

15AVP501**AMRITA VALUES PROGRAMME****1 0 0 1**

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

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

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

Courses offered under the framework of Amrita Values Programme:**Art of Living through Amma**

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

Insights from the Ramayana

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

Insights from the Mahabharata

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

Insights from the Upanishads

Introduction: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – Ultimate reality – the

nature of Atman - the different modes of consciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

Insights from Bhagavad Gita

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

Swami Vivekananda and his Message

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

Great Spiritual Teachers of India

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

Indian Arts and Literature:

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

Importance of Yoga and Meditation in Life:

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

Appreciation of Kerala's Mural Art Forms:

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

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

Practicing Organic Farming

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

Ancient Indian Science and Technology

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

15CUL501

CULTURAL EDUCATION

2 0 0 P/F

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

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

1. Invocation, Satsang and Question - Answers
2. Values - What are they? Definition, Guiding Principles with examples Sharing own experiences

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

REFERENCES:

1. Swami Amritaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Amritaswaroopananda Puri - Amma's Heart
3. Swami Ramakrishnanda Puri - Rising Along the Razor's Edge
4. Deepak Chopra - Book 1: Quantum Healing; Book 2: Alpha and Omega of God; Book 3: Seven Spiritual Rules for Success
5. Dr. A. P. J. Abdul Kalam - 1. Ignited Minds 2. Talks (CD)
6. Swami Ramakrishnanda Puri - Ultimate Success
7. Swami Jnanamritananda Puri - Upadesamritham (Trans: Malayalam)
8. Vedanta Kesari Publication - Values - Key to a meaningful life
9. Swami Ranganathananda - Eternal values for a changing society
10. David Megginson and Vivien Whitaker - Cultivating Self Development
11. Elizabeth B. Hurlock - Personality Development, Tata Mcgraw Hill
12. Swami Jagatatananda - Learn to Live (Vol.1 and 2), RK Ashram, Mylapore

15OEL631 – 6xx

OPEN ELECTIVES

2 0 0 2

Open electives syllabi – see at the end of the booklet.

15SWK501

INTRODUCTION TO SOCIAL WORK

3 0 0 3

Unit 1 Social Work

Conceptualizing and definitions. Nature, Scope; An overview of methods of Social Work - Primary Methods and Secondary Methods; Social work tools & techniques.

Unit 2 Principles, Values and Professional Ethics

Principles of Social Work Practice. Importance of Ethics in professional social work, identifying the values of the social work profession; An approach to dealing with ethical dilemmas. Declaration of Ethics for Professional Social Workers in India.

Unit 3 Fields of Social Work

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

Unit 4 Indian Philosophy and Social Work - Ancient Period

An Overview - Concept of Fraternity and Equality in Indian Scriptures: Vedas and Upanishads; Social relevance of Bhagavad Gita and Karma Philosophy. The significance of Panchatantra and Arthasasthra in building philosophy of social work, Learning from Ramayana, Mahabharatha, Thirukkural, and influence in philosophy of social work. The preaching of Bhagwan Budha, Mahaveera and their relevance, Advaita Philosophy of Sri Sankaracharya: Call for Unity.

Unit 5 Indian Philosophies and Social Work - Modern Period

Bhakthi Movement. Preachings of Swami Vivekananda and its relevance - Influence of the life and preachings of Sree Narayana Guru in social upliftment of the downtrodden. Gandhian philosophical foundation to social work in India and Sarvodaya movement - Philosophy of Dr. Ambedkar. Learning from lives and works of Sri Ramakrishna Paramahansa, Mahatma Jyotiba Phule, Sri Baba Amte, and Sadguru Mata Amritanandamayi Devi.

SUGGESTED READINGS:

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

15SWK502 PSYCHOSOCIAL PERSPECTIVES AND COUNSELLING 2 0 0 2

Unit 1 Human Development and Behaviour

Life span, Maturation, Learning; Stages in mental development: Pre-natal, Infancy,

and babyhood, Early childhood, late Childhood, Puberty, Adolescence, adulthood; Social perception – attitude, prejudice, stereotyping, group behaviour; Theories of learning.

Unit 2 Psycho-Social care

Conceptual clarity, definition, significance, scope of psychosocial care in professional social work, Identification of psychosocial needs, individual, family and societal levels, Psychosocial intervention among individuals, groups and community level. Psychosocial care intervention among special groups/ vulnerable groups. Skills and techniques in providing psychosocial care

Unit 3 Psychosocial Assessment and Care

Variety of settings and situations: Disasters/ migration/ displacement/ emergencies, HIV/ AIDS, Neurological disorders, Pain & Palliative care, Substance abuse, Marital and family life, Life style diseases, Children in difficult circumstances, Children and women in institutions, Elderly.

Unit 4 Counselling Concepts and Stages

Concept and definition, elements, characteristics, goals, Historical evolution as a profession, Scope and Significance, Client-Counsellor Relationship, skills in counselling, Qualities of a counsellor, characteristics of the client, Values and professional ethics in counselling, checklist for a counsellor. Do's and Don'ts in counselling. Lay counselling. Stages in counselling - (a) Getting started (b) Introductory talk (c) Identifying the issues (d) Facilitating expression of feelings (e) Practical plan of action (f) Implementing the plan (g) Evaluation and termination. Emotional aspects of counselling: Catharsis, Transference and counter transference.

Unit 5 Techniques and Settings

Techniques of Counselling: Ventilation, Empathy, Listening, Explanation, Re-assurance, Externalization of interest, Recreation & Relaxation, Improving problem solving skill, Change of attitude/ life style, encouraging healthy defense mechanisms: Sublimation, Altruism & Humour, reinforcement, getting others support. Counselling in various settings.

SUGGESTED READINGS:

1. Ashfold, J.B, Lecroy, C.W. & Lortie, K.L *Human Behavior in the Social Environment: A Multidimensional Perspective*. (2nd Edition) Belmont, CA, Wadsworth/ Thomson Learning 2001.
2. Baron, Robert A. *Psychology*, New Delhi: Prentice-Hall of India 2004.
3. Hurlock, Elizabeth *Developmental Psychology: a life Span Approach*, New Delhi: Tata McGraw Publishing Company Ltd 2003.
4. IASC (2007). *Guidelines on Mental Health and Psychosocial Support in Emergency Settings* [Online]. http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf [Accessed 31st September 2010]

5. Sekar, K., Parthasarathy, K., Muralidhar, D., & Chandrasekar Rao, M. (eds.) (2007) *Handbook of Psychiatric Social Work*. 1st edition. Nimhans publications.

15SWK503 SOCIETY, CHANGE AND DEVELOPMENT 2 0 0 2

Unit 1 Theories of Social Change and Social Development

Change & Persistence; Tradition and Modernity; Social Change; Social Development; Theories of Social Developmental: Grand Theories, Evolutionary Theories, Consensus-based Theories - Capitalist Theory, Entrepreneurship, Trickle Down Effect; Conflict based Theories - Marxist Theory, Latin American Contributions, Dominance-Dependence Theories.

Unit 2 Types of Social Change

Introduction to various forms and sources of social change in India; Modernization, Globalization, State Induced Social Reforms, Civil Society Induced Social Reforms; Revolts/Rebellions, Movements, Revolution, Satyagraha.

Unit 3 Social Problems

Untouchability, Slavery, Beggary, Child Marriages, Problems of – ST, NT, DNTs and other invisible communities; Problems of Industrial Workers; Gender-Based violence; Single Women Headed Households; Drugs & Substance Abuse; Old Age; Disability; Corruption, Intolerance.

Unit 4 Democracy, and Politics in India

Modern Day Approach to Social Development, Role of Welfare State, Role of Market; Neo liberalism, Millennium Development Goals/Sustainable Development Goals; UN-Human Development Reports, Issues of Equity & Justice.

Unit 5 Contemporary Sources of Social Change

Contemporary Developments in Indian Politics – Caste (the Rise of OBC), Non Party Political Formations, Regional Imbalances and Emergence of Regional Parties, Right to information as a democratizing force of social change; Communication and Technology induced change, Influence of liberalization, privatization & globalization (LPG) on Vulnerable groups – Role of social workers in the context of LPG.

SUGGESTED READINGS:

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

5. Singh Paramjith and Gurpreet Bal (1996), *Strategies of Social Change in India*, New Delhi, M. D. Publications.

15SWK504 WORKING WITH INDIVIDUALS AND GROUPS 3 0 0 3

Unit 1 Working at individual level/Social Case Work

Definition, objectives, scope and relevance to other methods of social work. Philosophical assumptions and case work values; Historical development of social case work; Importance and scope for working at individual and group level.

Working at group level/ Social Group Work

Definition, characteristics, nature, objectives, purpose and principles; Types and structure of groups; Historical evolution of group work with special emphasis on the Indian context.

Unit 2 Nature of problems, values and principles

Principles of social case work. (Beistic's Principles to be followed) Types of problems faced by individuals and families; Components of social case work; Process of social case work (seven step planned process).

