



SCHOOL OF SOCIAL AND BEHAVIOURAL SCIENCES

BSW (Hon.) with Research

CURRICULUM AND SYLLABUS

2026

Table of Contents

Contents	Page Number
Introduction	3
Programme Outcomes and Programme Specific Outcomes	4
Syllabus	9
Assessment Methods	131

Introduction

The BSW(H) with Research program offered by the Department of Social Work/ Social Sciences 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.

The course aligns with five key educational frameworks that guide holistic and future-ready learning. Rooted in the **Five Goals of Education** as envisioned by **Mata Amritanandamayi Devi**, Chancellor of **Amrita Vishwa Vidyapeetham**, it nurtures material competence, emotional maturity, selfless service, inner awareness, and lifelong wisdom. In line with the **National Education Policy (NEP) 2020**, it emphasizes multidisciplinary learning, ethical values, and experiential pedagogy. Integrating **Education for Sustainable Development (ESD–SDGs)**, the course fosters systems thinking, collaboration, and global responsibility. Guided by the **UNESCO AI Competency Framework for Teachers**, it promotes ethical, human-centered, and creative use of AI in learning. Finally, drawing from the **Vitae Researcher Development Framework (RDF)**, it encourages intellectual growth, professionalism, and impactful research—together cultivating compassionate, innovative, and socially responsible learners.

BSW(H) PROGRAMME MISSION

To prepare the students for specialized, advanced-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 within 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 the ability to collaborate across social, behavioural, and technological disciplines, apply interdisciplinary approaches to understand and address complex human and social problems.

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 across interdisciplinary domains (Social, Behavioural and Technological) and execute innovative solutions in social work practice.

PSO3: To develop the sensitivity to ethical issues and rights-based perspectives 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 in a variety of institutional and non-institutional settings and contexts, including disasters and conflicts.

AI & DATA USE PROTOCOL

The MSW programme recognizes that Generative Artificial Intelligence (AI) tools (such as text generators, summarization tools, and data-analysis assistants) are becoming part of professional and academic practice. In alignment with UNESCO’s human-centred approach to AI, this programme adopts AI to support learning, reflection, and professional judgment, not to replace human responsibility, ethical reasoning, or social accountability. The program follows, the MSW Programme’s AI & Data Use Protocol, and expects students to use AI ethically, transparently, and in ways that protect human dignity, confidentiality, and professional responsibility.

All AI use in the MSW programme must adhere to the following principles:

- Human-Centred Learning: AI may assist thinking, but students and faculty remain fully responsible for analysis, interpretation, and decisions.
- Ethics First: AI outputs must be evaluated for bias, cultural insensitivity, exclusion, or harm, especially in relation to vulnerable populations.

- **Transparency:** Any use of AI in academic work must be clearly disclosed.
- **Data Protection & Dignity:** Personal, sensitive, or field-based data must never be uploaded to public or unapproved AI systems.
- **Professional Readiness:** AI use should strengthen—not weaken—professional skills expected of social work practitioners.

Acceptable Uses of AI (Students): Students can use AI for brainstorming, clarifying concepts, summarizing readings, generating prompts, language support, and creating study guides - as long as they disclose it and review/critique the output using course concepts and social work values.

Unacceptable Uses of AI (Students): Students can't use AI AI-generated work as original student work, fabricate data, references, or field experiences, bypass learning outcomes or reflective processes, use AI in exams or assessments unless explicitly permitted and upload case notes, client data, fieldwork reports, or personal narratives of service users. Violations will be treated as academic and professional misconduct, consistent with social work and academic ethics.

AI Disclosure Requirement (Students): All assignments that use AI must include a brief AI Use Disclosure Statement, as noted below and failure to disclose AI use will be treated as a breach of academic integrity:

"I used an AI tool to generate preliminary ideas / summarize concepts. The final analysis, interpretation, and conclusions are my own."

Data Use & Confidentiality Protocol: In keeping with social work ethics and UNESCO guidance, no identifiable or sensitive data may be entered into AI tools including client histories, fieldwork notes, community profiles, institutional records. Students must use hypothetical or anonymized data only, and only when explicitly permitted.

Faculty Use of AI (Teaching & Assessment): Faculty can use AI to design learning activities, generate discussion prompts, provide feedback, and create inclusive teaching materials. Faculty won't use AI for automated grading, replacing human judgment, or making high-stakes decisions without review. Faculty will model transparent and ethical AI use, supporting students' AI literacy and critical awareness.

Human-Agency Safeguards: To protect learning integrity, courses using AI will include at least one of the following safeguards: Non-AI first drafts, AI output critique exercises, Reflection on AI bias or limitations, Peer review of AI-assisted work, Ethics reflection linked to social work values

Equity, Bias, and Social Justice Considerations: Students and faculty must remain aware that AI systems may: reinforce stereotypes, exclude marginalized voices, reflect dominant cultural norms. Critical evaluation of AI outputs is essential, especially in courses addressing gender, caste, race, disability, mental health, poverty, migration, and trauma.

Citing AI Usage: If students/faculty use AI tools for assignments or academic work, cite their output properly and check with your instructor first. The citation has to be in accordance with SSBS policy. ADMINISTRATIVE POLICIES AND GUIDELINES FOR SCHOOL OF SOCIAL AND BEHAVIOURAL SCIENCES.

Eight Core Social Work Competencies and Practice Behaviours

1. Ethical and Professional Practice Competency

This competency refers to the ability to practice in accordance with professional codes of ethics and standards of conduct, demonstrate ethical reasoning in complex situations, and maintain appropriate professional boundaries and confidentiality. It includes accountability, reliability, responsible use of authority, and commitment to continuous professional development through supervision and reflective learning. Awareness of personal values, biases, and power dynamics, and their influence on professional decisions, is also an essential component of this competency.

Practice Behaviours:

1. Applies ethical principles in case decisions and documentation.
2. Seeks supervision when facing ethical conflicts or uncertainties.
3. Maintains appropriate professional relationships with service users.
4. Demonstrates punctuality, responsibility, and respectful communication.
5. Reflects on personal beliefs and their influence on professional actions.

2. Human Rights and Social Justice Competency

This competency focuses on promoting and protecting human rights and advancing social, economic, and environmental justice. Students learn to identify structural inequalities and engage in advocacy, policy action, and community initiatives to address injustice and improve access to resources and services.

Practice Behaviours

1. identifies human rights concerns affecting individuals and communities
2. advocates for equitable access to services and entitlements
3. engages in policy and community-level interventions
4. challenges unjust practices within institutions and systems
5. applies rights-based approaches in professional practice

3. Diversity, Equity, and Inclusion (DEI) Competency

Short Description

This competency emphasizes respectful engagement with diverse populations and promotion of inclusive, anti-oppressive, and equitable service delivery. Students develop culturally responsive practice skills and address barriers related to identity, power, and discrimination.

Practice Behaviours

1. demonstrates culturally sensitive and inclusive communication
2. adapts interventions to diverse social and cultural contexts
3. identifies inequities and access barriers in service systems
4. promotes participation of marginalized groups in programmes
5. reflects on personal bias and power in professional relationships

4. Knowledge-Based Practice Competency (HBSE and Policy)

This competency involves applying knowledge of human behaviour and the social environment, family and community systems, and social welfare policies to understand client situations within their broader contexts. It emphasizes the person-in-environment and life-course perspectives, and the ability to link individual problems to structural and policy-level factors. Integration of theoretical knowledge into professional decision-making is central to this competency.

Practice Behaviours:

1. Uses theory to explain client behaviour and social situations.
2. Identifies systemic influences on client problems.
3. Guides clients regarding welfare schemes and services.
4. Applies ecological perspectives in assessments.
5. Relates individual concerns to broader social contexts.

5. Engagement, Assessment and Critical Analysis Competency

This competency refers to the ability to establish professional helping relationships, conduct holistic biopsychosocial and environmental assessments, and critically analyze complex practice situations. It includes identifying strengths, risks, and protective factors, collaborating with clients in goal setting, and applying professional judgment in planning appropriate responses to social problems.

Practice Behaviours:

1. Builds rapport and trust with service users.
2. Conducts structured and informal assessments.
3. Identifies strengths and available resources.
4. Prioritizes needs using professional reasoning.
5. Maintains accurate and clear assessment records.

6. Intervention and Practice Skills Competency (Micro–Mezzo–Macro)

This competency involves planning and implementing appropriate interventions at individual, group, community, and policy levels using counselling, group work, community organization, and advocacy strategies. It emphasizes empowerment-based and strengths-based approaches, effective crisis response, and continuous monitoring and modification of interventions based on outcomes and client feedback.

Practice Behaviours:

1. Implements individual and family intervention plans.
2. Facilitates group sessions and community programmes.
3. Mobilizes community and institutional resources.
4. Advocates for client rights and service access.
5. Reviews and revises intervention strategies.

7. Research and Evaluation Competency

This competency refers to the ability to use research evidence to guide practice, apply basic research methods, and evaluate programmes and interventions to improve service effectiveness. It includes ethical data collection, simple data analysis, use of findings for service improvement, and promotion of accountability and transparency in professional practice.

Practice Behaviours:

1. Uses records and data for evaluation purposes.
2. Participates in surveys and needs assessments.
3. Applies research findings to improve interventions.
4. Maintains ethical standards in data handling.
5. Prepares simple evaluation summaries or reports

8. Field-Based and Reflective Practice Competency

This competency emphasizes the integration of classroom learning with real-world practice through supervised field education. It includes effective use of supervision, continuous reflection on practice experiences, professional conduct within organizational systems, and progressive development of practice competence while adapting to diverse community and agency contexts.

Practice Behaviours:

1. Applies theoretical concepts during field activities.
2. Actively participates in supervision sessions.
3. Maintains reflective journals or learning logs.
4. Accepts feedback and improves performance.
5. Demonstrates professional behaviour in agencies.

Methods of Assessment and Evidence of Attainment:

Student attainment of programme competencies shall be assessed through multiple methods including field supervisor evaluation forms, observation reports by field instructors, professional conduct reports from agencies, fieldwork log books and attendance records, documentation quality in field files and case records, completed assessment formats and case histories, case formulation reports, programme proposals and intervention plans assessed with rubrics, community programme outcome reports, advocacy assignments and policy briefs, evaluation plans and mini-research projects, capstone projects (case, policy, programme, or evaluation formats), dissertation or research project reports, tools for data collection developed by students, theory–practice integration assignments, policy review and policy mapping papers, written examinations and quizzes, reflective journals and learning diaries assessed using rubrics, learning portfolios, self-assessment reports, seminar presentations and viva voce, poster or conference-style presentations, OSCE-style simulations (ethics, assessment, counselling, advocacy, and DEI), role plays and skills laboratory assessments, peer assessment and feedback reports, and supervisor and faculty joint assessment records.

CURRICULUM

Year 1- Certificate in Social Work

Semester I

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK101	Foundations of Social Work Practice	3 0 0	3
DSW	DSC	26SWK102	Introduction to Indian Constitution and Legal System	2 0 0	2
DSW	DSC	26SWK103	Social Science Concepts and Social Work	3 0 0	3
DSW	SEC	26SWK104	ICT and Social Work - Level 1	2 0 0	2
HUM	AEC		Language I	2 0 0	2
HUM	AEC	24ENG101	English I	2 0 0	2
DSW	DSC	26SWK190	Field Work-I (Orientation Visits)	0 0 4	2
CUL	VAC	22ADM101	Foundations of Indian Heritage	2 0 1	2
CUL	VAC	22AVP103	Mastery over Mind (MAOM)	1 0 2	2
			Total Credits		20

Semester II

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK111	Working with Individuals and Groups	4 0 0	4
DSW	DSC	26SWK112	Community Organisation and Social Action	3 0 0	3
DSW	DSC	26SWK113	Introduction to Psychology- Human Behaviour and Development	3 0 0	3
DSW	DSC	26SWK114	Career Prospects in Social Work	1 0 0	1
DSW	SEC	26SWK115	ICT and Social Work - Level 2	2 0 0	2
HUM	AEC		Language II	2 0 0	2
HUM	AEC	24ENG111	English II	1 0 2	2
DSW	DSC	26SWK191	Field Work -II (Block Mode)	0 0 8	4
CUL	VAC	22ADM111	Glimpses of Glorious India	2 0 1	2
			Total Credits		23

Year 2- Diploma in Social Work

Semester III

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK201	Social Policy, Planning and Development	3 0 0	3
DSW	DSE	26SWK202	Introduction to Public Health	2 0 0	2
DSW	DSE	26SWK203	Foundations of Sustainable Development	2 0 0	2
DSW	DSC	26SWK204	Contemporary Social Problems and Concerns	3 0 0	3
DSW	DSC	26SWK290	Field Work -III (Block Mode)- PRA Specific	0 0 8	4
DSW	SEC	26SWK205	ICT and Social Work - Level 3	2 0 0	2
	GE		Open Elective **	3 0 0	3
CIR	AEC	24ELS201	Essential Life Skills -I	1 0 2	2
ADM	VAC		Amrita Value Programme I	1 0 0	1
CUL	VAC	26CUL200	Integrated Amrita Meditation Technique	0 0 2	1
			Total Credits		23

Semester IV

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK211	Social Welfare Administration	3 0 0	3
DSW	DSC	26SWK212	Social Work with Differently Abled	3 0 0	3
DSW	DSE	26SWK213	Communication for Social and Behavioural Change	2 0 0	2
DSW	DSE	26SWK214	Introduction to Family Welfare and Child Protection	2 0 0	2
DSW	DSE	26SWK215	Climate Change and Disaster Management	2 0 0	2
DSW	SEC	26SWK216	ICT and Social Work - Level 4	2 0 0	2
DSW	DSC	26SWK291	Field Work -IV (Block Mode)- PRA Specific	0 0 8	4
CIR	AEC	24ELS211	Essential Life Skills II	1 0 2	2
	GE		Open Elective **	3 0 0	3
ADM	VAC		Amrita Value Programme II	1 0 0	1
			Total Credits		24

Year 3- Degree in Social Work

Semester V

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK301	Management for Social Work Practice	3 0 0	3
DSW	DSC	26SWK302	Psychosocial Perspectives and Counselling	3 0 0	3
DSW	DSE	26SWK303	Human Rights and Social Justice	2 0 0	2
DSW	DSC	26SWK304	Quantitative Research in Social Work	3 0 0	3
DSW	SEC	26SWK305	ICT and Social Work - Level 5	1 0 2	2
DSW	DSC	26SWK390	Field Work -V (Block Mode)	0 0 8	4
DSW	DSC	26SWK391	Rural/Tribal Camp	0 0 4	2
DSW	SEC	26SWK306	Mentor Programme I	1 0 0	1
CIR	AEC	24ELS301	Essential Life Skills -III	1 0 2	2
			Total Credits		22

Semester VI

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK311	Social Legislation for Social Work	3 0 0	3
DSW	DSC	26SWK312	Qualitative Research in Social Work	3 0 0	3
DSW	DSC	26SWK313	Sustainable Community Development	3 0 0	3
DSW	DSC	26SWK314	Project Formulation and Management	3 0 0	3
DSW	SEC	26SWK315	ICT and Social Work - Level 6	2 0 0	2
DSW	DSC	26SWK316	Foundations of Academic Writing and Research ethics and values	3 0 0	3
DSW	DSE	26SWK317	Mentor Programme II	1 0 0	1
DSW	DSC	26SWK392	Field Work -VI - Block Mode	0 0 8	4
DSW	DSC	26SWK399	Research Project -I		2
			Total Credits		24

Year 4- Honors in Social Work

Semester VII

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK401	Corporate Social Responsibility and Social Work	3 0 0	3
DSW	DSC	26SWK402	Human Behaviour and Environmental Sustainability	3 0 0	3
DSW	DSE	26SWK403	Data Analysis and Interpretation	2 0 0	2
DSW	DSC	26SWK404	ICT and Social Work - Level 7	2 0 0	2
DSW	DSC	26SWK490	Field Work -VII	0 0 8	4
DSW	DSC	26SWK497	Research Project - II		4
CIR	AEC	24ELS401	Essential Life Skills -IV	1 0 2	2
			Total Credits		20

Semester VIII

Offering Dept	NEP Course Category	Course Code	Course Title	LTP	Credits
DSW	DSC	26SWK499	Research Project - III		10
DSW	DSC	26SWK498	Block Placement / Internship	0 0 10	10
			Total Credits		20
			Grand Total		176

LANGUAGE

Semester	Course Code	Course Title	L-T-P	Credits
I	24HIN101	Hindi I	2 0 0	2
I	24MAL101	Malayalam I	2 0 0	2
I	24TAM101	Tamil I	2 0 0	2
I	24SAN101	Sanskrit I	2 0 0	2
II	24HIN111	Hindi II	2 0 0	2
II	24MAL111	Malayalam II	2 0 0	2
II	24TAM111	Tamil II	2 0 0	2
II	24SAN111	Sanskrit II	2 0 0	2

Table 3 New names for Amrita Value Programmes I & II for UG programmes			
Course Code	Title	L-T-P	Credits
22ADM201	Strategic Lessons from Mahabharata	1-0-0	1
22ADM211	Leadership from Ramayana	1-0-0	1
22AVP210	Kerala Mural Art and Painting	1-0-0	1
22AVP218	Yoga Therapy and Lessons	1-0-0	1
22AVP212	Introduction to Traditional Indian Systems of Medicine	1-0-0	1
22AVP201	Amma's Life and Message to the modern world	1-0-0	1
22AVP204	Lessons from the Upanishads	1-0-0	1
22AVP205	Message of the Bhagavad Gita	1-0-0	1
22AVP206	Life and Message of Swami Vivekananda	1-0-0	1
22AVP207	Life and Teachings of Spiritual Masters of India	1-0-0	1
22AVP208	Insights into Indian Arts and Literature	1-0-0	1
22AVP213	Traditional Fine Arts of India	1-0-0	1
22AVP214	Principles of Worship in India	1-0-0	1
22AVP215	Temple Mural Arts in Kerala	1-0-0	1
22AVP218	Insights into Indian Classical Music	1-0-0	1
22AVP219	Insights into Traditional Indian Painting	1-0-0	1
22AVP220	Insights into Indian Classical Dance	1-0-0	1
22AVP221	Indian Martial Arts and Self Defence	1-0-0	1
22AVP209	Yoga and Meditation	1-0-0	1

Open Electives UG				
Course Code	Course Title	L – T – P	Cr.	ES
21OEL231	A Journey towards Free India	3 0 0	3	J
21OEL232	Political Leadership	3 0 0	3	J
21OEL233	Social issues in Contemporary India	3 0 0	3	J
21OEL234	The Story of Indian Business	3 0 0	3	J
21OEL235	Industrial Psychology	3 0 0	3	J
21OEL236	Advertising	3 0 0	3	J

