



**AMRITA**  
**VISHWA VIDYAPEETHAM**

**SCHOOL OF SOCIAL AND BEHAVIOURAL SCIENCES**

**BSW (Hon.) with Research**  
**CURRICULUM AND SYLLABUS**

**2024**

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## **Introduction**

The BSW(H) with Research program offered by the Department of Social Work at Amrita Vishwa Vidyapeetham aims to cultivate ethically conscious, socially responsive, and proficient humanitarian professionals. These professionals are equipped to address diverse critical challenges encountered by vulnerable communities, both nationally and globally. The program anticipates that our social work students will possess comprehensive knowledge, perspectives, and skills to approach societal challenges from a rights-based and vulnerability reduction-oriented standpoint. The curriculum emphasizes nurturing sensitivity towards gender issues, environmental concerns, disaster management, accessible and affordable healthcare, child rights protection, and the welfare of indigenous and marginalized communities. Developed against the backdrop of insights, expertise, and requirements of prominent organizations operating across various social work domains in India and globally, this program spans over ten semesters. The BSW Honours with Research program is structured to encompass Foundation, Core, and Specialization Courses. The Core Courses lay a robust interdisciplinary foundation, while the Specialisation Courses enable students to specialize 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.”*

### **BSW(H) PROGRAMME MISSION**

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

## **Program Outcomes (PO)**

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

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

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

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

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

## **Program Specific Outcomes (PSO)**

PSO1: To develop the knowledge of working with different populations and the ability to solve the problem through value based educational practice and field experience.

PSO2: To identify social problems using cutting edge research tools and executes innovative solutions in social work practice.

PSO3: To develop the sensitivity to ethical issues and rights-based perspective in the fields of social work.

PSO4: 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.

# CURRICULUM

## Year 1- Certificate in Social Work

### Semester I

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	24SWK101	Foundations of Social Work Practice	3 0 0	3
DSW	DSC	24SWK102	Introduction to Psychology - Human Behaviour and Development	3 0 0	3
DSW	DSC	24SWK103	Social Science Concepts and Social Work	3 0 0	3
DSW	SEC	24SWK104	Introduction to Computing- level 1	2 0 0	2
HUM	AEC		Language I	2 0 0	2
HUM	AEC	24ENG101	English I	2 0 0	2
DSW	DSC	24SWK190	Field Work-I (Orientation Visits)	0 0 2	2
CUL	VAC	22ADM101	Foundations of Indian Heritage	2 0 1	2
CUL	VAC	22AVP103	Mastery over Mind (MAOM)	1 0 2	2
			<b>Total Credits</b>		<b>21</b>

### Semester II

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	24SWK111	Working with Individuals and Groups	4 0 0	4
DSW	DSC	24SWK112	Community Organisation and Social Action	3 0 0	3
DSW	DSC	24SWK113	Introduction to Indian Constitution and Legal system	2 0 0	2
DSW	DSC	24SWK114	Career Prospects in Social Work	1 0 0	1
DSW	SEC	24SWK115	Introduction to computing- level 2	2 0 0	2
HUM	AEC	24ENG111	English II	1 0 2	2
HUM	AEC		Language II	2 0 0	2
DSW	DSC	24SWK191	Field Work -II (Block Mode)	0 0 4	4
CUL	VAC	22ADM111	Glimpses of Glorious India	2 0 1	2
			<b>Total Credits</b>		<b>22</b>

## Year 2- Diploma in Social Work

### Semester III

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	24SWK201	Social Policy, Planning and Development	3 0 0	3
DSW	DSE	24SWK202	Introduction to Public Health	2 0 0	2
DSW	DSE	24SWK203	Foundations of Sustainable Development	2 0 0	2
DSW	DSC	24SWK204	Contemporary Social Problems and Concerns	3 0 0	3
DSW	DSC	24SWK290	Field Work -III (Block Mode)- PRA Specific	0 0 4	4
DSW	SEC	24SWK205	Introduction to Computing- Level 3	2 0 0	2
	GE		Open Elective **	3 0 0	3
CIR	AEC	24ELS201	Essential Life Skills -I	1 0 2	2
ADM	VAC		Amrita Value Programme I	1 0 0	1
			<b>Total Credits</b>		<b>22</b>

### Semester IV

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	24SWK211	Social Welfare Administration	3 0 0	3
DSW	DSC	24SWK212	Social Work with Differently Abled	3 0 0	3
DSW	DSE	24SWK213	Communication for Social and Behavioural Change	2 0 0	2
DSW	DSE	24SWK214	Introduction to Family Welfare and Child Protection	2 0 0	2
DSW	DSE	24SWK215	Climate Change and Disaster Management	2 0 0	2
DSW	SEC	24SWK216	Introduction to Computing- Level 4	2 0 0	2
DSW	DSC	24SWK291	Field Work -IV (Block Mode)- PRA Specific	0 0 4	4
CIR	AEC	24ELS211	Essential Life Skills II	1 0 2	2
	GE		Open Elective **	3 0 0	3
ADM	VAC		Amrita Value Programme II	1 0 0	1
			<b>Total Credits</b>		<b>24</b>

**Semester V**

<b>Offering Dept</b>	<b>NEP Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>LTP</b>	<b>Credits</b>
DSW	DSC	24SWK301	Management for Social Work Practice	3 0 0	3
DSW	DSC	24SWK302	Psychosocial Perspectives and Counselling	3 0 0	3
DSW	DSE	24SWK303	Human Rights and Social Justice	2 0 0	2
DSW	DSC	24SWK304	Quantitative Research in Social Work	3 0 0	3
DSW	SEC	24SWK305	Introduction to Computing- Level 5	2 0 0	2
DSW	DSC	24SWK390	Field Work -V (Block Mode)	0 0 4	4
DSW	DSC	24SWK391	Rural/Tribal Camp	0 0 2	2
DSW	SEC	24SWK306	Mentor Programme I	1 0 0	1
CIR	AEC	24ELS301	Essential Life Skills -III	1 0 2	2
			<b>Total Credits</b>		<b>22</b>

**Semester VI**

<b>Offering Dept</b>	<b>NEP Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>LTP</b>	<b>Credits</b>
DSW	DSC	24SWK311	Social Legislation for Social Work	3 0 0	3
DSW	DSC	24SWK312	Qualitative Research in Social Work	3 0 0	3
DSW	DSC	24SWK313	Sustainable Community Development	3 0 0	3
DSW	DSC	24SWK314	Project Formulation and Management	3 0 0	3
DSW	SEC	24SWK315	Introduction to Computing- Level 6	2 0 0	2
DSW	DSE	24SWK316	Mentor Programme II	1 0 0	1
DSW	DSC	24SWK392	Field Work -VI - Block Mode	0 0 4	4
DSW	DSC	24SWK399	Research Project -I	0 0 2	2
			<b>Total Credits</b>		<b>21</b>

**Semester VII**

<b>Offering Dept</b>	<b>NEP Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>LTP</b>	<b>Credits</b>
DSW	DSC	24SWK401	Corporate Social Responsibility and Social Work	3 0 0	3
DSW	DSC	24SWK497	Research Project - II	0 0 4	4
DSW	DSC	24SWK402	Foundations of Academic Writing and Research ethics and values	3 0 0	3
DSW	DSE	24SWK403	Data Analysis and Interpretation	2 0 0	2
DSW	DSC	24SWK404	Introduction to computing- level 7	2 0 0	2
DSW	DSC	24SWK490	Field Work -VII	0 0 4	4
CIR	AEC	24ELS401	Essential Life Skills -IV	1 0 2	2
			<b>Total Credits</b>		<b>20</b>

### Semester VIII

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	24SWK499	Research Project - III	0 0 10	10
DSW	DSC	24SWK498	Block Placement / Internship		10
			<b>Total Credits</b>		<b>20</b>
			<b>Grand Total</b>		<b>172</b>

### LANGUAGE

Semester	Course Code	Course Title	L-T-P	Credits
I	24HIN103	Hindi I	1 0 2	2
I	24MAL103	Malayalam I	1 0 2	2
I	24TAM103	Tamil I	1 0 2	2
II	24HIN113	Hindi II	1 0 2	2
II	24MAL113	Malayalam II	1 0 2	2
II	24TAM113	Tamil II	1 0 2	2

Course Code	Title	L-T-P	Credits
22ADM201	Strategic Lessons from Mahabharata	1-0-0	1
22ADM211	Leadership from Ramayana	1-0-0	1
22AVP210	Kerala Mural Art and Painting	1-0-0	1
22AVP218	Yoga Therapy and Lessons	1-0-0	1
22AVP212	Introduction to Traditional Indian Systems of Medicine	1-0-0	1
22AVP201	Amma's Life and Message to the modern world	1-0-0	1
22AVP204	Lessons from the Upanishads	1-0-0	1
22AVP205	Message of the Bhagavad Gita	1-0-0	1
22AVP206	Life and Message of Swami Vivekananda	1-0-0	1
22AVP207	Life and Teachings of Spiritual Masters of India	1-0-0	1
22AVP208	Insights into Indian Arts and Literature	1-0-0	1
22AVP213	Traditional Fine Arts of India	1-0-0	1
22AVP214	Principles of Worship in India	1-0-0	1
22AVP215	Temple Mural Arts in Kerala	1-0-0	1
22AVP218	Insights into Indian Classical Music	1-0-0	1
22AVP219	Insights into Traditional Indian Painting	1-0-0	1
22AVP220	Insights into Indian Classical Dance	1-0-0	1
22AVP221	Indian Martial Arts and Self Defence	1-0-0	1
22AVP209	Yoga and Meditation	1-0-0	1



<b>Open Electives UG</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>L – T – P</b>	<b>Cr.</b>	<b>ES</b>
21OEL231	A Journey towards Free India	3 0 0	3	J
21OEL232	Political Leadership	3 0 0	3	J
21OEL233	Social issues in Contemporary India	3 0 0	3	J
21OEL234	The Story of Indian Business	3 0 0	3	J
21OEL235	Industrial Psychology	3 0 0	3	J
21OEL236	Advertising	3 0 0	3	J
21OEL237	Basic Statistics	3 0 0	3	J
21OEL238	Citizen Journalism	3 0 0	3	J
21OEL239	Creative Writing for Beginners	3 0 0	3	J
21OEL240	Desktop Support and Services	3 0 0	3	J
21OEL241	Development Journalism	3 0 0	3	J
21OEL242	Digital Photography	3 0 0	3	J
21OEL243	Emotional Intelligence	3 0 0	3	J
21OEL244	Essence of Spiritual Literature	3 0 0	3	J
21OEL245	Film Theory	3 0 0	3	J
21OEL246	Fundamentals of Network Administration	3 0 0	3	J
21OEL247	Gender Studies	3 0 0	3	J
21OEL248	Glimpses of Indian Economy and Polity	3 0 0	3	J
21OEL249	Graphics and Web-designing Tools	3 0 0	3	J
21OEL250	Green Marketing	3 0 0	3	J
21OEL251	Healthcare and Technology	3 0 0	3	J
21OEL252	History of English Literature	3 0 0	3	J
21OEL253	Indian Writing in English	3 0 0	3	J
21OEL254	Industrial Relations and Labour Welfare	3 0 0	3	J
21OEL255	Introduction to Ancient Indian Yogic and Vedic Wisdom	3 0 0	3	J
21OEL256	Introduction to Computer Hardware	3 0 0	3	J
21OEL257	Introduction to Event Management	3 0 0	3	J
21OEL258	Introduction to Media	3 0 0	3	J
21OEL259	Introduction to Right to Information Act	3 0 0	3	J
21OEL260	Introduction to Translation	3 0 0	3	J
21OEL261	Linguistic Abilities	3 0 0	3	J
21OEL262	Literary Criticism and Theory	3 0 0	3	J
21OEL263	Macro Economics	3 0 0	3	J
21OEL264	Managing Failure	3 0 0	3	J
21OEL265	Media Management	3 0 0	3	J
21OEL266	Micro Economics	3 0 0	3	J
21OEL267	Micro Finance, Small Group Management and Cooperatives	3 0 0	3	J

21OEL268	Negotiation and Counselling	3 0 0	3	J
21OEL269	New Literatures	3 0 0	3	J
21OEL270	Non-Profit Organization	3 0 0	3	J
21OEL271	Personal Effectiveness	3 0 0	3	J
21OEL272	Perspectives in Astrophysics and Cosmology	3 0 0	3	J
21OEL273	Principles of Marketing	3 0 0	3	J
21OEL274	Principles of Public Relations	3 0 0	3	J
21OEL275	Science, Society and Culture	3 0 0	3	J
21OEL276	Statistical Analysis	3 0 0	3	J
21OEL277	Teamwork and Collaboration	3 0 0	3	J
21OEL278	The Message of Bhagwad Gita	3 0 0	3	J
21OEL279	Understanding Travel and Tourism	3 0 0	3	J
21OEL280	Videography	3 0 0	3	J
21OEL281	Vistas of English Literature	3 0 0	3	J
21OEL282	Web-Designing Techniques	3 0 0	3	J
21OEL283	Organic Farming	3 0 0	3	J
21OEL284	Basic Legal Awareness on Protection of Women and Rights	3 0 0	3	J
21OEL285	Ritual Performances of Kerala	3 0 0	3	J
21OEL286	Documenting Social Issues	3 0 0	3	J
21OEL287	Fabrication of Advanced Solar Cell	3 0 0	3	J
21OEL288	Basic Concepts of X-ray Diffraction	3 0 0	3	J
21OEL289	Introduction to FORTRAN and GNUPLOT	3 0 0	3	J
21OEL290	Introduction to Porous Materials	3 0 0	3	J
21OEL291	Forensic Science	3 0 0	3	J
21OEL292	Introduction to solar Physics	3 0 0	3	J
21OEL293	Recycling Recovery and Treatment Methods for Wastes	3 0 0	3	J
21OEL294	Acting and Dramatic Presentation	2 0 2	3	J
21OEL295	Computerized Accounting	2 0 2	3	J
21OEL296	Kerala Mural Art and Painting	2 0 2	3	J
21OEL297	Painting	2 0 2	3	J
21OEL298	Reporting Rural Issues	3 0 0	3	J

\*\* Free Electives - This will include courses offered by Faculty of Humanities and Social Sciences/ Faculty Arts, Commerce and Media / Faculty of Management/Amrita Darshanam - (International Centre for Spiritual Studies)

### Abbreviations

- DSW –Department of Social Work
- HUM - Humanities (including Languages and others)
- CUL - Cultural Education

- CIR-Corporate and Industrial Relationship
- DSC-Discipline Specific Core
- DSE-Discipline Specific Elective
- SEC-Skill Enhancement Course
- VAC- Value Addition Course
- GE- Generic Elective
- AEC-Ability Enhancement Course

**SEMESTER: I**

**Syllabus**

<b>24SWK101</b>	<b>FOUNDATIONS OF SOCIAL WORK PRACTICE</b>	<b>L-T-P 3-0-0</b>	<b>C: 3</b>
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### **Introduction:**

The objective of this course is to familiarize students with various forms of Social Work practice, including direct engagement with individuals, families, or small groups, involvement in organizations and communities, and participation in the administration of Social Work programs and institutions. Despite their diverse applications, these practices share fundamental purposes, values, knowledge, processes, and skills. The course delivers comprehensive foundational content across all areas of social work, ensuring students are adequately prepared and consistent in their readiness for more advanced endeavours.

### **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 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

### **CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		2				2			
CO2		1	1	1		1			1
CO3			1			1		1	

### **Course Syllabus:**

#### **Unit I- Introduction to Social Work (10 Hrs.)**

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 (10 Hrs.)**

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 (10 Hrs.)**

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 (5 Hrs.)**

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: (10 Hrs.)**

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.

**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.

24SWK102	INTRODUCTION TO PSYCHOLOGY- HUMAN BEHAVIOUR AND DEVELOPMENT	L-T-P 3-0-0	C 3
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**Introduction**

In this course, various cultural theories concerning the psychology of human development, spanning from infancy through adulthood, will be examined. The focus will be on exploring how behaviors, experiences, and thoughts impact brain development, alongside factors influencing the nurturing of mental fortitude or vulnerability, 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 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.

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3					2			
CO2		2		1			1	1	
CO3					3				2

### Course Syllabus

#### Unit I - Development and Early Socialization (10 Hrs.)

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 (10 Hrs.)

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 (10 Hrs.)

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. (8 Hrs.)

Personality Typologies: Three Gunas & Dosha's. 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 (7 Hrs.)**

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

**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.

24SWK103	SOCIAL SCIENCE CONCEPTS AND SOCIAL WORK	L-T-P: 3-0-0	C: 3
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**Introduction**

This course centers on examining the conceptual and analytical framework of society, offering a critical understanding of social-political systems. It also delves into political and economic concepts, critically evaluating prevalent 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 outcome:

1. Comprehend the origin of Social Science and its relationship with other disciplines
2. Recognize society as an 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

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		3				3	1		
CO2				2					
CO3			1						1
CO4		1	2			1			

### 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, Political Science: Indian Politics: Political Institutions, 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, 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.

### **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. (13thed.). New York: Pearson
2. Giddens, A.( 2009). Sociology. (6thed). Italy: Rotolito Lombarda 2. Santhakumar. (2013). Economics in Action. New Delhi: Sage publication 3. Melvin, D.William, A.Loïs,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. Bhanti, Raj. (1996). Field Work in Social Work Perspective. New Delhi: Himanshu Publications.
5. 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>
6. 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)
7. Acharya, BC.(2012) ‘A handbook of social work’. New Delhi, Wisdom Press.
8. Josantony Joseph & Gracy Fernandes. (2006) ‘An Enquiry into Ethical Dilemmas in Social Work’. Mumbai, Nirmala Niketan.
9. Reamer, Frederic G. (1999) ‘Social Work Values and Ethics’. New Delhi, Rawat.

<b>24SWK104</b>	<b>INTRODUCTION TO COMPUTING- LEVEL 1</b>	<b>L-T-P: 2-0-0</b>	<b>C 2</b>
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**Course Objectives:**

1. By the end of the course, students should have a basic understanding of computer systems, software and digital tools
2. To provide learners with essential knowledge and abilities related to digital tools and technologies.
3. To sensitize the students about role of technology in Social Works

**Course Outcomes:**

1. CO1: understands the basics of computer systems and acquires the ability to utilize them effectively.
2. CO2: Acquires Digital literacy proficiency to manage and share information
3. CO3: Students will engage in hands-on exercises to reinforce their learning.

**Skills:**

- Digital Device Competence
- Internet navigation, email and file management competency
- Critical evaluation of information and digital security
- Basic software's and application usage

**CO-PO Mappings:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1			1						1		
CO2			1						1		
CO3			1						1		

**Syllabus:**

**Unit I - Introduction to Computer Systems and Networks**

Hardware and software components; Data and storage formats; Internet and connectivity; Devices and connectivity

**Unit II - Internet, Cloud, and Communications**

Introduction to the Internet and its significance; Internet navigation through browsers, URLs, search engines, and websites; Email basics and best practices

**Unit III - Basic Softwares and App Usage**

Microsoft Word, Excel, and PowerPoint; Google Maps; Geotagging; Software Installation and Uninstallation.

