Prof. H. B. Patel
Registrar (Offg.)

F. No. 55-105/2021-22-A&A/27   07.04.2022

Notification No.01/AA-2021-22

Sub: LOCF based syllabus of various Schools & Centres-reg.
Ref.: Approval of Hon'ble Vice Chancellor dated 05.04.2022.

UGC under its Quality Mandate, has resolved to revise the curriculum based on Learning Outcomes which is endeavour towards fostering quality higher education in India. Accordingly, the following Schools have aligned their programmes syllabus. The same have been approved by their respective Board of Studies and the Academic Council of the university. Hence, this notification.

Sr. No.	Schools/Centres	Programmes
1.	**School of Chemical Sciences**	1. M.Sc. in Chemical Sciences 2. Ph.D. in Chemical Sciences
2.	**School of Life Sciences**	1. M.Sc. in Life Sciences 2. Ph.D. in Life Sciences
3.	**School of Social Sciences**	
	Centre for Gandhian Thought and Peace Studies	1. M.A. in Political Science 2. Ph.D. in Gandhian Thought and Peace Studies
	Centre for Studies in Society and Development	M.A. in Sociology
	Centre for Studies in Social Management	1. Integrated/Dual Degree [(BA (Hon) Social Management) – (MA Social Management] 2. Ph.D. in Social Management
	Centre for Studies in Science, Technology and Innovation Policy	Ph.D. in Studies in Science, Technology and Innovation Policy
	M.A. in Social Work	M.A. in Social Work Programme

This is issued with the approval of the Competent Authority.

Registrar (Offg.)

Learning Outcomes–based Curriculum Framework and syllabus for

Integrated/Dual Degree (BA (Hon)Social Management) – (MA Social Management)

गुजरात केन्द्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF GUJARAT

CENTRE FOR STUDIES IN SOCIAL MANAGEMENT
SCHOOL OF SOCIAL SCIENCES
CENTRAL UNIVERSITY OF GUJARAT
Sector-29, Gandhinagar-382030
2021

Introduction

The Centre for Studies in Social Management (CSSM) was established in Central University of Gujarat to nurture a multidisciplinary approach which integrates disciplines of Social Work, Management and Public Policy embedded in the Social Sciences, for dealing with complex development issues. The Programme commenced in the year 2010-11.

Social Management as a discipline envisages a rigorous teaching and research programme that seeks to impart, understand and develop theoretical and practical knowledge and skills with respect to policy issues. The core idea is to have professionals and researchers who will contribute in innovative and critical ways to the development sector. Given the diverse actors in the policy domain, the Centre provides a platform for dialogue between academia, government, civil society and NGOs at various levels. The areas of research interests of CSSM are:

Governance, Management of Reforms, Social Exclusion, Law and Marginality, Migration, Financial inclusion, Women Empowerment, Corporate Social Responsibility, Police Studies, Criminal Justice Reforms and Institutional Studies.

PROGRAMME OUTCOMES

PO1	The student is expected to demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study. The student will eventually be able 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.
PO2	The student is expected to apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, and 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. After the course, the student will be able to demonstrate capacity 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.
PO3	The student is expected to demonstrate the ability to evaluate the reliability

	and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

The student after the course will be able to demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.

Students are expected to demonstrate the 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. Demonstrate 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, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work. |
| PO4 | The students will be able to demonstrate 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.

Students will eventually demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

They will be able to demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups. |
| PO5 | The students will demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.

They will be able to demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way. |

	After the course, the students will demonstrate the 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.

PROGRAMME SPECIFIC OUTCOMES

PSO1	To develop teaching/training aimed at front-line managers with a concretised social perspective, especially at the grass root levels with a view to provide professional Social Management personnel the developmental sector that straddles the state, market and the civil society.
PSO2	To evolve experimental action programmes and strategies related to development which are innovative and demonstrative of new areas of practice/strategies/service delivery, which can also serve as centres for training and research
PSO3	To undertake research that will contribute to theory building and practice in a multidisciplinary intervention framework.
PSO4	To contribute to policy discussions at various levels, that defines the context for a proper intervention based on the outcomes of field and academic initiatives.
PSO5	To critically introduce the issues of marginal and excluded peoples including women, transgender, dalits, tribes, minorities in the context of the state and market within the framework of rights based empowered perspective.

Learning Outcome based Approach to Curriculum Planning in Social Management

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is that higher education qualifications such as Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social

Management) is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the integrated programmes. This curriculum Frame work, is an outcome-based framework. Learning outcomes specify what students completing a particular programme of study are expected to know and be able to do at the end of their programme of study. The learning outcomes indicate the knowledge, skills, attitudes and values that are required to enable the students to effectively participate in knowledge production and in the knowledge economy, improve national competitiveness in a globalized world and for equipping young people with skills relevant for global and national labour markets and enhancing the opportunities for social mobility by simultaneously engaging with the local.

Desirable Attributes for an Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management) student

The postgraduate attributes reflect the particular quality or characteristics of an individual, including the *knowledge, skills, attitudes and values* that are expected to be acquired by a postgraduate through studies at college/university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The integrated

(BA MA Social Management programme) attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate.

CREDIT STRUCTURE FOR INTEGRATED /DUAL DEGREE (BA (HON) SOCIAL MANGEMENT) – MA SOCIAL MANAGEMENT) [CUG, GANDHINAGAR]

Course code	Nature of Course	Course Title	No .of L/T	Credits
Semester I				
SOM 101	Core Courses	Basic Social Sciences I (Sociology &Social Psychology)	4 + 1	4
SOM 102	Core Courses	Principles of Management	4 + 1	4
SOM 141	Ability Enhancement Courses	English -I	4 + 1	4
SOM 142	Skill Enhancement Courses	Basic Statistical and Mathematical Skills	2 + 1	2
SOM 143	Discipline Specific Elective	Understanding Human Rights	4 + 1	4
SOM 103	Field Work & related courses	FW: Understanding Society and Inequalities	4	4
Semester II				
SOM 151	Core Courses	Political Studies	4 + 1	4
SOM 152	Core Courses	Sociology of Organization	4 + 1	4
SOM 191	Ability Enhancement Courses	English II	4 + 1	4
SOM 192	Skill Enhancement Courses	Basic Computer Skills	2 + 1	2
SOM 193	Discipline Specific Elective	Communication for Social and Behaviour Change	4 + 1	4
SOM 153	Field Work & related courses	FW: Understanding Social Institutions	4	4
Semester III				
SOM 201	Core Courses	Social Management Methods: Case Work and Group Work	4 + 1	4
SOM 202	Core Courses	Economic Development and Planning	4 + 1	4
SOM 203	Core Courses	Introduction to Research Methodology	4 + 1	4
SOM 241	Skill Enhancement Courses	Advocacy	2 + 1	2

SOM 242	Discipline Specific Elective	Introduction to Gender Studies	4 + 1	4
SOM 243	General Elective	Understanding Poverty: A Social Management Approach*	2 + 1	2
SOM 204	Field Work & related courses	FW: Working with Individuals and Groups	4	4
Semester IV				
SOM 251	Core Courses	Introduction to Governance	4 + 1	4
SOM 252	Core Courses	Human Resource Management and Labour Laws	4 + 1	4
SOM 253	Core Courses	Principles of Accounting	4 + 1	4
SOM 281	Ability Enhancement Courses	Environment Studies	4 + 1	4
SOM 282	Skill Enhancement Courses	Liasoning & Networking	2 + 1	2
SOM 254	Field Work & related courses	FW: Survey	4	4
Semester V				
SOM 301	Core Courses	Social Policy	4 + 1	4
SOM 302	Core Courses	Law and Society	4 + 1	4
SOM 303	Core Courses	Marketing Management	4 + 1	4
SOM 321	Skill Enhancement Courses **OR**	Tendering and Pricing	2 + 1	2
SOM 322	Skill Enhancement Courses	Corporate Social Responsibility	2 + 1	2
SOM 341	Discipline Specific Elective	Health Policies and Programmes – I	4 + 1	4
SOM 304	Field Work & related courses	FW: Working with Community	4	4
Semester VI				
SOM 351	Core Courses	Ethics in Governance and Management of Reforms	4 + 1	4
SOM 352	Core Courses	Financial Management	4 + 1	4
SOM 381	Skill Enhancement Courses	Entrepreneurship Development	2 + 1	2
SOM 382	Discipline Specific Elective	Microfinance and Livelihoods Policies	4 + 1	4
SOM 383	Discipline Specific Elective	Education Policies and Programs – I	4 + 1	4
SOM 353	Field Work & related courses	FW: Human Resources Practices and Office Management	4	4
Semester VII				
SOM 401	Core Courses	Understanding Indian Society	4 + 1	4
SOM 402	Core Courses	Social Work Perspectives	4 + 1	4
SOM 403	Core Courses	Social Management Concepts and Contemporary Practices	4 + 1	4
SOM 441	Skill Enhancement Courses	Written Analysis and Communication	2 + 1	2

SOM 442	Discipline Specific Elective	Health Policies and Programmes	4 + 1	4
SOM 404	Field Work & related courses	FW: Project Development	4	4
Semester VIII				
SOM 451	Core Courses	Governance: Theories and Approaches	4 + 1	4
SOM 452	Core Courses	Research Methodology: Quantitative and Qualitative Techniques	4 + 1	4
SOM 491	Skill Enhancement Courses	Management Information System	2 + 1	2
SOM 471	Discipline Specific Elective OR	Rural Development: *Water, Agriculture and NRM (Option I)*	4 + 1	4
SOM 472	Discipline Specific Elective	Rural Technology and Agrarian Change (Option II)	4 + 1	4
SOM 492	Discipline Specific Elective	Financial Inclusion and Women Empowerment	4 + 1	4
SOM 453	Field Work & related courses	FW: Report Writing and Case Study Development	4	4
Semester IX				
SOM 501	Core Courses	Public Policy and New Public Management	4 + 1	4
SOM 502	Core Courses	Financial Management Reporting and Analysis	4 + 1	4
SOM 541	Skill Enhancement Courses	Operation Research	2 + 1	2
SOM 542	Discipline Specific Elective	Education Policies and Programmes	4 + 1	4
SOM 543	General Elective	Understanding Social Norms towards Social Change	4 + 1	4
SOM 503	Field Work & related courses	FW: Innovation Studies and Best Practices in Governance	4	4
Semester X				
SOM 551	Core Courses	Development: Theories and Issues	4 + 1	4
SOM 552	Core Courses	Strategic Management	4 + 1	4
SOM 591	Skill Enhancement Courses	Project Management Skills	2 + 1	2
SOM 592	Discipline Specific Elective	Institution and Access to Justice	4 + 1	4
SOM 593	General Elective	Understanding Displacement, Resettlement and Rehabilitation	4 + 1	4
SOM 553	Field Work & related courses	FW: with focus on Project Development and Sustainability	4	4

Note: L-Lectures; T-Tutorials

SEMESTER I

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Basic Social Sciences I- (Sociology &Social Psychology)
Type of Course	Core Course
Course No and Course Code	SOM 101
Semester	I
Credits	04 credits
Course Development Team	Dr. Sudeep Basu & Dr. Roja Lakshmi

Pre-requisites for the Course: None		
Course Objective: While elucidating the scope and significance of sociology, it will acquaint students with basic concepts and various social processes, such as, co-operation, conflict and accommodation. It will also provide an orientation to key concepts and theories in social psychology to show its alignments and divergences from sociology. It will help students understand human thinking, mass psychology, pathology and communications in society.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Grounding in the basic concepts, method and scope in sociology. Familiarization with comparative thinking through disciplinary boundaries
Unit-II	LO2	Familiar with the classical traditions in sociology: Positivism and Interpretivism, and the Indian roots
Unit-III	LO3	Know about the basics of Social Psychology and its relation with other social sciences with a preliminary understanding of behaviourism
Unit-IV	LO4	Relate the concept of Personality, Social structure & Intelligence with an emphasis on language and social problems. Application of ideas to cases
Unit-V	LO5	Get a practical orientation through reading and learning

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Basic concepts –Introduction to Sociology Nature and definition Methods Branches and scope of Sociology

Sociology and other social sciences
Key concepts – Structure and Process - co-operation, conflict and accommodation

Unit II Classical traditions and thinkers
Positivism and Interpretivism, Comte – Law of Three Stages, Marx – Dialectics, class
Durkheim – Social Facts, Weber– Social Action, Power and Authority, Gabriel Tarde –
Imitation, Charles Horton Cooley – Looking glass self, Indian roots - G.S. Ghurye – Caste
and Indigenization, Lucknow school - Radhakamal Mukherjee, D.P. Mukherjee on
tradition and civilization, Nirmal Kumar Bose – Anthropology of tribes, M.N. Srinivas –
Dominant Castes and Sanskritization

Unit III Introduction to Social Psychology
Nature and definition, Methods, Branches and scope of Psychology, Social Psychology
and other social sciences, Behaviourism, Symbolic interactionism – Charles Horton
Cooley, Gabriel Tarde – Imitation theory, Simmel – Metropolis and Mental life
Pareto – Mind and Society, Mass psychology – Crowd – Gustave le Bon, Mob

Unit IV Personality, Social structure& Intelligence
Thinking and learning, Problem solving and decision making, Language and
communication, social problems of delinquency, alcoholism, drug abuse
Roots of Behaviourism, Normal and the Pathological/Mental health – Foucault and
Canguilheim

Unit V Practical/tutorials
Initiation to key concepts
Reading of basic texts, book reviews
Introduction to Interdisciplinary frameworks
Application of the ideas of sociology and social psychology to human condition

Reading List
Inkeles, Alex. 1987. What is Sociology? An Introduction to the Discipline and
Profession. Prentice Hall of India.

Giddens, Anthony, 2010, Sociology, Polity Press.

MacIver, Robert M, and Charles Hunt Page. 1949. Society, New York: Rinehart. Chapter
10, 'Types of Social Groups', Pp. 213-237.

Beattie, John. 1964. Other Cultures: Aims Methods and Achievements in Social
Anthropology. New York: Free Press.

M. Haralambos, 1980, *Sociology: Themes and Perspectives*, New Delhi: Oxford
University Press.

Morgan, Clifford, Richard King, John Schopler and John Weisz (2010). *An Introduction
to Psychology.* Tata McGraw Hill.

Mishra, B.K.2008. *Psychology : The Study of Human Behaviour,* PHI Learning.

Atkinson & Hilgard. 2009. *Introduction to Psychology*. Cengage Learning EMEA, Fifteenth Edition

Le Bon, Gustave, 1896. *The Crowd: A Study of the Popular Mind*, Macmillan

Pareto, Vilfredo. 1935. *The Mind and Society: A Treatise on General Sociology, Volumes 1-2*, University of California, Harcourt, Brace.

Tosti, Gustavo. 1897. The Sociological Theories of Gabriel Tarde, *Political Science Quarterly*, Vol. 12, No. 3, pp. 490-511

Canguilhem, Georges. 1989. *Normal and the Pathological.* Urzone Inc Zone Books.

