MASTER OF SOCIAL WORK

Program
Faculty of Humanities and Social Sciences

Revised in June 2016
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Vision of the Institute

To be a global leader in the delivery of engineering education, transforming individuals to become creative, innovative, and socially responsible contributors in their professions.

Mission of the Institute:

- To provide best-in-class infrastructure and resources to achieve excellence in technical education,
- To promote knowledge development in thematic research areas that have a positive impact on society, both nationally and globally,
- To design and maintain the highest quality education through active engagement with all stakeholders – students, faculty, industry, alumni and reputed academic institutions,
- To contribute to the quality enhancement of the local and global education ecosystem,
- To promote a culture of collaboration that allows creativity, innovation, and entrepreneurship to flourish, and
- To practice and promote high standards of professional ethics, transparency, and accountability
PROGRAM SPECIFIC OUTCOMES (PSO)

1. To understand the scope of social work practice within a developmental and human rights perspective.

2. To develop skills of working with individuals, groups and communities on social issues.

3. To develop skills in work at micro, mezzo and macro levels through strategic planning, governance, advocacy, activism, and research in a variety of institutional and non-institutional settings, and contexts including disaster and conflict.

4. To develop ability to work with other human sciences with an inter-disciplinary approach.

5. To develop sensitivity to various ethical issues and practices in various fields of social work and engage actively in various regulatory bodies overseeing health ethics and human rights.

6. To engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PROGRAM OUTCOMES (PO)

PO1: Critical Thinking

PO2: Effective Communication

PO3: Social Interaction

PO4: Effective Citizenship

PO5: Ethics

PO6: Environment and Sustainability

PO7: Self-directed and Life-long Learning
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**Total credits for the Programme** 75

**ELECTIVES (any one Specialisation)**

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*One Open Elective course is to be taken by each student, in the third semester, from the list of Open electives offered by the School.*
Students undertaking and registering for a Live-in-Lab project can be exempted from registering for the Open Elective course in the third semester.

$ Winter Internship will be completed at the end of Semester I and evaluated along with Concurrent Field Work II in Sem 2

# Summer Internship will be completed at the end of the semester II and evaluated along with Concurrent Field Work III in Sem 3

### Program Articulation Matrix

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### Elective Paper

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<td>Community Care in Physical Health</td>
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**CHILD RIGHTS AND CHILD PROTECTION**

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<td>Understanding Children as Vulnerable Groups</td>
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<td>Care and Support Services for Children</td>
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<td>Interventions for Child Rights and Child Protection</td>
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<td>Interventions for Children in Humanitarian Crisis</td>
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**DISASTER MANAGEMENT**

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<td>Hazards, Risk and Disasters</td>
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<td>Standards and Approaches in Disaster Relief and Recovery</td>
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<td>Mental Health Services in Disaster Management</td>
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<td>Disaster Risk Reduction and Climate Change</td>
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### Evaluation Pattern

#### 50:50 (Internal: External) (All Theory Courses)

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<td>Periodical 2 (P2)</td>
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<td>*Continuous Assessment (CA)</td>
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<td>End Semester</td>
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#### 80:20 (Internal: External) (Lab courses and Lab based Courses having 1 Theory hour)

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#### 70:30 (Internal: External) (Lab based courses having 2 Theory hours/ Theory and Tutorial)

**Theory- 60 Marks; Lab- 40 Marks**

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<td>Continuous Assessment (Lab) (CAL)</td>
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<td>End Semester</td>
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65:35 (Internal: External) (Lab based courses having 3 Theory hours/ Theory and Tutorial) Theory- 70 Marks; Lab- 30 Marks

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<td>*Continuous Assessment (Theory) (CAT)</td>
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<td>Continuous Assessment (Lab) (CAL)</td>
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<td>End Semester</td>
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*CA – Can be Quizzes, Assignment, Projects, and Reports.