## Unit IV - File Management and File Sharing

Cloud storage and file sharing; Understanding files and folders; Organizing and managing digital files.

### Textbooks

- “Digital Literacy for Dummies” by Faithe Wempen

### References:

- Learning practical digital skills with Google  
<https://applieddigitalskills.withgoogle.com/en/learn>

**24ENG101**

**English I**

**2002**

### Objectives:

To help students obtain an ability to communicate fluently in English; to enable and enhance the students' skills in listening, speaking, reading, and writing; to impart an aesthetic sense and enhance creativity

Cos	Course Outcomes
CO 1	Demonstrate competence in the mechanics of writing
CO 2	Outline the use of AI tools in communication
CO 3	Use a wide range of reading strategies to comprehend and analyse information
CO4	Apply mechanics of writing to draft academic and professional documents
CO 5	Organise ideas and thoughts for clear written and oral communication
CO 6	Critically evaluate literary texts

### Unit I

Mechanics of writing - Parts of speech – use of prepositions, adjectives, adverbs and determiners – word order – collocation – concord (Subject-Verb, Pronoun-Antecedent) – kinds and patterns of sentences

### Unit II

Tenses - Modal auxiliaries - Reported speech - Active and Passive Voice - Phrasal Verbs - Linkers/ Discourse Markers - Question Tags

### Unit III

Pre-writing techniques - Paragraph writing – Cohesion – Development – types: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative - Introduction to the use of Gen AI

### Unit IV

Reading Comprehension – Skimming and Scanning- Inference and Deduction – Reading different kinds of material – Speaking: Narration of incidents / stories/ anecdotes.

## Unit V

Shashi Tharoor – “‘Kindly Adjust’ to Our English

A. G. Gardiner – “A Fellow Traveller”

Ruskin Bond – “The Eyes Have It”

Mrinal Pande – “Girls”

W. H. Auden – “Unknown Citizen”

W H Davies - “Leisure”

## References:

1. Murphy, Raymond, *Murphy’s English Grammar*, CUP, 2004
2. Syamala, V. *Speak English in Four Easy Steps*, Improve English Foundation Trivandrum: 2006
3. Martinet, Thomson, *A Practical English Grammar*, IV Ed. OUP, 1986.
4. The Week - June 03, 2018, LAST WORD; <https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3lhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/>
5. A G Gardiner – *Leaves in the Wind*, Digicat (e-book), 2015
6. Ruskin Bond – *The Best of Ruskin Bond*; India Penguin. April 2016.
7. Mrinal Pande – *Stepping Out*; Penguin India; 2003
8. W H Auden – *Another Time*; Random House Pub; 1940
9. William H Davies – *Songs of Joy and Others*; Andesite Press, August 2017.

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24HIN103

HINDI I

1 0 2 2

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**Course Objective:** The course will enable the students to understand the basics of grammar and usage, to appreciate the literary compositions, and to understand the intricacies of language and literature.

**Course Outcomes:** By the end of the course the students will be able to:

1. Distinguish various literary genres.
2. Explore tradition and culture through literature.
3. Apply the basics of grammar.
4. Critically analyse the prescribed literary texts .

## ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3		2								
4	2									

### UNIT 1

Hindi Sahithya ki Panch shresht Kahaniyam :

- Sughmay Jeevan -Chandradhar Sharma „Guleri“
- Dhan ki Bhent- Rabindranath Tagore
- Anbola -Jayashankar Prasad
- Swamini(Manasrovar bhagh-1)Premchand

### UNIT 2.

Hindi Kavitha:

- 'Aarya" –Maithili sharan Gupt
- "Meri bhi abha he Ismein' .,"Mubarak Ho Naya Saal"-\_Nagarjun
- "Nishaa Ki rod eta Rakesh- Nihar se' .,"Shoonya Mandir mein Banoongi-Sandhya Geet se- "- Mahadevi varma
- 'Khoob Ladi Mardani vah tho Jhansi Vali rani thi'-subhadra Kumari 21uropa

### UNIT 3.

Hindi Ekanki:

- Mohan Rakesh :Ande ke Chilke
- Vishnu Prabhakar :Sarkari Noukari

### UNIT 4.

Grammar : 1) Karak 2) Upasarg 3) Pratyay 4) Vakya Rachana 5) Padaparichay.6)Sarvanam7)kriya 8)Adjective 9)Adverb10)Tenses

### REFERENCE

- Sugam Hindi Vyakarn, : Prof. Vanshidhar & Dharmapal Shastri
- Vyavaharik Hindi Vyakaran tatha Rachana: Dr. Hardev Bahari
- Shiksharthi Hindi Vyakaran: Dr. Nagappa
- Hindi Sahithya ki Panch shresht Kahaniyam** :Edited by:Dr.Sachidanandh Shuklu
- (Printed and Published by V&S publishers,Abridged,Ansari Ganj,Delhi)
- .Hindi Samay.com,/Hindikahani.com/exotic indiaart.com

**Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer**

**Entrepreneurship: Know Language and can do freelance**

**Skill Development: Understand the grammar and its application**

**Evaluation Pattern - 80: 20****CA (L) – Continuous Assessment Lab - 80****ES (L) – End Semester Examination Lab – 20****24MAL103****MALAYALAM I****1 0 2 2****Course Objectives:**

To teach Malayalam for effective communication in different spheres of life: - cultural relations in society.

**Course Outcomes:** By the end of the course the students will be able to:

- 1) Inculcate Philosophical Ideas and methods.
- 2) Understand the postmodern literary methods.
- 3) Understand the cultural context in literature.
- 4) Apply the basics of grammar.

**ARTICULATION MATRIX**

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3		2								
4	2									

**UNIT 1**

Knowledge of Malayalam Language, grammar.

**UNIT 2**

1. Jnanappana (Lines:201 to 298), “Poonthanam Nambutiri.”
2. Kattarinre karachil: “Edapally Raghavan Pilla”
3. Manasvni – “Changampuzha krishnapilla.”

**UNIT 3**

1. Avanu Kittiya Nidhi- “Thakazhi Sivasankra Pillai”
2. BharathaParyadanam- Chapter- shodaranmar tammil – “Kuttikrishna Mararu”
3. Oru teruvinte katha – “S K Pottekkatt”

## UNIT 4

1. Adukkalayil Ninnu Arangatheykku- “V.T. Bhattathirippad”.

### REFERENCE

- 1) Adukkalayil Ninnu Arangatheykku- “V.T.Bhattathirippadu”
- 2) BharathaParyatanam- “KuttikrishnaMarar”
- 3) Compleate Works including Jnanappana- “Poonthanam”
- 4) Keralapaniniyam – “A R raja raj Varma”
- 5) LavanyasastrathinteYukthisilpam- “Dr.Thomas Mathew”
- 6) Malayala kavitasahitya charitram – “Dr. M Leelavati”
- 7) Manasvni --- “Changampuzha krishnapilla”
- 8) Nithyakanyaka – “Thakazhi Sivasankra Pillai”
- 9) Oru teruvinre ktha- “S. K Pottekkatt”

### Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

*Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer*

*Entrepreneurship: Know Language and can do freelance*

*Skill Development: Understand the grammar and its application*

### Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

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24TAM103

TAMIL I

1 0 2 2

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### Course Objectives:

To teach Tamil for effective communication in different spheres of life: - cultural relations in society.

### Course Outcomes:

- 1) Giving exposure to history of Tamil literature and Introduction of select Classics
- 2) Initiating Students to the spirit of Bhakti literature
- 3) Encouraging creativity of students by teaching Contemporary Literature poetry, modern poetry, Short Story, Prose, Novel, etc
- 4) Introduction of basic Grammar, Letter writing and essay writing skills of Tamil language.

### ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3		2								
4	2									

### அலகு-1

தமிழ் இலக்கிய வரலாற்றில் சங்க இலக்கியம்: முதல், இடை, கடை சங்கம். சங்க இலக்கியங்கள் பத்துப்பாட்டு.

குறுந்தொகை (6,8பாடல்கள்),  
புறநானூறு (184,192பாடல்கள்).

சங்கம் மருவிய கால இலக்கியம்:

சிலப்பதிகாரம் (வழக்குறைக் காதை),

பதினெண்கீழ் கணக்கு நூல்கள்,

திருக்குறள் (மருந்து)

Unit-1 History of Tamil Literature: First, Intermediate, Last sangam. Sangam Literature, Pattuppaattu. Kuruntogai, Puranaanuru.

Literature of the Sangam Maruviya period – Silappathiagaram (vazhakkurai kaathai), Patinēṅkiizh Kaṇakku Nuulkaḷ. Tirukkuṟaḷ (Marunthu)

### அலகு 2

பக்தி இலக்கியம்:-

பன்னிரு திருமுறைகள் அறிமுகம்,

மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்)

Unit 2 Bhakti Literature – Introduction to Panniru Thirumuraikal, Manikkavasagar (Thiruvagasam- Siva Puranam)

### அலகு -3

தற்கால இலக்கியம்:-

**கவிதை :** பாதியார் (குயில் பாட்டு), பாரதிதாசன் (தமிழின் இனிமை).

**உரைநடை:** ஞா.தேவநேயப் பாவாணர் (தமிழும் திரவிடமும் சமமா?),

பரிதிமாற்கலைஞர் (தமிழ் மொழியின் வரலாறு (ஆதி வரலாறு)).



சிற்பி (வள்ளுவர் வகுக்கும் இன்பம்)

**சிறுகதை:** அழகிய பெரியவன் – (வனம்மாள்)

**நாவல்:** இமையம் (பெத்தவன்)

Unit-3 Contemporary Literature: Poetry – Bharathiar (kuyil pāṭṭu), Bharathidasan (tamiḷṇ inimai, inṇpattami) Pattukottai Kalyanasundaram.

Prose: G. Devaneyya Bhavanar (Tamizhum Dhiravidamum samamaa?), Paritimāṅkalaiṅar (paranar ketta parisu), chirbi (valluvar vakukkum inbam)

Short Story: Azhagiya Periyavan – (VanammaaL)

Novel: Imaiyam (Peththavan)

**அலகு – 4**

தொல்காப்பியம்:

எழுத்து – பிறப்பியல்.

நிறுத்தக் குறிகள் மற்றும்

கடிதம் எழுதுதலும் கட்டுரை எழுதுதலும்

Unit – 4- tolkāppiyam: Alphabet – piṇappiyal. Punctuation marks and Letter writing and essay writing.

**REFERENCE**

இமையம், *பெத்தவன்*, க்ரியா வெளியீடு 2019.

அழகிய பெரியவன் , *அழகிய பெரியவன் கதைகள்*, நற்றிணை பதிப்பகம், 2016

சி.பாலசுப்பிரமணியன், *கட்டுரை-வளம்*, நறுமலர்ப் பதிப்பகம், பத்தாம் பதிப்பு 1994

பரிதிமாற் கலைஞர் , *தமிழ் மொழியின் வரலாறு*, பூம்புகார் பதிப்பகம், ஆறாம் பதிப்பு 2013.

அகலங்கன், *பன்னிரு திருமுறை – அறிமுகம்*, இந்து மாமன்றம் வவுனியா, 1994

ரா. சீனிவாசன் , *தமிழ் இலக்கிய வரலாறு* ,<https://ta.wikisource.org/s/99uk>

மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்

பொன் மணிமாறன் “அடோன் தமிழ் இலக்கணம் “அடோன் பப்ளிஷிங்குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007.

<http://www.tamilvu.org/libirary/libindex.htm>.

[http://www.gunathamizh.com/2013/07/blog0post\\_24.html](http://www.gunathamizh.com/2013/07/blog0post_24.html)

**Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer**

**Entrepreneurship: Know Language and can do freelance**

**Skill Development: Understand the grammar and its application**

**Evaluation Pattern - 80: 20**

**CA (L) – Continuous Assessment Lab - 80**

**ES (L) – End Semester Examination Lab - 20**

**DIVISION OF MARKS:**

**I Semester UG- Language Under AECC**

1	Objective type Questions	10x 1= 10
2	Annotations from prose & Poetry	3 x 4= 12
3	Main question from prose & poetry	2 x6= 12
4	Short notes from prose & Poetry	4 x 3= 12
5	Grammar	14
	Theory Total	60
	Internal Assessment Marks	40
	Total	100

<b>24SWK190</b>	<b>FIELD WORK-I ORIENTATION VISITS</b>	<b>L-T-P: 0-0-2</b>	<b>C 2</b>
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Observational visits to several social work practice settings serve as the format for field orientation. This program was designed to introduce and orient students to the numerous social work programs, welfare organizations, and ongoing projects that meet the needs of the public. They are also designed to help the student grasp the issues and problems involved, as well as the professionalism component and the possibilities that lie ahead.

Skills Workshops – Field work Orientations, Communication Skills, Report Writing Skills, Interpersonal Relationships, Indian Social Problems. Societal Analysis & Understanding basic methods of Social Work.

## SEMESTER II

<b>24SWK111</b>	<b>WORKING WITH INDIVIDUALS AND GROUPS</b>	<b>L-T-P: 4-0-0</b>	<b>C 4</b>
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### Course Objectives:

1. To understand case work as method of social work and to understand values and principles of working with individuals and families
2. To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work
3. To familiarize with the origin and the evolution of Social Group Work as a method of social Work in India.
4. To highlight the scope and the importance of the Group work in different fields.

### Course Outcomes:

CO1: Understand case work as method of social work and to understand values and principles of working with individuals and families

CO2: Enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work

CO3: Familiarize with the origin and the evolution of Social Group Work as a method of social Work in India.

CO4: Highlight the scope and the importance of Group work in different fields.

### CO-PO Mappings

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3							2			
CO2		3							2	2	
CO3	2										2
CO4					3						

## **Syllabus:**

### **Unit I: Working at individual level/Social Case Work (12 Hrs.)**

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 level.

### **Unit II: Tools and Techniques of working at individual level: (14 Hrs.)**

Tools - Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques - Counselling, supportive, resource enhancement. Clarification, interpretation, suggestion, developing insight, identification, environmental modification, Therapeutic Approaches: Transactional Analysis, Cognitive Behavior Therapy, Psychoanalysis.

### **Unit III: Settings: working at individual level in different Settings: (12 Hrs.)**

Families, school, community, industry, correctional settings, hospital, geriatric, disasters, children in vulnerable groups (children accommodated in various homes), differently abled; Transgender and people affected and infected by HIV/AIDS.

### **Unit IV: Philosophical and theoretical base: (8 Hrs.)**

Historical evolution of group work with special emphasis on the Indian context, ethics and values in social group work. Psychological needs that are being met in groups.

### **Unit V: Skills and Roles of social worker: (14 Hrs.)**

Group work in different settings: Physical and mental health. Industries, Education, Disaster Correctional, Community, Children and Adolescents, Adults and Old Age. Evaluation of Group Work Practice, Recording in social group work.

### **Suggested Readings:**

1. Barba J. G, (1991), Beyond case work, London, Macmillan.
2. Barry Coronel, (1996), The Social 1996: The Social Work Skills Workbook
3. Mathew, Grace (1992) An Introduction of social case work, Mumbai, TISS
4. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare
5. Konapka: (1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,

24SWK112	COMMUNITY ORGANIZATION AND SOCIAL ACTION	L-T-P: 3-0-0	C:3
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**Prerequisite:** open setting community, skill in organising programmes

## 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 various 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 Outcomes:

CO1: To gain knowledge of Community.

CO2: To acquire knowledge on conceptual understating of Community Organisation

CO3: To gain knowledge on social action

CO4: To gain insight on social mobilisation and political mobilisation

## Skills:

- Develop skills in community organizing.
- Acquire skills in organizing community awareness programmes.

## CO-PO Mappings

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1						3			
CO2	2		1					3			
CO3	2	1						2			
CO4	2	1						2			

## **Course Syllabus**

### **Unit I - Understanding Community (10 Hrs.)**

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 (10 Hrs.)**

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 (5 Hrs.)**

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 (10 Hrs.)**

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 (10 Hrs.)**

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.

### **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.

24SWK113	INTRODUCTION TO INDIAN CONSTITUTION AND LEGAL SYSTEM	L-T-P: 2-0-0	C 2
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## Introduction

The 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 gain an understanding of constitutional remedies, PIL and provisions of various significant legislations in India.

## Course Objectives

- 1.To know about the basic structure of Indian constitution
- 2.To understand the fundamental concepts of the constitutional law and the Judicial system,
- 3.To familiarize the students with the Federal structure and principles of the Indian Constitution and the powers and functions of various Constitutional bodies
- 4.To develop in students the necessary constitutional and legal awareness to practice social work

## Course outcome

1. Familiarize with the important provisions of Constitution
2. Know about the functioning of the Court system in India
3. Know about the various structural functionaries of the Government

## CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			2		2		2	2	2
CO2		1			1			1	1
CO3		1	1		1				1

## Course syllabus

### Unit- I Introduction to Indian Constitution and Legal System (12 Hrs.)

Historical Background – Constituent Assembly of India – Philosophical Foundations of The Indian Constitution, Understanding Indian Legal System – various organs of legal system, Brief introduction to the Indian Constitution, Salient features, Preamble, Fundamental Rights, Directive Principles of State Policy, fundamental duties, Constitutional remedies (Writ Petitions and PILs).

### Unit II Structure of Government (10 Hrs.,)

Union Government- Structures and Powers of the Union Government. Parliamentary system of Government- Union and State Legislative; Union government- Functions – President – Vice

President – Prime Minister – Cabinet. Parliament. State Government – Structure and Functions – Governor – Chief Minister – Cabinet – State Legislature

**Unit III Indian Judicial System (8 Hrs.)**

Structure of Indian judicial systems - Judicial Review. Judicial activism, Alternative dispute resolution Mechanisms (ADR), Adjudication - Civil, Criminal and Constitutional, Lok Adalat, Legal Aid, Amendments and Emergency Provisions in the Constitution.

**Textbooks**

1. Basu, Durga Das. (1971) Introduction to the Constitution of India. New Delhi, Prentice Hall of India.
2. Gangrade K D. (1978) Social Legislations in India (Vol I and II). New Delhi, Concept Publishing Company.
3. 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>24SWK114</b>	<b>CAREER PROSPECTS IN SOCIAL WORK</b>	<b>L-T-P: 1-0-0</b>	<b>C 1</b>
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**Introduction:**

The course "Career Prospects in Social Work" offers a comprehensive overview of the diverse and rewarding career opportunities available in social work. It explores various roles and responsibilities within social work, from direct client practice to macro-level advocacy and policy development. Both in India and abroad, society is in dire need of change. Countless communities of people across the world need help to improve their living standards and receive justice for the wrongs that society has done to them. Irrespective of the country, social work is prevalent and highly important, and therefore, one cannot expect career opportunities to run out any time soon. The course provides insights into opportunities in various fields of social work and professional associations across the globe.

**Course objectives:**

1. To understand the career prospects in social work as general.
2. To learn about the variety of specializations available.
3. To know about the various career opportunities accessible for social work.



