17SWK501   Foundation of Social Work Practice   3 0 0 3

Unit I: Social Work-– Conceptualizing and Definitions. Nature, Scope; An overview of methods of Social Work - Primary Methods and Secondary Methods; Micro and Macro Social Work Practice; Social work tools & techniques.

Unit II: 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- Gender Sensitization in Social Work.

Unit III: 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, Labor Welfare. New and Emerging fields such as Social Justice and Empowerment, Human Resource Management, Victim Assistance, Disaster Management, Conflict Management. Role of Social Work Administrators, Researchers, Planners and Policymakers.

Unit IV Fieldwork and Supervision - Importance of Field Work and Supervision. Problems faced by the Social Work Profession in India. Need for Social Science knowledge for Professional Social Workers, Functions of Professional Associations. International Social Work. Emerging areas of Social Work - Environmental Protection, Disaster Management, Social Work applied to Gerontology

Unit V: Indian Philosophies and Social Work: Bhakti Movement. Preachings of Swami Vivekananda and its relevance - Influence of the life and Preachings of SreeNarayana 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, BC.(2012) 'A handbook of social work'. New Delhi, Wisdom Press.
2. Bradford, W. Sheafor, Charles, R. Horejsi, & Gloria.A. (1997) 'Techniques and Guidelines for Social Work', Fourth Edition. London, Allyn and Bacon, A Viacom Company.
3. Josantony Joseph & Gracy Fernandes. (2006) 'An Enquiry into Ethical Dilemmas in Social Work'. Mumbai, NirmalaNiketan.
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.

17SWK502 Psychosocial Perspectives and Counseling   3 0 0 3

Unit I: Human Development and Behavior: 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 behavior; Theories of learning

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

Unit III: Psycho-social Assessment and Care: Variety of settings and situations: Disasters/ migration/displacement /emergencies, HIV/AIDS, Neurological disorders, Pain & Palliative care, Substance Use, Marital and family life, Life style diseases, Children in difficult circumstances, Elderly

Unit IV: Counseling Concepts and Stages: Concept and definition, elements, characteristics, goals, Historical evolution as a profession, Scope and Significance, Client Counselor Relationship, skills in counseling, Qualities of a counselor, characteristics of the client, Values and professional ethics in counseling, checklist for a counselor. *Dos and Don'ts in counseling.* Lay counseling. Stages in counseling - Getting started - Introductory talk - Identifying the issues - Facilitating expression of feelings - Practical plan of action - Implementing the plan - Evaluation and termination.

Unit V: Techniques and Settings: Techniques of Counseling: 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 & Humor, reinforcement, getting others support. Counseling in various settings

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

17SWK503   Society, Change and Development   2 0 0 2

Unit I: Introduction to Society: Fundamental Concepts , Definition - Society, Aggregation and Organization, Community, elements of Community, Community Sentiment,, Difference between Community and Society, Difference between Society and Institution, Association. Man and Society - Origin of Society, Types of Society. Socialization – Meaning, Process, factors/agents of Socialization, Development of self, individualization, interests and attitudes.

Unit II: Social Stratification and Social Change: Modernization, Globalization, Social Reforms: State and Civil Society Induced Social Reforms; Revolts/Rebellions, Movements, Revolution, Satyagraha. Social change: Concept, Definition and Factors leading to Social Change.

Social Stratification: Caste System and Class System. Power Structure- multiple sources of power – class, status and party. Factors of Social change. Social Exclusion, and Social Conflict. Culture and Social change.

Unit III: 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 Use; Old Age; Disability; Corruption and Intolerance.

Unit IV: 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.

Unit V: 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.

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.

17SWK504   Working with Individuals   3 0 0 3

Unit I: **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 level.

Unit II: **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).Catharsis, Transference and Counter Transference. Role of a social worker.

Unit III: **Theories, approaches, SC Work:** Understanding the client system. Client and case worker relationship. Approaches: Psycho-analytical, psycho-social, problem solving, behavior modification, crisis intervention and eclectic approach. Similarities and differences - case work, counseling and psycho-therapy. Recording in social case work.