Contemporary Sociological theory – Epathshala

Sociology of India – Disciplinary histories – Epathshala

Growth of Social Psychology as a modern discipline – Epathshala

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	**Principles of Management**
Type of Course	**Core Course**
Course No and Course Code	**SOM 102**
Semester	**I**
Credits	**04 credits**
Course Development Team	**Dr. Litty Denis**

Introduction / Pre-requisites for the Course:

This course on Principles of Management is a core course for MA Social Management students and placed as an introductory course in Management in the very 1st semester. It will be a foundational course in terms of orienting the students to the concepts and practices in Management. The basic understanding of English language will be a pre-requisite for reading and writing in the course.

Course Objective:

It primarily aims at introducing the concept of management, its role and functions, along with a brief background on the evolution of management thought. The course also introduces the various functional areas of management. Also, very specifically it will try to build a basic understanding to what Social Management as a discipline would mean and shape perspectives which will also enhance the understanding of other related courses.

On completion of the course, the students will be able to:

Unit-I	LO1	Students will be able to clearly understand the roles and skills of managers.
Unit-II	LO2	Students will be able to appreciate the evolution of management and its implications.
Unit-III	LO3	Students will be able to understand the various techniques of Planning, Organizing, Leading and Controlling.

Unit-IV	LO4	Students will be able to understand the significant functional areas of Human Resource Management, Marketing Management, Financial Management and Production.
Unit-V	LO5	Students will be able to understand organization structures and practices by visiting organizations. They will learn decision making skills through real life case-studies.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Meaning and Characteristics: management as a science and an art, universality of management, significance and limitations, management as process and a profession; Management and Administration; Levels of management, Roles and skills of a manager; Strategy, Structure and Processes - external environment, mission, vision, structure, culture, decision-making, SWOT analysis.
Unit II
Evolution of management thought: Taylor and scientific theory, Fayol and administrative theory, Mary Parker Follet; Approaches to management - classical, neo-classical theory, modern, system and contingency approaches; Mayo and Hawthorne experiments.
Unit III
Functions of management: Planning and Decision Making – meaning, process and types, management by objectives (MBO); Organizing – determinant and forms: line, functional, staff, matrix etc. formal and informal, groups and teams, delegation, centralization and decentralization; Leading – Manager Vs Leader, leadership styles; Coordination and Control – meaning and importance, steps, types and techniques
Introduction to Human Resource Management - Development of HR functions; Structure and functions of HR Department; Role of HR Manager; Role of line Manager in Managing Human Resources. Job Analysis: Meaning and objectives; Job Description; Job Specifications; Job Evaluation
Unit IV
Introduction to marketing and key marketing concepts – Marketing Mix: Product, Price, Place and Promotion. Market Segmentation, Procurement and Distribution channels.
Financial Management – Key concepts and executive and routine finance functions.
Production Planning & Control: Production System, Types of Production, planning and control functions, relations with other departments, efficiency of production planning and control.

Unit V

The students will engage in practical visits to organisations to understand about their planning and implementation, styles of working and control methods. There will be small case studies will be discussed at this level of course in order to simulate management thinking.

Reading List

1. James Stoner, R. Edward Freeman, Daniel R Gilbert (2018), Management, Pearson Education Inc.

2. Harold Koontz, (2004), Principles of Management (ASCENT series), New Delhi: Tata McGraw-Hill.

3. Peter F. Drucker, (2004), Management: Tasks, Responsibilities and Practices, New Delhi: Allied Publishers.

4. L.N. Prasad, (2019), Principles and Practice of Management, New Delhi: S Chand and Sons.

5. Robbins, Stephen P., Mary Coulter, Agna Fernandes (2019) *Management,* New Delhi: Pearson Education.

6. Koontz, Harold and Heinz Weihrich, (2004), *Essentials of Management,* 6th ed., New Delhi: Tata McGraw-Hill.

7. Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	English I
Type of the Course	Ability Enhancement Course
Course No and Course Code	SOM 141
Semester	One
Credits	4 credits
Course Development Team	Prof. Balaji and team, Centre for English Studies

Introduction / Pre-requisites for the Course:

Course Objective:
The aim of this course is to help students become familiar with the nuances of grammar and build confidence in them that grammar is 'learnable'. The course also helps the learners become aware of language, its dependence on grammar and the variety it exhibits.

On completion of the course, the students will be able to:

Unit-I	LO1	The content of this unit will help students gain an understanding of the syntactical features involved in language use.
Unit-II	LO2	The content of this unit will help students gain an understanding of the variety of sentences and the specific uses of some syntactical features in constructing specific varieties of sentences, and to suit specific contexts.
Unit-III	LO3	The content of this unit will help students gain an understanding of more specialized syntactical features of language use and also some common rhetorical aspects pertaining to language use.
Unit-IV	LO4	The content of this unit will aim to develop an understanding of textual material at the micro level of words and at the macro level of sentence construction.
Unit V	LO5	The project is aimed at exercising the language skills of students in real-life contexts. The project, thus, should be geared towards situational needs and necessities of the students.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Basics of Grammar Nouns, Adjectives, Verbs, Adverbs, Articles, Clauses, Sentences, Verb Tenses, Subject-Verb Agreement, Conjunctions, Active and Passive Voice, Finite and Non-Finite verbs, Sentence structure, sentence types
Unit II
Language Building –I

Structured Conversations: Simple questions, negative, imperative and exclamatory sentences.

Functional Grammar: Use of articles, prepositions, adjectives, simple verbs and modals (can, could, may, might), comparative and superlative adjectives. "If" and "When" sentences.

Situation-based conversations: Introduction, Invitations, Meeting a doctor, Buying a train ticket, Daily activities, Asking Directions, At a grocery store (The course instructor may develop activities based on situations and may add more as required)

Unit III

Language Building – II

Structural Conversations: Irregular Verbs, Verb-object-Preposition, Comparisons, Final Prepositions.

Conversations involving specific situations: Persuading, Negotiating, Complaining, Declarative and Inspecting (The instructor may develop these accordingly, these have to be more advanced than those in Language Building I)

Unit IV

Reading and Comprehending

Reading small comprehensions: Vocabulary building exercises, Sentence completion, Organizing words (Matching headings and phrases), Dealing with opinion and making connections.

Unit V

Practical Project

Reading List

1. Taylor, Grant (1967) *English Conversation Practice*. New Delhi: Tata McGraw-Hill, 1967.

2. Marvec-Ocampo and Farrugia () *English Grammar: Back to Basics* New Delhi: Goyal Publishers,

3. Murphy, Raymond (2010) *Essential Grammar in Use,* London, UK: Cambridge UP.

4. Ur, Penny (2010) *Grammar Practice Activities* London, UK: Cambridge UP, 2010.

5. Oxford University Press *'Advanced Learner's Dictionary of Current English.'*

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Basic Statistical and Mathematical Skills
Type of Course	Skill Enhancement Courses
Course No and Course Code	SOM 142
Semester	I
Credits	2
Course Development Team	Dr. Roja Lakshmi

Pre-requisites for the Course: None

Course Objective: While elucidating the scope and significance of fieldwork, it will acquaint students with basic maths and methods of data collection from organizations. They will learn working with teams and how to approach the respondents in the field. It will also provide an orientation to key concepts and theories in Data collection and analysis in order to show its analyses in the quantitative methods. It will help students understand the importance basic maths and statistics in their data analysis which would provide base for report writing.

On completion of the course, the students will be able to:

Unit-I	LO1	It will emphasize on the application of data collection techniques and present the statistical data in both qualitative and in quantitative way.
Unit-II	LO2	Familiar with basic maths and statistical skills such as Sum and Sum of the Squares of numbers to draw the tables and charts. Students can able to do Diagrammatic Representation of Frequency distributions and Frequency Curve.
Unit-III	LO3	Know about the measurement scales, measures of central tendency such as Mean Median and Mode and their relation.
Unit-IV	LO4	Able to do steps in computation and data analysis with one-way ad two-way classified data.
Unit -V	LO5	To install SPSS Software and learn to code and run both the qualitative and quantitative data and to prepare report writing for seminar paper.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I   Collection of Data: Classification and Tabulation.   Charts and Diagrams: Graphical Representation and interpretation of data.
Unit II   Frequency distribution: Cumulative frequency and Relative frequency; Diagrammatic

Representation of Frequency distributions and Frequency Curve. Useful Mathematical Devices: Rounding Numbers; Absolute, Relative and Percentage Errors; Sum and Sum of the Squares of Numbers and Binomial Series and Coefficients.

Unit III

Measures of Central Tendency: Arithmetic Mean; Geometric Mean and Harmonic Mean Calculation of Median; Calculation of Mode; Relation between Mean, Median and Mode. Measurement Scales: nominal scale, ordinal scale, interval scale, and ratio scale.

Unit IV

Analysis of Variance: Technique in On-way Classified Data; Steps in Computation; Technique in Two-way Classified Data.

Unit – V Tutorials

The tutorials for Basic Statistical and Mathematical Skills shall engage the students in the following activities:

• To install SPSS Software and run the data they have collected

 • To introduce some sessions based on the SPSS software in which students will learn to code the data

• To describe and present both qualitative and quantitative data.

• To apply these techniques in their field work seminar paper and present the same.

Reference Books/Material:

• N.G. Das Statistical Methods (Vol –I & II),The McGraw-Hill Companies.2009.

• Gerring John, Social Scientific Methodology, Cambridge University Press, 2001.

• Lawrence Neuman, W. Social Research Methods- Qualitative and Quantitative Approaches, Pearson. 2008.

• Taro Yamane Mathematics for Economists, New Delhi: PHI, 2013.

• Singh, R.B. Statistics and Mathematics for Management, New Delhi: Mahaveer, 2012.

• Scaling and Measurement – e pathshala.

• Research Methods 4: Testing Procedures – e pathshala.

• Statistical Procedure: Parametric and Non-parametric – e pathshala.

• Computer Application in Quantitative Data Analysis

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	**Understanding Human Rights**
Type of the Course	**Discipline Specific Elective**
Course no. & Course Code	**SOM 143**
Semester	**I**
Credits	**4 credits**
Course Development Team	**Dr. Sony Kunjappan**

Pre-requisites for the Course: None

Course Objective:
The objective of the course on **Understanding Human Rights** is to introduce with basic concepts related to Human Rights, including the significance and objectives of Human Rights Education. The course discusses civil and political rights as well as Economic Social and Cultural Rights. The course also discusses the mechanisms for protection and enforcement of Human Rights in India. It then explains the Human Rights Based Approach, along with its principles and practices.

On completion of the course, the students will be able to:

Unit-I	LO1	To understand the basic concepts related to Human Rights, including the meaning, significance and objectives of Human Rights Education.
Unit-II	LO2	To understand the concept of civil and political rights, economic social and cultural rights along with its various types.
Unit-III	LO3	To understand the various mechanisms for protection and enforcement of Human Rights
Unit-IV	LO4	To understand the concept of Human Rights Based Approach, its principles and practices, especially at organizational levels
Unit-V	LO5	To review case studies/reports of Human Rights violations, thereby have an understanding of the various type of Human Rights violations happening across. To experience and understand, through field visits, to some of the commissions for the protection of Human Rights, especially about their functioning.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Basic Concepts – Significance of Value; Human Value; Dignity; Liberty; Equality; Justice; Ethics and Morals; meaning and significance of Human Rights Education; Objectives of Human Rights Education; Natural Rights; Legal Rights; Claim Rights and Liberty Rights; Positive and Negative Rights; Individual and Group Rights; UDHR
Unit II
Civil and Political Rights- Right to freedom of religion; right to freedom of religion under Indian constitution; Right to free speech and expression; right to life; International Covenant of civil and political right; Right to free trial under constitution of India. *Economic Social and Cultural Rights-* Right to food; Right to Education; Cultural Rights; Rights of Vulnerable groups.
Unit III
*Mechanism for protection and enforcement of Human Rights–*Human Rights Act; National Human Rights Commission; National Commission for Women; National Commission for Schedule Caste; National Commission for Schedule Tribes; National Commission for Minorities; National Commission for Other Backward Classes; Right to Information; Role of NGOs in protection of Human Rights; Role of Media in protection of Human Rights.
Unit IV
Human Right Based Approach; Elements/Principles of Human Right Based Approach; Human Right Based Approach in Practice; Human Right Based Approach at organizational levels.
Unit V   **Practical/Tutorial**   Visit through the websites of all commissions and understand their compositions, functions and powers, along with their specific Acts.   Field Visit to State Human Rights Commission or any commission that are set up for the protection and enforcement of Human Rights, to understand its working for the protection of human rights.   Field visits to Civil Society Organizations/ NGOs to understand their working, especially for the protection of marginalized sections.   Reviews of reports/case studies related to Human Rights Violations.
Reading List

Sastry, TSN. 2011. *Introduction to Human Rights and Duties*. University of Pune: University of Pune press.

Androff, David. 2016. *Practicing Rights: Human Rights based approach to social work practice*. CRC press: Taylor and Francis group.

IGNOU reading materials on Human Rights.

United Nations materials on Human Rights Education.

e pathshala and Swayam UGC reading materials on Human Rights.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Field Work: Understanding Society and Inequalities
Type of the Course	Field Work & related Course (CORE COURSE)
Course No and Course Code	SOM 103
Semester	I
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan and Ms. Phiji Hota

Pre-requisites for the Course: None

Course Objective:.

Field work: Understanding Society and Inequalities will appeal to students interested in the complex structure and practices of Indian society. Diversities of ethnic, linguistic, regional, economic, religious, class, and caste groups crosscut Indian society. There are also urban-rural differences and gender distinctions. The students will be able to correlate the theoretical perspectives learnt in the class of Semester I. This course will explore the significance of fieldwork in contemporary society

The social inequality is a major cause of social tension and conflict in India. The students will be able to identify the patterns of unequal access to social resources.

Field work will examine the process of how and why social inequalities arise in society, and considers possible solutions. The students would identify and understand different basic building blocks of society. So, this course would employ methods to develop a deeper insight to the structures and institutions of society which creates inequality at large. The course will examine specific social structures like family, marriage, caste, religion, gender, age etc associated with inequality generating structures, processes and institutions.

Further, field work will also help them to identify institutional and organizational policies which can mitigate the same to develop more equitable society.

On completion of the course, the students will be able to:
1) To understand the importance of field work in context to society
2) To identify components of inequality.
3) To analyse on the core reasons the issue of inequality has developed and persisted.
4) To identify social institutions and structures to develop a just society.
5) To evaluate policies and its outcomes in society.