**Course outcome:**

1. CO1: Knowledge on the career prospects of social work in general.
2. CO2: Knowledge on the career prospects of social work in specialized settings.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	1					1			
CO2	1					1			

**Course Syllabus:**

**Unit I: Social work areas and Career Options in India (8 Hrs.)**

- a). Field of Medical and Psychiatric Social Work: Clinical Social Work, Medical and surgical hospitals, Mental health institutions, Trauma centers, Counselling centres, Nursing homes, Home health care services. Etc.
- b). Child welfare and Child Protection-/ School Social Work: Child Care Institutions under government and NGOs (non-governmental organizations), Govt. Projects and Schemes for Child Care and Protection, District child protection Units, School counselling, School Social Work. NGOs working for children.
- c). Community Development: Development NGO sector, Rural and tribal development NGOs, Rural health and sanitation services. Housing Services, Community care organizations, Local self governments,
- d). Disaster Management: Emergency and Other Relief, National and State Disaster management Authority, NGO sector, Disaster management groups.
- e). Gender and Social Work: Women empowerment NGOs, Family courts, Human rights agencies Self-help groups (SHGs) initiatives.
- f). Industrial social work - Labour welfare representatives in the private and corporate sectors, including multinational corporations (MNCs) and the HR departments of labour-centric businesses, Research or corporate social work, Corporate Social responsibility (CSR). NGOs working for CSR projects
- g). Correctional administration: Careers in jails, correctional cells, and similar facilities. Probation service, Police stations. Research.

**Unit II: Social work Career Options abroad (4 Hrs.)**

International organizations such as WHO, UNESCO, UNICEF, WHO and other international NGOs such as Save the Children, OXFAM, CRY, IJM (International Justice Mission), International Rescue Committee, Women for Women International, Danish Refugee Council (DRC), Helpage International. Residential Intellectual and Developmental Disability, Mental Health, and Substance Misuse Facilities, Human services Organisations, Care Institutions, Refugee centers, Group foster care institutions etc.

**Unit III: Professional Associations and Social Work Councils (3 Hrs.)**

International (e.g. International Federation of Social Workers (IFSW), National (India Network of Professional Social Work Associations (INPSWA), and regional (e.g. Kerala Association of Professional Social Workers) professional Associations, Social Work Councils abroad, Need for Social Work Council in INDIA.

**Textbooks:**

1. Tracy Brown Hamilton (,2021), Social Workers: A Practical Career Guide (Practical Career Guides), Rowman & Littlefield (10 December 2021)
2. Jessica A. Ritter, Ann Obermann, Kristin Danhoff , 101 Careers in Social Work,2024 Springer Publishing Company.
3. MSW Online :<https://mastersinsocialworkonline.org/careers/international-social-worker/>
4. <https://www.socialworklicensure.org/careers/>

**Suggested reading:**

1. <https://www.socialworkdegreecenter.com/most-popular-social-work-career-options/>
2. <https://www.socialworkdegreecenter.com/best-international-social-work-job-opportunities/>
3. <https://www.careers360.com/courses/social-work-course.>
4. <https://www.onlinemswprograms.com/careers/>

<b>24SWK115</b>	<b>Introduction to Computing – Level 2</b>	<b>L-T-P 200</b>	<b>C:2</b>
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**Course Objectives:**

1. Introduce the concept of data literacy and its importance in social work.
2. To provide learners with essential knowledge and abilities related to digital tools and technologies.
3. Explore methods of data collection and management for social work applications.

**Course Outcomes:**

CO1: ability to explore social data and understand basic characteristics of the data.

CO2: ability to verify the available data source in terms of authenticity.

CO3: ability to use fundamental software applications to access and verify data.

**Skills:**

- Competence to differentiate different forms of data
- Generate, process or manage data using Microsoft Excel, Word, and Google forms
- Search and Identify public data sources according to the requirements

**CO-PO Mappings:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1			1						1		
CO2			1						1		
CO3			1						1		

**Syllabus:****Unit I - Introduction to Digital Literacy**

Digital literacy and its applications in social work; Components and concepts of digital literacy;

**Unit II -Understanding the data basics**

Types of data; Size of the data; Accuracy; Format; Access rights, Data analysis, Story telling with data

**Unit III - Introduction to Data collection and Data management**

Types of data tools, Documentation of data, Digitalisation of data collection tools using Google forms, excel sheets and word document; Data dictionaries

**Unit IV - Data sources and data quality**

Identifying the authority of the data, Credibility of the data, reliability, Ethical considerations; Data policies

**References:**

- Learning practical digital skills with Google <https://applieddigitalskills.withgoogle.com/en/learn>

**24ENG111****English II****1 0 2 2****Objectives:**

To train students to convey and document information in a formal environment; to facilitate them to acquire the skill of self-projection in professional circles; to inculcate critical and analytical thinking.

<b>Cos</b>	<b>Course Outcomes</b>
CO 1	Illustrate comprehension of the fundamentals of writing
CO 2	Demonstrate the knowledge of stress and intonation in oral communication
CO 3	Apply theoretical knowledge to draft professional documents
CO 4	Infer from current news to formulate ideas and opinions
CO5	Prepare appropriate content for mini project and make effective presentation

**Unit I**

Vocabulary Building: One-word substitutes; Antonyms and Synonyms; Words often Confused Error Analysis (Subject-Verb Agreement; Tense Sequence; Usage of Articles and Prepositions; Determiners; Redundancy); Modifiers (misplaced, dangling etc.)

**Unit II**

Sounds of English: Stress, Intonation

Instruction, Suggestion & Recommendation

Essay writing: Analytical and Argumentative

Current News Awareness

### Unit III

Circulars; Memos; Formal Letter writing; e-Mail Etiquette

### Unit IV

Reports: Incident Report, Event Report

Situational Dialogue; Group Discussion (Opinion)

### Unit V

Mini Project and Presentation

### References:

1. FelixaEskey. *Tech Talk*, University of Michigan. 2005
2. Michael Swan. *Practical English Usage*, Oxford University Press. 2005
3. Anderson, Paul. *Technical Communication: A Reader Centered Approach*, V Edition, Hercourt, 2003.
4. Raymond V. Lesikar and Marie E. Flatley. *Basic Business Communication*, Tata McGraw Hill Pub. Co. New Delhi. 2005. Tenth Edition.
5. Thampi, G. Balamohan. *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.
6. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
8. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
9. Syamala, V. *Effective English Communication for You (Functional Grammar, Oral and Written Communication)*: Emerald, 2002.
10. Sample Question Papers from Competitive Examinations

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24HIN113

HINDI II

1 0 2 2

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**Course Objective:** The course will allow students to apply grammar in language structures, appreciate the literary compositions and provide them with a good command over translation techniques.

**Course outcomes:** By the end of the course the students will be able to:

1. Understand the postmodern trends of literature...
2. Explore tradition and culture through literature.
3. Apply ethical and professional translation strategies.
4. Demonstrate linguistic competence in written communication.

### ARTICULATION MATRIX

C	PEO	PEO	PEO	PEO	PEO	PEO	PO	PSO	PSO	PSO
O	1	2	3	4	5	6	7	1	2	3

1							2			
2			2							
3					2					
4		2								

### UNIT 1

Hindi Laghu Upanyas :**Mamatha Kaliya- ' Doud'**

### UNIT 2

Hindi Natak: Swadesh Deepak- "Kort Marshal"

### UNIT 3.

Adhunik Hindi Kavya a.Jayashankar Prasad-(Lahar, Aah!Vedhana Mili Vidayi),  
b.Suryakanth Tripathi „Nirala“- (Anamika -4)., c.Subadhra Kumari , Chouhan- (Swadesh Ke Prathi, Smruthiyam), d.Gajanan Madhav Muktibodh- (ek swapna Katha)

### UNIT 4.

- A)Sankshepan,
- B) . Anuvad : Paribhasha, Prakar, Anuvad Ke Lakshan, Anuvad Ki Avashyakata, Passage (Translation)
- c)Paragraph writing
- D)Technical writing

### REFERENCE

- 1) Prayojan Mulak Hindi Ke Naye Ayam : Dr. Pandit Banne
- Prayojan Mulak Hindi Ki Nayi Bhumika : Kailash Nath Pandey
- Prayojan Mulak Hindi Ke Vividh Roop : Dr. Rajendra Mishra, Rakesh Sharma
- Hindi Samay.com
- "Adhunik Kavya Sangraha" Edited by . Dr. Urvashi Sharma (Printed and Published by Malik & Company, Jaipur)
- Hindi Samay.com,/Hindikahani.com/exotic indiaart.com

***Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer***

***Entrepreneurship: Know Language and can do freelance***

***Skill Development: Understand the grammar and its application***

**Evaluation Pattern - 80: 20**

**CA (L) – Continuous Assessment Lab - 80**

**ES (L) – End Semester Examination Lab - 20**

**Course Objective:** The course will allow students to understand the writing competency in literature.

**Course outcomes:** By the end of the course the students will be able to:

1. 38urea38 competencies in Language Skills
2. Identifies the elements of modern literature.
3. Explore the life worthy literature.
4. Understand the historical dimensions of the literature.

#### ARTICULATION MATRIX

C O	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PO 7	PSO 1	PSO 2	PSO 3
1							2			
2			2							
3					2					
4		2								

#### UNIT 1

1. Ilakal Kozhiyunnu: “D.Vinayachandran”
2. Kalayanasougandhikam, (Lines: kallummarangalum... namukkennarikavrikodara), “Kunjan Nambiar”.
3. Naranattu bhranthan – “Madusuthanan nair”
4. Premasangeetham – “Ulloor S. Parameswara Iyer “
5. Ritusamhara- “Kalidasan (N P Chandrashekharan)” (six Indian seasons: grisma (summer), varsa/pavas (monsoon/rains), sarat (autumn), hemanta (cool), sisira (winter), and 38uropa38 (spring) (spring).

#### UNIT 2

1. KannerumKinavum, Chapter: ValarnnuVarunnoratmavu, “V.T.Bhattathirippadu”,
2. Manushya Puthri- “Lalithambika Antharjanam”
3. Parayiperra panthirukulam: “Narendranath/ RajanChungath”.
4. Pothichoru- by “Karooor Neelakanda Pillai”
5. Vishwa vikhyathmaya mookku- “Vaikom Muhammad Basheer”

#### UNIT 3

1. Bhratan – “kovilan”

#### UNIT 4

Translation: Knowledge of translation/ Different type of translation/ problems of translation & Practical work. **A.** Expansion of ideas; **b.** Precis Writing; **c.** Essay Writing; **d.** Letter writing; **e.** Critical appreciation of literary works.

#### REFERENCE:



அலகு 1 சிற்றிலக்கியங்கள் அறிமுகம்: கலிங்கத்துப்பரணி (பபோர்போடியது), முக்கூடற்பள்ளு 35. நோட்டுபுறவியல்: வரரவிலக்கணம், நோட்டுபுறப்போடல்கள், கரதகள், கரதப் போடல்கள், பழமமோழி, விடுகரதகள், கரலகள்.

Introduction to CiRRilakkiyam: Kalingaththupparani (Poor Padiyathu) – MukkdaRpallu 35. Folklore: Definition, Folksongs – Stories – kathaip Paadal – pazhamozhi – vidukathai – kalaikaL.

அலகு 2 பக்தி இலக்கியம்: ஆண் டோள் முழு வரலோறு, திருப்போரவ (1,2,3,4)

அலகு 3 மதோல்கோப்பியம்: மபோருளிலக்கணம் – ம லோல்லிலக்கணம்

அலகு 4 மமோழிமபயப்பு: மமோழிமபயப்பு வரககள், மமோழிமபயர்ப்பின் முக்கியதுவமும் பதரவயும், இயந்திர மமோழிமபயர்ப்பு, மகோள்ரககள், இலக்கிய மமோழிமபயர்ப்பு. மமோழியியல் அறிமுகம்: மமோழியும் மமோழியியலும், பயன் போடு மமோழியின் தன்ரமகள் ,மமோழியியல் துரறகள். பரடப்பு உருவோக்குதல் (கருத்து பரிமாற்றம் – கவிரத இலக்கியம்- அறிமுகம், விடுதரலக்கு முன்னும் பின்னும் – நாடகம் – சிறுகதத).

Translation: Types of translation – Importance and need of translation – Machine translation – Principles – Literary translation.

Introduction to Linguistics: Language and Linguistics- Linguistics – Characteristics of applied language – Fields of Linguistics. Creation of creativity (Exchange of ideas – introduction to poetry literature, before and after liberation – drama – short story).

## REFERENCES

மு.வரதரோ ன் “ தமிழ் இலக்கிய வரலோறு” லோஹித்ய அகமடமி பப்ளிபகஷன்ஸ் , 2012 மபோன் மணிமோறன் “அபடோன் தமிழ் இலக்கணம் “அபடோன் பப்ளிஷிங்குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007. <http://www.tamilvu.org/libirary/libindex.htm>. [http://www.gunathamizh.com/2013/07/blog0post\\_24.html](http://www.gunathamizh.com/2013/07/blog0post_24.html) நோ.வோனமோமரல, “தமிழர் நோட்டுப் போடல்கள்” நியூம ஞ்சுரி புத்தக மவளியீட்டகம் 1964,2006 நோ.வோனமோமரல “பழங்கரதகளும், பழமமோழிகளும் ”நியூம ஞ்சுரி புத்தக மவளியீட்டகம், 1980,2008

**Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer**  
**Entrepreneurship: Know Language and can do freelance**  
**Skill Development: Understand the grammar and its application**

**Evaluation Pattern - 80: 20**

**CA (L) – Continuous Assessment Lab - 80**

**ES (L) – End Semester Examination Lab – 20**



<b>24SWK191</b>	<b>Field Work -II (Block Mode)</b>	<b>L-T-P 0-0-4</b>	<b>C:4</b>
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For a semester of field work, students will be assigned to a variety of governmental and non-governmental organizations. The field work handbook provides a detailed description of the duties and the standards used to evaluate them.

Skills Workshops - Tools for Effective Development Communication, Networking, Fund Raising, Need Analysis ,Visual Aids Presentations, Public Speaking & Public Relations.

### SEMESTER III

<b>24SWK201</b>	<b>SOCIAL POLICY PLANNING AND DEVELOPMENT</b>	<b>L-T-P: 3-0-0</b>	<b>C 3</b>
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**Course Objectives:**

1. To understand the basic concepts of Social Policy and welfare
2. To learn the process of Social Policy Formulation
3. To know about Social Planning and Development
4. To familiarize with various welfare policies and programs for vulnerable groups in India

**Course Outcomes:**

1. Acquire knowledge on Social Policy and welfare of the society
2. Knowledge of Social Policy Formulation
3. Understand Social Planning and Development
4. Develop knowledge on various welfare policies and program for vulnerable

**Skills:**

- Understand social policy and its formulations
- Understand the various issues of vulnerable sections
- Awareness of policies and its role in Social Development

**CO-PO Mappings**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1		1		1		1
CO2	1	1	1		1		1		1
CO3	2	2	2		2		2		2
CO4	1	1	1		1		1		1

**Syllabus:**

**Unit I – Social Policy**

**10 hrs.**

Unit I: Social 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 – Process of Policy Formulation****8hrs**

Determinants and steps, approaches of policy formulation, impact of changing political scenario in policy formulation

**Unit III- Social Planning****16 hrs.**

Social Planning: Concept, Objectives, Scope, Models, Inter-relationship between Social and Economic Planning, Social Planning in India, Five Year Planning in India, Social Planning and Social Change, Factors leading to development of Planning in India, Roles and Functions of Niti Aayog, Challenges and Strategies

**Unit IV – Social Development****14 hrs.**

Concept of Social Development, Positive and Negative Dimensions of Social Development, Strategies, Critical Issues, Salient Features of Social Development, Approaches to Social Development; Similarities and Differences, Strategic Development Goals, Human Development Index and Indicators of Policies and Programmes.

**Unit V: Social Welfare Policies and Programmes for Various Populations- 12 hrs.**

Scheduled castes (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).

**Text Books:**

1. *Smith, B.* (2006). Foundations of social policy: Social justice in human perspective. (2nd edn.) Belmont, CA: Thomson Brooks/Cole.
2. *Segal, A., & Brzuzy, S.* (1998). *Social welfare policy, programs, and practice.* Itasca, IL: F.E. Peacock.
3. *Sachdeva D R.* (2007) Social Welfare Administration in India. Allahabad, Kitab Mahal
4. *Planning Commission, Government of India.* (2013). Twelfth Five Year Plan (2012-2017). New Delhi: Oxford University Press
5. *Iyer, K.* (2017). Social Planning and Development in India. New Delhi: Routledge.
6. *Ramesh, M., & Paul, S.* (2015). Inclusive Growth and Social Planning in India. In A. Mehrotra & R. Jolly (Eds.), Development with a Human Face: Experiences in Social Achievement and Economic Growth

<b>24SWK202</b>	<b>INTRODUCTION TO PUBLIC HEALTH</b>	<b>L-T-P: 2-0-0</b>	<b>C 2</b>
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## Introduction

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 healthier human/ environment relationships, and how such actions have the potential to reestablish global harmony and health.

**Pre-requisite:** Interest in public health domain

## Course Objectives

1. To understand the concepts of public health 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
5. Understand the concept, theories, dimensions and indicators of health and develop an understanding of the different communicable and non-communicable diseases and the health programmes and policies to address the issues.

## Course outcome:

CO1: Students can confidently understand contemporary public issues and concepts, such as Life Expectancy, prevalence and incidence rates, and DALYs

CO2: Students will be able to critically evaluate our progress in current public health issues

CO3: Students can identify and understand public health system and their role to enhance public health and wellbeing

CO 4: Students gain a clear awareness of the interconnectedness between environmental health and human health and wellbeing and ethical practices in public health of communities

## CO-PO Mappings

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2			2	3		2
CO2		1					1		
CO3	2	2	1		2			2	2
CO4	1	1			1	1	1	1	

## Syllabus

### Unit 1

**Introduction and General Concepts in Public Health:** Definition, General concepts in public health, History of public health. Measuring the level of health in a population – Public health care delivery systems Planning process, Public health challenges, Social & behavioural determinants of health and preventive public health intervention, Community based health promotion and health education, Ethics & standards in public health care delivery

**Unit 2 Basic concepts of Epidemiology:** Epidemiological measures (indicators) of health & disease in a community – Germ theory, Epidemiological triad, ‘Beings’ model of disease causation, Theory of Web of causation, Epidemiological wheel theory.; Sources of health information

**Unit 3 Health problems in a community:** Infectious diseases- Non-Communicable Diseases; Maternal and Child Health; Geriatrics; Nutrition; Hazardous habits; Pollution; Poverty. Environmental Health Issues

### Unit 4 Health Policies and Health Systems

National Health Profile. Organization of health care in India . Public – Private Partnership in primary health.; Health Financing & Social Protection in India; Health Legislations in India; Community Health Care in India; Indian Systems of Medicine & Homeopathy Medical Education in India

### Unit 5 Field exposure to unit 1 and preparing an action plan (Practical)

Field exposure to a community to identify health issues , analyse data , and come up with report including an action plan.

