

MSW SEMESTER I

Course Code	SW-S -1.6
Course Title	Gerontological Social Work
Number of Credits	04 (L- 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To get an overview of the perspectives on aging and scope for practice.
2. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. To gain an insight into process of working with elderly.
5. To train the learners in applying specific social work intervention measures in working with senior citizens, care givers and to have an understanding of National Policy on Older Persons, and the role of International and NGOs to ensure quality of life to the elderly.

Course Content:**UNIT I**

Gerontology – Definition and scope. Understanding the elderly – demographic, developmental, psychological, socio-cultural, economic, and health perspectives. The issues pertaining to elderly- health, occupation, income, retirement planning, family support, gender issues, property Rights and any other.

UNIT II

Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, Healthy aging, Successful aging, quality of life, coping with demise of the life partner, bereavement, resolving one's own death, and any other.

UNIT III

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elderly helpline, and senior citizen forum. Social security schemes for the Elderly.

Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

UNIT IV

Theories of Successful Aging: Disengagement Theory, Activity Theory – Productive aging and development.

National Policy on Older Persons, Constitutional and Legal safeguards of senior citizens, Role of HelpAge India and other prominent Organisations working for elderly - International scenario.

UNIT V

Social work intervention measures for senior citizens through methods of social work: Case work, group work, community organisation, welfare administration, social work research, social action

Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly.

References:

1. Bali. P. Arun, 2001, Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
2. Chatterjee, S.C., Patna, Discourses on aging and Dying. New Delhi, and K.P., Charian, V. 2008., Sage Publications.
3. Dandekar, Kumudini. 1996 The Elderly in India, New Delhi, Sage Publications.
4. Desai, Murali and Raju, Siva (Ed.) 2000. Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing House,.
5. Dey, A. B (Ed.) 2003, Ageing in India: Situation Analysis and Planning for the Future. New Delhi.
6. Emmatty, Leena. M. 2008, an insight into Dementia Care in India. New Delhi, Sage Publications.
7. Gangadhar B. Sonar. 2010, Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjel and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.
8. Gangadhar B. Sonar. 2004, Intergenerational Issues in Old Age: A study on Gulbarga District of Karnataka, Indian Journal of Gerontology Vol.18, and No.3 & 4.
9. Gangadhar B. Sonar. 2004, Old Age Pensioners – A Socio-Psychological Study, Indian Journal of Gerontology Vol. 18, No. 1 & 2.
10. Hurlock, Elizabeth. 1981, Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
11. Indira Jaiprakash. 1999, Aging in India, A report submitted to World Health Organisation, Geneva.
12. Khan M.Z. 1989, Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
13. Kumar, Vinod (Ed.) 1996, Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
14. Rajan, Irudaya.S., Mishra,U. S., and Sharma, S.P. 1999. India's Elderly, New Delhi, Sage Publications.
15. Ramamurti P,V and Jamuna D (Ed) 2004. Handbook of Indian Gerontology. New Delhi, Serial Publishers.

*** Latest editions of all the suggested books are recommended.**

Course Outcomes:

At the end of this course, the students will:

1. Get an overview of the perspectives on aging and scope for practice.
2. Understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. Identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. Gain an insight into process of working with elderly.
5. Applying specific social work intervention measures in working with senior citizens, care givers and to have an understanding of National Policy on Older Persons, and the role of International and NGOs to ensure quality of life to the elderly.

MSW SEMESTER II

Course Code	SW-S -2.6
Course Title	Child Protection
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To develop concept of Child Protection.
2. To understand life cycle approach and psychosocial theories of child development.
3. To make situation analysis of children in India.
4. To understand children who need care and protection and children in conflict with the law.
5. To develop clarity on institutional mechanisms for protection and promotion of rights of children in the country.

Course Content:**Unit-I****Introduction to the Concept of child protection:**

Understanding childhood and child protection: Meaning and definition, Components, Objectives, Values and relevance of child protection; Preventive and protective approaches to child protection; Child demographics and profile in the country; Constitutional provisions for children and directive principles that have a bearing on children.

