F. No. 55-105/2021-22-A&A/112-6   23.01.2024

Notification No. 111/AA-2023-24

As recommended by Centre/School Board of Studies, the Academic Council in its 30th Meeting held on 04.10.2023 vide Resolution No. 15 & 16 has considered the LOCF based New/Revised Syllabi of the following programmes that are hereby notified for implementation:

	New Syllabi	
1	School of Environment and Sustainable Development	Multidisciplinary Courses and Value-Added Courses
2	School of Language, Literature and Culture Studies	1. Ph.D. in Chinese 2. Ability Enhancement Courses by Centre for English Studies for 4 year UG in German and Chinese Studies
3	School of National Security Studies	Multidisciplinary Courses for UG and PG programmes
4	Centre for Studies in Social Management, School of Social Sciences	Addition of two Optional courses for Ph.D programme: 1. SOM 678 Policing: Reforms and Organisation 2. SOM 679 Entrepreneurship Development

	Revised Syllabi	
1	School of Chemical Sciences	1. M.Sc. Chemical Sciences 2. Ph.D. Chemical Sciences
2	School of Applied Material Sciences	1. M.Sc. in Industrial Chemistry 2. Ph.D. in Applied Chemistry
3	School of Nano Sciences	1. M.Sc. Nanoscience 2. Ph.D. Nanoscience
4	School of Environment and Sustainable Development	M.Sc. Environmental Sciences
5	School of Language, Literature and Culture Studies	1. M.A. in Comparative Literature 2. M.A. Hindi 3. Ph.D. Hindi 4. M.A. in English 5. M.A. in Gujarati
6	School of Life Sciences	M.Sc. Life Sciences

7	School of Library and Information Sciences	M.Lib.I.Sc.
8	School of National Security Studies	M.A. Defence and Strategic Studies
9	Centre for Gandhian Thought and Peace Studies, School of Social Sciences	M.A. in Political Science
10	Centre for Studies in Social Management, School of Social Sciences	1. 4-year B.A. Degree (Honours with Research) in Social Management 2. Ph.D in Social Management
11	Centre for Studies and Research in Education, School of Education	Master of Education (M.Ed.)
12	Centre for Health Culture and Personality Development	M.A. in Hindu Studies

This is issued with the approval of competent authority.

(signature) 24/09/24

Registrar (Offg.)

Encl: Syllabi of the Programmes/Courses.

Copy to:

1. All Deans & HoDs
2. CoE (Offg.)
3. IQAC, Director
4. All Teaching / Non-Teaching Staff
5. All Officers of the University
6. Admission Dept.
7. VC Secretariat
8. Notification File
9. Guard File

Curriculum and Credit Framework for

Four-Year

B.A (Hons) with Research in Social Management Programme

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

2023

Curriculum and Credit Framework for
Four-Year
B.A (Hons) with Research in Social Management Programme

Central University of Gujarat
Gandhinagar- 382030

(as per the guidelines of Curriculum and Credit framework of UG programme by UGC 2022 and approved by Central University of Gujarat)

1.0 Introduction

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) recognizes that higher education plays an extremely important role in promoting humans well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It notes that "given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals".

The NEP 2020 states, "*Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning*"

Further, it also recommends that "*the undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student*".

In accordance with the NEP 2020, the UGC has formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programs (CCFUP)" incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate students to pursue their career path by choosing the subject/field of their interest.

Structure of 4 years B.A (Hons) with Research in Social Management Programme

The Semester-wise and Course Category-wise
Distribution of Credits of 4 years B.A (Hons) with Research in Social Management Programme

The Social Management Programme shall follow the above semester wise total credits with a slight change in Discipline Specific Courses that includes an additional of Field Work Courses thereby the total credits allotted to Discipline Specific Courses will be the same.

Semester	Discipline Specific Core[1]	Minor	Interdisciplinary Courses	Ability Enhancement Courses (Language)	Skill Enhancement courses	Dissertation	Common Value-Added Courses	Summer Internship	Total Credits
I	04 CR each – **8 CR +2 CR=10CR** *2 courses (100 level) + 1FW* 1. Principles and Practices of Management 2. Social Work Method: Working with Individuals 3. FW:Understanding Society & Inequalities (2 credits)	04 CR each *1 course (100 level)* Political Studies		04 CR course English - I	03 CR course Basic Statistical and Mathematical Skill			**04 CR** .	21
II	04 CR each – **8 CR +2 CR=10CR** *2 courses (100 level) +1 FW* 4. Introduction to Public Administration 5. Introduction to Sociology	04 CR each *1 course (100 level)* Understanding Human Rights		04 CR course English - II	03 CR course Basic Computer Skills				21

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[1] *The overall credits of Discipline Specific Courses for each semester shall remain as per the broad format proposed by the University. The Discipline Specific (taught) Course - Core shall be of 4 credits each and correspondingly there shall be Discipline Specific (Field Work) Course- Core for that particular semester. The credits for Discipline Specific (Field Work) Course- Core shall be the remaining credits of the overall Discipline Specific Courses- Core of that particular semester.*