## Global Reports

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

## 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: 0-07-148784-03.
3. Merson MH, Black RE, Mills AJ. *International public health: diseases, programs, systems, and policies*, 2nd edn. Sudbury MA: Jones and Bartlett Publishers 2006

4. Bhalwar RajVir (ed). *Text Book of Public Health and Community Medicine*, Pune: Publisher Department of Community Medicine 2009, Armed forces medical college.Pune, In collaboration with World Health Organization Indian office. New Delhi.
5. K Park, *Parks text book of preventive and social medicine*, 19<sup>th</sup> edition Publisher, M/s Banarsidas Bhanot. Jabalpur

## 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.

24SWK203	FOUNDATION OF SUSTAINABLE DEVELOPMENT	L-T-P 2-0-0	C 2
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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 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

**CO-PO Mapping**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		1	1		1				1
CO2	1		1	1	1				1
CO3		2	2	2		2			2
CO4	1	1			1	1	1	1	1
CO5									

**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.

#### **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=-KGsAgAAQBAJ&oi=fnd&pg=PP1&dq=Sustainable+Development+AND+India&ots=1ottVop011&sig=rXPuUgHRcAXkVadmoEvhW27Bp4Y&redir\\_esc=y#v=onepage&q=Sustainable%20Development%20AND%20India&f=false](https://books.google.co.in/books?hl=en&lr=&id=-KGsAgAAQBAJ&oi=fnd&pg=PP1&dq=Sustainable+Development+AND+India&ots=1ottVop011&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-developmentgoals/sdg\\_background\\_paper.pdf?ua=1](http://www.searo.who.int/india/topics/sustainable-developmentgoals/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-ofProposed-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/szvggyujt/SD%20lessons%20new%20Kerala%20model.pdf>

<b>24SWK204</b>	<b>Contemporary Social Problems and Concerns</b>	<b>L-T-P 3-0-0</b>	<b>C 3</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 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

### CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		2			1				
CO2	2				1				1
CO3		2			1	2			2
CO4					2	1	1	1	1



## **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 Problems**

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

### **Text books:**

1. Bhattacharya, S.K., Social Problems in India, Regency Publications, New Delhi.
2. Abidi, Azra: Hindustan mein Samaji Tabdili aur 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>24SWK205</b>	<b>Introduction to Computing - Level 3</b>	<b>L-T-P</b>	<b>2-0-0</b>	<b>C:2</b>
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**Prerequisites:**

**Course Objectives:**

1. Introduce the use of ICT tools for case management in social work.
2. Develop foundational skills in basic data analysis for social work research.
3. To provide hands-on experience in exploring and describing public data sets along with an evaluation on its reliability.

**Course Outcomes:**

CO1: understands the basics of computer systems and acquires the ability to effectively utilise hardware and software facilities.

CO2: Acquires the ability to calculate and interpret descriptive measures such as mean, median, and mode

CO3: Acquire critical skills to identify different data sources and assess their relevance and reliability.

**Skills:**

- Capacity to understand the data needs specific to projects or cases
- Browsing and searching for data sources
- Descriptive analysis skills with excel sheets
- Scratch installation, Design process flow charts and Program concepts

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1			1						1		
CO2			1						1		
CO3			1						1		

**Syllabus:**

**Unit I - Introduction to ICT for Case management**

Theories and models of case management; Role of ICT in information and communication;

**Unit II - Data and ethical considerations**

Understanding the data needs; Exploring diverse data; Evaluation of data quality; Ethical considerations

**Unit III - Introduction to data analysis**

Role of data analysis in social work; Data analysis process and framework; Application of data analysis in social science

**Unit IV - Descriptive data analysis**

Mean, median and mode; count; Average; Distribution; Demonstration through hands-on sessions;

**Unit V - Introduction to computing**

Concepts of programming and computing; Introduction to scratch programming; Hands-on sessions on programming; Conditional statements; Control structures, Loops and constructs;

**References:**

- Learning practical digital skills with Google <https://applieddigitalskills.withgoogle.com/en/learn>

<b>24SWK290</b>	<b>Field Work -III (Block Mode)- PRA Specific</b>	<b>L-T-P</b>	<b>0-0-4</b>	<b>C:4</b>
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Understanding the community through Participatory Rural Appraisal. Participatory Rural Appraisal (PRA) is an assessment and learning approach that places emphasis on empowering local people to assume an active role in analyzing their own living conditions, problems, and potentials in order to seek for a change of their situation.

<b>24ELS201</b>	<b>Essential Life Skills I</b>	<b>L-T-P-C: 1-0-2-2</b>
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**Pre-requisite:** An open mind and the urge for self-development, Basic English language skills, knowledge of high school level mathematics.

**Course Objective:** To assist students in inculcating soft skills, developing a strong personality, empowering them to face life’s challenges, improving their communication skills and problem-solving skills.

**Course Outcomes**

**CO1: Soft Skills** - To develop greater morale and positive attitude to face, analyze, and manage emotions in real life situations, like placement process.

**CO2: Soft Skills** - To empower students to create a better impact on a target audience through content creation, effective delivery, appropriate body language and overcoming nervousness, in situations like presentations, Group Discussions and interviews.

**CO3: Aptitude** – To analyze, understand and solve questions in arithmetic and algebra by employing the most suitable methods.

**CO4: Aptitude** - To investigate and apply suitable techniques to solve questions on logical reasoning.

**CO5: Verbal** – To infer the meaning of words & use them in the right context. To have a better understanding of the nuances of English grammar and become capable of applying them effectively.

**CO6: Verbal** - To identify the relationship between words using reasoning skills. To develop the capacity to communicate ideas effectively.

**Skills:** Communication, self-confidence, emotional intelligence, presentation skills and problem-solving Skills.

**CO-PO Mapping (MCN)**

<b>PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	3	3				3
<b>CO2</b>	3	3	3				3
<b>CO3</b>	3						3
<b>CO4</b>	3						3
<b>CO5</b>	3	3	3				3
<b>CO6</b>	3	3	3				3

## **Syllabus**

### **Soft Skills**

**Soft Skills and its importance:** Pleasure and pains of transition from an academic environment to work-environment. New-age challenges and distractions. Learning to benefit from constructive criticisms and feedback. Need for change in mindset and up-skilling to keep oneself competent in the professional world.

**Managing Self:** Knowing oneself, Self-perception, Importance of positive attitude, Building and displaying confidence, avoiding being overconfident, managing emotions, stress, fear. Developing Resilience and handling failures. Self-motivation, Self-learning, and continuous knowledge up-gradation / Life-long learning. Personal productivity - Goal setting and its importance in career planning, Self-discipline, Importance of values, ethics and integrity, Universal Human Values.

**Communication:** Process, Language Fluency, Non-verbal, Active listening. Assertiveness vs. aggressiveness. Barriers in communication. Digital communication

### **Aptitude**

**Numerical Ability I:** Numbers, Percentage, Ratio, Proportion & Variation, Averages and Equations.

**Logical Reasoning I:** Blood Relations, Direction Test, Syllogisms, Series, Odd One Out, Coding & Decoding, Cryptarithmic and Input - Output Problems.

### **Verbal Skills**

**Vocabulary:** Familiarize students with the etymology of words, help them realize the relevance of word analysis and enable them to answer synonym and antonym questions. Create an awareness about the frequently misused words, commonly confused words and wrong form of words in English.

**Grammar (Basics):** To learn the usage of grammar and facilitate students to identify errors and correct them.

**Reasoning:** Stress the importance of understanding the relationship between words through analogy questions. Emphasize the importance of avoiding the gap (assumption) in the argument/statements/ communication.

**Speaking Skills:** Make students conscious of the relevance of effective communication in today's world through individual speaking activities.

**Writing Skills:** Introduce formal written communication and keep the students informed about the etiquette of email writing.

**References:**

1. Gulati. S., (1006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
2. The hard truth about Soft Skills, by Amazon Publication.
3. Verbal Skills Activity Book, CIR, AVVP
4. Nova’s GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
5. The BBC and British Council online resources
6. Owl Purdue University online teaching resources
7. www.thegrammarbook.com online teaching resources
8. www.englishpage.com online teaching resources and other useful websites
9. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry
10. Relations, Amrita Vishwa Vidyapeetham.
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.
16. A Modern Approach to Logical Reasoning, R S Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

**Evaluation Pattern**

<b>Assessment</b>	<b>Internal</b>	<b>External</b>
Continuous Assessment (CA) – Soft Skills	30	-
Continuous Assessment (CA) – Aptitude	10	25
Continuous Assessment (CA) – Verbal	10	25
Total	50	50

\*CA - Can be **presentations, speaking activities and tests.**

**Semester IV**

<b>24SWK211</b>	<b>Social Welfare Administration</b>	<b>L-T-P : 3-0-0</b>	<b>C 3</b>
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**Pre requisite:** Social policy foundations, social welfare foundations

**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 Outcomes:**

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

**Skills:**

- Develop the ability to critically analyze social welfare policies, understanding their implications and impact on diverse populations.
- Develop skills in evaluating the effectiveness of social welfare programs and interventions.

**CO-PO Mappings**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			3		3				3
CO2		3	3		3				3
CO3			2		2				2

**Course Syllabus****Unit – I Social Welfare and Administration****9hrs**

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)****9hrs**

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****9hrs**

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****9hrs**

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****9hrs**

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

**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 Alland Unwin, London.

<b>24SWK212</b>	<b>SOCIAL WORK WITH DIFFERENTLY ABLED</b>	<b>L-T-P</b>	<b>3-0-0</b>	<b>C 3</b>
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**Course Objectives:**

1. Understand the relevance of social work practice with differently abled people
2. Know how to work in partnership with families, carers, staff and service providers to identify needs, provide emotional and empower to enhance their quality of life.
3. Address the issue of grief, loss and bereavement associated with physical and mental disability

**Course Outcomes:**

- CO1: Impart knowledge on concept, Nature and models of disability and understanding trends and current situation of disability.
- CO2: Impart knowledge on disability issues, problems and responses of disability
- CO3: Understanding policies, rehabilitation of persons with disability, services for the PWD.

**CO-PO Mapping**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2					1			
CO2		2			1		1		
CO3			2	1				1	1

**Syllabus:**

**UNIT – I Disability: Concept, Definitions and Nature 10 hrs**

Definitions: Impairment, Handicap and Disability; Types/Categories of Disability. Model of Managing Disability: The Charity Model, the Medical Model (individual), Social Model, Rights Based Model. Disability in India: History, Trends and Current situation

**UNIT - II Disability Issues, Problems and Responses 10 hrs**

Societal attitude toward Persons with Disability (PWD): Stigma, Discrimination, oppression and social exclusion. Issues of access to education, employment, health, technology; safety and accessibility; marginalization and psychosocial challenges. Integration and Inclusion of the persons

with disability: prospects and challenges. Responses: Special Provisions; Inclusive Education and Employment; Mainstreaming.

**UNIT - III Policy, Legal Framework, Services and Programmes: 10 hrs**

United Nations Convention on Rights of Person with Disabilities. Various legislations (RCI Act, RPD Act & National Trust Act). Services and programmes for Persons with Disabilities: Role of government and civil society. Disability Counseling: Components and Approaches Gendered aspects of disability.

**UNIT - IV Rehabilitation of Persons with Disability: 10 hrs**

Rehabilitation services for the PWD (Educational, vocational, economic & social). Community based rehabilitation: Philosophy approaches and programmes. Roles and functions of Social Worker with Disabilities. Theoretical Perspectives and their Application to Disability Rehabilitation in Social Work.

**UNIT - V Assistive Technology and Disability: 5 hrs**

Introduction to Assistive Technology. Cognitive assistance, including computer and electrical assistive devices. Infrastructural assistance Devices for effective communication.

**Suggested Readings:**

1. Albrecht, G . L, Seelman, K. D., & Bury, M. (2001). Handbook of disability studies. California: Sage Publications.
2. Banerjee, G. (2001). Legal rights of person with disability. New Delhi: RCI.
3. Fleischer, D. Z., & Zames, F. (2001). The disability rights movement: from charity to confrontation. New Jersey: Temple University Press.
4. ILO (2014). World social protection report 2014/15: building economic recovery, inclusive development and social justice.
5. Karna, G. N. (2001). Disability Studies in India: Retrospect and prospects. New Delhi: Gyan Publishing House.
6. Puri, M., & Abraham, G. (2004). Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries. New Delhi: Sage Publications.

<b>24SWK213</b>	<b>Communication for Social and Behavioural Change</b>	<b>L-T-P 2-0-0</b>	<b>C 2</b>
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**Introduction:**

The course's goal is to give students an intellectual foundation for learning about communication's role in affecting social and behavioural change. The demand for different communication units in governmental and non-governmental organisations would expand because of communication for development. The global impact of this course will be felt in how change for development is designed for the training of professionals in the field.

**Course Objectives**

1. Understand the competency-based approach to link analysis and real-life application with theories and concepts.



- 2.To foreground the need to put knowledge into action by providing skills that students are expected to use.
- 3.To focus on work based competencies that are needed for effective job performance

**Course outcome:**

- 1.Students should familiarise with key theories and models of communication for development and social change.
- 2.Students should be able to understand the various conceptualisations of media and communication and their role in the process of development.
- 3.Students should be able to oriented with an overview of the basic steps in the design of communication strategies for development

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		2				2			
CO2		1	2				2		
CO3		2							2

**Content**

**Unit: I: Studies on development: History, theories and concept**

Early theories and models of development, Contemporary theories of development, Human rights-based approach to development, Approaches to development in India, Communication for development: Theories, models and debates ,C4D theories.

**Unit: II: Communication for development and human development: The Indian context and global experiences:**

Gender, Climate change and community resilience, Environment, Health, nutrition, Water, sanitation, financial inclusion, and livelihoods, Education

**Unit: III: Media and communication for development in India**

mmunication for development in India- Print media, Audio-visual media, Community media & Digital media. **Communication approaches** - Advocacy, Social marketing, Media campaigns, Entertainment education, Peer education.

**Textbooks:**

- 1.Cardoso, F. H. and E. Faletto. 1979. Dependency and Development in Latin America. Berkeley, CA: University of California Press
2. Gibson Timothy A. 2010. The Limits of Media Advocacy, Communication, Culture & Critique 3 (1):44-65.
3. Edwards, Bob and John D. McCarthy 2004. "Resources and Social Movement Mobilization". In Snow, Soule, and Kriesi, The Blackwell Companion to Social Movements, 116-152 Oxford: Blackwell.

4. Balatchandirane, G. (2003). Gender discrimination in education and economic development: A study of South Korea, China and India. *International studies*, 40(4), 349- 378.
5. Gupta, B., & Dubey, S. (2019). Contemporary Issues and Challenges in the Indian Education System. *International Journal of Engineering and Management Research (IJEMR)*, 9(1), 190-194.
6. Heslop, L. (2014). *Understanding India: The future of higher education and opportunities for international cooperation*. British Council

**References:**

1. Altbach, P. G. (1993). The dilemma of change in Indian higher education. *Higher Education*, 26(1), 3-20

**Case Studies:** 2. Campbell, Catherine and Scott, Kerry. 2012. Community health and social mobilisation. In Obregon, Rafael and Waisbord, Silvio, Editors, *The handbook of global health communication*.

3. Wiley-Blackwell. Mayoux, Linda. 2005. Participatory action learning system (PALS): Impact assessment for civil society development and grassroots-based advocacy in Anandi, India, *Journal of International Development* 17 (2): 211-242
4. Singal, N. (2006). Inclusive education in India: International concept, national interpretation. *International journal of disability, development and education*, 53(3), 351-369.
5. Vilanilam, John V. 2005. *Mass communication in India: a sociological perspective*.

24SWK214	Introduction to Family Welfare and Child Protection	L-T-P 2-0-0	C:2
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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 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
4. Gain knowledge on Child protection Laws

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		2		2		2			
CO2		1				1	1		
CO3		2			2			2	2
CO4		1	1		1			1	1

**Course Syllabus**

**Unit I - Introduction to Family, and Parenting ( 6 Hrs)**

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 ( 6 Hrs)**

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 ( 6 Hrs)**

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 ( 6 Hrs)**

History and development system in India: ICPS (Integrated Child protection system) (Mission Valsalya), 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 Protection in India ( 6 Hrs)**

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.

**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

24SWK215	Climate Change and Disaster Management	L-T-P: 2-0-0	C:2
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**Unit I:** Climate Change- Introduction, The Science of Climate Change; Causes of climate change: Natural & Human causes; Impacts of climate change: Agriculture, Water insecurity, Natural disasters and extreme climate events, sea level rise – health, eco systems and bio diversity – Adaptation of developing countries. ( 6 Hrs)

**Unit II:** Understanding the Concept and Definitions of Disaster, Hazard, Vulnerability, Risk, Resilience, Capacity, Mitigation Impact of Disasters, Relationship between disasters, vulnerability and development: Geographic location of countries and repeated occurrences of natural disasters; Disaster Profiles - Global, National, State-wise scenario of disasters. ( 6 Hrs)

**Unit III:** Climate change and disasters- global warming, deforestation, pollution. Socio-cultural and economic dimensions of environmental degradation: Common pool resources, livelihood and disasters; Impacts on food production and supply, health and diseases/epidemics; migration and conflicts; Tourism and disasters. ( 6 Hrs)

**Unit IV:** Disaster Management cycle. Framework to understand vulnerability. Application of Social Work Interventions to Support Disaster Risk Management. Role of social workers in Disaster Management, Community Based Disaster Management (CBDM), Psycho-social care in disaster management. ( 6 Hrs)

**Unit V:** Climate Change and Disaster Risk Reduction, Climate change and disasters, disasters in a changing climate, adaptation and disaster risk reduction, Disaster risk reduction and the UNFCCC process. ( 6 Hrs)

**References**

Blaikie, Piers et al, At Risk: Natural Hazards, People’s Vulnerabilities and Disasters, London, Routledge and Kegan, Paul, 1994.

Bankoff, G., Hilhorst. D. and Frerks. G, Mapping Vulnerability: Disasters, Development and People, James & James/ Earthscan, 2004.

<b>24SWK216</b>	<b>Introduction to computing – Level 4</b>	<b>L-T-P: 2 0 0</b>	<b>C:2</b>
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**Course Objectives:**

1. Gain comprehensive Understanding of Social Data
2. Gain proficiency in Data Collection Tools and understand the ethical consideration behind the tools
3. Introduce the principles of exploratory data analysis (EDA) and provide a foundation in data cleaning, descriptive statistics, and basic analysis.
4. Introduce various data visualization techniques, including handling missing data, types of visualizations, and the ethical principles associated with data visualization.

**Course Outcomes:**

CO1: A solid foundation in social data collection, management, exploratory data analysis, and data visualization, emphasizing both theoretical understanding and practical skills using relevant tools

CO2: Gains hands-on experience with popular data collection tools like Google forms, and Survey CTO

CO3: Gains hands-on experience with popular data visualization tools such as Microsoft Excel, Google Maps, and Tableau Public.

CO4: Ability to write clear and insightful reports based on data analysis and effectively communicate findings.

**Skills:**

- Experience in data collection and fundamental analysis
- Configurations of digitalisation tools like google forms and survey CTO
- Graphs and plots using Google Spreadsheets and Tableau.
- Writing data analysis inferences.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1			1						1		
CO2			1						1		
CO3			1						1		

CO4			1						1		
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**Syllabus:**

**Unit I - Data collection and management ( 10 Hrs)**

Types of social data; Data collection tools and digitalisation (Google form, Survey CTO, Kobo Toolbox, ArcGIS Field Maps); Ethical considerations

**Unit II - Introduction to Exploratory data analysis and Data Visualization ( 10 Hrs)**

Data cleaning; Descriptive statistics; Univariate analysis; Handling missing data; Types of visualizations; Types of charts and graphs; ethics and principles.