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<th>Letter Grade</th>
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Grades O to P indicate successful completion of the course

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CGPA = \frac{\sum(C_i \times Gr_i)}{\sum C_i}
\]

Where

- \( C_i \) = Credit for the \( i^{th} \) course in any semester
- \( Gr_i \) = Grade point for the \( i^{th} \) course
- \( Cr. \) = Credits for the Course
- \( Gr. \) = Grade Obtained
Contents


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.


Course Outcomes

CO1: Apply basic knowledge about methods, tool, techniques and skills necessary for social work practice

CO2: Understand basic principles of social work profession

CO3: Understand values and ethics of the social work profession.

CO4: Understand various fields of social work

CO5: Analyze on field work and supervision and to sensitize the problems faced by the profession, professional bodies, associations and emerging areas

CO6: Understand the basic Indian philosophy and its relation to social work

Suggested Readings


17SWK502 Psychosocial Perspectives and Counselling

Contents

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.


Course Outcomes

CO1: Knowledge on human development and behaviour.

CO2: To equip the knowledge on psychosocial aspects of individual, family and community.

CO3: Knowledge on assessment on psychosocial aspects of individual, family and community at different settings and situations

CO4: To develop the skill in the field of counselling

CO5: Knowledge on various techniques of counselling to be used in different settings and situations

Suggested Readings

1. Ashford, J.B, Lecroy, C.W. & Lortie, K.L Human Behavior in the Social Environment: A

17SWK503 Society, Change and Development 2002

Contents


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.


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.

Course Outcomes

CO1: To understand the basic concepts of Society and the functions of Society.

CO2: To analyses the factors responsible for change in the society.

CO3: To familiarize with the various forms of social stratification in the society.
CO4: To understand the magnitude of problems in the society

CO5: To help in critical analysis of the role of Politics and Democracy in the social, economic and the political growth of the Society.

**Suggested Readings**


**17SWK504 Working with Individuals  3 0 0 3**

**Contents**

**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 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.

**Course Outcomes**
CO1: To understand case work as method of social work and to understand values and principles of working with individuals and families.

CO2: To develop the ability to critically analyze problems of individuals and families and factors affecting them.

CO3: To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work.

CO4: Develop appropriate skills and attitudes to work with individuals and families.

CO5: Develop ability to reflect on ‘Self’ as person and grow as a professional social worker.

Suggested Readings


17SWK505 Working with Groups 3 0 0 3

Contents

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


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.

Course Outcomes

CO1: To familiarize with the origin and the evolution of Social Group Work as a method of social Work in India.

CO2: To understand the stages, techniques, and the dynamics of Social Group Work.

CO3: To enable in understanding the Theory and models for practice of Group Therapy.

CO4: To understand the process and phases of Group Development.

CO5: To highlight the scope and the importance of the Group work in different fields. Suggested Readings


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.

Course Outcomes

CO1: Observed and oriented on the activities and program carried out in the organization

CO2: Students introduced to basic concepts of field work

CO3: Students realities of social issues in the society.

CO4: Students understood the problems of marginalization and vulnerabilities various sections of the society.

CO5: Gained knowledge on different types of specialization.

CO6: Students enchanted with interact and intervene with clients/groups/community.
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.

Course Outcomes

CO1: To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation

CO2: To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention

CO3: To develop the capacity to make a critique of the intervention of both the voluntary organizations and the Government Agencies in relation to the specific Below the poverty line group

CO4: Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships sense of organization, management and mutual responsibility

CO5: To acquire skills in planning, organizing, implementing and evaluating the camp.

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

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

1. Invocation, Satsang and Question - Answers
2. Values - What are they? Definition, Guiding Principles with examples Sharing own experiences
3. Values - Key to meaningful life. Values in different contexts
4. Personality - Mind, Soul and Consciousness - Q and A. Body-Mind-Intellect and the Inner psyche Experience sharing
5. Psychological Significance of samskara (with 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

COURSE OUTCOMES

CO1 Understanding Indian culture
CO2 Understanding Indian value system, Human Development and Spiritual Growth
CO3 Learn about Dimensions of Spiritual Education

REFERENCES:

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

17SWK511 Working with Communities 3003

Contents

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 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.

