



**INTEGRATED MSW**  
**CURRICULUM AND SYLLABUS**  
**2021**

## Table of Contents

<b>Contents</b>	<b>Page Number</b>
Program Outcomes	4
Program Specific Outcomes	4
Curriculum	5
Syllabus	12
Methods of assessment	241

## **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, goverence, 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 2021 admission onwards)

SEMESTER	Course Code	Subject Name	L-T-P	Credits
<b>I</b>	21SWK101	Foundations of Social Work practice	4-0-0	4
	21SWK102	Introduction to Psychology - Human Behaviour and development	4-0-0	4
	21SWK103	Social Science concepts and Social Work	4-0-0	4
	21ENG101	Communicative English	2-0-2	3
		Language 1	2-0-0	2
	21SWK104	Introduction to Computing	3-0-0	3
	21CUL101	Cultural education I	2-0-0	2
	<b>Total credits for Semester I</b>			<b>22 credits</b>
<b>II</b>	21SWK111	Working with Individuals and Groups	4-0-0	4
	21SWK112	Philosophy of \research	4-0-0	4
	21SWK113	Foundations of Sustainable Development	4-0-0	4
	21SWK114	Contemporary Social Problems & concerns	4-0-0	4
	21ENG111	Professional Communication	1-0-2	2
		Language 2	2-0-0	2
	21CUL111	Cultural education II	2-0-0	2
	<b>Total credits for Semester II</b>			<b>22 credits</b>
<b>III</b>	21SWK201	Community Organization and Social Action	4-0-0	4
	21SWK202	Management for Social Work Practice	4-0-0	4
	21SWK203	Social policy, Planning and Development	4-0-0	4
	21SWK204	Introduction to Family Welfare and Child Protection	4-0-0	4
	21SWK290	Fieldwork I		6
	21AVP201	Amrita Value Program I	1-0-0	1
	21SSK201	Life Skills I	1-0-2	2
	<b>Total credits for Semester III</b>			<b>25 credits</b>

IV	21SWK211	Qualitative and Quantitative Research in Social Work	4-0-0	4
	21SWK212	Fundamentals of Project Management	4-0-0	4
	21SWK213	Human Rights & Social Justice	4-0-0	4
	21SWK214	Introduction to Disaster Management	4-0-0	4
	21SWK291	Fieldwork II		6
	21AVP211	Amrita Value Program II	1-0-0	1
	21SSK211	Life Skills II	1-0-2	2
<b>Total credits for Semester IV</b>				<b>25 credits</b>
V	21SWK301	Social Work Practice in Corporate Social Responsibility (CSR)	3-0-0	3
	21SWK302	Social Legislation in India	3-0-0	3
	21SWK303	Areas of Social Work practice – I (Sustainable Community development)	3-0-0	3
	21SWK304	Social Welfare Administration	3-0-0	3
	21SWK305	Public Health & Global Health issues	3-0-0	3
	21SWK390	Fieldwork III		6
	21SWK391	Rural camp		2
	21SWK392	Mentor Program 1	2-0-0	2
	21SSK301	Life Skills III	1-0-2	2
<b>Total credits for Semester V</b>				<b>27 credits</b>
VI	21SWK311	Areas of Social Work practice - II (Sustainable Community development)	4-0-0	4
	21SWK312	Foundations of Academic Writing and Research ethics and values 1	2-0-0	2
	21SWK313	Human Behaviour and Environmental Sustainability	4-0-0	4
	21SWK393	Field work IV		6
	21SWK399	Final project		4
	21SWK394	Mentor program 2- Application	2-0-0	2
		Open Elective	3-0-0	3
<b>Total credits for Semester VI</b>				<b>25 credits</b>
VII	21SWK501	Foundation of Physical health& Mental health, Child rights and child protection and community development	4-0-0	4

	21SWK502	Data Analysis and Interpretation	3-0-0	3
	21SWK503	Society, Change and Development	3-0-0	3
	21SWK591	Academic Paper Writing and Research project 1	0-0-4	4
	21SWK590	Field work		3
	21CUL501	Cultural education		P/F
		Open Elective	2-0-0	2
<b>Total credits for Semester VII</b>				<b>19 credits</b>
<b>VIII</b>	21SWK511	Social Welfare Policy and Administration	3-0-0	3
	21SWK512	Psychosocial perspectives and counselling	3-0-0	3
		Specialization 1	3-0-0	3
	21SWK592	Research project 2	0-0-3	3
	21SWK593	Field work		3
	21SWK594	Rural Camp		2
	21AVP501	Amrita value program	1-0-0	1
		Open Elective	2-0-0	2
<b>Total credits for Semester VIII</b>				<b>20credits</b>
<b>IX</b>	21SWK601	Social Legislation for vulnerable groups	3-0-0	3
	21SWK602	Project Formulation and Management	3-0-0	3
	21SWK603	Introduction to Disaster Management and vulnerability reduction	3-0-0	3
		Specialization 2	3-0-0	3
	21SWK691	Research project 3	0-0-3	3
	21SWK692	Tutorial Program 1 - student teaching	2-0-0	2
	21SWK690	Field work		3
<b>Total credits for Semester IX</b>				<b>20 credits</b>
<b>X</b>	21SWK611	Project planning and implementation in corporate sectors (CSR)	3-0-0	3
		Specialization 3	3-0-0	3
		Specialization 4	3-0-0	3

	21SWK693	Research project 4 (Thesis)	0-0-3	3
	21SWK694	Tutorial program 2 - student teaching	2-0-0	2
	21SWK695	Field work		3
	21SWK696	Block field placement		3
<b>Total credits for Semester X</b>				<b>20 credits</b>
<b>Total credits up to 6<sup>th</sup> semester</b>				<b>146</b>
<b>Total credits for Integrated MSW</b>				<b>225</b>
<b>Total credits for MSW only (Only for lateral entry)</b>				<b>91</b>

**\* Only for lateral entry**

SEM -7				SEM -8			
Code	Course Title	L T P	Cr	Code	Course Title	L T P	Cr
21SWK101	Foundations of social work practice *	4-0-0	4	21SWK513	Foundations of social work methods and fields-II Community development and social action	4-0-0	4
21SWK504	Foundations of social work methods and fields- I Social case work and Social group work)	4-0-0	4				



## List of Electives

### 1. Sustainable Community Development

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK531	Rural and Tribal Community Development	3-0-0	3
2	21SWK532	Urban Community Development and Good Governance	3-0-0	3
3	21SWK533	Climate Change and Sustainable Development	3-0-0	3
4	21SWK534	Technological Interventions for Community Development	3-0-0	3

### 2. Environmental Sciences and Disaster management

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK541	Environmental decision making	3-0-0	3
2	21SWK542	Standard approaches and Technologies for Disaster Relief and Recovery	3-0-0	3
3	21SWK543	Natural Resource Management & Computational Social sciences	3-0-0	3
4	21SWK533	Climate Change and Sustainable Development	3-0-0	3

### 3. Sustainable Public Health

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK551	Social Work Practice in Mental Health	3-0-0	3
2	21SWK552	Community Care in Physical and Mental Health	3-0-0	3
3	21SWK553	Social Work Practice in Physical Health	3-0-0	3
4	21SWK554	Public Health Management	3-0-0	3

#### 4. Social Innovation for Sustainability

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK554	Public Health Management	3-0-0	3
2	21SWK543	Natural Resource Management & Computational Social sciences	3-0-0	3
3	21SWK542	Standard approaches and Technologies for Disaster Relief and Recovery	3-0-0	3
4	21SWK534	Technological Interventions for Community Development	3-0-0	3

#### 5. Child Right and Child Protection

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK561	Understanding Children as Vulnerable Groups	3-0-0	3
2	21SWK562	Care and Support Services for Children	3-0-0	3
3	21SWK563	Intervention for Child Rights and Child Protection	3-0-0	3
4	21SWK564	Interventions for Children in Humanitarian Crisis	3-0-0	3

#### \*LANGUAGE - Paper I

Course Code	Course Title	L-T-P	Cr	ES
21MAL101	Malayalam I	2 0 0	2	
21SAN101	Sanskrit I	2 0 0	2	

#### LANGUAGE - Paper II

Course Code	Course Title	L-T-P	Cr	ES
21MAL111	Malayalam II	2 0 0	2	
21SAN111	Sanskrit II	2 0 0	2	

Note:

L- Lecture hours/week ,T- Tutorial hours/week, P- Practical hours/week

## SEMESTER - I

Course Code	Course Title	L-T-P	Credits
21SWK101	Foundations of Social Work practice	4-0-0	4
21SWK102	Introduction to Psychology - Human Behaviour and development	4-0-0	4
21SWK103	Social Science concepts and Social Work	4-0-0	4
21ENG101	Communicative English	2-0-2	3
	Language I	2-0-0	2
21SWK104	Introduction to Computing	3-0-0	3
21CUL101	Cultural education I	2-0-0	2
<b>Total Credits for Semester I</b>			<b>22 credits</b>

<b>21SWK101</b>	<b>Foundations of Social Work Practice</b>	<b>4-0-0</b>	<b>4</b>
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### **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**

Basic concepts of Social Work and its Related Concepts: Social Work, Social Service, Social Welfare , Social Reform, Social Justice, Social Security, Social Policy. History of Social Work Education, An overview of Primary and Secondary Methods of Social Work.

### **Unit II- Principles, Values and Professional Ethics**

Principles of Social Work Practice. Ethics, Values, Code of Conduct Of Professional Social Work, Declaration of Ethics for Professional Social Workers in India. Problems faced by the Social Work Profession in India. Functions of Professional Associations. International Social Work.

### **Unit III- Fields of Social Work**

Family, Age, Gender Related Services, Community Development (Rural & Urban), Medical and Psychiatric Social Work, Human Resource Management. Correctional Social Work, Human Rights and Social Justice, Marginalized People, Disaster Management, Environmental Protection, Conflict Resolution, Victim Assistance

### **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:**

Philosophical Foundations of Social Upliftment and Social Reforms and Social Reformers in India with special reference to Swami Vivekananda, Narayana Guru, Mahatma Gandhi, Ambedkar, Thanthai Periyar, Mahatma Jyotiba Phule, Sri Baba Amte, Sadguru Mata Amritanandamayi Devi.

### **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:**

1. Mark A. Mattaini, Christine T. Lowery, Carol H. Meyer (2002) Foundations of Social Work Practice: A Graduate Text, National Association of Social Workers, 2002
2. Sanjay Bhattacharya, 2004 Social Work: An Integrated Approach
3. Misra P.D. Social Work: Philosophy and Methods, Inter-India Publications. 1994

### **References**

1. Acharya, BC.(2012) 'A handbook of social work'. New Delhi, Wisdom Press.
2. Bradford, W. Sheafor, Charles, R. Horejsi, & Gloria.A. (1997) 'Techniques and Guidelines

3. for Social Work', Fourth Edition. London, Allyn and Bacon, A Viacom Company.
4. Josantony Joseph & Gracy Fernandes. (2006) 'An Enquiry into Ethical Dilemmas in Social Work'. Mumbai, Nirmala Niketan.
5. Rameshwari, Devi & Ravi Prakash. (2000) 'Social Work Practice'. Jaipur, Mangal Deep.
6. Reamer, Frederic G. (1999) 'Social Work Values and Ethics'. New Delhi, Rawat.

<b>21SWK102</b>	<b>Introduction to Psychology - Human Behavior and Development</b>	<b>4-0-0</b>	<b>4</b>
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## **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.**

Personality Typologies: Three Gunas & doṣhas. Motivation, Esteem, Bystander, Confidence, Positive Psychology: Shaping by Spiritual Principles or worldly desires. Understanding oneself: awareness, witness, discernment

#### **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:**

1. Sharma R.N. – Developmental Psychology. New Delhi Surjeet Publication 2000
2. Bhatia, Hans Raj- Elements of Psychology: Bombay Somaiya Publication 1970
3. Mangal, S. K.(2006). General Psychology. New Delhi: Sterling
4. Hurlock, Elizabeth B – Developmental Psychology 3rd Edition. New York Tata McGraw Hill Publishing Co Ltd 1997
5. Family, Self, and Human Development Across Cultures: Theory & Application. Cigdem Kagitcibasi. Routledge Classic Editions, 2017, New York.

#### **References:**

1. K.R. Rao & A.C. Psychology in the Indian Tradition. Paranjpe, Eds. 2018. Springer New Delhi
2. Griggs, R. A. (2010). Psychology: A concise introduction. Macmillan.
3. Schoeke, A., & Bittlin, T. (2007). Cognitive psychology and cognitive neuroscience. Books4x Company, ISBN, 1449986438.
4. Bhawuk, D. (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad-Gita. Springer Science & Business Media.

5. Campbell, J. A., Walker, R. J., & Egede, L. E. (2016). Associations between adverse childhood experiences, high-risk behaviors, and morbidity in adulthood. *American journal of preventive medicine*, 50(3), 344-352.
6. Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian psychology/Psychologie canadienne*, 49(3), 182.
7. Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrincic, C., Kastenmüller, A., Frey, D., Kainbacher, M. (2011). The bystander-effect: A meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological Bulletin*, 137(4), 517–537. doi:10.1037/a0023304
8. Gardner, W. L., & Garr-Schultz, A. (2017). Understanding our groups, understanding ourselves: The importance of collective identity clarity and collective coherence to the self. In *Self-Concept Clarity* (pp. 125-143). Springer, Cham.
9. Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.
10. Madfis, E. (2017). In search of meaning: are school rampage shootings random and senseless violence?. *The Journal of psychology*, 151(1), 21-35.
11. Misra, G., & Babu, N. (2013). Emerging perspectives on human development research.
12. Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to psychology*. Cengage Learning.
13. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer.
14. Schoeke, A., & Bittlin, T. (2007). *Cognitive psychology and cognitive neuroscience*. Books4x Company, ISBN, 1449986438.
15. Vago, D. R., & David, S. A. (2012). Self-awareness, self-regulation, and self-transcendence (S-ART): a framework for understanding the neurobiological mechanisms of mindfulness. *Frontiers in human neuroscience*, 6, 296.
16. Volkow, N. D., Swanson, J. M., Evins, A. E., DeLisi, L. E., Meier, M. H., Gonzalez, R., & Baler, R. (2016). Effects of cannabis use on human behavior, including cognition, motivation, and psychosis: a review. *JAMA psychiatry*, 73(3), 292-297

<b>21SWK103</b>	<b>Social Science Concepts and Social Work</b>	<b>4-0-0</b>	<b>4</b>
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## **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**

Society: Man, and Society and its Relationships. Caste, Class, Power and Authority. Social Values, Norms, Customs, Mores and Culture. Social Institutions: Family, Marriage and Religion.

### **Unit II - Notions of Society**

Social Process: Concept, Importance and Types. Social Change: Concept, Characteristics and Factors. Social Control: Concept, Importance and Agencies. Socialization: Concept, Importance and Agents of socialization and theories of socialization ; Contemporary social issues: Gender issues, Child and Adolescent issues, Ageing, Religious intolerance and violence, Corruption, Migration

### **Unit III - Introduction to Political and Economic Concepts**

State: Origin, Concept and its Organs. Nature, Forms: Autocracy and Democracy. Concepts of Welfare State. Indian Politics: Political institutions, Constituent assembly, Parliament: Structure, Cabinet and ministers, Judiciary: Structure, Role and Function.

Fundamental Rights, Directive Principles of State Policy. Political Science: Significance in Social work Basic Economics: Definition, Functions of Economy, Economic wants and Economic goods, Economics and Social Work.

### **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: .**

1. Choudhary, Paul. (1983). Introduction to Social Work. New Delhi: Atma Ram & Sons
2. Desai, Murli (2002). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publications
3. Singh, M.P. Saxena, R. (2011). Indian Politics: Constitutional Foundation and Institutional Functioning. PHI Learning Pvt. Ltd,

**References:**

1. Elgin, F.H.& David, C.(2017), Social Science- An Introduction to the Study of Society. (13th ed.). New York: Pearson
2. Giddens, A. (2009). Sociology. (6th ed). Italy: Rotolito Lombarda 2. Santhakumar. (2013). Economics in Action. New Delhi: Sage publication 3. Melvin, D. William, A. Lois, D. (1972). Sociology: Man in Society , London: Scott, Foresman & Company 1 Method in Working with Groups, Association Press, New York.
3. Dinitto, Diana, M. (2008). Social Work Issues and Opportunities in a Challenging Profession (3rd edition). Chicago: Lyceum Books
4. Bhandi, Raj. (1996). Field Work in Social Work Perspective. New Delhi: Himanshu Publications.
1. Peeters, J. (2012). Social work and sustainable development: Towards a social-ecological practice model. Journal of Social Interventions: Theory and Practice, 21(3), 5-26. Retrieved from <https://dspace.library.uu.nl/handle/1874/255892>
2. UNDP. (n.d.). Sustainable Development Goals. Retrieved from [https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf)
3. Acharya, BC.(2012) 'A handbook of social work'. New Delhi, Wisdom Press.
4. Josantony Joseph & Gracy Fernandes. (2006) 'An Enquiry into Ethical Dilemmas in Social Work'. Mumbai, Nirmala Niketan.
5. Reamer, Frederic G. (1999) 'Social Work Values and Ethics'. New Delhi, Rawat.

<b>21MAL101</b>	<b>Language 1- Malayalam I</b>	<b>2-0-0</b>	<b>2</b>
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**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

### **Course outcomes**

CO1: To understand the depth and necessity to learn the mother tongue (here, Malayalam).

CO2: To acquire the capability of communication.

CO3: To the developing interest, the practical blending of Language and Indian Spirituality.

CO4: The ardent desire to learn the language that provided them inner strength.

CO5: The recognition that Malayalam received when Amma's voice reverberated in the vast hall at the United Nations Assembly is the crowning factor. Amma has thus silently revolutionized the growth and development of Malayalam.

### **Unit I**

Adhyatmaramayanam, Seethaswayamvaram -54 Lines: Itharam Viswamithran... vilanghinan.  
Jnanappana283 - 316 (34Lines: Kootiyalla...kuthikkanam)

### **Unit II**

Modern Poet trio: *EnteGurunathan*, Vallathol Narayana Menon- Critical analysis of the poem.

### **Unit III**

Short stories from period 1/2/3: Poovanpazham- Vaikaom Muhammed Basheer.

### **Unit IV**

Literary Criticism: Bharatha Paryatanam- Vyasante Chiri-Ithihasa studies-Kuttikrishna Marar-  
Outline of literary Criticism in Malayalam Literature

### **Unit V**

Error-free Malayalam: 1.Language; 2.Clarity of expression; 3.Punctuation-ThettillathaMalayalam  
– Writing-a. Expansion of ideas; b.Precis Writing; c. Essay Writing

### **Text books/Reference :**

- 1) Adhyatmaramayanam– Thunjath Ramanujan Ezhuthachan
- 2) Ramayanavichinthanam-Dr. A. M. Unnikrishnan
- 3) ThunjanPadhanangal-Prof.Panmana Ramachandran
- 4) Complete Works including Jnanappana-Poonthanam
- 5) Vallathole Study- Prof.Guptan Nair
- 6) MahakaviyudeSilpasalayil-Kuttikrishnamararu
- 7) BasheerintePoonkavanam-Prof.M.N.Karasseri
- 8) Basheer-Life & Works
- 9) BharathaParyatanam-KuttikrishnaMarar
- 10)LavanyasastrathinteYukthisilpam-Dr.Thomas Mathew

11)Thettillatha Malayalam – Prof.PanmanaRamachandran Nair(His all books on Error Free Malayalam)

<b>21SAN101</b>	<b>Language 1 - SANSKRIT I</b>	<b>2-0-0</b>	<b>2</b>
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CO 1 Read and understand Sanskrit verses and sentences and communicate in Sanskrit

CO 2 Imbibe values of life and Indian tradition propounded by the scriptures

### **Module 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

### **Module II**

Verbs- Singular, Dual and plural — First person, Second person, Third person.

Tenses – Past, Present and future – Atmanepadi and parasmaipadi-karthariprayoga.

### **Module III**

General group words for communication and moral stories.

### **Module IV**

Chanakya Neeti chapter III (part I), Bhagavad Gita chapter 14 (part I)

### **Module V**

Translation of simple sentences from Sanskrit to English and vice versa.

<b>21SWK104</b>	<b>Introduction to Computing</b>	<b>3-0-0</b>	<b>3</b>
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### **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:**

Word processing basics – an introduction, menu bar, using the icons below menu bar. Page setter, page background, printing. Text creation and manipulation, paragraphs and tab setting, text selection, cut, copy and paste options, font size. Alignment of texts, formatting the text, changing colour, paragraph indenting. Use of tab and tab setting. Inserting header and footer – page numbers, comments, foot notes, citations, caption, index, pictures, files, book mark, hyper link. Multiple documents, table manipulation, printing, print preview language utilities, spelling and grammar check – mail merge options, password locking, view – macros document views.