**Unit III - Introduction to Data Visualization ( 10 Hrs)**

Microsoft Excel; Google Maps; Tableau Public; Writing inferences and reports;

**References:**

24SWK291	Field Work -IV (Block Mode)- PRA Specific	L-T-P 0-0-4	C:4
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The rural reality for the planning and development of projects through PRA tools cum techniques including semi-structured interviews, time-lines, transect walks participatory mapping, seasonal calendars, wealth ranking and matrix scoring, instead of that participatory techniques aim to ‘break the silence’ of the poor and disadvantaged sections, recognize the value of popular collective knowledge and wisdom and legitimize the production of knowledge by the people themselves.

24ELS211	Essential Life Skills II	L-T-P-C: 1-0-2-2
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**Pre-requisite:** Willingness to learn, communication skills, Basic English language skills, knowledge of high school level mathematics.

**Course Objective:** To help students understand the corporate culture and assist them in improving their group discussion skills, communication skills, listening skills and problem-solving skills.

**Course Outcomes**

**CO1: Soft Skills** - To improve interpersonal skills, professional etiquette and leadership skills, vital for arriving at win-win situations in Group Discussions and other team activities.

**CO2: Soft Skills** - To develop the ability to create better impact in a Group Discussions through examination, participation, perspective-sharing, ideation, listening, brainstorming and consensus.

**CO3: Aptitude** - To interpret, critically analyze and solve questions in arithmetic and algebra by employing the most suitable methods.

**CO4: Aptitude** - To analyze, understand and apply suitable methods to solve questions on logical reasoning.

**CO5: Verbal** - To be able to use vocabulary in the right context and to be competent in spotting grammatical errors and correcting them.

**CO6: Verbal** - To be able to logically connect words, phrases, sentences and thereby communicate their perspectives/ideas convincingly.

**Skills:** Communication, etiquette and grooming, inter-personal skills, listening skills, convincing skills, problem-solving skill.

### CO-PO Mapping (MCN)

PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3				3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

### Syllabus

#### Soft Skills

**Professional Grooming and Practices:** Basics of corporate culture, key pillars of business etiquette – online and offline: socially acceptable ways of behavior, body language, personal hygiene, professional attire and cultural adaptability and managing diversity. Handling pressure, multi-tasking. Being enterprising. Adapting to corporate life: Emotional Management (EQ), Adversity Management, Health consciousness. People skills, Critical Thinking and Problem solving.

**Group Discussions:** Advantages of group discussions, Types of group discussion and Roles played in a group discussion. Personality traits evaluated in a group discussion. Initiation techniques and maintaining the flow of the discussion, how to perform well in a group discussion. Summarization/conclusion.

**Conflict Management** - The concept, its impact and importance in personal and professional lives, identify personal conflict resolution style.

#### Aptitude

**Numerical Ability II:** Sequence & Series, Time & Work, and Time, Speed & Distance.

**Logical Reasoning II:** Arrangements, Sequencing, Scheduling, Venn Diagram, Network Diagrams, Binary Logic, and Logical Connectives, Clocks, Calendars, Cubes, Non-Verbal Reasoning and Symbol Based Reasoning.

#### Verbal Skills

**Vocabulary:** Help students understand the usage of words in different contexts.

**Grammar (Medium Level):** Train students to comprehend the nuances of grammar and empower them to spot errors in sentences and correct them.

**Reading Comprehension (Basics):** Introduce students to smart reading techniques and help them understand different tones in comprehension passages.

**Reasoning:** Enable students to connect words, phrases and sentences logically.

**Oral Communication Skills:** Aid students in using the gift of the gab to interpret images, do a video synthesis, try a song interpretation or elaborate on a literary quote.

#### References:

1. Adair. J., (1.986), "Effective Team Building: How to make a winning team", London, U.K: Pan Books.
2. Gulati. S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
3. The Hard Truth about Soft Skills, by Amazone Publication.
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com online teaching resources
9. www.englishpage.com online teaching resources and other useful websites
10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.
16. A Modern Approach to Logical Reasoning, R S Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

### **Evaluation Pattern**

<b>Assessment</b>	<b>Internal</b>	<b>External</b>
Continuous Assessment (CA) – Soft Skills	30	-
Continuous Assessment (CA) – Aptitude	10	25
Continuous Assessment (CA) – Verbal	10	25
Total	50	50

\*CA - Can be **presentations, speaking activities and tests.**



## Semester V

24SWK301	Management for Social Work Practice	L-T-P	3-0-0	C: 3
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### 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

### Course outcome

1. Familiarize the Process of Management and recruitment.
2. Know about the organizational functions.
3. Know about the various procedures for the administration of NGOs.
4. Understand the required knowledge and skill in organizational management by a social worker.

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	1	3	3	3		3	3		3
CO2			3		3				3
CO3					3				3
CO4	1	1					1		

### Course Syllabus

#### Unit I - Introduction to Management ( 10 Hrs)

Management : Definition, Concepts, nature and Purpose. Principles of Management. Level and Type of Managers. Managerial Functions and Roles. Management Communication-Communication Network, Management Information System and Public Relations. Importance of Management in Social Work.

#### Unit II - Management Process – Planning Organizing and Recruitment ( 10 Hrs)

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 ( 10 Hrs)

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 ( 10 Hrs)**

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 ( 5 Hrs)**

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>24SWK302</b>	<b>Psychosocial Perspectives and Counselling</b>	<b>L-T-P 3-0-0</b>	<b>:C: 3</b>
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#### **Introduction**

This course has been contextualized and embedded in the broader perspective of life span development and conceptualization of psychosocial care. It gives awareness about social and psychological problems faced in general and prepares the student to face everyday challenges by exposing him/her to coping strategies as a professional social worker.

#### **Course**

1. To impart knowledge of the basic concepts and various perspectives of psychology
2. To gain in-depth understanding of the concept of lifespan development, which encompasses the growth and learning of humans from conception to death.
3. To understand the psycho-social care and needs, Intervention, and techniques.
4. To attain skills of interaction with supervisory and managerial personnel in terms of training, counseling and problem solving relationships.

#### **Objectives:**

#### **Course**

CO1: Demonstrate an understanding of study procedures of children's learning abilities.  
CO2: Show the knowledge of human development period and environment in their planned and healthy behaviour.

#### **outcomes:**

CO3: Familiarize with the psycho-social need and interventions strategies.  
 CO4: Understand the concepts, stages, techniques and settings of counselling.

**Skills:**

- Develop skills in providing psychosocial care in different settings
- Acquire skills in counselling

**CO-PO Mappings**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2			2		2			
CO2	1			1		1			
CO3	1	1	1	1	1	1	1	1	1
CO4	2		2	2	2	2	2	2	
CO5									

**Unit I: Human Development and Behavior: ( 10 Hrs)**

Stages in mental development: Pre-natal, Infancy and Babyhood, Early childhood, Late Childhood, Puberty, Adolescence, Adulthood; Learning theories; Social Perception – attitude, prejudice, stereotyping, group behavior; Indian scriptures on human development

**Unit II: Parenting and Adolescence ( 8 Hrs):**

Effective parenting, Parenting Styles, Understanding the emotional and behavioural problems of children and adolescents. Psychosocial interventions

**Unit III: Psycho-Social care: ( 10 Hrs)**

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 IV: Counseling Concepts and Stages: ( 12 Hrs)**

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.

**Unit V: Techniques and Settings: ( 5 Hrs)** Techniques of Counseling, Healthy Defense Mechanisms, Counseling in various settings, focus on strengths and resources of the client

**Suggested**

**Readings:**

1. Ashford, J.B, Lecroy, C.W. & Lortie, K.L Human Behavior in the Social Environment: A Multidimensional Perspective. (2nd 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\\_psych](http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psych)

osocial\_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.

6. Sitholey, P., Agarwal, V., & Vrat, S. (2013). Indian mental concepts on children and adolescents. *Indian Journal of Psychiatry*, 55(Suppl 2), 277-282. Retrieved from [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705696/]

7. Srivastava, C., Dhingra, V., Bhardwaj, A., & Srivastava, A. (2013). Morality and moral development: Traditional Hindu concepts, *Indian Journal of Psychiatry*, 55(Suppl 2), 283-287. Retrieved from [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705697/]

24SWK303	HUMAN RIGHTS AND SOCIAL JUSTICE	L -T-P 2-0-0	C 2
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### Course Objectives:

- 1.To orient about the origin and development of Human Rights.
- 2.To develop knowledge about the constitutional provisions relating to Human Rights and Social Justice.
- 3.To acquire advocacy skills to deal with several matters relating to Human Rights.
- 4.To develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

### Course Outcomes:

- CO1: Get familiarized with the origin and development of Human Rights.
- CO2: Develop knowledge about the constitutional provisions relating to Human Rights and Social Justice.
- CO3: Acquire advocacy skills to deal with several matters relating to Human Rights.
- CO4: Able to develop an integrated approach to Social Work practice to uphold Human Rights and Social justice

### CO-PO Mappings

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2					1			
CO2		2							1
CO3			2					1	
CO4				2					

### Syllabus:

#### Unit I - Concepts and theoretical background ( 5 Hrs)

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 (7 Hrs)

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 ( 5 Hrs)

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

**Unit IV - Social justice in India ( 5 Hrs)**

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 ( 8 Hrs)**

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

**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-

**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-SAHRDC. (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

**24SWK304**

**Quantative Research in Social Work**

**L – T – P – C 3-0-0-3**

**Pre-requisites:** Basic understanding of research methods and social work theory.

**Course objectives:**

- To enable the students to develop a scientific approach for systematic procedure in social work quantitative research.
- To recognize various concepts of descriptive and inferential statistics
- Learn the process of Data collection, organization, presentation, analysis and report writing.
- To develop skills in managing of quantitative data.
- To understands the methods of central tendency and dispersion

**Course Outcomes**

CO1: Develop scientific approach approach for systematic procedure in social work in Quantitative research.

CO2: Gain Knowledge on managing Quantitaive data.

CO3: Able to Analyze data using parametric and Non Parametric tests

**Skills:**

- The students will be able to comprehend and interpret graphs and summary statistics presented in academic papers, reports and studies.
- The students will be able to recognize the various measures of dispersion and their applicability to solve different empirical problems.
- The students will be able use statistical tools to conduct empirical research in the area education

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			2				1		
CO2				2			1		
CO3			2				1		

**Syllabus:****Unit I – Basics of Social Science Research****( 10 hrs )**

Meaning of Research, Social Science and Social Work Research: Meaning, Nature and Scope.

**Unit II – Steps in Social Science Research****( 20 hrs )**

Identifications and Formulations of Research Problem, Literature Review, Objectives and Hypothesis Formulation, Research Design, Sample Design, Sources, Methods and Tools of Data Collection, Processing and Analysis of Data and Writing Research Reports including Presentations and Styles of References, Citing and Paraphrasing.

**Unit III - Basic Statistical concepts****( 15 hrs )**

Process of statistical Enquiry and dealing with Descriptive and Inferential Statistical Methods, Parametric and Non-parametric Tests.

**Text Books:**

Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods &amp; Techniques.

Kumar, Ranjit. (2005). Research methodology. New Delhi: Pearson Education.

Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat

**Reference Books:**

Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill.

Alston, M. Bocolos, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications.

Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).

**Evaluation Pattern:**

Assessment	Internal	External
Periodical 1 (P1)	15	
Periodical 2 (P2)	15	
*Continuous Assessment (CA)	20	
End Semester		50

\*CA - Can be Quizzes, Assignment, Projects, and Reports, and Seminar

<b>24SWK305</b>	<b>Introduction to Computing- Level 5</b>	<b>L – T – P 2-0-0-2 C- 2</b>
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**Prerequisites:**

**Course Objectives:**

1. Familiarize students with community data and tools to leverage technology for community development.
2. Develop proficiency in utilizing secondary data sources, demographic data, and social network analysis for comprehensive community profiling.
3. Equip students with advanced quantitative data analysis skills using advanced tools
4. Build expertise in data visualization along with the ability to draw meaningful inferences

**Course Outcomes:**

CO1: Demonstrate an understanding of community informatics and primary and secondary data sources for community development.

CO2: Master the use of secondary data sources, demographic data, and social network analysis to conduct comprehensive community profiling.

CO3: Gain proficiency in utilizing advanced quantitative data analysis tools along with effective data visualization.

**Skills:**

- Understanding the role of community informatics in development efforts.
- Leveraging social media tools for social work and community engagement.
- Ability to gather and analyze data from secondary sources, including government reports.
- Ability to explore community relationships and resources.

**Syllabus:**

**Unit I - Technology for Community Development (10 Hrs)**

Community informatics; Social media for social work; Tools for PRA

**Unit II - Community data and profiling (10 Hrs)**

Secondary data sources (government reports); Demographic data (census data); Social networks, relationships, and resources; Community profiling (includes demographic profiling, socio-economic profiling, thematic profiling, etc)

**Unit III - Quantitative data analysis and Advanced Visualization (10 Hrs)**

Advanced tools (Tableau Public; Microsoft Power BI; Infogram; and/or Plotly Chart Studio); Writing inferences and reports;

<b>24SWK390</b>	<b>Field Work -V (Block Mode)</b>	<b>L-T-P C 0-0-4 4</b>
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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.

<b>24SWK391</b>	<b>Rural/ Tribal Camp</b>	<b>L-T-P C</b>	<b>0-0-2</b>	<b>2</b>
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### **Introduction**

Social Work Camp shall be conducted for 5 to 7 days. The students shall organize and conduct this camp under the direction and supervision of the teaching faculty in a rural/tribal community. The Rural Camp programme is intended to bring in the living experience of the rural community in view of the social work philosophy and principles. The rural camp facilitates social work trainees to practice and integrate social work in tune with their personal and societal expectations. It provides an opportunity to analyze the regional social system, the approaches, and the strategies of intervention used by the government and non-government organizations

### **Course Objective**

1. To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
2. To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention
3. To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific Below the poverty line group
4. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships sense of organisation, management and mutual responsibility
5. To acquire skills in planning, organizing, implementing and evaluating the 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 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.

The trainees have to participate in a Rural/Urban/Tribal camp which gives an opportunity to understand the real-life situations in the rural/ tribal settings in the society and it also provides the opportunity to enhance the skills in planning, organizing and implementing programmes/projects for the marginalized people. Self-reflection is a major part of the rural camp activities.

### **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.

### **Course Outcome**

1. Students understand the rural and Tribal lifestyle and social structure and familiarize with the rural /tribal social life.
2. Understand the process and phases of Group Dynamics by using Social Work methods and tools.
3. To gain orientation into the policies and programmes by the Government and Voluntary organisations.



24SWK306	Mentor Programme I	L-T-P 1-0-0	C 1
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### Introduction

The Peer-to-Peer Mentor program is part of Amrita Vishwa Vidyapeetham's broader agenda to strengthen - besides subject-specific knowledge - as well as 21st-century and life skills. The integrated program is divided into two courses, which are offered across two semesters. The first part (5th semester) of the program offers **mentoring skills training** based on theory and practice. The latter part (6th semester) is its **transfer, application and experience** in which students are learn on the job through autonomous design and lead tutorials and mentoring sessions at the University.

**Our mentor program** trains postgraduate students to become professional mentors. The transition from school and home to the University and its campus is, for most students, a challenge. The new structure is often overwhelming and can cause stress (Wilson & Gillies 2005). The program trains mentors to provide professional support to 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 as conceptualization of the work with the mentee and career-orientated leadership.

**Pre requisite:** Interest in mentoring

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

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

### Course

### Objectives

CO1: Understand and apply (noviz level) mentoring skills such as consultation, mediation, interpersonal communication, intercultural skills

CO2: Acquiring tutoring skills such, planning and designing of tutorials-based learning and teaching sciences, public speaking and presentation skills

### Skills:

- To develop skills in mentoring and tutoring.
- Acquire skills in practicing mentoring

### CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3		3						3
CO2	2		2						

### Course syllabus

#### Unit I - Theory and practice I

( 3hrs. )

Consultation and its required skill set

- Theories of professional consultation ,practice consultation sessions

## **Unit II - Theory and practice II: (3hrs.)**

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: (3hrs. )**

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: ( 3hrs. )**

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: ( 3hrs. )**

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. 76

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.

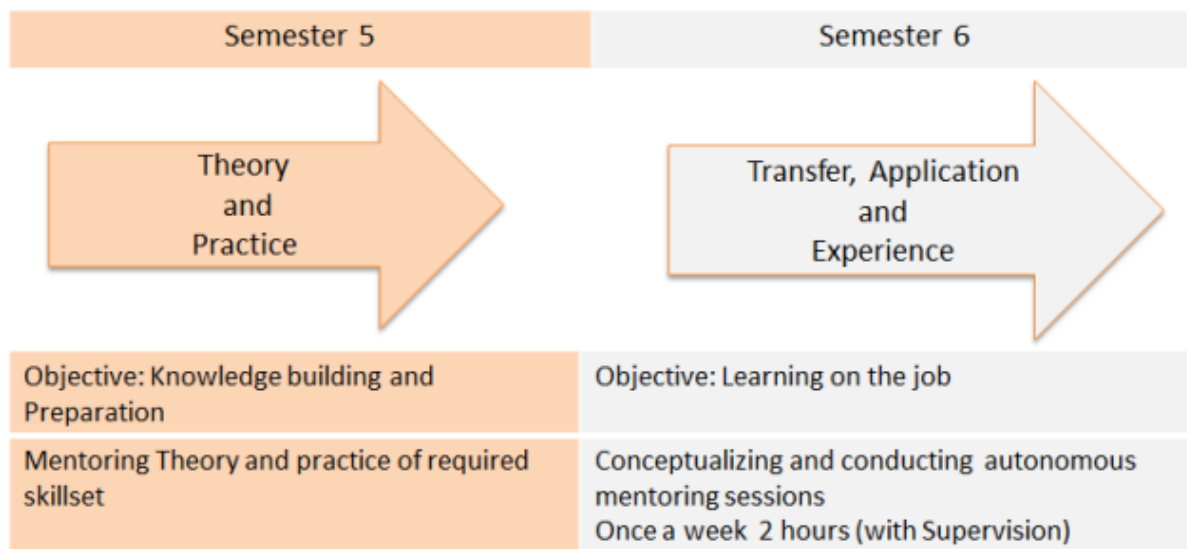
12. References:

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

### Peer -to-Peer Mentoring Program



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

**Pre-requisite:** Team Spirit, self-confidence and required knowledge, basic English language skills, knowledge of high school level mathematics.

**Course Objective:** To help students understand the nuances of leadership, know the importance of working in teams, face challenging situations, crack interviews, improve communication skills and problem-solving skills.

### Course Outcomes

**CO1: Soft Skills** - To acquire the ability to work in teams, present themselves confidently and showcase their knowledge, skills, abilities, interests, practical exposure, strengths and achievements to potential recruiters through a resume, video resume, and personal interview.

