questions usually require students to identify information in the textbook.</li> </ul>	
<b>Understanding (K2)</b>	<ul style="list-style-type: none"> <li>• Understanding of facts and ideas by comprehending, organizing, comparing, translating, interpolating and interpreting in their own words.</li> <li>• The questions go beyond simple recall and require students to combine data together</li> </ul>	
<b>Application (K3)</b>	<ul style="list-style-type: none"> <li>• Students have to solve problems by using/applying a concept learned in the classroom.</li> <li>• Students must use their knowledge to determine an exact response.</li> </ul>	
<b>Analyze (K4)</b>	<ul style="list-style-type: none"> <li>• Analyzing the question is one that asks the students to break down something into its component parts.</li> <li>• Analyzing requires students to identify reasons, causes or motives and reach conclusions or generalizations.</li> </ul>	
<b>Evaluate (K5)</b>	<ul style="list-style-type: none"> <li>• Evaluation requires an individual to make judgment on something.</li> <li>• Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</li> <li>• Students are engaged in decision-making and problem-solving.</li> <li>• Evaluation questions do not have a single right answer.</li> </ul>	
<b>Create (K6)</b>	<ul style="list-style-type: none"> <li>• The questions of this category challenge students to get engaged in creative and original thinking.</li> <li>• Developing original ideas and problem-solving skills</li> </ul>	

## FIRSTYEAR

### Semester-I

Category	Title of the Subject	Credit	No. of Hours
Core Course- I	432C1A: Social Work Profession	4	4
Core Course- II	432C1B: Social Case Work	4	4
Core Course- III	432C1C: Social Group Work	4	6
Core Course- IV	432C1D: Field Work-I	5	12
Elective Course I	432E1A: Sociological and Psychological Foundations for Social Work (OR)	3	4
	432E1B: Society and Human Behaviour		
Skill Enhancement Course[SEC]- I	432S1A: Life Skills for Social Work	2	2
<b>Total</b>		<b>22</b>	<b>30</b>

## FIRSTYEAR

### Semester-II

Category	Title of the Subject	Credit	No. of Hours
Core Course- V	432C2A: Community Organization and Social Action	4	4
Core Course-VI	432C2B: Social Work Research and Statistics	4	4
Core Course-VII	432C2C: Social Welfare Administration, Social Policies and Social Legislation	4	4
Core Course-VIII	432C2D: Field Work-II	6	12
Elective Course-II	432E2A: Entrepreneurship Development (or)	3	4
	432E2B: Green Social Work		
Skill Enhancement Course[SEC]- II	432S2A: Skill for Competitive Examination	2	2
<b>Total</b>		<b>23</b>	<b>30</b>

**SECONDYEAR - Semester-III**

Category	Title of the Subject		Credit	No. of Hours
Core Course– IX	<b>CD</b>	532C3A: Rural Community Development	4	4
	<b>HRM</b>	532C3B: Human Resource Management		
	<b>M&amp;P</b>	532C3C: Medical Social Work		
Core Course– X	<b>CD</b>	532C3D: Tribal Development in India	4	4
	<b>HRM</b>	532C3E: Labour Legislations		
	<b>M&amp;P</b>	532C3F: Mental Health and Psychiatric Disorders		
Core Course–X1	<b>Field Work–III</b> 532C3G: Community Development Specialization 532C3H: Human Resource Management (Manufacturing Sector) 532C3I: Field Work For Medical Social Work		6	12
Elective Course-III	532E3A: Disaster Management(or) 532E3B: Corporate Social Responsibility		3	4
Elective Course–IV	532E3C: Counselling in Social Work(or) 532E3D: Public Health in India		3	4
Skill Enhancement Course- III	532S3A: Employability Skills of Social Workers		2	2
Internship	532S3B: Summer Internship Training		2	
<b>Total</b>			<b>24</b>	<b>30</b>

**SECONDYEAR - Semester-IV**

Category		Title of the Subject	Credit	No. of Hours
Core Course–XII	<b>CD</b>	532C4A: Urban Community Development	5	6
	<b>HRM</b>	532C4B: Industrial Relations and Employee Welfare		
	<b>M&amp;P</b>	532C4C: Psychiatric Social Work		
Core Course–XIII	<b>CD</b>	532C4D: NGO Management	5	6
	<b>HRM</b>	532C4E: Organizational Behaviour & Organization Development		
	<b>M&amp;P</b>	532C4F: Clinical Social Work		
	<b>CD</b>	532C4G: Social Work Practice in Project Management		
	<b>HRM</b>	532C4H: Strategic Human Resource Management		
	<b>M&amp;P</b>	532C4I: Therapeutic Intervention in Social Work		
Core Course–XIV	Field Work–IV 532C4J: Community Development(CSR Setting) 532C4K: Human Resource Management (Service Sector) 532C4L: Field Work For Psychiatric Social Work		6	12
Project with Viva-Voce	532C4M: Research Project		4	6
Professional Competence Course	532S4A: Block Placement		2	
<b>Total</b>			<b>22</b>	<b>30</b>



**NOTE FOR CORE COURSE - FIELD WORK**

1. Field Work Conference	2 Hour
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2. Practice in the Field(5Hours perdayx2Days)	10 Hours
	-----
<b>Total Hours for the Field Workfor2 Days</b>	<b>12Hours</b>
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**UNIVERSITY OF MADRAS**  
**MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAMME**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**SOCIAL WORK PROFESSION**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1A	<b>SOCIAL WORK PROFESSION</b>	<b>Core Course - I</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Any Undergraduate course</b>									
<b>Learning Objectives</b>											
1	To understand the evolution of Social Work and its emergence as a Profession.										
2	To enable the students to comprehend the significance of professional values, ethics in both micro and macro social work practice										
3	To develop an understanding of the role of Social Workers in various fields.										
4	To facilitate the students to understand the importance of Field Work in Social Work Education.										
5	To learn and apply the methods and approaches of Social Work practice in different settings										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To aware an in-depth knowledge on the basic concepts of Social Work.

CO2: To understand the historical background of Social Work in west and India.

CO3: To articulate the student to be familiar with Philosophies, Ethics and Values of Social Work.

CO4 : To analyse the significance of Models in Social Work.

CO5 : To evaluate implication of Social Work Education and Field Work..

CO 6 : To develop the Social Workers to apply the methods and techniques of Social Work in various settings.

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Fundamental concepts of Social Work** - Social Work - Definition, Objectives, Philosophy and scope. Concept of related term : Social Service – Social Development – Social Transformation – Social Reform – Social Defence. Difference between Social service and Social Work. Introduction to the Methods of Social Work.

**UNIT – II**

**(12 Hours)**

**Historical Development of Social Work** - Evolution of Social Work in the West (UK and USA). Social Work in India. Religious Foundation of Social Work in India. Gandhian Thoughts of Social Work.

**UNIT – III**

**(12 Hours)**

**Philosophies and Ethics of Social work** - Social Work as a Profession: Nature and characteristics of a profession. Social Work Values – Code of Ethics in Social Work practice. Social Work Principles. Models of Social work. Roles and Responsibilities of a Professional Social Worker.

**UNIT – IV**

**(12 Hours)**

**Development of Social Work Education** - Social Work Education in India - Focus, Nature and Content of Social Work Education. Field Work in Social Work Profession : Objectives, Need and Importance - Significance of Field Work Supervision. Role of Voluntary Organizations and Government in promoting Social work profession in India. National and International Professional Associations. Social Work Profession and Education in Global perspective. Problems and Prospects of Social work profession in India.

**UNIT – V**

**(12 Hours)**

**Social Work Practice in Different settings** - Fields of Social Work practice : Community Settings, Family and Child Welfare – Educational Settings - Medical and Psychiatric settings – Industrial Settings - Correctional Social Work - Social Work with Marginalized and Vulnerable sections – Persons with Disability and Social Work, Geriatric Social Work.

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**Text Books**

1. Encyclopedia of Social work in India, 1987 Vol.1,2,3. Director, publication division, ministry of information and broadcasting, New Delhi.
2. Hajira, Kumar 1995 Theories in social work practice, New Delhi: Friends Publication, India.
3. Paul Chowdary, 2018 Social Work –Introduction to Social Work - History, Concept, Methods and Fields, Atma Ram & Sons, New Delhi.
4. Sanjay Bhattacharya, 2013. Social Work Interventions and Management. New Delhi: Deep and Deep Publications.
5. Sanjay Bhattacharya, 2018. Social Work an Integrated Approach, Deep and Deep Publications Pvt., Ltd., New Delhi.

**Books for References**

1. Antony, A. Vass 1996 New directions in social work – social work competencies – core knowledge values and skills, New Delhi: sage publications.
2. Banks, S. 1995 Ethics and values in social work; practical social work series, London: Macmillan press Ltd.
3. Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
4. Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Deli: Vistar Publications.
6. Desai, M. 2000, Curriculum Development on history of ideologies for social change and social work, Mumbai.
7. Desai, Murali 2002 Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
8. Dominelli, Lena. 2004. Social Work: Theory and Practice for a Changing Profession. London:Polity Press
9. Fink, Arthur E., Wilson, Everett E. - Third Edition, 1959, The Fields of Social Work, New York: Henry Holt and Company.
10. Friedlander, Walter A. 1977 Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
11. Gilbert, Neil. et. al. 2002. An Introduction to Social Work Practice. New Jersey: Prentice Hall.
12. Jha, Jainendra Kumar. 2002. Practice of Social Work. New Delhi: Anmol Publications
13. Gangrade, K.D. 1976 Dimensions of Social Work in India, Marwah, New Delhi.

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14. Narendra Mohan, 2017, Philosophy of Social Work, Centum Press, New Delhi
15. Reamer, F.G. 1995 Social work values and ethics, New York: Columbia University press.
16. Roy, Bailey and Phil, Lee 1982 Theory and Practice in Social Work, London: Oxford Pub. Ltd.
17. Sheldon, B., & Macdonald, G., 2010 A Textbook of Social Work, London: Routledge.
18. Singh, R.R. 1985 Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company.
19. Wadia, A. R. (Ed.) 1961 History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd.

**Web Resources**

1. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
2. <https://www.socialworkers.org/News/Facts/Types-of-Social-Work>
3. <https://www.cswe.org/Students/Discover-Social-Work/What-is-social-work>
4. <https://www.socialworktoday.com/>
5. <https://www.iassw-aiets.org/>
6. <https://www.socialworker.com/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIAL CASE WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1B	<b>SOCIAL CASE WORK</b>	<b>Core Course - II</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>To understand work with individuals</b>									
<b>Learning Objectives</b>											
1	To gain the knowledge of conceptual foundations of social Case Work										
2	To understand the basic concepts of casework as a primary method of social work										
3	To develop the skill to analyze problems of individuals and families and factors affecting them.										
4	To know the values, principles, tools and techniques of social case work										
5	To impart knowledge of the scope of using the social work methods in various settings										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To get knowledge about the different problems faced by the Individuals

CO2: To enhance knowledge on social case work skills in social case work practice.

CO3: To understand the process of casework intervention with client.

CO4: To enhance the ability towards problem solving process.

CO5: To create the ability to critically analyze problem of individuals and factors affecting them.

CO6: To develop the competencies and skills for Practice with different settings

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Social Casework as a method of Social Work :** Concepts, Meaning, objectives, purpose, Historical Development of Social Case Work in West and India. Nature and Scope, its importance and relationship with other methods of Social Work, Principles of Case Work, skills in social case work. Case Worker – Client relationship and the use of Professional Self, Problems in professional relationship.

**UNIT – II**

**(12 Hours)**

**Tools and techniques in Case Work:** Tools and techniques in casework: observation, interview, collateral contacts, home visits, referrals, Verbal and nonverbal communication, Techniques in practice – ventilation, emotional support, advocacy, Environment modification, modeling, role-playing, confrontation, – Case history taking, Recording – Uses, principles, types, structure and content. Use of genograms, and eco-maps, family schema in records.

**UNIT – III**

**(12 Hours)**

**Case Work Components and Process:** Components of Case Work, Process of Case Work: Intake; Study; Assessment / Social Diagnosis; Treatment / Intervention; Evaluation: Termination; Follow-up. Social Case Work intervention: Direct and indirect multi – dimensional intervention. Transference and counter-transference in social case work

**UNIT – IV**

**(12Hours)**

**Theoretical Approaches to Case Work / Models of case work practice:** Psychosocial model, Functional model, Life model, Problem solving model, Crisis intervention, Eclectic

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approach, Family centered approach, Behavior Modification, and eco-system perspective in social casework. Psychotherapy, Counseling and Social Case Work- similarities and differences;

**UNIT – V**

**(12 Hours)**

**Social Case Work application / Practice in different settings :** Case work practice in different settings in India

Social case work practice with Family and Child Welfare, Educational settings, Industrial settings, De-addiction, Community, Medical and Psychiatric institutions. Correctional settings: geriatric care & aged and the terminally ill, persons with disability, de-addiction, Rehabilitation centers, Delinquency, LGBT and in foster home and non-institutional services such as adoption, sponsorship.

Use of single case evaluation and ethnography as research method in social case work. Limitations of Social Case Work practice in India in current scenario.

**Text Books**

1. Upadhyay, R. K, 2003 Social Casework: A Therapeutic Approach, Rawat Publications, India.
2. Johnson E.J., Huggins C.L. (2019) Social Casework Methodology: A Skills Handbook for the Caribbean Human Services Worker. Springer Briefs in Social Work. Springer, Cham.
3. Johnson, L. C. & Yanaca S. J. (2015). Social Work Practice: A generalist approach, Pearson.
4. Hamilton, G., 2013\_ Theory and Practice of Social Case Work, Rawat Publications, India.
5. Hollis, F., & Wood, M. (1981). Casework: A psychosocial therapy (3rd ed.). New York: Random House
6. Perlman, H.H., 2011, Social Case Work-A Problem Solving Process, Rawat Publications



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7. Sanjay Bhattacharya, 2008, 'Social Work intervention and management', Deep & Deep publication (p) Ltd

**Books for References**

1. Healy, K. 2012, Social Work Methods and Skills, Palgrave MacMillan
2. Bogo, M. (2007). Social work practice: Concepts, process & Interviewing, Rawat Publication.
3. Misra .P.D. 1994, Social Work Philosophy and Methods, Inter-India Publications, New Delhi
4. Misra P.D., BeenaMisra, 2004, Social Work Profession in India, New Royal book Com. Lacknow
5. Mathew, Grace (1992) An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.

**Web Resources**

1. [https://www.russellsage.org/sites/default/files/Richmond\\_What%20is%20Social\\_0.pdf](https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf)
2. <http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>
3. <https://www.socialworkfootprints.org/videos/social-casework-philosophy-principles-and-components>
4. <https://www.yourarticlelibrary.com/sociology/social-casework-processes-study-and-diagnosis/36564>
5. <https://www.slideshare.net/surendrashah6/complete-note-of-casework>
6. <https://www.socialworkfootprints.org/videos/social-casework-practice-in-indian-society-relevance-scope-and-influence-of-culture>
7. <http://www.ignou.ac.in/upload/bswe-02-block1-unit-3-small-size.pdf>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIAL GROUP WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1C	<b>SOCIAL GROUP WORK</b>	<b>Core Course - III</b>	60	-	-	-	4	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Social Work</b>									
<b>Learning Objectives</b>											
1	To understand group work as a method of social work and to understand concept, values, principles of Social Group Work										
2	To acquire skills and techniques required for group worker										
3	To develop the ability to critically analyse problems of groups and provide suitable intervention.										
4	To apply the models of Social Group Work in different settings.										
5	To identify the settings and fields for the practice of Social Group Work method										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, characteristics, values and principles of Social Group Work

CO2: To apply suitable theories and models to resolve the problems of Groups.

CO3: To Critically choose and implement interventions to achieve social group work goals. CO4: To analyse competencies and skills for working with different groups in various practice settings.

CO5: To analyse and implement empirically-based group interventions and evaluating group effectiveness.

CO6: To demonstrate the process of group experience and professional development

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Introduction to Social Group Work:** The Group: Definition, characteristics, types, functions and group structure. Social Group Work: Definitions, objective, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker. History of Social Group Work in India and abroad. Social Group Work as a method of Social Work.

**UNIT – II** **(12 Hours)**

**Group Dynamics and Group functioning:** Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale, Group Attraction. Leadership and Communication in groups. Relationships- Sociometry

**UNIT – III** **(12 Hours)**

**Group formation and Group work process:** Group Formation Phases: Forming- Storming, Norming, Performing, Adjourning. Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of change effort

**UNIT – IV** **(12 Hours)**

**Types and models of group work:** Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. Skills, Qualities and Roles of Social Group Worker. Group therapy: Significance of Group therapy. Recording in Social Group Work: Principles, Structure and Types.

**UNIT – V** **(12 Hours)**

**Application of Social Group Work:** Application of Social Group Work in School Settings, Community Settings, Health Settings, Family Welfare Settings, Industrial Settings, Women welfare and Child care Settings, Correctional Settings.

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**Books**

1. Alissi,A.S (1980) Perspectives on social group work practice; A book of Reading, New York: The free press.
2. Dave Capuzzi, Douglas R.Gross, Mark D. Stauffer (2010) Introduction to Group Work, New Delhi, Rawat Publication.
3. David, C., Douglas, R.G. & Mark, D.S. (2010) Introduction To Group Work, New Delhi, Rawat Publication
4. Gravin, Charles. D. Lorriae& M. Gulier. (2007). A Hand Book of Social Work with Groups .New Delhi: Rawat Publications.
5. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London.

**References**

1. Bradler,S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press.
2. Delbecq, A. L. and Van de Ven, A. H. (1977) 'A group process model for problem identification and program planning', in N. Gilbert and H. Specht (eds), Planning For Welfare, Englewood Cliffs, NJ, Prentice-Hall.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London.
4. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
5. Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books.

**Web Resources**

1. <https://www.socialworkin.com/>
2. <https://socialwelfare.library.vcu.edu/social-work/social-group-work-theory-and-practice/>
3. <https://mgcub.ac.in/>
4. <https://www.socialworkin.com/>
5. <https://mgcub.ac.in/pdf/material/2020041217303055424e9f93.pdf>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK – I**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1D	<b>FIELD WORK - I</b>	<b>Core Course - IV</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>12</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Non Governmental Organizations</b>									
<b>Learning Objectives</b>											
1	To get exposed to wider area of social realities at the micro level										
2	To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions										
3	To acquire documentation skills to ensure professional competence										
4	To develop the right values and attitudes required for a professional social worker										
5	To understand the socio-economic and cultural conditions of rural life and work collaboratively as a team with a positive approach.										

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<b>Course Outcomes</b>	
On the successful completion of the course, student will be able:	
CO1 : . To integrate the classroom learning with field practice - the knowledge related to differentfield settings- establishment of NGO’S and its work with the beneficiaries	
CO2 : To understand the application of different skills related to case work,Group work and other methods of Social Work	
CO3: To realise one’s development of self and conduct oneself professionally in the field	
CO4: To apply and practice skills acquired in the process of learning in handling various types of clientele	
CO5: To assess the concept of field learning and learn about working in different settings	
CO6: To apply social work competencies to resolve Social problems	
Components	<ol style="list-style-type: none"> <li>1. Orientation (1)</li> <li>2. Practice Skill Laboratory (13days)</li> <li>3. Observation Visits (8 days)</li> <li>4. Rural Camp (8 days)</li> </ol>

<p><b>Guidelines</b></p> <p><b>Practice Skill Laboratory</b></p> <p>a. Self-Awareness</p> <p>b. Communication skills</p> <p>c. Interpersonal relationship.</p> <p>d. Leadership and personality development</p> <p>f. Values and ethics in Social Work</p> <p>Folk Arts Training</p>
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<b>OBSERVATION VISITS</b>		
<b>SITS</b>	<b>CONTENT</b>	<b>No. of Visits</b>
Health Setting	Hospitals, Community health extension projects, Primary health centres,Psychiatric Departments, Clinics, and HIV Guidance Centresetc.	<b>1</b>
Educational Setting	Formal schools, non- formal/adult education centres, icome generating skill development centres, vocational training facilities, etc.	<b>1</b>

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Institutional and Non-institutional Services for Special Groups	the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centres, Labour Welfare Centres/workers education centres etc.	<b>3</b>
Criminal Justice System & Civic Administration Centres	Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.	<b>1</b>
Community Services	,Community development projects in urban and rural settings, etc.	<b>1</b>
Industry Visit	Manufacturing Company	<b>1</b>

**Rural Exposure Camp**

**PHASE – I : Pre-Camp and Form Committees**

- Identify & Form Committees
- Describe Committee Roles & Member's Responsibilities
- Engage in Committee Tasks
- Involve in Pre-Camp Planning

**PHASE – II : Pilot Visits & Finalization of Camp Site**

- Prepare for Pilot Visits
- Undertake the Visits
- Present & engage in Critical Evaluation

**PHASE – III : Finalization of Camp Theme & Camp Schedule**

- Engage in analytical evaluation and finalization of camp theme
- Draft the Camp Schedule
- Demonstrate Leadership Initiatives

**PHASE – IV : On-Camp Phase**

- Accomplishment of Course Objectives
- Analysis on Rural Socio-Political & Economic Realities
- Hands-on Exposure to Participatory Rural Appraisal



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- Inputs on Local Governance & Administration through Local Leaders
- Engage in Manual Labour
- Involve in Community Visits-Interaction with People & Subsequent assessments
- Be part of Various Teams to execute
- Rural Camp related tasks
- Participate in evolving need-based programmes using theatre skills & indigenous folk arts to address concerns
- observed in the community
- Appreciate the need for Group Living
- Practice the art of accommodative reciprocal symbiosis
- Contextual Self-Reflection Self-Analysis
- & Sharing of consolidated and cumulative understanding of the process and outcome
- Develop for Professional Development

**PHASE – V : Post Camp Phase**

- Integrative Understanding on the Process and Procedures of Rural Realities & Group Living
- Reflective Evaluation
- Individual Analytical Report
- Group Presentation
- Consolidated Batch Report

**External Examination – VIVA VOCE EXAMINATION**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**COMMUNITY ORGANIZATION AND SOCIAL ACTION**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2A	<b>COMMUNITY ORGANIZATION AND SOCIAL ACTION</b>	<b>Core Course - V</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Community Organization and Social Action</b>									
<b>Learning Objectives</b>											
1	To understand the use and practice of community organization in various fields of social work										
2	To understand various phases and models of Community Organization										
3	To learn to apply Community Organization and Social Action as Methods of Social work.										
4	To apply the models of Community										
5	To develop skills and attitudes for participatory Community work and Social Action										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1 : To be aware of the concepts related to Community Organization											
CO2 : To apply community Organization as a method of Social work in various settings.											
CO3: To understand and apply various Models of Community Organization											
CO4: To understand the role of social work in Social Action and Social Reform for Social Development											
CO5: To critically analyse Social Movements from various dimensions .											
CO6: To apply Social Action as a method of Social Work											

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Community Organisation:** Community Organisation: Concept, Definition, History, Objectives, Goals and Components, Principles, community practice and community development.

Community organization as a primary method of social work. Methods of Community Organization, Community Mobilization, Community Identification and diagnosis, Process and Phases of Community Organisation - Community Relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and continuation.

**UNIT – II**

**(12 Hours)**

**Application of Community Organization Practice in Various Settings:** Application of Community Organization : Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal population, Disability, Working with rural and urban vulnerable communities, displaced population and rehabilitation, disaster response. Community organisation as a social work process; Role and Skills of Community Organizer; Differentiating Community Organisation and Community Development.

**UNIT – III**

**(12 Hours)**

**Models of Community Organisation :** Models of Community Organisation -Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action; Mary Weil's Eight models; and Neighbourhood development model-System change Model-Structural change model

**UNIT – IV**

**(12 Hours)**

**Social Action- As a method of Social Work:** Social Work and Social Action: Concept, Objectives, Principles of Legitimation, Credibility building, Multiple strategies, Dramatization.

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Social Action in relation to Case work, Group Work, Social Work Research ,Community Organisation and Social Welfare Administration ,Methods and Means of Social Action - Research, Propoganda, Use of Mass media. Scope of Social Action in India

**UNIT – V**

**(12 Hours)**

**Social Problems and Social Action:** Role of Social Worker in Social Action: Social Activists and Social Action Groups with their significance of existence in India.

Skills involved in Social Action- Analytical & Research Skills, Managerial, Intervention skills, Problem Skills and Training Skills. Social Movements. Approaches to Social Action- Freire, Gandhi (Sarvodaya), Alinsky, Radical social work; Rights based approach. Strategies for Social Action from various Social Movements. Indian Social Movements - Bhoodan, Satyagraha Gramdan, Narmada Bachao Andolan–The Singur Issue, Bodo and Gurkhaland Issues, Anna Hazare and the Aam Admi Movement

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing.
2. Chowdhry, D. Paul (1992), Introduction to Social Work, Atma Ram & Sons, Delhi.
3. .Datar et al. 2010. Skill Training For Social Workers: A Manual. New Delhi: Sage Publications
4. Erlich L, J. (1987). Strategies of Community Organisation. Illinois: F.E. Peacock Publishers
5. Gamble, D. N., and Weil, M. 2010. Community Practice Skills: Local to Global Perspectives. New York: Columbia University

**Books for References**

1. Gangrade, K.D. 2001. Working with Community at the grass root level: Strategies and programmes. New Delhi: Radha Publications
2. Hardcastle, D., Powers, P. and Wenocur, S. (2011). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.

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3. Jack Rothman, etal. (2001). Strategies of community interventions & Macro practices – Peacock Publications, 6th Edition
4. Ross Murray G, Community Organisation: Theory and Principles, Harper and Row Publication New York, 1985
5. Siddhiqui, H.Y. (1997). Working with community. New Delhi: Hira Publications.

**Web Resources**

1. <https://egyankosh.ac.in/handle/123456789/28953>
2. <https://www.ignou.ac.in>
3. <https://www.researchgate.net>
4. <https://www.socialworker.com>
5. <https://ctb.ku.edu>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L – Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SOCIAL WORK RESEARCH AND STATISTICS**

Course Code	Course Name	C at eg	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2B	<b>SOCIAL WORK RESEARCH AND STATISTICS</b>	<b>Core Course - VI</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Social Problems</b>									
<b>Learning Objectives</b>											
1	This course will deal with research problems, construction of hypotheses, testing, research designs, sampling concepts, etc.										
2	The probability and non-probability methods are used to help a researcher make conclusions or arrive at decisions at a larger group.										
3	This course will help in learning the types of social work research that are commonly used.										
4	This course is the process that throws light on the research works during data collection, and codification and interpretation of the data.										
5	This explains and interprets a variety of hypotheses to aid the decision making process in a research context										

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To aware an in-depth knowledge on Social Work Research.

CO2: To understand the clarity on the research methods and processes.

CO3: To articulate the student to Identify and Formulate the Research problem and Literature review and usage of Methodology.

CO4 : To analyze and apply Statistics applications and Software packages, make data entry and interpret the results.

CO5 : To evaluate implications of Research in various settings of Social Work.

CO 6 : To develop the Research Projects in Social Work.

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Social Work Research :** Social Work Research: Concept, Definition, Objectives, Scope, Characteristics and Functions –Types of Research: Pure and Applied Research – Difference between Social Work Research and Social Research. Scientific method in Social Work Research – Need and importance of evidence based practice. Ethical issues in Social Work Research – Formation of Ethics Committee.

**UNIT – II**

**(12 Hours)**

**Basic Elements of Scientific method :** Basic Elements of Scientific method: Concept, Variable, Facts and Theory. Cause-Effect relationship and relevance to Social Work Research.. Identification and Formulation of Research Problems, Construction of Hypothesis and testing, Research Designs.

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**UNIT – III**

**(12 Hours)**

**Research Methodology** : Sampling: Concept, Definition and Importance – Techniques of Sampling: Probability and Non-Probability sampling – Sources and Types of Data - Methods and Tools of Data Collection – Qualitative and Quantitative Research methods, Participatory Research methods. Pre-test and pilot study, Scaling techniques: Reliability and Validity – Data Processing: Coding, Editing, Tabulation, Analysis and Interpretation – Research Reporting, Preparation of Research Proposals.

**UNIT – IV**

**(12 Hours)**

**Statistics** : Statistics : Meaning, Need, Importance, and limitations of Statistics in Social Work Research – Frequency Distribution - Construction of Frequency Tables- Diagrammatic and Graphical Representation. Measures of Central tendency: Mean, Median and Mode -Measures of dispersion: Range, Quartile deviation, Standard deviation - Test of significance: t-test, Analysis of Variance (ANOVA), Chi-Square test – Correlation.

**UNIT – V**

**(12 Hours)**

**Computer Applications in Social Research:** Computer Applications in Social Research - Use of Computers for Data Analysis – Introduction to Statistical Package for Social Sciences (SPSS)/R: Introduction, basic steps, defining data, data entry, data transformation, and data analysis - Statistical application.



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**Text Books**

1. Alston M, Bowles W, 2012, Research for Social Workers, An introduction to methods, 3<sup>rd</sup> Edition, Australian Publications, Australia.
2. Adams J, Khan, Robert and David, 2007, Research methods for Graduate Business and Social Science Students, SAGE Publications, New Delhi.
3. Chakraborty D, 2009, Research Methodology, Saurabh Publishing, New Delhi.
4. Chandra S, Sharma Kr.M, 2013, Research Methodology, Narosa Publications, New Delhi.
5. Jain G L, 2003, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur.
6. Kothari C R, 2006, Research Methodology Methods and Techniques, New Age International, New Delhi.
7. Pathak R P, 2007, Statistics in Educational Research, Kanishka Publishers, New Delhi.

**Books for References**

20. Anand S, 2002, Research Methods and Techniques in Social Science, Commonwealth Publishers, New Delhi.
21. Ahuja R, 2010, Research Methods, Rawat Publications, Jaipur.
22. Anderson, D. R. (2014). Statistics for learners of Economics and Business. Boston: Cengage Learning.
23. Bryman A, 2004, Social Research Methods, Oxford University Press, New York.  
Babbie E, 2013, The Practice of Social Research, 13<sup>th</sup> Edition Cengage Learning, USA.
24. Babbie E, Hally F, Zaino J, 2000, Adventures in Social Research, Data Analysis Using SPSS For Windows 95/98, Pine Forge Press, California.
25. Bhandariar P L, Wilkinson T S, Das Lal D K, 2000, Methodology and Techniques of Social Research, 16<sup>th</sup> Edition, Himalaya Publishing House, Mumbai.
26. Bryderup M I, 2008, Evidence Based and Knowledge Based Social Work: Research Methods and Approaches in Social Work Research, Aarhus University Press, Denmark.

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**SYLLABUS WITH EFFECT FROM 2023-2024**

27. Chhapekar R, 2004, A Text book of Social Research, Dominant Publishers and Distributors, New Delhi.
28. Corby B, 2006, Applying Research in Social work Practice, Tata McGraw Hill Education, New Delhi.
29. Cohen L, Manion Land Morrison K, 2007, Research Methods in Education (6th Edition), Routledge, London, UK.
30. Dawson C, 2010, Introduction to Research Methods, A practical guide for anyone undertaking a Research Project, Viva Books, New Delhi.
31. Das Lal, 2008, Research Methods for Social work, Rawat Publications, New Delhi.
32. Deshpandhu S, 2000, Sociological Research, Kanishka Publishers & Distributors, New Delhi.
33. Garg, Renu, Slochana, Umesh, 2002, An Introduction to Research Methodology, RBSA Publishers, Jaipur.
34. Gupta B L, 2010, Research studies in Staff Development, Mahamaya Publishing house, New Delhi.
35. Gupta, S. P., & Gupta, A. (2014). Business Statistics: Statistical Methods. New Delhi: S. Chand Publishing.
36. Gopalan R, 2005, Thesis Writing, Vijay Nicole imprints Pvt. Ltd. Chennai.
37. Kumar R, 2005, Research Methodology, SAGE Publications, London.
38. Mukherji P N, 2000, Methodology in Social Research, Dilemmas and Perspectives, SAGE Publications, New Delhi.
39. Majumdar P K, 2005, Research Methods in Social Science, Viva Books Pvt. Ltd, New Delhi.
40. Pawar B S, 2009, Theory building for Hypothesis Specification in Organizational Studies, Response Books, New Delhi.
41. Rajathi A, Chandran P, 2010, SPSS for you, MJP Publications, Chennai
42. Ruane JM, 2005, Essentials of Research Methods, Blackwell Publishing, Australia.
43. Ravilochanan P, 2002, Research Methodology, Margham Publications, Chennai.
44. Singh S P 2002, Research Methods In Social Sciences, A Manual for Designing Questionnaires, Kanishka Publishers, New Delhi
45. Tripathi P C, 2010, Research Methodology in Social Sciences, Sultan Chand and Sons, New Delhi.
46. Uwe Flick, 2009, An Introduction to Qualitative Research, 4<sup>th</sup> Edition, SAGE Publications, New Delhi.
47. Vijayalakshmi G, Sivapragasam C, 2008, Research Methods, Tips and Techniques, MJP Publishers, Chennai.

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**Web Resources**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES AND SOCIAL LEGISLATIONS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2C	SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES AND SOCIAL LEGISLATIONS	Core Course - VII	60	-	-	-	4	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of social policies &amp; legislations</b>									
<b>Learning Objectives</b>											
1	To understand the basic concepts of social welfare administration.										
2	To make aware of the registration of NGOS										
3	To acquire knowledge about social work agencies										
4	To describe social policy, planning and programmes										
5	To know the social legislation										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : Acquire knowledge about social welfare administration and structure of social welfare administration in India.

CO2 : Acquire application knowledge of the basic process of registering, managing and administrating Welfare Agencies in the context of social work profession

CO3: Describe the structure of social welfare administration in India and social welfare programmes and policies.

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CO4: Describe the understanding of the nature of social policy, planning and development in India

CO5 Critical analysis social legislation enforcement and challenges

CO6 : To enhance the knowledge on the government department and NGOs function for development of the people

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Social Welfare Administration:** Meaning and definition of Social Welfare Administration and Social Work administration; Purpose, historical development. principles, functions and areas (Policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research, annual report);

**UNIT – II**

**(12 Hours)**

**Social Welfare Agencies:** Development of Social Welfare in India; Voluntary Social Work. Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Types of NGO Registration and procedure; Societies Registration Act 1860, Indian Trusts Act 1882 and Companies Act, 2013.

**UNIT – III**

**(12 Hours)**

**Governmental Schemes on Social Welfare.** Social Welfare Administration at national, state and local levels; CSWB (Central Social Welfare Board), State Social Welfare Board, Directorate of Social Welfare and Handicapped Welfare. Social welfare policy: Evolution and Constitutional base, policies & programmes for the Weaker Section of the community (women, Children, Aged, handicapped & other backward caste (OBCs), Scheduled Caste (SCs), Scheduled Tribes (STs) and De-Notified Communities.)

**UNIT – IV**

**(12 Hours)**

**Social Planning and Social Development:** Social planning and community planning, Need and importance. Planning machinery at the state & National levels; Five year plans; Social development: Concept and indicators for social change and social development in India.

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**UNIT – V**

**(12 Hours)**

**Social Legislation:** Definition and role legislation in social change, constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy; laws related to Laws Related to Marriage: Hindu, Muslim, Christian, and Personal Laws Relating to Marriage.: Laws Relating to Divorce, Minority, and Guardianship; Adoption, Succession, and Inheritance.

Legislation Relating to Social Problems such as Prostitution, Juvenile Delinquency, Women Harassment Child Labour, Untouchability, Physical, and Mental Disabilities.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Karen M. Sowers Catherine N. Dulmus (2008) Comprehensive Handbook of Social Work and Social Welfare, published by united states ISBN 978-0-471-76997-2
2. [Paul D Chowdhry](#) (1992) Social Welfare Administration, Atma Ram & Sons , ISBN-13 : 978-8170431145.
3. [Sachdeva](#), D.R.social welfare administration in India ( 2018) Kitab Mahal; Standard Edition , ISBN-13 : 978-8122500851
4. Sanjay Bhattacharya (2006) Social Work Administration and Development Rawat Publication, ISBN-13 : 978-8170339267
5. Shunmugavelayutham K (1998) Social Legislations and Social Change, Valga Valamudan pub, Chennai.

**BOOKS FOR REFERENCES**

1. Choudry, Paul (1979), Social Welfare Administration, Atma Ram & Sons, Delhi.
2. Choudry Paul, (1979) Hand book on social welfare in India, Sterling Pub, New Delhi.
3. Dennison.D & Chepman, Valeries Social policy and Administration, George A and Unwin, London.
4. Dubey S.N. (1973) Administration of social welfare programmes in India, Somaiya Pub, Bombay.
5. Dubey S.N. & Murdia (1976) Administration of policy and programmes for Backward classess in India, Somaiya Pub, Bombay.

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6. Gangrade, K.D(2011) Social legislation in India Vol.I&II, New Delhi: Concept publishing Company
7. Goel. S L & R K Jain (2000) Social Welfare Administration (Vol. I & II); Deep & Deep Publications
8. Jagadeesan.P.(1990) Marriage and Social legislations in Tamil Nadu, Elachiapen Pub, Chennai.

**Web Resources**

1. <https://socialjustice.gov.in/>
2. <https://vikaspedia.in/social-welfare>
3. <https://rtuassam.ac.in/online/staff/classnotes/files/1624631410.pdf>
4. <https://wcd.nic.in/>
5. <https://main.mohfw.gov.in/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK - II**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
432C2D	<b>FIELD WORK- II</b>	<b>Core Course - VIII</b>	Y	-	-	-	6	12	40	60	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Non Governmental Organizations</b>									
<b>Learning Objectives</b>											
1	To observe and understand the dynamics of setting up a social welfare Organisation										
2	To observe the nature of their functioning and funding resources										
3	To learn about the staff functioning and of application of Social Work methods										
4	To document and learn the process of recording										
5	To Understand basic skills required to practice Social Work										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : . To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries

CO2 : To understand the nature of the NGO'S functioning and funding resources

CO3: To apply, evaluate and follow up appropriate methods of Social Work in the field

CO4: To apply and practice skills acquired in the process of dealing with clients and establish rapport

CO5: To assess the concept of field learning and learn about working in different settings

CO6: To learn the process of documentation and recording



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**Guidelines**

**Concurrent Field Work – 24 days**

**Student has to learn the following aspects**

**Organizational Profile:** History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies

**Various Methods of Social Work –** Skills required in the practice of Case work, Group Work, community organization and Social Research. Evaluation of the effectiveness of methods and critical review

**Expertise of the Agency –** Agency’s success story, challenges faced, SWOT analysis, vision and mission

**Services provided by the agency** to the beneficiaries- Follow up and termination of services, adherence to professional ethics.

**Social Legislation :** Legislations applicable to the Organization, functioning of free legal aid clinics, legal support services to clients

**Methods of Social Work need to be practiced**

**External Examination –VIVA VOCE EXAMINATION**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	M	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	M	S	S
CO6	S	S	M	S	S

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432E1A	<b>SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK</b>	Elective Course -I	N	-	-	-	3	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Sociology and Psychology</b>									
<b>Learning Objectives</b>											
1	To understand the basics of Psychology										
2	To establish the linkage between psychology, sociology and Human behaviour for effective social work practice										
3	To understand the principles of Human Growth and Development										
4	To understand the dynamics of human and social behaviour										
5	To analyse social problems and evaluate the causes for social problems										
6	To understand about Social Institutions										

<p><b>Course Outcomes</b>  On the successful completion of the course, student will be able:  CO1 : To get an indepth knowledge on the basic concepts of Psychology.  CO2 : To understand the basic principles of Human growth and Development  CO3: To develop understanding on the basic concepts of society and social change  CO4: To analyse the basics of Social Interaction and Social processes  CO5: To analyse the social Institutions and critically evaluate modern trends in social institutions  CO6: To understand major social problems in India</p>
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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Psychology:** Definition and branches of Psychology – Psychology for Social Work practice - Sensory Process and Perception: Process of Perception - Learning: Classical Conditioning and Operant Conditioning - Memory: Sensory memory, Short-term memory, long term memory, forgetting, improving memory

**UNIT – II**

**(9 Hours)**

**Human Development:** Developmental Psychology - Meaning and principles of growth and development, heredity, environment and ecological influences – family and community - Brief outline of Human Development: Characteristics, developmental tasks, personal and social adjustments, vocational, family / marital adjustments and hazards in each stages such as: Prenatal period, infancy and babyhood - Childhood, Puberty & Adolescence - Adulthood – Middle Age and Old Age

**UNIT – III**

**(9 Hours)**

**Introduction to Society :Society:** Definition - meaning and characteristics - Culture: Definition, characteristics, structure, functions, reasons for cultural - development and cultural change, subculture, contra-culture. - Status & Role: Types and Characteristics - Social Stratification: Definition, Characteristics, Caste, Class & Race. Social Change: Meaning, Characteristics, Change

**UNIT – IV**

**(9 Hours)**

**Introduction to Groups :Groups** - Definition, Characteristics and Classification of Groups - – Primary groups and Secondary Groups - Social Interaction & Social Process: Competition, Co-operation, Conflict, Accommodation & Assimilation. - Socialization: Definition, Characteristics, Types and Agencies of Socializations -Theories of Socialization

**UNIT – V**

**(9 Hours)**

**Social Institutions: Types of Social institutions:** Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary Structural aspects - Norms, Values, Folkways & Mores - Family, Marriage, Education, Economy, Polity, Religion

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**Social Problems** - Major Social Problems in India- Causes and factors responsible for Social problems, Untouchability, Slavery, Domestic violence ,Dowry, Social Movements

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Vidya, Bhushan., Sachdeva, D.(2005). *Introduction to Sociology*. Allahabad: Kitab Mahal.
2. Haralambos. (2014). *Sociology: Themes and perspectives*. Harper Collins; Eight edition
3. Hurlock, Elizabeth B. (1996). *Developmental Psychology-a life span approach*. Tata New Delhi: Mcgraw-Hill Publishing Co.Ltd.
4. Shankar Rao, C. N. (2007). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S Chand & Co. Ltd.
5. MacIver, R.M., Page, C.H. (2000). *Society an Introductory Analysis*. New Delhi: Macmillan Publishers India

**Books for References**

1. Madan, G.R. (2002) .*Indian Social Problems*, Mumbai : Allied Publishers Pvt. Ltd
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) *Introduction to Psychology*. New Delhi: Tata Mc Graw-Hill book Co.
3. Ram Ahuja (2014)*Social Problems in India* ,Third Edition ,Rawat Publications
4. Rawat, H. (2007). *Sociology Basic Concepts*. Jaipur: Rawat Publications
5. Shah, G. 1990. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
6. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.
7. Elgin, F.H.& David, C.(2017),*Social Science- An Introduction to the Study of Society*. (13<sup>th</sup> ed.). Newyork: Pearson
8. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc

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**Web Resources**

1. [www.egyankosh.ac.in/handle/123456789/43](http://www.egyankosh.ac.in/handle/123456789/43)
2. <https://www.epw.in>
3. <https://onlinelibrary.wiley.com>
4. <https://www.frontiersin.org>
5. <https://sagepub.com>
6. <https://ir.inflibnet.ac.in>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIETY AND HUMAN BEHAVIOUR**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432E1B	<b>SOCIETY AND HUMAN BEHAVIOUR</b>	<b>Elective Course – I</b>	<b>N</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Society and Psychology</b>									
<b>Learning Objectives</b>											
1	To understand basic social concepts in the context of changing social phenomenon										
2	To apply the concepts of Sociology in Social Work practice .										
3	To understand the basic concepts in Psychology and Understanding Human Behaviour										
4	To understand the realm of Social issues and its Socio- economic linkages and its link with human behaviour										
5	To analyse various dimensions of Social Problems and Sociological response to it										
6	To acquire social work knowledge and competencies										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : . To be aware of the concepts related to Sociology and Social Work

CO2 : To understand various patterns of Social Interaction, social processes and its dimensions

CO3: To understand the basic concepts in Psychology and Human Behaviour

CO4: To Understand Social Stratification and the impact of changing Societies

CO5: To understand various social issues and existing agencies of Social control.

CO6: To apply social work competencies to resolve Social problems

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Sociology and Social Work:** Introduction to Sociology and Social Work - Definition of Sociology, basic concepts- Society, Community Institution, Association - Meaning and Characteristics. Culture- Definition, characteristics and Cultural lag, Role of Culture in Society, Folk ways & Mores. Relationship between Social Work and Sociology and its Significance, Socialization- Meaning, theories of C.H.Cooley and G.H.Mead, Agencies of Socialization. Status and Role- Types & features

**UNIT – II**

**(9 Hours)**

**Social Interaction and Social process:** Social Interaction and Social process - Associative and Dissociative Process-types- Conflict, Competition, Accommodation, Assimilation - Characteristics, Similarities and Differences

**UNIT – III**

**(9 Hours)**

**Basic Concepts of Human Behaviour :** Introduction to Psychology: Definition and branches of Psychology – Psychology for Social Work practice - Sensory Process and Perception: Process of Perception - Learning: Classical Conditioning and Operant Conditioning - Behaviour- Definition –Biological basis of Behaviour ,Structure and Functions of the Nervous system, States of Mind-consciousness, hallucinations. Theories of Human Development, Developmental milestones.

**UNIT – IV**

**(9 Hours)**

**Social Institutions & Social Stratification:** Social Institutions - Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary- Characteristics and Significance. Social Stratification - Features, Caste, Class & Race- Changing trends, Power structure, Social Mobility, Modernization, Globalization, Sanskritization  
Social Change -Nature, characteristics factors and theories related to Social Change

**UNIT – V**

**(9 Hours)**

**Social Control:** Social Control-Agencies of Social Control, Conformity & Deviance Social Problems -Major Social Problems in India- Causes and factors responsible for Social problems, Untouchability, Slavery, Domestic violence ,Dowry, Social Movements.

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Case Studies: Some cases of real business world to supplement learning from the course.

**Text Books**

1. Elgin, F.H.& David, C.(2017),Social Science- An Introduction to the Study of Society. (13<sup>th</sup> ed.). Newyork: Pearson
2. Francis, Abraham, M. (2006). Contemporary Sociology. Oxford Oxfordshire: Oxford University Press
3. Madan, G.R. (2002) .Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd
4. Shankar Rao, C. N. (2007). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Co. Ltd.
5. MacIver, R.M., Page, C.H. (2000). Society an Introductory Analysis. New Delhi: Macmillan Publishers India

**Books for References**

1. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.
2. Haralambos. (2014). Sociology: Themes and perspectives. Harper Collins; Eight edition
3. Madan, G.R. (2002) .Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) Introduction to Psychology. New Delhi: Tata Mc Graw-Hill book Co.
5. Ram Ahuja (2014)Social Problems in India ,Third Edition ,Rawat Publications
6. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc
7. Rajendra K Sharma (2007), Social change and Social Control, New Delhi, Atlantic Publishers.
8. Shah, G. 1990. Social Movements in India: A Review of Literature. New Delhi: Sage Publications.
9. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.



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**Web Resources**

1. [www.egyankosh.ac.in/handle/123456789/43](http://www.egyankosh.ac.in/handle/123456789/43)
2. <https://www.epw.in>
3. <https://onlinelibrary.wiley.com>
4. <https://www.frontiersin.org>
5. <https://sagepub.com>
6. <https://ir.inflibnet.ac.in>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**ENTREPRENEURSHIP DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
432E2A	ENTREPRENEURSHIP DEVELOPMENT	Elective Course - II	45	-	-	-	3	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Interest and Basic Understanding in business</b>									
<b>Learning Objectives</b>											
1	To understand the concept of Entrepreneur and Entrepreneurship development in India.										
2	To acquire skills and techniques required for successful entrepreneur.										
3	To develop the ability to critically analyse scope and challenges of entrepreneurship.										
4	To develop and understanding about different schemes and program related to entrepreneurship in India.										
5	To identify the settings and fields to start up a social enterprise for social change.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, Entrepreneur and Entrepreneurship development in India.

CO2: To bring a change in the society by applying entrepreneurial tool.

CO3: To relate to theories of entrepreneurship development.

CO4 : To apply the competencies and skills of an entrepreneur in the field.

CO5: To demonstrate the use of different schemes and policies related to entrepreneurship for personal and professional development

CO6 : To create an enterprise to solve a social problem

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Entrepreneurship:** Meaning and concept of Entrepreneurship, Types of Entrepreneurships –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship. Evolution of term ‘Entrepreneurship, Factors influencing entrepreneurship’. Entrepreneurship development in India. Scope of entrepreneur development. Barriers to entrepreneurship

**UNIT – II**

**(9 Hours)**

**Entrepreneur types and characteristics:** Entrepreneur- definition, Types of Entrepreneurs – Social entrepreneur, Serial entrepreneur, Life style entrepreneur. Entrepreneurial characteristics. Stages in Entrepreneurial process. The changing role of the entrepreneur;

**UNIT – III**

**(9 Hours)**

**Theories of Entrepreneurship:** Influences on entrepreneurship development; External influences on entrepreneurship development; Women entrepreneurs: Challenges and achievements of women entrepreneurs.

**UNIT – IV**

**(9 Hours)**

**Social Entrepreneurship:** Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business and Social entrepreneur, Entrepreneurship and Social Entrepreneurship. Social Entrepreneurship in developing countries and in India.

**UNIT – V**

**(9Hours)**

**Entrepreneurship Development and Government:** Entrepreneurship as a tool for social change, Innovation and inventions, Skills of an entrepreneur Role of Central Government and State Government in promoting entrepreneurship with various incentives, subsidies, grants, programs, schemes and challenges. Government initiatives and inclusive entrepreneurial Growth.

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**Text Books**

1. Khanna, S. S., Entrepreneurial Development, S. Chand, New Delhi.
2. Kuratko, F. Donald, Richard M. Hodgetts, Entrepreneurship: Theory, Process, Practice, Thomson, 7<sup>th</sup> edition.
3. Robert A. Philips Margret BonefielRitesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
4. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009
5. Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources

**Books for References**

1. Desai, Vasant, Dynamics of Entrepreneurship: New Venture Creation, Prentice-Hall of India, New Delhi, Latest edition.
2. Holt H. David, Entrepreneurship: New Venture Creation, Prentice- Hall of India, New Delhi, Latest edition. Bornstein, David, how to change the world: social entrepreneurs and the power of new ideas New York, Ny: oxford university press, 2004
3. Patel, V. G., The Seven Business Crises and How to Beat Them, Tata McGraw-Hill, New Delhi, 1995.
4. Roberts, Edward B.(ed 2002.), Innovation: Driving Product, Process, and Market Change, San Francisco: Jossey Bass,
5. Zimmerer W. Thomas, Norman M. Scarborough (2007), Essentials of Entrepreneurship and Small Business Management, PHI,4 ed.

**Web Resources**

1. <https://www.iare.ac.in/>
2. <https://www.creditmantri.com/>
3. <https://startuptalkv.com/>
4. <https://www.yourarticlelibrary.com/>
5. <https://openstax.org/books/entrepreneurship/pages/14-1-types-of-resources>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>L</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**GREEN SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432E2B	<b>GREEN SOCIAL WORK</b>	<b>Elective Course - II</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Role of Social Worker in Environment</b>									
<b>Learning Objectives</b>											
1	To understand the concepts of Green Social Work, Ecology, Environment, and Energy resources.										
2	To analyse the impact of Globalisation, Industrialization, and Urbanization										
3	To enhance the knowledge on various issues on the environment										
4	To enable the professional social workers to understand the roles and responsibilities to protect the Environment.										
5	To gain knowledge about Environment and Management.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware of the concepts of Ecology, Environment and Green Social Work

CO2: To understand the causes of environmental issues and its adverse effects.

CO3: To apply the appropriate measures to control and reduce the issues.

CO4: To analyze the Environmental management systems and justice.

CO5: To implement the roles and responsibilities to preserve and protect our environment

CO6: To deal with environmental issues and apply suitable interventions

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**SYLLABUS**

**UNIT – I** **(9 Hours)**

**Basic Concepts:** Ecology, Environment, Environmental Justice, Climate change, Global warming, Green Transition, Ozone Depletion, biodiversity, deforestation & desertification – Meaning & Concept. Green Social Work - Definition, Importance, Challenges in implementing Green Social Work & GSWN (Green Social Work Network). Natural resources - Concept and types. Ecosystem – Concept, Functions & Types.

**UNIT – II** **(9 Hours)**

**Development and its adverse effects on Environment:** Technology, Industrialization, SEZ Urbanization and Globalization, Commercialization of Agriculture – changing land use patterns and the rural society. Construction of Dams and its consequences - Displacement, relocation and rehabilitation, Deforestation and Ecological Imbalance.

**UNIT – III** **(9 Hours)**

**Environmental Issues and Control measures:** Environmental Pollution: Causes, effects and control of pollutions: – Air, Water, Soil, Noise, Radioactive. Waste Management; Pollution - Air, Water, Soil, Noise and Solid waste Management.

Use of Non-conventional sources of Energy. The Environment Protection Act 1986 - Air Pollution Act 1987 – Water Pollution Act 1974, Wildlife Protection Act, Forest Conservation Act. National Environment policies, National green tribunal, Environment Issues in India.

**UNIT – IV** **(9 Hours)**

**Environment Action and Management:** Environmental conservation and preservation: Rio+20 & SDGs (6,7,11,12,13 &15). Paris Summit and its

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implications: Environment Management System: Traditional knowledge and practice: Environmental justice.

**UNIT – V**

**(9 Hours)**

**Role of Social Worker in Environment Protection and Preservation:**

Environment Ethics. Environmental Management: Role of Government and NGOs in environment protection and development. Green protocol, Green Social Work Initiatives. Promotion Environment Movements. The Chipko Movement, Narmada Bachao Andolan, Silent Valley Movement.

**Text Books**

1. Kaushik & Kaushik (2004) Perspective in Environmental Studies, 2ed. New Age International PLtd.
2. Agarwal S.K. 1993. Environmental protection, Himalaya Publishers, New Delhi.
3. Aradhana P.S. 1998. Environmental Management. Rajat Publishers. New Delhi.
4. Susila Appadurai. 2004. Environmental Studies. New Century Book House Publishers. Chennai.
5. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.

**Books for References**

1. Alka Verma (2015) Green Social Work Environmental Protection, Pentagon Press.
2. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London
3. Aravind Kumar. 2008. Environmental Resource Management. Daya Publishers. New Delhi:
4. Aray and Abbasi 1995. Urbanisation and its Environmental Impacts. New Delhi: Discovery
5. Asthana. D.K. 2001. Environmental Problems and solutions. S. Chand publishers.



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New Delhi.

6. Barrow CJ (2006) Environmental Management for Sustainable Development, Routledge Taylor & Francis Group
7. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.
8. Dominelli L(2012) Green Social Work: From Environmental Crises to Environmental Justice, Polity Press
9. GuhaRamchandra, 1991 The Unquietwoods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
10. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.
11. Maharajan V.S. 1986. Environment protection: challenges and Issues. Deep and Deep Publishers. New Delhi
12. Mohan I. 2002. Environmental Problems in 21stCentury. Anmol Publishers. New Delhi
13. Mohanty. S.K. 1997. Environment and pollution Law Manual. Universal Publishers. New Delhi.
14. Ravichand. M. 2007. Environmental Management. Concept Publishers. New Delhi.

**Web Resources**

1. <https://www.india.gov.in/official-website-ministry-environment-and-forests-0>
2. <https://moef.gov.in/en/rules-and-regulations/environment-protection/>
3. <http://www.indiaenvironmentportal.org.in/>
4. <http://www.envis.nic.in/>
5. <https://cpcb.nic.in/>
6. <https://www.aasw.asn.au/victoria/green-social-work-network>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**LIFE SKILLS FOR SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432S1A	<b>LIFE SKILLS FOR SOCIAL WORK</b>	<b>Skill Enhancement Course – [SEC]-1</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Life Skills</b>									
<b>Learning Objectives</b>											
1	To learn about Life skills and Self.										
2	To understand the importance of communication & interpersonal relationships.										
3	To equip the student with higher order thinking.										
4	To help the students to handle emotions.										
5	To make the students face the challenges.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understand their strengths and weaknesses.

CO2: to be a socially competent person.

CO3: To apply life skills to handle situation effectively

CO4: To set Goals and achieve them successfully

CO5: To accomplish Self Competency and Confidence

CO6: To identify, analyse and health the situations using core life skills

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**SYLLABUS**

**UNIT – I**

**(6 Hours)**

**Life skills - Self awareness & Empathy:** Life Skills -Meaning, Significance and overview of WHO Life skills. Self awareness: Definition, concept of self, Techniques used for Self awareness- Johari window and SWOC analysis. Empathy: concept of empathy.

**UNIT – II**

**(6 Hours)**

**Communication and Interpersonal Skills:** Communication – definition, Types, channels and barriers. Transactional analysis. Interpersonal relationship – Definitions, factors affecting relationship, Steps to improve interpersonal relationship.

**UNIT – III**

**(6 Hours)**

**Creative and Critical Thinking:** Creative Thinking: Meaning, Concept, strategies to improve thinking. Critical Thinking: Meaning, Concept, strategies to improve thinking. Functions of Left and right Brain.

**UNIT – IV**

**(6 Hours)**

**Coping skills:** Coping with Stress: Definition, meaning, causes, reaction, types, stress Management. Coping with Emotions: understanding emotions, types, strategies to manage emotions. Importance of IQ and EQ. Resilience: Meaning and its importance.

**UNIT – V**

**(6 Hours)**

**Problem Solving and Decision Making:** Problem solving: concept, steps in problem. Decision making: Goal setting and Time Management, SMART Goals, steps in decision Making and techniques. Conflict: Meaning, Types and ways to resolve Conflict.

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**Text Books**

1. Dudhade B A (2016), Life Skills Education, Bookman Publishers
2. Mangal S.K. (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.
3. Mahajan G (2022) Life Skill Education, Shipra Publications
4. Mangal SK (2007), Essentials of Educational Psychology, Prentice Hall India Learning Pvt. Ltd.
5. Shalini Verma (2014); “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company

**Books for References**

1. Arvind M Nawale , 2018, An Introduction to Life Skills A Textbook for College Students
2. Gowra Mahajan, 2022, Life Skill Education, Shipra Publishers
3. Erin Murphy-Graham, Joan DeJaeghere, 2021, Life Skills Education for Youth,Critical Perspectives, Springer International Publishing
4. Joan De Jaeghere, Erin Murphy-Graham , 2021, Life Skills Education for Youth: Critical Perspectives
5. Larry James (2016); “The First Book of Life Skills”; First Edition; Embassy Books.
6. Saravanakumar, 2020, Life Skill Education Through Lifelong Learning, Lulu Pub.

**Web Resources**

1. <https://www.unicef.org/azerbaijan/media/1541/file/basic%20life%20skills.pdf>
2. [https://www.unodc.org/pdf/youthnet/action/message/escap\\_peers\\_07.pdf](https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf)
3. [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)
4. <http://www.essentiallifekills.net/>
5. [http://www.unicef.org/lifeskills/index\\_whichskills.html](http://www.unicef.org/lifeskills/index_whichskills.html)
6. <http://www.exforsys.com/career-center/life-skills.html>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SKILLS FOR COMPETITIVE EXAMINATIONS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
432S2A	<b>SKILL FOR COMPETITIVE EXAMINATIONS</b>	<b>Skill Enhancement Course - II</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>To enhance the ability for Competitive Examination</b>									
<b>Learning Objectives</b>											
1	To enrich the knowledge about the various complete exams.										
2	To understand various skills required for Competitive exam										
3	To enhance various soft skills to succeed the competitive examination										
4	To use the time effectively To become aware about the goals of life										
5	To enable them to develop aptitude and problem solving skills to win Competitive examinations.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To acquire Skills and knowledge for successful completion for competitive exam

CO2 :To enhance the attitudinal and aptitude skills

CO3: To enhance the student to improve their emotional intelligence and interpersonal skills.

CO4 : To motivate them for successful Goal setting and effective planning

CO5 : To impart skills for students about building logical reasoning and self-esteem.

CO 6: To strength their general knowledge and relevant knowledge for successful face their competitive examination

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**SYLLABUS**

**UNIT – I**

**(6 Hours)**

**Introduction of Competitive Examinations,** Basics of competitive exams, history, Purpose, objectives, types of competitive exams.

Skills for Competitive examination- Communication: Body Language, Presentation skills, Interpersonal Skills Time and Stress Management, Planning, Preparation, Focus group discussion- Preparation for a group discussion, Skills for effective participation, Non-verbal communication in group discussion, Types of group discussions.

**Interviews:** Developing an Interview Strategy, practicing for the Interview, During the Interview Stress Interviews, Traditional Interviews Writing Skills, Basics of writing, Writing paragraphs, Writing research articles and Report writing

**UNIT – II**

**(6 Hours)**

**Preparation Strategy for Competitive Exams:** Set S.M.A.R.T. Goals (Specific Measurable Achievable Relevant Time-Bound). Self Management vs Time Management Attend

Online/ Offline Classes Regularly, Revise on a Daily Basis, Solve Time-Bound Exercises, Mock

Tests & Model Papers, Raise Doubts or Questions if any, Choose Institutes/ Teachers Wisely

– Choose the books, study material and resources wisely, Get Concepts Clear, Focus- Solve Previous Year Question Papers, Be Regular, Well Planned & Disciplined.

**UNIT – III**

**(6 Hours)**

Intelligence, creativity, application, testing, assessment - Types, Reasoning Ability, and General Intelligence-Logical Reasoning or Verbal Reasoning, Non – Verbal Reasoning, Numbers, simplification, time and work, percentage, fraction, speed and distance, simple and compound interest, ratio and proportion, Quantitative, Aptitude and Data Interpretation-Word Problems, Graphs (Bar, Line, Pie chart, etc.), Simplification



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**UNIT – IV**

**(6 Hours)**

Listening, Problem Solving, thinking out of the Box, Teamwork, Being Independent, Decision Making, Be Organised, Positive Attitude, Collaboration, Understanding Learning Style, Reading. **Emotional Intelligence skills:** Self Awareness, self-Regulation, Social Skills, Empathy. Motivation.

Spatial and perceptual abilities, situation reaction test, Memory and inductive reasoning, Logical reasoning, Coding and Decoding, Direction Test, Syllogism, English Language/ Verbal Ability, Comprehension,

**UNIT – V**

**(6 Hours)**

General Awareness and Current Affairs- General Knowledge/ Statistics Daily News, History Geography, Politics, Banking Awareness Computer Knowledge

**Text Books**

- Verbal & Non-Verbal Reasoning by R.S. Agarwal
- A Modern Approach to Reasoning by R.S. Agarwal
- A New Approach to Reasoning: Verbal & Non-Verbal by B.S. Sijwali and Indu Sijwali
- Analytical Reasoning by M.K. Pandey
- Multi-Dimensional Reasoning by Dr. Lal
- Reasoning for Competitive Exams by Nishit K. Sinha

**Quantitative Aptitude:**

- Quantitative Aptitude by R.S. Agarwal
- Quantitative Aptitude for Competitive Exams by R.S. Agarwal
- Data Interpretation by Arun Sharma
- Objective Mathematics for Competitive Exams by Tarun Goyal

**General Awareness:**

- India Year Book by Publications Division
- Manorama Yearbook
- Banking Awareness by Arihant Publications
- Daily Newspapers for Current Affairs

**Computer knowledge:**

- Objective Computer Knowledge by Kiran Prakashan

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- Computer NCERT Class IX, X, XI & XII

**Books for Reference**

1. Current Affairs by Arihant Experts (suggested for IBPS (PO / Clerk), NDA/CDS, SSC (CGL & 10+2), Railways & other state-level competition exams)
2. Current Affairs for Competitive Examination by Disha Experts (suggested for UPSC, SSC, Banking, Insurance, Railways, Engg. Services and AFCAT, etc.)
3. Speedy Current Affairs 2022 by Spark Publications (suggested for UPSC, SSC, Railways, etc.)
4. Drishti Current Affairs Today by Drishti Publications (suggested for UPSC, State PSC, SSC CGL, etc.)
5. Manorama Year Book 2022 by Malayala Manorama Co. Ltd. (suggested for SSC, Bank Clerk, Civil Services Examination, state PCS, etc.)
6. India Yearbook – Publications Division Government of India (suggested for Railways, SSC, Banking, TET, etc.)
7. Pratiyogita Darpan (Magazine) by Upkar Prakashan publications (suggested for SSC CGL, SSC CHSL, UPSC, State PSC, etc.)

**Web Resources**

- [pib.gov.in](http://pib.gov.in)
- [mea.gov.in](http://mea.gov.in)
- [mha.gov.in](http://mha.gov.in)
- [lawmin.gov.in](http://lawmin.gov.in)
- [rbi.org.in](http://rbi.org.in)
- [socialjustice.nic.in](http://socialjustice.nic.in)
- [indiaculture.nic.in](http://indiaculture.nic.in)
- [india.gov.in](http://india.gov.in)
- [newsonair.com](http://newsonair.com)
- [darpg.gov.in](http://darpg.gov.in)
- [ipcc.ch](http://ipcc.ch)
- [prsindia.org](http://prsindia.org)

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**RURAL COMMUNITY DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3A	<b>RURAL COMMUNITY DEVELOPMENT</b>	<b>Core Course – IX</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Rural Development</b>									
<b>Learning Objectives</b>											
1	The students are able to understand the issues prevailing in rural areas										
2	The students will be able to invent solutions for better rural development.										
3	To understand the rural development and panchayat Raj of both State and central										
4	The rural development programme makes students to understand the socio economic conditions of rural folk.										
5	To gain competencies needs for rural community development social workers										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1 : Define the rural areas, rural economy and development and issues or Rural Development in general and address them through various development strategies.											
CO2 : Acquaint the knowledge on social political structure, economic structure, economic											
CO3: Explain the rural local self-governance namely Panchayat Raj Institutions and its role in planning and development of rural areas											
CO4: Elucidate the role of government, non-government and role of social workers in rural development.											
CO5: To understand the suitable intervention for rural development.											
CO6 : To apply the various application of social work methods in solving the rural problems.											

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Rural economic structure:** Principles of Rural Economic Development, Planning the Rural Development. Agriculture, Nature, Type of Agriculture, Subsistence, Commercial Agriculture, Rural Horticulture, Dairying. Land use – Land Holding, Land Reforms Marginal Lands. Poverty, BPL families, Agricultural laborers and Social Security. Agricultural Finance – Need for Agricultural Finance, Sources of Agricultural Finance Kisan Credit card, the role of NABARD in Rural Development. Agricultural Marketing – Marketing of Agricultural produces, Cooperative Marketing.

**UNIT – II**

**(12 Hours)**

**Rural Socio – Political Institutions and Processes:** Society and Social Structure, Social Mobility, Social Changes, Caste Structure. Rural Literacy, causes for Low Literacy Rate, Corrective measures to increase the literacy in rural area. PRI's the Grama Panchayats and Power and Functions, Decentralized Governance Impact of Decentralized Governance on Rural Development.

**UNIT – III**

**(12 Hours)**

**Concept of Village, Settlement pattern, Factors for pattern of settlement.** The Problem of Housing, Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private). Nirmala Grama, Rural Electrification- Adhesiveness' and targets. Community Buildings- Hospitals, Schools, Community Halls etc.

**UNIT – IV**

**(12 Hours)**

**Rural development programmes in India :** Concepts, approaches and strategies of Rural Development, Philosophy of Rural Development - A.T. Masher, Mahatma Gandhi and Lenin. Experiments in Rural Development. Rural development programmes in india: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2005: Deen Dayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM): Pradhan Mantri Gram Sadak Yojana (PMGSY): Pradhan Mantri Awas Yojana – Gramin: Pradhan Mantri

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Adarsh Gram Yojana (PMAGY): Saansad Adarsh Gram Yojana (SAGY): National Rurban Mission (NRuM): The National Social Assistance Programme (NSAP) Mission Antyodaya.

**UNIT – V**

**(12 Hours)**

**Rural administration:** Rural development administration in local, block, state and national level. civil society and rural development; The World Bank, other International agencies and the NGO's NGO's and paradigm shifts – their implications on Education, Women Empowerment, Health, Disaster management, Girl Child and Weaker Section. Role of information communication technology and rural development; Role of Communication in Rural Development, Channels of Rural Development Support Communication. 73rd amendment and its Salient features; structure of PRIs Social work application and role of social worker in rural community development

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Gupta K. R. (2010) Rural Development in India, Atlantic; Latest edition (1 January 2010); Atlantic Publishers & Distributors Pvt Ltd, ISBN-13 : 978-8126913930
2. Madhusudan Ghose, & A.K (2013) Rural Development in India – Challenges and Prospects, Serials Publications, New Delhi, ISBN: 978-8183875929
3. Katar Singh (2009) Rural Development: Principles, Policies & Management Sage Publication, ISBN:978-81-8387-592-9
4. Sagar Mondal (2012) Text Book of Rural Development Entrepreneurship and communication skills, Kalyani Publishers, ISBN: 978-93-272-2069-8.
5. Shankar Rao, (2000), Sociology., S.Chand & Company, New Delhi., 6th Edition.

**Books for References**

1. Agarwal, Bina. 1994. A Field of One's Own; Gender and Land Rights in South Asia. Cambridge University Press. New Delhi.
2. Breman, Jan. 1974. Patronage and Exploitation; Changing Agrarian Relations in South Gujarat. University of California Press. Berkeley.
3. Breman, Jan. 1985. Of Peasants, Migrants and Paupers; Rural labour Circulation and Capitalist Production in West India. Oxford University Press. Delhi.

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4. Chandrasekhar.Y.K, (2011), Rural Development Administration in India., Mohit Books International.
5. Debarshi Mukherjee, Rajes Chatterjee, Sudkhina Mitra ( 2022) Rural Livelihood Development of Tripura: An MGNREGS Experience, Kaveri Books, New Delhi ISBN: 978-81-955493-0-6.
6. Goel, Shalini and Rajneesh, (2000), Panchayati Raj in India- Theory and Practice. Deep and Deep Publications.
7. Maheswari.S (1985) Rural Development in India - A Public Policy Approach, New Delhi: Sage
8. Subhakantha, Mohapatra, (2000), Planning for Integrated Area Development., Rajat Publications.

**Web Resources**

1. <https://drdpr.tn.gov.in/>
2. <https://www.yourarticlelibrary.com/india-2/rural-development/7-major-rural-development-policies-of-india/66724>
3. <https://www.vedantu.com/civics/rural-administration-in-india>
4. <https://www.ijert.org/research/problems-of-rural-system-in-india-need-for-addressing-them-in-rural-development-planning-IJERTV9IS110119.pdf>
5. [https://nrega.nic.in/Nregahome/MGNREGA\\_new/Nrega\\_home.aspx](https://nrega.nic.in/Nregahome/MGNREGA_new/Nrega_home.aspx)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**HUMAN RESOURCE MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3B	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>Core Course – IX</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Management and Industry</b>									
<b>Learning Objectives</b>											
1	To inculcate the knowledge on Human Resource Management.										
2	To understand the various sub-system of Human Resource Management										
3	To gain competencies needed for Human resources professional										
4	To develop the methods for the Human Capital Development.										
5	To enhance the knowledge of the process and recent trends in Human Resource Management.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To aware an in-depth knowledge on the process of Human Resource Management.

CO2 : To understand the suitable interventions on Human Resource Management practice.

CO3: To articulate the budding HR Professionals to meet the challenges in the Industries in the modern era.

CO4: To analyse the appropriate methods for the human capital development and retention of employees.

