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

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**Total Credits** | **20**

**Grand Total** | **172**

### LANGUAGE

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** 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
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

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Course Syllabus:

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

Unit II- Principles, Values and Professional Ethics  (10 Hrs.)
Unit III- Fields of Social Work (10 Hrs.)

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.)

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

References

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.

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**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:

References:

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

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Course Syllabus

Unit I - Introduction to Sociological Concepts

Unit II - Notions of Society

Unit III - Introduction to Political and Economic Concepts

Unit IV - Sources of Social Work Philosophy
Survey of Western and Indian traditions Religious and Spiritual traditions, Ideologies: Liberalism, Socialism, Gandhism, 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:

References:
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

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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

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<td>Use a wide range of reading strategies to comprehend and analyse information</td>
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<td>Apply mechanics of writing to draft academic and professional documents</td>
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<td>CO 5</td>
<td>Organise ideas and thoughts for clear written and oral communication</td>
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<td>CO 6</td>
<td>Critically evaluate literary texts</td>
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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
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=IwAR3IhtdXqvuV4ySECr9S7SA6HmCEYIISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/](https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECr9S7SA6HmCEYIISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/)
7. Mrinal Pande – *Stepping Out*; Penguin India; 2003
8. W H Auden – *Another Time*; Random House Pub; 1940
UNIT 1
Hindi Sahithya ki Panch shresht Kahaniyam :
 a. Sughmay Jeevan - Chandradhar Sharma „Guleri“
 b. Dhan ki Bhent - Rabindranath Tagore
 c. Anbola - Jayashankar Prasad
 d. Swamini (Manasrovar bhagh-1) Premchand

UNIT 2.
Hindi Kavitha:
 a. „Aarya” – Maithili sharan Gupth
 b. „Mera bhi abha he Ismein” , „Mubarak Ho Naya Saal” – Nagarjun
 c. „Nisaa Ki rod eta Rakesh- Nihar se”, Shoonya Mandir mein Banoongi-
 Sandhya Geet se – „- Mahadevi varma
 d. „Khoob Ladi Mardani vah tho Jhansi Vali rani thi”-subhadra Kumari 21uropa

UNIT 3.
Hindi Ekanki:
 a) Mohan Rakesh : Ande ke Chilke
 b) Vishnu Prabhakar : Sarkari Noukari

UNIT 4.
Grammar : 1) Karak 2) Upasarg 3) Pratyay 4) Vakya Rachana 5)
Padaparichay.6) Sarvanam 7) kriya 8) Adjective 9) Adverb 10) Tenses

REFERENCE
1. Sugam Hindi Vyakarn, : Prof. Vanshidhar & Dharmapal Shastri
2. Vyvaharik Hindi Vyakaran tatha Rachana: Dr. Hardev Bahari
3. Shiksharthi Hindi Vyakaran: Dr. Nagappa
4. Hindi Sahithya ki Panch shresht Kahaniyam : Edited by: Dr. Sachidanandh Shuklu
5. (Printed and Published by V&S publishers, Abridged, Ansari Ganj, Delhi)

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

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UNIT 1
Knowledge of Malayalam Language, grammar.

UNIT 2
2. Kattarinre karachil: “Edapally Raghavan Pilla”

UNIT 3
1. Avanu Kittiya Nidhi- “Thakazhi Sivasankra Pillai”
2. BharathaParyadanam- Chapter- shodaranmar tammil – “Kuttikrishna Mararu”
3. Oru teruvinre 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) Complete 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

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.
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**Unit-1**


Literature of the Sangam Maruviya period – Silappathiagaram (vazhakkurai kaathai), Patinekiizh Kaṇakku Nuulkal. TirukkuṟAl (Marunthu)

**Unit-2**

Bhakti Literature – Introduction to Panniru Thirumuraikal, Manikkavasagar (Thiruvvasagam- Siva Puranam)

**Unit-3**

Modern Literature:

Poetry: Panniru (பான்னிரு), Parnashivarar (பரண்நிதவாரர்).

