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Introduction

The Integrated MSW programme offered by the Department of Social Work, Amrita Vishwa Vidyapeetham is oriented to develop value-oriented, ethically conscious, socially responsive and skilled humanitarian professionals who will be capable of addressing a wide range of crucial problems faced by the vulnerable sections of the society, both at the national and global levels. It is also anticipated that our students of social work will be proficient with knowledge, perspective and skills to approach different challenges and problems faced by our society from a rights-based, and vulnerability reduction oriented perspective. Nurturing sensitivity to gender issues, environmental challenges and disasters, accessible and affordable health care and support services, protection of child rights, plight of indigenous population and other marginalised communities is a core of the course. This programme is thus structured and oriented in the background of the experiences, expertise, and need of eminent, reliable organisations working in different social work settings in India and rest of the world. Spread over ten semesters, the Integrated MSW programme consists of Foundation, Core and Specialisation (Concentration) Courses. The Core Courses build the foundation in an interdisciplinary manner while the concentration courses cater to the need for specialisation within the field of social work.

UNIVERSITY MISSION

“To provide value-based education and mould the character of the younger generation through a synthesis of science and spirituality, so their earnest endeavour to achieve progress and prosperity in life is matched by the ardent desire to extend selfless service to the society, one complementing the other.”

MSW PROGRAMME MISSION

“To prepare the students for specialized, advance level, evidence based and autonomous practice among the oppressed, at risk, vulnerable and general populations. The programme provides rigorous intellectual base, an opportunity for skill development and an educational perspective”
Program Outcomes (PO)

PO1: To develop skills of working with individuals, groups and communities on social issues.

PO2: To understand the scope of social worker practice with in a developmental and human rights perspective.

PO3: To develop skills to work in different fields through strategic, planning, governance, advocacy, activism, and research in a variety of institutional and non-institutional settings, in various context.

PO4: To develop ability to work with other human sciences with inter disciplinary approach.

PO5: To develop sensitivity to various ethical issues and practices in various fields of social work of and engage actively in various regulatory bodies overseeing health ethics and human rights.

Program Specific Outcomes (PSO)

PO1: To develop the knowledge of working with different populations and the ability to solve the problem through value based educational practice and field experience.

PO2: To identify social problems using cutting edge research tools and executes innovative solutions in social work practice.

PO3: To develop the sensitivity to ethical issues and rights-based perspective in the fields of social work.

PO4: To develop skills to work at micro, mezzo and macro levels through strategic planning, governance, advocacy, activism, and research is a variety of institutional and non-institutional settings, and context including disasters and conflicts.
# INTEGRATED BSW/MSW CURRICULUM

(Effective from 2020 admission onwards)

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* Only for lateral entry

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| Foundation of social work methods and fields I | Social case work and Social group work) | 4-0-0 | 4 |
| SEM -8 | Foundations of social work methods and fields II | 4-0-0 | 4 |
| Community development and social action | 4-0-0 | 4 |
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**Note:**

L- Lecture hours/week  
T- Tutorial hours/week  
P- Practical hours/week
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**Total Credits for Semester I**  

| **22 credits** |
Introduction:
This course aims on introducing all types of social work practice—directly with individuals, families or small groups; with and in organizations and communities, and in the administration of social work programs and institutions—hold in common fundamental purpose, values, knowledge, processes and skills. This course provides substantive foundation content in all of the social work areas, ensuring adequate and consistent preparation for more advanced work.

Course Objective:
1. To introduce students’ basic concepts on social work and related concepts, methods and fields of social work.
2. To understand the basic values and principles of social work.
3. To understanding the contributions of social reformers for the profession of social work in India

Course Syllabus:

Unit I- Introduction to Social Work

Unit II- Principles, Values and Professional Ethics

Unit III- Fields of Social Work

Unit IV- Fieldwork and Supervision
Importance of Field Work Practicum. Concurrent, Summer, Rural camp and Summer Placement. Field Work Reporting, Using ICT in Field Work Reporting.
Unit V- Indian Philosophies and Social Work:

Course outcome

1. Understand basic concepts, methods and principles of social work profession
2. Understand the various social work intervention settings for practice and professional growth and development
3. Understand the basic Indian philosophy and its relation to social work

Textbooks:
3. Misra P.D. Social Work: Philosophy and Methods, Inter-India Publications. 1994

References
Introduction

This course will review theories from different cultures pertaining to the psychology of human development, from infancy into adulthood. This will explore the role of behaviors, experiences, and thoughts on brain development, as well as factors that influence the cultivation of mental weakness or strength, self-esteem or self-doubt.

Course Objectives

1. To understand the vast interplay of various factors that influence human development
2. To gain knowledge on the theories of Cognition, Behavior, Motivation, Learning, Intelligence, Personality, etc.
3. To identify the Cultural and spiritual principles in the Psychosocial development

Course Syllabus

Unit I - Development and Early Socialization

Psychology Definition and Concepts; Attachment Theory: Klein. Deprivation and Attachment: Theory, Research, and Case examples; Play and development. Stages of Development: Pre-natal, Infancy, Babyhood, Early childhood, Late Childhood, Puberty, Adolescence, Adulthood

Unit III - Cognitive Development

Piaget & Bruner: Cognitive Development, Intelligence. Moral & Social Development: (Kohlberg & Moral Reasoning; Harlow’s Attachment & Parenting Styles; Theory of Mind; Erikson’s Psychosocial Stage Theory of Development, Psychoanalytic theory by Freud & contemporaries; stages of Development, Learning Theories and Behaviourism); Adverse childhood experiences and neural development

Unit III - Development and the Brain: Cognition, Intelligence and Emotion

Memory: 3-Stage Model, Encoding Information, Retrieval of Information. Intelligence and Cognition: Problem Solving & Solutions. The functioning of the mind: Emotion, Reasoning, Executive Functioning. Brain Changes due to injury, maternal drinking, illness, thought, meditation, etc.

Unit IV - The purpose & goal of life: Indigenous Teachings & Psycho-spiritual Development.

Unit V - The human quest: Culture, Development and the Ultimate Goal

Development or Evolution of the human spirit/soul (Vedas); Dharma, Karma, Consciousness. Spiritual Principles of Moral Development: Patanjali Yoga Sutras, Other cultural views

Course Outcomes

1. Understand concepts of Psychology and Developmental stages of life
2. Understand concepts and theories of Cognition, Intelligence, Behaviour, Emotion and Personality.
3. Understand the influence of culture and spirituality on Individual Development.

Textbooks:

References:

Introduction

This course focuses on the conceptual and analytical framework to the society and provides critical understanding on the social-political systems. This course also covers the political and economic concepts and critically analyzes existing and emerging social problems.

Course Objectives

1. To understand the basic sociological concepts and notions of society
2. To understand the political framework for social welfare
3. To understand the sources and emerging issues in Social Work profession

Course syllabus

Unit I - Introduction to Sociological Concepts


Unit II - Notions of Society


Unit III - Introduction to Political and Economic Concepts


Unit IV - Sources of Social Work Philosophy

Survey of Western and Indian traditions Religious and Spiritual traditions, Ideologies: Liberalism, Socialism, Gandhism, Democracy;Social Welfare approaches
Unit V - Emerging areas and issues in Social Work Practice

Health, Gender, Environment; Issues: Collaboration and Networking, Professionalism Vs Voluntarism; Professional associations for social workers Issues and challenges of Social work profession-Global and local context.

Course outcome:

1. Comprehend the origin of Social Science and its relationship with other disciplines
2. Recognize society as the integral part of shaping human behaviour
3. Comprehend the basic economics used in social work practice
4. Contextualize the societal problems with the change in economy

Textbooks:


References:

Introduction

This course is the first part of a year-long course. It is designed to introduce students to the writing, reading, and thinking skills necessary for success at the college level. To achieve this, students will focus on writing as a recursive process that includes prewriting, drafting, editing, and revising.

Course Objective:

1. Develop the ability to write in a clear, accurate, concise and objective way
2. Demonstrate good grammar usage and know how paragraphs and essays are constructed
3. Be able to recognize the different types of essays and able to write formal emails and letters

Course Syllabus

Unit I - Grammar I

Adjectives and Pronouns I; Adverbs I; Conditionals I; Conjunctions I; Imperatives I; Modals I; Nouns I; Parts of Speech I; Punctuation I; Verbs I

Unit II - Paragraph writing and essay writing

Parts of a paragraph; Parts of an Essay; prewriting, drafting, editing, and revising

Unit III - Letter writing and formal email writing

What to do and what not to do

Unit IV - Reading Comprehension

Write summaries of various readings

Unit V - Types of Essays

Be able to identify the different kinds of essays and write short in-class essays

Course outcome:

1. Communicate effectively through essay writing
2. Manage information and demonstrate creative and/or critical thinking competencies
3. Be able to use clear language that explains, describes, or informs

**Textbooks:**

3. Small pocket dictionary

**References:**

**Introduction**

The learners will get the opportunity to read on more literature. This course will improve their ability to communicate with creative concepts, and also to introduce them to the usefulness of basic grammatical components in languages.

**HINDI I**

**Unit-I**

a) Introduction to Hindi Language, -other Indian Language’s, Official Language, link Language Technical terminology..

b) Hindi alphabet: ParibhashaAurBhed.

c) Shabda: ParibhashaAurBhed, RoopantharkiDrishti se

d) Sangya -ParibhashaAurBhed,SangyakeRoopanhar-ling, vachan, karak

e) Sarvanaam- ParibhashaAurBhed.

**Unit-II**

a) Common errors and error corrections in Parts of Speech –with emphasis on use of pronouns, Adjective and verb in different tenses –gender& number

b) Conversations, Interviews, Short speeches.

**Unit -III**

a) Letter writing –ParibhashaAurBhed, Avedanpatra (request letter)&Practice

b) Translation-ParibhashaAurBhed, English to Hindi

**Unit- IV**

Peom :

a) Maithilisharangupth: sakhivemujsekahakarjaate

b) Suryakanthtripatinirala :Priyatam

c) Mahadevivarma- adhikaar

d) Shiyaramsharanguputh:ekphoolkichah

**Unit- V**

Kahani

a) Kafan- Premchand ,

b) Rajasthan kiEkGaavkeetheerthyatra -Beeshmasahni

c) Raychandrabhai :ByMahathma Gandhi - Sathyakeprayog

d) Rajani -Mannu Bhandari
Malayalam I

Unit I
Ancient poet trio: Adhyatmaramayanam, LakshmanaSwanthanam (Lines: valsasoumitre... mungikidakayal), Ezhuthachan - Medieval period classics – Jnanappana (Lines: 201 to 298), Poonthanam.

Unit II

Unit III
Short stories from period 1/2/3: Poovanpazham-VaikaomMuhammedBasheer-Literary & Cultural figures of Kerala and about their literary contributions.

Unit IV
Literary Criticism: BharathaParyadanam-VyasanteChiri–Ithihasa studies-KuttikrishnaMararu- Outline of literary Criticism in Malayalam Literature-Introduction to KuttikrishnaMararu& his outlook towards literature & life.

Unit V
Error-free Malayalam: 1. Language; 2. Clarity of expression; 3. Punctuation-Thettillatha
Malayalam – Writing- a. Expansion of ideas; b. Precis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/Feature/Script Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).
SANSKRIT I

Unit I
Introduction to Sanskrit language, Devanagari script - Vowels and consonants, pronunciation, classification of consonants, conjunct consonants, words – nouns and verbs, cases – introduction, numbers, Pronouns, communicating time in Sanskrit. Practical classes in spoken Sanskrit. (7 hours)

Unit II
Verbs - Singular, Dual and plural — First person, Second person, Third person.
Tenses – Past, Present and future – Atmanepadi and parasmaipadi-karthariprayoga.

(8hrs)

Unit III
Words for communication and moral stories. (4 hrs)

Unit IV
ChanakyaNeethi first chapter (first 15 Shlokas) (6hrs)

Unit V
Translation of simple sentences from Sanskrit to English and vice versa. (5hs)
TAMIL I

Unit 1
Sangam literature: Kuṟuntokai; (2, 6, 8, 40pāṭṭalkal) – puṟanāṉūṟu (74, 112, 184, 192 pāṭṭalkal) – tirukkuṟaḷ (igaimāṭci, amaiccu)

Unit 2
Epic literature: cilappatikārammaturaikkāṇṭam (vaḷakkuṟaikkāṭai 50-55)
Spiritual literature: tiruppāvai(3, 4) – tēvāram (mācilvīṇaiyum)
Medieval literature: bāratiyarkaṇṇaṉpāṭṭu (eṉvēḷaiyāṭṭupiḷḷai) – bāratitacuṭtumpavilakku (tāyiṉtāṭṭu).

Unit 3
Novel: Jeyakāntaṉ “kuruṉiṇṭham”
Essay: Aṇṇā “ē tāḷntatamilakamē”

Unit 4

Unit 5
Tamil Grammar: Col vakaikaḷ - vēṟṟumaiurupukal - vallilammikumīṭamīṭtakkāyītam - canti(puṇarcci) - ilakkaṇakkuṟippu.
Practical skills: Listening, speaking, writing and reading

Textbooks:
- Aṇṇā “ē tāḷntatamilakamē” nakkiraṉpapliķešan.
- Caktitācaṉcupramaniyaṉ “nallakurun tokaimulamumuraiym” mullaipatippakam, 2008.
- Puliyūrkkēcikaṉ “puṟanāṉūṟu” srīceṇpatappakkam, 2010
Introduction:

This course develops knowledge on the basic use of computer application and the students will get the knowledge on the applications of MS office applications.

Course Objectives:

1. To understand the basics of computer application.
2. Develop the ability of using basic MS office applications.
3. Develop the ability to use the web browsers

Course Syllabus

Unit I - Introduction to Windows:
Basics of Windows, the User Interface – Using Mouse and Moving Icons on the Screen, the My Computer Icon, The Recycle Bin, Status Bar, Start and Menu & Menu selection, Running an Application, Windows explorer, viewing a file, folders and directories, search for files and folders, create, save, edit, move and delete files and folders, opening and closing of windows. Windows setting – control panels, wall papers and screen savers, setting date and sound, concept of menu using help. Advanced windows – using right button of mouse, creating short cuts, basics of window set up, note pad, window accessories.

Unit II - Word processing, MS Word:

Unit III - Spreadsheet: MS Excel.:
**Unit IV - MS Power point**

Presentation application, duplicate slides, inserting slides, slides from auto layout. Slide views, slide layouts, design templates. Slide show, customize show. Inserting header and footer, date and time, hyperlink. Format – fond, numbering. Custom animation, slide transition. Application integration: create linked objects between spreadsheets and word processing documents, embed word processing documents into spreadsheets.

**Unit V - WWW and web browsers:***

Web browsing software. Surfing the internet: printing and saving portion of web page, downloading, favourites, book marks, return to favourite internet cites, use tabbed browsing, safely browse the internet. Email – email addressing, mail box, saving mails, sending same mail to various users, document handling – sending soft copy as attachment, enclosures to email, sending a portion of document as email.

**Text books:**

1. Microsoft Office 2000 Complete, BPB Publications

**References:**

| Cultural education I | 1-0-0 | 1 |

Amrita Program will be followed
### Semester II

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<td>Foundations of Sustainable Development</td>
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<td>Contemporary Social Problems &amp; concerns</td>
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Introduction

Social casework, as instructed and practiced in India nowadays, is caught on as an approach to assist people but not at random. As a method of social work profession, it seeks to assist people in an orderly way based on information of human conduct and different tested approaches.

Course Objective

1. To build knowledge about case work and group work as method of social work
2. To understand the scope of case work and Group work as a means of Social Work intervention
3. To develop the ability to critically analyze problems of individuals and families and factors affecting them.
4. To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work.

Course Syllabus

Unit I - Working at individual & group level /Social Case Work & Social Group Work

Working at individual: Definition, objectives, scope and relevance to other methods of social work. Philosophical assumptions and case work values; Historical development of social case work; Importance and scope for working at individual and group level.

Working at group level: Definition, characteristics, nature, objectives, purpose; Types and structure of groups; Historical evolution of group work with special emphasis on the Indian context.

Unit II - Nature of problems, values and principles

Principles of social case work. (Beistic’s Principles to be followed)Types of problems faced by individuals and families; Components of social case work; Process of social case work. (seven step planned process). Social Group Work - principles - Stages of group development. Process of social group work.

Unit III - Understanding the client system.

Client and case worker relationship. Similarities and differences - case work, counseling and psychotherapy. Leadership; Role of social group worker; Recording in social case work and social group work.

Unit IV - Tools and Techniques of working at individual and group level
Tools: Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques: counseling, supportive, resource enhancement.

Unit V - Settings
Working at individual and group level in different Settings: families, school, community, industry, correctional settings, hospital, geriatric, disasters, children in vulnerable groups (children accommodated in various homes) and differently-abled; Transgender/people affected and infected by HIV/AIDS and cancer patients.

Course Outcome

1. Gained knowledge on application of social case work and group work method in different setting.
2. Develop appropriate skills and attitudes to work with individuals and families.
3. Develop ability to reflect on ‘Self’ as person and grow as a professional social worker
4. Articulate clearly about the role of social case worker and social group worker
5. Relate social case work and social group work with other methods of social work.

Textbooks:


References:

6. Healy, K. Social Work Methods and Skills
   2012 Palgrave MacMillan
9. Biestek, F. The Case Work Relationship 1961 Allyn and Bacon
Introduction

This course aims to introduce the management concepts and the process of management which help the students to build the knowledge on the planning, organizing and recruitment. This course builds the knowledge on the organizational behavior and development and the management skills required for social workers in effective administration.

Course Objectives

1. To develop an understanding of the concepts, principles and process of Management
2. To identify the skills and motivating factors while working as a team.
3. To develop an understanding of the administrative structure and procedures in an organization

Unit I - Introduction to Management


Unit II - Management Process – Planning Organizing and Recruitment

HR management - definition; Staffing: importance, process, human resource planning, Job analysis, Recruitment, selection process, Placement and induction, training and development, transfer and promotion, Performance appraisal.

Unit III – Management Process - Motivation, Leading, Controlling and Reporting

Employee rights – remuneration, incentives, P.F., insurance, pension schemes etc.
Motivation of staff-significance, Motivational theories
Leading/Directing: meaning and importance Leadership-types, theories,
Controlling: Nature, scope, control process, effective control system, control techniques – traditional and modern. Reporting: definition, types

Unit IV – Organizational Behavior and Development

Organizational Behaviour, Job satisfaction, Job enrichment, Organizational Development, Organizational understanding: Conflict, conflict resolution, creating positive climate.
Organizational climate and impact of socio-political environment; Organizational change: Concept, forces of change and resistance to change, managing organizational change and diversity.

**Unit V - Management for social work practitioners**

Significance of Management training for Social Work Practitioners- NGO Management. Role and tasks of a manager, managerial skills.

**Text Books**


**Reference**
Introduction

This course aims at introducing the learners to the concept of sustainability and sustainable development. They should learn about the functions of the United Nations (UN) and the UN Sustainable Development Goals (SDGs), which are geared towards eradicating human suffering while at the same time preserving our planet. Moreover, they should recognize how they as social workers can help society as a whole move towards reaching the SDGs.

Course Objectives

1. Understand the functions and purpose of the UN and related agencies; knowledge of the 2030 agenda for sustainable development and the 17 SDGs.
2. Develop a critical understanding of the concept of sustainable development, be aware of our role as human beings in creating environmental degradation and social inequities.
3. Understand and develop own assumptions about the social aspects of sustainable development and to develop the skills for social work practice towards reaching the SDGs in the different fields of specialization: community development, medical and psychiatric social work, child rights, education, and disaster management.

Course Syllabus

Unit I - United Nations (UN)

Development- social, environment, political and economic; Role of International Organization in development. What is the UN; Purpose of the UN; Charter of the UN; Autonomous specialized agencies: United Nations Children’s Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organization (WHO), The World Bank; Achievements and current initiatives by the UN.

Unit II - Sustainable development

What is sustainable development; Illusion of infinite economic growth on a finite planet; Current environmental degradation and climate change (resulting in air pollution, waterborne diseases, toxic chemicals and natural disasters); Over-consumption and social inequalities; Sustainable use...
of resources; Zero-waste economies; Linear vs. closed-loop production systems; Green technologies.

Unit III - UN Sustainable Development Goals (SDGs)

The eight Millennium Development Goals (MDGs) to achieve by the year 2015 to eliminate poverty and hunger, to combat diseases, to promote gender equality and empower women, to protect the environment, and to develop a global partnership for development; The 2030 agenda for sustainable development: the 17 SDGs and their special focus on sustainability.

Unit IV - Targets and indicators of the SDGs

Definition of “goal”, “target” and “indicator”; Role of UN in research, monitoring, and giving advice to governments to shape international action; Targets and indicators for zero poverty; Targets and indicators for health for all; Targets and indicators for equity; Targets and indicators for sustainable land use; Targets and indicators for women’s empowerment.

Unit V - Social work and the SDGs

Social aspects of sustainable development; SDG’s and social work- Opportunities and Challenges for Social Work Practice; Reaching the MDGs in India; Implementing the SDGs in India; Sustainable development: learning’s and perspectives from India.