Unit 3 Theories, approaches, models and group development

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

Theories in Groups: Rational theory, behaviour theory and reality theory. Models - Mutual aid, cognitive model, social goal model, remedial, reciprocal and self help groups; Stages of group development. Process of social group work. Leadership; Role of social group worker; Recording in social case work and social group work.

Unit 4 Tools and Techniques of working at individual and group level

Tools: Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques: counseling, supportive, resource enhancement.

Unit 5 Settings

Working at individual and group level in different Settings: families, school, community, industry, correctional settings, hospital, geriatric, disasters, children in vulnerable groups (children accommodated in various homes) and differently-abled; Transgender/people affected and infected by HIV/ AIDS and cancer patients.

SUGGESTED READINGS:

1. Andrews, J. (2001) *Group Work's place in social work: a historical analysis*, *Journal of sociology and social welfare*,
2. Barry Coronel, (1996), *The Social 1996: The Social Work Skills Workbook*
3. Konapka:(1983) *Social Group Work: A helping process*, Prentice Hall, New Jersey, USA,
4. Mathew, Grace (1992) *An Introduction of social case work*, Mumbai, TISS
5. Pearlman, Helen H. (1995) – *Social Case Work: A problem solving process*. New York, USA, The university press,
6. Robert W Roberts Rebert H Nee: (2000) *Theories of Social Case work*, Chicago, Unity of Chicago Press,
7. Upadhyay, R.K., (2003) *Social Case Work: A Therapeutic Approach*, New Delhi, Rawest Publications.

15SWK505**SOCIAL WORK RESEARCH I****2 0 0 2****Unit 1** Role of Social Work Research

Conceptual clarity - Social Work Research (SWR) Purpose of SWR; Uses of SWR in the Social work field and professional practice. Types applied, market research etc. Conducting research; Consuming/Appreciating SWR products, Vending and supervising SWR projects.

Unit 2 Scientific Method

Purpose of scientific method. Ideographic to nomothetic. Assumptions of scientific method. Features of scientific method: Objectivity, Verifiability or falsifiability, replicability. Critiques of applicability of scientific method to explain social reality: Subjectivism; Critical theory, Marxist theory.

Unit 3 Problem Formulation

How researchable problems arise: Interest in an area. Contradictory Findings of earlier studies. Dissatisfaction with the earlier explanations. Extending the findings of earlier studies to new areas. Current public discourse. Massiveness to manageability; Diffuseness to specificity; Vagueness to clarity; and abstract to concrete. Availability of new data. Grand research questions. Main and sharper research questions. Objectives (Importance of the last objective; e.g Factors affecting the variance).

Unit 4 Variables and Theories

Units of analysis. Concepts and conceptualization. Independent, intervening and dependent variables. Induction vs. deduction. Rejection of induction.

Theories: nature and role in social research; Hypothetico–deduction. Features and role of sound theories; Hypotheses. Features and role of sound hypotheses. Verification vs. falsification. Operationalisation of concepts and variables. Reliability and validity of operationalised Likert scales.

Unit 5 Research Designs

Nature of research design; Factors affecting the choice of research designs. Types: Primary data; Case studies, Surveys, and experimental; Available and aggregate data: usefulness in social work research.

SUGGESTED READINGS:

1. Alston Margaret (2007): *Research for Social Work New Delhi: Rawat*
2. Bryman Alan (2008): *Social Research Methods, III Edition New York: Oxford University press*
3. D ' Cruz Heather & Jones Martyn (2004): *Social Work Research, New Delhi: Sage*
4. Good & Hatt (2006): *Methods in Social Research, New Delhi: Surjeet*
5. Grinnel Jr & Williams (1990): *Research in Social Work, A primer, Illinois: Peacock*
6. Krishnasamy O. R & Ranganatham M (2007): *Methodology of Research, New Delhi: Himalayan*
7. Rubin & Babbie (2011) *Methodology for Social Work Research, New Delhi: Cenage Learning India.*
8. M C Burney Donald H (2002): *Research Methods, United States: Thomson Wordsworth*

15SWK511 COMMUNITY ORGANIZATION AND SOCIAL ACTION 3 0 0 3**Unit 1** Understanding Community

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

Unit 2 Community Organization

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

Unit 3 An Overview of Theories and Models to Community Practice

Theories - Social systems – Human ecology – Human behavior. Models of community organization - Locality development - Social Planning - Social Action. Methods of community organization. Skills required in community organization. Roles of a community organizer. Formalization of community organization.

Unit 4 Social Action

Conceptualization and definitions. Aim/ objectives. Process and elements. Principles and approaches. Theoretical perspectives. Methods of Saul Alinsky and Paulo Freire [Conscientization]. Scope of social action in India.

Unit 5 Social Mobilization and Political Mobilization

Conceptualization, interactive process of social mobilization. Political mobilization as a social action strategy. Guiding principles for social mobilization. Strategies, Tactics and Techniques of Social Action. Role of social worker in social action.

SUGGESTED READINGS:

1. Ashman Karen k. KIRST Hull Jr Grafton H – (2001) *Generalist Practice with organization & communities, United states, Brooks/cole,*
2. Miley, Karla krogstrup et al (2001)– *Generalist Social Work Practice: An empowering approach, Boston: Allyn & Bacon*
3. Ross, Murray G.& Lappin, Ben (1967)*Community Organisation: Theory, principle and practice, Newyork: Harper & Row*
4. Behar A and Samuel J (2006) *Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS.*
5. Gangrade, K.D (1971) *Community Organization in India, Mumbai: Popular Prakashan.*
6. Hardina, Donna (2000) *Analytical Skills for Community Organization Practice, New Jersey: Prentice Hall*
7. Judith Lee (2001) *The Empowerment Approach to Social Work Practice: Building The Beloved Community, Columbia Press*
8. PRIA, (1995) *Participatory Evaluation: Issues and Concerns, New Delhi: PRIA.*

15SWK512 INTRODUCTION TO CHILD RIGHTS AND CHILD PROTECTION 2 0 0 2

Unit 1 Conceptual Clarity on Child and Child Rights

Child; Legal age of children as defined in different laws and programs. Understanding child rights, concept of child rights, child rights and human rights. Understanding rights to survival, protection, development and participation. Child rights in Indian Constitution, Indian laws related to children.

Unit 2 Children in Vulnerable Situations

Situational analysis of underprivileged children - (Education, Girl Child, Children with physical and learning disabilities, Trafficking of children, Labouring children, ST/ DNT/ N&SNT Children etc), Family, types, role of families in child rearing, Change in Families and its Impact on children, Effective parenting, Developmental stages of children and Importance of Understanding the developmental stages of children. Understanding Vulnerable Children - Children in Need of Care and Protection, Children in conflict with law, Children in contact with law and other vulnerable children Types: Orphan, Abandoned and destitute children. Children subjected beggary, Children infected and affected by HIV, Children living on & off the streets, Children of prostituted women, Substance abuse among children, Children and unsafe migration.

Unit 3 Rights of a Child

Understanding child rights as human rights - Right to survival - to Life, health, nutrition, Name & nationality. Right to development to education, care, leisure, recreation. Right to protection from Exploitation, abuse, neglect. Right to participation to expression, information, thought and Religion. Importance of child rights.

Unit 4 Child Care & Protection

Concept, Need, Relevance & Importance. Role of Family, Parents and Teachers in Child care and Protection - need for Good parenting, Problems of behavioural changes: Attention seeking, Deviant behaviours, Indifferent attitude towards parents, Detachment from the family - Personality disorders; Character formation. Role of culture and traditions in child care and protection.

Unit 5 Instruments and Services for Child Protection

Understanding institutional and non-institutional services for children (J.J. Act), Introduction to 4 State and non-State Services for Children, Introduction to National Policy for Children, National Educational policy, Boards and competent authorities. Established under laws (e.g. CWC, JJB, Protection Officer, NCPCR, SCPCR, etc).

SUGGESTED READINGS:

1. *Indian Child, Cry – Child Relief & You: Mumbai 1999*
2. *Child Protection, Current Status and recommendations of strategies for the India country programme for 2003-2007, A consultative report by Murai Desai, December 2001*
3. *Rescue and rehabilitation of child victims, A Report: Department of Women and child development., 2005*
4. *Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,*
5. *Child Labour: Getting the message across: a manual to strengthen the production and use of information about child labour in Asia, Regional Working Group on Child Labour (RWG-CL)*
6. *Child Abuse and the law: A review of the law and the legal process, Save the Children, Norway.*
7. *Child Victims Rights: A report: international conference on child sex abuse victim protective investigation and trial procedure, 1996.*

15SWK513 INTRODUCTION TO DISASTER MANAGEMENT 2 0 0 2

Unit 1 Nature of Hazards and Disasters

Understanding of disasters. Impact of disasters, Relationship between disasters, vulnerability and development: Challenges of disasters, Geographic location of countries and repeated occurrences of natural disasters; Disasters Profile - Global, National, State wise scenario of disasters.