Sem	Core Courses	04 CR each	3 CR each		03 CR course		02 CR course		Total
	and Social Psychology 6. FW: Understanding Social Institutions (2 credits)								
	Students exiting the programme after securing 42 credits will be awarded B.A Certificate in Social Management Programme provided they secure 4 credits as <u>concurrent field work or internship</u> / Apprenticeship in additional to 6 credits from skill-based courses earned during first and second semester								42
III	04 CR each – **8 CR +2 CR=10CR** *2 courses (200 level) +1 FW* 7. Understanding Indian Society 8. Social Work Method: Working with Groups 9. FW: Working with Individuals and Groups (2 credits)	04 CR each *1 course 200 & above* Business Communication	3 CR each *From the University List of Courses*		03 CR course *From the University List of Courses*		02 CR course *From the University List of Courses*		22
IV	04 CR each – **8 CR +2 CR=10 CR** *2 courses (200 level) +1 FW* 10. Human Resource Management 11. Sociology of Organization 12. FW: Survey (2 credits)	04 CR each *1 course 200 & above* Principles of Accounting	3 CR each *From CSEP*		-		02 CR course *From the University List of Courses*		19
	Students exiting the programme after securing 83 credits will be awarded B.A Diploma in Social Management provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.								87
V	04 CR each – **12 CR +3 CR=15CR** *3 courses (300 level) +1 FW* 13. Marketing Management 14. Social Policy 15. Financial Management 16. FW: Working with Community (3 credits)	04 CR each *1 course (200 & above)* Environment Studies	3 CR each *From the University List of Courses*	-	-		-		22
VI	04 CR each – **12 CR +3 CR=15CR** *3 courses (300 level) +1FW*	04 CR each *1 course (200 &*	-	-	-		02 CR course *From the*		21

	17. Introduction to Governance 18. Entrepreneurship Development 19. FW: Human Resource Practice (3 credits)	*above)* Microfinance and Livelihood					*University List of Courses*		
		Students who want to undertake 3-year B.A programme will be awarded B.A Degree in Social Management upon securing 130 credits.							**130**
VII	04 CR each – **12 CR +3 CR=15CR** *3 courses (400 level) + 1 FW* 20. Research Methodology 21. Administrative Thinkers 22. Management Concepts and Organizational Behaviour 23. FW: Project Development (3 credits)	04 CR each *1 course (300 & above)* Corporate Social Responsibility	-	-	-		02 CR course *From the University List of Courses*		21
VIII	04 CR each– **04 CR +1 CR=5 CR** *1 course (400 level) +1FW* 24. Public Policy and New Public Management 25. FW: Workshop on Academic Writing (1 credit)	04 CR each *1 course (300 & above)* Law and Society	-	-		Research Project / Dissertation **12CR**			21
	Total - 90 CR	**Total - 32 CR**	**Total - 09 CR**	**Total - 08 CR**	**Total - 09 CR**	**Total – 12 CR**	**Total - 08 CR**	**Total – 04 CR**	**172**
Students will be awarded B.A (Honours) with Research in Social Management provided they secure 172 credits									

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Principles and Practices of Management
Type of Course	Discipline Specific Courses - Core
Course No and Course Code	
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	B.A(Hons) with Research in Social Management
Course Title	**Social Work Method: Working with Individuals**
Type of the Course	**Discipline Specific Courses - Core**
Course no. & Course Code	
Semester	**I**
Credits	**4 credits**
Course Development Team	**Dr. Sony Kunjappan**

Pre-requisites for the Course: None

Course Objective:

The course objective of **Social Work Method: Working with Individuals** is to bring in the concept of social work practices on working with Individuals. 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. 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. It also helps the students to understand the importance of recording and the techniques, with Individuals in their respective settings. This course also links towards the field work course on working with Individuals, 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 social work and doing social case work, along with the familiarities of the objectives of case work, including principles and phases of social case work.
Unit-II	LO2	To understand the assessment techniques and recording in social case work.
Unit-III	LO3	To understand the linkage between social work and social management, supervision in social work, its importance, including the similarities and difference between social case work, counselling and psychotherapy.
Unit-IV	LO4	To experience and understand case work, group work, practically and through field visits

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Definition of Social Work; Objectives of Social Work; Skills of Social Work; Tools and Techniques of Social Work; Methods of Social Work; Approaches in Social Work;

Introduction to Social Case Work; Historical Development of case work; philosophy principles and components; Types of Social Case Work; Phases of Social Case Work.

Unit II

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 III

Linkage between Social Work and Social Management; Holistic Governance framework – Social Management; Understanding Supervision; Development of personal and professional self; reasons for supervision; Understanding skills and techniques in social case work practices; Similarities and Differences between social case work, counselling and psychotherapy.

Practical/Tutorial
Unit -IV

The practical/tutorials for Social Work Methods: Case Work shall engage the students on the following:

- To conduct case work with Individuals.
- To apply the principles, values and assumptions of case work.
- To apply skills and techniques in conducting case work, through demonstration.
- To work with individuals in specified settings.

Reading List

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

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.

Name of the Programme	**B.A (Hons) with Research in Social Management**
Course Title	**FW: Understanding Society and Inequalities**
Type of the Course	**Discipline Specific Courses - Core**
Course No and Course Code	
Semester	**I**
Credits	**2 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.

Name of the Programme	BA (Hons) with Research in Social Management
Course Title	Introduction to Public Administration
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	II
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None

Course Objective:

The objectives of the course on Introduction to Public Administration are to understand the concepts, theories, approaches and emerging trends in the field of Public Administration.