Course outcome:

1. Students should know which global organizations and agencies are striving towards sustainable development and act as agents for social change
2. Students should be able to understand the human influence on environmental degradation and the depletion of natural resources, as well as recognize the need for and the means to a more sustainable use of resources
3. Students should have comprehensive knowledge of the UN SDGs, their targets and their indicators
4. Students should understand their role as social workers in fulfilling the SDGs

Textbooks:

 References:


Introduction

Issues such as Illiteracy, poverty, unemployment, corruption, population growth, environmental pollution, crime, alcoholism and drug use are all labeled as 'social problems'. Consequently, through public policy the state seeks solutions to reduce the negative impacts of these and similar harms. This course will explore the ways in which such social problems become defined and emphasize on things like the causes of social problems, consequences, and solutions.

Course Objectives

1. To provide insight into the present social problems and their magnitude and impact of social problems on social life
2. Develop an understanding of the role of social work in dealing with contemporary social concerns.
3. To enhance awareness of various problems of Contemporary Indian Society.

Course Syllabus

Unit I - Conceptual understanding of social problems:


Unit II - Gender and Related Concerns

Understanding gender, Gender discrimination, Gender based violence: Domestic Violence, Sexual Harassment, Rape, Economic inequalities, Sex selective abortion, Dowry, Trafficking of Women and Children- Causes, Types and Impact, Prevention, Remedy

Unit III - Marginal and Vulnerable Groups

Scheduled Castes, Scheduled Tribes, NT, DNTs and other invisible communities, Other Backward Classes and Minorities. Street and working children: Rag pickers, street children,

Unit IV - Problems and Issues related to ethnic and religious dissonance


Unit V - Dealing with Social

Role of State and international organizations – Policy, planning and legislation. Role of CSOs (Civil Society Organizations) – NGOs: Mobilization and social action. Role of public and private sector organizations including local and national government, community organizations. Contemporary Developments in Indian Politics. Right to information as a democratizing force of social change. Role of communication and Technology induced change. Role of Social Workers

Course Outcome

1. To understand the magnitude of problems in the society
2. Be able to understand the genesis and manifestation of social problems
3. Be able to understand preventive and remedial measures for contemporary social problems
4. Be able to understand the role of social work in addressing social problems

Text books:


References:

12. Ram Ahuja (2014): Social problems in India, Jaipur: Rawat publication
Objectives:
To convey and document information in a formal environment; to acquire the skill of self projection in professional circles; to inculcate critical and analytical thinking.

Unit I
Vocabulary Building: Prefixes and Suffixes; One word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, misplaced modifiers, Dangling modifiers – Reported Speech

Unit II
Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation
- Essay writing: Analytical and Argumentative

Unit III
Circulars, Memos – Business Letters - e-mails

Unit IV
Reports: Trip report, incident report, event report - Situational Dialogue - Group Discussion

Unit V
Listening and Reading Practice - Book Review

References
1. FelixaEskey. *Tech Talk*, University of Michigan. 2005
Unit -1
a) Visheshan- ParibhashaAurBhed.specific usage of adverbs, changing voice and conjunctions in sentences.
b) kriya- ParibhashaAurBhed, rupantharkidrushti se-kaal
c) padhparichay.
d) VigyapanLekhan (Advertisement writing). Saar Lekhan (Precise writing).

Unit -2
Communicative Hindi –MoukhikAbhivyakthi –understanding proper pronunciation, Haptics …etc in Interviews, short speeches.

Unit -3
Film review, Audio – Visual - Media in Hindi – Movies appreciation and evaluation, News reading and presentations in Radio and TV channels in Hindi, Samvaadhlekhan,

Unit -4
a) Harishankarparasaiyi- SadacharkaThavis
b) Jayashankarprasadh – Mamata
c) Mannubandari- Akeli
d) Habibtanvir- Karthus

Unit -5
KavyaTarang
a) Himadrithungshrung se (poet- Jayasankarprasad) 
b) Dhabba (poet- kedarnath sing),
c) Proxy (poet- Venugopal),
d) Machis(poet –Suneeta Jain)
e) Vakth. (poet – Arunkamal)
f) Fasal (poet- SarveshwarDayalSaxena)
Malayalam II

Unit I
Ancient poet trio: Kalayanasougandhikam, (Lines: kallummarangalum... namukkennarikavrikodara ), KunjanNambiar - Critical analysis of his poetry-Ancient Drama: Kerala Sakunthalam (Act 1), Kalidasan (Translated by Attor Krishna Pisharody).

Unit II

Unit III
Memoirs from Modern Poets: Theeppathi, BalachandranChullikkadu-literary contributions of his time.

Unit IV
Part of an autobiography/travelogue: KannerumKinavum, Chapter: ValarnnuVarunnoratmvu, V.T. Bhattachirippadu-Socio-cultural literature-historical importance.

Unit V
Error-free Malayalam-1. Language; 2. Clarity of expression; 3. Punctuation-Thettillatha Malayalam-Writing-a. Expansion of ideas; b. Précis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/Feature/Script Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).
SANSKRIT II

Unit I
Seven cases, Avyayas, sentence making with Avyayas, Sapthakakaras.
(5hrs)

Unit II
Kthavathu’ Prathyayam, Upasargas, Kthvatha, Thumunnantha, Lyabantha Prathyayam. Three Lakaras – brief introduction, Lot lakara
(5hrs)

Unit III
New words and sentences for the communication, Slokas, moral stories (panchathanthra) Subhashithas, riddles (Selected from the Pravesha Book) (5hrs)

Unit IV
Introduction to classical literature, classification of Kavyas, classification of Dramas - Important five Mahakavyas
(5hrs)

Unit V
Translation of paragraphs from Sanskrit to English and wise -verse
(5hrs)

Unit VI
Bhagavad - Geeta fourteenth chapter (all 27 Shlokas) (5hrs)

Essential Reading:
1. Praveshaha; Publisher : Samskritabharati, Aksharam, 8th cross, 2nd phase, girinagar, Bangalore -560 085
2. Sanskrit Reader I, II and III, R.S. Vadhyar and Sons, Kalpathi, Palakkad
3. PrakriyaBhashyam written and published by Fr. John Kunnappally
4. Sanskrit Primer by Edward Delavan Perry, published by Ginn and Company Boston
5. Sabdamanjari, R.S. Vadyar and Sons, Kalpathi, Palakkad
6. Namalinganusasanam by Amarasimha published by Travancore Sanskrit series
7. SubhashitaRatnaBhandakara by Kashinath Sharma, published by Nirmayasagarpress
TAMIL I

Objectives: To learn the history of Tamil literature. To analyze different styles, language training, to strengthen the creativity in communication, Tamil basic grammar, Computer and its use in Tamil language.

Unit I

Unit II
tiṇaiilakkiyamumniṭiyilakkiyamum - patiṅkīḷkkāṇakkunūlkalṭarpāṅgapiṟgaceytikaḷ - tirukkural (aṅpu, paṅpu, kalvi, olukkam, naṭpu, vāymai, kēḷvi, ceṇaṅri, periyāṟuṭṭukkōṭal, vilippuṟuvarupvēṅgaṭtiṟttulḷaceytikaḷ. Aṟanūlkaḷ: Ulakanīti (1-5) – īlāti (1,3,6). - Cittarkal: Kaṭuveḷicittparppāṭalkal (ṅantakkakippu –1, 4, 6, 7, 8), māṟrumakkappēycittarpāṭalkal (1-5).

Unit III
 tamililakkanaṃ: Vākkiyavakaikaḷ – taṅvinaipiraviṇai – nērkkūṟṟuyayarkًuru

Unit IV

Unit V
tamilmoljàyvilkanariṇipayaṟppāṭu. - Karuttuparimāram - vilamparamoliyamaippu – pēccu - nāṭakampaṭṭaiippu - ciṟukatai, katai, putiṟampaṭṭaiippu.

Textbooks:
- http://Www.tunathamizh.tom/2013/07/blog0post_24.html
- Mu.Varataracan “tamililakkiyavaramu” cāhityaakatemipaplikēṇaṅs, 2012
Cultural education II

Semester III
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Introduction
This course aims at bringing better understanding of community organization and social action as a method of social work. Further, the course would also help the student to understand the relation of Community organization and social action with other methods of social work like casework, group work, community organization, social welfare administration and social work research. The Students need to know the community power structure to practice community organization method, which is used for empowering people for their development. The details are provided for social work students to understand and practice community organization effectively.

**Course Objectives**

1. To understand the different aspects of a community, its functions and problems, critical elements of community organization process
2. To enhance critical understanding of models and strategies for CO.
3. To develop attitudes conducive to participatory activities for a civil society, various techniques and skills of community organization & social action and to develop the basic skills to apply those in the community.

**Course Syllabus**

**Unit I - Understanding Community**

Conceptualization and definitions, characteristics, types and functions. The concept of power and community power structures. Community-level decision making. Leadership: Definitions, types and qualities.

**Unit II - Community Organization**


**Unit III - An Overview of Theories and Models to Community Practice**


**Unit IV - Social Action**

[Conscientization]. Scope of social action in India. Strategies, Tactics and Techniques of Social Action. Role of social worker in social action.

**Unit V - Social Mobilization and Political Mobilization**

Conceptualization, interactive process of social mobilization. Political mobilization as a social action strategy. Guiding principles for social mobilization. Cases related to political mobilization in India.

**Course outcome:**

1. Apply basic knowledge about methods, tool, techniques and skills necessary for social work practice
2. Understand the community and basic methods of Community organization
3. Understand values and principles of the community organization.
4. Understand various Knowledge on Theories and Models to Community Practice
5. Understand and learning Social Mobilization and Political Mobilization through community engagement

**Textbooks:**


**References**

Introduction

Course Objective

Course Syllabus

Unit I - Introduction

Unit II - Theories
Realism, Anti-realism, Instrumentalism, Unification, Explanation and Prediction. Ontology, Epistemological, Axiological & Methodological Positions. Positivism, Realism and Interpretivism

Unit III - Theoretical Perspectives in Research; A J Ayer, Karl Popper: Falsifications, Problems with Falsifications.


Unit V - Diverse Approaches to Research
Quantitative, Qualitative and Mixed Methods.; Science and Society, Science and Values.

Text books:

References
Introduction

The course introduces the learner to how policy is a link between constitutional Principles, Development Plans, Legislative and Executive Actions. This course provides a critical and analytical framework to understand key concepts, development processes and current issues pertaining to different part of the world with special reference to India. The analysis of these processes is to enable utilization of the knowledge to improve Social Work Practice.

Course Objective:

1. To gain knowledge of policy analysis and the policy formulation process.
2. To study and acquire skills in critical analysis of social policies and development plans to be able to interpret, enforce and challenge them.
3. Critically understand the concept of, content and process of Social Development and develop capacities to identify linkages between social needs, problems, development issues, policies.
4. Locate strategies, skills necessary for social development and reinforce values gender justice and equality.

Course Syllabus

Unit I - Social Policy and Policy Formulation

Social Policy: Concept, meaning, definition, need, evolution, Constitutional base, and sources and instrument Approaches to social policy; unified, integrated and sectorial. The process of social policy formulation. Evolution of social policy in India in historical perspective

Unit II - Policies


Unit III - Policy and Planning

Concept of Social and development planning. Linkage between social policy and planning-Planning as an instrument and source of policy. Federal political system and planning process. The constitutional position of planning in India - NITI AYOG. Coordination between Centre and State, Decentralization, Panchayati Raj, People Participation. The machinery and process of social planning in India -implementation at various levels, monitoring and evaluation of planning.

Unit IV - Social Development
Definition, Approaches to Development, Development indicators, Relationship between social policy and social development. Social development around the world. The historical and social contest of development in India – Pre and post-independence phase. Social movements.

Unit V - Development

Rural Development: agrarian and land reform. Industrialization and urban development; Labour relations, Gender issues, Environmental Issues (land, water, forest), Health, Education; Voluntary interventions in developmental fields, the achievement and challenges.

Course outcome:

1. Apply basic knowledge about social policy
2. Understand formation of policies of the government
3. Understand concept, process, indicators and determinants of social development
4. Analyze capacity to formulate strategies necessary for social development

Textbooks:


References:


Introduction
More than 42 per cent of Indian population are children below the age of 18. The United Nations Convention on the Rights of the Child reinforces the bundle of child rights and the State plays a critical role in ensuring child rights and protection. At each stage of growth, a child has different needs for which child may be dependent on adults especially the family in particular and society at large.

The objective of this course is to introduce students to the definition of child, different perspectives of childhood, Parenting, behavior problems, vulnerable children and the role of State, especially the legislative and administrative systems for child protection. In order to build a context for this vast set of knowledge and skills, this paper offers information about the concepts of needs and rights and an overview of the State systems, the Indian Constitution, child rights principles, and different national and international instruments to ensure the rights of the child.

**Course Objectives**

1. To introduce students to the basic concepts of child, child rights and child protection system functioning at various government levels.

2. To understand the concept of vulnerability and vulnerable children by preventing and responding from perspective.

3. To introduce students the various government policies, programmes and schemes provide for care and protection of children.

**Course Syllabus**

**Unit I - Introduction to Family, and Parenting**


**Unit II - Understanding Child and Childhood**

Child: Concepts, Definition, Historical development of concept of childhood.

Definition of Vulnerability and Vulnerable children. Situational analysis of underprivileged children.

**Unit III - Child Rights: National and International Perspective**

Unit IV - Child Protection system in India

History and development system in India: ICPS (Integrated Child protection system) National and State level child protection scheme and Programmes; National and State Commission for Protection of Child Rights. (NCPCR and SCPCR)

Unit V - Introduction to Laws related to children in India


Course outcome

1. Conceptual Clarity on family, Child rights and Child protection
2. Knowledge on different vulnerable situations of Children

Textbooks

1. Adenwala, M.(2006), Child protection and juvenile justice system for juvenile in conflict with law, Childline India Foundation: Mumbai (Web)

References

2. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,
5. GoI (undated)The Integrated Child Protection Scheme, Government of India (pp 5-28) (Web)

| Field Work – I | 0-0-6 | 6 |

Introduction
In the 3rd semester the students are introduced to basic concepts of field work with reference to Record Writing, Ethics, Skills and Techniques in Field Work.

**Course Objectives**

1. To understand the basics of field work - Concept, Definition, Purpose and Component.
2. To understand the Goal Setting and Time Management in Field Work
3. To understand the Ethical Considerations: Sense of Responsibility, Commitment and Conduct.
4. To understand the Record Writing skill for Orientation and Concurrent Field Work Report Writing
5. To understand the Skills and Techniques in Field Work - Rapport Building, Observation and Analysis
6. To understand the concept of self, developing self-awareness and orientation to field work
7. To provide an exposure to and understanding about the various agency settings to the students
8. To be familiarized with the professional role of Social Workers
9. To develop skills in record writing and use of supervision
10. To provide Programme Media classes for students. (Art and Craft, Music, Group Games and Street Theatre)

**Course Outcomes**

1. Able to understand the basics of field work - Concept, Definition, Purpose and Component.
2. Able to understand the Goal Setting and Time Management in Field Work
3. Able to understand the Ethical Considerations: Sense of Responsibility, Commitment and Conduct.
4. Able to understand the Record Writing skill for Orientation and Concurrent Field Work Report Writing
5. Able to understand the Skills and Techniques in Field Work - Rapport Building, Observation and Analysis
6. Able to understand the concept and place of field work in Social Work education
7. Able to understand and develop self-awareness and orientation to field work
8. Able to explore role of Social Worker in different settings
9. Able to develop skills in Field Work like report writing, observation and Analysis
10. Able to develop skills in Programme Media

| Amrita Value Program I | 1-0-0 | 1 |

Amrita Program will be followed
| Life Skills (CIR) | 2-0-0 | 2 |

Amrita Program will be followed

Semester IV
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<td>Fundamentals of Project Management</td>
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<td>Human Rights &amp; Social Justice</td>
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<td>Introduction to Disaster Management</td>
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| Qualitative and Quantitative Research in Social Work | 4-0-0 | 4 |

**Introduction**
This course aims to teach undergraduate students a fundamental understanding of qualitative research methodology, its strength and limitations. The student is led step by step through the different phases of qualitative research: starting by the philosophical approaches behind, identifying a problem, creating a research plan, formulation of research questions, creation of research tools, different methods of data collection, data analysis, interpretation and communication of results, generating further ideas. In this course, the student gets encouraged to analyze and interpret critically research outcomes with theory-based and ethical discrimination.

This course introduces learners to the basics of quantitative research methods, including formulating the research question, as well as interpreting quantitative data. In this way, they will gain an understanding of the entire research process. The course should also enable learners to appreciate the role of quantitative research in social work practice and understand its relevance. At the end of the course, learners should be able to design their own simple quantitative research study, collect data using research tools, and do a basic analysis of the data and interpret the results. Moreover, learners should develop the skills to use deductive logic and think in a scientific way.

**Course Objectives**

1. Understand and appreciate the role of research in social work practice
2. Be able to formulate research formulation and test the hypothesis
3. Develop an understanding of the different research designs in quantitative research, and apply different research instruments in the field
4. Understanding of philosophical and methodological approaches of qualitative research through scientific thinking and reasoning (e.g. objectivity, skepticism)
5. Understanding and practicing the different phases and methods of qualitative research in line with ethical guidelines
6. Practicing necessary inter- and intrapersonal skills for qualitative research

**Course Content**

**Unit I - Role of Research in Social Work Practice**

Research in physical vs. social sciences; basic vs. applied sciences; Significance of social science research; basic vs. applied social science research; Relevance of research in social work practice;

**Unit II - Problem Formulation**

The research process; Defining the research problem; Formulating the research question; Literature review: Objectives of the research study; implications of the findings

**Unit III - Variables and Theories**
Concepts and constructs; Variables: independent, dependent. Theories: causation, theory development through deduction and induction, nature and role of theories in social science research

**Unit IV - Research Designs, Sampling, and Tools**
Research Design, Sampling, Tools, Analysis and Interpretation of Data

**Unit V - Introduction to Qualitative Research with Special Focus on Gender**
Philosophy and Methodology of qual. research as well its methods and phases Gender theories of qualitative research - Interviews - Theory and Practice - Preparation and conduction of different types of Interviews through necessary researcher skills for conduction of Interviews - Observation and Ethnography - Theory and Practice; Theoretical approach of Ethnography, practicing observation and using researcher skills - Excursus: Grounded Theory – Introduction, its phases and required researcher skills, Content Analysis - Theory and Practice - scientific data interpretation, scientific thinking and scientific reasoning, research ethics in analysis, researcher skills for transcript, result communication

**Course outcome:**
1. The students understood the philosophical, ethical and methodological approaches of qualitative research using scientific thinking and reasoning.
2. The student gained knowledge how to plan, conduct and finish qualitative research with different methods.
3. Students acquired and practiced skills sets for each phase of qualitative research.

**Textbooks:**

**References:**
Introduction

Project management is the single most effective method of running programs and projects in an organization within defined and dynamic constraints. In fact, the concepts of project management are universal and can be observed anywhere there is an organized activity, in every organization across various settings. Project management principles, tools and methodologies are essential to the success of an organization and long-term future. This course provides an exposure to the essentials i.e. the project management language, frameworks and the way of successful project leaders in order to increase the success of an organization or an individual across domains and settings.

Course Objective

1. This is an entry-level course on the key concepts of project management. Students will gain knowledge to assess needs, formulate and coordinate projects and programs required for the success of an organization.
2. Project management course will include a variety of pedagogical methods and academic exercises that will help simulate real-world challenges, thereby enhancing learning dividends for the students.
3. At the end of the course, students will be able to formulate project charter, design project budget, create work breakdown structure, identify and manage risks.

Course Syllabus

Unit I - Project management fundamentals

An overview of concepts and processes - understanding project, project life cycle, project management process; Activities, output, outcome, deliverables, performance indicators and evidence.

Unit II - Stages of project management

Various stages, tools and methods of project management including Project Initiation, planning, execution, monitoring and control, and closure

Unit III - Formulating a project plan - Conceptualizing and Initiating a Project
Drafting project charter - Setting the project goal, setting budget goals and designing budgets, identifying stakeholders, risks and constraints. Drafting risk management plans, communication plans and stakeholder management plan.

**Unit IV - Case study and leadership**

Essential characteristics of good project leader, managing teams in projects, training for staff in social welfare projects; Communicating risk, essential characteristics of effective communication; Public relations.

**Unit V - Case presentations on successful proposal & preparing a project proposal for funding**

**Course outcome**

1. Draft a project charter that defines project need, impact, resources required, and risks
2. Design a budget that lists funding sources, project requirements and expenses, and cash flow
3. Identify risks and constraints of a project and create risk mitigation plans
4. Identify and manage stakeholders of a project
5. Champion a project and take leadership role

**Textbooks**

1. Project management by Adrienne Watt

**References**

8. Lewis, James. Team-Based Project Management. Beard Books
Introduction

Social Work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Students will consider the philosophical foundations of human rights, explore the interpretive difficulties relating to identifying what constitutes human rights abuses, and evaluate regional perspectives on human rights.

Course Objectives

1. Enable the students to understand the basic concepts of human rights and social justice.
2. To introduce students to various international human rights organizations.
3. To understand the social movement and social justice institutions in protecting human rights.

Course Syllabus

Unit I - Concepts and theoretical background

Concept and Meaning of Human Rights: Definition, Characteristics, Theories; Concept and Meaning of Social Justice – Definition, Characteristics, Forms of Social Justice

Unit II - International human rights standards


Unit III - Human rights movements in India

Social Movements in India - National freedom movement - Social and political movements - Dalit movements - Women's movements -Environmental movements

Unit IV - Social justice in India

Social Justice enshrined in Indian Constitution: Various groups- Women, Children, Minorities, Elderly, Differently abled, migrant workers and socially and economically marginalized groups.