Unit IV: **Tools and Techniques of working at individual level:** Tools - Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques - Counseling, supportive, resource enhancement. Clarification, interpretation, suggestion, developing insight, identification, environmental modification, Therapeutic Approaches: Transactional Analysis, Cognitive Behavior Therapy, Psycho-analysis.

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

Suggested Readings:
1. Barba J. G, (1991), Beyond case work, London, Macmillan.
2. Barry Coronel, (1996), The Social 1996: The Social Work Skills Workbook
3. Mathew, Grace (1992) An Introduction of social case work, , Mumbai, TISS
4. Pearlman, Helen H. (1995) – Social Case Work: A problem solving process. New York, USA, The university press,
5. Robert W Roberts, Rebert H Nee: (2000) Theories of Social Case work, Chicago, Unity of Chicago Press,
6. Upadhyay, R.K., (2003) Social Case Work: A Therapeutic Approach, New Delhi, Rawest Publications.

17SWK505   Working with Groups   3 0 0 3

Unit I: **Philosophical and theoretical base** - Historical evolution of group work with special emphasis on the Indian context, ethics and values in social group work. Psychological needs that are being met in groups.

Unit II: Working at group level/Social Group Work: Definition, characteristics, nature, objectives, purpose and principles; Types and structure of groups; Group dynamics – definition & meaning.

Unit III: **Theories and models in social group work**

Rational theory, Behavior theory and Reality theory. Models - Mutual aid, cognitive model, social goal model, remedial, reciprocal and self-help groups - therapeutic approaches: T-groups, gestalt - Techniques in Group Therapy: Active listening, Brain storming, Psycho-drama, Socio-drama - Sociometry for Group Work.

Unit IV: Stages of group development: Phases of Social Group Work: Pre-Group, Beginning, Middle and Ending. Tuckman's Five Stage of Group Development - Group Process: bond, acceptance, isolation, rejection, cliques, Sub Groups- Factors affecting Group Behavior: Group member resources, Group Structure and Group Processes-Leadership styles.

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

Suggested Readings:
1. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare,
2. Konapka:(1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,
3. Balgopal, P. R. and Groups in Social Work - An Ecological Vassil, T. V. 1983 Perspective, New York: Macmillan Publishing Co. Inc.
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17SWK591   Concurrent Field Work I   3 0 0 3

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 Field Work Training 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.

17SWK592   Rural/Urban/Tribal Camp   2 0 0 2

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

15CUL501   Cultural Education   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 sprit 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 e.g. 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 RamakrishnandaPuri	-	Ultimate Success
7.	Swami JnanamritanandaPuri	-	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 & Vivien Whitaker -	Cultivating Self Development
11.	Elizabeth B. Hurlock	-	Personality Development, Tata McGraw Hill
12.	Swami Jagatatmananda	-	Learn to Live (Vol.1 and 2), RK Ashram,
		Mylapore

17SWK511   Working with Communities   3 0 0 3

Unit I: 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 III: 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. Skills required in Community organization. Roles of a community organizer.

Unit II: 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.

Unit IV: 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. Strategies, Tactics and Techniques of Social Action. Role of social worker in social action.

Unit V: Social Mobilization and Political Mobilization: Conceptualization, interactive process of social mobilization. Political mobilization as a social action strategy. Guiding principles for social mobilization. Cases related to political mobilization in India**.**

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

17SWK512   Introduction to Child Rights and Child Protection   3 0 0 3

Unit I: 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.

Unit II: Situational Analysis of Children in India: Profile of Situational analysis of underprivileged children - (Education, Girl Child, Children with physical and Learning Disabilities, Trafficking of Children, Working Children, ST/DNT/N& SNT Children etc), 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 Sex Workers, Substance Use among children, Children and unsafe (illegal) migration

Unit III: Rights of a Child- History of Child rights and UNCRC, Major International Treaties, 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 - Expression, Information, Thought and Religion. Importance of child rights**.** Child rights in Indian Constitution, Indian Laws related to children, Introduction to National Policy for Children, National Educational Policy and National Charter for children, ICPS.