**CO2: Soft Skills** - To have better ability to prepare for facing interviews, analyse interview questions, articulate correct responses and respond appropriately to convince the interviewer of one's right candidature through displaying etiquette, positive attitude and courteous communication.

**CO3: Aptitude** - To manage time while arriving at appropriate strategies to solve questions in geometry, statistics, probability and combinatorics.

**CO4: Aptitude** - To analyze, understand and apply suitable methods to solve questions on data analysis.

**CO5: Verbal** - To use diction that is less verbose and more refined and to use prior knowledge of grammar to correct/improve sentences.

**CO6: Verbal** - To understand arguments, analyze arguments and use inductive/deductive reasoning to arrive at conclusions. To be able to generate ideas, structure them logically and express them in a style that is comprehensible to the audience/recipient.

**Skills:** Communication, teamwork, leadership, facing interviews and problem-solving.

### CO-PO Mapping (MCN)

PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3				3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

### Syllabus

#### Soft Skills

**Productivity Skills** - Goal setting: Goals and the process of goal setting: SMART goals. Time management: Why is time management a misnomer? Principles of time management, strategies for effective time management; Time Analysis.

**Team Work:** Value of teamwork in organizations, Definition of a team. Why team? Effective team building. Parameters for a good team, roles, empowerment and need for transparent communication, Factors affecting team effectiveness, Personal characteristics of members and its influence on team. Project Management Skills, Collaboration skills.

**Leadership:** Initiating and managing change, Internal problem solving, Evaluation and co-ordination, Growth and productivity, Importance of Professional Networking.

**Facing an interview:** Importance of verbal & aptitude competencies, strong foundation in core competencies, industry orientation / knowledge about the organization, resume writing (including cover letter, digital profile and video resume), being professional. Importance of good communication skills, etiquette to be maintained during an interview, appropriate grooming and mannerism.

### Aptitude

**Numerical Ability III:** Geometry, Permutations & Combinations, Probability and Statistics.

**Data Interpretation:** Tables, Bar Diagrams, Line Graphs, Pie Charts, Caselets, Mixed Varieties, and other forms of data representation.

### Verbal Skills

**Vocabulary:** Create an awareness of using refined language through idioms and phrasal verbs.

**Grammar (Advanced Level):** Enable students to improve sentences through a clear understanding of the rules of grammar.

**Reasoning Skills:** Facilitate the student to tap his reasoning skills through Syllogisms, and critical reasoning arguments.

**Reading Comprehension (Advanced):** Enlighten students on the different strategies involved in tackling reading comprehension questions.

**Public Speaking Skills:** Empower students to overcome glossophobia and speak effectively and confidently before an audience.

**Writing Skills:** Practice closet tests that assess basic knowledge and skills in usage and mechanics of writing such as punctuation, basic grammar and usage, sentence structure and rhetorical skills such as writing strategy, organization, and style. Practice formal written communication through writing emails especially composing job application emails.

### **References:**

1. Adair, J., (1.986), "Effective Team Building: How to make a winning team", London, U.K: Pan Books.
2. Gulati. S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
3. The Hard Truth about Soft Skills, by Amazone Publication.
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com online teaching resources
9. www.englishpage.com online teaching resources and other useful websites
10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.
16. A Modern Approach to Logical Reasoning, R S Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

**Evaluation Pattern**

<b>Assessment</b>	<b>Internal</b>	<b>External</b>
Continuous Assessment (CA) – Soft Skills	30	-
Continuous Assessment (CA) – Aptitude	10	25
Continuous Assessment (CA) – Verbal	10	25
Total	50	50

\*CA - Can be presentations, speaking activities and tests.

## Semester VI

<b>24SWK311</b>	<b>Social Legislation for Social Work</b>	<b>L-T-P</b>	<b>3-0-0</b>	<b>C: 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 Outcome

- CO 1: Familiarize with the Indian Legal system and Social legislations.  
 CO 2: Know about the various legal provisions for vulnerable section of the society.  
 CO 3: Practice in application of knowledge about RTI, PIL etc. as tools for social change  
 CO 4: Practical awareness about the legal matters related to the problems of Socially vulnerable sections of the society.

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	1	2		1	2	3		2	3
CO2	1	1		1			1	1	
CO3	1	1		1			1	1	
CO4	2	2						2	

### Course Syllabus

**Unit I: Introduction to Law and Social Legislation-** Sources of Law, Social Legislation as instrument of protection of vulnerable sections of the society and for furthering social reforms. **(5 Hrs)**

**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 . **(10 Hrs)**

**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 The Bharatiya Nyaya Sanhita 2023, (IPC) & Bharatiya Nagarik Suraksha Sanhita,2023 (CrPC). **( 12 Hrs)**

**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 (10 Hrs.)

**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. (8 Hrs.)

**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>24SWK312</b>	<b>QUALITATIVE RESEARCH IN SOCIAL WORK</b>	<b>L-T-P: 3-0-0</b>	<b>C: 3</b>
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**Pre-requisites:** Basic understanding of research methods and social work theory.

**Course objectives:**

- To know the meaning, definition and purpose of qualitative social work research.
- To understand the meaning nature and characteristics of qualitative research methodology.
- To know about the concepts and how they are operationalised
- To develop skills in managing of qualitative data.

**Course Outcomes**

- CO1 : Understand the basic concepts of Qualitative research
- CO2 : To identify and Formulate appropriate Qualitative Research methods.
- CO3 : to analyze and write reports using Qualitative Data

**Skills:**

- Skills to identify and formulate appropriate qualitative research questions and interview questions.
- Acquiring active listening skills in interviews and focus group discussions to engage in the data collection



- Develop an interpretive understanding of data collected.

**CO-PO Mappings:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			2				1		
CO2			2				2		
CO3			2				2		

**Syllabus:**

**Unit I – Qualitative Research:**

( 10 hrs )

Meaning, Basic tenets of Qualitative Research, Difference between Quantitative and Qualitative Approach to Research in social Work.

**Unit II – Designing Qualitative Research:**

( 20 hrs )

Steps, Methods of Qualitative Research (Field study, Case Study, Focus Group Discussions, Narratives, Observation and Theoretic Research)

**Unit III - Managing Qualitative Data**

(15 hrs )

Procedures and Techniques of Analyzing Qualitative Data and Report Writing. Mixed Method Research: Components of Mixed Methods, Procedures of Combing Quantitative and Qualitative research.

**Text Books:**

Tolley, et al. 2016. Chapter Two: The Language and Logic of Qualitative Research. Pages 17-44. In Qualitative Methods in Public Health. A field guide for applied research. Second Edition. Wiley. Available in UNC libraries: <http://search.lib.unc.edu/search?R=UNCb8557796>

Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. Qualitative health research, 17(10), 1316- 1328

**Reference Books:**

Joseph Maxwell. Qualitative Research Design: An Interactive Approach. Sage Publications. Chapter 4: “Research Questions: What do you want to understand?”

Weitzman, E. 2000. Chapter 30: Software and Qualitative Research. In: Handbook of Qualitative Research, Second Edition. Denzin, NK and Lincoln, YS (editors). Sage Publications. Thousand Oaks, CA. (pp. 780- 782).

<b>24SWK313</b>	<b>SUSTAINABLE COMMUNITY DEVELOPMENT</b>	<b>L-T-P 0-0</b>	<b>3-</b>	<b>C: 3</b>
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**Prerequisite:** Foundations on Sustainable Development and Types of Communities

**Course Objectives:**

1. To understand the concept of Development and its types.
2. To learn rural, urban and tribal Community Development.
3. To understand the various elements of Community Development.
4. To understand the various challenges in Community Development.
5. To learn about the National, State and local levels of policies and programs for Community Development.
6. To understand the roles of GOs and NGOs in Community Development.

**Course Outcomes:**

- CO1: Acquire knowledge on the concept of Development and its types  
 CO2: Gain knowledge on the Rural, Urban and Tribal Community Development  
 CO3: Gain information on the various elements of Community Development

CO4: Gain insight on the various challenges in Community Development

CO5: Relate to the stages of National, State and Local levels of policies and programs for Community Development and Gain knowledge of the roles of GOs and NGOs in Community Development.

**Skills:**

- Develop knowledge on the Rural, Urban and Tribal Communities.
- Creating awareness on various Government policies and programs.
- To work as a Social Worker in Community Development.

**CO-PO Mapping**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2					1			
CO2	2						1		
CO3	2							1	
CO4				2					
CO5					2			1	

**Syllabus:**

**Unit I – Development: Concept and Definition**

Development – Concept and Definition of Development, economic development, social development, community development, sustainable development. Rural Community Development, Urban Community Development and Tribal Community Development, participatory development, grass-root development. Good Governance (5 Hrs.)

**Unit II – Rural Community Development**

Determinants of Rural Development, 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. Human animal conflicts. Interventions: Rural development agencies and its role; Major Rural Development Programs in India; Critical analysis of the earlier programs and discussion on current programs. Role of voluntary agencies in Rural Development. Participatory Rural Appraisal for rural development (10 Hrs.)

**Unit III – Tribal Community Development**

Tribe - Conceptualization and definitions, Characteristics, Socio economic conditions, Cultural and religious aspects. Tribal leadership -Local, State, and National levels. Problems — forest dwellers’ rights, tribal displacement, Livelihood issues, debates on Tribal Development, Tribal Development and eviction, resettlement and rehabilitation, Challenges in Tribal Community Development in India, Forest rights of the Tribes and development, Local Self Government in Tribal Development, atrocities and exploitation of tribal communities, socio economic and health challenges. (10 Hrs.)

**Unit IV – Urban Community Development**

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 Urbanisation. 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, labor problems, prostitution, alcoholism, beggary, poverty, slums, migration, Waste management. Urban social welfare in India, Urban outlook and social change. (10 Hrs.)

**Unit V – Policies and Programs for Sustainable Community Development in India**

Salient features of various policies for Rural Development in India; Rural development agencies and its role; Major Rural Development Programs in India; Critical analysis of the earlier programs and discussion on current programs. Role of voluntary agencies in Rural Development.

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., Development Authorities of Metro cities in India, UNDP, World Bank. – (10 Hrs.)

Major tribal development programs - Tribal Area Development Programs; Hill Area Development Programs [HADP]; Tribal Sub-Plans [TSP]. Role of voluntary organization in tribal development. Role of ITDP in Tribal development (10 Hrs.)

**Text Books:**

1. *Rhonda Phillips, Robert H. Pittman.* (2009), An Introduction to Community Development, New York, Routledge.
2. *Singh Katar.* (2009) Rural Development: Principles, Policies and Management. New Delhi, Sage Publication
3. . *Sisodia Singh Yatindra.* (2005) Functioning of Panchayat Raj System. Jaipur, Rawat Publications.
4. *UNDP.* (2000) Rural Urban Linkages; An Emerging Policy Priority. New York, Bureau for Development Policy.
5. *Devendra Thakur* (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
6. *Sing & Vyas* (1989) Tribal Development, Himanshu, New Delhi
7. *Mukherjee Amitava.* (2004) Participatory Rural Appraisal –Methods & Applications in Rural Planning. New Delhi, Concept Publishing Company
8. *Ramachandran R,* Urbanization and Urban Systems in India, Oxford India Paperbacks, 2009.
9. *Aichbhaumik, Debajyoti,* Indian Policy on Industrialization, Urbanization and Industrial New Town Development in Gideon Golani, Ed, International Urban Policies, John Wiley & Sons, New York 1978, pp. 231-48.
10. *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

24SWK314	Project Formulation and Management	L-T-P: 3-0-0	C: 3
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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. Knowledge on the overview of concepts and processes organizations and work of Project Formulation
2. Knowledge on the strategies and planning, Objective Oriented Planning: Logical Framework Approach of Project
3. Understanding on Conceptualizing and Initiating a Project
4. Knowledge on Work Breakdown Structure, Scheduling Tools of Project Management
5. Understanding on Leadership in Project Management through case studies.

**Course Outcome:**

CO1: To familiarize the students about the processes of Project Formulation and Logical Framework Approach of Project.

CO2: Students should understand on Work Breakdown Structure, Scheduling Tools of Project Management

CO3: To gain Leadership skills in Project Management through case studies.

**CO - PO MAPPING:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2					1			
CO2		2		1		1		1	
CO3		2		1					1

**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. (5 Hrs.)

**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. (12 Hrs.)

**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. ILO framework. (8 Hrs.)

**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. (10 Hrs.)

**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. (10 Hrs.)

### **Suggested Readings:**

1. Ghattas and Sandra L McKee. (2008) Practical Project Management. New Delhi, Pearson Education.
2. Leech Corinne. (2004) Successful Project Management Open Learning Programme. Oxford, Elsevier.
3. Browning Beverly A. (2011) Grand writing for Dummies. 3rd Edi. Wiley, John & Sons, Incorporated.
4. Heerkens Gary R. (2011) Project Management. USA, McGraw- Hill Publications.
5. Gray CF et al. (2000) Project Management: The Managerial Process. Boston, McGrawHill,

<b>24SWK315</b>
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<b>Introduction to Computing - Level 6</b>
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<b>L-T-P - C 2-0-0 - 2</b>
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### **Course Objectives:**

1. Introduce students to the fundamental concepts and principles of data science.
2. Provide a foundation in programming languages relevant to social data science (python or R)
3. Provide an introduction to basic NLP techniques for analysing text data
4. Familiarize students with various analysis tools that integrate computational methods into data analysis.

### **Course Outcomes:**

CO1: Understands the significance of computational approach in social science research

CO2: Basic programming skills with Python/R

CO3: Encourage critical thinking in the application of computational methods to social issues.

CO4: Gains hands-on experience in leveraging basic machine learning and NLP techniques.

CO5: Understanding fundamental concepts of machine learning, including supervised and unsupervised learning.

### **Skills:**

- Basic programming skills with Python/R.
- Use advanced tools to draw indepth analytical inferences.
- Proficiency in designing research studies by selecting appropriate computational approaches to address the social problems.
- Familiarity with natural language processing (NLP) tools for analyzing and extracting insights from text data.
- Capability to apply data science and machine learning techniques to solve real-world problems.

### **CO-PO Mapping**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			2				1		
CO2			2				1		
CO3			2				1		
CO4			2				1		
CO5			2				1		

### Syllabus:

#### Unit I: Introduction to Data Science (8 Hrs.)

Data science pipeline and components; Data science Methodologies; Concepts of Machine Learning; Principles of research design; Supervised and unsupervised learning; Biases and variances in the data; Class imbalances;

#### Unit II: Text as Data (8 Hrs.)

Text cleaning techniques, Text annotation, Keyword analysis, Sentiment analysis, Text classification, and summarization; NLP tools; Visualization of text data

#### Unit III: Predictive modeling in social science (8 Hrs.)

Data cleaning techniques. Data transformation; Linear Regression; Logistic Regression; Decision Trees; Classification and categorization techniques;

#### Unit IV: Advanced tools for data collection and analysis (6 Hrs.)

Machine learning Tools (WEKA); Web Scraping; Text Analytics tools without coding (MonkeyLearn)

### Textbooks

1. Cioffi-Revilla, Claudio. Introduction to computational social science. Springer London. <https://doi.org/10.1007/978-1-4471-5661-1>, 2014.
2. Michael J. Crawley, The R Book, Second Edition, <https://www.cs.upc.edu/~robert/teaching/estadistica/TheRBook.pdf>
3. Larson-Hall, Jenifer. *A guide to doing statistics in second language research using SPSS and R*. Routledge, 2015. [https://www.mdthinducollege.org/ebooks/statistics/A\\_Guide\\_to\\_Doing\\_Statistics\\_in\\_Second\\_Language\\_Research\\_Using\\_SPSS.pdf](https://www.mdthinducollege.org/ebooks/statistics/A_Guide_to_Doing_Statistics_in_Second_Language_Research_Using_SPSS.pdf)

### References:

1. Introduction to Social Data Science by David Garcia, 2021 [https://dgarcia-eu.github.io/SocialDataScience/1\\_Introduction/011\\_IntroductionToSDS/Introduction.html](https://dgarcia-eu.github.io/SocialDataScience/1_Introduction/011_IntroductionToSDS/Introduction.html)
2. Mariani, Paolo, and Mariangela Zenga, eds. Data Science and Social Research II: Methods, Technologies and Applications. Springer Nature, 2020.

24SWK316	Mentor Program II	L-T-P 1-0-0	C 1
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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.

**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.

**Pre requisite:** Pass in Mentor Program I, Interest in mentoring

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

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

**Course**

**Objective**

1. Student is able to conduct mentoring sessions with first year students
2. Student is able to conduct tutorials with undergraduate students
3. Understand Human resource development, improve Leadership competencies and develop Civic responsibility

**Course**

**Outcome**

CO1: To apply mentoring skills such as consultation, mediation, interpersonal communication, intercultural skills

CO2: To apply tutoring skills such, planning and designing of tutorials-based learning and teaching sciences, public speaking and presentation skills

**Skills:**

- To develop skills in mentoring and tutoring.
- Acquire skills in practicing mentoring

**CO-PO Mappings**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3		3						3
CO2	2		2						

**Course**

**Syllabus**

**Unit I- Mentoring Theory:** Refresher

**3hrs.**

- 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**

**3hrs.**

- 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**

**3hrs.**

- Autonomous mentoring sessions (max 1 hour)

- Once a week with first year students (max three undergraduates per session)

**Unit IV - Supervision of Mentoring sessions** **3hrs.**

**Supportive system of Trained Mentors:**  
 ● Professional Supervision, Peer-to-Peer Supervision

**Unit V - Reflection of the Mentoring Experience** **3hrs.**

Students reflect on their experience

- Peer-to-peer feedback, , case elaborations, (self-)reflection and improvement

### Textbooks

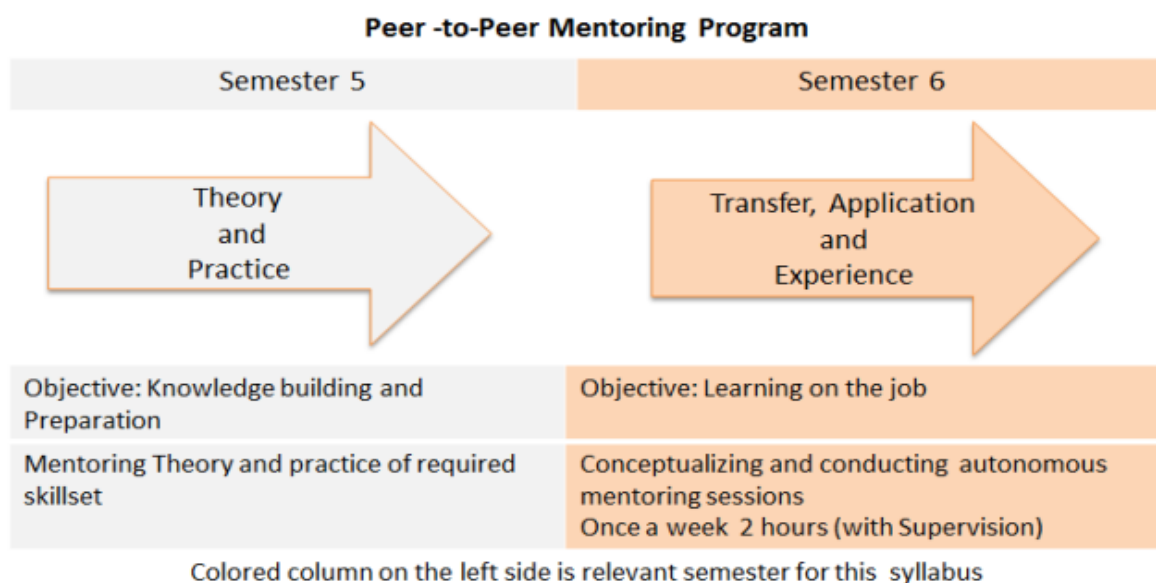
1. Gordon, S. (2020). Standards for instructional supervision: Enhancing teaching and learning. Routledge.
2. Laverick, D. M. (2016). Mentoring processes in higher education (pp. 1-84). Springer International Publishing.