21OEL237	Basic Statistics	3 0 0	3	J
21OEL238	Citizen Journalism	3 0 0	3	J
21OEL239	Creative Writing for Beginners	3 0 0	3	J
21OEL240	Desktop Support and Services	3 0 0	3	J
21OEL241	Development Journalism	3 0 0	3	J
21OEL242	Digital Photography	3 0 0	3	J
21OEL243	Emotional Intelligence	3 0 0	3	J
21OEL244	Essence of Spiritual Literature	3 0 0	3	J
21OEL245	Film Theory	3 0 0	3	J
21OEL246	Fundamentals of Network Administration	3 0 0	3	J
21OEL247	Gender Studies	3 0 0	3	J
21OEL248	Glimpses of Indian Economy and Polity	3 0 0	3	J
21OEL249	Graphics and Web-designing Tools	3 0 0	3	J
21OEL250	Green Marketing	3 0 0	3	J
21OEL251	Healthcare and Technology	3 0 0	3	J
21OEL252	History of English Literature	3 0 0	3	J
21OEL253	Indian Writing in English	3 0 0	3	J
21OEL254	Industrial Relations and Labour Welfare	3 0 0	3	J
21OEL255	Introduction to Ancient Indian Yogic and Vedic Wisdom	3 0 0	3	J
21OEL256	Introduction to Computer Hardware	3 0 0	3	J
21OEL257	Introduction to Event Management	3 0 0	3	J
21OEL258	Introduction to Media	3 0 0	3	J
21OEL259	Introduction to Right to Information Act	3 0 0	3	J
21OEL260	Introduction to Translation	3 0 0	3	J
21OEL261	Linguistic Abilities	3 0 0	3	J

21OEL262	Literary Criticism and Theory	3 0 0	3	J
21OEL263	Macro Economics	3 0 0	3	J
21OEL264	Managing Failure	3 0 0	3	J
21OEL265	Media Management	3 0 0	3	J
21OEL266	Micro Economics	3 0 0	3	J
21OEL267	Micro Finance, Small Group Management and Cooperatives	3 0 0	3	J
21OEL268	Negotiation and Counselling	3 0 0	3	J
21OEL269	New Literatures	3 0 0	3	J
21OEL270	Non-Profit Organization	3 0 0	3	J
21OEL271	Personal Effectiveness	3 0 0	3	J
21OEL272	Perspectives in Astrophysics and Cosmology	3 0 0	3	J
21OEL273	Principles of Marketing	3 0 0	3	J
21OEL274	Principles of Public Relations	3 0 0	3	J
21OEL275	Science, Society and Culture	3 0 0	3	J
21OEL276	Statistical Analysis	3 0 0	3	J
21OEL277	Teamwork and Collaboration	3 0 0	3	J
21OEL278	The Message of Bhagwad Gita	3 0 0	3	J
21OEL279	Understanding Travel and Tourism	3 0 0	3	J
21OEL280	Videography	3 0 0	3	J
21OEL281	Vistas of English Literature	3 0 0	3	J
21OEL282	Web-Designing Techniques	3 0 0	3	J
21OEL283	Organic Farming	3 0 0	3	J
21OEL284	Basic Legal Awareness on Protection of Women and Rights	3 0 0	3	J

21OEL285	Ritual Performances of Kerala	3 0 0	3	J
21OEL286	Documenting Social Issues	3 0 0	3	J
21OEL287	Fabrication of Advanced Solar Cell	3 0 0	3	J
21OEL288	Basic Concepts of X-ray Diffraction	3 0 0	3	J
21OEL289	Introduction to FORTRAN and GNUPLOT	3 0 0	3	J
21OEL290	Introduction to Porous Materials	3 0 0	3	J
21OEL291	Forensic Science	3 0 0	3	J
21OEL292	Introduction to solar Physics	3 0 0	3	J
21OEL293	Recycling Recovery and Treatment Methods for Wastes	3 0 0	3	J
21OEL294	Acting and Dramatic Presentation	2 0 2	3	J
21OEL295	Computerized Accounting	2 0 2	3	J
21OEL296	Kerala Mural Art and Painting	2 0 2	3	J
21OEL297	Painting	2 0 2	3	J
21OEL298	Reporting Rural Issues	3 0 0	3	J

** Free Electives - This will include courses offered by Faculty of Humanities and Social Sciences/ Faculty Arts, Commerce and Media / Faculty of Management/Amrita Darshanam - (International Centre for Spiritual Studies) Open electives could also be sourced from SWAYAM or NPTEL on prior approval.

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

SYLLABUS

SEMESTER: I

26SWK101	FOUNDATIONS OF SOCIAL WORK PRACTICE	L-T-P 3-0-0	C: 3
----------	-------------------------------------	-------------	------

Introduction:

The course familiarizes students with various forms of Social Work practice, including direct engagement with individuals, families, and groups, community and organizational involvement, and administration of welfare programs. Despite diverse applications, these practices share fundamental purposes, values, knowledge, processes, and skills. The course offers comprehensive foundational content to prepare students for advanced levels of social work practice.

Course Objective:

1. To introduce students' basic concepts on Social Work and related concepts, methods, and history of Social Work.
2. To understand the basic values and principles of Social Work.
3. To provide an overview of fieldwork and fields of social work.

Course outcome

After completion of the course, students will be able to:

CO1: Demonstrate knowledge of the origin, evolution, and core methods of Social Work practice.

CO2: Apply basic values, principles, and ethical standards in social work interventions.

CO3: Identify various fields of social work and utilize **ICT-based approaches** for effective field engagement and reporting.

CO-PO Mapping:

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

Course Syllabus:

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

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

Unit II – Historical Development of Social Work (10 Hrs.)

Origin and growth of social work as a profession globally and in India. Major social reform movements and their influence on social work. Indian Philosophies and Social Work Development of social work education in India. Contribution of Sadguru Mata Amritanandamayi Devi for social work

Unit III- Principles, Values and Professional Ethics (10 Hrs.)

Principles of Social Work Practice. Ethics, Values, Code of Conduct of Professional Social Work, Declaration of Ethics for Professional Social Workers in India. Functions of Professional Associations. International Social Work.

Unit IV Fields of Social Work (10 Hrs.)

Family and child welfare, Gender and Social Work, Medical and Psychiatric social work. Human Resource Management, Correctional, school, and industrial social work. Rural and urban community development. Trauma Informed Care. Disaster Management, Human Rights and Social Justice. Role of social workers in government and non-governmental organizations. Use of AI and data tools for identifying vulnerable populations and planning interventions

Unit V- 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.

References

Textbooks:

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

Suggested Readings:

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

26SWK102	INTRODUCTION TO INDIAN CONSTITUTION AND LEGAL SYSTEM	L-T-P: 2-0-0	C 2
-----------------	---	---------------------	------------

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 and the judicial system
- 2.To familiarize the students with the Federal structure and principles of the Indian Constitution and the powers and functions of various Constitutional bodies
- 3.To develop in students the necessary constitutional and legal awareness to practice social work

Course outcome

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

CO-PO Mapping:

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

Course syllabus

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

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

Unit II Structure of Government (10 Hrs.)

Union Government- Structures and Powers of the Union Government. Parliamentary system of Government- Union and State Legislative; Union government- Functions – President – Vice President – Prime Minister – Cabinet. Parliament. State Government – Structure and Functions – Governor – Chief Minister – Cabinet – State Legislature

Unit III Indian Judicial System (8 Hrs.)

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

References

Textbooks:

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

Suggested readings:

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

26SWK103	SOCIAL SCIENCE CONCEPTS AND SOCIAL WORK	L-T-P: 3-0-0	C: 3
-----------------	--	---------------------	-------------

Introduction

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

Course Objectives

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

Course outcome:

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

CO-PO Mapping:

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

Course Syllabus

Unit I - Introduction to Sociological Concepts

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

Unit II - Notions of Society

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

Unit III - Introduction to Political and Economic Concepts

State: Origin, Concept, and its Organs. Nature, Forms: Autocracy and Democracy. Concepts of Welfare State, Political Science: Indian Politics: Political Institutions, Significance in Social work, Basic Economics: Definition, Functions of Economy, Economic wants and Economic goods, Economics and Social Work.

Unit IV - Sources of Social Work Philosophy

Survey of Western and Indian traditions Religious and Spiritual traditions, Ideologies: Liberalism, Socialism, Gandhism, Social Welfare approaches

Unit V Emerging areas and issues in Social Work Practice

Health, Gender, Environment, Technology and Artificial Intelligence; Issues: Collaboration and Networking, Professionalism Vs Voluntarism; Professional associations for social workers Issues and challenges of the social work profession – global and local context.

References

Textbooks:

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

Suggested Readings:

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

Prerequisites:**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 and AI-driven technologies for effective information management.
3. To sensitize students to the role of technology and artificial intelligence in social work practice.
4. To develop practical competence in using common digital applications and collaborative tools for data organization, communication, and analysis.

Course Outcomes:

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

CO2: Acquires Digital literacy proficiency to manage and share information

CO3: Applies basic software applications (Word, Excel, PowerPoint, Miro) for document creation, data analysis, and collaborative work

CO4: Recognizes the applications and implications of AI technologies in digital literacy, data management, and social work contexts.

Skills:

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

CO-PO Mapping:

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

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

Hardware and software components; Data and storage formats; Internet and connectivity; Devices and connectivity; Fundamentals of Artificial Intelligence (Meaning and scope of Artificial Intelligence (AI); Evolution of AI from rule-based systems to generative models; Distinction between AI, Machine Learning (ML), and Deep Learning (DL); Applications of AI in social work, education, health, and governance.)

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, Applications and Technologies Usage

Microsoft Word, Excel, and PowerPoint; Google Maps; Geotagging; Software Installation and Uninstallation; Miro Mind Map (brainstorming, organizing complex research, and collaborative analysis by visually linking concepts, data, and research questions); Introduction to Immersive Technologies (AR, VR, haptics, etc.).

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>

Fundamentals of Ai : <https://www.ibm.com/think/topics/artificial-intelligence>

Micro app: <https://miro.com/app/> | <https://miro.com/how-to-use-miro/>

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

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

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

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

UNIT 1

Hindi Sahithya ki Panch shresht Kahaniyam:

- a. Sughamay 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 Gupta
- b. "Meribhi abha he Ismein' .,"Mubarak Ho Naya Saal"- _Nagarjun
- c. "Nishaa Ki rod eta Rakesh- Nihar se' .,Shoonya Mandir meinBanoongi-Sandhya Geet se - Mahadevi varma
- d. 'KhoobLadi Mardani vahtho Jhansi Vali rani thi'-subhadra Kumari chohan

UNIT 3.

Hindi Ekanki:

- a) Mohan Rakesh :Andeke Chilke
- b) Vishnu Prabhakar :Sarkari Noukari

UNIT 4.

Grammar:1)Karak2) Upasarg3)Pratyay4)Vakya Rachana 5)Padaparichay.6)Sarvanam7)kriya 8)Adjective 9)Adverb10)Tenses

REFERENCE

1. Sugam Hindi Vyakarn, :Prof.Vanshidhar & Dharmapal Shastri
2. Vyavaharik Hindi Vyakaranantatha Rachana: Dr.Hardev Bahari
Shiksharathi HindiVyakaran:Dr. Nagappa
3. Hindi Sahithya ki Panch shresht Kahaniyam: Edited by: Dr.Sachidanandh Shuklu
(Printed and Published by V&S publishers, Abridged, AnsariGanj, Delhi)
4. Hindi Samay.com,/Hindikahani.com/exotic indiaart.com

Course Objectives:

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- To analyse language in context to gain an understanding of vocabulary, spelling, punctuation and speech

Course outcomes:

CO1: Develop the ability to read and critically appreciate a given text

CO2: Develop fluency in speaking the language

CO3: Ability to blend language and Indian spirituality.

CO-PO Mapping

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

Unit	Topic
1	Adhyatmaramayanam , Tharopadesam(Enthinu Sokam....thulom) ----- Jnanappana (sthanamanangal....Trishnakondubhramikkunnathokkeyum)
2	Modern Poets: Mampazham-Vyloppilly Sreedharamenon Critical analysis of the poem.
3	Short stories from period 1/2/3: Poovanpazham -Vaikaom Muhammed Basheer
4	Literary Criticism: Bharatha Paryatanam-Vyasante Chiri -Ithihasa studies-Kuttikrishna Marar-Outline of literary Criticism in Malayalam Literature
5	Error-freeMalayalam: 1 .Language; 2 .Clarity of expression; 3 .Punctuation-Thettillatha Malayalam – Writing- a . Expansion of ideas; b .PrecisWriting; c . Essay Writing

Text books/Reference :

1. Adhyatmaramayanam – Thunjath Ramanujan Ezhuthachan
2. Ramayanavichinthanam-Dr. A. M. Unnikrishnan
3. Thunjan Padhanangal-Prof.Panmana Ramachandran
4. Compleate Works including Jnanappana-Poonthanam
5. Vyloppilly-M.N.Vijayan
6. Vyloppilli-Vyakthi,Kavi-Dr.M.Leelavathi/S.Gupthan Nair
7. Basheerinte Poonkavanam-Prof.M.N.Karasseri
8. Basheer-Life & Works
9. Bharatha Paryatanam-Kuttikrishna Marar
10. Lavanyasastrathinte Yukthisilpam-Dr.Thomas Mathew
- 11)Thettillatha Malayalam – Prof.Panmana Ramachandran Nair (His all books on Error Free Malayalam)

24TAM101**TAMIL I****2 0 0 2****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.

அலகு-1

தமிழ்இலக்கியவரலாற்றில்சங்கஇலக்கியம்: முதல், இடை, கடைசங்கம்.

சங்கஇலக்கியங்கள்பத்துப்பாட்டு.

குறுந்தொகை (6,8பாடல்கள்),

புறநானூறு (184,192பாடல்கள்).

சங்கம்மருவியகாலஇலக்கியம்:

சிலப்பதிகாரம் (வழக்குறைக்காதை),

பதினெண்கீழ்கணக்குநூல்கள்,

திருக்குறள் (மருந்து)

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

Literature of the Sangam Maruviya period – Silappathiagaram (vazhakkuraikaathai), PatinẽkĩzhKaṇakkuNuulkaL. TirukkuraL (Marunthu)

அலகு 2

பக்திஇலக்கியம்:-

பன்னிருதிருமுறைகள்அறிமுகம்,

மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்)

UNIT 2 Bhakti Literature – Introduction to PanniruThirumuraikal, Manikkavasagar (Thiruvagasam- Siva Puranam)

அலகு -3

தற்காலஇலக்கியம்:-

கவிதை : பாதியார் (குயில்பாட்டு), பாரதிதாசன் (தமிழின்இனிமை).

உரைநடை: ஞா.தேவநேயப்பாவாணர் (தமிழும்திரவிடமும்சமமா?),
பரிதிமாற்கலைஞர் (தமிழ்மொழியின்வரலாறு (ஆதிவரலாறு)).

சிற்பி (வள்ளுவர்வகுக்கும்இன்பம்)

சிறுகதை: அழகியபெரியவன் – (வனம்மாள்)

நாவல்: இமையம் (பெத்தவன்)

UNIT-3 Contemporary Literature: Poetry - Bharathiar(kuyilpāṭṭu), Bharathidasan (tamiḻiṇṇimai, inṇattamil) Pattukottai Kalyanasundaram.

Prose: G. Devaneyabhavanar (TamizhumDhiravidamumsamamaa?), Paritimārkalaiṇar (paranarkettaparisu), chirbi (valluvarvakukkuminbam)

Short Story: Azhagiya Periyavan – (VanammaaL)

Novel: Imaiya (Peththavan)

அலகு – 4தொல்காப்பியம்:

எழுத்து – பிறப்பியல்.

நிறுத்தக்குறிகள்மற்றும்

கடிதம்எழுதுதலும்கட்டுரைஎழுதுதலும்

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

REFERENCE

இமையம், *பெத்தவன்*, க்ரியாவெளியீடு 2019.

அழகியபெரியவன், *அழகியபெரியவன்கதைகள்*, நற்றிணைபதிப்பகம், 2016

சி.பாலசுப்பிரமணியன், *கட்டுரை-வளம்*, நறுமலர்ப்பதிப்பகம், பத்தாம்பதிப்பு 1994

பரிதிமாற்கலைஞர், *தமிழ்மொழியின்வரலாறு*, பூம்புகார்பதிப்பகம், ஆறாம்பதிப்பு 2013.

அகலங்கன், *பன்னிருதிருமுறை – அறிமுகம்*, இந்துமாமன்றம்வவுனியா, 1994

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

மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்

பொன்மணிமாறன் “அடோன்தமிழ்இலக்கணம் “அடோன்பப்ளிஷிங்குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007.

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

http://www.gunathamizh.com/2013/07/blog0post_24.html

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

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

Course Objectives:

- To enable the students to acquire basic skills in functional language
- To develop independent reading skills and reading for appreciating literary works.
- To analyse language in context to gain an understanding of vocabulary, spelling, punctuation and speech
- Grasp the connection between Sanskrit language and Indian philosophy

Course Outcomes:

CO 1 Read and understand Sanskrit verses and sentences and communicate in Sanskrit

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

Module I

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

Module II

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

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

Module III

General group words for communication and moral stories.

Module IV

ChanakyaNeeti chapter III (part I), Bhagavad Gita chapter 14 (part I)

Module V

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

24 ENG101	English I	2 0 0 2
-----------	-----------	---------

Objectives:

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

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

Course Syllabus:

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

Shashi Tharoor – “‘Kindly Adjust’ to Our English

A. G. Gardiner – “A Fellow Traveller”

Ruskin Bond – “The Eyes Have It”

Mrinal Pande – “Girls”

W. H. Auden – “Unknown Citizen”

W H Davies - “Leisure”

References:

1. Murphy, Raymond, *Murphy's English Grammar*, CUP, 2004
2. Syamala, V. *Speak English in Four Easy Steps*, Improve English Foundation Trivandrum: 2006
3. Martinet, Thomson, *A Practical English Grammar*, IV Ed. OUP, 1986.
4. The Week - June 03, 2018, LAST WORD;
<https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3lhdtXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3lhdtXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/>
5. A G Gardiner – *Leaves in the Wind*, Digicat (e-book), 2015
6. Ruskin Bond – *The Best of Ruskin Bond*; India Penguin. April 2016.
7. Mrinal Pande – *Stepping Out*; Penguin India; 2003
8. W H Auden – *Another Time*; Random House Pub; 1940
9. William H Davies – *Songs of Joy and Others*; Andesite Press, August 2017.

26SWK190	FIELD WORK-I ORIENTATION VISITS	L-T-P: 0-0-4	C 2
-----------------	--	---------------------	------------

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 organisations, and ongoing projects that meet the needs of the public. They are also designed to help the student grasp the issues and problems involved, as well as the professionalism component and the possibilities that lie ahead.

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

SEMESTER II

26SWK111	WORKING WITH INDIVIDUALS AND GROUPS	L-T-P: 4-0-0	C 4
-----------------	--	---------------------	------------

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 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 enhance understanding of the basic concepts, tools and techniques in working with Groups in problem solving and in developmental work
5. To highlight the scope and the importance of the Case Work and Group work in different fields.

Course Outcome

CO1: Explain the philosophy, values, and principles of Social Case Work and apply them while working with individuals and families.

CO2: Demonstrate the application of basic concepts, tools, and intervention techniques in individuals for problem solving and developmental work.

CO3: Describe the origin and evolution of Social Group Work with special reference to its development in India.

CO4: Apply appropriate concepts, tools, and techniques in Group Work practice for problem solving and developmental interventions.

CO5: Analyze the scope, relevance, and importance of Case Work and Group Work across

diverse fields of social work practice (health, family welfare, schools, communities, corrections, etc.).