Unit IV: Child Care & Protection -Concept, Need, Relevance & Importance. Family, types, role of families in Child Rearing, Change in Families and its Impact on Children, , Developmental stages of children and Importance of Understanding the developmental stages of children Role of Family, Parents and Teachers in Child care and Protection- Effective parenting - Children's behavior and emotional problems:, Autism, Oppositional Defiant Disorder (ODD, Conduct Disorders Attention Deficit Hyper-activity Disorder (ADHD)   Depression, Hyper-activity Anxiety and Related Disorders, Eating Disorders, Learning Disability, Personality Disorders; Character formation. Role of Culture and Traditions in child care and protection

Unit V: Instruments and Services for Child Protection - Understanding Institutional and non-Institutional services for children (Juvenile.Justice(JJ). Act), Introduction to 4 State and non-State Services for Children, Boards and competent authorities Established under laws (e.g. CWC, JJB, DCPU - Protection Officer, NCPCR, SCPCR, etc). Role of Civil society in the Management of Institutions under JJ system. Recent Amendments.

Suggested Readings:
1. Indian Child, Cry – Child Relief & You: Mumbai 1999
2. Child Protection, Current Status and Recommendations of strategies for the Indian Country Programme for 2003-2007, A consultative report by Murali 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 Labor: *Getting the message across: a manual to strengthen the production and use of information about child labor in Asia*, Regional Working Group on Child Labor (RWG-CL)
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.

17SWK513   Introduction to Disaster Management   3 0 0 3

Unit 1: Nature of Hazards and Disasters - Understanding the Concept and Definitions of Disaster, Hazard, Vulnerability, Risk, Resilience, Capacity, Mitigation Impact of Disasters, Relationship between disasters, vulnerability and development: Geographic location of countries and repeated occurrences of natural disasters; Disaster Profiles - Global, National, State-wise scenario of disasters.

Unit II: Factors 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 III: 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 and recovery.

Unit IV: 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 V: Disaster Management in India - Disaster Management - concept, meaning**,** history, organizational and legal dimensions; Disaster Management cycle, 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), Challenges of disasters .

Disaster management - Interventions/Programmes in different disasters Role of PRI's and community participation, Role of international agencies Global initiatives, World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15), Sendai framework 2015-30, Sphere Standards – 2012, national and regional level organizations, 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; Role of social workers in Disaster Management.

Community Based Disaster Management (CBDM), Psycho-social care in disaster management, Post-Trauma care and Counseling.

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, Government. of India, 2005
7. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response http://www.sphereproject.org/handbook/
8. Disaster Management In India, Ministry of Home Affairs, Government Of India, 2011
9. Sendai Framework for Disaster Risk Reduction, 2015-30, http://www.unisdr.org/we/coordinate/sendai-framework

17SWK514   Introduction to Physical and Mental Health   3 0 0 3

Unit I: Introduction to Physical Health:

Health – Definition, Indicators of health; Health challenges in India; Determinants of health; Social determinants of health; Theories of disease causation: germ theory, epidemiological triad, BEINGS model, theory of web causation, epidemiological wheel theory. Community Based health promotion and health education.

Unit II: Diseases and Health Care in India:

Diseases - Major communicable diseases; non- communicable and chronic disabling conditions; environmental health issues; nutritional deficiencies; Reproduction, Fertility and Contraception; Recent Health issues: Swine Flu, Chikungunya, H1N1, Zika etc. Methods of treatment - Allopathy and Alternative Medicine (AYUSH)

Unit III: Introduction to Mental Health:

Mental Health – Definition, Characteristics; Mental Disorders – Definition, Characteristics; Mental Distress. Myths related to mental disorders; Models of mental disorders; Basic types of mental disorders – Neurosis and Psychosis; Difference between Mental Disorders and Psychiatric Disability; Causes and Features of mental illness; Methods of treatment - Physical, Psychological and Alternative Medicine (AYUSH)

Unit IV: Mental Health Organization and Programs in India:

National Mental Health Programme; District Mental Health Programme; Mental Health Interventions at Primary, Secondary and Tertiary Health Settings; Trans-cultural Psychiatry.