Unit-II**Life cycle approach and Psychosocial theories of Child Development:**

Child Developmental stages in a child's life. Milestones of child development. Life cycle approach to child development. Theories of child development: Freud's psychosexual stage theory, Erikson's psychosocial stage theory, Piaget's cognitive development stage theory and Bronfenbrenner's ecological systems theory; Role of family, parents, teachers and significant others in children's growth and development. Sensitive periods in a child's life. Strengths and shortcomings of the theories.

Unit-III**Situation analysis of children in India:**

Critical analysis of the situation of children in India: Child poverty, child health, child nutrition, child labour, children and education, children in conflict with the law, child sexual abuse and exploitation including child pornography, child trafficking and violence against children. migration on children, orphan and destitute children, children affected by HIV and AIDS, Children who are disabled, Child budgetary analysis.

Unit-IV**Understanding children who need care and protection and children in conflict with the law:**

Categorization of children who need care and protection and children in conflict with the law as per the Juvenile Justice Act, 2000: Meaning and Definition, Special issues of children in need of care and protection: (i) Labouring child: Understanding exploitation of children in labour market, Causes and impacts, consequences of labour of children and the hurdles in their education, special problems of labouring girl children (ii) Violence against the girl child: Understanding and differentiating trafficking, abuse, maltreatment and exploitation of children, forms and purposes, causes,

consequences and impacts on children, corporal punishment in children. (iii) Child marriage: Defining child marriage, causes, consequences and impacts (iv) Children in conflict with the law (v) Special needs children: Children from SC/ST populations,

Unit-V

Institutional mechanisms for protection and promotion of rights of children in the country:

Terms of reference for various institutional mechanisms for child protection:

National level: National Commission for Protection of Rights of Children; Central adoption resource agency (CARA), Ministry of Women and Child Development, Ministry of Human Resource Development,

State level: State Commission for the Protection of Rights of Children, State Child Protection Society; State adoption resource agency (SARA), Department of Women and Child Development; State Education Department

District level: District Child Protection Society, Juvenile Justice Board, Special Juvenile Police Cell, Integrated Child Development Program; District Education Office; Observation homes; children's homes for boys and girls; short stay homes for women. Children's courts

Community based governance systems in institutions: Management committees, Children's Committee, Monitoring and watch dog functions by Voluntary organisations.

References:

1. Fieldston, Sara. Raising the World: Child Welfare in the American Century (Harvard University Press, 2015) 316 pp.
2. Handbook: Child protection UNICEF, IPU, 2004
3. Eileen Munro. 2008. Effective Child Protection. Publisher-SAGE ISBN 1412946956, 9781412946957.
4. Jeff Fowler. 2003. A Practitioner's Tool for Child Protection and the Assessment of Parents. Publisher Jessica Kingsley Publishers. ISBN 1843100509, 9781843100508
5. Eileen Munro. 2007. Child Protection: Sage Course Companions Series. Publisher-SAGE. ISBN 1412911796, 9781412911795
6. Harries et al. 2008. Reforming Child Protection. Publisher- Taylor & Francis. ISBN 0415429056, 9780415429054
7. Janet Polnay. 2001. Child Protection in Primary Care. Publisher-Radcliffe Publishing. ISBN 1857752244, 9781857752243
8. Chris Beckett. 2007. Child Protection: An Introduction. Publisher-SAGE. ISBN 1412920922, 9781412920926
9. Gerald Cradock. Risk, Morality, and Child Protection: Risk Calculation as Guides to Practice. Science, Technology, & Human Values, Vol. 29, No. 3, Special Issue: Reconstructing Order through Rhetorics of Risk (Summer, 2004), pp. 314-331

*** Latest editions of all the suggested books are recommended.**

Course Outcomes:

At the end of this course, the student will:

1. Develop concept of Child Protection.
2. Understand life cycle approach and psychosocial theories of child development.
3. Make situation analysis of children in India.
4. Understand children who need care and protection and children in conflict with the law.
5. Develop clarity on institutional mechanisms for protection and promotion of rights of children in the country.