Unit 2 Actors influencing vulnerability

Understanding vulnerability: historical factors, geography, gender, age, health, social exclusion, proximity to the possible hazardous event, demography/ population density, cultural perceptions (myths) about the occurrence of disasters/ public education and awareness of the hazard, existence or non-existence of early warning systems and levels of communication. Vulnerability reduction.

Frameworks to understand vulnerability: The double structure of vulnerability – Capacity and Vulnerability Analysis - The Pressure and Release Model – The Access Model - The Sustainable Livelihood Approach – The BBC Framework.

Unit 3 Participatory approaches in disaster management

Participatory Vulnerability Analysis/ Participatory Assessment of Disaster Risk; Community based capacity mapping and analysis. Participatory approach and accountability.

Disaster Response: Role of GOs/ INGOs/ NGOs/ CBO's in disaster response and recovery programmes, Role of media in disaster response.

Unit 4 Disaster Prevention and Mitigation strategies

Development planning for prevention and mitigation; Urban planning – land use, building codes and standards; Rural development – food security, sustainable/alternative livelihoods, drought mitigation; Coastal Zone Management and Hill range development.

Unit 5 Disaster Management in India:

Disaster Management - concept, meaning, history, organisational and legal dimensions; An analysis of disasters in India (date of event, cause of event, extent of event, damage caused, size of event, recurrence interval, source of information and response of different communities).

Disaster management - interventions/ programmes in different disasters - Role of PRI's and community participation, Role of international agencies, national and regional level organisations, NDMA, SDMA, CBOs and other local-level mechanisms. Disaster management in the Five Year Plans.

The National Disaster Frameworks: The Disaster Management Act and Code; Early warning systems established in India. Role of social workers in Disaster Management.

SUGGESTED READINGS:

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

15SWK514

INTRODUCTION TO PUBLIC HEALTH

2002

Unit 1 Introduction & General Concepts

History of public health - measuring levels of health - public health challenges - determinants of health - Community Based health promotion and health education - ethics in public health.

Unit 2 Concepts of Epidemiology

Theories of disease causation - germ theory - epidemiological triad - beings model of disease causation - theory of web causation - epidemiological wheel theory.

Unit 3 Organization of Health Care in India

Reports of health committee - national health policy - population policy - nutrition policy – NRHM - Public private partnership - community health care in India – AYUSH.

Unit 4 Public Health, Marginalization & Deprivation

Immigrants, women, child abuse, social health issues (housing, poverty, transport). Urban health issues-slums and health diseases.

Unit 5 Health programs in India

Cancer control programme - Revised TB Control Programme - NVBDC Programme-leprosy eradication Programme - Risk approach in MCH – non-communicable disease program - HIV/ AIDS program - Issues in environment health - Pesticide/ Pollution/ Nuclear waste/ Accidents - Public Health & deprivation – Migrants/ Women/ Child abuse. Health care welfare: health insurance schemes, health care policies.

SUGGESTED READINGS:

1. Bhalwar Raj Vir (ed). (2009) *Text Book of Public Health and Community Medicine*, Pune: Publisher Department of Community Medicine, Pune Armed forces medical college, New Delhi In collaboration with World Health Organization Indian office.
2. Merson MH, Black RE, Mills AJ. (2006) *International public health: diseases, programs, systems, and policies*, 2nd edn. Sudbury MA: Jones and Bartlett Publishers
3. Park K, & Parks *Text book of preventive and social medicine*, 19th edition Pr. Jabalpur. M/ s Banarsidas Bhanot M A; Jones & Bartlett Publishers.
4. Schneider MJ (2006) *Introduction to Public Health 2nd edition*, Sudbury, MA, Jones & Bartlett Publishers, Inc.
5. Turnock BJ. (2009) *Public Health: What It Is and How It Works*, 4th edition. Sudbury
6. Turnock B.J. (2007) *Essentials of Public Health*. Sudbury MA; Jones & Bartlett Publishers.

15SWK515 SOCIAL WORK RESEARCH II 2 0 0 2**Unit 1** Case studies

Nature. Multiple sources of data. Triangulation. Subtypes: Illustrative. Theory building, Theory testing, Comparative.

Unit 2 Survey Designs

Surveys and census. Samples and population. Tools: Interview Schedules; Questionnaires. Respective advantages and Disadvantages. Methods of Canvassing Questionnaires: Mailed; Circulated; Telephonic and e-mail.

Unit 3 Data Processing

Case Studies: Triangulation or Imaginative derivation of inferences of data from different sources; Surveys: Coding. Adding Likert scale codes/ scores (to obtain a total score for a set of related items or questions of the interview schedules). Further division of scores into categories.

Unit 4 Quantitative Data Entry and SPSS

Introduction to SPSS. Data definition. Data entry.

Unit 5 Sampling, Data Analysis & Interpretation & Report Writing

Samples and population; Types of sampling: Random sampling. Probability proportion to Size (PPS). Systematic sampling. Stratified sampling. Using Random Number Tables. Principles of Cross Tabulations and direction of Percentaging. Trends and their Interpretations. Report writing.

SUGGESTED READINGS:

1. Good & Hatt (2006): *Methods in Social Research*, New Delhi: Surjeet
2. Bryman Alan (2008): *Social Research Methods*, III Edition New York: Oxford University press
3. Bryman, A. and Burgess R. G, *Analyzing Qualitative Data*, Routledge (UK).
4. Taylor, S. and Brogdan. R. (1984) *Introduction to Qualitative Research Methods: The Search for Meanings*. New York. John Wiley and Sons.
5. Strauss, A. *Basics of Qualitative Research (1990): Grounded Theory, Procedures and Techniques*, Newbury, Sage.
6. Thomas. R. M. (2003) '*Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*', Corwin Press.
7. Vila, P. (2003) *Ethnography at the Border*, University of Minnesota Press.

15SWK591 CONCURRENT FIELD WORK I 4 cr

Concurrent Field Work is an integral component of Social Work curriculum, as it connects the students to the realities of social issues, marginalization and

vulnerabilities various sections of the society. The field work would enhance the capacity of the students to interact and intervene with clients/ groups/ community. The students have to undergo two days a week/ 15 hours of field work training in all the semesters.

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

15SWK592 CONCURRENT FIELD WORK II 4 cr

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

15SWK597 RURAL CAMP 3 cr

The trainees have to participate in a Rural/ 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.

15SWK601 SOCIAL LEGISLATION FOR VULNERABLE GROUPS 3 0 0 3**Unit 1** Introduction to Constitution of India and Social Legislation

Brief introduction to the Indian Constitution, Fundamental rights, Directive principles of state policy, Constitutional remedies (Writ Petitions and PILs); Human rights, Citizens' rights against police; Structure of Indian judicial systems & reforms therein (including Lokadalats, etc). Social Legislation as instrument of protection of vulnerable sections of the society and for furthering social reforms.

Unit 2 Laws Related to Children

Juvenile Justice (Care and Protection of Children) Act - 2000 with latest amendments; POCSO Act 2012; Latest Amendments in the Criminal Laws (March 2013); Child Labour (Prohibition and Regulation) Act 1986; Prohibition of Child Marriage Act 2006: Children's Right to (Free & Compulsory) Education Act 2009.

Unit 3 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 Redressal) Act - 2013; IPC-Section 498-A; Other relevant provisions from the IPC & CrPC.

Unit 4 Laws Related to Socially Disadvantaged

The Scheduled Caste and the Scheduled tribes (Prevention of Atrocities) Act 1989, Persons With Disabilities (Protection of Rights, Equal Opportunities and Full Participation) Act 1995, 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 5 Laws for Social Change

Right to Information Act - 2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005; Central Educational Institutions (Reservation in Admissions) Act 2006.

SUGGESTED READINGS:

Bare Acts of relevant legislations

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, Vazhga Valamudan Pub
4. South Asia Human Rights Documentation Centre - SAHRDC. (2006) *Introducing Human Rights*. New Delhi, Oxford University Press.
5. Aswini Kant Gautam. (2001) *Human Rights and Justice System*. New Delhi, A. P. H. Publishing Corporation.
6. Narang, A S. (2000) *Indian Government and Politics*. New Delhi, Geethanjali Publishing House.

15SWK602 PROJECT FORMULATION AND MANAGEMENT 3 0 0 3

Unit 1 Project Management

An overview of concepts and processes organizations and work; operations, understanding project, project life cycle, project management process; Activities, output, outcome, deliverables, performance indicators and evidence.

Unit 2 Planning

Basic steps; strategies and planning, preparing the pre-planning stage; Mission and Vision statement; SWOT analysis; situation assessment, identification of critical issues; contents of a strategic plan; characteristics of an effective annual operating plan, implementing strategic plan.

Objective Oriented Planning: Logical Framework Approach; analysis of the project context; stakeholder analysis, problem analysis, objective analysis, plan of activities, resource planning, risk analysis and risk management.

Unit 3 Conceptualizing and Initiating a Project

Setting goals and securing commitment; the project goal, developing goal statements, setting budget goals; time and money, managing conflicts, creating goal commitment.

