

BHARATHIDASAN UNIVERSITY

Tiruchirappalli - 620 024

DEPARTMENT OF SOCIAL WORK

CERTIFICATE COURSE

WASH & SOCIAL WORK

**Applicable to the Candidates from
2022-2023 Onwards**

**BAHARATHIDASAN UNIVERSITY
(Accredited by NACC at 'A' level among Universities)
Tiruchirappalli 620 024**

DEPARTMENT OF SOCIAL WORK

CERTIFICATE COURSE IN WASH & SOCIAL WORK

Applicable to the Candidates from 2022-2023 Onwards

Paper	Paper Code	Course Title	Credits per Course	Hours/Week/ Course	Marks CIA, ESE, Total
1.	CWSW1	Introduction to WASH	4	6	25 75 100
2.	CWSW2	Policies, Programmes and Strategies on WASH	4	6	25 75 100
3.	CWSW3	Social Work Perspectives on WASH	4	6	25 75 100

BAHARATHIDASAN UNIVERSITY
Tiruchirappalli 620 024

DEPARTMENT OF SOCIAL WORK

CERTIFICATE COURSE IN WASH & SOCIAL WORK

CHOICE BASED CREDIT SYSTEM (CBCS)
REGULATIONS

1. Name of the Course

Bharathidasan University is offering four months Certificate course in WASH & Social Work to be conducted in the University Department of social work.

2. Need for the Course:

Every student has the right to a quality education, which includes access to drinking water, sanitation and hygiene (WASH) services while at colleges. Student spend a significant portion of their day at college where WASH services can impact student learning, health, and dignity, particularly for girls. The inclusion of WASH in colleges in the Sustainable Development Goals represents increasing recognition of their importance as key components of a 'safe, non-violent, inclusive and effective learning environment' and as part of 'universal' WASH access, which emphasizes the need for WASH outside of the home. This course builds on prior understanding of interventions in WASH and their impact on health; and approaches to their application in different settings. Distal factors influencing disease burden and control (such as climate change and population shifts) are considered, as are the underlying approaches to study of WASH-related disease and intervention impact, and the policy measures deployed in order to advance disease prevention and control. Throughout, the course focuses both on the subject matter and on developing the methodological tools and fundamental critical thinking skills needed to effectively address future WASH challenges.

In this regard Bharathidasan University, Department of Social Work intends to start an innovative and practice based four months certificate programme in WASH and Social Work. The proposed programmes would be an additional qualification for MSW students who are specialized in clinical social work and family and child welfare. Students will acquire specialized in the promotion and practice of WASH services. Upgraded learning in the field of WASH and Social Work will substantiate professional enhancement in colleges and welfare settings.

3. Eligibility for the course:

Any person who has passed with Under Graduate Degree in Human service disciplines (Social Work, Rehabilitation Science, Psychology etc.) of this university or an examination of any other university accepted by the Bharathidasan university as equivalent thereto shall be eligible.

Person with any Under Graduate degree currently working in NGO's and Government Departments, ICDS, schools etc. are also eligible to take up this course.

4. Selection Procedures:

The selection of candidates will be made based on the marks obtained from the qualifying examinations with an at least 50% as minimum.

5. Duration of the Course

The certificate course in WASH & Social Work shall consist of four months.

6. Examinations:

For the purpose of regulation, the academic sessions will begin from 1st August to 30th November.

Working Hours per week	: 18 hours

	18 hours

7. Staff Requirements

Course Coordinator: 1

Teaching Assistant : 1

Each teaching Assistance will have to handle classes for 16 hours. Teaching Assistant should have completed Masters in social work specialized in Clinical Social Work and Family and Child Welfare, preferably M. Phil related to Social Work.

8. Class Room Requirements:

Only one rooms required to begin the classes.

9. We have sufficient books related to WASH and few more can be added.

NAME OF THE PAPERS

1. Introduction to WASH
2. Policies, Programmes and Strategies on WASH
3. Social Work Perspectives on WASH

CWSW1 - INTRODUCTION TO WASH

Course Aim:

The aim of this course is to develop a basic understanding of WASH , to create and impart the students on the significance of WASH, to acquire knowledge of Global Cause for Clean Water, Sanitation & Hygiene. To develop knowledge on village health sanitation & Nutritional committee (Roles & Responsibilities).

Course outcome: at the end of the course the students would be able to:

CO1	Have diverse knowledge on the global problems in water, sanitation and hygiene.	L1; L2
CO2	Understand the challenges to achieve the Sustainable Development Goals of water, sanitation at global level.	L2; L3
CO3	Develop new dimensions of WASH-borne risks, hazards and vulnerabilities.	L4
CO4	Village health sanitation & Nutritional committee (Roles & Responsibilities)	L5
CO5	General Hygiene and Cleanliness of Latrines and Management of Toilet Facilities	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Observation Visits Invited guest speakers / practitioner discussion and interaction

Course Content

Unit I- WASH - Definition, Meaning, Relationship between Water, Sanitation, Hygiene, About WHO WASH. Management of Wash Facilities: Composition and Roles of Educational Institute and Public Wash Committees and Learners.