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

Unit-I	LO1	Understand the concepts, theories and paradigm shifts in Public Administration.
Unit-II	LO2	Understand the approaches in Public Administration.
Unit-III	LO3	Analyses the concepts and Principles in Public Administration
Unit-IV	LO4	Understand the emerging trends in Public Administration

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Introduction
Meaning, Nature, Scope and importance of Public Administration; State and Evolution of Public Administration and present status; Politics & Administration Dichotomy – Woodrow Wilson and F.J. Goodnow; Globalization and Public Administration
Unit II
Approaches
Classical Approach; Human Relations and Behavioural Approach; Ecological Approach
Unit III
Principles and Concepts of Public Administration
Division of Work and Coordination; Hierarchy; Unity of Command and Span of Control; Delegation; Centralization and Decentralization; Line and Staff; Leadership and Supervision
Unit IV
Recent Trends
New Public Administration: Minnow brook I, II& III; New Public Management; New Public Service

Reading List:

1. Avasthi & Maheshwari (2012), Public Administration, Lakshminarayan Agarwal, Agra.
2. Arguden, Yilmaz (2011), Keys to Governance: Strategic Leadership for Quality of Life, Macmillan, Hampshire.
3. Arndt Christiane and Charles Oman (2006), Uses and Abuses of Governance Indicators, OECD, Paris.
4. Bhattacharya, Mohit (2013), New Horizons of Public Administration, Jawahar Publishers, New Delhi.
5. Donald Menzel and Harvey White (eds) (2011). The State of Public Administration: Issues, Challenges and Opportunities, New York, M. E. Sharpe.
6. Henry, Nicholas (2006), Public Administration and Public Affairs, Prentice Hall of India, New Delhi.
7. Jan-Erik Lane,(2000) New Public Management: An Introduction, Routledge, London.
8. Ravindra Prasad, D. Prasad, VS Prasad, Satyanarayana P, and Y.Pardhasaradhi, (eds.,)(2013), Administrative Thinkers, Sterling, New Delhi.
9. Donald Menzel (eds) (2011). The State of Public Administration: Issues, Challenges and Opportunity. New York.
10. Frank J. Goodnow, (2003) Politics and Administration: A Study in Government, xi. Transaction Publishers, New York.
11. O'Leary, Rosemary etal. (2010), The Future of Public Administration around the World: The Minnowbrook Perspective, George Town university Press

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Introduction to Sociology and Social Psychology
Type of Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	II
Credits	04 credits
Course Development Team	Dr. Sudeep Basu

Pre-requisites for the Course: None	
Course Objective:	

This course will begin by posing the question what is sociology. While elucidating the scope and significance of the discipline, it will acquaint students with basic concepts and various social processes, such as, co-operation, conflict and accommodation that need to be taken into account for understanding both the 'static' and the 'dynamic' imageries of society. Students will also get acquainted with the pioneers like Comte, Durkheim, Marx, Weber and Indian thinkers like G. S Ghurye and M.N. Srinivas with a view to providing a historical overview of the development of the discipline of sociology.

The course will also provide an orientation to key concepts and theories in social psychology to show its alignments and divergences from sociology. An exploration of the application of psychology as a science of the human mind to the understanding of organizational processes and the nature of human behaviour and communication in society will follow

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

Unit-I	LO1	Students will get a grounding in the various theoretical concepts and vocabularies that are widely used by scholars and practitioners in sociology and social psychology
Unit-II	LO2	An acquaintance with the historical roots of the disciplines, which they can relate with in their action oriented interventions
Unit-III	LO3	To help relate theory and practice. To understand social process and understand the intersecting meanings of caste, tribe, religion and politics
Unit-IV	LO4	They will get familiarized with comparative thinking through disciplinary boundaries of sociology and psychology – dynamics of self and collective
Unit-V	LO5	Students will get introduced to critique of existing theories through case studies that will provide a practical understanding of social issues and mental life

Note: LO- Learning Outcome

COURSE CONTENT
Unit I   *Basics Concepts*- Society, Social structure, Groups - dyad, triads, social relations, community, associations, institutions, status and role, Social processes – conflict model, cooperation and consensus, power and hegemony, conflict, integration and accommodation
Unit II   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, Concept of Man in Society   Nirmal Kumar Bose – Anthropology of tribes   M.N. Srinivas – Dominant Castes and Sanskritization
Unit III   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   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
Practical/Tutorial   **Unit -V**   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

Contemporary Sociological theory – Epathshala

Sociology of India – Disciplinary histories - Epathshala

Growth of Social Psychology as a modern discipline – Epathshala

Xaxa, Virginius, Transformation of Tribes in India: Terms of Discourse, Economic and Political Weekly, Vol. 34, No. 24 (Jun. 12-18, 1999), pp. 1519-1524.

Sanjay Kumar, Anthony Heath and Oliver Heath, "Changing Patterns of Social Mobility: Some Trends over Time", Economic and Political Weekly, Vol. 37, No. 40 (Oct. 5-11, 2002), pp. 4091-4096.

Social Mobility and Caste in India: Report on a Seminar Author(s): William Rowe Source: Asian Survey, Vol. 1, No. 7 (Sep., 1961), pp. 38-40.

Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in Dipankar Gupta (ed.), Social Stratification .Delhi: Oxford University Press, pp.471-491.

Madan, T.N. Religion in India, Daedalus, Vol. 118, No. 4, Another India (Fall, 1989), pp. 114-146.