CO5: To evaluate the recent trends and advances in Human Resource Management.

CO6 : To adapt the future perspectives of Human Resource Management in Global business world.



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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Management and Human Resource Management :** *Management:* Concept, Principle Functions and Management Gurus. *Human Resource Management:* Concept, Definitions, Scope and objectives. Organization Structure and Function – Line and staff relations of Human Resource Management. HR Business Partnering, Qualities and Role of HR Manager.

**UNIT – II**

**(12 Hours)**

**Human Resource Planning and Talent Acquisition :** *Human Resource Planning:* Concept and objectives and Process. Job Analysis, Job Description, Job Specification, Job Design and Job Enrichment. Career planning and Career paths; Job rotation. Talent Acquisition, Talent Development and Talent Engagement.

**UNIT – III**

**(12 Hours)**

**Recruitment and Selection :** *Recruitment* - Concept, Meaning, Objectives, Sources and Process. Employment terms Recruitment Policy. *Selection* - Concept, Meaning and Objectives. Selection Process, Psychometric Assessment. Induction, Placement, probation and confirmation. *Compensation Management:* Salary Structure and Components of Compensation. Factors influencing compensation plans and policies. Types of Pay. Job Evaluation – Fixation of salary, Components of Salary. Pay for performance – Incentive Schemes, Principles and Types, Employees Stock Option Plan, compensation survey/ Review. Types of Employee Categories.

**UNIT – IV**

**(12 Hours)**

**Human Capital Development :** *Learning and Development:* Concept, objectives, steps and Process - Types of Training Methods: On-the Job and Off-the Job. Training need analysis – competencies: Expectation Vs Actual, Identifying gaps. Developmental Needs for current and future jobs. HR Compliances. *Performance Appraisal System:* Concept, Objectives and

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Importance – Methods of Performance Appraisal: Traditional and Modern Methods. *Talent Retention and Separation*: Attrition: Concept and Factors influencing Attrition. Transfer: Concept and Types. Talent Retention: Concept, importance and strategies. Separation: concept and methods of Separation – Exit Interviews: Need and Importance. Voluntary Retirement Scheme.

**UNIT – V**

**(12 Hours)**

**Recent Trends and Advances in Human Resource Management :** *Recent Trends in Human Resource Management*: Artificial Intelligence (AI) and Machine Learning, Employee Wellness Programmes, Learning Management System (LMS), Fluid Task Management with Gig Economy, Work From Home (WFH). *Advances in Human Resource Management* : Corporate Social Responsibility, Benchmarking, Balanced Scorecard, Six Sigma, Kaizen, 5 S Method, Human Resource Accounting and Auditing, Human Resource Information System, Business Process Reengineering, Total Productivity Maintenance (TPM), Total Quality Management (TQM), International Organization for Standardization (ISO), Human Resource Management in Global Perspective, Future of Human Resource Management.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Bernadin John H, 2012, Human Resource Management, New York :McGraw Hill.
2. Dwivedi. R.S, 2009, A Textbook of Human Resource Management, New Delhi, Vikas Publication House Pvt Ltd
3. Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
4. Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
5. Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.

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**Books for References**

1. Andrew J. Dubrin, 2012 Essentials of Management, New York: Thomson Southwestern
2. Chatterjee, Bhaskar 1999 The Executive Guide to Human Resource Management, New Delhi: Excel Books.
3. Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
4. Gary Dessler, 2018, Fundamentals of Human Resource Management, Noida, Pearson Publications.
5. Gary Dessler and Biju Varrkey, 2020, Human Resource Management, Noida, Pearson Publications.
6. Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
7. Mathur, B.L., 1989 Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arihant Publishers.
8. Monir Tayeb. 2007, International Human Resource Management. New York : Oxford University Press.
9. Pareek, Udai and Rao, T. V, 1982, Designing and Managing Human Resources, New Delhi, Oxford & IBH.
10. Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.
11. Rudrabasavaraj, M. N. 1986, Cases in Human Resource Management, Bombay: Himalaya Publishing House.
12. Sandra M. Reed, Dave Ulrich, 2017, A Guide to the Human Resource Body of Knowledge, New Jersey, John Wiley & Sons Publishing Company.
13. Singh PN 1992, Developing and Managing Human Resource, Mumbai, Suchandra Publications.

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**Web Resources**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**MEDICAL SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3C	<b>MEDICAL SOCIAL WORK</b>	<b>Core Course – IX</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of health and Social Work</b>									
<b>Learning Objectives</b>											
1	To equip students by imparting knowledge to understand the concept, definition, objectives, of Medical Social Work.										
2	To apply the models of Health care while working at micro, mezzo and macro level.										
3	To acquire skills and techniques required for medical social worker, values and ethics of professional social work.										
4	To develop the ability to critically analyse problems of patients and caregivers in health setting.										
5	To identify the settings and fields for the practice of medical social work.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, history, scope and trends in Medical Social Work.

CO2: To Identify, analyse, and implement evidence-based interventions for patients and care givers.

CO3: To Critically choose and implement health care models in the practice setting to achieve the goals of medical social work

CO4: To analyse competencies and skills required for medical social worker in different setting.

CO5: To create and implement empirically-based interventions in a multidisciplinary setting.

CO6: To demonstrate ethical values and able to articulate patients' rights in health care setting

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Introduction to Medical Social Work:** Medical Social Work: Definition, Concept, objectives. Historical Development of medical social work in India and abroad. Trends & Scope of Medical Social work practice in India. Organisation and administration of Medical Social Work in hospitals

**UNIT – II** **(12 Hours)**

**Understanding Patient and illness behaviour:** Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps.  
Concept of patient as a person. Patient as a whole, Sick role and illness behaviours. Impact of illness on the patient and caregivers. Hospitalization of patient – impact on family. Concept and Impact of long-term hospitalization on the patients and their families.

**UNIT – III** **(12 Hours)**

**Healthcare Models:** Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health Alternative System of Health - AYUSH. Health Education: Concept and Principles, Models, Methods and Techniques.

**UNIT – IV** **(12 Hours)**

**Medical Social Work Department :** Organization and administration; Functions, Public relations in hospital, Medical Social Work in relation to other disciplines, Multidisciplinary approach and teamwork; Medico-Legal issues, Euthanasia, Organ Transplant. Patient's Rights and Medical Ethics in health care.

**UNIT – V** **(12 Hours)**

**Medical social work practice in different settings:** Role of medical social worker in Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Community Health, Geriatric Department, Pediatric Department and Oncology department. Rehabilitation: Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative care, Hospice and Convalescent care.

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**Text Books**

1. Brandell, J R (1997). Theory and Practice of Clinical Social Work, London: Free Press
2. Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
3. Dowding & Barr, (2002) Managing in Health Care, Pearson Education Ltd. London.
4. Park and Park, 23 rd (Ed), 2015 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
5. Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
6. Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London.

**Book for References**

1. Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS
2. Bajpai P.K. (ed.). (1997). Social Work Perspectives in Health. Rawat Publications. Delhi.
3. Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
4. Bradshaw & Bradshaw, (2004) Health Policy for Health Care Professional, Sage Publications, New Delhi.
5. Beder, J. (2006). Hospital social work: The interface of medicine and caring. New York, NY: Routledge.
6. D'Ambruso, S. (Ed.) (2006). Handbook of social work in health and aging. New York, NY: Oxford University Press.
7. Egan, M. (2010). Evidence-based interventions for social work in health care. New York, NY: Routledge.

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8. Field M.(1963).Patients are people-A Medical-Social Approach to Prolonged Illness, Columbia University Press, New York.
9. Gehlert, S., & Browne, T. A. (Eds.). (2006). Handbook of health social work. New York, NY: Wiley.Gambrill.E. (1997). Delhi Social work in the 21st century, Pine for gepress,New Delhi.
10. GolsteinD.(1955),Expanding horizons in medical social work,The University of Chicago Press, Chicago.
11. Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.

**Web Resources**

1. <https://mgcub.ac.in/>
2. <https://rmlh.nic.in/>
3. <https://www.tandfonline.com/>
4. <https://www.ncbi.nlm.nih.gov/pmc/>
5. <https://www.sweducarebd.com/>
6. <http://www.pitt.edu/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>

**S – Strong**

**M – Medium**

**L - Low**



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**TRIBAL DEVELOPMENT IN INDIA**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3D	TRIBAL DEVELOPMENT IN INDIA	Core Course - X	60	-	-	-	4	4	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Tribal Development</b>									
<b>Learning Objectives</b>											
1	To train 'development organizers' for working with tribal communities.										
2	To improve adequate skills to prepare and implement integrated development plan & projects for tribal Communities										
3	To Enhance knowledge in Multi Media for development of the tribal people.										
4	To develop understanding of good governance in the field of tribal development.										
5	To develop trainees as competent change agent in the field of tribal development										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : Understanding of tribal communities and its organisation.

CO2 : Discuss about the problems primitive communities' various problems.

CO3 : Helps to understand the contribution of tribal activists and reformers and impact of tribal movements on tribal policy.

CO4: It will help students to prepare with required skills as a tribal development facilitator

CO5: To analyses the role of multimedia for the development of the people

CO6: To adopt the future perspective of Tribal development in India

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Tribal Concepts:** Organisation & Culture: Tribal Concept, Meaning & Identity Meaning, definition and characteristics of tribe. Concept of tribe from various perspective – British perspective, Indian perspective, tribal own perspective. Constitutional Meaning of tribe. Tribal Organisations Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Tribal Culture Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals Literature and Art, Life philosophy in cultural practices.

**UNIT – II**

**(12 Hours)**

**Tribal Problems:** Economic Issues Land alienation & Agriculture Poverty & indebtedness Unemployment, Infrastructural Issues Habitat and settlement Basic Civic Amenities Transportation & communication. Access to Forest. Political issues such as political participation, Tribal self-rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anaemia and sickle cell anaemia. Superstitions, addiction, isolation.

**UNIT – III**

**(12 Hours)**

**Tribal Development Policies, Programmes & Movements:** Historical perspective of tribal policy, National and international policies ‘Panchshil’ philosophy as strategy for implementation and its impact on tribal policy Constitutional identity. Historical glimpses of tribal movements in India. Impact of tribal movements on tribal policy. Contribution of tribal activists: Birsa Munda, Tantya Bhil, Ambar singh Maharaj. Contribution of Tribal reformers: ThakkarBappa, Dr. B.D Sharma, Verrier Elvin, Godavari Parulekar. Prevention violation and protection of Tribal Rights. United Nations Declaration of Rights of Indigenous people. ILO Convention 107 and 169 on rights of Indigenous people.

**UNIT – IV**

**(12 Hours)**

**Tribal Governance:** Governance Meaning, Need and Scope of Governance Inter-relationship of Governance and Development Characteristics of Good Governance History of tribal

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governance, Institutions in Tribal Governance National Commission on Scheduled Tribe. National Council for Tribal Welfare. TRIFED Autonomous Councils. Tribal Advisory Councils Panchayati Raj Institutions & PESA Civil Society Organisations: Forms, level of participation.

**UNIT – V**

**(12 Hours)**

Social Work Methods in tribal development: Skills of working with Individual: Individual: Intake & engagement Fact gathering & assessment Planning & Contracting Intervention & Monitoring Evaluation & Termination. Skill for working with group: Skill for working with group: Understanding group dynamics. Group identification or formation. Problems solving or group development. Focus group observation skills Use of various activities Observation & techniques of recording. Skills in community work. Rapport building. Identification of needs. Resource mobilisation. Programme planning. Programme Management. Recording Encouraging community participation Mobilising community action.

Communication Skill Definition & Concept Process, channels & types of communication Qualities essential in an effective development facilitator. Use of Audio – Visual media Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc. Use of Social Networking & Social Media. Professional and Training skills.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Amita Shah ,Jharna Pathak( 2015), Tribal Development in Western India, ISBN 9781138095977.
2. Arvind Kumar (2005) Tribal Development & Planning , ISBN-13 : 978-8126119660.
3. Gowri Lakshmi G M, C Esther Buvana, (2020) A Study on Tribal Development Administration in Tamil Nadu, LAP Lambert Academic Publishing, ISBN-10 : 6202530332, ISBN-13 : 978-6202530330
4. Patil R.R, (2020) Tribal Development in India: Challenges and Prospects in Tribal Education, SAGE Publications Pvt. Ltd
5. Srinivasa Rao V (ed.) Challenges of Tribal Development: Contemporary Social Concerns, Rawat Publication, ISBN 978813161186

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**Books for References**

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission: Fifty-Five Years of Planned Development and Social Sector",
2. Amitabha Sankar, Dasgupta (1990), Samira Frontiers of Social Anthropology, Gyan Books PVT LTD Delhi.
3. Chahar, S.S. (Ed.) (2005), Governance of Grassroots Level in India, New Delhi: Kanishka
4. Gare G M, (1974), Social Change, Among the tribal of western Maharashtra.
5. Mishra, G. P. and Bajpai, B. K. (2001). Community Participation in Natural Resource Management, Delhi: Rawat Publications
6. Mohanty P K, (2006), Encyclopaedia of scheduled Tribes - Gyan PVT LYD.
7. Ranjit Toppo (2007), Dynamics of Tribal Migration in India; Xavier Institute of Social Service, Ranchi, ISBN: 81-904112-2-5
8. Sachindra Narayan, (2002). The Dynamics of Tribal Development Issues and Challenges Gyan Books PVT LTD Delhi
9. Singh K S, (1972), Tribal situation in India, Indian Institute of Advanced Study, Simla
10. Vidarthi L P (1976). Tribal culture of India, Concept publishers New Delhi

**Web Resources**

1. <https://www.jstor.org/stable/23619351>
2. <https://trifed.tribal.gov.in/home>
3. [https://tribal.nic.in/WriteReadData/sentionOrder/201512301001182101476scan0013\\_Part2.pdf](https://tribal.nic.in/WriteReadData/sentionOrder/201512301001182101476scan0013_Part2.pdf)
4. <https://www.drishtias.com/summary-of-important-reports/xaxa-committee-on-tribal-communities-of-india>
5. <https://tribal.nic.in/>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**LABOUR LEGISLATIONS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
532C3E	<b>LABOUR LEGISLATIONS</b>	<b>Core Course – X</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Resource Management</b>									
<b>Learning Objectives</b>											
1	To learn the basic features of Labour Legislations										
2	To understand the significance of the working of labour laws in various sectors										
3	To acquire skills pertaining to the application of labour laws in industries										
4	To develop a perspective to update the latest legal amendments pertaining to labour										
5	To enhance the skills of understanding the various case laws										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To identify the significance of labour legislations in human resource management

CO2: To apply the knowledge of labour legislations to regulate the working conditions in the industrial sector

CO3: To apply the knowledge and skills of implementing the wage legislations

CO4: To implement the knowledge of social security legislations

CO5: To analyse and apply the legislations pertaining to Industrial Relations

CO6: To evaluate the working of the legislations in the State of Tamil Nadu

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Labour Legislation:** History of labour legislations in India; Labour in the Indian constitution; Industrial jurisprudence; Industrial law as distinguished from Common law.

**UNIT – II**

**(12 Hours)**

**Legislations pertaining to working conditions:** The Factories Act, 1948. Industrial Employment (Standing Orders) Act, 1946. Apprentices Act, 1961. Contract Labour (Regulations and abolition) Act, 1970

**UNIT – III**

**(12 Hours)**

**Wage Legislation and Social Security Legislations:** Payment of wages Act, 1936. Minimum wages Act, 1948. Payment of Bonus Act, 1965. Workmen's Compensation Act, 1923. Employee's State Insurance Act, 1948. Employee Provident fund and miscellaneous provisions Act. Maternity benefit Act, 1961. Payment of Gratuity Act, 1972

**UNIT – IV**

**(12 Hours)**

**Industrial Relations Legislations:** Trade Unions Act, 1926, Industrial Disputes Act, 1947

**UNIT – V**

**(12 Hours)**

**Labour Legislation in Tamilnadu:** Tamil Nadu shops and establishments Act, 1947. The Tamil Nadu catering establishment Act, 1958. Tamil Nadu Labour welfare fund Act, 1972. The Tamil Nadu Industrial establishments (National and Festival Holidays) Act, 1958.

**Text Books**

1. Blanpain, R. (2001). Labour law, human rights and social justice. The Hague: Kluwer Law Intl.

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2. Kapoor, N, D. (2001). Elements of Industrial Law. New Delhi: Sultan Chand and Sons
3. Kumar, H.L. (2003). Labour Law (2ndEds). New Delhi: Universal Law Publishing Pvt Ltd.
4. Padhi. P.K (2010). Labour and Industrial Laws. New Delhi. PHI
5. Tripathi, P.C. (1998). Industrial Relations & Labour Laws. New Delhi, Sultan Chand Publication

**Books for Reference**

1. Ajay, Garg. (2012). Labour Laws One Should Know. New Delhi: Nabhi Publishing House
2. Blanpain, R. (2004). Comparative Labor Law and Industrial relations in Industrialized Market. Kluwar law Intl.
3. Conaghan, J., Fischl, R. M., & Klare, K. (Eds.). (2004). Labour law in an era of globalization: Transformative practices and possibilities. New Delhi. Oxford University Press
4. Grogan, J. (2007). Collective labour law. Juta and Company Ltd.
5. Kumar, H. L. (2013). Labour Laws Everyone should Know. New Delhi: Universal Law Publishing
6. Kumar, H.L. (1997). Employees Rights under Labour Laws. New Delhi: Universal Law Publishing Pvt Ltd.
7. Malik, P. L. (1999). Industrial Law, Vol 1 (18thEds). Lucknow: EBC Publishing Pvt Ltd.
8. Sharma, A. M. (2000). Industrial Jurisprudence and Labour Legislation. New Delhi. Himalaya Publishing House
9. Sinha, P. R. N., InduBala, Sinha, and Seema, Priyadarshini, Shekhar. (2006). Industrial Relations Trade Unions and Labour Legislation(8thEds). New Delhi: Dorling Kindersley India Pvt Ltd.
10. Tripathi, P.C., Gupta, C. B., and Kapoor, N.D. (2009). Industrial Relations and Labour Law (4thEds). New Delhi: Sulthan Chand and Sons

**Web Resources**

1. <https://labour.gov.in/list-enactments-ministry>
2. [https://www.icsi.edu/media/webmodules/Labour\\_Laws&\\_Practice.pdf](https://www.icsi.edu/media/webmodules/Labour_Laws&_Practice.pdf)
3. <https://www.mgkvp.ac.in/Uploads/Lectures/47/1424.pdf>
4. <https://www.shrm.org/shrm-india/pages/simpliance.aspx>
5. <https://www.whatishumanresource.com/employment--labour-laws-in-india>



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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**MENTAL HEALTH AND PSYCHIATRIC DISORDERS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3F	<b>MENTAL HEALTH AND PSYCHIATRIC DISORDERS</b>	<b>Core Course - X</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Mental illness and Assessment</b>									
<b>Learning Objectives</b>											
1	To acquire in-depth knowledge on Mental Health and Mental illness.										
2	To understand the attitudes and belief pertaining to mental illness										
3	To impart skills on psychiatric assessment										
4	To acquire knowledge of the phenomenology, symptomatology, and treatment of Common Mental Disorders.										
5	To acquire knowledge in legislation related to mental health.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understand the concept of Mental Health

CO2: To evaluate the client using psychiatric assessment tools

CO3: To know the various mental health issues in the community

CO4: To apply the phenomenology, symptomatology, and treatment of common mental disorders.

CO5: To use legislation appropriate to Mental Health related issues.

CO6: To effectively identify Mental Disorders

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Concept of Mental Health:** Normality & Abnormality, Concept of Mental Health, History of Psychiatry, Mental Health in India, Biopsychosocial Model. Socio-cultural factors in Psychiatry. Magico-religious practice

**UNIT – II** **(12 Hours)**

**Psychiatric Assessment:** Psychiatric Interviewing - Case History Taking and Mental State Examination, Psycho-Social and Multidimensional Assessment, Use of Mental Health Scales in assessment. Disability Assessment (IDEAS).

**UNIT – III** **(12 Hours)**

**Common Mental Disorders & Classification:** Classification of mental Disorders – ICD 10, DSM V, ICF. Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Neurocognitive Disorders, Personality Disorders, Schizophrenia, Bipolar and related disorders and Depressive Disorders

**UNIT – IV** **(12 Hours)**

**Neurotic stress related disorders other disorders:** Anxiety Disorders, Dissociative & Somatoform Disorders, Eating disorders, Elimination disorders, Conduct Disorders, Sleep- Wake Disorders, Sexual disorders, Substance-related and Addictive Disorders, Neurodevelopmental disorders

**UNIT – V** **(12 Hours)**

**Legislations related to Mental Illness:** Mental Health Care Act 2017, Rights of Persons with Disabilities (RPWD) Act 2016, Narcotic drugs and Psychotropic Substances Act 1985.

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**Text Books**

1. American Psychiatric Association, 2013, Diagnostic and Statistical Manual of Mental Disorders DSM-5
2. Ahuja Niraj (2011), A short textbook of psychiatry, 7<sup>th</sup> Edition, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
3. Coleman, & James, (1996). *Abnormal Psychology Modern Life*. Mumbai: TaraporeVala and Sons.
4. Francis, Abraham P. (Ed.) (2014) *Social Work in Mental Health – Areas of Practice, Challenges & Way Forward*. Sage.
5. Kaplan, Harold, I., & Sadock, B.J., (1989). *Comprehensive Text Book of Psychiatry*. London: Williams & Wilkins, Baltimore.

**Books for References**

1. American Psychiatric Association (1994). *Diagnostic Criterion from DSM-IV*. Washington DC: American Psychiatric Association
2. Bhugra, Gopinath., & Vikram Patel., (2005). *Handbook of Psychiatry- A South Asian Perspective*. Mumbai: Byword Viva Publishers Pvt. Ltd.
3. Diagnostic Criteria for Research, AITBS Publishers and Distributors, Delhi
4. Kapur, M., (1995). *Mental Health of Indian Children*. New Delhi: Sage Publications.
5. Mane, & Gandevia., (1998). *Mental Health in India: Issues and Concerns*. Mumbai: Tata Institute of Social Sciences.
6. Mangal S.K(2015), Abnormal Psychology, Sterling Publishers (p) Ltd, New Delhi.
7. The ICD-10 Classification of Mental and Behavioural disorders (2004), A.I.T.B.S. Publishers & Distributors, New Delhi.

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**Web Resources**

1. <https://www.who.int/classifications/icd/en/bluebook.pdf>
2. <https://cdn.website.editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf>
3. Hand\_Book-Guide\_to\_Mental\_Health\_for\_Social\_Worker.pdf
4. [http://nhm.gov.in/images/pdf/programmes/NMHP/Training\\_Manuals/Hand\\_Book-Guide\\_to\\_Mental\\_Health\\_for\\_Social\\_Worker.pdf](http://nhm.gov.in/images/pdf/programmes/NMHP/Training_Manuals/Hand_Book-Guide_to_Mental_Health_for_Social_Worker.pdf)
5. <https://courses.lumenlearning.com/abnormalpsychology/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK – III**

**COMMUNITY DEVELOPMENT SPECIALIZATION**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3G	<b>FIELD WORK-III</b>	<b>Core Course – X1</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of the community development specialization</b>									
<b>Learning Objectives</b>											
1	To know and understand the functions of an agency.										
2	To study and comprehend the agency's goals, policies and philosophy										
3	To understand and analyze the person in the environment										
4	To gain professional interventions skills.										
5	To improve the skills in documentation.										
<b>COURSE OUTCOMES:</b>											
CO 1: Understanding the different types communities and their issues.											
CO 2: knowing the different kinds of NGOs working for the different kinds of communities in solving the problem in the person environment context.											
CO 3: Interrupt the theoretical knowledge with the activities of social work agencies.											
CO 4: Discuss the roles, characteristics and skills of a student trainee in field work agencies.											
CO5: Develop expertise in proposal writing, research and evaluation.											
CO6: Help the students to identify various avenues of job placement and equip themselves with the right employability competency.											
CO6: Understanding the Corporates role in the development of the communities.											

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**Duration : 24 Days**

**Tasks:**

**Administrative set up of Panchayati Raj Institutions (PRIs)**

Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.

Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.

Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.

Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.

Identify/ study/ explore the rural problems covering the following aspects:

- a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
- b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit).

**The problem as perceived by the i) rural community/ village /client system ii) rural local body iii) field work agency and iv) professional social work trainee**

**Feedback and Evaluation:**

1. The students will be evaluated based on their contribution and participation in the agencies activities.
2. Detailed report on the community where they worked.
3. Report writing and documentation
4. Attendance (Field work and conferences attended by the trainee.
5. Internal & external Viva Vice examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK - III**

**HUMAN RESOURCE MANAGEMENT (Manufacturing Sector)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3H	<b>FIELD WORK -III</b>	<b>Core Course – X1</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Resource Management</b>									
<b>Learning Objectives</b>											
1	To understand the business profile of the industries										
2	To observe the practice of current trends in HR										
3	To familiarize with Labour Legislations										
4	To practically understand the concept of Industrial Relations and to acquire the related competencies										
5	To observe the application of various Labour welfare measures										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1: To integrate the classroom learning with field work practice - the knowledge related to types of employees, recruitment, selection, induction and placement, time office, bio- metric etc. in the industry											
CO2: To understand the application of the different types of labour welfare measure and the current trends in HR practices											
CO3: To demonstrate the knowledge and the skills of HRM, IR, and work as a HR professional in interdisciplinary teams											
CO4: To apply and practice in projects of the organization on employees' motivation, employees' absenteeism, collective bargaining and the role of trade unions											
CO5: To assess the concept of industrial relations and familiarize with labour legislation towards supportive business environment											
CO6: To develop the competencies required for the practice of Human Resource Management											



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**SYLLABUS WITH EFFECT FROM 2023-2024**

**Guidelines**

**Duration : 24 Days**

**MANUFACTURING/ IT SECTOR**

**Objectives:**

1. To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career
2. To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings.
3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career.

**Tasks:**

4. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles
  5. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day
  6. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail
- The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.

**EVALUATION**

The students will be evaluated based on their contribution and participation in the agency's activities

Detailed report on the settings where they worked.

Report writing and documentation

Attendance (Field work and conferences attended by the trainee)

Internal & External Viva Voce Examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SEMESTER III**  
**FIELD WORK FOR MEDICAL SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst · Hrs	Marks		
									C I A	External	Totall
532C3I	FIELD WORK	<b>Core Course XI</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of different medical setting</b>									
<b>Learning Objectives</b>											
1	To know and understand the functions of hospital										
2	To make the students aware of different settings for Medical Social Work.										
3	To understand and analyze the role of person and patient in the environment										
4	To train the students on Community based rehabilitation services. And provide professional intervention skills.										
5	To improve the skills to work in health setting.										

**COURSE OUTCOMES:**

- CO 1: Understanding the different types of health issues.  
 CO 2: knowing the different kinds of NGOs working for the different kinds of communities in solving the problem in the personal environment context.  
 CO 3: To be able to understand the role of social worker in health setting.  
 CO 4: Evaluate the role, characteristics and skills of a social work and critically evaluate the same.  
 CO5: Develop theoretical expertise and knowledge in health setting.  
 CO6: Understanding the role of multidisciplinary team in a hospital.

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**Guidelines**

**Duration : 24 Days**

- Field work orientation on structure of the programme
- Explaining the skills is required for social workers in health care setting.
- Identification of the field of interest to develop the aptitude for the same.
- To understand the Structure and functions of administration in Medical Setting
- To identify the role of Medical Social Work
- Identify the needs of the patients and caregivers in hospital
- Applying their skill in Medical Social Work.
- Apply the theoretical knowledge for solving the problems of clients and application of Medical Social work practice.
- Case study analysis and apply problem solving and strength based approach

**EVALUATION**

The students will be evaluated based on their contribution and participation in the agency's activities

Detailed report on the settings where they worked.

Report writing and documentation

Attendance (Field work and conferences attended by the trainee)

Internal & External Viva Voce Examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**URBAN COMMUNITY DEVELOPMENT**

Course Code	Course Name	C at eg	L	T	P	S	Credits	Inst . Hrs	Marks		
									CI A	Extern al	Tota l
532C4A	URBAN COMMUNITY DEVELOPMENT	Core Course – XII	Y	-	-	-	4	6	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>To learn the recent trends in urban Community Deployment</b>									
<b>Learning Objectives</b>											
1	To facilitate the students to have broader understanding about various aspects of Urban Community										
2	To Enhance students' knowledge on the available government policies and programmes.										
3	To enrich the knowledge of the students on Urban local administration in India										
4	To enable the students to improve analyzing skills of the urban community development Programmes										
5	To enhance the knowledge of the process and recent trends in urban Community Deployment										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To know various theories on urbanization, urban life, problems and development

CO2: To enable the students to practice the values and principles of urban community development

CO3: To learn urban local administrative structure and programmes for urban development and evaluate solutions for issues in Urban Community

CO4: to critically analyze the growth and development of urban areas, the related problems and the challenges

CO5: To acquire the skills to work with the urban community, and develop and implement

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programmes with them.  
CO6 : Enable to practice Social Work Method in Urban Community

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Urban Community: Concept and Theories:** Definition, Concept, Objectives and Historical background; Urban Community Development: Approaches, Principles, Process and Methods; Welfare extension projects of Central Social Welfare Board; Urban Development Planning; Town and Country Planning Act 1971, Importance of Community planning and Community participation in Urban Development; Role of Community Development Worker; Application of Social Work Method in Urban Development.

**UNIT – II**

**(12 Hours)**

**Urban Problems in India:** Population Density, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Sub urban issues and problems. Urban Poor: Cause and Conditions of Sub-standard Settlements (Slum), National Slum Development Programme, Displacement and Rehabilitation. Government Policies: Total Sanitation Policy, Poverty Alleviation Programme, Migration, Eviction, Resettlement and Adaptability. UN Standards on all the above issues.

**UNIT – III**

**(12 Hours)**

**Urban Community Development:** Meaning, Scope and Models. Urban Development Policy and Programmes, Trends in Town and Country Planning. Emerging patterns of urban social stratification in India, Early Development Interventions: SPARK Mumbai, People project of Action Aid, Oxfam – Urban Project, Delhi Pilot Project-Critical Analysis of a Planned Experiment, Urban Programmes in Five Year Plans, Historical Analysis of Government Programmes on Urban Community Development, NULM and recent urban infrastructure programme,

Barriers to Urban Community Development. Urban development Institutions- Roles and Functions, Urban Renewal Missions in India

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**UNIT – IV** **(12 Hours)**

**Administrative Structure and Governance:** Urban Municipal Administration- structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74<sup>th</sup> Constitutional Amendment, Governance and citizen's participation. E-Governance in Urban Development, National Urban Information System (NUIS).

**UNIT – V** **(12 Hours)**

**Policies and Programmes:** Housing for the urban poor – policy and practice in developing countries. Major National Missions: JNNURM (AMRUT), Housing for all 2022. Institutions and Government departments: CMDA, TNHB, TNSCB, CMWSSB. Commissionerate for Town and Country Planning. Urban training Institutions: TNIUS, NIUA. Role and skills of Community Development Worker in Urban Community Development. Mechanisms to address Urban Social concerns: 108 service, Women helpline, Child helpline.

**Text Books**

1. Bhattacharya, 2006, Urban Development in India: Since Pre-historic Times, Concept Publishing Company, New Delhi
2. Nagpaul, Hans, 2005, Social Work in Urban India, Rawat Publications, Jaipur
3. Patel, A.K., Dubey. M. V., Urban Social Work, Crescent Publishing Corporation, New Delhi
4. Singh, U.B. (2004) Urban Administration in India, New Delhi: Serial Publication
5. Thudipara. Z. Jacob, 2007, Urban Community Development, Rawat Publications, Jaipur

**Books for References**

1. Bhattacharya, S. N. Community Development- An Analysis of the Programme in India. Kolkata: Academic Publisher
2. Chahar, S.S (ed) (2005) Governance of Grassroots Level In India, New Delhi: Kanishka Publishers
3. Naik. N.T.K., Rahman, S. Mansoor, Urbanization in India, Serials Publications, New Delhi
4. Singh, Amita (Editor) (2005) Administrative Reforms (Towards sustainable practice) New Delhi: Sage Publications

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5. Ram Ahuja, 2009, Sociology In India- Concepts, Theories & Recent Trends, Rawat Publications

**Web Resources**

1. <http://mohua.gov.in/>
2. <http://egyankosh.ac.in/bitstream/123456789/39212/1/Unit-3.pdf>
3. <https://vikaspedia.in/social-welfare/urban-poverty-alleviation-1/schemes-urban-poverty->
4. Page 57 of 122M. S. W. 2021-22 onwards - University Departments - Annexure No.76(A)
5. SCAA DATED: 23.06.2021alleviation
6. <https://www.scribd.com/doc/21976896/Understanding-Urbanization-Urban-Community-Development>
7. [http://mospi.nic.in/sites/default/files/Statistical\\_year\\_book\\_india\\_chapters/local%20bodies.Pdf](http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/local%20bodies.Pdf)
8. <http://vidyamitra.inflibnet.ac.in/index.php/search>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**INDUSTRIAL RELATIONS AND EMPLOYEE WELFARE**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4B	<b>INDUSTRIAL RELATIONS AND EMPLOYEE WELFARE</b>	<b>Core Course - XII</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Industrial relations and Employee Welfare</b>									
<b>Learning Objectives</b>											
1	To Understand Contemporary Industrial relations practices										
2	To be aware of the challenges faced by workers in various industries										
3	To apply the knowledge of employer- employee dynamics and the role of various stakeholders concerned with industrial relations										
4	To be aware of Industrial disputes, Prevention and settlement.										
5	To Learn about Employee welfare measures										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To be aware of the concept and evolution of Industrial Relations

CO2 : To understand the mechanisms behind IR scenario in India.

CO3: To understand the role of various stakeholders in maintaining peaceful Industrial Relations in India .

CO4: To analyse various statutory and Non statutory employee welfare measures .



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CO5: To evaluate various approaches to Employee welfare

CO6 : To apply social work methods in delivering Employee welfare services

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Industrial Relations:** *Industrial Relations:* Background to Industrial Relations- Scope, Evolution and Development, Approaches and forms of Industrial relations in India.

**UNIT – II**

**(12 Hours)**

**Mechanism of Industrial Relations:** *Mechanism of Industrial Relations:* Collective Bargaining, Joint Management Councils, works committee, Workers Participation in Management, Grievance handling procedures.

Industrial Disputes: Factors, Forms, Trends, Prevention and Settlement, Role of State and Central Labour Administration, Strikes and Lockouts

**UNIT – III**

**(12 Hours)**

**Industrial Relations machinery in India:** *Industrial Relations machinery in India:* Conciliation, Arbitration and Adjudication, Code of discipline- Recent trends, Role of Government, Employers and Trade Unions in maintaining Industrial Relations.

**UNIT – IV**

**(12 Hours)**

**Employee Welfare:** *Employee Welfare:* Concept, principles, scope, theories, approaches and philosophy of employee welfare, Areas of Employee Welfare, Statutory welfare programmes, Non-statutory welfare programmes

Major problems experienced by employees ; Migration, wages, poor housing, absenteeism, employee turnover, tardiness Alcoholism, diseases, accidents and Working conditions

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**UNIT – V**

**(12 Hours)**

**Practice of Employee Welfare: *Employee Welfare:*** Occupational health and safety -concept, challenges. Roles, functions and appointment of of the Labour Welfare Officer- Workers awareness Programs.

Need and application of Social Work methods in delivering employee welfare services, new paradigms in Employee welfare.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Dwivedi. R.S (1997) ‘Human Relations & Organisational Behaviour’, Macmillan India Ltd, New Delhi
2. Joseph, Jerome (2004) Industrial relations: Towards a new theory of negotiated connectedness, New Delhi: Response Books
3. Malhotra O.P (1985). Industrial Disputes Act 1947, Lucknow: East law book company
4. Mamoria C.B. and Mamoria. Satish (1998)‘Dynamics of Industrial Relations’, Himalaya Publishing House, New Delhi
5. Paul Edwards (2009)Industrial Relations: Theory and Practice, 2nd Edition

**Books for References**

1. Ratna Sen, (2003)‘Industrial Relations in India’, Shifting Paradigms, Macmillan India Ltd., New Delhi
2. Rosen bloom Jerry(2014) The Handbook of Employee Benefits -Health and Group Benefits,7th Edition,Mc Graw Hill
3. Sarma. A.M (2014),Employee Welfare and Social Security,Himalaya Publishing House.
4. Saxena, R.C. (1961). Labour Problems and Social Welfare, Meerat: Jaiprakashnath and company
5. Srivastav, K.N (1954). Industrial Peace & Industrial Relations Allahabad:Kitab Mahal

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6. Srivastava (2000) 'Industrial Relations and Labour laws', Vikas, 4th edition.
7. Subba Rao.P., (2010) Essentials of Human Resource Management and industrial Relations: Text, Cases and Games
8. Venkata Ratnam.C.S., 'Globalisation and Labour Management Relations', Response Books, 2001.

**Web Resources**

1. <https://www.researchgate.net>
2. <https://labour.gov.in>
3. <http://www.ignou.ac.in>
4. <https://www.ilo.org>
5. <https://www.greythr.com>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**PSYCHIATRIC SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4C	<b>PSYCHIATRIC SOCIAL WORK</b>	<b>Core Course - XII</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Psychiatric Social Worker in special settings</b>									
<b>Learning Objectives</b>											
1	To aware on historical development of psychiatric Social Work										
2	To understand the social Work models and methods.										
3	To gain indepth knowledge on Psychiatric hospitals.										
4	To understand the role of Psychiatric Social Worker in special settings.										
5	To acquire knowledge and skill in the practice of Community Psychiatry and Rehabilitation										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To compare international Psychiatric Social Work standards and adopt suitable standards.

CO2: To apply methods of social work among psychiatric patients, family and people with mental illness.

CO3: To understand Psychiatric Hospital

CO4: To identify the role of social worker in clinical practice and help accordingly

CO5: To demonstrate high knowledge and skill as a Psychiatric Social Worker.

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CO6: to formulate and design community mental health programs to address issues of mental health among communities

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Psychiatric Social Work:** Psychiatric Social Work- Definition, Scope, Psychiatric Social Work as a field of Social Work in India. Current trends in Psychiatric Social Work, Changing trends in Psychiatric Social Work, Historical Development of Psychiatric Social Work in U.K., U.S.A. and India.

**UNIT – II**

**(12 Hours)**

**Social Work models and Methods:** The concept of psychiatric patient, Family and Mental Illness. Diagnosis in Psychiatric Social Work. Multi-Dimensional Approach, Psychosocial Education in Psychiatric Social Work, Models in Psychiatric Social Work. Social Case Work, Social Group Work and Family Therapy in Psychiatric setting.

**UNIT – III**

**(12 Hours)**

**The Psychiatric Hospital as a Social System:** Partial hospitalization. Concept of Milieu Therapy & Therapeutic Community, Admission Pattern, Vocational training Program (Industrial Therapy). Role of Psychiatric Social Worker in multidisciplinary team in inpatient & outpatient setting, (General Hospital Psychiatry)

**UNIT – IV**

**(12 Hours)**

**Psychiatric Social Work practice in special settings:** Day Hospitals, Child Guidance Clinic, Epilepsy Clinic, Adolescent Clinic, Mental Health Clinics, Geriatric Clinics. Deaddiction clinic, Crisis Intervention clinics, School Mental Health, Family Counselling Centre, Industrial setting.

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**UNIT – V**

**(12 Hours)**

**Rehabilitation and Community Psychiatry:** Rehabilitation in Psychiatry; Concept, Principles, Process & Programmes, Role of Psychiatric Social Worker in Rehabilitation, Concept of Community Psychiatry and Community based Rehabilitation, Rehabilitation of Chronic Mentally ill Patients. Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes, National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation. Health Mission. National Alliance, Supportive, Advocacy. Challenges and limitations in Psychiatric Social Work Practice, Innovations and trends in Psychiatric Social Work

**Text Books**

1. Park & Park. (2003). Textbook of preventive and social medicine.
2. Revised School Health Manuel, 2010, Central Board of Secondary Education.
3. Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication.
4. Verma, Ratna, (1991). Psychiatric Social Work in India. Sage Publications, New Delhi
5. Francis, Abraham P.(2014), Social Work in Mental Health – Areas of Practice, Challenges & Way Forward, Sage Publications

**Books for References**

1. Daver, Bhargavi, (1999). Mental Health of Indian Women, Sage Publications, New Delhi
2. Daver, Bhargavi, (2001). Mental Health from a Gender Perspective. Sage Publications, New Delhi
3. Dhanda, Amita, (1999). Legal Order and Mental Disorder. Sage Publications, New Delhi
4. Kapur, Malavika, (1997). Mental Health in Indian Schools. Sage Publications, New Delhi
5. Online Manual NIMHANS Training Manuel for Psychologists, 2016, National Mental Health Programme and National Institute of Health and Family Welfare, New Delhi.
6. WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.
7. World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems

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**Web Resources**

1. [www.who.org](http://www.who.org)
2. <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
3. <https://www.apa.org/pubs/journals/abn/index>
4. <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
5. <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
6. <https://www.journals.elsevier.com/mental-health-and-physical-activity>
7. <http://learnmem.cshlp.org/>
8. <https://journals.sagepub.com/toc/SPP/7/1>
9. <https://www.sciencedirect.com/journal/personality-and-individual-differences>
10. <https://onlinelibrary.wiley.com/journal/19383703>
11. <https://www.india.gov.in/topics/health-family-welfare>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**NGO MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4D	NGO MANAGEMENT	Core Course - XIII	60	-	-	-	5	6	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of NGO Management</b>									
<b>Learning Objectives</b>											
1	To deliver the application for organisation development										
2	To impart necessary skill for the management of organizations										
3	To provide an understanding of the policies and procedures involved in establishing and maintaining Non-governmental organisation										
4	To inspire students to adopt a critical perspective on NGO management										
5	To provide an understanding about legal aspects of NGO management.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : Classify the fundamentals of Management and distinguish between Profit and Non-Profit organisations.

CO2 : Explain the different legislations for Non-profit organisation.

CO3: Describe the NGO Registration procedure and identify how to run the NGOs effectively.

CO4: Prepare the fund raising techniques and develop proposal writing skills.



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**SYLLABUS WITH EFFECT FROM 2023-2024**

CO5: Critically analyse and understand the key issues and challenges facing NGOs.

CO6 : Apply a variety of tools to the development of NGO structure, personnel management, and other key areas in NGO management.

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Fundamentals of Management:** Introduction Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Leading, Controlling and Coordination), Levels of Management – Top, Middle and low level and Market). Managerial skills: Conceptual, Technical and Human Relation Skills. Introduction to NGO management: Concepts, History and Characteristics and categories of NGO and Difference between the profit and non-profit organisation.

**UNIT – II**

**(12 Hours)**

**NGO Registration Procedure:** Memorandum and Article of Association, Formation of NGO as Trust, Formation of NGO as Society and Formation of NGO under section 25 of Company act, Foreign contribution (regulation) Act & amendment rules 2022.

**UNIT – III**

**(12 Hours)**

**Governance of NGOs:** Principles for NGOs Management, Governing Body, Resolution, Minutes, AGBM, and Organizational Culture. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

**UNIT – IV**

**(12 Hours)**

**Management of NGO:** Strategic planning: Vision, Mission, Goal, Objective and activities. Project planning of the organisation, monitoring and evaluation of the project, Project Proposal writing, Daily Monthly, Quarterly, Annual Report, Research Report, Training Module Design

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**UNIT – V**

**(12 Hours)**

**Funding for NGOs & Role of NGOs:** 1 Internal Source of Fund, External Source of Fund, Foreign Source and FCRA and Funding Under CSR Income tax exemption for NGO. Role of NGO in national development.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. David Lewis (2014) Non-Governmental Organisation, Management & Development, Routledge, ISBN-13 : 978-0415816502
2. [Laila Brenner & Darian Rodriguez Heyman](#) (2019), Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals, Wiley; 2nd edition, ISBN-13 : 978-1119585459
3. Nabhi Board of Editors (2020) HB for NGOs an Encyclopaedia for Non Govt. Organisation & Volunt, ISBN: 8172747657
4. Puri V.K, (2010) Handbook on Formation and Management of NGOs & NPOs, JBA Publishers, ISBN: 9789380082295
5. [Snehlata Chandra](#), ( 2003), Guidelines for NGOs Management in India, Kanishka Publishers Distributors, ISBN: 8173916039, 9788173916038

**Books for References**

1. Clark, John, (1991) Voluntary Organisations: Their Contribution to Development. London, Earth Scan.
2. Drucker, Peter, (1993) Managing the NGO: Principles and Practices, New Delhi: Macmillan Publication.
3. Julie Fisher, (2003) Governments, NGOs and the Political Development of the Third World, Jaipur: Rawat Publications.
4. Kandasamy, M., (1998) Governance and Financial Management in Non-Profit Organizations. New Delhi: Caritas India.
5. Lawant, B. T., (1999) NGOs in Development. Jaipur: Rawat Publications
6. Nabhi, (2005), Handbook of NGOs Publication New Delhi, ISBN-13 : 978-8172749644
7. Natani Shobha (2011) Non-Government Organization-Management and Structure, Prism Publication Jaipur

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**Web Resources**

1. [https://pria-academy.org/pdf/ngom/NGOM\\_1.pdf](https://pria-academy.org/pdf/ngom/NGOM_1.pdf)
2. [https://www.researchgate.net/publication/341089166\\_INTRODUCTION\\_TO\\_NGO\\_MANAGEMENT\\_Compiled\\_Lecture\\_Notes](https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes)
3. <https://vakilsearch.com/online-ngo-registration/start-ngo-india>
4. <https://www.pkpconsult.com/setting-up-ngos.html>
5. [https://www.researchgate.net/publication/341089166\\_INTRODUCTION\\_TO\\_NGO\\_MANAGEMENT\\_Compiled\\_Lecture\\_Notes](https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**ORGANISATIONAL BEHAVIOUR & ORGANISATION DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4E	<b>ORGANISATIONAL BEHAVIOUR</b>	<b>Core Course – XIII</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of how people work in Organizations.</b>									
<b>Learning Objectives</b>											
1	To enrich the knowledge about the basics of people management in Organizations										
2	To apply techniques of working effectively with people										
3	To understand the causes of conflict in Organisations and ways to manage them										
4	To understand the factors that motivate people at work										
5	To acquire knowledge on Organizational Change and resistance to Change										
6	To identify the latest trends in Organizational Development										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To be aware of the relation between various disciplines and Organizational Behaviour

CO2 : To be aware of the concept of Individual and group behaviour in Organizations

CO3: To apply suitable theories and models of Motivation to enhance the work motivation of People in Organizations

CO4: To analyse the competencies and skills required for overcoming resistance to change in Organizations

CO5: To identify the skills required for Interventions in Organizational Development

CO6: To understand latest trends in Organizational Development

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Organizational Behaviour:** *Organizational Behaviour* - Definition, Scope, Approaches to Organizational Behaviour, Foundations & Contributing disciplines to OB

History of OB, Hawthorne Studies, Human Relations Movement, Models of OB, Importance of Organizational Behaviour, Relevance of OB in Social Work. Challenges involved in the application and practice of OB.

Current Trends in OB Practices: Quality of Work Life, Just-in-time (JIT), 5S model, Six Sigma and Lean Six Sigma, Total Productivity Management, Total Quality Management.

**UNIT – II**

**(12 Hours)**

**Human Behaviour at Work:** *Individual behaviour*, Attitudes and values; Perception ;concept, process, errors and applications; Personality concept, determinants, theories and applications; Group behavior – concept, types of group, group development, group dynamics; Teams – types, creating effective teams.

Organizational Conflict-concept, sources, types, management; Organizational power and politics, Behavioral changes in individuals and teams.

**UNIT – III**

**(12 Hours)**

**Motivation at Work :** *Motivation* - Meaning, Theories of Motivation – Maslow’s Hierarchy of Needs, Herzberg’s Two factor Theory, McGregor’s Theory X and Theory Y, Alderfer’s ERG Theory Systems Theory, Emotional quotient at Work. Stress and anxiety management. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale. Job Satisfaction, Organizational Citizenship Behaviour

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**UNIT – IV**

**(12 Hours)**

**Organizational change:** *Concept of Organizational Change*, resistance to change, managing resistance to change, Lewin's three step model of change, Stress – sources, consequences and management.

Organizational culture and climate – Factors affecting organizational climate – Organizational processes and structure & design

**UNIT – V**

**(12 Hours)**

**Organizational Development :** *Concept of Organizational Development*- Definition, theories and practice: Organizational Development and Organizational Behaviour, OD Intervention techniques: Sensitivity Training. Quality Circles. Survey Feedback, Management of change. Individual behaviour, Foundations of individual behaviour.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Ahuja K.K. (1990) Organization Behaviour, Kalyani publication, New Delhi
2. Bhonsle, Y.B. (1999). Personnel Management Indian Scene. Mumbai: Deborah Prayer House.
3. Frence, Wendell and Cecil (1995). Organisation Development. New Delhi: Prentice-Hall of India Ltd.
4. Ghorpade M.B. (1980) Industrial Psychology, Himalaya publishing house, Mumbai
5. Ghosh P.K. and Ghorpade M.B. (1991) Industrial and Organizational Psychology, Himalaya publishing house, Mumbai

**Books for References**

1. Gilmer (1961) Industrial Psychology, McGraw hill, London
2. Gupta, Ananda Das (2014). Organizational Behaviour design, Structure and Culture: Biztantra
3. Margie Parikh and Rajan Gupta (2010), Organizational Behavior, Tata McGraw Hill Education Private Limited

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4. Sinha Durganand (1992) Studies in Industrial Psychology, Sriram Mehar and co, Agra
5. Stephen P. Robbins (2002) Organizational Behaviour, Pearson education Asia New Delhi
6. Udai Pareek ( 2010) Understanding Organizational Behavior, Second Edition, Oxford University Press

**Web Resources**

1. <http://www.tmv.edu.in/pdf>
2. <http://www.ignou.ac.in>
3. <https://www.researchgate.net>
4. <https://onlinelibrary.wiley.com>
5. <https://www.frontiersin.org>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**CLINICAL SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4F	<b>CLINICAL SOCIAL WORK</b>	<b>Core Course - XIII</b>	<b>60</b>	-	-	-	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of health and lifeline settings</b>									
<b>Learning Objectives</b>											
1	To create awareness on clinical Social Work in different settings.										
2	To equip students by imparting knowledge to understand the concept, definition, objectives, of Clinical Social Work.										
3	To acquire core competencies required for clinical social worker, values and ethics of professional social work.										
4	To develop the ability to critically analyse problems of people in distress and provide intervention for better wellbeing.										
5	To identify the scope and challenges of different clinical social work setting										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, history, scope and trends in clinical Social Work.

CO2: To articulate skills to conceptualize, undertake evidence-based practice in different clinical settings.

CO3: To Critically analyse the problematic situations and to find workable means to resolve them

CO4: To analyse competencies and skills required for clinical social worker in different setting.

CO5: To create and implement empirically-based interventions in a multidisciplinary setting.

CO6: To demonstrate ethical values and clinical standards as per NASW in all clinical settings



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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Introduction to Clinical Social Work:** Clinical social work: Meaning & Definition, Goal & Objectives, Scope, Historical development, concepts underlying clinical social work practice. Emerging trends in clinical social work in India and abroad

**UNIT – II** **(12 Hours)**

**Ethics and standards in clinical social work:** NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.

**UNIT – III** **(12 Hours)**

**Clinical social work practice among target groups: Children and adolescents** - life skills education, student enrichment programme, counselling cell - training program for students, Health Education. **Families** - pre-marital counselling, family life education, family and marital enrichment, parenting training program **Elderly** – socialising, isolation and loneliness, psychological adjustment

**UNIT – IV** **(12 Hours)**

**Psychosocial Interventions in clinical settings:** Skills required for clinical social worker in assessment, diagnosis, rehabilitation planning, vocational evaluation, breaking bad news, drug adherence, handling distress, emotional problems, addiction, absenteeism, work life balance, suicidal ideation and micro skills in prevention.

**UNIT – V** **(12 Hours)**

**Clinical social work in various settings:** Clinical Social Work practice in educational setting, child welfare agencies, Family Counselling centres, short stay, Respite care, Destitute homes, correctional institutions, general hospital settings, de-addiction centers, adoption centres, counselling services in corporate and industrial setting

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**Text Books**

1. Austrian S G (2000). Mental Disorders, Medications, and Clinical Social Work, New York: Columbia University Press.
2. Brandell, J R (1997). Theory and Practice of Clinical Social Work, London: Free Press
3. Elizabeth M. Vonl, Tony Tripodi, Irwin Epstein (2006). Research Techniques for Clinical Social Workers, Columbia University Press.
4. Jerrold R. Brandell (2014)Essentials of Clinical Social Work, Sage Publications, Ltd
5. Meyer, C. H. (1983) Clinical Social Work in an Ecological Systems Perspective, New York, Columbia University Press

**Books for References**

1. Cameron, M. & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice.
2. Aboud, F.E. (1998). *Health psychology in global perspective*. USA: Sage Publications
3. Turner, K. (2009). Mindfulness: The present moment in clinical social work. *Clinical Social Work Journal*.
4. Cameron, M. & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice.
5. Groshong, Laura W (2009), Clinical Social Work Practice and Regulation : an overview., Clinical Social Work Association.

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**Web Resources**

1. <https://www.socialworkers.org/Practice/Clinical-Social-Work>
2. <http://gaswin.tripod.com/>
3. <https://nimhans.ac.in/>
4. <https://gacbe.ac.in/images/E%20books/Handbook%20of%20Health%20Social%20Work.pdf>
5. [https://www.clinicalsocialwork.eu/wp-content/uploads/2015/01/CSW\\_2\\_2014.pdf](https://www.clinicalsocialwork.eu/wp-content/uploads/2015/01/CSW_2_2014.pdf)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIAL WORK PRACTICE IN PROJECT MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4G	<b>SOCIAL WORK PRACTICE IN PROJECT MANAGEMENT</b>	<b>Core Course - XIV</b>	Y	-	-	-	4	4	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Project Management</b>									
<b>Learning Objectives</b>											
1	To enhance students to understand the concepts and importance proposal writing										
2	To equip students with specific skills and techniques to management of project and implementing the project.										
3	To enable the students to understand the format in Project.										
4	To understand the significance of funding organisations.										
5	To provide knowledge on the evaluation of projects.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understanding of Project proposal writing and its process of implementation.

CO2: To acquire project proposal writing skills to work effectively implement various programmes to community.

CO3 : To develop the ability to understand Project and its implications.

CO4: To have an appropriate knowledge towards effective Donor Management and NGO Management.

CO5: To strengthen the monitoring and evaluation skills.

CO6 : To demonstrate the skills for the management of Project

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Project proposal:** Concept, meaning, objectives. Types of projects proposals, steps in proposal writings, need and importance of proposal

**UNIT – II**

**(12 Hours)**

**Introduction to project Management: concept,** objectives, principles, scope, importance and methodology; micro and macro level planning; project dimensions: identification and formulation; detailed project report (DPR); project appraisal: technical, economic and financial feasibility; participatory development (participatory planning and participatory rural appraisal (PRA), participatory management and participatory evaluation).

**UNIT – III**

**(12 Hours)**

**Project Needs and Design-** Categories of social needs, Exploring variety of issues (political, social and cultural). Assessing key issues affecting communities, Assessing how project can change livelihoods, Creating Logical Framework. **Project Organisational Structure-** Governing body, Assembling project team, Stakeholder identification, **Project Planning-** Project schedules, Project activities, Assessing project risks, Rolling wave planning

**UNIT – IV**

**(12 Hours)**

**Planning and Management of Project Implementation:** activity planning, network analysis, monitoring of development projects: management information system, project evaluation: programme evaluation and review technique (PERT) and critical path method (CPM); resource mobilisation: techniques of fund raising; statutory requirements for the formation of society and trust; foreign contribution regulation act; special provisions related to income tax exemption for development organisations

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**UNIT – V**

**(12 Hours)**

**Project Evaluation and NGO Management:** Project Evaluation- introduction, process, evaluation ethics-Planning for Evaluation Evaluation Assessment -Identifying & Working with Stakeholders- Evaluation design and methods and basic tools used in project evaluation and social audit- cost effectiveness, policy analysis and Reporting evaluation findings  
Management of NGOs- Non-Profit Organizations: Types & Characteristics- Structure of nonprofit organizations, organizational culture and effectiveness- Models of Organizational Development and Human Resource and Financial Management in non-profit organizations.  
Social Work Competencies for NGO management.

**Text Books**

1. Chaudhuri. Tribal Development in India, Inter India Pub. 1981
2. Patel, MahendraLal. Planning strategy for tribal development. Vol. 111. Inter-India Publications, 1984.
3. Rajeeva. An Introduction to the Tribal Development in India, International.1988
4. Ramana, Rao DVV. "Tribal Development." (1992).
5. Singh, J. P., and N. N. Vyas. Tribal development: past efforts and new challenges. Himanshu Publications, 1989.

**Books for References**

1. Thakur, Devendra, ed. Tribal Life in India: Industrialisation in tribal areas. Vol. 4. Deep & Deep Publications, 1994..
2. Moorthy, R. V (2002). Project Management. Masters Publication
3. Roy, Sam, M (2002), Project Planning and Management, Focussing on Proposal writing. The Catholic Health Association of India
4. Vasant, Desai (1977), Project Management: Preparations, Appraisal, Finance and Policy. Delhi: Himalaya Pub. House
5. Gary Spolander, Linda Martin (2012), Successful Project Management in Social Work and Social Care , Jessica Kingsley Publishers

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**Web Resources**

1. <https://www.grin.com/document/262937>
2. <https://corporatefinanceinstitute.com/resources/management/project-evaluation-review-technique-pert/>
3. [https://www.ilo.org/eval/Evaluationpolicy/WCMS\\_168289/lang--en/index.htm](https://www.ilo.org/eval/Evaluationpolicy/WCMS_168289/lang--en/index.htm)
4. <https://sswm.info/planning-and-programming/decision-making/planning-community/logical-framework-approach>
5. <https://www.workamajig.com/blog/critical-path-method>
6. <https://www.simplilearn.com/tutorials/project-management-tutorial/critical-path-method>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**STRATEGIC HUMAN RESOURCE MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4H	<b>STRATEGIC HUMAN RESPIRCE MANAGEMENT</b>	<b>Core Course - XIV</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Resource Management</b>									
<b>Learning Objectives</b>											
1	To understand the dimensions related to strategic HRM activities										
2	To acquire skills to contribute to an organization's competitive edge										
3	To examine the developments of HRM in the current globalized scenario										
4	To develop a perspective pertaining to quality standards										
5	To enhance the skills of strategic application pf HRM										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understand Globalization and Global Impact on Indian Economy across Sectors

CO2: To describe the features of the International Business Environment

CO3: To apply the Models of International Human Resource Management

CO4: To analyse the strategies required for the Human Resource Management

CO5: To evaluate various strategic management tools in industries to gain a competitive advantage

CO6: To implement strategic practices in Human Resource Management



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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Globalization and the Indian Business Environment:** Meaning and Implications, Phases, Global Impact on Indian Economy across Sectors. Modes of Entry strategies.

**UNIT – II**

**(12 Hours)**

**International Business Environment:** Review of the global economy, the global recession, Business environment in Developed and Developing Countries. International trade theories. GATT and WTO: Agreements and Implications. International cultural aspects- Values and norms, religion and ethics, language, education impact of cultural differences on business

**UNIT – III**

**(12 Hours)**

**International HRM (IHRM):** Definition, reasons for going global, Approaches to IHRM, Difference between IHRM and Domestic HRM, Reasons for emergence of IHRM, Models of IHRM-Matching model, Harvard Model, Contextual Model, 5P Model European Model, Models - The Challenges of International Human Resource Management. – Overview of International Compliances, Tax, Work Permit, Visa Process and Offshoring business.

**UNIT – IV**

**(12 Hours)**

**Strategic Human Resource Management:** Definition, Meaning -SHRM - Process - Types of Corporate Strategies - Difference between SHRM and HRM, - Porter generic model - Benefits of SHRM, Role of HR in Strategic Human Resource.

**UNIT – V**

**(12 Hours)**

**HR Strategies:** Recruitment, Retention, Training & Development, and Retrenchment Strategies, Strategic management tools and recent trends in SHRM.

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**Text Books**

1. Aswathappa, K. (2010) Human Resource Management – Text and Cases. New Delhi: Tata McGraw Hill
2. Gupta S C (2014). International Human Resource Management. Laxmi Publications
3. Gyanchandani, Rajni (2014). Strategic Human Resource Management. Nirali Prakashan
4. Monappa, Arun and Engineer, Mahrukh (1998). Liberalisation and Human Resource Management, Response Books, New Delhi
5. Porter, Michael S. (1998). Competitive Strategy: Techniques for Analysing Industries and Competitions, Free Press, New York

**Books for References**

1. Armstrong, Micheal (2011). Armstrong's Handbook of Strategic Human Resource Management (5th ed.). London, Kogan Page Ltd.
2. Jack Lawrence R & Glueck, William F (2008). Strategic Human Resource Management. Tata Mc Graw Hill Publishing Company Ltd.
3. Rathan Reddy B. (2015). Effective Human Resource Training and Development Strategy (3rd ed.). Mumbai: Himalaya Publishing House
4. Subba Rao P. (2015). International Human Resource Management. Himalaya Publishing House
5. Vance (2013). Managing a Global Workforce Challenges and Opportunities in International Human Resource Management. Prentice Hall India Learning Private Limited

**Web Resources**

1. <http://www.ignou.ac.in>
2. <https://www.aihr.com>
3. <https://www.hrmexam.com>
4. <https://www.shrm.org>
5. <https://www.whatishumanresource.com>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**THERAPEUTIC INTERVENTION IN SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4I	<b>THERAPEUTIC INTERVENTION IN SOCIAL WORK</b>	<b>Core Course - XIV</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Therapeutic Approaches</b>									
<b>Learning Objectives</b>											
1	To aware of the concept of therapeutic intervention										
2	To understand the role of social worker in different setting										
3	To acquire knowledge of therapeutic approaches										
4	To initiate the student into integrating indigenous and holistic therapeutic practices.										
5	To understand the current trends in healing										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To gain knowledge on the concept of Therapeutic Intervention in Social Work.

CO2: To Identify the role of social workers in clinical practice and help accordingly.

CO3: To apply the therapeutic approach during intervention.

CO4: To Integrate indigenous and holistic therapeutic practices

CO5: To adapt to current trends in healing

CO6: To plan the Psychosocial interventions

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Therapeutics intervention:** Therapeutic intervention - Meaning, Concept. Clinical Social Work Practice - Definition. Psychotherapy- Definition, Therapeutic Alliance. Compare Psychotherapy – Counselling – Case work.

**UNIT – II**

**(12 Hours)**

**Role of Clinical Social Work Practice in different setting:** Mental Health, HIV/AIDS, Deaddiction, Diabetics, Coronary Heart disease, Neurology, Nephrology, Oncology, Tuberculosis.

**UNIT – III**

**(12 Hours)**

**Therapeutic Approaches:** Key concepts, Therapeutic Process and application – Psychoanalysis, Gestalt Therapy, Erikson’s Psychosocial stage, Cognitive Behaviour Therapy, Group Therapy, Family Therapy, Tele-counseling and Transactional Analysis. Person centered approach, Solution Focused approach

**UNIT – IV**

**(12 Hours)**

**Indigenous Therapeutic Techniques:** Indigenous therapeutic Techniques- Yoga, Meditation, Spiritual Healing and Relaxation Therapy.

**UNIT – V**

**(12 Hours)**

**Current trends in Healing:** Neuro Linguistic Programming, Positive Imaging, Pain Management techniques, Art Therapy, Play therapy, Music and Dance Movement Therapy.

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**Text Books**

1. Antony D (2018), Counsellor's Approach to Mental Disorders, Guru Publications
2. Coleman, *Comprehensive Textbook of Abnormal Psychology*.
3. Egan Gerard. (2006). *The skilled helper: A problem management and opportunity, Development Approach to helping*, Wadsworth publishers, Boston, USA.
4. Joseph Walsh (2010), Direct Social Work Practice Theoretical Perspectives, Cengage Learning India Private Limited, New Delhi. ISBN-13:978-81-315-1375-0
5. Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication

**Books for References**

1. Benson, N & Loon, B. V (2012). *Introducing Psychotherapy: A Graphic Guide*
2. Hamilton, Gordon. (1955). *Theory and Practice of Social Case Work*. Columbia University Press, New York, USA.
3. Helen, (1995). *Social Case Work: A Problem-Solving Process*. The University of Chicago Press, Chicago, USA.
4. Konopka, (1983). *Social Group Work: A helping Process*. Prentice Hall, New Jersey, USA.
5. Lapworth, Phil, (2001). *Integration in Counselling and Psychotherapy: Developing a personal approach*. Sage publications, New Delhi.
6. Windy, Dryden. (2002). *Handbook of Individual Therapy*. Sage Publications, New Delhi

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**Web Resources**

1. <https://www.apa.org/practice/guidelines>
2. <https://www.goodtherapy.org/learn-about-therapy/types/acceptance-commitment-therapy>
3. <https://www.goodtherapy.org/learn-about-therapy/types/dialectical-behavioral-therapy>
4. [https://www.who.int/transplantation/Guiding\\_PrinciplesTransplantation\\_WHA63.22en.pdf](https://www.who.int/transplantation/Guiding_PrinciplesTransplantation_WHA63.22en.pdf)
5. <https://www.learncbse.in/therapeutic-approaches-counselling-cbse-notes-class-12-psychology/>
6. <https://www.spsrohini.com/sites/default/files/12%20Psychology%20-Therapeutic%20Approaches%20-%20Notes%20&%20Video%20Link.pdf>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK - IV**

**COMMUNITY DEVELOPMENT (CSR SETTING)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4J	<b>FIELD WORK -IV</b>	<b>Core Course – XV</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of CSR</b>									
<b>Learning Objectives</b>											
1	To develop an understanding of the nature and structure of the Organisation										
2	To develop an understanding of the Strategic CSR Functions in all kinds of industries.										
3	To gain practical understanding of the CSR functions in the industries										
4	To acquire an insight into the process of policy formulation and implementation										
5	To observe the application of the various methods of social work.										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1: To demonstrate an understanding of the nature, structure and role of organisations.											
CO2: To analyse the CSR functions of different kind of organisations											
CO3: To Identify the strategic CSR Functions of different kinds of industries.											
CO4: To demonstrate knowledge, skills, attitude and values required for working in the CSR sector.											
CO5: To undertake projects unique to the communities.											
CO6: To evaluate the CSR regulation act applicable to the industries.											



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**Guidelines**

**Duration : 24 Days**

- Basic Understand of Corporate Social Responsibility
- About the organization
- History of CSR in the Organization
- Implementing CSR programmes
- Projects & Activities undertaken
- Financial budgeting
- Community investment and evaluation, CSR and human resource management, Reporting and communications
- Monitoring and measuring the impact of CSR programs
- Documenting the programmes

**EVALUATION**

- The students will be evaluated based on their contribution and participation in the agency's activities.
- Report writing and documentation
- Attendance (Field work and conferences attended by the trainee)
- Internal & external Viva Voce examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK - IV**

**HUMAN RESOURCE MANAGEMENT (Service Sector)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4K	<b>FIELD WORK -IV</b>	<b>Core Course – XV</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of application of HRM</b>									
<b>Learning Objectives</b>											
1	To develop an understanding of the nature and structure of the Organisation										
2	To develop an understanding of the Strategic HR functions in the Service Sector										
3	To gain practical understanding of the business functions in the Service Organizations										
4	To acquire an insight into the process of policy formulation and implementation										
5	To observe the application of the various Labour Legislations										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To demonstrate an understanding of the nature, structure and role of organisations of the service sector

CO2: To analyse the business operations and functions of organisations of the service sector

CO3: To Identify the strategic Human Resource functions of the service sector

CO4: To demonstrate knowledge, skills, attitude and values required for working in service sector in the areas of personnel management, labour welfare, industrial relations

CO5: To undertake projects unique to the service sector

CO6: To evaluate the labour legislations applicable to service sector

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**Guidelines**

**Duration : 24 Days**

- Understanding of the Organisation, its financial standing, Organisation structure, competitors and market share
- Understanding of Human Resource planning, job analysis, job description and Recruitment process; Establishing rapport with the personnel and understanding HRD functions
- Gain insights into HR policies related to Employee engagement, Employee relations, Grievance handling, talent management, Reward system, Compensation management, Performance Management etc.
- Legislations applicable to the Organization

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SEMESTER IV**

**FIELD WORK FOR PSYCHIATRIC SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
532C4L	FIELD WORK	Core Course	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		III									
<b>Prerequisites</b>		<b>Basic Understanding of different Psychiatric setting</b>									
<b>Learning Objectives</b>											
1	To know and understand the functions of hospital										
2	To make the students aware of different settings for Psychiatric Social Work.										
3	To understand and analyze the role of person and patient in the environment										
4	To train the students on Community based rehabilitation services. And provide professional intervention skills.										
5	To improve the skills to work in health setting.										

**COURSE OUTCOMES:**

- CO 1: Understanding the different types of health issues.  
 CO 2: knowing the different kinds of NGOs working for the different kinds of communities in solving the problem in the personal environment context.  
 CO 3: To be able to understand the role of social worker in health setting.  
 CO 4: Evaluate the role, characteristics and skills of a social work and critically evaluate the same.  
 CO5: Develop theoretical expertise and knowledge in health setting.  
 CO6: Understanding the role of multidisciplinary team in a hospital.

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**Guidelines**

**Duration : 24 Days**

**Orientation Phase**

Field work orientation on structure of the programme  
 Explaining the skills is required for social workers in health care setting.  
 Identification of the field of interest to develop the aptitude for the same.

**Induction Phase I**

To understand the Structure and functions of administration in Medical Setting.  
 To identify the role of Psychiatric Social Work  
 Identify the needs of the patients and caregivers in hospital.

**Induction Phase II**

Applying their skill in Psychiatric Social Work.  
 Assessment on the role of Social Worker in Hospital.

**Implementation Phase**

Apply the theoretical knowledge for solving the problems of clients and application of Psychiatric Social Work Practice

**Evaluation**

- The students will be evaluated based on their contribution and participation in the agency's activities.
- Detailed report on the community where they worked.
- Report writing and documentation
- Attendance (Field work and conferences attended by the trainee)
- Internal & external Viva Voce examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**DISASTER MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532E3A	<b>DISASTER MANAGEMENT</b>	<b>Elective Course - III</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Disasters</b>									
<b>Learning Objectives</b>											
1	To deliver an understanding of Disaster and Disaster Management.										
2	To help students to understand risk assessment vulnerability analysis										
3	To help students for Disaster preparedness and response, Recovery, Rehabilitation and Reconstruction										
4	To describe the Community Linkage in Disaster Management										
5	To enhance the role social workers in Disaster Management										

**Course Outcomes**

On the successful completion of the course, student will be able:

- CO1- Elucidate types of disasters and plan the preparedness for the disaster.
- CO2 - Describe Disaster preparedness and responses various stakeholders of the community
- CO3 - Describe the NGO Registration procedure and identify how to run the NGOs effectively
- CO 4 - critically analyse Recovery, Rehabilitation and Reconstruction technique
- CO5- Apply Community Linkage in Disaster Management in safeguarding environment
- CO6- Apply Professional social worker skills Disaster Management in safeguarding environment

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to disaster:** meaning of Hazard, Risk, Vulnerability, Disaster Meaning, Nature, Importance, Dimensions & Scope of Disaster Management, Disaster Management Cycle, Natural Disasters- Meaning and nature of natural disasters, types: Hydrological Disasters - Flood, Flash flood, Drought, cloud burst, Geological Disasters- Earthquakes, Tsunamis, Landslides, valances, Volcanic, eruptions, Mudflow, Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion.