### **Unit III - Spreadsheet: MS Excel.:**

Elements of electronic spreadsheet, application. Menu bar, creation of cells, addressing of cells, insert: tables, charts, illustrations, links, texts. Page layout – themes, setup, scale, sheet, arrange. Auto formatting, conditional formatting, auto correct, arranging windows – freeze pane – hiding windows. Providing formulas – using basic functions and other basic functions data.

### **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 – font, 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 sites, 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
2. Dinesh Maidasani – Learning Computer Fundamentals, MS Office and Internet and Web Technology, Laxmi Publications.

**References:**

1. S. Jain – MS Office 2010 Training Guide, BPB Publication.
2. John Walkenbach Herb Tyson Michael R. Groh Faithe Wempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India.
3. Michael Price – 2010 in Easy Steps, TMH

## Semester II

Course Code	Course Title	L-T-P	Credits
21SWK111	Working with Individuals and Groups	4-0-0	4
21SWK112	Philosophy of research	4-0-0	4
21SWK113	Foundations of Sustainable Development	4-0-0	4
21SWK114	Contemporary Social Problems & concerns	4-0-0	4
21ENG111	Professional Communication	1-0-2	2
	Language 2	2-0-0	2
21CUL111	Cultural education II	2-0-0	2
<b>Total Credits for Semester II</b>			<b>22 credits</b>

<b>21SWK111</b>	<b>Working with Individuals and Groups</b>	<b>4-0-0</b>	<b>4</b>
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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:**

1. Upadhyay, R.K. Social Case Work 2014 Rawat Publications
2. Hamilton, G. Theory and Practice in Social Case work 2013 Rawat Publications
3. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare,
4. Konapka:( 1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,

#### **References:**

1. Barry Coronel, (1996), The Social 1996: The Social Work Skills Workbook
2. Mathew, Grace (1992) An Introduction of social case work, , Mumbai, TISS
3. Pearlman, Helen H. (1995) – Social Case Work: A problem solving process. New York, USA, The university press,
4. Robert W Roberts, Rebert H Nee: (2000) Theories of Social Case work, Chicago, Unity of Chicago Press,
5. Joel Fisher. 1978 Effective Case Work Practice - An Eclectic Approach, New York: McGraw Hill.
6. Healy, K. Social Work Methods and Skills  
2012 Palgrave MacMillan

7. Perlman, H.H. Social Case Work- A Problem Solving Approach 2011 Rawat Publications
8. Johnson, L.C. & Yanca, S.J. Social work practice- A Generalist Approach 2010 PHI Learning
9. Biestek, F. The Case Work Relationship 1961 Allyn and Bacon
10. Hollis, F. Casework: A Psychosocial Therapy 1964 McGraw Hill
11. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare,
12. Barry Coronel, (1996), The Social 1996: The Social Work Skills Workbook
13. Konapka:( 1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,
14. Mathew, Grace (1992) An Introduction of social case work, Mumbai, TISS
15. Pearlman, Helen H. (1995) – Social Case Work: A problem solving process. New York, USA, The university press,
16. Robert W Roberts Rebert H Nee: (2000) Theories of Social Case work, Chicago, Unity of Chicago Press,
17. Upadhyay, R.K., (2003) Social Case Work: A Therapeutic Approach, New Delhi, Rawest Publications.

<b>21SWK112</b>	<b>Philosophy of Science</b>	<b>4-0-0</b>	<b>4</b>
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## **Introduction**

This course aims to introduce learners to important issues in the philosophy of science. Philosophical ideas influence the practice of research, so it is important for the learners to gain a comprehensive understanding of the underlying philosophical assumptions or paradigms (worldviews) of different scientific approaches (quantitative, qualitative, mixed methods). This course also aims to introduce learners to the importance of scientific thinking as a preparation for social work research. Learners should understand the importance of using logic, both inductive and deductive, to do empirical research to ultimately solve social problems.

## **Course Objective**

1. Gain insight into the historical developments of science versus philosophy
2. Develop a critical understanding of the philosophical assumptions or paradigms for the different types of research approaches
3. Gain a comprehensive knowledge of the scientific method and be able to distinguish it from the everyday unscientific seeking of explanations

## **Course Syllabus**



### **Unit I - Introduction**

The Nature and Scope of Philosophy of Science; What is Science? Science and Pseudo-Science. Induction and Its Problems: Inductive Probability, Popper's Alternative to Induction, Goodman's New Paradox to Induction.

### **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 IV -** Thomas Kuhn and Normal science, Scientific Revolution and Incommensurability, Science and the Question of Method, Against Method- Feyraband, The Authority of Science, How to Defend Society against Science.

### **Unit V - Diverse Approaches to Research**

Quantitative, Qualitative and Mixed Methods.; Science and Society, Science and Values.

#### **Text books:**

1. Karl Popper. *The Logic of Scientific Discovery*. London: Routledge, 1959. English.
2. Anthony O' Hear. *An Introduction to Philosophy of Science*. Oxford: Clarendon Press, 1989. English.
3. David Armstrong. *What is a Law of Nature?*.UK: Cambridge University Press, 1983. English.

#### **References**

1. Bas Van Fraassen. *The Scientific Image*. New York: Oxford University Press, 1980. English.
2. JakkoHintikka& Patrick Suppes (Eds). *Aspects of Inductive Logic*. Amsterdam: North-Holland Publishing Company Limited, 1966. English.
3. Paul Churchland& C. Hooker (Eds). *Images of Science*. Chicago: The University of Chicago Press, 1985. English.
4. Horwich. *Probability and Evidence*. UK: Cambridge University Press, 1982. English.
5. P. Frank. *Philosophy of Science*. London: Prentice-Hall, 1957. English.
6. P. Kitcher. *The Advancement of Science*. New York: Oxford University Press, 1993. English.
7. John Earman. *Bays or Bust? A Critical Examination of Bayesian Confirmation Theory*. US: MIT Press, 1992. English.

<b>21SWK113</b>	<b>Foundations of Sustainable Development</b>	<b>4-0-0</b>	<b>4</b>
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## **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:**

1. Ghai, D., & Vivian, J. M. (1995). Grassroots environmental action: people's participation in sustainable development. London, UK: Routledge. Retrieved from <https://books.google.co.in/books?hl=en&lr=&id=-KGSgAAQBAJ&oi=fnd&pg=PP1&dq=Sustainable+Development+AND+India&ots=1>

ottVop011&sig=rXPuUgHRcAXkVadmoEvhw27Bp4Y&redir\_esc=y#v=onepage&q=Sustainable%20Development%20AND%20India&f=false

2. Ossewaarde, M. J. (2018). Introduction to sustainable development. Thousand Oaks, CA: Sage.
3. Patel, B. N. & Nagar, R. (Eds.). (2018). Sustainable development and India. Convergence of law, economics, science, and politics. New Delhi, India: Oxford University Press.

## References:

1. Emas, R. (2015). Brief for GSDR 2015. The concept of sustainable development: Definition and defining principles. Retrieved from [https://sustainabledevelopment.un.org/content/documents/5839GSDR%202015\\_SD\\_concept\\_definiton\\_rev.pdf](https://sustainabledevelopment.un.org/content/documents/5839GSDR%202015_SD_concept_definiton_rev.pdf)
2. Kumar, S., Kumar, N., & Vivekadhish, S. (2016). Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs): Addressing unfinished agenda and strengthening sustainable development and partnership. *Indian Journal of Community Medicine*, 41(1), 1-4. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4746946/>
3. Ministry of Health & Family Welfare, Government of India & World Health Organization, Country Office for India. (2016). The transition from MDGs to SDGs in India. Big agenda, big opportunities. Retrieved from [http://www.searo.who.int/india/topics/sustainable-development-goals/sdg\\_background\\_paper.pdf?ua=1](http://www.searo.who.int/india/topics/sustainable-development-goals/sdg_background_paper.pdf?ua=1)
4. Peeters, J. (2012). Social work and sustainable development: Towards a social-ecological practice model. *Journal of Social Interventions: Theory and Practice*, 21(3), 5-26. Retrieved from <https://dspace.library.uu.nl/handle/1874/255892>
5. UNDP. (n.d.). Sustainable Development Goals. Retrieved from [https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf)
6. United Nations, Department of Public Information. (2008). Everything you always wanted to know about the United Nations. For students at intermediate and secondary levels. Retrieved from <http://unic-ir.org/Engaboutun.pdf>
7. United Nations. (1945). Charter of the United Nations and statute of the international court of justice. Retrieved from <https://treaties.un.org/doc/publication/ctc/uncharter.pdf>
8. United Nations. (2016). Final list of proposed Sustainable Development Goal indicators. Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1), Annex IV. Retrieved from <https://sustainabledevelopment.un.org/content/documents/11803Official-List-of-Proposed-SDG-Indicators.pdf>
9. United Nations. (2017). Voluntary national review report India. On the implementation of sustainable development goals. Report presented to The United Nations High Level Political Forum, New York, July 2017. Retrieved from <https://sustainabledevelopment.un.org/content/documents/15836India.pdf>

10. United Nations. (n.d.). Transforming our world: The 2030 agenda for sustainable development. A/RES/70/1. Retrieved from <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
11. Véron, R. (2001). The “new” Kerala model: Lessons for sustainable development. *World Development*, 29(4), 601-617. Retrieved from <http://www.vedegylet.hu/fejkrit/szvgyujt/SD%20lessons%20new%20Kerala%20model.pdf>

<b>21SWK114</b>	<b>Contemporary Social Problems and Concerns</b>	<b>4-0-0</b>	<b>4</b>
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## **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:**

Social Problems: Concept, Definition and Characteristics. Types of social problems: Nature and Causative Factors. Major Theories of Social Problems: Social, Psychological and Economic. Implications of Social Problems and Social Disorganization: Individual, family and society. Social Institutions: Family type, characteristics & functions: Structural Transmission of values. Social Conflict.

## **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, Juvenile Delinquency, Child abuse- School & Family Interventions. Child Labour: causes, remedial programmes. Problem of older persons: Nature and extent. Social exclusion. Migration

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

Casteism, Communalism and regionalism. Untouchability, Slavery, Beggary, Child Marriages. Problems of religious minorities – Meaning, Nature and Causes. Rise of religious fundamentalism and intolerance – Nature and Causes

## **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 Problems

## **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:**

1. Bhattacharya, S.K., Social Problems in India, Regency Publications, New Delhi.
2. Abidi, Azra: Hindustan mein Samaji Tabdiliaur Samaji Masael (Social Change and Social Problems in India) 2015, IBS, Book Store Pvt. Limited, New Delhi
3. Charon, Joel. M and Lee Garth Vigilant. 20012. “Social Problems: Readings with Four Questions” Fourth Edition. Belmont, CA: Wadsworth

## **References:**

1. Selwyn Stanley., 2004. Social Problems in India. New Delhi. Allied Publishers
2. Anna Leon- Guerrero(2009) Contemporary reading in Social Problems: Pine Forge Press
3. Deb, S. (2006).Contemporary Social Problems in India. New Delhi: Anmol Publication Pvt. Ltd.
4. Donileen R. Loseke (2011): Thinking about Social Problems :Transaction Publishers
5. H.S, Becker.(1966). Social Problems-A Modern Approach. New York: John Wiley and Sons
6. Joel Best (2001): How Claims Spread: Cross-national Diffusion of Social Problems: Aldine Transaction
7. Joel Best (2016): Social Problems: W.W.Norton, Incorporated.
8. Joel Best (2017): Images of Issues-Typifying Contemporary Social Problems , Routledge
9. Joel Best, Scott R. Harris(2012): Making Sense of Social Problems: Lynne Rienner Publishers
10. Madan, G.R. (1981): Indian social problem, New Delhi : Allied publication
11. Malcolm Spector (2017): Constructing Social Problems: Routledge
12. Ram Ahuja (2014): Social problems in India, Jaipur: Rawat publication
13. Giddens Anthony (ed)., 2001. Sociology: Introductory Readings. Cambridge, Polity Press.
14. Social Problems- Society in Crisis. Deniel J. Curran, Claire. M. Renzetti

<b>21MAL111</b>	<b>Language II - Malayalam II</b>	<b>2-0-0</b>	<b>2</b>
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### **Unit I**

Ancient poet trio: Kalayanasougandhikam,(Lines: kallummarangalum...  
namukkennarikavrikodara),KunjanNambiar-Critical analysis of his poetry)

### **Unit II**

Ancient Drama: Kerala Sakunthalam (Act1), Kalidasan (Transilated by Vallathol Narayana Menon).

### **Unit III**

Mythological literature of kerala -ParayiPettaPanthirukulam-(For  
Ref:Ithiyamala(KottarathilSankunni)/P.Narendranath/RajanChungath) – life story and  
philosophical dimension of any one of the 12 children of Maharshi Vararuchi

**Unit IV**

Part of an autobiography/travelogue: *KannerumKinavum*, Chapter: ValarnnuVarunnoratmavu, V.T.Bhattathirippadu

**Unit V**

Error-free Malayalam: 1.Language; 2.Clarity of expression; 3.Punctuation-Thettillatha  
Malayalam – Writing-a. Expansion of ideas

**Text books/Reference :**

- 1) Kunchan Nambiar-Full Works
- 2) Sakunthalam-Vallathole/KuttikrishnaMarar
- 3) KalidasaHridayam-K.P.NarayanaPisharady
- 4) ParayiPettaPanthirukulam-  
P.Narendranath/RajanChungath/Ithiyamala(KottarathilSankunni)
- 5) N.V.KrishnaWarriar& Modern Poetry studies
- 6) KanneerumKinavum –V.T.Bhattathirippad
- 7) AdukkalayilNinnuArangatheykku-V.T.Bhattathirippadu
- 8) Nalla Malayalam- C.V.VasudevaBhattathiri
- 9) TettumSariyum-Prof. Panmana Ramachandran Nair

**21SAN111****Language II - SANSKRIT II****2-0-0****2****Module I**

Seven cases, Avyayas, sentence making with Avyayas, Sapthakakaras.

**Module II**

Kthavathu Prathyaya, Upasargas, Kthvatha, Thumunnantha, LyabanthaPrathyaya. Three  
Lakaras – brief introduction, Lot lakara

**Module III**

New words and sentences for the communication, Slokas, moral stories, Subhashithas, riddles  
(Selected from the Pravesha Book)



#### Module IV

Introduction to classical literature, classification of Kavyas, classification of Dramas - Important five Mahakavyas

#### Module V

Translation of paragraphs from Sanskrit to English and vice versa

#### Module VI

Chanakya Neeti chapter III (Part II), Bhagavad Geeta chapter 14 (Part II)

#### Essential Reading:

- 1, Praveshaha; Publisher :Sanskritabharati, Aksharam, 8<sup>th</sup> cross, 2<sup>nd</sup> 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 Nirnayasagarpress

### Semester III

Course Code	Course Title	L-T-P	Credits
21SWK201	Community Organization and Social Action	4-0-0	4
21SWK202	Management for Social Work Practice	4-0-0	4
21SWK203	Social policy, Planning and Development	4-0-0	4
21SWK204	Introduction to Family Welfare and Child Protection	4-0-0	4
21SWK290	Fieldwork I		6
21AVP201	Amrita Value Program I	1-0-0	1
21SSK201	Life Skills I	1-0-2	2
	<b>Total Credits for Semester III</b>		<b>25 credits</b>

<b>21SWK201</b>	<b>Community Organization and Social Action</b>	<b>4-0-0</b>	<b>4</b>
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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**

Conceptualization and definitions. Goal/objectives, scope. Values & Principles in Community organization. Community organization as a method of social work. Similarities and differences between Community organization and Community development. Stages/Phases of Community organization. Skills required in Community organization. Roles of a community organizer.

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

Theories - Social systems – Human ecology – Human behavior. Models of community organization - Locality development - Social Planning - Social Action. Policymakers , Gender Identity in social work

### **Unit IV - Social Action**

Conceptualization, definitions, aim and objectives. Process and elements. Principles and approaches. Theoretical perspectives. Methods of Saul Alinsky and Paulo Freire [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:**

1. Briscoe, Catherine & Thomas David, N. (1977) Community Work: Learning and supervision, Unwin, George Allen.
2. Social Work: An Integrated Approach :By Sanjay Bhattacharya
3. Krammer, Ralph & Specht Harry (1975) Community Organisation Practice, Prentice Hall, New Jersey and Englewood Cliffs.
4. Siddique H.Y (1997) Working with Communities: An Introduction to Community Work, Hira Pub. New Delhi
5. Siddique H.Y, (1984) Social Work and social Action, Harnam, New Delhi

#### **References**

1. Ashman Karen k. Kirst Hull Jr. Grafton H – (2001) Generalist Practice with organization & communities, United States, Brooks/Cole,
2. Ross, Murray G. & Lappin, Ben (1967) Community Organization: Theory, Principle and Practice, New York: Harper & Row
3. Gangrade, K.D (1971) Community Organization in India, Mumbai: Popular Prakashan.
4. Hardina, Donna (2000) Analytical Skills for Community Organization Practice, New Jersey: Prentice Hall
5. Judith Lee (2001) The Empowerment Approach to Social Work Practice: Building The Beloved Community, Columbia Press
6. Siddiqui H.Y. (1997) Working with Communities: An Introduction to Community Work, Hira Publications.

## **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**

Management : Definition, Concepts, nature and Purpose. Principles of Management. Level and Type of Managers. Managerial Functions and Roles. Management Communication-

<b>21SWK202</b>	<b>Management for Social Work Practice</b>	<b>4-0-0</b>	<b>4</b>
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Communication Network, Management Information System and Public Relations. Importance of Management in Social Work.

## **Unit II - Management Process – Planning Organizing and Recruitment**

Planning: Nature of Planning, Planning Process, Objectives, MBO, Decision-making, Process of decision-making. Organizing: importance, types, process, principles, organizational structure, Organogram

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**

1. Rao V.S.P & Narayana P.S. Principles and Practice of Management, Konark Publishers Pvt. Ltd
2. Rao V.S.P (2005). Human Resource Management Text and Cases(2nd edition) .Excel Books, Delhi
3. Rao V.S.P (2009). Organizational Behavior, Excel Books, Delhi
4. Rao V.S.P (2012). Management Text and Cases(2nd edition) .Excel Books, Delhi

**Reference**

1. Meyer, J.W., and B. Rowan 1977 Institutionalized organizations: Formal structure as myth and ceremony. American Journal of Sociology 83:340-363.
2. Elizabeth A. Fisher (2009) Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies, Administration in Social Work, 33:4, 347-367, DOI: 10.1080/03643100902769160 To link to this article: <https://doi.org/10.1080/03643100902769160>

<b>21SWK203</b>	<b>Social policy, Planning and Development</b>	<b>4-0-0</b>	<b>4</b>
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**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**

Different sectorial policies and their implementation, eg.: Policies on Education, Health, Women (Gender), Children, Youth, Welfare of backward classes, Family welfare, Environment and Ecology, Urban and Rural Development, Tribal Development and Poverty alleviation

### **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 AYOOG. 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:**

1. Banti.R, (1993),Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications
2. Ganapathy, R.S et. al.(1985), Public Policy and Policy Analysis in India, Delhi: Sage Publications
3. Hebsur, R.K, (ed.),Social Intervention for Social Justice, Bombay:TISS.
4. Jones, K. et.al.(1983) Issues in Social Policy, London: Routledge & Kopan Paul.
5. Kulkarni, P.D. (1979) Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
6. Kulkarni, P.D. (1952), Social Policy in India, New-York: McGraw Hill book company.
7. Desai, V. (1999), Rural Development (Vol.I), Mumbai: Himalaya Publishing House.
8. Singh, R.R., (Ed) (1995), “Whither Social Development?”, New Delhi: ASSWI.

**References:**

1. Bagchi, A.K. (1982), Political Economy of Underdevelopment, Cambridge: Cambridge university Press.
2. Dubey, S.N. (1973). Administration of Social Welfare programmes in India. Bombay: Somaiya
3. Encyclopedia of Social Work in India- Vol I & III. (1987). Ministry of Welfare. Government of India.
4. Ghosh, A, (1992), Planning in India: Challenges for the Nineties, New Delhi: Sage Publications.
5. Dennison. D & Chepman, Valeries: Social Policy and Administration, George Allanond Unwin, London.
6. Weimer, D.L. and Vining, A.R. (1994), Policy Analysis: Concept and Practice, New Jersey: Prentice Hall.
7. World Bank, World Development reports (Annual), oxford University Press.