Unit V - Human Rights violation and social justice

Course outcome:

1. Familiarize with the concept of Human rights and social justice
2. Know about the functioning of International organizations in the protection of human rights
3. To understand the rights and social justice for various vulnerable groups

Textbooks:


References:

1. Oliver Menderlsohn: The Rights of the Subordinated People and
5. BalkrishnanPulapre, Globalization, Growth and Justice, EPW, XXXVI, July 26, 2003, pp3166-3172

| Introduction to Disaster Management | 4-0-0 | 4 |
Introduction
The course focuses on disaster, causes of disasters and impacts. The course enables the student to learn different areas of disaster management, models and mitigation strategies. Disaster management course further covers various policies, programs, administrative actions and operations undertaken to address natural or man-made disaster through preparedness, mitigation, response, and recovery.

Course Objectives
1. To understand the definitions of disaster and disaster management and knowledge on Impact of disasters
2. To understand Disaster Prevention and Mitigation, the Processes of disaster mitigation and disaster management
3. To understand about role of social workers in disaster management

Course Syllabus

Unit I - Understanding concepts of disasters
Concept and Definitions of disaster, Hazard, Vulnerability, Resilience, Risks, Capacity, Mitigation- Types of disaster- Natural Disasters & Man-made Disasters - Strategies of Managing Natural & Man-Made Disasters. Impact of disasters: Physical, economic, political, psychosocial, ecological, and others, role of gender

Unit II - Disaster Management
Disaster Management - concept, meaning, history.; Challenges, Disaster Risk Reduction (DRR), Disaster Risk Management( DRM), Disaster Management cycle. Framework to understand vulnerability

Unit III - Disaster Prevention and Mitigation Strategies
Prevention and Mitigation; disaster preparedness, mitigation; 3R’s- rescue, relief and rehabilitation. Participatory Vulnerability Analysis/Participatory Assessment of Disaster Risk; Community-based capacity mapping and analysis. Disaster Response: Role of GOs/INGOs/NGOs/CBO’s in disaster response and recovery programmes, Role of media in disaster response and recovery.

Unit IV - Disaster Management Initiatives and Community Interventions
Role of PRI’s and community participation, Role of international agencies Global initiatives, World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15),
Sendai framework 2015-30, national and regional level organizations, NDMA, SDMA, CBOs and other local level mechanisms

**Unit V - Social Work Interventions in Disaster Management**

Role of social workers in Disaster Management, Community Based Disaster Management (CBDM), Psycho-social care in disaster management, Role of women in disaster management, understanding gender and disaster risk, Issues facing women in disasters, Gender dimensions of disaster risk management.

**Course Outcome**

1. Basic knowledge about the concept of the disaster, causes and impact of the disaster, major challenges of disaster management.
2. Understand various factors that lead to vulnerability and express ability to critically analyse different theoretical models related to the vulnerability.
3. Understand the community-based interventions and role of participatory approaches in the areas of Disaster management.
4. Understand existing institutional systems in India, legal framework and the role of the social workers in the area of disaster management

**Text Books**


**References**

1. John Birkmann, United Nations University Press, Japan 2006 Measuring vulnerability to Natural disasters - Towards disaster resilience societies (1 to 198)
3. Disaster Management: A status report, Government of India, 2005
5. Disaster Management In India, Ministry of Home Affairs, Government Of India, 2011
Course Objectives

1. To work in agencies working in different types of areas of Social Work practice
2. To develop work plan in consultation with agency supervisor
3. To develop capacity for observation and analysis of social realities
4. To practice the methods of working with individuals and groups
5. To develop understanding of the needs, problems, and Programmes for different target groups
6. To develop understanding of the role of Social Workers in different settings

Course Outcomes

1. Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them
2. Able to prepare work plan and its execution
3. Able to develop professional attitude conducive to deal with human problems
4. Able to develop sensitivity towards the needs and problems of different target groups
5. Able to develop understanding of the role of Social Workers in different settings.
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# Semester V

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Introduction

Corporate Social Responsibility (CSR) is relatively an emerging area of Social Work in India. This course will familiarize the students with the concept of corporate social responsibility. For an individual as for an organization, CSR gives an opportunity to deliver as a responsibility enlightened citizen. The evolution of CSR has had a far reaching impact on development in India. The CSR initiative of companies has made a paradigm shift in the country. The place of a social worker in an industrial organization is within the administrative preview of the Human Resource Management department and this course equip them to take the challenge of corporate social responsibility managers.

Course Objective

1. Understand the environmental, social, and economic drivers and risks impacting on companies – along with the major business opportunities for integrating sustainability factors within the core business strategy.
2. Understand global perspective on CSR and CSR practices in India
3. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
4. To enable students with conceptual clarity on need, purpose, and relevance of research applicability in CSR practice.
5. To acquire skills to frame CSR policies and practices appropriate to the Indian workplace

Course content

Unit I- Understanding CSR- Defining CSR. Components of CSR, Key drivers, History and Evolution of CSR in the Indian and international context, Importance, relevance, and justification. CSR in the Indian context, corporate strategy. CSR and Indian corporate

Unit II- CSR in India - Government Policies, Guidelines to CSR, Role of government in supporting CSR, Prospects and problems.

Unit III- CSR, Sustainability and Social Work- Sustainability in CSR, CSR practices in domestic and international area; Role of business society, Role and contributions of voluntary organizations to CSR initiatives

Unit IV- Models of CSR- Sustainability models, Business Ethics and Corporate Governance , Business Model , Social Marketing, Crowdfunding, Social Entrepreneurship – Case studies
Unit V - Role and expectations of social worker in CSR programmes: Project and programme; Monitoring and evaluation of CSR Interventions. CSR Documentation and report writing. Reporting framework, format and procedure.

Course outcome

1. To equip individuals with knowledge and skills for undertaking Corporate Social Responsibility.
2. To understand the theoretical underpinnings and legal guidelines developed to undertake CSR.
3. To develop competencies for effective field interventions, research and management of CSR projects.
4. To develop an insight into present CSR strategies of model business Organization.

Textbooks


References

Introduction

Social Work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. The legal awareness and functioning of the legal system in the country is essential for a social work professional in their practice. This course will help the students to gain understanding constitutional remedies, PIL and provisions of various significant legislations in India

Course Objectives

1. To understand the basic concept of Judicial system, constitutional safeguards to vulnerable sections.
2. To know the Legislation for the protection of women, children Socially disadvantaged groups in India
3. To develop in students the necessary legislation knowledge to practice Social work

Course syllabus

Unit - I Introduction to Indian Legal System and Judiciary

Understanding Legal System, Brief introduction to the Indian Constitution, salient features, Fundamental rights, Directive principles of state policy, Constitutional remedies (Writ Petitions and PILs); Structure of Government, Structure of Indian judicial systems

Unit - II Introduction to Social Legislation

Social Legislation: Meaning and Scope. Social Legislation as instrument of protection of vulnerable sections of the society and for furthering social reforms.Alternative Dispute Resolution Mechanisms (ADR), Lok Adalat, Legal Aid,

Unit-III Children’s Laws


Unit- IV Laws Related to Women

Harassment of Women at Workplace (Prevention, Prohibition and Redress) Act -2013; IPC-Section 498-A; Other relevant provisions from the IPC &CrPC.

**Unit- V  Laws Related to Socially Disadvantaged- Laws for Social Change**


**Course outcome**

1. Familiarize with the important provisions of Constitution
2. Know about the functioning of Court system in India
3. Know about the various legal provisions for vulnerable section of the society.
4. Practice in application of knowledge about RTI, PIL etc. as tools for social change

**Textbooks**

1. Bare Acts of relevant legislations

**References**

Introduction

This course will provide an introduction to Community Development with a strong focus on sustainability and gender equality. Basic concepts related to SCD will be defined and connected to the Indian context. The knowledge gained here provides a foundation for Social Work Practice.

Course Objectives

1. Define and use concepts of sustainable community development in discussions of social problems.
2. Define all of the SDGs and understand them in the Indian context.
3. Map India’s 5-year-plans to SDGs within a historical context.
4. Utilize the systems-thinking approach to characterize the challenges of marginalized groups, especially for women.
5. Identify the main goals, activities, and approaches of key institutions in Sustainable Community Development.

Course syllabus

Unit- I Definitions/concepts of SCD

Components and Characteristics of Community, Intro to UN SDGs, Community Capital Framework, Systems Thinking, The Role of Systems Thinking in the Practice of Implementing the SDGs

Unit- II Current Challenges

Inequalities and Marginalized groups

- Gender
- Caste
- Class

Manifestations of Non-Sustainability and effects on

- family
- youth/children
- elderly

Unit- III Institutions – Government and Non Government Organization, Intergovernment Approaches to Sustainable Community development.

Stakeholder Map and their activities: (Panchayati Raj – Central) NGOs, Intergovernmental orgs. Community Development and Rural Development Programme

Unit: 4 Social Welfare Reform by SDGs

Indian policies/welfare programs/schemes in relation to SDGs (starting from India’s Indep to date)

Course outcome:

1. Define and use concepts of sustainable community development in discussions of social problems; SDGs and understand them in the Indian context.
2. Utilize the systems-thinking approach to characterize the challenges of marginalized groups, especially for women.
3. Identify the main goals, activities, and approaches of key institutions in Sustainable Community Development.

Textbooks:


References:

Introduction

In the context of the present-day social problems, the size of welfare services provided by an increasingly large number of organizations makes administration very important. Social welfare services, schemes, projects and programmes, are becoming increasingly complex.

This paper intended to familiarize students about the concept of welfare administration and Governmental and Non-governmental structures and its administrative setup for the implementation of various welfare measures for the society.

Course Objectives

1. To acquire knowledge of the basic process of managing and administrating developmental and welfare services in the context of social work profession
2. To study Voluntary Agency Administration
3. To study legal aspects of Social Work Administration and the various social welfare programmes implemented by Central & State Governments

Course syllabus

Unit – I Social Welfare and Administration

Social welfare- Meaning, concept and importance, evolution of social welfare in India. Administration, Elements of administration- POSDCORB; Public administration and Management; Principles of management.

Unit – II Social Welfare Administration (SWA)


Unit- III Human Services Organisations and welfare administration

History and evolution of HSO in the World & India. Need for welfare and Developmental Organisations, Types of Organisations; Voluntary Organisations and their functions; Registration of organisations- Societies Registration Act, Indian Trust Act and Non-profitable companies;
Organizational Structure: Skill training in bye-law preparation and Memorandum of Association (MOA).

National Policy on Voluntary Sector - 2007. Problems and challenges in administration of Voluntary organization

Unit - IV Social Welfare Programmes for Various Populations

Overview of programmes by the Social Justice Department and Women and child development Departments of the State and Central Governments. Programmes for: Scheduled Castes (SCs) and schedule tribes (STs), other backward classes (OBCs), religious and linguistic minorities, Programmes for Women, children, older persons and persons with disabilities (PWDs), transgender, mentally III persons, refuges, Substance Use, internally displaced persons (IDP) and project affected persons (PAPs).

Unit – V Administration of HSOs/CSOs/VOs

Office administration, reporting and preparation of annual reports; Financial administration. Resource mobilization: Fund Raising. Income Tax Act Sections 12A, 35AC, 80G & 80 GGA; Foreign Contribution Regulation Act (FCRA) 2010. Need for effective implementation of FCRA provisions and challenges for government and VOs. Recent changes in Policy and Administration

Course outcome:

1. Apply basic knowledge about the administration of Human service organizations
2. Understand welfare policies of the government, concept, process, of functioning of Human service organisation in welfare administration
3. Understand skill of establishing a human service organization

Textbooks:

References:

Introduction

Global Public Health is at a critical point, a true breaking point in the world today. Never before in recorded history have we witnessed such widespread, threatening phenomena, all of which stem from one species on earth: Humans. These include the covid-19 pandemic and its impact on health (physical, mental, economic, social, environmental, etc.), ‘natural’ disasters, increasing global mental disorders, continued global violence against women and children, the ever-widening gap between the wealthy and the impoverished, and environmental destruction. What is causing these contemporary acts of mass destruction, and how do we reverse this trend? We will explore answers to these questions, and also learn about success stories of relieving suffering to the disadvantaged, how to establish a healthier human/environment relationships, and how such actions have the potential to reestablish global harmony and health.

Course Objectives

1. To understand the concepts of GBD and their usefulness in evaluating national, global, and local public health
2. To consider and identify how human behavior practices and desires are literally shaping world events and experiences, either in terms of threats (environment, mental and physical health, economics, and violence) or healing restoration, preservation, and wellbeing
3. To gain awareness and a working knowledge and understanding of the interconnectedness of social determinants and their role in personal, social, global, and environmental public health
4. Identify the role of ethics and human rights in true public health

Course Syllabus

Unit –I Health problems in a Community

Infectious diseases- Non Communicable Diseases; Maternal and Child Health; Geriatrics; Nutrition; Hazardous habits; Pollution; Poverty.

Unit – II Measuring the public / community health problems and community response.

Tools of measurement; Morbidity; Mortality; Other health indicators; Sources of health information; Health system; National programs
Unit – III Field exposure to 1 and 2 and preparing an action plan (Practical)

Conducting a cross sectional survey in a community to identify health issues, analyse data, and come up with a report including an action plan.

Course outcome:

1. Students can confidently understand contemporary GBD issues and concepts, such as Life Expectancy, prevalence and incidence rates, and DALYs.
2. Students will be able to critically evaluate our progress in current public global health issues and the SDGs.
3. Students can identify and apply personal and social factors that impede or enhance public health and wellbeing.
4. Students can confidently discuss ethical human rights issues and their impact on public health and global issues.
5. Students gain a clear awareness of the interconnectedness between environmental health and human health and wellbeing.

Global Reports


Textbooks


References


11. SURE Rapid Response: How can the sustainability of a public health (food fortification) program be ensured?

Course Objectives

1. To develop action plan in consultation with agency supervisor
2. To continue practicing the methods of working with individuals and groups
3. To identify and utilize human, material and financial resources
4. To develop process-oriented skills of working with individuals, families, and groups with special reference to social support system
5. To develop skills of observation, interviewing, group discussion and leadership

Course Outcomes

1. Able to understand social work interventions in different areas
2. Able to prepare work plan and its execution
3. Able to form small groups with different age and gender groups
4. Able to apply programme media skills in social work interventions
5. Able to write process-oriented reports and engage in meaningful discussions during supervisory conferences
6. Able to develop the ability to link theoretical learning with practical realities

Course Evaluation

a) Internal assessment
b) External assessment
**Introduction**

Social Work Camp shall be conducted for a minimum period of 5-7 days. The students shall organize and conduct this camp under the direction and supervision of the teaching faculty in a rural/tribal community.

The Rural Camp programme is intended to bring in the living experience of the rural community in view of the social work philosophy and principles. The rural camp facilitates social work trainees to practice and integrate social work in tune with their personal and societal expectations. It provides an opportunity to analyze the regional social system, the approaches, and the strategies of intervention used by the government and non-government organizations.

**Objectives**

1. Understand the rural social system with special reference to a specific poverty group.
2. Provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience.
3. Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
4. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific group.
5. Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and taking on responsibility.
6. Acquire skills in planning, organizing, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
7. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
8. The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
9. Learners should integrate classroom learning with their interventions in the rural camp.

**Rural Camp Requirements (Content):**

1. Rural camp for 5 to 7 days in a rural village or a tribal area.
2. Pre camp preparation: Students must conduct pilot visits to the rural camp areas to identify and select in consultation with faculty in charge of the camp, framing objectives,

4. Implementation: Students will conduct the situational analysis and do needs assessment to plan and implement the programmes. Conduct Baseline survey or need assessment, programme designing, evaluation survey, engaging in community activities (Social Survey, street play, medical camp, awareness programmes, Life Enrichment Education activities, Service activities etc) during the rural camp.

5. Students should prepare a Social Work Camp report and submit it to their respective faculty supervisor.

**Course Outcome**

Rural camp will provide opportunity for students to be sensitive towards the social realities and they also learn functioning of social welfare organizations and individual/group/community-based interventions.

The outcomes are provision of an experience of group living in and with the community, sharing their life and participating with them, opportunity to apply social work methods, opportunities to every student to develop sense of team work, breaking of self-circle or self-centred thinking created by the students and management of programmes and taking on responsibilities.

**Assessment / Evaluation of Rural Camp:** Daily evaluations on the performance of students will be undertaken by the faculty members coordinating camp. A written report on the reflections about the rural camp will also be evaluated.

**Textbooks**


**References**

Introduction

The Peer-to-Peer Mentor program is part of the broader agenda of Amrita Vishwa Vidyapeetham to strengthen - besides subject-specific knowledge - as well 21st century and life skills. The integrated program is divided into two courses which are offered across two semesters.

The first part (5th semester) of the program offers mentoring skills training based on theory and practice. The latter part (6th semester) is its transfer, application and experience in which students are learn on the job through autonomous design and lead tutorials and mentoring sessions at the University.

Our mentor program trains postgraduate students to become professional mentors. The transition from school and home to the University and its campus is for most students a challenge. The new structure is often overwhelming and can cause stress (Wilson & Gillies 2005). The program trains mentors to provide professional support to the first-year students (mentee) by offering information, advice and assistance to organize their start, become orientated, successful and empowered in the system of academia and beyond.
In semester 5 of the program students learn basic mentoring, consultation, intercultural communication and mediation skills as well conceptualization of the work with the mentee and career orientated leadership.

**Applied pedagogical methods:** scaffolding, peer-to-peer teaching, participatory learning, situated learning, transfer

**Cognitive level due to Bloom:** all levels

**Course Objectives**

1. Understand and apply (noviz level) mentoring skills such as consultation, mediation, interpersonal communication, intercultural skills
2. Acquiring tutoring skills such, planning and designing of tutorials-based learning and teaching sciences, public speaking and presentation skills

**Course syllabus**

**Unit I - Theory and practice I:** Consultation and its required skill set

- Theories of professional consultation, practice consultation sessions

**Unit II - Theory and practice II:** Mediation and its required skill set.

- 9 steps approach of professional Mediation
- Practice of conflict management and Mediation process

**Unit III - Theory and practice III:** Inter- and intrapersonal skills fundamental theories empirical research of

- Interpersonal communication (eg active listening, empathetic listening, non violent communication)
- self-reflection, emotion regulation, mindfulness time management and coordination skills

**Unit IV - Working with the mentee:** Conceptualization of the Mentoring process

- Characteristics of Mentoring
- the Mentoring process and its settings
- Mentor and Mentee relationship characteristics (eg possibilities and limitations) Learning to plan and conceptualize the mentoring
Unit V - Special focus: Gender Equality and Women’s Empowerment through Mentoring and Teaching

Students get introduced of gender sensitive mentoring and teaching in formal and non-formal education

Course outcome

1. Student is able to start with mentoring in the next semester
2. Student is able to start with tutoring in the next semester
3. Human resource development
4. Leadership competencies

Textbooks


References


12. References:


| Life skills CIR | 2-0-0 | 2 |

Amrita Program will be followed
## Semester VI

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<td>Foundations of Academic Writing and Research ethics and values 1</td>
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<td>Career Competency course (CIR)</td>
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**Total credits for Semester VI** 24 credits
Introduction

This course will prepare students to

1. Engage with the key tenets of Sustainable Community Development from a Social Work point of view
2. Understand the major approaches of social work that supports SCD.
3. Social Work’s focus on marginalized communities (especially women) and how to understand their needs
4. Understanding a social workers role and functions in a community

Course Objectives

1. Students can define and describe the different schools/fields of social work
2. Students can clearly articulate the meaning and importance of “participatory approaches” and how to understand the needs of a community
3. Students can start to understand how an intervention is designed that incorporates SDGs, community engagement, and converges with national efforts.
4. Students can evaluate case studies and use lessons learned for effective design themselves.

Course Syllabus

Unit I - Different functions of SW

Correctional, medical, psychiatric, school, social welfare policy. Engaging SDGs in approaches to Social Work.

Unit II - Getting to know your community

Approaches to SCD: participatory, bottom-up, engagement practices

To gain knowledge and skills on participatory tools and techniques in community development work such as community entry, surveys, appraisal, awareness building, needs and resource identification, organizing and facilitating, planning, implementation and evaluation. Women’s empowerment as a key component and approach.
Unit III - Case-studies: Focus on marginalized communities, especially women and rural groups.

Study sustainable development intervention case studies to understand key theories, elements, and approaches.

Unit IV - Experiential learning: Creating an intervention

Needs assessment

Intervention design- “Model UN” where peers evaluate the intervention design.

Unit: 5

Course outcome

1. Students can define and describe the different schools/fields of social work
2. Students can clearly articulate the meaning and importance of “participatory approaches” and how to understand the needs of a community
3. Students can start to understand how an intervention is designed that incorporates SDGs, community engagement, and converges with national efforts.
4. Students can evaluate case studies and use lessons learned for effective design themselves.