Unit II- Global Cause for Clean Water, Sanitation & Hygiene, The Three Key Hygiene Practices (Hand washing, Uses of Latrines, Drinking Safe Water: Water and Sources Management).

Unit III- Sanitation- Concept, Definition, Need. Sanitation in Public places. Public Awareness through Digital Media - An Introduction to Mobile Apps of Government of India: NHP, Swasth Bharat, No More Tension, Pradhan Mantri Surakshit Mantritva

Abhiyan (PM Suman Yojana), My Hospital (Mera aspataal), India fights Dengue, JSK Helpline, Ayushman Bhava, Arogya Setu, Covid 19AP.

Unit IV- Hygiene – Definition; Personal, Community, Medical, and culinary hygiene. General Hygiene and Cleanliness of Latrines and Management of Toilet Facilities - Menstrual Hygiene Management - Designs for Simple Menstrual Hygiene Management.

Unit V-Rural Community Health: Village health sanitation & Nutritional committee (Roles & Responsibilities); About Accredited Social Health Activist (ASHA); Village Health Nutrition Day, Rogi Kalyan Samitis. Community & Personal Hygiene.

References

1. Cronin, A. A. (2019). Gender Issues in Water and Sanitation Programmes: Lessons from India. New Delhi: Sage Publication.
2. Gosavi, S.V, Raut, A.V, Deshmukhi P.R., Mehendale A.M., Garg B.S., ASHA'S Awareness & perceptions about their roles & responsibilities: a study from rural wardha.
3. Kamakhya K.(2017) Importance of Healthy Life Style in Healthy living. JOJ Pub Health. ; 2(5): 555596. DOI: 10.19080/ JOJPH.2017.02.555596.
4. Kumar, M. D. (2009). Water Management in India: What Works, What Doesn't. New Delhi: Gyan Publishing House. Unicef.(2016).Water, Sanitation and Hygiene. Retrieved from https://www.unicef.org/wash/3942_3952.html on 21.5.2022
5. UN-Water Global Analysis and Assessment of Sanitation and Drinking Water (2014). Investing in Water and Sanitation: Increasing Access, Reducing Inequalities (GLAAS 2014 Report). World Health Organization. p. iv. ISBN 978 92 4 150808 7. Retrieved 22 March 2022.
6. Verma, K. & Bisht, B. S. (2014). Decentralised Governance in Water and Sanitation in Rural India. New Delhi: Academic Foundation.

Mapping with programme outcomes										
CO S	Programme outcomes					Programme specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

CWSW2 - POLICIES, PROGRAMMES AND STRATEGIES ON WASH

Course Aim:

The aim of this course is to develop a basic understanding of WASH, to create and impart the students on the significance of WASH, to acquire knowledge of Global Cause for Clean Water, Sanitation & Hygiene. To develop knowledge on village health sanitation & Nutritional committee (Roles & Responsibilities).

Course outcome: at the end of the course the students would be able to:

CO1	Develop their own framework and factors of evaluating the existing sanitation system within their own field of interests.	L1; L2
CO2	Identify the possible alternative sources of funding in replicating improved wash system and programs	L2; L3
CO3	Awareness about digital media viz., mobile apps and the policies of Government of India about WASH	L4
CO4	Develop their own framework and factors of evaluating the existing sanitation system within their own field of interests.	L5
CO5	Identify the possible alternative sources of funding in replicating improved wash system and programs	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Observation Visits Invited guest speakers / practitioner discussion and interaction

Course Content;

Unit I- Governmental Policies and Programmes, Central Rural Sanitation Programme (CRSP) 1986, Total Sanitation Campaign (TSC) Programme 1999, Nirmal Bharat Abhiyan 2012; Swachh Bharat Mission 2014, and Role of Local Bodies.

Unit II- Hazards, exposure, impacts relationship to WASH: The types of hazards associated with the water environment and with sanitation and their classification. The routes of exposure from WASH-related sources to humans. Examples of adverse health outcomes associated with inadequate WASH. The concept of causality and examples of criteria used in assessing causality as applied to both outbreak and endemic WASH-related disease. The types of information (eg epidemiology, animal studies, quantitative risk assessment) used in studying wash- health.

Unit III- Monitoring and managing hazards: introduction to application of risk assessment and epidemiology in study of WaSH related disease. Accelerated Rural Water Supply Programme (ARWSP), the Sector Reforms Project, Swajal Dhara, and

the National Rural Drinking Water Programme (NRDWP). Best practices in India, North East Region, and Arunachal Pradesh.

Unit IV- UNICEF's Strategy for WASH (2016-2030), Indicative Intensity of Application of WASH Programming Approaches. Understanding/appreciation of the role of technology, behavior (socio-cultural aspects), economics, and context, including government, policy/regulation and market forces in implementation of WASH.