**UNIT – II**

**(9 Hours)**

**Risk Assessment and Vulnerability Analysis:** Concepts, Elements & Perception of Risk, Acceptable risk, Requirements in Risk assessment, Risk Reduction- Mainstreaming “Risk  
/Role of Science & Technology, Strategies and International Mobilization in Disaster Risk Reduction, Concepts of vulnerability Identification, Vulnerability types and dimensions, Vulnerability-Social factors and economic factors & Strategic development for Vulnerability reduction.

**UNIT – III**

**(9 Hours)**

**Disaster preparedness and response:** Concept and significance, Disaster Preparedness Measures, Institutional Mechanism for Disaster Preparedness, Disaster preparedness with special needs/ vulnerable groups, Disaster Preparedness: Policy and Programmes, Role of Government, International and NGO Bodies, Role of Information Technology (IT) in Disaster Preparedness, Role of Different Organizations / Institutions.

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**UNIT – IV**

**(9 Hours)**

**Recovery, Rehabilitation and Reconstruction:** Concept, Meaning, Types of rehabilitation and reconstruction, Importance of Disaster Mitigation, Cost – benefit analysis, relationship between vulnerability and development. Damage Assessment- Post Disaster Damage assessment.

Reconstructions- Essential services, Social infrastructures, immediate shelters/camps, Contingency plans for reconstructions, Development of Physical and Economic Infrastructure-Developing Physical and Economic Infrastructure, Environmental Infrastructure development

**UNIT – V**

**(9 Hours)**

**Community Linkage In Disaster Management:** Community Based Disaster Management Human Behaviour and Response: Individual, Community, Institutional Community Participation and Awareness, Community Health during Disasters & Community Health Management, Disaster Site Management in Community& Disaster Management Strategies, Leadership and Coordination in Disaster Management & role of social worker in disaster management.

**Text Books**

1. Environment& Disaster Management: Ecology, Climate Change & Bio-diversity, [D.R Khullar](#) J A C S 9354601049
2. Kumar, Nitesh, Satish,Textbook of Disaster Management ,Serial Publishing House, ISBN 9789381226704
3. National Disaster Management Authority (2020) Guidelines Management of Glacial Lake Outburst Floods (GLOFs) , Ministry of Home Affairs Government of India
4. Subramanian. R, Disaster Management, Vikas Publishing House, ISBN 9352173387,9789386176686
5. Sharma SC, Disaster Management, Khanna Publishing House. ISBN 9386173387, 9789386173386



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**Books for References**

1. Bernadin John H, 2012, Human Resource Management, New York: McGraw Hill.
2. Dwivedi. R.S, 2009, A Textbook of Human Resource Management, New Delhi, Vikas Publication House Pvt Ltd
3. Ivancevich, 2012, Human Resource Management, New York: McGraw Hill.
4. Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
5. Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.

**Web Resources**

1. [https://www.researchgate.net/publication/277327554\\_Introduction\\_to\\_Disaster\\_Management](https://www.researchgate.net/publication/277327554_Introduction_to_Disaster_Management)
2. <https://byjus.com/free-ias-prep/disaster-management-india/>
3. <https://www.youtube.com/watch?v=zR9CbaJhCd8>
4. <https://www.drishtiiias.com/to-the-points/paper3/daster-management-i>
5. <https://nidm.gov.in/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**CORPORATE SOCIAL RESPONSIBILITY**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532E3B	<b>CORPORATE SOCIAL RESPONSIBILITY</b>	<b>Elective Course - III</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Corporates</b>									
<b>Learning Objectives</b>											
1	To learn the models and strategies of Corporate Social Responsibility.										
2	To enhance understanding of the basic concepts, tools and techniques in Community Participation and Corporate –Community Collaboration working.										
3	To Acquire knowledge on legal Provision related to CSR.										
4	To enrich the knowledge on Business ethics and Corporate Governance.										
5	To obtain skills and understand the role of Social Worker in the field of CSR.										

**Course Outcomes**

The Successful completion of this course shall enable the student;

CO1 :To learn the concept and Model of Corporate Social Responsibility

CO2 :To understand steps and strategies in attaining CSR.

CO3: To examine the various norms and Standards on CSR( National and International).

CO4 :To appraise the various CSR Programmes in an Organization

CO5:To Reflect on various Ethical standards on consumer, Environmental and Social aspects of CSR.

CO6 :To Facilitate in the process of Community Participation and Community Need Analysis.

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to CSR:** Corporate Social Responsibility – Meaning, Definition and Concepts. Historical evolution of CSR at Global and Indian contexts. Arguments for and against CSR Scope for CSR in India. Need to be Socially Responsible. Models of CSR- Carroll's model, CSR through triple bottom line and Sustainable Business. Steps to attain CSR. Drivers of CSR. CSR Strategies. CSR in Indian and International context.

**UNIT – II**

**(9 Hours)**

**CSR-Legislation In India & the world.** Indian Companies Act(2013):Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India. International standards and norms on CSR. Social Accounting: Definition, Objective, Scope. Social Audit: Definition, Approaches & Need.SA:8000 and Corporate Social Reporting.

**UNIT – III**

**(9 Hours)**

**Business ethics and Corporate Governance:** Business ethics: Meaning and definitions of Ethics. Nature of business ethics; the relationship between business ethics, corporate governance and ethical leadership; Kohlberg's six stages of moral development; levels of ethical analysis; concept of corporate integrity. Corporate Governance – meaning, significance, principles and dimensions. Issues in corporate governance— Theoretical basis of corporate governance. Consumer Protection, Environment Protection, Gender issues in multiculturalism, Ethics and Corruption.

**UNIT – IV**

**(9 Hours)**

**CSR and Community Participation:** Corporate and Community Participation. Corporate, NGO, Government and Citizen Participation, Need and types of participation, Corporate – Community Collaboration (CCC) and Social Development. Challenges and barriers to Corporate-Community Collaboration – CCC as CSR process and Product-Socio-Economic

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Impact of CCC – Community Investment and Corporate Citizenship Programmes.

**UNIT – V**

**(9 Hours)**

**Role and Skills of Social Worker:** Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting and Supervising. Format for Annual report on CSR activities. CSR Audit & Reporting Guidelines by Companies act 2013. **Case Studies :** Ashok Leyland, Hyundai Foundation, Srinivasan Service Trust, Titan Foundation, Tata Sustainability Group, A.M.M.Foundation, CPCL, Wipro Foundation, Infosys Foundation, NIIT.

**Text Books**

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Chatterjee, M. (2015). Corporate Social Responsibility. Delhi: Oxford University Press
3. Maya. R. J., Vanitha, S., Kamala, Padmavati, D., SangarMithirai and Padmavathy, M.(2008). Issues and Challenges of Sustainable Development in India. New Delhi: Serials publications.
4. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
5. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage publications.

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**Books for References**

1. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
2. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
3. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
4. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
5. Das, Chandra, Subash. (2010). Corporate Governance. New Delhi: PHI Learning Pvt.Ltd.
6. Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
7. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
8. Neil, H. (1973). Corporate Power Social Responsibility. New York: Macmillian Publishing Co., Inc.

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**Web Resources**

1. <https://indiacr.in/>
2. <https://csrfe.org/about-csr-in-india-public-policy/>
3. <http://csr.gov.in/>
4. <https://bthechange.com/csr-in-india-is-now-a-law-2502aa6d0daa>
5. <https://csrbox.org/CSR-in-India>
6. <https://thecsrjournal.in/top-100-companies-india-csr-sustainability-2021/>
7. <https://www.financialexpress.com/industry/corporate-social-responsibility-how-indias-csr-rules-ensure-strict-compliance/2392017/>
8. <https://thecsr.universe.com/csr-in-india-csr-definition-and-csr-eligibility-in-companies-act-2013/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**COUNSELLING IN SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532E3C	<b>COUNSELLING IN SOCIAL WORK</b>	<b>Elective Course – IV</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		Basic understanding of Counselling, techniques & process of Counselling in different settings.									
<b>Learning Objectives</b>											
1	To understand Counselling Basics										
2	To learn the Process and Skills in Counselling										
3	To gain Theoretical Foundations of Counselling										
4	To aware about Counselling in different settings										
5	To learn Counselling in Special Situations										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To demonstrate ethics in Counselling.

CO2: To use various Counselling skills required and Counselling process.

CO3: To design Counselling techniques based on the social background of the client.

CO4: To use Counselling as a tool for managing changes and situations.

CO5: To apply Counselling skills at different settings.

CO6: To apply Counselling in emergency situations

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Counselling:** Counselling – Definition, Objectives, Goals, Principles of Counselling, Difference between Counselling, Case Work & Psycho-therapy, Code of Ethics.

**UNIT – II**

**(9 Hours)**

**Process & Skills in Counselling:** Steps for Counselling, Types of Counselling: Directive, Non-Directive & Eclectic. Qualities of an effective counselor, Counselling skills & techniques.

**UNIT – III**

**(9 Hours)**

Theoretical foundations of Counselling: Psychoanalytic theory (Freud), Person Centered (Roger), Cognitive Behaviour Therapy (CBT), Rational Emotive Behavioural Therapy, Gestalt Therapy, Humanistic approach (Carl Rogers & Maslow).

**UNIT – IV**

**(9 Hours)**

**Counselling in different Setting:** Industrial/Work place, Martial, Family, De-addiction Counselling. Terminal Illness (Palliative, Hospice, AIDS, Cancer), School Counselling, Career Counselling, Grief Counselling. Suicidal Counselling.

**UNIT – V**

**(9 Hours)**

**Crisis & Trauma Counselling:** Counselling in emergency and Disaster Situations (Migrants, Refuges, Trauma CARE, Victims of Communal Riots, Pandemic), Crisis Intervention



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**Text Books**

1. Antony John (2003) Skills of Counselling, Guru Publications
2. Egan, Gerard, 2006. The skilled helper: A problem management opportunity, Development Approach to helping, Wadsworth publishers, Boston
3. Ramanth, Sharma. & Rachana, Sharma. (2004). *Guidance and Counselling in India*. New Delhi: Atlantic publishers and Distributors.
4. Rao, Narayana, 2003 Counselling and Guidance, Tata McGraw Hill, New Delhi. India
5. Ray, Wolfe & Windy Dryden. (1996). *Handbook of Counselling Psychology*. New Delhi, New Delhi: Sage Publications

**Books for References**

1. Dave, Mearns. (1997). Person Centered Counselling Training. New Delhi, New Delhi: Sage Publications.
2. David Murphy · 2017, Counselling Psychology: A Textbook for Study and Practice, John Wiley & Sons Ltd.
3. Joyce & Charlotte, Sills; (2002). Skills in Gestalt Counselling & Psychotherapy. New Delhi, New Delhi: sage publications.
4. Michael, Carroll. (1996). Workplace Counselling: A systematic approach to employee care. New Delhi, New Delhi: Sage publications.
5. Palmer, 2004 Counselling, The BAC Counselling reader, British Association for Counselling, Vol.1&2, Sage publications, New Delhi, India

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**Web Resources**

1. <https://www.scitechnol.com/international-journal-of-mental-health-and-psychiatry.php>
2. <https://journals.sagepub.com/home/HPO>
3. <https://journals.sagepub.com/home/JHV>
4. <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
5. <https://www.apa.org/pubs/journals/abn/index>
6. <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
7. <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
8. <https://www.journals.elsevier.com/mental-health-and-physical-activity>
9. <http://learnmem.cshlp.org/>
10. <https://journals.sagepub.com/toc/SPP/7/1>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAMME**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**EMPLOYABILITY SKILLS OF SOCIAL WORKERS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532S3A	<b>EMPLOYABILITY SKILLS OF SOCIAL WORKERS</b>	<b>Skill Enhancement Compulsory Course -III</b>	<b>30 hours</b>	-	-	-	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of employability skills</b>									
<b>Learning Objectives</b>											
1	To understand the importance of Employability skills										
2	To inculcate various soft skills and develop competencies in the young minds.										
3	To enable the students to understand the importance of verbal and Non-verbal communication										
4	To interpret person's ability to interact effectively with co-workers and customers & use formal and technical communication										
5	To insist the Essential skills for success.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To Enhance the Behavioural Skills of the students.

CO2 : To equip the students person's ability to interact effectively with co-workers and customers

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CO3: To enhance the student to improve English Literacy & Communication  
CO4: To motivate them to become a successful Entrepreneur in the world  
CO5: To provide an in-depth view to the students about Essential skills for success.  
CO6 : To prepare them to the world of work.

**SYLLABUS**

**UNIT – I**

**(6 Hours)**

**Behavioral Skills :**Expectation setting: Creating a Focus and Responsibility  
Learning environment, Personal strength analysis /Strength blindness: self-aware and confidence building, Perception Management: Display  
Professionalism at the institute and work place, Social Etiquette: Characteristic of a responsible citizen- Display the same by respecting self,others, environment, care for duty and value for time

**UNIT – II**

**(6 Hours)**

**English Literacy & Communication:** Understanding about **Functional English & Writing English, Verbal Communication:** Understand the usage of appropriate words to express themselves Communicate effectively on telephone.  
**Non-Verbal Communication: Positive** body language: adopt and use it appropriately to build a positive impression, Different spatial zones: Understanding and need to maintain it, create safe zones for communication, Maintaining appropriate eye-contact in building trust and confidence, Impact of touch in a formal environment. Acceptable and unacceptable touch, Role of tone in any communication.

**UNIT – III**

**(6 Hours)**

**I.T. Literacy:** Basic MS Word, office, web browser& search engine, Email &

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Mobile Application. **Entrepreneurship Skills:** Ways to become a good entrepreneur, enabling environment available to become an entrepreneur, Ways to set up an enterprise and different aspects involved viz., legal compliances, Marketing aspect, Budgeting, etc., Different Government schemes supporting entrepreneurship. Examples of successful and unsuccessful entrepreneurs.

**UNIT – IV**

**(6 Hours)**

**Essential skills for success:** Building basic skills to navigate life and career. Self-Awareness, articulating personal values, Value-based decision making, Dilemma situations. Identify sources and types of stress (positive / negative stress), Managing stress (long-term / short-term), Handling rejection and building resilience, Identify day wasters.

**UNIT – V**

**(6 Hours)**

**Preparation to the world of work:** Career Plan: Identify the difference between job and career, Basic Professional Skills: Career Pathways: Awareness of industries, and the respective professional pathways, Awareness of higher education / up skilling (short-term) options, Steps involved in online application for Instructor course, Apprenticeship and different jobs in popular site like theindiajobs.com, naukri.com, monsterindia.com, Govt. website. Learning Occupational Safety, Health and Environment Education. Understanding Labour Welfare Legislation.

*Case Studies: Some cases of real business world to supplement learning from the course.*

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**Text Books**

1. Abhijit Guha (2020) Quantitative Aptitude for Competitive Examinations, McGraw Hill India, ISBN: 9789389811544, 9389811546
2. Disha Publication (2020) General Quantitative Aptitude for Competitive Exams, SBN: 9789389645101, 9789389645101
3. Grant Taylor, Tata McGraw-Hill Education India, ISBN: 9780070996038, 9780070996038 McGraw Hill India
4. Felicity Becker, (2021) Boost your employability, Sage Publications ISBN: 9781529745009
5. Lucent's – (2022) General Knowledge 14 Edition 2022 General Knowledge 14 Edition, ISBN: 9789384761547, 9384761540

**Books for References**

1. Arvind Nawale, Mm Manisha (2018) An Introduction to Employability Skills' published by Macmillan
2. David W.G. Hind (2005) Employability Skills, Business Education Publishers Ltd, ISBN-10 : 1901888401
3. Felicity Becker, (2021) Boost your employability, Sage Publications ISBN: 9781529745009
4. Ghosh B.N, 2012, Managing Soft Skills for Personality Development, New Delhi, McGraw Hill India.
5. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
6. *Mercy V Chaita (2016) Developing Graduate Employability Skills: Your Pathway to Employment.*
7. Peter, Francis. 2012, Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill.
8. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning
9. Stella Cottrell (2021) Skills for Success, Personal Development and Employability, ISBN 9781352011593

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**Web Resources**

1. [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_098504.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_098504.pdf)
2. [https://en.wikipedia.org/wiki/Green\\_job#UNEP\\_Green\\_Jobs\\_Initiative](https://en.wikipedia.org/wiki/Green_job#UNEP_Green_Jobs_Initiative)
3. <https://in.indeed.com/career-advice/finding-a-job/employability-skills>
4. <https://www.simplilearn.com/why-are-employability-skills-important-article>
5. <https://cte.ed.gov/initiatives/employability-skills-framework>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L – Low**

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 SYLLABUS WITH EFFECT FROM 2023-2024

**SUMMER INTERNSHIP TRAINING**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532S3B	<b>SUMMER INTERNSHIP TRAINING</b>	<b>Internship</b>	-	-	Y	-	2				<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of the Social Work Specialization</b>									
<b>Learning Objectives</b>											
1	To understand the social issues in the contemporary field.										
2	To enable the students to recognize and display professional attitudes, workplace behaviours and communication skills appropriate to their setting.										
3	To develop an understanding of the role of Social Workers in the respective field.										
4	To facilitate the students to understand the connection of theories to practice with their respective specialized setting.										
5	To learn and apply the methods of Social Work practice in their field work settings										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To acquire professional Social work skills in their respective social work setting.

CO2: To analyse the need and importance the role of Social Workers in professional practice.

CO3: To practice and demonstrate the Social Work methods in their respective settings.

CO4 : To associate and integrate the Social Work theory in to practice in their field work organization.

CO5 : To understand the application of Social Work approaches to handle the challenges in the field.

CO 6 : To utilise the professional knowledge and skills in their respective field.



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**SYLLABUS WITH EFFECT FROM 2023-2024**

**PHASE – I : Orientation and Commencement**

- Orientation on respective specialized fields.
- The objectives of summer placements are explained.

**PHASE – II : Approval and Confirmation of Summer placement organization**

- Confirmation/Approval of summer placement organizations.
- Commencement of Summer placement training in the approved organization.
- The summer training program falls between Semester II and III.

**PHASE – III : Induction and Learning**

- Induction of students in the organization.
- Submission of Letter of induction to the respective guide.
- Submission of weekly reports (Learnings & Observations) along with daily time sheets.

**PHASE – IV : Social Work Practice in the Field**

- Students gain knowledge about the Vision, Mission & objectives of the organization, organizational structure, functions of the organization, Dynamics of the organization, Skills Required to be a professional, laws pertaining to their specialized field, etc.
- Constant contact with the students to regulate the learning process.

**PHASE – V : Termination and Evaluation**

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

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

PG DEPARTMENT OF SOCIAL WORK – MSW

INTERNAL ASSESSMENT PROCEDURE

**THEORY (25 MARKS)**

S.NO.	ASSESSMENT CRITERIA	MARK ALLOTMENT
1	<b>WRITTEN TEST/EXAM</b>	10
2	<b>ASSIGNMENT</b> Written – Marks are given based on the Content, Presentation, Originality & Creativity.	5
3	<b>SEMINAR</b> Oral – Marks are given based on Content, Communication, Presentation, Time Management, ICT usage & Creativity.	5
4	<b>ATTENDANCE</b> Regularity – Marks are given based on Above 90% - 5, 76-90% - 4, 61-75% - 3, 60% and less 0	5
<b>TOTAL</b>		<b>25</b>

**FIELD WORK (40 MARKS)**

S.NO.	ASSESSMENT CRITERIA	MARK ALLOTMENT
1	Attendance/ Submission/ Conference	10
2	Theory into Practice	10
3	Report Writing	10
4	Components ( Case Work/ Group Work/ Community Organization/ HR Components)	10
<b>TOTAL</b>		<b>40</b>

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*R. Shanthi*  
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ANNA NAGAR, CHENNAI - 600 040

**ANNA ADARSH COLLEGE FOR WOMEN  
PG DEPARTMENT OF SOCIAL WORK – MSW – SHIFT II**

**STAFF HANDLING CLASSES FOR  
BATCH 2022-2024 & BATCH 2023-2025  
ACADEMIC YEAR 2023 -2024**

1. Mrs. M. Jeevanthi
2. Ms. K. Pavithra Bharathi
3. Mrs. T. Ilakkia

**CLASS: II – MSW**

**SYLLABUS FOR BATCH 2022-2024 – BEGINS WITH 2022 ONWARDS**

**CLASS: I – MSW**

**SYLLABUS FOR BATCH 2023 – 2025 – BEGINS WITH TANSCH 2023  
ONWARDS**



*R. Jeevanthi*

**PRINCIPAL  
ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 040.**







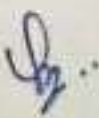
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**COLLEGE FOR WOMEN**

**PG DEPARTMENT OF SOCIAL WORK  
MSW SHIFT - II**

**SYLLABUS**

(Effective from the academic year 2022-2023)

For. 

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PRINCIPAL  
ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 040.

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PRINCIPAL.

**APPENDIX – 37(S)**  
**UNIVERSITY OF MADRAS**  
**CHOICE BASED CREDIT SYSTEM**

**MASTER OF SOCIAL WORK**  
**REVISED SYLLABUS**  
**(w.e.f. 2022-2023)**

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC 051 Social Work Profession-History and Philosophy</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession.</li><li>2. To develop insights into the origin and development of Voluntary organization.</li><li>3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training.</li><li>4. To understand the evolution of social work according to the International and Indian perspective.</li><li>5. To learn about the contributions of great social reformers in India.</li></ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"><li>1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings.</li><li>2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,</li></ol>

	<p>Hospitals and Factories.</p> <p>3. The students are enriched with different school of thoughts and ideologies.</p> <p>4. The students imbibe great ideas from social reformers and their inspirable social movements.</p> <p>5. The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.</p>
Pre-requisites, if any:	
Units	
I	<p><b>Historical Evolution of Social Work</b></p> <ul style="list-style-type: none"> <li>• International Perspectives: UK &amp; USA</li> <li>• Social Work in India:</li> <li>• Socio-cultural and religious thought</li> <li>• Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement, Christian Missionaries, Gandhian Social Work</li> <li>• India as a Welfare State</li> <li>• Contributions of Voluntary organisations</li> </ul>
II	<p><b>Social Work Profession</b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; definition, basic concepts, goals and functions, methods and fields</li> <li>• Origin and Growth in India: scope and status, International/ national bodies and forums</li> <li>• Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC</li> </ul>
III	<p><b>Social Work Ideologies, Theories and Approaches</b></p> <ul style="list-style-type: none"> <li>• Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice</li> <li>• Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice</li> </ul>
IV	<p><b>Philosophy of Social Work Profession</b></p> <ul style="list-style-type: none"> <li>• Values, Beliefs and Principles of the Profession</li> <li>• Code of Ethics: Evolution of Code of Ethics, IFSW &amp; IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)</li> </ul>
V	<p><b>International Social Work:</b></p> <ul style="list-style-type: none"> <li>• Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors</li> <li>• Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Cox David, Manohar Pawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006.</li> <li>• Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy. 2004.</li> <li>• Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971.</li> <li>• Antony A. Vass, New Directions in Social Work- Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996.</li> <li>• Cox David, Pawar Manohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006.</li> <li>• University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992.</li> <li>• Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004.</li> <li>• Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch &amp; E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997.</li> <li>• Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991.</li> <li>• Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low



<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC052 SOCIAL CASEWORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice.</li> <li>2. To comprehend theory and models and apply them in direct practice with individuals.</li> <li>3. To become aware of the scope of using the methods in various settings.</li> <li>4. To better understand the Case work relationship for making the client to adjust with the social environment.</li> <li>5. Different approaches increase the horizon of perspective towards dealing with client and their psycho-social problems.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can use the principles and skills in their daily practice of case work relationship when dealing with the client to solve their psycho-social problems.</li> <li>2. The students can use the techniques of counselling to fully understand the client's problem in a non-judgemental way to help them for better coping and adjusting with the social environment and human relations.</li> <li>3. The outcome of the course is to develop the skills of Case worker for better studying about the history of client and their individualistic problems personally in a psycho-social manner.</li> <li>4. The students come to understand about certain process framed in studying the client's psycho-social personality development for solving their problems.</li> <li>5. Tools and techniques are used by the Case worker in the social institutional settings like schools, hospitals and communities for building Case worker relationship.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<p><b>Introduction to Working with Individuals</b></p> <ul style="list-style-type: none"> <li>• Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills and Components.</li> <li>• Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.</li> </ul>
<b>II</b>	<p><b>The Helping Process</b></p> <ul style="list-style-type: none"> <li>• Phase I- Psychosocial Study, Psychosocial Assessment</li> <li>• Phase II- Intervention Plan and Goal Setting, Intervention</li> <li>• Phase III- Termination, Evaluation and Follow up.</li> </ul>

III	<b>Models and Approaches</b> <ul style="list-style-type: none"> <li>• Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.</li> </ul>
IV	<b>Tools and Techniques in working with Individuals</b> <ul style="list-style-type: none"> <li>• Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification and Communication.</li> </ul>
V	<b>Case Work in different Settings and Recording</b> <ul style="list-style-type: none"> <li>• Case work in Hospitals, Schools, Communities, Institutional settings and Industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Fischer, Joel. Effective Case Work Practice An Eclectic Approach. New York: Mc Graw Hill, 1978.</li> <li>• Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003.</li> <li>• Vyas, A.A. New Directions in Social Work - Social Work Competencies - Core Knowledge, Values and Skills. Delhi: Sage, 1996.</li> <li>• Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep &amp; Deep, 2004.</li> <li>• DatarSudha, Ruma, Bawikar et al. Skill Training for Social Workers - A Manual. New Delhi: Sage, 2010.</li> <li>• Hamilton, Gordon, Theory &amp; Practice of Social Case Work 2<sup>nd</sup> Edition. Jaipur: Rawat, Indian Reprint, 2013.</li> <li>• Hepworth, D.H. &amp; J.A. Larsen. Direct Social Work Practice: Theory and Skills. Dorsey Press, 1993.</li> <li>• Mathew, Grace. An Introduction to Social Casework. Mumbai TISS, 1992.</li> <li>• Misra, P.D. &amp; BeenaMisra. Social Work Profession in India. Lucknow: New Royal Book, 2004.</li> <li>• Trevithick, Pamela. Social Work Skills – A Practice Handbook. 2nd Edition. Jaipur: Rawat, 2009.</li> </ul>

Methods of Assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	M	S	S
CO 2	S	M	M	M	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	M	M	S	M	M
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC053 SOCIAL GROUP WORK</b>
<b>Credits:</b>	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand Group Work as a method of Social Work and develop skills in practice.</li> <li>2. To understand models and apply them in practice with groups.</li> <li>3. To become aware of the scope of using the method in various settings.</li> <li>4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups.</li> <li>5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to learn the art of engaging the group for accomplishing their goal and motive.</li> <li>2. The course will make the students to observe each phase of group work process that gives an idea about how the group formation and development occurs in it.</li> <li>3. The course makes the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires.</li> <li>4. The course enables the students to be an initiator, motivator and enabler for initiating group formation and achieving group objectives and goals.</li> <li>5. The outcome of the course is to make the students into a capable and efficient social group work professional in conducting group activities.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Introduction to Working with Groups</b> <ul style="list-style-type: none"> <li>• Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.</li> </ul>
II	<b>Types of Groups</b> <ul style="list-style-type: none"> <li>• Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.</li> </ul>

III	<p><b>Phases of Group Work Process</b></p> <ul style="list-style-type: none"> <li>• Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment.</li> <li>• Beginning Phase: Introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment</li> <li>• Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process</li> <li>• Ending Phase: preparing for termination; evaluation and feedback</li> </ul>
IV	<p><b>Group Processes and Dynamics</b></p> <ul style="list-style-type: none"> <li>• Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry</li> </ul>
V	<p><b>Group Work Models and Practice in different settings</b></p> <ul style="list-style-type: none"> <li>• Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep &amp; Deep, 2008.</li> <li>• Choudhary, Paul. Introduction to Social Work. Delhi :Atma Ram &amp; Sons,1983.</li> <li>• Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979.</li> <li>• Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001.</li> <li>• Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983.</li> <li>• Doel, Mark &amp;Sawda, Catherine. The Essentials of Group</li> </ul>

	<p>Worker. London: Jessica Kingsley, 2003.</p> <ul style="list-style-type: none"> <li>• Garvin, Charlesd.D.Gutierrez, Lorraine .M. Galinsky, Maeda. J. Handbook of Social Work with Groups. New York: The Guildford, 2006.</li> <li>• Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982.</li> <li>• Mark Doel.Using Group Work. London: Routledge, 2010.</li> <li>• Misra P.D. and BeenaMisra. Social Work Profession in India. Lucknow: New Royal,1979</li> <li>• Trecker. Harleigh, B. Social Group Work- Principles and Practice. New York: Association Press, 1970.</li> <li>• Brandler, S.and Roman, C. P. (1999). Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press.</li> <li>• Toseland, R. W. and Rivas, R. (1984). An Introduction to Group Work Practice. New York: McMillian.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	M	M	S	S
CO 5	M	S	S	S	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Core</b>
Title of the Course	SSSC054 Field Work Practicum - I
Credits	6
General Objectives	<ol style="list-style-type: none"> <li>1. To get exposed to wider area of social realities at the micro level</li> <li>2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions</li> <li>3. To acquire documentation skills to ensure professional competence</li> <li>4. To develop the right values and attitudes required for a professional social worker</li> </ol>
Components	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Practice Skill Laboratory</li> <li>3. Observation Visits</li> <li>4. Rural Camp</li> </ol>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S
CO 4	M	S	S	M	M	S	M	S	M	M
CO 5	S	S	S	M	M	S	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSSC055 COMMUNITY ORGANIZATION &amp; SOCIAL ACTION</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand a community as a social system</li> <li>2. To learn techniques and skills of CO as a method of Social Work</li> <li>3. To understand methods and approaches in Community Organisation and Social Action</li> <li>4. To learn about the various concepts of community organization to work efficiently for their development and growth</li> <li>5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course will provide knowledge about the community organization and its process that stimulates the student to actively participate in the community emancipation and development</li> <li>2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment</li> <li>3. The students can be able to learn how to approach the community and bring 'we' feeling among them to fulfil their basic unmet needs.</li> <li>4. The course instil more values and principles of community organization among the students for making them a better social worker</li> <li>5. The course teach different theories on community that make the students to have a holistic perspective towards community</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<p><b>Community</b>  Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities  community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes</p>
<b>II</b>	<p><b>Community Organisation</b></p> <ul style="list-style-type: none"> <li>• Evolution of CO as a method in Social Work;</li> <li>• Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India,</li> <li>• Community organization models: J.Rothman, social planning, locality development and social action, Murray</li> </ul>



	Ross-general content, specific content and process objective.
III	<p><b>Process and Skills of Community of Organisation</b>  Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation  Skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.</p>
IV	<p><b>Social Action as a Method of Social Work</b></p> <ul style="list-style-type: none"> <li>• Definition and meaning; aims and objectives, scope, social action as a method in Social Work,</li> <li>• Paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements;</li> <li>• Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution</li> </ul>
V	<p><b>Models and Approaches to Social Action</b></p> <ul style="list-style-type: none"> <li>• Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky- Radical Movement, Gene Sharp- Nonviolence revolutionary Movement. Introduction to Social Action Movements in India - Environmental movement (Narmada BachaoAndolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Christopher A.J. &amp; Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009.</li> <li>• Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972</li> <li>• Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973</li> <li>• Walter A. Friedlander Hall, Concepts &amp; Methods of Social Work. Delhi: Prentice Hall, 1977.</li> <li>• Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart&amp; Winston, 1972.</li> <li>• Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972.</li> <li>• McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952.</li> <li>• Dunham, A. E. (1958). Community Welfare Organization.</li> </ul>

	<p>New York: Thomas Y. Crowell.</p> <ul style="list-style-type: none"> <li>• Jodhka, S. (2001). Community and Identity: Contemporary Discourses on Culture and Politics in India. New Delhi: Sage.</li> <li>• Ross, M. G. with B.W. Lappin. (1955). Community Organization: Theory, Principles and Practice. New York: Harper and Row</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course:</b>	<b>SSC056 SOCIAL WORK RESEARCH AND STATISTICS</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand the nature, principles and methods of Social Work Research</li> <li>2. To develop the skills of independently conceptualising a problem and executing a research study</li> <li>3. To understand and learn the application of appropriate statistical techniques in Social Work Research</li> <li>4. To instil research inquest and investigation among the students on social work problems and its impact in various social institutions</li> <li>5. To make the students a capable social work researcher in making new theories on social work problems and providing solution to it</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The research work has undertaken by students to investigate deep into the topic of the research for finding out a beneficial result for the development of the society</li> <li>2. The course will make the students to stimulate curiosity and inquest among them to better understand about the process and steps of research</li> <li>3. The research work will help the students to work for the development and betterment of the society and for the growth of the large institutions and esteemed organizations</li> <li>4. The course enhance the research capacity and deep investigation among the students on various social problems and its effect in the society</li> <li>5. The outcome of the course is to know well about the research methodologies and its implications in doing the research activity on various social issue topics</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
I	<b>Social Research and Social Work Research</b> Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

II	<p><b>Research Designs</b>  Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error</p>
III	<p><b>Methods and Tools of Collecting Data</b>  Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability, Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts</p>
IV	<p><b>Overview of Qualitative Research</b>  Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories</p>
V	<p><b>Application of Statistics in Social Work</b>  Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.</p>
Books For Reference	<ul style="list-style-type: none"> <li>• Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003.</li> <li>• Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996.</li> <li>• Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005.</li> <li>• Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993.</li> <li>• Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011.</li> <li>• Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003.</li> <li>• Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed., Illinois: Peacock, 1988.</li> <li>• Garrett, Henry E. Statistics – in Psychology and Education. New Delhi: Paragon, Indian Reprint, 2011.</li> <li>• Mark, Raymond. Research Made Simple – A Handbook for Social Workers. New Delhi: Sage, 1996.</li> <li>• Thakur, Devendra. Research Methodology in Social Sciences. New Delhi: Deep and Deep. 1993.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations,

Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	M	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	S	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>Core</b>
<b>Title of the Course</b>	<b>SSSC057 Field Work Practicum – II</b>
<b>Credits</b>	6
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.</li> <li>2. To train students to practice social work from an ecological, development and integrated perspective</li> <li>3. Develop skills for problem solving in work at the micro level and change at the macro level.</li> <li>4. Provide concurrent opportunity for the integration of class-room learning and Field Practicum</li> <li>5. Develop professional values and commitment and the professional ideal</li> <li>6. Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system.</li> <li>7. Develop skills to organize people to meet their needs and solve their problems.</li> <li>8. Use roles appropriate to work e.g. advocacy for child’s right, human rights.</li> <li>9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.</li> <li>10. Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting.</li> <li>11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner</li> <li>12. Develop the ability to make innovative contribution to the organization’s functioning</li> <li>13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice</li> <li>14. Develop the capacity to utilize instruction for enhancing and integrating field Practice</li> <li>15. Utilize field instructions for enhancing and integrating professional growth</li> <li>16. Make creative use of field instructions to evaluate mutual input</li> <li>17. Utilize practice-based research to test effectiveness of specific aspects of Intervention</li> <li>18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice</li> </ol>
<b>Components</b>	Seminars and Viva –Voce to be conducted before the commencement of university Examinations

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	M	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	S	M	S	S	S	S	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>CORE PAPER VIII</b>
<b>Title of the Course:</b>	<b>SSSC058 HUMAN RESOURCE MANAGEMENT – HRM</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge about the Concepts, Principles and Strategies of HRD.</li> <li>2. Understand the strategic role and efficient use of human resources.</li> <li>3. Acquire the skills of implementing Strategic HR aiming at higher practices.</li> <li>4. Enhance the potentiality of students in knowing about the various concepts of human resource development.</li> <li>5. To provide the perspective of HR and its outlook among students.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings</li> <li>2. The students learn how to increase the talents and concentrate more on the talent development of the employees.</li> <li>3. The students bring more growth to their organization by learning about the human resource development concepts and the expansion of business to other countries.</li> <li>4. The outcome of the course is to make the students to become well verse in various management principles, techniques and skills for their overall development in their career.</li> <li>5. The course provides practical knowledge of HR to students for implementing it during their internship period.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Human Resource Management and Development</b> <ul style="list-style-type: none"> <li>• Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives,</li> <li>• Approaches &amp; Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD):</li> <li>• Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)</li> </ul>
<b>II</b>	<ul style="list-style-type: none"> <li>• <b>Approaches to Measuring Human Resources</b> Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators</li> </ul>
<b>III</b>	<b>Talent Development</b> <ul style="list-style-type: none"> <li>• Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On</li> </ul>



	the Job and Off the Job Training- Coaching Apprentices, Job Rotation
IV	<p><b>Training &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.</li> </ul>
V	<p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Concept, definition &amp; objectives of employee empowerment – Prerequisites – Types &amp; benefits – Strategies - Ways to employee empowerment –</li> <li>• Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• DepTopomoy. 2010. Human Resource Development. Anne Books. New Delhi.</li> <li>• Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi</li> <li>• Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.</li> <li>• ParathSarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.</li> <li>• Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.</li> <li>• Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.</li> <li>• Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi.</li> <li>• Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.</li> <li>• Sanjeev Kumar Singh, “Human Resource Development: HRD – IR Interface Approach,” Atlantic Publishers &amp; Distributors, Delhi, 2008.</li> <li>• Silvera D.M., “Human Resource Development,’ The Indian Experience, New</li> <li>• India Publications, New Delhi, 1990.</li> <li>• Rao. T.V, “The HRD Missionary- Role and Functions of HRD managers &amp; HRD Departments,” Oxford IBH Publishing Co., New Delhi, 1990</li> <li>• Rao. T.V &amp; Pereira D. F., “Recent Experiments in HRD”, Oxford &amp; IBH Publishing Co., Delhi.</li> <li>• Rao. T.V., “Future of HRD”, Macmillan, Delhi.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rao. T.V., “HRD Audit, Response Books, Delhi, 1999</li> <li>• Suresh Vyas, “HRD Priorities”, Pointed publishers, Jaipur, 1988</li> </ul>
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Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	S	S	M	S
CO 2	S	S	S	S	S	M	S	M	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	M	S	S	M	S	S	S
CO 5	S	M	S	M	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper VIII</b>
<b>Title of the Course:</b>	<b>SSSC058 RURAL COMMUNITY DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To Understand the community as a method, its specific approaches and models.</li> <li>2. To develop ability to utilize appropriate approaches and skills to work with communities</li> <li>3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups.</li> <li>4. To understand the concepts of rural fragments and its various community development programmes.</li> <li>5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course provides knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness.</li> <li>2. The concept of rural governance is about the panchayat raj system (local governance) which is described in separate constitutional amendments of Indian Constitution.</li> <li>3. The students learn about the rural administration and its development.</li> <li>4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact on the overall development of the rural area.</li> <li>5. The course make the students to work more efficiently in the rural community settings.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Rural Community</b> <ul style="list-style-type: none"> <li>• Definition, types, characteristics, power structure; rural community issues: caste, rural poverty &amp; indebtedness</li> <li>• Land related issues: Systems of land tenure, Land reforms, Land alienation, Landlessness, Agrarian Movements &amp; Struggles, problems of agriculture laborer, marginal and small farmers.</li> <li>• Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.</li> </ul>

II	<p><b>Historical Development</b></p> <ul style="list-style-type: none"> <li>• Early pioneering period (Sriniketan, Marthandom, Guragon).</li> <li>• Probation trial period (Baroda, Etawah, Nilohkeri and Firka).</li> <li>• Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi</li> <li>• National Rural Employment Guarantee Act, 2005. Indira AwazYojana, PradanMantri Gram SadakYojna, PURA, Pradhan MantriGramodayaYojona, NRHM (National Rural Health Mission)</li> </ul>
III	<p><b>Rural Community Development</b>  Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation</p>
IV	<p><b>Rural Administration</b></p> <ul style="list-style-type: none"> <li>• Rural Development Administration: Organization and administration of rural development from block to</li> </ul>
	<p>National level.</p> <ul style="list-style-type: none"> <li>• Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries.</li> <li>• State Institute of Rural Development (SIRD) and National Institute of Rural Development(NIRD)</li> </ul>
V	<p><b>Rural Governance</b></p> <ul style="list-style-type: none"> <li>• Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports.</li> <li>• Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.</li> </ul>

Books For Reference	<ul style="list-style-type: none"> <li>• Agrwarl A.N (2001) Indian economy, nature, problems and progress, VikasBiraj, Prakash, New Delhi.</li> <li>• Dayal, Rajeshwar, (1974), C.D Programme in India, KitabMahalPvt, Ltd.,</li> <li>• Desai, A.R., (1971), Rural Sociology, popular press,Bombay.</li> <li>• Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI.</li> <li>• Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai.</li> <li>• Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication.</li> <li>• Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi.</li> <li>• Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.</li> <li>• Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai.</li> <li>• Ministry Reports, Planning Commission Reports.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 COMMUNITY HEALTH – MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To make the students to understand and practice in clinical setting among the various fields of social work.</li> <li>2. To provide knowledge about the role of social worker in mental healthcentres and hospitals.</li> <li>3. To equip the students on the concept of health and hygiene for enhancedfunctioning and the mental health of people.</li> <li>4. To enlighten the students on the concept of nutrition and diet, thus creating a healthier society.</li> <li>5. To enhance their knowledge on communicable and non-communicable diseases and taking preventive measures that decrease the effect on the society</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students gain knowledge about the administration of the basic health facilities in the country.</li> <li>2. The students become knowledgeable about the social work practice on health and hygiene situation in India.</li> <li>3. The students enhance their knowledge on the concept of health and hygiene to alleviate the level of diseases in the country.</li> <li>4. The students gain comprehensive and holistic knowledge on health and hygiene.</li> <li>5. The students work for the mental well-being of the society.</li> </ol>
Pre-requisites, if any:	
Units	
I	<p><b>Concept of Health</b>  Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health. Meaning of disease, sickness/illness, and Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; The Millennium Development Goals &amp; Sustainable Development Goals; Influence of Market focus on Community Health</p>
II	<p><b>UNIT –2: Communicable and Non – Communicable Diseases</b>  Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen’s disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer. Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral</p>

III	<p><b>UNIT – 3: Maternal and Child Health</b>  Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR &amp; MMR, Antenatal Intranatal and Post natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning &amp; its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.</p>
IV	<p><b>UNIT – 4: Food, Nutrition, Immunization &amp; Health</b>  Food, Nutrition &amp; Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.</p>
V	<p><b>Unit – 5: Health Care in India</b>  Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH. Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine</p>
Books For Reference	<p>Park J.E. &amp; Park K. (2005), Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur.</p> <p>2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,.</p> <p>3. Miller D.(1976). Dimensions of Community Health; Iowa : C. Brown Co. Publications.</p> <p>4. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health.</p> <p>5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications.</p> <p>6. Pandey .R. &amp;Kanhare V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.</p> <p>7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.</p>
	<p>8. Pisharoti K.A, Thugnanasambandham C. Kapali V. &amp;Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai.</p> <p>9. Health for all now- The Peoples’ Health Source Book (2004) AID India; Chennai.</p> <p>10. Sanjivi K.S. (1971)Planning India’s Health; Orient Longman, Chennai.</p> <p>11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.</p>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	S	M	S	M	M	M

S-Strong

M – Medium

L- Low



Semester III	CORE PAPER IX
Title of the Course:	SSSC059 LABOUR LEGISLATIONS – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. Gain knowledge about labour legislation and labour welfare.</li> <li>2. Understand the legal provisions of labour welfare.</li> <li>3. Acquire the skills of working with corporate sector.</li> <li>4. The knowledge of labour legislation increases the students capability in dealing with the labour issues legally.</li> <li>5. To enable the students to gain more knowledge on labour rights.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students learn about labour legislation which plays a major role in the function of any organization.</li> <li>2. The knowledge about the functions of labour court, Industrial tribunal and National tribunal increases the awareness of students and aids them to face any litigation claim for the rights of the organizations.</li> <li>3. The outcome of the course is to make the students knowledgeable on labour laws and its impact on the functions of the organization.</li> <li>4. The course develops the quality of HR in students for becoming an efficient HR professional in their future career.</li> <li>5. The course enables the students to develop it during the internship period and implement the concept of labour legislation in the field work settings.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept and History of Labour Legislations</b> <ul style="list-style-type: none"> <li>• Origin and development; objectives and principles of labour laws; Labour legislations in the Indian Constitution, Industrial Jurisprudence, judicial activism in India; Impact of Liberalization and Globalization; Labour Policy of India; International Labour Organisation (ILO) and its role in labour welfare; Challenges in enacting and enforcing Labour Laws</li> </ul>
II	<b>Legislations related to Labour</b> <ul style="list-style-type: none"> <li>• The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947;</li> <li>• New Legislation – Occupational Safety, Health and Working Conditions Code 2020</li> </ul>
III	<b>Legislations related to Industrial Relations and Wages</b> <ul style="list-style-type: none"> <li>• The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947;</li> <li>• New Legislation - The Industrial Relations Code 2020</li> </ul>
IV	<b>Social Security Legislations</b> <ul style="list-style-type: none"> <li>• Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity</li> </ul>

	Benefit Act 1961, Sexual Harassment of Women at Workplace (Prevention Prohibitions & Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008 <ul style="list-style-type: none"> <li>• New Legislation – Social Security Code 2020</li> </ul>
V	<b>Enforcement Authorities</b> <ul style="list-style-type: none"> <li>• Work Committees; Industry Conciliation officers; Board of Conciliation; Adjudication; Courts of Enquiry, Labour Court, Industrial Tribunal and National Tribunal; Powers of the Government – Procedures, Powers and Duties of enforcement authorities; Role of the Ministry of Labour and Employment</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.</li> <li>• Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.</li> <li>• Jain J.N. and Ajay Bholra, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.</li> <li>• Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand &amp; Sons. New Delhi.</li> <li>• Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan Chand &amp; Company. New Delhi</li> <li>• M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai</li> <li>• Ramaswamy, E.A. &amp; Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.</li> <li>• Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.</li> <li>• Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.</li> <li>• Tripathi, P.C. 1994. Personnel Management and Industrial Relations. Sultan Chand &amp; Co. New Delhi.</li> <li>• Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Book Agency. Madras.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	M	S	S	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	M	M	M	S	S	S	S	S
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper IX</b>
<b>Title of the Course:</b>	<b>SSSC059 URBAN COMMUNITY DEVELOPMENT – CD</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students to gain an understanding about the urban poor.</li> <li>2. To develop sensitivity and commitment for working with the urban poor.</li> <li>3. To expose students to skills and techniques of working with urban poor.</li> <li>4. To provide knowledge on the urban community development models and its various approaches of creating impact in the urbanization.</li> <li>5. To enlighten the students through studies about the life of urban people and their various issues and problems.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The outcome of the course is to make the students aware of the life conditions of urban community and its difference prevailing in the urban societies.</li> <li>2. The course provides knowledge about the urban community development programmes to the students and makes them to use it for their development.</li> <li>3. The students learn about the gap between the rich and poor in the urban society which indicates the socio-economic inequity prevailing in the urban community.</li> <li>4. The outcome of the course is to make the students become knowledgeable on the concept of urbanization</li> <li>5. The course makes the students aware about the various urban community development programmes.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Basic Concepts</b> <ul style="list-style-type: none"> <li>• Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.</li> </ul>
<b>II</b>	<b>Slum</b> <ul style="list-style-type: none"> <li>• Definition, characteristics, types, causes and consequences of growth of slums.</li> <li>• Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance.</li> <li>• Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.</li> </ul>

III	<p><b>Urban Community Development in India</b></p> <ul style="list-style-type: none"> <li>• Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP</li> <li>• Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.</li> </ul>
IV	<p><b>People’s participation in Urban Community Development</b></p> <ul style="list-style-type: none"> <li>• Concept of involvement – importance and scope of people’s participation – factors hindering promoting people’s participation.</li> </ul>
V	<p><b>Conscientization</b></p> <ul style="list-style-type: none"> <li>• Goal setting, identifying and developing leadership, resource mobilization, human resource development resolving group conflicts, programme planning and service delivery, eliciting people’s participation, monitoring and evaluation.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Ashish Bose, (1971), India’s Urbanisation : 1990 – 2001, McGraw Hill, New Delhi.</li> <li>• Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi.</li> <li>• BidyutMohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi.</li> <li>• Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York.</li> <li>• Desai, A.R. &amp;Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay.</li> <li>• Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>CORE PAPER IX</b>
<b>Title of the Course:</b>	<b>SSSC059 Mental Health - MPSW</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To introduce the concepts and historical development in the field of Psychiatry to the students.</li> <li>2. To impart knowledge on the various psychiatric disorders and the role of Social Workers.</li> <li>3. To make the students gain more knowledge about the mental health of the society.</li> <li>4. To enhance the knowledge of the students on the mental health problems existing in our country.</li> <li>5. To become well aware of the concepts of mental illness and its various disorders.</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students gain knowledge on Emerging researches in Mental Health.</li> <li>2. The students gain knowledge about the various behaviour disorders and childhood disorders.</li> <li>3. The students enhance their knowledge about mental health disorders and take measures in creating a healthy society.</li> <li>4. The students become aware of the concepts of normalcy and abnormal behaviour of people in the society.</li> <li>5. The students are able to diagnose the disorders by practicing it in the hospital settings.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Normality &amp; Abnormality</b> <ul style="list-style-type: none"> <li>• Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry. Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India &amp; Abroad, Mental health problems in India, Misconceptions about mental illnesses.</li> </ul>
II	<b>Classification &amp; Assessment of Mental Health Disorders</b> <ul style="list-style-type: none"> <li>• Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, mental status examination, Formulation of psychosocial diagnosis, Use of computers in assessment</li> </ul>
III	<b>Psychiatric Illness &amp; Disorders</b> <ul style="list-style-type: none"> <li>• Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional</li> <li>• (Non-Organic) Organic Mental Disorders: Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.</li> <li>• Toxic: Symptoms of Mental and Behavioural disorders due to</li> </ul>

	<p>Psychoactive Substance Use.</p> <ul style="list-style-type: none"> <li>• Functional (Non Organic) Mental Disorders: Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders</li> </ul>
IV	<p><b>Behavioural Disorders and Child hood Disorders: Behaviour disorders</b></p> <ul style="list-style-type: none"> <li>• Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders Common Mental Health Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism, Behavioural and Emotional disorders, Role of Psychiatric Social Workers, Limitations and difficulties faced in psychiatric social work practice</li> </ul>
V	<p><b>Research in Mental Health</b></p> <ul style="list-style-type: none"> <li>• Emerging research in mental health. WHO Evidence based researches in Mental Health. Difficulties in practice informed research &amp; research informed practice. Analysis of Existing Policies related to Mental Health.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Coleman, James C. Abnormal Psychology and Modern Life. Bombay: Taporewala &amp; Sons.</li> <li>• Eden, D. J. (1976). Mental Handicap – An introduction. London: George Allan and Unwin.</li> <li>• Edward. (1986). Understanding Mental Retardation. London: Cambridge University press.</li> <li>• Gajnd, R. N. &amp; Hudson, B. L. (1981). Current Themes in Psychiatric: John Wiley and Sons.</li> <li>• John, Howells G. (1971). Modern Perspective in International Child Psychiatry. New York: Brunner &amp; Mazel publication.</li> <li>• Venkatesan, S. (2004). Children with developmental disabilities: Sage Publications</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper X</b>
<b>Title of the Course:</b>	<b>SSSC060 SOCIAL WELFARE ADMINISTRATION</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand the environment and its impact on nature, structure and development of the social welfare administration of the organizations in corporate, public and voluntary sectors.</li> <li>2. Understand policies and procedures involved in establishing and maintaining human service organization, need for change.</li> <li>3. Acquire skills to network and participate in the management of resources – human material, environmental and network</li> <li>4. To create awareness about the various concepts of management principles and techniques to students for becoming a professional HR</li> <li>5. The knowledge of management principles makes the students highly skilled and professional in dealing with the social welfare administrative issues and its problems</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. Gain knowledge about social welfare administration of service organizations.</li> <li>2. Understand welfare programmes of the government.</li> <li>3. Acquire the skill of establishing a human service organization.</li> <li>4. The students will learn about the welfare of the employees by the labour welfare officer.</li> <li>5. The knowledge of historical perspective of various organizations motivates the students to use it in their working organization.</li> </ol>
Pre-requisites, if any:Units	
I	<b>UNIT 1: Welfare State:</b> Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).
II	<b>UNIT 2: Social Welfare Administration-</b> Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus. Major programmes of Central Social Welfare Board and State Social Welfare Board.
III	<b>UNIT 3: Basic Administration Processes:</b> Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings.
IV	<b>UNIT 4: Finance Administration:</b> Budgeting, accounting and auditing. Maintenance of books and accounts, financial documents and records. Mobilization of financial resources - Grants in Aid. Foreign Contribution and Regulation Act – 1976 and Amendments. Exemptions under Income tax Act: 80G, 35AC & 35 (1) (ia).

V	<b>UNIT 5: Registering of an Organization:</b> Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Case Study of a NGO with legal compliance and programme reporting.
Books For Reference	<ul style="list-style-type: none"> <li>• AnandSirohi. 2003 Encyclopedia of Social Welfare Modern Perspective on Social Welfare. New Delhi: Domain.</li> <li>• Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House.</li> <li>• Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication.</li> <li>• Chowdhry, D.Paul. 1992. Social Welfare Administration. Atmaram and Sons.</li> <li>• Encyclopaedia of Social Work. Vol I &amp; III Also for Units IV &amp; V</li> <li>• Kohli, A.S &amp; S.R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication.</li> <li>• Patel, N Vinod&amp;Rana, K, Girish.2007. Personnel Management. Jaipur. Oxford Book Company.</li> <li>• Sarita Sharma, Basotia G. R. Popalia A.K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	M	S	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	S	S	M	S
CO 5	S	M	M	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>Core Paper XI</b>
<b>Title of the Course</b>	<b>SSSC061 Field Work Practicum – III</b>
<b>Credits</b>	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community.</li> <li>2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies.</li> <li>3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker.</li> <li>4. To enable to work with disadvantaged groups in rural areas.</li> <li>5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community.</li> </ol> <p>Tasks: Administrative set up of Panchayati Raj Institutions (PRIs)</p>

	<p>Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.</p> <p>Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.</p> <p>Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.</p> <p>Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.</p> <p>Identify/ study/ explore the rural problems covering the following aspects: a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services. b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit). c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee</p>
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career</li> <li>2. To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings.</li> <li>3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career.</li> </ol> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles</li> <li>2. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day</li> </ol>

	<p>3. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail</p> <p>4. The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.</p>
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Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 DEVELOPMENT PLANNING</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop theoretical understanding of development and planning</li> <li>2. To enable students to gain an understanding of the administrative machinery involved in development.</li> <li>3. To provide knowledge on various methods strategies and development efforts.</li> <li>4. To understand the role and contribution of professional social worker in the development.</li> </ol>
	<ol style="list-style-type: none"> <li>5. To make the students to well understand about the concept of participatory planning in panchayat raj institution to work for the welfare and development of the rural people</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The course will enable the students to gain more knowledge on Development planning and its various models and approaches</li> <li>2. The students will learn more on the historical development of cooperative movement and its effect in the formation of cooperative society</li> <li>3. The course will concentrate on the development of deprived and backward sections of Indian society</li> <li>4. The outcome of the course is to provide knowledge on development planning for making the students to work for the development of rural areas and bring welfare and implement social policy with more effect</li> <li>5. The course make the students to set development plans for the splendid growth of rural areas and work for their emancipation and achieve sustainable development goals through the government initiated development planning models and approaches</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Development Planning</b> <ul style="list-style-type: none"> <li>• Planning – Concept – models, approaches – types planning process – need and importance of planning for development.</li> <li>• Development – definition – concepts; indicators – types – models, social development and planning as a major development thrust in India.</li> </ul>
<b>II</b>	<b>Participatory Planning</b> <ul style="list-style-type: none"> <li>• Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.</li> </ul>

III	<b>Agriculture and Development</b> <ul style="list-style-type: none"> <li>Government's plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.</li> </ul>
IV	<b>Co-operative Movement in India</b> <ul style="list-style-type: none"> <li>History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.</li> </ul>
	<b>Development of SC &amp; ST</b> <ul style="list-style-type: none"> <li>Concept, Definition of SC and ST, Constitutional</li> </ul>
V	provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role of Professional Social Workers, NGO's in the development of SCs& STs, Development initiatives for Migrants, Refugees and Displaced.
Books For Reference	<ul style="list-style-type: none"> <li>Chakravarthy, Sukhamoy, (1996), Development Planning the Indian Experience, Oxford University Press.</li> <li>Cottrell, Stella, (2003), Skills for Success, The Personal Development Planning Handbook, Palgrave.</li> <li>Dahiya, S.B., (1988), Development Planning Models, Inter India.</li> <li>Kabra Kamal Nayan, (1997), Development Planning in India Exploring an Alternative Approach, Sage Publications, Delhi.</li> <li>Parman Mary, (1993), Development Planning in India, Reliance Publication.</li> </ul>

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:



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CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 EMPLOYEE RELATIONS AND WELFARE</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To gain knowledge about trade unions</li> <li>2. To understand functions and activities of trade unions and concepts related to Labour welfare</li> <li>3. To acquire the skill of working with the workers and unions.</li> <li>4. To provide knowledge on the concept of labour welfare and benefits provided to them</li> <li>5. To make the students a well-disciplined professional labour welfare officer</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably</li> <li>2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings</li> <li>3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions</li> <li>4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings</li> <li>5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Industrial Relations</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Industrial Relations at Plant and Shop Floor Level</li> <li>• Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation</li> </ul>
<b>II</b>	<b>Conciliation</b> <ul style="list-style-type: none"> <li>• Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes.</li> <li>• Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary</li> <li>• Administration: Definition wage theories, types, wage determination: structure, differentials.</li> </ul>
<b>III</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>• Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.</li> </ul>
<b>IV</b>	<b>Labor Welfare</b> <ul style="list-style-type: none"> <li>• Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of</li> </ul>

	<p>labour welfare in India.</p> <ul style="list-style-type: none"> <li>• Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.</li> </ul>
V	<p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi &amp; Co.</li> <li>• Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press.</li> <li>• Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay.</li> <li>• Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam,</li> <li>• Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay.</li> <li>• Nirmal Singh &amp; Bhatia, 2000, Industrial Relations &amp; Collective Bargaining, Dehorah Prayer Group.</li> <li>• Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.</li> <li>• Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.</li> <li>• BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.</li> <li>• Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.</li> <li>• Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.</li> <li>• MamkootamKuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.</li> <li>• Michael Armstrong ,2011, Strategic Human Resource Management (4<sup>th</sup> Ed), Kogan Page India Pvt Ltd, New Delhi</li> <li>• Punekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.</li> <li>• Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,led Anurag Jain for Excel Books, New Delhi</li> </ul>

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	S	M	S	M	S
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CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XII</b>
<b>Title of the Course:</b>	<b>SSSC062 MEDICAL SOCIAL WORK</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce the historical developments of social work in medical settings, existing status and its development.</li> <li>2. To highlight a holistic and integrated approach to social work practice in the field of Health.</li> <li>3. To provide adequate knowledge on the concept of medical social work to prepare them for the hospital settings</li> <li>4. To enlighten the students on the concept of psycho-social implication of mental disability and its effect in the society</li> <li>5. To develop the students knowledge on the area of hospital management and its administrative procedures</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The Students will develop a deeper understanding of common Physical Diseases and Health problems of the Community</li> <li>2. The Students will gain the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases</li> <li>3. The students can be well able to understand the concepts of role of medical social worker and their immense importance is needed in the hospital settings</li> <li>4. The students can adequately work for the mental health of the society and make it a mentally happier society</li> <li>5. The students can well study about the needs and problems of patients in their families and can give effective solution to their problems</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Medical Social Work</b> <ul style="list-style-type: none"> <li>• Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice</li> </ul>
<b>II</b>	<b>Psychological, Social and Economic Implications of Illness and Disability</b> <ul style="list-style-type: none"> <li>• For the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team</li> </ul>

III	<p><b>The Hospital as a Formal Organisation</b></p> <ul style="list-style-type: none"> <li>• Its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations</li> </ul>
IV	<p><b>Impairment, Disability and Handicap</b></p> <ul style="list-style-type: none"> <li>• Causes, types and classification of physical handicaps: orthopaedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types;</li> <li>• Rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up</li> </ul>
<b>Specific Needs and Problems of Patients and their Families</b>	
V	<ul style="list-style-type: none"> <li>• Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bartlett, Harriett Moulton. (1961). Social work practice in the health field. Natl Assn of Social Workers Pr,</li> <li>• Codey , Carol H,(1951). Social aspects of illness. W.B. Saunders Com.,</li> <li>• Field, Minna. (1967). "Patients are people." A Medical Social approach to prolonged illness,</li> <li>• Goldstine, Dora. (1955). Expanding horizons in medical social work. University of Chicago Press,</li> <li>• Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." (1950).</li> <li>• Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process."</li> <li>Hubschman, Lynn. 1983.,</li> </ul>

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	M	M	M	S	S	S	S	S	S	S
CO 5	M	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To help students gain knowledge on the dynamics of human behavior in the organization setup.</li> <li>2. To enable students to gain understanding on the factors influencing human behavior in organization</li> <li>3. To help students to build knowledge and develop skill in implementation of OD practices</li> <li>4. To teach the students about the concept of organization development and make them to well train on it for bringing effective change in the industrial settings</li> <li>5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization</li> <li>2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings</li> <li>3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques</li> <li>4. The course make the students to well understand about these concepts for making them a highly efficient professional HR</li> <li>5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Organization Behavior</b> <ul style="list-style-type: none"> <li>• History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB.</li> <li>• Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)</li> </ul>
<b>II</b>	<b>Key Pillars of Organization Behavior</b> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process</li> </ul>



	<p>theories (Vroom, Porter &amp; Lawler) and Contemporary theories (Equity theory, Attribution theory).</p> <ul style="list-style-type: none"> <li>• Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [OhioState studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.</li> </ul>
III	<p><b>Foundations of Organization Behavior</b></p> <ul style="list-style-type: none"> <li>• Organization Structure (Concept, elements, Organisational designs and employee behaviour)</li> <li>• Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.</li> </ul>
IV	<p><b>Organization Development</b></p> <ul style="list-style-type: none"> <li>• Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.</li> </ul>
V	<p><b>OD Interventions</b></p> <ul style="list-style-type: none"> <li>• Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management</li> <li>• Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.</li> <li>• Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998.</li> <li>• Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House.</li> <li>• Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994</li> <li>• John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) McGraw Hill, New York, 1997.</li> <li>• Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell, Jr</li> <li>• Management of change and organizational development – innovative Approach –Bhatia S.K.</li> <li>• Organization Development – Interventions and Strategies –</li> </ul>

	<p>Ramnarayan, T.V.Rao, Kuldeep Singh.</p> <ul style="list-style-type: none"> <li>• Organizational Development and Change – Comings &amp; Worley</li> <li>• Training for Organizational Transformation – Rolf P. Lynton, PareekUdai.</li> <li>• Dwivedi, R.S. (1982), Management of Human Resources, Oxford PublishingCo., Bombay.</li> <li>• Frence, Wendell and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi.</li> <li>• Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore.</li> <li>• Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay.</li> <li>• Ouchi, William, (1981), Theory Z, Avon Books, New York.</li> <li>• Pareekh, Udai, (1998), Organizational Behaviour&amp; Process, Rawat Publications, Jaipur.</li> <li>• Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hallof India Ltd, New Delhi.</li> <li>• Szilagyi, Andrew &amp; Marc Wallance, (1997), Organizational Behaviour&amp;</li> <li>• Performance, Scott Foresman and Co., London.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 ENTREPRENEURSHIP DEVELOPMENT</b>
<b>Credits:</b>	4
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students comprehend the role of entrepreneurship in economic development</li> <li>2. To provide an understanding, nature and process of entrepreneurship development</li> <li>3. To motivate the students to innovate and develop entrepreneurial initiatives</li> <li>4. To make the students to well develop them for the initiation of entrepreneurship start-ups</li> <li>5. To develop the entrepreneurship skills for progressing in their business career</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur</li> <li>2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship</li> <li>3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups</li> <li>4. The course make the students to know about the significance of entrepreneurship and its characteristics for elevating the position of student to upcoming entrepreneur</li> <li>5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Evolution of Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Concept, Meaning, Nature, Elements, Interactive Process.</li> <li>• Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.</li> </ul>
<b>II</b>	<b>Developing the Entrepreneurship Plan</b> <ul style="list-style-type: none"> <li>• Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning</li> </ul>
<b>III</b>	<b>Managing Entrepreneurship Growth</b> <ul style="list-style-type: none"> <li>• Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks</li> </ul>
<b>IV</b>	<b>Entrepreneurship Personality characteristics</b> <ul style="list-style-type: none"> <li>• Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure –</li> </ul>

	preparation of project proposal.
V	<b>Small Scale Industry</b> <ul style="list-style-type: none"> <li>• Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas.</li> <li>• Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas.</li> <li>• Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London.</li> <li>• Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.</li> <li>• Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.</li> </ul>

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XIII</b>
<b>Title of the Course:</b>	<b>SSSC063 PSYCHIATRIC SOCIALWORK</b>
Credits:	4
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop the knowledge of psychosocial treatment methods for person with emotional disorders.</li> <li>2. To acquire knowledge and skill in the practice of community psychiatry and rehabilitation</li> <li>3. To gain knowledge on the historical development of psychiatric social work and its importance in the current society</li> <li>4. To make the students to well know about the magnitude of mental illness problems in the society</li> <li>5. To enhance the students knowledge on the concept of psychological intervention provided to the mental ill patients</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can be enriched with knowledge on institutional and extra mural approaches to provision of mental health services.</li> <li>2. The students can acquire the skill to understand the various settings in psychiatry</li> <li>3. The students can use the various psychological treatment methods for different mentally affected disorder patients</li> <li>4. The students can use the psychological therapies for curing the mental illness to make the society more healthier</li> <li>5. The students can acquire specific knowledge on the policies and legislations of mental health in India</li> <li>6.</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>Psychiatric Social Work</b> <ul style="list-style-type: none"> <li>• An Introduction Definition, Scope, Historical Development, Magnitude of mental health problems among men, women, aged, socio -economically disadvantaged in urban and rural population and the mental health issues due to disaster:</li> <li>• Treatment for the mentally ill patients : Psychological intervention, individual interventions, family interventions, group intervention and medication</li> </ul>
II	<b>Psychological Treatment Methods</b> <ul style="list-style-type: none"> <li>• Psychotherapy, supportive therapy, Re-educative and Reconstructive psychotherapy, Behaviour therapy, CBT,ERP or EX/RP, Psycho-analysis, Client centered therapy, Reality therapy, Gestalt therapy, Rational emotive therapy, Logo therapy, Hypnosis and Abreaction.</li> </ul>
III	<b>Psychological Therapies</b> <ul style="list-style-type: none"> <li>• Group Therapy, Transactional Analysis, Marital Therapy, Family Therapy, Recreational and Relaxation Therapies, Occupational Therapy and Psychiatric Rehabilitation</li> </ul>
	<b>Psychiatric Social Work Practice</b>

IV	<ul style="list-style-type: none"> <li>• Role of Psychiatric Social Worker in half way homes , Day care centers, Child guidance clinic, De-addiction, Suicide prevention, Community mental health programmes; Admission and discharge procedures in a Psychiatric Hospital.</li> </ul>
V	<p><b>Mental Health Care Policies and Legislations</b></p> <ul style="list-style-type: none"> <li>• Policies and legislations related to mental health in India: National Mental health Policy for India; Present mental health care services; Identification of needs</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhugra ,Gopinath, Vikram Patel, (2005) Handbook of Psychiatry- A South Asian Perspective.Mumbai: Byword Viva Publishers Pvt. Ltd.</li> <li>• Harper A. Robert . (1975).The New Psycho therapies.New Jersey Prentice Hall, INC.</li> <li>• Kaplan , Harold, I., Sadock, B.J., (1989). <i>Comprehensive Text Book of Psychiatry</i>. London: Williams &amp; Wilkins</li> <li>• Mane &amp;Gandevia. (1998). <i>Mental Health in India: Issues and Concerns</i>.Mumbai: Tata Institute of Social Sciences.</li> <li>• Verma, Ratna. (1991).<i>Psychiatric Social work in India</i>. New Delhi: Sage Pub</li> <li>• WHO, (2004) <i>The ICD-10 Classification of Mental and Behavioral Disorders, Diagnostic Criteria for Research</i>.Delhi: AITBS Publishers and Distributors.</li> <li>• Windy, Dryden. (2002). <i>Handbook of Individual Therapy</i>.New Delhi: Sage Publications.</li> </ul>

Methods of assessment:

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	M	S	M	M	M	S	M	S

S-Strong

M – Medium

L- Low



<b>Semester IV</b>	<b>Core Paper XIV</b>
<b>Title of the Course</b>	<b>SSSC064 Field Work Practicum – IV</b>
<b>Credits</b>	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems</li> <li>2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies</li> <li>3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying</li> <li>4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation</li> <li>5. To help the trainee gain insight into the components of Urban Community Development</li> <li>6. To enhance competencies to assess and analyze urban problems, needs and service delivery.</li> <li>7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes.</li> </ol> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Observation visit to urban community / slums (informal settlements)</li> <li>2. Analysis of their socio-economic conditions</li> <li>3. Application of the principles of Urban community development</li> <li>4. Application of professional social work methods in urban setting</li> <li>5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures</li> <li>6. Identify/ study/ explore the urban problems covering the following aspects: <ol style="list-style-type: none"> <li>a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.</li> <li>b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned</li> </ol> </li> </ol>

	<p>with the problem</p> <p>c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee</p>
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To practically understand the concept of Industrial Relations and to acquire the related competencies</li> <li>2. To familiarize with the Labor Legislations</li> <li>3. To learn to apply the various methods of Social Work in various Industrial Settings</li> <li>4. To observe the application of various Labor Welfare measures</li> <li>5. To observe the practice of current trends in HR</li> <li>6. To provide opportunity for the integration of class room learning and field practice</li> <li>7. To acquire human resource management skills</li> <li>8. To observe the CSR activities</li> <li>9. To develop skills to organize people to meet their needs and solve their problems</li> <li>10. To make innovative contributions to the organization functioning</li> <li>11. To represent HR profession in inter disciplinary terms</li> <li>12. To carry out application oriented mini – research projects</li> <li>13. To utilize field instructions for enhancing and integrating professional growth in Human Resource</li> </ol> <p>Tasks:</p> <p>I Organizational Profile History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department</p> <p>II Areas of Personnel Functions Manpower Planning (Need Analysis) Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources) Types of Employees (Contract/ Temporary/ Permanent/ Part-Time) Selection (Interview/ Written Test /Group Discussion / Physical examination Induction and Placement, Promotion and Transfer Training and Development (Need Analysis/ Types/Outsourcing) Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews) Time Office (Daily Attendance/ Swiping Cards/ Attendance Register) Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out) Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.) Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)</p>