Textbooks


References

4. “Chapter 2 Community Development and Rural Development Programme” PDF
Introduction

This course is a refresher on some tools needed for good writing. It will help prepare the learner for academic paper writing. Writing is a skill and to learn a skill well, the learner needs to practice. In this course, learners will also watch short video lectures and then practice and discuss what they have learned in class. This will help them to remember the rules they learn in this course when they start writing academic essays. This hands-on, practical course will present interesting and helpful information to help one become knowledgeable, competent, and confident in applying ethical principles to research studies. The knowledge of national and international Ethical Principles and Guidelines, and the sincere and proper application of these to all studies involving humans will safeguard scientific inquiry, the participants and the researchers.

Course Objectives

1. Write more effectively in English: identify the correct verb tenses to use and utilize several different sentence types and express ideas clearly in an academic essay format which helps to write well-developed paragraphs.
2. Understanding historical human rights violations that led to research ethics.
3. Integrate knowledge of international and national research ethics with human participants and to develop the knowledge and ability to apply principles for evaluating research.
4. Having awareness of plagiarism and the skills to avoid it and awareness of power dynamics and need for sensitivity in working with vulnerable populations and to acquire and apply competencies: Informed Consent, Proposal, Knowledge of topic, etc.

Course syllabus

Unit I - Refresher of Grammar

Verb tenses; Singular and plural “s”; Conjunctions; Compound and complex sentences; Adverb clause; Sentence variety; Avoid sentence fragments Punctuation and Upper- vs. Lower Case Letters- Commas vs. semicolons; More uses of commas; Don’t forget the full stop at the end of the sentence!; Upper-case letters at the beginning of the sentence – and for names

Reading academic papers- Speed reading vs. thorough reading; Understanding the contents of a scientific paper; Grasping the most important points of a paper; Summarizing a paper; Looking up unfamiliar words in a dictionary; Interpreting, evaluating and documenting source materials

The Basics of Essay Writing- Structure of an essay: introduction, main body, conclusion; Writing paragraphs; Integrating and paraphrasing sources; Writing compare/contrast essays; Writing cause/effect essays; Writing argument essays; Write your own essay- Final course project: write your own essay; Then correct each other’s essays
Unit II

Why Ethics? An Historical Timeline

Story-telling: An Historical Analysis of Research Human Rights Violations

- 1767 – British lawsuit/surgery
- Nuremberg: The Trials & Code-1947
- Tuskegee Syphilis & Milgram studies
- Japanese scientists: Unit 731
- Thalidomide: 1957-1962
- Stanford Prison Project
- Vulnerable populations
- Protection of human participants

Unit III

International & National Ethical Guidelines

- W Reed Yellow Fever: 5 conditions 1901
- Declaration of Helsinki 1964
- IRBs – 1973
- The Belmont Report 1979 – Respect, Beneficence, Justice

India: ICMR guidelines

Unit IV

Dharma vs Misconduct in Research

- Why research?
- Integrity: Self-awareness, honesty, desire
- 8 Principles - evaluate ethical compliance
- Plagiarism
- Defending your skill level and knowledge of the topic
- Informed Consent:- Information, Comprehension, Voluntariness
- Predatory Journals 2010
Retraction Watch

- Application of Ethics in Research
- Research design
- Theories & sampling
- Vulnerable populations
  - Indigenous Paradigm
  - Disaster Research
  - Gender/class/caste/etc
- Power dynamics & Awareness
- Informed Assent
- Data collection, analysis

Data Storage

Unit V Assimilation & Collaboration

- International collaboration requirements
- Funding Requirements

Course outcomes

1. Developing the habit of using correct English grammar and punctuations, Developing the habit of using upper- and lower-case letters correctly, Being able to write good paragraphs, Being able to string paragraphs into a well-structured essay
2. Why Ethics? Understanding the history of exploitation of humans in research studies and Review of the International and India’s National Ethical Principles (ICMR)
3. Practicing Dharma in research and Interacting with participants: Multiple roles and power dynamics and Plagiarism in its multiplicity of forms

Textbooks


References


Introduction

This course focuses on the interconnectedness of human behavior and environmental sustainability also the source of our current environmental crisis through the lens of environmental psychology.

Solutions to climate change and environmental degradation caused by human activities ultimately boils down to behavior change, to solve the behavioral problems, and create new pro-environmental behaviors, first we need to answer questions like what is environmentally significant behavior...? How behavior is formed...? And what are the most important factors that influence behavior...?. The objective of this course is to equip a student to answer such questions through scientific understanding and critically analysing the existing behavioral models, theories and reflecting on real-life scenarios.

Course Objectives

1. Introduce the foundations of environmental sustainability and environmental psychology
2. To understand the behavioral roots of environmental problems
3. To understand what is pro-environmental behavior
4. Learn about both psychological and external factors that leads to pro-environmental behavior

Course syllabus

Unit I - Basics of environmental sustainability
Concept, definition and importance of sustainability

Unit II - Foundations of environmental Psychology
• Basic concepts and evolution of environmental psychology
Source of our current environmental crisis

Unit III - Thinking critically about Behavior models of Pro environmental behavior
• Rational models
• Norm activation models (Morality)
• Hybrid models
• Important factors influencing behavior

Unit IV - Gender & contextual factors
● Ecofeminism
● Behavior models and gender
  ● Nudge

Unit: 5

Course outcome:

1. Critically review the possibilities and constraints of behavior change strategies to foster pro-environmental behavior in communities
2. Apply behavioral models for the scientific analysis of environment related behaviors
3. Identify lever points or critical components which has the highest influence in environment related behavior in a community

Textbooks

1. The Oxford Handbook of Environmental and Conservation Psychology (One chapter, Chapter 1)
3. Environmental Psychology: An Introduction (7 chapters, Chapter 13 to 19)

References


| FIELD WORK-IV |   | 6 |

Course Objectives
1. To develop ability to analyze the service delivery system: problems and issues in execution and intervention
2. To sharpen capacity for planning organizing and implementing different Programmes for individuals and groups
3. To develop skills and ability to effect changes in individual, group and Community situation and functioning
4. To learn to mobilize clients/beneficiaries to create awareness about needs, problems, resources, rights, responsibilities etc
5. To develop an understanding of Community (structure, needs, self-help system etc.)
6. To improve Skills in Communication and networking with other organizations
7. To develop Skills in report writing and use of supervision

Course Outcomes

1. Able to observe, analyse social realities and impact of Social Work intervention
2. Able to learn to make use of professional relationship and referrals to deal with human problems
3. Able to develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery
4. Able to imbibe the ethics and values of Social Work profession including attributes for the same
5. Able to understand the needs, problems and Programmes for different target groups
6. Able to understand Community as social structure and power dynamics operating in Community setting

Course Evaluation

a) Internal assessment
b) External assessment

| Final project | 4 |

Each student has do a field project within the area of his/her specialization in consultation with the supervisor who will offer continuous guidance to acquire the knowledge and application of research steps. The final evaluation and viva-voce will be held at the end of the semester
| Mentor program 2 Application- Integrated Peer to Peer Mentoring and Tutoring Program II: Transfer, Application and Experience | 2-0-0 | 2 |

Introduction
The Peer-to-Peer Mentor program is part of the broader agenda of Amrita Vishwa Vidyapeetham to strengthen - besides subject-specific knowledge - as well 21st century and life skills. The integrated program is divided into two courses which are offered across two semesters.

The first part (5th semester) of the program offers **mentoring skills training** based on theory and practice. The latter part (6th semester) is its **transfer, application and experience**

in which students are learn on the job through autonomous design and lead tutorials and mentoring sessions at the University.

Our mentor program trains postgraduate students to become professional mentors. The transition from school and home to the University and its campus is for most students a challenge. The new structure is often overwhelming and can cause stress (Wilson & Gillies 2005). The program trains mentors who provide professional support to the first-year students (mentee) by offering information, advice and assistance to organize their start, become orientated, successful and empowered in the system of academia.

**In semester 6** of the integrated program, students transfer and apply their acquired knowledge and basic skills of the previous semester. In semester 6 of the program students plan, conceptualize, coordinate and conduct autonomously mentoring sessions, which includes consultation, intercultural and mediation skills as well career orientated leadership and civic responsibility. The mentoring sessions get monitored and are under supervision by professional faculty members.

**Applied pedagogical methods:** scaffolding, peer-to-peer teaching, participatory learning, situated learning, transfer
Cognitive level due to Bloom: all levels

Course Objective

1. To apply mentoring skills such as consultation, mediation, interpersonal communication, intercultural skills

2. To apply tutoring skills such, planning and designing of tutorials-based learning and teaching sciences, public speaking and presentation skills

Course content

Unit I - Mentoring Theory: Refresher

- consultation
- Mediation
- Interpersonal communication (eg active listening, empathetic listening, non violent communication)
- self-reflection, emotion regulation, mindfulness time management and coordination skills

Unit II - Planning and Conceptualizing

- transfers and applies knowledge of 5th semester plan and conceptualize sessions with mentee
- concept is under a peer review process

Unit III - Transfer and Application

- autonomous mentoring sessions (max 1 hour
- once a week with first year students (max three undergraduates per session)

Unit IV - Supervision of Mentoring sessions

Supportive system of Trained Mentors:

- Professional Supervision
- Peer-to-Peer Supervision

Unit V - Reflection of the Mentoring Experience

Students reflect on their experience
Peer-to-peer feedback,

- case elaborations

- (self-)reflection and improvement

**Course outcome**

1. Student is able to conduct mentoring sessions with first year students
2. Student is able to conduct tutorials with undergraduate students
3. Human resource development
4. Leadership competencies
5. civic responsibility

**Textbooks**


**References**

12. References:

| Career Competency course (CIR) | 2-0-0 | 2 |

Amrita Program will be followed
## Semester VII

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### Academic Paper Writing and Research project 1

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### Foundation of Physical health & Mental health, Child rights and child protection

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### Introduction

The objective of this course is to introduce students the definition of physical health and mental health. To have an understanding on the types of diseases, mental disorders and Health Care in India. To learn the Social Worker’s Role in Physical and Mental Health settings.

The objective of this course is to introduce students to the definition of child, different perspectives of childhood, Parenting, behavior problems, vulnerable children and the role of State, especially the legislative and administrative systems for child protection. In order to build
a context for this vast set of knowledge and skills, this paper offers information about the concepts of needs and rights and an overview of the State systems, the Indian Constitution, child rights principles, and different national and international instruments to ensure the rights of the child.

**Course Objectives**

4. To understand the concept of physical and mental health and the role of Social Worker’s Role in Physical and Mental Health settings

5. To introduce students to the basic concepts of child, child rights and child protection system functioning at various government levels.

6. To understand the concept of vulnerability and vulnerable children by preventing and responding from perspective. To introduce students the various government policies, programmes and schemes provide for care and protection of children

**Course Syllabus**

**Introduction to Physical and Mental Health**

**Unit I**

**Introduction to Physical Health:** Health – Definition, Indicators of health; Health challenges in India; Determinants of health; Social determinants of health; Theories of disease causation: germ theory, epidemiological triad, BEINGS model, theory of web causation, epidemiological wheel theory. Community Based health promotion and health education.

**Unit II**

**Diseases and Health Care in India:** Diseases - Major communicable diseases; non-communicable and chronic disabling conditions; environmental health issues; nutritional deficiencies; Reproduction, Fertility and Contraception; Recent Health issues: Chikungunya, H1N1, Zika, Covid 19 etc. Methods of treatment - Allopathy and Alternative Medicine (AYUSH).

**Unit III**

**Introduction to Mental Health:** Mental Health – Definition, Characteristics; Mental Disorders – Definition, Characteristics; Mental Distress. Myths related to mental disorders; Models of mental disorders; Basic types of mental disorders – Neurosis and Psychosis; Difference between Mental Disorders and Psychiatric Disability; Causes and Features of mental illness; Methods of treatment - Physical, Psychological and Alternative Medicine (AYUSH)

**Unit IV**
Mental Health Organization and Programs in India - National Mental Health Programme; District Mental Health Programme; Mental Health Interventions at Primary, Secondary and Tertiary Health Settings; Trans-cultural Psychiatry.

Unit V:

Social Worker’s Role in Physical and Mental Health settings: Overview to Vulnerability Mapping in Physical & Mental Health – Relevance to social work Gender focused perspectives on physical and mental health Physical Health Settings - Hospital, Community Settings – Urban, Rural and Tribal; Disaster Health Care; Terminal Illness; HIV/AIDS; Accidents and Physical Disabilities, working in pandemic situation. Mental Health Settings: Psychiatric Hospitals, Child Guidance Clinic, Educational institutions, Correctional Institutions, Industries, Alcohol and Substance Use and Suicide.

Introduction to Child Rights and Child Protection

Unit I

Conceptual Clarity on Child and Child Rights- Child; Legal age of children as defined in different laws and programs. Understanding child rights, concept of child rights, child rights and human rights. Understanding rights to survival, protection, development and participation.

Unit II


Unit III


Unit IV
**Child Care & Protection** - Concept, Need, Relevance & Importance. Family, types, role of families in Child Rearing, Change in Families and its Impact on Children, Developmental stages of children and Importance of Understanding the developmental stages of children. Role of Family, Parents and Teachers in Child care and Protection - Effective parenting - Children’s behavior and emotional problems:, Autism, Oppositional Defiant Disorder (ODD), Conduct Disorders Attention Deficit Hyper-activity Disorder (ADHD) Depression, Hyper-activity Anxiety and Related Disorders, Eating Disorders, Learning Disability, Personality Disorders; Character formation. Role of Culture and Traditions in child care and protection

**Unit V**

**Instruments and Services for Child Protection**

Understanding Institutional and non-Institutional services for children (Juvenile Justice(JJ) Act), Introduction to 4 State and non-State Services for Children, Boards and competent authorities Established under laws (e.g. CWC, JJB, DCPU - Protection Officer, NCPCR, SCPCR, etc). Role of Civil society in the Management of Institutions under JJ system. Recent Amendments.

**Course outcome:**

4. Knowledge on the concept of physical and mental health and the role of Social Worker’s Role in Physical and Mental Health settings.
5. Knowledge on Child rights and Child protection and different vulnerable situations of Children

**Textbooks:**

References:

13. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,
22. Rescue and Rehabilitation of child victims, A Report: Department of Women and child development., 2005
27. Rescue and Rehabilitation of child victims, A Report: Department of Women and child development., 2005
28. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,
29. Child Labor: Getting the message across: a manual to strengthen the production and use of information about child labor in Asia, Regional Working Group on Child Labor (
The courses “Advanced Data Analysis I and II” should enable learners to gain enough proficiency in SPSS (Statistical Package for the Social Sciences) software, so that they can perform the data analysis for their research project. Part I of this course will expand on the basic knowledge acquired during their undergraduate studies. Quantitative data analysis methods will be explained in more detail, so that learners will be able to decide which statistical tests they will use for which research question. At the end of the course, they should be able to distinguish between parametric and non-parametric tests and know when to use which. Moreover, learners should become familiar with descriptive statistics and be able to create graphs and tables in SPSS to summarize data. Further, they should be able to apply inferential statistical tests measuring differences between groups, such as Binomial test, Chi-square test, Mann-Whitney U test, t-test, Kruskal-Wallis H test, univariate analysis of variance (ANOVA), and multivariate analysis of variance (MANOVA).
Course Objectives:

1. Gain an in-depth understanding of concepts of quantitative data analysis, such as measures of central tendency and dispersion, levels of measurements, normal distribution of the data, type I and II errors, so that they can be applied in one’s research study
2. Gain the basic skills in SPSS to use it for quantitative data analysis
3. Gain the ability to distinguish between parametric and non-parametric tests and know when to use which
4. Develop more advanced skills in summarizing and presenting data as graphs and frequencies in descriptive statistics using SPSS
5. Know how to measure group differences and test for significance using inferential statistics: Chi-square tests, t-tests, Mann-Whitney U tests, Kruskal-Wallis H tests, as well as ANOVA (Univariate Analysis of Variance) and MANOVA (Multivariate Analysis of Variance)

Advanced Data Analysis I

Unit 1 Basic Concepts of Statistical Significance Tests- Data analysis as part of the research process; definition of data; Review of levels of measurement; Population vs. sample; Normal distribution; Review of measures of central tendency and dispersion

Unit 2 First Steps with SPSS- Variable View vs. Data View; Naming variables in Data Editor; Selecting cases; Recoding the values of variables; Computing a new variable

Unit 3 Descriptive Statistics with SPSS- Purpose of descriptive statistics: summarizing and presenting data; Frequencies: absolute, relative and cumulative frequency; Grouping variables that are at the interval/ratio level; Graphs with SPSS: bar chart, pie chart, histogram; Using SPSS to produce frequency tables; SPSS output for measures of central tendency and dispersion

Unit 4 Null hypothesis \( (H_0) \) and Alternative Hypothesis \( (H_A) \)- Descriptive vs. inferential statistics; Null hypothesis \( (H_0) \) and alternative hypothesis \( (H_A) \); Type I and type II errors; Significance level Alpha \( (\alpha) \); Critical values \( (t, Z) \) and the confidence interval; One-tailed and two-tailed tests of significance

Unit 5 Inferential Statistics Part 1: Measuring Differences Between Groups- Parametric vs. non-parametric tests; The 3 conditions for using parametric tests and how to determine them with SPSS; Measuring differences between groups: Binomial test, Chi-square test, Mann-Whitney \( U \) test, \( t \)-test, Kruskal-Wallis \( H \) test, univariate analysis of variance (ANOVA), multivariate analysis of variance (MANOVA); Using SPSS to explore differences between variables

Advanced Data Analysis II

Unit 1 Inferential Statistics Part 2: Exploring Relationships between Variables – Using Cross-Tabulation and Correlations
● Cross-tabulation

● Correlation (Spearman’s rank correlation and Pearson’s product moment correlation)

● Scatterplots of correlations

● Correlation matrix

● Overview on methods for measuring bivariate relationships according to level of measurement

Using SPSS for correlations

Unit 2 **Inferential Statistics Part 2: Exploring Relationships between Variables – using Regression Analysis**

● Linear regression

● Scatterplot of linear regression with line of best fit

● Multiple regression analysis

Using SPSS for linear and multiple regression analyses

Unit 3 **Effect Size and Test Power**

● What is the effect size?

● Why report the effect size?

● Effect sizes of the different statistical tests; Effect sizes for associations among categorical variables (e.g., Eta-squared)

● Test power

● Using G*Power to calculate test power and the sample size

● Reporting the effect size and test power in a paper

How to report the results of significance tests in APA format

Unit 4 **Validating Measurement Instruments with SPSS**

● Avoiding error in measurement

● Testing for validity (concurrent vs. discriminant validity)

● Testing for reliability (Cronbach’s Alpha)

Performing factor analysis to confirm subscales
Unit 5 **Writing a Research Paper**

- Why write a research paper
- Major components of a research paper: title, abstract, introduction, theoretical background, objectives, hypotheses, methods, results, discussion, conclusion, acknowledgements
- Publication of research results as a goal of social work practice
- Writing for peer-reviewed scientific research journals

Journal selection and the process of publishing a journal article

**Course outcomes:**

1. Gain an in-depth understanding of the basic concepts of statistical significance tests, such as levels of measurement, measures of central tendency and dispersion, the normal distribution, significance level Alpha, as well as Type I and Type II Errors
2. Know how to apply statistical tests for hypothesis testing
3. Gain insights into the use and interpretation of quantitative statistical analyses with SPSS
4. Develop the skills to use SPSS to summarize and present data, as well as to do inferential statistical tests for measuring differences between groups

**Textbooks:**


**References:**


Introduction

This course focuses on the conceptual and analytical framework to the society and provides critical understanding on the social-political systems. Understand the 'Social problems' such as illiteracy, poverty, unemployment, corruption, population growth, environmental pollution, crime, alcoholism and drug. This course will explore the ways in which such social problems become defined and emphasize on things like the causes of social problems, consequences, and solutions.

Course Objective

1. To understand the basic sociological concepts and notions of society

2. To provide insight into the present social problems and their magnitude and impact of social problems on social life and Politics in India

3. To understand the various Contemporary Sources of Social Change
Unit I Introduction to Society:

Unit II- Social Stratification and Social Change:
Modernization, Globalization, Social Reforms: State and Civil Society Induced Social Reforms; Revolts/Rebellions, Movements, Revolution, Satyagraha. Social change: Concept, Definition and Factors leading to Social Change.


Unit III- Social Problems:
Untouchability, Slavery, Beggary, Child Marriages, Problems of – ST, NT, DNTs and other invisible communities; Problems of Industrial Workers; Gender Based violence; Single Women Headed Households; Drugs & Substance Use; Old Age; Disability; Corruption and Intolerance.

Unit IV- Democracy and Politics in India –
Modern Day Approach to Social Development, Role of Welfare State, Role of Market; Neo-liberalism, Millennium Development Goals/Sustainable Development Goals; UN-Human Development Reports.

Unit V- Contemporary Sources of Social Change
Contemporary Developments in Indian Politics – Caste (the Rise of OBC), Non-Party Political Formations, Regional Imbalances and Emergence of Regional Parties, Right to information as a democratizing force of social change; Communication and Technology induced change, Influence of liberalization, privatization & globalization (LPG) on Vulnerable groups.

Text books

Course title: Academic Paper writing and Research project 1  
Credits: 4

This course is the first part of a year-long course which aims at teaching postgraduate students who are not native speakers of English the skills to write academic papers successfully. After completing the first part of the course, learners should be able to use English accurately and effectively, while writing in an academic style and format. Moreover, they will learn correct citing and referencing and how to avoid plagiarism. Without academic writing skills, students often produce written assignments which make them seem to lack the abilities of critical thinking and logic. This problem can be solved if students develop adequate academic writing skills.