<b>21SWK204</b>	<b>Introduction to Family Welfare and Child Protection</b>	<b>4-0-0</b>	<b>4</b>
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**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**

Family: Concept, Need, Relevance & Importance. Types of families, Change in Families and its Impact on Children, Parents and Teachers in Child care and Protection- Effective parenting. Challenges of 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**

Understanding child rights, concept of child rights. Child Right in Indian Constitution, History of UNCRC and Human rights.

#### **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**

The Juvenile Justice (Care and Protection Act, 2015), The Protection of Children from Sexual Offences Act, 2012, The child Labour(Prohibition and Regulation), Act 1986 , The Child Marriages Act, 2005.

### **Course outcome**

1. Conceptual Clarity on family, Child rights and Child protection
2. Knowledge on different vulnerable situations of Children
3. Knowledge on various rights of Child and various commissions and Mechanisms for Child Rights and Child Protection

### **Textbooks**

1. Adenwala, M.(2006), Child protection and juvenile justice system for juvenile in conflict with law, Childline India Foundation: Mumbai (Web)
2. Bajpai, A.(2003)Child Rights in India: Law, Policy and Practice, New Delhi: Oxford university press
3. Manoharan, A. & Mehendale, A. (2012) Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University.

### **References**

1. Childline (2008)The Essentials of Child Protection: A Handbook for Beginners, Mumbai: Childline India Foundation.
2. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,
3. 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 (RWG-CL)
4. Child Abuse and the law: A review of the law and the legal process, Save the Children, Norway.
5. GoI (undated)The Integrated Child Protection Scheme, Government of India (pp 5-28) (Web)
6. Child Protection, Current Status and Recommendations of strategies for the Indian Country Programme for 2003-2007, A consultative report by Murali Desai, December 2001
7. Child Victims Rights: A report: international conference on child sex abuse victim protective investigation and trial procedure, 1996.

8. Hurlock, B Elizabeth, (1990), Development Psychology :A lifespan Approach, Tata McGraw-Hill Publishing Company Ltd., New Delhi.
9. Mehendale, A. (2012) Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.
10. Butler, I , Roberts, G. (2004) Social Work With Children and Families: Getting in to Practice, Second Edition ,London, Jessica Kingsley Publishers.
11. Rescue and Rehabilitation of child victims, A Report: Department of Women and child development., 2005

<b>21SWK290</b>	<b>Field Work – I</b>	<b>0-0-6</b>	<b>6</b>
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### **Introduction**

In the 3<sup>rd</sup> 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

### Semester IV

Course Code	Course Title	L-T-P	Credits
21SWK211	Qualitative and Quantitative Research in Social Work	4-0-0	4
21SWK212	Fundamentals of Project Management	4-0-0	4
21SWK213	Human Rights & Social Justice	4-0-0	4
21SWK214	Introduction to Disaster Management	4-0-0	4
21SWK291	Fieldwork II		6
21AVP211	Amrita Value Program II	1-0-0	1
21SSK211	Life Skills II	1-0-2	2
<b>Total Credits for Semester IV</b>			<b>25 credits</b>

<b>21SWK211</b>	<b>Qualitative and Quantitative Research in Social Work</b>	<b>4-0-0</b>	<b>4</b>
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#### **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:**

1. Flick, U. (2014). An introduction to qualitative research. Sage.
2. Savin-Baden, M., & Major, C. H. (Eds.). (2010). New approaches to qualitative research: Wisdom and uncertainty. Routledge.
3. McHugh, M. C. (2014). Feminist qualitative research: Toward transformation of science and society. The Oxford handbook of qualitative research, 137-164.

### **References:**

1. Barbour, R. S. (2001). Checklists for improving rigour in qualitative research: a case of the tail wagging the dog? *Bmj*, 322(7294), 1115-1117.
2. Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
3. Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, 21(5), 811-831.
4. Freeman, E. (2019). Feminist Theory and Its Use in Qualitative Research in Education. In *Oxford Research Encyclopedia of Education*.

5. Darlington, Y., & Scott, D. (2002). *Qualitative research in practice: Stories from the field*. Allen & Unwin.
6. Kyngäs, H. (2020). *Qualitative Research and Content Analysis*. In *The Application of Content Analysis in Nursing Science Research* (pp. 3-11). Springer, Cham.
7. Mays, N., & Pope, C. (2020). *Quality in qualitative research*. *Qualitative research in health care*, 211-233.
8. Privitera, G. J. (2018). *Research methods for the behavioral sciences*. Sage Publications. Chapter 1- Scientific thinking, p. 1-53.
9. Romm, N. R. (2017). *Conducting Focus Groups in Terms of an Appreciation of Indigenous Ways of Knowing*. *Handbook of Research Methods in Health Social Sciences*, 1-15.
10. Yin, R. K. (2011). *Qualitative research from start to finish*. New York, NY
11. Stake, R. E. (2010). *Qualitative research: Studying how things work*. Guilford Press.

<b>21SWK212</b>	<b>Fundamentals of Project Management</b>	<b>4-0-0</b>	<b>4</b>
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## **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
2. A Guide to the Project Management Body of Knowledge (PMBOK® Guide)

## References

1. Ghattas and Sandra L McKee. Practical Project Management. New Delhi, Pearson Education.
2. Leech Corinne. Successful Project Management Open Learning Programme. Oxford, Elsevier.
3. Browning Beverly A. Grand writing for Dummies. 3rd Edi. Wiley, John & Sons, Incorporated.
4. Heerkens Gary R. Project Management. USA, McGraw- Hill Publications.
5. Gray CF et al. Project Management: The Managerial Process. Boston, McGrawHill,
6. Baker, Bruce N., David C. Murphy, and Dalmar Fisher. Factors affecting project success. Project management handbook
7. Ernø-kjølhede, Erik. Project Management Theory and the Management of Research Projects," Working Papers 3/2000, Copenhagen Business School, Department of Management, Politics & Philosophy
8. Lewis, James. Team-Based Project Management. Beard Books
9. Lewis, James. The Project Manager's Desk Reference, Third edition. New York: McGraw-Hill
10. Cleland, David I. and William R. King, Systems Analysis and Project Management, McGraw-Hill Book Company, New York
11. Harvard Business Review, Managing Projects and Programs Series: Reprints from Harvard Business Review — No. 21300, c 1971.
12. Drucker, Peter F., Management: Tasks, Responsibilities, Practices, Harper & Row

<b>21SWK213</b>	<b>Human Rights and Social Justice</b>	<b>4-0-0</b>	<b>4</b>
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## **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**

Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966, International Covenant on Economic, Social and Cultural Rights 1966, Convention on Elimination of All Forms of Racial Discrimination 1965 UN bodies involved in promotion of human rights - (UNICEF), UNHCR), (UNESCO).

### **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**

Violation of Human Rights: Human rights violation by various custodians of human rights. Violence against vulnerable and marginalized communities. Relevance and Application of Social Justice in addressing Human Rights violations

**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:**

1. Avatthi Ramaiah, The Withering Social Justice in India: A Case for Diversity,
2. Desai, A.R.: Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits, Bombay Popular Prakashan, 1990.
3. Nagel T., (2005), 'The Problem of Global Justice', Philosophy & Public Affairs 33: 113-47

**References:**

1. Oliver Menderlsohn: The Rights of the Subordinated People and
2. Kalaiah A. B., Edited by Subramanya T. R., Human Rights in International Law.
3. Robertson, A. H., (1972) Human Rights in the World, Manchester University Press
4. Henkin Louis. (1978) The Rights of Man Today, Stevens and Sons, London.
5. BalkrishnanPulapre, Globalization, Growth and Justice, EPW, XXXVI, July 26, 2003, pp3166-3172
6. Miller D. , (1999), 'Justice and Global Inequality', in A. Hurrell and N. Woods (eds.) (1999),
7. BardhanPranab, 'Social Justice in the Global Economy', EPW, XXXVI, Feb 3-10, 2001, pp467-480
8. SenguptaArjun, 'Right to Development as a Human Right', EPW, XXXVI, July 7, 2001, pp467-480
9. Stephen Marks, Introduction to "The Right to Development: A Primer", Sage Pub., NewDelhi, 2003,
10. South Asia Human Rights Documentation Centre-SHRDC. (2006) Introducing Human Rights. New Delhi, Oxford University Press.
11. Aswini Kant Gautam. (2001) Human Rights and Justice System. New Delhi, A. P. H. Publishing Corporation.
12. Narang, A S. (2000) Indian Government and Politics. New Delhi, Geethanjali Publishing House.

<b>21SWK214</b>	<b>Introduction to Disaster Management</b>	<b>4-0-0</b>	<b>4</b>
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## **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**

1. Blaikie, Piers et al, At Risk: Natural Hazards, People's Vulnerabilities and Disasters, London, Routledge and Kegan, Paul, 1994.
2. Bankoff, G., Hilhorst. D. and Frerks .G, Mapping Vulnerability: Disasters, Development and People, James & James/ Earthscan, 2004.
3. Prabhas C.Sinha, Disaster Vulnerabilities and Risks, Trends, Concepts, Classification & Approaches, SBS Publishers 2007. ( 1-22,122-149)

### **References**

1. John Birkmann, United Nations University Press, Japan 2006 Measuring vulnerability to Natural disasters - Towards disaster resilience societies ( 1 to 198)
2. I. Sundar & T. Sezhiya, Disaster Management, Sarup & Sons Publishers, New Delhi, 2007 (153-178).
3. Disaster Management: A status report, Government. of India, 2005
4. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response <http://www.sphereproject.org/handbook/>
5. Disaster Management In India, Ministry of Home Affairs, Government Of India, 2011
6. Sendai Framework for Disaster Risk Reduction, 2015-30, <http://www.unisdr.org/we/coordinate/sendai-framework>
7. Ehrenreich, J.H. 2001 Coping with Disaster: A Guidebook to Psychosocial Intervention. Old Westbury, NY: Center for Psychology and Society.

8. Sharma, V.K. (ed.) 1994 Disaster Management. New Delhi: National Centre for Disaster Management.
9. Goel, S. L. and Ram Kumar (2001), Disaster Management: Organisation and Management, Health Management of Human Beings and Animals Rehabilitation, Deep and Deep Publications, New Delhi.
10. CLOT, N., & Carter, J. (2009) Disaster risk reduction: A gender and livelihood perspective. Info Resources focus no. 2/09. Zollikofen, Switzerland: Info Resources.

<b>21SWK291</b>	<b>Fieldwork II</b>		<b>6</b>
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### **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.

## Semester V

<b>Course Code</b>	<b>Subject Name</b>	<b>L-T-P</b>	<b>Credits</b>
21SWK301	Social Work Practice in Corporate Social Responsibility (CSR)	3-0-0	3
21SWK302	Social Legislation in India	3-0-0	3
21SWK303	Areas of Social Work practice – I (Sustainable Community development)	3-0-0	3
21SWK304	Social Welfare Administration	3-0-0	3
21SWK305	Public Health & Global Health issues	3-0-0	3
21SWK390	Fieldwork III		6
21SWK391	Rural camp		2
21SWK392	Mentor Program 1	2-0-0	2
21SSK301	Life Skills III	1-0-2	2
<b>Total credits for Semester V</b>			<b>27 credits</b>

21SWK301	Social Work Practice in Corporate Social Responsibility (CSR)	3-0-0	3
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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**

1. Baxi, C. (2005). Corporate social responsibility: Concepts and cases : The Indian experience. New Delhi, India: Excel Books.
2. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press
3. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.

### **References**

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
3. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press. 4. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
4. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
5. Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
6. Porter M., Kramer M., 2006. Strategy and Society – The link between Competitive advantage and Corporate Social Responsibility
7. [https://sharedvalue.org/sites/default/files/resource-files/Strategy\\_and\\_Society.pdf](https://sharedvalue.org/sites/default/files/resource-files/Strategy_and_Society.pdf)
8. Freeman E., 2010. The Stakeholder theory and the Modern Corporation <http://businessethics.qwriting.qc.cuny.edu/files/2012/01/Freeman.pdf> -



9. Crane, A. (2008). Corporate social responsibility: Readings and cases in a global context. London: Routledge.
10. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage
11. [http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK\\_contentByKey%29/ENTR7BMDUB/\\$FILE/Studies%2026.pdf](http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR7BMDUB/$FILE/Studies%2026.pdf)
12. <http://www.tatapower.com/sustainability/environmental.aspx>

<b>21SWK302</b>	<b>Social legislation in India</b>	<b>3-0-0</b>	<b>3</b>
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### **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**

The Juvenile Justice (Care and Protection of Children) Act, 2015; The POCSO Act 2012; The Child Labor (Prohibition and Regulation) Amendment Act, 2016; Prohibition of Child marriage Act 2006: Children's Right to (Free & Compulsory) Education Act 2009.

### **Unit- IV Laws Related to Women**

Introduction to Immoral Traffic (Prevention) Act 1956; Dowry Prohibition Act 1961, Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act 2005, Sexual 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**

The Rights of Persons with Disabilities Act, 2016, Scheduled tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Maintenance and Welfare of Parents and Senior Citizens Act 2007; Bonded Labour (System) Abolition Act-1976 The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Amendment Act, 2015, Right to Information Act-2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005; Central Educational Institutions (Reservation in Admissions) Act 2006. Recent Amendments. Application of Right to Information

### **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
2. Basu, Durga Das. (1971) Introduction to the Constitution of India. New Delhi, Prentice Hall of India.
3. Gangrade K D. (1978) Social Legislations in India (Vol I and II). New Delhi, Concept Publishing Company.
4. Shanmuga Velayutham (1998) Social Legislation and Social Change Chennai, VazhgaValamudan Pub

### **References**

1. South Asia Human Rights Documentation Centre-SAHRDC. (2006) Introducing Human Rights. New Delhi, Oxford University Press.
2. Aswini Kant Gautam. (2001) Human Rights and Justice System. New Delhi, A. P. H. Publishing Corporation.
3. Narang, A S. (2000) Indian Government and Politics. New Delhi, Geethanjali Publishing House.
4. Saldanha, D., (1995) State, Society and Voluntary Intervention: Reflections on the Experiences of Some Action Groups
5. M. Savur and I. Munshi (eds.) Contradictions in Indian Society, Jaipur: Rawat Publications.

<b>21SWK303</b>	<b>Areas of Social Work practice – I (Sustainable Community development)</b>	<b>3-0-0</b>	<b>3</b>
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## **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 ,**  
Intergovernmental 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:**

1. Monkelbaan, J. (2019). Governance for the Sustainable Development Goals. Springer. <https://doi.org/10.1007/978-981-13-0475-0>.
2. Gracious Thomas (ed). 2010. Community Organization: Management for Community Development. IGNOU.
3. Gupta, R., Sankhe, S., Dobbs, R., Woetzel, J., Madgavkar, A., & Hasyagar, A. (2014). From poverty to empowerment: India's imperative for jobs, growth, and effective basic services. McKinsey Global Institute.

**References:**

1. Reynolds, M., Blackmore, C., Ison, R., Shah, R., & Wedlock, E. (2018). The Role of Systems Thinking in the Practice of Implementing Sustainable Development Goals. In World Sustainability Series (pp. 677–698). [https://doi.org/10.1007/978-3-319-63007-6\\_42](https://doi.org/10.1007/978-3-319-63007-6_42).
2. Flora, C. & Arnold, N. (2012). State of the Science Report: Community Development. University of Montana Rural Institute, Research and Training Center on Disability in Rural Communities.

3. Kumar, A. (2010). Social Work Among Communities. Social Work Intervention with Individuals and Groups, 96.
4. State Resource Center Kerala. 2016. Module 2: Community Development.
5. Seema. (2013). A Historical Analysis of Women Development in India. International Journal of Scientific Engineering and Research, 1(3), 111–116.

<b>21SWK304</b>	<b>Social Welfare Administration</b>	<b>3-0-0</b>	<b>3</b>
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### **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)**

Definition, nature and Scope, functions, skills. Social Welfare administration as a method of Social Work, The principles of SWA , Evolution of social welfare administration in India. Administrative setup & functions; Center level, State level, & Local level.

### **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 ill persons, refugees, 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:**

1. Bhattacharya Sanjay. (2006) Social Work Administration and Development. New Delhi, Rawat.
2. Batra, Nitin. ( 2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
3. Chowdhry Paul D. (2006) Social Welfare Administration. Delhi, Atma Ram & sons.
4. Goel, S.L. & Jain, R.K. (1988) Social Welfare Administration, Vol. I & II. New Delhi, Deep and Deep.
5. Sachdeva D R. (2007) Social Welfare Administration in India. Allahabad, KitabMahal. Publications

### **References:**

1. Dubey, S.N. (1973). Administration of Social Welfare programmes in India. Bombay: Somaiya
2. Encyclopaedia of Social Work in India- Vol I & III. (1987). Ministry of Welfare. Government of India.
3. Kohli, A.S & S.R. Sharma. (1998). Encyclopaedia of Social Welfare and Administration. New Delhi: Anmol Publication
4. Bose, A.B. (1971). Social welfare planning in India. Bangkok: U.N. Publications
5. Dennison. D & Chepman, Valeries: Social Policy and Administration, George Allanond Unwin, London.

<b>21SWK305</b>	<b>Public Health and Global Health Issues</b>	<b>3-0-0</b>	<b>3</b>
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## **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 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**

1. World Health Statistics 2015. WHO 2015. [Report media](#). [Link to PDF](#).
2. World Development Report 2015: Mind, Society, Behavior. World Bank 2015. [Report media](#). [Link to PDF](#).
3. World Development Indicators 2015. World Bank 2015. [Report media](#). [Link to PDF](#).
4. Human Development Report 2014: Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience. United Nations Development Programme 2014. [Report media](#). [Link to PDF](#).
5. State of the World’s Children 2015: Reimagine the future. UNICEF 2014. [Report media](#). [Link to PDF](#).
6. The Millennium Development Goals Report 2014. UN 2014. [Report media](#). [Link to PDF](#).
7. Population Reference Bureau, World Population Data Sheet 2014. [Link to PDF](#).
8. Global Burden of Disease Study 2010 & 2013. Lancet. 2012, 2014. [Link](#).

### **Textbooks**

1. Holland, S. 2015. Public Health Ethics, 2nd edition. Cambridge: Polity Press. pp.1-78
2. Understanding global health, edited by W.H. Markle, M. Fisher and R. Smego, Columbus, McGraw Hill, 2007, 361 pp., including index and supplemental materials, ISBN 13: 978-0-07-148784-9; ISBN 10: 0-07-148784-0

### **References**

1. Birn, A.E., Pillay, Y. & Holtz, T. (2009). Textbook of international health: Global health in a dynamic world, 3rd Ed. Oxford: Oxford University Press.
2. Bambra, C., Gibson, M., Sowden, A. Wright, K., Whitehead, M. Petticrew, M. (2010). Tackling the wider social determinants of health and health inequalities: Evidence from systematic reviews. *J Epidemiol Community Health*, 64:4 284-291.
3. Braveman Paula. Social conditions, health equity, and human rights. *Health and human rights*. 2010 15;12(2):31-48.
4. Cash, R., & Patel, V. (2020). Has COVID-19 subverted global health?. *Lancet* (London, England).
5. Di Cesare et al., Inequalities in non-communicable diseases and effective responses, *The Lancet*, Vol 381 (9866), 2013
6. Gruskin, S. (2006). Rights-based approaches to health: something for everyone. *Health and Human Rights*, 9(2), 5-9.
7. Kruk, M. E., Larson, E., & Twum-Danso, N. A. (2016). Time for a quality revolution in global health. *The Lancet Global health*, 4(9), e594-e596.
8. Kruk, M. E., Gage, A. D., Arsenault, C., Jordan, K., Leslie, H. H., Roder-DeWan, S., ... & English, M. (2018). High-quality health systems in the Sustainable Development Goals era: time for a revolution. *The Lancet Global Health*, 6(11), e1196-e1252.
9. McKee, M., Sim, F., & Pomerleau, J. (2011). The emergence of public health and the centrality of values. *Issues in Public Health*. 3, 37-41.
10. Pang, T., & Guindon, G. E. (2004). Globalization and risks to health. *EMBO reports*, 5(S1), S11-S16.
11. SURE Rapid Response: How can the sustainability of a public health (food fortification) program be ensured?
12. Wade, R. H. (2004). Is globalization reducing poverty and inequality?. *International journal of health services*, 34(3), 381-414.

