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 – Study of leading characters in Mahabharata – Kurukshetra War and its significance – Importance of Dharma in society – Message of the Bhagavad Gita - Relevance of Mahabharata for modern times.

**Insights from the Upanishads**
Introduction: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – Ultimate reality – the nature of Atman - the different modes of consciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

**Insights from Bhagavad Gita**

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

**Great Spiritual Teachers of India**
Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi

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

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

**Appreciation of Kerala’s Mural Art Forms**:
A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. A distinguishing characteristic of mural painting is that the architectural elements of
the given space are harmoniously incorporated into the picture. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries CE when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

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

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

**15CUL501 CULTURAL EDUCATION 2 0 0 P/F**

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

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

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

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

**15OEL631 – 6xx OPEN ELECTIVES 2 0 0 2**

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

**15SWK501 INTRODUCTION TO SOCIAL WORK 3 0 0 3**

Unit 1 Social Work
Unit 2 Principles, Values and Professional Ethics
Principles of Social Work Practice. Importance of Ethics in professional social work, identifying the values of the social work profession; An approach to dealing with ethical dilemmas. Declaration of Ethics for Professional Social Workers in India.

Unit 3 Fields of Social Work

Unit 4 Indian Philosophy and Social Work - Ancient Period
An Overview - Concept of Fraternity and Equality in Indian Scriptures: Vedas and Upanishads; Social relevance of Bhagavad Gita and Karma Philosophy. The significance of Panchatantra and Arthasastra in building philosophy of social work, Learning from Ramayana, Mahabharatha, Thirukkural, and influence in philosophy of social work. The preaching of Bhagwan Budha, Mahaveera and their relevance, Advaita Philosophy of Sri Sankaracharya: Call for Unity.

Unit 5 Indian Philosophies and Social Work - Modern Period

SUGGESTED READINGS:

SYLLABUS
15SWK502 PSYCHOSOCIAL PERSPECTIVES AND COUNSELLING

Unit 1 Human Development and Behaviour
Life span, Maturation, Learning; Stages in mental development: Pre-natal, Infancy, and babyhood, Early childhood, late Childhood, Puberty, Adolescence, adulthood; Social perception – attitude, prejudice, stereotyping, group behaviour; Theories of learning.

Unit 2 Psycho-Social care
Conceptual clarity, definition, significance, scope of psychosocial care in professional social work; Identification of psychosocial needs, individual, family and societal levels, Psychosocial intervention among individuals, groups and community level. Psychosocial care intervention among special groups/ vulnerable groups. Skills and techniques in providing psychosocial care.

Unit 3 Psychosocial Assessment and Care
Variety of settings and situations: Disasters/ migration/ displacement/ emergencies, HIV/ AIDS, Neurological disorders, Pain & Palliative care, Substance abuse, Marital and family life, Life style diseases, Children in difficult circumstances, Children and women in institutions, Elderly.

Unit 4 Counselling Concepts and Stages
Concept and definition, elements, characteristics, goals. Historical evolution as a profession, Scope and Significance, Client-Counsellor Relationship, skills in counselling. Qualities of a counsellor, characteristics of the client, Values and professional ethics in counselling, checklist for a counsellor. Do's and Don'ts in counselling. Lay counselling. Stages in counselling - (a) Getting started (b) Introductory talk (c) Identifying the issues (d) Facilitating expression of feelings (e) Practical plan of action (f) Implementing the plan (g) Evaluation and termination. Emotional aspects of counselling: Catharsis, Transference and counter transference.

Unit 5 Techniques and Settings

SUGGESTED READINGS:

15SWK503 SOCIETY, CHANGE AND DEVELOPMENT 2 0 0 2

Unit 1 Theories of Social Change and Social Development
Change & Persistence; Tradition and Modernity; Social Change; Social Development; Theories of Social Developmental: Grand Theories, Evolutionary Theories, Consensus-based Theories - Capitalist Theory, Entrepreneurship, Trickle Down Effect; Conflict based Theories - Marxist Theory, Latin American Contributions, Dominance-Dependence Theories.