Burghart, Richard, Renunciation in the Religious Traditions of South Asia, Man, New Series, Vol. 18, No. 4 (Dec., 1983), pp. 635-653.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	FW: Understanding Social Institutions
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	II
Credits	2 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

Name of the Programme	BA (Hons) with Research in Social Management
Course Title	Understanding Indian Society
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	III
Credits	4 credits
Course Development Team	Dr. Sudeep Basu

Pre-requisites for the Course: None

Course Objective:

An appraisal of the historical and institutional framework within which sociology and social anthropology developed in India would set the tone for an overview of the broad trends in the select aspects of social life in India such as caste, tribe, religion, politics, spatial categories of the village and city as well as processes of globalization, urbanization, industrialization. This would lead to an elaboration of the central themes and processes, old and new, relating to stratification, political and economic formations and religious and cultural spheres in India which would provide the representative frames for interpreting the "here and now"

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

Unit-I	LO1	To understand overarching conceptual categories and methods in sociology and social anthropology
Unit-II	LO2	To develop critical perspectives and a historical approach to thinking meaningfully about Indian society.
Unit-III	LO3	To help relate theory and practice. To understand social process and understand the intersecting meanings of caste, tribe, religion and politics
Unit-IV	LO4	To think about cultural dimensions of Indian public life and its relation to the folk culture
Unit-V	LO5	To familiarize with case studies that deal with various discourses of marginality, discrimination, stratification, equity and equality.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Basics Concepts- Introduction to Sociology of/in India, Idea of Indian civilization and tradition and modernity, Lucknow school, Bombay school, Delhi School

Unit II Historizing Indian society, historical Overview of the Colonial, Nationalist, Indological, Subaltern, Hindutva and Non-Brahmanical, Marxist discourses, Indian thinkers: Scholars: G. S. Ghurye, Radhakamal Mukerjee, D. P. Mukherjee, A. K. Saran, M.N. Srinivas, J.P.S. Uberoi, Andre Beteille, Veena Das. Social thinkers: Mahatma Gandhi, Jyothiba Phule, Ambedkar, Rabindranath Tagore, Savarkar, Jawaharlal Nehru
Unit III Aspects of social life in India: Structure/Institutions, Trends and Processes, Debates on Caste, tribe, religion, politics, Village and city formations, Social mobility, urbanization, industrialization
Unit IV Cultural Sphere and the 'publics' in India: Language, Ethics, Media, Literary/Folk traditions, Indigeneity, Modernization, Sanskritization, Postmodern turn, Public sphere in India
Practical/Tutorial **Unit -V** The practical/tutorials will engage the students on the following: Familiarizing with the existing theoretical perspectives in sociology for the study of Indian society The course will enable students to understand the historical context of Indian society in order to relate with issues concerning marginality, discrimination, stratification, equity and equality.
Reading List **Essential readings** Veena Das, ed., Handbook of Indian Sociology. New Delhi: Oxford University Press, 2004, pp. 502. Srinivas, M.N. 1972. Social Change in Modern India. Orient Longman. Srinivas, M.N., 1987, The Dominant Caste and Other Essays. Delhi: Oxford University Press, pp.20-59. Ghurye, G.S. Caste and Tribe in India. Popular Prakashan Ltd; 6th edition **Optional readings** Xaxa, Virginius, Transformation of Tribes in India: Terms of Discourse, Economic and Political Weekly, Vol. 34, No. 24 (Jun. 12-18, 1999), pp. 1519-1524. Sanjay Kumar, Anthony Heath and Oliver Heath, "Changing Patterns of Social Mobility: Some Trends over Time", Economic and Political Weekly, Vol. 37, No. 40 (Oct. 5-11, 2002), pp. 4091-4096.

Social Mobility and Caste in India: Report on a Seminar Author(s): William Rowe Source: Asian Survey, Vol. 1, No. 7 (Sep., 1961), pp. 38-40.

Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in Dipankar Gupta (ed.), Social Stratification .Delhi: Oxford University Press, pp.471-491.

Madan, T.N. Religion in India, Daedalus, Vol. 118, No. 4, Another India (Fall, 1989), pp. 114-146.

Burghart, Richard, Renunciation in the Religious Traditions of South Asia, Man, New Series, Vol. 18, No. 4 (Dec., 1983), pp. 635-653.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Social Work Method: Working with Groups
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	III
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None	
Course Objective: The course objective of **Social Work Method: Working with Groups** is to bring in the concept of social work practices on 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 Groups. It also helps the students to understand the importance of recording and the techniques, both Groups in their respective settings. This course also links towards the field work course on working with 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
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 II
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 III
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 -IV** The practical/tutorials for Social Work Method: Working with Groups shall engage the students on the following: • To conduct group work with groups. • To apply the principles, values and assumptions of group work, while conducting group work • To apply skills and techniques in conducting group work, through demonstration. • To work with groups in specified settings.
Reading List 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 Group Work e pg pathshala and Swayam UGC reading materials on Social Group Work.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	FW: Working with Individuals and Groups
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	III
Credits	2 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.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Human Resource Management
Type of Course	Discipline Specific Courses - Core
Course No and Course Code	
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	B.A(Hons) with Research in Social Management
Course Title	Sociology of Organisations
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	IV
Credits	4 credits
Course Development Team	Dr. Sudeep Basu