	<p>Social Security Benefits (Social Insurance/ Social Assistance)  Employee Service Register, Communication  Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal),  Balance Score Card, Succession Planning</p> <p>III Industrial Relations Functions</p> <p>IR at Shop Floor &amp; Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils  Grievance Handling - Grievance Settlement Procedure  Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)  Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment</p> <p>IV Labor Welfare Measures  Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)  Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling  Workers' Education, Recreation, Other Welfare Measures</p> <p>V Labour Legislations  Legislations applicable to the Organisation</p> <p>VI Others  1. TQM, ISO, Use of OD Techniques, CSR Activities.</p>
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Methods of assessment:

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	M	S
CO 5	S	M	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>Core Paper XV</b>
<b>Title of the Course</b>	<b>SSSC065 DISSERTATION</b>
Credits	4
Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before the commencement of examinations.	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	M	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	
<b>Title of the Course</b>	<b>BLOCK PLACEMENT / INTERNSHIP</b>
Credits	2
<p>After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.</p>	
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop enhanced practice skill and integrate learning</li> <li>2. Develop greater understanding of reality situations through involvement in day to day work</li> <li>3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme</li> <li>4. Enhance awareness of self in the role of a Professional Social Worker</li> </ol>	
<p>Duration: 1 month</p>	

Methods of assessment:

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Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

<b>Semester I</b>	<b>Elective (Compulsory)</b>
<b>Title of the Course:</b>	<b>SSSE051 SOCIOLOGY AND PSYCHOLOGY FOR SOCIAL WORK PRACTICE - I</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work.</li> <li>2. To understand the various stages of Human Growth and Development.</li> <li>3. To enable the student to gain knowledge about the society and its dynamism</li> <li>4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind</li> <li>5. To learn about the sociological theories for understanding well about the social structures, systems and different institutions making great impact in the evolution of human society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The outcome of the course is to get knowledge in regarding to the psychological development of the individual in respect of brain development and its intelligence</li> <li>2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect</li> <li>3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that make a great impact in the societies development</li> <li>4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them</li> <li>5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
I	<b>Developmental Psychology</b> Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-



	cultural factors influencing development; Influence of heredity and environment.
II	<p><b>Theories Related to Personality</b></p> <p>Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)</p>
III	<p><b>Understanding Behaviour and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Sensation, Perception and learning (Classical and Operant learning theories)</li> <li>• Memory process: Registration, retention and recall</li> <li>• Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation</li> </ul>
IV	<p><b>Fundamentals of Sociology</b></p> <ul style="list-style-type: none"> <li>• Meaning, scope, significance and relevance,</li> <li>• Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution</li> <li>• Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education</li> <li>• Socialization: process and agents.</li> <li>• Social control: concept, types and functions,</li> <li>• Agents of social control: kinship, religion, law, education, traditions and customs.</li> <li>• Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.</li> </ul>
V	<p><b>Social Movements in India</b></p> <p>Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements.</p> <p>Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women &amp; sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker</p>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970</li> <li>• Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001</li> <li>• Engler, Barbara, Personality Theories- An Introduction, 3rd edition, Houghton Muffin, Company,</li> </ul>

	<p>Boston, 1991</p> <ul style="list-style-type: none"> <li>• Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964.</li> <li>• Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986</li> <li>• Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi.</li> <li>• Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi</li> <li>• Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi</li> <li>• Anthony Giddens, 1998, Sociology (Third), Polity Press, London</li> <li>• Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad</li> <li>• Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England</li> <li>• Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi</li> <li>• Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi</li> <li>• Mohanty B. B., 2012, Agrarian Change and Mobilization, Sage Publications, New Delhi</li> <li>• Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi</li> <li>• Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.</li> </ul>
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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	M	S	S	M	S
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	S	M
CO 5	S	S	M	S	S	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - II</b>
<b>Title of the Course:</b>	<b>SSSE052 DISASTER RISK REDUCTION</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of eco system equilibrium and dis-equilibrium</li> <li>2. To develop skills to analyze the factors contributing to disaster</li> <li>3. To develop and understanding of the process of Disaster Management</li> <li>4. To understand well about the effects of disaster on human lives and their living conditions</li> <li>5. To enhance the knowledge on the disaster management techniques to cope effectively when disaster occurs</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can learn about the mitigation measures carried out by the Rescue force when disaster occurs</li> <li>2. The disasters occurring make the students to learn about its different types and its effect making a huge impact on the lives of so many people</li> <li>3. The students must learn how to rehabilitate the disaster affected people</li> <li>4. The students will learn to protect them from disaster whether it is man-made or natural</li> <li>5. The course enable the students capacity to cope effectively when any disaster affect their living conditions and livelihood</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Concept and Definition</b> <ul style="list-style-type: none"> <li>• Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/ Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management</li> </ul>
<b>II</b>	<b>Disaster Management cycle</b> <ul style="list-style-type: none"> <li>• Prevention, mitigation, preparedness, response, recovery and rehabilitation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster;</li> <li>• Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation</li> </ul>
<b>III</b>	<b>Disaster Mitigation</b> <ul style="list-style-type: none"> <li>• Guiding principles of mitigation,</li> <li>• Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes</li> </ul>

IV	<p><b>Disaster Management</b></p> <ul style="list-style-type: none"> <li>• Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies)</li> <li>• Intervening parties – Government, Voluntary organization,</li> <li>• Local groups – Community participation, volunteers, social workers.</li> </ul>
V	<p><b>Stress management of Emergency workers</b></p> <ul style="list-style-type: none"> <li>• Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007</li> <li>• Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep &amp; deep Publications Pvt. Ltd, 2005</li> <li>• Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep &amp; Deep Publications. 2001</li> <li>• Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy &amp; Strategy, New Delhi, SBS.Publications, 2006</li> <li>• Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery &amp; Response, New Delhi, SBS Publications.2006</li> <li>• Sanjay, K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001</li> <li>• Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000</li> <li>• Verma, K, Manish, Development, Displacement and Resettlement, Jaipur, Rawat Publications. 2004</li> </ul>

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Presentations

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	M	M
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	M	S	S	S	S
CO 5	M	S	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - III</b>
<b>Title of the Course:</b>	<b>SSSE052 COUNSELLING – THEORY AND PRACTICE</b>
<b>Credits:</b>	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop a basic understanding of theory and skills in counselling</li> <li>2. To learn the different approaches and to develop an eclectic approach to counselling</li> <li>3. To integrate counselling skills in Social work practice</li> <li>4. To enable the students in knowing about the techniques of providing psycho-social therapy to clients</li> <li>5. To make the students in learning the art of counselling to solve the psycho-social maladjustment problems</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The students can learn the theory of counselling and can apply it in their practical work settings</li> <li>2. The different approaches of counselling can emancipate the standard of students ability and capacity in solving the clients problems</li> <li>3. The techniques and skills of counselling can ensure the students to apply it in their daily practical life</li> <li>4. The various approaches and theories of counselling bring new perspective and outlook to students in solving the individuals coping issues</li> <li>5. The outcome of the course is to make the students a capable and efficient counsellor in providing effective counselling therapy to clients</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>Concept of Counselling</b> <ul style="list-style-type: none"> <li>• Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal.</li> <li>• Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.</li> </ul>
II	<b>Different Approaches of Counselling:</b> <ul style="list-style-type: none"> <li>• Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling</li> </ul>
III	<b>Types and Techniques to Counselling</b> <ul style="list-style-type: none"> <li>• Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling.</li> <li>• Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER</li> </ul>

IV	<p><b>The Eagan Model of Counselling:</b></p> <p>Stage- 1: Problem exploration and clarification- Part I – Attending &amp; listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration</p> <p>Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper’s skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client’s skill - non-defensive listening, dynamic self-understanding</p> <p>Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.</p>
	<p><b>Counselling in different settings</b></p> <ul style="list-style-type: none"> <li>• Marital, family, HIV/AIDS, pastoral counselling, student</li> </ul>
V	<p>guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling</p>



Books For Reference	<ul style="list-style-type: none"> <li>• Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices.</li> <li>• Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole.</li> <li>• Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill.</li> <li>• David R. Evans, Margret T. Hearn, Max R. Ullmann&amp; Allen E. Ivey (2008): Essential Interviewing: A Programmed Approach To Effective Communication (7th Ed.), USA: Thompson Brooks/Cole.</li> <li>• DalaganjanNaik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan.</li> <li>• Gibson L. Robert &amp; Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India.</li> <li>• Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.</li> <li>• John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.</li> <li>• John, McLeod (2007), Counselling Skills (1st Ed.), Jaipur: Rawat Publications.</li> <li>• Lawrence, Shulman (2006): The Skills of Helping-Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. .</li> <li>• Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill.</li> <li>• Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE.</li> <li>• Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic.</li> </ul>
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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	S	M	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - IV</b>
<b>Title of the Course:</b>	<b>SSSE053 GENDER AND DEVELOPMENT</b>
Credits:	3
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop an understanding of the perspective of gender and development</li> <li>2. To develop and ability to identify areas of work with women and men</li> <li>3. To understand strategies and interventions that change the situation</li> <li>4. To understand well about the concepts of gender development and their empowerment through the gender perspective</li> <li>5. To enhance the students knowledge on gender role and its significance in the development of the society</li> </ol>
Course Outcomes	<ol style="list-style-type: none"> <li>1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly.</li> <li>2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment.</li> <li>3. The outcome of the course is to comprehend well about the concept of feminism and social work.</li> <li>4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with</li> <li>5. The course provide knowledge on the significance of gender and their development in the global arena</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
<b>I</b>	<p><b>Gender Concepts</b></p> <ul style="list-style-type: none"> <li>• Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types,</li> <li>• Gender development indicators - sex ratio, GER, GDI, GEM</li> </ul>
<b>II</b>	<p><b>Feminism</b></p> <ul style="list-style-type: none"> <li>• Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India;</li> <li>• Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice</li> </ul>

III	<p><b>Protective Measures for Women in India</b></p> <ul style="list-style-type: none"> <li>• Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act-2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,</li> </ul>
IV	<p><b>Global Perspectives in Women’s Development</b></p> <ul style="list-style-type: none"> <li>• Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW;</li> <li>• Role of UN-WOMEN; UN Timeline in Women’s Progress; INGOs and NGOs in Women’s Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security</li> </ul>
V	<p><b>Special Initiatives and Programmes</b></p> <ul style="list-style-type: none"> <li>• Status of women in India, problems specific to Indian women; discrimination against the girl child;</li> <li>• National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Bhatia Anju, Women’s Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> </ul>

	<ul style="list-style-type: none"> <li>• MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> <li>• Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008.</li> <li>• Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006.</li> <li>• Bhatia Anju, Women’s Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> <li>• Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011.</li> <li>• Heywood, L., The Women’s Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007.</li> <li>• Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995.</li> <li>• MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> </ul>
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CO 1	S	S	M	S	M	S	S	S	M	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

<b>Semester II</b>	<b>ELECTIVE PAPER - V</b>
<b>Title of the Course:</b>	<b>SSSE053 HUMAN RIGHTS AND SOCIAL WORK</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide a perspective and foundation for a human rights culture among students.</li> <li>2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.</li> <li>3. To equip students with knowledge about the human rights movements and new rights gained.</li> <li>4. To provide knowledge on human rights would make the students more empowered in knowing their rights</li> <li>5. To enhance the students perspective on human rights issues and its violations in the society</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it</li> <li>2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people</li> <li>3. The knowledge of human rights empower the students community, women community and unprivileged sections of society</li> <li>4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people</li> <li>5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Introduction to Human Rights</b> <ul style="list-style-type: none"> <li>• Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.</li> </ul>
<b>II</b>	<b>Understanding law and the State</b> <ul style="list-style-type: none"> <li>• The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination;</li> <li>• The Indian Legal System, Indian Penal Code, Criminal</li> </ul>

	Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	<b>Global Market and Human Rights</b> <ul style="list-style-type: none"> <li>• Business corporations and human rights standards</li> <li>Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights</li> </ul>
IV	<b>Rights of the Marginalized Sections</b> <ul style="list-style-type: none"> <li>• Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.</li> </ul>
V	<b>Human rights Movement in India</b> <ul style="list-style-type: none"> <li>• Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• Baxi, Upandra, (2005) Future of Human Rights Oxford University Press, London</li> <li>• Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi.</li> <li>• Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi.</li> <li>• Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA.</li> <li>• Mathew P.D &amp; Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi</li> <li>• Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai</li> <li>• Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.</li> <li>• United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.</li> </ul>

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CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	M	S	S	M	S	S

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VI</b>
<b>Title of the Course:</b>	<b>SSSE054 CORPORATE SOCIAL RESPONSIBILITY</b>
Credits:	3
Course Objectives	<ul style="list-style-type: none"> <li>- <b>Gain knowledge about Corporate Social Responsibility</b></li> <li>- <b>Understand the functions and activities of Social Audit</b></li> <li>- <b>Acquire the skills of promoting and working in CSR programms.</b></li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1) The students will learn about the importance of the Corporate social responsibility in the society</li> <li>2) The outcome of the course is to teach the different elements consist in the unit of society and defining its significance</li> <li>3) The course is teaching about the social audit of organization and disorganization to students for knowing about its importance and values</li> <li>4) The outcome of the course is to provide knowledge about the concept of corporate responsibility.</li> <li>5) The course is to make aware on the various types of responsibilities by the corporate sectors to students for better knowing about the values and significance of social responsibility and social audits.</li> </ol>
Pre-requisites, if any:	
<b>Units</b>	
I	<b>UNIT 1: Corporate Social Responsibility</b> – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach -
	CSR Issues: Environmental, Social, Labor related, Ethical and Governance.
II	<b>UNIT 2: Organizational environment</b> - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.
III	<b>UNIT 3: Role of ‘Standards and Codes’ in CSR:</b> ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

IV	<p><b>UNIT 4: NGO and CSR</b> – Indian Companies Act2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment.</p> <p>Communication: Annual Reports and Sustainability Reports.</p>
V	<p><b>UNIT 5: CSR- Success Stories in Indian Context</b> – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.</p>
Books For Reference	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), Mcgraw Hill Publications, New Delhi.</li> <li>2. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai.</li> <li>3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cingage Learning Ind Pvt Ltd, New Delhi.</li> <li>4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business (Tenth), Pearson Eduction Pvt Ltd, New Delhi.</li> <li>5. John R Baotright, 2003, Ethics and Conduct of Business (Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.</li> <li>6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur.</li> <li>7. Neelamegam V., 2008, Business Environment, Vrinda</li> </ol>

	Publications, New Delhi. 8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai. 9. Saravanavel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai. 10. Sharma R.K. And PuneetGoel and PoojaBhagwan, 2009, Business Ethics And Corporate Governance, KalyaniPublications, Chennai.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VII</b>
<b>Title of the Course:</b>	<b>SSSE054 HEALTH AND HOSPITAL ADMINISTRATION IN INDIA</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To establish a meaningful understanding of nature of health, scope and meaning of health administration.</li> <li>2. To help the students to acquire the knowledge about the union, state and local level Primary Health Centers and their functioning.</li> <li>3. To gain knowledge on the hospital services available for the in the society.</li> <li>4. To provide knowledge on the legal laws and value of health to students.</li> <li>5. To teach students on the primary relationship of family and its allied institutions</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) The students will learn about the importance of the health and primary health care units.</li> <li>2) To teach the different health care services in the union, state and local levels.</li> <li>3) The course is teaching about the importance of legal issues and laws to students.</li> <li>4) The outcome of the course is to provide knowledge about the concept of health and its quality in the hospitals in India.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Unit- I: Introduction</b> Nature, Scope and Meaning of Health Administration- the Basis for Public Health Government and Public Health- law and Public health.
<b>II</b>	<b>Unit- II: Health Organization</b> Organization of Health care Administration at the Union-State and Local Levels Administration of Primary Health Care health Centre- Voluntary –Health Agencies
<b>III</b>	<b>Unit- III: Policy Making and Planning for Health Care</b> Policy Making for Health care Administration- Planning for Health Care- Personnel Management-Financial Management-Public Relations.
<b>IV</b>	<b>Unit- IV: Hospital Administration</b> Hospital Planning and Administration- Administration of Out-Patient and In- Patient (wards) Services- Emerging services in Hospitals- Manpower Planning in Hospitals-Medical Practice and Law- Medical Legal Cases.
<b>V</b>	<b>Unit- V: Trends in Hospital Administration</b> Modernizing Health Administration- Evaluation of Medical Services in Hospitals- Role of World Health Organization- Quality Health Care in India- Health insurance.

Books For Reference	<ol style="list-style-type: none"> <li>1. Goel, S.L. and R.Kumar (1986) Hospital Administration and Management, (in three volumes), New Delhi: Deep and Deep.</li> <li>2. Goel, S.L.; (1984) Hospital Administration., Delhi: Sterling Publishers Pvt, Ltd.</li> <li>3. Kumar, Arun., ( 2000) Health Administration, New Delhi: Anmol Publications.</li> <li>4. Kumar, Arun., (2000) Encyclopedia of Hospital Administration and Development, (in Three Volumes), Delhi: Anmol Publications.</li> </ol>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - VIII</b>
<b>Title of the Course:</b>	<b>SSSE055 SOCIAL POLICY AND SOCIAL LEGISLATION</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution</li> <li>2. To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes</li> <li>3. To develop an understanding of the concepts of social policy and social welfare policy</li> <li>4. To gain knowledge on the social policy and its various implications making impact in the social institutions</li> <li>5. To enhance the students knowledge on the concept of social legislation for solving the social problems legitimately</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students can learn about the social policy and constitution and its relation within it</li> <li>2. The outcome of the course is to make the students to be aware about the social legislations in India and its impact on the welfare of the people</li> <li>3. The course teach about the policy formulation and policy planning to gain more knowledge about it</li> <li>4. The course make aware the students on the social welfare policy and its implementation in the social institutions</li> <li>5. The outcome of the course is to make the students a responsible citizen in knowing lot more about the social policy and its legislations</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Social Policy and Constitution</b> <ul style="list-style-type: none"> <li>• Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights.</li> <li>• Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.</li> </ul>
<b>II</b>	<b>Policy Formulation and approaches</b> <ul style="list-style-type: none"> <li>• Unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes,</li> <li>• Policies in India – a historical perspective- policies-backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban &amp; rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan.</li> <li>•</li> </ul>

III	<p><b>Policy and Planning</b></p> <ul style="list-style-type: none"> <li>• Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective.</li> <li>• Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation</li> </ul>
IV	<p><b>Major Social Legislation in India I</b></p> <ul style="list-style-type: none"> <li>• Legislation pertaining to marriage, divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956.</li> </ul>
	<p>Special Marriage Act 1954, Provision regarding marriage and divorce in Mohammedan law. Medical Termination of Pregnancy Act 1971, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.</p>
V	<p><b>Major Social Legislations in India II</b></p> <ul style="list-style-type: none"> <li>• Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995. Legislation pertaining to children: Child Labour (abolition &amp; regulation) Act 1986. Juvenile Justice Act 2001.</li> </ul>



Books For Reference	<ul style="list-style-type: none"> <li>• Adams Robert, (2002), Social Policy for Social Work, Palgrave.</li> <li>• Baldock John, (2000), Social Policy, Oxford, Oxford University Press.</li> <li>• Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay.</li> <li>• Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi.</li> <li>• Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.</li> <li>• Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi.</li> <li>• Nair, T. Krishnan (ed.) (1976), Social Work Education &amp; Development of Weaker Sections, Madras-Association of Schools of Social Work in India.</li> <li>• Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, VazhgaValamudan Publishers</li> <li>• Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.</li> </ul>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester III</b>	<b>ELECTIVE PAPER - IX</b>
<b>Title of the Course:</b>	<b>SSSE055 ENVIRONMENTAL SOCIAL WORK</b>
Credits:	3
Course Objectives	<ul style="list-style-type: none"> <li>• To help the students to learn basic facts about Ecology, Environment and Energy resources.</li> <li>• To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection.</li> <li>• To provide an understanding roles and responsibilities of Social Workers to protect the nature.</li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1) The students can learn about the ecology and social work connection.</li> <li>2) The students will orient themselves with roles of different social movements protecting the environment.</li> <li>3) Students will learn about their roles and responsibilities to protect the nature.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>UNIT-I: Eco system &amp; Environmental Issues:</b> Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.
II	<b>UNIT -II: Environment Consciousness-</b> NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement – MittiBachaoAndolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.
III	<b>UNIT-III: Environment Action and Management:</b> 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.

IV	<p><b>UNIT – IV: Environment Protection Laws and Role of Social Worker:</b> 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).</p>
V	<p><b>UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets-</b> 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.</p>
Books For Reference	<ol style="list-style-type: none"> <li>1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.</li> <li>2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.</li> <li>3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London</li> <li>4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill</li> </ol>

	<p>Publishers. New Delhi:</p> <ol style="list-style-type: none"> <li>5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.</li> <li>6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.</li> <li>7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.</li> <li>8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press</li> <li>9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.</li> <li>10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.</li> <li>11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi</li> <li>12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.</li> </ol>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - X</b>
<b>Title of the Course:</b>	<b>SSSE056 INTERNATIONAL SOCIAL WORK</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To help the students to understand the international perspectives of social work.</li> <li>2. Students will understand the role of global organizations, inter cultural competencies and global challenges in social work.</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. To introduce students to the concept of the International dimensions of Social work and Connections between the local and global.</li> <li>2. To make cross – cultural comparisons in examining responses to global issues.</li> <li>3. To enhance cross-cultural competency among students.</li> </ol>
<b>Pre-requisites, if any:</b>	
Units	
I	<b>Unit -1: International Social Work</b> Concept, Importance of International Social work, Social work as an International Profession, International Professional Action.
II	<b>Unit -2: Social Work and International Social Development</b> Global Interdependence and Social work –Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence International Relief and Development practice; Role of International Social Welfare Organization and their functions.
III	<b>Unit –3: Cross Cultural Competencies</b> Meaning of Cultural Competence, Cultural awareness, Knowledge acquisition, Skill Development, Inductive Learning, Advancing Social and Economic justice Standards for Cultural Competence in Social Work Practice (NASW 2001)
IV	<b>Unit –4: Global Challenges</b> Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, Refugees, Displacement & Forced Migration, AIDS, Human Trafficking, Climate Change, Disaster Response.

Books For Reference	<ol style="list-style-type: none"> <li>1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies &amp; Programmes; New Delhi: Vistaar Publications</li> <li>2. Dominelli, Lena (2012), Green Social Work, UK: Polity Press</li> <li>3. Drolet, Julie (2014), Social Protection and Social Development – International Initiatives, New York: Springer</li> <li>4. Drolet, Julie, Natalie Clark &amp; Helen Allen (2012), Shifting Sites of Practice – Field Education in Canada, Toronto: Pearson Canada Inc.</li> <li>5. Healy, Lynne M. &amp; Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press. 46 Department of Social Work, Madras Christian College, Chennai- 600059</li> <li>6. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press.</li> <li>7. Hockenstand, M.C, Midgley James (2004), Issues in International Social work-Global Challenges for a new Century, NASW press.</li> <li>8. ILO (2012), The Strategy of the International Labour Organization Social Security for All Building social protection floors and comprehensive social security systems, Geneva: ILO</li> <li>9. Lyons, K. (1999). International Social work: Themes and Perspectives. Brookfield, USA: Ashgate</li> <li>10. Lum, Doman (2003) Culturally Competent Practice – A framework for Understanding Diverse Groups and Justice Issues; Thomson-Brooks/Cole Publishers.</li> </ol>
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Methods of assessment:

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Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low



<b>Semester IV</b>	<b>ELECTIVE PAPER - XI</b>
<b>Title of the Course:</b>	<b>SSSE056 INTERNATIONAL HUMAN RESOURCE MANAGEMENT</b>
Credits:	3
Course Objectives	Objectives: <ul style="list-style-type: none"> <li>• To introduce the students to the International Business Environment.</li> <li>• To give necessary exposure to International Human Resource Management.</li> <li>• To impart necessary skills required Human Resource Management with regard to the management of International business organizations.</li> </ul>
Course Outcomes	<ol style="list-style-type: none"> <li>1. Students will get the proper understanding of international business environment.</li> <li>2. Students will get exposure to the international human resource management.</li> </ol>
Pre-requisites, if any:	
Units	
I	<b>UNIT-I: Globalization and International Business.</b> (9 hours) Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process. Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.
II	<b>UNIT-II: International / Global Human Resource Management.</b> (9 hours) Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management. Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.
III	<b>UNIT-III: Staffing, Training and Performance management for Global operations.</b> (9 hours) Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems. Aligning Training and

	Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates. Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.
IV	<b>UNIT-IV: International Compensation. (9 hours)</b> Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation. Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.
V	<b>UNIT-V: Contemporary Issues in IHRM. (9 hours)</b> The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21 st century.
Books For Reference	1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi. 2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd., 3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006. 4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XII</b>
<b>Title of the Course:</b>	<b>SSSE057 MIGRATION ISSUES AND HUMAN SECURITY</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand migration in the context of development and displacement</li> <li>2. Explore current and emerging trends on internal and International migrations</li> <li>3. Acquire knowledge on determinants of migration and rights of Migrants</li> <li>4. Provide knowledge about the impact of migration in the international platform and making change in the global stand towards migration and its issues</li> <li>5. The students can gain abundant knowledge about the migration policy of various countries and their outlook and perspective towards handling migration issue</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1) The course make aware the students on the issues of migration and its problem faced by refugees</li> <li>2) The students study about the migration within the country and its impact in the rural-urban divide on the economic aspect</li> <li>3) The students well understand about the rising crisis of human trafficking in the Indian borders and giving threat to the security of the nation</li> <li>4) The outcome of the course is to well understand about the concept of internal and external migration occurring in the various countries</li> <li>5) The course make the students to know about the causes and effects of migration for addressing it in the near future</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
	<b>Migration</b>
I	<ul style="list-style-type: none"> <li>• Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.</li> </ul>
II	<b>Migration in India</b> <ul style="list-style-type: none"> <li>• Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees</li> </ul>
III	<b>Globalisation and Migration</b> <ul style="list-style-type: none"> <li>• Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,</li> </ul>
IV	<b>International Migration</b> <ul style="list-style-type: none"> <li>• Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law</li> </ul>

V	<p><b>Migration and Human Security</b></p> <ul style="list-style-type: none"> <li>• Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter-State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979</li> </ul>
Books For Reference	<ul style="list-style-type: none"> <li>• AmalDatta, (2003): Human Migration. A Social Phenomenon. India: Mittal.</li> <li>• Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge.</li> <li>• DeveshKapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press.</li> <li>• David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge.</li> <li>• R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul.</li> </ul>

Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

<b>Semester IV</b>	<b>ELECTIVE PAPER - XIII</b>
<b>Title of the Course:</b>	<b>SSSE057 NGOs MANAGEMENT AND DEVELOPMENT PRACTICES</b>
<b>Credits:</b>	3
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will learn about the Ngo Registration and planning and projects.</li> <li>2. Will understand the roles and functions of non-governmental organizations.</li> <li>3. Students will learn about the fund raising and monitoring and evaluation of the projects.</li> </ol>
<b>Course Outcomes</b>	<p>Learning Outcome: <i>The students will...</i></p> <ul style="list-style-type: none"> <li>- Gain knowledge about establishing and managing a nongovernmental organization</li> <li>- Understand the functions and activities of a nongovernmental organization</li> <li>- Acquire the skill of working with nongovernmental organization</li> </ul>
<b>Pre-requisites, if any:</b>	
I	UNIT 1: Understanding about NGO as nonprofit 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.
II	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.
III	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.

IV	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.
V	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.
Books For Reference	<ol style="list-style-type: none"> <li>1. Asok Kumar Sarkar, 2008, Ngo's and Globalization, Rawat Publications, New Delhi.</li> <li>2. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5<sup>th</sup> Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi.</li> <li>3. Emmanuel S. Fernando, 1999, Fund 100, Jupiter, Mumbai.</li> <li>4. Gangrade K.D, SooryaMoorthy.R. 2006. Ngos in India. PremRawat Publication. New Delhi.</li> <li>5. Ghosh.K..A and Prem Kumar. 1997. Project Management. Anmol Publishing Ltd. New Delhi.</li> <li>6. Joel S.G.R.Bhose, 2003, Ngo and Rural Development, Concept</li> </ol>

	<p>Publishing Company, New Delhi.</p> <p>7. Jose Murickan SJ &amp; R. Mohan Raj &amp; Kurian K. Katticaren, 2000, Paradigm Shifts In Development Cooperation, Indian Social Institution and Bangalore.</p> <p>8. Malleswari B., 2010, Micro- Finance and Women Empowerment, Serials Publications, Coimbatore</p> <p>9. Michael Norton &amp; Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.</p> <p>10. Vijay Padaki &amp; Manjulika Vaz, 2003, Institutional Development in Social Interventions, Sage Publications, New Delhi.</p> <p>11. Winfo, 2004, a Hand Book for Ngo's On Fund Raising, Winfo, Coimbatore.</p>
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CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	M	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low



<b>Course I</b>	<b>Soft Skill</b>
<b>Title of the Course:</b>	<b>Communication Skills – Skills Lab</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To make the students acquire knowledge in the field of communication</li> <li>2. To delineate Non-verbal communications and its types.</li> <li>3. To understand the role of communication in creating a new world</li> <li>4. To enable the students to understand the barriers of communication and miscommunication.</li> <li>5. To make the students to excel in effective communication skills</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge about communication and its various forms.</li> <li>2. Understand the communication process and levels.</li> <li>3. Learn different types of skills required</li> <li>4. Interpret the method of listening and reading skills.</li> <li>5. Able to understand the utility of communication in day-today life, business life etc.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<p><b>Introduction to Communication:</b> Need and Nature of Effective Communication</p> <p><b>The Process of Communication:</b> Levels of communication; Flow of Communication; Use of language in communication; Communication Networks; Significance of technical communication.</p> <p><b>Non-verbal Communication and Body language:</b> Forms of Non-verbal communication; Interpreting body language cues, Kinesics and Effective use of body language.</p>
<b>II</b>	<p><b>Barriers to Communication:</b> Types of barriers; Miscommunication; Noise; Overcoming measures.</p>
<b>III</b>	<p><b>Listening Skill:</b> Listening as an active skill; Types of Listeners: Listening for general content; Listening to fill up information; Intensive Listening; Listening for specific information; Developing effective listening skills; Barriers to effective listening skills.</p>
<b>IV</b>	<p><b>Reading Skills:</b> Identifying the topic sentence; interfering lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.</p>
<b>V</b>	<p><b>Developing Skills</b> Developing skills for communication in working life, business life and</p>

	social life. <u>Managing the Event.</u>
Books for Reference	<ul style="list-style-type: none"> <li>• Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003.</li> <li>• Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998</li> <li>• Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001.</li> <li>• Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.</li> </ul>

**Methods of assessment:**

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**Understand/ Comprehend (K2)** - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

<b>Course I</b>	<b>Soft Skill</b>
<b>Title of the Course:</b>	<b>Personal and Interpersonal Skills</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. After the completion of course the student will be able to interpret behaviour and personality developments.</li> <li>2. Analyse self and relational developments in various institutions.</li> <li>3. Understand and describe the stress management, uncertainty, problem solving and decision making.</li> <li>4. Display different types of communication and process of communication development such as attitude and barriers to communication.</li> <li>5. Able to explain interpersonal relationships in multiple social backgrounds</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Behavioural Development</b> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Friendliness - Enthusiasm – Empathy</li> <li>• Work-Life Balance</li> </ul>
<b>II</b>	<b>Self and Relationship Development</b> <ul style="list-style-type: none"> <li>• Relationships (healthy &amp; unhealthy), Universal values, Character development</li> <li>• Family Crisis, Sexual Behaviour and Domestic Violence</li> <li>• Self Confidence - Adaptability – Resilience</li> <li>• Assertiveness - Competitiveness - Self-Leadership</li> </ul>
<b>III</b>	<b>Emotional Development</b> <ul style="list-style-type: none"> <li>• Development of Emotional Intelligence - Self-Awareness - Emotion Management</li> <li>• Stress Management - Tolerance of Change and Uncertainty - Taking Criticism</li> <li>• Decision making, Problem solving</li> </ul>
<b>IV</b>	<b>Communication Development</b> <ul style="list-style-type: none"> <li>• Communication skills and Levels of communication</li> <li>• Communication barriers</li> <li>• Effect of attitude on communication</li> </ul>

V	<p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Concepts: Networking and Connection to Careers in society – Interpersonal Relationships</li> <li>• Dealing with Difficult People - Conflict Resolution</li> <li>• Personal Branding – Dealing with Office Politics, Jealousy and Infidelity</li> </ul>
Books for Reference	<ul style="list-style-type: none"> <li>• Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i>. New York: Bantam Books.</li> <li>• Hoffman, Edward. (2002), <i>Psychological Testing at Work</i>. New York: McGraw-Hill.</li> <li>• Jones, Dixie A. (1997), “Plays Well with Others, or the Importance of Collegiality Within a Reference Unit,” <i>The Reference Librarian</i> no. 59, 163-175.</li> <li>• Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). “Assessing and Attacking Workplace Incivility,” <i>Organizational Dynamics</i> 29 no. 2 (November).</li> </ul>

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

**Evaluate (K5)** - Longer essay/ Evaluation essay, Critique or justify with pros and cons

**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	M	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	M	S	S	S	S
<b>CO 4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 5</b>	M	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**

**Methods of assessment:**

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<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	M	S	S	S	M	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**

<b>Course I</b>	Soft Skill
<b>Title of the Course:</b>	<b>LEADERSHIP &amp; TEAM BUILDING</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology</li> <li>2. To develop leadership skills through training and motivation</li> <li>3. To improve communication and interpersonal for grooming overall personality enrichment</li> <li>4. To increase the pro-activeness ability of the students for developing leadership skills</li> <li>5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Demonstrate team building and conflict management skills using Out Bound Training methodology.</li> <li>2. Articulate the basic skills necessary for leadership, communication and task execution in teams.</li> <li>3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity</li> <li>4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity</li> <li>5. Groom the quality of the leader among the students for making them a best leader</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.</li> </ul>
<b>II</b>	<b>Conflict Management</b> <ul style="list-style-type: none"> <li>• Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.</li> </ul>
<b>III</b>	<b>Team Building –1</b> <ul style="list-style-type: none"> <li>• Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.</li> </ul>
<b>IV</b>	<b>Team Building – 2</b> <ul style="list-style-type: none"> <li>• Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.</li> </ul>

V	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Basics of leadership – leader vs. manager &amp; balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.</li> </ul>
<b>Books for Reference</b>	<ul style="list-style-type: none"> <li>• Christopher, E. M. &amp; Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.</li> <li>• Dale Carnegie. (1936). How to Win Friends and Influence People. Simon &amp; Schuster.</li> <li>• Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.</li> <li>• Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.</li> </ul>
	<ul style="list-style-type: none"> <li>• Newstrom, J. &amp; Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited.</li> <li>• Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.</li> <li>• Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.</li> <li>• Stephen R. Covey. (2011) The leader in me. Free Press</li> </ul>

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<b>CO 1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	M	S	S	S	M	S	S	S	S
<b>CO 5</b>	S	S	S	S	S	S	S	S	M	S

**S-Strong      M-Medium      L-Low**



<b>Course I</b>	Soft Skill
<b>Title of the Course:</b>	<b>Creativity and Professional Skills</b>
<b>Credits:</b>	2
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. It will help students in problems solving and critical thinking.</li> <li>2. It interprets professional updating.</li> <li>3. It describes professionalism in organizational skills and time management</li> <li>4. It summarizes professional development –knowledge management and customer service</li> <li>5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.</li> </ol>
<b>Pre-requisites, if any:</b>	
<b>Units</b>	
<b>I</b>	<b>Personal Creativity</b> <ul style="list-style-type: none"> <li>• Problem Solving nature and Critical Thinking, Innovation of workable ideas</li> <li>• Troubleshooting - Design Sense - Artistic Sense</li> </ul>
<b>II</b>	<b>Professional Updating</b> <ul style="list-style-type: none"> <li>• Technology Savvy - Technology Trend Awareness</li> <li>• Business Trend Awareness – Self, Business and Market Research</li> <li>• Business Etiquette - Business Ethics</li> <li>• Diversity Awareness - Disability Awareness - Intercultural Competence</li> </ul>
<b>III</b>	<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Organizational Skills - Planning - Scheduling</li> <li>• Time Management - Meeting Management</li> </ul>
<b>IV</b>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>

V	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>
Books for Reference	<ul style="list-style-type: none"> <li>• Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press.</li> <li>• Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY</li> <li>• Yoder, S., &amp; Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene</li> </ul>

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CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	S	M	S	S	M	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

SIGNATURE OF THE HOD



*R. Ananthi*  
 PRINCIPAL  
 ANNA ADARSH COLLEGE FOR WOMEN  
 ANNA NAGAR, CHENNAI - 600 048.  
 THE PRINCIPAL

**ANNA ADARSH COLLEGE FOR WOMEN  
PG DEPARTMENT OF SOCIAL WORK**

**SHIFT – II**



**TANSCHÉ SYLLABUS  
(EFFECTIVE FROM 2023 -2024)**



*P. P. Pruthi*

PRINCIPAL  
ANNA ADARSH COLLEGE FOR WOMEN  
ANNA NAGAR, CHENNAI - 600 040.

*[Signature]*

SIGNATURE OF HoD

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**Master of Social Work**  
**MSW**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**  
**2023-2024**

<b>TANSCHEREGULATIONSONLEARNINGOUTCOMES-BASEDCURRICULUM FRAMEWORKFORPOSTGRADUATEEDUCATION</b>	
<b>Programme</b>	<b>M.S.W</b>
<b>Programme Code</b>	
<b>Duration</b>	<b>PGTwoYears</b>
<b>Programme Outcomes(Pos)</b>	<p><b>PO1:ProblemSolvingSkill</b> ApplyknowledgeofManagementtheoriesandHumanResourcepracticestosolvebusinessproblemsthroughresearchinGlobalcontext</p> <p><b>PO2:DecisionMakingSkill</b> Foster analytical and critical thinking abilities for data-baseddecision-making.</p> <p><b>PO3:EthicalValue</b> Abilitytoincorporatequality,ethicalandlegalvalue-basedperspectivestoallorganizationalactivities.</p> <p><b>PO4:CommunicationSkill</b> Abilitytodevelopcommunication,managerialandinterpersonalskills.</p> <p><b>PO5:IndividualandTeamLeadershipSkill</b> Capabilitytoleadthemselvesandtheteamtoachieveorganizationalgoals.</p> <p><b>PO6:EmployabilitySkill</b> Inculcate contemporary business practices to enhanceemployabilityskillsinthecompetitiveenvironment.</p> <p><b>PO7:EntrepreneurialSkill</b> Equipwithskillsandcompetenciestobecomeanentrepreneur.</p> <p><b>PO8:ContributiontoSociety</b> Succeed in career endeavors and contribute significantly tosociety.</p> <p><b>PO9Multiculturalcompetence</b> Possess knowledge of the values and beliefs of multipleculturesand a global perspective.</p>

	<p><b>PO10: Moral and ethical awareness/reasoning</b> Ability to embrace moral/ethical values in conducting one's life.</p>
<p><b>Programme Specific Outcomes (PSOs)</b></p>	<p><b>PSO1–Placement</b> To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO2-Entrepreneur</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p><b>PSO3–Research and Development</b> Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4–Contribution to Business World</b> To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO5 –Contribution to the Society</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>

<b>METHODS OF EVALUATION</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	<b>25 Marks</b>
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	<b>75 Marks</b>
<b>Total</b>		<b>100 Marks</b>
<b>METHODS OF ASSESSMENT</b>		
<b>Remembering (K1)</b>	<ul style="list-style-type: none"> <li>• The lowest level of questions require students to recall information from the course content</li> <li>• Knowledge questions usually require students to identify information in the textbook.</li> </ul>	
<b>Understanding (K2)</b>	<ul style="list-style-type: none"> <li>• Understanding of facts and ideas by comprehending, organizing, comparing, translating, interpolating and interpreting in their own words.</li> <li>• The questions go beyond simple recall and require students to combine data together</li> </ul>	
<b>Application (K3)</b>	<ul style="list-style-type: none"> <li>• Students have to solve problems by using/applying a concept learned in the classroom.</li> <li>• Students must use their knowledge to determine an exact response.</li> </ul>	
<b>Analyze (K4)</b>	<ul style="list-style-type: none"> <li>• Analyzing the question is one that asks the students to break down something into its component parts.</li> <li>• Analyzing requires students to identify reasons, causes or motives and reach conclusions or generalizations.</li> </ul>	
<b>Evaluate (K5)</b>	<ul style="list-style-type: none"> <li>• Evaluation requires an individual to make judgment on something.</li> <li>• Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</li> <li>• Students are engaged in decision-making and problem-solving.</li> <li>• Evaluation questions do not have a single right answer.</li> </ul>	
<b>Create (K6)</b>	<ul style="list-style-type: none"> <li>• The questions of this category challenge students to get engaged in creative and original thinking.</li> <li>• Developing original ideas and problem-solving skills</li> </ul>	

## FIRSTYEAR

### Semester-I

Category	Title of the Subject	Credit	No. of Hours
Core Course- I	432C1A: Social Work Profession	4	4
Core Course- II	432C1B: Social Case Work	4	4
Core Course- III	432C1C: Social Group Work	4	6
Core Course- IV	432C1D: Field Work–I	5	12
Elective Course I	432E1A: Sociological and Psychological Foundations for Social Work (OR)	3	4
	432E1B: Society and Human Behaviour		
Skill Enhancement Course[SEC]- I	432S1A: Life Skills for Social Work	2	2
<b>Total</b>		<b>22</b>	<b>30</b>

## FIRSTYEAR

### Semester-II

Category	Title of the Subject	Credit	No. of Hours
Core Course- V	432C2A: Community Organization and Social Action	4	4
Core Course-VI	432C2B: Social Work Research and Statistics	4	4
Core Course-VII	432C2C: Social Welfare Administration, Social Policies and Social Legislation	4	4
Core Course-VIII	432C2D: Field Work–II	6	12
Elective Course–II	432E2A: Entrepreneurship Development (or)	3	4
	432E2B: Green Social Work		
Skill Enhancement Course[SEC]- II	432S2A: Skill for Competitive Examination	2	2
<b>Total</b>		<b>23</b>	<b>30</b>



**SECONDYEAR - Semester-III**

Category	Title of the Subject		Credit	No. of Hours
Core Course– IX	<b>CD</b>	532C3A: Rural Community Development	4	4
	<b>HRM</b>	532C3B: Human Resource Management		
	<b>M&amp;P</b>	532C3C: Medical Social Work		
Core Course– X	<b>CD</b>	532C3D: Tribal Development in India	4	4
	<b>HRM</b>	532C3E: Labour Legislations		
	<b>M&amp;P</b>	532C3F: Mental Health and Psychiatric Disorders		
Core Course–X1	<b>Field Work–III</b> 532C3G: Community Development Specialization 532C3H: Human Resource Management (Manufacturing Sector) 532C3I: Field Work For Medical Social Work		6	12
Elective Course-III	532E3A: Disaster Management(or) 532E3B: Corporate Social Responsibility		3	4
Elective Course–IV	532E3C: Counselling in Social Work(or) 532E3D: Public Health in India		3	4
Skill Enhancement Course- III	532S3A: Employability Skills of Social Workers		2	2
Internship	532S3B: Summer Internship Training		2	
<b>Total</b>			<b>24</b>	<b>30</b>

**SECONDYEAR - Semester-IV**

Category		Title of the Subject	Credit	No. of Hours
Core Course–XII	<b>CD</b>	532C4A: Urban Community Development	5	6
	<b>HRM</b>	532C4B: Industrial Relations and Employee Welfare		
	<b>M&amp;P</b>	532C4C: Psychiatric Social Work		
Core Course–XIII	<b>CD</b>	532C4D: NGO Management	5	6
	<b>HRM</b>	532C4E: Organizational Behaviour & Organization Development		
	<b>M&amp;P</b>	532C4F: Clinical Social Work		
	<b>CD</b>	532C4G: Social Work Practice in Project Management		
	<b>HRM</b>	532C4H: Strategic Human Resource Management		
	<b>M&amp;P</b>	532C4I: Therapeutic Intervention in Social Work		
Core Course–XIV	Field Work–IV 532C4J: Community Development(CSR Setting) 532C4K: Human Resource Management (Service Sector) 532C4L: Field Work For Psychiatric Social Work		6	12
Project with Viva-Voce	532C4M: Research Project		4	6
Professional Competence Course	532S4A: Block Placement		2	
<b>Total</b>			<b>22</b>	<b>30</b>

**NOTE FOR CORE COURSE - FIELD WORK**

1. Field Work Conference	2 Hour
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2. Practice in the Field(5Hours perdayx2Days)	10 Hours
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<b>Total Hours for the Field Workfor2 Days</b>	<b>12Hours</b>
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**SOCIAL WORK PROFESSION**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1A	<b>SOCIAL WORK PROFESSION</b>	<b>Core Course - I</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Any Undergraduate course</b>									
<b>Learning Objectives</b>											
1	To understand the evolution of Social Work and its emergence as a Profession.										
2	To enable the students to comprehend the significance of professional values, ethics in both micro and macro social work practice										
3	To develop an understanding of the role of Social Workers in various fields.										
4	To facilitate the students to understand the importance of Field Work in Social Work Education.										
5	To learn and apply the methods and approaches of Social Work practice in different settings										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To aware an in-depth knowledge on the basic concepts of Social Work.

CO2: To understand the historical background of Social Work in west and India.

CO3: To articulate the student to be familiar with Philosophies, Ethics and Values of Social Work.

CO4 : To analyse the significance of Models in Social Work.

CO5 : To evaluate implication of Social Work Education and Field Work..

CO 6 : To develop the Social Workers to apply the methods and techniques of Social Work in various settings.

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**UNIT – I**

**(12 Hours)**

**Fundamental concepts of Social Work** - Social Work - Definition, Objectives, Philosophy and scope. Concept of related term : Social Service – Social Development – Social Transformation – Social Reform – Social Defence. Difference between Social service and Social Work. Introduction to the Methods of Social Work.

**UNIT – II**

**(12 Hours)**

**Historical Development of Social Work** - Evolution of Social Work in the West (UK and USA). Social Work in India. Religious Foundation of Social Work in India. Gandhian Thoughts of Social Work.

**UNIT – III**

**(12 Hours)**

**Philosophies and Ethics of Social work** - Social Work as a Profession: Nature and characteristics of a profession. Social Work Values – Code of Ethics in Social Work practice. Social Work Principles. Models of Social work. Roles and Responsibilities of a Professional Social Worker.

**UNIT – IV**

**(12 Hours)**

**Development of Social Work Education** - Social Work Education in India - Focus, Nature and Content of Social Work Education. Field Work in Social Work Profession : Objectives, Need and Importance - Significance of Field Work Supervision. Role of Voluntary Organizations and Government in promoting Social work profession in India. National and International Professional Associations. Social Work Profession and Education in Global perspective. Problems and Prospects of Social work profession in India.

**UNIT – V**

**(12 Hours)**

**Social Work Practice in Different settings** - Fields of Social Work practice : Community Settings, Family and Child Welfare – Educational Settings - Medical and Psychiatric settings – Industrial Settings - Correctional Social Work - Social Work with Marginalized and Vulnerable sections – Persons with Disability and Social Work, Geriatric Social Work.

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**Text Books**

1. Encyclopedia of Social work in India, 1987 Vol.1,2,3. Director, publication division, ministry of information and broadcasting, New Delhi.
2. Hajira, Kumar 1995 Theories in social work practice, New Delhi: Friends Publication, India.
3. Paul Chowdary, 2018 Social Work –Introduction to Social Work - History, Concept, Methods and Fields, Atma Ram & Sons, New Delhi.
4. Sanjay Bhattacharya, 2013. Social Work Interventions and Management. New Delhi: Deep and Deep Publications.
5. Sanjay Bhattacharya, 2018. Social Work an Integrated Approach, Deep and Deep Publications Pvt., Ltd., New Delhi.

**Books for References**

1. Antony, A. Vass 1996 New directions in social work – social work competencies – core knowledge values and skills, New Delhi: sage publications.
2. Banks, S. 1995 Ethics and values in social work; practical social work series, London: Macmillan press Ltd.
3. Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
4. Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Deli: Vistar Publications.
6. Desai, M. 2000, Curriculum Development on history of ideologies for social change and social work, Mumbai.
7. Desai, Murali 2002 Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
8. Dominelli, Lena. 2004. Social Work: Theory and Practice for a Changing Profession. London:Polity Press
9. Fink, Arthur E., Wilson, Everett E. - Third Edition, 1959, The Fields of Social Work, New York: Henry Holt and Company.
10. Friedlander, Walter A. 1977 Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
11. Gilbert, Neil. et. al. 2002. An Introduction to Social Work Practice. New Jersey: Prentice Hall.
12. Jha, Jainendra Kumar. 2002. Practice of Social Work. New Delhi: Anmol Publications
13. Gangrade, K.D. 1976 Dimensions of Social Work in India, Marwah, New Delhi.

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14. Narendra Mohan, 2017, Philosophy of Social Work, Centum Press, New Delhi
15. Reamer, F.G. 1995 Social work values and ethics, New York: Columbia University press.
16. Roy, Bailey and Phil, Lee 1982 Theory and Practice in Social Work, London: Oxford Pub. Ltd.
17. Sheldon, B., & Macdonald, G., 2010 A Textbook of Social Work, London: Routledge.
18. Singh, R.R. 1985 Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company.
19. Wadia, A. R. (Ed.) 1961 History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd.

**Web Resources**

1. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
2. <https://www.socialworkers.org/News/Facts/Types-of-Social-Work>
3. <https://www.cswe.org/Students/Discover-Social-Work/What-is-social-work>
4. <https://www.socialworktoday.com/>
5. <https://www.iassw-aiets.org/>
6. <https://www.socialworker.com/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIAL CASE WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1B	<b>SOCIAL CASE WORK</b>	<b>Core Course - II</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>To understand work with individuals</b>									
<b>Learning Objectives</b>											
1	To gain the knowledge of conceptual foundations of social Case Work										
2	To understand the basic concepts of casework as a primary method of social work										
3	To develop the skill to analyze problems of individuals and families and factors affecting them.										
4	To know the values, principles, tools and techniques of social case work										
5	To impart knowledge of the scope of using the social work methods in various settings										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To get knowledge about the different problems faced by the Individuals

CO2: To enhance knowledge on social case work skills in social case work practice.

CO3: To understand the process of casework intervention with client.

CO4: To enhance the ability towards problem solving process.

CO5: To create the ability to critically analyze problem of individuals and factors affecting them.

CO6: To develop the competencies and skills for Practice with different settings

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Social Casework as a method of Social Work :** Concepts, Meaning, objectives, purpose, Historical Development of Social Case Work in West and India. Nature and Scope, its importance and relationship with other methods of Social Work, Principles of Case Work, skills in social case work. Case Worker – Client relationship and the use of Professional Self, Problems in professional relationship.

**UNIT – II**

**(12 Hours)**

**Tools and techniques in Case Work:** Tools and techniques in casework: observation, interview, collateral contacts, home visits, referrals, Verbal and nonverbal communication, Techniques in practice – ventilation, emotional support, advocacy, Environment modification, modeling, role-playing, confrontation, – Case history taking, Recording – Uses, principles, types, structure and content. Use of genograms, and eco-maps, family schema in records.

**UNIT – III**

**(12 Hours)**

**Case Work Components and Process:** Components of Case Work, Process of Case Work: Intake; Study; Assessment / Social Diagnosis; Treatment / Intervention; Evaluation: Termination; Follow-up. Social Case Work intervention: Direct and indirect multi – dimensional intervention. Transference and counter-transference in social case work

**UNIT – IV**

**(12Hours)**

**Theoretical Approaches to Case Work / Models of case work practice:** Psychosocial model, Functional model, Life model, Problem solving model, Crisis intervention, Eclectic



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approach, Family centered approach, Behavior Modification, and eco-system perspective in social casework. Psychotherapy, Counseling and Social Case Work- similarities and differences;

**UNIT – V**

**(12 Hours)**

**Social Case Work application / Practice in different settings :** Case work practice in different settings in India

Social case work practice with Family and Child Welfare, Educational settings, Industrial settings, De-addiction, Community, Medical and Psychiatric institutions. Correctional settings: geriatric care & aged and the terminally ill, persons with disability, de-addiction, Rehabilitation centers, Delinquency, LGBT and in foster home and non-institutional services such as adoption, sponsorship.

Use of single case evaluation and ethnography as research method in social case work. Limitations of Social Case Work practice in India in current scenario.

**Text Books**

1. Upadhyay, R. K, 2003 Social Casework: A Therapeutic Approach, Rawat Publications, India.
2. Johnson E.J., Huggins C.L. (2019) Social Casework Methodology: A Skills Handbook for the Caribbean Human Services Worker. Springer Briefs in Social Work. Springer, Cham.
3. Johnson, L. C. & Yanaca S. J. (2015). Social Work Practice: A generalist approach, Pearson.
4. Hamilton, G., 2013 \_Theory and Practice of Social Case Work, Rawat Publications, India.
5. Hollis, F., & Wood, M. (1981). Casework: A psychosocial therapy (3rd ed.). New York: Random House
6. Perlman, H.H., 2011, Social Case Work-A Problem Solving Process, Rawat Publications

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7. Sanjay Bhattacharya, 2008, 'Social Work intervention and management', Deep & Deep publication (p) Ltd

**Books for References**

1. Healy, K. 2012, Social Work Methods and Skills, Palgrave MacMillan
2. Bogo, M. (2007). Social work practice: Concepts, process & Interviewing, Rawat Publication.
3. Misra .P.D. 1994, Social Work Philosophy and Methods, Inter-India Publications, New Delhi
4. Misra P.D., BeenaMisra, 2004, Social Work Profession in India, New Royal book Com. Lacknow
5. Mathew, Grace (1992) An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.

**Web Resources**

1. [https://www.russellsage.org/sites/default/files/Richmond\\_What%20is%20Social\\_0.pdf](https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf)
2. <http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>
3. <https://www.socialworkfootprints.org/videos/social-casework-philosophy-principles-and-components>
4. <https://www.yourarticlelibrary.com/sociology/social-casework-processes-study-and-diagnosis/36564>
5. <https://www.slideshare.net/surendrashah6/complete-note-of-casework>
6. <https://www.socialworkfootprints.org/videos/social-casework-practice-in-indian-society-relevance-scope-and-influence-of-culture>
7. <http://www.ignou.ac.in/upload/bswe-02-block1-unit-3-small-size.pdf>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIAL GROUP WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1C	<b>SOCIAL GROUP WORK</b>	<b>Core Course - III</b>	60	-	-	-	4	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Social Work</b>									
<b>Learning Objectives</b>											
1	To understand group work as a method of social work and to understand concept, values, principles of Social Group Work										
2	To acquire skills and techniques required for group worker										
3	To develop the ability to critically analyse problems of groups and provide suitable intervention.										
4	To apply the models of Social Group Work in different settings.										
5	To identify the settings and fields for the practice of Social Group Work method										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, characteristics, values and principles of Social Group Work

CO2: To apply suitable theories and models to resolve the problems of Groups.

CO3: To Critically choose and implement interventions to achieve social group work goals. CO4: To analyse competencies and skills for working with different groups in various practice settings.

CO5: To analyse and implement empirically-based group interventions and evaluating group effectiveness.

CO6: To demonstrate the process of group experience and professional development

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Introduction to Social Group Work:** The Group: Definition, characteristics, types, functions and group structure. Social Group Work: Definitions, objective, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker. History of Social Group Work in India and abroad. Social Group Work as a method of Social Work.

**UNIT – II** **(12 Hours)**

**Group Dynamics and Group functioning:** Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale, Group Attraction. Leadership and Communication in groups. Relationships- Sociometry

**UNIT – III** **(12 Hours)**

**Group formation and Group work process:** Group Formation Phases: Forming- Storming, Norming, Performing, Adjourning. Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of change effort

**UNIT – IV** **(12 Hours)**

**Types and models of group work:** Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. Skills, Qualities and Roles of Social Group Worker. Group therapy: Significance of Group therapy. Recording in Social Group Work: Principles, Structure and Types.

**UNIT – V** **(12 Hours)**

**Application of Social Group Work:** Application of Social Group Work in School Settings, Community Settings, Health Settings, Family Welfare Settings, Industrial Settings, Women welfare and Child care Settings, Correctional Settings.

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**Books**

1. Alissi,A.S (1980) Perspectives on social group work practice; A book of Reading, New York: The free press.
2. Dave Capuzzi, Douglas R.Gross, Mark D. Stauffer (2010) Introduction to Group Work, New Delhi, Rawat Publication.
3. David, C., Douglas, R.G. & Mark, D.S. (2010) Introduction To Group Work, New Delhi, Rawat Publication
4. Gravin, Charles. D. Lorriae& M. Gulier. (2007). A Hand Book of Social Work with Groups .New Delhi: Rawat Publications.
5. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London.

**References**

1. Bradler,S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press.
2. Delbecq, A. L. and Van de Ven, A. H. (1977) 'A group process model for problem identification and program planning', in N. Gilbert and H. Specht (eds), Planning For Welfare, Englewood Cliffs, NJ, Prentice-Hall.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London.
4. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
5. Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books.

**Web Resources**

1. <https://www.socialworkin.com/>
2. <https://socialwelfare.library.vcu.edu/social-work/social-group-work-theory-and-practice/>
3. <https://mgcub.ac.in/>
4. <https://www.socialworkin.com/>
5. <https://mgcub.ac.in/pdf/material/2020041217303055424e9f93.pdf>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK – I**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1D	<b>FIELD WORK - I</b>	<b>Core Course - IV</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>12</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Non Governmental Organizations</b>									
<b>Learning Objectives</b>											
1	To get exposed to wider area of social realities at the micro level										
2	To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions										
3	To acquire documentation skills to ensure professional competence										
4	To develop the right values and attitudes required for a professional social worker										
5	To understand the socio-economic and cultural conditions of rural life and work collaboratively as a team with a positive approach.										

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<b>Course Outcomes</b>	
On the successful completion of the course, student will be able:	
CO1 : . To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries	
CO2 : To understand the application of different skills related to case work, Group work and other methods of Social Work	
CO3: To realise one's development of self and conduct oneself professionally in the field	
CO4: To apply and practice skills acquired in the process of learning in handling various types of clientele	
CO5: To assess the concept of field learning and learn about working in different settings	
CO6: To apply social work competencies to resolve Social problems	
Components	<ol style="list-style-type: none"> <li>1. Orientation (1)</li> <li>2. Practice Skill Laboratory (13days)</li> <li>3. Observation Visits (8 days)</li> <li>4. Rural Camp (8 days)</li> </ol>

<p><b>Guidelines</b></p> <p><b>Practice Skill Laboratory</b></p> <ol style="list-style-type: none"> <li>a. Self-Awareness</li> <li>b. Communication skills</li> <li>c. Interpersonal relationship.</li> <li>d. Leadership and personality development</li> <li>f. Values and ethics in Social Work</li> </ol> <p>Folk Arts Training</p>
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<b>OBSERVATION VISITS</b>		
<b>SITS</b>	<b>CONTENT</b>	<b>No. of Visits</b>
Health Setting	Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres etc.	<b>1</b>
Educational Setting	Formal schools, non- formal/adult education centres, income generating skill development centres, vocational training facilities, etc.	<b>1</b>



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Institutional and Non-institutional Services for Special Groups	the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centres, Labour Welfare Centres/workers education centres etc.	<b>3</b>
Criminal Justice System & Civic Administration Centres	Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.	<b>1</b>
Community Services	,Community development projects in urban and rural settings, etc.	<b>1</b>
Industry Visit	Manufacturing Company	<b>1</b>

**Rural Exposure Camp**

**PHASE – I : Pre-Camp and Form Committees**

- Identify & Form Committees
- Describe Committee Roles & Member's Responsibilities
- Engage in Committee Tasks
- Involve in Pre-Camp Planning

**PHASE – II : Pilot Visits & Finalization of Camp Site**

- Prepare for Pilot Visits
- Undertake the Visits
- Present & engage in Critical Evaluation

**PHASE – III : Finalization of Camp Theme & Camp Schedule**

- Engage in analytical evaluation and finalization of camp theme
- Draft the Camp Schedule
- Demonstrate Leadership Initiatives

**PHASE – IV : On-Camp Phase**

- Accomplishment of Course Objectives
- Analysis on Rural Socio-Political & Economic Realities
- Hands-on Exposure to Participatory Rural Appraisal

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- Inputs on Local Governance & Administration through Local Leaders
- Engage in Manual Labour
- Involve in Community Visits-Interaction with People & Subsequent assessments
- Be part of Various Teams to execute
- Rural Camp related tasks
- Participate in evolving need-based programmes using theatre skills & indigenous folk arts to address concerns
- observed in the community
- Appreciate the need for Group Living
- Practice the art of accommodative reciprocal symbiosis
- Contextual Self-Reflection Self-Analysis
- & Sharing of consolidated and cumulative understanding of the process and outcome
- Develop for Professional Development

**PHASE – V : Post Camp Phase**

- Integrative Understanding on the Process and Procedures of Rural Realities & Group Living
- Reflective Evaluation
- Individual Analytical Report
- Group Presentation
- Consolidated Batch Report

**External Examination – VIVA VOCE EXAMINATION**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**COMMUNITY ORGANIZATION AND SOCIAL ACTION**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2A	<b>COMMUNITY ORGANIZATION AND SOCIAL ACTION</b>	<b>Core Course - V</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Community Organization and Social Action</b>									
<b>Learning Objectives</b>											
1	To understand the use and practice of community organization in various fields of social work										
2	To understand various phases and models of Community Organization										
3	To learn to apply Community Organization and Social Action as Methods of Social work.										
4	To apply the models of Community										
5	To develop skills and attitudes for participatory Community work and Social Action										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1 : To be aware of the concepts related to Community Organization											
CO2 : To apply community Organization as a method of Social work in various settings.											
CO3: To understand and apply various Models of Community Organization											
CO4: To understand the role of social work in Social Action and Social Reform for Social Development											
CO5: To critically analyse Social Movements from various dimensions .											
CO6: To apply Social Action as a method of Social Work											

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Community Organisation:** Community Organisation: Concept, Definition, History, Objectives, Goals and Components, Principles, community practice and community development.

Community organization as a primary method of social work. Methods of Community Organization, Community Mobilization, Community Identification and diagnosis, Process and Phases of Community Organisation - Community Relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and continuation.

**UNIT – II**

**(12 Hours)**

**Application of Community Organization Practice in Various Settings:** Application of Community Organization : Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal population, Disability, Working with rural and urban vulnerable communities, displaced population and rehabilitation, disaster response. Community organisation as a social work process; Role and Skills of Community Organizer; Differentiating Community Organisation and Community Development.

**UNIT – III**

**(12 Hours)**

**Models of Community Organisation :** Models of Community Organisation -Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action; Mary Weil's Eight models; and Neighbourhood development model-System change Model-Structural change model

**UNIT – IV**

**(12 Hours)**

**Social Action- As a method of Social Work:** Social Work and Social Action: Concept, Objectives, Principles of Legitimation, Credibility building, Multiple strategies, Dramatization.

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Social Action in relation to Case work, Group Work, Social Work Research ,Community Organisation and Social Welfare Administration ,Methods and Means of Social Action - Research, Propoganda, Use of Mass media. Scope of Social Action in India

**UNIT – V**

**(12 Hours)**

**Social Problems and Social Action:** Role of Social Worker in Social Action: Social Activists and Social Action Groups with their significance of existence in India.

Skills involved in Social Action- Analytical & Research Skills, Managerial, Intervention skills, Problem Skills and Training Skills. Social Movements. Approaches to Social Action- Freire, Gandhi (Sarvodaya), Alinsky, Radical social work; Rights based approach. Strategies for Social Action from various Social Movements. Indian Social Movements - Bhoodan, Satyagraha Gramdan, Narmada Bachao Andolan–The Singur Issue, Bodo and Gurkhaland Issues, Anna Hazare and the Aam Admi Movement

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing.
2. Chowdhry, D. Paul (1992), Introduction to Social Work, Atma Ram & Sons, Delhi.
3. .Datar et al. 2010. Skill Training For Social Workers: A Manual. New Delhi: Sage Publications
4. Erlich L, J. (1987). Strategies of Community Organisation. Illinois: F.E. Peacock Publishers
5. Gamble, D. N., and Weil, M. 2010. Community Practice Skills: Local to Global Perspectives. New York: Columbia University

**Books for References**

1. Gangrade, K.D. 2001. Working with Community at the grass root level: Strategies and programmes. New Delhi: Radha Publications
2. Hardcastle, D., Powers, P. and Wenocur, S. (2011). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.

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3. Jack Rothman, etal. (2001). Strategies of community interventions & Macro practices – Peacock Publications, 6th Edition
4. Ross Murray G, Community Organisation: Theory and Principles, Harper and Row Publication New York, 1985
5. Siddhiqui, H.Y. (1997). Working with community. New Delhi: Hira Publications.

**Web Resources**

1. <https://egyankosh.ac.in/handle/123456789/28953>
2. <https://www.ignou.ac.in>
3. <https://www.researchgate.net>
4. <https://www.socialworker.com>
5. <https://ctb.ku.edu>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L – Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SOCIAL WORK RESEARCH AND STATISTICS**

Course Code	Course Name	C at eg	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2B	<b>SOCIAL WORK RESEARCH AND STATISTICS</b>	<b>Core Course - VI</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Social Problems</b>									
<b>Learning Objectives</b>											
1	This course will deal with research problems, construction of hypotheses, testing, research designs, sampling concepts, etc.										
2	The probability and non-probability methods are used to help a researcher make conclusions or arrive at decisions at a larger group.										
3	This course will help in learning the types of social work research that are commonly used.										
4	This course is the process that throws light on the research works during data collection, and codification and interpretation of the data.										
5	This explains and interprets a variety of hypotheses to aid the decision making process in a research context										

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**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To aware an in-depth knowledge on Social Work Research.

CO2: To understand the clarity on the research methods and processes.

CO3: To articulate the student to Identify and Formulate the Research problem and Literature review and usage of Methodology.

CO4 : To analyze and apply Statistics applications and Software packages, make data entry and interpret the results.

CO5 : To evaluate implications of Research in various settings of Social Work.

CO 6 : To develop the Research Projects in Social Work.

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Social Work Research :** Social Work Research: Concept, Definition, Objectives, Scope, Characteristics and Functions –Types of Research: Pure and Applied Research – Difference between Social Work Research and Social Research. Scientific method in Social Work Research – Need and importance of evidence based practice. Ethical issues in Social Work Research – Formation of Ethics Committee.

**UNIT – II**

**(12 Hours)**

**Basic Elements of Scientific method :** Basic Elements of Scientific method: Concept, Variable, Facts and Theory. Cause-Effect relationship and relevance to Social Work Research.. Identification and Formulation of Research Problems, Construction of Hypothesis and testing, Research Designs.



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**UNIT – III**

**(12 Hours)**

**Research Methodology** : Sampling: Concept, Definition and Importance – Techniques of Sampling: Probability and Non-Probability sampling – Sources and Types of Data - Methods and Tools of Data Collection – Qualitative and Quantitative Research methods, Participatory Research methods. Pre-test and pilot study, Scaling techniques: Reliability and Validity – Data Processing: Coding, Editing, Tabulation, Analysis and Interpretation – Research Reporting, Preparation of Research Proposals.

**UNIT – IV**

**(12 Hours)**

**Statistics** : Statistics : Meaning, Need, Importance, and limitations of Statistics in Social Work Research – Frequency Distribution - Construction of Frequency Tables- Diagrammatic and Graphical Representation. Measures of Central tendency: Mean, Median and Mode -Measures of dispersion: Range, Quartile deviation, Standard deviation - Test of significance: t-test, Analysis of Variance (ANOVA), Chi-Square test – Correlation.

**UNIT – V**

**(12 Hours)**

**Computer Applications in Social Research:** Computer Applications in Social Research - Use of Computers for Data Analysis – Introduction to Statistical Package for Social Sciences (SPSS)/R: Introduction, basic steps, defining data, data entry, data transformation, and data analysis - Statistical application.

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**Text Books**

1. Alston M, Bowles W, 2012, Research for Social Workers, An introduction to methods, 3<sup>rd</sup> Edition, Australian Publications, Australia.
2. Adams J, Khan, Robert and David, 2007, Research methods for Graduate Business and Social Science Students, SAGE Publications, New Delhi.
3. Chakraborty D, 2009, Research Methodology, Saurabh Publishing, New Delhi.
4. Chandra S, Sharma Kr.M, 2013, Research Methodology, Narosa Publications, New Delhi.
5. Jain G L, 2003, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur.
6. Kothari C R, 2006, Research Methodology Methods and Techniques, New Age International, New Delhi.
7. Pathak R P, 2007, Statistics in Educational Research, Kanishka Publishers, New Delhi.

**Books for References**

20. Anand S, 2002, Research Methods and Techniques in Social Science, Commonwealth Publishers, New Delhi.
21. Ahuja R, 2010, Research Methods, Rawat Publications, Jaipur.
22. Anderson, D. R. (2014). Statistics for learners of Economics and Business. Boston: Cengage Learning.
23. Bryman A, 2004, Social Research Methods, Oxford University Press, New York.  
Babbie E, 2013, The Practice of Social Research, 13<sup>th</sup> Edition Cengage Learning, USA.
24. Babbie E, Hally F, Zaino J, 2000, Adventures in Social Research, Data Analysis Using SPSS For Windows 95/98, Pine Forge Press, California.
25. Bhandariar P L, Wilkinson T S, Das Lal D K, 2000, Methodology and Techniques of Social Research, 16<sup>th</sup> Edition, Himalaya Publishing House, Mumbai.
26. Bryderup M I, 2008, Evidence Based and Knowledge Based Social Work: Research Methods and Approaches in Social Work Research, Aarhus University Press, Denmark.

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27. Chhapekar R, 2004, A Text book of Social Research, Dominant Publishers and Distributors, New Delhi.
28. Corby B, 2006, Applying Research in Social work Practice, Tata McGraw Hill Education, New Delhi.
29. Cohen L, Manion Land Morrison K, 2007, Research Methods in Education (6th Edition), Routledge, London, UK.
30. Dawson C, 2010, Introduction to Research Methods, A practical guide for anyone undertaking a Research Project, Viva Books, New Delhi.
31. Das Lal, 2008, Research Methods for Social work, Rawat Publications, New Delhi.
32. Deshpandhu S, 2000, Sociological Research, Kanishka Publishers & Distributors, New Delhi.
33. Garg, Renu, Slochana, Umesh, 2002, An Introduction to Research Methodology, RBSA Publishers, Jaipur.
34. Gupta B L, 2010, Research studies in Staff Development, Mahamaya Publishing house, New Delhi.
35. Gupta, S. P., & Gupta, A. (2014). Business Statistics: Statistical Methods. New Delhi: S. Chand Publishing.
36. Gopalan R, 2005, Thesis Writing, Vijay Nicole imprints Pvt. Ltd. Chennai.
37. Kumar R, 2005, Research Methodology, SAGE Publications, London.
38. Mukherji P N, 2000, Methodology in Social Research, Dilemmas and Perspectives, SAGE Publications, New Delhi.
39. Majumdar P K, 2005, Research Methods in Social Science, Viva Books Pvt. Ltd, New Delhi.
40. Pawar B S, 2009, Theory building for Hypothesis Specification in Organizational Studies, Response Books, New Delhi.
41. Rajathi A, Chandran P, 2010, SPSS for you, MJP Publications, Chennai
42. Ruane JM, 2005, Essentials of Research Methods, Blackwell Publishing, Australia.
43. Ravilochanan P, 2002, Research Methodology, Margham Publications, Chennai.
44. Singh S P 2002, Research Methods In Social Sciences, A Manual for Designing Questionnaires, Kanishka Publishers, New Delhi
45. Tripathi P C, 2010, Research Methodology in Social Sciences, Sultan Chand and Sons, New Delhi.
46. Uwe Flick, 2009, An Introduction to Qualitative Research, 4<sup>th</sup> Edition, SAGE Publications, New Delhi.
47. Vijayalakshmi G, Sivapragasam C, 2008, Research Methods, Tips and Techniques, MJP Publishers, Chennai.