CO-PO Mappings

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	2	1		2			
CO2	3	2	3	3	2	1	2		2	2	
CO3	3	2	2	2	2	2	2				2
CO4	3	2	3	3	3	3	2		2		
CO5	3	3	3	2	2	2	3			2	

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: Working with Groups/ Social Group Work (8 Hrs.)

Definition, objectives, scope and relevance, Principles. 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 IV: Tools-and Techniques of working with Groups

Social Goal , Remedial and Reciprocal Models, Learning Theory, Field Theory. Therapeutic: T Groups and gestalt. Techniques- Active listening, Brainstorming, Psychodrama, Sociodrama and Sociometry. Evaluation of Group Work Practice, Recording in social group work.

Unit V: Skills and Roles of social worker in Individual and Group Settings: (14 Hrs.)

Group work and Case Work in different settings: Physical and mental health. Industries, Education, Disaster Correctional, Community, Children and Adolescents, Differently Abled Adults and Old Age.

References

Text Books

Suggested Readings:

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

26SWK112	COMMUNITY ORGANIZATION AND SOCIAL ACTION	L-T-P: 3-0-0	C:3
----------	--	--------------	-----

Prerequisite: open setting community, skill in organising programmes

Introduction

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

Course Objectives

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

Course Outcomes:

CO1: To gain knowledge of Community.

CO2: To acquire knowledge on conceptual understating of Community Organisation

CO3: To gain knowledge on social action

CO4: To gain insight on social mobilisation and political mobilisation

Skills:

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

CO-PO Mappings

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

Course Syllabus

Unit I - Understanding Community (10 Hrs.)

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

Unit II - Community Organization (10 Hrs.)

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

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

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

Unit IV - Social Action (10 Hrs.)

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

Unit V - Social Mobilization and Political Mobilization (10 Hrs.)

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

Textbooks:

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

References

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

26SWK113	INTRODUCTION TO PSYCHOLOGY- HUMAN BEHAVIOUR AND DEVELOPMENT	L-T-P 3-0-0	C 3
----------	---	-------------	-----

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.

- Understand the influence of culture and spirituality on Individual Development.

CO-PO Mapping:

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

Course Syllabus

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

Psychology Definition and Concepts; 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. Technological impact on Socialization.

Unit II- 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, Emotional Intelligence, 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, Insights from Western and Eastern Philosophy. 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: Role of meditation, Spiritual Principles of Moral Development: Patanjali Yoga Sutras, Bhagavad Gita, Other cultural views

References

Textbooks:

- Sharma R.N. – Developmental Psychology. New Delhi Surjeet Publication 2000
- Bhatia, Hans Raj- Elements of Psychology: Bombay Somaiya Publication 1970
- Mangal, S. K.(2006). General Psychology. New Delhi: Sterling

4. Hurlock, Elizabeth B – Developmental Psychology 3rd Edition. New York Tata McGraw Hill Publishing Co Ltd 1997
5. Family, Self, and Human Development Across Cultures: Theory & Application. Cigdem Kagitcibasi. Routledge Classic Editions, 2017, New York.

Suggested Readings:

1. K.R. Rao & A.C. Psychology in the Indian Tradition. Paranjpe, Eds. 2018. Springer New Delhi
2. Griggs, R. A. (2010). Psychology: A concise introduction. Macmillan.
3. Schoeke, A., & Bittlin, T. (2007). Cognitive psychology and cognitive neuroscience. Books4x Company, ISBN, 1449986438.
4. Bhawuk, D. (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad-Gita. Springer Science & Business Media.
5. Campbell, J. A., Walker, R. J., & Egede, L. E. (2016). Associations between adverse childhood experiences, high-risk behaviors, and morbidity in adulthood. American journal of preventive medicine, 50(3), 344-352.
6. Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. Canadian psychology/Psychologie canadienne, 49(3), 182.
7. Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrincic, C., Kastenmüller, A., Frey, D., Kainbacher, M. (2011). The bystander-effect: A meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. Psychological Bulletin, 137(4), 517–537. doi:10.1037/a0023304
8. Gardner, W. L., & Garr-Schultz, A. (2017). Understanding our groups, understanding ourselves: The importance of collective identity clarity and collective coherence to the self. In Self-Concept Clarity (pp. 125-143). Springer, Cham.
9. Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. Psychiatry: Interpersonal and Biological Processes, 71(3), 197-209.
10. Madfis, E. (2017). In search of meaning: are school rampage shootings random and senseless violence?. The Journal of psychology, 151(1), 21-35.
11. Misra, G., & Babu, N. (2013). Emerging perspectives on human development research.
12. Plotnik, R., & Kouyoumdjian, H. (2013). Introduction to psychology. Cengage Learning.

26SWK114	CAREER PROSPECTS IN SOCIAL WORK	L-T-P: 1-0-0	C 1
-----------------	--	---------------------	------------

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 develop an understanding of the major fields of social work practice and the diverse career opportunities available in India
2. To explore the International Social Work Organizations and career opportunities abroad.
3. To explore the roles of professional associations, regulatory bodies, and emerging practice areas including technology-enabled social work.

Course outcome:

1. Students will be able to identify and compare career roles across different specialized fields of social work nationally.
2. Students will be able to identify international organisations and career opportunities abroad
3. Students will be able to analyze the significance of professional associations and councils in strengthening social work practice and ethical standards.

CO-PO Mapping:

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

Course Syllabus:

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

- a). Field of Medical and Psychiatric Social Work: Clinical Social Work, Medical and surgical hospitals, Mental health institutions, Trauma centers, Counselling centres, Nursing homes, Home health care services. Etc.
- b). Child welfare and Child Protection-/ School Social Work: Child Care Institutions under government and NGOs (non-governmental organizations), Govt. Projects and Schemes for Child Care and Protection, District child protection Units, School counselling, School Social Work. NGOs working for children.

- c). Community Development: Development NGO sector, Rural and tribal development NGOs, Rural health and sanitation services. Housing Services, Community care organizations, Local self governments,
- d). Disaster Management: Emergency and Other Relief, National and State Disaster management Authority, NGO sector, Disaster management groups.
- e). Gender and Social Work: Women empowerment NGOs, Family courts, Human rights agencies Self-help groups (SHGs) initiatives.
- f). Industrial social work - Labour welfare representatives in the private and corporate sectors, including multinational corporations (MNCs) and the HR departments of labour-centric businesses, Research or corporate social work, Corporate Social responsibility (CSR). NGOs working for CSR projects
- g). Correctional administration: Careers in jails, correctional cells, and similar facilities. Probation service, Police stations. Research.
- h) Technology and Social Work career

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.

Reference

Textbooks:

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

Suggested reading:

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

26SWK115	ICT and Social Work - Level 2	L-T-P 1-0-1	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.
4. Familiarize learners with the role of Artificial Intelligence (AI) in data analysis, management, and ethical social work practice..

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.

CO4: ability to apply basic AI-based tools and approaches for data interpretation and to evaluate associated ethical challenges.

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
- Awareness of AI applications, limitations, and ethical implications in social data analysis.

CO-PO Mapping:

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

Unit I - Introduction to Digital Literacy

Digital literacy and its applications in social work; Components and concepts of digital literacy; Introduction to Artificial Intelligence (AI): meaning, scope, and applications in the social sector; Role of AI in enhancing digital and data literacy among social work professionals.

Unit II -Understanding the data basics

Types of data; Size of the data; Accuracy; Format; Access rights, Data analysis, Story telling with data; AI-enhanced data interpretation: understanding how AI tools support data visualization and pattern recognition.

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 documents; Data dictionaries; AI-assisted data management: automation in data entry, sentiment analysis, and data cleaning.

Unit IV - Data sources and data quality

Identifying the authority of the data, credibility of the data, reliability, ethical considerations, data policies, and challenges: Data bias and discrimination in AI systems
Textbooks

References:

- Learning practical digital skills with Google
<https://applieddigitalskills.withgoogle.com/en/learn>
- Artificial Intelligence (AI) <https://www.ibm.com/think/topics/artificial-intelligence>

24HIN111	HINDI - II	L-T-P 2 0 0	C 2
-----------------	-------------------	--------------------	------------

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

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

UNIT 1

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

UNIT 2

Hindi Natak: Swadesh Deepak- "Kort Marshal"

UNIT 3.

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

UNIT 4.

A)Sankshepan,

B) .Anuvad: Paribhasha,Prakar, AnuvadKeLakshan, AnuvadKi Avashyakata, Passage (Translation)

C)Paragraph writing

D)Technical writing

REFERENCE

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

24MAL111	Malayalam II	L-T-P 2 0 0 C 2
----------	--------------	-----------------

Course objectives:

1. To develop independent reading skills and reading for appreciating literary works.
2. To develop elaboration and modernization of the vocabulary of a language

3. To enable the students to plan, draft, edit & present a piece of writing.

Course outcomes:

CO1: Develop the ability to read and critically appreciate a given text

CO2: Develop fluency in communication

CO3: Develop interest in blending of language and Indian Spirituality

CO4: To enable the learners to understand the grammatical structures of classes of words

ARTICULATION MATRIX

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

Unit Topic

1 Memoirs-One of the Selection from Chiudambara Smarana-Balachandran Chullikkadu-Critical analysis of his poetry)

2 Ancient Drama: Kerala Sakunthalam (Act 4), Kalidasa (Translated by Attoor Krishna Pisharody).

3 Satire One of the Selection from Chemmanam Chacko,VKN Or Punathil Kunjabdulla-philosophical dimens of Satire

4 Part of an auto-biography/travelogue:

Valarnnu varunna oratmavu(from Kanneerum Kinavum)-VT Bhattathirippad

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

Reference

Text books:

- 1) Hasa Sahithyam Kuttikrishna Mararu
- 2) Sakunthalam-Attoor/Kuttikrishna Marar
- 3) Kalidasa Hridayam-K.P.Narayana Pisharady
- 4) VKN-K.P.Appan
- 5) N.V.Krishna Warriar & Modern Poetry studies
- 6) Kanneerum Kinavum –V.T. Bhattathirippad
- 7) Adukkalayil Ninnu Arangatheykku-V.T.Bhattathirippadu
- 8) Nalla Malayalam- C.V.Vasudeva Bhattathiri
- 9) Tettum Sariyum-Prof. Panmana Ramachandran Nair

24TAM111	TAMIL II	L-T-P 2 0 0 C 2
----------	----------	-----------------

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 familiarising with linguistics, translation and creative writing

ARTICULATION MATRIX

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

அலகு 1

சிறுநிலக்கியங்கள்அறிமுகம்: கலிங்கத்துப்பரணி (பபோர்போடியது), முக்கூடற்பள்ளு 35. நோட்டுபுறவியல்: வரரவிலக்கணம், நோட்டுபுறப்போடல்கள், கரதகள், கரதப்போடல்கள், பழமமோழி, விடுகரதகள், கரலகள்.

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

அலகு 2

பக்திஇலக்கியம்: ஆண்டோள்முழுவரலோறு, திருப்போரவ (1,2,3,4)

அலகு 3

மதோல்கோப்பியம்: மபோருளிலக்கணம் - மோல்லிலக்கணம்

அலகு 4

மமோழிமபயப்பு: மமோழிமபயப்புவரககள், மமோழிமபயர்ப்பின்முக்கியதுவமும்பதரவயும்,

இயந்திரமோழிமபயர்ப்பு, மகோள்ரககள், இலக்கியமோழிமபயர்ப்பு.
 மமோழியியல்அறிமுகம்: மமோழியும்மமோழியியலும்,
 பயன்போடுமமோழியின்தன்ரமகள் ,மமோழியியல்துரறகள்.
 பரடப்புஉருவோக்குதல் (கருத்துபரிமாற்றம் - கவிரதஇலக்கியம்-
 அறிமுகம், விடுதரலக்குமுன்னும்பின்னும் - நாடகம் - சிறுகதத).

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

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

REFERENCES

மு.வரதரோன்“ தமிழ்இலக்கியவரலோறு”
 ஓஹித்யஅகமடமிபப்ளிபகஷன்ஸ் , 2012 மபோன்மணிமோறன்
 “அபடோன்தமிழ்இலக்கணம் “அபடோன்பப்ளிஷிங்குரூப், வஞ்சியூர்,
 திருவனந்தபுரம், 2007. <http://www.tamilvu.org/libirary/libindex.htm>.
http://www.gunathamizh.com/2013/07/blog0post_24.html நோ.வோனமோமரல,
 “தமிழர்நோட்டுப்போடல்கள்” நியூமஞ்சுரிபுத்தகமவளியீட்டகம் 1964,2006
 நோ.வோனமோமரல “பழங்கரதகளும், பழமமோழிகளும்
 ”நியூமஞ்சுரிபுத்தகமவளியீட்டகம், 1980,2008

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

S (L) – End Semester Examination Lab – 20

24SAN111	SANSKRIT II	L-T-P 2 0 0 C 2
----------	-------------	-----------------

Module I

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

Module II

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

Module III

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

Module IV

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

Module V

Translation of paragraphs from Sanskrit to English and vice versa

Module VI

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

Essential Reading:

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

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.

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

Unit I

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

Unit II

Sounds of English: Stress, Intonation
Instruction, Suggestion & Recommendation
Essay writing: Analytical and Argumentative
Current News Awareness

Unit III

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

Unit IV

Reports: Incident Report, Event Report
Situational Dialogue; Group Discussion (Opinion)

Unit V

Mini Project and Presentation

References:

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

26SWK191	Field Work -II (Block Mode)	L-T-P 0-0-8	C:4
-----------------	------------------------------------	--------------------	------------

For a semester of field work, students will be assigned to a variety of governmental and nongovernmental organizations. The field work handbook provides a detailed description of the duties and the standards used to evaluate them.

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

SEMESTER III

26SWK201	SOCIAL POLICY PLANNING AND DEVELOPMENT	L-T-P: 3-0-0	C 3
-----------------	---	---------------------	------------

Introduction:

This course introduces students to the foundations of social policy, planning, and development in India, linking classical frameworks with contemporary social realities.

Course Objectives:

1. Understand the concepts, principles, and evolution of social policy and social welfare in India.
2. Learn the process and determinants of policy formulation and planning.
3. Explore the relationship between social, economic, and environmental development.
4. Familiarize with key welfare policies and programs for vulnerable groups.
5. Develop critical, ethical, and reflective thinking about policy impacts and social justice

Course Outcomes:

1. Acquire conceptual and applied knowledge of social policy, welfare and development.
2. Demonstrate understanding of policy formulation and planning processes in the Indian context.
3. Analyse inter-relationships between social policy, planning, and social development goals.
4. Identify and evaluate major welfare policies and programmes for vulnerable groups.
5. Apply reflective, ethical and AI-literate approaches to social policy learning and analysis.

Skills:

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

CO-PO Mappings

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

Syllabus:

Unit I – Social Policy - 10 hrs.

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

Unit II – Process of Policy Formulation - 8hrs

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

Unit III- Social Planning - 16 hrs.

Social Planning: Concept, Objectives, Scope, Models, Inter-relationship between Social and Economic Planning, Social Planning in India, Five Year Planning in India, Social Planning and Social Change, - Inclusive and Sustainable Planning, 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), and linguistic minorities, women, children, older persons and persons with disabilities (PWDs), transgender, mentally ill persons, refugees, Substance Use, internally displaced persons (IDP) and project affected persons (PAPs). AI for vulnerable population data retrieval and ethical constraints.

Text Books:

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

26SWK202	INTRODUCTION TO PUBLIC HEALTH	L-T-P: 2-0-0	C 2
----------	-------------------------------	--------------	-----

Introduction

Public health is the science and art of preventing disease, prolonging life, and promoting health through organized efforts and informed choices. As future social workers, understanding public health equips students with the knowledge and skills to work at the intersection of people, policies, and prevention. This course provides a foundational understanding of public health from a social work perspective. It introduces students to key concepts such as disease prevention, health promotion, nutrition, sanitation, and the social determinants of health. Emphasis is placed on the Indian public health system, health communication, and the critical role social workers play in promoting community well-being. Through case-based discussions, reflective tasks, and basic health education tools, the course prepares students to engage with health challenges in diverse communities.

Pre-requisite: Interest in public health domain

Course Objectives

1. Introduce key concepts, history, principles, and determinants of Public Health, including health equity, health ethics, and preventive approaches.
2. Develop an understanding of basic epidemiological concepts, models of disease causation, major disease categories, and sources of health information.
3. Familiarize students with India's health system, national health programmes, health financing mechanisms, and public health planning processes.
4. Enable students to apply public health concepts in real-life contexts through community mapping, data collection, and a structured mini-project.

Course Outcomes:

CO1: Explain the foundational concepts of Public Health, including preventive medicine, health indicators, behavioural determinants, and health equity.

CO2: Describe and apply basic epidemiological concepts and models (Germ Theory, Triad, BEINGS, Web of Causation, Epidemiologic Wheel) to understand disease occurrence.

CO3: Analyze major communicable and non-communicable diseases and describe environmental, nutritional, maternal-child, geriatric, and lifestyle-related health issues.

CO4: Evaluate India’s healthcare delivery system, national health programmes, health financing schemes, and public health policies.

CO5: Apply course concepts to a local public health issue by conducting community mapping, collecting and analyzing data using digital tools, and presenting a structured action plan.

CO-PO Mappings

O / PO– PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	2	3	3	2	3	2
CO2	2	3	2	2	2	2	3	2	2
CO3	3	3	2	2	3	3	2	3	2
CO4	2	3	3	2	3	2	2	3	3
CO5	3	2	3	2	3	3	3	3	3

Course syllabus

Unit 1 Introduction and General Concepts in Public Health:

Definitions and concepts in Public Health, History of Public Health, Preventive Medicine: Levels of Prevention, Community Health Promotion and Health Education, Health Indicators: Measuring population health, Social and Behavioural Determinants of Health, Health Equity and Ethics

Unit 2 Basic concepts of Epidemiology:

Measures of health & disease in the community, Germ Theory, Epidemiological Triad, BEINGS model, Web of Causation, Epidemiological Wheel, Sources of Health Information – Integrated Health Information Platform (IHIP), Major disease areas: Communicable, NCDs, MCH, Geriatrics, Nutrition, Environmental Health: Pollution, Hazardous Habits, Poverty, Climate Concerns

Unit 3 Health problems and Health Policies

National Health Profile – an overview, Organization of Healthcare Delivery in India (public & private), National Health Programs (RMNCH+A, NCDs, TB, Nutrition etc.), Health Financing & Social Protection (NHM, Ayushman Bharat, etc.), Public Health Planning Process in India. Tele-health

Unit 4 Field exposure to unit 1 and preparing an action plan (Practical)

Students apply course concepts to a mini-project (individual or group-based) focused on a local public health issue. Project stages: Problem identification → Community mapping → Data collection (using digital tools) → Reflection & Report and Oral presentation.