SEMESTER II

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Political Studies
Type of the Course	Core Course
Course No and Course Code	SOM 151
Semester	II
Credits	4
Course Development Team	Dr. Dhananjay Rai, Dr. Jagannatham Begari, Dr. Priya Ranjan Kumar and Mr. Smruti Ranjan Dhal

Introduction / Pre-requisites for the Course: Students should have basic understanding of politics.		
Course Objective: This course aims at familiarizing the student with different political concepts, ideologies. The course also aims at equipping the student with knowledge about basic features of Indian Constitution and various issues of Indian Politics.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the meaning of politics and its core concepts.
Unit-II	LO2	Understand major political ideologies.
Unit-III	LO3	Explain important features of Indian constitution and government.
Unit-IV	LO4	Explain different aspects of electoral politics in India.
Unit -V	LO5	Analyse some important issues in Indian politics

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Core concepts of Politics: Liberty, Equality, Justice, Rights, Democracy, Citizenship Power, State, Civil Society
Unit II
Political Ideologies: Liberalism, Socialism, Communitarianism, Anarchism, Conservatism, Libertarianism, Marxism, Fascism, Nationalism, Feminism, Multiculturalism.
Unit III
Indian Constitution: Basic Features, Indian Parliament, Judiciary, Panchayati Raj Institutions, 73rd and 74th Amendment.
Unit IV
Electoral Politics in India: Election Commission, Political Parties
Unit V
Issues in Indian Politics: Communalism, Secularism, Extremism, Insurgency, Affirmative Action
Reading List
Readings: 1. Andrew Heyood (2003), *Political Ideologies: An Introduction,* London: Palgrave.   2. Andrew Heywood (2019), *Politics* (Fourth edition), Red Globe Press: London.   3. Bipan Chandra (2004), *Communalism a Primer,* New Delhi: Anamika Publishers.   4. Granville Austin (1999), *The Indian Constitution: Cornerstone of a Nation,* New Delhi: Oxford India.   5. Ian Adams (2001), *Political Ideology today,* Manchester: Manchester University Press.   6. Neerja Gopal Jayal and Pratap Bhanu Mehta (eds.) (2011), *The Oxford Companion to Politics in India,* Oxford: New Delhi   7. Rajeev Bhargava and Ashok Acharya (eds.) (2008), *Political Theory: An Introduction,* Pearson Longman: New Delhi.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Sociology of Organisations
Type of the Course	Core Course
Course No and Course Code	SOM 152
Semester	II
Credits	4
Course Development Team	Dr. Sudeep Basu

Pre-requisites for the Course: None

Course Objective: In tracing a history of organisational studies, it will elaborate on the various styles of bureaucratic or organizational functioning, besides stressing on the immense role that culture plays in shaping organizations. It will also provide a historical orientation to organizational studies. The various styles of organizational functioning in different locations will be critical in providing a comparative perspective. The inequality outcome of organizational processes will also be brought to light in relation to the issues concerning gender and labour. Cases in India and abroad will be discussed in order to provide a realistic account of the organizational processes.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand the relation between sociology and organizational studies. Also a familiarity of the history of organizational studies. Acquaintance with basic concepts of group dynamics and boundaries, environment and organizations
Unit-II	LO2	Know how organizations function as interactive, communicative systems. Various types of organizations as well as conflicts in organizations and how it is managed. Students will get a combination of practical orientation and a theoretical understanding of the organization field
Unit-III	LO3	Acquaintance with organizational culture, symbolic dimensions, universal, local contexts, indigenous and modern perspectives
Unit-IV	LO4	Know about inequality and organizations, gendered nature of organizations, notions of justice and forms of stratification
Unit-V	LO5	Get a practical orientation to organizational processes

Note: LO- Learning Outcome

COURSE CONTENT
UNIT I Sociology and Organisation studies
Contrasting organizations and institutions, Historicizing the field of organizational sociology, Groups – Primary and Secondary, Social Boundaries and relations conflicts and consensus, Hegemony, Exchange theory – George Homans Organizations and Environment

Unit II Types of Organizations and Styles of Organizational Functioning

 Formal and Informal, Open and Closed Systems, Bureaucratic Organization ,
Organisations as Systems of Communication, Power and Hegemony in Organisations
  Organisations as Systems of Interaction, Organizations as Cooperative systems
  Conflicts and Conflict Management in Organisations

Unit III Organisational Culture
Universal and Local Dimensions, Socio-legal context of organizations, Symbolic
exchanges and Capital, Ethnomethodological concerns, Symbols and Organizations,
Critiques of Organisational Culture: 'Non-rational' and Indigenous Perspectives
Modernity and globalizations, Postmodern perspectives on organizations

Unit IV Organizations and Inequality

Gender, Patriarchy and labour markets, Social capital and exchange, Bourdieu' Habitus
and Field and the complexity of Organizations, Bounded rationality
Caste and Ethnic relations, Education and stratification, Normative ad Justice concerns

Unit V Practical/tutorials
        Initiation to key conceptual tools for understanding organizational dynamics
        Take up select case studies
        Relate cases with organizational theory
        Reading of classical texts

Essential readings

Weber, Max. 1964. Theory of social and economic organization. New York: Free Press.

Lune, Howard. 2010. Understanding Organizations. Cambridge: Polity Press.

Chaturvedi, Abha; Chaturvedi, Anil. 2010. The Sociology of formal organizations. New
York: Oxford University Press.

Optional readings
1.Grusky, O. and Miller, G.E. 1970. The Sociology of Organisations: Basic Studies. New
York: Free Press. (Part-I)
2. Wright. S. (ed.) 1994. Anthropology of Organisations. London: Routledge.
3. Schwartzman, H.B. 1993. Ethnography in Organisations. London: Sage.
4. Perrow, C. 1987. 'The Short and Glorious History of Organisational Theory', in P.
Wright and S. Robbins (eds.) Organization Theory: Readings and Cases. New Jersey:
Prentice-Hall.
5. Etzioni, A. 1961. Comparative Analysis of Complex Organisations: On Power.
Involvement and their correlates. New York: Free Press.
6. Braverman.H. 1974. Labour and Monopoly Capital. New York: Monthly Review Press.
7. Elton Mayo, "Hawthorne and the Western Electric Company." (Reader)
8. Organisational Behaviour: Meaning and concept - epathshala

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	English II
Type of the Course	Ability Enhancement Course
Course No and Course Code	SOM 191
Semester	II
Credits	4 credits
Course Development Team	Prof. Balaji and team, Centre for English Studies

Introduction / Pre-requisites for the Course:

Course Objective: The course has a focus on helping learners develop their skills of Listening, Public speaking, Writing and effective communication. It builds their competence further in technology-aided Presentation and Writing to facilitate their academic pursuits. Further, it also builds their ability to communicate effectively with a wider range of people especially for professional purposes. The learner is made aware of all aspects of effective communication and skills required for acquiring as well as conveying information.

On completion of the course, the students will be able to:

Unit-I	LO1	The content of this unit will help students gain an understanding of the nuances involved in listening to academic lectures
Unit-II	LO2	The content of this unit will help students gain an understanding of the art of public speaking and making effective presentations for an audience
Unit-III	LO3	The content of this unit will help students gain an understanding and fulfilling the goal of proficiency of expression in academic writing.
Unit-IV	LO4	The content of this unit will help students identify and build oral and written arguments, and discuss and apply critical reading and writing.
Unit V	LO5	The project is aimed at providing practice for and enhancing the language skills of students in real-life contexts. The project, thus, should be geared towards situational needs and necessities of the students.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I

Listening for Academic Purposes
- Building listening and conversational skills through classroom discussions
- Listening for information and for point of view in conversations
- Evaluating, organizing, associating and predicting information in classroom lectures
- Understanding main ideas, comprehending details, understanding classroom discourse, recognizing signal words and phrases

- Listening to lectures--on topics within diverse fields of academic study – and participating in an academic situation
- Attention to the rhetorical aspects of language while listening to audio material

Unit II
Public Speaking and Effective Communication
- Attention to the variations in speed, pitch and tone while speaking to suit the audience and the content of their articulation
- Attention to word choice and repetition of key words and phrases
- Presentation of a point of view with adequate support, grasp and development
- Engaging the audience through interesting and relevant information or illustrations
- Creating effective PowerPoint presentations out of available data and theories
- Presentation Skills (Students may be asked to make a short oral presentation as an assignment in the class using Slide Share).

Unit III

Language Building –III and Writing Composition:
- Punctuation and Capitalization, Writing short paragraphs, Expanding an idea
- Verb-subject relationship, Tense with since, Tense in sentence of condition, Future Tense in Adverbial Clauses, Idiomatic use of Preposition, Structural Use of the infinitive, Gerund, and Participles. (Letters, flowcharts, labelling maps, picture charts may be used to teach these skills)
- Picture compositions, précis writing and fully developed short Compositions (With proper Introduction, Body and Ending)
- Letter and Short Essay (students can be taught the descriptive, evaluative and analytical mode of writing)

Unit IV
Critical thinking and Argumentation
- Principles of critical argumentation in writing (e.g., assignments) and speaking (e.g., presentations)
- Use of rhetorical devices such as analogy, antithesis, parallelism etc.
- Developing point of view

Unit V
Practical Project

Students may be asked to make a technology-aided presentation in class or conduct and to write an essay on a given academic topic.

Reading List
1. Folse, Keith. S and Robyn B Lockwood. Listening for Academic Purposes: Introduction to EAP. University of Michigan Press, 2016.

2. Carnegie, Dale. The Art of Public Speaking. New Delhi: Prabhat Prakashan, 2017.

3. Central Institute of English 'Spoken English' – A self learning guide to conversational and Foreign Languages'(Hyderabad English. published by Tata Mcgraw Hill Publishing Co.

Ltd; New Delhi.

4. Strunk W. Jr., and E.B. White. <u>The Elements of Style.</u> New York: MacMillan, 1972.

5. Varma, P., Sanyal M., and Prasad T. (ed). <u>Fluency in English.</u> New Delhi: MacMillan, 2005.

6. Richard, Steve. <u>POWERPOINT FOR BEGINNERS 2020.</u> Amazon Kindle, 2020

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Basic Computer Skills
Type of Course	Skill Enhancement Course
Course No and Course Code	SOM 192
Semester	II
Credits	02 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course:
Information Technology has drastically changed the way organizations think and act, be it social sector or otherwise. None can avoid the basic understanding of IT to work effectively and achieve organizational goals. Students in this course will benefit from the introduction to basics of computer skills hence there is no particular pre-requisite expected.

Course Objective:
The current course aims at developing proficiency in basic computing skills and also introduce and inculcate the basic skills on Information Literacy.

On completion of the course, the students will be able to:

Unit-I	LO1	The student would have understood the meaning of Computer – hardware and software systems. The learner would have understood the basic meaning of Information Literacy and its difference from Information Technology.
Unit-II	LO2	The student will be able to send mails in a formal manner as expected in professional organisations and bodies. The student will be able to search effectively on various topics of interest.
Unit-III	LO3	The student should have had hands on experience of computer packages for word processing, power point presentation.
Unit-IV	LO4	The student should have had hands on experience of computer packages for spread sheets. The student will be able to process and prepare a basic report with the help of acquired computer skills.
Unit-V	LO5	To make students well versed with the basics of computers with hands on training

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Introduction to computers: Hardware, Software; Introductory concepts – Defining information literacy, difference between IT and IL; Information needs and sources – Libraries, Internet, online databases.
Unit II
Internet and the Web: Email, search engines, social media, effective information search on the Web, evaluation and analysis of information.
Unit III
Word Processing: Creating, Editing, Formatting, Printing, Tables and Graphics; Power Point Presentations: Creating, Editing, Formatting, and Printing
Unit IV
Spreadsheets: Creating, Editing, Formatting, Printing, Formula, Functions and Charts; Basic report writing skills
Unit V
Computer laboratory practical training with worksheets

Reading List

1. Sanjay Saxena (2008) *A First Course in Computers: Based on Windows XP & Office XP*, Vikas Publication House Pvt. Ltd.

2. Ed Bott and Carl Siechert (2010) *Microsoft Office 2010 Inside Out*, Microsoft Press

3. Riedling, Ann Marlow (2002), ***Learning to learn: a guide to becoming information literate***, New York: Neal-Schuman Publishers, 2002.

4. Birks, J. and Hunt, F. (2003) *Hands-On Information Literacy Activities*, Neal-Schuman Publishers, Inc.

5. John MonyjokMaluth(2016) Basic Computer Knowledge (Computer Basics Book 1), Discipleship Press. (In Kindle Store)

6. Tutorials from Swayam Prabha Video Archives available at *swayampraba.gov.in*.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Communication for Social and Behaviour Change
Type of the Course	Discipline Specific Elective
Course no. & Course Code	SOM 193
Semester	II
Credits	4 credits
Course Development Team	UNICEF – *Learning module for academic and training institutions in India*

Introduction / Pre-requisites for the Course:
Communication for social and behaviour change is a course designed by UNICEF, by the contribution of around forty-seven faculty members across Indian Universities and Institutions.

Course Objective:
Social and behaviour change aims for the strategic use of communication approaches to bring about changes in knowledge, attitudes, beliefs, behaviors and norms. These are used to reach through variety of channels, to multiple levels of society, including individuals, groups, community and even to change or reform policy. The course discusses communication for development- Theories, models, debates approaches as well as the variety of medias or channels. It also discusses various themes and methods and also helps the student to understand critically across thematic areas such as – Education, Gender, Health, Nutrition, Water and Sanitation, Financial Inclusion and livelihood.

On completion of the course, the students will be able to:

Unit-I	LO1	To understand Communication for development through theories, models and debates
Unit-II	LO2	To understand Communication for development through print media; audio-visual media; radio; television and film; community media; digital media
Unit-III	LO3	To understand about Communication for development Planning, Levels of Interventions, role of social norms and the application of the socio-ecological model
Unit-IV	LO4	To understand Communication for development through data gathering techniques and data analysis
Unit-V	LO5	To understand Communication for development through various case studies, design activities for group through media

Note: LO- Learning Outcome

COURSE CONTENT
Unit I

Communication for development: Theories, models and debates; theories and model of development; Human rights-based approach to development; Approach to development in India; Individual Level and communication for development theories (C4D); community/society level and C4D; structure/systems level and C4D

Unit II

Communication for development in India; Print media; Audio-visual media; radio; television and film; community media; digital media; Gender; Environment; Health and Nutrition; Water and Sanitation; Financial inclusion and livelihood; Education

Unit III

C4D Planning- Planning models; Basic components of strategies; Research, monitoring and evaluation plan; strategy design; Implementation plan. *Levels of Interventions*- Role of social norms and the application of the socio-ecological model; establishing objectives at multiple levels; key steps leading to change.

Unit IV

Message design- message design framework; message appeals; message treatment and formats; message (and relative media) development; message testing; material production. Dialogue based methods and materials; data gathering techniques; data analysis; data reporting, documentation and utilization; evaluation.

Unit V

- To reviews various case studies of Communication for Development interventions
- To design an activity at the level of a group or community through any of the media or channels addressing or identifying any social concerns.
- Identify any of the thematic area and design a communication for development strategy.

Reading List

UNICEF. 2019. Communication for Social and Behaviour Change, nine modules. UNICEF: New Delhi.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Field Work: Understanding Social Institutions
Type of the Course	Field Work & related Course (CORE COURSE)
Course No and Course Code	SOM 153
Semester	II
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan and Ms. Phiji Hota

Pre-requisites for the Course: None

Course Objective:

The course **Field Work: Understanding Social Institutions** is designed to introduce students to the field study of different social institutions in society. Social institutions consist of a group of people who have come together for a common purpose. These institutions are common to all the societies and it deals with few of the basic universal problems of ordered social life. It governs the behavior and expectations of the individuals.