<b>21SWK390</b>	<b>Fieldwork III</b>		<b>6</b>
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### **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

<b>21SWK391</b>	<b>Rural camp</b>		<b>2</b>
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**Introduction**

Social Work Camp shall be conducted for a minimum period of 5-7days. 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,
3. Planning: Objectives, Activities, and outcome. Develop Skills in planning and organizing programs in the community, plan programme schedule and funds, preparation of action plan.
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**

1. Bhanti, R. (2001). Social Development: Analysis of some social work Fields. New Delhi: Himanshu Publishers.

### **References**

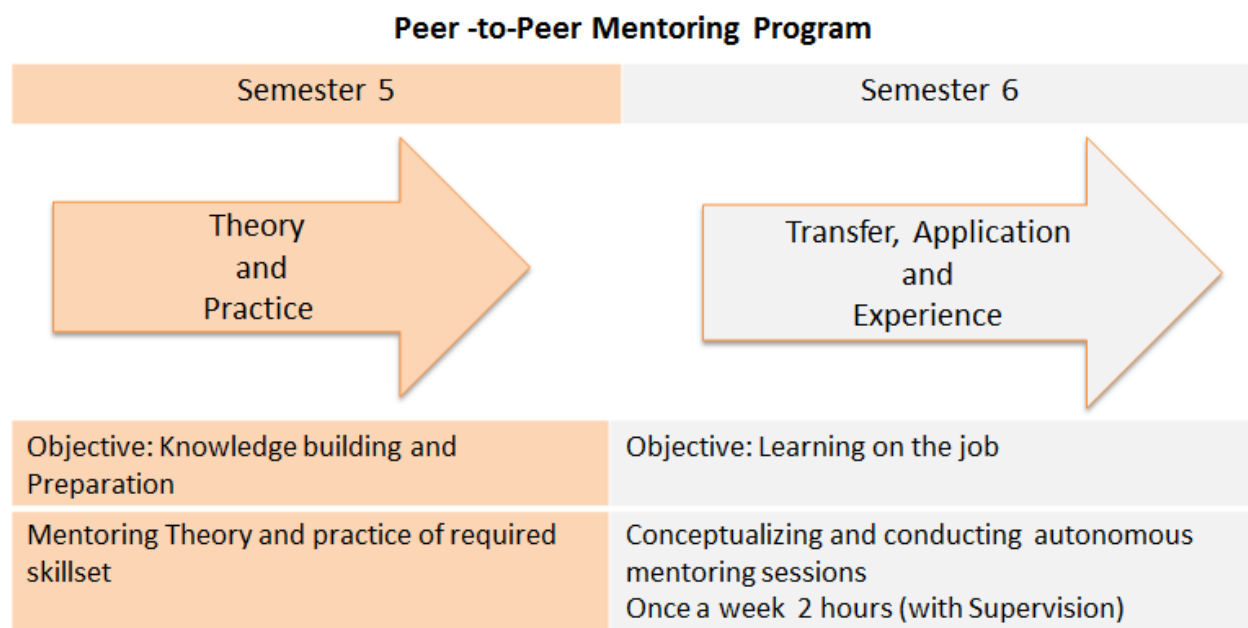
1. Stroup, H. H. (1965). Social work: An introduction to the field. New Delhi: UPH.
2. Subhedar I. S. (2003). Fieldwork training in social work. Jaipur: Rawat Publications

21SWK392	<b>Mentor Program 1</b> <b>Integrated Peer-to- Peer Mentoring and Tutoring Program I: Theory and Practice</b>	2-0-0	2
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## 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.



Colored column on the left side is relevant semester for this syllabus

**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**

1. Laverick, D. M. (2016). Mentoring processes in higher education (pp. 1-84). Springer International Publishing.
2. Kumar, P. (Ed.). (2018). Exploring dynamic mentoring models in India. Springer International Publishing.

### **References**

1. Brewer, A. M., & Brewer, A. M. (2016). Mentoring from a positive psychology perspective. Springer.
2. Dashper, K. (2019). Mentoring for gender equality: Supporting female leaders in the hospitality industry. *International Journal of Hospitality Management*, 102397.
3. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In *Career Moves* (pp. 35-46). Brill Sense.
4. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). Promoting intercultural communication competencies in higher education. IGI Global.
5. Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). *Coaching and mentoring: Theory and practice*. Sage.
6. Hegstad, C. D. (2010). Career Mentoring. *Handbook of Improving Performance in the Workplace: Volumes 1-3*, 536–554.
7. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. *CBE—Life Sciences Education*, 16(2), ar34.
8. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. *PloS one*, 15(4), e0231410.



9. Phillips-Jones, L. (2003) *The Mentee's Guide: How to Have a Successful Relationship with a Mentor*. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, 530.268.1146.
10. Phillips-Jones, L. (2003) *The Mentor's Guide: How to Be the Kind of Mentor You Once Had—Or Wish You'd Had*. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, 530.268.1146.
11. Starr, J. (2014). *The mentoring manual: Your step by step guide to being a better mentor*. Pearson UK.
12. References:
13. American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007). *Journal of American College Health*, 55(4), 195–206.
14. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. *Mentoring & Tutoring: partnership in learning*, 24(2), 124-136.
15. Wilson, G., & Gillies, R. M. (2005). Stress associated with the transition from high school to university: The effect of social support and self-efficacy. *Journal of Psychologists and Counsellors in Schools*, 15(1), 77-92.

## Semester VI

<b>Course Code</b>	<b>Subject Name</b>	<b>L-T-P</b>	<b>Credits</b>
21SWK311	Areas of Social Work practice - II (Sustainable Community development)	4-0-0	4
21SWK312	Foundations of Academic Writing and Research ethics and values 1	2-0-0	2
21SWK313	Human Behaviour and Environmental Sustainability	4-0-0	4
21SWK393	Field work IV		6
21SWK399	Final project		4
21SWK394	Mentor program 2- Application	2-0-0	2
	Open Elective	3-0-0	3
<b>Total credits for Semester VI</b>			<b>25 credits</b>

<b>21SWK311</b>	<b>Areas of Social Work practice - II (Sustainable Community Development—SCD)</b>	<b>4-0-0</b>	<b>4</b>
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## **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.

#### **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**

1. Gracious Thomas (ed). 2010. Community Organization: Management for Community Development. IGNOU.
2. Narayan, D. (Ed.). (2005). Measuring Empowerment: Cross-Disciplinary Perspectives. The World Bank.
3. Monkelbaan, J. (2019). Governance for the Sustainable Development Goals. Springer. <https://doi.org/10.1007/978-981-13-0475-0>.

#### **References**

1. Choolayil, Anoop, “Fields of Social Work”
2. Narayan, D., Chambers, R., Shah, M. K., & Petesch, P. (2000). Voices of the poor: Crying out for change. Oxford University Press for the World Bank.
3. Flora, C. & Arnold, N. (2012). State of the Science Report: Community Development. University of Montana Rural Institute, Research and Training Center on Disability in Rural Communities.
4. “Chapter 2 Community Development and Rural Development Programme” PDF
5. Mohindra, K. S., Narayana, D., & Haddad, S. (2010). “My story is like a goat tied to a hook.” Views from a marginalised tribal group in Kerala (India) on the consequences of falling ill: A participatory poverty and health assessment. Journal of Epidemiology and Community Health, 64(6), 488–494. <https://doi.org/10.1136/jech.2008.086249>

<b>21SWK312</b>	<b>Foundations of Academic Writing and Research Ethics and Values 1</b>	<b>2-0-0</b>	<b>2</b>
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## **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 Requirement

### **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**

1. Barry, M. (2011). Steps to academic writing. Cambridge, UK: Cambridge University Press.
2. Levin, P. (2004). Write great essays! Reading and essay writing for undergraduates. London, UK & New York, NY: Open University Press.
3. Savage, A. & Mayer, P. (2013). The short essay. Effective academic writing 2. Student Book (2nd edition). Oxford, UK: Oxford University Press.
4. Savage, A. & Shafiei, M. (2014). The paragraph. Effective academic writing 1. Student Book (2nd edition). Oxford, UK: Oxford University Press.
5. Aellah, G., Chantler, T., & Geissler, P. W. (2016). Global health research in an unequal world: ethics case studies from Africa (p. 275). CABI CAB International.

6. Oliver, P. (2010). *The student's guide to research ethics*. McGraw-Hill Education (UK).
7. Resnik, D. B. (2018). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust* (Vol. 74). Springer.

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1. Charles Darwin University. (n.d.). *Academic essay writing. A resource to assist tutors working with indigenous students*. For students at Charles Darwin University. Darwin, Australia: Charles Darwin University Press. Retrieved from <https://www.cdu.edu.au/sites/default/files/acike/docs/academic-essay-writing-resource.pdf>
2. Eastwood, J. (2002). *Oxford guide to English grammar* (7th impression). Oxford, UK: Oxford University Press. Retrieved from [https://www.uop.edu.jo/download/research/members/oxford\\_guide\\_to\\_english\\_grammar.pdf](https://www.uop.edu.jo/download/research/members/oxford_guide_to_english_grammar.pdf)
3. *Essays*. (n.d.). University of Northampton, Skills Hub, Library and Learning Services. Retrieved from <https://skillshub.northampton.ac.uk/essays/>
4. Jordan, R.R. (1992). *Academic writing course*. Nelson study skills in English (New edition). Surrey, UK: Nelson. Retrieved from [http://art.pte.hu/letoltes/tuskes\\_anna/academic\\_writing\\_course.pdf](http://art.pte.hu/letoltes/tuskes_anna/academic_writing_course.pdf)
5. Learning and Teaching Unit of the University of Essex. (2008). *How to improve your academic writing*. Essex, UK: University of Essex. Retrieved from <https://www.york.ac.uk/media/study/schoolsandcolleges/sixth-form-resources/how-to-improve-your-academic-writing.pdf>
6. Lynch, T., Anderson, K., & Elloway, A. (2013). *Grammar for academic writing*. Edinburgh, Scotland: English Language Teaching Centre, University of Edinburgh. Retrieved from [https://www.ed.ac.uk/files/atoms/files/grammar\\_for\\_academic\\_writing\\_ism.pdf](https://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf)
7. Norton, L., Pitt, E., Harrington, K., Elander, J., & Reddy, P. (2009). *Writing essays at university. A guide for students, by students*. London, UK: Write Now Centre for Excellence in Teaching & Learning, London Metropolitan University. Retrieved from [https://www.researchgate.net/publication/242291998\\_Writing\\_Essays\\_at\\_University\\_A\\_Guide\\_For\\_Students\\_By\\_Students](https://www.researchgate.net/publication/242291998_Writing_Essays_at_University_A_Guide_For_Students_By_Students)
8. Peterson, P. W. (2003). *Developing writing. Writing skills practice book for EFL. Beginning/intermediate level*. Washington, DC: United States Department of State, Office of English Language Programs. Retrieved from [https://americanenglish.state.gov/files/ae/resource\\_files/developing\\_writing.pdf](https://americanenglish.state.gov/files/ae/resource_files/developing_writing.pdf)
9. The Library Academic Engagement Team, Library Services, University of Birmingham. (2014). *Research and study skills: Academic writing. Student pack* (2nd edition). Birmingham, UK: University of Birmingham. Retrieved from <https://www.birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf>

10. University of Calicut, School of Distance Education. (n.d.). Writing for academic and professional success. Study material. Second semester. Common course: ENG2 A03. For BA/BSc/BCom (2017 admission onwards). University of Calicut, School of Distance Education. Retrieved from <http://14.139.185.6/website/SDE/sde593.pdf>
11. Capron, A. M., Cash, R., Gutnick, R., Saxena, A., & Wikler, D. (Eds.). (2009). Casebook on ethical issues in international health research. World Health Organization.
12. Eckenwiler, L., Pringle, J., Boulanger, R., & Hunt, M. (2015). Real-time Responsiveness for Ethics Oversight During Disaster Research. *Bioethics*, 29(9), 653-661.
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14. Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. *Qualitative inquiry*, 10(2), 261-280.
15. Farrell, Ann (2005). Ethics and Research with Children. In Farrell, A (Ed.) *Ethical Research with Children*. Open University Press, United Kingdom, pp. 1-14.
16. Kulig, T. C., Pratt, T. C., & Cullen, F. T. (2017). Revisiting the Stanford Prison Experiment: A case study in organized skepticism. *Journal of Criminal Justice Education*, 28(1), 74-111.
17. Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith Jr, G. R., & Gehlert, S. (2010). Human subjects protections in community-engaged research: a research ethics framework. *Journal of Empirical Research on Human Research Ethics*, 5(1), 5-17.
18. Sathyamala, C. (2019). In the name of science: Ethical violations in the ECHO randomised trial. *Global Public Health*, 1-16.
19. World Health Organization, & Council for International Organizations of Medical Sciences. (2016). International ethical guidelines for health-related research involving humans.

<b>21SWK313</b>	<b>Human Behaviour and Environmental Sustainability</b>	<b>4-0-0</b>	<b>4</b>
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## **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

#### **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)
2. Clayton, Susan D., ed. The Oxford handbook of environmental and conservation psychology. Oxford University Press, 2012.
3. Environmental Psychology: An Introduction (7 chapters, Chapter 13 to 19)
4. Steg, Linda Ed, Agnes E. Van Den Berg, and Judith IM De Groot. Environmental psychology: An introduction. BPS Blackwell, 2013.

### **References**

1. Stern, P. C., & Dietz, T. (n.d.). A Value-Belief-Norm Theory of Support for Social movements. The case of environmentalism.pdf.
2. Stern, P. C. (2000). New Environmental Theories: Toward a Coherent Theory of Environmentally Significant Behavior. *Journal of Social Issues*, 56(3), 407–424. <https://doi.org/10.1111/0022-4537.00175>
3. Han, H. (2015). Travelers' pro-environmental behavior in a green lodging context: Converging value-belief-norm theory and the theory of planned behavior. *Tourism Management*, 47, 164–177. <https://doi.org/10.1016/j.tourman.2014.09.014>
4. Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior *Environmental Education Research*, 8(3), 239–260. <https://doi.org/10.1080/13504620220145401>
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6. Steg, L., Bolderdijk, J. W., Keizer, K., & Perlaviciute, G. (2014). An integrated framework for encouraging pro-environmental behaviour: The role of values, situational factors and goals. *Journal of Environmental psychology*, 38, 104-115.
7. Steg, L., & Vlek, C. (2009). Encouraging pro-environmental behaviour: An integrative review and research agenda. *Journal of environmental psychology*, 29(3), 309-317.
8. Stern, P. C., Dietz, T., & Kalof, L. (1993). Value orientations, gender, and environmental concern. *Environment and behavior*, 25(5), 322-348.
9. De Groot, J. I., & Steg, L. (2009). Morality and prosocial behavior: The role of awareness, responsibility, and norms in the norm activation model. *The Journal of social psychology*, 149(4), 425-449.
10. Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2),

<b>21SWK393</b>	<b>FIELD WORK-IV</b>		<b>6</b>
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### **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 organising 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

<b>21SWK399</b>	<b>Final project</b>		<b>4</b>
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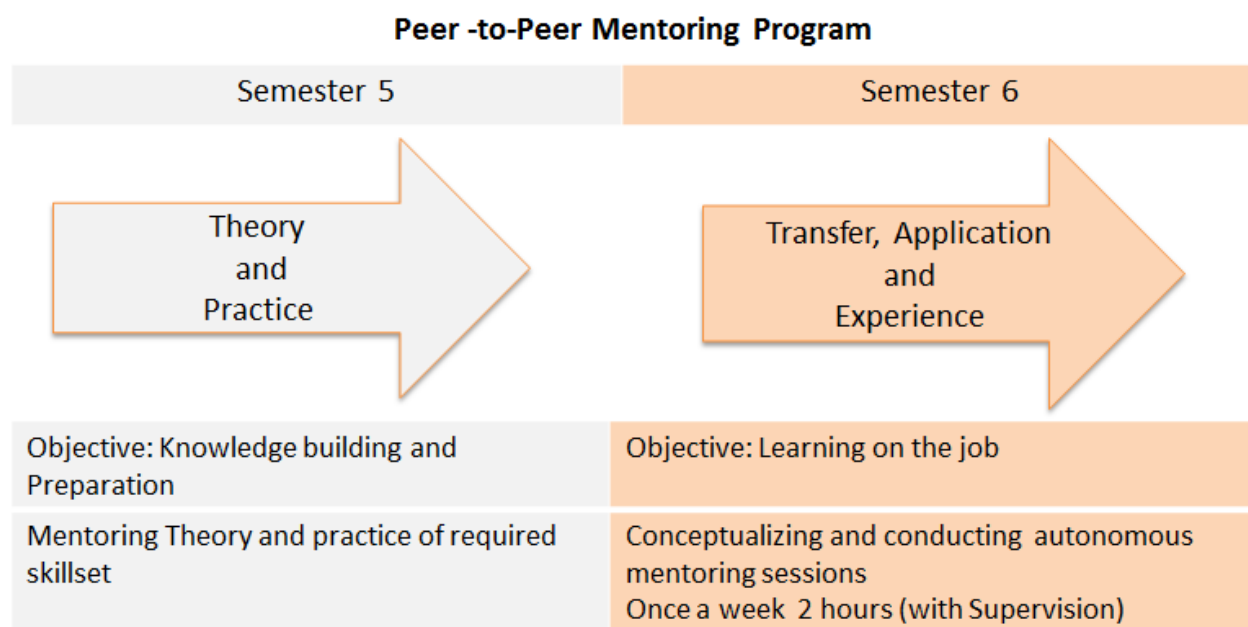
Each student has do a field project within the area of his/ her specialization in consultation with the supervisor who will offer continuous guidance to acquire the knowledge and application of research steps. The final evaluation and viva-voce will be held at the end of the semester

<b>21SWK394</b>	<b>Mentor program 2 Application- Integrated Peer to Peer Mentoring and Tutoring Program II: Transfer, Application and Experience</b>	<b>2-0-0</b>	<b>2</b>
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### 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.



Colored column on the left side is relevant semester for this syllabus

**The 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 Syllabus**

#### **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**

1. Gordon, S. (2020). Standards for instructional supervision: Enhancing teaching and learning. Routledge.
2. Laverick, D. M. (2016). Mentoring processes in higher education (pp. 1-84). Springer International Publishing.

### **References**

1. Brewer, A. M., & Brewer, A. M. (2016). Mentoring from a positive psychology perspective. Springer.
2. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In Career Moves (pp. 35-46). Brill Sense.
3. Dashper, K. (2019). Mentoring for gender equality: Supporting female leaders in the hospitality industry. *International Journal of Hospitality Management*, 102397.
4. Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). Coaching and mentoring: Theory and practice. Sage.
5. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). Promoting intercultural communication competencies in higher education. IGI Global.
6. Kumar, P. (Ed.). (2018). Exploring dynamic mentoring models in India. Springer International Publishing.
7. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. *CBE—Life Sciences Education*, 16(2), ar34.

8. Phillips-Jones, L. (2003) *The Mentee's Guide: How to Have a Successful Relationship with a Mentor*. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley.
9. Phillips-Jones, L. (2003) *The Mentor's Guide: How to Be the Kind of Mentor You Once Had—Or Wish You'd Had*. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley.
10. Starr, J. (2014). *The mentoring manual: Your step by step guide to being a better mentor*. Pearson UK.
11. Vongalis-Macrow, A. (Ed.). (2014). *Career moves: mentoring for women advancing their career and leadership in academia*. Springer Science & Business Media.
12. References:
13. American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007). *Journal of American College Health*, 55(4), 195–206.
14. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. *PloS one*, 15(4), e0231410.
15. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. *Mentoring & Tutoring: partnership in learning*, 24(2), 124-136.
16. Wilson, G., & Gillies, R. M. (2005). Stress associated with the transition from high school to university: The effect of social support and self-efficacy. *Journal of Psychologists and Counsellors in Schools*, 15(1), 77-92.