### 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>24SWK392</b>	<b>Field Work -VI - Block Mode</b>	<b>L-T-P 0-0-4</b>	<b>C 4</b>
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It connects the students to the realities of social issues, marginalization and vulnerabilities of various sections of society. The field work would enhance the capacity of the students to interact and intervene with clients/ groups/ community.

<b>24SWK399</b>	<b>RESEARCH PROJECT 1</b>	<b>L-T-P C 0-0-2 2</b>
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**Prerequisite:** Basic Research Methods

**Course Overview:**

This course is designed to introduce undergraduate social work students to the fundamentals of research in social sciences and social work practice. Students will develop research skills and knowledge necessary for effective social work practice. The course will cover various research methods, ethical considerations, and practical applications in the field of social work.

**Course Objectives:**

1. To introduce students to the basic principles of social science research.
2. To develop students' skills in conducting literature reviews and critically evaluating research.
3. To familiarise students with various research methodologies applicable to social sciences and social work practice.
4. To provide hands-on experience in designing and implementing a small-scale research project.

5. To enhance students' ability to analyse and interpret research findings in the context of social sciences.

**Course Outcomes:**

- CO1: Understand the fundamental principles and ethical considerations in social work research.
- CO2: Conduct a literature review and critically evaluate existing research in a specific area of social work.
- CO3: Demonstrate knowledge of various research methodologies commonly used in social work research.
- CO3: Design and implement a small-scale social work research project.
- CO4: Analyze and interpret research findings, drawing connections to social work practice.

**Skills:** Critical thinking, Literature review, data analysis, ethical awareness, ability to apply research methods in the context of social work

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		1							
CO2				1					
CO3	1		1						
CO4			1				1		

**Evaluation Pattern:**

Assessment	Internal	External
Internal Guide Assessment (In terms of Attendance, Contribution and Reports)	50	
Viva		30
Dissertation		20

## Semester VII

<b>24SWK401</b>	<b>Corporate Social Responsibility (CSR) and Social Work</b>	<b>L-T-P 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 outcome:

1. Knowledge on corporate social responsibility.
2. Knowledge on the effective planning and implementation of projects and mentioned in Section 135 of the Companies Act, 2013
3. Students can prepare socially beneficial CSR projects for corporate sectors.
- 4.

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	3	3	3	3		3
CO2			3	3	3	3	3		3
CO3	1	1	1	1	1	1	1		1
CO4	1	1	1		1	1	1		1

### Course syllabus

**Unit I: Understanding CSR-** Evolution, importance, relevance and justification. CSR in the Indian context, corporate strategy. CSR and Indian corporate sector- Case studies. (7 Hrs.)

**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. (10 Hrs.)

**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. (10 Hrs.)

**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. (8 Hrs.)

**Unit V: Models of CSR-** Business Model , Social Marketing, Crowd funding, Social Entrepreneurship – Case studies. ( 10 Hrs.)

### 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,

24SWK497	RESEARCH PROJECT II	L-T-P 0-0-4	C 4
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**Prerequisite:** Basic Research Methods and Completion of Research Project 1

### Course Overview:

Building on the foundational research skills developed in Research Project 1, this course focuses on advanced research methodologies and the publication process in social work. Students will engage in the entire research process, from conceptualising research questions to preparing a manuscript for publication. The course aims to enhance student's ability to contribute to the knowledge base in social work through scholarly publications.

### Course Objectives:

1. To deepen students' understanding of advanced research methodologies in social work.
2. To guide students in developing research questions with potential for scholarly publication.
3. To equip students with the skills to review and synthesise existing literature in preparation for publication critically.
4. To provide hands-on experience in data analysis and interpretation for publication.
5. To prepare students for the publication process, including manuscript writing and submission.

### Course Outcomes:

- CO1: Demonstrate advanced knowledge of research methodologies in social work.
- CO2: Formulate research questions with the potential for scholarly publication.
- CO3: Critically review and synthesise existing literature to identify gaps and contribute to knowledge.
- CO4: Conducted advanced data analysis and interpreted research findings for publication.
- CO5: Prepare a high-quality manuscript suitable for submission to a peer-reviewed social work journal.

**Skills:** Critical thinking, Literature review, data analysis, ethical awareness, ability to apply research methods in the context of social work

**CO-PO Mappings:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		1	1			1	1	1	
CO2		1	1				1		1
CO3		1	1			1	1	1	
CO4		1	1				1	1	
CO5		1	1				1	1	

**Evaluation Pattern:**

Assessment	Internal	External
Research Protocol	15	
Literature Review Draft	15	
Data Analysis and Interpretation of Results Draft	20	
Manuscript Draft		20
Presentations		30

24SWK402	Foundations of Academic Writing and Research Ethics and Values	L-T-P 0-0	3-	C 3
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**Prerequisite:** Foundation in research methodology, interest in paper writing

**Introduction**

This course serves as an introduction to the foundational principles of academic writing, research ethics, and values. It is designed to equip students with the essential skills required for effective communication in academic settings while emphasizing the importance of ethical conduct in research. The course will cover key components of academic writing, ethical considerations in research, and the values that underpin scholarly inquiry.

**Course Objectives**

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

**Course****Outcomes**

CO1: Demonstrate proficiency in academic writing, including proper citation and formatting

CO2: Identify and analyse ethical considerations in research and academic writing.

CO3: Synthesize understanding of global and domestic research ethics pertaining to human subjects and acquire the proficiency to employ principles in the assessment of research.

CO4: Foster Ethical Research Practices and Cultural Sensitivity

**Skills:**

- Develop skills in academic paper writing
- Acquire skills in doing research ethically

**CO-PO Mappings**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1						1			
CO2					3			3	
CO3					3			3	
CO4					3			3	

**Course****syllabus****Unit I – Introduction to Principles of Effective Writing**

Overview, principles of effective writing, Use of Active Voice, Active voice practice, Write with Verbs, grammar tips, Experiment with punctuation, Practice, colon and dash, Paragraphs, Paragraph editing. Integrating and paraphrasing sources; Writing compare/contrast essays  
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;

**Unit II: Introduction to Ethics**

Different domains of ethics – Descriptive ethics, Normative ethics, Meta-ethics and Applied ethics; Historical overview of research ethics – Nuremberg Code of ethics, The report of the Surgeon General of the Public Health Service in 1966, The Belmont Report in 1978; Ethical framework and regulations for Social Science Research

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 III: Ethics in Social Science Research:**

Ethical Rules - Informed consent, Voluntary participation Confidentiality, Anonymity, Privacy, Autonomy, Fair Selection, No Deception, Trustworthiness, No Plagiarism and No Fabrication; Ethical Principles- Nonmaleficence, Beneficence, Respect for persons, Justice, Fidelity and Integrity; Ethical theories – Utilitarianism and Deontology; Inter-linkages between ethical rules, ethical principles and ethical theories (10 hours)

**Unit IV: Ethical issues in Social Science Research:**

Issues in data collection, processing and reporting the findings; Issues arising out of relationship between researcher and researched; Ethical dilemmas; Protocols for conducting ethically appropriate Social Science Research; Software tools for detecting plagiarism

### **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. Aallah, 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-writingresource.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-toimprove-your-academic-writing.pdf>
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<b>24SWK403</b>	<b>DATA ANALYSIS AND INTERPRETATION</b>	<b>L-T-P: 2-0-0</b>	<b>C 2</b>
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**Pre-requisites:** Familiarity nature of social science research and its application in the study of social phenomena.

**Course objectives:**

To learn the research process and develop abilities to prepare research design.

To learn the process of Data collection, organization, presentation, analysis and report writing.

To effectively communicate research findings in written and oral formats

Tailor communication strategies for diverse audiences, including policymakers, practitioners, and service users

To stay informed about emerging trends and technologies in data analysis

**Course Outcomes:**

CO1: Gain Knowledge on the framework of sampling and Data collection



CO2: Understand and apply the methods of Data Collection

CO3: Apply statistical methods to analyse and organize data and writing reports

**Skills:**

- Students will explore both quantitative and qualitative methods, focusing on practical applications in the field of social work.
- Develop critical thinking skills to draw meaningful conclusions from data analysis.

**CO-PO Mappings:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			2				1		
CO2			2				1		
CO3			2				1		

**Syllabus:**

**Unit 1: Sampling framework and data collection**

**10 hrs**

Data Collection- Sources of Data. Concept of universe, sample, sampling unit and source list. Types of sampling frame – Probability and non-probability

**Unit 2: Methods of data collection**

**10 hrs**

Methods of data collection: interview, observation, case study and focus group discussion. Tools of data collection- interview schedule, interview guide, questionnaire, observation guide. Data processing: editing, coding and presentation (graphical and tabular) - research reports: academic research report

**Unit 3: Data Management, Presentation and Report Writing**

**10 hrs**

Data processing: editing and coding. Data organization and presentation – tabular and graphical, Data analysis and interpretation. Writing research reports

**Text Books:**

Kothari, C. R., 2004 Research Methodology –Methods and Techniques, 2nd ed., New Age International (P) Ltd., New Delhi. (Unit I)

Kumar, R., 2006 Research Methodology, 2nd ed., Pearson Education, New Delhi (Unit I)

Rubin, A. & Babie, E 2001 Research Methods for Social Work, 4th ed., Wadsworth, USA (Unit III)

**Reference Books:**

Wilkinson & Bhandarkar 1992 Methods and Techniques of Social Research, 9th revised ed., Himalayan publishing house, New Delhi (Unit IV)

Burns, R.B. 2000 Introduction to Research Methods, Sage Publications, New Delhi (Unit III)

Goode, W.J. & Hatt, P.K. 1952 Methods in Social Research, McGraw Hill Book

<b>24SWK404</b>	<b>Introduction to Computing – Level 7</b>	<b>L-T-P: 2-0-0</b>	<b>C 2</b>
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**Course Objectives:**

1. Introduce the concepts of social network analysis and its relevance to social work
2. Explore social media data to understand and analyze patterns in public opinion
3. Introducing students to Agent-Based modeling, combining theoretical concepts, practical skill development, and real-world applications.
4. Integrates geospatial concepts with social work contexts and issues.
5. Hands-on experience exploring public opinion data to gain insights on opinion trends and communication networks.

**Course Outcomes:**

CO1: Demonstrate understanding on key concepts in social network analysis and how information flows within social networks

CO2: Identify sources influencing public opinion and understand the impact of public opinion on policy studies

CO3: Demonstrate understanding of system dynamics and emergent behaviors.

CO4: Recognize the interconnectedness of social network analysis, public opinion analysis, agent-based modeling, and geospatial analysis.

CO5: Understand how computational methods can be applied to address social issues.

**Skills:**

- Ability to define and identify social entities, nodes, and ties within a network.
- Proficiency in understanding and interpreting network structures using graph theory concepts.
- Ability to identify and analyze various sources influencing public opinion.
- Competence in collecting and analyzing public opinion data and visualizing public opinion trends.
- Proficiency in creating simple agent-based models and understanding emergent behaviors using available tools like NetLogo

**CO-PO Mapping**

**CO-PO Mappings:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1			2			2			
CO2			2				2		
CO3			2				2		
CO4				2				2	
CO5				2			2		

**Syllabus:**

**Unit I: Social Network Analysis**

Relations and interactions among social entities; network structures, centrality, and information flow; Applications

**Unit II: Public Opinion and Sentiment Analysis**

Sources of public opinion; Analysis of public opinion on various topics; Applications from policy studies; Shifts in public sentiments

**Unit III: Introduction to Agent based Modeling**

Role of ABM in social simulations; Basic concepts of ABM; System dynamics; Emergent dynamics in ABM NetLogo tool basics; Demonstration of simple agent based models

**Unit III: Geo-spatial Analysis**

Role of geospatial analysis and its applications; Social disparities and spatial patterns; Analyzing the spatial distribution of social issues.

**Textbooks**

1. Cioffi-Revilla, Claudio. Introduction to computational social science. Springer London. <https://doi.org/10.1007/978-1-4471-5661-1>, 2014.

**References:**

1. Aragona, Maria Gabriella Grassia-Biagio. "Data Science and Social Research." (2016).
2. Cariceo, Oscar, Murali Nair, and Jay Lytton. "Data science for social work practice." Methodological Innovations 11.3 (2018): 2059799118814392.

24SWK490	Field Work -VII	L-T-P 0-4	0- C 4
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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.

24ELS401	Essential Life Skills IV	L-T-P-C: 1-0-2-2
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**Pre-requisite:** Willingness to learn, team spirit, Basic English language and communication skills and knowledge of basic arithmetic.

**Course Objectives:**

- Help students to understand the importance of ethics and organization culture
- Prepare the students for effective professional networking and interviews participation
- Help students to sharpen their problem solving and reasoning skills
- Empower students to communicate effectively by using enhanced diction, grammar and verbal reasoning skills

**Course Outcomes:**

**CO1: Soft Skills** - To be able to learn importance of workplace ethics and DEI.

**CO2: Soft Skills** - To be able to improve networking and perform effectively in interviews.

**CO3: Aptitude** - To identify, investigate and arrive at appropriate strategies to solve questions on arithmetic and algebra by managing time effectively.

**CO4: Aptitude** - To investigate, understand and use appropriate techniques to solve questions on logical reasoning and data analysis by managing time effectively.

**CO5: Verbal** - To be able to use diction that is more refined and appropriate and to be competent in knowledge of grammar to correct/improve sentences

**CO6: Verbal** - To be able to examine, interpret and investigate passages and to be able to generate ideas, structure them logically and express them in a style that is comprehensible to the audience/recipient.

**CO-PO Mapping (MCN)**

PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3		2		3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

## Syllabus

### Soft Skills

**Career Planning** - What is a Career? Career Path, Career Aspiration, Career Cluster, Personal Values, Core Skills, SMART Career Goal, Career SWOT (Strength, Weaknesses, Opportunities and Threats) Analysis, Psychometric Analysis for career development.

**Professional Networking** - What is networking? Networking Skills for Career, Types of Networkers: Observers, Reactors, Initiators, Directors; Networking Strategies. Leveraging social media for networking.

**Workplace Ethics and professional conduct** - Introduction to Workplace Ethics, Ethical Decision-Making, Codes of Conduct and Organizational Culture, Emerging Ethical Issues

**Diversity, Equity, Inclusiveness (DEI)** - Introduction to Diversity, Equity, and Inclusiveness; Impact of Unconscious Bias, Cultural Competence and Communication, Inclusive Leadership and Organizational Practices.

**Mock Interviews (Advanced Training)** - Mock Interviews (Practice), answering probable interview questions, asynchronous interviews.

### Verbal

**Vocabulary** - Idioms and Phrases - advanced, Collocations, Jargon and Technical Vocabulary, Neologisms, Polysemous Words

**Grammar** - Complex Sentence Structures, Discourse Markers, Concessive Clauses.

**Reasoning** - Critical Reasoning – advanced, Inference and Implication, and Analytical Reasoning.

**Reading Comprehension** - Advanced - To comprehend and analyze diverse written works, to empower learners to approach intricate texts with confidence

**Public Speaking Skills** - Advanced - JAM, Debate.

**Writing Skills** - Business Writing: Proposals, Reports; Academic Writing; Content Writing

### Aptitude

**Data Sufficiency:** Introduction to and basics of Data Sufficiency.

**Campus recruitment papers:** Introduction to interview puzzles and placement written test questions of all major recruiters.

**Competitive examination papers:** Introduction to major competitive examination paper patterns and questions. Learn calculation techniques and time management strategies.

## References

### ft Skills

- Stephen Covey, “The habits of highly effective people”, Free press Revised edition, 2004
- Kenneth H Blanchard, “The 25 Best Time Management Tools & Techniques: How to Get More Done Without Driving Yourself Crazy”, Peak Performance Press, 1<sup>st</sup> edition 2005
- [Kenneth H. Blanchard](#) and Spencer Johnson, “The One Minute Manager” . [William Morrow, 1984](#)
- Personality Development and Soft Skills, Barun K.Mitra, Oxford, 2nd Edition
- How to Win Friends & Influence People, Dale Carnegie, 1998 Edition.
- Professional Networking for Dummies, by Donna Fisher, For Dummies; 1st edition (15 August 2001)
- What Color Is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success by Richard N. Bolles, Ten Speed Press (14 December 2021)

## Verbal

- “GMAT Official Guide” by the Graduate Management Admission Council, 2019
- Arun Sharma, “How to Prepare for Verbal Ability And Reading Comprehension For CAT”
- Joern Meissner, “Turbocharge Your GMAT Sentence Correction Study Guide”, 2012
- Kaplan, “Kaplan GMAT 2012 & 13”
- Kaplan, “New GMAT Premier”, Kaplan Publishing, U.K., 2013
- Manhattan Prep, “Critical Reasoning 6th Edition GMAT”
- Manhattan Prep, “Sentence Correction 6th Edition GMAT”
- Mike Barrett “SAT Prep Black Book The Most Effective SAT Strategies Ever Published”
- Mike Bryon, “Verbal Reasoning Test Workbook Unbeatable Practice for Verbal Ability, English Usage and Interpretation and Judgement Tests”
- [www.bristol.ac.uk/arts/skills/grammar/grammar\\_tutorial/page\\_55.htm](http://www.bristol.ac.uk/arts/skills/grammar/grammar_tutorial/page_55.htm)
- [www.campusgate.co.in](http://www.campusgate.co.in)

## Aptitude

- Arun Sharma, “How to Prepare for Quantitative Aptitude for the CAT Common Admission Test”, Tata Mc Graw Hills, 5th Edition, 2012
- Arun Sharma, “How to Prepare for Logical Reasoning for the CAT Common Admission Test”, Tata Mc Graw Hills, 2nd Edition , 2014
- Arun Sharma, “How to Prepare for Data Interpretation for the CAT Common Admission Test”, Tata Mc Graw Hills, 3rd Edition , 2015
- R.S. Aggarwal, “Quantitative Aptitude For Competitive Examinations”, S. Chand Publishing , 2015
- R.S. Aggarwal, “A Modern Approach To Verbal & Non-Verbal Reasoning”, S. Chand Publishing , Revised -2015
- Sarvesh Verma, “Quantitative Aptitude-Quantum CAT” , Arihant Publications , 2016
- [www.mbatious.com](http://www.mbatious.com)
- [www.campusgate.co.in](http://www.campusgate.co.in)
- [www.careerbless.com](http://www.careerbless.com)

## Evaluation Pattern

<b>Assessment</b>	<b>Internal</b>	<b>External</b>
Continuous Assessment (CA) – Soft Skills	30	-
Continuous Assessment (CA) – Aptitude	10	25
Continuous Assessment (CA) – Verbal	10	25
Total	50	50

\*CA - Can be **presentations, speaking activities and tests.**

## SEMESTER VII

<b>24SWK492</b>	<b>RESEARCH PROJECT III</b>	<b>L-T-P 0-0-10</b>	<b>C 10</b>
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**Prerequisite:** Completion of Research Project II

### Course Overview:

Research Project 3 is the final phase of the research sequence, focusing on the finalisation and publication of the research manuscript. Building on the skills acquired in Research Project 2, students will work towards refining their manuscripts for submission to peer-reviewed journals. The course will provide guidance on addressing reviewer feedback, navigating the publication process, and preparing for the dissemination of research findings.

