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# **Rajagiri College of Social Sciences (Autonomous)**

## **Department of Social Work**



**Course Plan 2020-21**

**Third Semester MSW**

**JUNE 2020**



<b>SEMESTER 3</b>					
<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
SW3C1	Participatory Programme Planning and Management	3	40	60	100
SW3C2	Administration of Human Service Organizations	3	40	60	100
SW3ECD1	Rural & Urban Community Development	3	40	60	100
SW3EFC1	Social Work Practice with Families				
SW3EMP1	Psychiatric Information for Social Work				
SW3ECD2	Environment and Disaster Management	3	40	60	100
SW3EFC2	Social Work Practice with Children and Youth				
SW3EMP2	Social Work in the Field of Health				
SW3ECD3	Community Health for Development Practice	3	40	60	100
SW3EFC3	Gender Issues and Women Empowerment				
SW3EMP3	Health Care Administration and Community Health				
SW3P	Field Practicum (field based learning) 3	5	150	-	150
	<b>Semester 3:Total</b>	<b>20</b>	<b>350</b>	<b>300</b>	<b>650</b>

## SW 3 C 1: PARTICIPATORY PROGRAMME PLANNING AND MANAGEMENT

### Course Instructor

Name	Sem, Programme & Batch	Email
Dr. Kiran Thampi	Sem 3 MSW 2018-20	kiran@rajagiri.edu

### 1. About the Course

Participatory Programme Planning and Management is a three credit course. This course enable the leaners to get an idea about the participatory frame of programme management in public, private and voluntary sector. This course also aims to develop skills in participatory programme planning process through different steps. The learners will also develop analytical skills in financial management, administration and monitoring & evaluation of a development project.

### 2. Course Learning objectives aligned with programme outcomes

- a. Acquire understanding of a systematic approach to participatory programme planning (PO3)
- b. Develop an understanding of the changing trends in participatory programme planning approach in government and NGOs (PO3)
- c. Develop Analytical skills in preparation, administration, financial management, monitoring and evaluation of projects (PO3)
- d. Provide practical experience on project preparation (PO3)

PSO 3.1 Our graduates will be able to engage, assess, intervene and evaluate individual, families, groups, organizations and communities

PSO 3.4 Our graduates will be able to apply critical thinking in their practice milieu

### 3. Session Plan

Session No and Dates	Topics	Readings	Methodology
1-3 3/6/19- 6/6/19	<b>Participatory Frame of Programme Planning</b> Definition of programme planning, levels and stages of participation Conditions for facilitating participation in development	Book 2,3	Assignments Lectures GD Video
4-6 10/6/19- 13/6/19	Role of voluntary organizations in promoting participation in development, participatory approach by government through decentralized planning,	Book 2,3,7	

<b>Session No and Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Methodology</b>
7-8 17/6/19- 19/6/19	Components of Project Proposal	Book 3	Workshop
9-11 20/6/19- 26/6/19	<b>Steps in Participatory Programme Planning</b> Identifying needs- PRA/PLA for identifying people's needs	Book 4,5	Class exercises PRA Workshop
12-14 27/6/19- 14/8/19	Determining priorities, Assessing feasibility, Specifying goals and objectives, Identifying preferred solution, Preparing action plan	Book 4,5	
15-17 15/6/19- 21/8/19	Concept of Logical Framework Analysis and Result Based Management	Book 3	LFA workshop
18-21 21/8/19- 26/8/19	<b>Financial Management of the Project</b> Preparation of cost plan, Need for cost-benefit analysis, Accounting and Record keeping in a Project,	Book 4	Class exercises Lectures
22-24 28/8/19- 2/9/19	Preparation of accounts for auditing-records needed	Book 4	
25-26 4/9/19- 5/9/19	Rules regarding foreign contributions- FCRA, Fund raising methods for local financial participation in the project.	Book 4	
27-30 19/9/19- 23/9/19	<b>Administration of the Project</b> Role of Intermediary Organization in the administration of the project, Role of target constituency in administration.	Book 2,5,6	Lectures Case studies
31-33 25/9/19	Preparing procedures and rules for the efficient functioning of the organization, administering the project, management of the personnel, performance appraisal.	Book 2,5,6	
34-35 26/9/19	<b>Monitoring &amp; Evaluation</b> – Concept, purpose Project Scheduling –Gantt Charts, Programme Evaluation and Review	Book 2,3,4	Case presentations Class exercises

Session No and Dates	Topics	Readings	Methodology
	Technique(PERT) and Critical Path Method(CPM)		
35-36 30/9/19	Logical Framework as a tool in Monitoring and Evaluation Mid-term and Impact Evaluation	Book 4	
37-38 2/10/19	Criteria for evaluation: achievement of physical targets, utilization of benefits, people's participation, educative value, technical aspects, deviation from the original plan, procedural accuracy, accounting procedures, costs, supervision efficiency, public relation	Book 2,3,4	
39-40 3/10/19	Project Evaluation & Discussion-Assignments		

#### 4. References/Books

1. Chandra, P.(1995).*Projects: Planning, Analysis, Selection, Implementation, and Review*, Tata McGraw Hill Pub. Co. Ltd.
2. Moorthy, R. V .(2002). *Project Management*. Masters Publication
3. Roy, Sam, M .(2002).*Project Planning and Management, Focussing on Proposal writing*. The Catholic Health Association of India
4. Vasant, Desai .(1977). *Project Management: Preparations, Appraisal, Finance and Policy*. Delhi : Himalaya Pub. House,
5. Choudhury,S. (1988). *Project management*. New Delhi: Tata McGraw Hill
6. World Bank. (2019). Projects and Operations, Accessed from [http://projects.worldbank.org/search?lang=en&searchTerm=&countrycode\\_exact=IN](http://projects.worldbank.org/search?lang=en&searchTerm=&countrycode_exact=IN)

#### 5. Grading Structure

<b>End Semester Examination (ESE)</b>	<b>60 marks</b>	
<b>CAE - 1</b>	<b>7.5 marks</b>	
<b>CAE - 2</b>	<b>7.5 marks</b>	
Individual Assignment	10 marks	PSO 3.4
Individual presentation	10 marks	PSO 3.1
Class participation	5 marks	
<b>Total</b>	<b>100 marks</b>	

#### 6. Instructional Methodology

- Individual Assignment: Proposal Writing (Criteria will be given to the students)

- Individual presentation: NGO/Govt Projects need to be evaluated in participatory/monitoring-evaluation frame (Criteria will be given to the students)

## 7. Course policies

Please refer student guidelines 2019-20

## 8. Assignment/presentation.... Schedule

No	Topics	Submission Deadlines		
<b>Individual Assignment</b>	Project proposal	Preparation of assignment	Wednesday of 8 <sup>th</sup> Week of Course	Upload to moodle before 5.00 PM
<b>Individual Presentation</b>	PowerPoint presentation of NGO/Govt projects and participatory frame	Ppt for a presentation	Wednesday of 10 <sup>th</sup> Week of Course	Upload to moodle before 5.00 PM

## 9. Course requirements

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

## 10. Optional Contents/assignments

- Review CIDA,SIDA,DANIDA Project databases
- Can also enrol in MOOC Courses with below mentioned priority courses

<u>Name of Course</u>	<u>Course provider</u>	<u>University</u>	<u>Brief Description</u>	<u>Priority Session</u>
<u>Project Management</u>	<u>Course era</u>	UC Irvine	Upon completing this course, you will be able to: 1. Write a narrative charter statement 2. Create a work breakdown structure 3. Sequence project activities 4. Build a project schedule 5. Create a project budget 6. Create a responsibility assignment matrix 7. Identify project risks and define responses for those risks	<u>Starts June 26<sup>th</sup> 2019</u>
<u>Fundamentals of Project</u>	<u>Course era</u>	University of Virginia	In this course you will learn planning principles and execution methods so your projects can be run more effectively and efficiently at work and	17 <sup>th</sup> June 2019

<u>planning and management</u>			<p>in daily life. You'll discover the language and frameworks for scoping projects, sequencing activities, utilizing resources, and minimizing risks. You also have the chance to earn professional development units (PDUs) as the University of Virginia Darden School of Business is approved by the Project Management Institute (PMI®)</p>	<p>4 weeks of study, 1-2 hours/week</p>
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## SW3C2 - ADMINISTRATION OF HUMAN SERVICE ORGANIZATIONS

### Course Instructor

Name	Sem, Programme & Batch	Email
Dr. Rajeev SP.	Sem III MSW, 2019-20	rajeev@rajagiri.edu

### 3. About the Course

Social Work administration as a secondary method of Social Work involves administration and management of welfare initiatives of various sectors. This includes the administration and management of public welfare programmes and policies, managing non-governmental organisations and development of human service organisations. This course also considers the need for understanding the basic concepts of administration, management and launching service organisations (Society, Trust and non-profitable companies). Managing man in an organisation is key to bring in desired goal and that constitutes a major portion in this course.

### 4. Course Learning objectives aligned with programme outcomes

- To acquire knowledge of the Social Work / Social Welfare administration (PSO 4.2)
- To acquire knowledge of the administration and management of Service Organisations (PSO 1.3)
- To understand the methods and techniques human resource management and organisation development (PSO 1.3)

PSO 1.3	Our graduates will be able to demonstrate management skills in their professional practice
PSO 4.2	Our graduates will be able to engage in policy practices for advancing human rights and socio-economic, political and environmental justice.

### 3. Session Plan

Session No and Dates	Topics	Reading	Methodology
June 7 – June 17(1-2)	<b>Module I: Introduction to Administration</b> Concepts - Administration, Organization, Management, Public Administration	1.Chowdhary D.Paul.(1992) . 3.Goel S.L., Jain R.K., (1988).	Lecture Method, & Classroom discussion
June 7 – June 17 (2-4)	Social Welfare Administration: Meaning, definition, social welfare administration as a method of social work	1.Chowdhary D.Paul.(1992) .	Case Discussion & Lecturing

<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
	Administrative structure of Central and State Boards, Major programs of Central and State Social Welfare boards	2.CSWB. (2005).  3.Goel S.L., Jain R.K., (1988).	
<b>June 18- June 21(5-7)</b>	<b>Module II – Approaches to Organizational Management and Elements of Administration</b>  Basic elements in administration: Planning, Organizing, Staffing, Leading (directing, coordinating), Controlling (Reporting & Budgeting)	Chowdhary D.Paul.(1992) ;  Goel S.L., Jain R.K., (1988); Mullins, L. (2010).	Lecture Method, Moodle based (short assignment)
<b>June 18- June 21(8-9)</b>	Organizational Management: Concept  Approaches to Organizational Management - Bureaucratic, Human Relations Model, System Theory, Theory X, Theory Y and Theory Z	Stoner, Freeman and Gilbert (2008)	Lecture Method
<b>June 24- June 28 (10-11)</b>	Organizational Management: Concept  Approaches to Organizational Management - Bureaucratic, Human Relations Model, System Theory, Theory X, Theory Y and Theory Z	Stoner, Freeman and Gilbert (2008)	Lecture Method & Classroom discussion
<b>August 12 - Aug 22 (12- 18)</b>	<b>Module III – Introduction to Voluntary Organization</b>  Voluntary Organization: Organizational Structure, Functions and Principles.  Role of voluntary organizations  Organization - Types of organizations, characteristics of HSO	Chowdhary D.Paul.(1992) ;  Goel S.L., Jain R.K., (1988)	Lecture Method  &  Case demonstration

<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
<b>August 12 - August 22 (18-20)</b>	<p>Registration of organizations - Societies Registration Act, Trust Act and Companies Act</p> <p>Reports, Fund raising, Public Relations and Networking</p> <p>Social Marketing, Cause Related Marketing (CRM), Relevance of social services in developing economy; applications of marketing in social services such as health and family welfare, adult literacy programme, environment protection, social forestry, Marketing research.</p>	<p>Acts: Indian Societies Registration Act;</p> <p>Indian Trust Act</p>	<p>Lecture Method &amp; Case Analysis &amp; Discussion</p>
<b>Aug- 22- September 06 (19)-21</b>	<p><b>Module IV – Organizational Behavior</b></p> <p>Concept of Organizational Behavior, Organizational Culture, Organization development-process, approaches and strategies</p> <p>Motivational theories and basic understanding of their application in the work context</p>	<p>Mullins, L. (2010).</p>	<p>Lecture Method &amp; Organisations - reviews</p>
<b>Aug- 22- September 06 (22-24)</b>	<p>Leadership; definition and importance of leadership</p> <p>Theories of Leadership: Trait theory, Behavioral theories, contingency theories</p> <p>Communication in Organization</p>	<p>Mullins, L. (2010).</p>	<p>Lecture Method, Case discussion &amp; Demonstration</p>
<b>September 23- October 5 (25-26)</b>	<p><b>Module V: Human Resource Management</b></p> <p>Introduction and Importance- Concepts of Personnel Management and HRM – Strategic HRM- role of a HR Manager</p>	<p>Brunt, C. (2016).</p>	<p>Lecture Method</p>

<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
<b>September 23-October 5 (27-28)</b>	Human Resources Planning - HRP Process - Manpower Estimation - Job analysis -job Description-Job Specification - Recruitment-Sources of Recruitment - Selection Process - Placement and Induction -Retention of Employees.	Brunt, C. (2016).	Activity & Games
<b>September 23-October 5 (29-30)</b>	Performance Evaluation & Rewards Training and Development - Objectives and Needs Methods of Training	Brunt, C. (2016).	Group activity & Paper and pencil activities (Charts)
<b>31-32</b>	Assignment Presentation : The Best practices in NGOs		Students lead activity in the classroom / simulation
<b>33-34</b>	Group Assignment Presentation : HR Practices in Voluntary / Welfare sector		Students lead activity in the classroom /
<b>35-38</b>	Seminar Presentation : Individual topics based on the NGOs visited		Students lead activity in the classroom /

#### 4. References/Books

1. Chowdhary D.Paul.(1992). *Social Welfare Administration*. New Delhi: Atma Ram
2. CSWB. (2005). Online. Available at: <http://cswb.gov.in/index.asp?langid=1>. As retrieved on 20 August 2017.
3. Goel S.L., Jain R.K., (1988). *Social Welfare Administration: Theory and Practice*. (Vol 1&2).New Delhi: Deep & Deep Publication.
4. Brunt, C. (2016). *Human Resource Management in International NGOs: Exploring Strategy, Practice and Policy*. London: Palgrave Macmillan UK.
5. Gaist, P. (2010). *Igniting the Power Of Community: the Role of CBOs and NGOs in Global Public Health*. New York: Springer.

6. Mullins, L. (2010). *Management and Organisational Behaviour*. Harlow: Financial Times Prentice Hall.
7. Stoner, Freeman and Gilbert (2008). *Management*. New Delhi: PHI Learning Private Ltd.

## 5. Grading Structure

<b>End Semester Examination (ESE)</b>	<b>60 marks</b>	
<b>CAE - 1</b>	<b>7.5 marks</b>	
<b>CAE - 2</b>	<b>7.5 marks</b>	
Individual Assignment	10 marks	PSO: 1.3
Class activity & Case discussion	5 marks	
Presentation	10 marks	PSO: 4.2
<b>Total</b>	<b>100 marks</b>	

## 6. Instructional Methodology

- Individual Assignment on The Best practices in NGOs (submit in printed & Soft copies)
- Group Presentation on HR Practices in Voluntary / Welfare sector
- Group presentation is expected to be prepared and submitted

## 7. Course policies

Please refer student guidelines 2018-19

## 8. Assignment/presentation.... Schedule

<b>Date / Session</b>	<b>Assignment/presentation</b>	<b>Due date/ Session</b>
<b>June 04</b>	Written Assignment	June 30
<b>Session 30</b>	Individual Presentations : 23 students in each group	
<b>Session 22</b>	Case Presentation	Session 24

## 9. Course requirements

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

Dr. Rajeev SP

**SW3ECD1: RURAL & URBAN COMMUNITY  
DEVELOPMENT (RUCD)**

<b>Course Instructor</b>		
<b>Name</b>	<b>Sem. Programme</b>	<b>Email</b>
Dr. Joseph M.K	Sem. 3 MSW	emkay@rajagiri.edu

**1. About the Course**

**Rural & Urban Community Development (RUCD)** is a theoretical course that explores the scope of development practice in rural and urban settings in India. The *theories, models strategies & skills* applied in community practice are discussed in the course to enhance the competence for the students of community practice to work in the diversified rural and urban settings in India. The teaching methods include lectures, review of case studies, and field engagement with community based organizations and groups.

**2. Course Learning objectives aligned with programme outcomes**

- a. Demonstrate higher understanding of the theories, strategies and approaches for Rural & Urban Community Development.
- b. Acquire the competence to analyse the problems and issues of people in Rural/Urban/ Tribal/Costal settings in India (*PSO 3.2*)
- c. Acquire the competence to evaluate contemporary governmental policies and programmes and interventions in rural and urban development (*PSO 4.2*)
- d. Demonstrate an advanced understanding about the functioning of rural and urban local self government (LSG) and community based organizations and their contribution towards Rural and Urban Development.
- e. Acquire the competence to evaluate the role of Civil Society and NGOS in Rural and Urban Development
- f. Acquire the competence to apply the theories, strategies and approaches of development practice specific to their block placement in the semester

*PSO 3.2: Our graduates will demonstrate the ability to apply reflective practices in their domains of professional engagements*

*PSO 4.2: Our graduates will be able to engage in policy practices for advancing human rights and socio-economic, political and environmental justice.*

**3. Session Plan**

<b>Session No</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
1-2	<b>Module 1 Introduction to RUCD</b> Definitions, concepts and objectives of rural, tribal community development	Singh. (2009)  Ch1,5	Lecture Method
3-4	History and `evolutions of rural community development models in India.	Rajan C (2014)	Lecture Method

5-6	Concepts of urban, urbanism, urban community development, Urbanization	Thudipara J.Z. (2007).	Lecture Method
7-8	Principles and Theories of urban development	Pattanai k B.K (2017).	Lecture Method
9-10	<b>Module 1 <i>Rural and urban problems</i></b> Rural poverty and unemployment, Water & Sanitation	Pattanai k B.K (2017).	

Session No	Topics	Reading	Methodology
11-12	Problems of Agriculture farmers/ workers; Food security issues in Rural India. Specific problems of tribal and fishermen communities in India	Singh. (2009).ch. 2	Student presentations
13-14	<i>Urban social problems:</i> overcrowding, urban disorganization and maladjustments, urban migration Poverty and unemployment in urban areas. Crime and juvenile delinquency. Urban housing and slums, Migrant Labourers; situation and associated problems in Kerala	Singh. (2009).ch. 10 Pattanai k B.K (2017).	Student presentations
15-16	<b>Module 3: Strategies, Approaches and Policies in RUCD.</b> Concept of sustainability and sustainable development. Sustainable development goals.	Singh. (2009).ch 7	Lecture Method
17-18	Various Approaches to rural development in India. A critical review of India's strategies for Rural development. Rural development policies in India.	Singh. (2009).ch. 6,7	Lecture Method
19-20	National and state polices for urban development. urban development welfare programmes for urban poor.	Rajan C (2014)	Lecture Method
21-22	Urban development authorities at national and state levels. Models of urban development in India	Rajan C (2014)	Case Study
23-24	<b>Module 4 Local self government and Rural and Urban Development</b> Concept of decentralized governance in India. An analysis of 73rd and 74th constitution amendment act.	Doshi S.L & Jain P.C (1999).ch. 15	Lecture Method
25-26	Administrative set up for Panchyathi Raj Institution (PRI). Structure and functions of rural and urban local self-government institutions in Kerala	Rajan C (2014)	Lecture Method
27-28	Programmes of rural and urban local bodies in Kerala. Role of local self government (LSG) in local development	Rajang C (2014)	Student presentations



29-30	An Analysis of community based Organizations (self help groups of Kudumbshree and NGOs and micro finance institutions, farmers' producer organizations, cooperatives) towards rural/urban development in India	Doshi S.L & Jain P.C (1999).ch 1 3	Lecture Method
31-32	<b>Module 5 Civil Society and NGOs in RUCD:</b> Theory of Voluntarism and voluntary action for empowerment of rural communities NGOs intervention in Rural development	Bhose, J.S.G.R . (2003).	Case study based on field work
33-34	Local initiatives and leadership in empowering rural communities. Case studies of Corporate Social Responsibility (CSR) and Rural/Urban Community Development	Bhose, J.S.G.R . (2003).	Lecture Method

Session No	Topics	Reading	Methodology
35-36	NGOs intervention in urban problems and urban community development. Role of civil society organizations (Resident associations and citizen clubs) in urban community development	Bhose, J.S.G.R . (2003).	Lecture Method

#### 4. References/Books

1. Barik, C.K & Sahoo, U.C. (2008). *Panchayati raj institutions and rural development*. Jaipur: Rawat.
2. Thudipara J.Z. (2007). *Urban community development* (ed.2). New Delhi: Rawat.
3. Bhose, J.S.G.R. (2003). *NGOs and rural development: Theory and practice*. New Delhi: Concept.
4. Johri, P.K. (2005). *Social work for community development*. New Delhi: Anmol.
5. Singh. (2009). *Rural development principles, policies and management*. New Delhi: Sage.
6. Tripathy, S.N (1998). *Cooperatives for Rural Development*. New Delhi: Discovery.
7. Das, A.K. (2007). *Urban planning in India*. New Delhi: Rawat.
8. Goel, S.L. & Dhaliwal, S.S. (2004). *Slum improvement through participatory urban based community structures*. New Delhi: Deep & Deep.
9. Jayapalayan.N. (2002). *Urban Sociology*. New Delhi: Atlantic.
10. Nath, V. & Aggrawal S.K. (2007). *Urbanization, urban development and metropolitan cities in India*. New Delhi: Concept.
11. Sulphey, M.M & Viswan, V.(2015). *Essentials of microfinance*: New Delhi: Viva Books
12. Doshi S.L & Jain P.C (1999). *Rural Sociology*: Jaipur: Rawat
13. Rajan C (2014) *Administration of rural development*. Kozhikode: TBS
14. Chambers (1983). *Rural Development: Putting the Last First*: Essex: Longman
15. Pattanaik B.K (2017). *Issues and Challenges of Development: An introduction*. New Delhi. Sage

#### 5. Grading Structure

<b>End Semester Examination (ESE)</b>	<b>60 marks</b>	
<b>CAE - 1</b>	<b>7.5 marks</b>	
<b>CAE - 2</b>	<b>7.5 marks</b>	
Individual Assignment	10 marks	PSO 4.2
Quiz	5 marks	
Group Presentation	10 marks	PSO 3.2
<b>Total</b>	<b>100 marks</b>	

#### 6. Instructional Methodology

- Lecture on theory and practices models in community practice
- Individual Assignment on critical review on policies related to Community Development

- Group Presentation on rural and urban problems.

#### 7. Course policies

Please refer student guidelines 2019-20

#### 8. Assignment/presentation.... Schedule

The following assignments are part of continuous internal assessment (CIA). Students are encouraged to do other non graded assignments which shall facilitate field linkages for

practice and research. Massive Online Open courses (MOOC) in community development/ social policy in Coursera/ Edx platforms are also recommended for those who are interested in ICT enabled advanced learning

1. *Critical review of a contemporary policy related to rural or urban community practice ( 1000 words ,softcopy) (10 marks)*
2. *Group Presentation: on various issues of rural/urban communities (A power point presentation in the class. (7.5marks)*
3. *Quiz MCQ in class for 10 minutes (7.5 marks)*

<b>No</b>	<b>Assignment/presentation</b>	<b>Due date</b>
1	Written Assignment	Session 30
2	Small Group Presentations : 3 students in each group	Session 20
3	Quiz	Session 30

#### 9. Course requirements and duration

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

<b>No</b>	<b>Activity</b>	<b>Duration (hrs)</b>
1	Face to face contact hours	36
2	Assignments	11
3	Assessment ( CAE & ESE)	7
	<b>Total</b>	<b>54</b>
	Field engagement/interaction ( Optional)	12

## SW3EFC1: SOCIAL WORK PRACTICE WITH FAMILIES

### Course Instructor

Name	Sem, Programme & Batch	Email
Dr. Rajeev SP.	Sem III MSW, 2019-20	rajeev@rajagiri.edu

### 5. About the Course

Family is the basic unit of the society and amidst rampant changes and modifications in the practices and components; it continues to be the strongest fabric of the society. This course is designed for the professional Social Work aspirants with the objectives of understanding marriage and family with its contemporary changes and various approaches of understanding modern families. The trajectory of the course is from conceptual understanding to analysis and intervention in the families. Various models and intervention strategies along with the therapies outlined in the final modules equip the professionals to work independently with families in different cultural settings.

### 6. Course Learning objectives aligned with programme outcomes

- Understand family as a social institution and the different conceptual frameworks for understanding marriage and family (PSO 3.1)
- Demonstrate an understanding of family Social Work (PSO 3.1)
- Develop knowledge and skills of working with families (PSO 3.1)
- Be acquainted with the various programmes for the welfare and development of the family Learning (PSO 3.2)

PSO 3.1	Our graduates will be able to engage, assess, intervene and evaluate individual, families, groups, organizations and communities
PSO 3.2	Our graduates will demonstrate the ability to apply reflective practices in their domains of professional engagements

### 3. Session Plan

Session No and Dates	Topics	Reading	Methodology
1-2	<b>Module I- Understand family as a social institution</b>  Concept of family, Definition Marriage and Family	Olson, D. H., & DeFrain, J. (2000). Marriage and the family:	Lecture Method,  Pencil and paper – exercise &

<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
		Diversity and strengths.	Classroom discussion
<b>June 7 – June 14 (1-2)</b>	Types of family, Functions of family, Qualities of successful families, Modern Trends in Marriage & Family.	Olson, D. H., & DeFrain, J. (2000). Marriage and the family: Diversity and strengths.	Lecture Method, Critical reflections & Classroom discussion
<b>June 7 – June 14 (2-4)</b>	Overview of Conceptual frameworks for Understanding Marriage and Family: Family Systems Perspective, Family Developmental Perspective, symbolic interaction framework, Structural/functional framework, exchange framework.	Olson, D. H., & DeFrain, J. (2000). Marriage and the family: Diversity and strengths.	Case Discussion & Lecturing
<b>June 18-June 21(5-7)</b>	<b>Module II – Lifespan Approach to Family</b> Family life cycle -	Carter, Betty (2004). Expanded family life cycle: individual, family and social perspectives. New York: Pearson Education	Lecture Method, Moodle based (short assignment)
<b>June 18-June 21(8-9)</b>	Characteristics, goals, needs, tasks and problems of each stage in the family life cycle	Carter, Betty (2004).	Lecture Method

<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
<b>June 18-June 21 (10-11)</b>	Variations affecting the life cycle  Family Life Education-Concept, philosophy, goals and significance	Carter,Betty (2004).	Lecture Method & Classroom discussion
<b>August 12 - Aug 20 (12-18)</b>	<b>Module III – Family Dynamics: Assessment of Family</b>  Models for understanding family Dynamics: The Mc Master Model of Family functioning, Structural Approach, Triaxial Scheme, The Circumplex Model	Collins, D.Jordan,Cathleen, Coleman,Heather (1999).  & Olson, D. H., &DeFrain, J. (2000).	Lecture Method & Case demonstration
<b>August 12 - Aug 20 (18-20)</b>	Overview of family assessment, Family Assessment interview, Criteria for assessing family functioning, Components of family assessment  Genogram, Ecomap	Collins, D.Jordan,Cathleen, Coleman,Heather (1999).  & Olson, D. H., &DeFrain, J. (2000).	Lecture Method & Case Analysis & Discussion
<b>Aug-21-September 07 (19)-21</b>	<b>Module IV – Family Social Work</b>  Family social work – Concept & Definition, historical background - Assumptions - Principles  Family Social Work, Family Counseling and Family Therapy – similarities and Differences.	Collins, D.Jordan,Cathleen, Coleman,Heather (1999).	Lecture Method & Role Play
<b>Aug-21-September</b>	Different phases of Family Social Work - Beginning phase -Assessment phase - Goal	Collins, D.Jordan,Cathleen,	Lecture Method,

Session No and Dates	Topics	Reading	Methodology
ber 07 (22-24)	Setting and Contacting - Intervention phase - Behaviour change - Intervention phase - Evaluating outcome.	Coleman, Heather (1999).	Case discussion & Demonstration
September 23-October 5 (25-26)	<b>Module V: Practice of Family Social Work</b>  Scope and practice of social work in  Family Counselling Centers- Premarital, Marriage and Family Counseling  Family Courts  Family Welfare Clinics  Adoption and Foster Care Agencies  Family Violence	Collins, D.Jordan, Cathleen, Coleman, Heather (1999).	Lecture Method
September 23-October 5 (27-28)	Existing policies, programmes, legislations, organizations in the field of family welfare and development.	-do-	Activity & Games
September 23-October 5 (29-30)	Family Therapy: Family Therapy - History, Concepts and Techniques - Different Models & Stages of Family Therapy	-do-	Group activity & Paper and pencil activities (Charts)
31-32	Assignment Presentation  : Perspectives on Marriage and family		Students lead activity in the



<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
			classroom / simulation
<b>33-34</b>	Group Assignment Presentation : Family life education – components		Students lead activity in the classroom / simulation
<b>35-38</b>	Seminar Presentation : Individual topics		Students lead activity in the classroom / simulation

#### 4. References/Books

**Book 1:** Carter, Betty (2004). *Expanded family life cycle: individual, family and social perspectives*. New York : Pearson Education

**Book 2:** Collins, D. Jordan, Cathleen, Coleman, Heather (1999). *An Introduction to Family Social Work*. Illinois: F.E. Peacock Publishers

**Book 3:** Olson, D. H., & DeFrain, J. (2000). *Marriage and the family: Diversity and strengths*. Mayfield Publishing Co.

**Book 4:** Barker, P., & Chang, J. (2013). *Basic family therapy*. John Wiley & Sons.

#### 5. Grading Structure

<b>End Semester Examination (ESE)</b>	<b>60 marks</b>	
<b>CAE - 1</b>	<b>7.5 marks</b>	
<b>CAE - 2</b>	<b>7.5 marks</b>	
Individual Assignment	10 marks	PSO: 3.1
Quiz & class activity	5 marks	
Presentation	10 marks	PSO: 3.2
<b>Total</b>	<b>100 marks</b>	

#### 6. Instructional Methodology

- Individual Assignment on Perspectives on Marriage and family (submit in printed & Soft copies)
- Group Presentation on Family life education – components (prepare a module for a session)

- Group presentation is expected to be prepared and submitted the hard copies

## 7. Course policies

Please refer student guidelines 2018-19

## 8. Assignment/presentation.... Schedule

<b>Date / Session</b>	<b>Assignment/presentation</b>	<b>Due date/ Session</b>
<b>June 04</b>	Written Assignment	June 30
<b>Session 30</b>	Individual Presentations : 23 students in each group	
<b>Session 22</b>	Case Presentation	Session 24

## 9. Course requirements

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

Dr. Rajeev SP

## SW3EMP1 - PSYCHIATRIC INFORMATION FOR SOCIAL WORK

### Course Instructor

Name	Sem, Programme & Batch	Email
Dr. Saju MD	Sem 3 MSW	saju@rajagiri.edu

### 1. About the Course

This course is intended to help the social work students to understand the importance of mental health social work and the major mental illnesses. This facilitate better understanding of the current trends and practices in Psychiatric social work and to acquire the skills for mental health practice

### 2. Course Learning objectives aligned with programme outcomes

- Acquire understanding on the evolution of psychiatry and attitude towards mental illness.
- Demonstrate knowledge and skills of assessment in mental health settings.
- Demonstrate knowledge of clinical psychopathology.
- Develop an understanding of the nature, causes, types and treatment of mental health disorders in children, adolescents and adults.
- Acquire knowledge of Socio-Cultural Factors influencing mental health.

### 3. Session Plan

Session No	Dates	Topics	Methodology	Assignment
1-2	04/06, 06/06	<b>Module 1: Psychiatry &amp; Psychiatric Assessment</b> <ul style="list-style-type: none"><li>• Psychiatry - History and Growth of Psychiatry</li><li>• Traditional and Modern attitude towards psychiatric illness.</li><li>• Public mental health agendas</li></ul>	Lecture Method	Written assignment on history of psychiatry
3-8	07/06, 11/06, 13/06, 14/06, 18/06, 20/06	<ul style="list-style-type: none"><li>• Assessment in psychiatry: Psychiatric interviewing - Content, types</li><li>• Case history recording – components and implications of demographic factors, family history, personal history, premorbid personality, life situation and various aspects of</li></ul>	Lecture Method	Case Study

		mental status examination, diagnostic formulation.		
<b>9-10</b>	21/06, 25/06	<b>Module 2: Overview of Clinical Psychopathology</b> <ul style="list-style-type: none"> <li>Disorders of perception, thought, speech, memory, emotion, consciousness &amp; Motor disorders</li> </ul>	Lecture Method	Case study PPT
<b>11</b>	27/06	<ul style="list-style-type: none"> <li>Classification in psychiatry – History, Need and types</li> <li>ICD 10 &amp; DSM V - ICD 10- Categories of classification – Overview of Diagnostic Guidelines</li> </ul>	Lecture Method and group activity	
<b>12-13</b>	28/06, 02/07	<ul style="list-style-type: none"> <li>Mental Health Policies and Programmes: -National Mental Health Programme (NMHP – 1982)</li> <li>-Mental Health Act, 1987,</li> <li>-Mental Health Care Act 2010</li> </ul>	Lecture Method,	Assignment
<b>14-15</b>	04/07, 05/07	<b>Module 3: Neurotic and Behavioural Syndromes</b> Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of: <ul style="list-style-type: none"> <li>Neurotic, stress-related and somatoform disorders: <ul style="list-style-type: none"> <li>- Phobia</li> <li>-Obsessive Compulsive Disorder</li> <li>-Panic Disorder</li> <li>-Generalized Anxiety Disorder</li> <li>-Dissociative Disorder</li> <li>-Somatoform Disorder</li> </ul> </li> </ul>	Lecture Method Case study PPT Group activity	
<b>16</b>	09/07	<ul style="list-style-type: none"> <li>Socio - Cultural factors in psychiatric disorders with special reference to India.</li> <li>Transcultural psychiatry - culture bound syndromes.</li> </ul>	Lecture Method, Case study- PPT	

<b>17-19</b>	11/07, 12/07, 16/07,	<ul style="list-style-type: none"> <li>• Behavioural syndrome associated with physiological disturbances and factors: <ul style="list-style-type: none"> <li>-Eating Disorders</li> <li>-Sleep Disorders</li> <li>-Sexual Dysfunction</li> </ul> </li> </ul>	Lecture Method	Group Activity
<b>20-22</b>	18/07, 19/07  23/07	<b>Module 4: Psychological Disorders</b> Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of: <ul style="list-style-type: none"> <li>• Organic Disorders: <ul style="list-style-type: none"> <li>-Dementia</li> <li>-Delirium</li> <li>-Epilepsy</li> </ul> </li> </ul>	Lecture Method Case study Case examples	
<b>23-24</b>	25/07, 26/07	<ul style="list-style-type: none"> <li>• Alcohol and Substance Abuse</li> </ul>	Lecture Method	
<b>25-27</b>	30/07, 01/08, 02/08	<ul style="list-style-type: none"> <li>• Personality Disorders: <ul style="list-style-type: none"> <li>-Psycho climbing</li> <li>-Paranoid</li> <li>-Histrionic</li> <li>-Anxious-avoidant</li> </ul> </li> <li>• Types and manifestations of Anti-social personality</li> </ul>	Lecture Method, Case study	
<b>28-31</b>	6/08, 8/08, 9/08, 13/08	<ul style="list-style-type: none"> <li>• Childhood Disorders: <ul style="list-style-type: none"> <li>-Specific Learning Disability</li> <li>-Pervasive Developmental Disorder</li> <li>-Hyperkinetic Disorders</li> <li>-Conduct Disorder</li> <li>-Emotional Disorders</li> </ul> </li> </ul>	Lecture Method, Case example- Discussion	
<b>32-33</b>	16/08 20/08	<ul style="list-style-type: none"> <li>• Mental retardation</li> </ul>	Lecture Method	
<b>34-40</b>	22/08 27/08 29/08 30/08 03/09 05/09	<b>Module 5: Schizophrenia &amp; Mood Disorders</b> Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of:	Lecture Method- Case examples, Case study,	

	06/09	<ul style="list-style-type: none"> <li>• Schizophrenia, schizotypal and delusional disorders</li> <li>• Mood [affective] disorders – Mania &amp; Depression</li> </ul>	PPT  Group Activity	
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#### 4. References/Books

1. A.P.A. (2000). *DSM-IV-TR*. Winnipeg: The American Psychological Association.
2. Gelder, M., Mayou, Richard. Cowen, Philip. (2001). *Shorter Oxford Textbook of Psychiatry*. New Delhi: Oxford University Press
3. Hamilton, M.(1994). *Fish's Clinical Psychopathology*. Bombay: Varghese Publishing House.
4. Namboothiri, V.M.D. (2009). *Concise Textbook of Psychiatry*. Gurgaon: Elsevier Health Sciences.
5. Sadock, B., Kaplan, H. & Sadock, V. (2000). *Kaplan & Sadock's Comprehensive Textbook of Psychiatry*. Hagerstown: Lippincott Williams & Wilkins.
6. Sadock, B.J. (2007). *Synopsis of Psychiatry 10th Edition*. Delhi: Wolters Kluwer India Pvt Ltd
7. Vyas J.N., Ahuja, Niraj (1999). *Textbook of Postgraduate Psychiatry*. New Delhi: JAYPEE Brothers. Vol 1 & 2
8. WHO (2002). *ICD-10 Classification of Mental and Behavioral Disorders*. Geneva: WHO. (Also Available in [www.who.int/entity/classifications/icd/en/bluebook.pdf](http://www.who.int/entity/classifications/icd/en/bluebook.pdf))
9. Wedding Danney., et al(ED) (2014). *Current Psychotherapies*. Brooks/cole, USA

#### 5. Grading Structure

End Semester Examination (ESE)	60 Marks	60 marks
CAE - 1	7.5 marks	40 marks
CAE - 2	7.5 marks	
Individual Assignment	10 marks	
Class participation/ group work/	15 marks	
<b>Total</b>	<b>100 marks</b>	

#### 6. Instructional Methodology

- Lecture method
- Group assignments and classroom discussion

#### 7. Course policies

Please refer student guidelines 2018-19

#### 8. Assignment/presentation.... Schedule

Date	Assignment/presentation	Due date
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	Written assignment on history of psychiatry	28 <sup>th</sup> June
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### **9. Course requirements**

Students are required to come prepared for each session by reading the reference material given in this course plan

## SW3ECD2: ENVIRONMENT AND DISASTER MANAGEMENT

### Course Instructor

Name	Sem, Programme & Batch	Email
Ms. Gayatri Menon	Sem 3 MSW	gayatri@rajagiri.edu

### 1. About the course:

This course helps the students to understand the basic concepts and theories of environmental studies which will enable them to link it with their day to day activities. This course also focuses on sensitizing students on the various environmental issues that arise due to the man-made developmental activities carried out in the society. This will enable them to understand the scope of social work in environment. It also helps them to know their role as a social worker and the different aspects that they can work on.

### 2. Course Learning objectives aligned with Programme Specific Outcomes

- Develop perspectives about the interrelatedness of human life and environment. (PSO 4.2)
- Develop an understanding of problems arising out of environmental degradation. (PO 4)
- Understand the emerging social issues linked with environment and development. (PSO. 3.2)
- Developing appropriate social work practice in tackling environment problems. (PO 3)
- Understand the situation of disaster and disaster management practices in India.

PSO 3.2	<b>Our graduates will demonstrate the ability to apply reflective practices in their domains of professional engagements</b>
PSO 4.1	Our graduates will demonstrate volunteerism to reach out to people in vulnerable and marginalized situations.
PSO 4.2	Our graduates will be able to engage in policy practices for advancing human rights and socio-economic, political and environmental justice.

### 3. Session Plan:



Session No & Date(s)	Topics	Reading	Methodology
<p><b>1st – 6th sessions</b> <b>7.6.2019</b></p> <p><b>11.6.2019</b></p> <p><b>13.6.2019</b></p> <p><b>14.6.2019</b></p>	<p><b>Environment and Ecology</b></p> <p>Environment, Multidisciplinary nature of environmental studies</p> <p>The Interrelatedness of Living Organisms and Natural Resources</p> <p>Political Ecology – a framework for analysis of development in the context of emerging environmental issues. Natural Resources – renewable and non-renewable resources.</p> <p>Biodiversity and Conservation of Biodiversity</p>	<p>RCSS Publication, Environment and Disaster Management authored by Sr. Shiny Varghese</p>	<p>Lecture, Discussion</p> <p>Lecture, Discussion</p> <p>Lecture, Discussion</p> <p>Lecture, Discussion,</p>
<p><b>7th – 10<sup>th</sup> sessions</b> <b>18.6.2019</b></p> <p><b>20.6.2019</b></p>	<p><b>Global Environmental Crisis</b></p> <p>Analysis of the factors of Global Environmental Crisis, Environmental Pollution (air, water, soil, noise, marine, thermal nuclear), Solid Waste Management,</p> <p>Climate Change and Global Warming and Allied issues, Linkage of environmental crisis with the developmental process</p>	<p>Book 7</p>	<p>Lecture and Discussion</p> <p>Presentation, Discussion and Lecture</p>

<b>21.6.2019</b>	<b>Social Issues and Environment :</b> Concept of Sustainable Development and sustainable environment pollution, Problems and Concerns of Resettlement and Rehabilitation	Book 10	Lecture
<b>25.6.2019</b>	Problems of Development induced displacement, Environmental Ethics : Issues and Possible Solutions; Environmental Laws and Regulations;		Presentation and Lecture
<b>27.6.2019</b>	Environment Management, Basic concepts of Environmental Impact Assessment and Social Impact Assessment, Environmental Education		
<b>28.6.2019</b>	Environmental Education		Activity and Lecture
<b>11<sup>th</sup> – 16<sup>th</sup> sessions</b>	<b>Social Work and Environment</b>		
<b>1.8.2019</b>	Analysis of the working of Environmental Movements in Kerala; Field Practice: Practice in Documentation of Environmental Assets : rivers, canals, ponds, forests, grasslands, hills.		Lecture / Presentation
<b>2.8.2019</b>	Study of simple ecosystems		Lecture / Presentation
<b>6.8.2019</b>	Skills in preparation of people's biodiversity register (PBR) in collaboration with local self-governments in Kerala		Lecture / Presentation
<b>17<sup>th</sup> – 21<sup>st</sup> sessions</b>	<b>Disasters and Disaster Management</b>	Book 5	Lecture
<b>8.8.2019</b>	Definition, Natural and Human made disasters; Multiple causes and effects.		

<p><b>9.8.2019</b></p>	<p>Stages of disaster; Development and Disaster; Preventive Measures</p>		<p>Lecture</p>
<p><b>13.8.2019</b></p>	<p>Stages of Disaster Management – rescue, relief, reconstruction and rehabilitation;</p>		<p>Discussion/ Presentation by students</p>
<p><b>16.8.2019</b></p>	<p>Role of government, Disaster Management Policy: Role of voluntary organizations community based disaster preparedness programme.</p>		<p>Discussion/ Presentation by students</p>

\*Sessions here are the number of hours of class.

### References/Books

- Aggarwal Nomita,(2003), Social Auditing of Environmental Laws in India, New Delhi : New Century Publications.
- Bharucha, Erach, (2005), Text book of Environmental Studies for Undergraduate Courses. Hyderabad : Universities Press.
- Benimadhab Chatterjee, (2003) Environmental laws : Implementation problems and Perspectives. New Delhi : Deep and Deep Publications
- Gulia, K AS. (2004), Geneses of Disaster : Ramifications and Amelioration, New Delhi : Kalpaz Publications
- Dasgupta, Rajdeep (2007) Disaster Management and Rehabilitation, New Delhi, Mittal Publications
- Shukla, S.K. and Srivastava, P.R. (1992), Human Environment : An Analysis, New Delhi: Common wealth publishers
- Shukla, S.K. and Srivastava, P.R. (1992), Environmental Pollution and Chronic Diseases, New Delhi: Common wealth publishers
- Goel, P.K. (1996), Environmental Guidelines and Standards in India, Jaipur: Techno Science Publications
- Sharma, J.P. (2004), Comprehensive Environmental Studies, New Delhi : Laxmi Publications
- Rajagopalan R. (2005) Environmental Studies : From crisis to Cure, New Delhi : Oxford University Press
- Rajesh, Dhankar (2006) Environmental Studies. New Delhi : Daya Publications

- Panday P.N. (2010), A Text book of Environmental Pollution: New Delhi Narandra Publications

**Online sources:**

- UN Environment Website

**5. Grading Structure**

<b>Component</b>	<b>Marks</b>	<b>PSO</b>
End Semester Examination	60	
CAE 1 ( Module 1 & 2 – Descriptive examination)	7.5	
CAE 2 (Module 1-4, MCQs)	7.5	
Individual Assignment	10	PSO 2.1
Group Presentation	10	PSO 2.1
Class Participation	5	
Total	100 Marks	

**6. Instructional Methodology**

- Individual Assignment on different legislations
- Group presentations, brain storming, debates and discussions expected using various means like posters/videos/short films/ppts/public speaking techniques

**7. Course policies**

Please refer student guidelines 2018-19

**8. Assignment/presentation.... Schedule**

<b>Date</b>	<b>Assignment/presentation</b>	<b>Due date</b>
<b>18/6/2019</b>	Written Assignment	29/6/2019
<b>18/6/2019</b>	Individual Presentations	August

**9. Course requirements**

Students are required to come prepared for each session by reading the respective reference material given in this course plan.



## SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH

### Course Instructor

Name	Sem, Programme & Batch	Email
Dr. Sr. Sunirose I.P	Sem 3 MSW 2018-20	sunirose@rajagiri.edu

### 7. About the Course

Social work practice with children and youth is a three credited core course. This course enables the students to understand the child development and the childhood and youth problems along with the skills to do deal with youth and children. Course will enhance the skills to analyze the programmes and policies for children and youth and able to organize programmes and projects for the same. It generates critical thinking among students to demonstrate reflective practices in their professional life.

### 8. Course Learning objectives aligned with programme outcomes

- a. To develop an understanding of child development and various childhood problems.
- b. To study the programmes, policies, legislations and organizations in the area of Child Welfare & Development.
- c. To acquire knowledge and skills in social work intervention of early childhood care and development in agencies and communities.
- d. To learn the situation and emerging problems of youth.
- e. Study the programmes, policies, legislations and organizations in the area of youth Development. And acquire knowledge and skills in working with different section of youth and skills in organizing programmes for youth

PSO 3.1 Apply social work process with different client systems

PSO 3.2 Demonstrate the ability in reflective practices in their practice milieu

### 3. Session Plan

Session No and Dates	Topics	Reading	Methodology
1-7	<b>Module: 1</b> <b>Introduction to Child and youth Development:</b>	Book 1, 2, 5	Group discussion

Session No and Dates	Topics	Reading	Methodology
7/11/13 /14/18/ 6/2019	<p>Emerging philosophy of child development, Needs and problems of a growing child.</p> <p>Definition youth, characteristics, needs, aspirations and Problems of youth: unemployment, youth unrest, substance abuse, HIV/AIDS, suicide, generation gap and terrorism</p> <p>Theories of child development:- psychoanalytic theory, psychosocial theory, cognitive-development theory, learning theory.</p>		<p>Video presentations</p> <p>Case presentations</p> <p>Lecture Method</p>
8-15  18/20/2 1/25/27 /06/201 9	<p><b>Module: 2</b></p> <p><b>Situational Analysis: National and State Level</b></p> <p>Situational analysis of children</p> <p>Situational analysis of children with special needs:- – child labour, child abuse, street children, child trafficking, children conflict with law, Children of sex workers, Children affected by natural calamities and manmade disasters, Children suffering from terminal/incurable disease(HIV/AIDS), children with disability(Physically-visual, hearing, speech, orthopaedic, Mentally- Special children, autism, learning disabilities.</p> <p>Situational analysis of youth in India: Student and non-student youth in rural and urban areas</p>	<p>Book 2,5</p> <p>Articles from the news paper</p>	<p>Group discussion on the articles/research papers</p> <p>Lecture Method</p>
16-21  1/2/13/ 16/08/2 019	<p><b>Module: 3</b></p> <p><b>Programmes and Policies for Children and youth</b></p> <p>Child rights</p> <p>Existing policies, legislations – National and international</p>	<p>Book- 7</p> <p>Official web site of government</p>	<p>Lecture Method</p> <p>Group work</p> <p>Field visit</p>

Session No and Dates	Topics	Reading	Methodology
	<p>Institutional care and management- scope, limitations, types.</p> <p>Non Institutional programmes- adoption, foster care, sponsorship, Child line.</p> <p>Programmes for child welfare- health, nutrition, education, recreation,</p> <p>National and international organization in the field of child welfare.</p> <p>Governmental and nongovernmental programmes for youth: educational, recreational, vocational, guidance and counselling, leadership and health.</p> <p>Policies: National youth policy</p> <p>Youth welfare organizations: international, national</p> <p>Youth for social change</p>		
<p><b>22-28</b></p> <p><b>20/22/27/29/08/2019</b></p>	<p><b>Module 4</b></p> <p><b>Work with children</b></p> <p>Community based social work practice with children-role of community and its institutions in abuse and neglect of children.</p> <p>Principles of working with children, values, skills, and roles</p> <p>Early detection of childhood disabilities.</p> <p>Development of sensitizing programmes for the protection of children</p>	<p>Book 3, 6,8,9</p>	<p>Case studies</p> <p>Lecture Method</p> <p>Field visit</p>
<p><b>29-32</b></p> <p><b>29/30/08/19-03/09/19</b></p>	<p><b>Individual presentation</b></p>		
<p><b>33-39</b></p>	<p><b>Module: 5</b></p> <p><b>Work with Youth</b></p>	<p>Book- 8,9,10,11</p>	<p>Field Visit</p> <p>Case study</p>



Session No and Dates	Topics	Reading	Methodology
05/06/24/26/09/2019	Principles of working with youth, values, skills, Role of a social worker in youth development Issues and challenges in the field of youth development, Development of programmes for the empowerment of youth for social change. Research in the field of youth		Lecture Method Group activity
40-42 27/09-01/10/2019	Group activity and sum up		

#### 4. References/Books

- 1) Suchitra S Dinkar (2010). *Child Development and Psychology*. New Delhi : Axis Publications
- 2) Shyam Sunder Shrimali (2008). *Child Development*. New Delhi : Rawat publications
- 3) Rashmi Agrawal (2008). *Education for Disabled Children*. New Delhi : Shipra publications
- 4) Michele Henderson, (2009). *How to Motivate Children to Learn*. Newyork : Epitome Books
- 5) Saraswathi,S (2008). *Indian Youth in the New Millennium*. RGNIYD [Rajiv Gandhi National Institute of Youth Development], Coimbatore,
- 6) Vasanthi Rajendran (2006). *Youth and Globalisation*, RGNIYD [Rajiv Gandhi National Institute of Youth Development] Coimbatore
- 7) Sarumathy, M; Hiramniya Kalesh (2007). *Youth Policies & programmes in South Asia Region*, RGNIYD [Rajiv Gandhi National Institute of Youth Development], Coimbatore
- 8) Maureen Jowitt (2005). *Social work with children and families*. UK : Learning Matters Ltd
- 9) Brotherton Graham (2010). *Working with Children, young people and families*. Newyork :Sage Publications.
- 10) Slentz Kristine L (2001). *Teaching young children : Contexts for Learning*. New Jerse : Lawrence Erlbaum Associates Pub

- 11) Devendra Agochiya(2010). *Life competencies for Adolescents*. New Delhi : Sage Publications
- 12) Sharry, John (2005). *Counselling Children, Adolescents and Families*. New Delhi : Sage Publications
- Tineshowri devi,M (2010), *Reproductive Health and Adolescent Girls*, New Delhi : Akansha Publishing House

## 5. Grading Structure

<b>End Semester Examination (ESE)</b>	<b>60 marks</b>	
<b>CAE - 1</b>	<b>7.5 marks</b>	
<b>CAE - 2</b>	<b>7.5 marks</b>	
Individual Assignment	10 marks	PSO 3.2
Individual presentation	5 marks	PSO 3.2
Group Presentation	5 marks	PSO 3.4
Class participation (activities done during	5 marks	PSO 3.2/
<b>Total</b>	<b>100 marks</b>	

## 6. Instructional Methodology

- Individual assignment : MOOC course
- Individual presentation: Development of sensitizing programmes for the protection of children
- Group Presentation: Development of programmes for the empowerment of youth for social change

## 7. Course policies

Please refer student guidelines

## 8. Assignment/presentation.... Schedule

<b>Date</b>	<b>Assignment/presentation</b>	<b>Due date</b>
<b>17/ 07/19</b>	Individual presentation	13/8/19
<b>23/8/19</b>	Individual Assignment	26/20/08/19
<b>06/9/19</b>	Group presentation	1/10/1819

## 9. Course requirements

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

## SW3EMP2: SOCIAL WORK IN THE FIELD OF HEALTH (2019)

### Course Instructor

Name	Sem, Programme & Batch	Email
Dr. Anish KR	Sem 3 MSW ( A and B Batches)	anish@rajagiri.edu

### 9. About the Course

Social Work in the Field of Health is a 3 credit elective course taught to the students specializing in Medical and Psychiatric Social Work. This course intends to help students learn basics of health and diseases and to develop practice skills of medical social work practice in hospital and allied fields. The course covers basics of human anatomy, communicable and non-communicable diseases and skills for medical social work practice.

### 10. Course Learning objectives aligned with programme outcomes

1. Acquire knowledge of the theoretical and therapeutic approaches in counselling.
2. Understand the process of Counselling.
3. Understand and demonstrate ability in the skills and techniques of counselling
4. Develop an understanding of various counselling approaches
5. Understand and skills for practice of Counselling in different settings

PSO 3.1	Our graduates will be able to engage, assess, intervene and evaluate individual, families, groups, organizations and communities
PSO 3.2	Our graduates will demonstrate the ability to apply reflective practices in their domains of professional engagements
PSO 1.4	Our graduates will be able to perform effectively in team environments

### 11. Session Plan

<b>Session No and Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
<b>Session 1 11/06/2019</b>	<b>Introduction Natural History of Diseases and Iceberg concept</b>	<b>Park K.(2009).</b>	<b>Lecture and Discussion</b>
<b>Session 2 13/06/2019</b>	<b>Overview of Human Anatomy -major systems and functions.</b>	<b>Videos from Khan Academy <a href="https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology">https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology</a> <a href="http://www.healthline.com/human-body-maps">http://www.healthline.com/human-body-maps</a></b>	<b>Blended learning and Moodle based Workshop</b>
<b>Session 3 14/06/2019</b>	<b>International Classification of Diseases</b>	<ul style="list-style-type: none"> <li>• <a href="http://apps.who.int/classifications/icd10/browse/2016/en#II">http://apps.who.int/classifications/icd10/browse/2016/en#II</a></li> <li>• <a href="http://www.who.int/classifications/icd/en/">http://www.who.int/classifications/icd/en/</a> <a href="http://www.who.int/classifications/icd/revision/en/">http://www.who.int/classifications/icd/revision/en/</a></li> </ul>	<b>Discussion</b>
<b>Session 3-5 14/06/2019 18/06/2019 20/06/2019</b>	<b>Nutrition and Health: Deficiency diseases related to proteins fats, carbohydrates and vitamins.</b>	<b>Park K.(2009).</b>	<b>Lecture Poster Health Habits Survey, Exhibition and Presentation</b>
<b>Session 6 20/06/2019</b>	<b>Problems of Malnutrition in India -preventive and management measures.</b>	<b>Park K. (2009).</b>	<b>Classroom activity, Action plan preparation</b>
<b>Session 7 to 12 25/06,27/06,28/06 , 13/08,16/08</b>	<b>Module 2 Communicable and Non-communicable diseases</b>	<b>Park K.(2009).</b>	<b>Disease template and presentation Quiz</b>

Session 13 -16 20/08,	Module 3 Foundations of Medical Social work- Meaning, Definition, Historical Development and Scope in India.	Gehlert, S. & Browne, T. (2006) McCoyd, J. & Kerson, T. (2016). NASW (2014). NASW (2011). Journal Articles	Interactive lecturers, case study, development of standards of medical social work practice in India
22/08,	Illness as a social problem and its effects on the individual, family and community.		Case studies. Eg: The 2018 Kerala Nipah virus outbreak.
27/08,	The role and functions of Medical Social Worker in various health issues and settings. The multidisciplinary team approach in health.		Case Study Qualitative interview with medical social workers
29/08,30/08	Methods of social work in health care settings: Case Work and Group Work	Hepworth & Larsen	Discussion
Session 17-20 03/09,05/09,06/09 ,24/09	Methods of Intervention Specific Skills Grief Counselling, Genetic Counselling, Geriatric Counselling, Group Therapy, Concepts of Sex education, Family Life Education and Life Skill Education in Medical social work practice	Gladding (2013)	Lecture, case studies, presentations, role play, videos on types of counselling

Session 20 and 21 26/09,27/09	Health Education & Social Work practice Evaluation of Health Education Programmes in India. Behavior Change Communication strategies.	Park (2009)	Lecture, Presentations Creation of HE package
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#### 4. References/Books

Required Reading:

1. Gladding, S. (2013). *Counseling: a comprehensive profession*. Boston: Pearson.  
<https://bookshelf.vitalsource.com/#/books/9780132685733/cfi/0!/0>  
[https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Administration/Counseling%20Skills%20and%20Theory%20\(2014\)/2%20-%20Skills%20and%20Approaches.pdf](https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Administration/Counseling%20Skills%20and%20Theory%20(2014)/2%20-%20Skills%20and%20Approaches.pdf)
1. Gehlert, S. & Browne, T. (2006). *Handbook of health social work*. Hoboken, N.J: Wiley.
2. McCoyd, J. & Kerson, T. (2016). *Social work in health settings: practice in context*. London New York: Routledge, Taylor & Francis Group.
3. NASW (2014). *Standards for Social Work Practice in Health Care Settings (Draft)*. Retrieved from NASW Website:  
<http://www.socialworkers.org/practice/naswstandards/Health%20care%20standardsfinal%20draft.pdf>
4. NASW (2011). *Social Workers in Hospitals & Medical Centers: Occupational Profile*. Retrieved from NASW Website:  
<http://workforce.socialworkers.org/studies/profiles/Hospitals.pdf>.
5. Park K.(2009). *Preventive and Social Medicine*, Banarsidas Bhanot Publishers

#### 5. Grading Structure

End Semester Examination (ESE)	60 marks	
CAE - 1	7.5 marks	
CAE - 2	7.5 marks	
Individual Assignment	10 marks	PSO 3.2
Workshop Participation and class assignments	7.5 marks	PSO 3.1, 1.4
Poster Exhibition and Presentation	7.5 marks	PSO 1.4
Total	100 marks	

#### 6. Instructional Methodology

- Blended learning methodology using Moodle
- Workshops for skills training
- Pen and paper classroom assignments

- Peer tutoring and peer evaluation

### 7. Course policies

- Attendance and punctuality
- Active participation

### 8. Assignment/presentation.... Schedule

No		Activity	Marks	PSO	Submission
1	Individual Assignment	Health social work in India Qualitative Study & report	10	PSO 3.2	26/08/2019
2	Poster Exhibition and Presentation	Nutrition Poster Exhibition	5	PSO 1.4	18/06/2019
3	Workshop participation & class assignments	Workshop: Human Anatomy Write up and peer evaluation Module 2: Presentation: Communicable and Non-communicable diseases Contributions to classroom activities	10	PSO 3.1, 1.4	13/06/2019 20/06/2019

### 9. Course requirements

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

## SW3ECD3 - COMMUNITY HEALTH FOR DEVELOPMENT PRACTICE

Course Facilitator: **Dr Lizy P. J.** Email: [lizypj@rajagiri.edu](mailto:lizypj@rajagiri.edu)

### Duration of Course:

No	Activity	Duration (Hrs)
1	Face to face contact hours	37
2	Assignments	10
3	Assessment ( CAE & ESE)	7
	Total	<b>54</b>

### I. Course Outcomes:

The student will be able to:

- Explain the concept of health, levels of health care, community health, health indicators, health care system and integrated approach to health in the context of development.
- Describe major community health programmes in India and its implications for development practice.
- Analyze plans, policies and programmes in the field of health and implications for development practice.
- Identify the role of social workers and scope of social work profession in community interventions.
- Demonstrate skills for development practice in community health sector

### II. PROGRAMME SPECIFIC OUTCOMES (PSOs)

This course is a combination of knowledge and practice based course, requiring a lot of student centric learning processes. The teaching methods include lectures, field visits, group discussions, group activity etc.

Our graduates will be:

PSO 1.3 able to demonstrate management skills in their professional practice

PSO 2.3 able to communicate effectively in 'working with community'



### III. Session Plan

<b>Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
7/6/2019	<i>Meaning and definition of: Health, Public health, Positive Health, Spectrum of Health, Well-being and Preventive and Promotive health.</i>	Park K, (1997).	Lecture & group discussion
7/6/2019	<i>Models of health and diseases</i>	Park K, (1997).	Lecture & group activity
12/6/2019	<i>Dimensions of health: Environmental health, Nutritional Health, Occupational Health, Reproductive Health.</i>	Park K, (1997).	Lecture & group discussion
12/6/2019	Community Health - meaning, definition and scope  Community Mental Health - meaning, definition and scope	Rajneesh, Goel. (2002).	Lecture & group discussion
14/6/2019	<i>Different Aspects of community health - Alcoholism and Drug Dependence –Agent factors, prevention, treatment and Rehabilitation</i>	Rajneesh, Goel. (2002).	Class Presentation
19/6/2019	<i>Epidemiology: Meaning and scope</i>	Rajneesh, Goel. (2002).	Lecture & group discussion
21/6/2019	<i>Determinants of health; Health Indicators: Morbidity and Mortality indicators</i>	Park K, (1997).	
26/6/2019	<i>Health statistics - Data Sources and uses.</i>  <i>Population Dynamics in India and Kerala</i>	Govt. Sites	Lecture & group discussion

28/6/2019	<i>Health Economics</i> - Basics of health economics, Demand and Supply of Medical Care.	WHO Sites	Lecture
	<b>CAE 1</b>	<b>6<sup>th</sup> to 9<sup>th</sup> August</b>	
16/8/2019	<i>Health Economics</i> - Basics of health economics, Demand and Supply of Medical Care.	WHO Sites	Lecture
21/8/2019	<i>Policies on health</i> - National Health Policy	Govt. Sites	Lecture & group discussion
28/8/2019	<i>Policies on health</i> - Population Policy	Govt. Sites	Lecture & group discussion
30/8/2019	<i>Laws relating to health:</i> MTP Act 1971, Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act 1994.	Govt. Sites	Lecture & group discussion
4/9/2019	<i>Laws relating to health:</i> Medical Negligence, MTP Act 1971, Prevention of Food Adulteration Act (PFA) 1954.	Govt. Sites	Lecture & group discussion
6/9/2019	<i>Laws relating to health:</i> Mental Health Act 1987, The Transplantation of Human Organs Act 1994.	Govt. Sites	Lecture & group discussion
	<b>CAE 2</b>	<b>16<sup>th</sup> to 18<sup>th</sup> September</b>	
18/9/2019	<i>Health Planning in India</i> – concept of health planning, health planning under Five Year plans.	Goel, S.L.,Kumar,R.(2007).	Class Presentation
18/9/2019	<i>Major Community Health Programmes in India:</i> National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, Universal Immunization	Park K, (1997).	Class Presentation

	Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme.		
20/9/2019	<i>Major Community Health Programmes in India:</i> National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, Universal Immunization Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme.	Park K, (1997).	Class Presentation
20/9/2019	<i>Major Community Health Programmes in India:</i> National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, Universal Immunization Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme.	Park K, (1997).	Class Presentation
25/9/2019	<i>Concept of Health Care, levels of Health care</i>  <i>Health Care System in India - Central, State and District levels</i>	Goel, S.L.,Kumar,R.(2007).	Lecture
25/9/2019	<i>Primary Health care in India - Sub Centre, Primary Health Centre, Community Health Centre, Roles and functions of health personnel in these centres.</i>	Goel, S.L.,Kumar,R.(2007).	Field Visit & Reporting

25/9/2019	<i>National Health Mission</i> - Roles and functions of ASHA workers	NHM Sites	Field Visit & Reporting
27/9/2019	<i>Systems of Medicine in India:</i> AYUSH - Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy.	NHM Sites	Lecture & group discussion
2/10/2019	<i>Sexual Health and Sexually Transmitted Diseases</i> – meaning, transmission, preventive and promotive programmes	WHO Sites	Lecture & Case discussion
2/10/2019	<i>Sexual Health and Sexually Transmitted Diseases</i> –need for social work intervention, skills of a social worker.	WHO Sites	Lecture & Case discussion
4/10/2019	<i>Health Education:</i> meaning, importance, principles & components of Health Education. Communication in Health Education - role of Mass media, Audio Visual Aids and other Social media.	Basavanthappa. B. T. (1998).	Group activity – 7 groups
4/10/2019	<i>Role and functions</i> of social workers in community health sector.		Group discussion – 7 groups
	<b>ESE</b>	<b>17<sup>th</sup> to 28<sup>th</sup> October 2019</b>	

#### IV. Evaluation Scheme:

##### Assignments

The following Assignments need to be submitted. Both individual and group assignments will be evaluated.

No	Topics	Time to be spent for Assignment	Submission Deadlines
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<b>Assgn 1</b>	Individual Assgn	6 hours	Word document	20 <sup>th</sup> August 2019	Submit before 5.00 PM
<b>Class Presentation</b>	PowerPoint presentation of Assignment 1	15 minutes for a student	PPT for the presentation	20 <sup>th</sup> August 2019	Submit before 5.00 PM
<b>Assig. 2</b>	Group Assignment	4 hours (1hr for a group)	Presentation of group activity in the form of compilation and exhibition.	28 <sup>th</sup> August 2019	Hard copy submission (group wise) before 5.00 PM.
<b>Field Visit</b>	Health programmes, Diseases, etc..	15 hrs	Field Report	Next day of visit	Hard copy submission before 9.00 AM.
		10 Hours			

*Note: Requests for extension of dates for submission not entertained.*

**Attendance (one component in class participation):**

95-100%	5
90-95%	4
85-90%	3
80-85%	2
75-80%	1
<75	<b>Not eligible for appearing for ESE</b>

**Final Evaluation Scheme**

Component	Marks
End Semester Examination	60
Continuous Assessment Examinations (CAE 1 & 2)	40

CAE 1 ( Module 1 & 2 – Descriptive examination)	7.5
CAE 2 (Module 1-4, MCQs)	7.5
Individual Assignment & Presentation	10
Field visit	5
Group Assignment*	10

V. Required Reading:

1. Park K, (1997). *Preventive and Social Medicine*, Jabalpur: Banarsidas Bhanot Publishers.
2. Rajneesh, Goel. (2002). *Community Health Care*, Deep & Deep Publications
3. Goel, S.L. (2004). *Health Care Management & Administration*. New Delhi: Deep & Deep Publications Pvt. Ltd.

**Additional Reading:**

1. Basavanthappa. B. T. (1998). *Community Health Nursing*, Jaypee Brothers.
2. Dawra, S. (2002). *Hospital Administration and Management*. New Delhi: Mohit Publications.
3. Goel, S.L., Kumar, R. (2007). *Hospital Administration and Management- Theory and Practice*. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Hellberg J.H. (1971). *Community Health*, Co-ordinating Agency for Health Planning.
5. Sundar, Kasturi. (1997). *Introduction to Community Health Nursing: with Special Reference to India*, B. I. Publications.
6. Tabish, S.A. (2001). *Hospital & Health Services Administration*. New Delhi: Oxford University Press.

## SW3EFC3 GENDER ISSUES AND WOMEN EMPOWERMENT

### Course Instructor

Name	Semester, Programme & Batch	Email
Ms. Parvathy M L	3 <sup>rd</sup> Sem FCW-MSW	parvathy@rajagiri.edu

### 1. About the course:

- Develop deeper understanding of women's issues and the status of women in India.
- Understand and examine the intellectual frameworks, methodologies, and feminist theories that examine gender as a socio-cultural construct
- Analyze the diverse strategies through which feminists have worked to increase women's agency at local, national, and global level.
- Examine current policies that impact the lives of women and to explore methods of creating or modifying policies towards promotion of social and economic justice.
- Demonstrate competence in critical self-reflection, promoting self-awareness, Communicating effectively in writing and speech etc,

### 2. Course outcome

Students will be able to analyze issues related to women and gender in popular, public and interpersonal discourses. They can appreciate theories and research application to women's studies. They can understand feminism and its relevance especially from women's perspective. They will be able to think critically and analytically about issues of social justice, empowerment and marginalization. This will increase social activism and advocacy in areas connected with violation of women's rights.

### 3. Program outcome

- **PO 3: Our graduates will have effective problem solving skills in the context of micro, mezzo and macro practices**
  - PSO 3.1 Our graduates will be able to engage, assess, intervene and evaluate individual, families, groups, organizations and communities
  - PSO 3.2 Our graduates will demonstrate the ability to apply reflective practices in their domains of professional engagements
  - PSO 3.3 Our graduates will be able to engage in practice- informed research and research- informed practice
  - PSO 3.4 Our graduates will be able to apply critical thinking in their practice milieu.
- **PO 4: Our graduates will be able to effectively participate in civic engagement**

- PSO 4.1 Our graduates will demonstrate volunteerism to reach out to people in vulnerable and marginalized situations.
- PSO 4.2 Our graduates will be able to engage in policy practices for advancing human rights and socio-economic, political and environmental justice.

#### 4. Course Outline:

Session no and dates	Topics	Reading	Methodology
1, 7 June	<p><b>Module 1</b> <b>Introduction To Gender</b></p> <p><b>Concepts-</b> gender, gender sensitivity, gender equality-Forms of gender inequality -Global perspective: e.g. Oppression, subjugation, subordination.</p>	<p><b>Book 4, Book 8</b></p>	
2, 12 June	<p><b>Feminism:</b> Definition and different ideologies of Feminism. Feminist theories:-Western thought, Liberal Feminism, Marxist Feminism, Socialist Feminism, Radical Feminism, etc.</p> <p><b>Feminist Movement</b> -Global Patriarchy as initiator of Feminist Movement- historical over view of Feminist movements. Modern Movement – First World Conference on Women as a milestone of modern movement (1975 Copenhagen) - succeeding world conferences on women .</p>	<p><b>Book 4, Book 8</b></p>	<p><b>Lecture</b> <b>Video</b> <b>presentation</b></p>
3,26 June	<p><b>Historical overview of Gender</b> in India and in Kerala- various meanings of male identity and notions of masculinity - cultural beliefs, values, and representations of masculinity and male identities-past, present, and future–in relation to socialization, work, family, class, culture, sexuality, and technological change.History of Women Studies in India and US</p>		
	<p><b>Module 2</b></p>		



<p><b>4,14 June</b></p> <p><b>5,21 June</b></p> <p><b>6,28 June</b></p>	<p><b>Status of Women</b></p> <p>Demographic profile of Indian Women: rural, urban, tribal - with reference to health. Education, and employment, Socio legal status of women among different religious group. Issues relating to women: destitute women, widows, un-wed mothers, single women.</p> <p>Atrocities against women: domestic violence, dowry death, female infanticide and foeticide. intersections of gender and violence, examining violence against women through a feminist lens, masculinities and violence, Sexual Exploitation: rape, prostitution, devadasi system, HIV/AIDS.</p> <p>Problems of working women in organized and un-organized sectors. Women from socially vulnerable groups: SC, ST. Cultural representations of lesbian, gay, bisexual, and transgender. Environmental change impacting women's lives, women's health, women's community roles-key environmental concerns, from climate change, resource extraction, population, consumption, and toxic contamination</p>	<p><b>Book 2, book 3</b></p> <p><b>UN women, UNICEF reports on women issues, gender related reports by Govt of India, census report</b></p> <p><b>Book 2, book 3</b></p> <p><b>UN women, UNICEF reports on women issues, gender related reports by Govt of India, census report</b></p> <p><b>Book 2, book 3 reports on women issues, gender related reports by Govt of India, census report</b></p>	<p><b>Lecture</b></p> <p><b>Video presentation</b></p> <p><b>Group Brainstorming for varied issues</b></p> <p><b>Lecture</b></p> <p><b>Video presentation</b></p> <p><b>Self study and presentation</b></p> <p><b>Lecture</b></p> <p><b>Video presentation</b></p>
<p><b>7,14 August</b></p>	<p><b>Module 3</b></p> <p><b>Women and Empowerment</b></p> <p>Empowerment of women: Meaning and frame work for empowerment principles, process stages, techniques, models, Indicators of Women's Empowerment. Multiple dimension empowerments. Social empowerment of</p>	<p><b>Book 5</b></p>	<p><b>Lecture</b></p> <p><b>Video presentation</b></p> <p><b>Group activity</b></p>

<p><b>7,14 August</b></p> <p><b>8,16 August</b></p>	<p>women - Contemporary movements for women's development- legislative reformation - legal literacy for women.</p> <p>Economic Empowerment of Women - Entrepreneurship in women - Property rights for women - Banking facilities for women - Self Help Group for women empowerment. Women and Governance - women representation in Government - central, state and local levels - leadership training for women - women and community organization-</p> <p>Concept and definition of development: Perspective Shift - Women in Development (WID), Women and development (WAD ) Gender and Development (GAD), Sustainable Development -Women's contribution for the development of society: local to global scenario</p>	<p><b>Book 5</b></p> <p><b>Book 5</b></p>	<p><b>Lecture</b></p> <p><b>Video presentation</b></p> <p><b>Self study assignment</b></p> <p><b>Lecture</b></p> <p><b>Video presentation</b></p>
<p><b>9,21 August</b></p> <p><b>10,30 August</b></p> <p><b>11,4 September</b></p>	<p><b>Module 4</b></p> <p><b>Women's Rights</b></p> <p>Human rights for women - Constitutional provisions - Women's right at home, work place and in society - violation of the rights of women. International Instruments for women.</p> <p>National Commission for Women – State commission- District and local samithis-National policy for the empowerment of women (2001) -The National Mission for Empowerment of Women (NMEW).Governmental initiatives for women under the Ministry of Women &amp; Child Development : educational, recreational, vocational, guidance and counselling, leadership, health and empowerment.-</p>	<p><b>Book 1</b></p> <p><b>Book 1</b></p>	<p><b>Lecture</b></p> <p><b>Video presentation</b></p> <p><b>Lecture</b></p>

	Organizations working for the welfare, development and empowerment of women.-Local, National and International		
<b>12,6 September</b>	<b>Module 5</b> <b>Social Work Practice For and With Women</b> Relevance of Social Work Values, Ethics, Methods and Skills Related to Social Work Practice, with Women.	<b>Book 3</b>	<b>Lecture</b>
<b>13,25 September</b>	Strategies for Prevention and Intervention with a variety of problems and life situations experienced by Women - Campaigns, Mobilizing Support, Advocacy, Ways to end discrimination - Changing Attitudes, Structures - Within the social, political, economic systems,  Feminist research- key characteristics – principles-Methodology-Techniques	<b>Book 3</b>  <b>Book 3</b>	<b>Assignment</b>
<b>14,27 September</b> <b>15,4 October</b>	<b>Revision</b>		

## 5. References

1. Brush Lisa D (2007) *Gender and Governance*, Rawat publications, Jaipur
2. Chaurasia, B P (1992) - *Women's status in India: policies and programmes*, Chugh Publications, Allahabad
3. John Mary E (2008) *Women's studies in India-A reader*, Haryana, Penguin Books
4. Mary Evans (2003), *Gender and Social Theory*, New Delhi : Rawat Publications
5. Pandey, A K (2003) *Gender equality development and women empowerment*, Anmol Publications, New Delhi
6. Judge Paramjit S. et al (2003). *Development, Gender and Diaspora – Context of Globalisation*. Rawat Publications, Jaipur
7. Chatterjee Partha & Jeganathan Pradeep (2000). *Community, Gender and Violence*. Ravi Dayal, New Delhi
8. Rege Sharmila (2003) *Sociology of gender*, Sage Publications, New Delhi

9. Sumi Krishna (2008). *Genderscapes*. Zubaan, New Delhi

## 6. Grading Structure

<b>End Semester Examination (ESE)</b>	<b>60 marks</b>	
<b>CAE - 1</b>	<b>7.5 marks</b>	
<b>CAE - 2</b>	<b>7.5 marks</b>	
Individual Assignment and presentation [Secondary data analysis on women's	10 marks	PSO 3.2
Group creativity and Presentation	5 marks	PSO 3.2, 3.4
Class participation	5 marks	PSO 3.2
<b>Total</b>	<b>100 marks</b>	

## 7. Instructional Methodology

- For classroom teaching
  - Lecture method
  - Use of interactive video presentation
  - Self study assignments and Group assignments and classroom discussion
- For Individual Assignment and presentation on Secondary data analysis on women's issues
  - Written assignment
  - Plagiarism will not be tolerated
  - Data sources must be cited
  - Creative methods of presentation encouraged
  - Assignments will not be accepted after the due date
- For group assignment and presentation on Vulnerability Mapping
  - Written assignment and Presentation using vulnerability map prepared
  - Plagiarism will not be tolerated
  - Map must be drawn in a chart paper attached with an explanation of the chart prepared
  - Creative methods of presentation encouraged
  - Assignments will not be accepted after the due date

## 8. Course policies

Please refer student guidelines 2019-20

## 9. Assignment/presentation.... Schedule

Date	Assignment/presentation	Due date
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<b>21/06/19</b>	Written Assignment	28/06/19
<b>21/06/19</b>	Individual presentation	28/06/19
<b>06/08/19</b>	Group presentation	25/08/19

### **10. Course requirements**

Students are required to come prepared for each session by reading the respective reference material given in this course plan.

## SW3EMP3 – HEALTH CARE ADMINISTRATION AND COMMUNITY HEALTH

Course Facilitator: **Dr Lizy P. J.** Email: [lizypj@rajagiri.edu](mailto:lizypj@rajagiri.edu)

### Duration of Course:

No	Activity	Duration (Hrs)
1	Face to face contact hours	37
2	Assignments	10
3	Assessment ( CAE & ESE)	7
	Total	<b>54</b>

### VI. Course Outcomes:

The student will be able to:

- Explain the concept of health, levels of health care, community health, health indicators, health care system and integrated approach to health in the context of development.
- Describe major community health programmes in India and its implications for development practice.
- Analyze plans, policies and programmes in the field of health and implications for development practice.
- Identify the role of social workers and scope of social work profession in community interventions.
- Demonstrate skills for development practice in community health sector

### VII. PROGRAMME SPECIFIC OUTCOMES (PSOs)

This course is a combination of knowledge and practice based course, requiring a lot of student centric learning processes. The teaching methods include lectures, field visits, group discussions, group activity etc.

Our graduates will be:

PSO 1.3 able to demonstrate management skills in their professional practice

PSO 4.2 engage in policy practices for advancing human rights and socio-economic, political and environmental justice.

### VIII. Session Plan

<b>Dates</b>	<b>Topics</b>	<b>Reading</b>	<b>Methodology</b>
7/6/2019	<i>Meaning and definition of:</i> Health, Public health, Positive Health, Spectrum of Health, Well-being and Preventive and Promotive health.	Park K, (1997).	Lecture & group discussion
7/6/2019	<i>Models of health and diseases</i>	Park K, (1997).	Lecture & group activity
12/6/2019	<i>Dimensions of health:</i> Environmental health, Nutritional Health, Occupational Health, Reproductive Health.	Park K, (1997).	Lecture & group discussion
12/6/2019	Community Health - meaning, definition and scope  Community Mental Health -meaning, definition and scope	Rajneesh, Goel. (2002).	Lecture & group discussion
14/6/2019	<i>Different Aspects of community health -</i> Alcoholism and Drug Dependence –Agent factors, prevention, treatment and Rehabilitation	Rajneesh, Goel. (2002).	Class Presentation
19/6/2019	<i>Epidemiology: Meaning and scope</i>	Rajneesh, Goel. (2002).	Lecture & group discussion
21/6/2019	<i>Determinants of health;</i> <i>Health Indicators:</i> Morbidity and Mortality indicators	Park K, (1997).	

26/6/2019	<i>Health statistics</i> - Data Sources and uses.  <i>Population Dynamics</i> in India and Kerala	Govt. Sites	Lecture & group discussion
28/6/2019	<i>Health Economics</i> - Basics of health economics, Demand and Supply of Medical Care.	WHO Sites	Lecture
	<b>CAE 1</b>	<b>6<sup>th</sup> to 9<sup>th</sup> August</b>	
16/8/2019	<i>Health Economics</i> - Basics of health economics, Demand and Supply of Medical Care.	WHO Sites	Lecture
21/8/2019	<i>Policies on health</i> - National Health Policy	Govt. Sites	Lecture & group discussion
28/8/2019	<i>Policies on health</i> - Population Policy	Govt. Sites	Lecture & group discussion
30/8/2019	<i>Laws relating to health:</i> MTP Act 1971, Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act 1994.	Govt. Sites	Lecture & group discussion
4/9/2019	<i>Laws relating to health:</i> Medical Negligence, MTP Act 1971, Prevention of Food Adulteration Act (PFA) 1954.	Govt. Sites	Lecture & group discussion
6/9/2019	<i>Laws relating to health:</i> Mental Health Act 1987, The Transplantation of Human Organs Act 1994.	Govt. Sites	Lecture & group discussion
	<b>CAE 2</b>	<b>16<sup>th</sup> to 18<sup>th</sup> September</b>	
18/9/2019	<i>Health Planning in India</i> – concept of health planning,	Goel, S.L.,Kumar,R.(2007).	Class Presentation



	health planning under Five Year plans.		
18/9/2019	<i>Major Community Health Programmes in India:</i> National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, Universal Immunization Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme.	Park K, (1997).	Class Presentation
20/9/2019	<i>Major Community Health Programmes in India:</i> National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, Universal Immunization Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme.	Park K, (1997).	Class Presentation
20/9/2019	<i>Major Community Health Programmes in India:</i> National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, Universal Immunization Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme.	Park K, (1997).	Class Presentation
25/9/2019	<i>Concept of Health Care,</i> levels of Health care	Goel, S.L.,Kumar,R.(2007).	Lecture

	<i>Health Care System in India</i> - Central, State and District levels		
25/9/2019	<i>Primary Health care in India</i> - Sub Centre, Primary Health Centre, Community Health Centre, Roles and functions of health personnel in these centres.	Goel, S.L.,Kumar,R.(2007).	Field Visit & Reporting
25/9/2019	<i>National Health Mission</i> - Roles and functions of ASHA workers	NHM Sites	Field Visit & Reporting
27/9/2019	<i>Systems of Medicine in India:</i> AYUSH - Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy.	NHM Sites	Lecture & group discussion
	<i>Sexual Health and Sexually Transmitted Diseases</i> – meaning, transmission, preventive and promotive programmes	WHO Sites	Lecture & Case discussion
	<i>Sexual Health and Sexually Transmitted Diseases</i> –need for social work intervention, skills of a social worker.	WHO Sites	Lecture & Case discussion
4/10/2019	<i>Health Education:</i> meaning, importance, principles & components of Health Education. Communication in Health Education - role of Mass media, Audio Visual Aids and other Social media.	Basavanthappa. B. T. (1998).	Group activity – 7 groups
4/10/2019	<i>Role and functions</i> of social workers in community health sector.		Group discussion

	<b>ESE</b>	<b>17<sup>th</sup> to 28<sup>th</sup> October 2019</b>	
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IX. Evaluation Scheme:

### Assignments

The following Assignments need to be submitted. Both individual and group assignments will be evaluated.

No	Topics	Time to be spent for Assignment		Submission Deadlines	
<b>Assgn 1</b>	Individual Assgn	6 hours	Word document	20 <sup>th</sup> August 2019	Submit before 5.00 PM
<b>Class Presentation</b>	PowerPoint presentation of Assignment 1	15 minutes for a student	PPT for the presentation	20 <sup>th</sup> August 2019	Submit before 5.00 PM
<b>Assig. 2</b>	Group Assignment	4 hours (1hr for a group)	Presentation of group activity in the form of compilation and exhibition.	28 <sup>th</sup> August 2019	Hard copy submission (group wise) before 5.00 PM.
<b>Field Visit</b>	Health programmes, Diseases, etc..	15 hrs	Field Report	Next day of visit	Hard copy submission before 9.00 AM.
		10 Hours			

*Note: Requests for extension of dates for submission not entertained.*

### Attendance (one component in class participation):

95-100%	5
90-95%	4
85-90%	3

80-85%	2
75-80%	1
<75	<b>Not eligible for appearing for ESE</b>

### Final Evaluation Scheme

Component	Marks
End Semester Examination	60
Continuous Assessment Examinations (CAE 1 & 2)	40
CAE 1 ( Module 1 & 2 – Descriptive examination)	7.5
CAE 2 (Module 1-4, MCQs)	7.5
Individual Assignment & Presentation	10
Field visit	5
Group Assignment*	10

#### X. Required Reading:

4. Park K, (1997). *Preventive and Social Medicine*, Jabalpur: Banarsidas Bhanot Publishers.
5. Rajneesh, Goel. (2002). *Community Health Care*, Deep & Deep Publications
6. Goel, S.L. (2004). *Health Care Management & Administration*. New Delhi: Deep & Deep Publications Pvt. Ltd.

#### Additional Reading:

7. Basavanthappa. B. T. (1998). *Community Health Nursing*, Jaypee Brothers.
8. Dawra, S. (2002). *Hospital Administration and Management*. New Delhi: Mohit Publications.
9. Goel, S.L., Kumar, R. (2007). *Hospital Administration and Management- Theory and Practice*. New Delhi: Deep & Deep Publications Pvt. Ltd.
10. Hellberg J.H. (1971). *Community Health*, Co-ordinating Agency for Health Planning.
11. Sundar, Kasturi. (1997). *Introduction to Community Health Nursing: with Special Reference to India*, B. I. Publications.
12. Tabish, S.A. (2001). *Hospital & Health Services Administration*. New Delhi: Oxford University Press.

## **SW3 FE 1**

### **FIELD EDUCATION 3 Community Development (CD)**

**Total Credits : 6**

**Total Hours : 216**

#### **Course Outcomes:**

Students will be able to:

- Demonstrate knowledge of working with community (rural/urban/tribal)
- Demonstrate knowledge and analyse the functioning of a Human Service Organisation
- Analyse community need and implement intervention
- Demonstrate skill in conducting capacity building training for community
- Demonstrate the skills of documentation through reflective and analytical learning.
- Design and implement a community programme with the participation of different stakeholders in the community.

#### **Competencies**

- Practice Ethical and Professional Behavior
- Engage on policy practice in development sector.
- Engage in Research based community Practice
- Engage, assess and intervene with organizations and communities
- Reflect, Evaluate and Report the practice with organizations and community

#### **Requirements:**

- Formulate a research proposal and conduct a study with qualitative design
- Develop a project proposal based on your target group.
- Organise a campaign using Development Communication methodology framework.
- Conduct capacity building training for specific target groups in the community – 5 sessions
- Conduct need based (includes need assessment) program in the community in collaboration with LGS. -1
- Develop a smart city / model village plan networking with authorities concerned. -1
- Evaluate and develop any two Rural/ Urban development programme.

**Field Education Evaluation - Internal**

<b>Sl no</b>	<b>Components</b>	<b>Weightage</b>
1	Written test (Competency Assessment- Educational Policy and Accreditation Standards [EPAS])	2
2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	1
3	Viva / Presentation	2
	Total	5

**Field Education Evaluation - External**

<b>Sl no</b>	<b>Components</b>	<b>Weightage</b>
1	Written test (Assessment of PSO, Competencies and Field engagement)	7
2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	3
3	Viva / Presentation	5
	Total	15

**SW3FE1**  
**FIELD EDUCATION 3**  
**Family and Child Welfare (FCW)**

**Total Credits : 6**  
**Total Hours : 216**

**Course Outcomes:**

1. Demonstrate the Knowledge of working with children and families
2. Analyse and practice the policies /laws/government programmes related to children
3. Demonstrate skills in engaging and assessing Children
4. Create intervention plan and implement the same with Children
5. Demonstrate the skills of documentation of intervention with children

**Competencies**

- Practice Ethical and Professional Behavior
- Engage in Policy practice for children
- Engage In Research based Social Work Practice with children and families
- Engage, assess and intervene with children
- Reflect, Evaluate and Report the practice with children

**Requirements:**

**Block Field Work :**

- Formulate a research proposal and conduct a study with qualitative design
- Develop a project proposal based on your target group.
- Organise a campaign using Development Communication methodology framework.
- Conduct a family analysis with various perspectives (System, Developmental, Structural/ Functional) -3
- Conduct a need based Child Protection / Child Development programme in community/ institution in collaboration with various organization (Government – Non Government)
- Conduct a Child Mental Health promotion program preferably in school - 5 sessions
- Report on procedural formalities of restoration and rehabilitation of the children in need of care and protection (As per JJ Act) -2

**Field Education Evaluation - Internal**

Sl no	Components	Weightage
1	Written test (Competency Assessment- Educational Policy and Accreditation Standards [EPAS])	2

2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	1
3	Viva / Presentation	2
	Total	5

**Field Education Evaluation - External**

SI no	Components	Weightage
1	Written test (Assessment of PSO, Competencies and Field engagement)	7
2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	3
3	Viva / Presentation	5
	Total	15



## SW3FE1

### FIELD EDUCATION 3: Medical & Psychiatric Social Work (MPSW)

**Total Credits : 6**

**Total Hours : 216**

#### Course Outcomes:

1. Demonstrate the knowledge of working in health setting
2. Analyse and practice the policies /laws/government programmes related to health
3. Demonstrate skills in Medical Social Work Practice
4. Design and implement intervention for persons with health issues and their families
5. Demonstrate the skills of documentation of intervention in health setting
6. Demonstrate knowledge and skills of system linkages with community resources

#### Competencies

- Practice Ethical and Professional Behavior
- Engage in Policy practice in health setting
- Engage In Research based Social Work Practice in health setting
- Engage, assess and intervene with individuals, families and groups in health setting
- Reflect, Evaluate and Report the Social Work practice in health setting

#### Requirements:

##### Block Field Work :

- Formulate a research proposal and conduct a study with qualitative design
- Develop a project proposal based on your target group.
- Organise a campaign using Development Communication methodology framework.
- Practice of Social Work methods:
  - a. Case work – 5
  - b. Group work -2
- Prepare care plan model of health care setting.
- Develop and implement a health education programme in the health setting.
- Develop discharge and rehabilitation plan -3

#### Field Education Evaluation - Internal

Sl no	Components	Weightage
1	Written test	2

	(Competency Assessment- Educational Policy and Accreditation Standards [EPAS])	
2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	1
3	Viva / Presentation	2
	Total	5

**Field Education Evaluation - External**

Sl no	Components	Weightage
1	Written test (Assessment of PSO, Competencies and Field engagement)	7
2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	3
3	Viva / Presentation	5
	Total	15

**SW3 FE1**  
**FIELD EDUCATION 3**  
**Social Work in Corporate Social Responsibility (CSR)**

**Total Credits : 6**  
**Total Hours : 216**

**Course Outcomes:**

1. Demonstrate the knowledge of working with CSR Projects and Programmes
2. Analyse and practice the policies/laws/government programmes related to CSR
3. Demonstrate skills in creating /conducting stakeholder assessments in CSR projects
4. Design and implement CSR Projects based on the policy of the corporate
5. Demonstrate the skills of evaluating and documenting CSR projects

**Competencies**

- Practice Ethical and Professional Behavior
- Engage in analyzing and practicing CSR policies
- Engage in Research based Social Work Practice in CSR.
- Engage assess and intervene with CSR Projects.
- Reflect, evaluate and Report CSR Projects.

**Requirements:**

**Block Field Work :**

- Formulate a research proposal and conduct a study with qualitative design
- Develop a project proposal based on your target group.
- Organise a campaign using Development Communication methodology framework.
- Analyze and report the CSR policy and an ongoing CSR initiative of the corporate/ industry
- Conducting stakeholder analysis and need identification
- Organize a community programme involving all the stakeholders (corporate, community and CBOs if any)
- Organise a think tank forum for availing the possibility of CSR in the context of SDG in the locality.

**Field Education Evaluation - Internal**

Sl no	Components	Weightage
1	Written test (Competency Assessment- Educational Policy and Accreditation Standards [EPAS])	2
2	Field Work Record (Detailed report of all requirements of fieldwork 3 completed and certified by the Fieldwork Supervisor)	1
3	Viva / Presentation	2
	Total	5

**Field Education Evaluation - External**

<b>SI no</b>	<b>Components</b>	<b>Weightage</b>
1	Written test (Assessment of PSO, Competencies and Field engagement)	7
2	Field Work Record (Detailed report of all requirements of fieldwork <b>3</b> completed and certified by the Fieldwork Supervisor)	3
3	Viva / Presentation	5
	Total	15