The students will understand the mechanisms or patterns of social order focused on meeting social needs such as government, economy, education, family, healthcare and religion. It focuses on the systematic understanding of social institutions and social change from experience in the field. The focus will be on the interplay between the individual and different institutions, how society produces & sustains these institutions and consequences of social construction of such institution. Understanding field work in social institutions helps to discover and explain social patterns and see how such patterns change over time and in different settings. By making clear the social basis of everyday institutions, field work will help the student to develop critical thinking by revealing the social structures and processes that shape diverse forms of human life through direct lived experience.

On completion of the course, the students will be able to:
1) To understand and explain social institutions.
2) To identify the basic elements of social institution in India
3) To describe how the social institutions is understood differently in different cultures
4) To analyse how these social functions of various institution affect a community's structure, balance and social fabric.
5) To differentiate between various institutions and its sub systems
6) To explore the social impact of changing institutions in reference to globalization

SEMESTER III

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Social Management Methods: Case Work and Group Work
Type of the Course	Core Course
Course no. & Course Code	SOM 201
Semester	III
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None	

Course Objective:

The course objective of **Social Management Methods: Case Work and Group Work** is to bring in the concept of social work practices on working with Individuals and Groups. These are essentials, both for the student as well as their 'client' in enhancing the 'clients' capacity for appropriate social functioning and thereby learning by doing for students. This course shall help the student in understanding the skills and techniques in working at different community settings – children, youth, elderly. Including educational settings and health settings. The broader purpose of this course is to engage the student to understand the methods in social management, specifically the interventions -of working with Individuals and Groups. It also helps the students to understand the importance of recording and the techniques, both with Individual and Groups in their respective settings. This course also links towards the field work course on working with Individuals and Groups, so that the student could apply the theoretical concepts that they learn through this course to the field.

On completion of the course, the students will be able to:

Unit-I	LO1	To understand the concept of doing social case work, along with the familiarities of the objectives of case work, along with its limitations of case work in India.
		To understand the importance, purpose, structure and types of recording, including its principles and methods of collecting information.
Unit-II	LO2	To understand the concept of Group, Group work and its significances, including the factors influencing the group formation.
		To understand the principles, values, methods and process in social group work.
Unit-III	LO3	To understand the steps, stages and phases in the formation of group and its development.
		To understand the concept of recording in social group work, its principles and techniques.
Unit-IV	LO4	To understand the working in community settings – children, youth and

		elderly, including educational setting and health settings.
Unit-V	LO5	To experience and understand case work, group work, work in community settings practically and through field visits

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Introduction to Social Case Work; Historical Development of case work; philosophy principles and components; Types of Social Case Work; Phases of Social Case Work; Understanding assessment techniques in social case work; Function and use of relationship in social case work; Social case work recording- structure, content of case work record, use of record and method of recording.
Unit II
Social Group Work- Definition, Characteristics and Significance; factors affecting group formation; Group Work as method of social work; values and principles of social group work; models of social group work; Group processes- step, stages, phases in group development and group dynamics.
Unit III
Factors influencing group leadership; handling group conflicts; Use of programme media-characteristic, rationale and types, steps in planning and conducting sessions for the group; tools and techniques in group work; Recording in group work- important, principles, types of recording and techniques of writing reports.
Unit IV
Similarities and differences between case work counseling and psychotherapy, understanding skills and techniques in social case work; Group work in community settings- children, youth and elderly; Group Work in educational settings; Group Work in health settings.
Practical/Tutorial **Unit -V** The practical/tutorials for Social Management Methods: Case Work and Group Work shall engage the students on the following: - To conduct case work with Individuals and group work with groups.   - To apply the principles, values and assumptions of case work and group work, while conducting case work and group work   - To apply skills and techniques in conducting case work and group work, through demonstration.   - To work with individuals and groups in specified settings.

Reading List

Mathew, Grace. 1992. *An Introduction to Social Case Work.* TISS: Mumbai.

Konopka, G.1963. *Social Group Work: A Helping Profession. Prentice Hall*: Englewood Cliffs.

Mishra, PD.1994. *Social Work- Philosophy and Methods*. Inter-India Publications: New Delhi.

TISS compendium on Social Case Work and Group Work

e pg pathshala and Swayam UGC reading materials on Social Case Work and Social Group Work.

Name of the Programme	Integrated/Dual Degree (B.A. (Hon) Social Management) - (M.A. Social Management)
Course Title	**Economic Development and Planning**
Type of the Course	**Core Course**
Course No and Course Code	**SOM 202**
Semester	**III**
Credits	**4 credits**
Course Development Team	**Dr. Vinod Sen**

Introduction / Pre-requisites for the Course:

This paper explains the concept of development economics. The students will be able to understand the planning system of India. It will also explain the problem of unemployment, poverty, and demography of India. The student will also know the Indian occupational structure, social infrastructure, agrarian structure and technology; capital formation; trade; pricing and Procurement.

Course Objective:

- Provide an understanding of the strategic planning framework of economic development
- Offer experiential analysis of the challenges of economic development and planning in India
- Understand the resources, capabilities, and core competencies that make an economy successful in developing and sustaining a competitive advantage
- Identify the challenges of designing and implementing strategic change
- To make familiars with significant economic development issues and their planning process.

On completion of the course, the students will be able to:

To have in-depth knowledge about policy measures in different sectors of the Indian Economy and their implications. Need and rational of economic policies

Unit-I	LO1	On completion of the course, students will be able to learn the basic concept of economic growth and development, environment and development
Unit-II	LO2	Familiar with economics planning and demographic issues and grasp the importance of planning undertaken by the government of India, have knowledge on the various objectives, failures and achievements as the foundation of the ongoing planning and economic reforms were taken by the government.
Unit-III	LO3	Develop rational thinking on poverty, inequality and unemployment
Unit-IV	LO4	Will develop an understanding of occupational structure in India, capital formation and trade. Finally, it helps develop an understanding of the students related to different sectors of the Indian Economy.

Note: L.O.- Learning Outcome

COURSE CONTENT
Unit I
Major features of the Indian Economy at independence, Growth Vs development, concept of underdevelopment, indicator and measurement of development, environment and development, inclusive growth, grassroots organisation and development, Economic Development since Independence
Unit II
objectives and strategies of planning, planning in India (pre and post-reform) achievement and failure of planning, 12th Five-year plan, Demographic trends and issues; education; health and malnutrition.
Unit III
concept and causes of poverty, inequality and unemployment, poverty, inequality and unemployment trends and policies in India, regional imbalance,
Unit IV
occupational structure in India, economic infrastructure and social infrastructure in India, agrarian structure and technology; capital formation; trade; pricing and Procurement
Reading List

1. Dutt and Sundaram, (2010) Indian Economy, S. Chand & Sons, New Delhi
2. Mishra and Puri, (2010) Indian Economy, Himalaya Publication House, New Delhi
3. Raj Kapila& Uma Kapila (2009), Indian Economy since Independence, Academic Foundation, New Delhi.
4. I C Dhingra, (2009), Economic Development and Planning in India, S. Chand & Sons, New Delhi
5. Economics Survey, 2010, Government of India, New Delhi.
6. Mahendra S. Dev, India Development Report 2010, Oxford University Press, New Delhi.
7. Jean Dreze and Amartya Sen, *India: Development and Participation*, Oxford University Press, 2nd edition, 2002.
8. J.B.G. Tilak, 2007, "Post Elementary Education, Poverty and Development in India", *International Journal of Educational Development.*
9. T. Dyson, 2008, "India's Demographic Transition and its Consequences for Development" in Uma Kapila, editor, *Indian Economy Since Independence*,19th edition, Academic Foundation.
10. ReetikaKhera, 2011, "India's Public Distribution System: Utilisation and Impact", *Journal of Development Studies*.
11. Aniruddha Krishna and DevendraBajpai, 2011, "Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005", *Economic and Political Weekly*, September.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Introduction to Research Methodology
Type of the Course	Core Course
Course No and Course Code	SOM 203
Semester	III
Credits	4
Course Development Team	Dr. Sudeep Basu and Dr. Roja Lakshmi

Pre-requisites for the Course: None

Course Objective: This course will acquaint students with the question what social research and the context within which research is undertaken. The link between theory and research will be outlined in both qualitative and quantitative methods. What are concepts and how do we use them in designing research will be outlined.

Students will get acquainted with the processes of conducting qualitative and quantitative studies through use and choice of techniques and how to combine them in actual research situations.

On completion of the course, the students will be able to:

Unit-I	LO1	Know about the basic concepts of qualitative research and the relation between values and research practice
Unit-II	LO2	Familiarization with techniques of qualitative and quantitative research and how to employ them through select cases
Unit-III	LO3	Know about the processes of doing social research through literature review, surveys and basic statistical and mathematical skills
Unit-IV	LO4	Skills of combining qualitative and quantitative methods and techniques used for conducting research
Unit-V	LO5	Get a practical orientation in the use and choice of techniques in actual research situations

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Basic Concepts of qualitative research Induction and Deduction, Value free social science, Interpretation Hermeneutics, Discourse, Ethics and Poetics, Use of statistics and mathematics in qualitative research
Unit II Techniques of qualitative and quantitative research

Research design, Questionnaire, Field experiments, Survey techniques, Probability Participant Observation, In-depth interviews, Biographical method, Use of the Archives
Unit III Processes in Qualitative and Quantitative Research Literature review, Textual analysis, Survey, Pilot study and choice of site Introduction to sampling, Structured observation , Content analysis Statistical analysis, Mathematics in social research
Unit IV Combining qualitative and quantitative methods Mixed methods, Triangulation, Use of ICT, Geographic Information systems Statistical packages – SPSS, STATA, Longitudinal studies, Content analysis
Unit V Practical/tutorials Doing research through design of a research study Conducting a research project Using techniques of quantitative research study Writing up
Essential readings Bryman, A. 2001.*Social Research Methods.* Oxford: Oxford University Press. Fetterman, D. 1989. *Ethnography: Step by Step*.London: Sage. J. W. Heyink and TJ.Tymstra, The Function of Qualitative Research, Social Indicators Research, Vol. 29, No. 3 (Jul., 1993), pp. 291-305. **Optional readings** Bradley, Jana, Methodological Issues and Practices in Qualitative Research. The Library Quarterly, Vol. 63, No. 4, Symposium on Qualitative Research: Theory,Methods, and Applications (Oct., 1993), pp. 431-449. Fox, Renee. 2004. Observations and Reflections of a Perpetual Fieldworker.*Annals of the American Academy of Political and Social Science* 595 (September): 309-326.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Advocacy
Type of the Course	Skill Enhancement Course
Course No and Course Code	SOM 241
Semester	III
Credits	2
Course Development Team	Dr. Sudeep Basu and Dr. Roja Lakshmi

Pre-requisites for the Course: None
Course Objective: This course aims to equip students to understand the requirements of advocacy for effecting meaningful social change. Students will learn how to be a catalyst/change agent in transforming the tenets of social policy and socially guided legislation into a workable reality through communicative modes, persuasive arguments, reflection and practical initiatives at the grass roots.

On completion of the course, the students will be able to:		
Unit-I	LO1	Know about the basics of social policy and legislation. Apply advocacy methods to understand the dimensions of power and decision-making at the community, state and national levels
Unit-II	LO2	Familiar with the debating on social issues and social movements concerning group, institutional and grassroots community. They will develop strategies to enhance social and economic justice within organizational and social systems
Unit-III	LO3	Learn strategy, critique and implementation of social programmes
Unit-IV	LO4	Learn through case studies, socio-legal aid, and focus groups. Identify institutional and community practices
Unit-V	LO5	Learnthrough group work

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Reading social policy and legislation National and international legal instruments, human rights and group dynamics in society learning group dynamics in society, dynamics of volunteering, ethics and politics of interventions

Unit II Debating social issues and social movements

Group, institutional and grassroots community action initiatives, Critique and communicative action, Social Movements – Old and New, Capital and Globalization

Unit III Learning Strategy, critique and implementation

Practice of lobbying, petitions, testifying, socio-legal education and influencing social causes, witness preparation and logistical support for public interest

Unit IV Case studies

Socio-legal aid, and focus groups around concrete social issues, historical and contemporary cases, Method and Technique

Unit V Practical/Tutorials
Demonstration of how to read a movement for social change and one's place in it

Identify a policy problem and then advocate for a tactics and steps that will advance social change
Take up a live case and simulate the art and tactics of social organizing around public issues

Films/documentaries on advocacy and prepare a written note on it
Written assignment

Essential readings

Graeber, David, 2009. Direct Action: An Ethnography, Oakland, California: A. K. Press
Goodwin, Jeff & James Jasper. 2014. The Social Movements Reader: Cases and Concepts, Wiley–Blackwell
Alinsky, Saul. 1972. Rules for Radicals, Vintage books
Chakrabarti, Rajesh& Kaushiki Sanyal. 2017. Shaping Policy in India: Alliance, Advocacy, Activism. New Delhi: Oxford University Press

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Introduction to Gender Studies
Type of Course	Discipline Specific Elective
Course No and Course Code	SOM 242
Semester	III
Credits	4
Course Development Team	Dr. Roja Lakshmi

Pre-requisites for the Course: None

Course Objective: To sensitize students in relation to how real or perceived biological differences between men and women have led to the emergence of different social and cultural expectations for them. To understand the social, political and economic inequalities between men and women have led to differences between them in terms of access to resources and opportunities.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand a broader understanding of gender and its related key concepts in relation to its origin and movement.
Unit-II	LO2	Familiar with the history of women movements in the west and India. It attempts to provide the knowledge of various feminist movements and explain different types of feminisms and its waves.
Unit-III	LO3	To know how women's movement were part of social reform and national movements of India. To understand gender and development from the political, economic, cultural and in social dimensions.
Unit-IV	LO4	To understand the challenges with relation to Gender and Media; Gender and Law; Gender and Cinema.
Unit - V	LO5	To conduct the group discussions in their fieldwork and learn feminist ideology and research techniques.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Key concepts in Gender Studies: Gender, Sex, Identity, Social Inequality, Socialization, Power, Masculinity, Femininity, Patriarchy, Androcentrism, Gender Audit, Empowerment, Sexual harassment.
Unit II History of the Women's Movement in the West / In India. Feminist Ideology: Types of Feminism- Liberal, Marxist and Radical Feminism; First Wave, Second Wave and Third Wave Feminism; Standpoint Feminism.

Unit III

Women's Movement Social Reform and Nationalist Movement. Women and Development in India: Political, Economic, Cultural and Social Context and Dimensions. Dalit Feminism: Caste, Power and Hierarchy.

Unit IV

Gender, Media and the Market. Gender and Law: Public and Private Patriarchy. Contemporary Women's Movement: Campaigns, Organizations, Issues. Gender identity and Cinema.