Literature in Tamil: T. Chellamuthu (தெர்லுமுது), P. Ramayya (பாரதிதாசன்).
Unit-3 Contemporary Literature: Poetry – Bharathiar (kuyil pāṭṭu), Bharathidasan (tamilin iñimai, iñpattamil) Pattukottai Kalyanasundaram.

Prose: G. Devaneya Bhavanar (Tamizhum Dhiravidumum samamaa’), Paritimārkalaiñar (paranar ketta parisu), chirbi (valluvar vakukkum inbam)

Short Story: Azhagiya Periyavan – (VanamamaL)

Novel: Imaiyam (Peththavan)

அழகியதபரியவன்–(வனம்மாள்)

சிறுகதை: அழகியதபரியவன் – (வனம்மாள்)


REFERENCE

இடமயம், தபத்தவன், க்ரியாதவளியீடு 2019.

அழகியதபரியவன், அழகியதபரியவன்கடதகள், நற்றிடெபதிப்பகம், 2016

சீனிவாசன, தமிழ் இலக்கிய வரலாறு, https://ta.wikisource.org/s/99uk

மாெிக்கவாசகர் (திருவாசகம் -சிவபுராெம்

மாெிக்கவாசகர் (திருவாசகம் -சிவபுராெம் அதைான் தமிழ் இலக்கெம்

பப்பிள்ஷிங்குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007.

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**

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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.


**SEMESTER II**

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<tr>
<th>24SWK111</th>
<th>WORKING WITH INDIVIDUALS AND GROUPS</th>
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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**

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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:
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.

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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.)

Unit III - An Overview of Theories and Models to Community Practice  (5 Hrs.)

Unit IV - Social Action  (10 Hrs.)

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:

References
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

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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

Unit III Indian Judicial System (8 Hrs.)

Textbooks

References

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.

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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.


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:
3. MSW Online: https://mastersinsocialworkonline.org/careers/international-social-worker/

Suggested reading:

| 24SWK115 | Introduction to Computing – Level 2 | L-T-P 2 0 0 | C:2 |

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:

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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:

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.

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<td>Illustrate comprehension of the fundamentals of writing</td>
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<td>Demonstrate the knowledge of stress and intonation in oral communication</td>
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<td>CO3</td>
<td>Apply theoretical knowledge to draft professional documents</td>
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<td>CO4</td>
<td>Infer from current news to formulate ideas and opinions</td>
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<td>CO5</td>
<td>Prepare appropriate content for mini project and make effective presentation</td>
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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  
10. Sample Question Papers from Competitive Examinations

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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**
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 Sangrah” Edited by Dr. Urvashi Sharma (Printed and Published by Malik & Company, Jaipur)
Hindi Samay.com/Hindikahani.com/exoticindiaart.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. Identifies the elements of modern literature.
2. Explore the life worthy literature.
3. Understand the historical dimensions of the literature.

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**ARTICULATION MATRIX**

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**UNIT 1**

1. Ilakal Kozhiyunnu: “D.Vinayachandran”
3. Naranattu bhranthan – “Madusuthanan nair”
5. Ritusamhara- “Kalidasan (N P Chandrashekararan)” (six Indian seasons: grisma (summer), varsa/pavas (monsoon/rains), sarat (autumn), hemanta (cool), sisira (winter), and 38uppa38 (spring) (spring)).

**UNIT 2**

2. Manushya Puthri- “Lalithambika Antharjanam”
3. Parayiperra panthirukulam: “Narendranath/ RajanChungath”.
4. Pothichoru- by “Karoo Neelakanda Pillai”
5. Vishwa vikhyathmaya mookku- “Vaikom Muhammad Basheer”