	<b>Open elective</b>	<b>3-0-0</b>	<b>3</b>
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Course will be opted from the list of Open electives (UG) offered at the Campus level

## Semester VII

<b>Course Code</b>	<b>Subject Name</b>	<b>L-T-P</b>	<b>Credits</b>
21SWK501	Foundation of Physical health& Mental health, Child rights and child protection and community development	4-0-0	4
21SWK502	Data Analysis and Interpretation	3-0-0	3
21SWK503	Society, Change and Development	3-0-0	3
21SWK591	Academic Paper Writing and Research project 1	0-0-4	4
21SWK590	Field work		3
21CUL501	Cultural education		P/F
	Open Elective	2-0-0	2
	<b>Total credits for Semester VII</b>		<b>19 credits</b>



<b>21SWK501</b>	<b>Foundation of Physical health&amp; Mental health, Child rights and child protection, Community Development</b>	<b>4-0-0</b>	<b>4</b>
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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. To introduce students to the community development area of the social work practice

**Course Objectives**

1. To understand the concept of physical and mental health and the role of Social Worker’s Role in Physical and Mental Health settings
2. To introduce students to the basic concepts of child, child rights and child protection system functioning at various government levels.
3. To understand the concept of vulnerability and vulnerable children by preventing and responding from perspective.
4. To introduce students to community development as a process to Community organization and to provide an analytical perspective of the developmental challenges of the marginalized sections of the community

**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)**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 IV: - 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 -and Mental Health Settings:**

**Textbooks:**

1. Corcoran, J., & Walsh, J. M. (2011). *Mental health in social work: A casebook on diagnosis and strengths based assessment.* Pearson Higher Ed
2. Harvey, P., & Rathbone, B. H. (2014). *Dialectical Behavior Therapy for At-risk Adolescents: A Practitioner's Guide to Treating Challenging Behavior Problems.* New Harbinger Publications.
3. *Manual of Mental Health for Social Workers,* National Institute of Health and Family Welfare. Government of India, New Delhi, 2016.
4. Sekar, K., Parthasarathy, R., Muralidhar, D., & Chandrasekhar Rao, M. (2007). *Handbook of psychiatric social work. NIMHANS Publication*

**Foundation 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, , child rights and human rights. History of Child rights and UNCRC, Major International Treaties,. Child rights in Indian Constitution, Introduction to National Policy for Children, National Educational Policy and National Charter for children, ICPS

**Unit II:- Situational Analysis of Children in India:** Profile of Situational analysis of underprivileged children - (Education, Girl Child, Children with physical and Learning Disabilities, Trafficking of Children, Working Children, ST/DNT/N& SNT Children etc), Understanding Vulnerable

**Unit III :- Child Care & Protection -** Concept, Need, Relevance & Importance. Family, types, role of families in Child Rearing, Change in Families and its Impact on Children, , Role of Family, Parents and Teachers in Child care and Protection- Effective parenting - Children’s behavior and emotional problems: Character formation. Role of Culture and Traditions in child care and protection

**Unit IV :- Instruments and Services for Child Protection :**Understanding Institutional and non-Institutional services for children , Introduction to State and non- State Services for Children, Boards and competent authorities Established under laws Role of Civil society in the Management of Institutions under JJ system. Recent Amendments.

**Textbooks:**

1. Ahuja Niraj (2011) 7<sup>th</sup> Ed, A Short Textbook of Psychiatry, Jaypee Brothers Publishers Ltd. New Delhi.
2. Bhalwar Raj Vir (ed). (2009) Text Book of Public Health and Community Medicine, Pune: Publisher: Department of Community Medicine, Pune; Armed Forces Medical College, New Delhi in collaboration with World Health Organization, Indian office.
3. Park K, (2007) Park's Text book of preventive and social medicine, 19th edition M/s Banarsidas Bhanot Publishers, Jabalpur.
4. Adenwala, M.(2006), Child protection and juvenile justice system for juvenile in conflict with law, Childline India Foundation: Mumbai (Web)
5. Bajpai, A.(2003)Child Rights in India: Law, Policy and Practice, New Delhi: Oxford university press

**References:**

1. Childline (2008)The Essentials of Child Protection: A Handbook for Beginners, Mumbai: Childline India Foundation.
2. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,
3. 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 ( RWG-CL)
4. Child Abuse and the law: A review of the law and the legal process, Save the Children, Norway.
5. GoI (undated)The Integrated Child Protection Scheme, Government of India (pp 5-28) (Web)
6. Child Protection, Current Status and Recommendations of strategies for the Indian Country Programme for 2003-2007, A consultative report by Murali Desai, December 2001
7. Child Victims Rights: A report: international conference on child sex abuse victim protective investigation and trial procedure, 1996.
8. Hurlock, B Elizabeth, (1990),Development Psychology :A lifespan Approach, Tata McGraw-Hill Publishing Company Ltd., New Delhi.
9. Mehendale, A. (2012) Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.

## **Foundation to Community Development**

**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:** Conceptualization and definitions. Goal/objectives, scope. Values & Principles in Community organization. Community organization as a method of social work. Similarities and differences between Community organization and Community development. Stages/Phases of Community organization. Skills required in Community organization. Roles of a community organizer.

**Unit III: Social Action:** Conceptualization and definitions. Aim/objectives. Process and elements. Principles and approaches. Theoretical perspectives. Methods of Saul Alinsky and Paulo Freire [Conscientization]. Scope of social action in India. Strategies, Tactics and Techniques of Social Action. Role of social worker in social action.

**Unit IV: 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.

### **Suggested Readings:**

1. Ashman Karen k. Kirst Hull Jr. Grafton H – (2001) Generalist Practice with organization & communities, United States, Brooks/Cole,
2. Ross, Murray G. & Lappin, Ben (1967) Community Organization: Theory, Principle and Practice, New York: Harper & Row
3. Gangrade, K.D (1971) Community Organization in India, [Mumbai](#): Popular Prakashan.
4. Hardina, Donna (2000) Analytical Skills for Community Organization Practice, New Jersey: Prentice Hall
5. Judith Lee (2001) The Empowerment Approach to Social Work Practice: Building The Beloved Community, Columbia Press
6. Siddiqui H.Y. (1997) Working with Communities: An Introduction to Community Work, Hira Publications.

<b>21SWK502</b>	<b>Data Analysis and Interpretation</b>	<b>3-0-0</b>	<b>3</b>
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## Introduction

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:**

1. Bryman, A. & Cramer, D. (2005). Quantitative data with SPSS 12 and 13. A guide for social scientists. London, UK: Routledge.
2. Gaur, A. S. & Gaur, S. S. (2006). Statistical methods for practice and research. A guide to data analysis using SPSS. New Delhi, India: Response Books.

### **References:**

1. Bacon-Shone, J. H. (2013). Introduction to quantitative research methods. Hong Kong: Graduate School, The University of Hong Kong. Retrieved from <https://hub.hku.hk/bitstream/10722/191018/1/Content.pdf>
2. Bryman, A., & Cramer, D. (1999). Quantitative data analysis with SPSS release 8 for Windows. A guide for social scientists. London and New York: Taylor & Francis Group. Retrieved from <http://hcm2.trali.com.vn/upload/170/20131127/Quantitative%20analysis%20with%20SPSS.pdf>
3. Ellis, S. M., & Steyn, H. S. (2003). Practical significance (effect sizes) versus or in combination with statistical significance (p-values): Research note. *Management Dynamics: Journal of the Southern African Institute for Management Scientists*, 12(4), 51-53. Retrieved from [https://www.researchgate.net/profile/Suria\\_Ellis/publication/293182482\\_Practical\\_significance\\_effect\\_sizes\\_versus\\_or\\_in\\_combination\\_with\\_statistical\\_significance\\_p-values/links/574e76df08aec988526bcb6c/Practical-significance-effect-sizes-versus-or-in-combination-with-statistical-significance-p-values.pdf](https://www.researchgate.net/profile/Suria_Ellis/publication/293182482_Practical_significance_effect_sizes_versus_or_in_combination_with_statistical_significance_p-values/links/574e76df08aec988526bcb6c/Practical-significance-effect-sizes-versus-or-in-combination-with-statistical-significance-p-values.pdf)
4. Garson, G. D. (2012). Testing statistical assumptions. Asheboro, NC: Statistical Associates Publishing.

5. Ghasemi, A. & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology & Metabolism*, 10(2), 486-9. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3693611/pdf/ijem-10-486.pdf>
6. Kothari, C.R. (2004). *Research methodology. Methods and techniques* (2nd revised edition). New Delhi, India: New Age International Publishers. Retrieved from <http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>
7. Kumar, R. (2011). *Research methodology. A step-by-step guide for beginners* (3rd edition). Los Angeles, CA: Sage. Retrieved from [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
8. Nick, T. G. (2007). Descriptive statistics. In W. T. Ambrosius (Ed.), *Topics in biostatistics* (p. 33-52) (Series: *Methods in Molecular Biology*). Totowa, NJ: Humana Press. Retrieved from [https://www.researchgate.net/profile/Douglas\\_Mahoney2/publication/5402488\\_Linear\\_Mixed\\_Effects\\_Models/links/57e560bf08ae9227da964db4.pdf#page=42](https://www.researchgate.net/profile/Douglas_Mahoney2/publication/5402488_Linear_Mixed_Effects_Models/links/57e560bf08ae9227da964db4.pdf#page=42)
9. Patel, P. (2009). *Introduction to quantitative methods*. Retrieved from [https://hls.harvard.edu/content/uploads/2011/12/quantitative\\_methods.pdf](https://hls.harvard.edu/content/uploads/2011/12/quantitative_methods.pdf)
10. Urdan, T. C. (2011). *Statistics in plain English* (3rd edition). London, UK and New York, NY: Routledge. Retrieved from [https://www.pindex.com/uploads/post\\_docs/statistics%20in%20plain%20english%20\(3rd,%202010\)\(PINDEX-DOC-6952\).pdf](https://www.pindex.com/uploads/post_docs/statistics%20in%20plain%20english%20(3rd,%202010)(PINDEX-DOC-6952).pdf)

<b>21SWK503</b>	<b>Society, Change and Development</b>	<b>3-0-0</b>	<b>3</b>
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### **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:**

Fundamental Concepts , Definition - Society, Aggregation and Organization, Community, elements of Community, Community Sentiment,, Difference between Community and Society, Difference between Society and Institution, Association. Man and Society - Origin of Society, Types of Society. Socialization – Meaning, Process, factors/agents of Socialization, Development of self, individualization, interests and attitudes.

### **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.

Social Stratification: Caste System and Class System. Power Structure- multiple sources of power – class, status and party. Factors of Social change. Social Exclusion, and Social Conflict. Culture and 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**

1. Diwakar V.D. (1991), Social Reform Movements in India, Mumbai, Popular Prakasham.
2. Dreze Jean and Amartya Sen (1997), India: Economic Development and Social Opportunity, Delhi, OUP.
3. Rajendra K Sharma (2007), Social change and Social Control, New Delhi, Atlantic Publishers.
4. Shankar Rao (1991), Sociology: Principles of Sociology with an Introduction to Social Thought, New Delhi, S. Chand and Company Ltd.
5. Singh Paramjith and Gurpreet Bal (1996), Strategies of Social Change in India, New Delhi, M. D. Publications.

<b>21SWK591</b>	<b>Academic Paper writing and Research project 1</b>		<b>Credits 4</b>
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### **Introduction**

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:**

1. Harris, R. A. (2017). Using sources effectively: Strengthening your writing and avoiding plagiarism. Taylor & Francis.
2. Willis, G. B. (2004). Cognitive interviewing: A tool for improving questionnaire design. Sage publications.

### **References:**

1. Choi, B. C., & Pak, A. W. (2005). Peer reviewed: a catalog of biases in questionnaires. *Preventing chronic disease*, 2(1).
2. Curtis, G. J., & Popal, R. (2011). An examination of factors related to plagiarism and a five-year follow-up of plagiarism at an Australian university. *International Journal for Educational Integrity*, 7(1), 30-42.
3. DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field methods*, 23(2), 136-155.
4. Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *Qualitative Report*, 17, 6.
5. Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. *Sociology of health & illness*, 16(1), 103-121.
6. McCauley, A., & Ruggeri, A. *Formulating Research Questions & Designing Research Projects in International Relations*1.
7. Krosnick, J. A. (2018). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Palgrave Macmillan, Cham.
8. McCauley, A., & Ruggeri, A. *Formulating Research Questions & Designing Research Projects in International Relations*1.

9. Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and evolution*, 9(1), 20-32.

<b>21SWK590</b>	<b>Field work</b>		<b>3</b>
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**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

<b>21CUL501</b>	<b>Cultural education</b>		<b>P/F</b>
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**Objective:** Love is the substratum of life and spirituality. If love is absent life becomes meaningless. In the present world if love is used as the string to connect the beads of values, life becomes precious, rare and beautiful like a fragrant blossom. Values are not to be learned alone. They have to be imbibed into the inner spirit and put into practice. This should happen at the right time when you have vitality and strength, when your hearts are open.

The present course in value education is a humble experience based effort to lead and metamorphosis the students through the process of transformation of their inner self towards achieving the best. Amma's nectarous words of wisdom and acts of love are our guiding principles. Amma's philosophy provides an insight into the vision of our optimistic future.

1. Invocation, Satsang and Question - Answers
2. Values - What are they? Definition, Guiding Principles with examples Sharing own experiences
3. Values - Key to meaningful life. Values in different contexts
4. Personality - Mind, Soul and Consciousness - Q and A. Body-Mind-Intellect and the Inner psyche Experience sharing
5. Psychological Significance of samskara (with e.g. From Epics)
6. Indian Heritage and Contribution and Q and A; Indian Ethos and Culture
7. Self Discipline (Evolution and Practice) – Q and A
8. Human Development and Spiritual Growth - Q and A
9. Purpose of Life plus Q and A
10. Cultivating self Development
11. Self effort and Divine Grace - their roles – Q and A; - Vedanta and Creation – Understanding a spiritual Master
12. Dimensions of Spiritual Education; Need for change Lecture – 1; Need for Perfection Lecture - 2
13. How to help others who have achieved less - Man and Nature Q and A, Sharing of experiences

**REFERENCES:**

1. Swami Amritaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Amritaswaroopananda Puri - Amma's Heart
3. Swami Ramakrishnanda Puri - Rising Along the Razor's Edge

4. Deepak Chopra - Book 1: Quantum Healing;Book 2: Alpha and Omega of God;  
Book 3: Seven Spiritual Rules for Success
5. Dr. A. P. J. Abdul Kalam- 1. Ignited Minds                      2. Talks (CD)
6. Swami RamakrishnandaPuri                      - Ultimate Success
7. Swami JnanamritanandaPuri                      - Upadesamritham (Trans: Malayalam)
8. Vedanta Kesari Publication                      - Values - Key to a meaningful life
9. Swami Ranganathananda                      - Eternal values for a changing society
10. David Megginson & Vivien Whitaker - Cultivating Self Development
11. Elizabeth B. Hurlock                      - Personality Development, Tata McGraw Hill
12. Swami Jagatatmananda                      - Learn to Live (Vol.1 and 2), RK Ashram,  
Mylapore

	<b>Open elective</b>	<b>2-0-0</b>	<b>2</b>
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Course will be opted from the list of Open electives (PG) offered at the Campus level

## Foundation course only for lateral entry

### Semester 7

<b>21SWK101</b>	<b>Foundations of social work practice</b>	<b>4-0-0</b>	<b>4</b>
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#### **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 I: Social Work**-- Conceptualizing and Definitions. Nature, Scope; An overview of methods of Social Work - Primary Methods and Secondary Methods; Micro and Macro Social Work Practice; Social work tools & techniques.

**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.

**Unit III: Fields of Social Work** - Family and Child Welfare, Child Development, Women Welfare and Development, Youth Welfare and Development, Community Development (Rural & Urban), Physical and Mental Health, Correctional Social Work, Labor Welfare. New and Emerging fields such as Social Justice and Empowerment, Human Resource Management, Victim Assistance, Disaster Management, Conflict Management. Role of Social Work Administrators, Researchers, Planners and Policymakers.

**Unit IV Fieldwork and Supervision** - Importance of Field Work and Supervision. Problems faced by the Social Work Profession in India. Need for Social Science knowledge for Professional Social Workers, Functions of Professional Associations. International Social Work.



Emerging areas of Social Work - Environmental Protection, Disaster Management, Social Work applied to Gerontology

**Unit V: Indian Philosophies and Social Work:** Bhakti Movement. Preachings of Swami Vivekananda and its relevance - Influence of the life and Preachings of SreeNarayana Guru in social upliftment of the downtrodden. Gandhian philosophical foundation to Social Work in India and Sarvodaya movement - Philosophy of Dr. Ambedkar. Learning from lives and works of Sri Ramakrishna Paramahansa, Mahatma Jyotiba Phule, Sri Baba Amte, and Sadguru Mata Amritanandamayi Devi.

### **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:**

1. Mark A. Mattaini, Christine T. Lowery, Carol H. Meyer (2002) Foundations of Social Work Practice: A Graduate Text, National Association of Social Workers, 2002
2. Sanjay Bhattacharya, 2004 Social Work: An Integrated Approach
3. Misra P.D. Social Work: Philosophy and Methods, Inter-India Publications. 1994

### **References**

1. Acharya, BC.(2012) 'A handbook of social work'. New Delhi, Wisdom Press.
2. Bradford, W. Sheafor, Charles, R. Horejsi, & Gloria.A. (1997) 'Techniques and Guidelines for Social Work', Fourth Edition. London, Allyn and Bacon, A Viacom Company.
3. Josantony Joseph & Gracy Fernandes. (2006) 'An Enquiry into Ethical Dilemmas in Social Work'. Mumbai, Nirmala Niketan.
4. Rameshwari, Devi & Ravi Prakash. (2000) 'Social Work Practice'. Jaipur, Mangal Deep.
5. Reamer, Frederic G. (1999) 'Social Work Values and Ethics'. New Delhi, Rawat.

<b>21SWK504</b>	<b>Foundations of social work methods and fields I – Social case work and Social group work</b>	<b>4-0-0</b>	<b>4</b>
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**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**

Understanding the client system. Client and case worker relationship. Approaches: Psychoanalytical, psycho-social, problem solving, behaviour modification, crisis intervention and eclectic approach. Similarities and differences - case work, counseling and psychotherapy.

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**

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.

Family and Child Welfare, Child Development, Women Welfare and Development, Youth Welfare and Development, Community Development (Rural & Urban), Physical and Mental Health, Correctional Social Work, Labor Welfare. New and Emerging fields such as Social Justice and Empowerment, Human Resource Management, Victim Assistance, Disaster Management, Conflict Management. Role of Social Work Administrators, Researchers, Planners and Policymakers.

#### **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:**

5. Upadhyay, R.K. Social Case Work 2014 Rawat Publications
6. Hamilton, G. Theory and Practice in Social Case work 2013 Rawat Publications
7. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare,
8. Konapka:( 1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,

#### **SUGGESTED READINGS:**

1. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare,
2. Barry Coronel, (1996), The Social 1996: The Social Work Skills Workbook
3. Konapka:( 1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,
4. Mathew, Grace (1992) An Introduction of social case work, Mumbai, TISS
5. Pearlman, Helen H. (1995) – Social Case Work: A problem solving process. New York, USA, The university press,

6. *Robert W Roberts Robert H Nee: (2000) Theories of Social Case work, Chicago, Unity of Chicago Press,*
7. *Upadhyay, R.K., (2003) Social Case Work: A Therapeutic Approach, New Delhi, Rawest Publications.*

### Semester VIII

Course Code	Subject Name	L-T-P	Credits
21SWK511	Social Welfare Policy and Administration	3-0-0	3
21SWK512	Psychosocial perspectives and counselling	3-0-0	3
	Specialization 1	3-0-0	3
21SWK592	Research project 2	0-0-3	3
21SWK593	Field work		3
21SWK594	Rural Camp		2
21AVP501	Amrita value program	1-0-0	1
	Open Elective	2-0-0	2
<b>Total credits for Semester VIII</b>			<b>20credits</b>

<b>21SWK511</b>	<b>Social Welfare Policy and Administration</b>	<b>3-0-0</b>	<b>3</b>
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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, refugees, 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.

**Unit IV: Non State Organizations (NSO)/Civil Society Organizations (CSOs)-** History and evolution of CSO in the World & India. Type of VOs: Legal Status of VOs / CSOs; salient features of societies registration act, 1860: State acts related to voluntary organizations. Indian Trust Act

1882. Organizational Structure: National Policy on Voluntary Sector - 2007. Problems and challenges in administration of Voluntary organization.

**Unit V: Administration of NSOs/CSOs-** 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 amendments in Policy and Administration.

**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**

1. Bhattacharya Sanjay. (2006) Social Work Administration and Development. New Delhi, Rawat.
2. Chowdhry Paul D. (2006) Social Welfare Administration. Delhi, Atma Ram & sons.
3. Goel, S.L. & Jain, R.K. (1988) Social Welfare Administration, Vol. I & II. New Delhi, Deep and Deep.
4. Sachdeva D R. (2007) Social Welfare Administration in India. Allahabad, KitabMahal.

<b>21SWK512</b>	<b>Psychosocial Perspectives and Counselling</b>	<b>3-0-0</b>	<b>3</b>
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### **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 help 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:**

1. Ashford, J.B, Lecroy, C.W. & Lortie, K.L Human Behavior in the Social Environment: A Multidimensional Perspective. (2<sup>nd</sup> Edition) Belmont, CA, Wadsworth/ Thomson Learning 2001.
2. Baron, Robert A. 'Psychology', New Delhi: Prentice- Hall of India 2004.
3. Hurlock, Elizabeth 'Developmental Psychology: a life Span Approach', New Delhi: Tata McGraw Publishing Company Ltd 2003.
4. IASC (2007). 'Guidelines on Mental Health and Psychosocial Support in Emergency Settings'  
[Online].[http://www.who.int/mental\\_health/emergencies/guidelines\\_iasc\\_mental\\_health\\_psychosocial\\_june\\_2007.pdf](http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf) [Accessed 31st September 2010]
5. Sekar, K., Parthasarathy, K., Muralidhar, D., & Chandrasekar Rao, M. (eds.) (2007) 'Handbook of Psychiatric Social Work'. 1st edition. Nimhans publications.