Unit – V Practical/Tutorial

The tutorials for Introduction to Gender course shall engage the students in the following activities:
• To discuss some of historical judgments which are related women – Sabita and Shabana Azmi as Group Discussions.
 • To visit local women police stations to know about the women problems and possible solutions from various organizations such as Prajwala and Gender Resource Center.
 • To apply feminist ideology and research techniques in conducting case studies related to women issues.
 • To train the students ready to work with girls and women issues related to movements in the field.

Reading List

• Priyam, Manisha, Krishna Menon and Madhulika Banerjee. 2009. Human Rights, Gender and the Environment. Pearson Publishers.
• Kapadia, Karin. 2002. The Violence of Development. New Delhi: Kali for Women.
• Pilcher, Jane and Imelda Whelehan. 2004. 50 Key Concepts in Gender Studies. Sage Publications. India.
• Chakravarthi, Uma. 2003. Gendering Caste: Through a Feminist Lens.Kolkota: Stree.
• Chaudhuri, Maitreyee. 2004. Feminism in India. New Delhi- Kali for Women.
• Sandra Harding, ìIs there a Feminist Methodology? From Harding ed. Feminism and Methodology pp. 1-14.
• Selected readings from ShulamitReinharz ed. Feminist Research Methods, Oxford, 1991.
• Geetha, V. 2002. Gender. Kolkota: Stree.
• Feminist Methodology – e pathshala.
• Liberal and Radical Feminism – e pathshala.
• Race, Black and Women of color – e pathshala.
• Marxist and Socialist Feminism – e pathshala.
• Dalit Feminism: Caste, Power and Hierarchy – e pathshala

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Understanding Poverty: A Social Management Approach
Type of Course	General Elective
Course No and Course Code	SOM 243
Semester	III
Credits	2
Course Development Team	Shri A.M. Tiwari

Introduction / Pre-requisites for the Course:

Course Objective:

This course is aimed at development professionals, including the students from other universities who are pursuing related courses. It is proposed to discuss the concept of poverty, various measurement tools available for this purpose, their strengths and situations where they were found to be more effective. Participants will be taken, thereafter, to the tools available for poverty reduction and situations where they perform well or fail altogether. The objective of this course is to link the theoretical knowledge with field level experience that can be directly tried by the practitioners.

On completion of the course, the students will be able to:

Unit-I	LO1	To understand formal and informal ways to identify poor and the approach to development over period.
Unit-II	LO2	To analyse Atkinson, Amartya Sen and Abhijeet Banerjee on their philosophical understanding of poverty.
Unit-III	LO3	Application of theory of C. K. Prahalad and Paul Polak's observations on livelihood model applied by tribal development, Gujarat
Unit-IV	LO4	To understand the application of subsidy as a poverty reduction tool.
Unit-V	LO5	To understand the applications and approaches of cash transfer, self-employment as well as strengths and limitations of micro finance programmes.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I

Introduction

Various formal and informal ways to identify poor; Is poverty prevalent in rich nations also? How the approach to development changed over time; Why government needs to undertake headcount of poor.

Unit II

Philosophical analysis of poverty

This session will be based on Atkinson's writings on this subject and explain why the measuring parameters for poverty have changed over the time.

This session will discuss the concept of multi-dimension poverty developed by Amartya Sen and analyse the difficulties involved in its application.

The approach suggested by Abhijit Banerjee involving economic development of the country impacting poverty and the limitations of growth concept will be discussed in this session.

Unit III

Application of concepts I

- The session will analyse this approach in the light of Paul Polak's observations and relate them with the livelihood model applied by Tribal Development Department in Gujarat

- The session will discuss the theory promoted by C. K. Prahalad and the experiences of some of the initiatives in tribal area of Gujarat

Unit IV

Application of concepts II

- TASP area was practically devoid of many resources that qualify for growth in an area. Income to capability approaches were applied successfully in the design. This model will be discussed in detail, along with the reasons for not applying the growth model in this case.

- The use and limitations of subsidy as a poverty reduction tool will be discussed during this session

Unit V

Application of concepts III

- Spearheaded by Grameen Bank, group-based small loans were considered as panacea for the poor. Strengths and limitations of micro-finance programmes will be discussed in this session

- This session will deal with approaches like wage employment, self-employment, and cash transfer. It will also analyse the conditions for their success.

Reading List

1. Atkinson, A. B. (2019), Measuring poverty around the world, Princeton University Press.
2. Dreze, J. and Sen, A. (2002), India: Development and participation, Oxford University Press.

3. Banerjee, A. V. and Duflo, E (2019), Good economics for hard times, Juggernaut Books.
4. Polak, P. (2009), Out of poverty: What works when traditional approaches fail?, Berrett-Koehler Publishers, USA.
5. Prahalad, C. K. (2005), The fortune and the bottom of the pyramid, Wharton School Publishing.
6. Debroy, B. and Shah, R. (2014), Drumbeats to ringtones, Aakhya Media Services.
7. Patnaik, P. (2013), A critique of the welfare theoretic basis of the measurement of poverty, Economic and Political Weekly, XLVIII (14), pp. 16-19.
8. Mishra, et. al. (2015), Do poor farmers need long term subsidies? A case study of Project Sunshine in Gujarat, paper presented at Barkatulla University, Bhopal.
9. Tiwari, A. M. and Thakur, S. G. (2007), SHG based microfinance programmes: can they remove poverty? in Chan, C., Jhabwala, R., Kanbur, R, and Richards, C., Routledge press, pp. 177-193.
10. Banerjee, A., et. al. (2019), Can microfinance unlock a poverty trap for some entrepreneurs? NBER working paper no. 26346.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Field Work: Working with Individuals and Groups
Type of the Course	Field Work & related Course (CORE COURSE)
Course No and Course Code	SOM 204
Semester	III
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan and Ms. Phiji Hota

Pre-requisites for the Course: To deal with the problems of the individual, group and community at large, the student must have the meticulous knowledge of the foundation of social work practice.

Course Objective:
The objective of this course is to introduce students to field work practice with individuals and groups. Field work will help the students to identify deep rooted problem lying with the individual as well as environment. Students will study of group purposes, composition and methodologies utilized in social work practice.

Field work: working with individuals and groups will help the students to achieve self-awareness & discipline to use them as a helper and as an agent of change in an individual & group situation. It will help students to understand individual, groups and the inter connections between them. Students will also gain an understanding of how to use interpersonal helping skills in leading individual and group members toward established goals by building on existing strengths. Students will explore the various ways that individual identity (age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) play in the dynamics of group process. The students will understand of how intervention skills are theoretically based and applied in work with individuals, groups and families at the field.

On completion of the course, the students will be able to:
1. Through the field work, the students can learn how to apply social work methods in the situation of given individuals, groups or communities problems.
2. To experience and understand the impact of individual and group structure and policy, expectations and needs, and community resources on the delivery of field work methods.
3. To develop skills in helping individuals, groups and families to understand the social dimensions of problems.
4. To show an understanding of the effects of social welfare history on modern events, and employs critical and creative thinking skills to address policy issues affecting individuals and groups at large.

SEMESTER IV

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Introduction to Governance
Type of the Course	Core Course
Course no. & Course Code	SOM 251
Semester	IV
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None	
Course Objective: The objective of the course on Governance is to introduce the students on the concept of Governance, differentiate between Government and Governance and understand the key actors in Governance. It also looks at Good Governance, its characteristics as well as Good Governance initiatives. Further, the course discusses the existing structure of India, core principles of reforming the structure of Government, including state and district administration. It also throws light on the concept of citizen-centric governance. The course also goes through Administrative Reforms, commissions and committees since independence and issues of implementation, including Urban and Rural Governance. The course also give students an opportunity to do some of the practical's/tutorials sessions, based on their learnings, like visits, review of any reports etc.	

On completion of the course, the students will be able to:

Unit-I	LO1	To understand the key concepts of governance and good governance, including its features.
Unit-II	LO2	To understand the concept of good governance, characteristics and various good governance initiatives.
Unit-III	LO3	To understand local self-governance, its evolution and growth, common issues.
Unit-IV	LO4	To understand the various commission and committees on Administrative reforms since independence.
Unit-V	LO5	To experience and understand about governance through field visits

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Concept of Governance; difference between Government and Governance; Governance and Sustainable Human Development; Art of Governing; Stokers five propositions on Governance; Key actors in Governance- state, market and civil society; citizens participation in administration; role of civil society organization.
Unit II Good Governance; Need for Good Governance; Characteristics of Good Governance-participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and rule of law; Good Governance – Western approach and UK experiences; Good Governance initiatives – *Right to Information, Right to service, citizens charter, social audit, e-governance.*
Unit III Reorganizing Government; models of structural reforms in Government; Existing structure of Government of India; core principles of reforming the structure of Government; State Administration; District Administration; citizen centric administration; decentralization and delegation.
Unit IV Administrative Reforms in India, since independence- commissions and committees on Administrative reforms; Issues in implementation; Ethics in public life, anti-corruption legal and institutional framework; local self-government- evolution and growth; common issues; rural governance and urban governance.
Practical/Tutorial **Unit -V**   - Visit to Government of India websites and understand the various organizational structure and functions of departments   - Field visit to ANY ONE department at the state government and understand its organizational structure and functioning.   - Prepare a report, including the suggestive reform initiatives that the student wishes to take up at the department (where the student had done the field visit) based on the course learnings as well as their field visits to the departments.
Reading List Mathur, Kuldeep. 2008.*From Government to Governance*: *A brief survey of the Indian Experience*. National Book Trust: New Delhi.

Baghel, CL and Kumar, Yogendra. 2006. *Good Governance: Concept and Approaches*. Kanishka Publishers: New Delhi.

Osborne, David and Gaebler, Ted. 1992. *Reinventing Government: How entrepreneurial spirit is transforming the public sector*. Addison Wesley publication company: USA.

2nd Administrative Reforms Commission Reports

e pg pathshala and Swayam UGC reading materials

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Human Resource Management & Labour Laws
Type of Course	Core Course
Course No and Course Code	SOM 252
Semester	IV
Credits	04 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course:
This course will enable the learning of the basics of Human Resource Management and Labour Laws in India while introducing to them some critical debates inherent in the work establishments as we move towards unified code of labour laws. Some basic understanding of management practices will be a pre-requisite.

Course Objective:
This course is aims at providing the students with inputs on how to link the HRM functions to social management as a branch of study to understand Human Resource as a strategic resource.

On completion of the course, the students will be able to:

Unit-I	LO1	The students will be able to build a context of Human Resources Management and understand its fundamentals. The students will be able to identify the best practices of HRM in Indian organisations.
Unit-II	LO2	The students will be able to understand the fundamentals of Human Resource Performance.
Unit-III	LO3	The students will be able to understand the working conditions and social security compliances in work establishments in India.
Unit-IV	LO4	The students would be able to interpret the basic provisions of labour laws particularly industrial relations in India.
Unit-V	LO5	The students will be able to observe and understand the Human Resource Management practices and monitoring of labour law compliances in Indian organisations.

COURSE CONTENT
Unit I
HRM in Context – What is HRM, Emergence of HRM, Patterns of HRM Practice, HRM and changing organizational context, Employment Relationship, the psychological

contract, a brief history of people management, HRM strategy making process, dimensions of HR strategy formation, perspectives on HR strategy – Best fit, Best Practice & Resource based view (RBV) of the firm. HRM in Practice – HR planning, Issues in HR planning, Employee retention and turnover, Recruitment, Selection, Evaluating recruitment and selection process

Unit II

Managing Performance – Defining Performance, Performance Management Cycle, Setting Performance objectives, Performance Appraisals – Issues with performance appraisals, 360 – degree appraisal, self-assessment, Managing Rewards, Forms of Reward, the context of reward. Contemporary issues in HRM – HRM, Equality and Diversity, The Management of workplace discord, HRM in NPOs.

Unit III

Payment of Wages Act, 1936; Factories Act, 1948, EPF and Other Miscellaneous Provisions Act, The Payment of Gratuity Act, 1972; Maternity Benefits Act, 1961; Unorganised Workers' Social Security Act, 2009.

Unit IV

The Trade Unions Act, 1926; The Indian Industrial Disputes Act, 1947; Worker's Compensation Act, 1923; Sexual Harassment of Women at Workplace Act, 2013; Unified Labour Code- Discussions, Issues in Implementation.

Unit V

Visit and report various Human resource practices in organisations. Understanding by observing diversity in organisations and observe standard operating practices in HR.
Visit to Labour commissioner's Office in order to understand their functioning.

Reading List

1. Baluch, M.A. (2015). Human Resource Management in Non-Profit Organizations. Routledge.
2. Rao,P.S (2014) Essentials of Human Resource Management and Industrial Relations. Himalaya Publishing House.
3. Taxmann (2018). Labour Laws. Taxmann's Publication.
4. Wilton N. An Introduction to Human Resource management', Sage Publications Asia-Pacific Pte Ltd.
5. Udai Pareek and T.V. Rao. (2015) Designing and Managing Human Resources Systems. Oxford and IBH Publishing.
6. Documents and Reports from Ministry of Labour and Employment website and others.

7. Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	**Principles of Accounting**
Type of Course	**Core Course**
Course No and Course Code	**SOM 253**
Semester	**IV**
Credits	**04 credits**
Course Development Team	**Dr. Litty Denis**

Introduction / Pre-requisites for the Course:
This course on Principles of Accounting is a core course for Social Management programme. Accounting aids organisations to plan and control in a more systematic manner. It furnishes management with the much-needed information for decision making. This course orients students to the basic principles of accounting. Only elementary mathematics and basic understanding of English language will be a pre-requisite for the course.

Course Objective:
It aims at introducing the basic concepts of financial accounting and cost accounting to the students. The skills imparted in the course will enable managers to evaluate and control their organizations better.

On completion of the course, the students will be able to:

Unit-I	LO1	Students should be able to interpret the principles and basic concepts of accounting standards in India.
Unit-II	LO2	Students will be to apply to understand the methodology used for accounting systems in various organizations.
Unit-III	LO3	Students will be able to evaluate and comment on the performance of organizations based on what information is recorded.
Unit-IV	LO4	Students will be able to understand the concept of cost accounting and methods of controlling with the aid of cost accounting
Unit-V	LO5	Students will through practical visits to organisations to understand about their planning and implementation, styles of working and control methods and witness the utility of the softwares that may be used for managing the Accounting Systems.