Unit 2 Types of Social Change
Introduction to various forms and sources of social change in India; Modernization, Globalization, State Induced Social Reforms, Civil Society Induced Social Reforms; Revolts/Rebellions, Movements, Revolution, Satyagraha.

Unit 3 Social Problems
Untouchability, Slavery, Beggary, Child Marriages, Problems of – ST, NT, DNTs and other invisible communities; Problems of Industrial Workers; Gender-Based violence; Single Women Headed Households; Drugs & Substance Abuse; Old Age; Disability; Corruption, Intolerance.

Unit 4 Democracy, and Politics in India

Unit 5 Contemporary Sources of Social Change
Contemporary Developments in Indian Politics – Caste (the Rise of OBC), Non Party Political Formations, Regional imbalances and Emergence of Regional Parties, Right to information as a democratizing force of social change; Communication and Technology induced change, Influence of liberalization, privatization & globalization (LPG) on Vulnerable groups – Role of social workers in the context of LPG.

SUGGESTED READINGS:

15SWK504 WORKING WITH INDIVIDUALS AND GROUPS 3 0 0 3

Unit 1 Working at individual level/Social Case Work
Definition, objectives, scope and relevance to other methods of social work. Philosophical assumptions and case work values; Historical development of social case work; Importance and scope for working at individual and group level.

Working at group level/ Social Group Work
Definition, characteristics, nature, objectives, purpose and principles; Types and structure of groups; Historical evolution of group work with special emphasis on the Indian context.

Unit 2 Nature of problems, values and principles
Principles of social case work. (Beistic’s Principles to be followed) Types of problems faced by individuals and families; Components of social case work; Process of social case work (seven step planned process).

Unit 3 Theories, approaches, models and group development

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

Unit 4 Tools and Techniques of working at individual and group level
Tools: Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques: counseling, supportive, resource enhancement.

Unit 5 Settings
Working at individual and group level in different Settings: families, school, community, industry, correctional settings, hospital, geriatric, disasters, children in vulnerable groups (children accommodated in various homes) and differently-abled; Transgender/people affected and infected by HIV/ AIDS and cancer patients.
SUGGESTED READINGS:

15SWK505 SOCIAL WORK RESEARCH I 2002

Unit 1 Role of Social Work Research Conceptual clarity - Social Work Research (SWR) Purpose of SWR; Uses of SWR in the Social work field and professional practice. Types applied, market research etc. Conducting research; Consuming/Appreciating SWR products, Vending and supervising SWR projects.

Unit 2 Scientific Method Purpose of scientific method. Ideographic to nomothetic. Assumptions of scientific method. Features of scientific method: Objectivity, Verifiability or falsifiability, replicability. Critiques of applicability of scientific method to explain social reality: Subjectivism; Critical theory, Marxist theory.

Unit 3 Problem Formulation How researchable problems arise: Interest in an area. Contradictory Findings of earlier studies. Dissatisfaction with the earlier explanations. Extending the findings of earlier studies to new areas. Current public discourse. Massiveness to manageability; Diffuseness to specificity; Vagueness to clarity; and abstract to concrete. Availability of new data. Grand research questions. Main and sharper research questions. Objectives (Importance of the last objective; e.g Factors affecting the variance).


SYLLABI Master of Social Work - MSW 2015 admissions onwards

Unit 5 Research Designs Nature of research design; Factors affecting the choice of research designs. Types: Primary data; Case studies, Surveys, and experimental; Available and aggregate data: usefulness in social work research.

SUGGESTED READINGS:

15SWK511 COMMUNITY ORGANIZATION AND SOCIAL ACTION 3003

Unit 1 Understanding Community Conceptualization and definitions, characteristics, types and functions. The concept of power and community power structures. Community-level decision making. Leadership: Definitions, types and qualities.