Unit 4 Work Breakdown Structure, Scheduling Tools

Gantt Charts; PERT/CPM Networks; project control, purpose, processes; periodic control techniques, preventive control techniques, cost control, monitoring, midterm evaluation and end-term evaluation, providing components and indicators for evaluations.

Project completion and review; improving project performance, steps for project completion, learning before doing, learning after doing, carrying out reviews.

Unit 5 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.

SUGGESTED READINGS:

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

15SWK603 SOCIAL WELFARE POLICY AND ADMINISTRATION 3 0 0 3

Unit 1 Social Welfare Policy

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

Unit 2 Social Welfare Policies and Programmes for Various Populations

Scheduled castes (SCs) and schedule tribes (STs), other backward classes (OBCs), religious and linguistic minorities, women, children, older persons and

persons with disabilities (PWDs), transgender, mentally ill persons, refugees, substance abuse, internally displaced persons (IDP) and project affected persons (PAPs).

Unit 3 Social Welfare Administration

Definition, meaning, concepts, scope, task, functions, skills, principles and areas. Evolution of social welfare administration in India. Administrative setup & functions; centre level, state level, & local level.

Unit 4 Non State Organizations (NSO)/Civil Society Organizations (CSOs)

History and evolution of CSO in the World & India. Type of VOs: Legal Status of VOs/ CSOs; salient features of societies registration act, 1860: State acts related to voluntary organizations. Indian Trust Act 1882. Organizational Structure: National Policy on Voluntary Sector - 2007. Problems and challenges in administration of Voluntary organization.

Unit 5 Administration of NSOs/ CSOs

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

SUGGESTED READINGS:

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

15SWK611 SOCIAL WORK AND CORPORATE SOCIAL RESPONSIBILITY 2 0 2

Unit 1 Understanding CSR

Evolution, importance, relevance and justification. CSR in the Indian context, corporate strategy. CSR and Indian corporate.

Unit 2 Structure of CSR

Companies Act 2013 (Section 135); Rules under Section 13; CSR activities, CSR committees, CSR policy, CSR expenditure CSR reporting; Policies; Preparation of CSR policy and process of policy formulation; Government expectations, roles and responsibilities.

Unit 3 CSR and Social Work

CSR practices in domestic and international area; Role and contributions of voluntary organizations to CSR initiatives. Role of implementation agency in Section 135 of the Companies Act, 2013. Effective CSR implementation. Role and expectations of social worker in CSR programmes.

Unit 4 Project Management in CSR initiatives

Project and programme; Monitoring and evaluation of CSR Interventions.

Unit 5 Reporting

CSR Documentation and report writing. Reporting framework - format and procedure.

SUGGESTED READINGS:

1. *Corporate Governance, Ethics and Social Responsibility, V Balachandran 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. *UNDP (Ind) Governance indicators: A users guide. Oslo: UNDP*
4. *Rao, Subbha (1996) Essentials of Human Resource Management and Industrial Relations, Mumbai, Himalaya*
5. *Rao, V.S.L. (2009) Human Resource Management, New Delhi, Excel Books,*

15SWK631 RURAL AND TRIBAL COMMUNITY DEVELOPMENT 3 0 3

Rural Community Development

Unit 1 Rural Community and Community Development

Conceptualization and definitions, Characteristics of rural community. Rural Economy of India, Paradigms of Rural Development, Determinants of Rural Development.

Unit 2 Rural Problems and Interventions

Problems: Rural Poverty; Rural-urban migration – forced migration & eviction; Agrarian crisis including farmers' suicide; Food security - current challenges; Land acquisition and related issues; Social exclusions; Issues and reforms regarding public sector units - privatization. Human animal conflicts. Interventions: Salient features of various policies for Rural Development in India; Rural development agencies and its role; Major Rural Development Programmes in India; Critical analysis of the earlier programmes and discussion on current programmes. Role of voluntary agencies in Rural Development.

Unit 3 Planning and Local Governance

Planning - Conceptual and theoretical framework; Levels and functions of planning; Decentralization of planning; Methodology for micro-level, block and district level

planning; Techniques of Participatory Rural Appraisal (PRA) in Rural Development. Local Governance: Introduction to local governance; Salient features of 73rd Constitutional Amendment Act; Powers of Gramsabha. Social Audit and its role. Organizing for rural development.

Tribal Community Development

Unit 4 Tribes & Problems of Tribes

Tribe - Conceptualization and definitions, Characteristics, Socio economic conditions, Cultural and religious aspects. Tribal leadership - Local, State, and National levels. Problems – Livelihood issues, debates in tribal development - forest dwellers' rights, tribal displacement, eviction, resettlement and rehabilitation.

Unit 5 Tribal Development Programmes and Interventions

Major tribal development programmes - Tribal Area Development Programme; Hill Area Development Programmes [HADP]; Tribal Sub-Plans [TSP]. Role of voluntary organization in tribal development.

SUGGESTED READINGS:

1. Desai V. (1988) *Rural Development, Vol 1-4. Bombay, Himalaya Publishing House.*
2. Mukherjee Amitava. (2004) *Participatory Rural Appraisal –Methods & Applications in Rural Planning. New Delhi, Concept Publishing Company*
3. Singh Katar. (2009) *Rural Development: Principles, Policies and Management. New Delhi, Sage Publication.*
4. UNDP. (2000) *Rural Urban Linkages; An Emerging Policy Priority. New York, Bureau for Development Policy.*
5. Sisodia Singh Yatindra. (2005) *Functioning of Panchayat Raj System. Jaipur, Rawat Publications.*
6. Devendra Thakur (1994) *Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.*
7. Babuji, M. (1993) *Tribal Development Administration, Kanishka Pub., New Delhi.*
8. Sing & Vyas (1989) *Tribal Development, Himanshu, New Delhi,*

15SWK632 URBAN COMMUNITY DEVELOPMENT AND GOOD GOVERNANCE 3 0 0 3

Unit 1 Concepts

Definition, General principles. Origin and growth of cities, theories of urban development - Central place Location Theory and Sector Theory, Characteristics of urban societies, Factors responsible for urban growth, Types of cities, process of urban development. Urban Zones – The Loop; Zone in transition; zones of working men's zone; the residential zone and the commuters zone.

Unit 2 Urbanism, urban ecology

Population; environment; technology and organization; the process – concentration,

centralization, segregation, invasion and succession, Rural urban contrast, urban locality, urban place, urban agglomeration, urban population, urban growth, urbanization, Urban renewal, urban migration and other related terms. Sustainable development of urban cities, planned cities – independence of cities and satellite towns, Urban social Actions.

Unit 3 Social organization in urban settings

Cultural, social, political aspects of urban life Urbanization and industrialization, Social consequence of urbanization Urban problems; overcrowding, disorganization, crime, delinquency, white collar crime, unemployment, labour problems, prostitution, alcoholism, beggary, poverty, slums, migration, Waste management. Urban social welfare in India, Urban outlook and social change, Urban planning, Models of Urban development in India, 74th Amendment of the constitution and public private partnership in urban development. Slum development board.

Unit 4 Good Governance

Understanding concepts, Actors of good governance, Essentials of Good Governance - Rule of law - accountability, transparency, participation inclusiveness – people's control.

Unit 5 Tools for Good Governance

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

SUGGESTED READINGS:

- 1) Anderson, Nels, *The Urban Community: A World Perspective. New York: Holt, Rinehart and Winston. (1959).*
- 2) Burgess, W., and Bogue, *Urban Sociology, University of Chicago Press, 1964.*
- 3) Sivaramakrishnan K C, Amitab Singh B N, *A Handbook of Urbanization in India, New Delhi; Oxford, 2005.*
- 4) Ramachandran R, *Urbanization and Urban Systems in India, Oxford India Paperbacks, 2009.*
- 5) Aichbhaumik, Debajyoti, *Indian Policy on Industrialisation, Urbanisation and Industrial New Town Development in Gideon Golany, Ed, International Urban Policies, John Wiley & Sons, New York 1978, pp. 231-48.*
- 6) Bhargava Gopal, *Urban Problems and Policy Perspectives, Abhinav Publications, New Delhi, 1981.*
- 7) Sundaram K V, *Urban and Regional Planning in India, Vikas, New Delhi 1977.*

15SWK633

**CLIMATE CHANGE AND
SUSTAINABLE DEVELOPMENT**

3 0 0 3

Unit 1 Climate Change

Introduction, The Science of Climate Change; Causes of climate change: Natural & Human causes; Impacts of climate change: Agriculture, Water insecurity, Natural disasters and extreme climate events, sea level rise – health, eco systems and bio diversity – Adaptation of developing countries.

Unit 2 Regional and National Scene

South Asia & Indian Scenario: Geography, poverty and population density makes South Asia vulnerable; Poverty and resource degradation; High climate variability and high incidence of natural disasters. Heavy reliance on monsoons; Influence of Himalayas on climate and economy of the region; Density of population in coastline and effects of sea rise; Urbanization & challenges. Future of South Asia: warming, wet regions, surface run off, climate related natural disasters: cyclones, floods, droughts, diseases. Glacial retreat & consequences.