Unit V: Social Worker's Role in Physical and Mental Health settings:

Overview to Vulnerability Mapping in Physical & Mental Health – Relevance to social work
Gender focused perspectives on physical and mental health

Physical Health Settings - Hospital, Community Settings – Urban, Rural and Tribal; Disaster Health Care**;** Terminal Illness; HIV/AIDS; Accidents and Physical Disabilities.
Mental Health Settings: Psychiatric Hospitals, Child Guidance Clinic, Educational institutions, Correctional Institutions, Industries, Alcohol and Substance Use and Suicide.

Suggested Readings:
1. Ahuja Niraj (2011) 7th Ed, A Short Textbook of Psychiatry, Jaypee Brothers Publishers Ltd. New Delhi.
2. 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.
3. Park K, (2007) Park's Text book of preventive and social medicine, 19th edition M/s Banarsidas Bhanot Publishers, Jabalpur.
4. Saddock B.J. and Sadock V.A. (2003). Synopsis of Psychiatry (9th Ed), Philadelphia: Lippin Cott, Williams and Silkins.
5. Sadock, B, J, & Sadock, V.A. (2005). Comprehensive Textbook of Psychiatry. Philadelphia: Lippincott Williams and Wilkins.

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17SWK515   Social Work Research   4 0 0 4

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Unit 1: Role of Social Work Research and Scientific Method:

Conceptual clarity - Research in physical and Social sciences, Scientific attitude, Social Research and Social Work Research (SWR), Relevance of Research in Social Work, purpose of SWR, Use of research in professional field and practice of social work, types applied,

Cannons of Science - Purpose of scientific method. Ideographic to nomothetic. Assumptions of scientific method. Features of Scientific Method: Objectivity, Verifiability or falsifiabilty, Replicability. Critiques of Applicability of scientific method to explain social reality: Subjectivism.

Unit 2 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 3 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. Implementation of concepts and variables. Reliability and validity of operational Likert scales.

Unit 4:Research Designs, Sampling, Tools:

Nature of research design; Factors affecting the choice of research designs, Tools of data collections: Observation, Case studies, Surveys, and experimental. Case study design; Interview schedules; Questionnaire.

Unit 5: Quantitative Data Processing and SPSS

Introduction to SPSS. Data definition. Data entry. Uni-varate/Bi-varate and Multi-variate Data analysis and interpretation. Report writing - Major components of a research report, Publication as a practice goal-Writing for professional journals

Suggested Readings:
1. Good & Hatt (2006): Methods in Social Research, New Delhi:
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. Krishnaswamy O.R (1999): Methodology of research in Social Sciences, Hind Kitabs Ltd.,Mumbai.
5. Taylor, S. and Brogdan. R. (1984) Introduction to Qualitative Research Methods: The Search for Meanings. New York. John Wiley and Sons.
6. Strauss, A. Basics of Qualitative Research (1990): Grounded Theory, Procedures and Techniques, Newbury, Sage.

7. Thomas. R.M. (2003) 'Blending Qualitative and Quantitative Research Methods in Theses and Dissertations', Corwin Press.
8. Vila, P. (2003) Ethnography at the Border, University of Minnesota Press

17SWK592   Concurrent Field Work II & Winter Internship   3 0 0 3

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

Winter Internship has to be completed during the Winter break at the end of the First semester and will be evaluated during the Concurrent Field Work Viva Voce Exam II.

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: Shruti versus Smrti - Overview of the four Vedas and 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 Paramahamsa, 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.