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**Web Resources**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES AND SOCIAL LEGISLATIONS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2C	SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES AND SOCIAL LEGISLATIONS	Core Course - VII	60	-	-	-	4	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of social policies &amp; legislations</b>									
<b>Learning Objectives</b>											
1	To understand the basic concepts of social welfare administration.										
2	To make aware of the registration of NGOS										
3	To acquire knowledge about social work agencies										
4	To describe social policy, planning and programmes										
5	To know the social legislation										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : Acquire knowledge about social welfare administration and structure of social welfare administration in India.

CO2 : Acquire application knowledge of the basic process of registering, managing and administrating Welfare Agencies in the context of social work profession

CO3: Describe the structure of social welfare administration in India and social welfare programmes and policies.

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CO4: Describe the understanding of the nature of social policy, planning and development in India  
CO5 Critical analysis social legislation enforcement and challenges  
CO6 : To enhance the knowledge on the government department and NGOs function for development of the people

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Social Welfare Administration:** Meaning and definition of Social Welfare Administration and Social Work administration; Purpose, historical development. principles, functions and areas (Policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research, annual report);

**UNIT – II**

**(12 Hours)**

**Social Welfare Agencies:** Development of Social Welfare in India; Voluntary Social Work. Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Types of NGO Registration and procedure; Societies Registration Act 1860, Indian Trusts Act 1882 and Companies Act, 2013.

**UNIT – III**

**(12 Hours)**

**Governmental Schemes on Social Welfare.** Social Welfare Administration at national, state and local levels; CSWB (Central Social Welfare Board), State Social Welfare Board, Directorate of Social Welfare and Handicapped Welfare. Social welfare policy: Evolution and Constitutional base, policies & programmes for the Weaker Section of the community (women, Children, Aged, handicapped & other backward caste (OBCs), Scheduled Caste (SCs), Scheduled Tribes (STs) and De-Notified Communities.)

**UNIT – IV**

**(12 Hours)**

**Social Planning and Social Development:** Social planning and community planning, Need and importance. Planning machinery at the state & National levels; Five year plans; Social development: Concept and indicators for social change and social development in India.

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**UNIT – V**

**(12 Hours)**

**Social Legislation:** Definition and role legislation in social change, constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy; laws related to Laws Related to Marriage: Hindu, Muslim, Christian, and Personal Laws Relating to Marriage.: Laws Relating to Divorce, Minority, and Guardianship; Adoption, Succession, and Inheritance.

Legislation Relating to Social Problems such as Prostitution, Juvenile Delinquency, Women Harassment Child Labour, Untouchability, Physical, and Mental Disabilities.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Karen M. Sowers Catherine N. Dulmus (2008) Comprehensive Handbook of Social Work and Social Welfare, published by united states ISBN 978-0-471-76997-2
2. [Paul D Chowdhry](#) (1992) Social Welfare Administration, Atma Ram & Sons , ISBN-13 : 978-8170431145.
3. [Sachdeva](#), D.R.social welfare administration in India ( 2018) Kitab Mahal; Standard Edition , ISBN-13 : 978-8122500851
4. Sanjay Bhattacharya (2006) Social Work Administration and Development Rawat Publication, ISBN-13 : 978-8170339267
5. Shunmugavelayutham K (1998) Social Legislations and Social Change, Valga Valamudan pub, Chennai.

**BOOKS FOR REFERENCES**

1. Choudry, Paul (1979), Social Welfare Administration, Atma Ram & Sons, Delhi.
2. Choudry Paul, (1979) Hand book on social welfare in India, Sterling Pub, New Delhi.
3. Dennison.D & Chepman, Valeries Social policy and Administration, George A and Unwin, London.
4. Dubey S.N. (1973) Administration of social welfare programmes in India, Somaiya Pub, Bombay.
5. Dubey S.N. & Murdia (1976) Administration of policy and programmes for Backward classess in India, Somaiya Pub, Bombay.

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**SYLLABUS WITH EFFECT FROM 2023-2024**

6. Gangrade, K.D(2011) Social legislation in India Vol.I&II, New Delhi: Concept publishing Company
7. Goel. S L & R K Jain (2000) Social Welfare Administration (Vol. I & II); Deep & Deep Publications
8. Jagadeesan.P.(1990) Marriage and Social legislations in Tamil Nadu, Elachiapen Pub, Chennai.

**Web Resources**

1. <https://socialjustice.gov.in/>
2. <https://vikaspedia.in/social-welfare>
3. <https://rtuassam.ac.in/online/staff/classnotes/files/1624631410.pdf>
4. <https://wcd.nic.in/>
5. <https://main.mohfw.gov.in/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**FIELD WORK - II**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
432C2D	<b>FIELD WORK-II</b>	<b>Core Course - VIII</b>	Y	-	-	-	6	12	40	60	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Non Governmental Organizations</b>									
<b>Learning Objectives</b>											
1	To observe and understand the dynamics of setting up a social welfare Organisation										
2	To observe the nature of their functioning and funding resources										
3	To learn about the staff functioning and of application of Social Work methods										
4	To document and learn the process of recording										
5	To Understand basic skills required to practice Social Work										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : . To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries

CO2 : To understand the nature of the NGO'S functioning and funding resources

CO3: To apply, evaluate and follow up appropriate methods of Social Work in the field

CO4: To apply and practice skills acquired in the process of dealing with clients and establish rapport

CO5: To assess the concept of field learning and learn about working in different settings

CO6: To learn the process of documentation and recording

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**Guidelines**

**Concurrent Field Work – 24 days**

**Student has to learn the following aspects**

**Organizational Profile:** History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies

**Various Methods of Social Work –** Skills required in the practice of Case work, Group Work, community organization and Social Research. Evaluation of the effectiveness of methods and critical review

**Expertise of the Agency –** Agency’s success story, challenges faced, SWOT analysis, vision and mission

**Services provided by the agency** to the beneficiaries- Follow up and termination of services, adherence to professional ethics.

**Social Legislation :** Legislations applicable to the Organization, functioning of free legal aid clinics, legal support services to clients

**Methods of Social Work need to be practiced**

**External Examination –VIVA VOCE EXAMINATION**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	M	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	M	S	S
CO6	S	S	M	S	S

**S – Strong**

**M – Medium**

**L - Low**

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**SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432E1A	<b>SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK</b>	Elective Course -I	N	-	-	-	3	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Sociology and Psychology</b>									
<b>Learning Objectives</b>											
1	To understand the basics of Psychology										
2	To establish the linkage between psychology, sociology and Human behaviour for effective social work practice										
3	To understand the principles of Human Growth and Development										
4	To understand the dynamics of human and social behaviour										
5	To analyse social problems and evaluate the causes for social problems										
6	To understand about Social Institutions										

<p><b>Course Outcomes</b>  On the successful completion of the course, student will be able:  CO1 : To get an indepth knowledge on the basic concepts of Psychology.  CO2 : To understand the basic principles of Human growth and Development  CO3: To develop understanding on the basic concepts of society and social change  CO4: To analyse the basics of Social Interaction and Social processes  CO5: To analyse the social Institutions and critically evaluate modern trends in social institutions  CO6: To understand major social problems in India</p>
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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Psychology:** Definition and branches of Psychology – Psychology for Social Work practice - Sensory Process and Perception: Process of Perception - Learning: Classical Conditioning and Operant Conditioning - Memory: Sensory memory, Short-term memory, long term memory, forgetting, improving memory

**UNIT – II**

**(9 Hours)**

**Human Development:** Developmental Psychology - Meaning and principles of growth and development, heredity, environment and ecological influences – family and community - Brief outline of Human Development: Characteristics, developmental tasks, personal and social adjustments, vocational, family / marital adjustments and hazards in each stages such as: Prenatal period, infancy and babyhood - Childhood, Puberty & Adolescence - Adulthood – Middle Age and Old Age

**UNIT – III**

**(9 Hours)**

**Introduction to Society :Society:** Definition - meaning and characteristics - Culture: Definition, characteristics, structure, functions, reasons for cultural - development and cultural change, subculture, contra-culture. - Status & Role: Types and Characteristics - Social Stratification: Definition, Characteristics, Caste, Class & Race. Social Change: Meaning, Characteristics, Change

**UNIT – IV**

**(9 Hours)**

**Introduction to Groups :Groups** - Definition, Characteristics and Classification of Groups - – Primary groups and Secondary Groups - Social Interaction & Social Process: Competition, Co-operation, Conflict, Accommodation & Assimilation. - Socialization: Definition, Characteristics, Types and Agencies of Socializations -Theories of Socialization

**UNIT – V**

**(9 Hours)**

**Social Institutions: Types of Social institutions:** Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary Structural aspects - Norms, Values, Folkways & Mores - Family, Marriage, Education, Economy, Polity, Religion

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**Social Problems** - Major Social Problems in India- Causes and factors responsible for Social problems, Untouchability, Slavery, Domestic violence ,Dowry, Social Movements

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Vidya, Bhushan., Sachdeva, D.(2005). *Introduction to Sociology*. Allahabad: Kitab Mahal.
2. Haralambos. (2014). *Sociology: Themes and perspectives*. Harper Collins; Eight edition
3. Hurlock, Elizabeth B. (1996). *Developmental Psychology-a life span approach*. Tata New Delhi: Mcgraw-Hill Publishing Co.Ltd.
4. Shankar Rao, C. N. (2007). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S Chand & Co. Ltd.
5. MacIver, R.M., Page, C.H. (2000). *Society an Introductory Analysis*. New Delhi: Macmillan Publishers India

**Books for References**

1. Madan, G.R. (2002) .*Indian Social Problems*, Mumbai : Allied Publishers Pvt. Ltd
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) *Introduction to Psychology*. New Delhi: Tata Mc Graw-Hill book Co.
3. Ram Ahuja (2014)*Social Problems in India* ,Third Edition ,Rawat Publications
4. Rawat, H. (2007). *Sociology Basic Concepts*. Jaipur: Rawat Publications
5. Shah, G. 1990. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
6. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.
7. Elgin, F.H.& David, C.(2017),*Social Science- An Introduction to the Study of Society*. (13<sup>th</sup> ed.). Newyork: Pearson
8. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc

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**Web Resources**

1. [www.egyankosh.ac.in/handle/123456789/43](http://www.egyankosh.ac.in/handle/123456789/43)
2. <https://www.epw.in>
3. <https://onlinelibrary.wiley.com>
4. <https://www.frontiersin.org>
5. <https://sagepub.com>
6. <https://ir.inflibnet.ac.in>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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 SYLLABUS WITH EFFECT FROM 2023-2024

**SOCIETY AND HUMAN BEHAVIOUR**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432E1B	<b>SOCIETY AND HUMAN BEHAVIOUR</b>	<b>Elective Course – I</b>	<b>N</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Society and Psychology</b>									
<b>Learning Objectives</b>											
1	To understand basic social concepts in the context of changing social phenomenon										
2	To apply the concepts of Sociology in Social Work practice .										
3	To understand the basic concepts in Psychology and Understanding Human Behaviour										
4	To understand the realm of Social issues and its Socio- economic linkages and its link with human behaviour										
5	To analyse various dimensions of Social Problems and Sociological response to it										
6	To acquire social work knowledge and competencies										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : . To be aware of the concepts related to Sociology and Social Work

CO2 : To understand various patterns of Social Interaction, social processes and its dimensions

CO3: To understand the basic concepts in Psychology and Human Behaviour

CO4: To Understand Social Stratification and the impact of changing Societies

CO5: To understand various social issues and existing agencies of Social control.

CO6: To apply social work competencies to resolve Social problems

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Sociology and Social Work:** Introduction to Sociology and Social Work - Definition of Sociology, basic concepts- Society, Community Institution, Association - Meaning and Characteristics. Culture- Definition, characteristics and Cultural lag, Role of Culture in Society, Folk ways & Mores. Relationship between Social Work and Sociology and its Significance, Socialization- Meaning, theories of C.H.Cooley and G.H.Mead, Agencies of Socialization. Status and Role- Types & features

**UNIT – II**

**(9 Hours)**

**Social Interaction and Social process:** Social Interaction and Social process - Associative and Dissociative Process-types- Conflict, Competition, Accommodation, Assimilation - Characteristics, Similarities and Differences

**UNIT – III**

**(9 Hours)**

**Basic Concepts of Human Behaviour :** Introduction to Psychology: Definition and branches of Psychology – Psychology for Social Work practice - Sensory Process and Perception: Process of Perception - Learning: Classical Conditioning and Operant Conditioning - Behaviour- Definition –Biological basis of Behaviour ,Structure and Functions of the Nervous system, States of Mind-consciousness, hallucinations. Theories of Human Development, Developmental milestones.

**UNIT – IV**

**(9 Hours)**

**Social Institutions & Social Stratification:** Social Institutions - Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary- Characteristics and Significance. Social Stratification - Features, Caste, Class & Race- Changing trends, Power structure, Social Mobility, Modernization, Globalization, Sanskritization  
Social Change -Nature, characteristics factors and theories related to Social Change

**UNIT – V**

**(9 Hours)**

**Social Control:** Social Control-Agencies of Social Control, Conformity & Deviance Social Problems -Major Social Problems in India- Causes and factors responsible for Social problems, Untouchability, Slavery, Domestic violence ,Dowry, Social Movements.



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Case Studies: Some cases of real business world to supplement learning from the course.

**Text Books**

1. Elgin, F.H.& David, C.(2017),Social Science- An Introduction to the Study of Society. (13<sup>th</sup> ed.). Newyork: Pearson
2. Francis, Abraham, M. (2006). Contemporary Sociology. Oxford Oxfordshire: Oxford University Press
3. Madan, G.R. (2002) .Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd
4. Shankar Rao, C. N. (2007). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Co. Ltd.
5. MacIver, R.M., Page, C.H. (2000). Society an Introductory Analysis. New Delhi: Macmillan Publishers India

**Books for References**

1. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.
2. Haralambos. (2014). Sociology: Themes and perspectives. Harper Collins; Eight edition
3. Madan, G.R. (2002) .Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) Introduction to Psychology. New Delhi: Tata Mc Graw-Hill book Co.
5. Ram Ahuja (2014)Social Problems in India ,Third Edition ,Rawat Publications
6. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc
7. Rajendra K Sharma (2007), Social change and Social Control, New Delhi, Atlantic Publishers.
8. Shah, G. 1990. Social Movements in India: A Review of Literature. New Delhi: Sage Publications.
9. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.

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**Web Resources**

1. [www.egyankosh.ac.in/handle/123456789/43](http://www.egyankosh.ac.in/handle/123456789/43)
2. <https://www.epw.in>
3. <https://onlinelibrary.wiley.com>
4. <https://www.frontiersin.org>
5. <https://sagepub.com>
6. <https://ir.inflibnet.ac.in>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**ENTREPRENEURSHIP DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
432E2A	ENTREPRENEURSHIP DEVELOPMENT	Elective Course - II	45	-	-	-	3	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Interest and Basic Understanding in business</b>									
<b>Learning Objectives</b>											
1	To understand the concept of Entrepreneur and Entrepreneurship development in India.										
2	To acquire skills and techniques required for successful entrepreneur.										
3	To develop the ability to critically analyse scope and challenges of entrepreneurship.										
4	To develop and understanding about different schemes and program related to entrepreneurship in India.										
5	To identify the settings and fields to start up a social enterprise for social change.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, Entrepreneur and Entrepreneurship development in India.

CO2: To bring a change in the society by applying entrepreneurial tool.

CO3: To relate to theories of entrepreneurship development.

CO4 : To apply the competencies and skills of an entrepreneur in the field.

CO5: To demonstrate the use of different schemes and policies related to entrepreneurship for personal and professional development

CO6 : To create an enterprise to solve a social problem

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Entrepreneurship:** Meaning and concept of Entrepreneurship, Types of Entrepreneurships –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship. Evolution of term ‘Entrepreneurship, Factors influencing entrepreneurship’. Entrepreneurship development in India. Scope of entrepreneur development. Barriers to entrepreneurship

**UNIT – II**

**(9 Hours)**

**Entrepreneur types and characteristics:** Entrepreneur- definition, Types of Entrepreneurs – Social entrepreneur, Serial entrepreneur, Life style entrepreneur. Entrepreneurial characteristics. Stages in Entrepreneurial process. The changing role of the entrepreneur;

**UNIT – III**

**(9 Hours)**

**Theories of Entrepreneurship:** Influences on entrepreneurship development; External influences on entrepreneurship development; Women entrepreneurs: Challenges and achievements of women entrepreneurs.

**UNIT – IV**

**(9 Hours)**

**Social Entrepreneurship:** Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business and Social entrepreneur, Entrepreneurship and Social Entrepreneurship. Social Entrepreneurship in developing countries and in India.

**UNIT – V**

**(9Hours)**

**Entrepreneurship Development and Government:** Entrepreneurship as a tool for social change, Innovation and inventions, Skills of an entrepreneur Role of Central Government and State Government in promoting entrepreneurship with various incentives, subsidies, grants, programs, schemes and challenges. Government initiatives and inclusive entrepreneurial Growth.

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**Text Books**

1. Khanna, S. S., Entrepreneurial Development, S. Chand, New Delhi.
2. Kuratko, F. Donald, Richard M. Hodgetts, Entrepreneurship: Theory, Process, Practice, Thomson, 7<sup>th</sup> edition.
3. Robert A. Philips Margret BonefielRitesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
4. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009
5. Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources

**Books for References**

1. Desai, Vasant, Dynamics of Entrepreneurship: New Venture Creation, Prentice-Hall of India, New Delhi, Latest edition.
2. Holt H. David, Entrepreneurship: New Venture Creation, Prentice- Hall of India, New Delhi, Latest edition. Bornstein, David, how to change the world: social entrepreneurs and the power of new ideas New York, Ny: oxford university press, 2004
3. Patel, V. G., The Seven Business Crises and How to Beat Them, Tata McGraw-Hill, New Delhi, 1995.
4. Roberts, Edward B.(ed 2002.), Innovation: Driving Product, Process, and Market Change, San Francisco: Jossey Bass,
5. Zimmerer W. Thomas, Norman M. Scarborough (2007), Essentials of Entrepreneurship and Small Business Management, PHI,4 ed.

**Web Resources**

1. <https://www.iare.ac.in/>
2. <https://www.creditmantri.com/>
3. <https://startuptalkv.com/>
4. <https://www.yourarticlelibrary.com/>
5. <https://openstax.org/books/entrepreneurship/pages/14-1-types-of-resources>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>L</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**GREEN SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432E2B	<b>GREEN SOCIAL WORK</b>	<b>Elective Course - II</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Role of Social Worker in Environment</b>									
<b>Learning Objectives</b>											
1	To understand the concepts of Green Social Work, Ecology, Environment, and Energy resources.										
2	To analyse the impact of Globalisation, Industrialization, and Urbanization										
3	To enhance the knowledge on various issues on the environment										
4	To enable the professional social workers to understand the roles and responsibilities to protect the Environment.										
5	To gain knowledge about Environment and Management.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware of the concepts of Ecology, Environment and Green Social Work

CO2: To understand the causes of environmental issues and its adverse effects.

CO3: To apply the appropriate measures to control and reduce the issues.

CO4: To analyze the Environmental management systems and justice.

CO5: To implement the roles and responsibilities to preserve and protect our environment

CO6: To deal with environmental issues and apply suitable interventions

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**SYLLABUS**

**UNIT – I** **(9 Hours)**

**Basic Concepts:** Ecology, Environment, Environmental Justice, Climate change, Global warming, Green Transition, Ozone Depletion, biodiversity, deforestation & desertification – Meaning & Concept. Green Social Work - Definition, Importance, Challenges in implementing Green Social Work & GSWN (Green Social Work Network). Natural resources - Concept and types. Ecosystem – Concept, Functions & Types.

**UNIT – II** **(9 Hours)**

**Development and its adverse effects on Environment:** Technology, Industrialization, SEZ Urbanization and Globalization, Commercialization of Agriculture – changing land use patterns and the rural society. Construction of Dams and its consequences - Displacement, relocation and rehabilitation, Deforestation and Ecological Imbalance.

**UNIT – III** **(9 Hours)**

**Environmental Issues and Control measures:** Environmental Pollution: Causes, effects and control of pollutions: – Air, Water, Soil, Noise, Radioactive. Waste Management; Pollution - Air, Water, Soil, Noise and Solid waste Management.

Use of Non-conventional sources of Energy. The Environment Protection Act 1986 - Air Pollution Act 1987 – Water Pollution Act 1974, Wildlife Protection Act, Forest Conservation Act. National Environment policies, National green tribunal, Environment Issues in India.

**UNIT – IV** **(9 Hours)**

**Environment Action and Management:** Environmental conservation and preservation: Rio+20 & SDGs (6,7,11,12,13 &15). Paris Summit and its



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implications: Environment Management System: Traditional knowledge and practice: Environmental justice.

**UNIT – V**

**(9 Hours)**

**Role of Social Worker in Environment Protection and Preservation:**

Environment Ethics. Environmental Management: Role of Government and NGOs in environment protection and development. Green protocol, Green Social Work Initiatives. Promotion Environment Movements. The Chipko Movement, Narmada Bachao Andolan, Silent Valley Movement.

**Text Books**

1. Kaushik & Kaushik (2004) Perspective in Environmental Studies, 2ed. New Age International PLtd.
2. Agarwal S.K. 1993. Environmental protection, Himalaya Publishers, New Delhi.
3. Aradhana P.S. 1998. Environmental Management. Rajat Publishers. New Delhi.
4. Susila Appadurai. 2004. Environmental Studies. New Century Book House Publishers. Chennai.
5. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.

**Books for References**

1. Alka Verma (2015) Green Social Work Environmental Protection, Pentagon Press.
2. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London
3. Aravind Kumar. 2008. Environmental Resource Management. Daya Publishers. New Delhi:
4. Aray and Abbasi 1995. Urbanisation and its Environmental Impacts. New Delhi: Discovery
5. Asthana. D.K. 2001. Environmental Problems and solutions. S. Chand publishers.

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New Delhi.

6. Barrow CJ (2006) Environmental Management for Sustainable Development, Routledge Taylor & Francis Group
7. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.
8. Dominelli L(2012) Green Social Work: From Environmental Crises to Environmental Justice, Polity Press
9. GuhaRamchandra, 1991 The Unquietwoods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
10. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.
11. Maharajan V.S. 1986. Environment protection: challenges and Issues. Deep and Deep Publishers. New Delhi
12. Mohan I. 2002. Environmental Problems in 21stCentury. Anmol Publishers. New Delhi
13. Mohanty. S.K. 1997. Environment and pollution Law Manual. Universal Publishers. New Delhi.
14. Ravichand. M. 2007. Environmental Management. Concept Publishers. New Delhi.

**Web Resources**

1. <https://www.india.gov.in/official-website-ministry-environment-and-forests-0>
2. <https://moef.gov.in/en/rules-and-regulations/environment-protection/>
3. <http://www.indiaenvironmentportal.org.in/>
4. <http://www.envis.nic.in/>
5. <https://cpcb.nic.in/>
6. <https://www.aasw.asn.au/victoria/green-social-work-network>

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**LIFE SKILLS FOR SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432S1A	<b>LIFE SKILLS FOR SOCIAL WORK</b>	<b>Skill Enhancement Course – [SEC]-1</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Life Skills</b>									
<b>Learning Objectives</b>											
1	To learn about Life skills and Self.										
2	To understand the importance of communication & interpersonal relationships.										
3	To equip the student with higher order thinking.										
4	To help the students to handle emotions.										
5	To make the students face the challenges.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understand their strengths and weaknesses.

CO2: to be a socially competent person.

CO3: To apply life skills to handle situation effectively

CO4: To set Goals and achieve them successfully

CO5: To accomplish Self Competency and Confidence

CO6: To identify, analyse and health the situations using core life skills

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**SYLLABUS**

**UNIT – I**

**(6 Hours)**

**Life skills - Self awareness & Empathy:** Life Skills -Meaning, Significance and overview of WHO Life skills. Self awareness: Definition, concept of self, Techniques used for Self awareness- Johari window and SWOC analysis. Empathy: concept of empathy.

**UNIT – II**

**(6 Hours)**

**Communication and Interpersonal Skills:** Communication – definition, Types, channels and barriers. Transactional analysis. Interpersonal relationship – Definitions, factors affecting relationship, Steps to improve interpersonal relationship.

**UNIT – III**

**(6 Hours)**

**Creative and Critical Thinking:** Creative Thinking: Meaning, Concept, strategies to improve thinking. Critical Thinking: Meaning, Concept, strategies to improve thinking. Functions of Left and right Brain.

**UNIT – IV**

**(6 Hours)**

**Coping skills:** Coping with Stress: Definition, meaning, causes, reaction, types, stress Management. Coping with Emotions: understanding emotions, types, strategies to manage emotions. Importance of IQ and EQ. Resilience: Meaning and its importance.

**UNIT – V**

**(6 Hours)**

**Problem Solving and Decision Making:** Problem solving: concept, steps in problem. Decision making: Goal setting and Time Management, SMART Goals, steps in decision Making and techniques. Conflict: Meaning, Types and ways to resolve Conflict.

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**Text Books**

1. Dudhade B A (2016), Life Skills Education, Bookman Publishers
2. Mangal S.K. (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.
3. Mahajan G (2022) Life Skill Education, Shipra Publications
4. Mangal SK (2007), Essentials of Educational Psychology, Prentice Hall India Learning Pvt. Ltd.
5. Shalini Verma (2014); “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company

**Books for References**

1. Arvind M Nawale , 2018, An Introduction to Life Skills A Textbook for College Students
2. Gowra Mahajan, 2022, Life Skill Education, Shipra Publishers
3. Erin Murphy-Graham, Joan DeJaeghere, 2021, Life Skills Education for Youth,Critical Perspectives, Springer International Publishing
4. Joan De Jaeghere, Erin Murphy-Graham , 2021, Life Skills Education for Youth: Critical Perspectives
5. Larry James (2016); “The First Book of Life Skills”; First Edition; Embassy Books.
6. Saravanakumar, 2020, Life Skill Education Through Lifelong Learning, Lulu Pub.

**Web Resources**

1. <https://www.unicef.org/azerbaijan/media/1541/file/basic%20life%20skills.pdf>
2. [https://www.unodc.org/pdf/youthnet/action/message/escap\\_peers\\_07.pdf](https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf)
3. [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)
4. <http://www.essentiallifekills.net/>
5. [http://www.unicef.org/lifeskills/index\\_whichskills.html](http://www.unicef.org/lifeskills/index_whichskills.html)
6. <http://www.exforsys.com/career-center/life-skills.html>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**SKILLS FOR COMPETITIVE EXAMINATIONS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
432S2A	<b>SKILL FOR COMPETITIVE EXAMINATIONS</b>	<b>Skill Enhancement Course - II</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>To enhance the ability for Competitive Examination</b>									
<b>Learning Objectives</b>											
1	To enrich the knowledge about the various competitive exams.										
2	To understand various skills required for Competitive exam										
3	To enhance various soft skills to succeed the competitive examination										
4	To use the time effectively To become aware about the goals of life										
5	To enable them to develop aptitude and problem solving skills to win Competitive examinations.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To acquire Skills and knowledge for successful completion for competitive exam

CO2 :To enhance the attitudinal and aptitude skills

CO3: To enhance the student to improve their emotional intelligence and interpersonal skills.

CO4 : To motivate them for successful Goal setting and effective planning

CO5 : To impart skills for students about building logical reasoning and self-esteem.

CO 6: To strength their general knowledge and relevant knowledge for successful face their competitive examination



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**SYLLABUS**

**UNIT – I**

**(6 Hours)**

**Introduction of Competitive Examinations,** Basics of competitive exams, history, Purpose, objectives, types of competitive exams.

Skills for Competitive examination- Communication: Body Language, Presentation skills, Interpersonal Skills Time and Stress Management, Planning, Preparation, Focus group discussion- Preparation for a group discussion, Skills for effective participation, Non-verbal communication in group discussion, Types of group discussions.

**Interviews:** Developing an Interview Strategy, practicing for the Interview, During the Interview Stress Interviews, Traditional Interviews Writing Skills, Basics of writing, Writing paragraphs, Writing research articles and Report writing

**UNIT – II**

**(6 Hours)**

**Preparation Strategy for Competitive Exams:** Set S.M.A.R.T. Goals (Specific Measurable Achievable Relevant Time-Bound). Self Management vs Time Management Attend

Online/ Offline Classes Regularly, Revise on a Daily Basis, Solve Time-Bound Exercises, Mock

Tests & Model Papers, Raise Doubts or Questions if any, Choose Institutes/ Teachers Wisely

– Choose the books, study material and resources wisely, Get Concepts Clear, Focus- Solve Previous Year Question Papers, Be Regular, Well Planned & Disciplined.

**UNIT – III**

**(6 Hours)**

Intelligence, creativity, application, testing, assessment - Types, Reasoning Ability, and General Intelligence-Logical Reasoning or Verbal Reasoning, Non – Verbal Reasoning, Numbers, simplification, time and work, percentage, fraction, speed and distance, simple and compound interest, ratio and proportion, Quantitative, Aptitude and Data Interpretation-Word Problems, Graphs (Bar, Line, Pie chart, etc.), Simplification

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**UNIT – IV**

**(6 Hours)**

Listening, Problem Solving, thinking out of the Box, Teamwork, Being Independent, Decision Making, Be Organised, Positive Attitude, Collaboration, Understanding Learning Style, Reading. **Emotional Intelligence skills:** Self Awareness, self-Regulation, Social Skills, Empathy. Motivation.

Spatial and perceptual abilities, situation reaction test, Memory and inductive reasoning, Logical reasoning, Coding and Decoding, Direction Test, Syllogism, English Language/ Verbal Ability, Comprehension,

**UNIT – V**

**(6 Hours)**

General Awareness and Current Affairs- General Knowledge/ Statistics Daily News, History Geography, Politics, Banking Awareness Computer Knowledge

**Text Books**

- Verbal & Non-Verbal Reasoning by R.S. Agarwal
- A Modern Approach to Reasoning by R.S. Agarwal
- A New Approach to Reasoning: Verbal & Non-Verbal by B.S. Sijwali and Indu Sijwali
- Analytical Reasoning by M.K. Pandey
- Multi-Dimensional Reasoning by Dr. Lal
- Reasoning for Competitive Exams by Nishit K. Sinha

**Quantitative Aptitude:**

- Quantitative Aptitude by R.S. Agarwal
- Quantitative Aptitude for Competitive Exams by R.S. Agarwal
- Data Interpretation by Arun Sharma
- Objective Mathematics for Competitive Exams by Tarun Goyal

**General Awareness:**

- India Year Book by Publications Division
- Manorama Yearbook
- Banking Awareness by Arihant Publications
- Daily Newspapers for Current Affairs

**Computer knowledge:**

- Objective Computer Knowledge by Kiran Prakashan

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- Computer NCERT Class IX, X, XI & XII

**Books for Reference**

1. Current Affairs by Arihant Experts (suggested for IBPS (PO / Clerk), NDA/CDS, SSC (CGL & 10+2), Railways & other state-level competition exams)
2. Current Affairs for Competitive Examination by Disha Experts (suggested for UPSC, SSC, Banking, Insurance, Railways, Engg. Services and AFCAT, etc.)
3. Speedy Current Affairs 2022 by Spark Publications (suggested for UPSC, SSC, Railways, etc.)
4. Drishti Current Affairs Today by Drishti Publications (suggested for UPSC, State PSC, SSC CGL, etc.)
5. Manorama Year Book 2022 by Malayala Manorama Co. Ltd. (suggested for SSC, Bank Clerk, Civil Services Examination, state PCS, etc.)
6. India Yearbook – Publications Division Government of India (suggested for Railways, SSC, Banking, TET, etc.)
7. Pratiyogita Darpan (Magazine) by Upkar Prakashan publications (suggested for SSC CGL, SSC CHSL, UPSC, State PSC, etc.)

**Web Resources**

- [pib.gov.in](http://pib.gov.in)
- [mea.gov.in](http://mea.gov.in)
- [mha.gov.in](http://mha.gov.in)
- [lawmin.gov.in](http://lawmin.gov.in)
- [rbi.org.in](http://rbi.org.in)
- [socialjustice.nic.in](http://socialjustice.nic.in)
- [indiaculture.nic.in](http://indiaculture.nic.in)
- [india.gov.in](http://india.gov.in)
- [newsonair.com](http://newsonair.com)
- [darpg.gov.in](http://darpg.gov.in)
- [ipcc.ch](http://ipcc.ch)
- [prsindia.org](http://prsindia.org)

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**RURAL COMMUNITY DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3A	<b>RURAL COMMUNITY DEVELOPMENT</b>	<b>Core Course – IX</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Rural Development</b>									
<b>Learning Objectives</b>											
1	The students are able to understand the issues prevailing in rural areas										
2	The students will be able to invent solutions for better rural development.										
3	To understand the rural development and panchayat Raj of both State and central										
4	The rural development programme makes students to understand the socio economic conditions of rural folk.										
5	To gain competencies needs for rural community development social workers										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1 : Define the rural areas, rural economy and development and issues or Rural Development in general and address them through various development strategies.											
CO2 : Acquaint the knowledge on social political structure, economic structure, economic											
CO3: Explain the rural local self-governance namely Panchayat Raj Institutions and its role in planning and development of rural areas											
CO4: Elucidate the role of government, non-government and role of social workers in rural development.											
CO5: To understand the suitable intervention for rural development.											
CO6 : To apply the various application of social work methods in solving the rural problems.											

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Rural economic structure:** Principles of Rural Economic Development, Planning the Rural Development. Agriculture, Nature, Type of Agriculture, Subsistence, Commercial Agriculture, Rural Horticulture, Dairying. Land use – Land Holding, Land Reforms Marginal Lands. Poverty, BPL families, Agricultural laborers and Social Security. Agricultural Finance – Need for Agricultural Finance, Sources of Agricultural Finance Kisan Credit card, the role of NABARD in Rural Development. Agricultural Marketing – Marketing of Agricultural produces, Cooperative Marketing.

**UNIT – II**

**(12 Hours)**

**Rural Socio – Political Institutions and Processes:** Society and Social Structure, Social Mobility, Social Changes, Caste Structure. Rural Literacy, causes for Low Literacy Rate, Corrective measures to increase the literacy in rural area. PRI's the Grama Panchayats and Power and Functions, Decentralized Governance Impact of Decentralized Governance on Rural Development.

**UNIT – III**

**(12 Hours)**

**Concept of Village, Settlement pattern, Factors for pattern of settlement.** The Problem of Housing, Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private). Nirmala Grama, Rural Electrification- Adhesiveness' and targets. Community Buildings- Hospitals, Schools, Community Halls etc.

**UNIT – IV**

**(12 Hours)**

**Rural development programmes in India :** Concepts, approaches and strategies of Rural Development, Philosophy of Rural Development - A.T. Masher, Mahatma Gandhi and Lenin. Experiments in Rural Development. Rural development programmes in india: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2005: Deen Dayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM): Pradhan Mantri Gram Sadak Yojana (PMGSY): Pradhan Mantri Awas Yojana – Gramin: Pradhan Mantri

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Adarsh Gram Yojana (PMAGY): Saansad Adarsh Gram Yojana (SAGY): National Rurban Mission (NRuM): The National Social Assistance Programme (NSAP) Mission Antyodaya.

**UNIT – V**

**(12 Hours)**

**Rural administration:** Rural development administration in local, block, state and national level. civil society and rural development; The World Bank, other International agencies and the NGO's NGO's and paradigm shifts – their implications on Education, Women Empowerment, Health, Disaster management, Girl Child and Weaker Section. Role of information communication technology and rural development; Role of Communication in Rural Development, Channels of Rural Development Support Communication. 73rd amendment and its Salient features; structure of PRIs Social work application and role of social worker in rural community development

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Gupta K. R. (2010) Rural Development in India, Atlantic; Latest edition (1 January 2010); Atlantic Publishers & Distributors Pvt Ltd, ISBN-13 : 978-8126913930
2. Madhusudan Ghose, & A.K (2013) Rural Development in India – Challenges and Prospects, Serials Publications, New Delhi, ISBN: 978-8183875929
3. Katar Singh (2009) Rural Development: Principles, Policies & Management Sage Publication, ISBN:978-81-8387-592-9
4. Sagar Mondal (2012) Text Book of Rural Development Entrepreneurship and communication skills, Kalyani Publishers, ISBN: 978-93-272-2069-8.
5. Shankar Rao, (2000), Sociology., S.Chand & Company, New Delhi., 6th Edition.

**Books for References**

1. Agarwal, Bina. 1994. A Field of One's Own; Gender and Land Rights in South Asia. Cambridge University Press. New Delhi.
2. Breman, Jan. 1974. Patronage and Exploitation; Changing Agrarian Relations in South Gujarat. University of California Press. Berkeley.
3. Breman, Jan. 1985. Of Peasants, Migrants and Paupers; Rural labour Circulation and Capitalist Production in West India. Oxford University Press. Delhi.

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4. Chandrasekhar.Y.K, (2011), Rural Development Administration in India., Mohit Books International.
5. Debarshi Mukherjee, Rajes Chatterjee, Sudkhina Mitra ( 2022) Rural Livelihood Development of Tripura: An MGNREGS Experience, Kaveri Books, New Delhi ISBN: 978-81-955493-0-6.
6. Goel, Shalini and Rajneesh, (2000), Panchayati Raj in India- Theory and Practice. Deep and Deep Publications.
7. Maheswari.S (1985) Rural Development in India - A Public Policy Approach, New Delhi: Sage
8. Subhakantha, Mohapatra, (2000), Planning for Integrated Area Development., Rajat Publications.

**Web Resources**

1. <https://drdpr.tn.gov.in/>
2. <https://www.yourarticlelibrary.com/india-2/rural-development/7-major-rural-development-policies-of-india/66724>
3. <https://www.vedantu.com/civics/rural-administration-in-india>
4. <https://www.ijert.org/research/problems-of-rural-system-in-india-need-for-addressing-them-in-rural-development-planning-IJERTV9IS110119.pdf>
5. [https://nrega.nic.in/Nregahome/MGNREGA\\_new/Nrega\\_home.aspx](https://nrega.nic.in/Nregahome/MGNREGA_new/Nrega_home.aspx)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**HUMAN RESOURCE MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3B	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>Core Course – IX</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Management and Industry</b>									
<b>Learning Objectives</b>											
1	To inculcate the knowledge on Human Resource Management.										
2	To understand the various sub-system of Human Resource Management										
3	To gain competencies needed for Human resources professional										
4	To develop the methods for the Human Capital Development.										
5	To enhance the knowledge of the process and recent trends in Human Resource Management.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To aware an in-depth knowledge on the process of Human Resource Management.

CO2 : To understand the suitable interventions on Human Resource Management practice.

CO3: To articulate the budding HR Professionals to meet the challenges in the Industries in the modern era.

CO4: To analyse the appropriate methods for the human capital development and retention of employees.

CO5: To evaluate the recent trends and advances in Human Resource Management.

CO6 : To adapt the future perspectives of Human Resource Management in Global business world.

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Management and Human Resource Management :** *Management:* Concept, Principle Functions and Management Gurus. *Human Resource Management:* Concept, Definitions, Scope and objectives. Organization Structure and Function – Line and staff relations of Human Resource Management. HR Business Partnering, Qualities and Role of HR Manager.

**UNIT – II**

**(12 Hours)**

**Human Resource Planning and Talent Acquisition :** *Human Resource Planning:* Concept and objectives and Process. Job Analysis, Job Description, Job Specification, Job Design and Job Enrichment. Career planning and Career paths; Job rotation. Talent Acquisition, Talent Development and Talent Engagement.

**UNIT – III**

**(12 Hours)**

**Recruitment and Selection :** *Recruitment* - Concept, Meaning, Objectives, Sources and Process. Employment terms Recruitment Policy. *Selection* - Concept, Meaning and Objectives. Selection Process, Psychometric Assessment. Induction, Placement, probation and confirmation. *Compensation Management:* Salary Structure and Components of Compensation. Factors influencing compensation plans and policies. Types of Pay. Job Evaluation – Fixation of salary, Components of Salary. Pay for performance – Incentive Schemes, Principles and Types, Employees Stock Option Plan, compensation survey/ Review. Types of Employee Categories.

**UNIT – IV**

**(12 Hours)**

**Human Capital Development :** *Learning and Development:* Concept, objectives, steps and Process - Types of Training Methods: On-the Job and Off-the Job. Training need analysis – competencies: Expectation Vs Actual, Identifying gaps. Developmental Needs for current and future jobs. HR Compliances. *Performance Appraisal System:* Concept, Objectives and

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Importance – Methods of Performance Appraisal: Traditional and Modern Methods. *Talent Retention and Separation*: Attrition: Concept and Factors influencing Attrition. Transfer: Concept and Types. Talent Retention: Concept, importance and strategies. Separation: concept and methods of Separation – Exit Interviews: Need and Importance. Voluntary Retirement Scheme.

**UNIT – V**

**(12 Hours)**

**Recent Trends and Advances in Human Resource Management :** *Recent Trends in Human Resource Management*: Artificial Intelligence (AI) and Machine Learning, Employee Wellness Programmes, Learning Management System (LMS), Fluid Task Management with Gig Economy, Work From Home (WFH). *Advances in Human Resource Management* : Corporate Social Responsibility, Benchmarking, Balanced Scorecard, Six Sigma, Kaizen, 5 S Method, Human Resource Accounting and Auditing, Human Resource Information System, Business Process Reengineering, Total Productivity Maintenance (TPM), Total Quality Management (TQM), International Organization for Standardization (ISO), Human Resource Management in Global Perspective, Future of Human Resource Management.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Bernadin John H, 2012, Human Resource Management, New York :McGraw Hill.
2. Dwivedi. R.S, 2009, A Textbook of Human Resource Management, New Delhi, Vikas Publication House Pvt Ltd
3. Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
4. Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
5. Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.

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**Books for References**

1. Andrew J. Dubrin, 2012 Essentials of Management, New York: Thomson Southwestern
2. Chatterjee, Bhaskar 1999 The Executive Guide to Human Resource Management, New Delhi: Excel Books.
3. Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
4. Gary Dessler, 2018, Fundamentals of Human Resource Management, Noida, Pearson Publications.
5. Gary Dessler and Biju Varrkey, 2020, Human Resource Management, Noida, Pearson Publications.
6. Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
7. Mathur, B.L.,1989 Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arihant Publishers.
8. Monir Tayeb. 2007, International Human Resource Management. New York : Oxford University Press.
9. Pareek, Udai and Rao, T. V, 1982, Designing and Managing Human Resources, New Delhi, Oxford & IBH.
10. Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.
11. Rudrabasavaraj, M. N. 1986, Cases in Human Resource Management, Bombay: Himalaya Publishing House.
12. Sandra M. Reed, Dave Ulrich, 2017, A Guide to the Human Resource Body of Knowledge, New Jersey, John Wiley & Sons Publishing Company.
13. Singh PN 1992, Developing and Managing Human Resource, Mumbai, Suchandra Publications.

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**Web Resources**

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

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**MEDICAL SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3C	<b>MEDICAL SOCIAL WORK</b>	<b>Core Course – IX</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of health and Social Work</b>									
<b>Learning Objectives</b>											
1	To equip students by imparting knowledge to understand the concept, definition, objectives, of Medical Social Work.										
2	To apply the models of Health care while working at micro, mezzo and macro level.										
3	To acquire skills and techniques required for medical social worker, values and ethics of professional social work.										
4	To develop the ability to critically analyse problems of patients and caregivers in health setting.										
5	To identify the settings and fields for the practice of medical social work.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, history, scope and trends in Medical Social Work.

CO2: To Identify, analyse, and implement evidence-based interventions for patients and care givers.

CO3: To Critically choose and implement health care models in the practice setting to achieve the goals of medical social work

CO4: To analyse competencies and skills required for medical social worker in different setting.

CO5: To create and implement empirically-based interventions in a multidisciplinary setting.

CO6: To demonstrate ethical values and able to articulate patients' rights in health care setting

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Introduction to Medical Social Work:** Medical Social Work: Definition, Concept, objectives. Historical Development of medical social work in India and abroad. Trends & Scope of Medical Social work practice in India. Organisation and administration of Medical Social Work in hospitals

**UNIT – II** **(12 Hours)**

**Understanding Patient and illness behaviour:** Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps. Concept of patient as a person. Patient as a whole, Sick role and illness behaviours. Impact of illness on the patient and caregivers. Hospitalization of patient – impact on family. Concept and Impact of long-term hospitalization on the patients and their families.

**UNIT – III** **(12 Hours)**

**Healthcare Models:** Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health Alternative System of Health - AYUSH. Health Education: Concept and Principles, Models, Methods and Techniques.

**UNIT – IV** **(12 Hours)**

**Medical Social Work Department :** Organization and administration; Functions, Public relations in hospital, Medical Social Work in relation to other disciplines, Multidisciplinary approach and teamwork; Medico-Legal issues, Euthanasia, Organ Transplant. Patient's Rights and Medical Ethics in health care.

**UNIT – V** **(12 Hours)**

**Medical social work practice in different settings:** Role of medical social worker in Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Community Health, Geriatric Department, Pediatric Department and Oncology department. Rehabilitation: Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative care, Hospice and Convalescent care.

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**Text Books**

1. Brandell, J R (1997). Theory and Practice of Clinical Social Work, London: Free Press
2. Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
3. Dowding & Barr, (2002) Managing in Health Care, Pearson Education Ltd. London.
4. Park and Park, 23 rd (Ed), 2015 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
5. Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
6. Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London.

**Book for References**

1. Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS
2. Bajpai P.K. (ed.). (1997). Social Work Perspectives in Health. Rawat Publications. Delhi.
3. Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
4. Bradshaw & Bradshaw, (2004) Health Policy for Health Care Professional, Sage Publications, New Delhi.
5. Beder, J. (2006). Hospital social work: The interface of medicine and caring. New York, NY: Routledge.
6. D'Ambruso, S. (Ed.) (2006). Handbook of social work in health and aging. New York, NY: Oxford University Press.
7. Egan, M. (2010). Evidence-based interventions for social work in health care. New York, NY: Routledge.



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8. Field M.(1963).Patients are people-A Medical-Social Approach to Prolonged Illness, Columbia University Press, New York.
9. Gehlert, S., & Browne, T. A. (Eds.). (2006). Handbook of health social work. New York, NY: Wiley.Gambrill.E. (1997). Delhi Social work in the 21st century, Pine for gepress,New Delhi.
10. GolsteinD.(1955),Expanding horizons in medical social work,The University of Chicago Press, Chicago.
11. Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.

**Web Resources**

1. <https://mgcub.ac.in/>
2. <https://rmlh.nic.in/>
3. <https://www.tandfonline.com/>
4. <https://www.ncbi.nlm.nih.gov/pmc/>
5. <https://www.sweducarebd.com/>
6. <http://www.pitt.edu/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>

**S – Strong**

**M – Medium**

**L - Low**

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**TRIBAL DEVELOPMENT IN INDIA**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3D	<b>TRIBAL DEVELOPMENT IN INDIA</b>	<b>Core Course – X</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Tribal Development</b>									
<b>Learning Objectives</b>											
1	To train ‘development organizers’ for working with tribal communities.										
2	To improve adequate skills to prepare and implement integrated development plan & projects for tribal Communities										
3	To Enhance knowledge in Multi Media for development of the tribal people.										
4	To develop understanding of good governance in the field of tribal development.										
5	To develop trainees as competent change agent in the field of tribal development										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : Understanding of tribal communities and its organisation.

CO2 : Discuss about the problems primitive communities’ various problems.

CO3 : Helps to understand the contribution of tribal activists and reformers and impact of tribal movements on tribal policy.

CO4: It will help students to prepare with required skills as a tribal development facilitator

CO5:To analyses the role of multimedia for the development of the people

CO6: To adopt the future perspective of Tribal development in India

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Tribal Concepts:** Organisation & Culture: Tribal Concept, Meaning & Identity Meaning, definition and characteristics of tribe. Concept of tribe from various perspective – British perspective, Indian perspective, tribal own perspective. Constitutional Meaning of tribe. Tribal Organisations Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Tribal Culture Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals Literature and Art, Life philosophy in cultural practices.

**UNIT – II**

**(12 Hours)**

**Tribal Problems:** Economic Issues Land alienation & Agriculture Poverty & indebtedness Unemployment, Infrastructural Issues Habitat and settlement Basic Civic Amenities Transportation & communication. Access to Forest. Political issues such as political participation, Tribal self-rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anaemia and sickle cell anaemia. Superstitions, addiction, isolation.

**UNIT – III**

**(12 Hours)**

**Tribal Development Policies, Programmes & Movements:** Historical perspective of tribal policy, National and international policies ‘Panchshil’ philosophy as strategy for implementation and its impact on tribal policy Constitutional identity. Historical glimpses of tribal movements in India. Impact of tribal movements on tribal policy. Contribution of tribal activists: Birsa Munda, Tantya Bhil, Ambar singh Maharaj. Contribution of Tribal reformers: ThakkarBappa, Dr. B.D Sharma, Verrier Elvin, Godavari Parulekar. Prevention violation and protection of Tribal Rights. United Nations Declaration of Rights of Indigenous people. ILO Convention 107 and 169 on rights of Indigenous people.

**UNIT – IV**

**(12 Hours)**

**Tribal Governance:** Governance Meaning, Need and Scope of Governance Inter-relationship of Governance and Development Characteristics of Good Governance History of tribal

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governance, Institutions in Tribal Governance National Commission on Scheduled Tribe. National Council for Tribal Welfare. TRIFED Autonomous Councils. Tribal Advisory Councils Panchayati Raj Institutions & PESA Civil Society Organisations: Forms, level of participation.

**UNIT – V**

**(12 Hours)**

Social Work Methods in tribal development: Skills of working with Individual: Individual: Intake & engagement Fact gathering & assessment Planning & Contracting Intervention & Monitoring Evaluation & Termination. Skill for working with group: Skill for working with group: Understanding group dynamics. Group identification or formation. Problems solving or group development. Focus group observation skills Use of various activities Observation & techniques of recording. Skills in community work. Rapport building. Identification of needs. Resource mobilisation. Programme planning. Programme Management. Recording Encouraging community participation Mobilising community action.

Communication Skill Definition & Concept Process, channels & types of communication Qualities essential in an effective development facilitator. Use of Audio – Visual media Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc. Use of Social Networking & Social Media. Professional and Training skills.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Amita Shah ,Jharna Pathak( 2015), Tribal Development in Western India, ISBN 9781138095977.
2. Arvind Kumar (2005) Tribal Development & Planning , ISBN-13 : 978-8126119660.
3. Gowri Lakshmi G M, C Esther Buvana, (2020) A Study on Tribal Development Administration in Tamil Nadu, LAP Lambert Academic Publishing, ISBN-10 : 6202530332, ISBN-13 : 978-6202530330
4. Patil R.R, (2020) Tribal Development in India: Challenges and Prospects in Tribal Education, SAGE Publications Pvt. Ltd
5. Srinivasa Rao V (ed.) Challenges of Tribal Development: Contemporary Social Concerns, Rawat Publication, ISBN 978813161186

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**Books for References**

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission: Fifty-Five Years of Planned Development and Social Sector",
2. Amitabha Sankar, Dasgupta (1990), Samira Frontiers of Social Anthropology, Gyan Books PVT LTD Delhi.
3. Chahar, S.S. (Ed.) (2005), Governance of Grassroots Level in India, New Delhi: Kanishka
4. Gare G M, (1974), Social Change, Among the tribal of western Maharashtra.
5. Mishra, G. P. and Bajpai, B. K. (2001). Community Participation in Natural Resource Management, Delhi: Rawat Publications
6. Mohanty P K, (2006), Encyclopaedia of scheduled Tribes - Gyan PVT LYD.
7. Ranjit Toppo (2007), Dynamics of Tribal Migration in India; Xavier Institute of Social Service, Ranchi, ISBN: 81-904112-2-5
8. Sachindra Narayan, (2002). The Dynamics of Tribal Development Issues and Challenges Gyan Books PVT LTD Delhi
9. Singh K S, (1972), Tribal situation in India, Indian Institute of Advanced Study, Simla
10. Vidarthi L P (1976). Tribal culture of India, Concept publishers New Delhi

**Web Resources**

1. <https://www.jstor.org/stable/23619351>
2. <https://trifed.tribal.gov.in/home>
3. [https://tribal.nic.in/WriteReadData/sentionOrder/201512301001182101476scan0013\\_Part2.pdf](https://tribal.nic.in/WriteReadData/sentionOrder/201512301001182101476scan0013_Part2.pdf)
4. <https://www.drishtias.com/summary-of-important-reports/xaxa-committee-on-tribal-communities-of-india>
5. <https://tribal.nic.in/>

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**LABOUR LEGISLATIONS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
532C3E	<b>LABOUR LEGISLATIONS</b>	<b>Core Course – X</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Resource Management</b>									
<b>Learning Objectives</b>											
1	To learn the basic features of Labour Legislations										
2	To understand the significance of the working of labour laws in various sectors										
3	To acquire skills pertaining to the application of labour laws in industries										
4	To develop a perspective to update the latest legal amendments pertaining to labour										
5	To enhance the skills of understanding the various case laws										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To identify the significance of labour legislations in human resource management

CO2: To apply the knowledge of labour legislations to regulate the working conditions in the industrial sector

CO3: To apply the knowledge and skills of implementing the wage legislations

CO4: To implement the knowledge of social security legislations

CO5: To analyse and apply the legislations pertaining to Industrial Relations

CO6: To evaluate the working of the legislations in the State of Tamil Nadu

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Labour Legislation:** History of labour legislations in India; Labour in the Indian constitution; Industrial jurisprudence; Industrial law as distinguished from Common law.

**UNIT – II**

**(12 Hours)**

**Legislations pertaining to working conditions:** The Factories Act, 1948. Industrial Employment (Standing Orders) Act, 1946. Apprentices Act, 1961. Contract Labour (Regulations and abolition) Act, 1970

**UNIT – III**

**(12 Hours)**

**Wage Legislation and Social Security Legislations:** Payment of wages Act, 1936. Minimum wages Act, 1948. Payment of Bonus Act, 1965. Workmen's Compensation Act, 1923. Employee's State Insurance Act, 1948. Employee Provident fund and miscellaneous provisions Act. Maternity benefit Act, 1961. Payment of Gratuity Act, 1972

**UNIT – IV**

**(12 Hours)**

**Industrial Relations Legislations:** Trade Unions Act, 1926, Industrial Disputes Act, 1947

**UNIT – V**

**(12 Hours)**

**Labour Legislation in Tamilnadu:** Tamil Nadu shops and establishments Act, 1947. The Tamil Nadu catering establishment Act, 1958. Tamil Nadu Labour welfare fund Act, 1972. The Tamil Nadu Industrial establishments (National and Festival Holidays) Act, 1958.

**Text Books**

1. Blanpain, R. (2001). Labour law, human rights and social justice. The Hague: Kluwer Law Intl.



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2. Kapoor, N, D. (2001). Elements of Industrial Law. New Delhi: Sultan Chand and Sons
3. Kumar, H.L. (2003). Labour Law (2ndEds). New Delhi: Universal Law Publishing Pvt Ltd.
4. Padhi. P.K (2010). Labour and Industrial Laws. New Delhi. PHI
5. Tripathi, P.C. (1998). Industrial Relations & Labour Laws. New Delhi, Sultan Chand Publication

**Books for Reference**

1. Ajay, Garg. (2012). Labour Laws One Should Know. New Delhi: Nabhi Publishing House
2. Blanpain, R. (2004). Comparative Labor Law and Industrial relations in Industrialized Market. Kluwar law Intl.
3. Conaghan, J., Fischl, R. M., & Klare, K. (Eds.). (2004). Labour law in an era of globalization: Transformative practices and possibilities. New Delhi. Oxford University Press
4. Grogan, J. (2007). Collective labour law. Juta and Company Ltd.
5. Kumar, H. L. (2013). Labour Laws Everyone should Know. New Delhi: Universal Law Publishing
6. Kumar, H.L. (1997). Employees Rights under Labour Laws. New Delhi: Universal Law Publishing Pvt Ltd.
7. Malik, P. L. (1999). Industrial Law, Vol 1 (18thEds). Lucknow: EBC Publishing Pvt Ltd.
8. Sharma, A. M. (2000). Industrial Jurisprudence and Labour Legislation. New Delhi. Himalaya Publishing House
9. Sinha, P. R. N., InduBala, Sinha, and Seema, Priyadarshini, Shekhar. (2006). Industrial Relations Trade Unions and Labour Legislation(8thEds). New Delhi: Dorling Kindersley India Pvt Ltd.
10. Tripathi, P.C., Gupta, C. B., and Kapoor, N.D. (2009). Industrial Relations and Labour Law (4thEds). New Delhi: Sulthan Chand and Sons

**Web Resources**

1. <https://labour.gov.in/list-enactments-ministry>
2. [https://www.icsi.edu/media/webmodules/Labour\\_Laws&\\_Practice.pdf](https://www.icsi.edu/media/webmodules/Labour_Laws&_Practice.pdf)
3. <https://www.mgkvp.ac.in/Uploads/Lectures/47/1424.pdf>
4. <https://www.shrm.org/shrm-india/pages/simpliance.aspx>
5. <https://www.whatishumanresource.com/employment--labour-laws-in-india>

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**MENTAL HEALTH AND PSYCHIATRIC DISORDERS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3F	<b>MENTAL HEALTH AND PSYCHIATRIC DISORDERS</b>	<b>Core Course - X</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Mental illness and Assessment</b>									
<b>Learning Objectives</b>											
1	To acquire in-depth knowledge on Mental Health and Mental illness.										
2	To understand the attitudes and belief pertaining to mental illness										
3	To impart skills on psychiatric assessment										
4	To acquire knowledge of the phenomenology, symptomatology, and treatment of Common Mental Disorders.										
5	To acquire knowledge in legislation related to mental health.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understand the concept of Mental Health

CO2: To evaluate the client using psychiatric assessment tools

CO3: To know the various mental health issues in the community

CO4: To apply the phenomenology, symptomatology, and treatment of common mental disorders.

CO5: To use legislation appropriate to Mental Health related issues.

CO6: To effectively identify Mental Disorders

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Concept of Mental Health:** Normality & Abnormality, Concept of Mental Health, History of Psychiatry, Mental Health in India, Biopsychosocial Model. Socio-cultural factors in Psychiatry. Magico-religious practice

**UNIT – II** **(12 Hours)**

**Psychiatric Assessment:** Psychiatric Interviewing - Case History Taking and Mental State Examination, Psycho-Social and Multidimensional Assessment, Use of Mental Health Scales in assessment. Disability Assessment (IDEAS).

**UNIT – III** **(12 Hours)**

**Common Mental Disorders & Classification:** Classification of mental Disorders – ICD 10, DSM V, ICF. Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Neurocognitive Disorders, Personality Disorders, Schizophrenia, Bipolar and related disorders and Depressive Disorders

**UNIT – IV** **(12 Hours)**

**Neurotic stress related disorders other disorders:** Anxiety Disorders, Dissociative & Somatoform Disorders, Eating disorders, Elimination disorders, Conduct Disorders, Sleep- Wake Disorders, Sexual disorders, Substance-related and Addictive Disorders, Neurodevelopmental disorders

**UNIT – V** **(12 Hours)**

**Legislations related to Mental Illness:** Mental Health Care Act 2017, Rights of Persons with Disabilities (RPWD) Act 2016, Narcotic drugs and Psychotropic Substances Act 1985.

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**Text Books**

1. American Psychiatric Association, 2013, Diagnostic and Statistical Manual of Mental Disorders DSM-5
2. Ahuja Niraj (2011), A short textbook of psychiatry, 7<sup>th</sup> Edition, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
3. Coleman, & James, (1996). *Abnormal Psychology Modern Life*. Mumbai: TaraporeVala and Sons.
4. Francis, Abraham P. (Ed.) (2014) *Social Work in Mental Health – Areas of Practice, Challenges & Way Forward*. Sage.
5. Kaplan, Harold, I., & Sadock, B.J., (1989). *Comprehensive Text Book of Psychiatry*. London: Williams & Wilkins, Baltimore.

**Books for References**

1. American Psychiatric Association (1994). *Diagnostic Criterion from DSM-IV*. Washington DC: American Psychiatric Association
2. Bhugra, Gopinath., & Vikram Patel., (2005). *Handbook of Psychiatry- A South Asian Perspective*. Mumbai: Byword Viva Publishers Pvt. Ltd.
3. Diagnostic Criteria for Research, AITBS Publishers and Distributors, Delhi
4. Kapur, M., (1995). *Mental Health of Indian Children*. New Delhi: Sage Publications.
5. Mane, & Gandevia., (1998). *Mental Health in India: Issues and Concerns*. Mumbai: Tata Institute of Social Sciences.
6. Mangal S.K(2015), Abnormal Psychology, Sterling Publishers (p) Ltd, New Delhi.
7. The ICD-10 Classification of Mental and Behavioural disorders (2004), A.I.T.B.S. Publishers & Distributors, New Delhi.

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**Web Resources**

1. <https://www.who.int/classifications/icd/en/bluebook.pdf>
2. <https://cdn.website.editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf>
3. Hand\_Book-Guide\_to\_Mental\_Health\_for\_Social\_Worker.pdf
4. [http://nhm.gov.in/images/pdf/programmes/NMHP/Training\\_Manuals/Hand\\_Book-Guide\\_to\\_Mental\\_Health\\_for\\_Social\\_Worker.pdf](http://nhm.gov.in/images/pdf/programmes/NMHP/Training_Manuals/Hand_Book-Guide_to_Mental_Health_for_Social_Worker.pdf)
5. <https://courses.lumenlearning.com/abnormalpsychology/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**FIELD WORK – III**

**COMMUNITY DEVELOPMENT SPECIALIZATION**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3G	<b>FIELD WORK-III</b>	<b>Core Course – X1</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of the community development specialization</b>									
<b>Learning Objectives</b>											
1	To know and understand the functions of an agency.										
2	To study and comprehend the agency's goals, policies and philosophy										
3	To understand and analyze the person in the environment										
4	To gain professional interventions skills.										
5	To improve the skills in documentation.										
<b>COURSE OUTCOMES:</b>											
CO 1: Understanding the different types communities and their issues.											
CO 2: knowing the different kinds of NGOs working for the different kinds of communities in solving the problem in the person environment context.											
CO 3: Interrupt the theoretical knowledge with the activities of social work agencies.											
CO 4: Discuss the roles, characteristics and skills of a student trainee in field work agencies.											
CO5: Develop expertise in proposal writing, research and evaluation.											
CO6: Help the students to identify various avenues of job placement and equip themselves with the right employability competency.											
CO6: Understanding the Corporates role in the development of the communities.											

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**Duration : 24 Days**

**Tasks:**

**Administrative set up of Panchayati Raj Institutions (PRIs)**

Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.

Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.

Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.

Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.

Identify/ study/ explore the rural problems covering the following aspects:

- a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
- b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit).

**The problem as perceived by the i) rural community/ village /client system ii) rural local body iii) field work agency and iv) professional social work trainee**

**Feedback and Evaluation:**

1. The students will be evaluated based on their contribution and participation in the agencies activities.
2. Detailed report on the community where they worked.
3. Report writing and documentation
4. Attendance (Field work and conferences attended by the trainee.
5. Internal & external Viva Vice examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**FIELD WORK - III**

**HUMAN RESOURCE MANAGEMENT (Manufacturing Sector)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C3H	<b>FIELD WORK -III</b>	<b>Core Course – X1</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Resource Management</b>									
<b>Learning Objectives</b>											
1	To understand the business profile of the industries										
2	To observe the practice of current trends in HR										
3	To familiarize with Labour Legislations										
4	To practically understand the concept of Industrial Relations and to acquire the related competencies										
5	To observe the application of various Labour welfare measures										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1: To integrate the classroom learning with field work practice - the knowledge related to types of employees, recruitment, selection, induction and placement, time office, bio- metric etc. in the industry											
CO2: To understand the application of the different types of labour welfare measure and the current trends in HR practices											
CO3: To demonstrate the knowledge and the skills of HRM, IR, and work as a HR professional in interdisciplinary teams											
CO4: To apply and practice in projects of the organization on employees' motivation, employees' absenteeism, collective bargaining and the role of trade unions											
CO5: To assess the concept of industrial relations and familiarize with labour legislation towards supportive business environment											
CO6: To develop the competencies required for the practice of Human Resource Management											

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**Guidelines**

**Duration : 24 Days**

**MANUFACTURING/ IT SECTOR**

**Objectives:**

1. To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career
2. To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings.
3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career.

**Tasks:**

4. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles
  5. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day
  6. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail
- The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.

**EVALUATION**

The students will be evaluated based on their contribution and participation in the agency's activities

Detailed report on the settings where they worked.

Report writing and documentation

Attendance (Field work and conferences attended by the trainee)

Internal & External Viva Voce Examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SEMESTER III**  
**FIELD WORK FOR MEDICAL SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst · Hrs	Marks		
									C I A	External	Totall
532C3I	FIELD WORK	Core Course XI	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of different medical setting</b>									
<b>Learning Objectives</b>											
1	To know and understand the functions of hospital										
2	To make the students aware of different settings for Medical Social Work.										
3	To understand and analyze the role of person and patient in the environment										
4	To train the students on Community based rehabilitation services. And provide professional intervention skills.										
5	To improve the skills to work in health setting.										

**COURSE OUTCOMES:**

CO 1: Understanding the different types of health issues.

CO 2: knowing the different kinds of NGOs working for the different kinds of communities in solving the problem in the personal environment context.

CO 3: To be able to understand the role of social worker in health setting.

CO 4: Evaluate the role, characteristics and skills of a social work and critically evaluate the same.

CO5: Develop theoretical expertise and knowledge in health setting.

CO6: Understanding the role of multidisciplinary team in a hospital.

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**Guidelines**

**Duration : 24 Days**

- Field work orientation on structure of the programme
- Explaining the skills is required for social workers in health care setting.
- Identification of the field of interest to develop the aptitude for the same.
- To understand the Structure and functions of administration in Medical Setting
- To identify the role of Medical Social Work
- Identify the needs of the patients and caregivers in hospital
- Applying their skill in Medical Social Work.
- Apply the theoretical knowledge for solving the problems of clients and application of Medical Social work practice.
- Case study analysis and apply problem solving and strength based approach

**EVALUATION**

The students will be evaluated based on their contribution and participation in the agency's activities

Detailed report on the settings where they worked.

Report writing and documentation

Attendance (Field work and conferences attended by the trainee)

Internal & External Viva Voce Examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**URBAN COMMUNITY DEVELOPMENT**

Course Code	Course Name	C at eg	L	T	P	S	Credits	Inst . Hrs	Marks		
									CI A	Extern al	Tota l
532C4A	URBAN COMMUNITY DEVELOPMENT	Core Course – XII	Y	-	-	-	4	6	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>To learn the recent trends in urban Community Deployment</b>									
<b>Learning Objectives</b>											
1	To facilitate the students to have broader understanding about various aspects of Urban Community										
2	To Enhance students' knowledge on the available government policies and programmes.										
3	To enrich the knowledge of the students on Urban local administration in India										
4	To enable the students to improve analyzing skills of the urban community development Programmes										
5	To enhance the knowledge of the process and recent trends in urban Community Deployment										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To know various theories on urbanization, urban life, problems and development

CO2: To enable the students to practice the values and principles of urban community development

CO3: To learn urban local administrative structure and programmes for urban development and evaluate solutions for issues in Urban Community

CO4: to critically analyze the growth and development of urban areas, the related problems and the challenges

CO5: To acquire the skills to work with the urban community, and develop and implement

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programmes with them.  
CO6 : Enable to practice Social Work Method in Urban Community

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Urban Community: Concept and Theories:** Definition, Concept, Objectives and Historical background; **Urban Community Development:** Approaches, Principles, Process and Methods; Welfare extension projects of Central Social Welfare Board; **Urban Development Planning;** Town and Country Planning Act 1971, Importance of Community planning and Community participation in Urban Development; **Role of Community Development Worker;** Application of Social Work Method in Urban Development.

**UNIT – II**

**(12 Hours)**

**Urban Problems in India:** Population Density, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Sub urban issues and problems. **Urban Poor:** Cause and Conditions of Sub-standard Settlements (Slum), National Slum Development Programme, Displacement and Rehabilitation. **Government Policies:** Total Sanitation Policy, Poverty Alleviation Programme, Migration, Eviction, Resettlement and Adaptability. UN Standards on all the above issues.

**UNIT – III**

**(12 Hours)**

**Urban Community Development:** Meaning, Scope and Models. Urban Development Policy and Programmes, Trends in Town and Country Planning. Emerging patterns of urban social stratification in India, Early Development Interventions: SPARK Mumbai, People project of Action Aid, Oxfam – Urban Project, Delhi Pilot Project-Critical Analysis of a Planned Experiment, Urban Programmes in Five Year Plans, Historical Analysis of Government Programmes on Urban Community Development, NULM and recent urban infrastructure programme,

Barriers to Urban Community Development. Urban development Institutions- Roles and Functions, Urban Renewal Missions in India

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**UNIT – IV** **(12 Hours)**

**Administrative Structure and Governance:** Urban Municipal Administration- structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74<sup>th</sup> Constitutional Amendment, Governance and citizen's participation. E-Governance in Urban Development, National Urban Information System (NUIS).

**UNIT – V** **(12 Hours)**

**Policies and Programmes:** Housing for the urban poor – policy and practice in developing countries. Major National Missions: JNNURM (AMRUT), Housing for all 2022. Institutions and Government departments: CMDA, TNHB, TNSCB, CMWSSB. Commissionerate for Town and Country Planning. Urban training Institutions: TNIUS, NIUA. Role and skills of Community Development Worker in Urban Community Development. Mechanisms to address Urban Social concerns: 108 service, Women helpline, Child helpline.