Course Outcomes

CO1: Understanding Community

CO2: Learning Community Organization: Conceptualization and definitions

CO3: Knowledge on Theories and Models to Community Practice

CO4: Understanding Social Action

CO5: Learning Social Mobilization and Political Mobilization

Suggested Readings


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

Contents

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 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 Hyperactivity 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.

Course Outcomes

CO1: Conceptual Clarity on Child and Child Rights
CO2: Knowledge on different vulnerable situations of Children
CO3: Knowledge on various rights of Child and various commissions and forums for Child Rights and Child Protection
CO4: Learn about various Child care and protection system.
CO5: Knowledge on various instruments and services for Child protection

Suggested Readings

1. Indian Child, Cry – Child Relief & You: Mumbai 1999
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,

17SWK513 Introduction to Disaster Management 3 0 0 3

Contents

Unit I: 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 agenciesGlobal 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.

**Course Outcomes**

CO1: Apply basic knowledge about the various concepts of the disasters and the various impact of the disaster and major challenges of disaster

CO2: Understand various factors leads to vulnerability and analyze on different theoretical models related to the vulnerability

CO3: Understand on the various community based interventions through participatory tools adopting in the areas of Disaster management

CO4: Understand on disaster resilience and the significance of the local resources in disaster management

CO5: Understand existing institutional systems in India and legal frame work and the role of the social workers in the areas of disaster management

**Suggested Readings**

4. John Birkmann, United Nations University Press, Japan 2006 Measuring vulnerability to Natural disasters- Towards disaster resilience societies (1 to 198)
6. Disaster Management: A status report, Government. of India, 2005
8. Disaster Management In India, Ministry of Home Affairs, Government Of India, 2011

**Contents**

**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.

Course Outcomes

CO1: Learning on Physical Health and Community Based health promotion and health education
CO2: Understanding on Diseases and Health Care in India
CO3: Knowledge on Mental Health
CO4: Understanding on Mental Health Organization and Programs in India
CO5: Knowledge on Social Worker’s Role in Physical and Mental Health settings

Suggested Readings

Contents

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.


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


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

Course Outcomes
CO1: Understanding the Role of Social Work Research and Scientific Method in Social Work Research
CO2: Knowledge on Problem Formulation in Social Work Research
CO3: Understanding the Variables and Theories in Social Work Research
CO4: Knowledge and understanding the Research Designs, Sampling, Tools in Social Work Research
CO5: Learning Quantitative Data Processing and SPSS in Social Work Research

Research Suggested Readings


17SWK596 Concurrent Field Work II & Winter Internship 30 0 3

Having gained knowledge and understanding from the previous semester fieldwork, 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.

Course Outcomes

CO1: Opportunity to work with children, women adults, or elderly in the community.
CO2: Involved in planning and developing programmes in the field.
CO3: Organized awareness program in field work organization.
CO4: Intervention with client to solve the problems.

15AVP501 Amrita Values Program 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 - Sanatan Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, SatyakamaJabala, Aruni, Shvetaketu.

**Insights from Bhagavad Gita**

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, AdiShankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri RamanaMaharshi, 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

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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.

**COURSE OUTCOMES**

CO1 Understanding Indian Value system
CO2 Learning for Indian historical epics
CO3 Understanding the importance of Yoga and meditation in Life and organic farming.

**17SWK601 Social Legislations for Vulnerable Groups 3 0 0 3**

**Contents**

**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


**Course Outcomes**

CO1: To know the constitutional safeguards to vulnerable sections.
CO2: To know the Legislation's on child protection
CO3: To know the laws protecting the women India.
CO4: To know the rights of Socially disadvantaged groups.
CO5: To know the laws promoting social change in India.

**Suggested Readings**

Bare Acts of relevant legislations


**17SWK602 Project Formulation and Management 3 0 0 3**

**Contents**

**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; improving 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.
Course Outcomes

CO1: Knowledge on the overview of concepts and processes organizations and work of Project Formulation

CO2: Knowledge on the strategies and planning, Objective Oriented Planning: Logical Framework Approach of Project

CO3: Understanding on Conceptualizing and Initiating a Project

CO4: Knowledge on Work Breakdown Structure, Scheduling Tools of Project Management

CO5: Understanding on Leadership in Project Management through case studies.