### Course Objectives:

1. To guide students in the finalisation of their research manuscripts for publication.
2. To provide strategies for addressing reviewer feedback and improving manuscript quality.
3. To prepare students for the peer review and publication process in social work journals.
4. To equip students with skills for effectively communicating and disseminating research findings.
5. To support students in developing a plan for continued research and professional development.

### Course Outcomes:

- CO1: Finalise a high-quality research manuscript ready for submission to a peer-reviewed social work journal.
- CO2: Effectively address reviewer feedback and make revisions to improve the manuscript.
- CO3: Navigate the peer review process, understanding the publication timeline and requirements.
- CO4: Develop skills for effectively communicating research findings

**Skills:** Research Writing

### CO-PO Mappings:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1		1	1				1		1
CO2		1	1				1		1
CO3		1	1				1		1
CO4	1	1	1			1	1		1

**Evaluation Pattern:**

Assessment	Internal	External
Internal Review	30	
Paper Publication		70

<b>24SWK493</b>	<b>BLOCK PLACEMENT/INTERNSHIP</b>		<b>C 10</b>
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Block Placement aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency.

**ASSESSMENT****METHODS:****1. Theory papers (2 & 3 Credit Courses)**

			External	Total
<i>Components Internal</i>	<i>Weightage</i>		Examination conducted for 100Marks Weightage: 50%	<b>Internal + Ext ernal =100</b>
<b>First Periodical</b>	<b>15%</b>	<b># Mid-term (30%)</b>		
<b>Second Periodical</b>	<b>15%</b>			
<b>Continuous Evaluation*</b>	<b>20%</b>			
<i>Class Test*</i>	5 marks	<b>50%</b>		
<i>Tutorial Session*</i>	5 marks			
<i>Seminar &amp; Assignment*</i>	10 marks			
<b>Total*</b>	20 marks			

# Amritapuri campus

**I. Fieldwork I, II, III, IV, V, VI & VII /Block Placement****Method of Internal and External Assessment**

The student will be evaluated for the concurrent Field Work, Summer Internship, Winter Internship and Block Placement through a Viva Voce with internal and external assessment for 80 and 20 marks, respectively. The components used for the internal and external evaluation is as follows:

### Internal

Sl.No	Criteria	Marks
1	Working in the context of an agency	15
2	Social case work & Social group work	15
3	Community Organization & Community Initiatives	15
4	Report Writing/ Submission Regularity	15
5	Use of Supervisory Process /Individual Conference	6
6	Development of Professional Self	14
<b>Total Marks</b>		<b>80</b>

### External

Sl.No	Criteria	Marks
1	Subject Knowledge	10
2	Presentation & Communication Skills	10
<b>Total Marks</b>		<b>20</b>

#### **Courses offered under the framework of**

#### **Amrita Values Programmes I and II**

#### **22AVP201 Message from Amma's Life for the Modern World**

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.

#### **22ADM211 Leadership from the Ramayana**

Introduction to 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 – Relevance of Ramayana for modern times.

#### **22ADM201 Strategic Lessons from the Mahabharata**

Introduction to 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 - Relevance of Mahabharata for modern times.



### **swk22AVP204 Lessons from the Upanishads**

Introduction to the Upanishads: Sruti versus Smṛti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

### **22AVP205 Message of the 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 – Concept of Avatar - Relevance of Mahabharata for modern times.

### **22AVP206 Life and Message of Swami Vivekananda**

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 from Swamiji's life.

### **22AVP207 Life and Teachings of Spiritual Masters India**

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

### **22AVP208 Insights into 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.

### **22AVP209 Yoga and Meditation**

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.

### **22AVP210 Kerala Mural Art and Painting**

Mural painting is an offshoot of the devotional tradition of Kerala. 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. 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 when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

### **22AVP213 Traditional Fine Arts of India**

India is home to one of the most diverse Art forms world over. The underlying philosophy of Indian life is 'Unity in Diversity' and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and attempt to provide a practical demonstration of the continuing relevance of the Art.

### **22AVP214 Principles of Worship in India**

Indian mode of worship is unique among the world civilizations. Nowhere in the world has the philosophical idea of reverence and worshipfulness for everything in this universe found universal acceptance as it in India. Indian religious life even today is a practical demonstration of the potential for realization of this profound truth. To see the all-pervading consciousness in everything, including animate and inanimate, and constituting society to realise this truth can be seen as the epitome of civilizational excellence. This course will discuss the principles and rationale behind different modes of worship prevalent in India.

### **22AVP215 Temple Mural Arts in Kerala**

The traditional percussion ensembles in the Temples of Kerala have enthralled millions over the years. The splendor of our temples makes art enthusiast spellbound, warmth and grandeur of color combination sumptuousness of the outline, crowding of space by divine or heroic figures often with in vigorous movement are the characteristics of murals.

The mural painting specially area visual counterpart of myth, legend, gods, dirties, and demons of the theatrical world, Identical myths are popular the birth of Rama, the story of Bhīma and Hanuman, Shiva, as Kirata, and the Jealousy of Uma and ganga the mural painting in Kerala appear to be closely related to, and influenced by this theatrical activity the art historians on temple planes, wood carving and painting the architectural plane of the Kerala temples are built largely on the pan-Indians almost universal model of the Vasthupurusha.

### **22AVP218 Insights into Indian Classical Music**

The course introduces the students into the various terminologies used in Indian musicology and their explanations, like Nadam, Sruti, Svaram – svara nomenclature, Stayi, Graha, Nyasa, Amsa, Thala,- Saptatalas and their angas, Shadangas, Vadi, Samavadi, Anuvadi. The course takes the students through Carnatic as well as Hindustani classical styles.

### **22AVP219 Insights into Traditional Indian Painting**

The course introduces traditional Indian paintings in the light of ancient Indian wisdom in the fields of aesthetics, the Shadanga (Sixs limbs of Indian paintings) and the contextual stories from ancient texts from where the paintings originated. The course introduces the painting styles such as Madhubani, Kerala Mural, Pahari, Cheriya, Rajput, Tanjore etc.

### **22AVP220 Insights into Indian Classical Dance**

The course takes the students through the ancient Indian text on aesthetics the Natyasastra and its commentary the AbhinavaBharati. The course introduces various styles of Indian classical dance such as Bharatanatyan, Mohiniyatton, Kuchipudi, Odissy, Katak etc. The course takes the students through both contextual theory as well as practice time.

### **22AVP221 Indian Martial Arts and Self Defense**

The course introduces the students to the ancient Indian system of self-defense and the combat through various martial art forms and focuses more on traditional Kerala's traditional KalariPayattu. The course introduces the various exercise technique to make the body supple and flexible before going into the steps and techniques of the martial art. The advanced level of this course introduces the technique of weaponry.

**Course Objectives**

The course will enable the students to

- Mastery Over Mind (MaOM) is an Amrita initiative to implement schemes and organize university-wide programs to enhance health and wellbeing of all faculty, staff, and students (UN SDG -3)
- It gives an introduction to immediate and long-term benefits of MA OM meditation and equips every attendee to manage stressful emotions and anxiety, in turn facilitating inner peace and harmony.
- This course will enhance the understanding of experiential learning based on the University's mission: "Education for Life along with Education for Living" and is aimed to allow learners to realize and rediscover the infinite potential of one's true Being and the fulfilment of life's goals.

**Course Outcomes**

**CO1:** To be able to describe what meditation is and to understand its health benefits

**CO2:** To understand the causes of stress and how meditation improves well-being

**CO3:** To understand the science of meditation

**CO4:** To learn and practice MAOM meditation in daily life

**CO5:** To understand the application of meditation to improve communication and relationships

**CO6:** To be able to understand the power of meditation in compassion-driven action

**CO-PO Mapping**

PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO															
CO1								1	2	2		2			
CO2			2		2				2	2		2			
CO3					2			2	2	2		2			
CO4			3		3		2	3	2	3		3			
CO5			2		2			2	2	3		3			
CO6			2					2	2	3		3			

**Syllabus:****Unit 1: Describe Meditation and Understand its Benefits (CO1)**

A: Importance of meditation. How does meditation help to overcome obstacles in life (*Pre-recorded video with Swami Shubhamritananda Puri*)

*Reading 1: Why Meditate?* (Swami Shubamritananda ji)

**Unit 2: Causes of Stress and How Meditation Improves Well-being (CO2)**

A: Learn how to prepare for meditation. Understand the aids that can help in effectively practicing meditation. Understand the role of sleep, physical activity, and a balanced diet in supporting meditation. (*Pre-recorded video with Dr. Ram Manohar*)

B: Causes of Stress. The problem of not being relaxed. Effects of stress on health. How meditation helps to relieve stress. Basics of stress management at home and the workplace. (*Pre-recorded video with Prof Udhaykumar*)  
*Reading 1:* Mayo Clinic Staff (2022, April 29). *Meditation: A Simple, Fast Way to Reduce Stress*. Mayo Clinic. <https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858> (PDF provided)  
*Reading 2:* 'Efficient Action.' Chapter 28 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

### **Unit 3: The Science of Meditation (CO3)**

A: A preliminary understanding of the Science of meditation. What can modern science tell us about this tradition-based method? (*Pre-recorded video with Dr. Shyam Diwakar*)  
B: How meditation helps humanity according to what we know from scientific research (*Pre-recorded video with Dr. Shyam Diwakar*)  
*Reading 1:* Does Meditation Aid Brain and Mental Health (Dr Shyam Diwakar)  
*Reading 2:* 'Science and Spirituality.' Chapter 85 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

### **Unit 4: Practicing MA OM Meditation in Daily Life (CO4)**

Guided Meditation Sessions following scripts provided (Level One to Level Five)  
*Reading 1:* MA OM and White Flower Meditation: A Brief Note (Swami Atmananda Puri)  
*Reading 2:* 'Live in the Present Moment.' Chapter 71 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

### **Unit 5: Improving Communication and Relationships (CO5)**

How meditation and mindfulness influence interpersonal communication. The role of meditation in improving relationship quality in the family, at the university and in the workplace. (*Pre-recorded video with Dr Shobhana Madhavan*)  
*Reading 1:* Seppala E (2022, June 30<sup>th</sup>) 5 Unexpected Ways Meditation Improves Relationships a Lot. Psychology Today. <https://www.psychologytoday.com/intl/blog/feeling-it/202206/5-unexpected-ways-meditation-improves-relationships-lot>  
*Reading 2:* 'Attitude.' Chapter 53 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

### **Unit 6 Meditation and Compassion-driven Action (CO6)**

Understand how meditation can help to motivate compassion-driven action. (*Pre-recorded video with Dr Shobhana Madhavan*)  
*Reading 1:* Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: What do we (not) know?. *Current Opinion in Psychology*, 44, 151-156.  
*Reading 2:* 'Sympathy and Compassion.' Chapter 100 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

### **Text Books/Reference Books:**

1. Meditation and Spiritual Life-Swami Yatiswarananda, Ramakrishna Math
2. The Complete Works of Swami Vivekananda Vol Vii by Advaita Ashram Mayavati Almora Himalayas
3. Dhyana Yoga-Holy Gita Swami Chinmayanda
4. Voice of God, Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
5. Hindu Dharma-Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
6. Mind: It's Mysteries and control-Swami Sivananda Saraswati
7. *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.
8. Books on Amma's teachings like Awaken children, From Amma's Heart etc.
9. The Science of Meditation: How to Change Your Brain, Mind and Body by Daniel Goleman and Richard. J. Davidson.
10. Allen, Cynthia (2020) The Potential Health Benefits of Meditation
11. Seppala E (2022, June 30<sup>th</sup>) Unexpected Ways Meditation Improves Relationships a Lot. Psychology

Today

12. Sharma, Hari (2022) Meditation: Process and Effects

13. Mayo Clinic Staff (2022, April 29). Meditation: A Simple, Fast Way to Reduce Stress.

14. Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: Current Opinion in Psychology

### Evaluation Pattern

Assessment	Internal	End Semester
Midterm	20	
Continuous assessment	40	
End Semester/Project		40

•CA – Can be Quizzes, Assignment, Projects, and Reports

22ADM101

FOUNDATIONS OF INDIAN HERITAGE

L-T-P-C: 2-0-1-2

### Course Objectives

To introduce students to the depths and richness of the Indian heritage and knowledge traditions, and to enable them to obtain a synoptic view of the grandiose achievements of India in diverse fields. To equip students with a knowledge of their country and its eternal values.

### Course Outcomes

- CO1** Be able to enhance the understanding of true essence of India's cultural and spiritual heritage through learning analytically what it amounts to living a happy life, and about the richness of India's education system, while pondering on the serious damage caused by colonialism in India alongside learning about the means of decolonization and knowing about the early timeline of Indian subcontinent.
- CO2** Learn about the sublime value of selflessness and final freedom alongside understanding the concept of circle of life and Indian approach toward it while delving into the means of celebrating life.
- CO3** Familiarize on the topic of what true love is, by way of understanding the immense compassion of mahātmās, and Mātā Amṛtānandamayī's Amma's gospel on compassion, the role of metaphors and tropes whereafter focussing personality development through Yoga both theoretically and practically
- CO4** Appreciate the discussion on what it takes to be a strategic thinker, how India was glorified by various scholars and travellers and how strong a human being's association with nature should be alongside getting introduced to the glimpses of Indian traditions like Advaita Vedānta: the theory of oneness.

### CO-PO Mapping

PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO															
CO1				2				2							
CO2		1				1	1	3							
CO3						1	2	3							
CO4	3					3	3	3							

## Syllabus

### Unit 1

#### Chapters 1-4

Educational Heritage of Ancient India

Life and Happiness

Impact of Colonialism and Decolonization

A timeline of Early Indian Subcontinent

### Unit 2

#### Chapters 5-8

Pinnacle of Selflessness and ultimate freedom

Indian approach towards life

Circle of Life

Ocean of love; Indian Mahatmas.

### Unit 3

#### Chapters 9 - 12

Man's association with Nature

Celebrating life 24/7.

Metaphors and Tropes

Become A Strategic Thinker (Games / Indic activity)

### Unit 4

#### Chapters 13-16

India: In the Views of Other Scholars and Travellers

Personality Development Through Yoga.

Hallmark of Indian Traditions: Advaita Vedanta, Theory of oneness

Conversations on Compassion with Amma

## Text Book(s)

**Foundations of Indian Heritage-** In house publication

## References(s)

- The beautiful tree by Dharampal – Other India Press, Mapusa, 2000
- Peasants and Monks in British India by William Pinch – University of California Press.1996
- India, that is Bharat: Coloniality, Civilisation, Constitution by J Sai Deepak -Bloomsbury India, 2021
- Awaken Children Dialogues with Mata Amritanandamayi, MAM Publications
- Man, and Nature by Mata Amritanandamayi Devi , MAM Publications

- What Becomes of the Soul After Death, Sri Swami Shivananda, Divine Life Society, 1999

### Evaluation Pattern

Assessment	Internal	End Semester
Midterm Exam	30	
*Continuous Assessment (CA)	30	
End Semester/Project		40

- CA – Can be Quizzes, Assignment, Projects, and Reports

<b>22ADM111</b>	<b>GLIMPSES OF GLORIOUS INDIA</b>	<b>L-T-P-C: 2-0-1-2</b>
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### Course Objective

The course aims at introducing Bhārath in nutshell to the student, which includes the sources of Indian thoughts, eminent personalities who shaped various disciplines, India's significant contribution to the man kind, the current stature of Indian in the geopolitics and Indian approach to science and ecology.

### Course Outcome

**CO1:** Will be able to recognise the call of Upanishads and outstanding personalities for confronting the wicked in the real world while admiring the valour, pursuit and divinity in both classical and historical female characters of India.

**CO2:** Will get introduced to Acharya Chanakya, his works, and his views on polity and nation to find synchrony between public and personal life, alongside understanding India's cultural nuances and uniqueness concerning the comprehension of God across major global communities.

**CO3:** Will be able to appreciate Bhagavad Gita as the source of the Indian worldview through the various Yogic lessons enshrined in it, making it one of India's numerous soft powers, and also understand the faith-oriented mechanism of preserving nature.

**CO4:** Will be informed about the enormous contribution of Indian civilisation over two and a half millennia to humanity and develop awareness about India's approach toward science, devoid of dogmas and rooted in humanism.

### CO-PO Mapping

PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO															
CO1			1	2				2							

CO2	2	1				1		3	1						
CO3	2		1	2	1	1		3							
CO4	2			3				3	2						

## Syllabus

### Unit 1

Chapter 1 – Face the Brutes  
 Chapter 2 – Role of Women in India  
 Chapter 3 – Acharya Chanakya  
 Chapter 4 – God and Iswara

### Unit 2

Chapter 5 – Bhagavad Gita: From Soldier to Samsarin to Sadhaka  
 Chapter 6 – Lessons of Yoga from Bhagavad Gita  
 Chapter 7 – Indian Soft powers  
 Chapter 8 – Preserving Nature through Faith

### Unit 3

Chapter 9 - Ancient Indian Cultures (Class Activity)  
 Chapter 10 - Practical Vedanta  
 Chapter 11 - To the World from India (For Continuous Assessment)  
 Chapter 12 - Indian Approach to Science.

### Text Books:

*Glimpses of Glorious India- In-house publication*

### Reference Course material:

1. Fear Not: Be Strong (Swami Tathagatananda)
2. Essays on Gita (Sri Aurobindo)- Aurobindo Ashram
3. Indian Contribution to Science (Vijana Bharati Publication)
4. The Culture And Civilisation Of Ancient India In Historical Outline (D. D. Kosambi)
5. The Kautilya Arthashastra by Chankaya – Translation with critical and explanatory note by R P Kangle – Motilal Banarasidass Publishers- 1972
6. Chanakya Neeti – Strategies for success – Radhakrishnan pillai – Jaico Publishing house -2020.
7. Universal Message of the Bhagavad Gita: An exposition of the Gita in the Light of Modern Thought and Modern Needs. - Swami Ranganathananda, Advaita Ashrama Belur Math, 2000.
8. A Concise History Of Science In India – D M Bose, S N Sen, B V Subbarayappa, The Indian National Science Academy 1971.
9. Indian Culture and India's Future – Michel Danino - D.K. Printworld (P) Ltd -2011.

### Evaluation Pattern

Assessment	Internal	End Semester
Midterm Exam	30	
*Continuous Assessment (CA)	30	
End Semester		40

•CA – Can be Quizzes, Assignment, Lab Practice, Projects, and Reports