**Text Books**

1. Bhattacharya, 2006, Urban Development in India: Since Pre-historic Times, Concept Publishing Company, New Delhi
2. Nagpaul, Hans, 2005, Social Work in Urban India, Rawat Publications, Jaipur
3. Patel, A.K., Dubey. M. V., Urban Social Work, Crescent Publishing Corporation, New Delhi
4. Singh, U.B. (2004) Urban Administration in India, New Delhi: Serial Publication
5. Thudipara. Z. Jacob, 2007, Urban Community Development, Rawat Publications, Jaipur

**Books for References**

1. Bhattacharya, S. N. Community Development- An Analysis of the Programme in India. Kolkata: Academic Publisher
2. Chahar, S.S (ed) (2005) Governance of Grassroots Level In India, New Delhi: Kanishka Publishers
3. Naik. N.T.K., Rahman, S. Mansoor, Urbanization in India, Serials Publications, New Delhi
4. Singh, Amita (Editor) (2005) Administrative Reforms (Towards sustainable practice) New Delhi: Sage Publications

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5. Ram Ahuja, 2009, Sociology In India- Concepts, Theories & Recent Trends, Rawat Publications

**Web Resources**

1. <http://mohua.gov.in/>
2. <http://egyankosh.ac.in/bitstream/123456789/39212/1/Unit-3.pdf>
3. <https://vikaspedia.in/social-welfare/urban-poverty-alleviation-1/schemes-urban-poverty->
4. Page 57 of 122M. S. W. 2021-22 onwards - University Departments - Annexure No.76(A)
5. SCAA DATED: 23.06.2021alleviation
6. <https://www.scribd.com/doc/21976896/Understanding-Urbanization-Urban-Community-Development>
7. [http://mospi.nic.in/sites/default/files/Statistical\\_year\\_book\\_india\\_chapters/local%20bodies.Pdf](http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/local%20bodies.Pdf)
8. <http://vidyamitra.inflibnet.ac.in/index.php/search>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**SYLLABUS WITH EFFECT FROM 2023-2024**

**INDUSTRIAL RELATIONS AND EMPLOYEE WELFARE**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4B	<b>INDUSTRIAL RELATIONS AND EMPLOYEE WELFARE</b>	<b>Core Course - XII</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Industrial relations and Employee Welfare</b>									
<b>Learning Objectives</b>											
1	To Understand Contemporary Industrial relations practices										
2	To be aware of the challenges faced by workers in various industries										
3	To apply the knowledge of employer- employee dynamics and the role of various stakeholders concerned with industrial relations										
4	To be aware of Industrial disputes, Prevention and settlement.										
5	To Learn about Employee welfare measures										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To be aware of the concept and evolution of Industrial Relations

CO2 : To understand the mechanisms behind IR scenario in India.

CO3: To understand the role of various stakeholders in maintaining peaceful Industrial Relations in India .

CO4: To analyse various statutory and Non statutory employee welfare measures .

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CO5: To evaluate various approaches to Employee welfare

CO6 : To apply social work methods in delivering Employee welfare services

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Industrial Relations:** *Industrial Relations:* Background to Industrial Relations- Scope, Evolution and Development, Approaches and forms of Industrial relations in India.

**UNIT – II**

**(12 Hours)**

**Mechanism of Industrial Relations:** *Mechanism of Industrial Relations:* Collective Bargaining, Joint Management Councils, works committee, Workers Participation in Management, Grievance handling procedures.

Industrial Disputes: Factors, Forms, Trends, Prevention and Settlement, Role of State and Central Labour Administration, Strikes and Lockouts

**UNIT – III**

**(12 Hours)**

**Industrial Relations machinery in India:** *Industrial Relations machinery in India:* Conciliation, Arbitration and Adjudication, Code of discipline- Recent trends, Role of Government, Employers and Trade Unions in maintaining Industrial Relations.

**UNIT – IV**

**(12 Hours)**

**Employee Welfare:** *Employee Welfare:* Concept, principles, scope, theories, approaches and philosophy of employee welfare, Areas of Employee Welfare, Statutory welfare programmes, Non-statutory welfare programmes

Major problems experienced by employees ; Migration, wages, poor housing, absenteeism, employee turnover, tardiness Alcoholism, diseases, accidents and Working conditions

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**UNIT – V**

**(12 Hours)**

**Practice of Employee Welfare: *Employee Welfare:*** Occupational health and safety -concept, challenges. Roles, functions and appointment of of the Labour Welfare Officer- Workers awareness Programs.

Need and application of Social Work methods in delivering employee welfare services, new paradigms in Employee welfare.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Dwivedi. R.S (1997) ‘Human Relations & Organisational Behaviour’, Macmillan India Ltd, New Delhi
2. Joseph, Jerome (2004) Industrial relations: Towards a new theory of negotiated connectedness, New Delhi: Response Books
3. Malhotra O.P (1985). Industrial Disputes Act 1947, Lucknow: East law book company
4. Mamoria C.B. and Mamoria. Satish (1998)‘Dynamics of Industrial Relations’, Himalaya Publishing House, New Delhi
5. Paul Edwards (2009)Industrial Relations: Theory and Practice, 2nd Edition

**Books for References**

1. Ratna Sen, (2003)‘Industrial Relations in India’, Shifting Paradigms, Macmillan India Ltd., New Delhi
2. Rosen bloom Jerry(2014) The Handbook of Employee Benefits -Health and Group Benefits,7th Edition,Mc Graw Hill
3. Sarma. A.M (2014),Employee Welfare and Social Security,Himalaya Publishing House.
4. Saxena, R.C. (1961). Labour Problems and Social Welfare, Meerat: Jaiprakashnath and company
5. Srivastav, K.N (1954). Industrial Peace & Industrial Relations Allahabad:Kitab Mahal

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6. Srivastava (2000) 'Industrial Relations and Labour laws', Vikas, 4th edition.
7. Subba Rao.P., (2010) Essentials of Human Resource Management and industrial Relations: Text, Cases and Games
8. Venkata Ratnam.C.S., 'Globalisation and Labour Management Relations', Response Books, 2001.

**Web Resources**

1. <https://www.researchgate.net>
2. <https://labour.gov.in>
3. <http://www.ignou.ac.in>
4. <https://www.ilo.org>
5. <https://www.greythr.com>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**PSYCHIATRIC SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4C	<b>PSYCHIATRIC SOCIAL WORK</b>	<b>Core Course - XII</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Psychiatric Social Worker in special settings</b>									
<b>Learning Objectives</b>											
1	To aware on historical development of psychiatric Social Work										
2	To understand the social Work models and methods.										
3	To gain indepth knowledge on Psychiatric hospitals.										
4	To understand the role of Psychiatric Social Worker in special settings.										
5	To acquire knowledge and skill in the practice of Community Psychiatry and Rehabilitation										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To compare international Psychiatric Social Work standards and adopt suitable standards.

CO2: To apply methods of social work among psychiatric patients, family and people with mental illness.

CO3: To understand Psychiatric Hospital

CO4: To identify the role of social worker in clinical practice and help accordingly

CO5: To demonstrate high knowledge and skill as a Psychiatric Social Worker.

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CO6: to formulate and design community mental health programs to address issues of mental health among communities

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Psychiatric Social Work:** Psychiatric Social Work- Definition, Scope, Psychiatric Social Work as a field of Social Work in India. Current trends in Psychiatric Social Work, Changing trends in Psychiatric Social Work, Historical Development of Psychiatric Social Work in U.K., U.S.A. and India.

**UNIT – II**

**(12 Hours)**

**Social Work models and Methods:** The concept of psychiatric patient, Family and Mental Illness. Diagnosis in Psychiatric Social Work. Multi-Dimensional Approach, Psychosocial Education in Psychiatric Social Work, Models in Psychiatric Social Work. Social Case Work, Social Group Work and Family Therapy in Psychiatric setting.

**UNIT – III**

**(12 Hours)**

**The Psychiatric Hospital as a Social System:** Partial hospitalization. Concept of Milieu Therapy & Therapeutic Community, Admission Pattern, Vocational training Program (Industrial Therapy). Role of Psychiatric Social Worker in multidisciplinary team in inpatient & outpatient setting, (General Hospital Psychiatry)

**UNIT – IV**

**(12 Hours)**

**Psychiatric Social Work practice in special settings:** Day Hospitals, Child Guidance Clinic, Epilepsy Clinic, Adolescent Clinic, Mental Health Clinics, Geriatric Clinics. Deaddiction clinic, Crisis Intervention clinics, School Mental Health, Family Counselling Centre, Industrial setting.

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**UNIT – V**

**(12 Hours)**

**Rehabilitation and Community Psychiatry:** Rehabilitation in Psychiatry; Concept, Principles, Process & Programmes, Role of Psychiatric Social Worker in Rehabilitation, Concept of Community Psychiatry and Community based Rehabilitation, Rehabilitation of Chronic Mentally ill Patients. Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes, National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation. Health Mission. National Alliance, Supportive, Advocacy. Challenges and limitations in Psychiatric Social Work Practice, Innovations and trends in Psychiatric Social Work

**Text Books**

1. Park & Park. (2003). Textbook of preventive and social medicine.
2. Revised School Health Manuel, 2010, Central Board of Secondary Education.
3. Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication.
4. Verma, Ratna, (1991). Psychiatric Social Work in India. Sage Publications, New Delhi
5. Francis, Abraham P.(2014), Social Work in Mental Health – Areas of Practice, Challenges & Way Forward, Sage Publications

**Books for References**

1. Daver, Bhargavi, (1999). Mental Health of Indian Women, Sage Publications, New Delhi
2. Daver, Bhargavi, (2001). Mental Health from a Gender Perspective. Sage Publications, New Delhi
3. Dhanda, Amita, (1999). Legal Order and Mental Disorder. Sage Publications, New Delhi
4. Kapur, Malavika, (1997). Mental Health in Indian Schools. Sage Publications, New Delhi
5. Online Manual NIMHANS Training Manuel for Psychologists, 2016, National Mental Health Programme and National Institute of Health and Family Welfare, New Delhi.
6. WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.
7. World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems

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**Web Resources**

1. [www.who.org](http://www.who.org)
2. <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
3. <https://www.apa.org/pubs/journals/abn/index>
4. <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
5. <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
6. <https://www.journals.elsevier.com/mental-health-and-physical-activity>
7. <http://learnmem.cshlp.org/>
8. <https://journals.sagepub.com/toc/SPP/7/1>
9. <https://www.sciencedirect.com/journal/personality-and-individual-differences>
10. <https://onlinelibrary.wiley.com/journal/19383703>
11. <https://www.india.gov.in/topics/health-family-welfare>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**NGO MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4D	NGO MANAGEMENT	Core Course - XIII	60	-	-	-	5	6	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of NGO Management</b>									
<b>Learning Objectives</b>											
1	To deliver the application for organisation development										
2	To impart necessary skill for the management of organizations										
3	To provide an understanding of the policies and procedures involved in establishing and maintaining Non-governmental organisation										
4	To inspire students to adopt a critical perspective on NGO management										
5	To provide an understanding about legal aspects of NGO management.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : Classify the fundamentals of Management and distinguish between Profit and Non-Profit organisations.

CO2 : Explain the different legislations for Non-profit organisation.

CO3: Describe the NGO Registration procedure and identify how to run the NGOs effectively.

CO4: Prepare the fund raising techniques and develop proposal writing skills.

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CO5: Critically analyse and understand the key issues and challenges facing NGOs.

CO6 : Apply a variety of tools to the development of NGO structure, personnel management, and other key areas in NGO management.

**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Fundamentals of Management:** Introduction Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Leading, Controlling and Coordination), Levels of Management – Top, Middle and low level and Market). Managerial skills: Conceptual, Technical and Human Relation Skills. Introduction to NGO management: Concepts, History and Characteristics and categories of NGO and Difference between the profit and non-profit organisation.

**UNIT – II**

**(12 Hours)**

**NGO Registration Procedure:** Memorandum and Article of Association, Formation of NGO as Trust, Formation of NGO as Society and Formation of NGO under section 25 of Company act, Foreign contribution (regulation) Act & amendment rules 2022.

**UNIT – III**

**(12 Hours)**

**Governance of NGOs:** Principles for NGOs Management, Governing Body, Resolution, Minutes, AGBM, and Organizational Culture. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

**UNIT – IV**

**(12 Hours)**

**Management of NGO:** Strategic planning: Vision, Mission, Goal, Objective and activities. Project planning of the organisation, monitoring and evaluation of the project, Project Proposal writing, Daily Monthly, Quarterly, Annual Report, Research Report, Training Module Design

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**UNIT – V**

**(12 Hours)**

**Funding for NGOs & Role of NGOs:** 1 Internal Source of Fund, External Source of Fund, Foreign Source and FCRA and Funding Under CSR Income tax exemption for NGO. Role of NGO in national development.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. David Lewis (2014) Non-Governmental Organisation, Management & Development, Routledge, ISBN-13 : 978-0415816502
2. [Laila Brenner & Darian Rodriguez Heyman](#) (2019), Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals, Wiley; 2nd edition, ISBN-13 : 978-1119585459
3. Nabhi Board of Editors (2020) HB for NGOs an Encyclopaedia for Non Govt. Organisation & Volunt, ISBN: 8172747657
4. Puri V.K, (2010) Handbook on Formation and Management of NGOs & NPOs, JBA Publishers, ISBN: 9789380082295
5. [Snehlata Chandra](#), ( 2003), Guidelines for NGOs Management in India, Kanishka Publishers Distributors, ISBN: 8173916039, 9788173916038

**Books for References**

1. Clark, John, (1991) Voluntary Organisations: Their Contribution to Development. London, Earth Scan.
2. Drucker, Peter, (1993) Managing the NGO: Principles and Practices, New Delhi: Macmillan Publication.
3. Julie Fisher, (2003) Governments, NGOs and the Political Development of the Third World, Jaipur: Rawat Publications.
4. Kandasamy, M., (1998) Governance and Financial Management in Non-Profit Organizations. New Delhi: Caritas India.
5. Lawant, B. T., (1999) NGOs in Development. Jaipur: Rawat Publications
6. Nabhi, (2005), Handbook of NGOs Publication New Delhi, ISBN-13 : 978-8172749644
7. Natani Shobha (2011) Non-Government Organization-Management and Structure, Prism Publication Jaipur

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**Web Resources**

1. [https://pria-academy.org/pdf/ngom/NGOM\\_1.pdf](https://pria-academy.org/pdf/ngom/NGOM_1.pdf)
2. [https://www.researchgate.net/publication/341089166\\_INTRODUCTION\\_TO\\_NGO\\_MANAGEMENT\\_Compiled\\_Lecture\\_Notes](https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes)
3. <https://vakilsearch.com/online-ngo-registration/start-ngo-india>
4. <https://www.pkpconsult.com/setting-up-ngos.html>
5. [https://www.researchgate.net/publication/341089166\\_INTRODUCTION\\_TO\\_NGO\\_MANAGEMENT\\_Compiled\\_Lecture\\_Notes](https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**ORGANISATIONAL BEHAVIOUR & ORGANISATION DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4E	<b>ORGANISATIONAL BEHAVIOUR</b>	<b>Core Course – XIII</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of how people work in Organizations.</b>									
<b>Learning Objectives</b>											
1	To enrich the knowledge about the basics of people management in Organizations										
2	To apply techniques of working effectively with people										
3	To understand the causes of conflict in Organisations and ways to manage them										
4	To understand the factors that motivate people at work										
5	To acquire knowledge on Organizational Change and resistance to Change										
6	To identify the latest trends in Organizational Development										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To be aware of the relation between various disciplines and Organizational Behaviour

CO2 : To be aware of the concept of Individual and group behaviour in Organizations

CO3: To apply suitable theories and models of Motivation to enhance the work motivation of People in Organizations

CO4: To analyse the competencies and skills required for overcoming resistance to change in Organizations

CO5: To identify the skills required for Interventions in Organizational Development

CO6: To understand latest trends in Organizational Development

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Organizational Behaviour:** *Organizational Behaviour* - Definition, Scope, Approaches to Organizational Behaviour, Foundations & Contributing disciplines to OB

History of OB, Hawthorne Studies, Human Relations Movement, Models of OB, Importance of Organizational Behaviour, Relevance of OB in Social Work. Challenges involved in the application and practice of OB.

Current Trends in OB Practices: Quality of Work Life, Just-in-time (JIT), 5S model, Six Sigma and Lean Six Sigma, Total Productivity Management, Total Quality Management.

**UNIT – II**

**(12 Hours)**

**Human Behaviour at Work:** *Individual behaviour*, Attitudes and values; Perception ;concept, process, errors and applications; Personality concept, determinants, theories and applications; Group behavior – concept, types of group, group development, group dynamics; Teams – types, creating effective teams.

Organizational Conflict-concept, sources, types, management; Organizational power and politics, Behavioral changes in individuals and teams.

**UNIT – III**

**(12 Hours)**

**Motivation at Work :** *Motivation* - Meaning, Theories of Motivation –Maslow’s Hierarchy of Needs, Herzberg’s Two factor Theory, McGregor’s Theory X and Theory Y, Alderfer’s ERG Theory Systems Theory, Emotional quotient at Work. Stress and anxiety management. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale. Job Satisfaction, Organizational Citizenship Behaviour

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**UNIT – IV**

**(12 Hours)**

**Organizational change:** *Concept of Organizational Change*, resistance to change, managing resistance to change, Lewin's three step model of change, Stress – sources, consequences and management.

Organizational culture and climate – Factors affecting organizational climate – Organizational processes and structure & design

**UNIT – V**

**(12 Hours)**

**Organizational Development :** *Concept of Organizational Development*- Definition, theories and practice: Organizational Development and Organizational Behaviour, OD Intervention techniques: Sensitivity Training. Quality Circles. Survey Feedback, Management of change. Individual behaviour, Foundations of individual behaviour.

*Case Studies: Some cases of real business world to supplement learning from the course.*

**Text Books**

1. Ahuja K.K. (1990) Organization Behaviour, Kalyani publication, New Delhi
2. Bhonsle, Y.B. (1999). Personnel Management Indian Scene. Mumbai: Deborah Prayer House.
3. Frence, Wendell and Cecil (1995). Organisation Development. New Delhi: Prentice-Hall of India Ltd.
4. Ghorpade M.B. (1980) Industrial Psychology, Himalaya publishing house, Mumbai
5. Ghosh P.K. and Ghorpade M.B. (1991) Industrial and Organizational Psychology, Himalaya publishing house, Mumbai

**Books for References**

1. Gilmer (1961) Industrial Psychology, McGraw hill, London
2. Gupta, Ananda Das (2014). Organizational Behaviour design, Structure and Culture: Biztantra
3. Margie Parikh and Rajan Gupta (2010), Organizational Behavior, Tata McGraw Hill Education Private Limited

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4. Sinha Durganand (1992) Studies in Industrial Psychology, Sriram Mehar and co, Agra
5. Stephen P. Robbins (2002) Organizational Behaviour, Pearson education Asia New Delhi
6. Udai Pareek ( 2010) Understanding Organizational Behavior, Second Edition, Oxford University Press

**Web Resources**

1. <http://www.tmv.edu.in/pdf>
2. <http://www.ignou.ac.in>
3. <https://www.researchgate.net>
4. <https://onlinelibrary.wiley.com>
5. <https://www.frontiersin.org>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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 SYLLABUS WITH EFFECT FROM 2023-2024

**CLINICAL SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4F	<b>CLINICAL SOCIAL WORK</b>	<b>Core Course - XIII</b>	<b>60</b>	-	-	-	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of health and lifeline settings</b>									
<b>Learning Objectives</b>											
1	To create awareness on clinical Social Work in different settings.										
2	To equip students by imparting knowledge to understand the concept, definition, objectives, of Clinical Social Work.										
3	To acquire core competencies required for clinical social worker, values and ethics of professional social work.										
4	To develop the ability to critically analyse problems of people in distress and provide intervention for better wellbeing.										
5	To identify the scope and challenges of different clinical social work setting										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To be aware about the concept, history, scope and trends in clinical Social Work.

CO2: To articulate skills to conceptualize, undertake evidence-based practice in different clinical settings.

CO3: To Critically analyse the problematic situations and to find workable means to resolve them

CO4: To analyse competencies and skills required for clinical social worker in different setting.

CO5: To create and implement empirically-based interventions in a multidisciplinary setting.

CO6: To demonstrate ethical values and clinical standards as per NASW in all clinical settings

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**SYLLABUS**

**UNIT – I** **(12 Hours)**

**Introduction to Clinical Social Work:** Clinical social work: Meaning & Definition, Goal & Objectives, Scope, Historical development, concepts underlying clinical social work practice. Emerging trends in clinical social work in India and abroad

**UNIT – II** **(12 Hours)**

**Ethics and standards in clinical social work:** NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.

**UNIT – III** **(12 Hours)**

**Clinical social work practice among target groups: Children and adolescents** - life skills education, student enrichment programme, counselling cell - training program for students, Health Education. **Families** - pre-marital counselling, family life education, family and marital enrichment, parenting training program **Elderly** – socialising, isolation and loneliness, psychological adjustment

**UNIT – IV** **(12 Hours)**

**Psychosocial Interventions in clinical settings:** Skills required for clinical social worker in assessment, diagnosis, rehabilitation planning, vocational evaluation, breaking bad news, drug adherence, handling distress, emotional problems, addiction, absenteeism, work life balance, suicidal ideation and micro skills in prevention.

**UNIT – V** **(12 Hours)**

**Clinical social work in various settings:** Clinical Social Work practice in educational setting, child welfare agencies, Family Counselling centres, short stay, Respite care, Destitute homes, correctional institutions, general hospital settings, de-addiction centers, adoption centres, counselling services in corporate and industrial setting

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**Text Books**

1. Austrian S G (2000). *Mental Disorders, Medications, and Clinical Social Work*, New York: Columbia University Press.
2. Brandell, J R (1997). *Theory and Practice of Clinical Social Work*, London: Free Press
3. Elizabeth M. Vonl, Tony Tripodi, Irwin Epstein (2006). *Research Techniques for Clinical Social Workers*, Columbia University Press.
4. Jerrold R. Brandell (2014) *Essentials of Clinical Social Work*, Sage Publications, Ltd
5. Meyer, C. H. (1983) *Clinical Social Work in an Ecological Systems Perspective*, New York, Columbia University Press

**Books for References**

1. Cameron, M. & King Keegan, E. (2010). *The common factors model: Implications for transtheoretical clinical social work practice.*
2. Aboud, F.E. (1998). *Health psychology in global perspective*. USA: Sage Publications
3. Turner, K. (2009). *Mindfulness: The present moment in clinical social work.* *Clinical Social Work Journal.*
4. Cameron, M. & King Keegan, E. (2010). *The common factors model: Implications for transtheoretical clinical social work practice.*
5. Groshong, Laura W (2009), *Clinical Social Work Practice and Regulation : an overview.*, Clinical Social Work Association.

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**Web Resources**

1. <https://www.socialworkers.org/Practice/Clinical-Social-Work>
2. <http://gaswin.tripod.com/>
3. <https://nimhans.ac.in/>
4. <https://gacbe.ac.in/images/E%20books/Handbook%20of%20Health%20Social%20Work.pdf>
5. [https://www.clinicalsocialwork.eu/wp-content/uploads/2015/01/CSW\\_2\\_2014.pdf](https://www.clinicalsocialwork.eu/wp-content/uploads/2015/01/CSW_2_2014.pdf)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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 SYLLABUS WITH EFFECT FROM 2023-2024

**SOCIAL WORK PRACTICE IN PROJECT MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4G	<b>SOCIAL WORK PRACTICE IN PROJECT MANAGEMENT</b>	<b>Core Course - XIV</b>	Y	-	-	-	4	4	25	75	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Project Management</b>									
<b>Learning Objectives</b>											
1	To enhance students to understand the concepts and importance proposal writing										
2	To equip students with specific skills and techniques to management of project and implementing the project.										
3	To enable the students to understand the format in Project.										
4	To understand the significance of funding organisations.										
5	To provide knowledge on the evaluation of projects.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understanding of Project proposal writing and its process of implementation.

CO2: To acquire project proposal writing skills to work effectively implement various programmes to community.

CO3 : To develop the ability to understand Project and its implications.

CO4: To have an appropriate knowledge towards effective Donor Management and NGO Management.

CO5: To strengthen the monitoring and evaluation skills.

CO6 : To demonstrate the skills for the management of Project

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Project proposal:** Concept, meaning, objectives. Types of projects proposals, steps in proposal writings, need and importance of proposal

**UNIT – II**

**(12 Hours)**

**Introduction to project Management: concept,** objectives, principles, scope, importance and methodology; micro and macro level planning; project dimensions: identification and formulation; detailed project report (DPR); project appraisal: technical, economic and financial feasibility; participatory development (participatory planning and participatory rural appraisal (PRA), participatory management and participatory evaluation).

**UNIT – III**

**(12 Hours)**

**Project Needs and Design-** Categories of social needs, Exploring variety of issues (political, social and cultural). Assessing key issues affecting communities, Assessing how project can change livelihoods, Creating Logical Framework. **Project Organisational Structure-** Governing body, Assembling project team, Stakeholder identification, **Project Planning-** Project schedules, Project activities, Assessing project risks, Rolling wave planning

**UNIT – IV**

**(12 Hours)**

**Planning and Management of Project Implementation:** activity planning, network analysis, monitoring of development projects: management information system, project evaluation: programme evaluation and review technique (PERT) and critical path method (CPM); resource mobilisation: techniques of fund raising; statutory requirements for the formation of society and trust; foreign contribution regulation act; special provisions related to income tax exemption for development organisations

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**UNIT – V**

**(12 Hours)**

**Project Evaluation and NGO Management:** Project Evaluation- introduction, process, evaluation ethics-Planning for Evaluation Evaluation Assessment -Identifying & Working with Stakeholders- Evaluation design and methods and basic tools used in project evaluation and social audit- cost effectiveness, policy analysis and Reporting evaluation findings  
Management of NGOs- Non-Profit Organizations: Types & Characteristics- Structure of nonprofit organizations, organizational culture and effectiveness- Models of Organizational Development and Human Resource and Financial Management in non-profit organizations.  
Social Work Competencies for NGO management.

**Text Books**

1. Chaudhuri. Tribal Development in India, Inter India Pub. 1981
2. Patel, Mahendra Lal. Planning strategy for tribal development. Vol. 111. Inter-India Publications, 1984.
3. Rajeeva. An Introduction to the Tribal Development in India, International.1988
4. Ramana, Rao DVV. "Tribal Development." (1992).
5. Singh, J. P., and N. N. Vyas. Tribal development: past efforts and new challenges. Himanshu Publications, 1989.

**Books for References**

1. Thakur, Devendra, ed. Tribal Life in India: Industrialisation in tribal areas. Vol. 4. Deep & Deep Publications, 1994..
2. Moorthy, R. V (2002). Project Management. Masters Publication
3. Roy, Sam, M (2002), Project Planning and Management, Focussing on Proposal writing. The Catholic Health Association of India
4. Vasant, Desai (1977), Project Management: Preparations, Appraisal, Finance and Policy. Delhi: Himalaya Pub. House
5. Gary Spolander, Linda Martin (2012), Successful Project Management in Social Work and Social Care , Jessica Kingsley Publishers

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**Web Resources**

1. <https://www.grin.com/document/262937>
2. <https://corporatefinanceinstitute.com/resources/management/project-evaluation-review-technique-pert/>
3. [https://www.ilo.org/eval/Evaluationpolicy/WCMS\\_168289/lang--en/index.htm](https://www.ilo.org/eval/Evaluationpolicy/WCMS_168289/lang--en/index.htm)
4. <https://sswm.info/planning-and-programming/decision-making/planning-community/logical-framework-approach>
5. <https://www.workamajig.com/blog/critical-path-method>
6. <https://www.simplilearn.com/tutorials/project-management-tutorial/critical-path-method>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**STRATEGIC HUMAN RESOURCE MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4H	<b>STRATEGIC HUMAN RESPIRCE MANAGEMENT</b>	<b>Core Course - XIV</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Resource Management</b>									
<b>Learning Objectives</b>											
1	To understand the dimensions related to strategic HRM activities										
2	To acquire skills to contribute to an organization's competitive edge										
3	To examine the developments of HRM in the current globalized scenario										
4	To develop a perspective pertaining to quality standards										
5	To enhance the skills of strategic application pf HRM										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To understand Globalization and Global Impact on Indian Economy across Sectors

CO2: To describe the features of the International Business Environment

CO3: To apply the Models of International Human Resource Management

CO4: To analyse the strategies required for the Human Resource Management

CO5: To evaluate various strategic management tools in industries to gain a competitive advantage

CO6: To implement strategic practices in Human Resource Management

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Globalization and the Indian Business Environment:** Meaning and Implications, Phases, Global Impact on Indian Economy across Sectors. Modes of Entry strategies.

**UNIT – II**

**(12 Hours)**

**International Business Environment:** Review of the global economy, the global recession, Business environment in Developed and Developing Countries. International trade theories. GATT and WTO: Agreements and Implications. International cultural aspects- Values and norms, religion and ethics, language, education impact of cultural differences on business

**UNIT – III**

**(12 Hours)**

**International HRM (IHRM):** Definition, reasons for going global, Approaches to IHRM, Difference between IHRM and Domestic HRM, Reasons for emergence of IHRM, Models of IHRM-Matching model, Harvard Model, Contextual Model, 5P Model European Model, Models - The Challenges of International Human Resource Management. – Overview of International Compliances, Tax, Work Permit, Visa Process and Offshoring business.

**UNIT – IV**

**(12 Hours)**

**Strategic Human Resource Management:** Definition, Meaning -SHRM - Process - Types of Corporate Strategies - Difference between SHRM and HRM, - Porter generic model - Benefits of SHRM, Role of HR in Strategic Human Resource.

**UNIT – V**

**(12 Hours)**

**HR Strategies:** Recruitment, Retention, Training & Development, and Retrenchment Strategies, Strategic management tools and recent trends in SHRM.

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**Text Books**

1. Aswathappa, K. (2010) Human Resource Management – Text and Cases. New Delhi: Tata McGraw Hill
2. Gupta S C (2014). International Human Resource Management. Laxmi Publications
3. Gyanchandani, Rajni (2014). Strategic Human Resource Management. Nirali Prakashan
4. Monappa, Arun and Engineer, Mahrukh (1998). Liberalisation and Human Resource Management, Response Books, New Delhi
5. Porter, Michael S. (1998). Competitive Strategy: Techniques for Analysing Industries and Competitions, Free Press, New York

**Books for References**

1. Armstrong, Micheal (2011). Armstrong's Handbook of Strategic Human Resource Management (5th ed.). London, Kogan Page Ltd.
2. Jack Lawrence R & Glueck, William F (2008). Strategic Human Resource Management. Tata Mc Graw Hill Publishing Company Ltd.
3. Rathan Reddy B. (2015). Effective Human Resource Training and Development Strategy (3rd ed.). Mumbai: Himalaya Publishing House
4. Subba Rao P. (2015). International Human Resource Management. Himalaya Publishing House
5. Vance (2013). Managing a Global Workforce Challenges and Opportunities in International Human Resource Management. Prentice Hall India Learning Private Limited

**Web Resources**

1. <http://www.ignou.ac.in>
2. <https://www.aihr.com>
3. <https://www.hrmexam.com>
4. <https://www.shrm.org>
5. <https://www.whatishumanresource.com>

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**THERAPEUTIC INTERVENTION IN SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4I	<b>THERAPEUTIC INTERVENTION IN SOCIAL WORK</b>	<b>Core Course - XIV</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Therapeutic Approaches</b>									
<b>Learning Objectives</b>											
1	To aware of the concept of therapeutic intervention										
2	To understand the role of social worker in different setting										
3	To acquire knowledge of therapeutic approaches										
4	To initiate the student into integrating indigenous and holistic therapeutic practices.										
5	To understand the current trends in healing										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To gain knowledge on the concept of Therapeutic Intervention in Social Work.

CO2: To Identify the role of social workers in clinical practice and help accordingly.

CO3: To apply the therapeutic approach during intervention.

CO4: To Integrate indigenous and holistic therapeutic practices

CO5: To adapt to current trends in healing

CO6: To plan the Psychosocial interventions

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**SYLLABUS**

**UNIT – I**

**(12 Hours)**

**Introduction to Therapeutics intervention:** Therapeutic intervention - Meaning, Concept. Clinical Social Work Practice - Definition. Psychotherapy- Definition, Therapeutic Alliance. Compare Psychotherapy – Counselling – Case work.

**UNIT – II**

**(12 Hours)**

**Role of Clinical Social Work Practice in different setting:** Mental Health, HIV/AIDS, Deaddiction, Diabetics, Coronary Heart disease, Neurology, Nephrology, Oncology, Tuberculosis.

**UNIT – III**

**(12 Hours)**

**Therapeutic Approaches:** Key concepts, Therapeutic Process and application – Psychoanalysis, Gestalt Therapy, Erikson’s Psychosocial stage, Cognitive Behaviour Therapy, Group Therapy, Family Therapy, Tele-counseling and Transactional Analysis. Person centered approach, Solution Focused approach

**UNIT – IV**

**(12 Hours)**

**Indigenous Therapeutic Techniques:** Indigenous therapeutic Techniques- Yoga, Meditation, Spiritual Healing and Relaxation Therapy.

**UNIT – V**

**(12 Hours)**

**Current trends in Healing:** Neuro Linguistic Programming, Positive Imaging, Pain Management techniques, Art Therapy, Play therapy, Music and Dance Movement Therapy.

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**Text Books**

1. Antony D (2018), Counsellor's Approach to Mental Disorders, Guru Publications
2. Coleman, *Comprehensive Textbook of Abnormal Psychology*.
3. Egan Gerard. (2006). *The skilled helper: A problem management and opportunity, Development Approach to helping*, Wadsworth publishers, Boston, USA.
4. Joseph Walsh (2010), Direct Social Work Practice Theoretical Perspectives, Cengage Learning India Private Limited, New Delhi. ISBN-13:978-81-315-1375-0
5. Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication

**Books for References**

1. Benson, N & Loon, B. V (2012). *Introducing Psychotherapy: A Graphic Guide*
2. Hamilton, Gordon. (1955). *Theory and Practice of Social Case Work*. Columbia University Press, New York, USA.
3. Helen, (1995). *Social Case Work: A Problem-Solving Process*. The University of Chicago Press, Chicago, USA.
4. Konopka, (1983). *Social Group Work: A helping Process*. Prentice Hall, New Jersey, USA.
5. Lapworth, Phil, (2001). *Integration in Counselling and Psychotherapy: Developing a personal approach*. sage publications, New Delhi.
6. Windy, Dryden. (2002). *Handbook of Individual Therapy*. Sage Publications, New Delhi

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**Web Resources**

1. <https://www.apa.org/practice/guidelines>
2. <https://www.goodtherapy.org/learn-about-therapy/types/acceptance-commitment-therapy>
3. <https://www.goodtherapy.org/learn-about-therapy/types/dialectical-behavioral-therapy>
4. [https://www.who.int/transplantation/Guiding\\_PrinciplesTransplantation\\_WHA63.22en.pdf](https://www.who.int/transplantation/Guiding_PrinciplesTransplantation_WHA63.22en.pdf)
5. <https://www.learncbse.in/therapeutic-approaches-counselling-cbse-notes-class-12-psychology/>
6. <https://www.spsrohini.com/sites/default/files/12%20Psychology%20-Therapeutic%20Approaches%20-%20Notes%20&%20Video%20Link.pdf>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**



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**FIELD WORK - IV**

**COMMUNITY DEVELOPMENT (CSR SETTING)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4J	<b>FIELD WORK -IV</b>	<b>Core Course – XV</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of CSR</b>									
<b>Learning Objectives</b>											
1	To develop an understanding of the nature and structure of the Organisation										
2	To develop an understanding of the Strategic CSR Functions in all kinds of industries.										
3	To gain practical understanding of the CSR functions in the industries										
4	To acquire an insight into the process of policy formulation and implementation										
5	To observe the application of the various methods of social work.										
<b>Course Outcomes</b>											
On the successful completion of the course, student will be able:											
CO1: To demonstrate an understanding of the nature, structure and role of organisations.											
CO2: To analyse the CSR functions of different kind of organisations											
CO3: To Identify the strategic CSR Functions of different kinds of industries.											
CO4: To demonstrate knowledge, skills, attitude and values required for working in the CSR sector.											
CO5: To undertake projects unique to the communities.											
CO6: To evaluate the CSR regulation act applicable to the industries.											

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**Guidelines**

**Duration : 24 Days**

- Basic Understand of Corporate Social Responsibility
- About the organization
- History of CSR in the Organization
- Implementing CSR programmes
- Projects & Activities undertaken
- Financial budgeting
- Community investment and evaluation, CSR and human resource management, Reporting and communications
- Monitoring and measuring the impact of CSR programs
- Documenting the programmes

**EVALUATION**

- The students will be evaluated based on their contribution and participation in the agency's activities.
- Report writing and documentation
- Attendance (Field work and conferences attended by the trainee)
- Internal & external Viva Voce examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**FIELD WORK - IV**

**HUMAN RESOURCE MANAGEMENT (Service Sector)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532C4K	<b>FIELD WORK -IV</b>	<b>Core Course – XV</b>	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>IV</b>									
<b>Prerequisites</b>		<b>Basic Understanding of application of HRM</b>									
<b>Learning Objectives</b>											
1	To develop an understanding of the nature and structure of the Organisation										
2	To develop an understanding of the Strategic HR functions in the Service Sector										
3	To gain practical understanding of the business functions in the Service Organizations										
4	To acquire an insight into the process of policy formulation and implementation										
5	To observe the application of the various Labour Legislations										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To demonstrate an understanding of the nature, structure and role of organisations of the service sector

CO2: To analyse the business operations and functions of organisations of the service sector

CO3: To Identify the strategic Human Resource functions of the service sector

CO4: To demonstrate knowledge, skills, attitude and values required for working in service sector in the areas of personnel management, labour welfare, industrial relations

CO5: To undertake projects unique to the service sector

CO6: To evaluate the labour legislations applicable to service sector

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**Guidelines**

**Duration : 24 Days**

- Understanding of the Organisation, its financial standing, Organisation structure, competitors and market share
- Understanding of Human Resource planning, job analysis, job description and Recruitment process; Establishing rapport with the personnel and understanding HRD functions
- Gain insights into HR policies related to Employee engagement, Employee relations, Grievance handling, talent management, Reward system, Compensation management, Performance Management etc.
- Legislations applicable to the Organization

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SEMESTER IV**

**FIELD WORK FOR PSYCHIATRIC SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
532C4L	FIELD WORK	Core Course	-	-	Y	-	6	12	40	60	100
<b>Year</b>		<b>II</b>									
<b>Semester</b>		III									
<b>Prerequisites</b>		<b>Basic Understanding of different Psychiatric setting</b>									
<b>Learning Objectives</b>											
1	To know and understand the functions of hospital										
2	To make the students aware of different settings for Psychiatric Social Work.										
3	To understand and analyze the role of person and patient in the environment										
4	To train the students on Community based rehabilitation services. And provide professional intervention skills.										
5	To improve the skills to work in health setting.										

**COURSE OUTCOMES:**

- CO 1: Understanding the different types of health issues.  
 CO 2: knowing the different kinds of NGOs working for the different kinds of communities in solving the problem in the personal environment context.  
 CO 3: To be able to understand the role of social worker in health setting.  
 CO 4: Evaluate the role, characteristics and skills of a social work and critically evaluate the same.  
 CO5: Develop theoretical expertise and knowledge in health setting.  
 CO6: Understanding the role of multidisciplinary team in a hospital.

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**Guidelines**

**Duration : 24 Days**

**Orientation Phase**

Field work orientation on structure of the programme  
 Explaining the skills is required for social workers in health care setting.  
 Identification of the field of interest to develop the aptitude for the same.

**Induction Phase I**

To understand the Structure and functions of administration in Medical Setting.  
 To identify the role of Psychiatric Social Work  
 Identify the needs of the patients and caregivers in hospital.

**Induction Phase II**

Applying their skill in Psychiatric Social Work.  
 Assessment on the role of Social Worker in Hospital.

**Implementation Phase**

Apply the theoretical knowledge for solving the problems of clients and application of Psychiatric Social Work Practice

**Evaluation**

- The students will be evaluated based on their contribution and participation in the agency's activities.
- Detailed report on the community where they worked.
- Report writing and documentation
- Attendance (Field work and conferences attended by the trainee)
- Internal & external Viva Voce examination

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S
CO6	S	S	S	S	S

**S – Strong**

**M – Medium**

**L - Low**

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**DISASTER MANAGEMENT**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532E3A	<b>DISASTER MANAGEMENT</b>	<b>Elective Course - III</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Disasters</b>									
<b>Learning Objectives</b>											
1	To deliver an understanding of Disaster and Disaster Management.										
2	To help students to understand risk assessment vulnerability analysis										
3	To help students for Disaster preparedness and response, Recovery, Rehabilitation and Reconstruction										
4	To describe the Community Linkage in Disaster Management										
5	To enhance the role social workers in Disaster Management										

**Course Outcomes**

On the successful completion of the course, student will be able:

- CO1- Elucidate types of disasters and plan the preparedness for the disaster.
- CO2 - Describe Disaster preparedness and responses various stakeholders of the community
- CO3 - Describe the NGO Registration procedure and identify how to run the NGOs effectively
- CO 4 - critically analyse Recovery, Rehabilitation and Reconstruction technique
- CO5- Apply Community Linkage in Disaster Management in safeguarding environment
- CO6- Apply Professional social worker skills Disaster Management in safeguarding environment

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to disaster:** meaning of Hazard, Risk, Vulnerability, Disaster Meaning, Nature, Importance, Dimensions & Scope of Disaster Management, Disaster Management Cycle, Natural Disasters- Meaning and nature of natural disasters, types: Hydrological Disasters - Flood, Flash flood, Drought, cloud burst, Geological Disasters- Earthquakes, Tsunamis, Landslides, valances, Volcanic, eruptions, Mudflow, Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion.

**UNIT – II**

**(9 Hours)**

**Risk Assessment and Vulnerability Analysis:** Concepts, Elements & Perception of Risk, Acceptable risk, Requirements in Risk assessment, Risk Reduction- Mainstreaming “Risk  
/Role of Science & Technology, Strategies and International Mobilization in Disaster Risk Reduction, Concepts of vulnerability Identification, Vulnerability types and dimensions, Vulnerability-Social factors and economic factors & Strategic development for Vulnerability reduction.

**UNIT – III**

**(9 Hours)**

**Disaster preparedness and response:** Concept and significance, Disaster Preparedness Measures, Institutional Mechanism for Disaster Preparedness, Disaster preparedness with special needs/ vulnerable groups, Disaster Preparedness: Policy and Programmes, Role of Government, International and NGO Bodies, Role of Information Technology (IT) in Disaster Preparedness, Role of Different Organizations / Institutions.



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**UNIT – IV**

**(9 Hours)**

**Recovery, Rehabilitation and Reconstruction:** Concept, Meaning, Types of rehabilitation and reconstruction, Importance of Disaster Mitigation, Cost – benefit analysis, relationship between vulnerability and development. Damage Assessment- Post Disaster Damage assessment.

Reconstructions- Essential services, Social infrastructures, immediate shelters/camps, Contingency plans for reconstructions, Development of Physical and Economic Infrastructure-Developing Physical and Economic Infrastructure, Environmental Infrastructure development

**UNIT – V**

**(9 Hours)**

**Community Linkage In Disaster Management:** Community Based Disaster Management Human Behaviour and Response: Individual, Community, Institutional Community Participation and Awareness, Community Health during Disasters & Community Health Management, Disaster Site Management in Community& Disaster Management Strategies, Leadership and Coordination in Disaster Management & role of social worker in disaster management.

**Text Books**

1. Environment& Disaster Management: Ecology, Climate Change & Bio-diversity, [D.R Khullar](#) J A C S 9354601049
2. Kumar, Nitesh, Satish,Textbook of Disaster Management ,Serial Publishing House, ISBN 9789381226704
3. National Disaster Management Authority (2020) Guidelines Management of Glacial Lake Outburst Floods (GLOFs) , Ministry of Home Affairs Government of India
4. Subramanian. R, Disaster Management, Vikas Publishing House, ISBN 9352173387,9789386176686
5. Sharma SC, Disaster Management, Khanna Publishing House. ISBN 9386173387, 9789386173386

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**Books for References**

1. Bernadin John H, 2012, Human Resource Management, New York: McGraw Hill.
2. Dwivedi. R.S, 2009, A Textbook of Human Resource Management, New Delhi, Vikas Publication House Pvt Ltd
3. Ivancevich, 2012, Human Resource Management, New York: McGraw Hill.
4. Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
5. Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.

**Web Resources**

1. [https://www.researchgate.net/publication/277327554\\_Introduction\\_to\\_Disaster\\_Management](https://www.researchgate.net/publication/277327554_Introduction_to_Disaster_Management)
2. <https://byjus.com/free-ias-prep/disaster-management-india/>
3. <https://www.youtube.com/watch?v=zR9CbaJhCd8>
4. <https://www.drishtiiias.com/to-the-points/paper3/daster-management-i>
5. <https://nidm.gov.in/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**CORPORATE SOCIAL RESPONSIBILITY**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532E3B	<b>CORPORATE SOCIAL RESPONSIBILITY</b>	<b>Elective Course - III</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Corporates</b>									
<b>Learning Objectives</b>											
1	To learn the models and strategies of Corporate Social Responsibility.										
2	To enhance understanding of the basic concepts, tools and techniques in Community Participation and Corporate –Community Collaboration working.										
3	To Acquire knowledge on legal Provision related to CSR.										
4	To enrich the knowledge on Business ethics and Corporate Governance.										
5	To obtain skills and understand the role of Social Worker in the field of CSR.										

**Course Outcomes**

The Successful completion of this course shall enable the student;

CO1 :To learn the concept and Model of Corporate Social Responsibility

CO2 :To understand steps and strategies in attaining CSR.

CO3: To examine the various norms and Standards on CSR( National and International).

CO4 :To appraise the various CSR Programmes in an Organization

CO5:To Reflect on various Ethical standards on consumer, Environmental and Social aspects of CSR.

CO6 :To Facilitate in the process of Community Participation and Community Need Analysis.

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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to CSR:** Corporate Social Responsibility – Meaning, Definition and Concepts. Historical evolution of CSR at Global and Indian contexts. Arguments for and against CSR Scope for CSR in India. Need to be Socially Responsible. Models of CSR- Carroll's model, CSR through triple bottom line and Sustainable Business. Steps to attain CSR. Drivers of CSR. CSR Strategies. CSR in Indian and International context.

**UNIT – II**

**(9 Hours)**

**CSR-Legislation In India & the world.** Indian Companies Act(2013):Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India. International standards and norms on CSR. Social Accounting: Definition, Objective, Scope. Social Audit: Definition, Approaches & Need.SA:8000 and Corporate Social Reporting.

**UNIT – III**

**(9 Hours)**

**Business ethics and Corporate Governance:** Business ethics: Meaning and definitions of Ethics. Nature of business ethics; the relationship between business ethics, corporate governance and ethical leadership; Kohlberg's six stages of moral development; levels of ethical analysis; concept of corporate integrity. Corporate Governance – meaning, significance, principles and dimensions. Issues in corporate governance— Theoretical basis of corporate governance. Consumer Protection, Environment Protection, Gender issues in multiculturalism, Ethics and Corruption.

**UNIT – IV**

**(9 Hours)**

**CSR and Community Participation:** Corporate and Community Participation. Corporate, NGO, Government and Citizen Participation, Need and types of participation, Corporate – Community Collaboration (CCC) and Social Development. Challenges and barriers to Corporate-Community Collaboration – CCC as CSR process and Product-Socio-Economic

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Impact of CCC – Community Investment and Corporate Citizenship Programmes.

**UNIT – V**

**(9 Hours)**

**Role and Skills of Social Worker:** Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting and Supervising. Format for Annual report on CSR activities. CSR Audit & Reporting Guidelines by Companies act 2013. **Case Studies :** Ashok Leyland, Hyundai Foundation, Srinivasan Service Trust, Titan Foundation, Tata Sustainability Group, A.M.M.Foundation, CPCL, Wipro Foundation, Infosys Foundation, NIIT.

**Text Books**

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Chatterjee, M. (2015). Corporate Social Responsibility. Delhi: Oxford University Press
3. Maya. R. J., Vanitha, S., Kamala, Padmavati, D., SangarMithirai and Padmavathy, M.(2008). Issues and Challenges of Sustainable Development in India. New Delhi: Serials publications.
4. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
5. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage publications.

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**Books for References**

1. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
2. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
3. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
4. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
5. Das, Chandra, Subash. (2010). Corporate Governance. New Delhi: PHI Learning Pvt.Ltd.
6. Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
7. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
8. Neil, H. (1973). Corporate Power Social Responsibility. New York: Macmillian Publishing Co., Inc.

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**MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAMME**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Web Resources**

1. <https://indiacr.in/>
2. <https://csrfe.org/about-csr-in-india-public-policy/>
3. <http://csr.gov.in/>
4. <https://bthechange.com/csr-in-india-is-now-a-law-2502aa6d0daa>
5. <https://csrbox.org/CSR-in-India>
6. <https://thecsrjournal.in/top-100-companies-india-csr-sustainability-2021/>
7. <https://www.financialexpress.com/industry/corporate-social-responsibility-how-indias-csr-rules-ensure-strict-compliance/2392017/>
8. <https://thecsr.universe.com/csr-in-india-csr-definition-and-csr-eligibility-in-companies-act-2013/>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**COUNSELLING IN SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532E3C	<b>COUNSELLING IN SOCIAL WORK</b>	<b>Elective Course – IV</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		Basic understanding of Counselling, techniques & process of Counselling in different settings.									
<b>Learning Objectives</b>											
1	To understand Counselling Basics										
2	To learn the Process and Skills in Counselling										
3	To gain Theoretical Foundations of Counselling										
4	To aware about Counselling in different settings										
5	To learn Counselling in Special Situations										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To demonstrate ethics in Counselling.

CO2: To use various Counselling skills required and Counselling process.

CO3: To design Counselling techniques based on the social background of the client.

CO4: To use Counselling as a tool for managing changes and situations.

CO5: To apply Counselling skills at different settings.

CO6: To apply Counselling in emergency situations



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**SYLLABUS**

**UNIT – I**

**(9 Hours)**

**Introduction to Counselling:** Counselling – Definition, Objectives, Goals, Principles of Counselling, Difference between Counselling, Case Work & Psycho-therapy, Code of Ethics.

**UNIT – II**

**(9 Hours)**

**Process & Skills in Counselling:** Steps for Counselling, Types of Counselling: Directive, Non-Directive & Eclectic. Qualities of an effective counselor, Counselling skills & techniques.

**UNIT – III**

**(9 Hours)**

Theoretical foundations of Counselling: Psychoanalytic theory (Freud), Person Centered (Roger), Cognitive Behaviour Therapy (CBT), Rational Emotive Behavioural Therapy, Gestalt Therapy, Humanistic approach (Carl Rogers & Maslow).

**UNIT – IV**

**(9 Hours)**

**Counselling in different Setting:** Industrial/Work place, Martial, Family, De-addiction Counselling. Terminal Illness (Palliative, Hospice, AIDS, Cancer), School Counselling, Career Counselling, Grief Counselling. Suicidal Counselling.

**UNIT – V**

**(9 Hours)**

**Crisis & Trauma Counselling:** Counselling in emergency and Disaster Situations (Migrants, Refuges, Trauma CARE, Victims of Communal Riots, Pandemic), Crisis Intervention

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**Text Books**

1. Antony John (2003) Skills of Counselling, Guru Publications
2. Egan, Gerard, 2006. The skilled helper: A problem management opportunity, Development Approach to helping, Wadsworth publishers, Boston
3. Ramanth, Sharma. & Rachana, Sharma. (2004). *Guidance and Counselling in India*. New Delhi: Atlantic publishers and Distributors.
4. Rao, Narayana, 2003 Counselling and Guidance, Tata McGraw Hill, New Delhi. India
5. Ray, Wolfe & Windy Dryden. (1996). *Handbook of Counselling Psychology*. New Delhi, New Delhi: Sage Publications

**Books for References**

1. Dave, Mearns. (1997). Person Centered Counselling Training. New Delhi, New Delhi: Sage Publications.
2. David Murphy · 2017, Counselling Psychology: A Textbook for Study and Practice, John Wiley & Sons Ltd.
3. Joyce & Charlotte, Sills; (2002). Skills in Gestalt Counselling & Psychotherapy. New Delhi, New Delhi: sage publications.
4. Michael, Carroll. (1996). Workplace Counselling: A systematic approach to employee care. New Delhi, New Delhi: Sage publications.
5. Palmer, 2004 Counselling, The BAC Counselling reader, British Association for Counselling, Vol.1&2, Sage publications, New Delhi, India

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**Web Resources**

1. <https://www.scitechnol.com/international-journal-of-mental-health-and-psychiatry.php>
2. <https://journals.sagepub.com/home/HPO>
3. <https://journals.sagepub.com/home/JHV>
4. <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
5. <https://www.apa.org/pubs/journals/abn/index>
6. <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
7. <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
8. <https://www.journals.elsevier.com/mental-health-and-physical-activity>
9. <http://learnmem.cshlp.org/>
10. <https://journals.sagepub.com/toc/SPP/7/1>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**SYLLABUS WITH EFFECT FROM 2023-2024**

**EMPLOYABILITY SKILLS OF SOCIAL WORKERS**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532S3A	<b>EMPLOYABILITY SKILLS OF SOCIAL WORKERS</b>	<b>Skill Enhancement Compulsory Course -III</b>	<b>30 hours</b>	-	-	-	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of employability skills</b>									
<b>Learning Objectives</b>											
1	To understand the importance of Employability skills										
2	To inculcate various soft skills and develop competencies in the young minds.										
3	To enable the students to understand the importance of verbal and Non-verbal communication										
4	To interpret person's ability to interact effectively with co-workers and customers & use formal and technical communication										
5	To insist the Essential skills for success.										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1 : To Enhance the Behavioural Skills of the students.

CO2 : To equip the students person's ability to interact effectively with co-workers and customers

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CO3: To enhance the student to improve English Literacy & Communication  
CO4: To motivate them to become a successful Entrepreneur in the world  
CO5: To provide an in-depth view to the students about Essential skills for success.  
CO6 : To prepare them to the world of work.

**SYLLABUS**

**UNIT – I**

**(6 Hours)**

**Behavioral Skills :**Expectation setting: Creating a Focus and Responsibility  
Learning environment, Personal strength analysis /Strength blindness: self-aware and confidence building, Perception Management: Display  
Professionalism at the institute and work place, Social Etiquette: Characteristic of a responsible citizen- Display the same by respecting self,others, environment, care for duty and value for time

**UNIT – II**

**(6 Hours)**

**English Literacy & Communication:** Understanding about **Functional English & Writing English, Verbal Communication:** Understand the usage of appropriate words to express themselves Communicate effectively on telephone.  
**Non-Verbal Communication: Positive** body language: adopt and use it appropriately to build a positive impression, Different spatial zones: Understanding and need to maintain it, create safe zones for communication, Maintaining appropriate eye-contact in building trust and confidence, Impact of touch in a formal environment. Acceptable and unacceptable touch, Role of tone in any communication.

**UNIT – III**

**(6 Hours)**

**I.T. Literacy:** Basic MS Word, office, web browser& search engine, Email &

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Mobile Application. **Entrepreneurship Skills:** Ways to become a good entrepreneur, enabling environment available to become an entrepreneur, Ways to set up an enterprise and different aspects involved viz., legal compliances, Marketing aspect, Budgeting, etc., Different Government schemes supporting entrepreneurship. Examples of successful and unsuccessful entrepreneurs.

**UNIT – IV**

**(6 Hours)**

**Essential skills for success:** Building basic skills to navigate life and career. Self-Awareness, articulating personal values, Value-based decision making, Dilemma situations. Identify sources and types of stress (positive / negative stress), Managing stress (long-term / short-term), Handling rejection and building resilience, Identify day wasters.

**UNIT – V**

**(6 Hours)**

**Preparation to the world of work:** Career Plan: Identify the difference between job and career, Basic Professional Skills: Career Pathways: Awareness of industries, and the respective professional pathways, Awareness of higher education / up skilling (short-term) options, Steps involved in online application for Instructor course, Apprenticeship and different jobs in popular site like theindiajobs.com, naukri.com, monsterindia.com, Govt. website. Learning Occupational Safety, Health and Environment Education. Understanding Labour Welfare Legislation.

*Case Studies: Some cases of real business world to supplement learning from the course.*

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**Text Books**

1. Abhijit Guha (2020) Quantitative Aptitude for Competitive Examinations, McGraw Hill India, ISBN: 9789389811544, 9389811546
2. Disha Publication (2020) General Quantitative Aptitude for Competitive Exams, SBN: 9789389645101, 9789389645101
3. Grant Taylor, Tata McGraw-Hill Education India, ISBN: 9780070996038, 9780070996038 McGraw Hill India
4. Felicity Becker, (2021) Boost your employability, Sage Publications ISBN: 9781529745009
5. Lucent's – (2022) General Knowledge 14 Edition 2022 General Knowledge 14 Edition, ISBN: 9789384761547, 9384761540

**Books for References**

1. Arvind Nawale, Mm Manisha (2018) An Introduction to Employability Skills' published by Macmillan
2. David W.G. Hind (2005) Employability Skills, Business Education Publishers Ltd, ISBN-10 : 1901888401
3. Felicity Becker, (2021) Boost your employability, Sage Publications ISBN: 9781529745009
4. Ghosh B.N, 2012, Managing Soft Skills for Personality Development, New Delhi, McGraw Hill India.
5. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
6. *Mercy V Chaita (2016) Developing Graduate Employability Skills: Your Pathway to Employment.*
7. Peter, Francis. 2012, Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill.
8. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning
9. Stella Cottrell (2021) Skills for Success, Personal Development and Employability, ISBN 9781352011593

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**Web Resources**

1. [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_098504.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_098504.pdf)
2. [https://en.wikipedia.org/wiki/Green\\_job#UNEP\\_Green\\_Jobs\\_Initiative](https://en.wikipedia.org/wiki/Green_job#UNEP_Green_Jobs_Initiative)
3. <https://in.indeed.com/career-advice/finding-a-job/employability-skills>
4. <https://www.simplilearn.com/why-are-employability-skills-important-article>
5. <https://cte.ed.gov/initiatives/employability-skills-framework>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L – Low**



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**SUMMER INTERNSHIP TRAINING**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
532S3B	<b>SUMMER INTERNSHIP TRAINING</b>	<b>Internship</b>	-	-	Y	-	2				<b>100</b>
<b>Year</b>		<b>II</b>									
<b>Semester</b>		<b>III</b>									
<b>Prerequisites</b>		<b>Basic Understanding of the Social Work Specialization</b>									
<b>Learning Objectives</b>											
1	To understand the social issues in the contemporary field.										
2	To enable the students to recognize and display professional attitudes, workplace behaviours and communication skills appropriate to their setting.										
3	To develop an understanding of the role of Social Workers in the respective field.										
4	To facilitate the students to understand the connection of theories to practice with their respective specialized setting.										
5	To learn and apply the methods of Social Work practice in their field work settings										

**Course Outcomes**

On the successful completion of the course, student will be able:

CO1: To acquire professional Social work skills in their respective social work setting.

CO2: To analyse the need and importance the role of Social Workers in professional practice.

CO3: To practice and demonstrate the Social Work methods in their respective settings.

CO4 : To associate and integrate the Social Work theory in to practice in their field work organization.

CO5 : To understand the application of Social Work approaches to handle the challenges in the field.

CO 6 : To utilise the professional knowledge and skills in their respective field.

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**PHASE – I : Orientation and Commencement**

- Orientation on respective specialized fields.
- The objectives of summer placements are explained.

**PHASE – II : Approval and Confirmation of Summer placement organization**

- Confirmation/Approval of summer placement organizations.
- Commencement of Summer placement training in the approved organization.
- The summer training program falls between Semester II and III.

**PHASE – III : Induction and Learning**

- Induction of students in the organization.
- Submission of Letter of induction to the respective guide.
- Submission of weekly reports (Learnings & Observations) along with daily time sheets.

**PHASE – IV : Social Work Practice in the Field**

- Students gain knowledge about the Vision, Mission & objectives of the organization, organizational structure, functions of the organization, Dynamics of the organization, Skills Required to be a professional, laws pertaining to their specialized field, etc.
- Constant contact with the students to regulate the learning process.

**PHASE – V : Termination and Evaluation**

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

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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

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**Web Resources**

1. <https://www.scitechnol.com/international-journal-of-mental-health-and-psychiatry.php>
2. <https://journals.sagepub.com/home/HPO>
3. <https://journals.sagepub.com/home/HIV>
4. <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
5. <https://www.apa.org/pubs/journals/ahh/index>
6. <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
7. <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
8. <https://www.journals.elsevier.com/mental-health-and-physical-activity>
9. <http://learmem.cshlp.org/>
10. <https://journals.sagepub.com/toc/SPP/7/1>

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

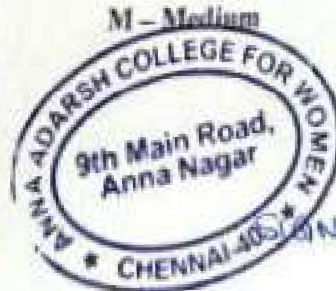
	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	M	S
CO6	S	S	M	S	S

S - Strong

M - Medium

L - Low

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 CHENNAI-600 085  
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PG DEPARTMENT OF SOCIAL WORK – MSW

INTERNAL ASSESSMENT PROCEDURE

**THEORY (25 MARKS)**

S.NO.	ASSESSMENT CRITERIA	MARK ALLOTMENT
1	<b>WRITTEN TEST/EXAM</b>	10
2	<b>ASSIGNMENT</b> Written – Marks are given based on the Content, Presentation, Originality & Creativity.	5
3	<b>SEMINAR</b> Oral – Marks are given based on Content, Communication, Presentation, Time Management, ICT usage & Creativity.	5
4	<b>ATTENDANCE</b> Regularity – Marks are given based on Above 90% - 5, 76-90% - 4, 61-75% - 3, 60% and less 0	5
<b>TOTAL</b>		<b>25</b>

**FIELD WORK (40 MARKS)**

S.NO.	ASSESSMENT CRITERIA	MARK ALLOTMENT
1	Attendance/ Submission/ Conference	10
2	Theory into Practice	10
3	Report Writing	10
4	Components ( Case Work/ Group Work/ Community Organization/ HR Components)	10
<b>TOTAL</b>		<b>40</b>



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PRINCIPAL

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ANNA NAGAR, CHENNAI - 600 040

**ANNA ADARSH COLLEGE  
FOR WOMEN  
BBA SHIFT II  
COURSE HANDOUT  
2023-2024**



# University of Madras

**Chepauk, Chennai 600 005**

[Est.1857, State University, NAAC 'A' Grade, CGPA 3.32, NIRF2019 Rank: 20]

website: [www.unom.ac.in](http://www.unom.ac.in), Tel.:044-25399561

## **Undergraduate Programme in Business Administration**

Curriculum and Syllabus for

**B.B.A.**

(With effect from the Academic Year 2023-24)

JUNE 2023

**Note: The Board of Studies in Business and Industrial Management (UG) designed the syllabus as per Common Model Syllabus provided by TANSICHE based on Learning Outcome based Curriculum Framework (LOCF) as prescribed by the UGC.**

## DEPARTMENT OF BUSINESS ADMINISTRATION-SHIFT II

### FACULTY DETAILS

S.NO	STAFF NAME	QUALIFICATION	DESIGNATION
1	Dr. A. Gayathri	M.Com, MBA, Ph. D	Head & Assistant Professor
2	Ms.M.R.Iswarya	MBA, NET	Assistant Professor
3	Ms. R.C.Kumari Krishna	MBA, M.Phil, NET	Assistant Professor
4	Dr.E.Nafeza	MBA, Ph.D, TN SET	Assistant Professor



**B.B.A., GENERAL**

<b>LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR B.B.A., PROGRAMME</b>	
<b>Programme:</b>	<b>B.B.A., General</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 years [UG]</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Disciplinary knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study</p> <p><b>PO2: Communication Skills:</b> Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one’s views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.</p> <p><b>PO3: Critical thinking:</b> Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO4: Problem solving: Capacity</b> to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one’s learning to real life situations.</p> <p><b>PO5: Analytical reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p> <p><b>PO6: Research-related skills:</b> A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate</p>

hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

**PO7: Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**PO8: Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

**PO9: Reflective thinking:** Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

**PO10 Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

**PO 11 Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

**PO 12 Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**PO 13: Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

	<p><b>PO 14: Leadership readiness/qualities:</b> Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p><b>PO 15: Lifelong learning:</b> Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.</p>
<b>Programme Specific Outcomes:</b>	<p><b>PSO1:</b> To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p><b>PSO2:</b> To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p><b>PSO 3:</b> To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p><b>PSO 4:</b> Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p><b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

3 – Strong, 2- Medium, 1- Low

#### Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive

examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.

- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**COURSE STRUCTURE**

SEMESTER I		SUBJECTS	L	T	P	O	Hrs/week	CREDIT	MARKS		
COURSE COMPONENT									CIA	External	TOTAL
Part I	Paper-I	Language – Tamil	Y	-	-	-	6	3	25	75	100
Part II	Paper-I	<b>100L1Z:</b> English	Y	-	-	-	6	3	25	75	100
Part III	Core Paper-I	<b>150C1A:</b> Principles of Management	Y	-	-	-	5	5	25	75	100
	Core Paper-II	<b>150C1B:</b> Accounting for Managers I	Y	-	-	-	5	5	25	75	100
	Elective Paper-I	<b>150E1A:</b> Managerial Economics	Y	-	-	-	4	3	25	75	100
Part IV	<b>150S1A:</b> SEC-1- Basics of Event Management*		Y	-	-	-	2	2	25	75	100
	<b>100S1A:</b> Basic Tamil-I (Other Language Students) *										
	<b>100S1B:</b> Advanced Tamil-I (Other Language Students) *										
	<b>150B1A:</b> Foundation Course - Managerial Communication						2	2	25	75	100
Total							30	23			

\* **PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

1. Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.
2. Students who have **not** studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6<sup>th</sup> Std.).
3. Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

SEMESTER II		SUBJECTS	L	T	P	O	Hrs/week	CREDIT	MAX MARKS		
COURSE COMPONENT									CIA	EXT	TOTAL
Part I	Paper-II	Language – Tamil	Y	-	-	-	6	3	25	75	100
Part II	Paper-II	100L2Z: English	Y	-	-	-	6	3	25	75	100
Part III	Core Paper-III	<b>150C2A: Marketing Management</b>	Y	-	-	-	5	5	25	75	100
	Core Paper-IV	<b>150C2B:Accounting for Managers II</b>	Y	-	-	-	5	5	25	75	100
	Elective -II	<b>150E2A: International Business</b>	Y	-	-	-	4	3	25	75	100
Part IV	<b>150S2A:</b> SEC2-Managerial Skill Development*		Y	-	-	-	2	2	25	75	100
	<b>100S2A:</b> Basic Tamil-II (Other Language Students) *										
	<b>100S2B:</b> Advanced Tamil-II(Other Language Students)*										
	<b>150S2B:</b> SEC3 Business Etiquette and Corporate Grooming		Y				2	2	25	75	100
Total							30	23			

### SEMESTER III

COURSE COMPONENT	SUBJECTS	Int. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part III	BBA-DSC05: Financial Management	6	4	25	75	100
	BBA-DSC06: Organisational Behaviour	6	4	25	75	100
	BBA-DSC07: Computer Application in Business	5	4	25	75	100
	BBA-DSC08: Marketing Management	5	4	25	75	100
	BBA-DSA03: Business Statistics	5	5	25	75	100
Part IV	Soft Skills	2	3	50	50	100
	Environmental Studies	1	Exam – 4 <sup>th</sup> Semester			

### SEMESTER IV

COURSE COMPONENT	SUBJECTS	Inst. Hour	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part III	BBA-DSC09: Human Resource Management	6	4	25	75	100
	BBA-DSC10: Business Regulatory Framework	5	4	25	75	100
	BBA-DSC11: Financial Services	5	4	25	75	100
	BBA-DSC12: Management Information System	5	4	25	75	100
	BBA-DSA04: Operation Research	6	5	25	75	100
Part IV	Environmental Studies	1	2	25	75	100
	Soft Skill – IV	2	3	50	50	100



### SEMESTER V

COURSE COMPONENT	SUBJECTS	Inst. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part III	BBA-DSC13: Advertising Management and Sales Promotion	6	4	25	75	100
	BBA-DSC14: Research Methodology	5	4	25	75	100
	BBA-DSC15: Operations Management	5	4	25	75	100
	BBA-DSC16: Materials Management	6	4	25	75	100
	BGE-CSC19: Entrepreneurial Development** Or BGE-CSC15: Logistics and Supply Chain Management**	6	5	25	75	100
Part IV	Value Education	2	2	25	75	100

### SEMESTER VI

COURSE COMPONENT	SUBJECTS	Inst. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part III	BBA-DSC17: Business Environment	6	4	25	75	100
	BBA-DSC18: Service Marketing	6	4	25	75	100
	BBA-DSC19: Business Taxation	6	4	25	75	100
	BBA-DSE2A: Customer Relationship Management Or BBA-DSE2B: E-Business	6	5	25	75	100
	BBA-DSE03: Project work (Group)	6	5	20	80	100
	Part V	Extension Activities		1		

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-I**

**பொதுத் தமிழ் - பாடத்திட்டம்**

**General Tamil - Syllabus**

**4 பருவங்கள் (முதல் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**



## பொதுத்தமிழ்-1

### தமிழ் இலக்கிய வரலாறு -1

#### முதலாம் ஆண்டு – முதற் பருவம்

Course Code	Course Name	Category	L	T	P	S	Credits	Ins.Hrs	CIA	External	Total
100L1AU	பொதுத்தமிழ் -1 தமிழ் இலக்கிய வரலாறு -1	Supportive	Y	-	-	-	3	6	25	75	100

#### Learning Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

#### Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்	K4
CO 2	அற இலக்கியம் மற்றும் தமிழ் காப்பியங்களின்வழி வாழ்வியல் சிந்தனையைப் பெறுவர்	K5, K6
CO 3	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், பகுத்தறிவு இலக்கியங்களைக் கற்பதன் வழி நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர்	K3
CO 4	மொழியறிவோடு சிந்தனைத்திறனைப் பெறுவர்	K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பார்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம்.

1. இலக்கணம்;

அ.தொல்காப்பியம், இறையனார் களவியல் உரை , நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை நூல்கள்

ஆ.மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்த்தல்

- வல்லினம் மிகும் இடங்கள்
- வல்லினம் மிகா இடங்கள்

- ஈரொற்று வரும் இடங்கள்
- ஒரு, ஓர் வரும் இடங்கள்
- அது, அஃது வரும் இடங்கள்
- தான், தாம் வரும் இடங்கள்

பயிற்சி : வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.