17 SWK601   Social Legislations for Vulnerable Groups   3 0 0 3

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

Unit III: Laws Related to Women- Introduction to Immoral Traffic (Prevention) Act 1956; Dowry Prohibition Act 1961, Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redress) Act -2013; IPC-Section 498-A; Other relevant provisions from the IPC & CrPC.

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

Unit V: Laws for Social Change-   Right to Information Act-2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005; Central Educational Institutions (Reservation in Admissions) Act 2006. Recent Amendments in Social Legislations.

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.

17SWK602   Project Formulation and Management   3 0 0 3

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

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

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

Unit III: Conceptualizing and Initiating a Project- Setting goals and securing commitment; the project goal, developing goal statements, setting budget goals; time and money, managing conflicts, creating goal commitment.

Unit IV: Work Breakdown Structure, Scheduling Tools- Gantt Charts; PERT/CPM Networks; project control, purpose, processes; periodic control techniques, preventive control techniques, cost control, monitoring, midterm evaluation and end term evaluation, providing components and indictors for evaluations.

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

Unit V: Leadership in Project Management- Essential characteristics of good project leader, managing teams in projects, training for staff in social welfare projects; Communicating risk, essential characteristics of effective communication; Public relations.

Case presentations on successful proposal & preparing a project proposal for funding organizations.

Suggested Readings:

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

17SWK603   Social Welfare Policy and Administration   3 0 0 3

Unit I: 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 II: Social Welfare Policies and Programmes for Various Populations- Scheduled sastes (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, refuges, Substance Use, internally displaced persons (IDP) and project affected persons (PAPs).

Unit III: 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 IV: 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 V: 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 & 80 GGA; Foreign Contribution Regulation Act (FCRA) 2010. Need for effective implementation of FCRA provisions and challenges for government and VOs. Recent amendments in Policy and Administration.

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, KitabMahal.

Elective 1: Community Development

17SWK631   Rural and Tribal Community Development   3 0 0 3

Rural Community Development

Unit-I: Rural Community and Community Development- Conceptualization and definitions, Characteristics of rural community. Rural Economy of India, Paradigms of Rural Development, Determinants of Rural Development. Framework for community and economic development. Social capital and community building.

Unit-II: 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-III: Planning and Organizing Rural Development-

Planning - Levels and functions of planning; Decentralization of planning; Methodology of micro-level planning, Methodology for block and district level planning; Techniques of Participatory Rural Appraisal (PRA) in Rural Development. Community assest mapping.

Organising – Designing an appropriate organizations, Government organizations, Panchayati Raj organizations, Cooperatives, and Voluntary Agencies. Social Audit and its role.

Tribal Community Development

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

17 SWK632 Urban Community Development and Good Governance   3 0 0 3

Unit I: 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 II: 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 – Modern trends in Urbanisation.

Unit III: 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 and Town planning, Models of Urban development in India, 74th Amendment of the constitution and public private partnership in urban development. Slum development board.

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

Unit V: 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.

Elective 2: Physical and Mental Health

17SWK641 Social Work Practice in Mental Health   3 0 0 3

Unit I: 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.

Classification of Mental Disorders : ICD-10 and DSM V TR. Case History and Mental Status Examination -Symptoms of Disorders of Perception, Thought, Speech, Memory, Emotion and Motor functioning.

Unit II: Signs, symptoms and treatment of common mental disorders: Common Mental Disorders: Anxiety Spectrum Disorders, Mood (Affective)Disorders, Schizophrenia, Mental Retardation/ Intellectual Disability, Disorders that Affect the Elderly(3 D's- Depression, Dementia, Delirium), Psychoactive Substance Use Disorders.

UNIT III: Signs, symptoms and treatment of other mental disorders: Other Mental Disorders Less Commonly Seen: Childhood Psychiatric Disorders, Personality Disorders, Sexual Disorders and Dysfunctions, Cultural Bound Syndromes.

Unit IV: Psychosocial Interventions and Management: Relevance and importance of Psychosocial intervention - Psychosocial Management of psychiatric illness - Individual level Group level - Family Level - Community level: family visit, school visit, visit to Collateral Contacts - Multidisciplinary Approach in Psychiatry - Role of social workers in mental health settings.