COURSE CONTENT
Unit I
Introduction to accounting, generally accepted accounting principles, Concepts and conventions. Overview of Indian Accounting Standards
Unit II
Introduction to Accounting; Discussions of Concepts & Conventions; Rules of Debit & Credit; Journal; Posting to the Ledger.
Unit III
Preparing Trial Balance; Profit and Loss Account; Balance Sheet.
Unit IV
Evolution of cost accounting, cost concepts and cost object, cost classification, diffe between cost and management accounting; Cost Ascertainment - Direct expenses: N collection, classification and treatment of direct expenses; Activity based costing – Pro of Traditional Costing, cost analysis under ABC, factors influencing ABC; Identificatio the main product or service; Overheads. Concepts in Costing; Cost Sheet; Standard Cost
Unit V
The students will engage in practical visits to organisations to understand about their planning and implementation, styles of working and control methods. They will study the software that may be used for managing the Accounting Systems.
Reading List
1. Maheshwari SN, Maheshwari SK &Maheshwari SK (2012), *Financial Accounting*, Vikas Publishing House, New Delhi.   2. Maheshwari SN (1995), *Management Accounting & Financial Control*, Sultan Chand & Sons, New Delhi.   3. R. Narayanaswamy, *Financial Accounting: A Managerial Perspective*, PHI Learning Private Limited, Latest Edition   4. S.K Bhattacharya and John Dearden, *Accounting for Management*, Vikas Publishing House, Latest Edition   5. Ashok Banerjee, *Financial Accounting-A Managerial Emphasis*, Excel Books, Latest Edition   6. S.N. Maheshwari, Cost Accounting   7. Khan &Jain, Cost Accounting   8. Banerjee – Cost Accounting   9. Horngren, Foster & Datar – Cost Accounting: A Managerial Emphasis   10. Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	**Environment Studies**
Type of the Course	**Ability Enhancement Courses**
Course No and Course Code	**SOM 281**
Semester	**IV**
Credits	**4**
Course Development Team	**Prof Bhawana Pathak**

Introduction / Pre-requisites for the Course:

The Compulsory course on Environmental Science at Undergraduate level (AECC) aims to train students to cater the need for ecological citizenship through developing a strong foundation on the critical linkages between ecology-society-economy

Course Objective:

1. To provide students with a broad interdisciplinary understanding the relationship between humans and environment.
2. To provide students with informed perspectives on biological and physical processes relevant to environmental problems.
3. To help students understand responsible environmental policy and practice,
4. To engage students in ethical reflection regarding environmental problems in local, regional, national, and global communities.
5. To involve students for outreach programme for Environmental Awareness.

On completion of the course, the students will be able to:

1. **Graduate Attributes in Subject**

   a) **Disciplinary knowledge:** Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes and how humans have impacted them during the Anthropocene era.

   b) **Critical thinking Capability:** to identify relevant environmental issues, analyze the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.

   c) **Moral and ethical awareness/reasoning:** Develop empathy for various life forms and appreciate the various ecological linkages within the web of life.

2. **Programme Learning Outcome in course**: The course will empower the undergraduate students by:
   i.   Gaining in-depth knowledge on natural processes that sustain life and govern economy.
   ii. Predicting the consequences of human actions on the web of life, global economy and quality

of human life.
iii. Developing critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development.
iv. Acquiring values and attitudes towards understanding complex environmental-economic-social challenges and participating actively in solving current environmental problems and preventing the future ones.
v. Adopting sustainability as a practice in life, society, and industry.

3. **Qualification Description:** Graduates will evolve into ecologically informed and socially responsible citizens who are empowered to protect the natural resources while ensuring sustainable lifestyle and developmental model

Unit-I	LO1	**Introduction to Environmental Studies:** Students will be aware about: • Why Environmental studies is necessary • The general concept of Environment and its importance.
Unit-II	LO2	**Ecosystem:** • Understand about ecosystem – its structure and function: how bio system works and will be able to differentiate between different types of ecosystems
Unit-III	LO3	**Natural Resources:** • Understand about natural resources and their importance for better utilization and develop understanding with sustainable development
Unit-IV	LO4	**Biodiversity and Conservation:** • Understand definition, types and importance of biodiversity conservation – as an important part of ecosystem. How rich biodiversity is linked with ecosystem - More biodiversity - stable ecosystem. • Students will also be able to understand the extinction of species-threats and solution for conservation.
Unit-V	LO5	**Environmental pollution:** • Understand different types of Environmental pollution; causes, effects, and controls; Nuclear hazards and human health risks • Solid waste management: Control measures of urban and industrial waste
Unit-VI	LO6	**Environmental Policies and Practices:** **Students will learn about different e**nvironment legislation in India and International agreements related to Environment and will be aware about Climate change, Global warming, Ozone layer depletion, Acid rain and impacts on human communities and agriculture.
Unit-VII	LO7	**Human Communities and the Environment**

		- Understand how Human population growth-Impact on environment, - Disasters and management - Different Environmental movements for environmental protection
		Field work/ Practical - By doing the field visit and practical, Students will be able to understand environmental issues and possible solution for the protection and conservation of the Environment. - Get exposure to understand the real scenario of Environment and its importance - Create Awareness among society

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Introduction to Environmental Studies (2 lectures)   - Multidisciplinary nature of environmental studies Scope and importance.   - Concept of sustainability and sustainable development
Unit II
Ecosystem (6 lectures)   - Definition and concept of Ecosystem   - Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem – Physical (energy flow), Biological (food chains, food web, ecological succession) and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis   - Types of Ecosystems – Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries) – their importance and threats on them with relevant examples from India Ecosystem services (Provisioning, Regulating, Cultural and Supporting). Basics of Ecosystem restoration
Unit III
Natural Resources (8 lectures)   - Land resources and land use change Land degradation, soil erosion and desertification   - Forest resources and causes of deforestation; impacts of mining and dam building on environment, forests, biodiversity and tribal populations   - Water resource: Use and over exploitation of surface and ground water, floods, drought conflicts over water (international & inter-state)   - Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs   - Case studies: National Solar Mission, Cauvery River water conflict etc
Unit IV
Biodiversity and Conservation (8 lectures)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India
- India as a mega-biodiversity nation; Endemic and endangered species of India; IUCN Red list; biodiversity hotspots
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic and informational value of biodiversity with examples; sacred groves and their importance with example
- Current mass extinction crisis; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasion with emphasis to Indian biodiversity
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation.
- Biosphere reserves; Keystone and Flagship species; Species reintroduction and translocation
- Case studies

Unit V

Environmental pollution (8 lectures)

- Environmental pollution (Air, water, soil, thermal and noise): causes, effects, and controls; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies

Unit VI

Environmental Policies and Practices (7 lectures)

- Climate change, Global warming, Ozone layer depletion, Acid rain and impacts on human communities and agriculture
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980, Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; International agreements: Earth Summit, UNFCCC, Montreal and Kyoto protocols and Convention on Biological Diversity (CBD); Sustainable Development Goals and India's National Action Plan on Climate Change

Unit VII

Human Communities and the Environment (6 lectures)

- Human population growth: Impacts on environment, human health and welfare
- Resettlement and rehabilitation of project affected persons, case studies
- Disaster management: floods, earthquake, cyclones and landslides
- Environmental movements: Chipko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan etc
- Environment justice: National Green Tribunal and its importance
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness, case studies

Field work/ Practical (Equal to 5 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 ecosystems-pond, river etc.

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. Gleeson,B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water in 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.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P.1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeil, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, h.T. & Andrews, J.1971. Fundamentals 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.K. 1987. Wastewater Treatement. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tripathi 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 Wiley & 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. Wilson, 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.
21. www.nacwc.nic.in
22.www.opcw.or

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Liasoning & Networking
Type of the Course	Skill Enhancement Courses
Course No and Course Code	SOM 282
Semester	IV
Credits	2 credits
Course Development Team	

Introduction / Pre-requisites for the Course:

Course Objective:

On completion of the course, the students will be able to:

Unit-I	LO1	
Unit-II	LO2	
Unit-III	LO3	
Unit-IV	LO4	
Unit V	LO5	

Note: LO- Learning Outcome

COURSE CONTENT
Unit I

Unit II
Unit III
Unit IV
Unit V
Reading List

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Field Work: Survey
Type of the Course	Field Work & related Course (CORE COURSE)
Course No and Course Code	SOM 254
Semester	IV
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan and Ms. Phiji Hota

Pre-requisites for the Course:

Survey is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory.

Course Objective:

The objective of this course is to introduce the student to the scientific, analytic approach in social work practice and service delivery. It focuses on its role in knowledge building. The student will be prepared to carry out three research roles: 1) consumer of research; 2) evaluator of practice; and 3) producer of research.

The basic course, which takes students through the entire research survey process, encompasses the following areas: posing a research question; conducting a literature review; generating a hypothesis; identifying the different kinds of variables, ethical and political issues, gender and ethnic issues, measurement issues, questionnaire construction, sampling, data collection, coding, data analysis, and communication of results.

Students are expected to participate in several exercises that will provide them "hands-on" experience in conducting key research activities. This includes computer aided data analysis and electronic literature searching. Students are also expected to read assigned articles illustrative of diverse research designs and critical research issues.

Through this course, the student is helped to acquire skills to comprehend, use and explain field work survey as service provider and carry out small projects to collect data to organize service and test the effectiveness of social intervention.

On completion of the course, the students will be able to:

1. To conduct simple interviews including use of observation skills.

2. To prepare simple tools for data collection, code and fill in the coding sheets.

3. To develop research report writing skills.

4. To develop an understanding of simple statistical tools, and learn to use these

5. To develop an understanding of scientific approach to human inquiry and its process.

6. To understand major research strategies, meaning, scope and importance of social work research.

7. To develop an ability to see the linkages between practice, research, theory and their role in enriching one another.

8. To develop ability to conceptualize, formulate and conduct simple research projects/exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for col1ecting data; use of sampling, strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc). e. Make informed assessment and judicious use of research studies and findings.

9. To develop skills for use of library and documentation services for research.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Social Policy
Type of the Course	Core Course
Course no. & Course Code	SOM 301
Semester	V
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None

Course Objective:

The objective of this course is to introduce to some of the basic concepts related to the understanding of social policy and the constitutional provisions related to Social Policy. It further discusses about understanding of policy, policy making, policy analysis, policy evaluation, theoretical framework, models and stages of policy analysis.

The students are also made to understand the approaches to social policy, forces in policy making and implementation techniques, including conditions for successful implementation of policy. Further, through the tutorials/practical, the students are being given two topics from amongst the few selected list of topics and are asked to identify two problematic areas in those selected sectors/areas, from the context of policy implementation.

On completion of the course, the students will be able to:

Unit-I	LO1	To understand social policy and its theoretical framework
Unit-II	LO2	To understand the constitutional provisions related to social policy and policy analysis including models and stages.
Unit-III	LO3	To understand the official policy makers, process of policy making in India and also the forces involved.
Unit-IV	LO4	To understand policy implementation techniques and conditions for effective implementation of policy, including policy evaluation.
Unit-V	LO5	To identify ANY two sectors and understand practically the problems related to policy implementation.

Note: LO- Learning Outcome

COURSE CONTENT

Unit I
Basics Concepts- Authority; Civil Society; Government; Legitimacy; Policy; Welfare; State; Social Policy; Modes and Methods of Social Policy; Social Protection; Social Policy and Social Justice; Social Policy and Human Rights; Social Policy and Social Exclusion.

Unit II
Constitutional provisions related to Social Policy; Understanding Policy; its nature; Policy making and decision making; Policy making and planning; Policy analysis; policy advocacy; scope of policy; Social Policy and Theoretical Framework; Models of Policy analysis; stages for policy analysis

Unit III
Approaches to social policy; Forces in policy making process; official policy makers-legislative, Executive, Bureaucracy and Judiciary; capabilities approach; welfare state; Social Policy and developmental state; citizenship; globalization; social capital; social protection; social risk management.

Unit IV
Policy making in India; Institutional factors; Policy Implementation; Elements in Implementation; Implementers; Implementation techniques; condition for successful implementation; policy evaluation; forms and problems in policy evaluation; social accountability and social audit.

Practical/Tutorial **Unit -V**
An overall review of ANY TWO of the following and the student has to at least identify TWO problematic issues in any of these areas, for future projects/research: • Education policy • Health policy • Direct transfer of benefits • Food Security • Agrarian Issues • Affirmative action policies • Shelter and affordable housing • Criminal Justice Social Work • Decentralization, devolution and panchayats • Gender • Labour issues

Reading List
Sapru, R K. 1994. *Public Policy: Formulation, Implementation and Evaluation*. Sterling Publishers Pvt. Ltd: New Delhi.

Heywood, Andrew.2000. *Key concepts in politics*. Macmillan press ltd. London.

Hall, A and J, Midgley.2004. *Social Policy for Development*. Sage Publications. UK

IGNOU reading materials
e pg pathshala and Swayam reading materials

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Type of the Course	Core Course
Course Title	Law and Society
Course No and Course Code	SOM 302
Semester	V
Credits	4
Course Development Team	Dr. Sudeep Basu

Pre-requisites for the Course: None

Course Objective: The course will engage with the questions concerning the status of law in social life and the relation between social power and the legal domain. We will interrogate a few major legal positions that have influenced and challenged the social, economic, political and cultural life of contemporary Indian society.

On completion of the course, the students will be able to:

Unit-I	LO1	Introduction to the interface between law, jurisprudence and sociology, functionality of law in society and how law addresses conflicts and the notion of justice
Unit-II	LO2	Know about the classical and contemporary perspectives on Law and Society.
Unit-III	LO3	Familiar with Law/Legislation and its links with society in India. A legalistic perspective of the social will help students to engage with social problems through a critical lens
Unit-IV	LO4	Learn about the relations between law and cultural identities
Unit-V	LO5	Learn the application of law to social life and debates around legal issues

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Introducing sociology of law Law and society debates, Functions of law, Conflict and the law, Stratification and inequality, Law and social exclusion, Jurisprudence and legal systems Autopoeisis, Integration, Norms, Mores, Folkways, Constitution as a text Idea of justice

Unit II Classical and Contemporary Perspectives on Law and Society

Roscoe Pound, George Gurvitch – Plurality of laws, Durkheim – Law as Social fact

Weber – Rational-legal authority, Marx – Base and Superstructure

Luhmann – Autopoeisis, Foucault – Discourse theory, Habermas - Fact and Norms

Gandhi – Hind Swaraj – Legal profession, Ambedkar on Laws

Granville Austin – Indian Constitution

Unit III Law/Legislation and Society in India

Protection of Civil Rights Act, 1955 (PCR)

Scheduled Castes and Scheduled Tribes(Prevention of Atrocity) Act, 1989

The Immoral Traffic (Prevention) Act, 1956 (ITPA)

Policies of Protective Discrimination

Champakam DoriarajanVs. State of Madras, 1951

Indra SawhneyVs. Union of India, 1993

Central Educational Institutions (*Reservation* in Admission) *Act*, 2006

Land Reform Laws

Mahatma Gandhi National Rural Employment Guarantee Act, 2005

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of *Forest Rights*) *Act, 2006*

Special Economic Zones Act, 2005

Labour laws

Unit IV Law and Cultural Identities

Anti-Conversion Laws, Multiculturalism and race

Patriarchy and gender – Vishaka judgement, Nirbhaya Act, Prohibition of Cow Slaughter Laws, Religion and law – Keshavnanda Bharati case

Globalization and Indigenous laws and resistance,   Language and law

Autonomy and freedom

Unit V Practicals/Tutorials

Argumentative traditions in socio-legal study

Constituent assembly debates on various social issues

Reading case studies and statues/laws

Reading constitution

Application of law to social life – case studies

Essential readings

Cotterrell, Roger. 1998. "Why Must Legal Ideas Be Interpreted Sociologically?"