SUGGESTED READINGS:

15SWK512 INTRODUCTION TO CHILD RIGHTS AND CHILD PROTECTION

Unit 1 Conceptual Clarity on Child and Child Rights

Unit 2 Children in Vulnerable Situations

Unit 3 Rights of a Child
Understanding child rights as human rights - Right to survival - to Life, health, nutrition, Name & nationality. Right to development to education, care, leisure, recreation. Right to protection from Exploitation, abuse, neglect. Right to participation to expression, information, thought and Religion. Importance of child rights.

Unit 3 Participatory approaches in disaster management
Participatory Vulnerability Analysis/ Participatory Assessment of Disaster Risk; Community based capacity mapping and analysis. Participatory approach and accountability.

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

Unit 4 Disaster Prevention and Mitigation strategies
Development planning for prevention and mitigation; Urban planning – land use, building codes and standards; Rural development – food security, sustainable/alternative livelihoods, drought mitigation; Coastal Zone Management and Hill range development.

Unit 5 Disaster Management in India:
Disaster Management - concept, meaning, history, organisational and legal dimensions; An analysis of disasters in India (date of event, cause of event, extent of event, damage caused, size of event, recurrence interval, source of information and response of different communities).

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

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

SUGGESTED READINGS:
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, Govt of India, 2005

Unit 1 Introduction & General Concepts
History of public health - measuring levels of health - public health challenges - determinants of health - Community Based health promotion and health education - ethics in public health.

Unit 2 Concepts of Epidemiology
Theories of disease causation - germ theory - epidemiological triad - beings model of disease causation - theory of web causation - epidemiological wheel theory.

Unit 3 Organization of Health Care in India
Reports of health committee - national health policy - population policy - nutrition policy – NRHM - Public private partnership - community health care in India – AYUSH.

Unit 4 Public Health, Marginalization & Deprivation
Immigrants, women, child abuse, social health issues (housing, poverty, transport). Urban health issues-slums and health diseases.

Unit 5 Health programs in India

SUGGESTED READINGS:
SYLLABI
Master of Social Work - MSW
2015 admissions onwards

15SWK515 SOCIAL WORK RESEARCH II 2 0 0 2

Unit 1 Case studies
Nature. Multiple sources of data. Triangulation. Subtypes: Illustrative. Theory building,
Theory testing, Comparative.

Unit 2 Survey Designs
Surveys and census. Samples and population. Tools: Interview Schedules;
Questionnaires. Respective advantages and Disadvantages. Methods of Canvassing
Questionnaires: Mailed; Circulated; Telephonic and e-mail.

Unit 3 Data Processing
Case Studies: Triangulation or Imaginative derivation of inferences of data from
different sources; Surveys: Coding. Adding Likert scale codes/ scores (to obtain
a total score for a set of related items or questions of the interview schedules).
Further division of scores into categories.

Unit 4 Quantitative Data Entry and SPSS
Introduction to SPSS. Data definition. Data entry.

Unit 5 Sampling, Data Analysis & Interpretation & Report Writing
Samples and population; Types of sampling: Random sampling. Probability proportion
to Size (PPS). Systematic sampling. Stratified sampling. Using Random Number
Tables. Principles of Cross Tabulations and direction of Percentaging. Trends and
their Interpretations. Report writing.

SUGGESTED READINGS:
5. Strauss, A. Basics of Qualitative Research (1990): Grounded Theory, Procedures and
   Techniques, Newbury, Sage.
   and Dissertations’, Corwin Press.

15SWK591 CONCURRENT FIELD WORK I 4 cr
Concurrent Field Work is an integral component of Social Work curriculum, as it
connects the students to the realities of social issues, marginalization and
vulnerabilities various sections of the society. The field work would enhance the
capacity of the students to interact and intervene with clients/ groups/ community.
The students have to undergo two days a week/ 15 hours of field work training
in all the semesters.

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

15SWK592 CONCURRENT FIELD WORK II 4 cr
Having gained knowledge and understanding from the previous semester fieldwork,
the students are supposed to improve their practice skills in different settings. They
get an opportunity to work with children, women adults, elderly or in the community.
They are also involved in planning and developing programmes in the field.

15SWK597 RURAL CAMP 3 cr
The trainees have to participate in a Rural/ tribal camp which gives an opportunity
to understand the real life situations in the rural/ tribal settings in the society and
it also provides the opportunity to enhance the skills in planning, organizing and
implementing programmes/ projects for the marginalized people.

15SWK601 SOCIAL LEGISLATION FOR VULNERABLE GROUPS 3 0 0 3

Unit 1 Introduction to Constitution of India and Social Legislation
Brief introduction to the Indian Constitution, Fundamental rights, Directive principles
of state policy. Constitutional remedies (Writ Petitions and PILs); Human rights,
Citizens’ rights against police; Structure of Indian judicial systems & reforms therein
(including Lokadalats, etc). Social Legislation as instrument of protection of vulnerable
sections of the society and for furthering social reforms.

Unit 2 Laws Related to Children
Juvenile Justice (Care and Protection of Children) Act - 2000 with latest amendments;
POCSO Act 2012; Latest Amendments in the Criminal Laws (March 2013); Child
Labour (Prohibition and Regulation) Act 1986; Prohibition of Child Marriage Act

Unit 3 Laws Related to Women
Introduction to Immoral Traffic (Prevention) Act 1956; Dowry Prohibition Act 1961,
Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act
Unit 4 Laws Related to Socially Disadvantaged

Unit 5 Laws for Social Change

SUGGESTED READINGS:
Bare Acts of relevant legislations

15SWK602 PROJECT FORMULATION AND MANAGEMENT 3 0 0 3

Unit 1 Project Management
An overview of concepts and processes organizations and work; operations, understanding project, project life cycle, project management process; Activities, output, outcome, deliverables, performance indicators and evidence.

Unit 2 Planning
Basic steps; strategies and planning, preparing the pre-planning stage; Mission and Vision statement; SWOT analysis; situation assessment, identification of critical issues; contents of a strategic plan; characteristics of an effective annual operating plan, implementing strategic plan.

15SWK603 SOCIAL WELFARE POLICY AND ADMINISTRATION 3 0 0 3

Unit 1 Social Welfare Policy
Concept, meaning, definition, need, evolution, constitutional base, sources and instrument. Approaches to social policy; unified, integrated and sectoral. Social welfare; Meaning, concept and importance, evolution of social welfare in India.

Unit 2 Social Welfare Policies and Programmes for Various Populations
Scheduled castes (SCs) and schedule tribes (STs), other backward classes (OBCs), religious and linguistic minorities, women, children, older persons and
persons with disabilities (PWDs), transgender, mentally ill persons, refugees, substance abuse, internally displaced persons (IDPs) and project affected persons (PAPs).

Unit 3 Social Welfare Administration
Definition, meaning, concepts, scope, task, functions, skills, principles and areas. Evolution of social welfare administration in India. Administrative setup & functions; centre level, state level, & local level.

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

Unit 5 Administration of NSOs/ CSOs

SUGGESTED READINGS:

15SWK631 RURAL AND TRIBAL COMMUNITY DEVELOPMENT 3 0 0 3
Rural Community Development
Unit 1 Rural Community and Community Development
Conceptualization and definitions, Characteristics of rural community, Rural Economy of India, Paradigms of Rural Development, Determinants of Rural Development.

Unit 2 Rural Problems and Interventions
Problems: Rural Poverty; Rural-urban migration – forced migration & eviction; Agrarian crisis including farmers’ suicide; Food security - current challenges; Land acquisition and related issues; Social exclusions; Issues and reforms regarding public sector units - privatization. Human animal conflicts. Interventions: Salient features of various policies for Rural Development in India; Rural development agencies and its role; Major Rural Development Programmes in India; Critical analysis of the earlier programmes and discussion on current programmes. Role of voluntary agencies in Rural Development.

Unit 3 Planning and Local Governance
Planning - Conceptual and theoretical framework; Levels and functions of planning; Decentralization of planning; Methodology for micro-level, block and district level
planning; Techniques of Participatory Rural Appraisal (PRA) in Rural Development. Local Governance: Introduction to local governance; Salient features of 73rd Constitutional Amendment Act; Powers of Gramsabha. Social Audit and its role. Organizing for rural development.

Tribal Community Development

Unit 4 Tribes & Problems of Tribes

Tribes - 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:

15SWK632       URBAN COMMUNITY DEVELOPMENT AND GOOD GOVERNANCE

Unit 1 Concepts

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

Unit 2 Urbanism, urban ecology

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

Unit 3 Social organization in urban settings

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

Unit 4 Good Governance

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

Unit 5 Tools for Good Governance


SUGGESTED READINGS:
Unit 1 Climate Change

Unit 2 Regional and National Scene
South Asia & Indian Scenario: Geography, poverty and population density makes South Asia vulnerable; Poverty and resource degradation; High climate variability and high incidence of natural disasters. Heavy reliance on monsoons; Influence of Himalayas on climate and economy of the region; Density of population in coastline and effects of sea rise; Urbanization & challenges. Future of South Asia: warming, wet regions, surface run off, climate related natural disasters: cyclones, floods, droughts, diseases. Glacial retreat & consequences.

Unit 3 Social Impacts and Interventions
Women, the poor indigenous people most vulnerable. Climatic refugees: Bangladesh to India. Social Development: Strengthening local Govts.; Promotion of participation, Resettlement & rehabilitation.

Unit 4 Sustainable Development

Unit 5 Action plan for sustainable development

SUGGESTED READINGS:
15SWK641 SOCIAL WORK PRACTICE IN MENTAL HEALTH 3 0 0 3

Unit 1 Mental Health
WHO definition of Mental Health - Global Mental Health – Definition - Mental Well-being - Mental Health Social Work or Psychiatric Social Work – Definition - Historical development of Psychiatric Social Work (India & Abroad) - Need for mental health care in India. Case History and Mental Status Examination.

Unit 2 Signs and symptoms of common and severe mental disorders
Classification of mental disorders in ICD-10, Family of International Classification (FIC) & ICF. Other disorders, Mental retardation.

Unit 3 Psychosocial Interventions and Management
Relevance and importance of Psychosocial intervention - Psychosocial Management of psychiatric illness - Individual level: Group level - Family Level: Community level: and family visit, school visit, agency/office visit.

Unit 4 Promotion of Mental Health and Prevention of Mental Health Issues
Multidisciplinary Approach in Psychiatry and role of psychiatric social workers in mental health setting.

Unit 5 Training, Research and Welfare Measures
Training and research evidences in psychiatric social work interventions - Social welfare measures for persons with mental disability – disability pension, travel concession, tax concession, etc.

SUGGESTED READINGS:

15SWK642 COMMUNITY CARE IN MENTAL HEALTH 3 0 0 3

Unit 1 Community Mental Health
Scope, concepts and perspectives; Historical Overview of CMH world over and in India; Relevance of CMHS in India, Traditional systems and mental health care in India. Mental disorders in primary health care. Mental health of women, maternity workers, Children and adolescents - school going and out of school, mental health needs of elderly, Special groups-refugees, disaster affected populations, Suicide and attempted suicide, Public mental health education

Unit 2 Concepts of Rurality, Rural Poverty, Rural Health and Mental Health
Rural health problems and concerns: common communicable and non-communicable diseases; common mental disorders. Urban mental health - functions, policies and programmes. Prevention of mental disorders, Promotion of mental health, International developments in mental health care, Inter-sectoral Collaboration, Role of Non-Governmental Organisations, Challenges for mental healthcare in India.

Unit 3 National Mental Health Program (1982)

Unit 4 Community Mental Health Models in India
Moving beyond the Institutional Model of service delivery, CMH practice integrated with the public health system, Voluntary Sector involvement in CMH programmes, community based rehabilitation models of mental health care.

Unit 5 Community Mental Health Program Management and Evaluation
Innovative practice in community mental health - models from other countries.

SUGGESTED READINGS:
SYLLABI

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15SWK643 SOCIAL WORK PRACTICE IN PHYSICAL HEALTH 3 0 0 3

Unit 1 Health
Concept, definition, dimensions and indicators; Different approaches to health - preventive, primitive and remedial health; Health and Well-being.

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

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

Unit 2 Impact of Illness
Disabling conditions on the patient, family members and the community; Reactions to illness/ loss – DABDA model; psycho social problems of patient and families during the process of treatment and hospitalization; Burden of Care – emotional, economical and social.

Unit 3 Historical Development of SWPHS in India
Essential skills for social work practice in physical health settings; Recent trends; Prospects and Challenges.

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

Unit 4 Social Work Practice in Different Physical Health Settings
Role of the social worker as a member of a multi disciplinary team; Importance of team work and case conference. Working with HIV/ AIDS patients,

Unit 5 Rehabilitation
Definition, principles, assessment, planning and process of physical rehabilitation; Role of social worker in rehabilitation; Aided therapies - physiotherapy, occupational therapy, speech therapy and recreational therapy.

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

SUGGESTED READINGS:

15SWK644 COMMUNITY CARE IN PHYSICAL HEALTH 3 0 0 3

Unit 1 Community Health Care
Health care system in India - historical development, three tier systems of health care in India - Roles and functions. Traditional systems of health care delivery, health of the specific and vulnerable groups, community based palliative care public health education, concerns and challenges of public health care system, role of different stakeholders in public health delivery system.

Unit 2 Patients Rights and Medical Ethics

Unit 3 Concepts of Marginalization and Human Rights
Physical health, development and inequality; understanding structural inequalities on physical health services, Rural health problems and concerns: common communicable and non-communicable diseases; common physical disorders, Prevention of physical disorders, Promotion of physical health, International developments in physical health care, Inter-sectoral Collaboration, Role of Non-Governmental Organizations.

Unit 4 Preventive Interventions
Hypertension, heart disease, cancer, diabetic mellitus, HIV/ AIDS and STIs. Obesity, sleep disturbances; Evidence based social work practice in PH settings: Training initiatives and health education, Professional self care. Voluntary Sector involvement in public health programmes, community based rehabilitation models of physical health care.

Unit 5 Community care and extension programmes
Community based programmes and policies, Innovative practice in community health,

**SUGGESTED READINGS:**

**15SWK651 UNDERSTANDING CHILDREN AS VULNERABLE GROUPS**

**Unit 1 Conceptual Clarity**
Vulnerable children - Concept & definition, Profile & demographic analysis, National & regional disparities, Girl children, Children with disabilities.

**Unit 2 Profile and Situation Analysis**

**Unit 3 Problems of Children in Family**

**Unit 4 Child Maltreatment and Violence against Children**
Children subjected to human trafficking, Human smuggling, Sexual maltreatment & pornography, Forced labour, internal displacement, Unsafe migration, Begging, Drug trafficking, Hostilities, Abandonment, Cruelty, Unsafe Migration, Pornography; Effects of migration on children.

**Unit 5 Children without Families**
Situation of children living without family and institutional support structures, Children living in institutions, Children with physical or mental disabilities but without family.

**SUGGESTED READINGS:**
Syllabi

Master of Social Work - MSW
2015 admissions onwards


Suggested Readings:

15SWK653 INTERVENTION FOR CHILD RIGHTS AND CHILD PROTECTION

Unit 1 Understanding Child Rights

Unit 2 Instruments of Child Rights

Unit 3 Child Rights - Policies, Programmes & Structures
National Charter for Children 2004 - National Plan of Action 2005, Policies of States, National policy on education. Various important bodies and functionaries Created for Child Rights & Child protection such as Commissions, Special Courts, etc.

Unit 4 Child Protection - Policies, Programmes & Tools

Unit 5 Case Discussions
Case discussions on Violence Against Children (VAC), Child sex predators, Child sex tourism, Nithari scandal, Kavadas-Kalyani case, Preet Mandir case, Freddy Peat case and other important cases.

Suggested Readings:

15SWK654 CHILDREN IN HUMANITARIAN CRISIS: INTERVENTIONS THEREIN

Unit 1 Humanitarian Crisis

Unit 2 Humanitarian Crisis and Children

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

Unit 3 Multiple Vulnerabilities of Children in Humanitarian Crisis
Unit 4 Rights of Children in Humanitarian Crisis and Intervention Strategies
Understanding children friendly places and their role in helping children in HC.
Works books, Guidelines & Practices for working with Children in HC, Right Based Approach (problems & possibilities) - Right to Survival, Right to Development, Right to Protection & Right to Participation, Psycho-social Intervention in Post Traumatic Stress Disorders (PTSD) in HC.

Unit 5 International & National Scenario

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. The 10 Most Underreported Humanitarian Crises of 2005 by Doctors Without Borders
4. Save the Children list of types of emergencies
5. Amnesty International, Human rights publications
6. The 10 Most Underreported Humanitarian Crises of 2006 by Doctors Without Borders
7. www.hdcentre.org
8. www.hrw.org

Syllabi
3003

Unit 1 Conceptualizing Disasters
Introduction to concepts - hazard, risk, disaster, crisis, emergencies, vulnerability, susceptibility, capacity, disaster management, prevention, preparedness, mitigation, rehabilitation. Theories on Risk, Crisis and Disasters: Social structure and disasters. The nature of risk - components of risk - 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 2 Classification and Impacts of Hazards
Types of hazards: Natural Hazards – Geologic hazards, Atmospheric hazards and other natural hazards. Natural hazards as Catastrophic hazards/ rapid onset hazards/ slow onset hazards; Anthropogenic Hazards – Technological Hazards, Acid rain; Contamination of atmosphere or surface water with harmful substances; Ozone layer depletion; Global warming. Effects of Hazards: Primary, secondary and tertiary effects; Time and space dimensions of disasters.

Unit 3 Disasters and Social Change
Social groups affected by disasters: Ethnicity and Gender issues, Children, aged, physically disabled, internally displaced people, and others. Community and organizational changes during disasters; Migration, conflicts and disasters; Poverty, hunger, conflicts and disasters: social inequalities and entitlements. State, civil society and local/ indigenous community during disasters. Social interfaces and social change in the context of disasters.

Unit 4 Fundamentals in Disaster Management
The disaster management cycle: Critical reflections on the disaster management cycle, Components of a disaster management system: Early Warning System and Communication during disasters, Disasters and sustainable transformation: Recognizing local culture, structure, capacities and need.

Unit 5 Disasters in the Indian Sub-continent

SUGGESTED READINGS:
Risk analysis - A basis for Disaster Risk management Guidelines, 2004 Deutsche Geselleschaft fur Technische Zudammenarbeit (GTZ), Germany.
NDA Govt of India publications – references.
www.ndma.gov.in
SYLLABI

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

Unit 1 Nature and Types of Immediate Response

Unit 2 Standards and Best Practices in Relief Operations
Hyogo Framework for Action – International Strategy for Disaster Risk Reduction – National Policy & Act. The SPHERE standards - Humanitarian Charter, Minimum Standards Common to All Sectors; Minimum Standards in Water, Sanitation and Hygiene Promotion; Minimum Standards in Food Security, Nutrition and Food Aid; Minimum Standards in Shelter, Settlement and Non-food items; Minimum Standards in Health Services; Minimum Standards in Education; Critique of the SPHERE Standards. International Standards relating to key vulnerable groups: Women; Children; Older People; People living with HIV/AIDS; Disabled Persons; Minorities (descent-based, religious and linguistic status); Indigenous Peoples; Migrant workers; Non-nationals/ Non-citizens); Internally Displaced Persons.

Unit 3 Immediate Relief Strategies
Characteristics of the response phase: Impact, Rescue, Inventory, and Remedy. Identity. Categories of relief: Food, Clothing and other maintenance, Shelter, Building and Repair, Household furnishings, Medical and nursing care, Occupational supplies and equipment, Small business rehabilitation etc. Types of Activity: Core value activity – Search and Response, Caring for Casualties, Protection against continuing threat, Relief and caring of survivors. Organizations in Response: Police Department, Fire Department, Public Works Department, Hospitals, Voluntary Organizations/ NGOs. Organizational Constraints: Communication, Coordination, Authority Structure, Prior Experience. Disaster Relief Logistics - strategic planning, preparedness, pre-event response etc.

Unit 4 Disaster Impact Assessment
An overview of disaster assessment: Role and Steps in the Assessment Process; Evolving Objectives of Assessment; Different data collection methodologies suitable for assessment. Multi-Sectoral Damage Assessment.

Unit 5 General features of Integrated Risk Assessment
Short term relief versus long term Recovery; Emergency Operations Plan

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

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

Unit 1 Introduction to Disaster Mental Health
Concept, meaning, DMH Mission, Values, Ethics and Assumptions - Major disasters in India and other nations: Needs of the disaster survivors - Psychosocial care – Definition - Historical development of psychosocial care - Significance of Psycho-Social Support and Mental Health Services (PSSMHS) in Disaster Management - Hindrances to psychosocial care programmes.

Unit 2 The psychosocial impact of disasters
Theories of Psychosocial care - Emotional and behavioural reactions of the survivors across various phases: Normal and Abnormal reactions -Principles of emotional support.

Unit 3 Emergency planning and Training

Community based psychosocial care models in disaster management - NIMHANS model of psychosocial care - World Health Organization - American Red Cross
SYLLABI Master of Social Work - MSW 2015 admissions onwards

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

Unit 4 Disaster Preparedness in PSSMHS


Unit 5 IASC Guidelines on Mental Health
Psychosocial support and Mental Health Services in disaster management - NDMA Guidelines - Sphere Standards in psychosocial care.

SUGGESTED READINGS:

15SWK664 DISASTER RISK REDUCTION AND CLIMATE CHANGE 3 0 0 3

Unit 1 Principles and Methods for Disaster Risk Reduction
Introduction to Disaster Risk Reduction, Principles. Disaster risk reduction approach. Tools and methods for assessing and monitoring disaster risk trends, patterns and conditions. Identification of risk reduction measures, prioritization, and preparation of risk reduction plans, stakeholder analysis, organizational mechanism for plan implementations; Case studies on integration of risk reduction into development activities and planning.

Unit 2 Community-based Disaster Risk Reduction
The framework of Community Based Disaster Risk Management (CBDRM). Facilitating participatory assessment and planning for Community-based vulnerability reduction. Community risk assessment; Hazard mapping; Facilitating community self monitoring, evaluation and learning for CMDRR; Sustaining CMDRR Process: structural mitigation, early warning, public awareness, community organisation, livelihood diversification and livelihood strengthening, training. Social Networks and Social Capital in Disaster Risk Management. Local knowledge systems in disaster risk reduction. Transparency and accountability issues in disaster risk reduction - Strategies for enhancing participation in governance and improving accountability of the processes involved in all the phases of disasters - Assigning accountability for disaster losses and impacts; Allocation of resources for necessary risk reduction; Enforcing the implementation of disaster risk management; Facilitating participation from the civil society and the private sector.

Unit 3 Climate Change and environmental vulnerability
Effect of climate change on India and her neighbours, Climate change versus environmental change: Population increases, development in marginal areas, unsustainable farming and fishing, deforestation etc. interface with climate change to create increasing vulnerabilities. The Pressure and Release Model to understand environmental vulnerability. Disaster Risk Reduction Tools and Methods for Climate Change Adaptation.

Unit 4 Climate change and disasters
Global warming, deforestation, pollution. Socio-cultural and economic dimensions of environmental degradation: Common pool resources, livelihood and disasters; Impacts on food production and supply, health and diseases/ epidemics; migration and conflicts; Tourism and disasters. Mechanisms to address.

Unit 5 Climate Change

SUGGESTED READINGS:
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.

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.

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.

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

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.