Pre-requisites for the Course: None	
Course Objective: In tracing a history of organizational 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	To enable students to develop an interdisciplinary outlook by bringing in interlocking themes and perspectives from sociology and organizational studies.
Unit-II	LO2	To illustrate the various styles and types of organizational functioning in which organizations shape the public sphere and the 'everyday' both in India and abroad.
Unit-III	LO3	To understand the various dimensions of organizational culture and the impact of globalization on organizations the world over
Unit-IV	LO4	To familiarize students with organizations, stratification and inequality outcomes and how they can be overcome
Unit-V	LO5	• Students will get a combination of practical orientation and a theoretical understanding of the organization field and the impact that it has on the work sphere where students will eventually get employed.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I   *Basics Concepts-* 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   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 Organizations
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   Gender, Patriarchy and labouar 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
Practical/Tutorial   **Unit V**   Initiation to key conceptual tools for understanding organizational dynamics   Take up select case studies   Relate cases with organizational theory   Reading of classical texts
Reading list   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.   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	B.A(Hons) with Research in Social Management
Course Title	FW: Survey
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	IV
Credits	2 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	B.A(Hons) with Research in Social Management
Course Title	Marketing Management
Type of Course	Discipline Specific Courses - Core
Course No and Course Code	
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	BA (Hons) with Research in Social Management
Course Title	Social Policy
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	V
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan & Dr. Sudeep Basu

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 and its link with civil society and state. The students are also made to understand the approaches to social policy, historical understanding of 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, official policy makers, forcers involved related to social policy and policy analysis including models and stages.
Unit-III	LO3	To understand the history of policy making in India, perspectives on policy making, political economy, dynamics of citizenship, civil society and state linkages.
Unit-IV	LO4	Institutions and policy implementation techniques and social and economic conditions for effective implementation of policy, Monitoring and 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; Hegemony; State and Civil Society relation; 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
Perspectives on Policy making: Modern and Postmodern and Structuralist, Feminist, History of policy making, bureaucratization, welfare and political economy, developmentalism and the state, dimensions of citizenship, social protection
Unit IV
Institutional analysis of policy, Policy practices and Implementation; Techniques of Implementation, social and economic factors of implementation; Monitoring and 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 • Migration 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

Foucault, Michel. (1980). Power/Knowledge Selected interviews and other writings, 1972-77. Harvester Press

Hall, A and J Midgley (2004), Social Policy for Development, Sage Publication.

Baldock, John et.al (1999), Social Policy, Oxford University Press (Chapter 1,2 and 3).

Hill, M (1997), Understanding Social Policy, 5th Edition, Blackwell Publishing Ltd (Chapter 1, 3 & 4)

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

Scott, James. 1998. Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed (The Institution for Social and Policy Studies), New Haven & London: Yale University Press

David G. Gil (1992) Unravelling Social Policy: Theory, Analysis and Political Action Towards Social Equality;5th edition; Schenkman Book Inc.

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

IGNOU reading materials
e pg pathshala and Swayam reading materials

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Financial Management
Type of Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	V
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	B.A(Hons) with Research in Social Management
Course Title	FW: Working with Community
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	V
Credits	3 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	B.A(Hons) with Research in Social Management
Course Title	Introduction to Governance
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	VI
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	B.A(Hons) with Research in Social Management
Course Title	Entrepreneurship Development
Type of Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	VI
Credits	04 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	B.A(Hons) with Research in Social Management
Course Title	FW: Human Resources Practices
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	VI
Credits	3 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** 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 would be to deal with aspects of human resource practices to understand the functioning of human resource management in an organizational setting. Field work in HR Practices 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.

Name of the Programme	**B.A(Hons) with Research in Social Management**
Course Title	**Research Methodology**
Type of the Course	**Discipline Specific Courses - Core**
Course No and Course Code	
Semester	VII
Credits	4
Course Development Team	**Dr. Sudeep Basu**

Pre-requisites for the Course: None

Course Objective:
This course will acquaint students with the question what is 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	• This course will acquaint students with the conceptual and methodological issues surrounding research. • Students will also get to know the writing part of research
Unit-II	LO2	• Introduced to field situations and how to prepare themselves for undertaking research in the field. Use of techniques
Unit-III	LO3	Familiarization students with the process of conducting social research and the protocols of research
Unit-IV	LO4	Learning how to combine qualitative and quantitative techniques for the purpose of executing a research goal.
Unit-V	LO5	Students will get a combination of practical orientation to field research and research writing

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 social research: Research design, Questionnaire, Field experiments, Survey techniques, Sources of data collection, Participant Observation, In-depth interviews, Biographical method, Archives
Unit III
Processes in social research: Literature review, Textual analysis, Survey, Pilot study and choice of site, Introduction to sampling, Structured observations, Content analysis, Statistical analysis in social research
Unit IV
Combining qualitative and quantitative methods: Mixed methods, Triangulation, Use of ICT, Geographic Information systems, Statistical packages – SPSS, Longitudinal studies, Content analysis
Practical/Tutorial   **Unit V**
Doing research through design of a research study, conducting a research project