Global Reports

1. World Health Statistics 2024. [Link](#)
2. World Development Report 2023 [Link](#)
3. World Development Indicators [Link](#)
4. Human Development Report 2025: A matter of choice: People and possibilities in the age of AI [Link](#)
5. Sustainable Development Report 2025 [Link](#)
8. Global Burden of Disease Study 2021 [Link](#)

References

Textbooks :

1. Holland, S. 2015. Public Health Ethics, 2nd edition. Cambridge: Polity Press. pp.1-78
2. Understanding global health, edited by W.H. Markle, M. Fisher and R. Smego, Columbus, McGraw Hill, 2007, 361 pp., including index and supplemental materials, ISBN 13: 978-0-07-148784-9; ISBN 10: 0-07-148784-03.
3. Merson MH, Black RE, Mills AJ. *International public health: diseases, programs, systems, and policies*, 2nd edn. Sudbury MA: Jones and Bartlett Publishers 2006
4. Bhalwar RajVir (ed). *Text Book of Public Health and Community Medicine*, Pune: Publisher Department of Community Medicine 2009, Armed forces medical college.Pune, In collaboration with World Health Organization Indian office. New Delhi.
5. K Park, Parks text book of preventive and social medicine, 19th edition Publisher, M/s Banarsidas Bhanot. Jabalpur

Suggested Readings:

1. Birn, A.E., Pillay, Y. & Holtz, T. (2009). Textbook of international health: Global health in a dynamic world, 3rd Ed. Oxford: Oxford University Press.
2. Bambra, C., Gibson, M., Sowden, A. Wright, K., Whitehead, M. Petticrew, M. (2010). Tackling the wider social determinants of health and health inequalities: Evidence from systematic reviews. *J Epidemiol Community Health*, 64:4 284-291.
3. Braveman Paula. Social conditions, health equity, and human rights. *Health and human rights*. 2010 15;12(2):31-48.
4. Cash, R., & Patel, V. (2020). Has COVID-19 subverted global health?. *Lancet* (London, England).

5. Di Cesare et al., Inequalities in non-communicable diseases and effective responses, The Lancet, Vol 381 (9866), 2013
6. Gruskin, S. (2006). Rights-based approaches to health: something for everyone. Health and Human Rights, 9(2), 5-9.
7. Kruk, M. E., Larson, E., & Twum-Danso, N. A. (2016). Time for a quality revolution in global health. The Lancet Global health, 4(9), e594-e596.
8. Kruk, M. E., Gage, A. D., Arsenault, C., Jordan, K., Leslie, H. H., Roder-DeWan, S., ... & English, M. (2018). High-quality health systems in the Sustainable Development Goals era: time for a revolution. The Lancet Global Health, 6(11), e1196-e1252.
9. McKee, M., Sim, F., & Pomerleau, J. (2011). The emergence of public health and the centrality of values. Issues in Public Health. 3, 37-41.
10. Pang, T., & Guindon, G. E. (2004). Globalization and risks to health. EMBO reports, 5(S1), S11-S16.
 - i SURE Rapid Response: How can the sustainability of a public health (food fortification) program be ensured?
11. Wade, R. H. (2004). Is globalization reducing poverty and inequality?. International journal of health services, 34(3), 381-414.

26SWK203	FOUNDATION OF SUSTAINABLE DEVELOPMENT	L-T-P 2-0-0	C 2
-----------------	--	--------------------	------------

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

- Introduce learners to the concept of development, the role of international organizations, and the purpose and functioning of the United Nations.
- Familiarize students with the principles of sustainable development, environmental challenges, and Bharatiya philosophical perspectives on nature and collective responsibility.
- Enable students to understand the transition from MDGs to SDGs and the global and national frameworks for their implementation.
- Develop the ability to interpret SDG targets and indicators, and understand the UN's role in monitoring and policy support.
- Equip learners to analyze the role of social work in achieving SDGs

Course Outcomes

- Explain the concept of development from multiple dimensions and describe the purpose, structure, and key initiatives of the United Nations.
- Analyze the concept of sustainable development, environmental degradation, resource use, Bharatiya philosophies, and collective responsibility.
- Describe the 17 Sustainable Development Goals and explain the transition from MDGs to SDGs.
- Interpret SDG targets, indicators, and the UN's role in research, monitoring, policy guidance, and sectoral development (health, energy, agriculture, climate).
- Evaluate the role of social work in advancing SDGs in India

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	2	3	2	2	3	2
CO2	2	3	2	2	3	3	2	3	2
CO3	2	3	2	2	2	2	2	2	2
CO4	2	3	3	2	3	2	2	3	3
CO5	3	3	3	2	3	3	3	3	3

Syllabus

Unit I - United Nations (UN)

Development: social, environmental, political, and economic dimensions. Bharatiya view on Development, Role of International Organizations in development. - Introduction to the UN: Purpose, Charter, Specialized Agencies (UNICEF, UNESCO, WHO, 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; Green technologies and closed-loop production systems. Dharma and Protection of nature and collective responsibility- Bharatiya philosophies

Unit III - UN Sustainable Development Goals (SDGs)

Transition from Millennium Development Goals (MDGs) to SDGs. The 2030 agenda for sustainable development: the 17 SDGs Global perspectives on implementation.

Unit IV - Targets and indicators of the SDGs

Understanding “goals”, “targets”, and “indicators.”- UN's role in research, monitoring, and policy guidance.

Indicators for Zero Poverty, Health for All, Women's Empowerment. Sustainable Agriculture, Clean Energy Access, Climate Action, and Responsible Cities.

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.

References

Textbooks:

1. Ghai, D., & Vivian, J. M. (1995). Grassroots environmental action: people's participation in sustainable development. London, UK: Routledge. Retrieved from https://books.google.co.in/books?hl=en&lr=&id=-KGsAgAAQBAJ&oi=fnd&pg=PP1&dq=Sustainable+Development+AND+India&ots=1ottVop011&sig=rXPuUgHRcAXkVadmoEvhw27Bp4Y&redir_esc=y#v=onepage&q=Su stainable%20Development%20AND%20India&f=false
2. Ossewaarde, M. J. (2018). Introduction to sustainable development. Thousand Oaks, CA: Sage.
3. Patel, B. N. & Nagar, R. (Eds.). (2018). Sustainable development and India. Convergence of law, economics, science, and politics. New Delhi, India: Oxford University Press.

Suggested Readings

1. Emas, R. (2015). Brief for GSDR 2015. The concept of sustainable development: Definition and defining principles. Retrieved from https://sustainabledevelopment.un.org/content/documents/5839GSDR%202015_S D_conc ept_definiton_rev.pdf
2. Kumar, S., Kumar, N., & Vivekadhish, S. (2016). Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs): Addressing unfinished agenda and strengthening sustainable development and partnership. Indian Journal of Community . Medicine, 41(1), 1-4. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4746946/>
3. Ministry of Health & Family Welfare, Government of India & World Health Organization, Country Office for India. (2016). The transition from MDGs to SDGs in India. Big agenda, big opportunities. Retrieved from http://www.searo.who.int/india/topics/sustainabledevelopmentgoals/sdg_backgrou nd_paper.pdf?ua=1
4. Peeters, J. (2012). Social work and sustainable development: Towards a social-ecological practice model. Journal of Social Interventions: Theory and Practice, 21(3), 5-26. Retrieved from <https://dspace.library.uu.nl/handle/1874/255892>
5. UNDP. (n.d.). Sustainable Development Goals. Retrieved from https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Bookle t_Web _En.pdf

6. United Nations, Department of Public Information. (2008). Everything you always wanted to know about the United Nations. For students at intermediate and secondary levels. Retrieved from <http://unic-ir.org/Engaboutun.pdf>
7. United Nations. (1945). Charter of the United Nations and statute of the international court of justice. Retrieved from <https://treaties.un.org/doc/publication/ctc/uncharter.pdf>
8. United Nations. (2016). Final list of proposed Sustainable Development Goal indicators. Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1), Annex IV. Retrieved from <https://sustainabledevelopment.un.org/content/documents/11803Official-List-ofProposed-SDGIndicators.pdf>
9. United Nations. (2017). Voluntary national review report India. On the implementation of sustainable development goals. Report presented to The United Nations High Level Political Forum, New York, July 2017. Retrieved from <https://sustainabledevelopment.un.org/content/documents/15836India.pdf>
10. United Nations. (n.d.). Transforming our world: The 2030 agenda for sustainable development. A/RES/70/1. Retrieved from <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
11. Véron, R. (2001). The “new” Kerala model: Lessons for sustainable development. World Development, 29(4), 601-617 Retrieved from <http://www.vedegylet.hu/fejkrit/szvggyujt/SD%20lessons%20new%20Kerala%20model.pdf>

26SWK204	Contemporary Social Problems and Concerns	L-T-P 3-0-0	C 3
-----------------	--	--------------------	------------

Introduction

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

Course Objectives

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

Course Outcome

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

CO-PO Mapping

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

Course Syllabus

Unit I - Conceptual understanding of social problems:

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

Unit II - Gender and Related Concerns

Understanding gender, Gender discrimination, Gender based violence: Domestic Violence, Sexual Harassment, Rape, Economic inequalities, Sex selective abortion, Dowry, Trafficking of Women and Children- Causes, Types and Impact, Prevention, Remedy **Gender and Technology:** online harassment, and digital safety for women and marginalized Genders.

Unit III - Marginal and Vulnerable Groups

Scheduled Castes, Scheduled Tribes, NT, DNTs and other invisible communities, Other Backward Classes and Minorities. Street and working children: Rag pickers, street children, Juvenile Delinquency, Child abuse- School & Family Interventions. Child Labour: causes, remedial programmes. Problem of older persons: Nature and extent. Social exclusion. Digital Divide and exclusion – Structural inequality and its impact
Migration

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

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

Unit V - Dealing with Social Problems

Role of Local, National and international organizations – Policy, planning and legislation. Role of CSOs (Civil Society Organizations) –NGOs: Mobilization and social action. 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

References

Text books:

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

Suggested Readings:

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

26SWK205	ICT and Social Work - 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:

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

Syllabus:

Unit I - Introduction to ICT for Case management

Theories and models of case management; Role of ICT in information and communication; Mira app in Persona creation (<https://miro.com/templates/personas/>)

Unit II - Data and ethical considerations

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

Unit III - Introduction to data analysis

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

Unit IV - Descriptive data analysis

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

Unit V - Introduction to computing

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

Textbooks

References:

Learning practical digital skills with Google <https://applieddigitalskills.withgoogle.com/en/learn>
Mira app in Persona creation (<https://miro.com/templates/personas/>)

26SWK290	Field Work -III (Block Mode)- PRA Specific	L-T-P	0-0-8	C 4
-----------------	---	--------------	--------------	------------

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.

24ELS201	Essential Life Skills I	L-T-P-C: 1-0-2-2
-----------------	--------------------------------	-------------------------

Pre-requisite:

An open mind and the urge for self-development, Basic English language skills, knowledge of high school level mathematics.

Course Objective:

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

Course Outcomes

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

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

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

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

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

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

Skills:

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

CO-PO Mapping (MCN)

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

Syllabus

Soft Skills

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

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

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

Aptitude

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

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

Verbal Skills

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

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

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

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

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

References:

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

Evaluation Pattern

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

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

26CUL200 INTEGRATED AMRITA MEDITATION TECHNIQUE L-T-P-C 0-0-2-1		
A. Nature of Course: Lab/Practical		
B. Course Description: The course introduces students to the Integrated Amrita Meditation Technique (IAM 20), a structured practice that combines yogic stretches, regulated breathing (pranayama), and guided meditation. The course integrates both theoretical understanding and experiential practice to enhance emotional balance, stress resilience, concentration, and overall holistic development. Aligned with United Nations Sustainable Development Goal 3 (SDG 3): Good Health and Well-Being, the course promotes preventive mental health care, emotional well-being, and sustainable lifestyle practices among students. By fostering inner stability, self-awareness, and self-regulation, the programme supports academic excellence and contributes to the development of healthy individuals and communities. The course is expected to improve student well-being, enhance academic focus and cognitive clarity, reduce stress-related indicators, and promote compassionate and emotionally supportive culture.		
C. Course Objectives: • To promote overall health and well-being of students. • To train students in the structured practice of IAM 20. • To develop emotional regulation and stress management skills. • To encourage reflective awareness and compassionate living.		
D. Course Outcomes: After successful completion of the course, students will be able to:		
CO	Course Outcomes	Knowledge Level (Bloom's Taxonomy)
CO1	Explain principles and components of IAM 20	Understand (L2)
CO2	Demonstrate and correct meditation practice independently	Apply (L3)
CO3	Analyze personal stress patterns using meditation insights	Analyse (L4)
CO4	Evaluate personal growth through daily practice	Evaluate (L5)
E. CO-PO Mapping: [affinity: 3 – high; 2- moderate; 1- slightly]		

CO's	Program Outcomes (PO's)											Program Specific Outcomes (PSF's)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	1	-	2	-	-	1	-	-	-
CO2	-	-	-	-	-	2	2	1	1	-	1	-	-	-
CO3	-	-	-	-	-	1	1	2	-	-	1	-	-	-
CO4	-	-	-	-	-	1	1	1	1	-	1	-	-	-

F. Syllabus

Unit 1: Foundations of Meditation (CO1)

- Meaning and purpose of meditation
- Demonstration and supervised training
- Overview of structure of IAM
- Guidance for safe and effective practice
- Importance of mental health

Unit 2: Theoretical Foundations (CO2)

- Structure and components of IAM: yogic stretches, regulated breathing, and guided meditation
- Breath–mind connection
- Integration of IAM practice into daily routine and academic life
- Application of IAM for stress management, concentration, and holistic student development

Unit 3: IAM Practical Training (CO3)

- Preparatory stretches
- Pranayama components
- Guided meditation sequence
- Corrections and common challenges

Unit 4: Integration and Transformation (CO4)

- Building daily discipline
- Research evidence in higher education
- Compassion and mindful communication

G. Evaluation Pattern:

Assessment	Internal (60)	External (40)
Attendance	20 Marks	
Class Participation	20 Marks	
Activity	20 Marks	

Practical Demonstration		30 Marks	
Viva		10 Marks	

Semester IV

26SWK211	Social Welfare Administration	L-T-P : 3-0-0	C 3
-----------------	--------------------------------------	----------------------	------------

Prerequisite: Social policy foundations, social welfare foundations

Course Objectives:

1. Introduce the foundational concepts, evolution, and importance of social welfare and administration in India.
2. Develop an understanding of Social Welfare Administration (SWA), its principles, functions, skills, and administrative structures at various governmental levels.
3. Enable students to understand Human Service Organisations (HSOs), their history, types, legal processes, registration, and governance.
4. Familiarize students with major social welfare programmes for diverse populations across central and state governments.
5. Equip students with knowledge and skills in administrative procedures, reporting, financial management, resource mobilization, and understanding regulatory frameworks like FCRA and Income Tax provisions.

Course Outcomes:

CO1: Explain the meaning, evolution, and significance of social welfare and administration, including POSDCORB and principles of management.

CO2: Describe the nature, scope, functions, and principles of Social Welfare Administration and administrative structures at central, state, and local levels.

CO3: Analyze the evolution, types, and legal frameworks of Human Service Organisations, including registration acts and organizational governance.

CO4: Identify and evaluate social welfare programmes for diverse and vulnerable populations in India.

CO5: Apply administrative and financial procedures in HSOs/CSOs/VOs, including reporting, fundraising, and regulatory compliance (12A, 80G, FCRA).

Skills:

- Develop the ability to critically analyze social welfare policies, understanding their implications and impact on diverse populations.

- Develop skills in evaluating the effectiveness of social welfare programs and interventions.

CO-PO Mappings

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	2	3	2	2	3	2
CO2	2	3	3	2	3	3	2	3	3
CO3	2	2	3	2	2	3	2	2	3
CO4	3	3	2	2	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3

Course Syllabus

Unit – I Social Welfare and Administration

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

Unit – II Social Welfare Administration (SWA)

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

Unit- III Human Services Organisations and welfare administration

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

National Policy on Voluntary Sector - 2007. Problems and challenges in administration of Voluntary organization. Digital technology and tools for Welfare Administration in HSOs

Unit - IV Social Welfare Programmes for Various Populations

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

Unit – V Administration of HSOs/CSOs/VOs

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

Textbooks:

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

References:

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

26SWK212	SOCIAL WORK WITH DIFFERENTLY ABLED	L-T-P 3-0-0	C 3
-----------------	---	--------------------	------------

Course Objectives:

This course aims to:

COB1: Provide foundational knowledge on disability concepts, definitions, types, and models of understanding disability.

COB2: Develop understanding of disability-related issues, societal attitudes, stigma, discrimination, and challenges to inclusion.

COB3: Familiarize students with national and international disability laws, rights frameworks, and service/programme provisions.

COB4: Equip learners with knowledge of rehabilitation approaches, theoretical perspectives, and the role of social workers in disability settings.

COB5: Introduce the use and relevance of assistive technologies in enhancing independence and communication for persons with disabilities.

Course Outcomes:

CO1: Explain disability concepts, definitions, types, and models, including the evolution of disability in India.

CO2: Analyze issues, challenges, and societal responses such as stigma, discrimination, exclusion, and prospects for inclusion.

CO3: Evaluate disability policies, legal frameworks, rights-based legislations, services, and programmes available to persons with disabilities.

CO4: Apply rehabilitation perspectives, approaches, and social work roles in educational, vocational, social, and community-based rehabilitation settings.

CO5: Describe and assess the role of assistive technologies in promoting communication, independence, and accessibility for persons with disabilities.

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	2	3	2	2	3	2
CO2	3	3	2	2	3	3	2	3	2
CO3	2	3	3	2	3	2	2	3	3
CO4	3	3	3	2	3	3	3	3	3
CO5	2	2	2	3	2	2	2	2	2

Syllabus:

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

Definitions: Impairment, Handicap and Disability; Types/Categories of Disability. Model of Managing Disability: The Charity Model, the Medical Model (individual), Social Model, Rights

Based Model. Disability in India: History, Trends and Current situation

UNIT - II Disability Issues, Problems and Responses 10 hrs

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

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

United Nations Convention on Rights of Person with Disabilities. Various legislations (RCI Act, RPD Act & National Trust Act). Services and programmes for Persons with

Disabilities: Role of government and civil society. Disability Counseling: Components and Approaches Gendered aspects of disability.

UNIT - IV Rehabilitation of Persons with Disability: 10 hrs

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

UNIT - V Assistive Technology and Disability: 5 hrs

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

Suggested Readings:

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

26SWK213	Communication for Social and Behavioural Change	L-T-P 2-0-0	C 2
-----------------	--	--------------------	------------

Introduction

This course provides an intellectual foundation for understanding how communication influences social and behavioural change. It examines major theories of development, conceptualisations of communication, and their applications in real-world development sectors such as gender, health, nutrition, environment, education, climate resilience, and livelihoods. The course prepares students to design communication strategies for development practice in governmental, non-governmental, and community-based settings.

Course Objectives

1. To understand communication theories and models that inform development and social change.

2. To enable students to convert knowledge into action by developing practical communication skills used in the field.
3. To strengthen work-based competencies necessary for effective professional performance in communication for development (C4D).

Course outcome:

CO1: Identify and explain the major theories and models of development, and their link to communication and social change.

CO2: Analyse the various conceptualisations of media and communication, and their role in human development.

CO3: Demonstrate understanding of basic steps in designing communication strategies for development interventions.