2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு

3. அற இலக்கியம்-பதினெண்கீழ்கணக்கு நூல்கள்

4. காப்பிய இலக்கியம் - ஐம்பெருங் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்

5. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் – பகுத்தறிவு

இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

அலகு-2

சங்க இலக்கியம்

எட்டுத்தொகை ;எ

1. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்
2. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே
3. ஐங்குறுநூறு -நெல் பல பொலிக! பொன் பெரிது சிறக்க!' (முதல் பாடல் )-வேட்கைப் பத்து
4. கலித்தொகை- 51 - சுடர்த்தொடிக் கேளாய் -குறிஞ்சிக் கலி
5. புறநானூறு -189 தெண்கடல் வளாகம் பொதுமையின்றி, நாடா கொன்றோ -187

பத்துப்பாட்டு;

1. முல்லைப்பாட்டு (முழுவதும்)

அலகு-3

அற இலக்கியம்

1.திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம்

2.நாலடியார்-பாடல்: 131 (குஞ்சியமுகம்)

3.நான்மணிக்கடிகை-நிலத்துக்கு அணியென்ப

4.பழமொழி நானூறு- தம் நடை நோக்கார்

5.இனியவை நாற்பது- 37. இளமையை மூப்பு என்று

அலகு-4

காப்பிய இலக்கியம்

1. சிலப்பதிகாரம் – வழக்குரைகாதை
2. மணிமேகலை- பாத்திரம் பெற்ற காதை
3. பெரியபுராணம் - பூசலார் நாயனார்புராணம்
4. கம்பராமாயணம்- குகப் படலம்
5. சீறாப்புராணம் – மானுக்குப் பிணை நின்ற படலம்

6. இயேசு காவியம் -ஊதாரிப்பிள்ளை	
அலகு-5	பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும்
பக்தி இலக்கியம்;	
<ol style="list-style-type: none"> <li>1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும்</li> <li>2. மாணிக்கவாசகர் திருவாசகம் - நமச்சிவாய வாஅழ்க நாதன்தாள் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க வரை</li> <li>3. பொய்கையாழ்வார்-வையந் தகளியா வார்கடலே</li> <li>4. பூதத்தாழ்வார்-அன்பே தகளியா</li> <li>5. பேயாழ்வார்-திருக்கண்டேன் பொன்மேனி கண்டேன்</li> <li>6. ஆண்டாள் - திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)</li> </ol>	
பகுத்தறிவு இலக்கியம்;	
<ul style="list-style-type: none"> <li>• திருமூலர் - திருமந்திரம் (270,271, 274, 275 285)</li> <li>• பட்டினத்தார் -திருவிடை மருதூர் (காடே திரிந்து - எனத் தொடங்கும் பாடல் பா.எண் ;.279, 280)</li> <li>• கடுவெளி சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்)</li> <li>• இராவண காவியம் - தாய்மொழிப் படலம் - 18. ஏடுகை யில்லா ரில்லை முதல் - 22. செந்தமிழ் வளர்த்தார். வரை</li> </ul>	
Text books	
•	.
Reference Books	
<ul style="list-style-type: none"> <li>• மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி.</li> <li>• மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.</li> <li>• தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.</li> <li>• தமிழ் இலக்கிய வரலாறு -முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி</li> <li>• புதிய தமிழ் இலக்கிய வரலாறு- முனைவர்.சிற்பி பாலசுப்ரமணியம்,நீல.பத்மநாபன்</li> <li>• தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்</li> <li>• தமிழ் இலக்கிய வரலாறு -முனைவர். ப.ச.ஏசுதாசன்</li> <li>• தமிழ் இலக்கிய வரலாறு - ஸ்ரீ குமார்</li> <li>• வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு-பாக்கியமேரி</li> <li>• தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்</li> </ul>	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
Web Sources	

- <https://www.chennailibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-1

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

**FOUNDATION COURSE: PART-I HINDI PAPER-I**

**100L1E**

**Inst.Hrs. : 6**

**Credits : 3**

**Year : I**

**Semester : I**

<b>Programme:</b>	U.G. – FOUNDATION COURSE – PART-I HINDI	
<b>Programme Outcomes:</b>	1. Identify the literary trends, prose forms and nature of functional Hindi and its applications 2. Understand the roll of literature and importance of Functional Hindi 3. Obtain the practical knowledge of critical study of Literature, thinking, writing and expressional skills. 4. Obtain official noting, drafting and Business and personal, semi official letter writing methods and techniques 5. Employ the evaluating, summerising and differentiate contextual meanings.	
<b>Programme Specific Outcomes:</b>	1. Basic knowledge for higher studies 2. Obtain Basic professional skills i.e. business and official Correspondence and applications 3. Language application and writing skills 4. Basic idea of evaluation critical and analytical study of literature. 5. Develops ideas of creative thinking and writing	
<b>Course Objectives</b>	1. Identify the theme and aims of prose lessons and functional Hindi	K1
	2. Understand and summarise the theme	K2
	3. Explain the ideology of literary works and writers	K3
	4. Interpret the contextual meaning and differentiation	K4
	5. Evaluate on the basis of elements, features and trends of prose	K5
	6. Conceive the knowledge of literary themes and practice of functional Hindi	K6
<b>Title of the Course:</b>	PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING	
<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Prose forms and prose writers	
<b>UNITS</b>		
<b>I</b>	1. Sabhyata ka Rahasya 2. Personal Applications 3. Leave Letters 4. Introduction to office procedures 5. Official letter 6. Demi Official Letter	
<b>II</b>	1. Mitrata 2. Letter to the Editor 3. Opening an A/C	

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

	<ol style="list-style-type: none"> <li>4. Demi Official Letter</li> <li>5. Office Order</li> <li>6. Administrative Terminology English to Hindi ( 30 Words )</li> </ol>
<b>III</b>	<ol style="list-style-type: none"> <li>1. Yuvavon Se</li> <li>2. Application for Withdrawal</li> <li>3. Circular</li> <li>4. Memo</li> <li>5. Enquiry</li> <li>6. Administrative Terminology Hindi to English ( 30 Words )</li> </ol>
<b>IV</b>	<ol style="list-style-type: none"> <li>1. Paramanu Oorja evam Khadya Padarth Sanrakshan</li> <li>2. Transfer of an A/C</li> <li>3. Missing of Pass Book / Cheque Leaf</li> <li>4. Official Memo</li> <li>5. Resolution and Notice</li> <li>6. Administrative Terminology English to Hindi ( 30 Words )</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Yougyata aur Vyavasay ka Chunav</li> <li>2. Complaints</li> <li>3. Ordering for Books</li> <li>4. Notification</li> <li>5. Official Noting Hindi to English ( 25 Phrases )</li> <li>6. Official Noting English to Hindi (25 Phrases)</li> </ol>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explains the nature, features, elements of prose forms and Functional Hindi</li> <li>2. Understand the theme, aim of lessons and obtain application skills.</li> <li>3. Evaluate the thought, ideology, expressional and artistic skills of writers.</li> <li>4. Obtain skills of critical analysis of Literary forms and drafting skills of personal letters, business letters, noting and drafting skills</li> <li>5. Learn to Employ the obtained skills in enriching the bright future.</li> </ol>
<b>Reading List (Print and Online)</b>	<ol style="list-style-type: none"> <li>1. Sarkari karyalayon mein Hindi ka Prayog, Written by Gopinath Srivatav, Lokbharati Prakashan, 15,A, Gandhi Mrag, Allabad – 1</li> <li>2. Hi.wikipedia.org/wiki.आधुनिक_हिन्दी_गद्य_का_इतिहास</li> <li>3. <a href="https://www.infosrf.com/blog-single.php?MnBv=494">https://www.infosrf.com/blog-single.php?MnBv=494</a></li> </ol>
<b>Recommended Texts</b>	<ul style="list-style-type: none"> <li>• HINDI GADHYA MALA Ed. by Dr. Syed Rahamathulla, Poornima Prakashan 4/7-B, Begum III Street, Royapettah, Chennai – 14.</li> <li>• Karyalayeen Tippaniya :Kendriya Hindi Sansthan, Agra</li> <li>• Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14</li> </ul>

**Method of Evaluation:**

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

<b>Internal Assessment</b>	<b>End Semester Examination</b>	<b>Total</b>	<b>Grade</b>
25	75	100	

	<b>POS1</b>	<b>POS 2</b>	<b>POS 3</b>	<b>POS 4</b>	<b>POS 5</b>
<b>CO 1</b>	S	S	M	S	M
<b>CO 2</b>	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S
<b>CO 4</b>	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	S

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH  
SYLLABUS WITH EFFECT FROM 2023-2024

UG & 5 Year PG Integrated - SEMESTER – I

## Foundation Course in French: Prescribed Text and Grammar-I

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Introduce oneself and talk about one's likes and dislikes</li> <li>2. Invite someone, to accept or deny an invitation</li> <li>3. Making purchases at the market</li> <li>4. Recall and remember the usage of grammatical tenses in constructing sentences in a dialogue.</li> <li>5. Apply the learnt grammar rules in practice exercises to improve their understanding</li> </ol>		
<b>Course</b>	Foundation Course in French	<b>Course Code</b>	100L1K
<b>Title of the Course:</b>	Prescribed Text and Grammar-I		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	---		
<b>Course Objectives</b>	Identify the basic French sentence structure		K1
	Define and describe the various grammatical tenses and use them to communicate in French		K2
	Examine the various documents presented and discuss and reply to the questions asked on it		K2 and K3
	Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French		K4
	Evaluate the grammatical nature present in passages		K5
<b>Units</b>			
<b>I</b>	Unité 1: Salut ! Unité 2: Enchanté!		
<b>II</b>	Unité 3: J'adore !		
<b>III</b>	Unité 4: Tu veux bien ?		
<b>IV</b>	Unité 5: On se voit quand ?		
<b>V</b>	Unité 6: Bonne idée !		
<b>Prescribed Text</b>	Régine Mérieux & Yves Loiseau, <b>Units 1-6</b> of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	S	M	M	L	S	M	L	S	S	S	M	S	M
<b>CO2</b>	S	M	M	L	M	M	L	S	S	S	S	S	M
<b>CO3</b>	M	S	S	M	M	M	L	S	M	M	M	S	M
<b>CO4</b>	S	M	M	L	S	M	L	S	S	S	M	S	M
<b>CO5</b>	S	M	M	L	M	M	L	S	S	S	S	S	M

**S-Strong      M-Medium      L-Low**



# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH  
SYLLABUS WITH EFFECT FROM 2023-2024

## **SEMESTER I**

**Title of the Paper** : Prescribed Text and Grammar-I

**Prescribed textbook** : Régine Mérieux & Yves Loiseau, **Units 1-6 of *Latitudes 1*** (Indian Edition), Paris, Didier, 2017.

**Questions not to be asked from the Autoévaluation and Préparation au DELF**

**Paper setters are to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.**

## **QUESTION PAPER PATTERN**

Time : 3 Hours

Maximum Marks : 75

### **Section A (10 x 2 = 20 Marks)**

**Answer any TEN questions**

15 questions to be asked on cultural / civilisational aspects found in the prescribed textbook

### **Section B (5 x 5 = 25 Marks)**

**Answer any FIVE questions**

8 Grammar exercises to be given from the prescribed textbook

### **Section C (3 x 10 = 30 Marks)**

**Answer any THREE**

3 must be answered out of 5 topics (1 dialogue writing, 1 letter /email writing, 1 composition, 1 comprehension, 1 translation)

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# UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH  
SYLLABUS WITH EFFECT FROM 2023-2024

## FIRST YEAR - SEMESTER I PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
100L1ZU	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To enable learners to acquire self awareness and positive thinking required in various life situations.									
<b>LO2</b>	To help them acquire the attribute of empathy									
<b>LO3</b>	To assist them in acquiring creative and critical thinking abilities									
<b>LO4</b>	To enable them to learn the basic grammar									
<b>LO5</b>	To assist them in developing LSRW skills									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>I</b>	<b>SELF-AWARENESS(WHO)&amp;POSITIVE THINKING(UNICEF)</b> <b>Life Story</b> 1.1 Chapter 1 from Malala Yousafzai, I am Malala 1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi <b>Poem</b> 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore 1.4 Love Cycle – Chinua Achebe							20		
<b>II</b>	<b>EMPATHY</b> <b>Poem</b> 2.1 Nine Gold Medals – David Roth 2.2 Alice Fell or poverty – William Wordsworth <b>Short Story</b> 2.3 The School for Sympathy – E.V. Lucas 2.4 Barn Burning – William Faulkner							20		
<b>III</b>	<b>CRITICAL &amp; CREATIVE THINKING</b> <b>Poem</b> 3.1 The Things That Haven't Been Done Before – Edgar Guest 3.2 Stopping by the Woods on a Snowy Evening – Robert Frost							20		

# UNIVERSITY OF MADRAS

## FOUNDATION COURSE: ENGLISH SYLLABUS WITH EFFECT FROM 2023-2024

	<b>Readers Theatre</b> 3.3 The Magic Brocade – A Tale of China 3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)	
<b>IV</b>	<b>Part of Speech</b> 4.1 Articles 4.2 Noun 4.3 Pronoun 4.4 Verb 4.5 Adverb 4.6 Adjective 4.7 Preposition	15
<b>V</b>	<b>Paragraph and Essay Writing</b> 5.1 Descriptive 5.2 Expository 5.3 Persuasive 5.4 Narrative <b>Reading Comprehension</b>	15
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will:	
<b>CO1</b>	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
<b>CO2</b>	Acquire the attribute of empathy.	PO1,PO2,PO10
<b>CO3</b>	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
<b>CO4</b>	Learn basic grammar	PO4,PO5,PO6
<b>CO5</b>	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8
<b>Text books (Latest Editions)</b>		
<b>1.</b>	Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.	
<b>2.</b>	M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.	
<b>3.</b>	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.	
<b>4.</b>	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.	
<b>5.</b>	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.	
<b>6.</b>	J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.	

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH  
SYLLABUS WITH EFFECT FROM 2023-2024

<b>Web Resources</b>	
<b>1</b>	Malala Yousafzai. I am Malala (Chapter 1) <a href="https://archive.org/details/i-am-malala">https://archive.org/details/i-am-malala</a>
<b>2</b>	M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)- Rupa Publication, 2011 <a href="https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx">https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx</a>
<b>3</b>	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) <a href="https://www.poetryfoundation.org/poems/45668/gitanjali-35">https://www.poetryfoundation.org/poems/45668/gitanjali-35</a>
<b>4</b>	Aaron Shepard.Stories on Stage, Shepard Publications, 2017 <a href="https://amzn.eu/d/9rVzINv">https://amzn.eu/d/9rVzINv</a>
<b>5</b>	J C Nesfield. Manual of English Grammar and Composition. <a href="https://archive.org/details/in.ernet.dli.2015.44179">https://archive.org/details/in.ernet.dli.2015.44179</a>

### Mapping with Programme Outcomes:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

### Mapping with Programme Specific Outcomes:

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	3	3	3
<b>CO2</b>	3	3	3	3
<b>CO3</b>	3	3	3	3
<b>CO4</b>	3	3	3	3
<b>CO5</b>	3	3	3	3
<b>Weightage</b>	15	15	15	15
<b>Weighted percentage of Course Contribution to POS</b>	3.0	3.0	3.0	3.0

**3 – Strong, 2 – Medium, 1 - Low**

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION

SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150C1A</b>	<b>Principles of Management</b>	Core	Y	-	-	-	5	5	25	75	100
<b>Learning Objectives</b>											
CLO1	To impart knowledge about evolution of management										
CLO2	To provide understanding on planning process and importance of decision making in organization										
CLO3	To learn the application of principles in organization										
CLO4	To study the process of effective controlling in organization										
CLO5	To familiarize students about significance of ethics in business and its implications.										
UNIT	Details							No. of Hours	Learning Objectives		
I	Management: Importance – Definition – Nature and Scope of Management - Process – Role and Functions of a Manager – Levels of Management – Development of Scientific Management and other Schools of thought and approaches.							15	CLO1		
II	Planning: Nature – Importance – Forms – Types – Steps in Planning – Objectives – Policies – Procedures and Methods – Natures and Types of Policies – Decision – making – Process of Decision – making – Types of Decision.							15	CLO2		
III	Organizing: Types of Organizations – Organization Structure – Span of Control and Committees – Departmentalization – Informal Organization- Authority – Delegation – Decentralization – Difference between Authority and Power – Responsibility.							15	CLO3		
IV	Direction – Nature and Purpose. Co- ordination – Need, Type and Techniques and requisites for excellent Co- ordination – Controlling – Meaning and Importance – Control Process.							15	CLO4		
V	Definition of Business ethics - Types of Ethical issues - Role and importance of Business Ethics and Values in Business - Ethics internal - Ethics External - Environment Protection - Responsibilities of Business							15	CLO5		
<b>Total</b>								<b>75</b>			

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	<b>Program Outcomes</b>
<b>CO1</b>	Describe nature, scope, role, levels, functions and approaches of management	PO5
<b>CO2</b>	Apply planning and decision making in management	PO2, PO5, PO6, PO8
<b>CO3</b>	Identify organization structure and various organizing techniques	P01, PO4
<b>CO4</b>	Understand Direction, Co-ordination & Control mechanisms	PO2, PO6
<b>CO5</b>	Relate and infer ethical practices of organisation.	PO3, PO8
<b>Reading list</b>		
1.	JAF Stoner, Freeman R.E and Daniel R Gilbert “Management”, 6th Edition, Pearson Education, 2004.	
2.	Griffin, T.O., Management, Houghton Mifflin Company, Boston, USA, 2014.	
3	.Stephen A. Robbins & David A. Decenzo& Mary Coulter, “Fundamentals of Management” 7th Edition, Pearson Education, 2011	
4	Stoner, Freeman, Gilbert Jr. (2014). Management (6th edition), New Delhi: Prentice Hall India	
5	Robbins, S., Coulter, M., Sidani, D., and Jamali, D., Management: Arab World Edition, Pearson, 2014.	
<b>Reference Books</b>		
1.	P.C. Tripathi& P.N Reddy; Principles of Management, Sultan Chand& Sons,6th Edition, 2017	
2.	L.M.Prasad; Principles & Practice of Management, Sultan Chand & Sons, 8 th Edition.	
3.	Stephen P. Robbins & Mary Coulter; Management, Pearson Education, 13th Edition, 2017	
4.	Dr.C.B.Gupta; Principles of Management, Sultan Chand& Sons, 3 rd Edition.	
5.	Harold Koontz, HienzWehrich, A RamachandraAryasri; Principles of Management, McGraw Hill, 2nd edition, 2015	
<b>Web Resources</b>		
1	<a href="https://www.toolshero.com/management/14-principles-of-management/">https://www.toolshero.com/management/14-principles-of-management/</a>	
2	<a href="https://open.umn.edu/opentextbooks/textbooks/693">https://open.umn.edu/opentextbooks/textbooks/693</a>	
3	<a href="https://open.umn.edu/opentextbooks/textbooks/34">https://open.umn.edu/opentextbooks/textbooks/34</a>	
4	<a href="https://openstax.org/subjects/business">https://openstax.org/subjects/business</a>	
5	<a href="https://blog.hubspot.com/marketing/management-principles">https://blog.hubspot.com/marketing/management-principles</a>	

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150C1B</b>	<b>Accounting for Managers I</b>	Core	Y	-	-	-	5	5	25	75	100
<b>Learning Objectives</b>											
CLO1	To impart knowledge about basic concepts of accounting its applications										
CLO2	To analyze and interpret financial reports of a company										
CLO3	To understand the gross profit and net profit earned by organization										
CLO4	To foster knowledge on Hire Purchase system										
CLO5	To understand the procedures of Accounting under Single entry system.										
UNIT	Details							No. of Hours	Learning Objectives		
I	Meaning and scope of Accounting, Basic Accounting Concepts and Conventions – Objectives of Accounting – Accounting Transactions – Double Entry Book Keeping – Journal, Ledger, Preparation of Trial Balance							15	CLO1		
II	Subsidiary book – Preparation of cash Book – Bank reconciliation statement – rectification of errors – Suspense account							15	CLO2		
III	Preparation of Final Accounts – Adjustments – Closing stock, outstanding, prepaid and accrued, depreciation, bad and doubtful debts, provision and discount on debtors and creditors, interest on drawings and capital.							15	CLO3		
IV	Hire Purchase System – Default and Repossession – Hire Purchase Trading Account – Installment System.							15	CLO4		
V	Single Entry – Meaning, Features, Defects, Differences between Single Entry and Double Entry System – Statement of Affairs Method – Conversion Method							15	CLO5		
<b>Total</b>								<b>75</b>			

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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	<b>Program Outcomes</b>
<b>CO1</b>	Prepare Journal, ledger, trial balance and cash book	PO2, PO1
<b>CO2</b>	Classify errors and making rectification entries	PO1
<b>CO3</b>	Prepare final accounts with adjustments	PO2, PO6
<b>CO4</b>	To understand Hire Purchase system	PO2, PO6
<b>CO5</b>	Prepare single and double entry system of accounting.	PO6
<b>Reading List</b>		
1.	Goel.D.K and Shelly Goel, 2018, Financial Accounting, Arya Publications, 2nd edition.	
2.	Jain .S.P &Narang .K, 1999, Financial Accounting, Kalyani Publishers, Ludhiana, 4th edition	
3.	Rakesh Shankar. R &Manikandan.S, Financial Accounting, SCITECH, 3rd edition.	
4.	Shukla&Grewal, 2002, Advanced Accounting, Sultan Chand &Sons,New Delhi, 15th edition.	
5.	Tulsian P.C., 2006, Financial Accounting, Pearson Education	
<b>References Books</b>		
1.	Dr.K.Ganesan&S.UshenaBegam – Accounting for Managers - Volume 1, Charulatha Publications, Chennai	
2.	TS Reddy & amp; A.Murthy; Financial Accounting -Margham Publications , 6th Edition, 2019	
3.	David Koltitz; Financial Accounting – Taylor and Francis group, USA 2017	
4.	M N Arora; Accounting for Management- Himalaya Publications House 2019.	
5.	SN Maheswari; Financial Accounting - Vikas Publishing House, Jan 2018.	
6.	T. Horngren Charles, L. Sundern Gary, A. Elliott John; Introduction to Financial Accounting, Pearson Publications Oct 2017.	
<b>Web Resources</b>		
1.	<a href="https://ebooks.lpude.in/management/mba/term_1/DMGT403_ACCOUNTING_FOR MANAGERS.pdf">https://ebooks.lpude.in/management/mba/term_1/DMGT403_ACCOUNTING_FOR MANAGERS.pdf</a>	
2.	<a href="https://www.drnishikantjha.com/booksCollection/Accounting%20for%20Management%20for%20MBA%20.pdf">https://www.drnishikantjha.com/booksCollection/Accounting%20for%20Management%20for%20MBA%20.pdf</a>	
3.	<a href="https://www.accountingtools.com/articles/2017/5/15/basic-accounting-principles">https://www.accountingtools.com/articles/2017/5/15/basic-accounting-principles</a>	
4.	<a href="https://en.wikipedia.org/wiki/Single-entry_bookkeeping_system">https://en.wikipedia.org/wiki/Single-entry_bookkeeping_system\</a>	
5.	<a href="https://www.profitbooks.net/what-is-depreciation">https://www.profitbooks.net/what-is-depreciation</a>	



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Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
150E1A	Managerial Economics	Generic Elective	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
<b>CLO1</b>	To familiarize students with concepts of managerial economics and its relevant concepts of economics in current business scenario										
<b>CLO2</b>	To understand the applications & implications of economics and its knowledge of the mechanics of supply and demand markets in decision-making and problem solving.										
<b>CLO3</b>	To Understand the optimal point of cost analysis and production factors of the firm										
<b>CLO4</b>	To describe the pricing methods and strategies that are consistent with evolving marketing needs										
<b>CLO5</b>	To Provide insights to the various market structures in an economy.										
UNIT	Details							No. of Hours	Learning Objectives		
I	Nature and scope of managerial economics – definition of economics – important concepts of economics – relationship between micro, macro and managerial economics – nature and scope – objectives of firm.							12	CLO1		
II	Demand analysis – Theory of consumer behavior – Marginal utility analysis – indifference curve analysis Meaning of demand – Law of demand – Types of demand – Determinants of demand – Elasticity of demand – Demand forecasting.							12	CLO2		
III	Production and cost analysis – Production – Factors of production – production function – Concept – Law of variable proportion – Law of return to scale and economics of scale – cost analysis – Different cost concepts – Cost output relationship short run and long run – Revenue curves of firms – Supply analysis.							12	CLO3		
IV	Pricing methods and strategies – Objectives – Factors – General consideration of pricing – methods of pricing – Dual pricing – Price discrimination							12	CLO4		
V	Market classification – Perfect competition – Monopoly – Monopolistic competition – Duopoly – Oligopoly							12	CLO5		
<b>Total</b>							<b>60</b>				

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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	<b>Program Outcomes</b>
<b>CO1</b>	Analyze & apply the various managerial economic concepts in individual & business decisions.	PO2, PO6,PO8
<b>CO2</b>	Explain demand concepts, underlying theories and identify demand forecasting techniques.	PO6, PO8
<b>CO3</b>	Employ production, cost and supply analysis for business decision making	PO1, PO2,PO6
<b>CO4</b>	Identify pricing strategies	PO1, PO2,PO6
<b>CO5</b>	Classify market structures under competitive scenarios.	PO2, PO6, PO8
<b>Reading List</b>		
1.	Journal of Economic Literature – American Economic Association	
2.	Arthasastra Indian Journal of Economics & Research	
3.	Mithani D.M. (2016) -Managerial Economics –Himalaya Publishing House – Mumbai	
4.	Indian Economic Journal/Sage Publications	
5.	Mehta P.L (2016) – Managerial Economics – Sultan Chand & Sons – New Delhi	
<b>References Books</b>		
1.	Dr. S. Sankaran; Managerial Economics; Margham Publication, Chennai, 2019	
2.	Thomas and Maurice; Managerial Economics: Foundations of Business Analysis and Strategy, McGraw Hill Education, 10 editions, 2017.	
3.	D N Dwivedi; Managerial Economics: Vikas Publishing House, 8 th edition, 2015.	
4.	H L Ahuja; Managerial Economics, S. Chand, 9th Edition,2017.	
5.	Dominick Salvatore; Managerial Economics: Principles and Worldwide Applications, Oxford University Press, Eighth edition, 2016	
<b>Web Resources</b>		
1	<a href="https://www.studocu.com/row/document/azerbaycan-dovlet-iqtisad-universiteti/business-and-management/lecture-notes-on-managerial-economics/6061597">https://www.studocu.com/row/document/azerbaycan-dovlet-iqtisad-universiteti/business-and-management/lecture-notes-on-managerial-economics/6061597</a>	
2	<a href="https://www.intelligenteconomist.com/profit-maximization-rule">https://www.intelligenteconomist.com/profit-maximization-rule</a>	
3	<a href="http://www.economicdiscussion.net/laws-of-production/laws-of-production-laws-of-returns-to-scale-and-variable-proportions/5134">http://www.economicdiscussion.net/laws-of-production/laws-of-production-laws-of-returns-to-scale-and-variable-proportions/5134</a>	
4	<a href="http://www.simplynotes.in/e-notes/mbabba/managerial-economics/">http://www.simplynotes.in/e-notes/mbabba/managerial-economics/</a>	
5	<a href="https://businessjargons.com/determinants-of-elasticity-of-demand.html">https://businessjargons.com/determinants-of-elasticity-of-demand.html</a>	

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-IV**

**அடிப்படைத் தமிழ் - பாடத்திட்டம்**

**Basic Tamil - Syllabus**

**2 பருவங்கள் (முதல் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

**பருவம் - I (Semester - I)**  
**அடிப்படைத் தமிழ் - I (Basic Tamil - I)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S1A	<b>அடிப்படைத் தமிழ் - I</b> <b>Basic Tamil - I</b>	Supportive	2		-	-	2	2	25	75	100
Pre requisite	- தமிழ் கற்கும் ஆர்வம்.									SV 2023	
<b>Learning Objectives - கற்றல் நோக்கங்கள்</b>											
<ul style="list-style-type: none"> <li>பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி பயிற்றுவித்தல்.</li> <li>தமிழ் எழுத்துகளின் வரிவடிவங்களை அறிவதோடு உச்சரிக்கவும் எழுதவும் பயிற்றுவித்தல்.</li> <li>கற்றுக்கொண்ட சொற்களைக் கொண்டு தொடர்களை அமைத்துப் பேசக் கற்றுக்கொள்ளச் செய்தல்.</li> <li>தமிழ்பேசும் மக்களிடையே அவர்கள் கலந்துபழகி, தங்கள் வாழ்வைச் சிறப்பாக நடத்தத் தேவையான மொழிவளத்தைப் பெறச் செய்தல்.</li> </ul>											
<b>Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்</b>											
<b>On the successful completion of the course, students will be able to</b>											
<b>இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.</b>											
CO 1	தமிழ் உயிரெழுத்து வடிவங்களையும் மெய்யெழுத்து வடிவங்களையும் அறிந்துகொள்வர்.									K1,K2	
CO 2	உயிர், மெய், உயிர்மெய்த் துணைக் குறியீடுகளை அறிந்து அவற்றை எழுதும் திறன் பெறுவர்.									K2	
CO 3	ஒரு எழுத்துக்கு ஒரு ஒலி, ஒரு ஒலிக்கு ஒரு எழுத்து என்ற தமிழின் உச்சரிப்பு - வரிவடிவத் தொடர்பை உணர்வர்.									K3,K4	
CO 4	சில அடிப்படையான மொழி இலக்கண விதிகளை அறிந்து பயன்படுத்துவர்									K3,K5	
CO 5	தமிழ்நாட்டுச் சூழலில் அன்றாடத் தேவைகளை நிறைவேற்றிக்கொள்ள ஏற்ற மொழிப் பயன்பாடுகளை அறிவர்.									K4,K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
<b>Unit - I</b>	<b>உயிரெழுத்துகள், மெய்யெழுத்துகள், உயிர்மெய் எழுத்துகள்</b>										
	உயிர், மெய், உயிர்மெய்த் துணைக் குறியீடுகள், குறில்-நெடில், வல்லினம்-மெல்லினம்-இடையினம் - எழுத்துகளின் ஒலிப்பு முறையையும் எழுதும் முறையையும் கற்றல்.										
<b>Unit - II</b>	<b>ஒரெழுத்து ஒருமொழியும் இன்றியமையாத பெர்றசொற்களும்</b>										
	ஒரெழுத்துச் சொற்கள் - பல எழுத்துச் சொற்கள் - சொற்பொருள் அறிதல் - நாள், மாதம், எண் பெயர்கள் அறிதல் - பருவங்கள் அறிதல் - விலங்குகள், தாவரங்கள், உடல் உறுப்புகள், உறவுப் பெயர்கள், ஊர்ப் பெயர்கள், போன்றவற்றை அறிதல்.										
<b>Unit - III</b>	<b>சொல் வகைகளும் சொற்பயன்பாடும்</b>										
	எண் அடை, பெயரடை, வினையடை, இடைச்சொற்கள் இணைப்பு, வேற்றுமை உருபு இணைப்பு போன்ற மொழி விதிகளைக் கற்பித்தல்.										
<b>Unit - IV</b>	<b>பிழையின்றிப் பேசுதலும் எழுதுதலும்</b>										
	திணை-பால்-எண்-இடம்-காலம் ஆகியவற்றை அறிதல். பொதுவாக இவற்றில் ஏற்படும் பிழைகளை உணர்த்திச் சரிசெய்தல்.										

<b>Unit - V</b>	<b>மொழிப் பயன்பாட்டு பயிற்சி</b>
	<ul style="list-style-type: none"> <li>ஆர்வமுட்டும் நிகழ்ச்சி அல்லது சிறிய கதையைச் சொல்லச் செய்தல் / படிக்கச் செய்தல்.</li> <li>குழல்சார் (கல்லூரி, நூலகம், உணவகம், பேருந்து-இரயில்-விமான நிலையங்கள், அங்காடிகள்) உரையாடல்களை மாணவர்களிடையே நிகழ்த்துதல்.</li> <li>கதையினைச் சொல்லச் சொல்ல எழுதச் சொல்லுதல்.</li> <li>திரைப்படம் அல்லது திரைப்படப் பாடல் குறித்து மாணவர்களிடையே குழுக் கலந்துரையாடல் செய்யச் சொல்லல்.</li> </ul>
<b>Text book (s)</b>	
•	அடிப்படைத் தமிழ்-1 (Basic Tamil-I)
<b>Reference Books / Websites</b>	
•	தமிழில் நாமும் தவறில்லாமல் எழுதலாம் - பொற்கோ, பாரி நிலையம், சென்னை, 2003.
•	<a href="http://www.tamilvu.org/ta/content/சான்றிதழ்">www.tamilvu.org/ta/content/சான்றிதழ்</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/cards32-u8.htm">www.thamizham.net/kal/ttenglish/cards32-u8.htm</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/index-u8.htm">www.thamizham.net/kal/ttenglish/index-u8.htm</a>
•	<a href="http://www.ilearntamil.com">www.ilearntamil.com</a>
•	<a href="http://www.wikihow.com/Learn-Tamil">www.wikihow.com/Learn-Tamil</a>
•	<a href="http://www.ilovelanguages.org/tamil.php">www.ilovelanguages.org/tamil.php</a>
•	<a href="http://www.ling-app.com/learn-tamil">www.ling-app.com/learn-tamil</a>
•	<a href="http://www.ilearntamilnow.com">www.ilearntamilnow.com</a>
•	<a href="http://www.17-minute-languages.com/en/learn-tamil">www.17-minute-languages.com/en/learn-tamil</a>
•	<a href="http://www.hindustanitongue.com/learn-tamil">www.hindustanitongue.com/learn-tamil</a>
•	<a href="http://www.duolingo.com/course/ta/en/Learn-Tamil">www.duolingo.com/course/ta/en/Learn-Tamil</a>
•	<a href="http://www.mylanguages.org/learn_tamil.php">www.mylanguages.org/learn_tamil.php</a>
•	<a href="http://www.learn101.org/tamil.php">www.learn101.org/tamil.php</a>
•	<a href="http://www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM">www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM</a>
•	<a href="http://www.karky.in/payilcourses/index.html">www.karky.in/payilcourses/index.html</a>
•	<a href="http://www.tamilvu.org/ta/பயணியர்-தமிழ்">www.tamilvu.org/ta/பயணியர்-தமிழ்</a>
•	<a href="http://www.languagetrainers.com/blog/tamil-words/">www.languagetrainers.com/blog/tamil-words/</a>
•	<a href="http://www.thamizham.net/kal/tamil.htm">www.thamizham.net/kal/tamil.htm</a>
•	<a href="http://www.worldtamilacademy.com">www.worldtamilacademy.com</a>
•	<a href="http://www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php">www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php</a>
•	<a href="http://www.ling-app.com/ta/basic-words-in-tamil/">www.ling-app.com/ta/basic-words-in-tamil/</a>
•	<a href="http://www.thirutamil.com/article/20-easy-thirukkural-in-tamil/">www.thirutamil.com/article/20-easy-thirukkural-in-tamil/</a>
•	<a href="http://www.chennaiLibrary.com/avvai/kondraivendan.html">www.chennaiLibrary.com/avvai/kondraivendan.html</a>
•	<a href="http://www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022">www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022</a>
•	<a href="http://www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்">www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்</a>
•	<a href="http://www.ling-app.com/ta/tamil-culture">www.ling-app.com/ta/tamil-culture</a>
•	<a href="http://www.caleidoscope.in/art-culture/tamil-nadu-culture-3">www.caleidoscope.in/art-culture/tamil-nadu-culture-3</a>

Apps	
•	<a href="http://www.kaniyantamil.com/best-mobile-apps-tamil-learning/">www.kaniyantamil.com/best-mobile-apps-tamil-learning/</a>
•	Tamil 101 - Learn to Write
•	<a href="https://payil.app/tva/ta/">https://payil.app/tva/ta/</a>
•	<a href="https://tamil-101.en.aptoide.com/app">https://tamil-101.en.aptoide.com/app</a>
•	Ling - Learn Tamil Language
•	Tamil by Nemo
•	Learn Tamil Quickly

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2

Strong - 3, Medium - 2, Low - 1

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-IV**

**வளர்நிலைத் தமிழ் - பாடத்திட்டம்**  
**Advanced Tamil - Syllabus**

**2 பருவங்கள் (முதல் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

**பருவம் - 1 (Semester - 1)**  
**வளர்நிலைத் தமிழ் - I (Advanced Tamil - I)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S1B	வளர்நிலைத் தமிழ் - I Advanced Tamil - I	Supportive	2	-	-	-	2	2	25	75	100
Pre-requisite	பத்தாம் வகுப்பு வரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.									SV 2023	

**Learning Objectives - கற்றல் நோக்கங்கள்**

- இக்கால இலக்கியங்களில் இன்றியமையாத சில வகைமைகளை மாணவர்கள் அறியுமாறு செய்தல்.
- அழியும் நிலையில் உள்ள நாட்டுப்புறப் பாடல்கள் குறித்த விழிப்புணர்வை ஏற்படுத்துதல்.
- உரைநடை வடிவத்தின் குறிப்பிடத்தக்க கூறான கட்டுரை இலக்கியம் பற்றியும் அதன் சிறப்புகள் குறித்தும் அறியச் செய்தல்.
- தம் உள்ள கருத்துகளை நடப்பு இலக்கிய வடிவங்களைப் பயன்படுத்திச் சமூகத்துக்குப் படைத்தளிக்கத் தூண்டுதல்.
- மொழிப் பிழைகள் நேராமல் தவிர்த்து , பல்வகை ஊடகங்களிலும் வேலை வாய்ப்பு பெற ஊக்கமளித்தல்.

**Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்**

**On the successful completion of the course, students will be able to**  
**இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்**

CO 1	சமகால இலக்கியங்களின் நோக்குகள்- போக்குகள் குறித்து மாண வர்கள் அறிந்துகொள்வர்.	K2
CO 2	நாட்டுப்புற மக்களின் வாழ்வியல் , அறிவாற்றல், இன்றைய நிலை ஆகியவை குறித்துச் சிந்திப்பர்.	K1,K2
CO 3	தங்கள் கற்பனை வளத்தை மாணவர்கள் பெருக்கிக் கொள்வர்.	K2,K4,K6
CO 4	மொழியில் பிழைகள் நேரா வண்ணம் எழுதக் கற்றுக் கொள்வதோடு , திறனாய்வு செய்யும் ஆற்றல் பெறுவர்.	K5,K4
CO 5	திரைப்படம், சின்னத்திரை, தொலைக்காட்சி உள்ளிட்ட ஊடகங்களில் பாடல், இசை, எழுத்து எனப் பல்வேறு வேலைவாய்ப்புகள் பெறுவர்.	K5,K4,K6

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

**Unit - I நாட்டுப்புறப் பாடலும் கவிதையும்**

1. கி.வ.ஜா.வின் மலையருவி அல்லது ஏதேனும் ஒரு நாட்டுப்புறத் தொகுப்பிலிருந்து தேர்ந்தெடுத்துத் தாலாட்டுப் பாடல், சிறுவர் விளையாட்டுப் பாடல், தொழில் பாடல், ஒப்பாரிப் பாடல் ஆகியவற்றை மாணவர்களுக்கு அறிமுகப்படுத்துதல்.
2. தமிழ்த்தாய் வாழ்த்து முதல் பாடல் மட்டும்.
3. பாரதியாரின் “செந்தமிழ் நாடென்னும் போதினிலே” பாடல்.

**Unit - II புதுக்கவிதையும் சிறுகதையும்**

1. “நிலத்தை ஜெயித்த விதை” - வைரமுத்து
2. “தீக்குச்சி” (பித்தன் தொகுப்பு) - அப்துல் ரஹ்மான்
3. “கட்டை விரல்” - கா.ந. அண்ணாதுரை
4. “பூசிவழி” (பாதிசூன் தொகுப்பு) - க.பா.சிவன்



<b>Unit - III</b>	<b>கட்டுரையும் குறிப்புகளைக்கொண்டு கட்டுரை எழுதுதலும்</b>											
	1. மு.வ.வின் “நல்வாழ்வு” தொகுப்பிலிருந்து ஏதேனும் ஒரு கட்டுரை. 2. குறிப்புகளைக் கொடுத்துக் கட்டுரை எழுதச் செய்தல்.											
<b>Unit - IV</b>	<b>ம் நேர்காணலும் திறனாய்வு</b>											
	இலக்கியநயம் பாராட்டுதல், நூல் திறனாய்வு, திரைப்படத் திறனாய்வு. நேர்காணல்											
<b>Unit - V</b>	<b>மொழிப் பயிற்சி</b>											
	1. திணை, பால், எண், இடப் பயன்பாடு அறிதல். 2. பொருந்திய சொல் தருதல். 3. பிழை நீக்கி எழுதுதல்.											
<b>Text book (s)</b>												
•												
<b>Reference Books / Websites</b>												
•												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2
Strong - 3, Medium - 2, Low - 1												

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
<b>150S1A</b>	<b>Basics of Event Management</b>	NME	Y	-	-	-	2	2	25	75	100	
<b>Learning Objectives</b>												
CLO1	To know the basic of event management its concepts											
CLO2	To make an event design											
CLO3	To make feasibility analysis for event.											
CLO4	To understand the 5 Ps of Event Marketing											
CLO5	To know the financial aspects of event management and its promotion											
UNIT	Details							No. of Hours	Learning Objectives			
I	Introduction: Event Management – Definition, Need, Importance, Activities.							6	CLO1			
II	Concept and Design of Events: Event Co-ordination, Developing &, Evaluating event concept – Event Design							6	CLO2			
III	Event Feasibility: Resources – Feasibility, SWOT Analysis							6	CLO3			
IV	Event Planning & Promotion – Marketing & Promotion – 5Ps of Event Marketing – Product, Price, Place, Promotion, Public Relations							6	CLO4			
V	Event Budget – Financial Analysis – Event Cost – Event Sponsorship							6	CLO5			
<b>Total</b>							<b>30</b>					
<b>Course Outcomes</b>												
Course Outcomes	On completion of this course, students will;							Program Outcomes				
CO1	To understand basics of event management							PO1, PO6				
CO2	To design events							PO5, PO6				
CO3	To study feasibility of organising an event							PO2, PO6				
CO4	To gain Familiarity with marketing & promotion of event							PO6				
CO5	To develop event budget							PO6, PO8				

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

<b>Reading List</b>		
1.	Event Management: A Booming Industry and an Eventful Career by Devesh Kishore, Ganga Sagar Singh - Har-Anand Publications Pvt. Ltd.	
2.	Event Management by Swarup K. Goyal - Adhyayan Publisher - 2009	
3.	Event Management & Public Relations by Savita Mohan - Enkay Publishing House	
4	Event Planning - The ultimate guide - Public Relations by S.J. Sebellin Ross	
5	Event Management By Lynn Van Der Wagen & Brenda R Carlos, Pearson Publishers	
<b>References Books</b>		
1.	Event Management By Chaudhary, Krishna, Bio-Green Publishers	
2.	Successful Event Management By Anton Shone & Bryn Parry	
3.	Event management, an integrated & practical approach By Razaq Raj, Paul Walters & Tahir Rashid	
4.	Event Planning Ethics and Etiquette: A Principled Approach to the Business of Special Event Management by Judy Allen , Wiley Publishers	
5.	Event Planning: Management & Marketing For Successful Events: Management & Marketing for Successful Events: Become an Event Planning Pro & Create a Successful Event Series by Alex Genadinik CreateSpace Independent Publishing Platform, 2015	
<b>Web Resources</b>		
1.	<a href="https://ebooks.lpude.in/management/bba/term_5/DMGT304_EVENT_MANAGEMENT.pdf">https://ebooks.lpude.in/management/bba/term_5/DMGT304_EVENT_MANAGEMENT.pdf</a>	
2	<a href="https://www.inderscience.com/jhome.php?jcode=ijhem">https://www.inderscience.com/jhome.php?jcode=ijhem</a> International Journal of Hospitality & Event Management	
3	<a href="https://www.emeraldgrouppublishing.com/journal/ijefm">https://www.emeraldgrouppublishing.com/journal/ijefm</a> International Journal of Event and Festival Management	
4	<a href="https://www.eventbrite.com/blog/?s=roundup">https://www.eventbrite.com/blog/?s=roundup</a>	
5	<a href="https://www.eventindustrynews.com/">https://www.eventindustrynews.com/</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	
	Assignments	
	Seminar	
	Attendance and Class Participation	
		25 Marks
<b>External Evaluation</b>	End Semester Examination	
		75 Marks
	Total	
		100 Marks

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION

SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
<b>150B1A</b>	<b>Managerial Communication</b>	Part-IV	Y	-	-	-	2	2	25	75	100	
<b>Course Objectives</b>												
CLO1	To educate students role & importance of communication skills											
CLO2	To build their listening, reading, writing & speaking communication skills.											
CLO3	To introduce the modern communication for managers.											
CLO4	To understand the skills required for facing interview											
CLO5	To facilitate the students to understand the concept of Communication.											
UNIT	Details							No. of Hours	Course Objectives			
I	Definition – Methods – Types – Principles of effective Communication – Barriers to Communication – Communication etiquette.							6	CLO1			
II	Business Letter – Layout- Kinds of Business Letters: application, offer, acceptance/ acknowledgement and promotion letters. Business Development Letters – Enquiry, replies, Order, Sales, circulars, Grievances.							6	CLO2			
III	Interviews- Direct, telephonic & Virtual interviews- Group discussion – Presentation skills – body language							6	CLO3			
IV	Communication through Reports – Agenda- Minutes of Meeting - Resume Writing							6	CLO4			
V	Modern Forms of Communication: podcasts, Email, virtual meetings – Websites and their use in Business – social media- Professional Networking sites							6	CLO5			
<b>Total</b>							<b>30</b>					
<b>Course Outcomes</b>												
Course Outcomes	On completion of this course, students will;							Program Outcomes				
<b>CO1</b>	Understand communication process and its barriers.							PO1,PO2,PO3,PO4, PO8				
<b>CO2</b>	Develop business letters in different scenarios							PO1,PO2,PO3,PO4, PO5,PO6				
<b>CO3</b>	Develop oral communication skills & conducting interviews							PO2,PO3,PO4,PO5, PO6,PO7				
<b>CO4</b>	Use managerial writing for business communication							PO1,PO2,PO4,PO5, PO6,PO8				
<b>CO5</b>	Identify usage of modern communication tools & its significance for managers							PO3,PO4,PO5,PO6, PO7,PO8				

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

<b>Reading List</b>		
1.	Krishan Mohan & Meena Banerji, Developing Communication Skills, Macmillan India Ltd, 2008	
2.	Mallika Nawal –Business Communication – CENGAGE	
3.	Bovee, Thill, Schatzman, Business Communication Today - Peason Education Private Ltd - New Delhi.	
4.	Michael Brown, Making Presentation Happen, Allen & Unwin, Australia, 2008	
5.	Sundar K.A, Business communication Vijay Nicole imprints Pvt. Ltd., Chennai.	
<b>References Books</b>		
1.	Rajendra Paul & J S Kovalahalli, Essentials of Business Communication, Sultan Chand & Sons, New Delhi, 2017	
2.	Dr. C B Gupta, Basic Business Communication, Sultan Chand & Sons, New Delhi, 2017	
3.	R C Sharma & Krishan Mohan, Business Correspondance and Report Writing, Mc Graw Hill, India Pvt Ltd., New Delhi, 2006	
4.	Kevin Galaagher, Skills Development for Business and Management Students, Oxford University Press, Delhi, 2010	
5.	R C Bhatia, Business Communication, Ane Books Pvt Ltd., Delhi, 2015	
<b>Web Resources</b>		
1.	<a href="https://www.managementstudyguide.com/business_communication.html">https://www.managementstudyguide.com/business_communication.html</a>	
2.	<a href="https://studiousguy.com/business-communication/">https://studiousguy.com/business-communication/</a>	
3.	<a href="https://www.oercommons.org/curated-collections/469">https://www.oercommons.org/curated-collections/469</a>	
4.	<a href="https://www.scu.edu/mobi/business-courses/starting-a-business/session-8-communication-tools/">https://www.scu.edu/mobi/business-courses/starting-a-business/session-8-communication-tools/</a>	
5.	<a href="https://open.umn.edu/opentextbooks/textbooks/8">https://open.umn.edu/opentextbooks/textbooks/8</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminar	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-I**

**பொதுத் தமிழ் - பாடத்திட்டம்**

**General Tamil - Syllabus**

**4 பருவங்கள் (இரண்டாம் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

**பொதுத்தமிழ்- 2**  
**தமிழ் இலக்கிய வரலாறு -2**

முதலாம் ஆண்டு – இரண்டாம் பருவம்

Course Code	Course Name	Category	L	T	P	S	Credits	Ins.Hrs	CIA	External	Total
100L2AU	பொதுத்தமிழ் -2 தமிழ் இலக்கிய வரலாறு -2	Supportive	Y	-	-	-	3	6	25	75	100

**Learning Objectives**

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

**Expected Course Outcomes**

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்	K4
CO 2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்	K5, K6
CO 3	திராவிட இயக்க இலக்கியங்களைக் கற்பதன் மூலம் மொழி உணர்வு , இன உணர்வு, சமத்துவம் சார்ந்த சிந்தனைகளைப் பெறுவர்	K3
CO 4	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்வர்	K3
CO 5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் பயிற்சி பெறுவர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய வரலாறு அறிமுகம்.

1. சிற்றிலக்கியம்; குறவஞ்சி, கலம்பகம், உலா, பரணி, பள்ளு, பிள்ளைத்தமிழ், தூது, அந்தாதி.
2. தனிப்பாடல் அறிமுகம்
3. இக்கால இலக்கியம் ;கவிதை, சிறுகதை,நாடகம், உரைநடை. , திராவிட இயக்கம் வளர்த்த தமிழ்.

அலகு-2 சிற்றிலக்கியக்கமும்,தனிப்பாடலும்

சிற்றிலக்கியம்;

- கலிங்கத்து பரணி- விருந்தினரும் வறியவரு நெருங்கி யுண்ணரும் - முதல் - கேட்பாரைக் காண்மின் காண்மின் - வரை
- திருக்குற்றாலக் குறவஞ்சி - வானரங்கள் கனிகொடுத்து
- முக்கூடற் பள்ளு - ஆற்று வெள்ளம் நாளை வரத்
- அபிராமி அந்தாதி- கலையாத கல்வியும் குறையாத வயதும் (பதினாறு செல்வங்கள்)
- திருவரங்கக் கலம்பகம் - மறம் -பிள்ளைப் பெருமாள் ஐயங்கார்-பேசுவந்த தூத செல்லரித்த ஓலை செல்லுமோ
- தமிழ்விடு தூது முதல் பத்து கண்ணிகள்

தனிப்பாடல்;

- வான்குருவி யின்கூடு -ஒளவையார்
- ஆமணக்குக்கும் யானைக்கும் சிலேடை ;முத்திருக்கும் கொம்பசைக்கும் மூரித்தன் டே - காளமேகப் புலவர்
- இம்பர் வான் எல்லை இராமனையே பாடி -வீரராகவர்
- நாராய் நாராய் -சத்தி முத்தப் புலவர்

அலகு-3

இக்கால இலக்கியம்- 1

1. பாரதியார் பாரத சமுதாயம் வாழ்கவே
2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா
3. நாமக்கல் கவிஞர்-கத்தியின்றி
4. தமிழ் ஒளி - மீன்கள் (அந்தி நிலா பார்க்க வா)
5. ஈரோடு தமிழன்பன் - எட்டாவது சீர் (வணக்கம் வள்ளுவ )

சிறுகதைகள், \_

1. புதுமைப்பித்தன் - கடிதம்
2. ஜெயகாந்தன் -வாய்ச் சொற்கள் (மாலை மயக்கம் தொகுப்பு)
3. ஆர். சூடாமணி - அந்நியர்கள்

உரைநடை ;

1. மு வ கடிதங்கள் - தம்பிக்கு நூலில் முதல் இரண்டு கடிதங்கள்

அலகு-4

இக்கால இலக்கியம்- 2

1. தந்தை பெரியார் - திருக்குறள்( மாநாட்டு) உரை
2. பேரறிஞர் அண்ணா - இரண்டாம் உலகத் தமிழ் மாநாட்டு உரை
3. கலைஞர் மு. கருணாநிதி - தொல்காப்பிய பூங்கா -எழுத்து -முதல் நூற்பா கட்டுரை

நாடகம் / திரைத்தமிழ் :

1. வேலைக்காரி -திரைப்படம்
2. ராஜா ராணி -சாக்ரடீஸ் -ஓரங்க நாடகம்

இதழியல் தமிழ் ;



முரசொலி கடிதம்

1. செம்மொழி வரலாற்றில் சில செப்பேடுகள்

அலகு-5

மொழிப் பயிற்சி

சொல் வேறுபாடு / பிழை தவிர்த்தல்

- வாசிப்பது – வாசிப்பவர்
- சுவர்- சுவரில்
- வயிறு - வயிற்றில்
- கோயில்- கோவில்
- கறுப்பு – கருப்பு
- இயக்குநர்-இயக்குனர்
- சில்லறை-சில்லரை
- முறித்தல் – முரித்தல்
- மனம்-மனசு- மனது
- அருகில்-அருகாமையில்
- அக்கரை- அக்கறை
- மங்கலம்- மங்களம்.

பயிற்சி :

- பிழையான சொற்களை ஒரு பத்தியில் கொடுத்து அந்தப் பிழையான சொற்களைச் சரியாக எழுதச் செய்தல்
- சிறிய பத்தி ஒன்றை ஆங்கிலத்தில் கொடுத்து அதனைத் தமிழில் மொழிபெயர்க்க வைத்தல்.

Text books

- .

Reference Books

- மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி.
- மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழ் இலக்கிய வரலாறு –முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி
- புதிய தமிழ் இலக்கிய வரலாறு– முனைவர்.சிற்பி பாலசுப்ரமணியம்,நீல.பத்மநாபன்
- தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்
- தமிழ் இலக்கிய வரலாறு –முனைவர். ப.ச.ஏசுதாசன்
- தமிழ் இலக்கிய வரலாறு - ஸ்ரீ குமார்
- வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு–பாக்கியமேரி
- தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web Sources

- <https://www.chennaiibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-1

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

**FOUNDATION COURSE: PART-I HINDI PAPER-II**

**100L2E**

**Inst.Hrs. : 6**  
**Credits : 3**

**Year : I**  
**Semester : II**

<b>Paper – II- ONE ACT PLAY, SHORT STORY &amp; TRANSLATION</b>		
<b>Duration:</b>	<b>1 Semester</b>	
<b>Programme Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Identify the features, elements of literary forms i.e. Drama, one act play, Novel and Short Stories, techniques of Translation</li> <li>2. Understand the Ideology, message and aims of the literary works and writers</li> <li>3. Obtain the knowledge of method of critical study of Literary works.</li> <li>4. Obtain the skills of summarise, interpretation of contexts, and practice of translation</li> <li>5. Employ the knowledge of translation and language and professional skills.</li> </ol>	
<b>Programme Specific Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Basic knowledge for higher studies</li> <li>2. Basic Knowledge of Hindi literature and its trends</li> <li>3. Language skills spoken and writing skills</li> <li>4. Basic idea of critical and analytical study of literature.</li> <li>5. Obtains knowledge of Translation of different subjects</li> </ol>	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Identifies the writers, theme and aims of literary works</li> <li>2. Understand and summarise the theme of one act plays and short stories and their techniques</li> <li>3. Explains the methods and techniques of Translation of different fields</li> <li>4. Evaluate the theme and artistic skills of One Act Plays and short stories and writers</li> <li>5. Conceive the basic knowledge of literary themes and translation</li> </ol>	K1 K2 K2 K5 K6
<b>Pre-requisites, if any:</b>	Basic Knowledge of Hindi Fiction and Translation	
<b>UNITS</b>		
<b>I</b>	<ol style="list-style-type: none"> <li>1. Aurazeb ki Aakhiri Raat</li> <li>2. Mukthidhan</li> <li>3. Practice of Annotation Writing</li> <li>4. Practice of Summary and Literary evaluation Writing</li> </ol>	
<b>II</b>	<ol style="list-style-type: none"> <li>1. Laksmi ka Swagat</li> <li>2. Mithayeewala</li> <li>3. Practice of Summary and Literary evaluation Writing</li> <li>4. Translation Practice. (English to Hindi)</li> </ol>	

**UNIVERSITY OF MADRAS**  
**UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE**  
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

<b>III</b>	<ol style="list-style-type: none"> <li>1. Basant Ritu ka Natak</li> <li>2. Seb Aur Dev</li> <li>3. Practice of Summary and Literary evaluation Writing</li> <li>4. Introduction to Translation Practice</li> </ol>
<b>IV</b>	<ol style="list-style-type: none"> <li>1. Bahut Bada Sawal</li> <li>2. Vivah ki Teen Kathayen</li> <li>3. Practice of Summary and Literary evaluation Writing</li> <li>4. Translation Practice. (English to Hindi)</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Translation Practice. (English to Hindi)</li> </ol>

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identifies the nature, features, elements of One Act Plays and Short Stories and skills of Translation</li> <li>2. Understand the theme, aim of lessons and obtain skills of Evaluation.</li> <li>3. Evaluate the thought, ideology, expressional and artistic skills of writers and contextual meanings</li> <li>4. Obtain skills of summarizing, evaluating and critical study</li> <li>5. Employ the techniques and skills of Literature and Translation.</li> </ol>
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<b>Reading List (Print and Online)</b>	<ol style="list-style-type: none"> <li>1. <a href="https://hindisarang.com/hindi-ekaanki-ekaankikar/">https://hindisarang.com/hindi-ekaanki-ekaankikar/</a></li> <li>2. <a href="https://hi.wikipedia.org/wiki/हिन्दी_कहानी">https://hi.wikipedia.org/wiki/हिन्दी_कहानी</a></li> </ol>
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<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li>1. <b>ONE ACT PLAY</b> (Detailed Study): <b>AATH EKANKI</b>  <b>Edited By:</b> Devendra Raj Ankur, Mahesh Anand Vani prakashan, 4695, 21-A Dariyagunj, New Delhi – 110 002</li> <li>2. <b>SHORT STORIES</b> (Non-Detailed Study): <b>SWARNA MANJARI</b>  <b>Edited by:</b> Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp.Ranganathan St.), T.Nagar, Chennai–600017.</li> <li>3. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7 B Begum III Street, Royapettah, Chennai – 14.</li> <li>4. Anuvad Abhyas Part III : Dakshin Bharat Hindi Prachar Sabha, T. Nagar, Chennai-17.</li> </ol>
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**Method of Evaluation:**

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	S	M	S	S	S
<b>CO 2</b>	S	S	S	S	L
<b>CO 3</b>	M	S	S	S	L
<b>CO 4</b>	M	S	S	S	L
<b>CO 5</b>	S	S	S	S	S

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH  
SYLLABUS WITH EFFECT FROM 2023-2024

UG & 5 Year PG Integrated – SEMESTER – II

## Foundation Course in French: Prescribed Text and Grammar-II

<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>To ask for and give directions.</li> <li>To give orders or commands using <i>Impératif</i></li> <li>To narrate events from the past using <i>Passé Composé</i></li> <li>Cite the ordinal numbers in French</li> <li>Indicate the position of something using prepositions of place</li> </ol>		
<b>Course</b>	Foundation Course in French	<b>Course Code</b>	<b>100L2K</b>
<b>Title of the Course:</b>	Prescribed Text and Grammar-II		
<b>Credits:</b>	3		
<b>Pre-requisites, if any:</b>	-		
<b>Course Objectives</b>	Revise and recall the French sentence structure	K1	
	Enumerate the various grammatical tenses and use them to communicate better in French	K2	
	Summarize and develop ideas from the documents after discussing it in detail	K2 and K3	
	Write and understand dialogues based on the themes done in class	K4	
	Evaluate and comprehend text passages	K5	
<b>Units</b>			
<b>I</b>	Unité 7: C'est où?		
<b>II</b>	Unité 8: N'oubliez pas !		
<b>III</b>	Unité 9: Belle vue sur la mer !		
<b>IV</b>	Unité 10: Quel beau voyage !		
<b>V</b>	Unité 11: Oh ! joli ! Unité 12: Et après ?		
<b>Prescribed Text</b>	Régine Mérieux & Yves Loiseau, <b>Units 7-12</b> of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	S	S	M	L	M	M	L	S	S	S	M	M	M
<b>CO2</b>	S	M	M	L	M	M	L	S	S	S	S	M	M
<b>CO3</b>	M	S	S	M	S	M	M	S	S	S	M	S	S
<b>CO4</b>	S	S	M	L	S	M	L	S	S	S	S	S	S
<b>CO5</b>	S	S	S	L	M	M	L	S	S	S	M	S	S

**S-Strong      M-Medium      L-Low**

# UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH  
SYLLABUS WITH EFFECT FROM 2023-2024

## **SEMESTER II**

**Title of the Paper** : Prescribed Text and Grammar-II

**Prescribed textbook**: Régine Mérieux & Yves Loiseau, **Units 7-12 of *Latitudes 1*** (Indian Edition), Paris, Didier, 2017.

**Questions not to be asked from the Autoévaluation and Préparation au DELF**

**Paper setters to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.**

## **QUESTION PAPER PATTERN**

Time : 3 Hours

Maximum Marks : 75

### **Section A (10 x 2 = 20 Marks)**

**Answer any TEN questions**

15 questions to be asked on cultural / civilisational aspects found in the prescribed textbook

### **Section B (5 x 5 = 25 Marks)**

**Answer any FIVE questions**

8 Grammar exercises to be given from the prescribed textbook

### **Section C (3 x 10 = 30 Marks)**

**Answer any THREE**

3 must be answered out of 5 topics (1 dialogue writing, 1 letter /email writing, 1 composition, 1 comprehension, 1 translation)

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# UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH  
SYLLABUS WITH EFFECT FROM 2023-2024

## FIRST YEAR - SEMESTER II PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
100L2ZU	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>		To make students realize the importance of resilience								
<b>LO2</b>		To enable them to become good decision makers								
<b>LO3</b>		To enable them to imbibe problem-solving skills								
<b>LO4</b>		To enable them to use tenses appropriately								
<b>LO5</b>		To help them use English effectively at the work place.								
Unit No.	Unit Title & Text						No. of Periods for the Unit			
<b>I</b>	<b>RESILIENCE</b> <b>Poem</b> 1.1 Don't Quit – Edgar A. Guest 1.2 Still Here – Langston Hughes  <b>Short Story</b> 1.3 Engine Trouble – R.K. Narayan 1.4 Rip Van Winkle – Washington Irving						20			
<b>II</b>	<b>DECISION MAKING</b> <b>Short Story</b> 2.1 The Scribe – Kristin Hunter 2.2 The Lady or the Tiger - Frank Stockton <b>Poem</b> 2.3 The Road not Taken – Robert Frost 2.4 Snake – D. H Lawrence						20			
<b>III</b>	<b>PROBLEM SOLVING</b> <b>Prose life Story</b> 3.1 How I taught My Grandmother to Read – Sudha Murthy <b>Autobiography</b> 3.3 How frog Went to Heaven – A Tale of Angolo 3.4 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam						20			

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<b>IV</b>	<b>Tenses</b> 4.1 Present 4.2 Past 4.3 Future 4.4 Concord	15
<b>V</b>	<b>English in the Workplace</b> 5.1 E-mail – Invitation, Enquiry, Seeking Clarification 5.2 Circular 5.3 Memo 5.4 Minutes of the Meeting	15

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Realize the importance of resilience	PO1,PO7
<b>CO2</b>	Become good decision-makers	PO1,PO2,PO10
<b>CO3</b>	Imbibe problem-solving skills	PO4,PO6,PO9
<b>CO4</b>	Use tenses appropriately	PO4, PO5,PO6
<b>CO5</b>	Use English effectively at the work place.	PO3,PO8

### **Text Books (Latest Editions)**

#### **References Books**

1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3.	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5.	Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
6.	Communication Skills : Practical Approach Ed. Shaikh Moula
	Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.



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## Web Sources

1	Langston Hughes. Still Here <a href="https://poetryace.com/im-still-here">https://poetryace.com/im-still-here</a>
2	R. K. Narayan. Engine Trouble <a href="http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf">http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf</a>
3	Washington Irving. Rip Van Winkle <a href="https://www.gutenberg.org/files/60976/60976-h/60976-h.htm">https://www.gutenberg.org/files/60976/60976-h/60976-h.htm</a>
4	Frank Stockton. The Lady or the Tiger <a href="https://www.gutenberg.org/ebooks/396">https://www.gutenberg.org/ebooks/396</a>

## Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

## Mapping with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3	3	3	3
<b>CO2</b>	3	3	3	3
<b>CO3</b>	3	3	3	3
<b>CO4</b>	3	3	3	3
<b>CO5</b>	3	3	3	3
<b>Weightage</b>	15	15	15	15
<b>Weighted percentage of Course Contribution toPos</b>	3.0	3.0	3.0	3.0

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## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150C2A</b>	<b>MARKETING MANAGEMENT</b>	Core	Y	-	-	-	5	5	25	75	100
<b>Learning Objectives</b>											
CLO1	To understand the marketplace.										
CLO2	To identify the market segmentation and the Product mix										
CLO3	To select the different pricing methods and channels of distribution.										
CLO4	To know the communication mix and sales promotion tools										
CLO5	To prepare according to the latest trends in market.										
UNIT	Details								No. of Hours	Learning Objectives	
I	Fundamentals of Marketing – Role of Marketing – Relationship of Marketing With Other Functional Areas- Concept of Marketing Mix – Marketing Approaches – Various Environmental Factors Affecting the Marketing Functions.								15	CLO1	
II	Segmentation – Need And Basis of Segmentation -Targeting – Positioning Product – Characteristics – Benefits – Classifications – Consumer Goods – Industrial Goods. Product Mix-New Product Development Process - Product Life Cycle. Branding – Packaging.								15	CLO2	
III	Pricing – Factors Influencing Pricing Decisions – Pricing Objectives. Market Physical Distribution: Importance – Various Kinds of Marketing Channels – Distribution Problems.								15	CLO3	
IV	A Brief Overview of Communication Mix-Types of Media & its Characteristics- Print - Electronic - Outdoor – Internet- A tool to customer loyalty. Sales Promotion tools- IMC (Integrated marketing communication) - Definition, Process, Need & Significance - CRM – Importance.								15	CLO4	
V	Sales Force Management: Personal Selling Process- Motivation, Compensation and Control of Sales Force –Digital Marketing: Introduction- Applications & Benefits.								15	CLO5	
									<b>75</b>		

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<b>Course Outcomes</b>	<b>On Completion of the course the students will</b>	<b>Program Outcomes</b>
<b>CO1</b>	To list and identify the core concepts of Marketing and its mix.	PO1, PO2, PO3
<b>CO2</b>	To sketch the market segmentation, nature of product, PLC	PO1, PO2, PO3, PO6, PO8
<b>CO3</b>	To analyze the appropriate pricing methods	PO1 PO2, PO3, PO4, PO8
<b>CO4</b>	To determine the importance of various media	PO1, PO2, PO6
<b>CO5</b>	To assess the sales force and applications of digital marketing	PO1, PO2, PO7
<b>Reading List</b>		
1.	Philip Kotler & Gary Armstrong, Principles of Marketing: A South Asian Perspective, Pearson Education, 2018.	
2.	Rajan Saxena, Marketing Management, Tata McGraw Hill, 2017.	
3.	L. Natarajan, Marketing, Margham Publications, 2017.	
4.	J P Mahajan & Anupama Mahajan, Principles of Marketing, Vikas Publishing House, 2017.	
5.	K Karunakaran, Marketing Management, Himalaya Publishing House, 2017.	
<b>References Books</b>		
1.	C.B. Gupta & Rajan Nair Marketing Management, Sultan Chand & Son 2020	
2.	V.S. Ramaswamy & S. Namakumari, 2002, Principles of Marketing, first edition, S.G. Wasani / Macmillan India Ltd,	
3.	Cranfield, Marketing Management, Palgrave Macmillan.	
4.	Harsh V Verma & Ekta Duggal, Marketing, Oxford University Press, 2017.	
5.	Sontakki C.N, Marketing Management, Kalyani Publishers, Ludhiana. 2016	
<b>Web Resources</b>		
1.	<a href="http://eprints.stiperdharma.wacana.ac.id/24/1/%5BPhillip_Kotler%5D_Marketing_Management_14th_Edition%28BookFi%29.pdf">http://eprints.stiperdharma.wacana.ac.id/24/1/%5BPhillip_Kotler%5D_Marketing_Management_14th_Edition%28BookFi%29.pdf</a>	
2.	<a href="https://mrcet.com/downloads/MBA/digitalnotes/Marketing%20Management.pdf">https://mrcet.com/downloads/MBA/digitalnotes/Marketing%20Management.pdf</a>	
3.	<a href="https://www.enotesmba.com/2013/01/marketing-management-notes.html">https://www.enotesmba.com/2013/01/marketing-management-notes.html</a>	
4.	Industrial Marketing Management   Journal   ScienceDirect.com by Elsevier	
5.	Journal of Marketing Management   Taylor & Francis Online (tandfonline.com)	

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## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION

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Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150C2B</b>	<b>Accounting for Managers II</b>	Core	Y	-	-	-	5	5	25	75	100
<b>Learning Objectives</b>											
CLO1	To provide basic understanding of cost concepts and classification.										
CLO2	To develop skills in tools & techniques and critically evaluate decision making in business.										
CLO3	To understand various ratios and cash flow related to finance										
CLO4	To recognize the role of budgets and variance as a tool of planning and control.										
CLO5	To gain insights into the fundamental principles of accounting and use them in day-to-day business scenarios										
UNIT	Details							No. of Hours	Learning Objectives		
I	Cost accounting – Meaning, nature, scope and functions, need, importance and limitations- Cost concepts and classification – Cost sheets – Tenders & Quotation							12	CLO1		
II	Management accounting – Meaning, nature, scope and functions, need, importance and limitations – Management Accounting vs. Cost Accounting. Management Accounting vs. Financial Accounting. Analysis and Interpretation of financial statements – Nature, objectives, essentials and tools, methods – Comparative Statements, Common Size statement and Trend analysis.							12	CLO2		
III	Ratio Analysis – Interpretation, benefits and limitations. Classification of ratios - Liquidity, Profitability, turnover. Cash flow and Funds flow statement(only Theory).							12	CLO3		
IV	Budgets and budgetary control – Meaning, objectives, merits and demerits – Sales, Production, flexible budgets and cash budget							12	CLO4		
V	Marginal Costing – CVP analysis – Break even analysis							12	CLO5		
<b>Total</b>							<b>60</b>				

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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	<b>Program Outcomes</b>
<b>CO1</b>	Interpret cost sheet & write comments.	PO1, PO2, PO4
<b>CO2</b>	Compare cost, management & financial accounting	PO6
<b>CO3</b>	Analyze the various ratio and compare it with standards to assess deviations	PO2, PO6
<b>CO4</b>	Estimate budget and use budgetary control	PO1, PO2, PO8
<b>CO5</b>	Evaluate marginal costing and its components	PO2, PO6

<b>Reading List</b>	
1.	Gupta, R.L and M. Radhaswamy. Advanced Accountancy, Sultan Chand & Sons, 2016.
2.	T. S. and A. Murthy. Management Accounting, Chennai: Margham, 2007.
3.	Jain S.P and K.L Narang. Advanced Accountancy (Part II). Kalyani, 2007.
4	Maheshwari S.N, Advanced Accountancy (Part II). Vikas, 2007.
5	Man Mohan and S.N. Goyal. Principles of Management Accounting. Agra: Sahitya Shawan, 2017.

<b>References Books</b>	
1.	Dr.K.Ganesan & S. Ushena Begam, Accounting for Managers – Volume II, Charulatha Publications, Chennai
2.	T. S. Reddy and Hari Prasad Reddy- Management Accounting, Margham Publication, 2016
3.	Antony Atkinson, Robert S Kalpan, Advance Management Accounting, Pearson Publications, 2015.
4.	Horngrén Sunderu Stratton, Introduction to Management Accounting, Pearson Education, 2013.
5.	Rajiv Kumar Goel & Ishaan Goel, Concept Building Approach to Management Accounting, 2019
6.	Colin Drury, Management and Cost Accounting (with CourseMate and eBook Access), Cengage, 2015.

<b>Web Resources</b>	
1	<a href="https://www.toppr.com/guides/fundamentals-of-accounting/fundamentals-of-cost-accounting/meaning-of-management-accounting/">https://www.toppr.com/guides/fundamentals-of-accounting/fundamentals-of-cost-accounting/meaning-of-management-accounting/</a>
2	<a href="https://efinancemanagement.com/financial-accounting/management-accounting">https://efinancemanagement.com/financial-accounting/management-accounting</a>
3	<a href="http://www.accountingnotes.net/management-accounting/management-accounting-meaning-limitations-and-scope/5859">http://www.accountingnotes.net/management-accounting/management-accounting-meaning-limitations-and-scope/5859</a>
4	<a href="https://www.wallstreetmojo.com/ratio-analysis/">https://www.wallstreetmojo.com/ratio-analysis/</a>
5	<a href="http://www.accountingnotes.net/cost-accounting/variance-analysis/what-is-variance-analysis-cost-accounting/10656">http://www.accountingnotes.net/cost-accounting/variance-analysis/what-is-variance-analysis-cost-accounting/10656</a>

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Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150E2A</b>	<b>International Business</b>	Generic Elective		-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
CLO1	To familiarize students with basic concepts of International Business										
CLO2	To impart knowledge about theories of international trade										
CLO3	To know the concepts of foreign exchange market and foreign direct investment										
CLO4	To understand the global environment										
CLO5	To gain knowledge on the Contemporary Issues of International Business										
UNIT	Details							No. of Hours	Learning Objectives		
I	Introduction to International Business: Importance, nature and scope of international business- Internationalization process and Approaches - Modes of entry- Multinational Corporations and their involvement in International Business- Advantage and problems of MNCs.							12	CLO1		
II	Introduction of Trade theories— Mercantilism — Absolute Advantage — Comparative Advantage — Heckscher-Ohlin Theory — The New Trade Theory — Porter's Diamond Competitive Advantage Theory.							12	CLO2		
III	Foreign Investments-Pattern, Foreign exchange rates and their impact on trade and investment flows-Functions of Foreign Exchange Market- Foreign Direct Investments — Factors influencing FDI — Modes of FDI entry - Horizontal and Vertical Foreign Direct Investment — Advantages of Host and Home Countries.							12	CLO3		
IV	Drivers in Globalisation - Globalisation of Markets, production, investments and Technology. World trade in goods and services — Major trends and developments- World trade and protectionism — Tariff and non-tariff barriers.							12	CLO4		
V	Regional Economic Groupings in Practice- Levels of Regional Economic Integration Regionalism vs. Multilateralism- Important Regional Economic Groupings in the World. Contemporary Issues in International Business- Institutional support to international business like BREXIT, IMF, World Bank, ILO and WTO.							12	CLO5		
<b>Total</b>								<b>60</b>			

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## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Discuss the modes of entry to International Business	PO1, PO5, PO6
<b>CO2</b>	Explain international trade theories	PO3, PO4, PO5
<b>CO3</b>	Understand Foreign exchange market and FDI	PO1, PO2
<b>CO4</b>	Outline the Global Business Environment	PO4, PO5, PO6
<b>CO5</b>	Identify the relevance of international institutions and trading blocs.	PO7, PO8
<b>Reading List</b>		
1.	Gupta CB, International Business, S Chand & Co. Ltd, 2014	
2.	Bhattacharya, B., Going International: Response Strategies of the Indian Sector, Wheeler Publishing, New Delhi.	
3.	Hill, C.W.L. and Jain, A.K., International Business: Competing in the Global Marketplace, 11th Edition, Tata McGraw-Hill Education, 2018.	
4.	Cherunilam, F., International Business: Text and Cases, 5th Edition, PHI Learning, 2010	
5.	Paul, J., International Business, 5th Edition, PHI Learning, 2010	
<b>References Books</b>		
1.	Deresky, H., International Management: Managing Across Borders and Cultures, 6th Edition, Pearson, 2011.	
2.	Griffin, R., International Business, 7th Edition, Pearson Education, 2012.	
3.	Tamer Cavusgil S, Gary Knight, John Riesenberger, International Business The New Realities, 4 <sup>th</sup> edition, Pearson ,2017	
4.	Aswathappa K , International Business , 7th Edition, McGraw-Hill, 2020	
5.	SubbaRaoP, International Business, (Text and Cases), Himalaya Publishing House, 2016	
<b>Web Resources</b>		
1	<a href="https://online.hbs.edu/blog/post/international-business-examples">https://online.hbs.edu/blog/post/international-business-examples</a>	
2	<a href="https://saylordotorg.github.io/text_international-business">https://saylordotorg.github.io/text_international-business</a>	
3	<a href="https://www.imf.org/en/home">https://www.imf.org/en/home</a>	
4	<a href="https://courses.lumenlearning.com/suny-internationalbusiness/chapter/reading-what-is-international-business/">https://courses.lumenlearning.com/suny-internationalbusiness/chapter/reading-what-is-international-business/</a>	
5	<a href="http://www.simplynotes.in/e-notes/mbabba/international-business-management/">http://www.simplynotes.in/e-notes/mbabba/international-business-management/</a>	

<b>Methods of Evaluation</b>			
<b>Internal Evaluation</b>	Continuous Internal Assessment Test		<b>25 Marks</b>
	Assignments		
	Seminars		
	Attendance and Class Participation		
<b>External Evaluation</b>	End Semester Examination		<b>75 Marks</b>
<b>Total</b>			<b>100 Marks</b>

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-IV**

**அடிப்படைத் தமிழ் - பாடத்திட்டம்**

**Basic Tamil - Syllabus**

**2 பருவங்கள் (இரண்டாம் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**



**பருவம் - II (Semester - II)**  
**அடிப்படைத் தமிழ் - II (Basic Tamil - II)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2A	அடிப்படைத் தமிழ் - II Basic Tamil - II	Supportive	2		-	-	2	2	25	75	100
Pre - requisite	தமிழ் எழுத்துகளை அறிந்திருத்தலோடு தொடக்க நிலையில் பேசவும் எழுதப் படிக்கவும் தெரிந்திருத்தல்.									SV 2023	

**Learning Objectives - கற்றல் நோக்கங்கள்**

- தமிழ்மொழியைத் தொடக்க நிலையில் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்ளுதல்.
- பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி யின் சிறப்புகள் , கலை-பண்பாட்டை அறிமுகப்படுத்துதல்.
- தமிழ் இலக்கிய இலக்கண வளங்களின் சிறப்புக ளை அறிதல் . அவற்றுள் சிலவற்றைச் சுவைத்துப் பார்த்தல்.
- தமிழரின் தனித்தன்மைகளை உணரச் செய்தல்.

**Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்**

**On the successful completion of the course, students will be able to**  
**இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்**

CO 1	தமிழ்மொழியைப் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்வர்.	K1,K2
CO 2	கடிதம், விண்ணப்பம், நிகழ்ச்சிக் குறிப்புகள் எழுதுதல், தகவல் தொடர்புச் சாதனங்களில் தகவல் எழுதுதல் என அன்றாட வாழ்வில் தமிழ்ப் பயன்பாட்டைக் கற்றுக்கொள்வர்.	K1,K3,K4
CO 3	தமிழின் இலக்கிய வளத்தோடு தமிழரின் அறக் கோட்பாடுகளையும் தமிழரின் வரலாற்று-பண்பாட்டுச் செழுமையையும் புரிந்துகொள்வர்.	K1,K2,K4
CO 4	தமிழறிஞர்களையும் படைப்பாளிக ள், அரசியல் தலைவர்கள், சிறந்த ஆளுமைகளைப் பற்றி அறிந்துகொள்வர்.	K4,K5,K6
CO 5	தமிழர் கலை , பண்பாடு, பழக்கவழங்கங்கள், விளையாட்டுகள், விழாக்கள், தமிழரின் தனித்த அடையாளங் கள், சிறப்புகள் ஆகியவற்றை அறிவதோடு, அவரவர் மண்ணுகுரிய கலைப் பண்பாட்டோடு ஒப்பிட்டுப் புரிந்துகொள்வர்.	K1,K4,K5, K6

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

**Unit - I சொல்லும் பொருளும்**

1. பெயர்-வேற்றுமை, வினை-காலம், பெயரடை-வினையடை, எதிர்ச்சொற்கள் போன்றவறைக் கொண்டு சிறுசிறு தொடர்கள் பேசவைத்தல், எழுதவைத்தல்.
2. பெயர்ப் பலகை, செய்தித்தாள் போன்றவற்றை வாசிக்கவும் பொருள் கூறவும் பயிற்சியளித்தல்.
3. உரையாடல் (படங்களைப் பார்த்து, சொற்களைச் சொல்லவைத்தல்/பேசவைத்தல், கேள்விகளுக்குப் பதில் அளித்தல், தலைப்புகள் கொடுத்துப் பேசச் செய்தல்.

<b>Unit - II</b>	<b>அன்றாட வாழ்வில் தமிழ்ப் பயன்பாடு</b>
	காலைக் கடமைகள், சமையல், உணவுகள், உடல்நலம், வீட்டுப் பொருள்கள், வணிகம், போக்குவரத்து, பயணம் தொடர்பான செயல்பாடுகள் போன்ற அன்றாட நடவடிக்கைகளில் தமிழ்மொழிப் பயன்பாடு.
<b>Unit - III</b>	<b>தமிழ் இலக்கியங்கள் அறிமுகம்</b>
	1. தமிழ் இலக்கியங்கள் அறிமுகம் - இலக்கிய இலக்கண வளங்களின் சிறப்புகள். 2. திருக்குறள், ஆத்திசூடி, சங்க இலக்கியம், திரைப் பாடல்கள், நாட்டுப்புறப் பாடல்கள் போன்றவற்றில் சுவைமிகுந்த பாடல்களை வாசிக்கவைத்தல் பொருளுணர்த்துதல், கற்றவற்றை எழுதச்செய்தல்.
<b>Unit - IV</b>	<b>தமிழ்ப் படைப்பாளர்கள், அறிஞர்கள், ஆளுமைகள், தலைவர்கள்</b>
	1. இலக்கிய-இலக்கணப் படைப்பாளர்கள் (தொல்காப்பியர், திருவள்ளுவர், ஓவையார், கம்பர், பாரதி, பாரதிதாசன், ஜெயகாந்தன், கண்ணதாசன், வைரமுத்து போன்றோர்). 2. அரசியல் தலைவர்கள் (காமராசர், பெரியார், அண்ணா, எம்.ஜி.ஆர். போன்றோர்). 3. திரைப் பிரபலங்கள் (சிவாஜி கணேசன், ரஜினிகாந்த், கமலஹாசன், பாலச்சந்தர், இளையராஜா, சி.பா. பாலசுப்பிரமணியம் போன்றோர்). 4. ஆளுமைகள் (வ.உ. சிதம்பரனார், பாவாணர், அப்துல் கலாம், போன்றோர்). மேற்குறித்தோரை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
<b>Unit - V</b>	<b>தமிழர் கலை, பண்பாடு, பழக்க வழங்கங்கள், விளையாட்டுகள், விழாக்கள்</b>
	1. தமிழரின் தனித்த அடையாளங்களும் சிறப்புகளும். 2. கலைகள் (கட்டடம், சிற்பம், ஓவியம், புழங்குபொருள்கள்). 3. நுண்கலைகள் (சிலம்பம், பட்டிமன்றம், வில்லுப்பாட்டு, ஆட்டம், கூத்து போன்றன). 4. விளையாட்டுகள் (குழந்தைகள், சிறுவர், இளைஞர், ஆண்கள், பெண்கள்). 5. விழாக்கள் (குடும்ப விழாக்கள், கோயில் சார்ந்த விழாக்கள், கிராமிய விழாக்கள்). 6. சுற்றுலாத் தலங்கள் / வரலாற்றுச் சிறப்புமிக்க இடங்கள். 7. உணவு, உடை, மருத்துவம் இன்னபிற. மேற்குறித்தவற்றை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
<b>Text book (s)</b>	
•	அடிப்படைத் தமிழ்-2 (Basic Tamil-II)
<b>Reference Books / Websites</b>	
•	தமிழில் நாமும் தவறில்லாமல் எழுதலாம் - பொற்கோ, பாரி நிலையம், சென்னை, 2003.
•	<a href="http://www.tamilvu.org/ta/content/சான்றிதழ்">www.tamilvu.org/ta/content/சான்றிதழ்</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/cards32-u8.htm">www.thamizham.net/kal/ttenglish/cards32-u8.htm</a>
•	<a href="http://www.thamizham.net/kal/ttenglish/index-u8.htm">www.thamizham.net/kal/ttenglish/index-u8.htm</a>
•	<a href="http://www.ilearntamil.com">www.ilearntamil.com</a>
•	<a href="http://www.wikihow.com/Learn-Tamil">www.wikihow.com/Learn-Tamil</a>
•	<a href="http://www.ilovelanguages.org/tamil.php">www.ilovelanguages.org/tamil.php</a>
•	<a href="http://www.ling-app.com/learn-tamil">www.ling-app.com/learn-tamil</a>
•	<a href="http://www.ilearntamilnow.com">www.ilearntamilnow.com</a>
•	<a href="http://www.17-minute-languages.com/en/learn-tamil">www.17-minute-languages.com/en/learn-tamil</a>
•	<a href="http://www.hindustanitongue.com/learn-tamil">www.hindustanitongue.com/learn-tamil</a>

•	<a href="http://www.duolingo.com/course/ta/en/Learn-Tamil">www.duolingo.com/course/ta/en/Learn-Tamil</a>
•	<a href="http://www.mylanguages.org/learn_tamil.php">www.mylanguages.org/learn_tamil.php</a>
•	<a href="http://www.learn101.org/tamil.php">www.learn101.org/tamil.php</a>
•	<a href="http://www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM">www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM</a>
•	<a href="http://www.karky.in/payilcourses/index.html">www.karky.in/payilcourses/index.html</a>
•	<a href="http://www.tamilvu.org/ta/பயணியர்-தமிழ்">www.tamilvu.org/ta/பயணியர்-தமிழ்</a>
•	<a href="http://www.language trainers.com/blog/tamil-words/">www.language trainers.com/blog/tamil-words/</a>
•	<a href="http://www.thamizham.net/kal/tamil.htm">www.thamizham.net/kal/tamil.htm</a>
•	<a href="http://www.worldtamilacademy.com">www.worldtamilacademy.com</a>
•	<a href="http://www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php">www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php</a>
•	<a href="http://www.ling-app.com/ta/basic-words-in-tamil/">www.ling-app.com/ta/basic-words-in-tamil/</a>
•	<a href="http://www.thirutamil.com/article/20-easy-thirukkural-in-tamil/">www.thirutamil.com/article/20-easy-thirukkural-in-tamil/</a>
•	<a href="http://www.chennai library.com/avvai/kondraivendan.html">www.chennai library.com/avvai/kondraivendan.html</a>
•	<a href="http://www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022">www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022</a>
•	<a href="http://www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்">www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்</a>
•	<a href="http://www.ling-app.com/ta/tamil-culture">www.ling-app.com/ta/tamil-culture</a>
•	<a href="http://www.caleidoscope.in/art-culture/tamil-nadu-culture-3">www.caleidoscope.in/art-culture/tamil-nadu-culture-3</a>

#### **Apps**

•	<a href="http://www.kaniyantamil.com/best-mobile-apps-tamil-learning/">www.kaniyantamil.com/best-mobile-apps-tamil-learning/</a>
•	Tamil 101 - Learn to Write
•	<a href="https://payil.app/tva/ta/">https://payil.app/tva/ta/</a>
•	<a href="https://tamil-101.en.aptoide.com/app">https://tamil-101.en.aptoide.com/app</a>
•	Ling - Learn Tamil Language
•	Tamil by Nemo
•	Learn Tamil Quickly

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2

Strong - 3, Medium - 2, Low - 1

**சென்னைப் பல்கலைக்கழகம்**  
**University of Madras**

**Part-IV**

**வளர்நிலைத் தமிழ் - பாடத்திட்டம்**

**Advanced Tamil - Syllabus**

**2 பருவங்கள் (இரண்டாம் பருவம்)**

**(B.A., B.Sc., B.Com., BCA., BBA)**

**2023-24**

**பருவம் - 2 (Semester - 2)**  
**வளர்நிலைத் தமிழ் - II (Advanced Tamil - II)**

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2B	வளர்நிலைத் தமிழ் - II Advanced Tamil - II	Supportive	2	-	-	-	2	2	25	75	100
Pre requisite	பத்தாம் வகுப்புவரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.									SV 2023	

**Learning Objectives - கற்றல் நோக்கங்கள்**

- பண்டைத் தமிழ் இலக்கியங்கள் , அவற்றின் சிறப்புகள் மற்றும் பொருண்மைகள் ஆகியன குறித்து அறியச்செய்தல்.
- காப்பிய இலக்கியங்கள் , பக்தி இலக்கியங்கள் ஆகியவற்றில் காணலாகும் கருத்துக் கருவூலங்களை நுகரச் செய்தல்.
- உரைநடை இலக்கியத்துள் , கட்டுரை, இலக்கியம் குறித்த அறிமுகத்தை மாணவர்களுக்கு ஏற்படுத்துதல்.
- பாடத்தின்வழி, பல்வகை இலக்கியங்கள் தோன்றுவதற்கான காரணங்கள் மற்றும் மாற்றம் பெறுவதற்கான காரணங்களை அறியச் செய்தல்.
- இருவேறு மொழிகளின் இயல்புகளை உணர் த்தி, மொழிபெயர்க்கும் திறனையும் அலுவலகக் கடிதம் எழுதும் பயிற்சியையும் பெறச் செய்தல்.

**Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்**

**On the successful completion of the course, students will be able to**  
**இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.**

CO 1	உரைநடை இலக்கியத்தின் பெருமைகளை உணர்ந்து , அதனை அன்றாட வாழ்வில் பயன்படுத்தும் திறன் பெறுவர்.	K2,K3
CO 2	பண்டைத் தமிழ் இலக்கியங்கள் காட்டும் சமூக , பண்பாட்டு, வாழ்வியல் முறைகளை அறிந்துகொள்வர்.	K1,K3,K4
CO 3	காப்பியக் கட்டமைப்புகளை இன்றைய புதினம் , திரைப்படங்கள் ஆகியவற்றுடன் ஒப்பிட்டுக் காணும் அறிவைப் பெறுவர்.	K1,K3,K4
CO 4	தமிழ் இலக்கிய மரபினையும் மாற்றங்களையும் ஆய்ந்து உணரும் ஆற்றல் பெறுவர்.	K1,K4,K5, K6
CO 5	மொழிபெயர்ப்புத் திறன் பெறுவதோடு, அன்றாட வாழ்வின் தேவைகளான பல்வகை அலுவலகக் கடிதங்கள் எழுதும் திறன் பெறுவர்.	K4,K5,K6

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

**Unit - I பக்தி இலக்கியமும் சிற்றிலக்கியமும்**

1. “மண்ணில் நல்லவண்ணம் வாழலாம்” - திருஞான சம்பந்தர்
2. திருவேங்கடமலையில் பிறத்தல் என்னும் தலைப்பில் குலசேகர ஆழ்வார் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று.
3. முக்கூடற்பள்ளு இலக்கியத்தில் மூத்த பள்ளி தன் நாட்டுவளம் குறித்துப் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று.

**Unit - II சங்க இலக்கியம், அற இலக்கியம், காப்பியம்**

1. “நாடா கொன்றோ காடா கொன்றோ” - ஓவையார்.
2. “யாதும் ஊரே” - கணியன் பூங்குன்றனார் - புறநானூறு
3. “நிலத்தினும் பெரிதே”, “வேம்பின் பைங்காய்” - குறுந்தொகை.

	உ) சிலப்பதிகாரம் - வஞ்சிக் காண்டம் - காட்சிக் காதை. ஊ) குண்டலகேசி - “பாளையாம் தன்மை செத்தும்” எனத் தொடங்கும் பாடல்.											
<b>Unit - III</b>	<b>தமிழ் உரைநடை</b>											
	தமிழ் உரைநடைச் சிறப்பையும் தேவையையும் மாணவர்கள் உணரும் வகையில் ஒரு சிறுகதை, ஓர் ஓரங்க நாடகம், ஓர் எளிய கட்டுரைத் தொகுப்பு இவற்றை அறிமுகம் செய்க.											
<b>Unit - IV</b>	<b>தமிழர் பண்பாட்டு வரலாறு</b>											
	தமிழர் பண்பாடு, கலைகள் (நிகழ்த்து கலை, ஓவியம், கட்டடக் கலை போன்றவற்றை அறிமுகம் செய்க.											
<b>Unit - V</b>	<b>மொழிப் பயிற்சி</b>											
	<ol style="list-style-type: none"> <li>1. மயங்கொலிப் பிழை, குறில்-நெடில், சொற்பிழை, சந்திப்பிழை, தொடர்பு பிழைகளை நீக்கி எழுதப் பயிற்சியளித்தல்.</li> <li>2. கலைச்சொல்லாக்கம்</li> <li>3. மொழிபெயர்ப்பு - தமிழ்-ஆங்கிலம், ஆங்கிலம்-தமிழ் பகுதிகளை மொழிபெயர்ப்பு செய்யப் பயிற்சியளித்தல்.</li> <li>4. வேலைவேண்டி விண்ணப்பம் எழுதுதல்.</li> <li>5. அலுவலகக் கடிதம்.</li> <li>6. போட்டித் தேர்வுகளுக்கூரிய கண்ணோட்டத்தில் மொழி, இலக்கிய வரலாற்றினைக் கற்பித்தல்.</li> </ol>											
<b>Text book (s)</b>												
	•											
<b>Reference Books / Websites</b>												
	•											
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO
	1	2	3	4	5	6	7	8	9	10	1	2
<b>CLO 1</b>	3	2	3	2	2	3	2	2	2	2	3	3
<b>CLO 2</b>	2	2	2	3	3	2	2	3	3	2	2	2
<b>CLO 3</b>	3	3	3	2	2	3	3	2	3	3	3	3
<b>CLO 4</b>	3	2	3	3	3	3	2	2	2	2	3	2
<b>CLO 5</b>	2	2	3	3	2	2	3	3	2	3	3	2
Strong - 3, Medium - 2, Low - 1												

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION

SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150S2A</b>	<b>MANAGERIAL SKILL DEVELOPMENT</b>	SEC	Y	-	-	-	2	2	25	75	100
<b>Learning Objectives</b>											
CLO1	To improve the self-confidence, groom the personality and build emotional competence										
CLO2	To address self-awareness and the assessment of core management skills such as communication, working with teams and creating a positive environment for change.										
CLO3	To assess the Emotional intelligence										
CLO4	To induce critical-thinking and analytical skills to investigate complex problems to propose viable solutions										
CLO5	To improve professional etiquettes										
UNIT	Details							No. of Hours	Learning Objectives		
I	Self: Core Competency, Understanding of Self, Components of Self— Self-identity, Self-concept, Self - confidence and Self-image. Skill Analysis and finding the right fit. Self-learning styles, attitude towards change and applications of skills							6	CLO1		
II	Self Esteem: Meaning & Importance, Components of self-esteem, High and low self-esteem, measuring our self-esteem and its effectiveness, Personality mapping tests, Appreciative Intelligence.							6	CLO2		
III	Building Emotional Competence: Emotional Intelligence — Meaning, Components, Importance and Relevance, Positive and Negative Emotions., Healthy and Unhealthy expression of Emotions, The six-phase model of Creative Thinking: ICEDIP model.							6	CLO3		
IV	Thinking skills: The Mind/Brain/Behaviour, thinking skills, Critical Thinking and Learning, Making Predictions and Reasoning, Memory and Critical Thinking, Emotions and Critical Thinking. Creativity: Definition and meaning of creativity, The nature of creative thinking, Convergent and Divergent thinking, Idea generation and evaluation (Brain Storming), Image generation and evaluation.							6	CLO4		
V	Communication related to course: How to make oral presentations, conducting meetings, reporting of projects, reporting of case analysis, answering in Viva Voce, Assignment writing Debates, presentations, role plays and group discussions on current topics. Audio and Video Recording of the above exercises to improve the non-verbal communication and professional etiquettes.							6	CLO5		
<b>Total</b>								<b>30</b>			

# UNIVERSITY OF MADRAS

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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	<b>Program Outcomes</b>
<b>CO1</b>	Identify the personal qualities that are needed to sustain in the world of work.	PO1, PO2, PO6, PO7
<b>CO2</b>	Explore more advanced Management Skills such as conflict resolution, empowerment, working with teams and creating a positive environment for change.	PO1, PO2, PO5
<b>CO3</b>	Acquire practical management skills that are of immediate use in management or leadership positions.	PO6, PO7
<b>CO4</b>	Employ critical-thinking and analytical skills to investigate complex business problems to propose viable solutions.	PO1, PO2
<b>CO5</b>	Make persuasive presentations that reveal strong written and oral communication skills needed in the workplace.	PO4
<b>Reading List</b>		
1.	Managerial Skill Articles	
2.	The Management Skills of SALL Managers - SiSAL Journal	
3.	Managerial Skills by Dr.K.Alex S.CHAND	
4.	Managerial Skills 2 by Cynthia MenezesPrabhu, Pen to Print Publishing LLP	
5.	Gallagher (2010), Skills Development for Business & Management Students, Oxford University Press. PROF. SANJIV	
<b>References Books</b>		
1.	Joshi, G. (2015), Campus to Corporate-Your Roadmap to Employability, Sage Publication	
2.	McGrath E. H. (9 Ed. 2011), Basic Managerial Skills, Prentice Hall India Learning Private Limited.	
3.	Whetten D. (e Ed. 2011), Developing Management Skills, Prentice Hall India Learning Private Limited.	
4.	<u>P. Varshney</u> , <u>A. Dutta</u> , Managerial Skill Development, Alfa Publications, 2012	
5.	EQ- soft skills for Corporate Carrer by Dr. Sumeet Suseelan	
<b>Web Resources</b>		
1.	<a href="https://www.ipjugaad.com/syllabus/ggsip-university-bba-4th-semester-managerial-skill-development-syllabus/63">https://www.ipjugaad.com/syllabus/ggsip-university-bba-4th-semester-managerial-skill-development-syllabus/63</a>	
2.	<a href="https://www.academia.edu/4358901/managerial_skill_development_pdf">https://www.academia.edu/4358901/managerial_skill_development_pdf</a>	
3	<a href="https://www.academia.edu/4358901/managerial_skill_development_pdf">https://www.academia.edu/4358901/managerial_skill_development_pdf</a>	
4	<a href="https://rccmindore.com/wp-content/uploads/2015/06/Managerial-SkillsAll-Units-AC.pdf">https://rccmindore.com/wp-content/uploads/2015/06/Managerial-SkillsAll-Units-AC.pdf</a>	
5	<a href="https://www.aisectuniversityjharkhand.ac.in/PDFDoc/StudyNotes/MBA/SEM%201/MBA-1-MSD(Managerial%20skill%20development).pdf">https://www.aisectuniversityjharkhand.ac.in/PDFDoc/StudyNotes/MBA/SEM%201/MBA-1-MSD(Managerial%20skill%20development).pdf</a>	



# UNIVERSITY OF MADRAS

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SYLLABUS WITH EFFECT FROM 2023-2024

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>150S2B</b>	<b>BUSINESS ETIQUETTE AND CORPORATE GROOMING</b>	SEC	Y	-	-	-	2	2	25	75	100
<b>Learning Objectives</b>											
CLO1	To impart knowledge about basic etiquettes in professional conduct										
CLO2	To provide understanding about the workplace courtesy and ethical issues involved										
CLO3	To suggest on guidelines in managing rude and impatient clients										
CLO4	To familiarize students about significance of cultural sensitivity and the relative business attire										
CLO5	To stress on the importance of attire										
UNIT	Details							No. of Hours	Learning Objectives		
I	Introduction to Business Etiquette: Introduction- ABCs of etiquette-meeting and greeting scenarios-principles of exceptional work behavior-role of good manners in business- professional conduct and personal spacing.							6	CLO1		
II	Workplace Courtesy and Business Ethics: Workplace Courtesy-Practicing common courtesy and manners in a workplace-Etiquette at formal gatherings- Professional qualities expected from an employer's perspective - Hierarchy and Protocol. Ethical issues - preventing sexual harassment-conflict resolution strategies-Choosing appropriate gift in the business environment - real life work place scenarios – company policy for business etiquette							6	CLO2		
III	Telephone Etiquette, email etiquette and Disability Etiquette <b>Mastering the telephone courtesy, handling rude or impatient clients -internet usage in the workplace, email etiquette, online chat etiquette guidelines -Basic disability Etiquette practices</b>							6	CLO3		
IV	Diversity and Cultural Awareness at Workplace Impact of diversity-Cultural Sensitivity-Taboos and Practices-Inter-Cultural Communication							6	CLO4		
V	Business Attire and Professionalism Business style and professional image - dress code-guidelines for appropriate business attire-grooming for success.							6	CLO5		
<b>Total</b>								<b>30</b>			

# UNIVERSITY OF MADRAS

## B.B.A. DEGREE PROGRAMME IN BUSINESS ADMINISTRATION SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	<b>Program Outcomes</b>
<b>CO1</b>	Describe basic concepts of business setiquette and corporate grooming.	PO5, PO6,
<b>CO2</b>	Outline the etiquette and grooming standards followed in business environment and the significance of communication	PO4, PO2, PO5, PO6
<b>CO3</b>	Create cultural awareness and moral practices in real life workplace scenarios	PO8, PO6
<b>CO4</b>	Analyzeworkplacecourtesyandresolveethicalissueswithrespecttoetiquett eand grooming for success	PO1, PO3, PO8, PO6
<b>CO5</b>	Apply the professionalism in the workplace considering diversity and courtesy	PO3, PO8, PO6
<b>Reading List</b>		
1.	Journal of Computer Mediated Communication By ICA	
2.	Business and Professional Communication by Sage Journals	
3.	Business Etiquette Made Easy: The Essential Guide to Professional Success by Myka Meier, Skyhorse	
4.	Emily Post's The Etiquette Advantage in Business: Personal Skills for Professional Success by Peggy Post and Peter Post, William Morrow	
5.	Shital Kakkar Mehra, "Business Etiquette: Aguide for the Indian Professional", Harper Collins Publisher (2012)	
<b>References Books</b>		
1.	Indian Business Etiquette, Raghu Palat, JAICO Publishers	
2.	NinaKochhar, "AtEasewithEtiquette", B.jain Publisher, 2011	
3.	NimeranSahukar, PremP. Bhalla, "TheBookofEtiquetteandmanners", PustakMahipublishers, 2004	
4.	Sarvesh Gulati (2012), Corporate Grooming and Etiquette, Rupa Publications India Pvt. Ltd.	
5.	The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success by Barbara Pachter , Mc Graw Hill Education	
<b>Web Resources</b>		
1.	<a href="http://osou.ac.in/eresources/DIM-08-BLOCK-3.pdf">http://osou.ac.in/eresources/DIM-08-BLOCK-3.pdf</a>	
2.	<a href="https://www.columbustech.edu/skins/userfiles/files/Training%20Manual%20-%20Business%20Etiquette%20(1).pdf">https://www.columbustech.edu/skins/userfiles/files/Training%20Manual%20-%20Business%20Etiquette%20(1).pdf</a>	
3	<a href="https://www.sbu.edu/docs/default-source/life-at-sbu-documents/professional-wardrobe-nbsp-.pdf">https://www.sbu.edu/docs/default-source/life-at-sbu-documents/professional-wardrobe-nbsp-.pdf</a>	
4	<a href="https://www.tutorialspoint.com/business_etiquette/grooming_etiquettes.htm">https://www.tutorialspoint.com/business_etiquette/grooming_etiquettes.htm</a>	
5	<a href="https://wikieducator.org/Business_etiquette_and_grooming">https://wikieducator.org/Business_etiquette_and_grooming</a>	

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC05**

**CORE-V: FINANCIAL MANAGEMENT**

**CREDITS:4**

**III SEM/II YEAR**

**Learning Objectives :**

1. To appreciate the underlying basics of financial management.
2. To acquaint students with various financial management tools & techniques

**UNIT I**

Meaning, objectives and Importance of Finance – Sources of finance – Functions of financial management – Role of financial manager in Financial Management.

**UNIT II**

Capital structures planning - Factors affecting capital structures – Determining Debt and equity proportion – Theories of capital structures – Leverage concept.

**UNIT III**

Cost of capital – Cost of equity – cost of preference capital – Cost of debt – Cost of retained earnings – weighted Average (or) composite cost of capital (WACC)

**UNIT IV**

Dividend policies – Factors affecting dividend payment - Company Law provision on dividend payment –Various Dividend Models (Walter's Gordon's – M.M. Hypothesis)

**UNIT V**

Working capital – components of working capital – working capital operating cycle – Factors influencing working capital – Determining (or) Forecasting of working capital requirements.

**Reference Books :**

1. Financial Management - I.M.Pandey
2. Financial Management – Prasanna Chandra
3. Financial Management – S.N.Maheswari
4. Financial Management – Y. Khan and Jain

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**BBA-DSC06**

**CORE-VI: ORGANISATIONAL BEHAVIOUR**

**CREDITS:4**

**III SEM/II YEAR**

**Learning Objectives:**

1. To familiarize evolution of organization theories and its significance.
2. To understand concepts underlying organization behaviour and its role.

**UNIT I**

Need and scope of organizational behaviour - Theories of organization - Individual difference Vs Group intelligence tests -Measurement of intelligence - Personality Tests - Nature – Types and uses of perception.

**UNIT II**

Motivation - Financial and non -Financial motivational techniques - Job satisfaction - meaning - Factors - Theories -Measurement -Morale - Importance - Employee attitudes and behavior and their significance to employee productivity.

**UNIT III**

Work environment -Good house keeping practices - Design of work place - Fatigue – Causes and prevention and their importance - Leadership -Types and theories of leadership

**UNIT IV**

Group dynamics -Cohesiveness - Co-operation - Competition - Resolution - Sociometry - Group norms - Role position status

**UNIT V**

Organizational culture and climate - Organizational Development

**Recommended Books**

1. Uma Sekaran, Organisational Behaviour Text & cases, 2nd edition, Tata McGraw Hill Publishing CO.Ltd
2. Gangadhar Rao, Narayana, V.S.P Rao, Organisational Behaviour 1987, Reprint 2000, Konark Publishers Pvt.Ltd, 1<sup>st</sup> edition
3. S.S. Khanka, Organisational Behaviour, S.Chand& Co, New Delhi.
4. J.Jayasankar, Organisational Behaviour, Margham Publications, Chennai .3.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC07**

**CORE-VII: COMPUTER APPLICATION IN BUSINESS**

**CREDITS:4**

**III SEM/II YEAR**

**Learning Objectives :**

1. To acquaint skills in Ms-Word and Ms-Excel for business functions.
2. To understand DBMS, EDI, Internet basic concepts and its applications.
3. To familiarize about Information system audit.

**UNIT – I**

Word Processing: Meaning and role of word processing in creating of documents, Editing, formatting and printing documents using tools such as spell check, thesaurus, etc., in word processors (MS Word), Electronic Spreadsheet, Structure of Spread sheet and its applications to accounting , finance, and marketing functions of business; Creating a dynamic/ sensitive worksheet; Concept of absolute and relative cell – reference; Using built – in functions; Goal seeking and solver tools; Using graphics and formatting to worksheet; Sharing data with other desktop applications ; Strategies of creating error – free worksheet (MS Excel)

**UNIT – II**

Programming under a DBMS environment: The concept of data base management system; Data field, records, and files, Sorting and Indexing data; Searching records. Designing queries, and reports; Linking of data files; Understanding programming environment in DBMS; Developing menu driven applications in query language (MS – Access).

**UNIT – III**

Electronic Data Interchange (EDI) : Introduction of EDI - Basics of EDI; edistandards; Financial EDI (FEDI) FEDI for international trade transaction; Applications of EDI, Advantages of EDI; Future of EDI.

**UNIT – IV**

The internet and its basic concepts: Internet concept, History, Development in India: Technological foundation of internet; Distributed computing; Client – server computing ;internet protocol suite; Application of distributed computing ; Client server computing; Internet protocol suite in the internet environment ; Domain Name System (DNS); Generic Top – Level Domain (gTLD); Country code Top Level Domain (ccTLD) – India; Allocation of second level domains; IP addresses, Internet protocol; Applications of Internet in business, Education, Governance ,etc.

## **UNIT – V**

Information System Audit : Basic idea of information audit; - Difference with the traditional concepts of audit; Conduct and applications of IS audit in internet environment.

### **Reference Books:**

1. Agarwala Kamlesh N and Agarwala Deeksha – Business on the Net – Introduction to E-Commerce
2. Goyal – Management Information System.
3. Minoli Daniel, Minoli Emma – e Commerce Technology Hand book.
4. Kanter – Managing within formations.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC08**

**CORE-VIII: MARKETING MANAGEMENT**

**CREDITS: 4**  
**YEAR**

**III SEM/II**

**Learning Objective :**

1. To understand fundamental marketing concepts
2. To know the implications of marketing in business
3. To familiarize various promotional tools in marketing.

**UNIT I**

Fundamentals of marketing - Role of Marketing - Relationship of Marketing with other functional areas - concept of marketing mix-Marketing approaches - Various Environmental factors affecting the marketing functions.

**UNIT II**

Buyer Behavior - Consumer goods and Industrial goods - Buying motives - Factors influencing buyer Behaviour Market segmentation - Need and basis of Segmentation - Targeting - positioning.

**UNIT III**

The Product - Characteristics - benefits - classifications - consumer goods - industrial goods - New Product Development process - Product Life Cycle - Branding - Packaging.

**UNIT IV**

Physical Distribution: Importance - Various kinds of marketing channels - distribution problems. Sales management: Motivation, Compensation and Control of salesmen.

**UNIT V**

A brief overview of: Advertising - Publicity - Public Relations - personal Selling – Direct selling and Sales promotion.

**Recommended Texts**

1. Philip Kotler, 2003, Marketing Management, 11th edition, Pearson Education (Singapore) Pte Ltd, NewDelhi.
2. V.S. Ramaswamy & S.Namakumari, 1994, Principles of Marketing, first edition, S.G.Wasani / Macmillan India Ltd, NewDelhi.
3. Crrrainfield, Marketing Management, PalgraveMacmillan
4. Sontakki . C.N , Marketing Management, Kalyanni Publishers,Ludhiana
5. Gary Armstrong & Philip Kotler, 2003, Marketing -An Introduction, sixth edition, Pearson Education (Singapore) Pvt Ltd, NewDelhi
6. R.S.N. Pillai and Bagavathi ,Modern Marketing , S.Chand& Co , NewDelhi.
7. Jayasankar, Marketing, Margham publications,Chennai.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSA03**

**ALLIED-III: BUSINESS STATISTICS**

**CREDITS:5**

**III SEM/II YEAR**

**Learning Objectives :**

1. To familiarize students statistics and its role in business
2. To know the statistical tools and its usage for business.

**UNIT I**

Introduction – Meaning and Definition of Statistics – Collection and Tabulation of Statistical Data – Presentation of Statistical Data – Graphs and Diagrams- Measures of Central Tendency – Arithmetic Mean, Median and Mode – Harmonic Mean and Geometric Mean.

**UNIT II**

Measures of Variation – Standard Deviation – Mean deviation – Quartile deviation- Skewness and kurtosis – Lorenz Curve – Simple Correlation – Scatter Diagram – Karl Pearson's Correlation – Rank Correlation – Regression.

**UNIT III**

Analysis of Time Series – Methods of Measuring Trend and Seasonal Variations

**UNIT IV**

Index Numbers – Consumer Price Index – And Cost Of Living Indices- Statistical quality control

**UNIT V**

Sampling procedures - simple, stratified and systematic.

**Reference Books:**

1. P.R. Vittal, Business Mathematics and Statistics, Margham Publications, Chennai, 2004.
2. S.P. Gupta, Statistical Methods, Sultan Chand & Sons, New Delhi, 2007.
3. S.P. Gupta, Elements of Business Statistics, Sultan Chand & Sons, New Delhi, 2007.
4. J.K. Sharma, Business Statistics, Pearson Education, New Delhi, 2007.
5. Business Statistics & OR - Dr.S.P. Rajagopalan, Tata McGraw Hill



# UNIVERSITY OF MADRAS

## Syllabus for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes of the  
Affiliated Non-autonomous Colleges (w.e.f 2013-14)

BP4-SS006

### PERSONALITY ENRICHMENT – LEVEL I

#### Unit 1- Self Disclosure

Characteristics of self disclosure – Self disclosure benefits and appropriateness –  
Self disclosure and self awareness – Self disclosure and feedback.

#### Exercise:

1. Self Description– Reflect and answer the following questions on a sheet of paper about yourself: Who am I? What am I like? How do others perceive me? What are my strengths as a person? In what areas do I want to develop greater skills?
2. Adjective Checklist – the following exercise is aimed at providing an opportunity for participants to disclose their view of themselves to the other members of their group and to receive feedback on how the other group members perceive them.
3. Self Disclosure and Self Awareness – the purpose of this exercise is to allow participants to focus on the areas as described in the Johari Window.

#### Unit II – Anger, Stress and Managing Feelings

The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person

#### Exercise:

1. Handling put downs techniques practiced through role plays.
2. changing your feelings discuss how people can make their assumptions more constructively.
3. defusing the Bomb exercise discuss how one can manage provocations.

#### Unit III – Interpersonal Effectiveness

Managing anxiety and fear – Breathing – an antidote to stress – progressive muscle relaxation – understanding your shyness – building one' self esteem – avoiding self blame – taking risks, tolerating failure, persisting and celebrating success – self talk.

# UNIVERSITY OF MADRAS

## Syllabus for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes of the  
Affiliated Non-autonomous Colleges (w.e.f 2013-14)

### Exercise:

1. being positive about yourself
2. Understanding your shyness analyze the social situation of shyness and the causes of your shyness.
3. Systematic Muscle Relaxation train one in the procedure for systematic muscle relaxation.
4. Learning how to breathe deeply help one to relax systematically when one is anxious by controlling one's breathing.

### Unit IV: Study Skills

Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite, review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning .

### Exercise:

1. Using the techniques of memory enhancers to review your classroom and textbook notes

### Unit V: Goal Setting and Managing Time

The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college

### Exercise:

1. Steps to prepare one's short term goals and long term goals.
2. Role play activity through reelection of identifying how priority management affect one's ability to live a balanced life.

### Reference:

1. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6<sup>th</sup> ed. Boston: Allyn and Bacon.
2. Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4<sup>th</sup>ed. New Delhi: Pearson.
3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC09**

**CORE-IX HUMAN RESOURCE MANAGEMENT**

**CREDITS:4**

**IV SEM/II YEAR**

**Learning Objective :**

1. To understand fundamental concepts & practices in Human resource management
2. To know the role of human resource management in organization
3. To familiarize on labour relations & human resource audit.

**UNIT I**

Nature and scope of Human Resources Management – Differences between personnel management and HRM – Environment of HRM – Human resource planning – Recruitment – Selection – Methods of Selection – Uses of various tests – interview techniques in selection and placement.

**UNIT II**

Induction – Training – Methods – Techniques – Identification of the training needs – Training and Development – Performance appraisal – Transfer – Promotion and termination of services – Career development.

**UNIT III**

Remuneration – Components of remuneration – Incentives – Benefits – Motivation – Welfare and social security measures.

**UNIT IV**

Labour Relation – Functions of Trade Unions – Forms of collective bargaining- Workers' participation in management – Types and effectiveness – Industrial Disputes and Settlements (laws excluded)

**UNIT V**

Human Resource Audit – Nature – Benefits – Scope – Approaches.

**REFERENCE BOOKS :**

1. Human Resource Management – V S PRao
2. Human Resource Management –Ashwathappa
3. Human Resource Management – Garry Deseler
4. Human Resource Management – L MPrasad
5. Human Resource Management –Tripathi.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC10**

**CORE-X: BUSINESS REGULATORY FRAME WORK**

**CREDITS:4**

**IV SEM/II YEAR**

**Learning Objectives :**

1. To understand the provisions of law related to business
2. To know the legal remedies for business.

**UNIT I**

Brief outline of Indian Contracts Act - Special contracts Act - Sale of goods Act - Contract of Agency

**UNIT II**

Brief outline of Indian Companies Act 1956.

**UNIT III**

Brief outline of FEMA - Consumer Protection Act

**UNIT IV**

The laws of Trade Marks - Copyright - Patents - Designs - Trade related Intellectual Property Rights. (TRIPS) RTP -IDRA -an overview

**UNIT V**

Brief outline of Cyber Laws

**Recommended Textbooks**

1. N.D.Kapoor, 1993, Business Laws, Sultan Chand, NewDelhi
2. K.S.Anantharaman, 2003 Business and Corporate Laws ,Sitaraman&co.Pvt.Ltd.
3. Chandrasekaran ,2004 Sitaraman&co Pvt Ld , Intellectual PropertyLaw
4. Bare Acts- FEMA , Consumer ProtectionAct
5. Acharya -2004, Intellectual Property Rights Asia Law HousePublication,

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**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC11**

**CORE-XI: FINANCIAL SERVICES**

**CREDITS: 4**

**IVSEM/II YEAR**

**Learning Objective :**

1. To understand the role & significance of Financial services.
2. To understand the various players in financial services market.

**UNIT I**

Meaning and importance of financial services – Types of financial services – Financial services and economic environment – Players in Financial Services Sector.

**UNIT II**

Merchant Banking – Functions – Issue management – Managing of new issues – Underwriting – Capital market – Stock Exchange – Role of SEBI

**UNIT III**

Leasing and Hire purchase – Concepts and features – Types of lease Accounts. Factoring – Functions of Factor

**UNIT IV**

Venture Capital – Credit Rating – Consumer Finance

**UNIT V**

Mutual Funds : Meaning – Types – Functions – Advantages – Institutions Involved – UTI

**REFERENCE BOOKS**

1. Financial Services –M.Y.Khan
2. Financial Services –B.Santhanam
3. Law of Insurance – Dr.M.N.Mishra
4. Indian Financial System – H.r.Machiraju
5. A Review of current Banking Theory and Practice – S.K.Basu.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC12**

**CORE-XII: MANAGEMENT INFORMATION SYSTEM**

**CREDITS:4**

**IV SEM/II YEAR**

**Learning Objectives :**

1. To know the basic system concepts, types and its functions in business.
2. To familiarize computer, its components and functions.

**UNIT I**

Definition of Management Information System - MIS support for planning, Organizing and controlling - Structure of MIS - Information for decision -making.

**UNIT II**

Concept of System - Characteristics of System - Systems classification - Categories of Information Systems - Strategic information system and competitive advantage

**UNIT III**

Computers and Information Processing - Classification of computer - Input Devices – Output devices - Storage devices, - Batch and online processing. Hardware - Software. Database management Systems.

**UNIT IV**

System Analysis and design - SDLC - Role of System Analyst - Functional Information system - Personnel, production, material, marketing.

**UNIT V**

Decision Support Systems - Definition. Group Decision Support Systems - Business Process Outsourcing - Definition and function

**Recommended Books:**

1. Mudrick& Ross , "Management Information Systems", Prentice - Hall of India.
2. Sadagopan , "Management Information Systems" - Prentice- Hall of India
3. CSV Murthy -"Management Information Systems" Himalaya publishing House.
4. Dr. S.P. Rajagopalan , "Management Information Systems and EDP " , Margham Publications , chennai.

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**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSA04**

**ALLIED-IV: OPERATIONS RESEARCH**

**CREDITS:5**

**IV SEM/II YEAR**

**Learning Objectives :**

1. To familiarise about operations research and its significance in business
2. To know and use the various decision-making tools used in business.

**UNIT – I**

Introduction to OR – Meaning and scope – Characteristics – models in OR.LPP- Formulation graphical method – Simplex method- Big M Method application in Business – merits and Demerits.

**UNIT – II**

Transportation model – basic feasible solution – formulation, solving a TP. Assignment models – formulation – solution.

**UNIT – III**

Network analysis – work break down analysis – construction – numbering of event. Time Calculation – critical path, slack, float – application.

**UNIT – IV**

Queuing models- elements of queuing system – characteristics of queuing model.

**UNIT – V**

Decision theory – statement of Baye’s theorem application. Probability – decision trees. Game theory meaning and characteristics – saddle point – Dominance property.

**RECOMMENDED TEXTS / REFERANCE BOOKS**

1. P.R. Vittal&V.Malini, Operative Research – Margham Publications – Chennai – 17.
2. P.K.Gupta& Man mohan, Problems in Operations Research – Sultan Chand &sons – NewDelhi
3. V.K.Kapoor, Introduction to operational Research – Sultan chand& sons – New Delhi
4. Hamdy A Taha, Operation Research – An Introduction prentice Hall of India- NewDelhi

**UNIVERSITY OF MADRAS**  
**U.G. DEGREE COURSE**

**ENVIRONMENTAL STUDIES PROGRAMME**  
ABILITY ENHANCEMENT COMPULSORY COURSES  
(AECC- Environmental Studies)

Syllabus with effect from the academic year 2018-2019  
( i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2

II Year / III/IV Sem.

**Unit 1: Introduction to Environmental Studies**

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

**Unit 2 : Ecosystem (2 lectures)**

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:  
Food chains, food webs and ecological succession, Case studies of the following ecosystem:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

**Unit 3: Natural Resources : Renewable and Non – renewable Resources ( 6 lectures)**

- Land resources and land use change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water ( international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 4: Biodiversity and Conservation ( 8 lecturers)**

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 5: Environmental Pollution (8 lecturers)**

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.



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## U.G. DEGREE COURSE

### Unit 6: Environmental Policies & Practices ( 8 lecturers)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution ) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

### Unit 7: Human Communities and the Environment (7 lectures)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

### Unit 8 : Field Work (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
  - Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
  - Study of common plants, insects, birds and basic principles of identification.
  - Study of simple ecosystem- pond, river, Delhi Ridge etc.
- (Equal to 5 Lectures)**

### Suggested Readings:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.
12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8<sup>th</sup> edition. John Willey & sons

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13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tirupathi 1992.
14. Sengupta, R. 2003. Ecology and Economics: An approach to sustainable development. OUP
15. Singh, J.S., Singh, S.P and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H (eds). 2013. Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C.E. 1971. Biology and water Pollution Control. WB Saunders.
19. Willson, E.O. 2006. The Creation: An appeal to save life on earth.. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

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# UNIVERSITY OF MADRAS

## Syllabus for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes of the  
Affiliated Non-autonomous Colleges (w.e.f 2013-14)

BP4-SS007

### PERSONALITY ENRICHMENT – LEVEL II

#### Unit 1 : Stress Management

The Nature of Stress – A wellness Lifestyle – Distress symptoms: emotional distress, cognitive distress, behavioral distress, physical distress symptoms – managing stress : exercise, nutrition, sleep, healthy pleasures – self talk and stress – Relaxation Methods: breathing techniques, meditation techniques, visualization techniques – self hypnosis- muscle relaxation techniques – Using social support.

##### Exercise:

1. Distressors and Distress Symptoms
2. Identifying Personal uses for self talk management
3. Social support networks from which you draw and networks through which you give social support

#### Unit 2: Maintaining Trust

Developing and maintaining trust – being trusting and trustworthy – building interpersonal trust –reestablishing trust after it has been broken – trusting appropriately – trust and friendship.

##### Exercise:

1. Practicing Trust Building Skills
2. Developing Trust

#### Unit 3: Resolving Interpersonal Conflicts

Understanding conflicts of Interests- conflict strategies – negotiating to win – negotiating to solve the problems – steps for effective problem solving negotiating – refusal skills.

##### Exercise:

1. Non verbal conflict
2. Confronting the opposition
3. Using the conflict strategies – role playing

#### Unit 4: Applying Emotional Intelligence

Emotional Intelligence and emotional competence - components of emotional intelligence – behavioral skills of emotional intelligence.

##### Exercise:

1. Role model using a modeling/group exercise

# UNIVERSITY OF MADRAS

## Syllabus for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes of the  
Affiliated Non-autonomous Colleges (w.e.f 2013-14)

### Unit 5: Enhancing self esteem

Self theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self esteem – techniques for enhancing self esteem – nurturance techniques -

#### Exercise:

1. Weakness-strength
2. managing your pig identify areas of self criticism and dealing with negative messages.
3. Nurturing relationships

#### Reference

1. Schafer, W. (1998). Stress Management for Wellness. 4<sup>th</sup> edition. Australia: Thomson & Wadsworth.
2. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
4. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2<sup>nd</sup> edition. Indiana: Accelerated Development INC.

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**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC13**

**CORE–XIII: ADVERTISING MANAGEMENT AND SALES PROMOTION**  
**CREDITS:4** **V SEM/ III YEAR**

**Learning Objectives :**

1. To impart knowledge about advertising and sales promotion.
2. To understand the various media and developing integrated programme.
3. To measure effectiveness of advertisement and know its implications on society.

**UNIT I**

Advertising: Advertising, objectives, task and process, market segmentation and target audience – Message and copy development.

**UNIT II**

Media: Mass Media - Selection, Planning and Scheduling – Web Advertising – Integrated programme and budget planning.

**UNIT III**

Implementation: Implementing the programme coordination and control – Advertising agencies – Organization and operation.

**UNIT IV**

Sales Promotion: Why and When Sales promotion activities, Consumer and sales channel oriented – planning, budgeting and implementing and controlling campaigns.

**UNIT V**

Control: Measurement of effectiveness – Ethics, Economics and Social Relevance.

**Reference Books**

1. Bhatia, T.K., Advertising and Marketing in Rural India, 2nd Edition, Macmillan India Ltd., 2007.
2. Hackley, C., Advertising and Promotion: An integrated communications approach, 2<sup>nd</sup> Edition, Sage Publications, 2010.
3. Jefkins, F., Advertising, 4th Edition, Pearson, 2002.
4. Wells, W.D., Burnett, J. and Moriarty, S., Advertising: Principles and Practice, 7th Edition, Pearson, 2007.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC14**

**CORE-XIV: RESEARCH METHODOLOGY**

**CREDITS:4**

**V SEM/III YEAR**

**Learning Objectives :**

1. To acquire basic knowledge about the research and types.
2. To enable the students know research process & report writing.

**UNIT-I**

Introduction to Business Research - Research in Business – Research Process- Research need, formulating the problem, designing, sampling, pilot testing .

**UNIT –II**

Research Design- Exploratory, Descriptive, Casual, Formulation of hypothesis - types. Measurement- characteristics of sound measurement tool, Scaling methods and sampling techniques.

**UNIT –III**

Sources and Collection of Data- : Primary and secondary sources, survey observation, experimentation- details and evaluation. - Questionnaires – schedules, data entry, tabulation & cross tabulation-and Graphic presentation . Data.

**UNIT –IV**

Analysis and Preparation: Hypothesis testing – statistical significance, statistical testing procedure. Tests of significance- -Simple Correlation -Regression .

**UNIT –V**

Presenting results and writing the report: - The written research Report.

**REFERENCE**

1. Donald R Cooper, Business Research Methods 7th Ed, McGraw Hill,2001
2. Krishnaswami OR, M.Ranganatham, Methodology of Research for Social Science, Himalaya, Mumbai,2001.
3. Anderson J. et.al, Thesis and Assignment writing, Wiley Eastern
4. Research Methodology by C.R.Kothari

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**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC15**

**CORE-XV: OPERATIONS MANAGEMENT**

**CREDITS:4**

**V SEM/III YEAR**

**Learning Objectives :**

1. To familiarize on the production concepts and its significance
2. To know the various inventory control methods
3. To provide comprehensive outlook on service operations management.

**UNIT – I**

Introduction: Nature and Scope of Operations Management. Production design & Process planning: Plant location: Factors to be considered in Plant Location – Plant Location Trends.

**UNIT – II**

Layout of manufacturing facilities: Principles of a Good Layout – Layout Factors – Basic Types of Layout – Service Facilities.

**UNIT – III**

Production and Inventory Control: Basic types of production – Basic Inventory Models – Economic Order Quantity, Economic Batch Quantity – Reorder point – Safety stock – Classification and Codification of stock – ABC classification – Procedure for Stock Control, Materials Requirement Planning (MRP).JIT.

**UNIT – IV**

Methods Analysis and Work Measurement: Methods Study Procedures – The Purpose of Time Study – Stop Watch Time Study – Performance Rating – Allowance Factors – Standard Time – Work Sampling Technique. Quality Control: Purposes of Inspection and Quality Control – Acceptance Sampling by Variables and Attributes – Control Charts.

**UNIT – V**

Service Operations Management: Introduction – Types of Service – Service Encounter –Service Facility Location – Service Processes and Service Delivery.

**Reference Books**

1. Buffa, E.S. and Sarin, R., Modern Productions/Operations Management, 8th Edition, Wiley, 2007.
2. Chary, S.N., Production and Operations Management, 5th Edition, Tata McGraw-Hill, 2012.
3. B.Mahadevan, Operations Management, 2nd Edition, Pearson, 2010.
4. Lee Krajewski, Larry P Ritzman., Manoj K Malhotra & Samir K Srivastava, Operations Management, 9th Edition, Pearson, 2011.
5. Heizer, J., Render, B. and Rajashekhar, J., Operations Management, 9th Edition, Pearson, 2009.
6. Panneerselvam, R., Production and Operations Management, 3rd Edition, PHI Learning, 2012.
7. Srinivasan, G., Quantitative Models in Operations and Supply Chain Management, PHI Learning Pvt.Ltd.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC16**

**CORE-XVI: MATERIALS MANAGEMENT**

**CREDITS:4**

**V SEM/III YEAR**

**Learning Objectives :**

1. To impart knowledge on Materials Management importance.
2. To understand the various functions of Materials Management.

**UNIT – I**

Materials Management- Definition-Function-Importance of Materials Management.

**UNIT – II**

Integrated materials management- the concept- service function advantages- Inventory Control- Function Of Inventory - Importance-Replenishment Stock-Material demand forecasting- MRP- Basis tools - ABC-VED- FSN Analysis - Inventory Control Of Spares And Slow Moving Items -EOQ-EBQ-Stores Planning.

**UNIT – III**

Purchase Management- Purchasing - Procedure - Dynamic Purchasing - Principles – import substitution- International purchase- Import purchase procedure

**UNIT – IV**

Store Keeping And Materials Handling- Objectives - Functions - Store Keeping - Stores Responsibilities - Location Of Store House - Centralized Store Room - Equipment – Security Measures - Protection And Prevention Of Stores.

**UNIT – V**

Vendor Rating - Vendor Management - Purchase Department - Responsibility - Buyer Seller Relationship - Value Analysis - Iso Types.

**REFERENCE BOOKS:**

1. P.Saravanavel and S.sumathi, **Production and Materials Management**, Margham publications, 2015
2. M.M Verma, **Materials Management**, Sultan Chand Publications,2012.
3. Hill, Operations managent,PalgraveMacmillan.



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**B.Com. (GENERAL) DEGREE COURSE**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BGE-CSC19**

**CORE-XIX: ENTREPRENEURIAL DEVELOPMENT**

Common to BCom(A&F) as Elective, BCom(CS),  
BCom(BM), BCom(MM) & BCom(ISM)

**Inst.Hrs : 6**  
**Credits : Core 4 / Elective 5**

**YEAR: III**  
**SEMESTER: VI**

**Course Objectives:**

1. To enable the students to understand the concept of Entrepreneurship and to learn the professional behavior expected of an entrepreneur.
2. To identify significant changes and trends which create business opportunities and to analyze the environment for potential business opportunities.
3. To provide conceptual exposure on converting idea to a successful entrepreneurial firm.

**OUTCOME**

- On completion of syllabus student will understand on the basic concepts of entrepreneurship and business opportunities to familiar with knowledge about business and project reports for starting a new ventures on team based.

**UNIT I: Entrepreneurship**

Entrepreneur : Meaning of entrepreneurship – Types of Entrepreneurship – Traits of entrepreneurship – Factors promoting entrepreneurship- Barriers to entrepreneurship- the entrepreneurial culture- Stages in entrepreneurial process – Women entrepreneurship and economic development- SHG.

**UNIT II: Developing Successful Business Ideas**

Recognizing opportunities – trend analysis – generating ideas – Brainstorming, Focus Groups, Surveys, Customer advisory boards, Day in the life research – Encouraging focal point for ideas and creativity at a firm level-Protecting ideas from being lost or stolen – Patents and IPR.

**UNIT III: Opportunity Identification and Evaluation**

Opportunity identification and product/service selection – Generation and screening the project ideas – Market analysis, Technical analysis, Cost benefit analysis and network analysis- Project formulation – Assessment of project feasibility- Dealing with basic and initial problems of setting up of Enterprises.

**UNIT IV: Business Planning Process**

Meaning of business plan- Business plan process- Advantages of business planning- preparing a model project report for starting a new venture (Team-based project work).

**UNIT V: Funding**

Sources of Finance- Venture capital- Venture capital process- Business angles- Commercial banks- Government Grants and Schemes.

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**B.Com. (GENERAL) DEGREE COURSE**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**TEXT BOOKS:**

1. Reddy, Entrepreneurship: Text & Cases - Cengage, New Delhi.
2. Kuratko/rao, Entrepreneurship: a south asian perspective.- Cengage, New Delhi.
3. Leach/Melicher, Entrepreneurial Finance – Cengage. , New Delhi.
4. K.Sundar – Entrepreneurship Development – Vijay Nicole Imprints private Limited
5. Khanka S.S., Entrepreneurial Development, S.Chand & Co. Ltd., New Delhi, 2001.
6. Sangeeta Sharma, Entrepreneurship Development, PHI Learning Pvt. Ltd., 2016.

**REFERENCE BOOKS:**

1. Barringer, B., Entrepreneurship: Successfully Launching New Ventures, 3<sup>rd</sup> Edition, Pearson, 2011.
2. Bessant, J., and Tidd, J., Innovation and Entrepreneurship, 2<sup>nd</sup> Edition, John Wiley & Sons, 2011.
3. Desai, V., Small Scale Industries and Entrepreneurship, Himalaya Publishing House, 2011.
4. Donald, F.K., Entrepreneurship- Theory, Process and Practice, 9<sup>th</sup> Edition, Cengage Learning, 2014.
5. Hirsch, R.D., Peters, M. and Shepherd, D., Entrepreneurship, 6<sup>th</sup> Edition, Tata McGraw-Hill Education Pvt.Ltd., 2006.
6. Mathew, J.M., Entrepreneurship Theory at Cross Roads: Paradigms and Praxis, 2<sup>nd</sup> Edition, Dream Tech, 2006.
7. Morse, E., and Mitchell, R., Cases in Entrepreneurship: The Venture Creation Process, Sage South Asia, 2008.
8. Nagendra and Manjunath, V.S., Entrepreneurship and Management, Pearson, 2010.
9. Reddy, N., Entrepreneurship: Text and Cases, Cengage Learning, 2010.
10. Roy, R., Entrepreneurship, 2<sup>nd</sup> Edition, Oxford University Press, 2011.
11. Stokes, D., and Wilson, N., Small Business Management and entrepreneurship, 6<sup>th</sup> Edition, Cengage Learning, 2010.

**E-RESOURCES:**

1. <http://inventors.about.com/od/entrepreneur/>
2. <http://learnthat.com/tag/entrepreneurship/>
3. [www.managementstudyguide.com](http://www.managementstudyguide.com)
4. [www.quintcareers.com](http://www.quintcareers.com)
5. [www.entrepreneur.com](http://www.entrepreneur.com)

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**U.G. DEGREE COURSE**

**PART – IV - VALUE EDUCATION**

**Common for all U.G. & Five Year Integrated Courses**  
**(Effective from the Academic Year 2012 – 2013)**

**SYLLABUS**

**CREDITS: 2**

**III YEAR / V SEM**

**Objective:** Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

**UNIT I:** Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

**UNIT II:** Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

**UNIT III:** Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

**UNIT IV:** Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

**UNIT V:** Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

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**U.G. DEGREE COURSE**

**Books for Reference :**

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

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**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC17**

**CORE-XVII: BUSINESS ENVIRONMENT**

**CREDITS:4**

**VI SEM/III YEAR**

**Learning Objectives :**

1. To impart knowledge on the concept of business environment & its significance
2. To know the various environment factors and its impact on business.

**UNIT I**

The concept of Business Environment – Its nature and significance – Brief overview of political – Cultural – Legal – Economic and social environments and their impact on business and strategic decisions

**UNIT II**

Political Environment – Government and Business relationships in India

**UNIT III**

Social environment – Cultural heritage- Social attitudes – Castes and communities – Joint family systems – linguistic and religious groups – Types of social organization

**UNIT IV**

Economic Environment – Economic systems and their impact of business – Fiscal deficit -- Plan investment – Five year planning.

**UNIT V**

Financial Environment – Financial system – Commercial bank – Financial Institutions – RBI Stock Exchange – IDBI – Non Banking Financial Companies NBFCs

**RECOMMENDED TEXTS**

1. Francis Cherunilam, 20002, Business environment, Himalaya Publishing House, 11<sup>th</sup> Revised Edition,India.
2. Dr.S.Sankaran, Business Environment, MarghamPublications
3. K.Ashwathappa, 1997, Essentials of Business Environment, Himalaya Publishing House, 6<sup>th</sup> Edition,India
4. Joshi Rosy Kapoor Sangam, Business Environment, Kalyani Publishers,Ludhiana

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**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC18**

**CORE–XVIII: SERVICES MARKETING**

**CREDITS:4**

**VI SEM/III YEAR**

**Learning Objectives :**

1. To know the service concept, its evolution and growth.
2. To understand Marketing Mix in service marketing and its effective management.
3. To know the service marketing techniques applied in various sectors.

**UNIT I**

Marketing Services: Introduction growth of the service sector. The concept of service. Characteristics of service - classification of service designing of the service, blueprinting using technology, developing human resources, building service aspirations.

**UNIT II**

Marketing Mix in Service Marketing: The seven Ps: product decision, pricing strategies and tactics, promotion of service and distribution methods for services. Additional dimension in services marketing- people, physical evidence and process.

**UNIT III**

Effective Management of Service Marketing: Marketing demand and supply through capacity planning and segmentation - internal marketing of services - external versus internal Orientation of service strategy.

**UNIT IV**

Delivering Quality Service: Causes of service - quality gaps. The customer expectations versus perceived service gap. Factors and techniques to resolve this gap. Customer relationship management. Gaps in services - quality standards, factors and solutions – the service performance gap - key factors and strategies for closing the gap. External communication to the customers- the promise versus delivery gap - developing appropriate and effective communication about servicequality.

**UNIT V**

Marketing of Service With Special Reference To:1.Financial services, 2.Health services, 3.Hospitality services including travel, hotels and tourism, 4.Professional service, 5.Public utility service, 6.Educational services.

**Recommended Texts**

1. S.M. Jha, Services marketing, Himalaya Publishers,India
2. Baron, Services Marketing , Second Edition. PalgraveMacmillan
3. Dr. L. Natarajan Services Marketing, Margham Publications,Chennai.
4. Thakur .G.S. Sandhu supreet& Dogra Babzan , Services marketing , kalyanni Publishers, Ludhianna.
5. Dr. B. Balaji , Services Marketing and Management ,S. Chand & Co , New Delhi.

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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC19**

**CORE-XIX: BUSINESS TAXATION**

**CREDITS:4**

**VI SEM/III YEAR**

**UNIT I:**

Objectives of Taxation – Canons Of Taxation – Tax System In India – Direct And Indirect Taxes – Meaning And Types.

**UNIT II:**

Central Excise Duty – Classification – Levy and Collection of Excise duty – Clearance of excisable goods- Exemption from excise duty – Excise and Small Scale Industries – Excise and Exports – Demand, Refund, Rebate of Central Excise duty – Offences and Penalties – Settlement – Appellate Provisions.

**UNIT III:**

The Customs duty – Levy and Collection of customs duty – Organisation of the customs department – Officers of the customs – Powers – Appellate machinery – Infringement of the law – offences and penalties – Exemption from duty – customs duty drawback – duties free zones.

**UNIT IV:**

Central Sales Tax Act – Levy and Collection of CST - Liability of Tax – Registration of dealers – Goods of Special Importance – Offences and penalties - Value added tax – objectives – Levy of VAT – Arguments in favour of VAT – Difficulties in administering VAT

**UNIT V:**

Definition of GST – Administrative structure of GST – Officers as per CGST Act - Officers as per SGST Act – Jurisdiction – Appointment- Powers- Procedure for Registration – Amendment of registration – Cancellation of registration.

**REFERENCE BOOKS:**

1. V.S.Datey, **Central Excise**, JBA Publishers, Edition 2013. Reddy .T.S and Y. hari Prasad reddy, **Business Taxation ( Goods & Services TAX - GST)**, Margam Publication, Edition 2019.
2. Srinivasan N.P and Priya Swami. M , **Business Taxation**, Kalyani publishers Edition 2013
3. Pagaredinkar, **Business Taxation**, Sultan Chand and Sons, 2012.
4. Senthil and Senthil, **Business Taxation**, Himalaya Publication, 4<sup>th</sup> Edition.
5. Vinodk.Singania, **Indirect Tax**, Sultan Chand and Sons, Edition 2013.
6. Dr. Vinodk.Singania and Dr. Monica Singhanian, **Students Guide to Income Tax (including service tax, vat)** , JBA Publishers, Edition 2013.



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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSE2A**

**ELECTIVE-II(A): CUSTOMER RELATIONSHIP MANAGEMENT**

**CREDITS:5**

**VI SEM/ III YEAR**

**Learning Objectives :**

1. To enable students understand the need of communication and its types.
2. To familiarize CRM concepts, approaches and applications.

**UNIT-I**

Communication - need/ Mode of communication – barriers, channels of communication - oral - written -listening skill – Verbal skill- interpersonal communication and intra personal communication , Essentials of business letter.

**UNIT -II**

CRM - concept and approach - CR in competitive environment public relation and image building

**UNIT -III**

Banker - customer relationship -retaining and enlarging customer base - customer services - quality circle.

**UNIT -IV**

Nature and types of customer - complaint redressal methods Talwar and Goiporia committee report, customer service committee, customer day - Copra Forum - ombudsman.

**UNIT - V**

Market Segment - Customer Data Base - Market Research. Review and Evaluation of CustomerSatisfaction.

**RecommendedBooks**

1. H.Peeru Mohamed & A. Sangadevan , Customers Relationship Management - A Step –by – step approach , Vikas Publishing House Private Limited , Noida.
2. Mukesh Chaturvedi Abhinav , Chaturvedi , Customers Relationship Management – An Indian Perspective , Excel Books , New Delhi.

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**BBA-DSE03**

**ELECTIVE-III: PROJECT WORK (GROUP)**

**CREDITS:5**

**VI SEM/III YEAR**

**Learning Objectives :**

1. To enable students apply the conceptual knowledge in the study area.
2. To conduct study and provide suggestions for problem area and/or area of improvement.

A group of 3 students will be assigned a project in the beginning of the final year. The project work shall be submitted to the college 20 days before the end of the final year and the college has to certify the same and submit to the university 15 days prior to the commencement of the University examination.

The project shall be evaluated externally. The external examiner shall be form the panel of examiners suggested by the board of studies from totime.

Those who fail in the project work will have to redo the project work and submit to the college for external examination by the University.

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### ASSESSMENT PROCEDURE:

Language, Major, Allied, Elective, Value Education, EVS, and Non-Major Elective the assessment procedure is 25 % of Internals conducted by the college and 75% of External (University Examination).

### INTERNAL ASSESSMENT:

COURSE	PARTICULARS	MARKS
THEORY AND PROBLEM PAPERS	Internal Exam	5
	Model Exam	5
	Assignment	5
	Seminar	5
	Attendance	5
	TOTAL	25

*A. Gayathri*

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