<b>21SWK592</b>	<b>Research Project 2</b>	<b>0 0 3</b>	<b>3</b>
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### **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

Tuskagee 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:
  - Is the RQ reflected in your literature review?
  - ...in your methods?
  - ...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
  - 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](https://owl.purdue.edu/owl/purdue_owl.html)

**The Writing Center:** <https://writingcenter.gmu.edu>

**Scribbr:** <https://www.scribbr.com>

**Textbooks:**

3. Harris, R. A. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. Taylor & Francis.
4. Willis, G. B. (2004). *Cognitive interviewing: A tool for improving questionnaire design*. Sage publications.

**References:**

10. Choi, B. C., & Pak, A. W. (2005). Peer reviewed: a catalog of biases in questionnaires. *Preventing chronic disease*, 2(1).
11. Curtis, G. J., & Popal, R. (2011). An examination of factors related to plagiarism and a five-year follow-up of plagiarism at an Australian university. *International Journal for Educational Integrity*, 7(1), 30-42.
12. DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field methods*, 23(2), 136-155.
13. Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *Qualitative Report*, 17, 6.
14. Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. *Sociology of health & illness*, 16(1), 103-121.
15. McCauley, A., & Ruggeri, A. *Formulating Research Questions & Designing Research Projects in International Relations*1.
16. Krosnick, J. A. (2018). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Palgrave Macmillan, Cham.
17. McCauley, A., & Ruggeri, A. *Formulating Research Questions & Designing Research Projects in International Relations*1.
18. Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and evolution*, 9(1), 20-32.
19. Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The qualitative report*, 15(3), 754.
20. Pfister, R., & Schwarz, K. A. (2018). Should we pre-date the beginning of scientific psychology to 1787?. *Frontiers in psychology*, 9, 2481.
21. Powell, R. A., & Single, H. M. (1996). Focus groups. *International journal for quality in health care*, 8(5), 499-504.
22. Wilkinson, S. (1998). Focus group methodology: a review. *International journal of social research methodology*, 1(3), 181-203.

<b>21SWK593</b>	<b>Field work</b>		<b>3</b>
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### **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

<b>21SWK594</b>	<b>Rural camp</b>		<b>2</b>
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### **Introduction**

Social Work Camp shall be conducted for a minimum period of 5-7days. 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**

10. Understand the rural social system with special reference to-a specific poverty group.
11. 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.
12. 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.
13. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific group
14. 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
15. 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.
16. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
17. The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
18. 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,
8. Planning: Objectives, Activities, and outcome. Develop Skills in planning and organizing programs in the community, plan programme schedule and funds, preparation of action plan.
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:**

2. Bhanti, R. (2001). Social Development: Analysis of some social work Fields. New Delhi: Himanshu Publishers.

### **References:**

3. Stroup, H. H. (1965). Social work: An introduction to the field. New Delhi: UPH.
4. Subhedar I. S. (2003). Fieldwork training in social work. Jaipur: Rawat Publications

<b>21AVP501</b>	<b>Amrita value program</b>	<b>1-0-0</b>	<b>1</b>
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Amrita University's Amrita Values Programme (AVP), is a new initiative to give exposure to students about richness and beauty of Indian way of life. India is a country where history, culture, art, aesthetics, cuisine and nature exhibit more diversity than nearly anywhere else in the world.

Amrita Values Programmes emphasize on making students familiar with the rich tapestry of Indian life, culture, arts, science and heritage which has historically drawn people from all over the world.

Post-graduate students shall have to register for any one of the following courses, in the second semester, which may be offered by the respective school.

### **Courses offered under the framework of Amrita Values Program:**

#### **Art of Living through Amma**

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us, still keeping the balance of the mind.

#### **Insights from the Ramayana**

Historical significance of Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Misinterpretation of Ramayana by Colonial powers and its impact on Indian life - Relevance of Ramayana for modern times.

#### **Insights from the Mahabharata**

Historical significance of Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance – Importance of Dharma in society – Message of the Bhagavad Gita - Relevance of Mahabharata for modern times.

#### **Insights from the Upanishads**

Introduction: Shruti versus Smrti - Overview of the four Vedas and ten Principal Upanishads - The central problems of the Upanishads – Ultimate reality – the nature of Atman - the different modes of consciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

### **Insights from Bhagavad Gita**

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Idea of the Self and Realisation of the Self – Qualities of a Realised person - Concept of Avatar - Relevance of Mahabharata for modern times.

### **Swami Vivekananda and his Message**

Brief Sketch of Swami Vivekananda’s Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message to Indians about our duties to the nation.

### **Great Spiritual Teachers of India**

Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahansa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi

### **Indian Arts and Literature:**

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre, Paintings, Sculpture and architecture – the wonder language, Sanskrit and ancient Indian Literature

### **Importance of Yoga and Meditation in Life:**

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali’s Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

### **Appreciation of Kerala’s Mural Art Forms:**

A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. A distinguishing characteristic of mural



painting is that the architectural elements of the given space are harmoniously incorporated into the picture. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries CE when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

### **Practicing Organic Farming**

Life and nature are closely linked through the healthy practices of society for maintaining sustainability. When modern technological knowhow on microorganisms is applied in farming using the traditional practices we can avoid damage to the environment. The course will train the youth on modern practices of organic farming. Amma says “we have to return this land to the coming generations without allowing even the slightest damage to happen to it”. Putting this philosophy to practice will bring about an awakening and enthusiasm in all to strive for good health and to restore the harmony in nature”

### **Ancient Indian Science and Technology**

Science and technology in ancient and medieval India covered all the major branches of human knowledge and activities, including mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical, civil engineering, architecture, shipbuilding and navigation. Ancient India was a land of sages, saints and seers as well as a land of scholars and scientists. The course gives an awareness on India's contribution to science and technology.

	<b>Open Elective</b>	<b>2-0-0</b>	<b>2</b>
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Course will be opted from the list of Open electives (PG) offered at the Campus level

## **Foundation course only for lateral entry**

### **Semester 8**

<b>21SWK513</b>	<b>Foundations of social work methods and fields-II Community development and social action</b>	<b>4-0-0</b>	<b>4</b>
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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 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: 2 Community Organization** - Conceptualization and definitions. Goal/objectives, scope. Values & Principles in Community organization. Community organization as a method of social work. Similarities and differences between Community organization and Community development. Stages/Phases of Community organization. Skills required in Community organization. Roles of a community organizer.

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

Theories - Social systems – Human ecology – Human behavior. Models of community organization - Locality development - Social Planning - Social Action. Policymakers , Gender Identity in social work

**Unit: 4 Social Action-** Conceptualization and definitions. Aim/objectives. Process and elements. Principles and approaches. Theoretical perspectives. Methods of Saul Alinsky and Paulo Freire [Conscientization]. Scope of social action in India. Strategies, Tactics and Techniques of Social Action. Role of social worker in social action.

### **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:**

6. Briscoe, Catherine & Thomas David, N. (1977) Community Work: Learning and supervision, Unwin, George Allen.
7. Social Work: An Integrated Approach :By Sanjay Bhattacharya
8. Krammer, Ralph & Specht Harry (1975) Community Organisation Practice, Prentice Hall, New Jersey and Englewood Cliffs.
9. Siddique H.Y (1997) Working with Communities: An Introduction to Community Work, Hira Pub. New Delhi

10. Siddique H.Y, (1984) Social Work and social Action, Harnam, New Delhi

## References

7. Ashman Karen k. Kirst Hull Jr. Grafton H – (2001) Generalist Practice with organization & communities, United States, Brooks/Cole,
8. Ross, Murray G. & Lappin, Ben (1967) Community Organization: Theory, Principle and Practice, New York: Harper & Row
9. Gangrade, K.D (1971) Community Organization in India, Mumbai: Popular Prakashan.
10. Hardina, Donna (2000) Analytical Skills for Community Organization Practice, New Jersey: Prentice Hall
11. Judith Lee (2001) The Empowerment Approach to Social Work Practice: Building The Beloved Community, Columbia Press
12. Siddiqui H.Y. (1997) Working with Communities: An Introduction to Community Work, Hira Publications.

## Semester IX

Course Code	Subject Name	L-T-P	Credits
21SWK601	Social Legislation for vulnerable groups	3-0-0	3
21SWK602	Project Formulation and Management	3-0-0	3
21SWK603	Introduction to Disaster Management and vulnerability reduction	3-0-0	3
	Specialization 2	3-0-0	3
21SWK691	Research project 3	0-0-3	3
21SWK692	Tutorial Program 1 - student teaching	2-0-0	2
21SWK690	Field work		3
<b>Total credits for Semester IX</b>			<b>20 credits</b>

<b>21SWK601</b>	<b>Social Legislations for vulnerable groups</b>	<b>3-0-0</b>	<b>3</b>
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### **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-**The Juvenile Justice (Care and Protection of Children) Act, 2015; POCSO Act 2012; The Criminal Law (Amendment) Act, 2013; The Child Labor (Prohibition and Regulation) Amendment Act, 2016; Prohibition of Child marriage Act 2006: Children’s Right to (Free & Compulsory) Education Act 2009

**Unit III: Laws Related to Women-** Introduction to Immoral Traffic (Prevention) Act 1956; Dowry Prohibition Act 1961, Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redress) Act -2013; IPC-Section 498-A; Other relevant provisions from the IPC & CrPC.

**Unit IV: Laws Related to Socially Disadvantaged -** The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Amendment Act, 2015, The Rights of Persons with Disabilities Act, 2016, Scheduled tribes and Other Traditional Forest Dwellers (Recognition of

Forest Rights) Act 2006, Maintenance and Welfare of Parents and Senior Citizens Act 2007; Bonded Labour (System) Abolition Act-1976

**Unit V: Laws for Social Change-** Right to Information Act-2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005; Central Educational Institutions (Reservation in Admissions) Act 2006. Recent Amendments in Social Legislations.

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
2. Basu, Durga Das. (1971) Introduction to the Constitution of India. New Delhi, Prentice Hall of India.
3. Gangrade K D. (1978) Social Legislations in India (Vol I and II). New Delhi, Concept Publishing Company.
4. Shanmuga Velayutham (1998) Social Legislation and Social Change Chennai, Vazhga Valamudan Pub

### **Suggested Readings:**

1. South Asia Human Rights Documentation Centre - SAHRDC. (2006) Introducing Human Rights. New Delhi, Oxford University Press.
2. Aswini Kant Gautam. (2001) Human Rights and Justice System. New Delhi, A. P. H. Publishing Corporation.
3. Narang, A S. (2000) Indian Government and Politics. New Delhi, Geethanjali Publishing House.

<b>21SWK602</b>	<b>Project Formulation and Management</b>	<b>3-0-0</b>	<b>3</b>
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## **Introduction**

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 indicators 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:**

3. Ghattas and Sandra L McKee. (2008) Practical Project Management. New Delhi, Pearson Education.
4. Leech Corinne. (2004) Successful Project Management Open Learning Programme. Oxford, Elsevier
5. Project management by Adrienne Watt
6. A Guide to the Project Management Body of Knowledge (PMBOK® Guide)

**Suggested Readings:**

1. Browning Beverly A. (2011) Grand writing for Dummies. 3rd Edi. Wiley, John & Sons, Incorporated.
2. Heerkens Gary R. ( 2011) Project Management. USA, McGraw- Hill Publications.
3. Gray CF et al. (2000) Project Management: The Managerial Process. Boston, McGrawHill,



<b>21SWK603</b>	<b>Introduction to Disaster Management and vulnerability reduction</b>	<b>3-0-0</b>	<b>3</b>
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## **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 :**

1. Blaikie, Piers et al, *At Risk: Natural Hazards, People's Vulnerabilities and Disasters*, London, Routledge and Kegan Paul, 1994.
2. Bankoff, G., Hilhorst.D. and Frerks .G, *Mapping Vulnerability: Disasters, Development and People*, James & James/ Earthscan, 2004.
3. PrabhasC.Sinha, *Disaster Vulnerabilities and Risks, Trends, Concepts, Classification & Approaches*, SBS Publishers 2007. (1-22,122-149)
4. John Birkmann, United Nations University Press, Japan 2006 *Measuring vulnerability to Natural disasters- Towards disaster resilience societies* (1 to 198)
5. I.Sundar& T Sezhiya, *Disaster Management*, Sarup& Sons Publishers, New Delhi, 2007 (153-178).
6. *Disaster Management: A status report*, Govt of *India*, 2005

### **Reference:**

4. *The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response* <http://www.sphereproject.org/handbook/>

5. Disaster Management In India, Ministry of Home Affairs, Government Of India, 2011
6. Sendai Framework for Disaster Risk Reduction, 2015-30, <http://www.unisdr.org/we/coordinate/sendai-framework>
7. Ehrenreich, J.H. 2001 Coping with Disaster: A Guidebook to Psychosocial Intervention. Old Westbury, NY: Center for Psychology and Society.
8. Sharma, V.K. (ed.) 1994 Disaster Management. New Delhi: National Centre for Disaster Management.
9. Goel, S. L. and Ram Kumar (2001), Disaster Management: Organisation and Management, Health Management of Human Beings and Animals Rehabilitation, Deep and Deep Publications, New Delhi.
10. CLOT, N., & Carter, J. (2009) Disaster risk reduction: A gender and livelihood perspective. Info Resources focus no. 2/09. Zollikofen, Switzerland: Info Resources.

**Specialization 2      Credit 3**

<b>21SWK691</b>	<b>Research project 3</b>		<b>3</b>
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**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>

**Scribbr:** <https://www.scribbr.com>

#### **Textbooks:**

1. Harris, R. A. (2017). Using sources effectively: Strengthening your writing and avoiding plagiarism. Taylor & Francis.
2. Willis, G. B. (2004). Cognitive interviewing: A tool for improving questionnaire design. Sage publications.

#### **References:**

1. Choi, B. C., & Pak, A. W. (2005). Peer reviewed: a catalog of biases in questionnaires. *Preventing chronic disease*, 2(1).
2. Curtis, G. J., & Popal, R. (2011). An examination of factors related to plagiarism and a five-year follow-up of plagiarism at an Australian university. *International Journal for Educational Integrity*, 7(1), 30-42.
3. DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field methods*, 23(2), 136-155.
4. Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *Qualitative Report*, 17, 6.
5. Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. *Sociology of health & illness*, 16(1), 103-121.
6. McCauley, A., & Ruggeri, A. *Formulating Research Questions & Designing Research Projects in International Relations*1.
7. Krosnick, J. A. (2018). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Palgrave Macmillan, Cham.
8. McCauley, A., & Ruggeri, A. *Formulating Research Questions & Designing Research Projects in International Relations*1.
9. Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and evolution*, 9(1), 20-32.

10. Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The qualitative report*, 15(3), 754.
11. Pfister, R., & Schwarz, K. A. (2018). Should we pre-date the beginning of scientific psychology to 1787?. *Frontiers in psychology*, 9, 2481.
12. Powell, R. A., & Single, H. M. (1996). Focus groups. *International journal for quality in health care*, 8(5), 499-504.
13. Wilkinson, S. (1998). Focus group methodology: a review. *International journal of social research methodology*, 1(3), 181-203.

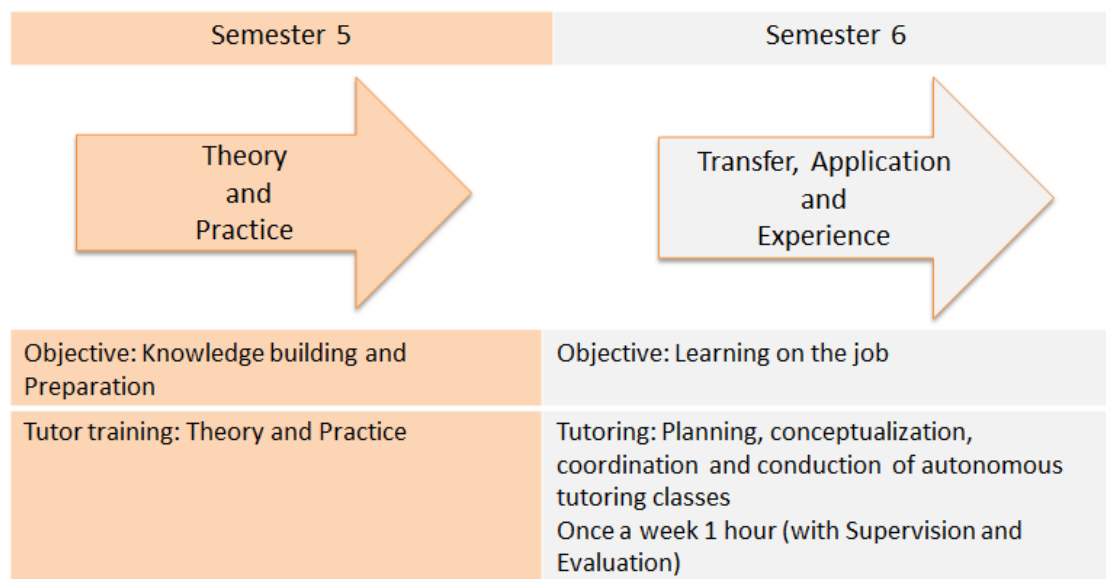
<b>21SWK692</b>	<b>Tutorial Program 1 - student teaching</b> <b>Peer-to- Peer Tutoring Program I: Theory and Practice</b>		<b>2</b>
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**Introduction and program overview:**

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.

### Peer-to-Peer Tutoring Program



Colored column on the left side is relevant semester for this syllabus

**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 (Moliner & 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:

Unit1 **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:**

1. Fischer, F., Hmelo-Silver, C. E., Goldman, S. R., & Reimann, P. (Eds.). (2018). International handbook of the learning sciences. Routledge.
2. Madeira, C. A., & Slotta, J. D. (2008). The Cambridge handbook of the learning sciences (r. Keith Sawyer, ed., 2005).
3. Vargas, C. G., Santos, M. S., Ramírez, H. Z., Blanco, G. R., Arrazola, Z. F., & Garrido, C. R. (2017). Academic Tutoring as a Support Strategy for Higher Education Students. EDULEARN17 Proceedings (pp. 7084-7087). IATED.
4. References: Minimum 10 references

5. Abbot, S., Graf, A. J., & Chatfield, B. (2018). Listening to Undergraduate Peer Tutors: Roles, Relationships, and Challenges. *International Journal of Teaching and Learning in Higher Education*, 30(2), 245-261.
6. Arco-Tirado, J. L., Fernández-Martín, F. D., & Fernández-Balboa, J. M. (2011). The impact of a peer-tutoring program on quality standards in higher education. *Higher Education*, 62(6), 773-788.
7. Colvin, J. W. (2015). Peer mentoring and tutoring in higher education. In *Exploring learning & teaching in higher education* (pp. 207-229). Springer, Berlin, Heidelberg.
8. Costa, A., & Lowery, L. F. (2016). *Techniques for teaching thinking*. Routledge.
9. Colver, M., & Fry, T. (2016). Evidence to support peer tutoring programs at the undergraduate level. *Journal of College Reading and Learning*, 46(1), 16-41.
10. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In *Career Moves* (pp. 35-46). Brill Sense.
11. Dunn, D. S., Saville, B. K., Baker, S. C., & Marek, P. (2013). Evidence-based teaching: Tools and techniques that promote learning in the psychology classroom. *Australian Journal of Psychology*, 65(1), 5-13.
12. Falchikov, N. (2001). *Learning together: Peer tutoring in higher education*. Psychology Press.
13. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). *Promoting intercultural communication competencies in higher education*. IGI Global.
14. Goodlad, S., & Hirst, B. (1989). *Peer Tutoring. A Guide to Learning by Teaching*. Nichols Publishing, PO Box 96, New York, NY 10024.
15. Gordon, S. (2020). *Standards for instructional supervision: Enhancing teaching and learning*. Routledge.
16. Madeira, C. A., & Slotta, J. D. (2008). *The cambridge handbook of the learning sciences* (r. keith sawyer, ed., 2005).
17. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. *CBE—Life Sciences Education*, 16(2), ar34.
18. Topping, K. (1988). *The Peer Tutoring Handbook: Promoting Co-Operative Learning*. Brookline Books, PO Box 1046, Cambridge, MA 02238 (paperback: ISBN-0-914797-43-3; hardcover: ISBN-0-7099-4348-2).

## References:

1. American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007). *Journal of American College Health*, 55(4), 195–206.



2. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. *PloS one*, 15(4), e0231410.
3. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. *Mentoring & Tutoring: partnership in learning*, 24(2), 124-136.
4. Wilson, G., & Gillies, R. M. (2005). Stress associated with the transition from high school to university: The effect of social support and self-efficacy. *Journal of Psychologists and Counsellors in Schools*, 15(1), 77-92.