CO-PO Mapping:

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

Content

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

Early theories and models of development (Modernisation, Dependency, Diffusion, Participation), Contemporary theories of development (Capabilities approach, Human development, Gendered development), Human rights-based approach to development, Approaches to development in India, Communication for development: Theories, models and debates ,C4D theories (Behaviour Change Communication, Social Mobilisation, Advocacy Communication

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

Gender, Climate change and community resilience, Environment & Sustainability communication, Health, nutrition, Water, sanitation (WASH), financial inclusion, and livelihoods, Education and learning empowerment. Case studies (India & Global South).

Community participation and culturally grounded communication. Role of social norms, values, and behaviour triggers

Unit: III: Media and communication for development in India

Communication for development in India- Print media, Audio-visual media, Community media (folk media, community radio, local networks) & Digital media. ICTs, social media and development communication
Communication approaches - Advocacy, Social marketing, Media campaigns, Entertainment education, Peer education and community led communication.

References

Textbooks:

1. Cardoso, F. H. and E. Faletto. 1979. Dependency and Development in Latin America. Berkeley, CA: University of California Press
2. Gibson Timothy A. 2010. The Limits of Media Advocacy, Communication, Culture & Critique 3 (1):44- 65.
3. Edwards, Bob and John D. McCarthy 2004. "Resources and Social Movement Mobilization". In Snow, Soule, and Kriesi, The Blackwell Companion to Social Movements, 116-152 Oxford: Blackwell.
4. Balatchandirane, G. (2003). Gender discrimination in education and economic development: A study of South Korea, China and India. International studies, 40(4), 349- 378.
5. Gupta, B., & Dubey, S. (2019). Contemporary Issues and Challenges in the Indian Education System. International Journal of Engineering and Management Research (IJEMR), 9(1), 190-194.
6. Heslop, L. (2014). Understanding India: The future of higher education and opportunities for international cooperation. British Council

Suggested Readings

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

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

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

5. Vilanilam, John V. 2005. Mass communication in India: a sociological perspective.

26SWK214	Introduction to Family Welfare and Child Protection	L-T-P 2-0-0	C 2
-----------------	--	--------------------	------------

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 systems functioning at various government levels.
2. To understand the concept of vulnerability and vulnerable children by preventing and responding from perspective.
3. To introduce students the various government policies, programmes and schemes provide for care and protection of children.

Course outcome

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

CO-PO Mapping:

	PO 1	PO2	PO 3	PO 4	PO 5	PS O1	PSO2	PSO 3	PS O4	PS O5
CO1	3	3	2	2	2	3	3	2	2	2
CO2	3	3	2	2	3	3	3	2	2	2
CO3	3	3	3	2	3	3	3	3	2	2
CO4	3	3	3	2	3	3	3	3	2	2

Course Syllabus

Unit I - Introduction to Family, and Parenting

Family: Concept, Importance. Types of families, Diverse Functions, Structure and Size of Families, Change in Families and, Impact of Family Conditions on the Child, Parents and Teachers in Child care and Protection- Effective parenting and Parenting skills, Challenges of parenting.

Unit II - Understanding Child and Childhood

Child: Concepts, Definition, Legal and Constitutional Definitions, Understanding Childhood: Cultural, Political, Social, Historical, Biological and Philosophical Perspectives. Definition of Vulnerability and Vulnerable children. Situational analysis of underprivileged children.

Unit III - Child Rights: National and International Perspective

Understanding child rights, Needs, Welfare and Rights, concept of Child Rights and Human rights, Provisions for Child Rights in the Constitution of India, History of UNCRC, Basic Principles and Constituents of UNCRC, Implications of India being a Signatory to the UNCRC.

Unit IV - Child Protection system in India

History and development Child Protection system in India system in India: National and State level child protection scheme and Programmes; National Policies related to Children, Overview of Legal System in India, National and State Commission for Protection of Child Rights. (NCPCR and SCPCR, Important Schemes and Services for Ensuring Child Right- ICPS (Integrated Child Protection System) (Mission Valsalya),), Role of Duty Bearers in Ensuring Child Rights- Family, Community, Civil Society and Media, Role of State.

Unit V - Introduction to Laws related to Children Protection in India

The Juvenile Justice (Care and Protection Act, 2015), The Protection of Children from Sexual Offences Act, 2012, The Commissions for Protection of Child Rights Act, 2005, The child Labour (Prohibition and Regulation), Act 1986. AI-generated case scenarios for CWC/JJB hearings; fact-checking AI summaries of laws/schemes; AI news scans of current child rights issues, validated against official sources.

References

Textbooks:

1. Adenwala, M.(2006), Child protection and juvenile justice system for juvenile in conflict with law, Childline India Foundation: Mumbai (Web)
2. Bajpai, A.(2003)Child Rights in India: Law, Policy and Practice, New Delhi: Oxford university press
3. Manoharan, A. & Mehendale, A. (2012) Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University.
4. Childline (2008)The Essentials of Child Protection: A Handbook for Beginners, Mumbai: Childline India Foundation.
5. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,

Suggested Readings

1. Child Labor: Getting the message across: a manual to strengthen the production and use of information about child labor in Asia, Regional Working Group on Child Labor (RWG-CL)

2. Child Abuse and the law: A review of the law and the legal process, Save the Children, Norway.
3. GoI (undated) The Integrated Child Protection Scheme, Government of India (pp 5-28) (Web)
4. Child Protection, Current Status and Recommendations of strategies for the Indian Country Programme for 2003-2007, A consultative report by Murali Desai, December 2001
5. Child Victims Rights: A report: international conference on child sex abuse victim protective investigation and trial procedure, 1996.
6. Hurlock, B Elizabeth, (1990), Development Psychology :A lifespan Approach, Tata McGraw-Hill Publishing Company Ltd., New Delhi.
7. Mehendale, A. (2012) Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.
8. Butler, I, Roberts, G. (2004) Social Work With Children and Families: Getting in to Practice, Second Edition, London, Jessica Kingsley Publishers.
9. Rescue and Rehabilitation of child victims, A Report: Department of Women and child development., 2005
10. https://wcd.kerala.gov.in/beneficiary-info.php?benef_sl=MmRXOG5xUyN2eQ==
11. https://wcd.kerala.gov.in/service-info.php?service_category_sl=Nw==

26SWK215	Climate Change and Disaster Management	L-T-P: 2-0-0	C:2
-----------------	---	---------------------	------------

Introduction

This course provides an overview of climate change science and its links with disaster occurrence, vulnerability, resilience, and management. Students will learn the socio-economic and ecological impacts of climate change and disasters, and the role of social work and community-based approaches in disaster risk reduction and post-disaster recovery.

Course Objectives

1. To introduce students to the science of climate change and its broad impacts on society, ecosystems and livelihoods.
2. To develop understanding of core disaster management concepts — hazard, vulnerability, risk, resilience, capacity, mitigation — and their relation to development.
3. To enable students to apply social work and community-based approaches in disaster risk reduction, preparedness, response, and recovery.

Course Outcomes (CO)

1. Explain the scientific basis of climate change and its major impacts (agriculture, water, health, ecosystems).

2. Define and differentiate key disaster management concepts (hazard, vulnerability, risk, resilience) and illustrate national/state disaster profiles.
3. Apply community-based disaster management approaches and social work interventions for mitigation, preparedness, response and psychosocial care.

CO-PO Mapping

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

Syllabus:

Unit 1: Climate Change, The Science of Climate Change; Causes: 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

Unit II: Understanding the Concept and Definitions: Disaster, Hazard, Vulnerability, Risk, Resilience, Capacity, Mitigation Impact of Disasters, Disaster Profiles - Global, National, State-wise scenario of disasters.

Unit III: Climate change and disasters - Links between global warming, deforestation, pollution. Socio-cultural and economic dimensions of environmental degradation: Common pool resources, livelihood and disasters; Impacts on food production and supply.

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,

Unit V: Climate Change and Disaster Risk Reduction, adaptation and disaster risk reduction, Disaster risk reduction and the UNFCCC process. Use of digital tools for community mapping and needs assessment in disaster contexts (mobile surveys, GPS mapping, basic participatory GIS).

References

1. Blaikie, Piers et al, At Risk: Natural Hazards, People's Vulnerabilities and Disasters, London, Routledge and Kegan, Paul, 1994.
2. Bankoff, G., Hilhorst. D. and Frerks. G, Mapping Vulnerability: Disasters, Development and People, James & James/ Earthscan, 2004.
3. NDMA guidance documents and national disaster management plan (accessible online) — for policy and practice reference

Prerequisites:**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 (QDA Minor Lite), including handling missing data, types of visualizations, and the ethical principles associated with data visualization.

Course Outcomes:

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

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

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

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

Skills:

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

CO-PO Mapping:

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

CO4	3	3	2	2	2	3	3	2	2
-----	---	---	---	---	---	---	---	---	---

Syllabus:

Unit I - Data collection and management

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

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

Microsoft Excel; Google Maps; Tableau Public; Writing inferences and reports; QDA Minor Lite (free-software for data management and basic visualisation)

Textbooks

References:

- **QDA Minor Lite:** <https://provalisresearch.com/products/qualitative-data-analysis-software/freeware/>
- **QGIS**

24SWK291	Field Work -IV (Block Mode)- PRA Specific	L-T-P 0 0-8	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-: 1-0-2	C 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 problemsolving skills.

Course Outcomes

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

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

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

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

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

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

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

CO-PO Mapping (MCN)

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

Syllabus

Soft Skills

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

Group Discussions: Advantages of group discussions, Types of group discussion and Roles played in a group discussion. Personality traits evaluated in a group discussion. Initiation

techniques and maintaining the flow of the discussion, how to perform well in a group discussion. Summarization/conclusion.

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

Aptitude

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

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

Verbal Skills

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

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

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

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

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

References:

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

16. A Modern Approach to Logical Reasoning, R S Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

Evaluation Pattern

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

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

Semester V

26SWK301	Management for Social Work Practice	L-T-P 3-0-0 C: 3
-----------------	--	-------------------------

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 concepts and processes of management, including recruitment and managerial functions.
2. Explain the functions of an organization and the motivating factors in team-based work.
3. Describe administrative procedures and systems required for effective NGO management.
4. Understand and apply the knowledge and skills required for organizational management by social workers.

CO-PO Mapping:

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

Course Syllabus

Unit I - Introduction to Management (10 Hrs)

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

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

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

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

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

Employee rights – remuneration, incentives, P.F., insurance, pension schemes etc.

Motivation of staff-significance, Motivational theories, Leading/Directing: meaning and importance Leadership-types, theories, Controlling: Nature, scope, control process, effective control system, control techniques – traditional and modern. Reporting: definition, types

Unit IV – Organizational Behavior and Development

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

Unit V - Management for social work practitioners

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

Reference

Text Books

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

4. Rao V.S.P (2012). Management Text and Cases (2nd edition) .Excel Books, Delhi

Suggested Readings

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

26SWK302	Psychosocial Perspectives and Counselling	L-T-P : 3-0-0	C: 3
-----------------	--	--------------------------	-------------

Introduction

This course has been contextualized and embedded in the broader perspective of life span development and conceptualization of psychosocial care. s. 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

CO-PO Mappings

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

Course Syllabus

Unit I: Human Development and Behaviour: Stages in mental development: Pre-natal, Infancy and Babyhood, Early childhood, Late Childhood, Puberty, Adolescence, Adulthood; Personal growth milestones and resilience, Learning theories; Social Perception – attitude, prejudice, stereotyping, group behaviour; Indian scriptures on human development, Western and Indian theories of development. Shodasha Samskaras and Four ashrams of life

Unit II: Parenting and Adolescence :

Effective parenting, Parenting Styles, Positive parenting, Understanding the emotional and behavioural problems of children and adolescents, AI emotion analysis tools. Psychosocial interventions

Unit III: Psycho-Social care:

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

Unit III: Psycho-Social care:

Conceptual clarity, definition, significance, scope of psycho-social care in professional social work, Identification of Psycho-social needs, individual, family and societal levels, Psycho-social intervention among individuals, groups and community level, Psychosocial care plan for disaster-affected families, Skills and techniques in providing psycho-social care, Ethics in psychosocial care.

Unit IV: Counselling Concepts and Stages:

Concept and definition, elements, characteristics, goals, Historical evolution as a profession, Scope and Significance, Client Counsellor Relationship, Client facing displacement or discrimination, Skills in counselling, Qualities of a counsellor, characteristics of the client, Values and professional ethics in counselling, checklist for a counselor. *Dos and Don'ts in counselling*. Lay counselling. Stages in counselling, AI chatbot for counselling training. Ethical issues of use of AI in Counselling

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

Reference

Textbooks:

1. Ashford, J.B, Lecroy, C.W. & Lortie, K.L Human Behavior in the Social Environment: A Multidimensional Perspective. (2nd Edition) Belmont, CA, Wadsworth/ Thomson Learning 2001.
2. Baron, Robert A. 'Psychology', New Delhi: Prentice- Hall of India 2004.
3. Hurlock, Elizabeth 'Developmental Psychology: a life Span Approach', New Delhi: Tata McGraw Publishing Company Ltd 2003.

Suggested Readings:

1. IASC (2007). 'Guidelines on Mental Health and Psychosocial Support in Emergency Settings' [Online].http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf [Accessed 31st September 2010]
2. Sekar, K., Parthasarathy, K., Muralidhar, D., & Chandrasekar Rao, M. (eds.) (2007) 'Handbook of Psychiatric Social Work'. 1st edition. Nimhans publications.
3. Sitholey, P., Agarwal, V., & Vrat, S. (2013). Indian mental concepts on children and adolescents. *Indian Journal of Psychiatry*, 55(Suppl 2), 277-282. Retrieved from [<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705696/>]
4. Srivastava, C., Dhingra, V., Bhardwaj, A., & Srivastava, A. (2013). Morality and moral development: Traditional Hindu concepts, *Indian Journal of Psychiatry*, 55(Suppl 2), 283-287. Retrieved from [<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705697/>]

26SWK303	HUMAN RIGHTS AND SOCIAL JUSTICE	L-T-P 2-0-0	C 2
----------	---------------------------------	-------------	-----

Introduction:

The course Human Rights and Social Justice introduces students to the historical evolution and philosophical foundations of human rights, with a focus on their relevance to social work practice. It provides an understanding of constitutional provisions and legal frameworks related to human rights and social justice, particularly within the Indian context. The course equips learners with essential advocacy skills to address human rights violations and promote equity and dignity. Emphasis is placed on developing an integrated and rights-based approach to social work practice. Through this course, students are prepared to uphold human rights principles while engaging with individuals, groups, and communities in diverse social settings.

Course Objectives:

- 1.To orient about the origin and development of Human Rights.
- 2.To develop knowledge about the constitutional provisions relating to Human Rights and Social justice.
- 3.To acquire advocacy skills to deal with several matters relating to Human Rights.

- 4.To develop an integrated approach to Social Work practice to uphold Human Rights and Social Justice.

Course Outcomes:

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

CO-PO Mappings

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

Syllabus:

Unit I - Concepts and theoretical background

Definitions, characteristics, and philosophical foundations of Human Rights and Social Justice. Theories of Justice and Equality; emerging perspectives on intersectionality and inclusivity.

Unit II - International human rights standards

Universal Declaration of Human Rights (1948); Covenants of 1966; conventions on racial, gender, and sexual minority rights; UN bodies (UNICEF, UNHCR, UNESCO) in promoting justice for displaced populations.

Unit III- Human rights movements in India

Unit III: Human Rights Movements in India – National freedom movement; Dalit, women's, environmental, and LGBTQ+ movements; contemporary struggles of refugees and migrants. Human Rights Act 1993 , Human Rights and Technology –

Unit IV - Social justice in India

Constitutional guarantees; rights of women, children, elderly, minorities, differently abled, and displaced persons; role of social institutions in ensuring equality and inclusion.

Unit V - Contemporary Human Rights Issues

Contemporary Human Rights Issues – Climate change and environmental justice; digital surveillance and privacy; ethical dilemmas of AI in human rights; social work responses to violations.

References

Textbooks:

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

Suggested readings:

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

26SWK304	Quantitative Research in Social Work	L-T-P-C 3-0-0 C 3
-----------------	---	--------------------------

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

Course objectives:

1. To enable the students to develop a scientific approach for systematic procedure in social work quantitative research.

2. To recognize various concepts of descriptive and inferential statistics
3. Learn the process of Data collection, organization, presentation, analysis and report writing. To develop skills in managing of quantitative data.
4. 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

CO-PO Mapping:

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

Syllabus:

Unit I – Basics of Social Science Research

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

Unit II – Steps in Social Science Research

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

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

Reference

Text Books:

1. Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques.
2. Kumar, Ranjit. (2005). Research methodology. New Delhi: Pearson Education. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat

Suggested readings:

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

2. Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods.
3. Jaipur: Rawat Publications.
4. Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).

24SWK305

ICT and Social Work - Level 5

L-T-P 1 0 2 C 2

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.

CO-PO Mapping:

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

Syllabus:

Unit I - Technology for Community Development

Community informatics; Social media for social work; Tools for PRA; Immersive Technologies (VR/AR) for Community Awareness, Education, and Participatory Learning; Data management and data analysis tools (e.g. QDA Minor Lite).

Unit II - Community data and profiling

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

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

Unit IV - Introduction to programming

Python/R based

References:

Textbooks

- The Coding Manual for Qualitative Researchers by Johny Saldana

26SWK390	Field Work -V (Block Mode)	L-T-P C	0-0-8	4
-----------------	-----------------------------------	----------------	--------------	----------

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

26SWK391	Rural/ Tribal Camp	L-T-P	0-0-4 C 2
-----------------	---------------------------	--------------	------------------

Introduction

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

Course Objective

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

Rural Camp Requirements (Content):

1. Rural camp for 5 to 7 days in a rural village or a tribal area.
2. Pre camp preparation: Students must conduct pilot visits to the rural camp areas to identify and select in consultation with faculty in charge of the camp, framing objectives,
3. Planning: Objectives, Activities, and outcome. Develop Skills in planning and organizing programs in the community, plan programme schedule and funds, preparation of action plan.
4. Implementation: Students will conduct situational analysis and do needs assessment to plan and implement the programmes. Conduct Baseline survey or need assessment, programme designing, evaluation survey, engaging in community activities (Social Survey, street play, medical camp, awareness programmes, Life Enrichment Education activities, Service activities etc) during the rural camp.
5. Students should prepare a Social Work Camp report and submit it to their respective faculty supervisor.

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

Assessment / Evaluation of Rural Camp:

Daily evaluations on the performance of students will be undertaken by the faculty members coordinating camp. A written report on the reflections about the rural camp will also be evaluated.

Course Outcome

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

26SWK306	Mentor Programme I	L-T-P 1-0-0	C 1
----------	--------------------	-------------	-----

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.

This foundational course prepares postgraduate students to serve as peer mentors, supporting the academic, emotional, and social transition of first-year students at Amrita Vishwa Vidyapeetham. Through a structured approach blending theory and practice, students will acquire essential mentoring competencies, including consultation, conflict mediation, intercultural communication, and gender-sensitive leadership

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

Course Objectives:

CO1: Understand and apply foundational mentoring skills including consultation, mediation, interpersonal and intercultural communication.

CO2: Acquire tutoring and facilitation skills, including planning, public speaking, and presentation techniques.

CO3: Develop emotional intelligence through self-reflection, mindfulness, and empathy-based mentoring practices.