Unit 3 Social Impacts and Interventions

Women, the poor indigenous people most vulnerable. Climatic refugees: Bangladesh to India. Social Development: Strengthening local Govts.; Promotion of participation, Resettlement & rehabilitation.

Unit 4 Sustainable Development

Conceptualization and definitions. Local & global challenges to sustainable development. Indicators of non-sustainable development. Sustainable rural development in India: critical review of India's strategies of rural development. Elements of new strategy for sustainable development.

Unit 5 Global effort for sustainable development

Action plan for sustainable development, issues of negotiation and accountability in achieving sustainable development. Global agreements, Post-2015 process, High-level Political Forum on Sustainable Development, Sustainable Development Goals, UN System implementation.

SUGGESTED READINGS:

1. Ahluwalia, Vikas. (2007) *Global Climate Change*. New Delhi, Paragon International.
2. Kandel, Robert Hartmann, & Nicholas. (1990) *Our changing climate*. New York, McGraw-Hill.
3. CSE. (2009) *Climate change: politics and facts*. New Delhi, Centre for Science and Environment.
4. Sinha. P.C, *International Encyclopedia of Sustainable Development Vol.1*. New Delhi: Anmol Publications Pvt. Ltd. 1998.
5. T E R I. (1998) *Climate Change: Post-Kyoto Perspectives for the South*. Delhi, Tata Energy Research Institute.

6. UNDESA (2014) *Sustainable Development in Action, Special report on Voluntary Commitments and Partnerships for Sustainable Development*.

15SWK634

**TECHNOLOGICAL INTERVENTIONS FOR
COMMUNITY DEVELOPMENT**

3 0 0 3

Unit 1 Introduction

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

Unit 2 Field of Technological Intervention – Water

Water conservation, water harvesting, water management, water quality, water distribution. Concept and scope in desalination of sea water – Ongoing project around the world and success stories.

Unit 3 Field of Technological Intervention – Agriculture

Land development, Organic/ nature farming, soil conservation and soil health, Irrigation and transport. Technologies on post-harvest processing of agricultural produces. Introduction of computers, software and mobiles phones.

Unit 4 Field of Technological Intervention - Energy & Transportation

Technologies available for energy crisis. Non-conventional/ renewable energy sources – Solar, wind, wave, etc.. Biogas and its utilities. Transportation - Situational analysis and accomplishments, limitations and future directions.

Unit 5 Field of Technological Intervention - Health & sanitation

Technology to reduce to the ill effects of toilet – types of toilets and Low-cost toilet. Menstrual hygiene - sanitary napkins.

SUGGESTED READINGS:

1. Robert Chapman and Tom Slaymaker (2002), *ICTs and Rural Development: Review of the Literature, Current Interventions and Opportunities for Action*, Overseas Development Institute.
2. NIRD (2001) *Directory of Rural Technologies Volume-1*.
3. CAPART Publications on Prayas (Success Stories), *Rain Water Harvesting, People's Action (bi-monthly)*.

15SWK641 SOCIAL WORK PRACTICE IN MENTAL HEALTH 3 0 0 3**Unit 1 Mental Health**

WHO definition of Mental Health - Global Mental Health – Definition - Mental Well-being - Mental Health Social Work or Psychiatric Social Work – Definition - Historical development of Psychiatric Social Work (India & Abroad) - Need for mental health care in India. Case History and Mental Status Examination.

Unit 2 Signs and symptoms of common and severe mental disorders

Classification of mental disorders in ICD-10, Family of International Classification (FIC) & ICF. Other disorders, Mental retardation.

Unit 3 Psychosocial Interventions and Management

Relevance and importance of Psychosocial intervention - Psychosocial Management of psychiatric illness - Individual level: Group level - Family Level: Community level: and family visit, school visit, agency/office visit.

Unit 4 Promotion of Mental Health and Prevention of Mental Health Issues

Multidisciplinary Approach in Psychiatry and role of psychiatric social workers in mental health setting.

Unit 5 Training, Research and Welfare Measures

Training and research evidences in psychiatric social work interventions - Social welfare measures for persons with mental disability – disability pension, travel concession, tax concession, etc.

SUGGESTED READINGS:

1. Ahuja, Niraj (2005) *A short Text Book of Psychiatry 5th edition*, Jaypee Brothers, New Delhi.
2. Bhalwar Raj Vir (ed). (2009) *Text Book of Public Health and Community Medicine*, Pune: Publisher Department of Community Medicine, Armed Forces Medical College. Pune, In collaboration with World Health Organization Indian office. New Delhi.
3. Park, K. (2005) *Park's Text Book of Preventive and Social Medicines*, Jabalpur, M/s Banarsidas Bhanot Publishers.
4. *Medical Psychiatric Book, Social Work in Health Settings, Practice in Context, 3rd Edition, (2002-09) By Toba Schwaber Kerson, Judith L.M. McCoyd, Associates (2010), Medical Social Work: The Reference Book, John Webb, Publisher: Trafford On Demand Pub.*

15SWK642 COMMUNITY CARE IN MENTAL HEALTH 3 0 0 3**Unit 1 Community Mental Health**

Scope, concepts and perspectives; Historical Overview of CMH world over and in India; Relevance of CMHS in India, Traditional systems and mental health care in

India. Mental disorders in primary health care. Mental health of women, maternity workers, Children and adolescents - school going and out of school, mental health needs of elderly, Special groups-refugees, disaster affected populations, Suicide and attempted suicide, Public mental health education

Unit 2 Concepts of Rurality, Rural Poverty, Rural Health and Mental Health

Rural health problems and concerns: common communicable and non-communicable diseases; common mental disorders. Urban mental health - functions, policies and programmes. Prevention of mental disorders, Promotion of mental health, International developments in mental health care, Inter-sectoral Collaboration, Role of Non-Governmental Organisations, Challenges for mental healthcare in India.

Unit 3 National Mental Health Program (1982)

Draft mental health bill (2010) and Legislations in MH impacting CMH – MHA, 1987, PWDA, 1995 & CRPD, 2007 (brief mention of NT Act, RCI etc), NMHP, DMHP, Quality Assurance in mental health care 2000, National Health Policy 2002, The Mental Health Act, 1987, Rights of Persons with Disability Act, 2011.

Unit 4 Community Mental Health Models in India

Moving beyond the Institutional Model of service delivery, CMH practice integrated with the public health system, Voluntary Sector involvement in CMH programmes, community based rehabilitation models of mental health care.

Unit 5 Community Mental Health Program Management and Evaluation

Innovative practice in community mental health - models from other countries.

SUGGESTED READINGS:

1. Agarwaal, S. P., Goel, D. S., Ichhpujani, R. L., Salhan, R. N., Shrivatsava, S. (2004). *Mental Health - An Indian perspective (1946-2003)*, Directorate General of Health Services, Ministry of Health and Family Welfare, New Delhi.
2. Chandrashekar, C. R., Issac, M. K., Kapur, R. L., Parthasarathy, R. (1981). *Management of priority mental disorders in the community*, Indian Journal of Psychiatry, 23: 174-178.
3. Chatterjee, S., Patel, V., Chatterjee, A., Weiss, H. A. (2003). *Evaluation of a community based rehabilitation model for chronic schizophrenia in India*, British Journal of Psychiatry, 182:57-62.
4. *Director General of Health Services: National Mental Health Programme for India*. New Delhi, Ministry of Health and Family Welfare, 1982.
5. Parthasarathy, R. Chandrasekar, C. R., Issac, M. K. and Prema, T. P. (1981). *A profile of the follow-up of the rural mentally ill*, Indian Journal of Psychiatry, 23:139-141.
6. Patel, V., Thara, R. (Eds). (2003). *Meeting mental health needs in developing countries: NGO innovations in India*, Sage (India), New Delhi.
7. Ranganathan, S. (1966). *The Empowered Community: a paradigm shift in the treatment of Alcoholism*. TTR Clinical Research Foundation, Madras.

15SWK643 SOCIAL WORK PRACTICE IN PHYSICAL HEALTH 3 0 0 3**Unit 1 Health**

Concept, definition, dimensions and indicators; Different approaches to health - preventive, primitive and remedial health; Health and Well-being.

Diseases - Major communicable diseases; non-communicable and chronic disabling conditions; environmental health issues; nutritional deficiencies; reproductive and sexual health issues.

Case History - Preparation of case history (with examples from the field); Social assessment of patient's family. Indicators of physical life: subjective well being, quality of life etc.

Unit 2 Impact of Illness

Disabling conditions on the patient, family members and the community; Reactions to illness/ death/ loss – DABDA model; psycho social problems of patient and families during the process of treatment and hospitalization; Burden of Care – emotional, economical and social.

Unit 3 Historical Development of SWPHS in India

Essential skills for social work practice in physical health settings; Recent trends; Prospects and Challenges.