MSW SEMESTER III

Course Code	SW-S- 3.7
Course Title	Disaster Management
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To understand key concepts, theories and approaches of disaster management with specific reference to Indian context
2. To develop skills to analyse factors contributing to disaster
3. To develop an understanding of the process of disaster management
4. To develop an understanding of the social worker's role in the team for disaster management.

Course Content:**UNIT-I**

Disasters: Concept, Classification of disasters according to High Power Committee, manmade disasters, natural disasters.

UNIT-II

Disaster management: Definition and concept; approaches to disaster management, importance and relevance of disaster management in the present environmental scenario.

UNIT-III

Social Work Intervention during disaster: Pre-disaster - during disaster – post disaster - Networking and co-ordination.

UNIT-IV

Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community based disaster preparedness programmes, specialized skills and training needs; public awareness and education; first-aid training.

UNIT-V

Administration of relief in India -National, state, district and local levels; Disaster related legislations and policies; mental health institutions in disaster management.

References:

1. Birnbaum, F, "Crisis intervention after a Natural Coplon, J and Scharff, T 1973 Disaster", Social Case Work, Vol. 54, No. 9, 545-551
2. Blaufard H and Levine J 1967, "Crisis intervention in an Earthquake", Social Work, Vol.17, No.4, 16-19
3. Brahme S and Gole P, 1967, Deluge in Poone, Poone: Asia Publishing House
4. Chen, L 1973 Disaster in Bangladesh: Health Crisis in a Developing Nation, New York, Oxford University Press.
5. Fritz, C.E 1968 "Disaster", Sills D (Ed.) International Encyclopaedia of Social Science. Vol 4 USA: The MacMillan Company and the Free Press, 202-208.
6. Gangrade, K.D and Dhadde S, 1973 Challenge and Response, Delhi: Rachna Publication.
7. Grossman, L 1973 "Train Crash: Social Work and Disaster Services" Social Work Vol.18, No.5, 38-44.
8. Hoff, A 1978 "People in Crisis", Understanding and Helping, California: Addison Wesley Publishing Company.
9. Joint Assistant Centre 1980 Natural Disaster, New Delhi: Adhyatma Sadhana Kendra
10. Lindomann, E 1944 "Symptomology and Management of Acute Grief", American Journal of Psychiatry, Vol. 101, pp.141-148\
11. Shader, I and Schwartz A "Management of Reaction of Disaster", 1966 Social Work, Vol.11.
12. Siporin, M 1966 "The Experience of Aiding the Victims of Hurricane "Betsy", Social Service Review, Vol.10.

*** Latest editions of all the suggested books are recommended.**

Course Outcomes:

At the end of this course, the student will:

1. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
2. Develop skills to analyse factors contributing to disaster
3. Develop an understanding of the process of disaster management
4. Develop an understanding of the social worker's role in the team for disaster management.

MSW SEMESTER IV

Course Code	SW-S- 4.8
Course Title	Disability Management
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives

1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments
2. To understand different policies and provisions for the person with Disabilities
3. To understand how social work practice is conducted with people with disabilities

Course Content:**UNIT I****Disability, rehabilitation and accessibility**

Concept and Definition of Impairment, Disability and Handicap, Types of Disabilities: Nature, Characteristics, Causes and Prevention. Barrier-Free Environment for Persons with disabilities (Attitudinal, Development, Environmental, Learning) and How to overcome them, seven Principles of Universal Design.

UNIT II**Statutory Provisions, Concessions/Benefits for the Persons with Disabilities**

Government Policies and Legislations, Government Supported Schemes, Concessions and Entitlements. Factors responsible for successful integration and inclusion

UNIT III**Growth and Development**

Meaning, Definitions and Principles of Growth and Development..Stages of Development with reference to children with disabilities. Factors Affecting Development. Need for early Identification and Intervention. Tools for Screening and assessment procedures for educational placement.