Journal of Law and Society, 25, pp. 171-92.

Luhmann, Niklas, Society and its Law.

Pound, Roscoe. 1943. Sociology of Law and Sociological Jurisprudence. The University of Toronto Law Journal, Vol. 5, No. 1, pp. 1-20.

Optional readings

Schoenfeld, Eugen &Stjepan G. Mestrovic. 1989. "Durkheim's Concept of Justice and Its Relationship to Social Solidarity," Vol. 50, No. 2, pp. 111-127.

Vincent, Andrew. 1993. "Marx and Law," Journal of Law and Society, Vol. 20, No. 4, pp. 371-397.

Turkel, Gerald. 1990. "Michel Foucault: Law, Power and Knowledge," Journal of Law and Society, Vol. 17, No. 2, pp. 170-193.

Gandhi, Mahatma. 1938 (1908). *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navjivan Trust. Pp. 6, 19-69.

Ambedkar, B. R. "Castes in India," *The Essential Writings of B.R. Ambedkar*, (Ed) Valerian Rodrigues. New Delhi: Oxford University Press. pp. 239-262.

Hugh Collins, "Discrimination, Equality and Social Inclusion," *Modern Law Review*, Volume 66, January 2003, pp 16-43.

Ghanshyam Shah, et.al. 2006. Untouchability in rural India. New Delhi: Thousand Oaks and London: Sage Publications.

Naila Kabeer, "Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework," IDS Bulletin, Vol 31, No. 4, October 2000, Pp. 1-34.

Ramanathan, Usha. 1996. "Displacement and the Law," *EPW*, June 15, 1996.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Marketing Management
Type of Course	Core Course
Course No and Course Code	SOM 303
Semester	V
Credits	04 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course:
This course on Marketing Management generates an understanding on basic concepts of Marketing with special focus on social organisations. So essentially it emphasizes on social marketing practices. The pre-requisites for the course is only basic understanding of English language and principles of Management.

Course Objective:
The course aims at equipping students with skills and understanding required to analyse marketing initiatives taken by organisations and also attempt to design marketing communications the right way.

On completion of the course, the students will be able to:

Unit-I	LO1	Students will be able to clearly understand the skills and functions of marketing managers.
Unit-II	LO2	Students should be able to have conceptual clarity regarding strategies of products, brands, services.
Unit-III	LO3	Students should be able to have conceptual clarity regarding pricing, promotion and competition.
Unit-IV	LO4	Students will independently be able to analyse gaps in marketing campaigns undertaken by social organisations.
Unit-V	LO5	Students will be independently able to design basic components of marketing campaigns undertaken by social organisations.

COURSE CONTENT
Unit I
Understanding Marketing Management; Defining Marketing for the New Realities; Developing Marketing Strategies and Plans; Capturing Marketing Insights; Collecting

Information and Forecasting Demand; Conducting Marketing Research; Connecting with customers; Creating long term loyalty relationships.
Unit II
Analysing consumer markets; analysing business markets; Building strong brands; Identifying market segments and targets; Crafting the brand positioning; Creating brand equity; Addressing competition and driving growth; Shaping the market offerings; Setting product strategy.
Unit III
Designing and managing services; Introducing new market offerings; Developing pricing strategies and programs; Delivering value Designing and managing integrated marketing channels; Managing retailing, wholesaling and logistics.
Unit IV
Communicating value; Designing and managing integrated marketing communications; Managing digital communications: Online, social media and mobile marketing; Managing mass communications: Advertising, sales promotions, events and experiences and public relations; Managing personal communications: Direct marketing, word of mouth and personal selling.
Unit V
Student projects based on hands on experience of managing social marketing programs; cases in marketing & discussing projects undertaken.
Reading List 1. Sameer Deshpande and Nancy R. Lee (2013). Social Marketing in India. Sage Publications India Ltd. 2. Philip Kotler and Kevin Lane Keller (2016).Marketing Management: Marketing Cases in Indian context. Pearson Education. 3. C.B. Gupta (2018). Essentials of Marketing Management. Sultan Chand & Sons. 4. Donovan & Nadine Henley (2010). Principles and Practice of Social Marketing an International Perspective. Cambridge University Press. **5.** Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Tendering and Pricing
Type of Course	Skill Enhancement Courses / Optional
Course No and Course Code	SOM 321
Semester	V
Credits	02 credits
Course Development Team	

Introduction / Pre-requisites for the Course:		
Course Objective:		
On completion of the course, the students will be able to:		
Unit-I	LO1	
Unit-II	LO2	
Unit-III	LO3	
Unit-IV	LO4	
Unit V	LO5	

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Unit II
Unit III
Unit IV
Unit V
Reading List

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Corporate Social Responsibility
Type of Course	Skill Enhancement Courses / Optional
Course No and Course Code	SOM 322
Semester	V
Credits	02 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course:

In a neo liberal system, Corporate Social Responsibility has a distinct place not only in the economic arena but the social sector too. Increasingly, the corporates have been embracing CSRs due to its reputation value in addition to the legal impositions that have been made recently. For social management students, an in-depth understanding of CSR will equip them with skills to plan and implement CSRs in future. Basic understanding of formal Corporate Organisations will be a pre-requisite.

Course Objective:

This course aims at introducing the fundamental concepts and frameworks in CSRs. It describes the legal environment of CSR in India and equips the learners with skills to evaluate CSRs and foresee the future trends.

On completion of the course, the students will be able to:

Unit-I	LO1	Students will be able to understand fundamental concepts of Corporate Social Responsibility and the CSR legislation in India.
Unit-II	LO2	Students will be able to comprehend the practices of CSR in various Organisations and understand the significance of management skills in efficient implementation of CSR practices
Unit-III	LO3	Students will develop skills relevant to manage CSR frameworks in organisations efficiently and effectively and rate CSR activities.
Unit-IV	LO4	Students will be able to appreciate global CSR and the India experiences and also foresee the future trends in CSR
Unit-V	LO5	Students will be able to connect the theory of CSR with practices in the field.

COURSE CONTENT
Unit I
Levels of CSR: Case study; CSR Rules, Companies Act; Stewardship Theory vs. Stakeholders Theory in CSR
Unit II

Forms of Organisations and Legal implications; Role of various institutions in CSR; Tata International Case Study
Unit III
Creating CSR Frame work; Framework for Rating Corporate Social Responsibility; Taxation Issues & CSR
Unit IV
Sustainability and Its Challenges; Global CSR and the India Experiences; Future trends in CSR
Unit V
Students will visit one of the CSRs in the city and understand the framework of its planning and implementation.
Reading List   1. Chatterji, Madhumita (2011), *Corporate Social Responsibility*, Oxford University Press, New Delhi.   2. Agarwal, K. Sanjay (2008), *Corporate Social Responsibility in India*, Response – Business Books from SAGE, New Delhi.   3. Werther, B.William& Chandler, David (2010), *Strategic Corporate Social Responsibility: Stakeholders in global environment*, SAGE Publications, New Delhi.   4. Subhasis Ray & S. Siva Raju. (2014). *Implementing Corporate Social Responsibility: Indian Perspectives*. Springer.   5. NirbhayLumde. (2018) *Corporate Social Responsibility in India: A Practitioner's Perspective*. Notion Press.   6. Nayan Mitra & Rene` Schmidpeter. (2018) Corporate Social Responsibility in India: Cases and Developments after the Legal Mandate (CSR, Sustainability, Ethics and Governance). Springer.   Also refer websites and articles/ case studies as prescribed in the class during the course of the sessions.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Health Policies and Programmes - I
Type of Course	Discipline Specific Elective
Course No and Course Code	SOM 341
Semester	V
Credits	4
Course Development Team	Dr. Roja Lakshmi &Dr. Sudeep Basu

Pre-requisites for the Course: None

Course Objective: This course introduces students to sociological perspectives on health, illness, and mortality. It explores the social, political, cultural, and economic forces that shape contemporary medicine and health-care delivery systems

On completion of the course, the students will be able to:

Unit-I	LO1	Get the conceptual and theoretical approaches in sociology of health
Unit-II	LO2	Know about how health is related to Social Class, Gender and Ethnicity.
Unit-III	LO3	Insights into health and modernity and issues related to marginality in South Asia. Gendered Body and Risk: A Feminist Critique
Unit-IV	LO4	Learn about public health crisis in the wake of Covid-19 and pandemics
Unit-V	LO5	Learn about the issues and challenges in public health systems through reading and debates

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Introduction to Sociology of Health Disease, Illness, and Sickness: Bio-medical and Social Science Perspectives; Sickness Articulations - Symptoms, Language of Pain and Metaphors.
Unit II Perspectives on Health & Illness – Biology and Society linkages Caste, class, ethnicity, gender and religion and its relation to health
Unit III Health, Modernity and Marginality The Public Health system and its types. Impacts of Globalization, Liberalization and Privatization of health – Impact on social groups. Gendered Body and Risk: A Feminist

Critique

Unit IV Public Health issues and crisis

Right to Health, Surrogacy, Reproductive Health, Mental Health, Disability, Elderly health and Maternal and Childcare health.

Unit V: Practical/Tutorials

Theoretical perspectives on public health
Meanings of Social Class, health inequalities, social justice.
Understand the concepts of marginalization, Ethno-Cultural Diversity, and Health system in India.

References

- Kevin White (2002). An Introduction to the Sociology of Health and Illness. Sage Pub. pp 1-13, 32-45.
- David Arnold (1990). Colonizing the Body - State Medicine and Epidemic Disease in Nineteenth Century India. Delhi: OUP
- Young Allan (1982). Anthropologies of Illness and Sickness. Annual Review of Anthropology, 11, pp. 257-285.
- Doyal Lesley (1995). What Makes Women Sick : Gender and the Political Economy of Health. London: McMillan. Bhargavi Davar (1999). Mental Health of Indian Women : A Feminist Agenda. Sage.
- Lennard J Davis (2005). Visualizing the Disabled Body. In Mariam Fraser and Monica. Greco (ed). The Body ñ A Reader. London: Routledge.
- Quadeer Imrana (1988). Reproductive Health: A Public Health perspective.î EPW, Vol.33, No.41, pp.2675-84.
- Health and Disease – e pathshala
- Health and Disease: Illness and Sickness – e pathshala
- Theoretical Perspectives in Sociology of Health: Debating Biology – e pathshala.
- Social, Political and Economic determinants of health – e pathshala.
- Privatization of Health services in India – e pathshala.
- Surrogacy – e pathshala.
- Gendered Body and Risk: A Feminist Critique – e pathshala.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Field Work: Working with Community
Type of the Course	Field Work & related Course (CORE COURSE)
Course No and Course Code	SOM 304
Semester	V
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan and Ms. Phiji Hota

Pre-requisites for the Course: None.

Course Objective:

Field work: Working with community will help the students to understand Community Organization and Social Action as methods of social work. These methods are primarily seen as a means to facilitate communities towards self- directed change. The practice of community organization and social action comprises of methodological process of providing, building and enhancing opportunities for community development

Community organizing is critical for people to demand, support, resist and contest processes and to have a voice in order to steer decisions their way. It is imperative for education in community practice to respond to the dynamism of the field in the classroom as well as in field education. For students, the capacity to grasp the connections between the micro and macro realities to inform practice and to build the ability to engage with communities in complex and cross-cultural situations is extremely important. This course will enable the student to organize the community to work towards problem-solving. The students will acquire knowledge regarding community structure and process. They will learn to utilize community resources in support of social welfare. They will learn the roles of a social worker and develop skills in community work and community organization for community development.

On completion of the course, the students will be able to:

1. To develop competence to undertake critical and holistic analysis of social issues & community dynamics.
2. To understand the principles and elements of Community Work process with focus on subaltern groups.
3. To enhance understanding of the models and strategies of Community Work Practice.
4. To develop an attitude of concern and Commitment to work among the subaltern groups and communities. ·
5. To develop attitudes and skills required to facilitate the process of people's participation in changing their situation.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Ethics in Governance and Management of Reforms
Type of the Course	Core Course
Course no. & Course Code	SOM 351
Semester	VI
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None

Course Objective:
The course on Ethics in Governance and Management of Reforms introduce the students, the approaches to ethical decision making, dimensions of ethics in public life and focuses on the 2ⁿᵈ Administrative reforms commission 4ᵗʰ report on Ethics in Governance. It also introduces the students to New Public Management, its characteristics and discusses the various aspects of public management reforms.

The course helps the students to understand the importance of ethics, its legal and institutional framework, with specific references to social infrastructure- citizens' initiatives, social audits, role of media. The overall objective of the course is to give an understanding of ethical practices and institutions towards better delivery of services, when the student gets into the field of practice

On completion of the course, the students will be able to:

Unit-I	LO1	To understand the ethical framework of governance, including legal and institutional aspects
Unit-II	LO2	To explore the social infrastructures that helps in preventing corruption
Unit-III	LO3	To help the student to imbibe certain ethical principles and practices
Unit-IV	LO4	To understand concepts of New Public Management and its characteristics
Unit-V	LO5	To understand the concepts through field visits and apply some aspects in practices.

Note: LO- Learning Outcome

COURSE CONTENT

Unit I

Ethics; Approaches to ethical decision making; Dimensions of Ethics in Public Life; Ethics in public life; code of ethics for civil servants in India; First initiative for code of ethics; second initiative for public service values; public service bill 2006; effective ethical structure; 2nd Administrative Reforms Commission on ethical framework for ministers; ethics for legislators; ethics for regulators

Unit II

Ethics for Judiciary; Code of Ethics for Judge; Anti-corruption machinery in India- Legal and Institutional framework; Corruption; Legal and Institutional framework to tackle corruption; Central Bureau of Investigation; Central Vigilance Commission; Vigilance machinery in State and District; Lokpal; Lokayuktas; Wistleblowers protection Act 2014

Unit III

Criminalization of Politics and Administration in India- Reasons and Demerits; Measures to check criminalization of politics and Administration; N N Vohra committee report; supreme court committee on preventive measures; police reforms in India; Gore Committee on police training; National Police Commission; Ribeiro Committee on police reforms; padmanabhaiah committee on police reforms; police act drafting committee; supreme court directives.

Unit IV

New Public Management; characteristics of NPM; principles of NPM; Elements of NPM; Evaluation of Public Management reforms; criticism of NPM; Public Value Management; New Governance; Trust- satisfaction linkage; Public Management reforms- from theory to practice.

Practical/Tutorial
Unit -V

- Review of reports/cases related to ethics committees/commissions.
- Reviews reports on prevention of corruptions at any of the Institutions.
- Field Visit to any of the Institutions, studies above at this course and understand its functioning.
- Identify best practices from across any institutions – in the context of management of reforms, at any Institutions/organizations.

Reading List

4th report of 2nd Administrative Reforms Commission.2005.*Ethics in Governance*. Government of India: New Delhi
Mander, Harsh and Asif Mohammed. 2000.*Good Governance Resource Book*. BFC

Publication: New Delhi.