<b>21SWK690</b>	<b>Field work</b>		<b>3</b>
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### **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

## Semester X

<b>Course Code</b>	<b>Subject Name</b>	<b>L-T-P</b>	<b>Credits</b>
21SWK611	Project planning and implementation in corporate sectors (CSR)	3-0-0	3
	Specialization 3	3-0-0	3
	Specialization 4	3-0-0	3
21SWK693	Research project 4 (Thesis)	0-0-3	3
21SWK694	Tutorial program 2 - student teaching	2-0-0	2
21SWK695	Field work		3
21SWK696	Block field placement		3
	<b>Total credits for Semester X</b>		<b>20 Credits</b>

<b>21SWK611</b>	<b>Project planning and implementation in corporate sectors (CSR)</b>	<b>3-0-0</b>	<b>3</b>
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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 asd mentioned in Section 135 of the Companies Act, 2013

## **Text books**

1. Corporate Governance, Ethics and Social Responsibility, V Bala Chandran and V

Chandrasekaran, PHI learning Private Limited, New Delhi 2011.

2. White H. (2005) Challenges in evaluating development effectiveness: Working paper 242, Institute of Development Studies, Brighton.

### References

1. UNDP (nd) Governance indicators: A users guide . Oslo: UNDP
2. Rao, Subbha (1996) Essentials of Human Resource Management and Industrial Relations, Mumbai, Himalaya
3. Rao, V.S.L. (2009) Human Resource Management, New Delhi, Excel Books,

<b>21SWK693</b>	<b>Research project 4</b>		<b>3</b>
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### 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:

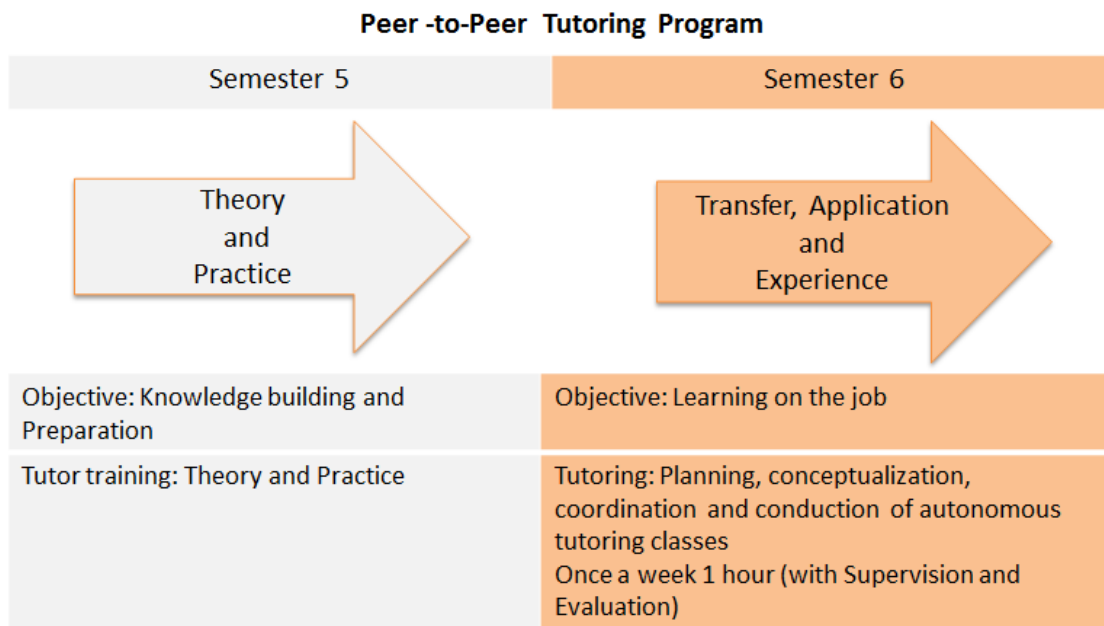
1. Understand When, Why, and under what circumstances deception is used in Research.
2. Learn of types of ‘deception research’
3. How to construct the Research Paper part by part
4. Choosing a journal for your Research Paper
5. Assessing the quality of journals
6. Recognize and avoid predatory journals

21SWK694	<b>Tutorial program 2 - student teaching</b> <b>Peer-to-Peer Tutoring Program II: Transfer, Application and Experience</b>		2
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**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.



Colored column on the right side is relevant semester for this syllabus

**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 (Moliner & 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:**

**Unit1 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

**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:**

1. Fischer, F., Hmelo-Silver, C. E., Goldman, S. R., & Reimann, P. (Eds.). (2018). *International handbook of the learning sciences*. Routledge.
2. Madeira, C. A., & Slotta, J. D. (2008). *The Cambridge handbook of the learning sciences* (r. Keith sawyer, ed., 2005).
3. Vargas, C. G., Santos, M. S., Ramírez, H. Z., Blanco, G. R., Arrazola, Z. F., & Garrido, C. R. (2017). *Academic Tutoring as a Support Strategy for Higher Education Students*. EDULEARN17 Proceedings (pp. 7084-7087). IATED.

**References:**

1. Abbot, S., Graf, A. J., & Chatfield, B. (2018). Listening to Undergraduate Peer Tutors: Roles, Relationships, and Challenges. *International Journal of Teaching and Learning in Higher Education*, 30(2), 245-261.
2. Arco-Tirado, J. L., Fernández-Martín, F. D., & Fernández-Balboa, J. M. (2011). The impact of a peer-tutoring program on quality standards in higher education. *Higher Education*, 62(6), 773-788.
3. Colvin, J. W. (2015). Peer mentoring and tutoring in higher education. In *Exploring learning & teaching in higher education* (pp. 207-229). Springer, Berlin, Heidelberg.
4. Costa, A., & Lowery, L. F. (2016). *Techniques for teaching thinking*. Routledge.
5. Colver, M., & Fry, T. (2016). Evidence to support peer tutoring programs at the undergraduate level. *Journal of College Reading and Learning*, 46(1), 16-41.
6. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In *Career Moves* (pp. 35-46). Brill Sense.
7. Dunn, D. S., Saville, B. K., Baker, S. C., & Marek, P. (2013). Evidence-based teaching: Tools and techniques that promote learning in the psychology classroom. *Australian Journal of Psychology*, 65(1), 5-13.
8. Falchikov, N. (2001). *Learning together: Peer tutoring in higher education*. Psychology Press.
9. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). *Promoting intercultural communication competencies in higher education*. IGI Global.

10. Goodlad, S., & Hirst, B. (1989). *Peer Tutoring. A Guide to Learning by Teaching*. Nichols Publishing, PO Box 96, New York, NY 10024.
11. Gordon, S. (2020). *Standards for instructional supervision: Enhancing teaching and learning*. Routledge.
12. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. *CBE—Life Sciences Education*, 16(2), ar34.
13. Topping, K. (1988). *The Peer Tutoring Handbook: Promoting Co-Operative Learning*. Brookline Books, PO Box 1046, Cambridge, MA 02238 (paperback: ISBN-0-914797-43-3; hardcover: ISBN-0-7099-4348-2).

### **References:**

1. American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007). *Journal of American College Health*, 55(4), 195–206.
2. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. *PloS one*, 15(4), e0231410.
3. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. *Mentoring & Tutoring: partnership in learning*, 24(2), 124-136.
4. Wilson, G., & Gillies, R. M. (2005). Stress associated with the transition from high school to university: The effect of social support and self-efficacy. *Journal of Psychologists and Counsellors in Schools*, 15(1), 77-92.



<b>21SWK695</b>	<b>Field work</b>		<b>3</b>
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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.

<b>21SWK696</b>	<b>Block field placement</b>		<b>3</b>
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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.

## List of Electives

### 1. Sustainable Community Development

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK531	Rural and Tribal Community Development	3-0-0	3
2	21SWK532	Urban Community Development and Good Governance	3-0-0	3
3	21SWK533	Climate Change and Sustainable Development	3-0-0	3
4	21SWK534	Technological Interventions for Community Development	3-0-0	3

<b>21SWK531</b>	<b>Rural and Tribal Community Development</b>	<b>3-0-0</b>	<b>3</b>
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### 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:**

1. Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
2. Desai V. (1988) Rural Development, Vol 1-4. Bombay, Himalaya Publishing House.
3. Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
4. Mukherjee Amitava. (2004) Participatory Rural Appraisal –Methods & Applications in Rural Planning. New Delhi, Concept Publishing Company
5. Rhonda Phillips, Robert H. Pittman. (2009), An Introduction to Community Development, New York, Routledge.
6. Singh Katar. (2009) Rural Development: Principles, Policies and Management. New Delhi, Sage Publication.
7. Sing &Vyas (1989) Tribal Development, Himanshu, New Delhi.
8. Sisodia Singh Yatindra. (2005) Functioning of Panchayat Raj System. Jaipur, Rawat Publications.
9. UNDP. (2000) Rural Urban Linkages; An Emerging Policy Priority. New York, Bureau for Development Policy.
10. Devasia, Leelamma: Women in India: Equality, Social Justice and Development ISI ; New Delhi.
11. LUISA STEUR Adivasi Mobilisation: ‘Identity’ versus ‘Class’ after the Kerala Model of Development? SAGE Publications.

<b>21SWK532</b>	<b>Urban Community development and good governance</b>	<b>3-0-0</b>	<b>3</b>
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**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**

Human Rights, Actors of Good Governance, Understanding Civil Society in Good Governance, Futuristic perspectives of Good Governance in Globalized World. Promotion of Good Governance by UNDP, IMF and World Bank.

#### **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:**

1. Anderson, Nels, The Urban Community: A World Perspective. New York: Holt, Rinehart and Winston. (1959).
2. Burgess, W., and Bogue , Urban Sociology , University of Chicago Press, 1964.
3. Sivaramakrishnan K C, Amitab Singh B N, A Handbook of Urbanization in India, New Delhi ; Oxford, 2005.
4. Ramachandran R, Urbanization and Urban Systems in India, Oxford India Paperbacks , 2009.
5. Aichbhaumik, Debajyoti, Indian Policy on Industrialisation, Urbanisation and Industrial New Town Development in Gideon Golany , Ed, International Urban Policies, John Wiley & Sons, New York 1978, pp. 231-48.
6. Bhargava Gopal, Urban Problems and Policy Perspectives, Abhinav Publications, New

Delhi, 1981.

7. Sundaram K V, Urban and Regional Planning in India, Vikas, New Delhi 1977.

<b>21SWK533</b>	<b>Climate change and Sustainable Development</b>	<b>3-0-0</b>	<b>3</b>
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### **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.**

Sustainable Development Goals: An overview, Climate Change, and Sustainable Development: National and State Policies, Achieving Sustainable Development Goals: Role of Various Stakeholders, Building Partnership for Climate Change and Sustainable Development. Action plan for sustainable development, issues of negotiation, and accountability in achieving sustainable development. Sustainable Development Goals, UN System implementation.

### **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:**

1. Ahluwalia, Vikas. (2007) Global Climate Change. New Delhi, Paragon International.



2. Kandel, Robert Hartmann, & Nicholas. (1990) Our changing climate. New York, McGraw-Hill.
3. CSE. (2009) Climate change: politics and facts. New Delhi, Centre for Science and Environment.
4. Sinha.P.C, International Encyclopedia of Sustainable Development Vol.1. New Delhi: Anmol Publications Pvt. Ltd. 1998.
5. T E R I. (1998) Climate Change: Post-Kyoto Perspectives for the South. Delhi, Tata Energy Research Institute.
6. UNDESA (2014) Sustainable Development in Action, Special report on Voluntary Commitments and Partnerships for Sustainable Development.
7. Craig, Gadgil, and Koomey, “WHAT CAN HISTORY TEACH US? A Retrospective Examination of Long-Term Energy Forecasts for the United States\*.”
8. Schneider et al., “Assessing Key Vulnerabilities and the Risk from Climate Change.”
9. Dessai, Lu, and Risbey, “On the Role of Climate Scenarios for Adaptation Planning.”
10. Ford, James D, Barry Smit, and Johanna Wandel. “Vulnerability to Climate Change in the Arctic: A Case Study from Arctic Bay, Canada.” Global Environmental Change 16, no. 2 (2006): 145. <http://www.sciencedirect.com/science/article/B6V4V4J4HK8D-1/2/9a7121a89e679ad6aebdfca573beb4e8> .
11. <https://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf>

<b>21SWK534</b>	<b>Technological intervention for Community development</b>	<b>3-0-0</b>	<b>3</b>
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## **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**

Concept of technology, Technology a mixed package. Technology as a means of development, Disruptive technology. Use of technology - material growth and social development. Use of technology for reducing distress. Sources of technological advancement – international and domestic. Technological interventions for people to have healthy lifestyles. Advantages of technology-driven opportunities - affordable access to technologies. Concept of appropriate technology and local self reliance. Initiatives of National Institute of Rural Development [NIRD] and Council for Advancement of People's Action and Rural Technology (CAPART).

### **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-**

Energy & Transportation- Technologies available for energy crisis. Non conventional / renewable energy sources – Solar, wind, wave, ect. Bio-methanation and its utilities. Transportation -Situational analysis and accomplishments, limitations and future directions.

### **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.)
2. Siddique H.Y (1997) Working with Communities: An Introduction to Community Work, Hira Pub. New Delhi

**References:**

1. Robert Chapman and Tom Slaymaker (2002), ICTs and Rural Development Review of the Literature, Current Interventions and Opportunities for Action, Overseas Development Institute.
2. NIRD (2001) Directory of Rural Technologies, Volume -1 .
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

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK541	Environmental decision making	3-0-0	3
2	21SWK542	Standard approaches and Technologies for Disaster Relief and Recovery	3-0-0	3
3	21SWK543	Natural Resource Management & Computational Social sciences	3-0-0	3
4	21SWK533	Climate Change and Sustainable Development	3-0-0	3

<b>21SWK541</b>	<b>Environmental Decision-Making</b>	<b>3-0-0</b>	<b>3</b>
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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 underlying 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 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

**References:**

1. "Sustainable hazards mitigation." Rashed, Tarek. *GIS for Sustainable Development*. CRC Press, 2005. 307-330.
2. "An integrative GIS and remote sensing model for place-based urban vulnerability analysis." Rashed, Tarek, et al. *Integration of GIS and remote sensing*. Wiley, Chichester(2007): 199-224.
3. "Assessing vulnerability to earthquake hazards through spatial multicriteria analysis of urban areas." Rashed, Tarek, and John Weeks. *International Journal of Geographical Information Science* 17.6 (2003): 547-576.
4. "In their own words: utilizing weblogs in quick response research." James, A., and Tarek Rashed. *Learning from catastrophe quick response research in the wake of Hurricane Katrina* (2006): 71-96.

<b>21SWK542</b>	<b>Standards and Approaches in Disaster Relief and Recovery</b>	<b>3-0-0</b>	<b>3</b>
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**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**

Phases of Disaster: Understanding Response & Recovery. Individual, Family and Community Responses. Natural History of Individual Responses: Reactions, Factors and Psychodynamics; Threat, Impact, Recoil, Early aftermath phases. Post-traumatic stress, anxiety and depressive 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**

Short term relief versus long term Recovery; Emergency Operations Plan Development: The dominant planning model: Command and Control – Assumptions and Consequences. Incident Command System. Alternate approaches. Principles of Planning. Different types of disasters and planning implications. Developing a Plan: Direction and Control; Communication; Alerts and Warnings; Evacuation and Closure; Criteria for evaluating disaster plans. Vulnerability analysis and mapping. Application of technology: Mobile social media and digital solutions, GIS and remote sensing, Messenger applications, Virtual Reality – Preparedness, Social networking services

### **Course Outcome:**

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

### **References:**

1. McEntire D. A. Disaster Response and Recovery: Strategies and Tactics for Resilience, United States, John Wiley and Sons, 2006.

2. Payne, L., *Rebuilding Communities in a Refugee Settlement: A Casebook from Uganda*, Oxford, Oxfam, 1998
3. Spodek, H. 'Crises and responses Ahmedabad', *Economic and Political Weekly*, 2001, p1627-1638. 2000
4. TISS: *State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience*, Mumbai, TISS. 2005
5. UN/OCHA. *Disaster Preparedness for Effective Response Guidance and Indicator Package for Implementing Priority Five of the Hyogo Framework*, Geneva.2008. Available from: [http://www.unisdr.org/files/2909\\_Disasterpreparednessforeffectiveresponse.pdf](http://www.unisdr.org/files/2909_Disasterpreparednessforeffectiveresponse.pdf).
6. PAHO. *Emergency preparedness and disaster relief: Heavy rains and landslides affect Guatemala*. Washington DC [cited 2013 September 12]. Available from: [http://www.paho.org/disasters/index.php?option=com\\_content&task=view&id=1371&Itemid=904](http://www.paho.org/disasters/index.php?option=com_content&task=view&id=1371&Itemid=904).
7. Johns Hopkins Bloomberg School of Public Health; International Federation of Red Cross and Red Crescent Societies. *Public Health Guide for Emergencies*, 2nd ed. Geneva: IFRCRCS; 2008 [cited 2013 Nov 10]. Available from: [http://www.jhsph.edu/research/centers-andinstitutes/center-for-refugee-and-disasterresponse/publications\\_tools/publications/\\_CRDR\\_ICRC\\_Public\\_Health\\_Guide\\_Book/Forward.pdf](http://www.jhsph.edu/research/centers-andinstitutes/center-for-refugee-and-disasterresponse/publications_tools/publications/_CRDR_ICRC_Public_Health_Guide_Book/Forward.pdf)
8. *Aim and Scope of Disaster Management*. Study Guide prepared by Sharman and Hansen. UW-DMC, University of Washington.
9. Dr.Mrinalini Pandey, *Disaster Management* Wiley India Pvt. Ltd.
10. Jagbir Singh *Disaster Management: Future Challenges and Opportunities* K W Publishers Pvt. Ltd.

<b>21SWK543</b>	<b>Natural Resource Management and Computational Social Science</b>	<b>3-0-0</b>	<b>3</b>
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**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.

1. <https://www.shortcoursesportal.com/disciplines/288/natural-resource-management.html>

**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,

2. <https://www.mastersportal.com/study-options/270205216/natural-resource-management-india.html>

**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.

<https://www.shortcoursesportal.com/studies/21421/water-conflict-management-i.html>

<b>21SWK533</b>	<b>Climate change and Sustainable Development</b>	<b>3-0-0</b>	<b>3</b>
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## **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 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.**

Sustainable Development Goals: An overview, Climate Change, and Sustainable Development: National and State Policies, Achieving Sustainable Development Goals: Role of Various Stakeholders, Building Partnership for Climate Change and Sustainable Development. Action plan for sustainable development, issues of negotiation, and accountability in achieving sustainable development. Sustainable Development Goals, UN System implementation.

### **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:**

1. Ahluwalia, Vikas. (2007) Global Climate Change. New Delhi, Paragon International.
2. Kandel, Robert Hartmann, & Nicholas. (1990) Our changing climate. New York, McGraw-Hill.

3. CSE. (2009) Climate change: politics and facts. New Delhi, Centre for Science and Environment.
4. Sinha.P.C, International Encyclopedia of Sustainable Development Vol.1. New Delhi: Anmol Publications Pvt. Ltd. 1998.
5. T E RI. (1998) Climate Change: Post-Kyoto Perspectives for the South. Delhi, Tata Energy Research Institute.
6. UNDESA (2014) Sustainable Development in Action, Special report on Voluntary Commitments and Partnerships for Sustainable Development.
7. Craig, Gadgil, and Koomey, "WHAT CAN HISTORY TEACH US? A Retrospective Examination of Long-Term Energy Forecasts for the United States\*."
8. Schneider et al., "Assessing Key Vulnerabilities and the Risk from Climate Change."
9. Dessai, Lu, and Risbey, "On the Role of Climate Scenarios for Adaptation Planning."
10. Ford, James D, Barry Smit, and Johanna Wandel. "Vulnerability to Climate Change in the Arctic: A Case Study from Arctic Bay, Canada." *Global Environmental Change* 16, no. 2 (2006): 145. <http://www.sciencedirect.com/science/article/B6V4J4HK8D-1/2/9a7121a89e679ad6aebdfca573beb4e8> .
11. <https://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf>

### 3. Sustainable Public Health

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK551	Social Work Practice in Mental Health	3-0-0	3
2	21SWK552	Community Care in Physical and Mental Health	3-0-0	3
3	21SWK553	Social Work Practice in Physical Health	3-0-0	3
4	21SWK554	Public Health Management	3-0-0	3

<b>21SWK551</b>	<b>Social Work Practice in Mental Health</b>	<b>3-0-0</b>	<b>3</b>
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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:**

5. Corcoran, J., & Walsh, J. M. (2011). Mental health in social work: A casebook on diagnosis and strengths based assessment. Pearson Higher Ed
6. Harvey, P., & Rathbone, B. H. (2014). Dialectical Behavior Therapy for At-risk Adolescents: A Practitioner's Guide to Treating Challenging Behavior Problems. New Harbinger Publications.
7. Manual of Mental Health for Social Workers, National Institute of Health and Family Welfare. Government of India, New Delhi, 2016.