Writing up

Reading list

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.
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	BA (Hons) with Research in Social Management
Course Title	Administrative Thinkers
Type of the Course	Discipline Specific Courses - Core
Course no. & Course Code	
Semester	VII
Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course: None		
Course Objective:		
The objectives of the course are to understand the thoughts through administrative thinkers on public administration. It also helps the students to understand Behaviouralism, motivational theories and emerging trends in Public Administration.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the evolution, administrative structure and process as well as classical thoughts of administrative thinkers.
Unit-II	LO2	Understand Social System Thought and Human Relations theories.
Unit-III	LO3	Understand Behaviouralism and Organisational Humanism by Administrative Thinkers.
Unit-IV	LO4	Understand the emerging trends in Public Administration through administrative

		thinkers.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Evolution and Emerging Trends in Administrative theory; Kautilya; *Administrative Structure and Process* - Henri Fayol- Foundations of Management; Frederick Winslow Taylor- Scientific Management; Luther Gulick and Lyndall Urwick- Science of Administration; *Classical Thought*- Max Weber – Bureaucracy; Karl Marx – State and Bureaucracy; Samuel Krislov and Donald Kingsley– Representative Bureaucracy
Unit II
Social System Thought- Mary Parker Follett – Constructive Conflict and Leadership; Elton Mayo – Human Relations Movement; Chester Barnard – Theory of Authority Formal and Informal Organizations Dwight Waldo – The Administrative State and Future of Public Administration.
Unit III
Behaviouralism- Herbert Simon: Behaviouralism and Decision-Making; Warren Bennis: Changing Adaptive Organizations; *Organizational Humanism*-Abraham Maslow: Needs Hierarchy; Alderfer: ERG theory; Victor Vroom: Expectancy Theory of Motivation; Douglas McGregor: Theory X and Theory Y.
Unit IV
Frederick Herzberg: Hygiene and Motivation Factors; Chris Argyris: Integrating the Individual and the Organization; Rensis Likert: Systems Management. Market Theories- Vincent Ostrom: Public Choice; Peter Drucker : Knowledge Based Organization; Elinor Ostrom: Governing the Commons; David Osborne and Ted Gaebler: Reinventing Government.

Reading List:

Argyris, Chris (1957), Personality and Organization, Harper, New York.

Baker R J S (1972), Administrative Theory and Public Administration, Huthinson, London.

Barnard, Chester(1969), The Functions of Executive, Cambridge, Harvard University Press.

Donald Menzel and Harvey White (eds) (2011). The State of Public Administration: Issues, Challenges and Opportunity. New York: M. E. Sharpe.

Drucker, Peter (2012), Management Challenges for the 21st Century, Harper business.

Fox, Richard C (2005), Critical Social Theory in Public Administration, PHI, New Delhi

Discipline Specific Courses – Core

Frank Marini, (1971). Towards a New Public Administration: The Minnowbrook Perspective, Chandler Publications, University of Columbia.

George H. Fredrickson (et al).(2003). The Public Administration Theory Primer, Westview Press.

Golembeiwskhi, Robert T, (1977). Public Administration as a Developing Discipline, Marcel Dekkar.

Henry Nicholas (2007), Public Administration and Public Affairs, Prentice Hall of India, New Delhi.

Herbert A. Simon (1965), Administrative Behavior: A Study of Decision-making Process in Administrative Organizations, Free Press, New York.

Janet V. Denhardt and Robert B. Denhard (2007), The New Public Service, Serving, Not Steering, M.E.Sharpe, New York

Jay M. Shafritz (ed) (1998), International Encyclopedia of Public Policy and Administration, Westview Press.

Likert, Rensis (1976), New Patterns of Management, McGraw-Hill, New York.

Luthans, Fred, (2005) Organizational Behaviour, McGraw- Hill, New York.

Luther Gulick & Lyndall Urwick (eds.)(1937), Papers on Science of Administration, New York Institution of Public Administration, New York.

Maslow, Abraham (1954), Motivation and Personality, Harper & Row, NY.

McGregor, Douglas(1960), The Human Side of Enterprise, McGraw- Hill, New York.

Ostrom, Elinor (2003), Governing the Commons- The Evolution of Institutions for collective Action, Cambridge.

Ostrom, Vincent (1973) The Intellectual Crisis in American Public Administration. University of Alabama Press: Alabama.

Prasad, Ravindra. D (et al) eds (2013). Administrative Thinkers , Sterling Publishers, New Delhi. Waldo, Dwight (1968), The Study of Public Administration, Random house, New York.

Warren Bennis (2005), Reinventing Leadership: Strategies to Empower the Organization, HarperBusiness, NY

White, Jay D. and Guy B. Adams (1994), Research in Public Administration: Reflections on theory and Practice, Sage.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Management Concepts and Organisational Behaviour
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	VII
Credits	4 credits
Course Development Team	Dr. Litty Denis and Dr. Manoj Vanara

Introduction / Pre-requisites for the Course:
Managers are very significant for the smooth functioning of any organization irrespective of size, location or type. But considering the dynamic nature of today's organizations it involves both rewards and challenges for the individuals who will be managing these organizations. It becomes quintessential to understand the fundamental principles of sound management and the techniques that support efficient implementation.

Course Objective:
The objective of the course is that the students understand the various practices and principles of management and initial insights into underlying principles and fundamental theories of organizational behaviour. The course aims at developing skills that will enable future managers to improve the effectiveness of decision making in organizations. In general, students will develop an understanding of academic views on the behaviour and motivations of people in organizations.