CO4: Demonstrate leadership and ethical mentoring strategies, particularly in gender-sensitive and inclusive contexts.

Course Outcomes:

CO1: Demonstrate the ability to conduct basic consultation and mediation using empathetic listening and conflict-resolution strategies.

CO2: Apply tutoring, facilitation, and presentation skills in real or simulated mentoring contexts.

CO3: Practice emotional intelligence through reflective journaling, mindfulness routines, and constructive feedback exchanges.

CO4: Implement ethical, gender-sensitive, and inclusive mentoring practices in interactions with mentees.

CO-PO Mapping

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

Course syllabus

Unit I - Consultation and its required skill set

Theories of professional consultation ,practice consultation sessions , empathetic and active Listening. Role-play consultation session in pairs, followed by self and peer review

Unit II: Mediation and Conflict Management

Mediation principles and 9-step approach, conflict resolution strategies, emotional de-escalation. Simulate mediation scenarios using group-based conflict case studies and AI scenario generator.

Unit III: Interpersonal and Intrapersonal Communication

Inter- and intrapersonal skills, Non-violent communication, feedback, emotion regulation, mindfulness practice, peer-feedback and journaling

Unit IV: Mentor-Mentee Relationship and Conceptualization

Conceptualization of the Mentoring process, Dynamics of mentor-mentee roles, trust building, ethical boundaries

Unit V: Gender-Sensitive Mentoring

Gender inclusivity in education, strategies for empowerment, bias awareness. Inclusive mentoring practice using case vignettes; Critique of AI responses to gendered prompts.

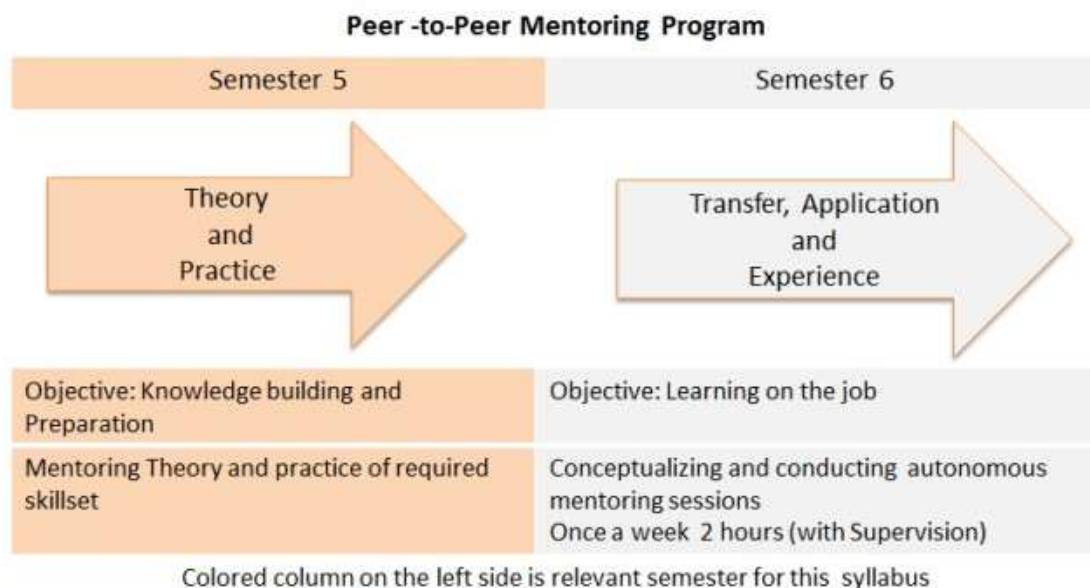
References:

Textbooks

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

Suggested Readings

1. Brewer, A. M., & Brewer, A. M. (2016). Mentoring from a positive psychology perspective. Springer.
2. Dashper, K. (2019). Mentoring for gender equality: Supporting female leaders in the hospitality industry. *International Journal of Hospitality Management*, 102397.
3. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In *Career Moves* (pp. 35-46).
4. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). Promoting intercultural communication competencies in higher education. IGI Global.
5. Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). Coaching and mentoring: Theory and practice. Sage.
6. Hegstad, C. D. (2010). Career Mentoring. *Handbook of Improving Performance in the Workplace: Volumes 1-3*, 536–554.
7. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. *CBE—Life Sciences Education*, 16(2), ar34.
8. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. *PloS one*, 15(4), e0231410. 76
9. Phillips-Jones, L. (2003) The Mentee's Guide: How to Have a Successful Relationship with a Mentor. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, 530.268.1146.
10. Phillips-Jones, L. (2003) The Mentor's Guide: How to Be the Kind of Mentor You Once
 a. Had—Or Wish You'd Had. CCC/The Mentoring Group, 13560 Mesa Drive, Grass
 b. Valley, CA 95949, 530.268.1146.
11. Starr, J. (2014). The mentoring manual: Your step by step guide to being a better mentor. Pearson UK.
12. American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007).



24ELS301**Essential Life Skills III****L-T-P-C: 1-0-2-2**

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

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

Course Outcomes

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

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

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

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

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

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

CO-PO Mapping (MCN)

PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO							
CO1	3	3	3				3
CO2	3	3	3				3

CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

Syllabus

Soft Skills :

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

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

Leadership: Initiating and managing change, Internal problem solving, Evaluation and coordination, Growth and productivity, Importance of Professional Networking.

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

Aptitude

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

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

Verbal Skills

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

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

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

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

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

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

References:

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

Evaluation Pattern

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

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

Semester VI

26SWK311	Social Legislation for Social Work	L-T-P 3-0-0	C: 3
----------	------------------------------------	-------------	------

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. Understand the basic concepts of the judicial system and constitutional safeguards for vulnerable sections.
2. Examine legislations for the protection of women, children, transgender and disadvantaged groups.
3. Develop legislative literacy and its application to social work practice.

Course Outcomes (CO)

1. Familiarize with the Indian Legal System and social legislations.
2. Identify and interpret legal provisions for vulnerable groups.
3. Apply knowledge of RTI, PIL, and related tools in social change.
4. Demonstrate awareness of legal processes in field-based practice

CO-PO Mapping:

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

Course Syllabus

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

Unit II: Laws Related to Children-The Juvenile Justice (Care and Protection of Children) Act, 2015; POCSO Act 2012; The Criminal Law (Amendment) Act, 2013; The Child Labor (Prohibition and Regulation) Amendment Act, 2016; Prohibition of Child marriage Act 2006; Children's Right to (Free & Compulsory) Education Act 2009 .

Unit III: Laws Related to Women- Introduction to Immoral Traffic (Prevention) Act 1956; Dowry Prohibition Act 1961, Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redress) Act -2013; Section 85 and 86 of Bharatiya Nyaya Sanhita 2023, Other relevant provisions from the The Bharatiya Nyaya Sanhita 2023, & Bharatiya Nagarik Suraksha Sanhita,2023.

Unit IV: Laws Related to Socially Disadvantaged -The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Amendment Act, 2015, The Rights of Persons with Disabilities Act, 2016, Scheduled tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Maintenance and Welfare of Parents and Senior Citizens Act 2007; Bonded Labour (System) Abolition Act-1976

Unit V: Laws for Social Change- Right to Information Act-2005

Viksit Bharat Guarantee for Rozgar and Aajeevika Mission (Gramin) (VB-G RAM G), 2026 ; Central Educational Institutions (Reservation in Admissions) Act 2006. Recent Amendments in Social Legislations. (8 Hrs.).

References

Text Books

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

Suggested Readings:

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

26SWK312	QUALITATIVE RESEARCH IN SOCIAL WORK	L-T-P: 3-0-0	C: 3
-----------------	--	---------------------	-------------

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

Course objectives:

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

Course Outcomes

CO1: Understand the basic concepts of Qualitative research

CO2: To identify and Formulate appropriate Qualitative Research methods.

CO3: to analyze and write reports using Qualitative Data

Skills:

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

CO-PO Mappings:

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

Course Syllabus:

Unit 1: Foundations of Qualitative Research

Meaning and Purpose of Qualitative Research in Social Work (exploratory, theory-building, contextual texture for practice), Distinguishing Qualitative vs Quantitative, Research Philosophy & Paradigms in Qualitative Research (Ontology, Epistemology & Axiology for writing decisions and Core Paradigms-Interpretivism / Social Constructivism).

Unit 2: Designing Qualitative Research

Research Problem Formulation, Qualitative Research Methods, (Field Study / Naturalistic Observation, Case Study, Focus Group Discussions, Narratives, Participant Observation and

Field Notes, Secondary Research for Qualitative Inquiry). Ethical Protocols in Qualitative Design

Unit 3: Managing and Analysing Qualitative Data

Data Management Techniques (Organising data systems (transcripts, field notes, audio backups, memos)), Coding & thematic development, Qualitative Data Analysis Methods, Writing Holistic, Multi-perspective Qualitative Findings, Report Writing.

Reference: Textbooks:

1. Tolley, et al. 2016. Chapter Two: The Language and Logic of Qualitative Research. Pages 17-44. In *Qualitative Methods in Public Health. A field guide for applied research*. Second Edition. Wiley. Available in UNC libraries: <http://search.lib.unc.edu/search?R=UNCb8557796>
2. Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative health research*, 17(10), 1316- 1328

Suggested Readings:

1. Joseph Maxwell. *Qualitative Research Design: An Interactive Approach*. Sage Publications. Chapter 4: “Research Questions: What do you want to understand?”
2. Weitzman, E. 2000. Chapter 30: Software and Qualitative Research. In: *Handbook of Qualitative Research*, Second Edition. Denzin, NK and Lincoln, YS (editors). Sage Publications. Thousand Oaks, CA. (pp. 780- 782).

26SWK313	SUSTAINABLE COMMUNITY DEVELOPMENT	L-T-P	3-0-0	C: 3
----------	-----------------------------------	-------	-------	------

Introduction

This course introduces the students to the principles, approaches, and practices that promote sustainable development at the community level. It emphasizes the integration of social, economic, and environmental dimensions in community development processes. Students will explore participatory and inclusive strategies that empower communities to achieve self-reliance and resilience. The course also highlights the role of social work professionals in facilitating sustainable change through community-based interventions, policy advocacy, and capacity building aligned with the Sustainable Development Goals (SDGs).

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 and challenges of Community Development.
4. To gain knowledge of National, State, and Local policies and programs for Community Development.
5. To understand the roles of Governmental and Non-Governmental Organizations in Community Development.
6. To introduce simple applications of ICT and AI-based tools for sustainable community planning and development monitoring.

Course Outcomes:

- CO1: Acquire knowledge on the concept and types of Development.
- CO2: Gain knowledge on Rural, Urban, and Tribal Community Development.
- CO3: Understand the elements and challenges of Community Development.
- CO4: Analyze National, State, and Local policies and programs for Community Development.
- CO5: Examine the roles of GOs, NGOs, and technology integration in Community Development.

CO-PO Mapping

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

Syllabus:

Unit I – Development: Concept and Definition (5 Hrs.)

Development – Concept and Definition of Development – economic, social, community and sustainable development. Rural, Urban and Tribal Community Development, participatory development, Good Governance and accountability

Unit II – Rural Community Development (10 Hrs.)

Determinants and problems of rural development — rural poverty, migration, agrarian crisis, food security, land acquisition, social exclusion, human–animal conflicts. Rural development agencies and programs; analysis of past and current schemes; role of voluntary organizations. Participatory Rural Appraisal (PRA) and digital participatory tools for rural development.

Unit III – Tribal Community Development (10 Hrs.)

Tribes — conceptualization, characteristics, socio-economic and cultural aspects; leadership patterns; livelihood and displacement issues. Forest rights, eviction, resettlement and rehabilitation; local self-governance and socio-economic challenges. Atrocities and exploitation; role of ITDP and digital inclusion for tribal empowerment.

Unit IV – Urban Community Development (10 Hrs.)

Urbanization processes: population growth, concentration, segregation, urban renewal, migration, and planned cities. Urban social organization — cultural, political, and economic aspects; urban problems — overcrowding, crime, poverty, slums, waste management. Urban social welfare programs and sustainable city development. Role of Smart City initiatives and data-driven urban governance for sustainable living.

Unit V – Policies and Programs for Sustainable Community Development in India (10Hrs.)

National and State-level policies on Rural, Urban, and Tribal Development. Major rural and tribal development programs; urban planning and PPP models; 74th Amendment and local governance. Role of UNDP, World Bank, and national development authorities. Monitoring sustainable development through SDG indicators and AI-enabled data analysis in community projects.

Reference

Text Books:

1. *Rhonda Phillips, Robert H. Pittman.* (2009), *An Introduction to Community Development*, New York, Routledge.
2. *Singh Katar.* (2009) *Rural Development: Principles, Policies and Management*. New Delhi, Sage Publication
3. *Sisodia Singh Yatindra.* (2005) *Functioning of Panchayat Raj System*. Jaipur, Rawat Publications.
4. *UNDP.* (2000) *Rural Urban Linkages; An Emerging Policy Priority*. New York, Bureau for Development Policy.

5. *Devendra Thakur* (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.

Suggested Readings

6. *Sing & Vyas* (1989) Tribal Development, Himanshu, New Delhi .
7. *Mukherjee Amitava*. (2004) Participatory Rural Appraisal –Methods & Applications in Rural Planning. New Delhi, Concept Publishing Company
8. *Ramachandran R*, Urbanization and Urban Systems in India, Oxford India Paperbacks, 2009.
9. *Aichbhaumik, Debajyoti*, Indian Policy on Industrialization, Urbanization and Industrial New Town Development in Gideon Golani, Ed, International Urban Policies, John Wiley & Sons, New York 1978, pp. 231-48.
10. *Bhargava Gopal*, Urban Problems and Policy Perspectives, Abhinav Publications, New Delhi, 1981.
11. *Sundaram K V*, Urban and Regional Planning in India, Vikas, New Delhi 1977

26SWK314	Project Formulation and Management	L-T-P: 3-0-0	C: 3
-----------------	---	---------------------	-------------

Introduction:

Project Management is one of the most effective approaches for designing, implementing, and evaluating initiatives within defined yet dynamic constraints. Its principles and methods are universally applicable across organizations and sectors, making it indispensable to sustainable organizational success and professional growth. This course introduces students to the essential language, frameworks, and leadership practices of project management, equipping them to formulate, plan, and manage projects with clarity and accountability. By the end of the course, students will be able to conceptualize and manage projects that not only achieve defined goals but also contribute to sustainable, inclusive, and ethically grounded community development.

Course Objective:

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

Course Outcome:

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

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

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

CO - PO MAPPING:

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

Course Syllabus

Unit I: Project Management- An overview of concepts and processes organizations and work; operations, understanding project, project life cycle, project management process; Activities, output, outcome, deliverables, performance indicators and evidence. Ethical Foundations of Project Management (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. Interdisciplinary approach in Project 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.)
SDG- centric Project Outcomes

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.) AI for Project management (Planning, Scheduling) – Ethical use.

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. Digital Evidence and Transparency. (10 Hrs.)

References

Textbooks

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

Suggested Readings:

26SWK315	ICT for Social Work -Level 6	L-T-P - C 2-0-0 - 2
-----------------	-------------------------------------	----------------------------

Course Objectives:

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

Course Outcomes:

CO1: Understands the significance of computational approach in social science research
CO2: Basic programming skills with Python/R
CO3: Encourage critical thinking in the application of computational methods to social issues.
CO4: Gains hands-on experience in leveraging basic machine learning and NLP techniques.
CO5: Understanding fundamental concepts of machine learning, including supervised and unsupervised learning.

Skills:

- Basic programming skills with Python/R.
- Use advanced tools to draw indepth analytical inferences.

- Proficiency in designing research studies by selecting appropriate computational approaches to address the social problems.
- Familiarity with natural language processing (NLP) tools for analyzing and extracting insights from text data.
- Capability to apply data science and machine learning techniques to solve real-world problems.

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	3	-	2	3	-	2
CO2	1	1	3	2	-	2	3	-	2
CO3	2	3	2	3	2	2	3	3	2
CO4	1	2	3	2	-	2	3	2	2
CO5	1	1	3	3	-	1	3	-	2

Syllabus:

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

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

Unit II: Text as Data (8 Hrs.)

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

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

Data cleaning techniques. Data transformation; Linear Regression; Logistic Regression; Decision Trees;

Classification and categorization techniques;

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

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

Textbooks

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

References:

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

26SWK316	Foundations of Academic Writing and Research Ethics and Values	L-T-P 3-0-0	C 3
----------	--	-------------	-----

Prerequisite: Foundation in research methodology, interest in paper writing

Introduction

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

Course Objectives

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

Course Outcomes

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

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

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

CO4: Foster Ethical Research Practices and Cultural Sensitivity

Skills:

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

CO-PO Mappings

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

Course syllabus

Unit I — Foundations of Effective Academic Writing (12 Hours)

Principles of effective scholarly composition Integrating/paraphrasing/synthesizing sources without plagiarism Compare & contrast academic essay writing | Practice exercises in class

Unit II — Understanding Academic Literature & Paper Engagement (8 Hours)

How to read academic papers effectively Speed reading vs close scientific reading (chart reference on page 5 compares these) Identifying main arguments, reasoning flaws, rhetorical gaps Summarizing a paper ethically and academically | Hands-on summarization

Unit III — Evolution and Frameworks of Research Ethics (10 Hours)

Major ethical milestones, Nuremberg Code, Belmont Report, Helsinki Declaration, W Reed Yellow Fever 1901 ethics conditions, The Surgeon General Report 1966, National specific ethical regulations for Social Science & WASH research embedding Ethical frameworks governing Social Work and Human-Centered research design. Ethical Principles: Beneficence, Non-maleficence, Justice, Fidelity, Autonomy, Integrity**

Unit IV — Ethical Issues in Field Research (5 Hours)

Ethical Rules - Informed consent, Voluntary participation Confidentiality, Anonymity, Privacy, Autonomy, Fair Selection, No Deception, Trustworthiness, No Plagiarism and No Fabrication, Ethical dilemmas in data collection, processing and reporting, Researcher vs researched relationship issues (Power, roles, boundaries, reflexivity)** Cultural sensitivity as social work ethical obligation, Protocol writing for ethical research conduct

Unit V — AI Literacy, Prompting & Ethical Disclosure (10 Hours),

Prompt Engineering for Academic Writing Ethical AI use for:Citation discovery, Argument outlining, Grammar improvement, Clarity enhancement**, Ethical disclosure formats when using AI assistance, Ownership and accountability principles in AI-assisted academic writing, Research Paper Writing and Peer Feedback

Textbooks

1. Barry, M. (2011). Steps to academic writing. Cambridge, UK: Cambridge University Press.
2. Levin, P. (2004). Write great essays! Reading and essay writing for undergraduates. London, UK & New York, NY: Open University Press.
3. Savage, A. & Mayer, P. (2013). The short essay. Effective academic writing 2. Student Book (2nd edition). Oxford, UK: Oxford University Press.
4. Savage, A. & Shafiei, M. (2014). The paragraph. Effective academic writing 1. Student Book (2nd edition). Oxford, UK: Oxford University Press.
5. Aallah, G., Chantler, T., & Geissler, P. W. (2016). Global health research in an unequal world: ethics case studies from Africa (p. 275). CABI CAB International.
6. Oliver, P. (2010). The student's guide to research ethics. McGraw-Hill Education (UK).
7. Resnik, D. B. (2018). The ethics of research with human subjects: Protecting people, advancing science, promoting trust (Vol. 74). Springer.