Unit V: 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 (2011) A short Text Book of Psychiatry 7th 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.

17SWK642 Community Care in Mental Health   3 0 0 3

Unit I: Community Mental Health: Scope, concepts and perspectives; Historical Overview of Community Mental Health in India and abroad; Relevance of Community Mental Health Services in India, Traditional systems of mental health care in India. Mental disorders in primary health care. Mental health of women, maternity workers, Children and adolescents- school going and drop outs, mental health needs of elderly, Special groups-refugees, disaster affected populations, Suicide and attempted suicide, Public mental health education

Unit II: Trends in Mental Health Care promotion: Prevention of mental disorders, Promotion of mental health, International developments in mental health care, Inter-sectoral Collaboration between Government and Non-Governmental Organizations, Psychosocial care for mental health issues in rural, urban and tribal areas, Challenges for mental healthcare in India.

Unit III: Legislations related to Mental Health: Legislations in Mental Health impacting Community Mental Health – Mental Health Act, 1987; Convention on Rights of Persons with Disabilities, 2007; Mental Health Policy 2014; Rights of Persons with Disability Act, 2016, Mental Health Care Bill 2016; National Health Policy 2017 : Critical evaluation of the legislations. Recent Amendments.

Unit IV: **Community Mental Health Models:** Moving beyond the Institutional Model of service delivery, Community Mental Health practice integrated with the public health system, Models of Health care - Clinical Model, Ecological Model, Systems Model, Community based rehabilitation (CBR) models of mental health care. Clinical tools for information gathering – Genogram, Ecomap and Social network Map.

Unit V: Community Mental Health and NGO's:- Role of Non-Governmental Organizations in Mental Health care - Treatment: care and rehabilitation; Community-based activities and prevention; Research and training; Advocacy and empowerment. Strengths and limitations in Mental Health care delivery.

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. (1881). 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.
8. Sinha, D. (1990). Concept of psycho-social well-being: Western and India perspectives, NIMHANS Journal, 8(1), 1-11.

Elective 3: Child Rights and Child Protection

17SWK651 Understanding Children as Vulnerable Groups   3 0 0 3

Unit I: Conceptual Clarity and profile of children-   Vulnerable children- Concept & definition, Profile & demographic analysis, National & regional disparities, Girl children, Children with disabilities.

Unit II: Situation Analysis of Vulnerable Children-   Children in need of care & protection, Children in conflict with law, Children in contact with law Children living on & off streets, Children in exploitative labour markets, Children affected by emergencies & disasters, Children affected by HIV/AIDS & Substance Use, Children of families at risk, Orphaned abandoned & destitute.

Unit III: 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 in families and schools.

Unit IV: Children Without Families and under institutional care- Situation of children living without family and institutional support structures, Children living in institutions, Children with physical or mental disabilities but without family.

Unit V: 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

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, Sainathan 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

17SWK652 Care and Support Services for Children   3 0 0 3

Unit I: History & Evolution - International situation, Indian situation, Initiatives of the United Nations, Pre & Post-Independence Initiatives in India.

Unit II: 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 Samriddhi Yojana (SSY), Beti Bachao Beti Padhao Yojana (BBBPY), Childline. Services under J J Act and other laws; Issue Specific Services.

Unit III: 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.

Unit IV:International & Regional Initiatives- SGDs, issue based initiatives, Role of UNICEF, SAARC/SAIEVAC, Toll-free Helplines for children

Unit V: 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; Individual care Plan, 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 Pradee (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.