**UNIT 3**

1. Bhratan – “kovilan”

**UNIT 4**


**REFERENCE:**
1) Bhratan – “kovilan (Novel)"
2) D.Vinayachandra Kavithakal- “D.Vinayachandran”
3) KanneerumKinavum – “V.T.Bhattathirippad”
4) KalidasaHridayam- “K.P.NarayanaPisharady”
5) Kunjan Nambarude Thullal Krittikal – “Kunchan Nambiar”
6) Manushya Puthri- “Lalithambika Antharjanam”
7) Modern Poetry studies- “N.V.KrishnaWarrier”
8) Naranattu bharanthan – “P. Madusuthanan Nair”
9) ParayiPettaPanthirukulam – “Narendranath/RajanChungath”
10) Rthusamharam- “Kalidasan (N P Chandrashekharan)”
11) Ulloor Kovithakal Sampooranam. Kottayam: DC Books
12) Viswavikhyathamaya Mookku – “Vaikom Muhammad Basheer”

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

Course outcomes: By the end of the course the students will be able to:
1. Introduction to Tamil Folklore
2. Learning the nuances of Tamil spiritual literature
3. Exposure to the advanced aspects of Tamil grammar
4. Imbibing the spirit of language through familiarizing with linguistics, translation and creative writing

Articulation Matrix

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அலகு 1 சிற்றிலக்கியங்கள் அறிமுகம்: கலிங்கத்துப்பரெி (பதபார்தபாடியது), முக்கூைற்பள்ளு 35. சிற்றிலக்கியங்கள் முக்கூைற்பள்ளு, தநாை்டுபுறவியல், கரதகள், கரத் பாரவியல், போர்வியல், கலிங்கத்துப்பரெி, கரதகள்.

Introduction to CiRRilakkiyam: Kalingaththupparani (Poor Padiyathu) – MukkdaRpallu 35.

Folklore: Definition, Folksongs – Stories – kathaip Paadal – pazhamozhi – vidukathai – kalaikaL.

அலகு 2 பக்தி இலக்கியம்: ஆெ ் தைாள் முழு வரதலாறு, திருப்தபாரவ (1,2,3,4)

அலகு 3 மததால்தகாப்பியம்: மதபாருளிலக்கெம் – ம த ால்லிலக்கெம்


REFERENCES

மு.வரததரான்"தமிழ் இலக்கைகள் வரதலாறு" தமிழியம் அகமைப் பப்பிரங்காலின், 2012 மதபான் மெிதமாறன் "அபதைான் தமிழ் இலக்கைகள்",அபதைான் பப்பிரங்காலின், மதபான், திருவனந்தபுரம், 2007.


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
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.


SEMESTER III

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

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Syllabus:

Unit I – Social Policy
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 (PUDMs), transgender, mentally Ill persons, refuges, Substance Use, internally displaced persons (IDP) and project affected persons (PAPs).

Text Books:
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
CO4: 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

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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


Textbooks


References

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

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

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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:

References:
Introduction

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

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

Course 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

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Course Syllabus

Unit I - Conceptual understanding of social problems:

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

Unit III - Marginal and Vulnerable Groups

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

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

Text books:

References:
12. Ram Ahuja (2014): Social problems in India, Jaipur: Rawat publication

24SWK205 Introduction to Computing - Level 3 L-T-P 2-0-0 C:2

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:

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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
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.

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.
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, Cryptarithmetic 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:
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.thergrammarbook.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.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.

Evaluation Pattern

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

Semester IV

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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.

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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

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 III 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:

Publications

References:

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.

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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

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

UNIT - IV Rehabilitation of Persons with Disability: 10 hrs

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:

| 24SWK213 | Communication for Social and Behavioural Change | L-T-P 2-0-0 | C 2 |

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 orient with an overview of the basic steps in the design of communication strategies for development

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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


Textbooks:


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<th>24SWK214</th>
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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
4. Gain knowledge on Child protection Laws

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**Course Syllabus**

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

**Unit II** - **Understanding Child and Childhood** (6 Hrs)

**Unit III** - **Child Rights: National and International Perspective** (6 Hrs)

**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)

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

24SWK215 Climate Change and Disaster Management L-T-P: 2-0-0 C:2

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

| 24SWK216 | Introduction to computing – Level 4 | L-T-P: 2 0 0 | C:2 |

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.

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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 | 0-4 | C:4 |

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 |

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)

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Syllabus

**Soft Skills**


*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:**
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
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.

**Evaluation Pattern**

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

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Course Syllabus
Unit I - Introduction to Management (10 Hrs)

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

Reference

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 Objectives:
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.