Theoretical Perspectives – Person-in-environment orientation; Biopsychosocial approach for practice; Sick role and illness behaviour.

Unit 4 Social Work Practice in Different Physical Health Settings

Role of the social worker as a member of a multi disciplinary team; Importance of team work and case conference. Working with HIV/ AIDS patients,

Unit 5 Rehabilitation

Definition, principles, assessment, planning and process of physical rehabilitation; Role of social worker in rehabilitation; Aided therapies - physiotherapy, occupational therapy, speech therapy and recreational therapy.

Preventive Interventions - Evidence-based social work practice in PH settings; Training initiatives and Health Education; Professional Self Care.

SUGGESTED READINGS:

1. Park, K (2005) *Park's text book of Preventive and Social Medicines*, Jabalpur: M/s Banarsidas Bhanot Publishers..

2. Rao and Kurukila (1998) *Psychiatry*, B. I Churchill, New Delhi: Livingstone Pvt Ltd..
3. Iyer, A. & Jesani A. (2000) *Medical Ethics*. New Delhi: Voluntary Health Association of India.
4. Pesek, Helton, Reminiek, Nair. (2007) *Healing Traditions of India*, Thiruvananthapuram Olive publications.
5. Sinha, D; Tripathi, R.C; Misra, G (Eds) (1982). *Deprivation: Its Social Roots & Psychological Consequences*. New Delhi: Concept Publishing.
6. Yesudian C.A.K (Ed) (1991) *Primary Health Care*. Mumbai, Tata Institute of Social Sciences.

15SWK644 COMMUNITY CARE IN PHYSICAL HEALTH 3 0 0 3**Unit 1 Community HealthCare**

Health care system in India - historical development, three tier systems of health care in India - Roles and functions. Traditional systems of health care delivery, health of the specific and vulnerable groups, community based palliative care public health education, concerns and challenges of public health care system, role of different stakeholders in public health delivery system.

Unit 2 Patients Rights and Medical Ethics

Salient features of Consumer Protection Act and Medical Profession 1986, The Medical Termination of Pregnancy Amendment Act, 2002, The Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Amendment Act, 2002 The Maternity Benefit Act, 1961: The Narcotics Drugs and Psychotropic Substances (Amendment) Act, 2001: The Transplantation of Human Organs Act, 1994; Drugs and Cosmetics Act, 1940; The Prevention of Food Adulteration Act, 1954.

Unit 3 Concepts of Marginalization and Human Rights

Physical health, development and inequality; understanding structural inequalities on physical health services, Rural health problems and concerns: common communicable and non-communicable diseases; common physical disorders, Prevention of physical disorders, Promotion of physical health, International developments in physical health care, Inter-sectoral Collaboration, Role of Non-Governmental Organizations.

Unit 4 Preventive Interventions

Hypertension, heart disease, cancer, diabetic mellitus, HIV/ AIDS and STIs. Obesity, sleep disturbances; Evidence based social work practice in PH settings: Training initiatives and health education, Professional self care. Voluntary Sector involvement in public health programmes, community based rehabilitation models of physical health care.

Unit 5 Community care and extension programmes

Community based programmes and policies, Innovative practice in community health,

Effective models in general health. Critical aspects of the health care policies and programmes. Case studies and best practices of physical health care in the country.

SUGGESTED READINGS:

1. Merson M H, Black R E, Mills A J. (2006) *International public health: diseases, programs, systems, and policies*, 2nd edn. Sudbury MA: Jones and Bartlett Publishers
2. Schneider M J (2006) *Introduction to Public Health 2nd edition*, Sudbury, M A, Jones & Bartlett Publishers, Inc.
3. Turnock B. J. (2007) *Essentials of Public Health*. Sudbury M A; Jones & Bartlett Publishers.

15SWK651 UNDERSTANDING CHILDREN AS VULNERABLE GROUPS 3 0 3

Unit 1 Conceptual Clarity

Vulnerable children - Concept & definition, Profile & demographic analysis, National & regional disparities, Girl children, Children with disabilities.

Unit 2 Profile and Situation Analysis

Vulnerable Children - Children in need of care & protection, Children in conflict with law, Children in contact with law Situational analysis of vulnerable children in India, Children living on & off streets, Children in exploitative labour markets, Children affected by emergencies & disasters, Children affected by HIV/ AIDS & Substance abuse, Children of families at risk, Orphaned abandoned & destitute, Differently-abled children.

Unit 3 Problems of Children in Family

Changing nature of Indian family, Rise of nuclear family, Disintegration of families, changing nature of support systems, Lack of care givers in the family, Surrogacy, Adoptive families, Surrogate families, Guardian arrangements, Women headed and single parent families. Parental expectation, Peer group influence, Problems of adolescence.

Unit 4 Child Maltreatment and Violence against Children

Children subjected to human trafficking, Human smuggling, Sexual maltreatment & pornography, Forced labour, internal displacement, Unsafe migration, Begging, Drug trafficking, Hostilities, Abandonment, Cruelty, Unsafe Migration, Pornography; Effects of migration on children.

Unit 5 Children without Families

Situation of children living without family and institutional support structures, Children living in institutions, Children with physical or mental disabilities but without family.

SUGGESTED READINGS:

1. Bajpai Asha (2003) *Child Rights in India: Law, Policy and Practice*, Oxford University Press.

2. Govt. of India (1998) *Plan of Action on Child Trafficking*
3. HAQ's short paper on 'Dealing with Children in Conflict with Law- Role of Police'
4. HAQ's short paper on 'Children's Right to be Heard in Judicial Processes'
5. Maharukh Adenwalla, (2006) *Child Protection and Juvenile Justice System for Juvenile in Conflict with Law*, Childline India Foundation,
6. Nanjunda D C (2008) *Child Labour and Human Rights: A Prospective*. New Delhi, Kalpaz Publication
7. NIPCCD, (2002) *The Child in India – A statistical Profile*, NIPCCD, New Delhi. UNICEF Publication
8. Ruzbeh N. Bharucha, (2008) *My God is a Juvenile Delinquent*, Sainathann Communication, New Delhi.
9. UNICEF (2006) *Guidelines on the Protection of Child Victims of Trafficking*, Unicef Technical Notes, Child Trafficking and Migration, New York, UNICEF Head Quarters

15SWK652 CARE AND SUPPORT SERVICES FOR CHILDREN 3 0 3

Unit 1 History & Evolution

International situation, Indian situation, Initiatives of the United Nations, Pre & Post-Independence Initiatives in India.

Unit 2 State Initiative

Critical understanding of the Govt. services, Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), Mid Day Meal (MDM), National Child Labour Project (NCLP), Central Adoption Resource Agency (CARA) Special Programmes for Girl Children: Kishori Shakti Yojana (KSY), Balika Samridhi Yojana (BSY), Sukanya Samridhi Yojana (SSY), Beti Bachao Beti Padhao Yojana (BBBPY), Childline. Services under J J Act and other laws; Issue Specific Services.

Unit 3 Path Breaking Civil Society Initiatives

The Kosbad Model – Anganwadi The Prerana model - EIGT - NCC, ESP, IPP, CAA. The SOS Model and other. Shelter Services Adoption services, Services for the disabled, Other issue based initiatives.

International & Regional Initiatives - MDGs, issue based initiatives, Role of UNICEF, SAARC/SAIEVAC, Toll-free Helplines for children.

Unit 5 Minimum Standards of Care & Support Services

Minimum standards of C & S services South Asian Protocol; Quality care as right, Issues of quality care, Protocols, SOPs, Checklists, Guidelines, and other tools for quality care; Social audit, Monitoring, co-management of state run services; Child participation: Concept, Importance, its role in programme planning, Monitoring and Evaluation; Importance of care plan for children, Care history, Case report and

Importance of Home/ Social Investigation Report; Components in proposal writing, Understanding Inputs, Outputs, Impacts and Outcomes, Monitoring and Evaluation, Report writing.

SUGGESTED READINGS:

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

15SWK653 INTERVENTION FOR CHILD RIGHTS AND CHILD PROTECTION 3 0 0 3

Unit 1 Understanding Child Rights

Child rights - Concept, definition, applications Child rights as Human Rights. Categories of child rights as given in UNCRC-1989, Right to Survival, Right to Protection, Right to Development and Right to Participation.

Unit 2 Instruments of Child Rights

Instruments of child rights - UNCRC-1989, Various UN and Regional Conventions, Protocols, Declarations, Recommendations, The Constitution of India, Indian laws, rights based programming.

Unit 3 Child Rights - Policies, Programmes & Structures

National Charter for Children 2004 - National Plan of Action 2005, Policies of States, National policy on education. Various important bodies and functionaries Created for Child Rights & Child protection such as Commissions, Special Courts, etc.

Unit 4 Child Protection - Policies, Programmes & Tools

Understanding child protection ICPS of GOI. Intra-Organizational Child Protection Policy (CPP). Risk Assessment (RA) in child care institutions and other spaces. National Plan of Action 1998 against child trafficking.