Medury, Uma.2010. *Public Administration in the Globalization era: The New Public Management Perspectives*. Orient Black Swan: London
e pg pathshala and Swayam UGC reading materials.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Financial Management
Type of Course	Core Course
Course No and Course Code	SOM 352
Semester	VI
Credits	04 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course: Financial Management is a core course for Social Management students. This course will introduce the basic concepts and decisions of Financial Management. It will also explore the various components of the Indian Financial System and their interconnections.		
Course Objective: This course aims to introduce the basic concepts and decisions of Financial Management. It equips students with basic skills needed to analyse financial decisions in organisations.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Students will be able to understand basic concepts of financial management and processes in organizational financial planning, decision-making and control. They will get oriented to the Indian Financial system.
Unit-II	LO2	Students will be able to apply financial management techniques to issues affecting long term investment decisions of an organization.
Unit-III	LO3	Students will be able to apply financial management techniques to issues affecting financing and dividend policy decisions of an organization.
Unit-IV	LO4	Students will be able to apply financial management techniques to issues affecting working capital decisions and controlling in organizations. Students will be able to evaluate and comment on the performance and financial situation of organizations using a range of interpretative techniques.
Unit-V	LO5	Students will be able to observe the processes of financial problem solving through critical evaluation of a range of options in field

		organisations.

COURSE CONTENT
Unit I
Nature of Financial Management:
Financial Management: An Overview of Financial System, Financial Forecasting, Planning. Concept of Value and return: Time Value of Money; Valuation of Bonds and Shares.
Unit II
Capital Budgeting: Nature of investment decisions, calculation of NPV and IRR.
Unit III
Long-Term Financing: Sources of Long-Term Finance, Raising Long Term Finance
The cost of capital: Significance, concept of opportunity cost, WACC
Capital Structure: NI and NOI approach, MM Hypothesis; Dividend Policies: Walter's and Gordon's model.
Unit IV
Working Capital Management:
Working Capital Policy, Cash and Liquidity Management, Credit Management, Inventory Management, Working Capital Financing.
Unit V
The students visit organisations and study their Financial Management practices. They will understand the principles and methods of financial management being followed by managers in their financial planning and other decisions.
Reading List
1. I.M. Pandey, Financial Management, Vikas Publication.
2. Khan and Jain, Financial Management, McGraw Hill.
3. Brigham and Ehrhardt, Financial Management, Cengage Learning.
4. Prasanna Chandra, Financial Management Theory and Practice, McGraw Hill.
5. Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.
Additional readings during the course of the study from Newspapers, Magazines, Journals, Websites as will be suggested for continuous updation.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Entrepreneurship Development
Type of Course	Skill Enhancement Course
Course No and Course Code	SOM 381
Semester	VI
Credits	02 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course:
Entrepreneurship Development has been a very significant area of study. With emerging scenarios in India favouring entrepreneurship, it will be even more pertinent to train students to take up entrepreneurship ventures and impart the skills required to keep them sustainable.

Course Objective:
This course will introduce the students to entrepreneurship environment in India and its significant concepts and processes. It particularly tries to investigate challenges from marginalised sections perspective.

On completion of the course, the students will be able to:

Unit-I	LO1	Students will be able to understand the entrepreneurship environment and concepts.
Unit-II	LO2	Students will be able to the connect between innovation and entrepreneurship and relate to the contextual variations.
Unit-III	LO3	Students will be able to understand the processes of setting up small business enterprises and challenges for marginalized sections of society.
Unit-IV	LO4	Students will be able to understand the concepts of social entrepreneurship.
Unit-V	LO5	Developing each student's entrepreneurial mindset. Generating several ideas with potential, based on important trends and each student's interests. Sharpening each student's communication and networking skills.

COURSE CONTENT
Unit I
Entrepreneurship – Definition, Avenues or types of entrepreneurships, Entrepreneurship and Culture, and Entrepreneurship and Environment.

Unit II
Entrepreneurial Opportunity: To examine how context frames opportunity, to understand how one can relate to these contextual variations, and to demonstrate adaptive skills, Entrepreneurship and Innovation, the innovation process, entrepreneurship development in India.
Unit III
Steps to establish a small business enterprise, the start-up process, problems of small-scale industries, growth of small-scale sector in India, challenges for marginalised sections of society.
Unit IV
Social Entrepreneurship- meaning, process, challenges, skills and overall emerging scenario.
Unit V
Self-study project: Develop project proposal under the guidelines specified.
Reading List 1. Kariv D. 'Entrepreneurship – An International Introduction'. Routledge 2. Gupta, C.B & Khanka, S.S, 'Entrepreneurship and small business management', Sultan Chand and Sons Publication. 3. Khanka, S.S. (2007). 'Entrepreneurship Development', Sultan Chand and Sons Publication. 4. Vasant Desai & Kulveen Kaur (2015). 'Entrepreneurship: Development and Management'. Himalaya Publishing House. 4.. Scarborough, N.M 'Essentials of Entrepreneurship and Small Business Management', 6th Edition, Pearson. 5. Meyer & Crane. 'Entrepreneurship'. 2011 Edition. Sage Publication. 6. Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Microfinance and Livelihoods Policies
Type of Course	Discipline Specific Elective Course
Course No and Course Code	SOM 382
Semester	VI
Credits	04 credits
Course Development Team	Dr. Litty Denis

Introduction / Pre-requisites for the Course:
This course introduces students to various issues of livelihoods in India and various programmes and policies in the sector. It tries to touch upon both farm-based livelihoods and the non-farm rural livelihoods. It also builds a connect between the livelihoods and microfinance. In Microfinance sector, there is a great realization among the practitioners that in order to be sustainable and to achieve a steady growth, their institutions must actively seek to determine and meet their clients' needs. This calls for a considerable level of understanding about the financial and operational management of microfinance.

Course Objective:
The present course is a blend of theoretical aspects about the concepts, delivery methodology, issues and challenges about livelihoods and microfinance in the classroom and aims at upgrading the skill sets through the fieldworks with MFI.

On completion of the course, the students will be able to:

Unit-I	LO1	Students will be able to clearly understand the various concepts, history and frameworks of livelihood analysis. This unit focuses on farm-based livelihood and state interventions.
Unit-II	LO2	Students will be able to understand the non-farm livelihood issues and support programmes.
Unit-III	LO3	The students will get acquainted with various theoretical aspects of Microfinance.
Unit-IV	LO4	The students will get understand the legal aspects of Microfinance its evaluation frameworks.
Unit-V	LO5	The students will be able to undertake brief studies on various livelihood issues and related programmes and policies. Students will be able to develop the special skills needed to support livelihood and microfinance programmes at field.

COURSE CONTENT
Unit I
Policies related to land reform, tenancy, ceiling, land consolidation. Issues related to natural resources like forest, water, land and biodiversity in terms of Five Year Plans; Issues related to food security: Food production, procurement and PDS. Technological intervention (Green Revolution), White Revolution, Blue Revolution, Operation flood etc.; Marketing issues: state interventions in market related to agriculture and allied sectors; Procurement of farm produce, Minimum Support Price, crop insurance scheme.; Credit and investment related issue: Institutional credit: Reform in banking sector, NABARD, cooperative institutions. Investments and subsidies for the agricultural and allied activities.
Unit II
Sources of Livelihoods; Limitation of livelihood opportunities; The problems of Rural economy and impact on the poor and the marginalized; employment and wages; Concept of BPL and categories of people who are poor; Analysis of policies affecting the employment, income and livelihood of the rural poor; Policies and programmes addressing poverty alleviation; (State and Central Governments) since independence; Current programmes addressing economic improvement of the rural poor; Scope, implementation and impact; constraints and limitations; Rural enterprises; Technology; NGOs – innovative concepts – SHGs and micro finance;
Unit III
Financial Inclusion and Microfinance; Development of microfinance in India; Data Analysis on various models of Microfinance deliveries existing in India; Role of Microfinance in Development and Disaster.
Unit IV
Legal aspects of Microfinance in India; Study of livelihoods developed with Microfinance; Impact analysis of SHGs and JLGs operating in some NGOs; Cases on Microfinance.
Unit V
Making a report based on visit to local microfinance institution and understanding the mechanisms of credit, savings, insurance and capacity building activities for improving livelihoods of groups associated with it.
Reading List
1. Commission on Agriculture. *State of the Indian Farmer Vol 1-27* (GOI)
2. G.K. Candha & Sucharita Sen. *Land Resources - State of the Indian Farmer* - Vol-27.
3. H.R. Sharma Shramshakti (1988)*: Report of the National Commission on Self Employed Women and Women in Informal Sector*, GOI
4. Papola T.S. (1991) *Rural Non-farm Employment - An Assessment of Recent Trends Planning Commission,* New Delhi.
5. Bhatt Ela (1990) *Grind of Word* , SEWA

6. Harper Malcolm et al (1998). *The New Middle Women,* Oxford and IBH, New Delhi

7. Jumaniya Usha (1991) *Dealing with Poverty,* SAGE, New Delhi.

8. Understanding Microfinance, Debadutta Panda, Wiley India

9. Microfinance Self Help Groups in India, Frances Sinha, Practical Action Publishing

10. Microfinance: Perspectives and Operations, Indian Institute of Banking and Finance, MacMillan India Ltd.

11. Strengthening Rural Livelihoods: The Impact of Information and Communication Technologies in Asia, Ed. David J. Grimshaw and Shalini Kala, Practical Action Publishing

12. Poverty Capital: Microfinance and the Making of Development, Ananya Roy, Routledge

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Education Policies and Programs - I
Type of Course	Discipline Specific Elective Course
Course No and Course Code	SOM 383
Semester	VI
Credits	4
Course Development Team	Dr. Roja Lakshmi &Dr. Sudeep Basu

Pre-requisites for the Course: None		
Course Objective: This course introduces the student to the field of education from a sociological perspective. The course broadly discusses the functional, liberal, radical, Marxist, cultural and feminist perspective within in the framework of sociology of education. Themes such as education in relation to stratification, state policies and reform agendas in education in the context of Indian society would be discussed		
On completion of the course, the students will be able to:		
Unit-I	LO1	Get the conceptual and theoretical approaches in sociology of education. To understanding of education and its relation to society
Unit-II	LO2	Know about how education relates to Social Stratification such as caste, class, race, ethnicity, gender and religion.
Unit-III	LO3	Grasp the relation between Education and Society in India empirically and its links with the theories of education.
Unit-IV	LO4	Learn about Education in the era of Globalization, Liberalization, and Privatization. Education from the perspective of Gandhi, Phule and Ambedkar.
Unit-V	LO5	Learn about educational challenges through case studies and how to conduct fieldwork

Note: LO- Learning Outcome

COURSE CONTENT
Unit I Introduction to Sociology of Education
Introduction to Sociology of Education, Education and other social Institutions, Theoretical Approaches in Sociology of Education - Functionalism, Critical theory, Alternative education, Symbolic and Feminist.
Unit II Education and Social Stratification

Caste, class, ethnicity, gender and religion. Educational Discourse: Caste, Gender, Minorities and Tribes; Social Reproduction of Education-Ivan Illich; Human Rights discourse and education in India.

Unit III Education and Society in India

Social Change, Politics of Knowledge. Theories of education: Karl Marx, Emile Durkheim, Max Weber, Paulo Freire, John Dewey. Relation between Education and Society in India, state of primary, secondary and higher education in India.

Unit IV Education in the era of Globalization, Liberalization, Privatization.
Society and Education: Perspectives from Gandhi, Jyotirao Phule, Ambedkar.

Unit V
To conduct case study on school education based on fieldwork and by visiting schools.
By applying the theoretical perspectives the wards can analyze the issues and challenges in the education system.
The course will provide demonstration in understand the meanings of marginality, discrimination, stratification, equity and equality.
The students need to ensure to contribute some time in teaching marginalized children, especially those who cannot effort to tutorials.

Key Readings
Aikara, Jacob. 2004. Education: Sociological Perspective Jaipur: Rawat Publications.
Cosin, B. Ed. 1972. Education, Structure, and Society, Harmondsworth: Penguin Book.
Bernstein, B. (1970). The structuring of Pedagogic Discourse: Class codes and Control. Vol. 4. London: Rout ledge.
Bourdieu, P., (1990) Reproduction: In Education, Society and Culture, Sage Publications, London.
Illich I (1973) De-schooling Society, Harmondsworth, Penguin books
Paulo Freire, 1970. Pedagogy of the Oppressed, Continuum.
Shukla.S, Kumar.K (ed) Sociological Perspective in Education, New Delhi: ChanukyaPublications. Sabyasachi Bhattacharya (ed). Education and the Disprivileged : Nineteenth andTwentieth Century India New Delhi, Orient Longman, 2002.
References
Archer, M.S. (1984). Social origins of Educational system. Beverly Hills, CA: Sage.
Chanana, Karuna (2001) Interrogating WomenísEducation : Bounded Visions, Expanding Horizons. New Delhi, Rawat.
Jayaram, N. (1990). Sociology of Education in India, New Delhi: Rawat Publications.
Krishna Kumar (2005) Political Agenda of Education: A Study of Colonialist andNationalist Ideas. New Delhi, Sage Pub.
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P-13: Education and Society. Modules: M-05, M-09, M-11, M-32, M-34, M-35.

Name of the Programme	Integrated/Dual Degree (BA (Hon) Social Management) - (MA Social Management)
Course Title	Field Work: Human Resources Practices and Office Management
Type of the Course	Field Work & related Course (CORE COURSE)
Course No and Course Code	SOM 353
Semester	VI
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan and Ms. Phiji Hota

Pre-requisites for the Course: None

Course Objective:

The course **Field Work: Human Resources Practices and Office Management** will give an overview of the business environment and effective management of its human resource. The intent is that the student gains a better understanding of the role that Human Resources plays in a business.

The focus of the course with practical exposure to various offices and management tools and techniques in context to organization's employees, their attitude, behaviour and satisfaction with their jobs, their behaviour towards ethics and values and a sense of fair treatment all impact the firm's productivity, level of customer service, reputation and survival. Also, it would deal with aspects of human resource practices to understand the functioning of human resource management in an organizational setting. The student will be exposed to the environment and expectation of performance in office. It will hone their existing skills along with building meaningful connections. The student will be mentored for development of employer valued skills such as team work, communications and attention to detail. Field work in HR Practices and Office Management will give the students a preview of the roles, responsibilities and the nature of work that they will be undertaking once they graduate.

On completion of the course, the students will be able to:

1. To have an understanding of the basic concepts, functions and processes of human resource management from the field.
2. To be aware of the role, functions and functioning of human resource department of the organizations
3. To be familiar with the administrative procedure and process.
4. To design and formulate various HRM processes such as recruitment, selection,

interview process, induction, training and development, performance appraisals and reward systems, compensation plans, disciplinary actions, exit interviews and ethical behaviour.

5. To provide the students with an opportunity to gain insights into some of the human resource and management challenges faced by organisations.