8. McKay, M., Wood, J. C., & Brantley, J. (2019). *The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance*. New Harbinger Publications
9. Sperry, L., Carlson, J., Sauerheber, J. D., & Sperry, J. (Eds.). (2014). *Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment*. Routledge.

### References:

1. American Psychiatric Association. (2013) *Diagnostic and statistical manual of mental disorders*, (5th ed.). Washington, DC: Author.
2. Brown, D. W., Anda, R. F., Tiemeier, H., Felitti, V. J., Edwards, V. J., Croft, J. B., & Giles, W. H. (2009). Adverse childhood experiences and the risk of premature mortality. *American journal of preventive medicine*, 37(5), 389-396.
3. Brydon, L., Walker, C., Wawrzyniak, A. J., Chart, H., & Steptoe, A. (2009). Dispositional optimism and stress-induced changes in immunity and negative mood. *Brain, behavior, and immunity*, 23(6), 810-816.
4. Dube, S. R., Fairweather, D., Pearson, W. S., Felitti, V. J., Anda, R. F., & Croft, J. B. (2009). Cumulative childhood stress and autoimmune diseases in adults. *Psychosomatic medicine*, 71(2), 243.
5. Felitti, V. J., & Anda, R. F. (1997). *The adverse childhood experiences (ACE) study*. Centers for Disease Control and Prevention.
6. Fernandes, A. C., Hayes, R. D., & Patel, V. (2013). Abuse and other correlates of common mental disorders in youth: a cross-sectional study in Goa, India. *Social psychiatry and psychiatric epidemiology*, 48(4), 515-523.
7. Heim, C., Newport, D. J., Mletzko, T., Miller, A. H., & Nemeroff, C. B. (2008). The link between childhood trauma and depression: insights from HPA axis studies in humans. *Psychoneuroendocrinology*, 33(6), 693-710.
8. Khandelwal, S. K., Jhingan, H. P., Ramesh, S., Gupta, R. K., & Srivastava, V. K. (2004). India mental health country profile. *International review of psychiatry*, 16(1-2), 126-141.
9. McEwen, B. S. (2006). Protective and damaging effects of stress mediators: central role of the brain. *Dialogues in clinical neuroscience*, 8(4), 367.
10. Rosenfeld, A. J. (2019). *The Neuroscience of Happiness and Well-Being: What Brain Findings from Optimism and Compassion Reveal*. *Child and adolescent psychiatric clinics of North America*, 28(2), 137-146
11. Shields-Zeeman, L., Pathare, S., Walters, B. H., Kapadia-Kundu, N., & Joag, K. (2017). Promoting wellbeing and improving access to mental health care through community champions in rural India: the Atmiyata intervention approach. *International journal of mental health systems*, 11(1), 1-11.
12. Trani, J. F., Bakhshi, P., Kuhlberg, J., Narayanan, S. S., Venkataraman, H., Mishra, N. N., ... & Deshpande, S. (2015). Mental illness, poverty and stigma in India: a case-control study. *BMJ open*, 5(2).

13. Turner, S. W. (2007). The therapeutic environment and new explorations in the treatment of posttraumatic stress disorder. In van der Kolk, McFarlane, & Weisaeth (Eds.) Posttraumatic stress: The effects of overwhelming experience on mind, body, and society
14. Van der Kolk, B. A. (2017). Developmental trauma disorder: toward a rational diagnosis for children with complex trauma histories. *Psychiatric annals*, 35(5), 401-408.
15. van Harmelen, A. L., Gibson, J. L., St Clair, M. C., Owens, M., Brodbeck, J., Dunn, V., ... & Goodyer, I. M. (2016). Friendships and family support reduce subsequent depressive symptoms in at-risk adolescents. *PloS one*, 11(5), e0153715. 26.

<b>21SWK552</b>	<b>Community Care in Physical &amp; Mental health</b>	<b>3-0-0</b>	<b>3</b>
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**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:**

1. Park K, (2007) Park's Text book of preventive and social medicine, 19th edition M/s Banarsidas Bhanot Publishers, Jabalpur
2. Sekar, K., Parthasarathy, R., Muralidhar, D., & Chandrasekhar Rao, M. (2007). Handbook of psychiatric social work. *NIMHANS Publication*.

### **References:**

1. Merson MH, Black RE, Mills AJ. (2006) International public health: diseases, programs, systems, and policies, 2nd edn. Sudbury MA: Jones and Bartlett Publishers

2. Schneider MJ (2006) Introduction to Public Health 2nd edition, Sudbury, MA, Jones & Bartlett Publishers, Inc.
3. Bhalwar Raj Vir (ed). (2009) Text Book of Public Health and Community Medicine, Pune: Publisher: Department of Community Medicine, Pune; Armed Forces Medical College, New Delhi in collaboration with World Health Organization, Indian office.
4. Yesudian C.A.K (Ed) (1991) Primary Health Care. Mumbai, Tata Institute of Social Sciences.
5. Agarwaal, S.P., Goel, D.S., Ichhpujani, R.L., Salhan, R.N., Shrivatsava, S. (2004). Mental Health- An Indian perspective(1946-2003), Directorate General of Health Services, Ministry of Health and Family Welfare, New Delhi.
6. Chandrashekar,C.R.,Issac, M.K., Kapur, R.L., Parthasarathy, R. (1981). Management of priority mental disorders in the community, Indian Journal of Psychiatry. 23: 174-178.
7. Chatterjee,S.,Patel, V.,Chatterjee,A.,Weiss,H.A. (2003). Evaluation of a community based rehabilitation model for chronic schizophrenia in India, British Journal of Psychiatry,., 182:57-62.
8. Director General of Health Services: National Mental Health Programme for India. New Delhi, Ministry of Health and Family Welfare, 1982.
9. Parthasarathy, R. Chandrasekar, C.R., Issac, M.K. and Prema, T.P. (1981).A profile of the follow-up of the rural mentally ill ,Indian Journal of Psychiatry, 23:139-141.

<b>21SWK553</b>	<b>Social Work Practice in Physical Health</b>	<b>3-0-0</b>	<b>3</b>
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**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:**

1. Park K, (2007) Park's Text book of preventive and social medicine, 19th edition M/s Banarsidas Bhanot Publishers, Jabalpur.

### **References:**

1. Bhalwar Raj Vir (ed). (2009) Text Book of Public Health and Community Medicine, Pune: Publisher: Department of Community Medicine, Pune; Armed Forces Medical College, New Delhi in collaboration with World Health Organization, Indian office.
2. Yesudian C.A.K (Ed) (1991) Primary Health Care. Mumbai, Tata Institute of Social Sciences.

<b>21SWK554</b>	<b>Public Health Management</b>	<b>3-0-0</b>	<b>3</b>
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### **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:**

1. Fallon L F., Eric J Zgodzinski. Public health management. Sundbury, MA: Jones and Barlett.2009.
2. Lieber J.G. , C. McConnel. Management principles for health professionals. Sundbury, MA: Jones and Barlett. 2010.
3. Buchbinder, SB, n.H.Shanks. Introduction to health care management. Sundbury, MA: Jones and Barlett. 2007.
4. Fallon L F., C.McConnell. Human Resource Management in Health care .Sundbury, MA: Jones and Barlett. 2007.

**4. Social Innovation for Sustainability**

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK554	Public Health Management	3-0-0	3
2	21SWK543	Natural Resource Management & Computational Social sciences	3-0-0	3
3	21SWK542	Standard approaches and Technologies for Disaster Relief and Recovery	3-0-0	3
4	21SWK534	Technological Interventions for Community Development	3-0-0	3

<b>21SWK554</b>	<b>Public Health Management</b>	<b>3-0-0</b>	<b>3</b>
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## **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:**

- 1. Fallon L F., Eric J Zgodzinski. Public health management. Sundbury, MA: Jones and Barlett.2009.
- 2. Lieber J.G. , C. McConnel. Management principles for health professionals. Sundbury, MA: Jones and Barlett. 2010.
- 3. Buchbinder, SB, n.H.Shanks. Introduction to health care management. Sundbury, MA: Jones and Barlett. 2007.
- 4. Fallon L F., C.McConnell. Human Resource Management in Health care .Sundbury, MA: Jones and Barlett. 2007.

<b>21SWK543</b>	<b>Natural Resource Management and Computational Social Science</b>	<b>3-0-0</b>	<b>3</b>
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**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.

3. <https://www.shortcoursesportal.com/disciplines/288/natural-resource-management.html>

**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,

4. <https://www.mastersportal.com/study-options/270205216/natural-resource-management-india.html>

**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.

<https://www.shortcoursesportal.com/studies/21421/water-conflict-management-i.html>

<b>21SWK542</b>	<b>Standards and Approaches in Disaster Relief and Recovery</b>	<b>3-0-0</b>	<b>3</b>
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**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**

Phases of Disaster: Understanding Response & Recovery. Individual, Family and Community Responses. Natural History of Individual Responses: Reactions, Factors and Psychodynamics; Threat, Impact, Recoil, Early aftermath phases. Post-traumatic stress, anxiety and depressive 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**

Short term relief versus long term Recovery; Emergency Operations Plan Development: The dominant planning model: Command and Control – Assumptions and Consequences. Incident Command System. Alternate approaches. Principles of Planning. Different types of disasters and planning implications. Developing a Plan: Direction and Control; Communication; Alerts and Warnings; Evacuation and Closure; Criteria for evaluating disaster plans. Vulnerability analysis and mapping. Application of technology: Mobile social media and digital solutions, GIS and 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.
9. Knowledge on the Disaster Impact Assessment.
10. Understanding the General features of Integrated Risk Assessment

#### **References:**

3. McEntire D. A. Disaster Response and Recovery: Strategies and Tactics for Resilience, United States, John Wiley and Sons, 2006.
4. Payne, L., Rebuilding Communities in a Refugee Settlement: A Casebook from Uganda, Oxford, Oxfam, 1998
- 4 Spodek, H. 'Crises and responses Ahmedabad', Economic and Political Weekly, 2001, p1627-1638. 2000
11. TISS: State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Mumbai, TISS. 2005
12. UN/OCHA. Disaster Preparedness for Effective Response Guidance and Indicator Package for Implementing Priority Five of the Hyogo Framework, Geneva.2008. Available from: [http://www.unisdr.org/files/2909\\_Disasterpreparednessforeffectiveresponse.pdf](http://www.unisdr.org/files/2909_Disasterpreparednessforeffectiveresponse.pdf).
13. PAHO. Emergency preparedness and disaster relief: Heavy rains and landslides affect Guatemala. Washington DC [cited 2013 September 12]. Available from:

[http://www.paho.org/disasters/index.php?option=com\\_content&task=view&id=1371&Itemid=904](http://www.paho.org/disasters/index.php?option=com_content&task=view&id=1371&Itemid=904).

14. Johns Hopkins Bloomberg School of Public Health; International Federation of Red Cross and Red Crescent Societies. Public Health Guide for Emergencies, 2nd ed. Geneva: IFRC/ICRC; 2008 [cited 2013 Nov 10]. Available from: [http://www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response/publications\\_tools/publications/\\_CRDR\\_ICRC\\_Public\\_Health\\_Guide\\_Book/Forward.pdf](http://www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response/publications_tools/publications/_CRDR_ICRC_Public_Health_Guide_Book/Forward.pdf)
15. Aim and Scope of Disaster Management. Study Guide prepared by Sharman and Hansen. UW-DMC, University of Washington.
16. Dr. Mrinalini Pandey, Disaster Management Wiley India Pvt. Ltd.
17. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.

<b>21SWK534</b>	<b>Technological intervention for Community development</b>	<b>3-0-0</b>	<b>3</b>
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**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**

Concept of technology, Technology a mixed package. Technology as a means of development, Disruptive technology. Use of technology - material growth and social development. Use of technology for reducing distress. Sources of technological advancement – international and domestic. Technological interventions for people to have healthy lifestyles. Advantages of technology-driven opportunities - affordable access to technologies. Concept of appropriate technology and local self reliance. Initiatives of National Institute of Rural Development [NIRD] and Council for Advancement of People's Action and Rural Technology (CAPART).

### **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-**

Energy & Transportation- Technologies available for energy crisis. Non conventional / renewable energy sources – Solar, wind, wave, ect. Bio-methanation and its utilities. Transportation -Situational analysis and accomplishments, limitations and future directions.

### **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.)
4. Siddique H.Y (1997) Working with Communities: An Introduction to Community Work, Hira Pub. New Delhi

**References:**

5. Robert Chapman and Tom Slaymaker (2002), ICTs and Rural Development Review of the Literature, Current Interventions and Opportunities for Action, Overseas Development Institute.
6. NIRD (2001) Directory of Rural Technologies, Volume -1 .
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**

Sl.No	Course Code	Subject Name	L-T-P	Credits
1	21SWK561	Understanding Children as Vulnerable Groups	3-0-0	3
2	21SWK562	Care and Support Services for Children	3-0-0	3
3	21SWK563	Intervention for Child Rights and Child Protection	3-0-0	3
4	21SWK564	Interventions for Children in Humanitarian Crisis	3-0-0	3

<b>21SWK561</b>	<b>Understanding Children as Vulnerable Groups</b>	<b>3 0 0</b>	<b>3</b>
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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 I - Child Definition-** Majority- Minority-Definition in different Act & legislation- Vulnerability – interims of region, linguistic, religious, Economic and so on – Family definition - Disabilities definition – Mental and Physical – children with disabilities - disparity among boys and girls –Child rights – what is right? – Why?

**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.

**Unit IV- Orphan definition** – types of orphan - child & women headed families- CCIs- fulfillment of emotional & other needs - Alternative care. Child rights- beginning Poland in 1920- 1948 Human right Declaration.

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

**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**

1. Bajpai Asha (2003) Child Rights in India: Law, Policy and Practice, Oxford University Press.
2. Govt of India (1998) Plan of Action on Child Trafficking
3. NIPCCD, (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi. UNICEF Publication

### **References**

1. HAQ's short paper on 'Dealing with Children in Conflict with Law- Role of Police'
4. HAQ's short paper on 'Children's Right to be Heard in Judicial Processes'
5. Maharukh Adenwalla,(2006) Child Protection and Juvenile Justice System for Juvenile in Conflict with Law, Childline India Foundation,
6. Nanjunda D C (2008) Child Labour and Human Rights: A Prospective. New Delhi, Kalpaz Publication
7. Ruzbeh N. Bharucha, (2008) My God is a Juvenile Delinquent, Sainathan Communication, New Delhi.
8. UNICEF (2006) Guidelines on the Protection of Child Victims of Trafficking, Unicef Technical Notes, Child Trafficking and Migration, New York, UNICEF Head Quarters

<b>21SWK562</b>	<b>Care and Support Services for Children</b>	<b>3-0-0</b>	<b>3</b>
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### **Introduction**

This course intended for 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 standard 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 I: History & Evolution** - International situation, Indian situation, Initiatives of the United Nations, Pre & Post-Independence Initiatives in India. Pre & post world wars -: Situational analysis of condition of children after two world wars- International forums - starting formation of working committees- Ryadh conference - declaration

**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.

Bijing rules (1984) working committee.

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

**Unit V: Minimum Standards of Care & Support Services-** Minimum standards of C & S services South Asian Protocol; Quality care as right, Issues of quality care, , Protocols, SOPs, Checklists, Guidelines, and other tools for quality care; Social audit, Monitoring, Co-Management of state run services; Child participation: Concept, Importance, its role in programme planning, Monitoring and Evaluation; Individual care Plan, Importance of care plan for children, Care history, Case report and Importance of Home/Social Investigation Report; Components in proposal writing, Understanding Inputs, Outputs, Impacts and Outcomes, Monitoring and Evaluation, Report writing.

**Suggested Readings:**

1. Bose Pradee (2006) Child Care and Child Development: Psychological Perspective, Jaipur: ABD.
2. Choudhary Premanand (2008) Child Survival, Health and Social Work Intervention, Jaipur: ABD P
3. Pandey V C (2005)Child Education. Delhi: Isha Books
4. Sagade Jaya (2005) Child Marriage in India: Socio-Legal and Human Rights Dimensions, New Delhi: Oxford University Press.
5. Sakshi Puri,(2004) Child Welfare and Development Services. Jaipur: Pointer Publications.
6. Shrimali Shyam Sundar,(2008) Child Development. New Delhi: Rawat Publications.

<b>21SWK563</b>	<b>Intervention for Child Rights and Child Protection</b>	<b>3-0-0</b>	<b>3</b>
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**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-** Instruments of child rights - UNCRC -1989, Various UN and Regional Conventions, Protocols, Declarations, Recommendations, The Constitution of India, Indian laws.

**Unit: III: Child Rights Policies, Programmes & Structures-** National Charter for Children 2004, , National Plan of Action 2005, Policies of States, National policy on education. 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. National Plan of Action 1998 against child trafficking. 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.

- Monitoring mechanism - SCPC - DCPC- BLCPC – VLCPC- SCPCR- NCPCR.

**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:**

1. Bajpai Asha (2003) Child Rights in India: Law, Policy and Practice, Oxford University Press.
2. Mishra Lakshmidhar (2000) Child Labour in India, Oxford University Press
3. Nanjunda D C (2008) Child Labour and Human Rights: A Prospective. New Delhi, Kalpaz Publication.

4. William Thomas (2008) Child Trafficking: An Unconscious Phenomenon. A. New Delhi, Kanishka
5. Bose Pradeep (2006) Child Care and Child Development: Psychological Perspective, Jaipur: ABD
6. Choudhary Premanand (2008) Child Survival, Health and Social Work Intervention, Jaipur: ABD
7. Pandey V C (2005) Child Education. Delhi: Isha Books.
8. Prasada Rao (2006) Child Labour: Problems and Policy Issues, Associated Publishers

<b>21SWK564</b>	<b>Interventions for Children in Humanitarian Crises</b>	<b>3-0-0</b>	<b>3</b>
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### **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** HC- Conceptual clarity, definitions, theories Humanitarian situation, Humanitarian Aid, Genocide, Holocaust. Typologies of HC, Legal instruments – The Law of Geneva and the Law of The Hague, Geneva Conventions (I,II,III,&IV) & Protocols, The Hague Convention of 1899 and 1907. Optional Protocol to the Convention on the Rights of the Child on the involvement of children in Armed Conflict 2000.

**Unit II: Humanitarian Crisis and Children-** Understanding types of children- Unaccompanied, Separated, Internally Displaced, Refugee Children. Impact of Armed Conflict/ War on children- Landmines, Cluster Munitions, Disabilities, Sexual Violence (girls), Attacks on Educational Institutions, Recruitment in Armed Hostilities, Detention. Indian situation of children in armed conflict.

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 IV: International Scenario-** Policies & Programmers, Institutional Framework & GOs & INGOs working in this area (Focus on UNICEF, Humanitarian Action for Resilience, Response & Protection, USAID, UNHRC, International Court of Justice, UNDP, International Federation of Red Cross and Red Crescent Societies, International Committee of the Red Cross, and Amnesty International.)

**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**

1. Discussion Paper for Agricultural Economics Society Conference 2005. Revised version 10 May 05 .

2. BBC Report on humanitarian crises in Sri Lanka, April 2009 [http://news.bbc.co.uk/2/shared/spl/hi/pop\\_ups/08/south\\_asia\\_sri\\_lanka\\_refugees/html/2.stm](http://news.bbc.co.uk/2/shared/spl/hi/pop_ups/08/south_asia_sri_lanka_refugees/html/2.stm)

3. Reuters reports on current humanitarian



crises <http://today.reuters.com/News/HumanitarianCrises.aspx>

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](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](http://en.wikipedia.org/wiki/M%C3%A9decins_Sans_Fronti%C3%A8res)

6. Save the Children list of types of emergencies <http://www.savethechildren.org/programs/emergencies/types-of-emergencies.html>

7. Amnesty International, Human rights publications, [www.amnesty.org](http://www.amnesty.org)

8. [www.hdcentre.org](http://www.hdcentre.org)

9. <http://www.hdcentre.org> Human Rights Watch, [www.hrw.org](http://www.hrw.org)

**Methods of assessment:**

Internal		External	Total
<i>Components Internal</i>	<i>Weightage</i>	Examination conducted for 100 Marks Weightage: 50%	Internal + External=100
First Periodical	15%		
Second Periodical	15%		
Continuous Evaluation*	20%		
Class test*	5marks		
Tutorial session*	5marks		
Seminar & Assignment*	10marks		
Total*	20 marks		

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