Suggested Readings


17SWK603 Social Welfare Policy and Administration 30 0 3

Contents

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 (P WDs), transgender, mentally III 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.


**Course Outcomes**

CO1: Apply basic knowledge about social policy and the administration of Human service organizations

CO2: Understand welfare policies of the government

CO3: Understand skill of establishing a human service organization

CO4: Understand concept, process, indicators and determinants of social development

CO5: Analyze capacity to formulate strategies necessary for social development

**Suggested Readings**


17SWK691 Concurrent Fieldwork - III/ Internship I& 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.

**Course Outcomes**

CO1: Developed perspectives, practice the roles and intervention modes to agency specific or target group specific.

CO2: Social work practice skills, and directly makes interventions in the field.

CO3: Involved in planning and developing programmes in the field.

15SWK690 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.
COURSE OUTCOMES

- To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
- Understand societal problems. Identify, Plan and implement a worthwhile project based on the problem identified.
- To develop an understanding of the level of intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention

17SWK698 Research Project – Part 1 2002

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.

Course Outcomes

CO1: To define the research problem and formulate the aim and objectives of Research study.
CO2: To analyze the previous studies and identify the research gap and derive hypothesis.
CO3: To frame the appropriate research design for the study and understand the difference between a Qualitative and Quantitative study.
CO4: To construct a tool for collection of data based on the Research Objectives.
CO5: To apply the concepts of Research Methodology in selecting the universe, deciding the sampling frame and the validity and reliability of the tool used.

17SWK611 Corporate Social Responsibility 2002

Contents

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.

**Course Outcomes**

CO1: Understanding on Corporate Social Responsibility

CO2: Learn the Structure of Corporate Social Responsibility

CO3: Knowledge on Social Work Practice in the Field of Corporate Social Responsibility

CO4: Knowledge on Project Management in CSR initiatives

CO5: Knowledge on Reporting in CSW initiatives

**Suggested Readings**


**17SWK696 Concurrent Fieldwork - IV/Internship II 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.

**Course Outcomes**

CO1: Agency in view of getting exposure in a different environment focus area.

CO2: Understood the policies and programmes of the agencies,

CO3: The students worked together with the agency, broaden their perspective on practice issues and render their help to the needy.

**17SWK697 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.
**Course Outcomes**

CO1: Acquired intensive training aiming at employment in a similar organization.

CO2: Understand the policies and programmes of the agencies.

CO3: Pre employment training focusing on the understanding of the agency.

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**17SWK699 Research Project – Part 2**

Each student has to 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.

**Course Outcomes**

CO1: To apply the methods of sampling appropriate for the study and understand the limitations of data collection.

CO2: To determine the appropriate statistical tools for analysis of qualitative and quantitative data.

CO3: To examine the use of statistical tests based on the objectives of research.

CO4: To critically evaluate and interpret the results obtained through statistical analysis.

CO5: To understand the styles of references used in research.

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**Elective 1: Community Development**

**17SWK631 Rural and Tribal Community Development 3 0 0 3**

**Contents**

**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 asset 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.

Course Outcomes

CO1: Understand the concepts of Rural, Rural Community, Development, Community Development & the rural economy of India.

CO2:Apply models of rural development and determinants of rural development and Understand Rural Development Planning

CO3:Understand the various rural problems and their professional roles community development worker.

CO4:Analyze various interventions like rural development policies and programmes and the importance of local self governance and constitutional binding

CO5:Understand the concepts of Tribal Community, socio-economic aspects & leadership and understand various problems of tribal population and Apply major tribal development programmes.

Suggested Readings


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

Contents

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 lifeUrbanization and industrialization, Social consequence of urbanizationUrban 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.


Course Outcomes

CO1: Understood the Concepts on Urban Community Development.