Elective IV: Disaster Management

17SWK661   Hazards, Risk and Disasters   3 0 0 3

Unit I 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 - Kirchton'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 II 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 III 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 IV   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 V 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 Deutshe Geselleschaft fur Technische Zudammenarbeit (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

17SWK662   Standards and Approaches in Disaster Relief and Recovery   3 0 0 3

Unit I 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 II 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 III   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 IV   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 V 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:

1. Mcentire D. A. Disaster Response and Recovery: Strategies and Tactics for Resilience, United States, John Wiley and Sons, 2006.
2. Payne, L., Rebuilding Communities in a Refugee Settlement: A Casebook from Uganda, Oxford, Oxfam, 1998
3. Spodek, H. 'Crises and responses Ahmedabad', Economic and Political Weekly, 2001, p1627-1638. 2000
4. TISS: State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Mumbai, TISS,. 2005

17SWK690   Concurrent Fieldwork - III/ Internship October & Summer Internship
3 0 0 3

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.

Summer Internship has to be completed during the Summer break at the end of the Second semester and will be evaluated during the Concurrent Field Work Viva Voce Exam III.

17SWK691   LIVE-IN-LABS   2 0 0 2

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.

17SWK699 A   Research Project – Part I   2 0 0 2

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.

17SWK611   Corporate Social Responsibility   2 0 0 2

Unit I: Understanding CSR- Evolution, importance, relevance and justification. CSR in the Indian context, corporate strategy.CSR and Indian corporate.

Unit II: Structure of CSR- In the Companies Act 2013 (Section 135); Rules under Section 13; CSR activities, CSR committees, CSR policy, CSR expenditure CSR reporting; Policies**;** Preparation of CSR policy and process of policy formulation; Government expectations, roles and responsibilities.

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

Unit IV: Project Management in CSR initiatives- Project and programme; Monitoring and evaluation of CSR Interventions. CSR Documentation and report writing. Reporting framework, format and procedure.

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

Suggested Readings:
1. Corporate Governance, Ethics and Social Responsibility, V Bala Chandran and V Chandrasekaran, PHI learning Private Limited, New Delhi 2011.
2. White H. (2005) Challenges in evaluating development effectiveness: Working paper 242, Institute of Development Studies, Brighton.
3. UNDP (nd) 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,

Elective 1: Community Development

17SWK633   Climate Change and Sustainable Development   3 0 0 3

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

Unit II: 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 III: 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 IV: 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 V: 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. Ahlluwalla, 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 RI. (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.

17SWK634   Technological Interventions for Community Development   3 0 0 3

Unit I: 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 II: Field of Technological Intervention- Water– Water conservation, water harvesting, watershed development, water management, water quality, water distribution, desalination of sea water. Ongoing project around the world and success stories on water conservation, water harvesting, watershed development.

Unit III: 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 IV: Field of Technological Intervention- Energy & Transportation- Technologies available for energy crisis. Non conventional / renewable energy sources – Solar, wind, wave, ect. Bio-methanation and its utilities. Transportation -Situational analysis and accomplishments, limitations and future directions.

Unit V: Field of Technological Intervention- Health & sanitation- Technology to reduce to the ill effects of toilet – types of toilets, Low-cost toilet and sustainable wastewater management . 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 .
   CAPART Publications on Prayas (Success Stories), Rain Water Harvesting , People's Action (bi-monthly).

Elective 2: Physical and Mental Health

17SWK643 Social Work Practice in Physical Health   3 0 0 3

Unit I: Health Concept, definition, dimensions and indicators; Different approaches to health - preventive, primitive and remedial health; Health and Well-being. Family of International Classification (WHO). **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 II: 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 for the family, Need for involving family in treatment process.

Unit III: Skills, Trends and Perspectives in Physical Health Social Work: - 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. Patients' Rights in Health care.

Unit IV: 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. **Different Physical Health Settings**- Outpatient Services, Emergency Care, Inpatient Services, Special Clinics, Community Health Care and Rehabilitation Services

Unit V: Rehabilitation- Definition, principles, assessment, planning and process of physical rehabilitation; Role of social worker in rehabilitation; Introduction to Aided therapies - physiotherapy, occupational therapy, speech therapy and recreational therapy. Psychological Problems in hospital staff that lead to morbidity (Stress, Burnout and Compassion Fatigue), 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.