This course is to help with the smaller steps within the larger ones. We will learn and practice (hands-on experience) such things as taining competency in writing skills including punctuation, referencing, and understanding the different parts of a research paper, how to read a research paper, appreciating the Literature Review, and aspects of plagiarism and how to transcend it. You will learn not only from instructors, but from each other as we give each other feedback on each step. What you learn here can be applied to your other courses as well, helping you to perform at a higher level.
Course Objective:

1. Knowledge on Research Problem formulation
2. Understanding the Literature Review; Research and Writing: How to use proper references and citations and gaining citing and referencing skills
3. Understanding how academic paper writing is different from other forms of writing
4. Knowing how to avoid plagiarism and to develop the ability to write in a clear, accurate, concise and objective way

Course content:

Academic Paper writing

Unit I Background to Academic Writing- What is academic writing?; Purpose of academic writing; Features of academic writing; Scientific research papers

Unit II The Writing Process- Finding suitable sources to read: online search, books, reference lists of other papers; Using bibliographical tools, e.g. Zotero or a simple excel table; Reading critically; Planning what you will write; Drafting an outline; Advanced academic essays: writing introduction, main body and conclusion, while adding support from outside sources; Writing in paragraphs; Re-writing and proofreading

Unit III Citing and Referencing- Identifying relevant sources; Integrating sources; Citing authors: in-text citations; Quoting; Reference lists;

Unit IV Avoiding Plagiarism- What is plagiarism?; Acknowledging sources; Summarizing; Paraphrasing sources effectively; Avoiding self-plagiarism

Unit V Format and Style of Academic Writing- Components of academic style; Being concise; Being objective; Accurately using spelling, punctuation and grammar; Formatting of academic papers.

Research project 1

Unit I Why Research? Scientific Inquiry from the beginning of time
- Storytelling: how did inquiry about life start? Example:
  - Rishis
  - Epidemics-Bubonic Plague
  - Surgery infections

Unit II Basic writing tools
- Punctuation for English writing
- Proper vs improper referencing
Proper vs improper citing of references
Using references in all class presentations
How to write a paragraph

Unit III Literature Review

- Learning to read a research paper
- What are the parts of a research paper
- What is the purpose of the literature review?
- What is included in the methodology

Unit IV Plagiarism & Retractions, Part I

- Different forms of plagiarism
  - From writing to stealing entire papers
- Paraphrasing, Summarizing, and Quoting
- Retraction of papers and journals

Course outcomes:

1. Understand the purpose and meaning of research and How to read a Research Paper
2. Understanding and appreciate the value of the Literature Review and Knowledge about plagiarism: what it is, consequences, and have tools to avoid it
3. Have basic writing tools including proper punctuation, paragraph composing, and proper referencing and citing for Research Papers and presentations

Textbooks:


References:

5. Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. Sociology of health & illness, 16(1), 103-121.
Introduction:

Concurrent Field Work is an integral component of Social Work curriculum, as it connects the students to the realities of social issues, marginalization and vulnerabilities various sections of the society. The field work would enhance the capacity of the students to interact and intervene with clients/ groups/ community. The students have to undergo Field Work Training two days a week/15 hours of field work training in all the semesters.

In the first semester the students are introduced to basic concepts of field work with an orientation about the types of setting where the students can undergo fieldwork. Afterwards the students will be placed in selected setting where they have to try basic methods of social work.

Course Objectives:

1. Understanding a community in terms of its geographical, social, economic and political systems, power structures and their inter-relationships based on the theoretical understanding obtained from the courses in the semester.
2. Understanding the values and code of ethics of professional social work practice and familiarize with the principles of social work.
3. Understand and empathize with the living conditions and the problems of the rural/urban communities.
4. Understand and appreciate the culture, norms, and values of the community across varied sections of the society.
Course Outcomes:

1. Demonstrate professional rapport building skills with the people in the community.
2. Develop understanding of the assumptions, principles, phases, and models of community organization.
3. Demonstrate skills in report writing and documentation of practice.
4. Knowledge of the structure and function of the decentralized governance system and various institutions in the community.

Course Evaluation:

a) Internal assessment

b) External assessment

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Amrita Program will be followed
Foundation course only for lateral entry

Semester 7

| Foundations of social work practice | 4-0-0 | 4 |

Introduction:
This course aims on introducing all types of social work practice—directly with individuals, families or small groups; with and in organizations and communities, and in the administration of social work programs and institutions—hold in common fundamental purpose, values, knowledge, processes and skills. This course provides substantive foundation content in all of the social work areas, ensuring adequate and consistent preparation for more advanced work.

Course Objective:
1. To introduce students’ basic concepts on social work and related concepts, methods and fields of social work.
2. To understand the basic values and principles of social work.
3. To understanding the contributions of social reformers for the profession of social work in India

Course content:

Unit II: Principles, Values and Professional Ethics - Principles of Social Work Practice. Importance of Ethics in professional social work, identifying the values of the social work
profession; an approach to dealing with ethical dilemmas. Declaration of Ethics for Professional Social Workers in India - Gender Sensitization in Social Work.


Course outcome

1. Understand basic concepts, methods and principles of social work profession
2. Understand the various social work intervention settings for practice and professional growth and development
3. Understand the basic Indian philosophy and its relation to social work

Textbooks:
3. Misra P.D. Social Work: Philosophy and Methods, Inter-India Publications. 1994

References
Introduction:

Social casework and group work, as instructed and practiced in India nowadays, is caught on as an approach to assist people. As a method of social work profession, it seeks to assist people in an orderly way based on information of human conduct and different tested approaches.

Course Objective:

5. To build knowledge about case work and group work as method of social work

6. To understand the scope of case work and Group work as a means of Social Work intervention

7. To develop the ability to critically analyze problems of individuals and families and factors affecting them.

8. To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work.

Unit 1 Working at individual level/Social Case Work

Definition, objectives, scope and relevance to other methods of social work. Philosophical assumptions and case work values; Historical development of social case work; Importance and scope for working at individual and group level.

Working at group level/Social Group Work

Definition, characteristics, nature, objectives, purpose and principles; Types and structure of groups; Historical evolution of group work with special emphasis on the Indian context.

Unit 2 Nature of problems, values and principles
Principles of social case work. (Beistic’s Principles to be followed) Types of problems faced by individuals and families; Components of social case work; Process of social case work. (seven step planned process).

**Unit 3 Theories, approaches, models and group development**

Theories in Groups: Rational theory, behaviour theory and reality theory. Models - Mutual aid, cognitive model, social goal model, remedial, reciprocal and self help groups; Stages of group development. Process of social group work. Leadership; Role of social group worker; Recording in social case work and social group work.

**Unit 4 Tools and Techniques of working at individual and group level**
Tools: Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques: counseling, supportive, resource enhancement.

**Unit 5 Fields of Social Work practice**

**Course outcome:**

6. Gained knowledge on application of social case work and group work method in different setting.
7. Develop appropriate skills and attitudes to work with individuals and families.
8. Develop ability to reflect on ‘Self’ as person and grow as a professional social worker
9. Articulate clearly about the role of social case worker and social group worker
10. Relate social case work and social group work with other methods of social work.

**Textbooks:**


SUGGESTED READINGS:
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<td>Rural Camp</td>
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Introduction

This course introduces the students social policy and to critically understand the concept of, content and process of social welfare policy, social development and to identify linkages between social needs, problems, development issues, policies. The learner will gain knowledge on the various welfare policies for the various vulnerable populations in India. This course will enrich the learners knowledge on Civil Society Organizations, the various laws for the effective administration of the civil society organizations.

Course Objective:

5. To gain knowledge of policy analysis and the policy formulation process.
6. To study and acquire skills in critical analysis of social policies and development for the various vulnerable populations.
7. To study the role of civil societies and various laws for the effective administration of the civil society organizations.

Course Syllabus

Unit I: Social Welfare Policy- Concept, meaning, definition, need, evolution, constitutional base, sources and instrument. Approaches to social policy; unified, integrated and sectoral. Social welfare; Meaning, concept and importance, evolution of social welfare in India.

Unit II: Social Welfare Policies and Programmes for Various Populations- Scheduled sastes (SCs) and schedule tribes (STs), other backward classes (OBCs), religious and linguistic minorities, women, children, older persons and persons with disabilities (PWDs), transgender, mentally Ill persons, refuges, Substance Use, internally displaced persons (IDP) and project affected persons (PAPs).

Unit III: Social Welfare Administration- Definition, meaning, concepts, scope, task, functions, skills, principles and areas. Evolution of social welfare administration in India. Administrative setup & functions; centre level, state level, & local level.


Course outcome
1. Knowledge of policy analysis and the policy formulation process.
2. Acquire skills in critical analysis of social policies and development for the various vulnerable populations.
3. Understand the role of civil societies and to learn the effective administration of the civil society organizations.

Text Books
Introduction

This course will build the knowledge of the learners on the understanding of the human growth and development, the various theories on the human development. This course will helps the learners to understand the human problems and their various needs on psychosocial perspectives. The course will build knowledge of the learners on the concept of counseling and the different techniques, skills required for a counselor.

Course objective

1. To understand the human growth and development.

2. Knowledge on understanding the problems of the individual on psychosocial perspective

3. Knowledge on counseling and the various skills and techniques of counseling.

Course Syllabus

Unit I: Human Development and Behavior: Life span, Maturation, Learning; Stages in mental development: Pre-natal, Infancy, and Babyhood, Early childhood, Late Childhood, Puberty, Adolescence, Adulthood; Social Perception – attitude, prejudice, stereotyping, group behavior; Theories of learning

Unit II: Psycho-Social care: Conceptual clarity, definition, significance, scope of psycho-social care in professional social work, Identification of Psycho-social needs, individual, family and societal levels, Psycho-social intervention among individuals, groups and community level. Skills and techniques in providing psycho-social care

Unit III: Psycho-social Assessment and Care: Variety of settings and situations: Disasters/migration/displacement/emergencies, HIV/AIDS, Neurological disorders, Pain & Palliative care, Substance Use, Marital and family life, Life style diseases, Children in difficult circumstances, Elderly

Unit IV: Counseling Concepts and Stages: Concept and definition, elements, characteristics, goals, Historical evolution as a profession, Scope and Significance, Client Counselor Relationship, skills in counseling, Qualities of a counselor, characteristics of the client, Values and professional ethics in counseling, checklist for a counselor. Dos and Don’ts in counseling. Lay counseling. Stages in counseling - Getting started - Introductory talk - Identifying the issues - Facilitating expression of feelings - Practical plan of action - Implementing the plan - Evaluation and termination.
**Unit V: Techniques and Settings:** Techniques of Counseling: Ventilation, Empathy, Listening, Explanation, Re-assurance, Externalization of interest, Recreation & Relaxation, Improving Problem Solving skill, Change of attitude/life style, encouraging Healthy Defense Mechanisms: Sublimation, Altruism & Humor, reinforcement, getting others support. Counseling in various settings

**Course outcome**
1. Knowledge on human growth and development.
2. Understanding the individual on psychosocial perspective.
3. Skills on counseling and the various techniques of counseling.

**Suggested Readings:**
Introduction:

Conducting research in the social sciences can be a very rich, meaningful, and fulfilling experience. It involves multiple, systematic steps taken in a logical order. The purpose is to bring one to a deeper level of understanding about a particular question that has not yet been fully understood by science. When we take a research project step by step, and fully focus on each step, then the process becomes an easy, very gratifying, and exciting experience. As you learn to do each step well, you can congratulate yourself for that success! These successes add up. This course is to help with the smaller steps within the larger ones. We will learn and practice (hands-on experience) such things as the importance of human rights in research, how human rights violations led to Ethical Guidelines for research, the importance of a strong Research Question and its role in every aspect of the study, using ethical guidelines to construct the study, and how to avoid plagiarism.

Course Objective:

1. Why Research? Human rights in research studies
2. Understanding the Research Question: Development and formulation
3. Plagiarism II – review and reinforce positive writing/research practices
4. Acquiring basic writing skills: Review your skills
5. What are different types of interview questions

Course syllabus

Unit I: Why Research? Scientific Inquiry from the beginning of time
- Storytelling:
- What are human rights?
- Human rights violations in research with humans
  - Nuremburg Trials
  - Nuremberg Principles
Tuskegee study

Unit II Review: Writing Skills
- Review of writing a good, solid paragraph
- Using proper punctuation in your papers
- Using proper reference guidelines
  - APA, Vancouver, etc
Summarize, paraphrase, quote
Unit III  The Research Question

● What do I want to know more about and why?
● Types of questions
● How to properly formulate the RQ in your study and title
● Keeping the focus:
  o Is the RQ reflected in your literature review?
  o ….in your methods?
  o ….in your data tools?
  ….in your results?

Unit IV  Research Misconduct vs Trust and Integrity

● Good ethics & integrity brings self-confidence and success
● Falsification in research
● Fabrication in research
● Why are trust and integrity important?
● Case Studies: morning sickness medication & pharmaceutical pressure
  Baby formula for LMIC mother

Unit V  Plagiarism and Retractions

● Different forms of plagiarism
  o From writing to stealing entire papers
● International Watchdog: Retraction Watch
  Retraction of papers and journals

Course outcomes:

1. Understand the purpose and meaning of research and formulating research questions
2. Knowledge about plagiarism: what it is, consequences, and have tools to avoid it
3. Have basic writing tools including proper punctuation, paragraph composing, and proper referencing and citing for Research Papers and presentations
4. Understanding and choosing from various types of questionnaires for your RQ
5. Be able to create well-structured interview questions
6. Be able to conduct a focus group

Tutorial Links

Purdue Writing Lab:  https://owl.purdue.edu/owl/purdue_owl.html

The Writing Center:  https://writingcenter.gmu.edu

Scribbr:  https://www.scribbr.com
Textbooks:


References:

18. Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. Sociology of health & illness, 16(1), 103-121.
Introduction

Having gained knowledge and understanding from the previous semester field work, the students are expected to improve their practice skills in different settings. They get an opportunity to work with children, women adults, or elderly in the community. They are also involved in planning and developing programmes in the field.

Course Outcomes:

1. Opportunity to work with children, women adults, or elderly in the community.
2. Involved in planning and developing programmes in the field.
3. Organized awareness program in field work organization.
4. Intervention with client to solve the problems.

Course Evaluation:

a) Internal assessment
b) External assessment
Introduction

Social Work Camp shall be conducted for a minimum period of 5-7 days. The students shall organize and conduct this camp under the direction and supervision of the teaching faculty in a rural/tribal community.

The Rural Camp programme is intended to bring in the living experience of the rural community in view of the social work philosophy and principles. The rural camp facilitates social work trainees to practice and integrate social work in tune with their personal and societal expectations. It provides an opportunity to analyze the regional social system, the approaches, and the strategies of intervention used by the government and non-government organizations.

Objectives

1. Understand the rural social system with special reference to a specific poverty group.
2. Provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for one's own group and those for local people. It also helps develop skills in carrying out, evaluating, and reporting the experience.
3. Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
4. Develop the capacity to critique the interventions of both voluntary organizations and government agencies in relation to the specific group.
5. Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and taking on responsibility.
6. Acquire skills in planning, organizing, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
7. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
8. The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
9. Learners should integrate classroom learning with their interventions in the rural camp.

Rural Camp Requirements (Content):

6. Rural camp for 5 to 7 days in a rural village or a tribal area.
7. Pre-camp preparation: Students must conduct pilot visits to the rural camp areas to identify and select in consultation with faculty in charge of the camp, framing objectives,

9. Implementation: Students will conduct the situational analysis and do needs assessment to plan and implement the programmes. Conduct Baseline survey or need assessment, programme designing, evaluation survey, engaging in community activities (Social Survey, street play, medical camp, awareness programmes, Life Enrichment Education activities, Service activities etc) during the rural camp.

10. Students should prepare a Social Work Camp report and submit it to their respective faculty supervisor.

**Course Outcome:**

Rural camp will provide opportunity for students to be sensitive towards the social realities and they also learn functioning of social welfare organizations and individual/group/community-based interventions.

The outcomes are provision of an experience of group living in and with the community, sharing their life and participating with them, opportunity to apply social work methods, opportunities to every student to develop sense of team work, breaking of self-circle or self-centred thinking created by the students and management of programmes and taking on responsibilities.

**Assessment / Evaluation of Rural Camp:** Daily evaluations on the performance of students will be undertaken by the faculty members coordinating camp. A written report on the reflections about the rural camp will also be evaluated.

**Textbooks:**


**References:**


Amrita Program will be followed

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Amrita Program will be followed

Foundation course only for lateral entry

**Semester 8**

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<thead>
<tr>
<th></th>
<th>Foundations of social work methods and fields-II Community development and social action</th>
<th>4-0-0</th>
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</table>
Introduction
This course aims at bringing better understanding of community organization and social action as a method of social work. Further, the course would also help the student to understand the relation of Community organization and social action with other methods of social work like casework, group work, community organization, social welfare administration and social work research. The Students need to know the community power structure to practice community organisation method, which is used for empowering people for their development. The details are provided for social work students to understand and practice community organization effectively.

Course Objectives
1. To understand the different aspects of a community, its functions and problems, critical elements of community organization process
2. To enhance critical understanding of models and strategies for CO.
3. To develop attitudes conducive to participatory activities for a civil society, various techniques and skills of community organization & social action and to develop the basic skills to apply those in the community.

Course syllabus
Unit: 1 Understanding Community
Conceptualization and definitions, characteristics, types and functions. The concept of power and community power structures. Community-level decision making. Leadership: Definitions, types and qualities.


Unit: 3 An Overview of Theories and Models to Community Practice


Unit: 5 Social Mobilization and Political Mobilization
Conceptualization, interactive process of social mobilization. Political mobilization as a social action strategy. Guiding principles for social mobilization. Cases related to political mobilization in India.

**Course outcome:**

6. Apply basic knowledge about methods, tool, techniques and skills necessary for social work practice
7. Understand the community and basic methods of Community organization
8. Understand values and principles of the community organization.
9. Understand various Knowledge on Theories and Models to Community Practice
10. Understand and learning Social Mobilization and Political Mobilization through community engagement

**Textbooks:**


**References**

## Semester IX

<table>
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<tr>
<td></td>
<td>Project Formulation and Management</td>
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Social Legalization for vulnerable groups  

<table>
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<tr>
<td>Social Legalization for vulnerable groups</td>
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</table>

**Introduction**

Social Work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. The legal awareness and functioning of the legal system in the country is essential for a social work professional in their
practice. This course will help the students to gain understanding constitutional remedies, PIL and provisions of various significant legislations in India

**Course Objectives**

4. To understand the basic concept of Judicial system, constitutional safeguards to vulnerable sections.
5. To know the Legislation for the protection of women, children Socially disadvantaged groups in India
6. To develop in students the necessary legislation knowledge to practice Social work

**Course Syllabus**

**Unit I: Introduction to Constitution of India and Social Legislation**

Brief introduction to the Indian Constitution, Fundamental rights, Directive principles of state policy, Constitutional remedies (Writ Petitions and PILs); Human rights, Citizens’ rights against police; Structure of Indian judicial systems & reforms therein (including Lokadalats etc), Social Legislation as instrument of protection of vulnerable sections of the society and for furthering social reforms

**Unit II: Laws Related to Children**

**Unit III: Laws Related to Women**

**Unit IV: Laws Related to Socially Disadvantaged**

**Unit V: Laws for Social Change**

5. Familiarize with the important provisions of Constitution
6. Know about the various legal provisions for vulnerable section of the society.
7. Practice in application of knowledge about RTI, PIL etc. as tools for social change

**Text Books**
1. Bare Acts of relevant legislations

**Suggested Readings:**

This course provides an exposure to the essentials i.e. the project management language, frameworks and the way of successful project leaders in order to increase the success of an organization or an individual across domains and settings. The learner will learn the concept of project management are universal and can be observed anywhere there is an organised activity, in every organization across various settings. Project management principles, tools and methodologies are essential to the success of an organization and long-term future.

Course Objective:

4. Knowledge to assess needs, formulate and coordinate projects and programs required for the success of an organization.
5. Knowledge on Work Breakdown Structure, Scheduling Tools
6. At the end of the course, students will be able to formulate project, design project budget, create work breakdown structure, identify and manage risks.

Course Syllabus

Unit I: Project Management- An overview of concepts and processes organizations and work; operations, understanding project, project life cycle, project management process; Activities, output, outcome, deliverables, performance indicators and evidence.

Unit II: Planning- Basic steps; strategies and planning, preparing the pre-planning stage; Mission and Vision statement; SWOT analysis; situation assessment, identification of critical issues; contents of a strategic plan; characteristics of an effective annual operating plan, implementing strategic plan.

Objective Oriented Planning: Logical Framework Approach; analysis of the project context; stakeholder analysis, problem analysis, objective analysis, plan of activities, resource planning, risk analysis and risk management.

Unit III: Conceptualizing and Initiating a Project- Setting goals and securing commitment; the project goal, developing goal statements, setting budget goals; time and money, managing conflicts, creating goal commitment.

Unit IV: Work Breakdown Structure, Scheduling Tools- Gantt Charts; PERT/CPM Networks; project control, purpose, processes; periodic control techniques, preventive control techniques, cost control, monitoring, midterm evaluation and end term evaluation, providing components and indictors for evaluations.