Suggested Readings

1. Charles Darwin University. (n.d.). Academic essay writing. A resource to assist tutors working with indigenous students. For students at Charles Darwin University. Darwin, Australia: Charles Darwin University Press. Retrieved from <https://www.cdu.edu.au/sites/default/files/acike/docs/academic-essay-writingresource.pdf>
2. Eastwood, J. (2002). Oxford guide to English grammar (7th impression). Oxford, UK: Oxford University Press. Retrieved from https://www.uop.edu.jo/download/research/members/oxford_guide_to_english_grammar.pdf
3. Essays. (n.d.). University of Northampton, Skills Hub, Library and Learning Services. Retrieved from <https://skillshub.northampton.ac.uk/essays/>
4. Jordan, R.R. (1992). Academic writing course. Nelson study skills in English (New edition). Surrey, UK: Nelson. Retrieved from http://art.pte.hu/letoltes/tuskes_anna/academic_writing_course.pdf
5. Learning and Teaching Unit of the University of Essex. (2008). How to improve your academic writing. Essex, UK: University of Essex. Retrieved from <https://www.york.ac.uk/media/study/schoolsandcolleges/sixth-form-resources/how-toimproveyour-academic-writing.pdf>
6. Lynch, T., Anderson, K., & Elloway, A. (2013). Grammar for academic writing. Edinburgh, Scotland: English Language Teaching Centre, University of Edinburgh. Retrieved from https://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf
7. Norton, L., Pitt, E., Harrington, K., Elander, J., & Reddy, P. (2009). Writing essays at university. A guide for students, by students. London, UK: Write Now

- Centre for Excellence in Teaching & Learning, London Metropolitan University.
Retrieved from
https://www.researchgate.net/publication/242291998_Writing_Essays_at_University_A_Guide_For_Students_By_Students
8. Peterson, P. W. (2003). *Developing writing. Writing skills practice book for EFL. Beginning/intermediate level*. Washington, DC: United States Department of State, Office of English Language Programs. Retrieved from
https://americanenglish.state.gov/files/ae/resource_files/developing_writing.pdf 83
9. The Library Academic Engagement Team, Library Services, University of Birmingham. (2014). *Research and study skills: Academic writing. Student pack (2nd edition)*. Birmingham, UK: University of Birmingham. Retrieved from
<https://www.birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf>
10. University of Calicut, School of Distance Education. (n.d.). *Writing for academic and professional success. Study material. Second semester. Common course: ENG2 A03. For BA/BSc/BCom (2017 admission onwards)*. University of Calicut, School of Distance Education. Retrieved from <http://14.139.185.6/website/SDE/sde593.pdf>
11. Capron, A. M., Cash, R., Gutnick, R., Saxena, A., & Wikler, D. (Eds.). (2009). *Casebook on ethical issues in international health research*. World Health Organization.
12. Eckenwiler, L., Pringle, J., Boulanger, R., & Hunt, M. (2015). Real-time Responsiveness for Ethics Oversight During Disaster Research. *Bioethics*, 29(9), 653-661.
13. Ermine, W., Sinclair, R., & Jeffery, B. (2004). *The ethics of research involving Indigenous peoples*. Saskatoon, Saskatchewan: Indigenous Peoples' Health Research Centre.
14. Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. *Qualitative inquiry*, 10(2), 261-280.
15. Farrell, Ann (2005). *Ethics and Research with Children*. In Farrell, A (Ed.) *Ethical Research with Children*. Open University Press, United Kingdom, pp. 1-14.
16. Kulig, T. C., Pratt, T. C., & Cullen, F. T. (2017). Revisiting the Stanford Prison Experiment: A case study in organized skepticism. *Journal of Criminal Justice Education*, 28(1), 74-111.
17. Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith Jr, G. R., & Gehlert, S. (2010). Human subjects protections in community-engaged research: a research ethics framework. *Journal of Empirical Research on Human Research Ethics*, 5(1), 5-17.
18. Sathyamala, C. (2019). In the name of science: Ethical violations in the ECHO randomised trial. *Global Public Health*, 1-16.

19. World Health Organization, & Council for International Organizations of Medical Sciences. (2016). International ethical guidelines for health-related research involving humans.

26SWK317	Mentor Program II	L-T-P 1-0-0	C 1
-----------------	--------------------------	--------------------	------------

Introduction

This advanced segment of the Mentor Programme provides students with the opportunity to transfer, apply, and deepen the mentoring knowledge acquired in the previous semester. Students will autonomously design and conduct mentoring sessions, integrating skills in consultation, intercultural communication, mediation, leadership, and civic responsibility. The course emphasizes professional supervision, peer feedback, and reflective improvement.

Pre requisite: Pass in Mentor Program I, Interest in mentor

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

Course Objectives

1. Enable students to independently plan, coordinate, and conduct mentoring sessions using applied mentoring skills.
2. Enhance students' capacity for self-reflection, ethical practice, supervision utilization, and continuous improvement in mentoring contexts.

Course Outcomes

1. Apply mentoring skills—including consultation, mediation, interpersonal communication, and intercultural sensitivity—in real mentoring sessions.
2. Engage in reflective practice through supervision, peer feedback, and self-evaluation to improve mentoring effectiveness.

Skills:

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

CO-PO Mappings

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

Course Syllabus

Unit I: Mentoring Theory Refresher

Consultation, mediation, Interpersonal Communication- active listening, empathy, non-violent communication, mindfulness *Activity*: Role-play and simulation of mentor-mentee conversations; journaling reflection on listening and presence

Unit II: Planning and Conceptualizing Mentoring Sessions

Application of prior learning to structure mentoring programs

Activity: Create detailed mentorship session plans; peer review and feedback

- *Duration*: 3 hours

Unit III: Transfer and Application (Autonomous Sessions)

Weekly mentoring sessions with 3 mentees

Activity: Conduct and log mentoring sessions; use faculty-supervised feedback to refine technique

Unit IV: Supervision and Professional

Continuous mentoring supervision and reflection

Activity: Bi-weekly check-ins with professional supervisors; group case study presentations

Unit V - Reflection of the Mentoring Experience

Students reflect on their experience

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

Unit V: Reflection and Improvement

Peer-to-peer feedback, reflective practices, mentoring experience analysis

Activity: Create a reflective portfolio including session summaries, feedback received, and growth reflections

References

Textbooks

1. Gordon, S. (2020). Standards for instructional supervision: Enhancing teaching and learning. Routledge.

2. Laverick, D. M. (2016). Mentoring processes in higher education (pp. 1-84). Springer International Publishing.

Suggested Readings

1. Brewer, A. M., & Brewer, A. M. (2016). Mentoring from a positive psychology perspective. Springer.
2. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In Career Moves (pp. 35-46). Brill Sense.
3. Dashper, K. (2019). Mentoring for gender equality: Supporting female leaders in the hospitality industry. International Journal of Hospitality Management, 102397.
4. Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). Coaching and mentoring: Theory and practice. Sage.
5. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). Promoting intercultural communication competencies in higher education. IGI Global.
6. Kumar, P. (Ed.). (2018). Exploring dynamic mentoring models in India. Springer International Publishing.
7. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. CBE—Life Sciences Education, 16(2), ar34.
8. Phillips-Jones, L. (2003) The Mentee's Guide: How to Have a Successful Relationship with a Mentor. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley.
9. Phillips-Jones, L. (2003) The Mentor's Guide: How to Be the Kind of Mentor You Once Had—Or Wish You'd Had. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley.
10. Starr, J. (2014). The mentoring manual: Your step by step guide to being a better mentor. Pearson UK.
11. Vongalis-Macrow, A. (Ed.). (2014). Career moves: mentoring for women advancing their career and leadership in academia. Springer Science & Business Media.
12. American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007). Journal of American College Health, 55(4), 195–206.

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



Assessment Methods:

- Mentoring Session Portfolio (30%)
- Peer and Supervisor Feedback (20%)
- Session Planning and Reflection Reports (20%)
- Case Study Presentation (15%)
- Final Reflective Journal (15%)

26SWK392	Field Work -VI - Block Mode	L-T-P 0-0-8	C 4
----------	-----------------------------	-------------	-----

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.

26SWK399	RESEARCH PROJECT 1	C 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 smallscale research project.
5. To enhance students' ability to analyse and interpret research findings in the context of social sciences.

Course Outcomes:

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

Skills:

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

CO-PO Mapping:

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

Evaluation Pattern:

Assessment	Internal	External	Total
Internal Guide Assessment (In terms of Attendance, Contribution and Reports)	50		

Viva- Voce Examination		30	100
Dissertation		20	

Semester VII

26SWK401	Corporate Social Responsibility (CSR) and Social Work	L-T-P	3-0-0	C 3
-----------------	--	--------------	--------------	------------

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 evolution, principles, and significance of CSR in India and globally.
2. To learn the legal frameworks, policies, and reporting requirements governing CSR.
3. To analyse the role of social workers, NGOs, and implementation agencies in CSR initiatives.
4. To develop skills in planning, executing, monitoring, and evaluating CSR projects.

5. To understand and apply various CSR models, including social entrepreneurship and social marketing, for sustainable development.

Course outcome:

CO1: Understands the evolution, importance, and models of CSR in India.
CO2: Interpret and apply CSR legislation, policies, reporting norms, and government expectations.
CO3: Analyse the role of social workers and voluntary organisations in CSR implementation.
CO4: Demonstrate skills in CSR project planning, monitoring, evaluation, and documentation.
CO5: Compare and apply different CSR models including social entrepreneurship, social marketing, and crowd-funding.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	3	3	2	2	2
CO2	3	3	3	2	3	3	3	3	2	2
CO3	3	3	3	3	3	3	3	2	3	2
CO4	3	2	3	2	2	3	2	3	3	2
CO5	3	3	3	2	2	3	3	3	3	2

Course syllabus

Unit I: Understanding CSR- Evolution, importance, relevance and justification. CSR in the Indian context, CSR through triple bottom line and Sustainable Business, Corporate strategy. CSR, Carroll's model Major codes on CSR Initiatives in India. Indian corporate sector- Case studies. (7 Hrs.)

Unit II: Structure of CSR- CSR-Legislation in India Section 135 of Companies Act 2013, Rules under Section 13; Scope of CSR activities (Schedule VII), 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- The Drivers of CSR in India, 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.) , Roles and responsibilities of corporate foundations. Generating draft project proposal ideas aligned with Schedule VII using AI and ensure human oversight and ethical use of AI.

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

References

Text books

1. Corporate Governance, Ethics and Social Responsibility, V Bala Chandran and V Chandrasekaran, PHI learning Private Limited, New Delhi 2011.
2. White H. (2005) Challenges in evaluating development effectiveness: Working paper 242, Institute of Development Studies, Brighton
3. William B. Werther Jr. and David Chandler, Strategic Corporate Social Responsibility: Stakeholders in a Global Environment, Second Edition, Sage Publications, 2011 2.
4. Sanjay K Agarwal, Corporate Social Responsibility in India, Sage Publications, 2008
5. Mark S. Schwartz, Corporate Social Responsibility: An Ethical Approach, Broadview Press, 2011 4.
6. Key Concepts in Corporate Social Responsibility - Suzanne Benn, Dianne Bolton, Sage Publications
7. George Pohle and Jeff Hittner, Attaining Sustainable Growth through Corporate Social Responsibility, IBA Global Business Services, 2008.

Suggested Readings

1. UNDP (nd) Governance indicators: A users guide . Oslo: UNDP
2. CSR India – Ready Reckoner Comprehensive guidelines for CSR Activities by IICA.
3. Rao, Subbha (1996) Essentials of Human Resource Management and Industrial Relations, Mumbai, Himalaya
4. Rao, V.S.L. (2009) Human Resource Management, New Delhi, Excel Books,
5. R.C.Sekhar – Ethical Choices in Business – Response Books, 2002
6. Corporate Governance and business Ethics by All India Management Association – Excell Books

26SWK402	Human Behaviour and Environmental Sustainability	L-T-P 3-0-0
----------	--	-------------

Introduction

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

Solutions to climate change and environmental degradation caused by human activities ultimately boils down to behavior change, to solve the behavioral problems, and create new proenvironmental behaviors, first we need to answer questions like what is environmentally significant behavior...? How behavior is formed...? And what are the most important factors that influence behavior...?. The objective of this course is to equip a student to answer such questions through scientific

understanding and critically analysing the existing behavioral models, theories and reflecting on real-life scenarios

Course Objectives

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

Course syllabus

Unit I - Basics of environmental sustainability

Concept, definition and importance of sustainability

Unit II - Foundations of environmental Psychology

- Basic concepts and evolution of environmental psychology

Source of our current environmental crisis

Unit III - Thinking critically about Behavior models of Pro environmental behavior

- Rational models
- Norm activation models (Morality)
- Hybrid models
- Important factors influencing behavior

Unit IV - Gender & contextual factors

- Ecofeminism
- Behavior models and gender
- Nudge

Course outcome:

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

Textbooks

1. The Oxford Handbook of Environmental and Conservation Psychology (One chapter, Chapter 1)
2. Clayton, Susan D., ed. The Oxford handbook of environmental and conservation psychology. Oxford University Press, 2012.
3. Environmental Psychology: An Introduction (7 chapters, Chapter 13 to 19)
4. Steg, Linda Ed, Agnes E. Van Den Berg, and Judith IM De Groot. Environmental psychology: An introduction. BPS Blackwell, 2013.

References

1. Stern, P. C., & Dietz, T. (n.d.). A Value-Belief-Norm Theory of Support for Social movements. The case of environmentalism.pdf.
2. Stern, P. C. (2000). New Environmental Theories: Toward a Coherent Theory of Environmentally Significant Behavior. *Journal of Social Issues*, 56(3), 407–424.
<https://doi.org/10.1111/0022-4537.00175>
3. Han, H. (2015). Travelers' pro-environmental behavior in a green lodging context: Converging value-belief-norm theory and the theory of planned behavior. *Tourism Management*, 47, 164–177. <https://doi.org/10.1016/j.tourman.2014.09.014>
4. Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior *Environmental Education Research*, 8(3), 239–260. <https://doi.org/10.1080/13504620220145401>
5. Klöckner, C. A. (2013). A comprehensive model of the psychology of environmental behaviour—A meta-analysis. *Global Environmental Change*, 23(5), 1028–1038.
<https://doi.org/10.1016/j.gloenvcha.2013.05.014>
6. Steg, L., Bolderdijk, J. W., Keizer, K., & Perlaviciute, G. (2014). An integrated framework for encouraging pro-environmental behaviour: The role of values, situational factors and goals. *Journal of Environmental psychology*, 38, 104-115.
7. Steg, L., & Vlek, C. (2009). Encouraging pro-environmental behaviour: An integrative review and research agenda. *Journal of environmental psychology*, 29(3), 309-317.
8. Stern, P. C., Dietz, T., & Kalof, L. (1993). Value orientations, gender, and environmental concern. *Environment and behavior*, 25(5), 322-348.

9. De Groot, J. I., & Steg, L. (2009). Morality and prosocial behavior: The role of awareness, responsibility, and norms in the norm activation model. The Journal of social psychology, 149(4), 425-449.

86

10. Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes, 50(2)

26SWK497	RESEARCH PROJECT II		C 4
-----------------	----------------------------	--	------------

Prerequisite: Basic Research Methods and Completion of Research Project 1

Course Overview:

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

Course Objectives:

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

Course Outcomes:

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

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

CO-PO Mappings:

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

Evaluation Pattern:

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

26SWK316	Foundations of Academic Writing and Research Ethics and Values	L-T-P 3-0-0	C 3
----------	--	-------------	-----

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

4. 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
5. Why Ethics? Understanding the history of exploitation of humans in research studies and Review of the International and India's National Ethical Principles (ICMR)
6. Practicing Dharma in research and Interacting with participants: Multiple roles and power dynamics and Plagiarism in its multiplicity of forms

Course Outcomes

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

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

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

CO4: Foster Ethical Research Practices and Cultural Sensitivity

Skills:

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

CO-PO Mappings

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

Course syllabus

Unit I — Foundations of Effective Academic Writing (12 Hours)

Principles of effective scholarly composition Integrating/paraphrasing/synthesizing sources without plagiarism Compare & contrast academic essay writing | Practice exercises in class

Unit II — Understanding Academic Literature & Paper Engagement (8 Hours)

How to read academic papers effectively Speed reading vs close scientific reading (chart reference on page 5 compares these) Identifying main arguments, reasoning flaws, rhetorical gaps Summarizing a paper ethically and academically | Hands-on summarization

Unit III — Evolution and Frameworks of Research Ethics (10 Hours)

Major ethical milestones, Nuremberg Code, Belmont Report, Helsinki Declaration, W Reed Yellow Fever 1901 ethics conditions, The Surgeon General Report 1966, National specific ethical regulations for Social Science & WASH research embedding Ethical frameworks governing Social Work and Human-Centered research design. Ethical Principles: Beneficence, Non-maleficence, Justice, Fidelity, Autonomy, Integrity**

Unit IV — Ethical Issues in Field Research (5 Hours)

Ethical Rules - Informed consent, Voluntary participation Confidentiality, Anonymity, Privacy, Autonomy, Fair Selection, No Deception, Trustworthiness, No Plagiarism and No Fabrication, Ethical dilemmas in data collection, processing and reporting, Researcher vs researched relationship issues (Power, roles, boundaries, reflexivity)** Cultural sensitivity as social work ethical obligation, Protocol writing for ethical research conduct

Unit V — AI Literacy, Prompting & Ethical Disclosure (10 Hours),

Prompt Engineering for Academic Writing Ethical AI use for: Citation discovery, Argument outlining, Grammar improvement, Clarity enhancement**, Ethical disclosure formats when using AI assistance, Ownership and accountability principles in AI-assisted academic writing, Research Paper Writing and Peer Feedback

Textbooks

3. Barry, M. (2011). Steps to academic writing. Cambridge, UK: Cambridge University Press.
4. Levin, P. (2004). Write great essays! Reading and essay writing for undergraduates. London, UK & New York, NY: Open University Press.
3. Savage, A. & Mayer, P. (2013). The short essay. Effective academic writing 2. Student Book (2nd edition). Oxford, UK: Oxford University Press.
4. Savage, A. & Shafiei, M. (2014). The paragraph. Effective academic writing 1. Student Book (2nd edition). Oxford, UK: Oxford University Press.
5. Aellah, G., Chantler, T., & Geissler, P. W. (2016). Global health research in an unequal world: ethics case studies from Africa (p. 275). CABI CAB International.
6. Oliver, P. (2010). The student's guide to research ethics. McGraw-Hill Education (UK).
7. Resnik, D. B. (2018). The ethics of research with human subjects: Protecting people, advancing science, promoting trust (Vol. 74). Springer.