Course outcomes:
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.
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

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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 behaviour; 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:
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.

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**

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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)**

**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)

Textbooks:

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

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 Quantitative 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

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Syllabus:

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

**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:**

**Reference Books:**

**Evaluation Pattern:**

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

Field Work - V (Block Mode)
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.
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.
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

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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: 
Mediation and its required skill set

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

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

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

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

● Characteristics of Mentoring
● the Mentoring process and its settings
● Mentor and Mentee relationship characteristics (eg possibilities and limitations) Learning to plan and conceptualize the mentoring

Unit V - Special focus:
Gender Equality and Women’s Empowerment through Mentoring and Teaching
Students get introduced of gender sensitive mentoring and teaching in formal and non-formal education

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

Textbooks

References


12. References:


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.

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.
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


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:
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova’s GRE Prep Course, Jeff Kolby, Scott Thorburg & 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
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.
**Evaluation Pattern**

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

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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)


Text Books
1. Bare Acts of relevant legislations

Suggested Readings:

\[
\begin{array}{|c|c|c|}
\hline
24SWK312 & QUALITATIVE RESEARCH IN SOCIAL WORK & L-T-P: 3-0-0 \\
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\end{array}
\]

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.

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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)

Text Books:
Available in UNC libraries: http://search.lib.unc.edu/search?R=UNCb8557796

Reference Books:

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

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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:

| 24SWK314 | Project Formulation and Management | L-T-P: 3-0-0 | C: 3 |

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.

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**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:
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**

**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)

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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 
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

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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**

**References**
12. References:
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.

| 24SWK399 | RESEARCH PROJECT 1 | L-T-P | C | 0-0-2 2 |

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.
- CO4: 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

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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 mentioned 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. 

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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

References

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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

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24SWK402 - Foundations of Academic Writing and Research Ethics and Values  

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

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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

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- Nonmaleficience, 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**

**References**


**24SWK403 DATA ANALYSIS AND INTERPRETATION**

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

**Pre-requisites:** Familiarity of 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.

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

**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)

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**24SWK404**  
Introduction to Computing – Level 7  
**L-T-P: 2-0-0**  
C 2

**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.

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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

References:
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.

**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.

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Syllabus

Soft Skills


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.


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 and Spencer Johnson, “The One Minute Manager”, William Morrow, 1984
- Professional Networking for Dummies, by Donna Fisher, For Dummies; 1st edition (15 August 2001)
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”
- 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
- www.campusgate.co.in

Aptitude

- www.mbatious.com
- www.campusgate.co.in
- www.careerbless.com

Evaluation Pattern

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

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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.

**Block Placement/Internship**

- **24SWK493**

**ASSESSMENT METHODS:**

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

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<tr>
<th>Components Internal</th>
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# 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, Winer 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

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<td>3</td>
<td>Community Organization &amp; Community Initiatives</td>
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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 – Kurukshtra War and its significance - Relevance of Mahabharata for modern times.
swk22AVP204 Lessons from the Upanishads
Introduction to the Upanishads: Sruti versus Smrti - 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, SatyakamaJabala, Aruni, Shvetaketu.

22AVP205 Message of the Bhagavad Gita

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, AdiShankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri RamanaMaharshi, 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, Cheriyal, Rajput, Tanjore etc.

22AVP220 Insights into Indian Classical Dance

The course takes the students through the ancient Indian text on aesthetics the Natyasasthra 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

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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)


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)


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)


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)


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)


Text Books/Reference Books:

1. Meditation and Spiritual Life-Swami Yatiswarananda, Ramakrishna Math
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
8. Books on Amma’s teachings like Awaken children, From Amma’s Heart etc.
11. Seppala E (2022, June 30th Unexpected Ways Meditation Improves Relationships a Lot. Psychology
Today

Evaluation Pattern

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

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 Vedanta: the theory of oneness.

CO-PO Mapping
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

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

22ADM111  GLIMPSES OF GLORIOUS INDIA  L-T-P-C: 2-0-1-2

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 mankind, 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

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

Evaluation Pattern

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