Project completion and review; improving project performance, steps for project completion, learning before doing, learning after doing, carrying out reviews.
Unit V: Leadership in Project Management - Essential characteristics of good project leader, managing teams in projects, training for staff in social welfare projects; Communicating risk, essential characteristics of effective communication; Public relations.

Case presentations on successful proposal & preparing a project proposal for funding organizations.

Course outcome:

6. Design a project based on the need, impact, resources required, and risks
7. Identify the funding sources, project requirements constraints of a project and create risk mitigation plans
8. Manage stakeholders of a project.

Textbooks:

5. Project management by Adrienne Watt

Suggested Readings:


| Introduction to Disaster Management and vulnerability reduction | 3-0-0 | 3 |

Introduction
The course focuses on disaster, causes of disasters and impacts. The course enables the student to learn different areas of disaster management, models and mitigation strategies. Disaster management course further covers various policies, programs, administrative actions and operations undertaken to address natural or man-made disaster through preparedness, mitigation, response, and recovery.

**Course objectives**

4. To understand the definitions of disaster and disaster management and knowledge on Impact of disasters
5. To understand Disaster Prevention and Mitigation, the Processes of disaster mitigation and disaster management
6. To understand about role of social workers in disaster management

**Unit 1 Nature of Hazards and Disasters**

Understanding of disasters. Impact of disasters, Relationship between disasters, vulnerability and development: Challenges of disasters, Geographic location of countries and repeated occurrences of natural disasters; Disasters Profile- Global, National, State wise scenario of disasters.

**Unit 2 Actors influencing vulnerability**

Understanding vulnerability: historical factors, geography, gender, age, health, social exclusion, proximity to the possible hazardous event, demography/ population density, cultural perceptions (myths) about the occurrence of disasters/ public education and awareness of the hazard, existence or non-existence of early warning systems and levels of communication. Vulnerability reduction. **Frameworks to understand vulnerability**: The double structure of vulnerability – Capacity and Vulnerability Analysis - The Pressure and Release Model – The Access Model - The Sustainable Livelihood Approach – The BBC Framework.

**Unit 3 Participatory approaches in disaster management**

Participatory Vulnerability Analysis/ Participatory Assessment of Disaster Risk; Community based capacity mapping and analysis. Participatory approach and accountability. **Disaster Response**: Role of GOs/INGOs/NGOs/CBO’s in disaster response and recovery programmes, Role of media in disaster response.

**Unit 4 Disaster Prevention and Mitigation strategies**

*Development planning for prevention and mitigation*: Urban planning – land use, building codes and standards; Rural development – food security, sustainable/alternative livelihoods, drought mitigation; Coastal Zone Management and Hill range development.

**Unit 5 Disaster Management in India:**
Disaster Management - concept, meaning, history, organisational and legal dimensions; An analysis of disasters in India (date of event, cause of event, extent of event, damage caused, size of event, recurrence interval, source of information and response of different communities).

Disaster management - interventions/programmes in different disasters - Role of PRI’s and community participation, Role of international agencies, national and regional level organisations, NDMA, SDMA,CBOs and other local level mechanisms. Disaster management in the Five Year Plans. The National Disaster Frameworks: The Disaster Management Act and Code; Early warning systems established in India. Role of social workers in Disaster Management.

Course Outcome:

5. Basic knowledge about the concept of the disaster, causes and impact of the disaster, major challenges of disaster management.
6. Understand various factors that lead to vulnerability and express ability to critically analyse different theoretical models related to the vulnerability.
7. Understand the community-based interventions and role of participatory approaches in the areas of Disaster management.
8. Understand existing institutional systems in India, legal framework and the role of the social workers in the area of disaster management

Text books :
4. John Birkmann, United Nations University Press, Japan 2006 Measuring vulnerability to Natural disasters- Towards disaster resilience societies (1 to 198)
6. Disaster Management: A status report, Govt of India, 2005

Reference:

5. Disaster Management In India, Ministry of Home Affairs, Government Of India, 2011

Specialization 2 Credit 3
Introduction:

Conducting research in the social sciences can be a very rich, amazing, and fun experience. It involves multiple, systematic steps taken in a logical order. The purpose is to bring one to a deeper level of understanding about a particular question that has not yet been fully understood.
by science. When we take a research project step by step, and fully focus on each step, then the process becomes an easy, very gratifying, and exciting experience. As you learn to do each step well, you can congratulate yourself for that success! These successes add up. This course is to help with the smaller steps within the larger ones. We will learn and practice (hands-on experience) such things as what is included in the Methods of a Research Paper, choosing best data collection tools for your study, how to choose or create quality questionnaires, creating your own interview questions that draw the relevant information, and what components make a good focus group. You will learn not only from instructors, but from each other as we give each other feedback on each step. What you learn here can be applied to your other courses as well, helping you to perform at a higher level.

**Course Objective:**

1. Obtain a clear understanding of the Research Methods
2. Ability to choose the most effective data collection tools for your research
3. Understanding differences in various types of questionnaires
4. Understand the true focus group: a systematic approach

**Tutorial Links:**

**Purdue Writing Lab:** [https://owl.purdue.edu/owl/purdue_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

**The Writing Center:** [https://writingcenter.gmu.edu](https://writingcenter.gmu.edu)

**Scribbr:** [https://www.scribbr.com](https://www.scribbr.com)

**Textbooks:**


**References:**

5. Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. Sociology of health & illness, 16(1), 103-121.

| Tutorial Program 1 - student teaching | Peer-to- Peer Tutoring Program I: Theory and Practice | 2 |

Introduction and program overview:
The Peer-to-Peer Mentor program is part of the broader agenda of Amrita Vishwa Vidyapeetham to strengthen - besides subject-specific knowledge - as well 21st century and life skills. The integrated program is divided into two courses which are offered across two semesters.

The first part (5th semester) of the program offers a **tutor skills training** based on theory and practice. The latter part (6th semester) is its **transfer, application and experience** in which students are learning on the job through autonomous design and lead tutorials and mentoring sessions at the University.

**Our Tutoring program** trains postgraduate students to learn the art of teaching and learning to offer classes for undergraduate students. Undergraduate students can feel overwhelmed within their studies (ACHA 2007). Peer-to-Peer teaching can be an effective pedagogical approach to promote learning (Molina & Alegre 2020) and learn different skills (Stigmar 2016). **Formal peer-to-peer tutorials** at the B/MSW of Amrita are utilized to **support learning for undergraduates in respect to the core courses**. In semester 5 of the program students learn fundamental **theories of learning sciences, tutoring skills as effective communication, presentation skills, a variety of pedagogical teaching and learning techniques and technological teaching formats**.

**Applied pedagogical methods**: scaffolding, peer-to-peer teaching, participatory learning, situated learning, transfer

**Cognitive level due to Bloom**: all levels

**Course Objective:**
1. Understand and apply (noviz level) mentoring skills such as consultation, mediation, interpersonal communication, intercultural skills
2. Acquiring tutoring skills such, planning and designing of tutorials-based learning and teaching sciences, public speaking and presentation skills

Course content:

Unit 1 Theory Learning and teaching sciences - Theory
- Overview of fundamental learning and teaching theories
- focus on adult learning cognition
- focus on teaching theories

Unit 2 Tutor skills: required skills for a tutor
- effective communication skills,
- presentation skills
- design and conceptualizing of a pedagogy driven syllabus/educational program

Unit 3 Tutor’s toolkit: Practice of different pedagogical teaching techniques
- a pool of pedagogical techniques based on empirical research to practice and conduct different techniques

Unit 4 Special focus: Gender Equality and Women’s Empowerment through Mentoring and Teaching
- gender sensitive mentoring and teaching in formal and non-formal education

Unit 5 Innovation in Tutoring: technology based tutoring
- integrate technological solutions into the syllabus in different modi:
  - online, blended, distant, games,
  - Simulations e.g. VR,
  - Drones

Course outcome:

1. Student is able to start with mentoring in the next semester
2. Student is able to start with tutoring in the next semester
3. Human resource development
4. Leadership competencies
Textbooks:

4. References: Minimum 10 references

References:


Introduction

Having gained knowledge and understanding from the previous semester field work, the students are expected to improve their practice skills in different settings. They get an opportunity to work with children, women adults, or elderly in the community. They are also involved in planning and developing programmes in the field.
Course Objectives:

1. Identify structured welfare development agencies for the welfare of children, women, the aged, the physically challenged, the chronically ill and so on within the given community, and try to work with one or a few of them in the application of the methods, and to understand the functioning of such agencies within the community.
2. To identify the importance of professional values and ethics in social work practice.
3. Understand the functioning of a structured setting/agency.
4. Understand in depth the application of Social Work methods in dealing with individuals (case work), groups (group work) and communities (community organization).

Course Outcome:

1. Develop the ability to do interventions ensuring clients’ participation.
2. Develop skill in writing academic articles based on practice experience.
3. Develop the skill in recording

Course Evaluation:

a) Internal assessment
b) External assessment

| Career Competency course III (CIR) | 2-0-0 | 2 |

Amrita Program will be followed
## Semester X

<table>
<thead>
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<td>Specialization 4</td>
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<td></td>
<td>Research project 4 (Thesis)</td>
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<td><strong>Tutorial program 2 - student teaching</strong></td>
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<td>Field work</td>
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<td><strong>Total credits for Semester X</strong></td>
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**Introduction**

This course will enrich the knowledge on corporate social responsibilities and the various laws in planning and implementation of CSR. The learner will learn the planning and implementation of development projects as mention in CSR laws in India.

**Course objective**

1. To understand the CSR, its evolution and the structure of CSR.
2. Planning and implementation of projects as mentions in laws.
3. The role of social worker in planning and implementation of projects as mentioned in Section 135 of the Companies Act, 2013

Course syllabus

Unit I: Understanding CSR - Evolution, importance, relevance and justification. CSR in the Indian context, corporate strategy. CSR and Indian corporate.

Unit II: Structure of CSR - In the Companies Act 2013 (Section 135); Rules under Section 13; CSR activities, CSR committees, CSR policy, CSR expenditure CSR reporting; Policies; Preparation of CSR policy and process of policy formulation; Government expectations, roles and responsibilities.

Unit III: CSR and Social Work - CSR practices in domestic and international area; Role and contributions of voluntary organizations to CSR initiatives. Role of implementation agency in Section 135 of the Companies Act, 2013. Effective CSR implementation. Role and expectations of social worker in CSR programmes.

Unit IV: Project Management in CSR initiatives - Project and programme; Monitoring and evaluation of CSR Interventions. CSR Documentation and report writing. Reporting framework, format and procedure.

Unit V: Models of CSR - Business Model, Social Marketing, Crowd funding, Social Entrepreneurship – Case studies.

Course outcome:
1. Knowledge on corporate social responsibility.
2. Knowledge on the effective planning and implementation of projects as mentioned in Section 135 of the Companies Act, 2013

Text books

References
Introduction:

Conducting research in the social sciences can be a very rich, amazing, and fun experience. It involves multiple, systematic steps taken in a logical order. The purpose is to bring one to a deeper level of understanding about a particular question that has not yet been fully understood by science. When we take a research project step by step, and fully focus on each step, then the process becomes an easy, very gratifying, and exciting experience. As you learn to do each step well, you can congratulate yourself for that success! These successes add up. This course is to
help with the smaller steps within the larger ones. We will learn and practice (hands-on experience) such things as leaning about ‘Deception Research’ and knowing when and when not it is applicable to good research, knowing when and how to visualize your data results, and how to put together your final Research Paper. You will learn not only from instructors, but from each other as we give each other feedback on each step. What you learn hear can be applied to your other courses as well, helping you to perform at a higher level.

**Course Objective:**

1. Understand When, Why, and under what circumstances deception is used in Research.
2. Learn of types of ‘deception research’
3. How to construct the Research Paper part by part
4. Choosing a journal for your Research Paper
5. Assessing the quality of journals
6. Recognize and avoid predatory journals

| Tutorial program 2 - student teaching Peer-to-Peer Tutoring Program II: Transfer, Application and Experience | 2 |

**Introduction and program overview:**

The Peer-to-Peer Tutor program is part of the broader agenda of Amrita Vishwa Vidyapeetham to strengthen - besides subject-specific knowledge - as well 21st century and life skills. The integrated program is divided into two courses which are offered across two semesters.

The first part (5th semester) of the program offers a tutor skills training based on theory and practice. The latter part (6th semester) is its transfer, application and experience in which
students are learning on the job through autonomous design and lead tutorials and mentoring sessions at the University.

**Our Tutoring program** trains postgraduate students to learn the art of teaching and learning to offer classes for undergraduate students. Undergraduate students can feel overwhelmed within their studies (ACHA 2007). Peer-to-Peer teaching can be an effective pedagogical approach to promote learning (Molina & Alegre 2020) and learn different skills (Stigmar 2016). **Formal peer-to-peer tutorials** at the B/MSW of Amrita are utilized to **support learning for undergraduates in respect to the core courses**. In semester 6 of the tutoring program skilled tutors (trained in semester 5) **transfer, and apply** their knowledge through **autonomous**, **planned, conceptionalized, coordinated and conducted classes**. The tutorials get monitored and are **under supervision** by professional faculty members.

**Applied pedagogical methods:** scaffolding, peer-to-peer teaching, participatory learning, situated learning, transfer

**Cognitive level due to Bloom:** all levels

**Course Objective:**

1. To apply mentoring skills such as consultation, mediation, interpersonal communication, intercultural skills
2. To apply tutoring skills such, planning and designing of tutorials-based learning and teaching sciences, public speaking and presentation skills

**Course content:**
Unit 1 **Tutoring Theory**: Refresher
- learning sciences theories
- effective communication
- presentation skills
- pedagogical toolkit
- syllabus creation
- time management and coordination skills, etc.

Unit 2 **Planning and Conceptualizing**
- transfers and applies knowledge of 5th semester plan, conceptualize syllabus concept is under a peer review process

Unit 3 **Tutoring: Transfer and Application** - Learning on the job
- autonomous tutoring sessions with a class once a wee (max 2 h)

Unit 4 **Supervision and Evaluation of Tutorials**
- Professional Supervision
- Peer-to-Peer Supervision

Unit 5 **Reflection of the Mentoring Experience**
- Peer-to-peer feedback,
- case elaborations
(self-)reflection and improvement

**Methods of assessment:**

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<td><strong>Weightage</strong></td>
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<td>Seminar &amp; Assignment*</td>
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<tr>
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</table>

**Course outcome:**

177
1. Student is able to conduct mentoring sessions with first year students
2. Student is able to conduct tutorials with undergraduate students
3. Human resource development
4. Leadership competencies
5. Civic responsibility

Textbooks:


References:

The specializations wise field work, continues in the fourth semester with the shifting of the agency in view of getting exposure in a different environment focus area. Understanding the policies and programmes of the agencies, the students shall work together with the agency, broaden their perspective on practice issues and render their help to the needy. Students can also be placed in open settings Some students are linked to governmental programmes, meant for poor and vulnerable section of the community, relating to various issues like health, disability, livelihood and so on.
The block field placement is the requirement for the final year students to complete the course. Under this mode, they will be placed in an organization continuously for 30 days, to acquire intensive training aiming at employment in a similar organization. A few students may get employment opportunity in the same organization on completion of the internship. It is organized after the end semester examinations in the month of June.

<table>
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<td>Rural and Tribal Community Development</td>
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<td>Urban Community Development and Good Governance</td>
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<td>Climate Change and Sustainable Development</td>
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<td></td>
<td>Technological Interventions for Community Development</td>
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</table>

Amrita Program will be followed.
Introduction

Rural and tribal community development encompasses a range of activities that aims to improve the welfare and livelihood of the people living in rural and tribal areas. The course provides a comprehensive history on the categorization of the rural and tribal society. It exposes the student to the demographic features, social structure, and cultural patterns. It also seeks to enable the students to understand the problems of vulnerable people and the welfare policies available.

Course Objective

1. Understanding the history and context of rural and tribal community development
2. Aims to help students to identify & understand the major issues in tribal development such as socio-political, economic, cultural & infrastructural.

3. To provide an analytical perspective of the developmental challenges of the marginalized sections of the community.

4. To understand the various intervention strategies to address the problems of rural and tribal Community.

5. To develop ability to critically analyse and understand the nature of rural and tribal communities and their development.

6. To develop knowledge and understanding about the status of development of rural and tribal societies in India

Course Content

Unit I Rural Community and Community Development

Conceptualization and definitions, Characteristics of rural community. Rural Economy of India, Paradigms of Rural Development, Determinants of Rural Development, Rural Development Administration, Structure and Functions, People’s participation in rural development.

Unit II Rural Problems and Intervention strategies -

Problems: Rural Poverty; Rural-urban migration – forced migration & eviction; Agrarian crisis including farmers’ suicide; Food security - current challenges; Land acquisition and related issues; Social exclusions; Issues and reforms regarding public sector units - privatization. Impact of globalisation on agriculture.

Interventions: Salient features of various policies for Rural Development in India; Rural development agencies and its role; Major Rural Development Programmes in India; Critical analysis of the earlier programmes and discussion on current programmes. Role of voluntary agencies in Rural Development. PURA models.

Role of Agriculture in Indian Economy; New agricultural strategy; Green revolution; Recent trends in agricultural growth in India; Strategy of agricultural development and technological progress;

Unit III Inclusive Development-

Development programmes for SCs and STs; Backward area development programme; Poverty alleviation programmes; Gender and Marginalization: Development Programmes for Women; SHG and Micro-finance; Savings and Credit as an Instrument of Self-help promotion among rural Women; National Policy for the empowerment of women; Women in agriculture; Issues of gender equity in rural areas

Unit IV Tribes & Problems of Tribes
Concept, characteristics, major tribes’ classification, Socio economic conditions, Cultural and religious aspects. Tribal Movements: Tribal leadership -Local, State, and National levels. Problems – Livelihood issues, debates in tribal development - forest dwellers’ rights, Tribal development in pre- and post-independence era tribal displacement, eviction, resettlement, and rehabilitation. The role of local government and political parties in the role of tribal development and tribal inequality.

Unit V Tribal Development Programmes and Interventions

Major tribal development programmes - Tribal Area Development Programme; Hill Area Development Programmes [HADP]; Tribal Sub-Plans [TSP]. Role of voluntary organization in tribal development. Tribal movements in respect of conservation of tribal culture, ecology & environment

Learning outcomes:

1. Understand the Concepts and approaches of rural and tribal Community Development.
2. Develop knowledge of social problems and developmental challenges in rural and tribal settings.
3. Facilitate understanding of the governmental system and structure for empowerment of people.
4. Get sensitised on the nature, infrastructure strategies and issues of rural and tribal societies and strategies of improvising rural and tribal management programmes.

Suggested Readings:

Introduction:

This course aims on bringing better understanding of urban community development, and delivers focused theory and skill-based approaches to understand the local and global dynamics of urban society. The course aims at promoting professional development and capacity building in the area of Urban development and governance.

Course Objective:

1. To understand the different aspects of a urban community, its characteristics and problems
2. To understand the concept of urban community development
3. To Develop the knowledge on Social organization in urban settings
4. To understand the concept of good governance
5. To enhance the knowledge on the Actors of good governance and Essentials of Good Governance. Gained knowledge on Tools for Good Governance

Course content:

Unit I Concepts

Definition, General principles. Origin and growth of cities, theories of urban development-Central place Location Theory and Sector Theory, Characteristics of urban societies, Factors responsible for urban growth, Types of cities, process of urban development. Urban Zones – The Loop ; Zone in transition; zones of working men’s zone; the residential zone and the commuters’ zone.

Unit II Urbanism, urban ecology

Population; environment; technology and organization; the process – concentration, centralization, segregation, invasion and succession, Rural urban contrast, urban locality, urban place, urban agglomeration, urban population, urban growth, urbanization, Urban renewal, urban migration and other related terms. Sustainable development of urban cities, planned cities – Modern trends in Urbanization.

Unit III Social organization in urban settings

Cultural, social, political aspects of urban life Urbanization and industrialization, Social consequence of urbanization Urban problems; overcrowding, disorganization, crime, delinquency, white collar crime, unemployment, labour problems, prostitution, alcoholism, beggary, poverty, slums, migration, Waste management. Urban social welfare in India, Urban outlook and social change, Urban and Town planning, Models of Urban development in India, 74th Amendment of the constitution and public private partnership in urban development. Slum development board.

Unit IV Good Governance-

Understanding concepts, Actors of good governance, Essentials of Good Governance, - Rule of law- accountability, transparency, and participation inclusiveness – people’s control.

Unit V Tools for Good Governance

Course outcome:

1. To provide opportunity to the learners to deepen their knowledge and understanding of urban development.
2. To expand capacities of the working urban development professionals on various theoretical and practical aspects of urban planning and development.
3. To understand the professional knowledge and skills in formulation, implementation, monitoring and evaluation of urban development programs.

Textbooks:

1. Urban Problems and Community Development by Ronald F. Ferguson
2. Urban Community Development Book by Jacob Z. Thudipara
3. Theory, Practice, and Community Development by Mark Brennan, Theodore R. Alter

References:

Introduction:
Climate change will be contextualized within global change and the interplay of socioeconomic development and technical change with climate policies. Changes in global climate will have a range of impacts across different geographies, ecosystems and societies. Some will benefit while others will face devastation. This course is about understanding the complexity of these interactions and identifying policy responses that are more likely to succeed.