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

Unit-I	LO1	Understand fundamental concepts of management from the perspective of Social Management.
Unit-II	LO2	Develop skills relevant to manage organizations efficiently and effectively.
Unit-III	LO3	Understand fundamental concepts of organizational behavior.
Unit-IV	LO4	Comprehend upon the dynamicity of management practices and organizational

		behavior in not for profit organizations, public organizations or NGOs.
Unit V	LO5	Understand the significance of management skills in practice

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Management - Meaning of Management, Concepts of Management, Definition, Management vs. Administration, Management – Art, Science or Profession, Levels of Management, Skills of Management, Managerial Roles, Scope of Management. Evolution of Management thought.
Unit II
Process of Management – Planning, Organizing, Leading and Controlling. Introduction to Manager and Organizations; Managers as Leaders; Managers and Communication; Organization Culture & Multiculturalism; Managing in Global Environment; Social Responsibility and Managerial Ethics
Unit III
Introduction to organizational behavior (OB), foundations of OB, interdisciplinary focus, approaches to OB. Foundations of individual behavior, personal factor, environmental factor, organizational systems and resources, psychological factors. Personality, Perception, Learning, Motivation.
Unit IV
Group dynamics. Power and Politics. Conflict - Sources and strategies to resolve conflict. Leadership - Styles, contemporary developments. Interpersonal communication. Organizational process Organizational design - types and their behavioral implications.
Unit V
Visit any not-for-profit organisation and understand the concepts of management and the dynamics of Organisation Behaviour.
Reading List
Stoner, Freeman & Gilbert,Jr., *Management,* Prentice Hall of India, New Delhi. Robbins,Judge and Vohra*. 'Organization Behavior'.* 15Ed. Pearson India. Stephen P Robbins, Mary Coulter & Niharika Vohra (2011), *Management (10th Edition) , Pearson Education, New Delhi.* Michael E Porter (1980), in *Competitive Strategy,* New York: Free Press. C.K. Prahalad (2005), *The Fortune at the Bottom of the Pyramid,* NJ: Pearson*Education, New Delhi.* Peter F. Drucker (2005). *Managing The Non-Profit Organisation: Practices & Principles, New York.* Aswathappa, K*. 'Organization Behavior'*, 7th Edition. Himalaya Publishing House. Butler, M. *'Introduction to Organizational Behavior'.* 1st Edition, Jaico. Khanka, S.S (2010). *'Organization Behavior'.* 4th Edition. Sultan Chand and Sons.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	FW : Project Development
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	VII
Credits	3 credits
Course Development Team	SK/LD/SB/MV

Pre-requisites for the Course: None
Course Objective:
On completion of the course, the students will be able to:

Name of the Programme	B.A (Hons) with Research in Social Management
Course Title	Public Policy and New Public Management
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	VIII

Credits	4 credits
Course Development Team	Dr. Sony Kunjappan

Pre-requisites for the Course:		
Course Objective: (a) To understand the concepts and approaches of Public Policy (b) Examine theories and process of public policy making (c) Explore the process of Policy Implementation and Evaluation. (d) Understand the concept of New Public Management and Public Policy in the context of Globalisation.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the concept, scope, importance and evolution of Public Policy, along with the approached of Public Policy analysis.
Unit-II	LO2	Examine the theories and process of Public Policy making.
Unit-III	LO3	Analyse the process of policy Implementation and Evaluation.
Unit-IV	LO4	Understand New Public Management including Public Policy in the context of Globalisation.

Note: LO- Learning Outcome

COURSE CONTENT
Unit I   Nature, Scope and Importance of Public Policy; Evolution of Public Policy and Policy Sciences; Public Policy and Public Administration. Approaches to Public Policy Analysis -The Process Approach; The Logical Positivist Approach; The Phenomenological Approach; The Participatory Approach and Normative Approach
Unit II Theories and Concepts of Policy Making- Institutionalism-Incrementalism-Game Theory; Group Theory- Systems Approach-Elite Theory; Process theory- Public Choice- Rational Approach-Normative Optimum Approach- Mixed Scanning Method. Models for policy analysis; stages for policy analysis; market led reforms and policy; Approaches to policy; Forces in policy making process.
Unit III Policy Implementation and Evaluation- Concept of Policy Implementation; Techniques of Policy Implementation; Concept of Policy Evaluation; Constraints of Public Policy Evaluation 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.

Unit IV
New Public Management (NPM), its origin, characteristic and principles of NPM; conceptual framework of NPM; objectives of public management reforms; Criticism of NPM. Redefining Governance – Catalytic Government; Community Owned Government; Customer Driven Government; Enterprising Government; Decentralized Government; Market Oriented Government
Globalisation and Public Policy.

Reading List

Anderson, James E (1994) Public Policymaking: An introduction; 2nd Edition, Boston; Houghton Mifflin Co.

Bergerson, Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press.

Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe.

Brewer, Gary D., and Peter de Leon (1983), The Foundations of Policy Analysis, Homewood, IL.: The Dorsey Press.

Dahl, Robert and Charles Lindblom, (1976), Politics, Economics and Welfare, New York, Harper. Dror.Y, (1989), Public Policy making Re-examined, 2nd ed., San Francisco, Chandler.

Dye Thomas (2008), Understanding Public Policy, Singapore, Pearson Education.

Hill Michael, (2005), The Public Policy Process, Harlow, UK; Pearson Education, 5th Edition. Howlett, Michael, and M. Ramesh, (1995), Studying Public Policy: Policy Cycles and Policy Subsystems, OUP, Toronto.

Jan-Erik Lane,(2000) New Public Management: An Introduction, Routledge, London.

Jones, C.O., (1970), An Introduction to the Study of Public Policy, Belmont, Prentice -Hall. Lerner, D. and H.D.Lasswell (eds.), (1951), The Policy Sciences, Stanford, Stanford University Press. Lindblom, C.E., and E.J., Woodhouse, (1993), The Policy making Process, 3rd ed., New Jersey., Prentice - Hall.