Suggested Readings

1. Charles Darwin University. (n.d.). Academic essay writing. A resource to assist tutors working with indigenous students. For students at Charles Darwin University. Darwin, Australia: Charles Darwin University Press. Retrieved from <https://www.cdu.edu.au/sites/default/files/acike/docs/academic-essay-writingresource.pdf>
2. Eastwood, J. (2002). Oxford guide to English grammar (7th impression). Oxford, UK: Oxford University Press. Retrieved from https://www.uop.edu.jo/download/research/members/oxford_guide_to_english_grammar.pdf
11. Essays. (n.d.). University of Northampton, Skills Hub, Library and Learning Services. Retrieved from <https://skillshub.northampton.ac.uk/essays/>
12. Jordan, R.R. (1992). Academic writing course. Nelson study skills in English (New edition). Surrey, UK: Nelson. Retrieved from http://art.pte.hu/letoltes/tuskes_anna/academic_writing_course.pdf
13. Learning and Teaching Unit of the University of Essex. (2008). How to improve your academic writing. Essex, UK: University of Essex. Retrieved from <https://www.york.ac.uk/media/study/schoolsandcolleges/sixth-form-resources/how-toimproveyour-academic-writing.pdf>
14. Lynch, T., Anderson, K., & Elloway, A. (2013). Grammar for academic writing. Edinburgh, Scotland: English Language Teaching Centre, University of Edinburgh. Retrieved from https://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf
15. Norton, L., Pitt, E., Harrington, K., Elander, J., & Reddy, P. (2009). Writing essays at university. A guide for students, by students. London, UK: Write Now Centre for Excellence in Teaching & Learning, London Metropolitan University. Retrieved from https://www.researchgate.net/publication/242291998_Writing_Essays_at_University_A_Guide_For_Students_By_Students
16. Peterson, P. W. (2003). Developing writing. Writing skills practice book for EFL. Beginning/intermediate level. Washington, DC: United States Department of State, Office of English Language Programs. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/developing_writing.pdf 83
17. The Library Academic Engagement Team, Library Services, University of Birmingham. (2014). Research and study skills: Academic writing. Student pack (2nd edition). Birmingham, UK: University of Birmingham. Retrieved from <https://www.birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf>

18. University of Calicut, School of Distance Education. (n.d.). Writing for academic and professional success. Study material. Second semester. Common course: ENG2 A03. For BA/BSc/BCom (2017 admission onwards). University of Calicut, School of Distance Education. Retrieved from <http://14.139.185.6/website/SDE/sde593.pdf>
11. Capron, A. M., Cash, R., Gutnick, R., Saxena, A., & Wikler, D. (Eds.). (2009). Casebook on ethical issues in international health research. World Health Organization.
12. Eckenwiler, L., Pringle, J., Boulanger, R., & Hunt, M. (2015). Real-time Responsiveness for Ethics Oversight During Disaster Research. *Bioethics*, 29(9), 653-661.
13. Ermine, W., Sinclair, R., & Jeffery, B. (2004). The ethics of research involving Indigenous peoples. Saskatoon, Saskatchewan: Indigenous Peoples' Health Research Centre.
14. Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. *Qualitative inquiry*, 10(2), 261-280.
15. Farrell, Ann (2005). Ethics and Research with Children. In Farrell, A (Ed.) *Ethical Research with Children*. Open University Press, United Kingdom, pp. 1-14.
19. Kulig, T. C., Pratt, T. C., & Cullen, F. T. (2017). Revisiting the Stanford Prison Experiment: A case study in organized skepticism. *Journal of Criminal Justice Education*, 28(1), 74-111.
20. Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith Jr, G. R., & Gehlert, S. (2010). Human subjects protections in community-engaged research: a research ethics framework. *Journal of Empirical Research on Human Research Ethics*, 5(1), 5-17.
21. 18. Sathyamala, C. (2019). In the name of science: Ethical violations in the ECHO randomised trial. *Global Public Health*, 1-16.
19. World Health Organization, & Council for International Organizations of Medical Sciences. (2016). International ethical guidelines for health-related research involving humans.

26SWK403	DATA ANALYSIS AND INTERPRETATION	L-T-P: 2-0-0	C 2
-----------------	---	---------------------	------------

Pre-requisites: Familiarity nature of social science research and its application in the study of social phenomena.

Course Objectives

1. To introduce students to fundamental concepts of sampling, data sources, and frameworks in social science research.

2. To equip learners with skills in applying qualitative and quantitative methods of data collection using appropriate tools.
3. To develop competencies in data processing, including editing, coding, organizing, and presenting data in tabular and graphical forms.
4. To enable students to analyse, interpret data, and prepare structured academic research reports.

Course Outcomes (COs)

1. Gain knowledge of sampling framework and data collection processes.
2. Understand and apply appropriate methods and tools of data collection.
3. Apply statistical and analytical methods to organize, analyze data, and prepare research reports.

Skills:

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

CO-PO Mappings:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1			2			1				
CO2			2			1				
CO3			2			1				

Syllabus:

Unit 1: Sampling framework and data collection

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

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. Ethical Data Collection and Processing.

Unit 3: Data Management, Presentation and Report Writing

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

References

Text Books:

1. Kothari, C. R., 2004 Research Methodology –Methods and Techniques, 2nd ed., New Age International (P) Ltd., New Delhi. (Unit I)
2. Kumar, R., 2006 Research Methodology, 2nd ed., Pearson Education, New Delhi (Unit I)
3. Rubin, A. & Babie, E 2001 Research Methods for Social Work, 4th ed., Wadsworth, USA (Unit III)

Suggested Readings

1. Wilkinson & Bhandarkar 1992 Methods and Techniques of Social Research, 9th revised ed., Himalayan publishing house, New Delhi (Unit IV)
2. Burns, R.B. 2000 Introduction to Research Methods, Sage Publications, New Delhi (Unit III) Goode, W.J. & Hatt, P.K. 1952 Methods in Social Research, McGraw Hill Book

24SWK404	ICT for Social Work – Level 7	L-T-P: 1-0-1	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

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	3	3	-	2	3	-	2
CO2	2	3	3	2	2	2	3	2	2
CO3	1	2	3	3	-	1	3	-	2
CO4	2	2	3	3	-	2	3	-	3
CO5	3	3	2	3	2	3	3	2	3

Syllabus:

Unit I: Social Network Analysis

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

Unit II: Public Opinion and Sentiment Analysis

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

Unit III: Introduction to Agent based Modeling

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

Unit III: Geo-spatial Analysis

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

Textbooks

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

References:

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

26SWK490	Field Work -VII	L-T-P 00-8	C 4
-----------------	------------------------	-------------------	------------

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

24ELS401	Essential Life Skills IV	L-T-P-C: 1-0-2- 2
-----------------	---------------------------------	--------------------------

Pre-requisite: Willingness to learn, team spirit, Basic English language and communication skills and knowledge of basic arithmetic.

Course Objectives:

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

Course Outcomes:

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

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

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

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

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

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

CO-PO Mapping (MCN)

PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO							
CO1	3	3	3		2		3
CO2	3	3	3				3
CO3	3						3

CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

Syllabus

Soft Skills

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

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

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

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

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

Verbal

Vocabulary - Idioms and Phrases - advanced, Collocations, Jargon and Technical Vocabulary,

Neologisms, Polysemous Words

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

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

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

Public Speaking Skills - Advanced - JAM, Debate.

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

Aptitude

Data Sufficiency: Introduction to and basics of Data Sufficiency.

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

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

References

Soft Skills

- Kenneth H Blanchard, “The 25 Best Time Management Tools & Techniques: How to Get More Done Without Driving Yourself Crazy”, Peak Performance Press, 1st edition 2005
- 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](#)
- Personality Development and Soft Skills, Barun K.Mitra, Oxford, 2nd Edition □ How to Win Friends & Influence People, Dale Carnegie, 1998 Edition.
- Professional Networking for Dummies, by Donna Fisher, For Dummies; 1st edition (15 August 2001)
- What Color Is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success by Richard N. Bolles, Ten Speed Press (14 December 2021)

Verbal

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

Aptitude

- Arun Sharma, “How to Prepare for Quantitative Aptitude for the CAT Common Admission Test”, Tata Mc Graw Hills, 5th Edition, 2012
- Arun Sharma, “How to Prepare for Logical Reasoning for the CAT Common Admission Test”, Tata Mc Graw Hills, 2nd Edition , 2014
- Arun Sharma, “How to Prepare for Data Interpretation for the CAT Common Admission Test”, Tata Mc Graw Hills, 3rd Edition , 2015
- R.S. Aggarwal, “Quantitative Aptitude For Competitive Examinations”, S. Chand Publishing , 2015

- R.S. Aggarwal, “A Modern Approach To Verbal & Non-Verbal Reasoning”, S. Chand Publishing , Revised -2015
- Sarvesh Verma, “Quantitative Aptitude-Quantum CAT” , Arihant Publications , 2016
- www.mbatious.com
- www.campusgate.co.in
- www.careerbless.com

Evaluation Pattern

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

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

SEMESTER VIII

26SWK492	RESEARCH PROJECT III	L-T-P 0-0-10	C 10
----------	----------------------	--------------	------

Prerequisite: Completion of Research Project II

Course Overview:

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

Course Objectives:

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

Course Outcomes:

- CO1: Finalise a high-quality research manuscript ready for submission to a peer reviewed social work journal.

- CO2: Effectively address reviewer feedback and make revisions to improve the manuscript.
- CO3: Navigate the peer review process, understanding the publication timeline and requirements.
- CO4: Develop skills for effectively communicating research findings

Skills: Research Writing

CO-PO Mappings:

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

Evaluation Pattern:

Assessment	Internal	External
Internal Review	30	
Paper Publication		70

26SWK498	BLOCK PLACEMENT / INTERNSHIP		C 10
-----------------	-------------------------------------	--	-------------

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

ASSESSMENT METHODS:

1. Theory papers (2 & 3 Credit Courses)

				External	Total
Components Internal	Weightage			Examination conducted for 100 Marks Weightage: 40%	Internal + External=100
Mid-term	30%		60%		
Continuous Evaluation*	30%				
Class Test*	5 marks				
Tutorial Session*	5 marks				
Seminar Assignment*	& 10 marks				
Total*	20 marks				

Amritapuri campus

II. Fieldwork I, II, III, IV, V, VI & VII / Block Placement

Method of Internal and External Assessment

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

Internal

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

External

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

Courses offered under the framework of Amrita Values Programmes I and II**22AVP201 Message from Amma's Life for the Modern World**

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

22ADM211 Leadership from the Ramayana

Introduction to Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Relevance of Ramayana for modern times.

22ADM201 Strategic Lessons from the Mahabharata

Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in

Mahabharata – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

22AVP204 Lessons from the Upanishads

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

22AVP205 Message of the Bhagavad Gita

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

22AVP206 Life and Message of Swami Vivekananda

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception in India – Message from Swamiji's life.

22AVP207 Life and Teachings of Spiritual Masters India

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

22AVP208 Insights into Indian Arts and Literature

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

22AVP209 Yoga and Meditation

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

22AVP210 Kerala Mural Art and Painting

Mural painting is an offshoot of the devotional tradition of Kerala. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India,

principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

22AVP213 Traditional Fine Arts of India

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

22AVP214 Principles of Worship in India

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

22AVP215 Temple Mural Arts in Kerala

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

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

22AVP218 Insights into Indian Classical Music

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

22AVP219 Insights into Traditional Indian Painting

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

22AVP220 Insights into Indian Classical Dance

The course takes the students through the ancient Indian text on aesthetics the Natyasastra and its commentary the AbhinavaBharati. The course introduces various styles of Indian classical dance such as Bharatanatyam, Mohiniyattam, Kuchipudi, Odissi, 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.

22AVP103	Mastery Over Mind	L-T-P-C	1-0-2-2
-----------------	--------------------------	----------------	----------------

Course Objectives

The course will enable the students to

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

Course Outcomes

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

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

CO3: To understand the science of meditation

CO4: To learn and practice MAOM meditation in daily life

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

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

CO-PO Mapping

PO/PS O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO															
CO1								1	2	2		2			
CO2			2		2				2	2		2			
CO3					2			2	2	2		2			
CO4			3		3		2	3	2	3		3			
CO5			2		2			2	2	3		3			
CO6			2					2	2	3		3			

Syllabus:

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

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

Reading 1: Why Meditate? (Swami Shubamritananda ji)

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

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

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

Unit 3: The Science of Meditation (CO3)

A: A preliminary understanding of the Science of meditation. What can modern science tell us about this traditionbased method? (Pre-recorded video with Dr. Shyam Diwakar)

B: How meditation helps humanity according to what we know from scientific research (Pre-recorded video with Dr. Shyam Diwakar)

Reading 1: Does Meditation Aid Brain and Mental Health (Dr Shyam Diwakar)

Reading 2: 'Science and Spirituality.' Chapter 85 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

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

Guided Meditation Sessions following scripts provided (Level One to Level Five)

Reading 1: MA OM and White Flower Meditation: A Brief Note (Swami Atmananda Puri)

Reading 2: 'Live in the Present Moment.' Chapter 71 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

Unit 5: Improving Communication and Relationships (CO5)

How meditation and mindfulness influence interpersonal communication. The role of meditation in improving relationship quality in the family, at the university and in the workplace. (Pre-recorded video with Dr Shobhana Madhavan)

Reading 1: Seppala E (2022, June 30th) 5 Unexpected Ways Meditation Improves Relationships a Lot. Psychology Today.

<https://www.psychologytoday.com/intl/blog/feeling-it/202206/5-unexpected-ways-meditation-improves-relationships-lot>

Reading 2: 'Attitude.' Chapter 53 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

Unit 6 Meditation and Compassion-driven Action (CO6)

Understand how meditation can help to motivate compassion-driven action. (Pre-recorded video with Dr Shobhana Madhavan)

Reading 1: Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: What do we (not) know?. Current Opinion in Psychology, 44, 151-156.

Reading 2: 'Sympathy and Compassion.' Chapter 100 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

Text Books/Reference Books:

1. Meditation and Spiritual Life-Swami Yatiswarananda, Ramakrishna Math
2. The Complete Works of Swami Vivekananda Vol VII by Advaita Ashram Mayavati Almora Himalayas
3. Dhyana Yoga-Holy Gita Swami Chinmayanda
4. Voice of God, Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
5. Hindu Dharma-Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,

6. Mind: It's Mysteries and control-Swami Sivananda Saraswati
7. Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.
8. Books on Amma's teachings like Awaken children, From Amma's Heart etc.
9. The Science of Meditation: How to Change Your Brain, Mind and Body by Daniel Goleman and Richard. J. Davidson.
10. Allen, Cynthia (2020) The Potential Health Benefits of Meditation
11. Seppala E (2022, June 30th Unexpected Ways Meditation Improves Relationships a Lot. Psychology Today
12. Sharma, Hari (2022) Meditation: Process and Effects
13. Mayo Clinic Staff (2022, April 29). Meditation: A Simple, Fast Way to Reduce Stress.
14. Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: Current Opinion in Psychology

Evaluation Pattern

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

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

22ADM101	FOUNDATIONS OF INDIAN HERITAGE	L-T-P-C	2-0-1-2
-----------------	---------------------------------------	----------------	----------------

Course Objectives

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

Course Outcomes

CO1 Be able to enhance the understanding of true essence of India's cultural and spiritual heritage through learning analytically what it amounts to living a happy life, and about the richness of India's education system, while pondering on the serious damage caused by colonialism in India alongside learning about the means of decolonization and knowing about the early timeline of Indian subcontinent.

CO2 Learn about the sublime value of selflessness and final freedom alongside understanding the concept of circle of life and Indian approach toward it while delving into the means of celebrating life.

CO3 Familiarize on the topic of what true love is, by way of understanding the immense compassion of mahātmās, and Mātā Amṛtānandamayī's Amma's gospel on compassion, the role of metaphors and tropes whereafter focussing personality development through Yoga both theoretically and practically

CO4 Appreciate the discussion on what it takes to be a strategic thinker, how India was glorified by various scholars and travellers and how strong a human being's association with nature should be alongside getting introduced to the glimpses of Indian traditions like Advaita Vedanta: the theory of oneness.

CO-PO Mapping

PO/PS O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO															
CO1				2				2							
CO2		1				1	1	3							
CO3						1	2	3							
CO4	3					3	3	3							

Syllabus

Unit 1

Chapters 1-4

Educational Heritage of Ancient India

Life and Happiness

Impact of Colonialism and Decolonization

A timeline of Early Indian Subcontinent

Unit 2

Chapters 5-8

Pinnacle of Selflessness and ultimate freedom

Indian approach towards life

Circle of Life

Ocean of love; Indian Mahatmas.

Unit 3

Chapters 9 - 12

Man's association with

Nature Celebrating life 24/7.

Metaphors and Tropes

Become A Strategic Thinker (Games / Indic activity)

Unit 4

Chapters 13-16

India: In the Views of Other Scholars and Travellers
Personality Development Through Yoga.

Hallmark of Indian Traditions: Advaita Vedanta, Theory of oneness

Conversations on Compassion with Amma

Textbook(s)

Foundations of Indian Heritage- In house publication

References(s)

- The beautiful tree by Dharampal – Other India Press, Mapusa, 2000
- Peasants and Monks in British India by William Pinch – University of California Press.1996
- India, that is Bharat: Coloniality, Civilisation, Constitution by J Sai Deepak -Bloomsbury India, 2021
- Awaken Children Dialogues with Mata Amritanandamayi, MAM Publications
- Man, and Nature by Mata Amritanandamayi Devi , MAM Publications
- What Becomes of the Soul After Death, Sri Swami Shivananda, Divine Life Society,1999

Evaluation Pattern

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

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

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 man kind, the current stature of Indian in the geopolitics and Indian approach to science and ecology.

Course Outcome

- CO1:** Will be able to recognise the call of Upanishads and outstanding personalities for confronting the wicked in the real world while admiring the valour, pursuit and divinity in both classical and historical female characters of India.
- CO2:** Will get introduced to Acharya Chanakya, his works, and his views on polity and nation to find synchrony between public and personal life, alongside understanding India's cultural nuances and uniqueness concerning the comprehension of God across major global communities.
- CO3:** Will be able to appreciate Bhagavad Gita as the source of the Indian worldview through the various Yogic lessons enshrined in it, making it one of India's numerous soft powers, and also understand the faith-oriented mechanism of preserving nature.
- CO4:** Will be informed about the enormous contribution of Indian civilisation over two and a half millennia to humanity and develop awareness about India's approach toward science, devoid of dogmas and rooted in humanism.

CO-PO Mapping

PO/PS O	PO1	PO 2	PO 3	PO4	PO 5	PO6	PO 7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO															
CO1			1	2				2							
CO 2	2	1				1		3	1						
CO 3	2		1	2	1	1		3							
CO 4	2			3				3	2						

Syllabus

Unit 1

Chapter 1 – Face the Brutes

Chapter 2 – Role of Women in India

Chapter 3 – Acharya Chanakya

Chapter 4 – God and Iswara

Unit 2

Chapter 5 – Bhagavad Gita: From Soldier to Samsarin to Sadhaka

Chapter 6 – Lessons of Yoga from Bhagavad Gita

Chapter 7 – Indian Soft powers

Chapter 8 – Preserving Nature through Faith

Unit 3

Chapter 9 - Ancient Indian Cultures (Class Activity)

Chapter 10 - Practical Vedanta

Chapter 11 - To the World from India (For Continuous Assessment) Chapter 12 - Indian Approach to Science.

Text Books:

Glimpses of Glorious India- In-house publication

Reference Course material:

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

Evaluation Pattern

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

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