17 SWK 644 Community Care in Physical Health   3 0 0 3

Unit I: Community Health Care Policies and Programs– Health care system in India- historical development, three tier systems of health care in India- national health policy- population policy- nutrition policy - NRHM- Public private partnership- community health care in India - AYUSH.

Cancer control programme - Revised TB Control Programme- NVBDC Programme - leprosy eradication Programme - Risk approach in MCH- non communicable disease program- HIV/AIDS program. Recent changes in various Policies and Programmes.

Unit II: 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.Recent Amendments.

Unit III: Concepts of Marginalization and Human Rights- Understanding structural inequalities on physical health services, Rural health problems and concerns: 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 IV: 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, Voluntary Sector involvement in public health programmes, community based rehabilitation models of physical health care. Health Insurance and Medical Tourism.

Unit V: 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 MH, Black RE, Mills AJ. (2006) International public health: diseases, programs, systems, and policies, 2nd edn. Sudbury MA: Jones and Bartlett Publishers

2. Schneider MJ (2006) Introduction to Public Health 2nd edition, Sudbury, MA, Jones & Bartlett Publishers, Inc.

3. Turnock B.J. (2007) Essentials of Public Health. Sudbury MA; Jones & Bartlett Publishers.

Elective 3: Child Rights and Child Protection

17SWK653 Intervention for Child Rights and Child Protection 3 0 0 3

Unit I: 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 II: Instruments of Child Rights- Instruments of child rights - UNCRC -1989, Various UN and Regional Conventions, Protocols, Declarations, Recommendations, The Constitution of India, Indian laws.

Unit: III: 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 IV: 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
Working with children from a right based perspective: Multi disciplinary approach, working with various legal institutions. Child right based programming , working towards justice for children in Juvenile justice system.

Unit V: Case Discussions-   Case discussions on Violence Against Children (VAC), Child sex predators, Child sex tourism, Nithari scandal, Kavdas- Kalyani case, PreetMandir case, Freddy Peat case, and other important cases.

Suggested Reading:

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

17SWK654 Interventions for Children in Humanitarian Crises 3 0 0 3

Unit I: Humanitarian CrisisHC- Conceptual clarity, definitions, theories Humanitarian situation, Humanitarian Aid, Genocide, Holocaust. Typologies of HC, 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.

Unit II: 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.
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.

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.

Unit III: 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) Psycho-social Intervention in Post Traumatic Stress Disorders (PTSD) in HC.

Unit IV: International 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.)

Unit V: Case discussions: 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 Under reported 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

Elective 4: Disaster Management

17SWK663   Mental Health Services in Disaster Management   3 0 0 3

Unit I: 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 II: 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 III: 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 IV: 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 V: 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 1997Eherenreich, JH, Coping with Disasters, A Guidebook to Psychosocial Intervention, New York :Mental Health Workers without Borders.
3. Jaswal, S. &GandeviaK.. 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

17SWK664   DisasterRisk Reduction and Climate Change   3 0 0 3

Unit I: 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 II: 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 III: 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 IV: 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 V: 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:
1. Blaikie, Piers et al, At Risk: Natural Hazards, People's Vulnerabilities and Disasters, London, Routledge and Kegan Paul, 1994.
2. Casale, R. and C. Margottini, Natural Disasters and Sustainable Development, Springer, 2004.
3. Godschalk, D.R et al. Natural Hazard Mitigation: Recasting Disaster Policy and

Planning, Island Press, 1999.
4. Kasperson, J.X and R.E. Kasperson (eds.) Global Environmental Risk, United Nations University Press and Earthscan, 2001.
5. Neefjer, K. Environments and Livelihoods: Strategies for Sustainability, Oxford, Oxfam GB, 2000

17SWK692 **Concurrent Fieldwork - IV/Internship March** **3 0 0 3**

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.

17SWK693 **Block Field Placement - June** **1 0 0 1**

The block field placement is the 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 in the month of June.

17SWK699 B **Research Project – Part II** **2 0 0 2**

Each student has 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.