Unit 5 Case Discussions

Case discussions on Violence Against Children (VAC), Child sex predators, Child sex tourism, Nithari scandal, Kavdas-Kalyani case, Preet Mandir case, Freddy Peat case and other important cases.

SUGGESTED READINGS:

1. Bajpai Asha (2003) *Child Rights in India: Law, Policy and Practice*, Oxford University Press.
2. Mishra Lakshmidhar (2000) *Child Labour in India*, Oxford University Press
3. Nanjunda D C (2008) *Child Labour and Human Rights: A Prospective*. New Delhi, Kalpaz Publication.
4. William Thomas (2008) *Child Trafficking: An Unconscious Phenomenon*. A. New Delhi, Kanishka
5. Bose Pradeep (2006) *Child Care and Child Development: Psychological Perspective*, Jaipur: ABD
6. Choudhary Premanand (2008) *Child Survival, Health and Social Work Intervention*, Jaipur: ABD
7. Pandey V C (2005) *Child Education*. Delhi: Isha Books.
8. Prasada Rao (2006) *Child Labour: Problems and Policy Issues*, Associated Publishers

15SWK654 CHILDREN IN HUMANITARIAN CRISES: INTERVENTIONS THEREIN 3 0 0 3

Unit 1 Humanitarian Crisis

Humanitarian Crisis - Conceptual clarity, definitions, theories Humanitarian situation, Humanitarian Aid, Genocide, Holocaust. Typologies of Humanitarian Crisis, Legal instruments – The Law of Geneva and the Law of The Hague, Geneva Conventions (I, II, III & IV) & Protocols, The Hague Convention of 1899 and 1907. Optional Protocol to the Convention on the Rights of the Child on the involvement of children in Armed Conflict 2000. Provision of protection, care & aid for children in international humanitarian laws and policies.

Unit 2 Humanitarian Crisis and Children

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

Crucial/ emerging and/ or ignored Issues of Intervention in HC related to Children, Chances & Challenges in Child Rights, Protection & Development in HC, Disasters (Man-made & Natural) and Impact on Children, Different methods & models of intervention (global, national & local-level) in Preparedness, Mitigation, Resilience, Response, Rescue, & Rehabilitation in (Health, Shelter, Food & Education), Socio-economic, Cultural, psychological & political dimensions of children in HC & its Intervention.

Unit 3 Multiple Vulnerabilities of Children in Humanitarian Crisis

Understanding multiple vulnerabilities of children in Humanitarian crisis. Understanding – Rescue, relief and rehabilitation of children; Special Focus on Girl Child, Diseased, Orphans, Children Affected by HIV/ AIDS, Children From Vulnerable communities, Children of migrant families, Refugees, High risk and marginalized families.

Unit 4 Rights of Children in Humanitarian Crisis and Intervention Strategies

Understanding children friendly places and their role in helping children in HC. Works books, Guidelines & Practices for working with Children in HC, Right Based Approach (problems & possibilities) - Right to Survival, Right to Development, Right to Protection & Right to Participation, Psycho-social Intervention in Post Traumatic Stress Disorders (PTSD) in HC.

Unit 5 International & National Scenario

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

Major past and contemporary HC (International and in India) as they relate to children, (e.g. Wars, Terrorism, Tsunami). Case studies on major HC, Interventions therein and Challenges in dealing with children's issues.

SUGGESTED READINGS:

1. Discussion Paper for Agricultural Economics Society Conference 2005. Revised version 10 May 05.
2. BBC Report on humanitarian crises in Sri Lanka, April 2009
3. Reuters reports on current humanitarian crises
4. The 10 Most Underreported Humanitarian Crises of 2005 by Doctors Without Borders
5. The 10 Most Underreported Humanitarian Crises of 2006 by Doctors Without Borders
6. Save the Children list of types of emergencies
7. Amnesty International, Human rights publications, www.amnesty.org
8. www.hdcentre.org
9. Human Rights Watch, www.hrw.org

15SWK661**HAZARDS, RISK AND DISASTERS****3 0 0 3****Unit 1** Conceptualizing Disasters

Introduction to concepts - hazard, risk, disaster, crisis, emergencies, vulnerability, susceptibility, capacity, disaster management, prevention, preparedness, mitigation, rehabilitation. Theories on Risk, Crisis and Disasters: Social structure and disasters. The nature of risk - components of risk - Kirchtou's risk triangle - inherent level of risk. Meaning and explanation of Risk transfer, risk communication, risk perception, risk avoidance and risk assessment. Social, economic and political processes within developing countries that structure the impact on natural disasters.

Unit 2 Classification and Impacts of Hazards

Types of hazards: Natural Hazards – Geologic hazards, Atmospheric hazards and

other natural hazards. Natural hazards as Catastrophic hazards/ rapid onset hazards/ slow onset hazards; Anthropogenic Hazards – Technological Hazards, Acid rain; Contamination of atmosphere or surface water with harmful substances; Ozone layer depletion; Global warming. Effects of Hazards: Primary, secondary and tertiary effects; Time and space dimensions of disasters.

Unit 3 Disasters and Social Change

Social groups affected by disasters: Ethnicity and Gender issues, Children, aged, physically disabled, internally displaced people, and others. Community and organizational changes during disasters; Migration, conflicts and disasters; Poverty, hunger, conflicts and disasters: social inequalities and entitlements. State, civil society and local/ indigenous community during disasters. Social interfaces and social change in the context of disasters.

Unit 4 Fundamentals in Disaster Management

The disaster management cycle: Critical reflections on the disaster management cycle, Components of a disaster management system: Early Warning System and Communication during disasters, Disasters and sustainable transformation: Recognizing local culture, structure, capacities and need.

Unit 5 Disasters in the Indian Sub-continent

History of disasters in India from the vulnerability perspective – (i) Famines in India – (ii) Partition – (iii) Drought in Maharashtra, Andhra Pradesh, Gujarat – (iv) Bihar and Mumbai Floods – (v) Earthquakes in Latur, Gujarat, and Kashmir – (vi) The Orissa super-cyclone – (vii) The Bhopal Gas Tragedy – (viii) The Indian Ocean Tsunami - (ix) Epidemics in the Indian Sub-continent – Plague, Smallpox, Vector-borne diseases. Terrorist, Communal violence.

SUGGESTED READINGS:

- Damon P Coppola: *International Disaster Management*, Butterworth-Heinemann, 17-Oct-2006 - Political Science - 576 pages
- Risk analysis - A basis for Disaster Risk management Guidelines*, 2004 Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Germany.
- Alexander, D. E. *Confronting Catastrophe: New Perspectives on Natural Disasters*, New York, Oxford University Press, 2000.
- Blaikie, Piers et al, *At Risk: Natural Hazards, People's Vulnerabilities and Disasters*, London, Routledge and Kegan Paul, Cuny, FC, *Disaster and Development*, 1983, New York, Oxford University Press. 1994.
- Sen, A.K. *Poverty and Famines: An Essay on Entitlement and Deprivation*, New Delhi, Oxford University Press, 1983.
- NDA Govt of India publications – references.
- www.ndma.gov.in

15SWK662 STANDARDS AND APPROACHES IN DISASTER RELIEF AND RECOVERY 3 0 0 3

Unit 1 Nature and Types of Immediate Response

Phases of Disaster: Understanding Response & Recovery. Individual, Family and Community Responses. Natural History of Individual Responses: Reactions, Factors and Psychodynamics; Threat, Impact, Recoil, Early aftermath phases. Post traumatic stress, anxiety and depressive reactions. Community Responses to Disasters: Reactions to warning, Blame and hostility in disasters, Role of family and relatives. Organizational responses to disasters. Role of media in disasters.

Unit 2 Standards and Best Practices in Relief Operations

Hyogo Framework for Action – International Strategy for Disaster Risk Reduction – National Policy & Act. The SPHERE standards - Humanitarian Charter, Minimum Standards Common to All Sectors; Minimum Standards in Water, Sanitation and Hygiene Promotion; Minimum Standards in Food Security, Nutrition and Food Aid; Minimum Standards in Shelter, Settlement and Non-food items; Minimum Standards in Health Services; Minimum Standards in Education; Critique of the SPHERE Standards. International Standards relating to key vulnerable groups: Women; Children; Older People; People living with HIV/AIDS; Disabled Persons; Minorities (descent-based, religious and linguistic status); Indigenous Peoples; Migrant workers; Non-nationals/ Non-citizens); Internally Displaced Persons.

Unit 3 Immediate Relief Strategies

Characteristics of the response phase: Impact, Rescue, Inventory, and Remedy. Identity. Categories of relief: Food, Clothing and other maintenance, Shelter, Building and Repair, Household furnishings, Medical and nursing care, Occupational supplies and equipment, Small business rehabilitation etc. Types of Activity: Core value activity – Search and Response, Caring for Casualties, Protection against continuing threat, Relief and caring of survivors. Organizations in Response: Police Department, Fire Department, Public Works Department, Hospitals, Voluntary Organizations/ NGOs. Organizational Constraints: Communication, Coordination, Authority Structure, Prior Experience. Disaster Relief Logistics - strategic planning, preparedness, pre-event response etc.