McCool, Daniel C. (ed.), (1995), Public Policy Theories, Models, and Concepts: An Anthology, NJ: Prentice-Hall.

Medury, Uma (2010). Public Administration in the Globalization era, New Delhi, Orient Blackswan.

Moran Mitchel and Robert Goodin, (2006), The Oxford Handbook of Public Policy, Oxford University Press, New York.

Nachmias, David, (1979), Public Policy Evaluation: Approaches and Methods, New York: St. Martin's Press.

Sapru, R K (1994) Public Policy: Formulation, Implementation and Evaluation, Sterling Publishers Pvt. Ltd. New Delhi.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	FW: Workshop on Academic Writing
Type of the Course	Discipline Specific Courses - Core
Course No and Course Code	
Semester	VIII
Credits	1 credit
Course Development Team	Prof Tapas Dalapati

Pre-requisites for the Course: None
Course Objective:
Course Content / Units
On completion of the course, the students will be able to:

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Political Studies
Type of the Course	Minor
Course No and Course Code	
Semester	I
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	B.A(Hons) with Research in Social Management
Course Title	Understanding Human Rights
Type of the Course	Minor
Course no. & Course Code	
Semester	II
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	B.A(Hons) with Research in Social Management
Course Title	Business Communication
Type of the Course	Minor
Course No and Course Code	
Semester	III
Credits	4 credits
Course Development Team	Dr. Manoj Vanara

Introduction / Pre-requisites for the Course: Business communication is exchanging information between employees and those outside the organization. Employees and management interact with one another through effective communication to accomplish organizational goals. Effective communication is a precondition for executing managerial policies, as well as for controlling everyday activities, through human resources. Communication is essence of management. The basic functions of management (Planning, Organizing, Staffing, Directing and Controlling) cannot be performed well without effective communication.

Course Objective: This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a effective communications environment. This course focuses on an awareness of the importance of written expression to modern business communication. This course focuses to improve the oral communication of the students.

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

Unit-I	LO1	To understand the concept of communication.
Unit-II	LO2	To understand the Dimensions of communication & Direction of communication.
Unit-III	LO3	To understand the Types of Communication.
Unit-IV	LO4	To understand the Fundamental of Business writing, Format of Business, Types of Business letter, Inquiry letter, complaint letter Persuasive letter, Proposal, Report Writing.
Unit V	LO5	To practice with spoken business skills

Note: LO- Learning Outcome

COURSE CONTENT
Unit I
Communication: Defining communication, Process of communication, Characteristics of Communication   Models of Communication, Principles of communication, Objectives of communication, Importance of Business communication.
Unit II
Dimensions of communication & Direction of communication.
Unit III
Types of Communication: Verbal Communication , Non Communication.
Unit IV
Written Business Communication : Fundamental of Business writing, Format of Business, Types of Business letter, Inquiry letter, complaint letter Persuasive letter, Proposal, Report Writing.
Unit V
Spoken skills: Conducting Oral presentation, Debates, Speeches, Interview, Group Discussion, English Pronunciation, Building Vocabulary.
Reading List

1. Effective Business Communication 7Th Edition by Herta Murphy and Herbert Hildebrandt and Jane Thomas , TMH

2. Business Communication Essential Strategies for Twenty-First Century Managers (Second Edition) by Shalini Verma, Vikas Publishing House

3. Effective Business Communication 2Nd Edition by Kaul and Asha, Phi

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Principles of Accounting
Type of Course	Minor
Course No and Course Code	
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
- Maheshwari SN, Maheshwari SK &Maheshwari SK (2012), *Financial Accounting*, Vikas Publishing House, New Delhi.   - Maheshwari SN (1995), *Management Accounting & Financial Control*, Sultan Chand & Sons, New Delhi.   R. Narayanaswamy, *Financial Accounting: A Managerial Perspective*, PHI Learning Private Limited, Latest Edition   - S.K Bhattacharya and John Dearden, *Accounting for Management*, Vikas Publishing House, Latest Edition   - Ashok Banerjee, *Financial Accounting-A Managerial Emphasis*, Excel Books, Latest Edition   - S.N. Maheshwari, Cost Accounting   - Khan &Jain, Cost Accounting   - Banerjee – Cost Accounting   - Horngren, Foster & Datar – Cost Accounting: A Managerial Emphasis   - Tutorials will be given from Swayam Prabha video archives available at swayamprabha.gov.in.

Name of the Programme	B.A(Hons) with Research in Social Management
Course Title	Environment Studies
Type of the Course	Minor
Course No and Course Code	
Semester	V
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	B.A(Hons) with Research in Social Management
Course Title	Microfinance and Livelihood
Type of Course	Minor
Course No and Course Code	
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.

Minor Courses

Reading List

1. **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	B.A(Hons) with Research in Social Management
Course Title	Corporate Social Responsibility
Type of Course	Minor
Course No and Course Code	
Semester	VII
Credits	04 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	B.A(Hons) with Research in Social Management
Type of the Course	Minor
Course Title	Law and Society
Course No and Course Code	
Semester	VIII
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	B.A(Hons) with Research in Social Management
Course Title	English I
Type of the Course	Ability Enhancement Course
Course No and Course Code	
Semester	I
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

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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	B.A(Hons) with Research in Social Management
Course Title	English II
Type of the Course	Ability Enhancement Course
Course No and Course Code	
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.

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