### M S W Curriculum

**Curriculum**

*(effective 2017 admissions onwards)*

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<td>Urban Community Development and Good Governance</td>
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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

### SEMESTER: I

**17SWK501 Foundation of Social Work Practice  3 0 0 3**


**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.


Suggested Readings:

17SWK502 Psychosocial Perspectives and Counselling  3  0  0  3

Unit I: Human Development and Behavior: Life span, Maturation, Learning; Stages in mental development: Prenatal, 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.

17SWK503  Society, Change and Development  2 0 0 2


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.

Suggested Readings:
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. (Beistie’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.

Suggested Readings:

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


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:

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 or 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 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

REFERENCES:
1. Swami AmritaswaroopanandaPuri - Awaken Children (Volume VII and VIII)
2. Swami AmritaswaroopanandaPuri - 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; 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 JnanamrittenandaPuri - 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
SEMESTER: II

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 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:

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 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
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

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

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

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:

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
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-variate/Bi-variate 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:**


**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.

**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 - Sanatana 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 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.
SEMESTER: III

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 Lokadalatsetc), Social Legislation as instrument of protection of vulnerable sections of the society and for furthering social reforms


Suggested Readings:
Bare Acts of relevant legislations
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.

Suggested Readings:


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:


**Suggested Readings:**
Elective 1: Community Development

17SWK631 Rural and Tribal Community Development 3 0 0 3

Rural Community Development


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.

Suggested Readings:

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; 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.


Suggested Readings:

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:
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 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:
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. MaharukhAdenwalla,(2006) Child Protection and Juvenile Justice System for Juvenile in Conflict with Law, Childline India Foundation,

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), 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), BalikaSamriddhiYojana (BSY), SukanyaSamriddhiYojana (SSY), BetiBachaoBetiPadhaoYojana (BBBY), 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


Suggested Readings:

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


SUGGESTED READINGS:


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


NDA Govt of India publications – references.

www.ndma.gov.in

17SWK662 Standards and Approaches in Disaster Relief and Recovery 3003

Unit I Nature and Types of Immediate Response


Unit II Standards and Best Practices in Relief Operations
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


SUGGESTED READINGS:

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

17SWK691 Concurrent Fieldwork - III/ Internship I & Summer Internship 3003

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.
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.

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.
**SEMESTER – IV**

**17SWK611 Corporate Social Responsibility  2002**

**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:**

3. UNDP(nd) Governance indicators: A users guide. Oslo; UNDP

**Elective 1: Community Development**

**17SWK633 Climate Change and Sustainable Development 3003**


**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.


Suggested Readings:

17SWK634 Technological Interventions for Community Development 3 0 0 3


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 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:

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:

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 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.


**Suggested Readings:**

**Elective 3: Child Rights and Child Protection**

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


**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:**

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


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
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 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
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.

Suggested Readings:

17SWK664 Disaster Risk Reduction and Climate Change 3003


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


Suggested Readings:

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.

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.

Research Project – Part 2 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.