CO2: Developed knowledge on Social organization in urban settings

CO3: Understood the Concepts on Good Governance

CO4: Understood the Actors of good governance and Essentials of Good Governance. Gained knowledge on Tools for Good Governance

Suggested Readings


17SWK633 Climate Change and Sustainable Development 3 0 0 3

Contents


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 govt.; 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


Course Outcomes

CO1: Understand overview of climate change concepts
CO2: Analyze the future issues of South Asia to be addressed
CO3: Understand the Indian scenario, social impacts and social development
CO4: Understand the dimensions of sustainability, different challenges and to gain knowledge on indicators of non-sustainable development and India’s sustainable rural development
CO5: Analyze global efforts for sustainable development

**Suggested Readings**


**17SWK634 Technological Interventions for Community Development 3 0 0 3**

**Contents**

**Unit I: Introduction** - Concept of technology, Technology as 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 mobile phones.


**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.

**Course Outcomes**
CO1: Understand overview of technology for community development basics
CO2: Apply Geo-spatial applications in rural development
CO3: Analyze the applications of technologies in Building and construction, Agriculture, Water and sanitation, Energy generation and uses, Transportation, Health care, Food preparation and storage, Information and communication technologies
CO4: Understand the technology for health and sanitation

Suggested Readings


Elective 2: Physical and Mental Health

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

Contents

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.

Course Outcomes

CO1: Learning the concepts of mental health, distress and disorders.

CO2: Knowledge on symptoms of disorders of perception. Thought, speech etc.

CO3: Knowledge about signs, symptoms and treatment of mental disorders.

CO4: Knowledge on Psychosocial interventions and management of mental disorders.

CO5: Knowledge Training, research and welfare measures for persons with mental disability

Suggested Readings


17SWK642 Community Care in Mental Health 3 0 0 3

Contents

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 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.

Course Outcomes

CO1: To enable students to understand the concepts of Community mental health and the commonly seen mental disorders .

CO2: To enhance knowledge on the recent Development in Mental Health nationally and internationally

CO3: To gain information on the various legislations related to mental health in India

CO4: To understand the approaches/models of mental health practiced in the community.

CO5: To enlighten on the role and contribution of the NGO’s in promoting Mental Health and preventing Mental Disorders in the Community

Suggested Readings


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

Contents

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.

Course Outcomes

CO1: Learning the concepts of health, different approaches, case history preparation and social assessment.

CO2: Knowledge about Impact of illness on patient, family and the community

CO3: Learn about Skills, trends and Perspectives in Physical health social work

CO4: Knowledge on Social Work Practice in Physical Health Settings

CO5: Learn about Rehabilitation - aided therapies, psychological problems in hospital staff and professional self care.

Suggested Readings


17SWK644 Community Care in Physical Health 3 0 0 3

Contents
**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.


**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 education, Voluntary Sector involvement in public health programmes, community based rehabilitation models of physical health care. Health Insurance and Medical Tourism.


**Course Outcomes**

CO1: Understanding the Community Health Care Policies and Programs

CO2: Learn about the Patients Rights and Medical Ethics

CO3: Knowledge on Concepts of Marginalization and Human Rights

CO4: Learn about the Preventive Interventions in Community Care in Physical Health

CO5: Learn about Community care and extension programmes

**Suggested Readings**


Elective 3: Child Rights and Child Protection

17SWK651 Understanding Children as Vulnerable Groups 3 0 0 3

Contents

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 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

Course Outcomes

CO1: Learning on the Conceptual Clarity and profile of children

CO2:Knowledge on the Situation Analysis of Vulnerable Children

CO3:Understanding the Problems of Children in Family

CO4:Understanding the Children Without Families and under institutional care

CO5:Knowledge on Child Maltreatment and Violence Against Children

Suggested Readings

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'
Law, Childline India Foundation,
   Notes, Child Trafficking and Migration, New York, UNICEF Head Quarters

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

Contents

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), SarvaShikshaAbhiyan (SSA), Mid-Day Meal (MDM), National Child Labour Project
   (NCLP), Central Adoption Resource Agency (CARA) Special Programmes for Girl Children: Kishori
   Shakti Yojana (KSY), BalikaSamridhiYojana (BSY), SukanyaSamriddhiYojana (SSY),
   BetiBachaoBetiPadhaoYojana (BBBPY), Childline. Services under J J Act and other laws; Issue
   Specific Services.