Course Objective:

1. To promote students’ understanding of the relationships between climate change and sustainable development, in particular, the major impacts of climate change on sustainable development and of development on climate change
2. To promote students’ understanding of processes and factors affecting the potential impacts and effectiveness of different policy responses to climate change, particularly with regard to their impacts on development
3. To enable students to apply this understanding to policy analysis, design and implementation tasks
4. To provide a foundation on gender and climate change, regional and national policies and process, programs and global efforts towards sustainable development.

Course content:

Unit I Introduction to Climate Change and Sustainable Development: Principles and Approaches

Global Climate System, Climate Change: Causes and Consequences, Sustainable Development: Scope and Emerging Trends, Climate and Sustainable Development: An Interface

Unit II Regional and National Scene

South Asia & Indian Scenario: Geography, poverty, and population density make South Asia vulnerable; Poverty and resource degradation; High climate variability and high incidence of natural disasters. Heavy reliance on monsoons; Influence of The Himalayas on climate and economy of the region; Density of population in coastline and effects of sea rise; Urbanization & challenges. Future of South Asia: warming, wet regions, surface runoff, climate-related natural disasters: cyclones, floods, droughts, diseases. Glacial retreat & consequences.

Unit III Climate Change: Challenges and Choices

Climate Change and Water, Climate Change: Forest and Biodiversity, Climate Change: Coastal Ecosystem, Climate Change: Agriculture and Food Security

Unit IV Climate Change and Sustainable Development: Policies, Programs and global efforts towards sustainable development.


Unit V Gender and Climate Change
The link between gender and climate change, underlining how women and men are experiencing its effects differently, as well as how they are both parts of the solution. main international and national instruments relating to gender equality and climate change and suggestions for action.

**Course outcome:**

1. Possess basic scientific knowledge about the climate systems and their impacts
2. Demonstrate a working familiarity with different policies that can be used to address climate change
3. Understand the overview of climate change concepts.
4. Analyse the future issues of South Asia to be addressed
5. Understand the Indian scenario, social impacts and social development
6. Understand the dimensions of sustainability, different challenges and to gain knowledge on indicators of non-sustainable development and India’s sustainable rural development.
7. Analyse global efforts for sustainable development

**Textbooks:**

1. Climate Change Science: A Modern Synthesis G. Thomas Farmer • John Cook

**References:**

8. Schneider et al., “Assessing Key Vulnerabilities and the Risk from Climate Change.”
11. https://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf
| Technological intervention for Community development | 3-0-0 | 3 |

**Introduction**

This course aims on bringing better understanding on the use of technology in different fields and delivers focused skill-based approaches to understand the local and global dynamics of technological interventions for community development. The course aims at promoting professional development and capacity building in the area of technological development in community level interventions

**Course Objective:**

1. Understand the overview of technology for community development basics
2. To understand the different aspects of a technology, its functions and its interventions in different fields
3. To understand the application of technology in community development
4. To Analyze the applications of technologies in Building and construction, Agriculture, Water and sanitation, Energy generation and uses, Transportation, Health care, Food preparation and storage, Information and communication technologies

Course content:

Unit I: Introduction


Unit II: Field of Technological Intervention - Water

Water conservation, water harvesting, watershed development, water management, water quality, water distribution, desalination of sea water. Ongoing project around the world and success stories on water conservation, water harvesting, watershed development.

Unit III: Field of Technological Intervention - Agriculture

Field of Technological Intervention-Agriculture– Land development, Organic/nature farming, soil conservation and soil health, Irrigation and transport. Technologies on post-harvest processing of agricultural produces. Introduction of computers, software and mobiles phones. Applications of Geographical Information System(GIS) and Remote Sensing(RS) in Rural Development

Unit IV Field of Technological Intervention-


Unit V: Field of Technological Intervention- Health & sanitation-

Technology to reduce the ill effects of toilet – types of toilets, Low-cost toilet and sustainable wastewater management . Menstrual hygiene - sanitary napkins.

Course outcome:
1. Apply basic knowledge about methods, tool, techniques and skills necessary for technological interventions for community developments
2. Understand the outline of innovation for community improvement basics
3. To get it the diverse viewpoints of a innovation, its capacities and its interventions completely different areas of development
4. To understand the application of innovation in community improvement
5. Understand the application of different technological interventions through community engagement

Textbooks:

1. Rural Technology Development and Delivery , RuTAG and Its Synergy with Other Initiatives By Saha, Subir Kumar, Ravi, M. R. (Eds.)

References:

3. CAPART Publications on Prayas (Success Stories), Rain Water Harvesting , People's Action (bi-monthly).
4. Community Empowerment through Appropriate Technology: Sustaining the Sustainable Development by Corinthias P. M. Sianipar , Gatot Yudoko Akbar Adhiutama,Kiyoshi Dowaki 10.1016/j.proenv.2013.02.120

2. Environmental Sciences and Disaster management

<table>
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<td>Climate Change and Sustainable Development</td>
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Introduction:

This graduate seminar focuses on vulnerability as a manifestation of the relationship between society and hazards, especially of how people and societies cope with and respond to natural and technological hazardous events. The overarching goal of the seminar is to facilitate critical thinking about the role of scientific research and information technology in the evolution of analytical and systems-thinking models of vulnerability assessment and their relation to hazards policy and decision making, and to examine some geospatial technology solutions being proposed and implemented to understand and ultimately reduce the vulnerability of society to various hazards.
Course Objectives:

1. Explore the range of various hazards in rural and urban communities, and comprehend commonalities and differences among them;
2. Be introduced to the basic principles and theoretical basis underlaying hazards research, and the controversies/debates surrounding the different approaches to vulnerability analysis;
3. Explore in depth the concept of environmental decision making from the information technology lens, and how it relates risk reduction and mitigation policies; and
4. Experience and assess the role of information technology (and particularly geospatial information technologies) in hazards mitigation and vulnerability reduction efforts and suggest effective ways through which technology can improve community resilience to disasters.

Course Content:

Unit I - Course Introduction Introduction To Hazards
When is something called a “Hazard?”
Definitions
Describing Hazards
Summary

Unit II- Trends & Research Paradigms
Disaster Trends
Research Paradigms

Unit III - Definition & Models Of Vulnerability
What is Vulnerability?
The Immeasurable Nature of Vulnerability
Measuring the Immeasurable!!
Summary

Unit IV- Analyzing Vulnerability Patterns
Review of Previously Presented Concepts
The Cha-Cha-Cha Framework
Systems Thinking
Systems Thinking to Understand Vulnerability Patterns in Places
Summary

Unit V- Vulnerability Assessment, Mitigation And Resilience Systems Analysis
The Analysis Process
Plan your Mission
Planning Fieldwork
Methods Environmental Decision Making
Vulnerability Mapping (GIS)
Risk Management
Introduction:

The disaster management cycle can be categorized into mitigation, preparation, response, and recovery. Change in demography, difference in human settlement patterns, political and social policy dynamics in land-use dynamics have increased the vulnerability to man-made and natural disasters. Proper approaches to planning and use of technologies to enhance and aid in policy processes and interventions can help disaster vulnerabilities and increase.

The course will involve lecture, group discussion, and practical hands-on exercises for each of the Units. Students, either in small groups or individually, will also be assigned specific topics to study more deeply to develop ‘expertise,’ which they will then present to the class. This project will be graded according to specific criteria, which will be shared with the students in advance.
Course Objective:

1. To develop understanding of the roles of the various phases of disaster management and issues concerning relief and recovery in those phases.
2. To develop an understanding of comprehensive emergency management from a policy and recovery perspective aided through technology.
3. Understanding of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
4. Understanding of the factors that give rise to differential vulnerabilities and levels of community resilience.
5. Knowledge and capabilities to assess and manage these vulnerabilities through disaster planning and policy-making.
6. Competencies to utilize mapping in mitigation planning and response operations.
7. To understand nature and types of a rapid response.
8. To understand the best practices in relief operation.
9. To provide a basic conceptual understanding of immediate relief strategies.
10. To enhance awareness of various plans for emergency operations.

Course Syllabus:

Unit I - Nature and Types of Immediate Response


Unit II - Standards and Best Practices in Relief Operations

Hyogo Framework for Action – International Strategy for Disaster Risk Reduction – National Policy & Act. The SPHERE standards - Humanitarian Charter, Minimum Standards Common to All Sectors; Minimum Standards in Water, Sanitation and Hygiene Promotion; Minimum Standards in Food Security, Nutrition and Food Aid; Minimum Standards in Shelter, Settlement and Non-food items; Minimum Standards in Health Services; Minimum Standards in Education; Critique of the SPHERE Standards. International Standards relating to key vulnerable groups: Women; Children; Older People; People living with HIV/AIDS; Disabled Persons; Minorities (descent-based, religious and linguistic status); Indigenous Peoples; Migrant workers; Non-nationals/Non-citizens); Internally Displaced Persons.

Unit III - Immediate Relief Strategies
Characteristics of the response phase: Impact, Rescue, Inventory, and Remedy. Identity. Categories of relief: Food, Clothing and other maintenance, Shelter, Building and Repair, Household furnishings, Medical and nursing care, Occupational supplies and equipment, Small business rehabilitation etc. Types of Activity: Core value activity – Search and Response, Caring for Casualties, Protection against continuing threat, Relief and caring of survivors. Organizations in Response: Police Department, Fire Department, Public Works Department, Hospitals, Voluntary Organizations/ NGOs. Organizational Constraints: Communication, Coordination, Authority Structure, Prior Experience. Disaster Relief Logistics - strategic planning, preparedness, pre-event response etc.

**Unit IV - Disaster Impact Assessment**

An overview of disaster assessment: Role and Steps in the Assessment Process; Evolving Objectives of Assessment; Different data collection methodologies suitable for assessment. Multi-Sectorial Damage Assessment.

**Unit V - General features of Integrated Risk Assessment**


**Course Outcome:**

1. Understanding Response & Recovery
2. Learning about the Standards and Best Practices in Relief Operations
3. Learning about the Immediate Relief Strategies.
5. Understanding the General features of Integrated Risk Assessment

**References:**

4. TISS: State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Mumbai, TISS. 2005
9. Dr.Mrinalini Pandey, Disaster Management Wiley India Pvt. Ltd.

| Natural Resource Management and Computational Social Science | 3-0-0 | 3 |

Introduction:

Focuses on the need of sustainable management of the Earth's depleting natural resources such as clean water, energy, and biological resources, in relation to the existence of human population. The course would emphasize to the resource management in the light of sustainable development in harmony with the wellbeing of the nature.

The course will involve lecture, group discussion, expert interactions and involvement in relief initiatives to conserve natural resources.

Course Objectives:
1. To familiarize the students about the natural resources and the current issues of renewable and non-renewable resources.

2. Provide the pressing issues of natural resource management through interactions with the experts. Also maintain a dialogue with diverse parties involved in natural resource initiatives.

3. Expose to technologies that could be used for resource management.

4. Teach students how to create, implement, and maintain sustainable solutions, which preserve natural resources like land, water, or vegetation.

**Course Content:**

**Unit I - Natural Resources Management**  
Water Resource Management  
Land Use Planning and Management  
Energy Consumption and Management  
Air pollution  
Soil and Vegetation  
Wild Life

**Unit II - Climate Change**  
Natural Disasters and their Impact  
Preparedness and Resilience during disasters

**Unit III - Natural resources and Policies**  
Circles of control (individual, household, community, administrative levels)  
Water Conflict Management  
✔ Internal and External Negotiations on Water Management.  
✔ Multilateral Interstate Negotiations on Disasters.  
✔ Roles of Culture and Power  
✔ Implementation of Agreements  
✔ Case studies of major water and environmental disputes.  
✔ Simulation of a local and/or regional conflict.

**Unit IV - Technology for Natural Resource Management**  
Role of Information Communication Technologies (Inclusive of Mobile and Web technologies)  
Resource monitoring and IOT technologies  
Early Warning systems  
Role of BigData and Data Science

**Reading List:**

**Course Curriculum References**
Natural resource management focuses on the need of sustainable management of the Earth's depleting natural resources such as clean water, energy, minerals and biological resources, in relation to the growth of the human population. To answer these pressing issues, professionals need to be able to work in interdisciplinary teams and apply scientific, ecological, economic and social knowledge to come up with holistic solutions.

Water Management, or Biodiversity Conservation. Graduates are trained to be able to maintain a dialogue with diverse parties involved in natural resource initiatives. By understanding complex issues, resource managers are involved in implementing sustainable solutions to environmental problems, educating the public, while understanding connections between society and biological systems.

Graduates can find work as consultants or staff in a range of companies and government agencies. They can pursue careers in sustainability planning, environmental project management, wildlife conservation, natural conservation management, natural park management, wildlife biology, fertilizer sales, and more.


Natural Resource Management degrees teach students how to create, implement, and maintain sustainable solutions, which preserve natural resources like land, water, minerals, or vegetation. Students learn how the interactions between humans and natural landscapes impact current and future generations. Classes offered by universities include Land Use Planning,


The Water Conflict Management I short course from IHE Delft Institute for Water Education introduces the basic concepts of water cooperation, conflict prevention and mitigation and provides in-depth skills training.

Learning objectives:

Upon completion, the participant should be able to:

1. Explain, discuss and analyze the basic concepts of conflict management and conflicts related to water.
2. Critically analyse cases of water sharing and use among different actors at different levels and from different sectors, from a conflict and cooperation perspective.
3. Identify, explain and analyse the elements of a conflict transformation process applied to the management of a water conflict, and prepare, organise and engage in them as a party and as the process leader.
4. Identify, explain and analyse the elements of a mediation process applied to the management of a water conflict, and prepare, organise and engage in them as a party and as a mediator.
This short course will introduce the basic concepts of negotiation processes, determinants of conflict behavior, conflict situations and handling modes as well as methods of effective negotiation; assessments of personal negotiating styles; it will also emphasize the importance of communication. The role of the negotiator and the qualities and responsibilities of a good negotiator will be highlighted.

Introduction

Climate change will be contextualized within global change and the interplay of socioeconomic development and technical change with climate policies. Changes in global climate will have a range of impacts across different geographies, ecosystems and societies. Some will benefit while others will face devastation. This course is about understanding the complexity of these interactions and identifying policy responses that are more likely to succeed.

Course Objective

1. To promote students’ understanding of the relationships between climate change and sustainable development, in particular, the major impacts of climate change on sustainable development and of development on climate change
2. To promote students’ understanding of processes and factors affecting the potential impacts and effectiveness of different policy responses to climate change, particularly with regard to their impacts on development
3. To enable students to apply this understanding to policy analysis, design and implementation tasks
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Course Syllabus:

Unit I - Introduction to Climate Change and Sustainable Development: Principles and Approaches

Global Climate System, Climate Change: Causes and Consequences, Sustainable Development: Scope and Emerging Trends, Climate and Sustainable Development: An Interface

Unit II- Regional and National Scene

South Asia & Indian Scenario: Geography, poverty, and population density make South Asia vulnerable; Poverty and resource degradation; High climate variability and high incidence of natural disasters. Heavy reliance on monsoons; Influence of The Himalayas on climate and economy of the region; Density of population in coastline and effects of sea rise; Urbanization & challenges. Future of South Asia: warming, wet regions, surface runoff, climate-related natural disasters: cyclones, floods, droughts, diseases. Glacial retreat & consequences.
Unit III- Climate Change: Challenges and Choices

Climate Change and Water, Climate Change: Forest and Biodiversity, Climate Change: Coastal Ecosystem, Climate Change: Agriculture and Food Security

Unit IV - Climate Change and Sustainable Development: Policies, Programs and global efforts towards sustainable development.


Unit V- Gender and Climate Change

the link between gender and climate change, underlining how women and men are experiencing its effects differently, as well as how they are both parts of the solution. main international and national instruments relating to gender equality and climate change and suggestions for action.

Course outcome:

1. Possess basic scientific knowledge about the climate systems and their impacts
2. Demonstrate a working familiarity with different policies that can be used to address climate change
3. Understand the overview of climate change concepts.
4. Analyse the future issues of South Asia to be addressed
5. Understand the Indian scenario, social impacts and social development
6. Understand the dimensions of sustainability, different challenges and to gain knowledge on indicators of non-sustainable development and India’s sustainable rural development.
7. Analyse global efforts for sustainable development

Textbooks:

1. Climate Change Science: A Modern Synthesis G. Thomas Farmer • John Cook

References:

8. Schneider et al., “Assessing Key Vulnerabilities and the Risk from Climate Change.”
11. https://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf
### 3. Sustainable Public Health

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<td>Community Care in Physical and Mental Health</td>
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<td>Social Work Practice in Physical Health</td>
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<td>Public Health Management</td>
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Introduction

Social Workers can choose from a wide array of possibilities to serve those with mental distress and/or disorders. Thus, it is essential to have sound knowledge of mental illness, including factors that contribute to its onset, recognizing signs and symptoms of a disorder, and the optimal vs less-optimal treatment options. Although an in-depth, comprehensive understanding of mental disorder takes much time, experience, and study, this course will help the Social Work student to gain a foundation in the fundamental components of mental distress and mental disorders.

Course Objective

The students will gain a sound working knowledge of:

1. Differences between mental health, distress, and disorders.
2. Disorders of perception, thought, speech, etc.
3. Understand psychosocial and environmental precipitants of mental illness or distress
4. Recognize signs, symptoms, and intervention options for those with mental disorders.
5. Understand psychosocial interventions and management of mental disorders.
6. Knowledge Training, research and welfare measures for persons with mental disability

Course content

Unit I - Mental Health vs ‘dis – ease’

WHO definition, Global mental health - Social Work or Psychiatric Social Work; Historical development of Psychiatric Social Work (India & Abroad); Need for mental health care in India.

Unit II - International Classification of Mental Disorders

ICD-10 and DSM-5; Case History and Mental Status Examination; Symptoms of Disorders of Perception, Thought, Speech, Memory, Emotion and Motor functioning

Unit III - Identifying mental disorders: Signs, & symptoms

Other Mental Disorders: Childhood Disorders; Personality Disorders; Sexual Disorders ; Cultural Bound Syndromes.

Unit IV - Why Mental Illness?

Psychosocial & Environmental Precipitants
- ACEs, Social Learning theory; Attachment theory; Inequality and Inequity: Poverty, Neural correlates. Psychosocial Management- Community, Family, Individual, school, collateral contacts. Social workers in MH settings
Unit V - Training, Research and Welfare Measures Interventions:
DBT; Parent-child interactive Tx; India MH Policies; SW Training Manual for MH; Conducting the psychosocial assessment

Course outcomes:

1. Understand and recognized the differences between mental health, distress, and disorders.
2. Gain clarity and knowledge of disorders of perception, thought, speech, etc.
3. Understand psychosocial and environmental precipitants of mental illness or distress
4. Ability to understand the role of early adversity and role modeling in the perpetuation of mental disorders and family adversity
5. Recognize signs, symptoms, and intervention options for those with mental disorders.
6. Understand psychosocial interventions and management of mental disorders.
7. Acquire knowledge of research and the available welfare measures for persons with mental disabilities

Textbooks:


References:

Introduction

Community based physical & mental health care is a decentralized approach to ensure health and wellbeing of the individual. Community-based care is planned to supplement and decrease the require for more expensive inpatient physical & mental wellbeing care delivered in hospitals.

Course Objective:

1. To enable students to understand the concepts of community based physical & mental health care.
2. To learn about Community care and extension programs.
3. To enhance knowledge on the recent Development in Physical & Mental Health nationally and internationally
4. To understand the approaches/models of physical & mental health practiced in the community.
5. To enlighten on the role and contribution of the NGO’s in promoting physical & mental health.

Course content:

Unit I - Community care in Physical Health

Health care system in India- historical development, three tier systems of health care in India- AYUSH , Community health care in India

Unit II - Community based Physical Health care Preventive Interventions

Communicable & non communicable diseases, Obesity, Hypertension, heart disease, cancer, diabetic mellitus, HIV/AIDS and STIs.

Unit III - Community Mental Health:

Historical Overview of Community Mental Health in India and abroad; Relevance of Community Mental Health Services in India, Traditional systems of mental health care in India. Mental disorders in primary health care.

Unit IV - Mental health of vulnerable group

Mental health of women, Children and adolescents- school going and drop outs, mental health needs of elderly, Special groups-refugees, disaster affected populations, Suicide and attempted suicide, Public mental health education
Unit V - Community based Physical & Mental Health Models  Moving beyond the Institutional Model of service delivery, Community Physical & Mental Health practice integrated with the public health system, Role of Non-Governmental Organizations in physical & mental Health care - Treatment: care and rehabilitation; Community-based activities and prevention programs; Research and training; Advocacy and empowerment. Case studies and best practices of physical & mental health care models in the country.

Course outcome:

1. Gain knowledge on the physical & mental health concepts.
2. Learn community-based models in physical & mental health care.
3. Articulate clearly about the role of social worker in physical & mental health setting.

Textbooks:


References:

Introduction:

Social work practice in physical health deals with the bio-psychosocial-spiritual components of a person with a problem and evaluates the strength and weakness of the patients, social support systems and their families, to help the patients resolve their issues independently.

Course Objective:

1. To understand the concepts of physical health, different approaches, case history preparation and social assessment.
2. To build knowledge about Impact of illness on patient, family and the community.
3. Learn about Rehabilitation - aided therapies, psychological problems in hospital staff and professional self-care.