UNIT IV**Disability and Education - special, integrated and Inclusive education**

Special education, integrated education and inclusive education. Different approaches of Education. Child centred learning

UNIT V**Social Work and Disabilities**

Models for considering disability from both individual and societal frameworks.

Effect of disability at different periods of an individual's life

Empowerment Practice with Persons with Disabilities

References:

1. "Disabilities". World Health Organization. Retrieved October 28, 2016.
2. Linton, Simi (1998). *Claiming Disability: Knowledge and Identity*. New York: New York University Press.
3. Mugueta-Aguinaga I, Garcia-Zapirain B (2017). "Is Technology Present in Frailty? Technology a Back-up Tool for Dealing with Frailty in the Elderly: A Systematic Review". *Aging and Disease*. 8 (2): 176–95. doi:10.14336/AD.2016.0901. PMC 5362177. PMID 28400984.
4. "Definition of handicap in Oxford Dictionaries (British & World English)". Retrieved April 12, 2013.
5. "Online Etymology Dictionary". Retrieved April 12, 2013.
6. Stiker, Henri (2000). *A History of Disability*. Ann Arbor, Michigan: University of Michigan Press. p. 91.
7. Foucault, Michel (1980). *The History of Sexuality*, vol. 1. New York: Vintage.
8. Davis, Lennard. "Constructing Normalcy." In *Enforcing Normalcy: Disability, Deafness, and the Body* (New York: Verso, 1995), pp. 23–49.
9. Bogdan, Robert (1998). *Freak Show: Presenting Human Oddities for Amusement and Profit*.
10. Barlow, Kathleen (2006). "Inbreeding, Incest, and the Incest Taboo: The State of Knowledge at the Turn of the Century". *American Anthropologist*. 108 (2): 447–48. doi:10.1525/aa.2006.108.2.447.
11. Shakespeare, Tom. "The Social Model of Disability." In *The Disability Studies Reader*, ed. Lennard Davis (New York: Routledge, 2006, 2d ed.), 197–204.
12. "Cerebral Palsy: a Guide for Care". The Nemours Foundation. Retrieved July 29, 2007.
13. Meyers, Stephen (2014). "Chapter 23. The past dividing the present". In Mitchell, David; Karr, Valerie (eds.). *Crises, Conflict and Disability: Ensuring Equality*. Routledge. p. 195.

*** Latest editions of all the suggested books are recommended.**

Course Outcomes:

At the end of this course, the students will:

1. Develop perspectives in understanding disability, persons with disability and their families within their varied contexts and environments
2. Understand different policies and provisions for the person with Disabilities
3. Understand how social work practice is conducted with people with disabilities

1.1.3

MSW SEMESTER II

Course Code	SW-S -2.4
Course Title	Social Work Administration & Social Action
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course objective:

1. To understand social work Administration and social action as a methods of social work.
2. To understand procedures involved in establishing and maintaining social welfare organizations
3. To acquire skills to participate in the management of social welfare organisations
4. To develop different skills and techniques in practicing social action in dealing with communities / its issues and problems.

Course Content:

Unit-I

Social Work Administration:

Meaning, Definition, functions and Principles.

Social Services: Need for Welfare and Developmental Organisations and their response to social needs, Factors determining Social Welfare Programmes.

Unit-II

Social Welfare Administration at Centre and State.

Various Statutory bodies of Social Welfare.

The role of State, Voluntary and Corporate Sector in Social Welfare.

Unit-III

Management in NGO's:

Functions of Management. Boards and Committees, functions and responsibilities. Financial Resources: Organisational Budget, Sources of Finance, Fund Raising, Records and Audit.

Programme Development: Project Proposal, Resource Mobilisation, Records, Evaluation and Research. Supervision, Communication and Public Relations.

Unit-IV

Concept of Social Action:

Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice.

Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold

programmes; Skills Involved in Social Action: Relational skills, analytical and research skills, intervention skills, managerial skills, communication skills, and training skills.

Course Outcomes:

At the end of this course, the students will:

1. Understand the socio-economic and cultural realities and their impact on the organization/ community and the client system.
2. Understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposals for new programmes and initiate them.
3. Understand the financial management, including source of funds, efforts at fund raising.
4. Understand and appreciate the role of the social worker and the learners in the organization.
5. Familiarize them with Budgeting and Fund raising.
6. Identify problems and analyze them. Analyze the causative factors and dynamics in the problem situations. Select appropriate strategy, methods and techniques of problem solving.
7. Select and utilize appropriate tools for problem-solving, such as interviews-individual/ groups, Home visits, programme media and research.
8. Integrate theory and practice, and utilize the integrated approach in social work practice.

1.1.3

MSW SEMESTER II

Course Code	SW-S -2.5
Course Title	Social Policy, Planning and Development
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To gain knowledge of policy analysis and the policy formulation process.
2. To acquire skills in critical analysis of social policies and development plans.
3. To develop an understanding of social policy in the perspective of national goals as stated in the constitution, particularly with reference to Fundamental Rights and the Directive Principles of State Policy.
4. To critically understand the concept, content and process of social development.
5. To develop the capacity to identify linkages among social needs, problems, development issues and policies.

Course Content:

Unit-I

Introduction to Social Policy:

Meaning, Definitions, Objectives, Scope, Values, Need and Significance of Social Policy. Evolution and Historical Development of Social Policies in India Relationship between Social Policy and Social Development-Values underlying Social Policy and Planning based on the Constitutional Provisions (i.e. the Directive Principles of State Policy and Fundamental Rights) and the Human Rights - Different models of Social Policy and their applicability to the Indian Situation.

Unit-II

The Process of Social Policy Formulation:

Sectoral Social Policies in India: Education, Health, Social Welfare, Women, Children, Welfare of Backward Classes, Social Security, Housing, Youth, Population and Family Welfare, Environment and Ecology, Urban and Rural Development, Tribal Development and Poverty Alleviation.

Unit-III

Introduction to Social Planning:

Meaning, Definitions, Objectives, Scope and Significance of Social Planning. Historical perspective of Social Planning in India - Constitutional position of planning in India. The legal status of the NITI Aayog (National Institute for Transforming India) -Coordination between Centre and State, Need for Decentralization - Panchayat Raj, People Participation. Sectoral planning to achieve the Goals of Social Development.

Unit-IV

Social Development:

Meaning, Definition, Scope and Significance of Social Development – The Historical context of Development in India - Elements of Development - Process of Social Development - Approaches to development - Development indicators - Human Development Index, Sustainable Development Goals, Social Exclusion and Inclusive Development.

Unit-V

Strategies and Techniques of Social Action:

Research, education, cooperation, collaboration, competition, organization, disruption and confrontation, arbitration, negotiation, mild coercion, violation of legal norms, and joint action; Saul Alinsky's Rules for Radicals.

Models of Social Action: Elitist Social Action (Legislative Social Action, Economic Sanction Model, and Direct Physical Model) and Popular Models (Conscientization Model, Dialectical Mobilization Model, Direct Mobilization Model).

References:

1. Patti R., *Social Welfare Administration*, Practice – Hall, Engle Wood Cliffs.
2. Sanjay Bhattacharya, *Social Work Administration and Development*, Rawat Publications, Jaipur
3. Chaudhari D. Paul, *Social Welfare Administration*, Atma Ram & Sons, Delhi, 2006
4. Goel S.L. & Jain R.K. *Social Welfare Administration: Theory and Practice*, Vol. I & II,
5. Goel S. L. *Social Welfare Administration*, Deep and Deepa Publication, New Delhi, Vol. I & II,
6. Siddique, H.Y. (1984) *Social Work and Social Action*, New Delhi: Harnam Publications
7. Veronica Coulshed and Joan Orme, 1998, *Social work Practice*, Palgrave Publication, New York
8. Alinsky Saul (1971) *Rules for Radicals : A Practice Primer for Realistic Radicals*, Vintage Books
9. Beher A and Samuel J (2006) *Social Watch in India: Citizens Report on Governance and Development*, Pune : NCAS
10. Dunham Arthur (1962) *Community Welfare Organization: Principles and Practice*, New York : Thomas Crowell
11. Friedlander, W.A. (1978) *Concepts and Methods in Social Work*, Eaglewood Cliffs, New Delhi :Bentice Hall International Inc.
12. Gangrade, K.D (1971) *Community Organization in India*, Mumbai : popular Prakashan

*** Latest editions of all the suggested books are recommended.**

Course Outcomes:

At the end of this course, the student will:

1. Acquaint with social work Administration and social action as a method of social work.
2. Develop understanding on procedures involved in establishing and maintaining social welfare organizations.
3. Acquire skills to participate in the management of social welfare organizations.
4. Develop different skills and techniques in practicing social action in dealing with communities, its issues and problems.

MSW

1.1.3

Employability
Skills

MSW SEMESTER IV

Course Code	SW-S- 4.7
Course Title	Correctional Administration and Social Defense
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives

1. To study and understand the basic elements of correctional methods and approaches.
2. To get familiarity with the Indian police system.
3. To gain knowledge on the provisions of judicial system.
4. To understand various aspects related to Social Defense.
5. To study and identify the practices of institutional non-institutional services.
6. To acquire skills of correctional social work and understand the role of professional social workers in correctional institutions.

Course Content:

Unit-I

Correctional Administration:

Definition, philosophy, objectives, methods and approaches of contemporary correctional social work. Origin, development and functions of police and prison in India. Prison Manual.

Unit-II

Criminal Justice System:

Courts and correctional administration. Hierarchy of courts functions and powers. Lok Adalats, Lokayukta, Legal Aid, Functions of law commission.

Unit-III

Probation, Parole and Aftercare Services:

Origin, nature, process and practice of probation and parole in India. Concept, definition, meaning and objectives of Aftercare services.

Unit-IV

Social Defense:

Meaning, development, and functions of social defense. National Institute of Social Defense (NISD) – objectives and functions. The significance of NISD. Crime prevention strategies.

Unit-V

Correctional Social Work:

Social work Practice in Correctional Setting: Scope for social work practice in institutional (observation home, juvenile home, fit-persons institutions) and non institutional settings (juvenile service Bureau, adoptions and foster-care). Application of Social Work interventions with undertrials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime. Social Work measures with the Police, the Judiciary and prison staff - Job stress, burnout and other issues.

References:

1. Ashwatappa, K. Human Resource and Personnel Management, New Delhi: Tata Mcgraw Hill Publications.
2. Drucker Peter, F. (1989). Management Tasks, Responsibilities and Practices.
3. Fisher, Schoenfeld and Shaw: Human Resource Management; New Delhi: Tata Mcgraw Hill Publications.
4. Flippo, E.B. (1980). Principles of Personnel Management.
5. Ghosh, P. (1975). Personnel Administration in India.
6. Koontz O'Donnell. Principles of Management Toky McGraw Hill Pub
7. Monappa, Arun and Saiyadain, Mirza: Personnel Management, New Delhi: Tata Mcgraw Hill Publication.
8. Pigon, P. &Mynes, C.A. (1961). Personnel Administration, New York: Mcgraw Hill Publication
9. Venkata Ratnam, C.S. and Shrivastav. Personnel Administration and Human Resources, New Delhi: Tata Mcgraw Hill Publication

*** Latest editions of all the suggested books are recommended.**

Course Content:

At the end of this course, the students will:

1. Understand the concept of Human Resource Management.
2. Develop an understanding of labour legislations.
3. Acquaint with the issues of labour welfare and employee wellness.