Unit III: Path Breaking Civil Society Initiatives- The Kosbad Model – AnganwadiThePrerana 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.

Course Outcomes

CO1: Knowledge on various Care and Support Services for Children

CO2: Learn about the different initiatives of care and support services for children in India

CO3: Knowledge on various Civil Society Initiatives for Care and Support Services for Children

CO4: Knowledge on various International & Regional Initiatives Initiatives for child Care and
   Support Services

CO5: Enhance knowledge on Minimum Standards of Care & Support Services.
Suggested Readings


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

Contents


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.


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.

Course Outcomes

CO1: Knowledge on specific Rights of the Child as in UNCRC other national and international Instruments of Child Rights

CO2: Learn about the various national level Child Rights Policies, Programmes& Structures

CO3: Knowledge on various Child Protection - Policies, Programmes, & Tools

CO4: Learn about the effective use of child Rights and Protection system through Case Discussions

Suggested Reading


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

Contents


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.

Course Outcomes

CO1: Understanding on Humanitarian Crisis

CO2: Knowledge on Humanitarian Crisis and Children

CO3: Knowledge on Rights of Children in Humanitarian Crisis and Intervention Strategies
Suggested Readings

2. BBC Report on humanitarian crises in Sri Lanka, April 2009
3. Reuters reports on current humanitarian crises
4. The 10 Most Underreported Humanitarian Crises of 2005 by Doctors Without Borders
5. The 10 Most Underreported Humanitarian Crises of 2006 by Doctors Without Borders
6. Save the Children list of types of emergencies
8. www.hdcentre.org

Elective IV: Disaster Management

17SWK661 Hazards, Risk and Disasters 3 0 0 3

Contents

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


Course Outcomes

CO1 - Understanding the Concepts of Disasters
CO2 - Learn about the Classification and Impacts of Hazards
CO3 - Understanding the Disasters and Social Change
CO4 - Learning about the Fundamentals in Disaster Management
CO5 - Knowledge about the Disasters in the Indian Sub-continent

SUGGESTED READINGS


Risk analysis - A basis for Disaster Risk management Guidelines, 2004 DeutsheGeselleschaft fur TechnischeZudammenarbeit (GTZ), Germany.


NDA Govt of India publications – references.

www.ndma.gov.in

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

Contents

Unit I Nature and Types of Immediate Response

**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**


**Course Outcomes**

- CO1 - Understanding Response & Recovery
- CO2 - Learning about the Standards and Best Practices in Relief Operations
- CO3 - Learning about the Immediate Relief Strategies
CO4 - Knowledge on the Disaster Impact Assessment

CO5 - Understanding the General features of Integrated Risk Assessment

SUGGESTED READINGS

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

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

Contents

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


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

Unit V: IASC Guidelines on Mental Health - Psychosocial support and Mental Health Services in disaster management- NDMA Guidelines- Sphere Standards in psychosocial care.

Course Outcomes

CO1 - Knowledge on Disaster Mental Health
CO2 - Understanding on the The psychosocial impact of disasters
CO3 - Learning about the Emergency planning and Training
CO4 - Knowledge on the Disaster Preparedness in PSSMHS
CO5 - Understanding the IASC Guidelines on Mental Health
CO6 - Suggested Readings

Suggested Readings


17SWK664 Disaster Risk Reduction and Climate Change 3 0 0 3

Contents


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


**Course Outcomes**

- CO1 - Learning the Principles and Methods for Disaster Risk Reduction
- CO2 - Learning the Community-based Disaster Risk Reduction
- CO3 - Understanding the Climate Change and environmental vulnerability
- CO4 - Understanding Climate change and disasters, Climate change mitigation and adaptation

**Suggested Readings**