Course content:

Unit I - Introduction to Physical Health

Health – Definition, Indicators of health; Health challenges in India; Determinants of health; Social determinants of health; Theories of disease causation: germ theory, epidemiological triad, BEINGS model, theory of web causation, epidemiological wheel theory. Community Based health promotion and health education

Unit II - Impact of Illness-

Disabling conditions on the patient, family members and the community; Reactions to illness/death/loss – DABDA model; psycho social problems of patient and families during the process of treatment and hospitalization; Burden of Care for the family,

Need for involving family in treatment process. Case History - Preparation of case history (with examples from the field); Social assessment of patient’s family. Indicators of physical life: subjective well-being, quality of life etc.

Unit III - Theoretical Perspectives in Physical health

Person-in-environment orientation; Biopsychosocial approach for practice; Sick role and illness behaviour

Unit IV- Social Worker’s Role in Physical Health settings

Physical Health Settings - Hospital, Community Settings – Urban, Rural and Tribal; Disaster Health Care; Terminal Illness; HIV/AIDS; Accidents and Physical Disabilities.
**Unit V - Rehabilitation**

Definition, principles, assessment, planning and process of physical rehabilitation; Role of social worker in rehabilitation; Introduction to Aided therapies - physiotherapy, occupational therapy, speech therapy and recreational therapy. Psychological Problems in hospital staff that lead to morbidity (Stress, Burnout and Compassion Fatigue), Professional Self Care.

**Course outcome:**

1. Gain knowledge on the psychosocial assessment of clients in physical health setting.
2. Learn application of theories and models in physical health.
3. Articulate clearly about the role of social worker in physical health setting.

**Textbooks:**


**References:**

Introduction

This course will give knowledge on the health care systems in India, the various challenges in public delivery systems. It also will build knowledge on the health management and the various management techniques used in management of the public health care systems.

Course objectives

1. To understand the health care systems in India and the various models of health care system in India.
2. To learn the various Health management information system.
3. To learn the tools and techniques used in management.

Course Syllabus

Unit I Health Care Systems in India:

Health care system includes many sectors or subsystems, types of service providers, sources and methods of financing, and regulations. Model of health care system in India.

Unit II Challenges in Public health delivery system:

With ref to delivery, performance, effectiveness, efficiency, and equity, discussion about the sources of problems and potential solutions

Unit III Human resource management in public health (HRM) : nature of human resource management, limitations

Unit IV Health management information system (HMIS) : health information sources, challenges in HMIS, advantages and lacunas in current system, recommendations to improve utilization of current HMIS.

Unit V Brief overview of evolution of management theories and tools and techniques used in management : SWOT, Log Frame, PERT, CPM,
Course outcome

1. Knowledge on the health care systems in India and the various models of health care system in India.

2. Knowledge on the Health management information system.

3. Knowledge on the tools and techniques used in management

Suggested reading:


4. Social Innovation for Sustainability

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</table>
Introduction

This course will give knowledge on the health care systems in India, the various challenges in public delivery systems. It also will build knowledge on the health management and the various management techniques used in management of the public health care systems.

Course objectives

1. To understand the health care systems in India and the various models of health care system in India.
2. To learn the various Health management information system.
3. To learn the tools and techniques used in management.

Course Syllabus

Unit I  Health Care Systems in India:
Health care system includes many sectors or subsystems, types of service providers, sources and methods of financing, and regulations. Model of health care system in India.

Unit II  Challenges in Public health delivery system:
With ref to delivery, performance, effectiveness, efficiency, and equity, discussion about the sources of problems and potential solutions

Unit III  Human resource management in public health (HRM) : nature of human resource management, limitations

Unit IV  Health management information system (HMIS) : health information sources, challenges in HMIS, advantages and lacunas in current system, recommendations to improve utilization of current HMIS.

Unit V  Brief overview of evolution of management theories and tools and techniques used in management : SWOT, Log Frame, PERT, CPM,
Course outcome

1. Knowledge on the health care systems in India and the various models of health care system in India.

2. Knowledge on the Health management information system.

3. Knowledge on the tools and techniques used in management

Suggested reading:


Introduction:

Focuses on the need of sustainable management of the Earth's depleting natural resources such as clean water, energy, and biological resources, in relation to the existence of human population. The course would emphasize to the resource management in the light of sustainable development in harmony with the wellbeing of the nature.

The course will involve lecture, group discussion, expert interactions and involvement in relief initiatives to conserve natural resources.

Course Objectives:

5. To familiarize the students about the natural resources and the current issues of renewable and non-renewable resources.
6. Provide the pressing issues of natural resource management through interactions with the experts. Also maintain a dialogue with diverse parties involved in natural resource initiatives
7. Expose to technologies that could be used for resource management
8. Teach students how to create, implement, and maintain sustainable solutions, which preserve natural resources like land, water, or vegetation.

Course Content:

Unit I - Natural Resources Management
Water Resource Management
Land Use Planning and Management
Energy Consumption and Management
Air pollution
Soil and Vegetation
Wild Life

Unit II- Climate Change
Natural Disasters and their Impact
Preparedness and Resilience during disasters

Unit III- Natural resources and Policies
Circles of control (individual, household, community, administrative levels)
Water Conflict Management
✓ Internal and External Negotiations on Water Management.
Multilateral Interstate Negotiations on Disasters.
Roles of Culture and Power
Implementation of Agreements
Case studies of major water and environmental disputes.
Simulation of a local and/or regional conflict.

Unit IV - Technology for Natural Resource Management   Role of Information Communication Technologies (Inclusive of Mobile and Web technologies)
Resource monitoring and IOT technologies
Early Warning systems
Role of BigData and Data Science

Reading List:

Course Curriculum References

Natural resource management focuses on the need of sustainable management of the Earth's depleting natural resources such as clean water, energy, minerals and biological resources, in relation to the growth of the human population. To answer these pressing issues, professionals need to be able to work in interdisciplinary teams and apply scientific, ecological, economic and social knowledge to come up with holistic solutions.

Water Management, or Biodiversity Conservation. Graduates are trained to be able to maintain a dialogue with diverse parties involved in natural resource initiatives. By understanding complex issues, resource managers are involved in implementing sustainable solutions to environmental problems, educating the public, while understanding connections between society and biological systems.

Graduates can find work as consultants or staff in a range of companies and government agencies. They can pursue careers in sustainability planning, environmental project management, wildlife conservation, natural conservation management, natural park management, wildlife biology, fertilizer sales, and more.


Natural Resource Management degrees teach students how to create, implement, and maintain sustainable solutions, which preserve natural resources like land, water, minerals, or vegetation. Students learn how the interactions between humans and natural landscapes impact current and future generations. Classes offered by universities include Land Use Planning,

The Water Conflict Management I short course from IHE Delft Institute for Water Education introduces the basic concepts of water cooperation, conflict prevention and mitigation and provides in-depth skills training.

Learning objectives:

Upon completion, the participant should be able to:

5. Explain, discuss and analyze the basic concepts of conflict management and conflicts related to water.
6. Critically analyse cases of water sharing and use among different actors at different levels and from different sectors, from a conflict and cooperation perspective.
7. Identify, explain and analyse the elements of a conflict transformation process applied to the management of a water conflict, and prepare, organise and engage in them as a party and as the process leader.
8. Identify, explain and analyse the elements of a mediation process applied to the management of a water conflict, and prepare, organise and engage in them as a party and as a mediator.

This short course will introduce the basic concepts of negotiation processes, determinants of conflict behavior, conflict situations and handling modes as well as methods of effective negotiation; assessments of personal negotiating styles; it will also emphasize the importance of communication. The role of the negotiator and the qualities and responsibilities of a good negotiator will be highlighted.

Introduction:

The disaster management cycle can be categorized into mitigation, preparation, response, and recovery. Change in demography, difference in human settlement patterns, political and social policy dynamics in land-use dynamics have increased the vulnerability to man-made and natural disasters. Proper approaches to planning and use of technologies to enhance and aid in policy processes and interventions can help disaster vulnerabilities and increase.

The course will involve lecture, group discussion, and practical hands-on exercises for each of the Units. Students, either in small groups or individually, will also be assigned specific topics to study more deeply to develop ‘expertise,’ which they will then present to the class. This project will be graded according to specific criteria, which will be shared with the students in advance.

Course Objective:

11. To develop understanding of the roles of the various phases of disaster management and issues concerning relief and recovery in those phases.
12. To develop an understanding of comprehensive emergency management from a policy and recovery perspective aided through technology.
13. Understanding of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
14. Understanding of the factors that give rise to differential vulnerabilities and levels of community resilience
15. Knowledge and capabilities to assess and manage these vulnerabilities through disaster planning and policy-making.
16. Competencies to utilize mapping in mitigation planning and response operations.
17. To understand nature and types of a rapid response
18. To understand the best practices in relief operation
19. To provide a basic conceptual understanding of immediate relief strategies.
20. To enhance awareness of various plans for emergency operations.

Course Content:

Unit I-Nature and Types of Immediate Response

reactions. Community Responses to Disasters: Reactions to warning, Blame and hostility in disasters, Role of family and relatives. Integrating gender into the Disaster Management cycle Organizational responses to disasters. Role of media in disasters.

**Unit II- Standards and Best Practices in Relief Operations**

Hyogo Framework for Action – International Strategy for Disaster Risk Reduction – National Policy & Act. The SPHERE standards - Humanitarian Charter, Minimum Standards Common to All Sectors; Minimum Standards in Water, Sanitation and Hygiene Promotion; Minimum Standards in Food Security, Nutrition and Food Aid; Minimum Standards in Shelter, Settlement and Non-food items; Minimum Standards in Health Services; Minimum Standards in Education; Critique of the SPHERE Standards. International Standards relating to key vulnerable groups: Women; Children; Older People; People living with HIV/AIDS; Disabled Persons; Minorities (descent-based, religious and linguistic status); Indigenous Peoples; Migrant workers; Non-nationals/ Non-citizens); Internally Displaced Persons.

**Unit III- Immediate Relief Strategies**

Characteristics of the response phase: Impact, Rescue, Inventory, and Remedy. Identity. Categories of relief: Food, Clothing and other maintenance, Shelter, Building and Repair, Household furnishings, Medical and nursing care, Occupational supplies and equipment, Small business rehabilitation etc. Types of Activity: Core value activity – Search and Response, Caring for Casualties, Protection against continuing threat, Relief and caring of survivors. Organizations in Response: Police Department, Fire Department, Public Works Department, Hospitals, Voluntary Organizations/ NGOs. Organizational Constraints: Communication, Coordination, Authority Structure, Prior Experience. Disaster Relief Logistics - strategic planning, preparedness, pre-event response etc.

**Unit IV-Disaster Impact Assessment**

An overview of disaster assessment: Role and Steps in the Assessment Process; Evolving Objectives of Assessment; Different data collection methodologies suitable for assessment. Multi-Sectorial Damage Assessment.

**Unit V -General features of Integrated Risk Assessment**

remote sensing, Messenger applications, Virtual Reality – Preparedness, Social networking services

Course Outcome:

6. Understanding Response & Recovery
7. Learning about the Standards and Best Practices in Relief Operations
8. Learning about the Immediate Relief Strategies.
10. Understanding the General features of Integrated Risk Assessment

References:

11. TISS: State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Mumbai, TISS. 2005
16. Dr.Mrinalini Pandey, Disaster Management Wiley India Pvt. Ltd.
Introduction:

This course aims on bringing better understanding on the use of technology in different fields and delivers focused skill-based approaches to understand the local and global dynamics of technological interventions for community development. The course aims at promoting professional development and capacity building in the area of technological development in community level interventions

Course Objective:

5. Understand the overview of technology for community development basics
6. To understand the different aspects of a technology, its functions and its interventions in different fields
7. To understand the application of technology in community development
8. To Analyze the applications of technologies in Building and construction, Agriculture, Water and sanitation, Energy generation and uses, Transportation, Health care, Food preparation and storage, Information and communication technologies

Course content:

Unit I: Introduction


Unit II: Field of Technological Intervention- Water

Water conservation, water harvesting, watershed development, water management, water quality, water distribution, desalination of sea water. Ongoing project around the world and success stories on water conservation, water harvesting, watershed development.

Unit III: Field of Technological Intervention-Agriculture–
Field of Technological Intervention- Agriculture – Land development, Organic/nature farming, soil conservation and soil health, Irrigation and transport. Technologies on post-harvest processing of agricultural produces. Introduction of computers, software and mobiles phones. Applications of Geographical Information System(GIS) and Remote Sensing(RS) in Rural Development

Unit IV Field of Technological Intervention-


Unit V: Field of Technological Intervention- Health & sanitation-

Technology to reduce the ill effects of toilet – types of toilets, Low-cost toilet and sustainable wastewater management . Menstrual hygiene - sanitary napkins.

Course outcome:

6. Apply basic knowledge about methods, tool, techniques and skills necessary for technological interventions for community developments
7. Understand the outline of innovation for community improvement basics
8. To get it the diverse viewpoints of a innovation, its capacities and its interventions completely different areas of development
9. To understand the application of innovation in community improvement
10. Understand the application of different technological interventions through community engagement

Textbooks:

3. Rural Technology Development and Delivery , RuTAG and Its Synergy with Other Initiatives By Saha, Subir Kumar, Ravi, M. R. (Eds.)

References:

7. CAPART Publications on Prayas (Success Stories), Rain Water Harvesting , People's Action (bi-monthly).
8. Community Empowerment through Appropriate Technology: Sustaining the Sustainable Development by Corinthias P. M. Sianipar, Gatot Yudoko Akbar Adhiutama, Kiyoshi Dowaki 10.1016/j.proenv.2013.02.120
# 5. Child Right and Child Protection

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<td>4</td>
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Introduction

India is the largest child populated country in the world. The United Nations Convention on the Rights of the Child reinforces the bundle of child rights and the State plays a critical role in ensuring child rights and protection. This course is focused on creating an empowered group of practitioners in the field of child care and protection.

The objective of this course is to provide students a deep understanding on various concepts of child, vulnerable children and various problems faced by children in family as well as children under institutional care, the role of State, especially the legislative and administrative systems for child protection. In order to build a context for this vast set of knowledge and skills, this paper offers information about the concepts of needs and rights and an overview of the State systems, the Indian Constitution, child rights principles, and different national and international instruments to ensure the rights of the child.

Course Objectives

1. Fill the gap of professionally trained child protection field practitioners who recognize the situation and needs of vulnerable children.
2. To equip the students with skills and knowledge for building micro level linkages between various departments, services, actors or stakeholders to serve vulnerable children
3. To provide a diverse exposure to the participants to enable them to think differently, express confidently and act consciously in challenging child protection settings.

Course Outcome

1. Conceptual Clarity on vulnerable children
2. Demonstrate knowledge on different vulnerable situations of Children
3. Demonstrate understanding on various situations of children in Family, Institutions and society.


Unit –II- Socio- demographic analysis Situational and analysis of children coming under children in need of care and protection- J.J. Act- 3 types- CNCP - CCL – children in contact in the law- Street children on the street- in the street- of the sheet- Unicef definition-
exploitation of children in labour markets - Different categories of children coming under CNCP

Unit-III- Joint families- merits and Demerits of Joint and nuclear families what is child protection. significant of protective Environment to the children. Societies’ responsibilities in terms of protecting children – need - reporting mechanism in family and in institution.


Unicef statistics – Arms & drugs peddling – usage of children – for trafficking & terrorism candidate activities – transplantation of algin

Unit V: Child Maltreatment and Violence Against Children- Children subjected to human trafficking, Human smuggling, Sexual maltreatment & pornography, Forced labour, internal displacement, Unsafe migration, Begging, Drug trafficking, Hostilities, Abandonment, Cruelty, Unsafe Migration, Pornography; Effects of migration on children

Text Book
4. UNICEF Publication

References
1. HAQ's short paper on 'Dealing with Children in Conflict with Law- Role of Police'
2. HAQ's short paper on 'Children's Right to be Heard in Judicial Processes'
Care and Support Services for Children | 3-0-0 | 3

**Introduction**
This course is intended to provide understandings to the students on various International, regional, State and Nonstate initiatives in the care and support services to children in India. This course also provides knowledge about minimum standards of care and support services ensured by the statute.

**Course Objectives**
1. To provide knowledge on the historical evolution of care and support services to children
2. To understand various state and civil society initiatives in India
3. To create knowledge among students about minimum standards of care and support services

**Course Outcome**
1. Demonstrate knowledge about history and evolution of care and support services
2. Demonstrate understanding in the intervention of care and support services.
3. Demonstrate understanding on minimum standard in the practical situation.
4. Formulate intervention plan at various levels and apply them


**Unit II: State Initiative** - Unit II- Bijing rules (1984) working committee.

Critical understanding of the Govt. services, Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), Mid-Day Meal (MDM), National Child Labour Project (NCLP), Central Adoption Resource Agency (CARA) Special Programmes for Girl Children: Kishori Shakti Yojana (KSY), Balika Samridhi Yojana (BSY), Sukanya Samriddhi Yojana (SSY), Beti Bachao Beti Padhao Yojana (BBBPY), Childline. Services under J J Act and other laws; Issue Specific Services.

**Unit III: Path Breaking Civil Society Initiatives** - The Kosbad Model – Anganwadi The Prerana model - EIGT- NCC, ESP, IPP, CAA. The SOS Model and other. Shelter Services Adoption services, Services for the disabled, Other issue based initiatives.

Unit IV: International & Regional Initiatives - SGDs, issue based initiatives, Role of UNICEF, SAARC/SAIEVAC, Toll-free Helplines for children


Suggested Readings:
Introduction

This course focused on providing deep understanding and practical interventions in the field of child care and child protection to create an empowered group of practitioners who are equipped to enhance children’s life skills and act consciously in challenging child protection settings.

Course Objectives

1. To provide knowledge of child rights and child protection as envisaged in the UNCRC
2. To understand and evaluate the programmes, policies and schemes for children
3. To understand Multidisciplinary approach in working with the Juvenile Justice system

Course Outcome

1. Demonstrate knowledge on various rights of Child and various conventions, and forums for Child Rights and Child Protection
2. Demonstrate Learnings about various Childcare and protection systems.
3. Demonstrate knowledge on various instruments and services for Child protection

Unit I: Understanding Child Rights-
- Child rights- Concept, definition, applications
- Child rights as Human Rights.
- Categories of child rights as given in UNCRC-1989, Right to Survival, Right to Protection, Right to Development and Right to Participation.

Unit II: Instruments of Child Rights-

Unit III: Child Rights Policies, Programmes & Structures-
- Various important bodies and functionaries Created for Child Rights & Child protection such as Commissions, Special Courts, etc.

Unit IV: Child Protection - Policies, Programmes, & Tools-
- Understanding child protection ICPS of GOI.
- Intra-Organizational Child Protection Policy (CPP).
- Risk Assessment (RA) in child care institutions and other spaces.
- Situational analysis regarding Protection of children –reporting mechanism among staff and among children.
- CPP for each institution – Anti child trafficking units, AHTUs
Working with children from a right based perspective: Multi disciplinary approach, working with various legal institutions. Child right based programming, working towards justice for children in Juvenile justice system.


Unit V: Case Discussions - Case discussions on Violence Against Children (VAC), Child sex predators, Child sex tourism, Nithari scandal, Kavdas- Kalyani case, PreetMandir case, Freddy Peat case, and other important cases.

Suggested Reading:

Introduction

Humanitarian crises have dreadful situation for Children that affect them in physical, psychological and social contexts. Children are most vulnerable section of the society during the occurrence of humanitarian crisis including natural and manmade. Displacement due to various causes are ever-increasing day by day. This course opens avenues for understanding the various conventions, situations and intervention strategies and role of different International Organisations working this area.

Course Objectives

1. To provide conceptual clarity on humanitarian crisis and Legal instruments
2. To understand different categories of children in emergency and their rescue and rehabilitation.
3. To understand the intervention strategies and the role of various National and international organizations.

Unit I: Humanitarian Crisis


Unit II: Humanitarian Crisis and Children


Crucial/emerging and/or ignored Issues of Intervention in HC related to Children, Chances & Challenges in Child Rights, Protection & Development in HC, Disasters (Man-made & Natural) and Impact on Children.

Understanding – Rescue, relief and rehabilitation of children; Special Focus on Girl Child, Diseased, Orphans, Children Affected by HIV/AIDS, Children From Vulnerable communities, Children of migrant families.

Unit III: Rights of Children in Humanitarian Crisis and Intervention Strategies

Understanding children friendly places and their role in helping children in HC. Works books, Guidelines & Practices for working with Children in HC, Right Based Approach (problems & possibilities) Psycho-social Intervention in Post Traumatic Stress Disorders (PTSD) in HC.

Unit V: Case discussions: Major past and contemporary HC (International and in India) as they relate to children, (e.g. Wars, Terrorism, Tsunami). Case studies on major HC, Interventions therein and Challenges in dealing with children’s issues.

Course Outcome
1. Demonstrate knowledge and apply the procedures in the humanitarian crisis.
2. Demonstrate and practice the specific intervention strategies when working for children in emergency.
3. Demonstrate knowledge on roles of various organizations in humanitarian crisis.

Suggested Readings
4. The 10 Most Under reported Humanitarian Crises of 2005 by Doctors Without Borders [http://en.wikipedia.org/wiki/M%C3%A9decins_Sans_Fronti%C3%A8res]
5. The 10 Most Underreported Humanitarian Crises of 2006 by Doctors Without Borders [http://en.wikipedia.org/wiki/M%C3%A9decins_Sans_Fronti%C3%A8res]
8. www.hdcentre.org
Methods of assessment:

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