Unit 4 Disaster Impact Assessment

An overview of disaster assessment: Role and Steps in the Assessment Process; Evolving Objectives of Assessment; Different data collection methodologies suitable for assessment. Multi-Sectorial Damage Assessment.

Unit 5 General features of Integrated Risk Assessment

Short term relief versus long term Recovery; Emergency Operations Plan

Development: The dominant planning model: Command and Control – Assumptions and Consequences. Incident Command System. Alternate approaches. Principles of Planning. Different types of disasters and planning implications. Developing a Plan: Direction and Control; Communication; Alerts and Warnings; Evacuation and Closure; Criteria for evaluating disaster plans.

SUGGESTED READINGS:

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

Payne, L., Rebuilding Communities in a Refugee Settlement: A Casebook from Uganda, Oxford, Oxfam, 1998

Spodek, H. 'Crises and responses Ahmedabad', Economic and Political Weekly, 2001, p1627-1638. 2000

TISS: State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Mumbai, TISS., 2005

15SWK663 MENTAL HEALTH SERVICES IN DISASTER MANAGEMENT 3 0 0 3

Unit 1 Introduction to Disaster Mental Health

Concept, meaning, DMH Mission, Values, Ethics and Assumptions - Major disasters in India and other nations: Needs of the disaster survivors - Psychosocial care – Definition - Historical development of psychosocial care - Significance of Psycho-Social Support and Mental Health Services (PSSMHS) in Disaster Management - Hindrances to psychosocial care programmes.

Unit 2 The psychosocial impact of disasters

Theories of Psychosocial care - Emotional and behavioural reactions of the survivors across various phases: Normal and Abnormal reactions -Principles of emotional support.

Unit 3 Emergency planning and Training

Psychosocial assessment - PSSMHS in Relief Camps - Early intervention approaches – psycho education, psychological first aid, crisis intervention, debriefing, defusing - PSSMHS during Recovery, Rehabilitation and Reconstruction Phases - Handholding exercise - PSSMHS for Vulnerable Groups – children, women, aged and disabled. PSSMHS for Care – Providers - Integrating PSSMHS with General Relief Work & the Health Plan. Referral System - Role of NGOs in PSSMHS - Psychosocial care and cross cutting issues – HIV/ AIDS, Alcoholism, Poverty, Migration, Displacement.

Community based psychosocial care models in disaster management - NIMHANS model of psychosocial care - World Health Organization - American Red Cross

Model - Other models – Evidence base for community integrated models. Indicators of recovery – impact, distress, disability and quality of life.

Unit 4 Disaster Preparedness in PSSMHS

Planning and Preparedness - Resource Mapping - Preparedness for PSSMHS - Capacity Development - Research and Development - Documentation - Community Participation - Role of Community Level Workers, Role of Professional Social Workers.

Infrastructure for PSSMHS - Hospital Preparedness - Network of Institutions - Public-Private Partnership - Technical and Scientific Institutions - Communication and Networking - International Co-operation - Media Management.

Unit 5 IASC Guidelines on Mental Health

Psychosocial support and Mental Health Services in disaster management - NDMA Guidelines - Sphere Standards in psychosocial care.

SUGGESTED READINGS:

1. Murthy, Srinivasa R and M K Issac: 'Mental Health Needs of Bhopal Disaster Victims and Training of Medical Officers in Mental Health Aspects', *Indian Journal of Medical Research*, 86 (Suppl): 51-58. 1987
2. NIMHANS, *National Workshop on Psychosocial Consequences of Disasters*, NIMHANS, Bangalore 1997 Eherenreich, JH, *Coping with Disasters, A Guidebook to Psychosocial Intervention*, New York: Mental Health Workers without Borders.
3. Jaswal, S. & Gandevia K. *Mental health Consequences of Disaster – Special Issue, The Indian Journal of Social Work*, Vol. 61(4). 2000
4. Juvva, S and P Rajendran: 'Disaster Mental Health', *Indian Journal of Social Work*, Vol 64, No 4, pp 527-41. 2000

15SWK664

DISASTER RISK REDUCTION AND CLIMATE CHANGE

3 0 0 3

Unit 1 Principles and Methods for Disaster Risk Reduction

Introduction to Disaster Risk Reduction, Principles. Disaster risk reduction approach. Tools and methods for assessing and monitoring disaster risk trends, patterns and conditions. Identification of risk reduction measures, prioritization, and preparation of risk reduction plans, stakeholder analysis, organizational mechanism for plan implementations; Case studies on integration of risk reduction into development activities and planning.

Unit 2 Community-based Disaster Risk Reduction

The framework of Community Based Disaster Risk Management (CBDRM).

Facilitating participatory assessment and planning for Community-based vulnerability reduction. Community risk assessment; Hazard mapping; Facilitating community self monitoring, evaluation and learning for CMDRR; Sustaining CMDRM Process: structural mitigation, early warning, public awareness, community organisation, livelihood diversification and livelihood strengthening, training. Social Networks and Social Capital in Disaster Risk Management. Local knowledge systems in disaster risk reduction. Transparency and accountability issues in disaster risk reduction - Strategies for enhancing participation in governance and improving accountability of the processes involved in all the phases of disasters - Assigning accountability for disaster losses and impacts; Allocation of resources for necessary risk reduction; Enforcing the implementation of disaster risk management; Facilitating participation from the civil society and the private sector.

Unit 3 Climate Change and environmental vulnerability

Effect of climate change on India and her neighbours, Climate change versus environmental change: Population increases, development in marginal areas, unsustainable farming and fishing, deforestation etc. interface with climate change to create increasing vulnerabilities. The Pressure and Release Model to understand environmental vulnerability. Disaster Risk Reduction Tools and Methods for Climate Change Adaptation.

Unit 4 Climate change and disasters

Global warming, deforestation, pollution. Socio-cultural and economic dimensions of environmental degradation: Common pool resources, livelihood and disasters; Impacts on food production and supply, health and diseases/ epidemics; migration and conflicts; Tourism and disasters. Mechanisms to address.

Unit 5 Climate Change

Climate change mitigation and adaptation. The role of carbon, climate feedback mechanisms, geoengineering. The business and politics of climate change. The Kyoto Protocol. Carbon trading. Clean Development Mechanisms. Intellectual Property Right Transfers etc. Corporate Social Responsibility. Adaptation to environmental change.

SUGGESTED READINGS:

- Blaikie, Piers et al, *At Risk: Natural Hazards, People's Vulnerabilities and Disasters*, London, Routledge and Kegan Paul, 1994.
- Casale, R. and C. Margottini, *Natural Disasters and Sustainable Development*, Springer, 2004.
- Godschalk, D. R et al. *Natural Hazard Mitigation: Recasting Disaster Policy and Planning*, Island Press, 1999.
- Kasperson, J. X and R. E. Kasperson (eds.) *Global Environmental Risk*, United Nations University Press and Earthscan, 2001.
- Neefjer, K. *Environments and Livelihoods: Strategies for Sustainability*, Oxford, Oxfam GB, 2000.

15SWK690**LIVE-IN-LAB.****2 cr**

This initiative is to provide opportunities for students to get involved in coming up with solutions for societal problems. The students shall visit villages or rural sites during the vacations, after the second semester and if they identify a worthwhile project, they shall register for a 2-credit Live-in-Lab project, in the third semester. The objectives and projected outcome of the project should be reviewed and approved by the Dept. chairperson and a faculty assigned as the project guide. On completion of the project, the student shall submit a detailed project report. The report shall be evaluated and the students shall appear for a viva-voce test on the project.

15SWK691**CONCURRENT FIELD WORK III****4 cr**

Based on the field of specialization, the students are placed in agencies like hospital/ voluntary organization, field projects etc. Here the students should focus on developing perspectives, practice the roles and intervention modes to agency specific or target group specific. With the cutting edge social work practice skills, the students can directly make interventions in the field.

15SWK692**CONCURRENT FIELD WORK IV****4 cr**

The specializations wise field work, continues in the fourth semester with the shifting of the agency in view of getting exposure in a different environment focus area. Understanding the policies and programmes of the agencies, the students shall work together with the agency, broaden their perspective on practice issues and render their help to the needy. Students can also be placed in open settings. Some students are linked to governmental programmes, meant for poor and vulnerable section of the community, relating to various issues like health, disability, livelihood and so on.

15SWK693**BLOCK FIELD PLACEMENT****3 cr**

The block field placement is the final requirement for the final year students to complete the course. Under this mode, they will be placed in an organization continuously for 30 days, to acquire intensive training aiming at employment in a similar organization. A few students may get employment opportunity in the same organization on completion of the internship. It is organized after the end semester examinations are over in the month of June.

15SWK699**RESEARCH PROJECT****4 cr**

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