Unit V- Role of Panchayati Raj/Institutional mechanism at village level in WASH sector. State of knowledge on comparative study of intervention impact. Scope of managerial interventions, understanding of Water Safety Plans as an example Scope of technical/engineering interventions, understanding of point-of-use and community water treatment and sanitation systems (excreta management) as examples.

References

1. ACF. (2005). Water, Sanitation and Hygiene for populations at risk. Water, Sanitation and Hygiene for Populations at Risk, 609–618.
2. Kumar, M. D. (2009). Water Management in India: What Works, What Doesn't. New Delhi: Gyan Publishing House.
3. Ngunjiri FM, Reid BM, Humphrey JH, et al . Water, sanitation, and hygiene (WASH), environmental enteropathy, nutrition, and early child development: making the links. Ann N Y Acad Sci 2014;1308:118–28. doi:10.1111/nyas.12330
4. UN-Water Global Analysis and Assessment of Sanitation and Drinking Water (2014). Investing in Water and Sanitation: Increasing Access, Reducing Inequalities (GLAAS 2014 Report). World Health Organization. p. iv. ISBN 978 92 4 150808 7.
5. "Water, Sanitation & Hygiene: Strategy Overview". Bill & Melinda Gates Foundation. Retrieved 22 May 2022.
6. Village health sanitation & Nutritional committee About Accredited Social Health Activist (ASHA).
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=150&lid=226> on 24.05.2022
7. "Water, Sanitation, and Hygiene: Introduction". UNICEF. UNICEF. Retrieved 25 May 2022.

8. World Bank. Environmental health and child survival: epidemiology, economics, experience. Washington DC: World Bank, 2008.

Mapping with programme outcomes										
CO S	Programme outcomes					Programme specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

CWSW3 - SOCIAL WORK PERSPECTIVES ON WASH

Course Aim:

To sensitize the students to social needs and problems and enable them to critically analyses the issues associated with WASH. To understand and apply the social work methods to deal with such needs and problems. To begin to acquire skills of social work intervention in WASH practice.

Course outcome: at the end of the course the students would be able to:

CO1	Understand the historical development of social work profession	L1; L2
CO2	Have diverse knowledge on the global problems in water, sanitation and hygiene.	L2; L3
CO3	Apply social work values and ethical principles for WASH promotion.	L4
CO4	Develop the capacity to utilize instruction for enhancing and integrating WASH practice	L5
CO5	Role of social workers in WASH programmes	L6
L1-Remember; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Observation Visits Invited guest speakers / practitioner discussion and interaction

Course Content;

Unit I- Social Work: Meaning, Definition, Objectives, Principles, History, Social Work Methods, Ethics in Social Work. Concept of settings-based approaches, using WASH in Schools and health care settings as examples. Scope of behavioural interventions, understanding of signage, CLTS, HWTS, and hand hygiene as examples. Concept of intervention sustainability and issues in its assessment and impact, using small community drinking water supply as an example.

Unit II- Social Work Skills and Methods for disease classification and management under WASH. The steps for developing and using a Water Safety Plan or a Sanitation Safety Plan. The ways in which interventions are deployed through approaches at setting, local, national and international levels; and the state of knowledge regarding good practice at three levels.

Unit III- Sustainable WASH in Institutions and Gender Equality in communities, schools, and other institutions. The importance of local, state, and international water, sanitation, and/or hygiene policies as frameworks through which interventions and preventative measures may be deployed to mitigate risks from hazards associated with water and human excreta.

Unit IV- Using Social Network Analysis in WASH Programs. Water Insecurity Social Policy Action by Social Workers. International policy using as examples: the Millennium Development Goals and subsequent Sustainable Development Goals, and associated international targets for water and sanitation; the human rights to drinking water and sanitation; and approaches to monitoring of international/global progress.

Unit V- Social Work Approach method and technologies for Temporary and Emergency WASH Arrangements. Role of social workers in WASH programmes. The principle components of a national 'enabling environment', using the examples of climate change adaptation and promotion of household water treatment and safe storage.

References

1. Ministry of Drinking Water and Sanitation: <https://mdws.gov.in/> – Ministry of Rural Development: <https://rural.nic.in/> – Ministry of Water Resources, River Development & Ganga Rejuvenation: <http://mowr.gov.in/> Retrieved on 19.5.2022
2. Murali, K. V. S. G. K. (2012). Environmental Sanitation. New Delhi: Reem Publications.
3. Nath K. J. & Sharma V. P. (2017). Water and Sanitation in the New Millennium. New Delhi: Springer.
4. Sharma, P. D. (2012). Ecology and Environment. Meerut: Rastogi Publications.
5. Thakur, D. K. (2015). Environmental Sanitation. New Delhi: Discovery Publishing House.
6. UNICEF: <https://www.unicef.org/wash/> Retrieved on 20.5.2022

Mapping with programme outcomes										
CO S	Programme outcomes					Programme specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	2	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	2	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong