

**SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
KOTTAYAM**

**M. A.
SOCIAL WORK IN DISABILITY STUDIES AND ACTION
PROGRAMME**



**REGULATIONS, SCHEME, AND
SYLLABUS
UNDER CREDIT AND SEMESTER SYSTEM
(With effect from 2019 admission)**

Curriculum Preparation Committee

Prof. Srilatha Juvva

Center for Disability Studies and Action, School of Social Work, Tata Institute of Social Sciences,
V.N.Punary Marg, Deonar, Mumbai-400088

Dr. Manoj Joseph.

Assistant Professor, Center for Equality and Justice for Children and Family, School of Social Work,
Tata Institute of Social Sciences, V.N.Punary Marg, Deonar, Mumbai-400088

Mrs. Jessey John

HOD & Assistant Professor, Department of Social Work, K.E. College, Mannanam, Kottayam.

Mr. Rajeevan Koliyot

Rehabilitation professional, Assistant professor, Govt, Polytechnic, Calicut.

Mr. Arun M

Rehabilitation professional, Special Education, Govt. Homeo Hospital, Thodupuzha.

Prof. (Dr.) Sukumaran P.S.

Professor in Special Education, School of Behavioural Sciences, Mahatma Gandhi University.

Prof. (Dr.) Rajeev Kumar. N

Director, School of Behavioural Sciences, Mahatma Gandhi University.

Dr. Muhammad Mustaffa. K

Assistant professor, School of behavioural Sciences, Mahatma Gandhi University.

Mr. Rajesh E

Assistant professor, School of Behavioural Sciences, Mahatma Gandhi University.

Mrs. Rincymol Mathew

Assistant professor, School of Behavioural Sciences, Mahatma Gandhi University.

Dr. P.T. Baburaj

Senior Lecturer, School of Behavioural Sciences, Mahatma Gandhi University.

MAHATMA GANDHI UNIVERSITY
SCHOOL OF BEHAVIOURAL SCIENCES
REGULATIONS FOR M. A. SOCIAL WORK IN DISABILITY STUDIES AND ACTION
PROGRAMME UNDER CREDIT AND SEMESTER SYSTEM

1. Title

These regulations shall be called “**Regulations for M. A. Social Work in Disability Studies and Action Programme**” under Credit and Semester System, 2016.

2. Scope

2.1. Applicable to M. A. Social Work in Disability Studies and Action Programme conducted by the University with effect from 2019 admission.

3. Aim

This programme is aimed to develop a new generation of youngsters with in depth knowledge, favourable attitudes, professional skills, research skills and vision with regard to various components of Social Work in the field of Disabilities and Rehabilitation.

4. Nomenclature

The nomenclature of this programme will be **M. A. Social Work in Disability Studies and Action.**

5. Eligibility for admission and reservation of seats

5.1 Eligibility for admission, Norms for admission and Reservation of seats for the programme in general shall be in accordance with the CSS Regulations of this University.

5.2 Student Intake: Maximum 20 students can be admitted every year

5.3 Candidates who have passed graduate level Degree examination in any discipline, which is recognized by Mahatma Gandhi University are eligible for admission to the M. A. Social Work in Disability Studies and Action Programme. Preference will be given to those applicants who have some experience in the field of disability. A written test will be conducted to test the knowledge of the candidate, on Indian society, economy and polity and test his/her comprehension ability. General knowledge will also be tested. The test also aims to test the candidate’s interest in and aptitude for social work in the field of disability.

6 The Credit and Semester System

The M. A. Social Work in Disability Studies and Action Programme follows the Revised Credit and Semester System (CSS) Regulations (2016) of Mahatma Gandhi University. The CSS aims at flexibility in curriculum development, objectivity and critical approach in examination patterns, use of continuous evaluation for assessment. This is to ensure a de-stressed learning environment for students in their overall academic development. The CSS is also meant to provide meaningful common criteria as per the national pattern to transfer credits when students move from one institution to another within or outside the country.

CSS ensures functional autonomy to the School, which implies academic flexibility in matters like curriculum development, course designing, course teaching, conduct of examinations, planning and organization of research activities as well as administrative and financial powers to the extent the University Statute/Act/Regulations/Orders permit towards providing maximum benefits in terms of academic growth and development.

Functional autonomy envisaged in the CSS is also meant to provide teachers and students with a clear understanding of the principles to be followed in the framing of curriculum/teaching/learning/evaluation, preparation of mark lists/certificates, and in the transfer of credits towards achieving maximum academic benefits out of the system of the post graduate programme.

Three essential components are there in the curriculum: Core courses, Elective courses and Open course. The Core courses include specific courses on different Disability conditions, Social Work and Practice courses, Disability Studies and Action courses, Field Work courses as well as Research project. Elective courses include specific courses on Management, Rehabilitation and Field Work on any chosen disability area. The Open course can be selected from various courses offered by other Schools of the University that are functioning in the campus.

7. Focus of the Curriculum

The major focus in the curriculum is on the social work related aspects of different disability conditions. The curriculum has been strengthened by incorporating relevant components such as Theory courses, Field Work courses, Rural Practicum, Social Work Practice courses, Disability Studies and Action courses, and Research Project/Dissertation. The transaction of the curriculum can be effectively done through lectures, power point presentations, seminars, symposia, assignments, activities, field works, internships, etc.

An individual with this Master's Degree can confidently, meaningfully and efficiently undertake any Social Work related responsibilities in the field of disability rehabilitation and also in higher level Research Programmes.

1. Objectives

Objectives of the M.A. Social Work in Disability Studies and Action are given below.

1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments.
2. To apprehend, critique and analyze the complexities of the social realities of the field of disability, persons with disability and their families, and the range of related issues in their systemic and structural contexts.
3. To learn to be self-aware, to innovate and to evolve an anti-oppressive, empowerment based micro and macro partnership practice for working with, through and for people with disabilities and various stakeholders.
4. To develop knowledge, understanding, attitude and skills for doing research in Disability Social Work.

9 Definitions

9.1 Semester means a term consisting of a minimum of 90 working days including examination days distributed over a minimum of 18 weeks with 5 working days in each week.

9.2 Programme means a two year course of study and examinations spread over four semesters, the successful completion of which would lead to the award of M. A. Social Work in Disability Studies and Action

9.3 Course means the curricular content for teaching and learning or seminar in a specific area of theme of knowledge.

9.4 Core course means a course which is compulsory for all students undergoing the M. A. Programme.

9.5 Elective courses mean the three courses to be studied during the third and fourth semesters by each student as per the elective subject selected by him/her from the list of electives offered by the School.

9.6 Open course means a course conducted by a School/Centre of this University, other than the School of Behavioural Sciences. Every student of the M. A. Programme is required to choose an open course of 4 credits in the third semester.

- 9.7** **Credit** is the unit by which a course is measured. It is the measure of total number of hours of training received in a course during a semester; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.
- 9.8** **Grade** indicates the student's performance level – the level of achievement of a student in terms of the score obtained in evaluations and examinations in a course.
- 9.9** **Grade letter** is an index of performance of a student in a particular course. It is the transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O, A plus, A only, B plus, B only, C, P, F and Ab.
- 9.10** **Grade Point** is the weightage allotted to grade letter.
- 9.11** **Credit Point** refers to the product of number of credits of a course and grade point obtained by a student for a given course.
- 9.12** **Semester Grade Point Average (SGPA)** refers to the performance of the student in a given semester. SGPA is a weighted average based on the total credit points earned by a student in all the courses in the semester divided by the total number of credits offered in the semester. SGPA will be computed as and when a student completes all the required courses of a semester with a minimum required grade as per the respective curriculum.
- 9.13** **Cumulative Grade Point Average (CGPA)** refers to the performance of the student for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all semesters of the programme and the total number of credits required in the programme.
- 9.14** **Course Code:** Each course shall have a unique code number with five abbreviated components – **1.** School (SBE); **2.** Programme (M – for all Master Programmes); **3.** Semester number in Roman letter and course type (C - for core course; E - for elective course; O - for open course; no separate designation may be required for practical, project and viva voce as these courses also come under the head of core or elective); **4.** Year of formulation/revision of syllabus; and **5.** Course number in Arabic numerals – two digit number.
- 9.15** **Project work/dissertation** work is a special course involving application of knowledge in solving/analyzing/exploring a real life

situation/problem. The compulsory project/dissertation to be completed in the 4th semester shall be prepared by the student under the guidance of a member of the faculty or, in the case of subjects, which so demand, an external guide, to be decided by the School's Faculty Council.

- 9.16 Faculty Advisor:** There shall be a Faculty Advisor for each batch of students admitted to the programme. Apart from the general student support activities, the faculty advisor shall help students in selecting electives that are relevant to the programme for which they are admitted.
- 9.17 Teaching-Learning Process:** A course offered may have different components associated with the teaching – learning process of the course, namely Lecture, Tutorial, and practicals. It consists of participatory discussion/self-study/desk work/extension activities in the community/debates/brief seminar presentations by students and such other novel methods that help a student to accommodate and assimilate the lessons more effectively. Practical session consists of hands on experience/laboratory experiments/field work/case studies that equip students to acquire the much required skill component.
- 9.18 Credit Requirements:** Every student has to acquire 80 credits for the successful completion of this M. A. programme. This includes 58 credits of Core courses, 12 credits of Elective courses, 4 credits of Open course, 4 credits of Dissertation and 2 credits of Viva voce.
- 9.19 Add on Courses:** In excess to the minimum credits, a candidate can opt to complete during off hours 4 to 10 extra credits from courses conducted by Schools/Departments/ Institutes/ Centers of this University to acquire **add on proficiency diploma** in that particular discipline/subject besides their Masters degree; the diploma shall be awarded by the University as per the recommendation of the Director, subject to the approval by the Faculty Council and ratification of the Vice Chancellor.
- 9.20 Registration:** A student must register for the required number of courses as per curriculum at the beginning of each semester.
- 10 Programme/Course design:** The broad frame work of the programme and the courses shall be designed by the Board of Studies of the School based on the regulations as well as on the specific recommendations of the Faculty Council. The number of courses to be taught in the programme and the course titles shall be decided by the Board of Studies. The Faculty Council shall decide the content of each course, the text books to be prescribed and the like; periodic, even semester-wise, updating of the courses can thus be ensured.

- 11 Admission:** Admission for the M A programme will be made by a Common Admission Procedure (CAP) by the University on the basis of a Common Admission Test (CAT) or a special mechanism adopted by the University from time to time.
- 12 Faculty Council:** The Faculty Council shall consist of all the regular and permanent teachers of the School. The head of the School shall be the Chairman of the Faculty Council. He/she shall preside over all the meetings of the council, and in his/her absence; the next senior teacher shall preside over the meetings. The Faculty Council shall have a Secretary, elected from among the teachers of the School. The teachers shall as a matter of duty attend the meetings of the council. The council shall meet at least once in every month.
- 13 Course Teaching:** Courses shall generally be taught by the faculty who designed the course, though it is possible for the Faculty Council to assign the teaching of a course to more than one faculty member.
- 14 Attendance:** Students who secure the minimum attendance of 75% and above in a semester, and who pass the internal examinations of all the courses of the semester, alone, will be allowed to appear for the end semester examination and continue in the programme in the next higher semester.

However, failed students can approach the grievance redressal committee (The Faculty Council) in case of failure in internal examinations, and the decision of the Faculty Council in this regard will be final. Faculty Council may permit students to repeat the course in appropriate cases, but only once in a programme.

- 15 Question paper setting:** The Faculty Council of the School shall prepare the panel of question paper setters for each programme and get it approved by the Vice Chancellor. The Head of the School will make arrangements for getting the question papers set by external experts who shall be selected from the panel approved by the Vice Chancellor. The Faculty Council shall as far as possible recommend teachers of other Universities as external examiners. Only in emergencies, senior Associate professors of colleges may be recommended as external examiners.

16 Evaluation

- 16.3 External and Internal Evaluation:** Evaluation of the M A courses (except in the second and the fourth semester examinations) shall be done by the faculty themselves on the basis of continuous internal assessment and end semester examinations. Evaluation for all the courses of the second and the fourth semester examinations, except for practical

examinations, shall be conducted both externally and internally. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

16.4 Process of Evaluation: The evaluation of answer scripts in the second and the fourth semester courses shall be done by external examiners and the faculty who taught the course. The Head of the School will make arrangements for the evaluation of the answer scripts.

16.5 The project/dissertation shall be evaluated by two examiners, one of them to be decided by the Head from a panel approved by the Vice Chancellor.

16.6 Viva Voce: A comprehensive viva voce will be carried out along with project evaluation in the fourth semester. It shall be conducted by a Board of Examiners consisting of the faculty who supervised the project and the external examiner who evaluated the dissertation. The grading by the Board shall be by consensus.

16.7 The evaluation of the project/dissertation will be done at two stages:

- Continuous Assessment (CA) (supervising teacher/s will assess the project/dissertation and award internal marks).
- External evaluation (by external examiner).
- Marks secured for the project/dissertation will be awarded to candidates, combining the internal and external marks.
- The internal to external component is to be taken in the ratio 1:1.
- Internal assessment of project/dissertation work shall be completed within 2 weeks before the last working day of a semester. Internal Assessment marks should be published in the department notice board.

16.8 Internal Assessment: The student's attendance and classroom performance as well as the feedback received from tests, tutorials, assignments and term papers shall form the basis for internal assessment. The internal assessment will be a continuous assessment (CA) that accounts for 50% of the evaluation in both theory and practical. Assessment of Field Work will be based on class presentations and work reports.

16.9 Continuous Assessment (CA): This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments and seminars in respect of theory courses and based on tests, lab skills, records/viva and attendance in respect of practical courses.

16.10 The percentage of marks assigned to various components for internal evaluation is as follows:

(a) Theory

Sl. No.	Components	Marks in %
1	Two test papers	60
2	Assignments/Book review/debates	20
3	Seminars/Presentation of case study	20
Total		100

(b) Practicals

Sl. No.	Components	Marks in %
1	Class presentations	40
2	Organizational skills	25
3	Work reports	25
4	Attendance	10
Total		100

Tests: For each course there shall be at least two class tests during a semester. Best of the marks obtained in the two tests will be counted as the internal test component. The probable dates of the tests shall be announced at the beginning of each semester. Marks should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

Assignments: Each student shall be required to do 2 assignments/book reviews for each course. Assignments/book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students. Punctuality in submission of assignments/records is to be given a weightage in the internal evaluation.

Seminar: Every student shall deliver one seminar as an internal component of every course and must be evaluated by the respective course teacher in

terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the teacher in charge.

Practical Records:All the records of continuous assessment (CA) must be kept in the School and that must be made available for verification.

Field work carries 16 credits spread over four courses of four credits each, organized in four semesters. Field work is also assessed on a grade point system for which a field work form may be used.

Results of Internal Assessment: The results of CA shall be displayed on the notice board within 5 working days from the last day of a semester. It should be countersigned by the candidates. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The total marks of the CA shall be rounded off to the nearest whole number.

Once the Score Sheet for CA duly attested by the Head is forwarded to the CSS office for issue of mark lists, no further change in the grades entered will be entertained. Improvement in the internal assessment grade will not be possible in any circumstance for a student after the completion of a semester programme.

- 17 End Semester Examination:** The end semester examination will account for the remaining 50% of the evaluation which will be done by the School in accordance with the provisions in Section 16.

The evaluation of the end semester examination of the first and third semesters shall generally be done by the faculty who taught the course, though the School can opt to have the examiner from outside the university, if the faculty council so decides. Evaluation of the 2nd and 4th semester courses based on questions set by external question paper setters shall be done by two examiners; one, the external (as far as possible the question paper setter shall evaluate the examination paper as well) and the other, internal examiners.

17.1 Project/Dissertation Work: There shall be a project/dissertation to be undertaken by all students. The dissertation entails field work/lab work, quantitative and/or qualitative analysis of data, report writing, presentation and viva voce. Project/dissertation shall be submitted to the Head two weeks before the commencement of the end semester examination of the final semester.

- 17.2 External Evaluation of Theory Answer Scripts:** The external evaluation shall be done after the examination at the earliest, preferably in a centralized evaluation. As far as possible bar coded Answer Books shall be used to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. There shall be double valuation system of answer books in the 2nd and 4th semester evaluations. The final marks awarded will be the average of two. If there is a variation of more than 10% of the maximum marks, the answer books shall be valued by a third examiner appointed by the Head. The final marks to be awarded shall be the **average of the nearest two** out of three awarded by the examiners.
- 17.3 External Evaluation of Field work Courses:** End semester examination in **field work courses** shall be conducted and evaluated by two examiners; one internal and one external or both internal as may be decided by the Faculty Council. Duration of **field work** external examinations shall also be decided by the Faculty Council.
- 17.4 Evaluation of the project/dissertation work** shall be carried out at the end of the programme. The title and the credit with marks awarded for the project/dissertation work should be entered in the grade/mark sheet approved by the university.

Process of Evaluation of Project/Dissertation work:

1. The end semester evaluation of the project/dissertation shall be done both internally and externally; external evaluations shall be conducted by external examiner as per clause 16.5.
2. Evaluation of the project report shall also be done under numerical mark system.

The Evaluation of the project will be done at two stages:

1. Continuous Assessment (CA): Supervising teacher will assess the project and award internal marks.
2. External evaluation by external examiner.

Marks awarded for the project will be awarded to candidates, combining the internal and external marks. The internal to external component is to be taken in the ratio 1:1.

Internal assessment of project work shall be completed 2 weeks before the last working day of a semester. Internal assessment marks should be published in the School notice board.

Conditions of Pass in the Project:

1. Submission of the project/dissertation and viva are compulsory for internal evaluation.
2. A student shall be declared to have passed in the project/dissertation only if she/he secures minimum P grade (40% marks of the aggregate and 40% separately for external).

17.5 Grading System:

The grading system followed is that of relative grading on a ten point scale. The following table indicates the performance range and the relative value of the grades (grade points) on the scale.

Letter Grade	Performance	Grade Point
O	Outstanding	10
A plus	Excellent	9
A only	Very Good	8
B plus	Good	7
B only	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

17.6 Minimum grade for pass in a course or programme: ‘P’ grade is required for a minimum pass in a course. The minimum CGPA required for a pass in the MA programme is 4.

17.7 Minimum Credit requirement for the M. A. Social Work in Disability Studies and Action programme is 80.

- 17.8** The Director shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of all semesters and the same shall be made available to teachers concerned.
- 17.9 Publication of Results:** The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.
- 17.10 Revaluation:** The answer scripts of examinations under CSS shall have provisions for revaluation. The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the School within 15 days from the date of publication of the results.
- 17.11** However, there is no provision for revaluation or scrutiny of answer scripts in the end semester examinations of 2nd and 4th semesters as these have already been valued twice.

18 Reappearance and Improvement Examinations

- 18.1** Candidates in the 1st and 2nd semesters, who have secured the SGPA letter grade of 'C' or 'P' in the end-semester examination can improve their grade by reappearing for all the semester courses together along with the next immediate batch provided the candidate has applied for the same and paid the required fee; in such cases a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade obtained in the previous examination before improvement.
- 18.2** Candidates in the 1st or 2nd semesters who have secured a letter grade of 'P', 'F' or 'Ab' in any of the courses can reappear for exams course-wise along with the next immediate batch provided the candidate has applied for the same and paid the required fee.
- 18.3** Candidates in the 3rd semester, who have secured the SGPA letter grade of 'C' or 'P' in the end-semester examination can improve their grade by reappearing for all the semester courses together, along with the next immediate batch provided the candidate has applied for the same and paid the required fee; in such cases a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade obtained in the previous examination before improvement.

- 18.4** Candidates in the 3rd semester who has obtained letter grade of ‘P’, ‘F’ or ‘Ab’ in any of the courses can reappear for exams course-wise in a supplementary examination along with the 4th semester examinations provided the candidate has applied for the same and paid the required fee (fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).
- 18.5** After completing a semester programme (all courses with ‘P’ or above grade) students will not have the facility of course-wise improvement and they will now have to reappear for all the courses constituting the entire semester. 1st and 2nd semester SGPA cannot be improved after the completion of the 4th semester. Only 3rd and 4th semester SGPA can be improved after the completion of a programme. The marks/grades awarded for internal assessment and that for the project/dissertation cannot be improved
- 18.6** Improvement of the 3rd or 4th semester must be done within a period of one year, that is, by reappearing for the third semester examinations at the following semester and the fourth semester examinations along with the immediate lower batch. If the improvement is meant to obtain minimum CGPA requirement, a candidate has the option to decide which semester (3rd or 4th) is to be improved; however, the grade given to the candidate shall be that obtained for the entire semester improvement examination.
- 18.7** Candidates who could secure the grade of only ‘F’ or ‘Ab’ in a course in the 3rd /4th semester examinations will be given two additional chances for course-wise reappearance even after the completion of the programme; but it has to be done within a period of two years after the completion. In such cases a candidate has to apply for the same as a supplementary exam and pay the required fee (Fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).
- 18.8** In the case of students who discontinued studies during a semester or on completion of a semester of the programme for genuine reasons, with the prior permission of the Head of the School, he/she can be permitted to complete the programme by taking the required number of courses within a maximum period of eight continuous semesters including the period of his/her programme, provided an amount equivalent to the semester fees for all the intervening semesters have been regularly paid and provided

he/she has not been removed from the rolls by issuing a Transfer Certificate.

18.9 In all cases of discontinuation and readmissions, candidates must submit applications countersigned by the HOD to the CSS section and obtain the required statutory order for the same. Candidates who are readmitted to repeat a course must follow the then existing syllabus for the said programme and will have no assurance to do the repeat course in the same syllabus which he/she had attempted initially for the course. They need to attend classes along with new batch of students and should obtain the required percentage of attendance as usual.

18.10 Issue of Grade Card: Grade card will be given to the student at the end of each semester that will indicate the grades he/she has obtained as well as the Semester Grade Point Average (SGPA) which is the weighted average of the numerical value (grade point) obtained by him/her in the semester. Weighted average is calculated by dividing the sum of the product of the grade point or numerical value obtained for each course and the credits that it carries by the total number of credits earned. The Cumulative Grade Point Average (CGPA) for the whole programme will be calculated in the same way, which will also be indicated in the Grade Card.

18.11 Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

18.12 Calculation of Semester Grade Point Average (SGPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in a Semester.

Note: SGPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum). Securing of SGPA in all semesters may not enable students to have minimum required CGPA for a pass in the programme.

$$\text{SGPA} = \frac{\text{Total credit points earned by the student from all the required courses of a Semester}}{\text{Total credits of all courses required in a semester}}$$

18.13 Calculation of Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points earned by the student in all the semesters by the total number of required credits of all the Semesters as per curriculum.

$$\text{CGPA} = \frac{\text{Total Credit Points of Semester- S1 + S2 + S3 + S4}}{\text{Total Credits of Semester- S1 + S2 + S3 + S4}}$$

$$\text{Total Credits of Semester- S1 + S2 + S3 + S4}$$

OR

$$[\text{SGPA of I Semester} \times \text{Total Credits of I Sem}] + [\text{SGPA of II Semester} \times \text{Total Credits of II Sem}] + [\text{SGPA of III Semester} \times \text{Total Credits of III Sem}] + [\text{SGPA of IV Semester} \times \text{Total Credits of IV Sem}]$$

$$\text{Total Credits of I Semester} + \text{Total credits of II Semester} + \text{Total credits of III Semester} + \text{Total credits of IV Semester}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated in section 17.7& 18.13 above shall also be printed on the Grade Card).

Conversion of SGPA/CGPA to Grade

SGPA/CGPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of CGPA to percentage

$$\text{Equivalent Percentage} = (\text{CGPA obtained}) \times 10$$

- 19 Position Certificate:** The position certificate shall be given for the 1st five positions. Students who have completed the course by availing of the improvement examinations for a course or reappearance for a course will not be eligible for position certificate. If Rank certificate in a prescribed format is demanded by institutions for awarding a specific fellowship/scholarship such as for DST Inspire Fellowship etc, the rank certificate may be given for such students as a special case in the prescribed format.
- 20 Registration of student enrolment with the CSS:** The list of students registered for each semester programme should be forwarded to the CSS along with original certificates (Degree Certificate + SSLC) immediately after closing the admission of first semester programme.
- 21 Consolidation and Declaration of Results:**

All work pertaining to the examinations shall be held in the School under the direct control and supervision of the Head of the School. The Head of the School will, in consultation with the Faculty Council directly

control the internal/external examinations and evaluations or nominate a teacher as the chief examiner who will assist him/her in the matter. The marks awarded for internal assessment will be displayed in the School's notice board at the end of each semester.

If a student has any complaint regarding the marks received in internal assessment, he/she should report it to the concerned faculty member within 3 working days from the date of publication of the same on the notice board. Thereafter, complaints against internal marks will not be entertained under any circumstance. The pass board of the School will consist of selected teachers/ the entire faculty of the School and will be constituted by the Head in consultation with the Faculty Council.

The tabulated grade sheets will be forwarded after each end-semester examination to the office of the Controller of Examinations. The CSS section in the Controller's office will check the Grade card forwarded from the School and notify the results after consolidating them and issue statement of credits. On completion of the final semester a consolidated Grade Card showing the details of all the courses taken will be prepared. The consolidated Grade Card containing the details of all the courses with their titles, credits, grades obtained, the total credits earned, the SGPA and the CGPA will be issued to students.

Note: The Revised CSS Regulations of this University, 2016 will be applicable to any case which is not mentioned in this Regulation.

22 Structure and Framework of the Programme

SEMESTER I

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIC1801	Society, Disability and Historical Perspective of Social Work	90	4	50	50	100
2	SBEMIC1802	Human Growth, Behaviour and Overview of Disabilities	90	4	50	50	100
3	SBEMIC1803	Rights, Legislations and Theoretical perspectives of DSW	90	4	50	50	100
4	SBEMIC1804	Understanding Self and Working with Individuals /Case Work	90	4	50	50	100
5	SBEMIC1805	Field Work I	90	4	50	50	100
Total			450	20	250	250	500

SEMESTER II

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIIC1806	Group work and DSW Team work	90	4	50	50	100
2	SBEMIIC1807	Community Organization and Administration of Human Service Organizations	90	4	50	50	100
3	SBEMIIC1808	Overview of Disability II	90	4	50	50	100
4	SBEMIIC1809	Qualitative and Quantitative Research	90	4	50	50	100
5	SBEMIIC1810	Field Work II	90	4	50	50	100
Total			450	20	250	250	500

SEMESTER III

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIIIC1811	Disability Counselling: working with Individuals and Groups	90	4	50	50	100
2	SBEMIIIC1812	Community Based Rehabilitation and working with Families	90	4	50	50	100
3	SBEMIIIC1813	Field Work III	90	4	50	50	100
ELECTIVES (One course from the electives)							
4	SBEMIIIE1861	Rehabilitation in Sensory Disabilities	90	4	50	50	100
	SBEMIIIE1862	Rehabilitation in Physical Disabilities	90	4	50	50	100
	SBEMIIIE1863	Management of Learning Disabilities	90	4	50	50	100
	SBEMIIIE1864	Inclusive Disaster Management	90	4	50	50	100
5		Open course	90	4	50	50	100
Total			450	20	250	250	500

SEMESTER IV

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIVC1814	Building Disability Awareness and Gender Dimensions of Disability	90	4	50	50	100
2	SBEMIVC1815	Field Work IV	90	4	50	50	100
3	SBEMIVC1816	Research Project	90	4	50	50	100
ELECTIVES (Any two courses from the electives)							
4	SBEMIVE1865	Disability Across Life Transitions	90	4	50	50	100
	SBEMIVE1866	Rehabilitation in Developmental Disabilities	90	4	50	50	100
	SBEMIVE1867	Intervention in Chronic and Terminal Illness	90	4	50	50	100
	SBEMIVE1868	Psychosocial Rehabilitation	90	4	50	50	100
	SBEMIVE1869	Rehabilitation of Older Adults	90	4	50	50	100

5	SBEMIVE1870	Guidance and Counselling	90	4	50	50	100
	SBEMIVE1871	Disability Discourses and Policy Debates	90	4	50	50	100
Total			450	20	225	225	500
Grand Total			1800	80	1000	1000	2000

23

Open Courses offered by the School

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMIIIIO1690	Counselling	90	4	50	50	100
2	SBEMIIIIO1691	Disabilities	90	4	50	50	100

:

Open Courses offered by other Schools of the University

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	CEL101	English Language and Communication	90	4	50	50	100
2	SBS418	Environmental Lead Auditor Course	90	4	50	50	100
3	SGT503	Fundamentals of Gandhian Thought	90	4	50	50	100
4	SBS518E	Ecology for Sustainable Development	90	4	50	50	100
5	SPAPMIIIIO81	Introduction to Mathematical Sciences	90	4	50	50	100
6	SPP545	Introduction to Nano Sciences and Nano Technology	90	4	50	50	100
7	KNRC 551 I	Indian Economy	90	4	50	50	100

8	SCS561	The Art and Science of the Process of Science	90	4	50	50	100
9	SESMIIIIO1643	Sanitation, Health and Environment	90	4	50	50	100
10	SESMIIIIO1644	Environment and Sustainable Development	90	4	50	50	100
11	SIR601	Issues in Contemporary International Relations	90	4	50	50	100
12	SIR602	Science, Technology and International Relations	90	4	50	50	100
13	SIR603	Introduction to Intellectual Property Rights	90	4	50	50	100
14	SIR604	Critical Issues in Human Rights	90	4	50	50	100
15	SPP612	Physics of Nanomaterials	90	4	50	50	100
16	SLL701	Cinema and Literature	90	4	50	50	100
17	SLL702	Literature and Colonialism	90	4	50	50	100
18		Religion and Visual Culture	90	4	50	50	100
19	SKSMIIIIO1637	Fundamentals of Programming	90	4	50	50	100
20	SBSMIIIIO1745	Microbiology in Everyday Life	90	4	50	50	100
21	SCSMIIIIO1741	Science and Creativity	90	4	50	50	100
22		Art, Religion and Transcendence	90	4	50	50	100

Summary of Courses

Type of Course	Total Hours	Number of Courses	Total Credit	Total Internal	Total External	Total Marks
Total Core Courses	1440	16	64	800	800	1600
Total Elective Courses	270	3	12	150	150	300
Open Course	90	1	4	50	50	100
Grand Total	1800	20	80	1000	1000	2000

M. A. SOCIAL WORK

IN DISABILITY STUDIES AND ACTION PROGRAMME

SYLLABUS (With effect from 2019 admission)



**SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM**

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIC1801: Society, Disability and Historical Perspective of Social Work

Objectives:

1. To introduce key social science concepts that has relevance for understanding structures and process of social exclusion
2. To familiarize important theoretical perspectives on social stratification
3. To provide insight into nature of social exclusion that people with disability experience
4. To familiarize the concept of social justice and theories of social justice.
5. To trace the history of social work approaches with respect to underlying ideologies and philosophies.
6. To appreciate social work as a profession and to recognize the need and importance of Social Work Education, Training and Practice.
7. To identify the importance of professional values and ethics in social work practice.
8. To know about different fields of social work intervention and the issues and concerns of social work practice in India

Syllabus

Part A: Society and Disability

Module 1 : Society, Culture, Socialization and Groups (6 Hours)

Module 2 : Social Stratification: Gender, Caste (5 Hours) :

Module 3 : Social Stratification : Functionalist, Conflict and Interactionist perspectives
(6 Hours)

Module 4 : Disability : Critical Analysis of Structures and Process of Oppression,
Discrimination and Exclusion (6 Hours)

Module 5 : Disability and Intersectionalities of social exclusion (4 Hours)

Module 6 : Disability and Theories of Social Justice : Utilitarian, Libertarian,
Contractarian and communitarian (10 Hours)

Part B: Historical Perspective of Social Work

Module 1 Related concepts and Historical development of Social Work in England, USA and India.

Social work, Social service, Social Reform, Social Welfare, Social Policy, Social Action, Social Legislation, Social Defence and Social Education, The Elizabethan Poor Law 1601, Charity Organisation Society 1869, Settlement House Movement, The poor Law Commission of 1905, The Beveridge Report 1941, Post Independent Era and state activities in India, Social Movements and contribution of Indian Social Reformers to Social Welfare

Module 2 Analysis of various approaches to Social Work through different ages.

A framework to different approaches-Benefactor-beneficiary ideology, Religious charity, state sponsored charity and welfare, organized or scientific charity, Systems perspective, Rights based approach, Ecological perspective and strengths perspective in Social work Moral & Religious values in Social work philosophy. Ideologies: Gandhian ideology, Liberalism, Humanism, Socialism, democracy

Module 3 Social Work profession and related concepts: Identification of Social Work as a Profession, Values & principles of Social Work, Methods and functions of Social work, Ethics in Social Work, Code of Ethics, role and skills of professional social worker. Professionalization & managerialism, voluntarism Vs professionalism, Social work Associations in India. Collaboration and networking.

Module 4 Fields and related concepts in Social Work:

Fields: Family, School, Industry, Development NGOs, Hospital and Health Setting, Community-Rural and Urban, Correctional settings, Unorganized sector, Environmental issues, Social Work with Children, Youth, Women, Elderly, Persons with Disability.

References

1. Giri, P. (2008). *Sociological perspectives*. Jaipur: Sublime Publications.
2. Francis Abraham M. (2006). *Contemporary Sociology*. Oxford Oxfordshire: Oxford University Press.
3. MacIver, R.M., Page, C.H. (2000). *Society an Introductory Analysis*. New Delhi: Macmillan Publishers India.
4. Rawat, H. (2007). *Sociology Basic Concepts*. Jaipur: Rawat Publications,
5. Haralambos, M., & Holborn, M. (2008). *Sociology: Themes and perspectives*. HarperCollins, UK.
6. Mills, C. W. (2000). *The sociological imagination*. Oxford University Press.
7. Sandel, M. J. (2010). *Justice: What's the right thing to do?*. Macmillan.
8. Oliver, M. (1995). *Understanding disability: From theory to practice*. Macmillan International Higher Education.

9. Shakespeare, T. (Ed.). (1998). *Disability Reader: Social Science Perspectives*. A&C Black
10. Abberley, P. (1987). The concept of oppression and the development of a social theory of disability. *Disability, Handicap & Society*, 2(1), 5-19.
11. Bhanti,Raj.(1996). *Field Work in Social Work Perspective*. New Delhi: Himanshu Publications.
12. Choudhary, Paul. (1983). *Introduction to Social work*. New Delhi: Atma Ram & Sons,
13. Dasguta, S.(1967). *Towards a philosophy of Social Work in India*. New Delhi:Popular Book Services
14. Dinitto, Diana, M. (2008). *Social Work Issues and Opportunities in a challenging profession (3rd edition)*. Chicago: Lyceum Books
15. Fink, Arthur et al (1985).*The fields of Social Work*. Beverly Hills, Calif: Sage Publications
16. Friedlander, Walter A(1968). *Introduction to Social Welfare*, Prentice Hall
17. Gore, M. S. (1965). *Social Work and Social Work Education*. Bombay: Asia Publication House
18. Hepworth, Dean H (2010). *Direct Social Work Practice-Theory and skills (8th edition)*. New York: Brooks/Cole.
19. Konopka,Gisela(1958). *Social Work Philosophy*. Minneapolis: The University of Minnesota Press.
20. Mclunis-Dittrich, Kathlee (1994). *Integrating Social Welfare Policy and Social Work Practice*. New York: Brooks/Cole.
21. Palackappilly, George & Felix T.D.(1998). *Religion &Economics ,Gandhism, Buddhism*. AIDBES, SPCI House
22. Wadia, A. R (1961). *History and Philosophy of Social Work in India*. New Delhi:Allied Publishers

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1802: Human Growth, Behaviour and Overview of Disabilities

Objectives

- To gain knowledge of the major influences in human development.
- To be familiarised with the developmental changes in various developmental stages across the life span.
- To understand the importance of developmental psychology in social work practice and be able to link with real life situations
- Understanding of the Concept of Physical Disability.
- Awareness on the Causes and Prevention of Physical Disabilities.
- Awareness on the Characteristics and Classifications of the Persons with Physical Disabilities.
- Critically examine the problems, issues, and needs of persons with physical disability.

Part A: Human Growth and Behaviour

UNIT 1 Overview of Bio-psychosocial Aspects

Multidimensional approach to understand human behaviour: The Bio-psychosocial perspective -Person, Environment. Brain: structure and function of brain

UNIT 2 Mental Processes: Basic Concepts of Psychology

Sensory Process and Perception: Sensory Processes (vision, hearing, taste, skin senses);
Process of Perception

Learning: Classical Conditioning and Operant Conditioning

Memory: Sensory memory, Short-term memory, long term memory, forgetting, improving memory

Thought: Thinking processes, concepts, language

Emotions: Concept

Intelligence: Nature

UNIT 3

Introduction to Human Development

Definition, meaning, purpose and importance of Developmental Psychology.

Meaning and principles of growth and development, heredity, environment and ecological influences – family and community - on human development.

Basics of human reproductive system, process of reproduction, Basic genetic concepts, genetic transmission, importance of genetic factors - chromosomal abnormalities

UNIT 4

Stages of Human Development :Prenatal period, infancy and babyhood

Prenatal development– characteristics, stages, Prenatal influences on the child, Prenatal healthcare, Social and emotional aspects of pregnancy, importance of Prenatal care, birth process, Types of birth, problems during Delivery, postnatal care. Prenatal, Natal and postnatal period and disability.role of socio cultural factors in disability

Infancy – stages, characteristics of newborn – major elements of adjustment, hazards

Babyhood - characteristics, developmental tasks and milestones, hazards, psychosocial development-attachment behaviour, role of parents

UNIT 5

Childhood, Puberty & Adolescence

Early childhood – characteristics, developmental tasks, hazards, language acquisition, early childhood education, play and its importance, psychosocial development, relationship with family and society, parenting styles, socialisation, personality development

Late Childhood – characteristics, developmental tasks, importance of play – influence of school – peer relationships-cognitive and moral development.

Puberty – major physical and emotional changes and its influence on personal and social adjustments, hazards and its effects on the individual’s physical and psychological wellbeing.

Adolescence – characteristics, developmental tasks, Cognitive, emotional and social development, sexuality

UNIT 6

Adulthood

Early Adulthood –characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards.

Middle adulthood – characteristics, developmental tasks, personal and social adjustments – vocational and marital adjustments, hazards.

Late adulthood - Old age – characteristics, developmental tasks, aging, ageism, personal and social adjustments, vocational and marital adjustments, process of death and dying, bereavement.

Importance of developmental psychology in social work practice

Part B: Overview of Disabilities

1. Locomotor Disability: Leprosy Cured, Cerebral Palsy, Dwarfism, Muscular Dystrophy, & Acid Attack Victims

- 1.1 Concepts and Definitions
- 1.2 Prevalence
- 1.3 History of the Development of services
- 1.4 Classification and Characteristics
- 1.5 Causes and Prevention

2. Visual Impairment: Blindness & Low Vision

- 2.1. Concepts and Definitions
- 2.2. Prevalence, and Causes
- 2.3. History and Development of Services
- 2.4. Classification and Characteristics
- 2.5. Issues, Needs and Prevention

3. Hearing Impairment: Deaf & Hard of Hearing

- 3.1. Concepts and Definitions
- 3.2. Prevalence
- 3.3. History of the Development of services
- 3.4. Classification and Characteristics
- 3.5. Causes and Prevention.

4. Speech and Language Disability

- 4.1. Concept and Definitions
- 4.2. Prevalence.
- 4.3. History of the Development of Services
- 4.4. Classification and Characteristics
- 4.5. Causes and Prevention

Activities

1. Orientation Visit to institutions for individuals with physical disabilities and prepare a report on their characteristics.
2. Prepare a study paper on the contributions of pioneers in the field.
3. Compile different methods of classification of physical disability.
4. Prepare a chart on the causes and prevention of physical disability.

References:

1. Feldman,R.S(2011)Development across the life span. Prelice Hall.NewYork.
2. Feldman,R.S(2010).Discovering the life span.Pearson India

3. Berk Laura, E. (1998). *Development through the Lifespan*. London: Allyn and Bacon.
4. Carson, R., Butcher, J. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Boston: Allyn & Bacon
5. Dhillon, Paramjeet Kaur (1992). *Psychosocial Aspects of Aging in India*. New Delhi: Concept Publishing.
6. Dinkar, Suchitra S. (2010). *Child Development and Psychology*. New Delhi: Axis Publications.
7. Hoffman Lois, Paris Scott. (1994). *Developmental Psychology Today*. New York: Mcgraw-Hill Inc.
8. Hurlock, Elizabeth B. (1996). *Developmental Psychology-a life span approach*. Tata New Delhi: Mcgraw-Hill Publishing Co.Ltd.
9. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc.
10. Keniston Allen (ed.). (1998). *Perspectives: Life Span Development*. Madison: Coursewise Publishing Inc.
11. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) *Introduction to Psychology*. New Delhi: Tata Mc Graw-Hill book Co.
12. Newman B.M., Newman P.R. (1999). *Development through life: a Psychosocial approach*. Wardsworth, New York
13. Shaffer, David, R. (1996). *Developmental psychology: Childhood and adolescence*. New York: Brooks/Cole Publishers.
14. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.
15. Allman, C.B., Lewis, S. & Spungin, S.J. (2014). *Ecc essentials: Teaching the expanded core curriculum to students with visual impairments*. New York, NY: AFB Press.
16. Benjamin, W.J. (2006). *Borish's clinical refraction* (2nd ed.). Oxford, United Kingdom: Butterworth-Heinemann.
17. Cassin, B., & Rubin, M.L. (2011). *Dictionary of eye terminology* (6th ed.). Florida, FD: Triad.
18. D'Andrea, F.M., & Wormsley, D.P. (1997). *Instructional strategies for Braille literacy*. New York, NY: American Foundation for the Blind.
19. Goldberg, S., & Trattler, W. (2015). *Ophthalmology made ridiculously simple* (5th ed.). Miami, FL: Med Master.

20. Hill, E.W., & Ponder, P. (1976). Orientation and mobility techniques: A guide for the practitioner. New York, NY: American Foundation for the Blind.
21. Jangira, N.K (1990). Integrated education for visually handicapped: Management perspective. Haryana: The Academic Press.
22. Jose, M., & Kareparambil, G. (1995). Persons with disabilities in society
23. Khurana, A.K. (2003). Ophthalmology. New Delhi, India: New Age International.
24. Lueck, A.H., & Dutton, G.N. (2015). Vision and the brain: Understanding cerebral visual impairment in children. New York, NY: AFB Press.
25. Mukhopadhyay, S. (1970). Source book for training teachers of visually impaired. New Delhi: NCERT.
26. Presley, I., & D'Andrea, F.M. (2009). Assistive technology for students who are blind or visually impaired: A Guide to Assessment. New York, NY: American Foundation for the Blind.
27. Reddy, G.L., Ramar, R., & Kusuma, A. (2000). Education of children with special needs. New Delhi: Discovery.
28. Remington, L.A. (2011). Clinical anatomy and physiology of the visual system (3rd ed.). Oxford, United Kingdom: Butterworth-Heinemann.
29. Schwartz, S. (2009). Visual perception: A clinical orientation (4th ed.). New York, NY: McGraw-Hill Education.
30. Spungin, S. (2002). When you have a visually impaired student in your classroom: A guide for teachers. New York, NY: American Foundation for the Blind.
31. World Health Organization (1993). Management of low vision in children. Geneva: Author.
32. World Health Organization (1997). Global initiatives for the elimination of avoidable blindness. Geneva: Author.
33. Ransa Sayee R. (2006). Fundamentals of hearing, hearing impairment and audiological management. Kanishka Publishers (1st edition) New Delhi.

34. Ysseldyke J.E and Algozzine, B (2005) Special Education – A Practical Approach for Teachers, New Delhi, Kanishka Publishers and Distributers.
35. Martin F.N (1991), Introduction to Audiology (Edition IV) Englewood Cliffs, N.7 Prentice Hall
36. Northern J.L., and Down, M.P. (1997) Hearing in children (edu) Baltimore: Williams, and Wilkins.
37. Sandrs, D.A (1993). Management of Hearing Handicap. Implants to Elderly, New Jersey, Prentice Hall.ine.
38. Pollack, M.C (1980). Amplification for the hearing impaired
39. Sharma and Jangira (1987) Source Book. Training Teachers of Hearing impaired, NCERT, New Delhi.
40. Cardlyn and Vash Nancy (2004) Psychology of Disability, Springer Publishing Company, Los Angeles.C.A

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1803: Rights, Legislations and Theoretical Perspectives of DSW

Objectives: On completion of the course the students will:

1. Develop greater understanding on various rights, legislations and provisions for persons with disability.
2. Be able to utilize various constitutional and other national and international rights for the empowerment of persons with disability.
3. Ability to appreciate national and international disability related legislations.
4. Develop the ability to organize sensitization camp for persons with disability and their families on various rights, legislations and provisions.
5. To be exposed to a range of theoretical perspectives relevant to social work practice.
6. To understand the relevance of theoretical frameworks to social work practice in the area of disability
7. To learn to apply theoretical perspectives to practice in the field of disability.

Part A: Rights and Legislations

1. International Scenario

- 1.1 UN Declarations: UN International Year of Disabled Persons, 1981.
- 1.2 UN Decade of Disabled Persons.
- 1.3 Salamanca Statement and Framework for Action on Special Needs Education, 1994.
- 1.4 Biwako Millennium Framework for Action, 2002.
- 1.5 UN Convention on the Rights of Persons with Disabilities, 2006. Incheon Strategy and Millennium Development Goals, 2012.

2. Rights

- 2.1 Constitutional Rights: The Preamble, The Directive Principles of State Policy and the Fundamental Rights of the Constitution of India.
- 2.2 Equality (Article 14)
- 2.3 Non Discrimination (Article 15(1),(2),(3) & (4) and 16); Reservation (Article 16-3 and 4)
- 2.4 Right to work, Right to education, Right to Public assistance (Article 21A, Article 24, Article 41 and Article 45, and the Right to Vote (Article 326)
- 2.5 Empowers the Parliament to Legislate to fulfill International Obligations (Article 249).

3. National Legislations

- 3.1 The Indian Lunacy Act, 1912 and The Mental Health Act, 1987, 2017.
- 3.2 The Rehabilitation Council of India Act, 1992, 2000.
- 3.3 The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995; The Rights of Persons with Disabilities Act, 2016.
- 3.4 The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.
- 3.5 The Right to Education Act, 2009.

4. Policies and Programmes (Disability Specific Portions alone)

- 4.1 National Policy on Education, 1986; National Policy for Persons with Disabilities, 2006. National Institutes.

- 4.2 Projects and Programmes: The Integrated Education of Disabled Children, 1974, 1992; Project Integrated Education for the Disabled, 1986; Sarva Shiksha Abhiyan, 2000; Inclusive Education of the Disabled at Secondary Stage, 2009; Rashtriya Madhyamik Shiksha Abhiyan, 2013.

Activities

1. Organize sensitization camps for persons with disability and their families on various rights, legislations and provisions.
2. Observation of National and International days related to disability rehabilitation.
3. Conduct survey to identify awareness on Rights, Legislations and Provisions
4. Prepare a chart depicting international landmarks related to rights and legislations in the chronological order.
5. Prepare a term paper on the various Indian provisions for person with disabilities and their families.

Part B: Theoretical Perspectives of DSW

Introduction: A range of theories are available to social workers to promote their understanding of the reality around them and the context for their practice. This course will provide students with a range of conceptual and theoretical frameworks underpinning and informing disability social work practice. It will provide an overview of historical background of Indian ideologies for social change, history of Social Work profession in India and abroad and contemporary contexts with reference to disability rehabilitation social work.

The theoretical frameworks discussed in the course provide an understanding of the macro- micro perspective continuum in the context of social work practice in the area of disability. These include anti-oppressive, empowerment based micro and macro partnership practice with persons with disability and other stakeholders such as families of disabled persons, other professionals in the rehabilitation team and civil society. The main focus of this course is to review ; Ecological and systems theories, and their application to social work practice with persons with disabilities; concept of role, concept of learned helplessness, concepts of stress and coping in crisis, concepts of conscientization, oppression, diversity and differences, strengths perspective, anti-discriminatory and anti-oppressive perspectives, empowerment, human rights and advocacy perspectives and the application of these concepts and perspectives in building disability rehabilitation social work practice.

Course Content

Overview of evolution of perspectives on Disability and Disability social work and contemporary contexts; Ecological and systems theories, and their application to social work practice with persons with disabilities; concept of stigma , resilience and learned helplessness, stress and coping in crisis, concepts of diversity and differences, human rights and human capability perspectives and their applicability to practice with persons with disability, feminist perspective, strengths perspective, anti-discriminatory and anti-oppressive perspectives, empowerment and advocacy perspectives and the application of these concepts and perspectives in building disability rehabilitation social work practice

Session I: Historical overview of disability rehabilitation-international and national contexts. **2 hrs.**

Session II: Perceptions of Disability- how is disability perceived?
Understanding concepts: the Medical model- pathology and strength/resilience; Medical model vs. Social model of disability. **2hrs.**

Session III: Understanding key concepts: Exclusion, Discrimination, Alienation and Oppression. Understanding the social construction of : Disablism, sexism, racism, casteism, classism and ageism. Paulo Freire and conscientization. **2hrs.**

Session IV: Anti oppressive, Anti Discriminatory perspective **4 hrs.**

Session V: Concepts of Stigma, Resilience & learned helplessness **2hrs.**

Session VI: Human Rights Perspective **2hrs.**

Session VII: Ecological Systems Perspective **2hrs.**

Session VIII: Human Capabilities Approach **2hrs**

Session IX: Feminist Perspective **2hrs.**

Session X: Strengths Perspective **2hrs**

Session XI: Strengths and empowerment perspectives and advocacy **2hrs**

Session XII: Towards building disability rehabilitation social work practice: From medical to social model (pathology and strength/resilience as social constructs) **2hrs.**

Session XIII: Towards client worker partnership (role of power inequality, locus of control and manipulation in the relationship) **2hrs**

Session XIV: Summary and Conclusion. **2hrs**

Methods of Teaching:

Lectures, Group Discussions, Activities and In-class Exercises.

Methods of Assessment:

60% Assessment based on written examination. 40% Based on Assignments.

References:

1. Acharya Ramamurti Committee (1990). Government of India: Towards an Enlightened and Human Society: NPE 1986: A Review. Report of the Committee for Review of National Policy on Education 1986. Government of India Press, Faridabad.
2. Azad, Y. A. (1996). Project Integrated Education for the Disabled: Handbook. NCERT, New Delhi.
3. Banerjee, G. (2002). Legal Rights of the Disabled. Rehabilitation Council of India, New Delhi.
4. Department of Education (1986). National Policy on Education, 1986. Ministry of Human Resource Development, Government of India, New Delhi.
5. Department of Education (1992). Revised Programme of Action, 1992. Ministry of Human Resource Development, Government of India, New Delhi.
6. Department of elementary Education and Literacy (2003). Towards Inclusive Schools in the District Primary education Programme. Ministry of Human Resource Development, Government of India, New Delhi.
7. Government of India (1988). The Mental Health Act, 1987. Ministry of Health and Family Welfare, New Delhi.

8. Government of India (1992). Scheme of Integrated Education for the Disabled Children. Ministry of Human Resource Development, Government of India, New Delhi.
9. Government of India (1993). The Rehabilitation Council of India Act, 1992. Ministry of Welfare, New Delhi.
10. Government of India (1996). The Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
11. Government of India (2000). The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
12. Government of India (2009). Right to Education Act, 2009. Ministry of Human Resource Development, Government of India, New Delhi.
13. ILO (1982). Community Based Rehabilitation services for the Rural Disabled. International Labour Organization, Geneva.
14. Kothari Commission (1966). Education and National Development: report of the Education Commission 1964-66. Ministry of Education, Government of India, New Delhi.
15. Mani, M. N. G. (1994). Project Integrated Education for the Disabled: Report of the Evaluation study, UNICEF, New Delhi.
16. M. K. Jayaraj Commission Report (2013). Report of the Comprehensive Study on the Mentally Challenged People of Kerala State. State Institute for the Mentally Challenged, Thiruvananthapuram.
17. Mohapatra, C.S. (Ed.). (2004). Disability Management in India – Challenges and Commitments. NIMH, Secunderabad.
18. National Sample Survey Organization (2003). A Report on Disabled Persons: Fifty Eighth Rounds, NSSO, New Delhi.
19. NIMH (2002). Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights Based Society for Persons with Disabilities in Asia and the Pacific (2002). UNESCAP document printed and supplied by NIMH, Secunderabad.

20. Panda, K. C. (1999). Education of Exceptional Children. Vikas Publishing House, New Delhi.
21. Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
22. Rehabilitation Council of India (2003). Status of Disability in India. RCI Publication, New Delhi.
23. Rehabilitation Council of India (2007). Status of Disability in India. RCI Publication, New Delhi.
24. Singh, J.P., & Dash, M.K. (2014). Disability Development in India. Rehabilitation Council of India, New Delhi in association with Kanishka Publishers, Distributors, New Delhi.
25. Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2011). Teaching Students with Special Needs in Inclusive Settings (6th Edn.). PHI Learning Private Limited, New Delhi.
26. UNESCO (1990). The Salamanca Statement and Framework on Special Needs Education. UNESCO, Paris.
27. UNESCO (1993). The Standard Rules on the Equalization of Opportunities for Disabled Persons. Author, Paris.
28. UNESCO (1994). World Conference on Special Needs Education: Access and Equality. Salamanca, Spain, June 7 -10. Author, Paris.
29. UNESCO (1996). Legislation pertaining to Special Needs Education. Author, Paris.
30. UNESCO (2000). Inclusion in Education: The Participation of Disabled Learners: Education for All by 2000. UNESCO Convention against Discrimination in Education (1960). Adopted by the General Conference at its eleventh session, Paris, 14 December 1960.
31. Universal Declaration of Human Rights: Adopted and Proclaimed by General Assembly resolution 217 A (III) of 10 December 1948. United Nations Department of Public Information. www.ohchr.org/40nglish/issues/education/training/udhr.htm
32. Verma, R. K. R., & Verma, P. (2014). Disability Perspective in Rehabilitation – National and International Scenario. Kanishka Publishers, Distributors, New Delhi.

33. World Declaration of Education for All (1990). Basic Learning Needs. Adopted by the World Conference on Education for All. Meeting Basic Learning Needs. Jomtien, Thailand, 5-9 March 1990.
34. Compton B. & Galaway, B. (1994). Practice across Difference in *Social Work Processes*. California: Brooks & Cole Publishing Co.
35. Compton B. & Galaway, B. (1994). Theoretical Perspectives for Social Work Practice in *Social Work Processes*. California: Brooks & Cole Publishing Co.
36. Saleebey, D. (Ed). (2002). Introduction: Power in the People. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
37. Goldstein H. (2002). The Literary and Moral Foundations of the Strengths Perspective. In *Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
38. Saleebey, D. (Ed). (2002). The Strengths Approach to Practice. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
39. Weick A. & Chamberlain, R. (2002). Putting Problems in their place. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
40. Cowger, C.D. & Snively, C.A. (2002). Assessing Client Strengths: Individual, Family, and Community Empowerment In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
41. Kisthardt, W.E. (2002). The Strengths Perspective in Interpersonal Helping: Purpose, Principles and Functions In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.
42. Benard, B. (2002). Turnaround People and Places: Moving from Risk to Resilience In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
43. Saleebey, D. (Ed). (2002). The Strengths Perspective: Possibilities and Problems. In *The Strengths Perspective in Social Work Practice*, (3rd Ed), Boston: Allyn & Bacon.)
44. Payne, M. (1997). Systems and Ecological Perspectives. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.
45. Payne, M. (1997). Radical and Marxist Perspectives. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.)
46. Payne, M. (1997). Anti Discriminatory and Anti-Oppressive Perspectives. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.

47. Payne, M. (1997). Empowerment and Advocacy. In *Modern Social Work Theory*, (2nd Ed). Chicago: Lyceum Books Ltd.)
48. Young, I. M. (2000) Five Faces of Oppression. In *Readings for Diversity and Social Justice*. (Ed). New York and London: Routledge.
49. Hardiman, R. Jackson, B. & Griffin, P. (2007). Conceptual foundations for social justice education. *Teaching for diversity and social justice* (2nd ed.) New York, NY, US: Routledge/Taylor & Francis Group.
50. Sen, A. (1998). Universal Truths: Human Rights & the Westernizing Illusion. In *Harvard International Review*.
51. Sen, A. (2005). Human Rights and Capabilities. *Journal of Human Development* 6(2), 151-166.
52. Link, B.G. & Phelan, J.C. (2001). Conceptualizing Stigma. *Annual Review of Sociology*, 27.363–85.
53. Luthar, S.S., Cicchetti, D., & Becker, B. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Development*, 71(3), 543–562
54. Lloyd, A.S. (1972). Freire, Conscientization, and Adult Education. In *Adult Education Vol. XXIII(1)*
55. Smith, S. R. (2008). Social Justice and Disability: Competing Interpretations of the Medical and Social Models. In *Arguing About Disability* (Ed). Routledge.
56. Healy, L. M. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, 51(6), 735-748.
57. Conejo M.A. (2011): Disabled women and transnational feminisms: shifting boundaries and frontiers, *Disability & Society*, 26 (5), 597-609.
58. Wendell, S. (1989). Toward a Feminist Theory of Disability. *Hypatia*, 4(2), 104-124.
59. Darling, N. (2007). Ecological Systems Theory: The Person in the Center of the Circles, Research. *Human Development*, 4(3-4), 203-217.
60. Saleeby, P.W. (2007). Applications of a Capability Approach to Disability and the International Classification of Functioning, Disability and Health (ICF) in Social Work Practice, *Journal of Social Work in Disability & Rehabilitation*, 6(1-2), 217-232.

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1804: Understanding Self and Working with Individuals

Objectives:

- Understanding case work and its relevance
- Understanding the different approaches to working with individuals
- To develop knowledge and skills regarding Specific Phases in helping process while working with people.
- Application of skills and techniques in working with individuals needs to enhance effective communication and client relationship.

TOPIC
Methods of social work :Definition and objectives of working with individuals, Principles related to working with individuals, process of Social Case Work
Theories and models of helping individuals: Psycho-analytical, Psychosocial, Problem solving technique, Family Therapy. Critical analysis of the approaches and there advantage in the Indian context
Case work Communication skills: Effective communication, relationship, transference, counters transference and interviewing.
Case work methods: in different settings like special schools, Rehabilitation centres, NGOs, Welfare Organizations etc.
Understanding the role of social worker in disability management, client relationship
Recording case work , study, review and analysis of cases related to social work in disability management
Analysis and presentation of related socially relevant cases with reference to Indian context

References:

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1805: Field Work I

Objectives:

- Preparation for Field Work – 2 days of Field Work for five weeks.
 - Group labs
 - Institutional/Observation Visits
 - Field Work workshop
 - Field Camp – One week
- Placement with Agencies – concurrent
- Geriatric social work

SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIC1806: Group Work and DSW Team Work

Objectives:

To understand group work and its relevance in Disability Social work Practise

Part A: Group Work

TOPIC
Concept of Group, Concept of group work, Role of Social worker in Disability Social Work Practise, Stages of group development
Principles of Social group work with reference to disability management.
Group process and dynamics
Models of group work

Phases in group work interaction
Role of Social worker in group work
Application of group work techniques in the context of working with specific target groups and different setting

Part B: DSW Team Work

1. To understand self as a professional and self as a practitioner across differences
2. to gain an insight into qualities of an effective professional and work towards nurturing and take care of self
3. to learn principles of spiritually sensitive social work practice and make a spirituality assessment
4. To understand the role of the disability rehabilitation team
5. To understand the role of a social worker in the rehabilitation team
6. To understand self as a professional

Module	Session (1½ hours each)	Topic
1	1	Introduction, Qualities of a social worker, self-awareness
	2	Self-awareness
	3	Self-awareness and practice across differences
	4	Approaches to taking care of self and burnout
	5	Spirituality, faith & religion
	6	Spirituality and social work
	7	Spiritually sensitive social work practice
	8	Spirituality and self
2	9	Introduction of basic concepts- Concept of team Concept of team work Teams in social work context
	10	Principles of team work Composition of the Multidisciplinary team Models of Team work .
	11	Models of Teamwork – discussion

	&clarification Issues and Challenges in Multidisciplinary team working in the social work context.
12	Models of Teamwork contd. Role of Family in the Team Class presentations: Role of Occupational therapist in the rehabilitation team Role of Physiotherapist in the rehabilitation team
13	Role of Rehabilitation Counsellor Role of Social Worker Role of Para Professionals in the Rehabilitation Team Role of Physician/Doctors
14	Role of Vocational Trainer in rehabilitation team Role of Special Educator in rehabilitation team Role of Speech therapist/ audiologist in rehabilitation team
15	Conclusion – Summary and discussion on assessment.

Method of Assessment: Individual and group assignments which are experiential.

References:

Module 1: Self & Spirituality

1. Canda, E. R. (1990). Spiritual Diversity and Social Work Values. Contemporary Social Issues: Essays in Honour of Prof. P.K.B. Nayar. Ed. Kattakayam, J.J., Deptt. Of Sociology, University of Kerala.
2. Canda, E.R. (1990). An Holistic approach to prayer for social work practice. *Social Thought Vol. 16(3)*. Pp. 3-13.
3. Canda, E. R., Nakashima, M. & Furman, L.D. (2004). Ethical Considerations about spirituality in social work: Insights from a National Qualitative Survey. *Families in Society*. Vol.85(1). Pp.27-35.
4. Hodge, D.R. (2004). Spirituality and people with mental illness: Developing spiritual competency in assessment and intervention. *Families in Society*. Vol.85 (1). Pp. 36-43.
5. Fournier, R.R. (1990). Social Work, Spirituality, and Suicide: An odd mix or a natural blend? *Social Thought Vol. 16(3)*. Pp.27-35.

6. Weick, A., (1990). Knowledge as Experience: Dimensions of Social Work Inquiry. *Social Thought Vol. 16(3)*.Pp.36-46.

Module 2: Teamwork

1. Compton B.R. & Galaway, B.(1994). Practice across Difference In*Social Work Processes*. California: Brooks & Cole Publishing Co.
2. Compton, B.R. & Galaway, B. (1984). Teamwork for Social Work Practice. In *Social Work Processes*. Illinois: Dorsey Press.
3. Hooyman, E. In Compton, B.R. & Galaway, B. (1984). Teamwork for Social Work Practice. In *Social Work Processes*. Illinois: Dorsey Press.
4. Salas, E. Burke, C.S. & Cannon-Bowers, J.A. (2000). Teamwork: emerging principles. *International Journal of Management Reviews*, Vol.2(4). Pp. 339-356.
5. Woodruff, G. & McGonigel, M.J. (1988). Early intervention team approaches: The Transdisciplinary Model. In Jordan, J. (Ed). *Childhood Special Education: Birth to Three*. Pp. 164-181.
6. Payne,M. (2006). Identity Politics in Multiprofessional Teams: Palliative Care Social Work. *Journal of Social Work, Vol 6(2)*. Pp.137-150
7. Clark, P.G., Spence, D.L., & Sheehan, J.L. (1987). A Service/Learning Model for Interdisciplinary Teamwork in Health and Aging. *Gerontology & Geriatrics Education, Vol. 6(4)*. Pp.3-16.
8. Hope, M. (1964). Social Work Participation in Clinical Interdisciplinary Teams. *International Social Work, Vol. 7(11)*.11-15.
9. Nash, J.K. (1990). Public Law 99-457: Facilitating Family Participation on the Multidisciplinary Team. *Journal of Early Intervention, Vol.14(4)*. Pp. 318-326.
10. Brickell, H.M. (1950). What You Can Do With Sociograms. *The English Journal, Vol. 39(5)*. Pp. 256-261.

SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIC1807: Community Organization and Administration of Human Service Organizations

Objectives:

- Get an in-depth knowledge about the community organization process.
- Understand the use and practice of community organization in various fields of social work
- Identify the emerging trends and experiments in community organization.
- Develop understanding of the evolution of administration as a science and as a method in Social Work Practice.
- Develop understanding and appreciate the utility of the administrative structures, processes and procedures in an organization.
- Acquire knowledge and skills in the use of different management techniques in HSO.
- Develop an understanding of elements of management and different concepts in organizational management.
- Develop an overview of human resource management as an important component of AHSO
- Acquire knowledge of the concept of social marketing and its scope in social workpractice.

Course Outline

Part A: Community Organization

Module 1 Community – meaning – types, structure and dynamics.

Community organization – definition, objectives and a brief historical development of community organization in India – Community Organization as a method of social work. Similarities and differences between community organization and community development.

Module 2 Community Organization

Principles and approaches/ models

Methods and skills in community organization, PRA, Leadership concepts: types of community leaders and power structure of the community

Module 3 Phases in Community Organization

Study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation.

Module 4 Application of Community Organization in the various fields of Social Work

Strategies for Goal Oriented and planned Social Change: Paulo Friere and Gandhi; Social Movements and Models of Social Change, Indicators of Social Change,

Part B: Administration of Human Service Organizations

Module 1 Introduction to Administration:

Concepts – Administration, Organization, Management, Business Administration, Public Administration,

Social Welfare Administration: Meaning, definition, scope, social welfare administration as a method of social work

Basic elements in administration: Planning, Organizing, Staffing, Leading (directing, coordinating), Controlling (Reporting & Budgeting)

Organizational Management: Concept, functional areas – Production, Finance, Marketing and Human Resources

Module 2 Approaches to organizational management and Introduction to Voluntary Organization:

Approaches to Organizational Management – Bureaucratic, Democratic, Human Relations Model, System Theory, Theory X, Theory Y and Theory Z Procedures in registering an organization-

Societies Registration Act, Trust Act and Companies Act, Voluntary Organization: Organizational Structure, Functions and Principles.

Administrative skills; writing letters, reports and minutes, Fund raising, conducting meetings, Public Relations and Networking

Module 3 Organisational Behaviour and Human resource Management

Concept of Organizational Behaviour, Organizational Culture, Organization development-process, approaches and strategies
Evaluation of motivational theories and basic understanding of their application in the work context

Leadership; meaning, definition and importance of leadership, Communication in Organization

Theories of Leadership: Trait theory, Behavioural theories, contingency theories Introduction and Importance- Concepts of Personnel Management and HRM – Strategic HRM- role of a HRManager

Module 4 Marketing of Social Services

Social Marketing and marketing mix, 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, organizing for marketing social services; beneficiary research and measurement of their perceptions and attitudes; socio-economic-cultural influences on beneficiary system.

References

- 1 Ross Murray, G., (1985). *Community Organization: Theory and Principles*. New York: Harper and Row Pub.
- 2 Siddhiqui, H.Y. (1997). *Working with community*. New Delhi: Hira

Publications.

- 3 Cox M. F. & Erlich L, J. (1987). *Strategies of Community Organisation*. Illinois: F.E. Peacock Publishers
- 4 Jack Rothman and others (2001). *Strategies of community interventions & Macro practices* – Peacock Publications, 6th Edition
- 5 Dr. Mrs. Banmala, *Community Organisation*. Indian Institute of Youth Welfare, 134, Shivaji Ma
- 6 Freire, Paulo. *Pedagogy of the Oppressed*. Adult Education & Liberation.
- 7 Freire, Paulo, *Education as Practice of Freedom*
- 8 Freire, Paulo, *Cultural Action for Freedom*.
- 9 Gandhi M.K., *Social Service*. Work & Reform (3 vols.)
- 10 Ramachandran P., (1996). *Towards an understanding of People's Movements: History from below*. Institute for Community Organization Research.
- 11 Adams, Robert, Oominelli, Lena & Payne, Malcom (ed.1, *Social Work: Themes, Issues & Critical Debates*. Ch. 17, Radical Social Work.
- 12 D'Abreo, Desmond A., *From Development Worker to Activist*.
- 13 Haynes, Karen S. & Mickelson, James S., *Affecting Change, Social Movements* Pub. 107 ff.
- 14 Kramer, R.M. & H., Spechit, (1974). *Community Organisation Practice. Strategies*.
- 15 Fink ArthurE (1978). *The fields of Social Work*. New York : Holt Rinchest and Winston
- 16 Anne Hope & Sally Timmet (1985). *A handbook for community workers*. 3 volumes, Gwera Mambo Press
- 17 Abha, Vijay and Prakash.(2000). *Voluntary Organizations and Social Welfare*. ABD Publishers
- 18 Chhabra.T.N.(1999). *Principles and Practice of Management*. New Delhi: Dhanpat Rai & Co

- 19 Chowdhary D.Paul.(1992). *Social Welfare Administration*. New Delhi: Atma Ram
- 20 Goel S.L, *Social Welfare Administration* VOL. 2: Theory and Practice, Deep & deep Publication, Goel S.L., Jain R.K., (1988) .*Social Welfare Administration* VOI. I: Theory and Practice, Deep & Deep Publication,
- 21 Kohli A.S., Sharma S.R. (1996). *Encyclopaedia of Social Welfare and Administration* Vol. 1-7, New Delhi : Anmol Pub. Pvt. Ltd.
- 22 Lawani B.T.(1999). *NGOs in Development*. Jaipur: Rawat Publication.
- 23 Lewis Judith A., (1991), *Management of Human Services, Programs*. Brooks Cole Publishing Co.
- 24 Pasad.L.M. (2000). *Principles and Practice of Management*. New Delhi: Sultan Chand & Sons.
- 25 Ralph Brody. (2005).*Effectively Managing Human Service Organizations* (Third Edition). New Delhi: Sage Publications
- 26 Sachdeva.D.R.(2003).*Social Welfare Administration in India*. New Delhi: Kitab Mahal
- 27 Sidmore Rex A. (1990). *Social Work Administration: Dynamic Management and Human Relationships*. New Jersey: Prentice Hall
- 28 Rao, V. (1987).*Social Welfare Administration*. Bombay: Tata Institute of Social Sciences.

SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIC1808:Overview of Disabilities – II

Objectives: On completion of the course the student will develop:

1. Understanding of the concepts and characteristics of Intellectual Disabilities (ID, SLD, & ASD).
2. Understanding of the concepts and definitions of Mental Illness and Multiple Disabilities.
3. Understanding of the concepts and definitions of disabilities caused due to chronic neurological conditions and blood disorders.
4. Awareness on the Causes and Prevention of the above Disabilities.

5. Awareness on the Characteristics and Classifications of the Persons with above Disabilities.

Syllabus

1. Intellectual Disability

- 1.1 Concept and Definitions
- 1.2 Prevalence
- 1.3 History and Development of Services
- 1.4 Classification and Characteristics
- 1.5 Causes and Prevention

2. Specific Learning Disabilities

- 2.1 Concepts and Definitions
- 2.2 Prevalence
- 2.3 History and Development of Services
- 2.4 Classifications and Characteristics
- 2.5 Causes and Prevention

3. Mental Illness & Multiple Disabilities

- 3.1 Concepts and Definitions
- 3.2 Prevalence
- 3.3 History and Development of Services
- 3.4 Classifications and Characteristics
- 3.5 Causes and Prevention

4. Multiple Sclerosis and Parkinson's Disease

- 4.1 Concepts and Definitions
- 4.2 Prevalence
- 4.3 History and Development of Services
- 4.4 Classifications and Characteristics
- 4.5 Causes and Prevention

5. Haemophilia, Thalassaemia, & Sickle Cell Disease

- 5.1 Concepts and Definitions
- 5.2 Prevalence
- 5.3 History and Development of Services
- 5.4 Classifications and Characteristics
- 5.5 Causes and Prevention

6. ASD

7. Multiple Disabilities Epilepsy

Activities

1. Orientation Visit to institutions for individuals with the above disability conditions and prepare a report on their characteristics.
2. Prepare a study paper on the contributions of pioneers in the field.
3. Compile different definitions of the above disability conditions and critically analyze the concepts and terminologies involved.

References

1. Gargiulo, R. M. (2012). *Special education in Contemporary Society*. New Delhi: Sage.
2. Silver, A.A., & Hagin, R.A. (2002). *Disorders of learning in childhood*. USA: John Wiley & Sons, Inc.
3. Henley, M., Ramsey. R.S., & Algozzine, R. (1993). *Characteristics of and Strategies for Teaching Students with Mild Disabilities*. USA: Allyn and Bacon, Inc.
4. Singh, V.P. (2004). *Concepts and Methods of special Education*. New Delhi: Sarup & Sons.
5. Florian, L. (2007). *The Sage Hand Book of Special Education*. New Delhi: Sage Publications.
6. Smith, D.D., & Luckasson, R. (1995). *Introduction to Special Education – Teaching in an Age of Challenge*. Boston: Allyn and Bacon.
7. Repp, A.C. (1983). *Teaching the Mentally Retarded*. USA: Prentice – Hall, Inc.
8. Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R, & Narayan, J.(2006). *Mental Retardation – A Manual for Psychologists*.Secunderabad: NIMH.
9. Devinsky, O., & Brook, L.W. (2002). *Epilepsy and Developmental*

- Disabilities. Boston: Butterworth-Heinemann.
10. Reynolds, C.R., & Mann, L. (Eds). (1987). Encyclopedia of Special Education. USA: John Wiley & Sons.
 11. Dash, M. (2000). Education of Exceptional Children. New Delhi: Atlantic Publishing and Distributors.
 12. Panda, K.C. (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.
 13. Peshawaria, R., & Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children with Mental Retardation. Secunderabad: NIMH.
 14. Abbeduto, L. (Ed). (2003). Language and Communication in Mental Retardation. Academic Press, New York.
 15. Peshawaria, R., Menon, D. K., Ganguly, R., Roy, S., Pillay, R. P. R. S., Gupta, A., & Hora, R. K. (2007). Moving Forward – An Information Guide for Parents of Children with Mental Retardation. Secunderabad: NIMH.
 16. Persha, A. J., & Sheilaja Rao, V. R. P. (2003). Early Intervention to IUGR Children at Risk for Developmental Delays. Secunderabad: NIMH.
 17. Persha, A. J., Sivakumar, T. C., Narayan, J., & Kari, M. L. (2008). RAPID – Reaching and Programming for Identification of Disabilities. Secunderabad: NIMH.
 18. Hewett, F.M., & Forness, S.R. (1984). Education of Exceptional Learners. USA: Allyn and Bacon, Inc.
 19. Silver, A.A., & Hagin, R.A. (2002). Disorders of learning in childhood. USA: John Wiley & Sons, Inc.
 20. Henley, M., Ramsey, R.S., & Algozzine, R. (1993). Characteristics of and Strategies for Teaching Students with Mild Disabilities. USA: Allyn and Bacon, Inc.

21. Singh, V.P. (2004). Concepts and Methods of Special Education. New Delhi: Sarup & Sons.
22. Florian, L. (2007). The Sage Hand Book of Special Education. New Delhi: Sage Publications.
23. Mustaffa, K. M., & Jibin George (2016). Inclusive Education – Thought and Practice. New Delhi: IPH Publication.
24. Smith, D.D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an Age of Challenge. Boston: Allyn and Bacon.
25. Reddy, G.L., Ramar, R., & Kusuma, A. (1997). Slow Learners Their Psychology and Instruction. New Delhi: Discovery Publishing House.
26. Repp, A.C. (1983). Teaching the Mentally Retarded. USA: Prentice – Hall, Inc.
27. Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R., & Narayan, J. (1989). Mental Retardation: A Manual for Psychologist. Secunderabad: National Institute for the Mentally Handicapped.
28. Devinsky, O., & Brook, L.W. (2002). Epilepsy and Developmental Disabilities. Boston: Butterworth Heinemann.
29. Reynolds, C.R., & Mann, L. (Eds). (1987). Encyclopedia of Special Education. USA: John Wiley & Sons.
30. Dash, M. (2000). Education of Exceptional Children. New Delhi: Atlantic Publishing and Distributors.
31. Panda, K.C. (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.
32. Peshawaria, R., & Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children with Mental Retardation. Secunderabad: NIMH.
33. Narayan, J., Thressiakutty, A. T., Haripriya, C., Kavitha Reddy, G., & Sen, N. (2008). Educating Children with Learning Problems in Primary Schools – Resource Book for Teachers. Secunderabad: NIMH.

34.Narayan, J. (2008). Grade Level Assessment Device for Children with Learning Problems in Schools. Secunderabad: NIMH.

35.Narayan, J. (Ed). (1999). School Readiness for Children with Special Needs. Secunderabad: NIMH.

SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIC1809: Qualitative and Quantitative Research

Objectives: After completing the course the student will be able to develop:

1. To Understand and appreciate the nature, process, and role of Qualitative Research methods in the field of Social Work.
2. To develop practice-based research Skills, knowledge, and values required to undertake qualitative research studies in the field of Social Work, with a people- centered, practice-based focus, so as to give voice to the various stakeholder groups within the research setting.
3. To appreciate the close inter-lineages between the application of qualitative research methods and Social Work practice.
4. To explore the principles of Triangulation aimed at combining the use of qualitative methods with quantitative methods, so as to expand the scope of analysis in relation to a particular research study.
5. Understanding the role of quantitative research.
6. Greater awareness on methods of data processing.
7. The ability to apply various methods of quantitative research.
8. The ability to apply various methods of inferential statistics.
9. Understanding about the use of computer for data analysis.

Syllabus

Part A: Qualitative Research

1. Introduction to qualitative Research

- 1.1. Perspectives of knowledge and Research
- 1.2. Concept and definition of qualitative Research
- 1.3. Qualitative vs quantitative Research
- 1.4. Characteristics of qualitative Research
- 1.5. Reasons for conducting qualitative Research

2. Types of qualitative researches

- 2.1. Biographical study
- 2.2. Phenomenological study
- 2.3. Grounded Theory Study
- 2.4. Ethnography
- 2.5. Case Study

3. Steps of conducting qualitative researches

- 3.1. Identifying problems and Research questions
- 3.2. Design of the study
- 3.3. Data collection process
- 3.4. Analysis of Data
- 3.5. Reporting of study

4. Analysis of qualitative data

- 4.1. Introduction
- 4.2. Nature of qualitative data
- 4.3. Sources of qualitative data
- 4.4. Deciding data analysis strategies
- 4.5. Components of qualitative data analysis

5. Techniques of data analysis in qualitative Research

- 5.1. Introduction
- 5.2. Codification
- 5.3. Categorization and classification
- 5.4. Content analysis
- 5.5. Triangulation

Part B: Quantitative Research

1. Introduction to Quantitative Research

- 1.1. Concept, Definition and Functions of Quantitative research.
- 1.2. Scales of measurement: Nominal, Ordinal, Interval and Ratio.
- 1.3. Processing of data.
- 1.4. Presentation of data: frequency distribution, percentiles and percentile rank, tables and graphs.
- 1.5. Use of computer in Statistics – statistical packages.

2. Descriptive Statistics

- 2.1. Concept and functions of Descriptive statistics
- 2.2. Measures of central tendency – Mean, median and mode
- 2.3. Importance and applications of measures of central tendency
- 2.4. Measures of dispersion – Range, Quartile deviation, mean deviation, standard deviation Variance and coefficient of variation.
- 2.5. Importance and applications of measures of dispersion.

3. Normal Distribution and Normal Curve

- 3.1. Concept and properties of normal curve.
- 3.2. Applications of normal curve.
- 3.3. Use of standard scores in finding areas under the normal curve.
- 3.4. Coefficient of skewness – concept, types and interpretation.
- 3.5. Coefficient of Kurtosis – concept, types and interpretation.

4. Measures of Relationship

- 4.1. Concept, types and applications of correlation.
- 4.2. Product moment coefficient of correlation and Rank coefficient of correlation.
- 4.3. Biserial, Point biserial, Tetrachoric and Phi – coefficient.
- 4.4. Partial and Multiple correlations. Interpretation of coefficient of correlation.
- 4.5. Regression – concept and uses – regression equations and regression lines - concept of multiple regressions.

5. Inferential Statistics

- 5.1. Concept and functions of inferential statistics. Concepts of: statistical significance, level of significance, estimation, confidence intervals, sampling error, standard error, one-tailed and two-tailed tests, type I and type II errors and degrees of freedom.
- 5.2. Parametric tests – concept, assumptions and uses.
- 5.3. Z-tests, t-tests and Analysis of Variance – logic, assumptions, types and applications, concept of Analysis of covariance and Post hoc tests.
- 5.4. Non – parametric tests – concept, assumptions and uses.

- 5.5. Chi-square test, Mann – Whitney U- test, and Kruskal – Wallis test - logic, assumptions and applications, computer application for analysis, Tabulation and graphic representation.

Activities

1. Organize a group discussion on the role of statistics in the research related to health and disabilities.
2. Prepare a chart depicting the characteristics and applications of different types of scales of measurements.
3. Conduct a seminar on the relative merits and demerits of various measures of central tendency and dispersion.
4. Prepare a power point presentation on the applications of normal curve.
5. Conduct a seminar on the applications of various measures of relationship.
6. Conduct a group discussion on the applications of various parametric and non parametric statistical techniques.

References

1. Best, John and James V Kahn (1992) Research in Education, New Delhi : Prentice Hall Indus Pvt. Ltd.
2. Kaul, Lokesh (1997) methodology of Educational research third revised edition New Delhi : Vikas Publishing House Pvt. Ltd.
3. Denzin Norman, K (1978) The research act. A Theoretical Introduction to Sociological Methods. New York MC Graw Hill
4. Glaser, BG and Strauss, AI (1976) the discovery of grounded Theory : Strategies for qualitative research Chicago, Aldine, USA
5. Marshall, C and Rossman, GB (1989) - Designing qualitative research, New Bery : Sage.
6. Patton, Michael, Quinn (1986) Utilization focused evaluation 2nd edition, Beverly hills, CA sage.
7. Renata Tesch (1990): Qualitative research : Analysis Types and software tools : Hampshire. The Falmer press.
8. Kerlinger, F.N (1993) Foundations of Behavioural Research. Educations and psychological inquiry, New York: Holt, Rinehart & Winston.

9. Aron, A., and Aron, E.N. (1994). *Statistics for Psychology*. Prentice Hall, New Jersey.
10. Belle, G., Fisher, L.D., Heagerty, P.J., & Lumley, T. (2004). *Biostatistics* (2nd edn.). John Wiley & Sons, Inc. Washington.
11. Berg, B.L., & Lune, H. (2011). *Qualitative Research Methods for the Social Sciences*. Pearson Publication, Boston.
12. Best, J.W., and Kahn, J.V. (1992). *Research in Education*. Prentice – Hall of India Pvt. Ltd., New Delhi.
13. Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed). Pearson, Boston.
14. Brace, N., Kemp, R., and Snelgar, R. (2003). *SPSS for Psychologists* (2nd edn.). Palgrave, New York.
15. Cohen, B.H. (1996). *Explaining Psychological Statistics*. Brooks/Cole Publishing Co., London.
16. Cough, J.V. (1982). *Fundamentals of Statistics for the Behavioural Sciences*. St. Martin's Press, New York.
17. Freed, M.N., Ryan, J.M., and Hess, R.K. (1991). *Handbook of Statistical Procedures and their Computer Applications to Education and the Behavioural Sciences*. Macmillan Publishing Co., New York.
18. Garret, H.E. (1996). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd., Bombay.
19. Gay, L.R. (1990). *Educational Research: Competencies for Analysis and Application* (3rd edn.). Merill Publishing Co., New York.
20. Gravetter, F.J., and Allman, D.N. (1985). *Statistics for the Behavioural Sciences*. Tata McGraw Hill Publishing Co. Ltd., New Delhi.
21. Guilford, J.P., and Frutcher, B. (1985). *Fundamental Statistics in Psychology and Education* (6th edn). McGraw Hill Book Co., New Delhi.
22. Gupta, S.P. (1994). *Statistical Methods*. Sultan Chand and Sons, New Delhi.

- 23.Kothari, C.R. (2006). Research Methodology, Methods and Techniques (2nd edn.). New Age International Pvt. Ltd., New Delhi.
- 24.Lehman, R.S.(1991). Statistics and Research design in the Behavioural Sciences. Wadsworth Publishing co., California.
- 25.Levin, J., and Fox, J.A. (1997). Elementary Statistics in Social Research (7th edn.) Longman, New York.
- 26.Mahajan, B.K. (1991). Methods in Biostatistics (5th edn.). Jaypee Brothers, New Delhi.
- 27.Vaughan, E.D. (1998). Statistics. Prentice Hall, New Jersey.
- 28.Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- 29.Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIC1810: Field Work II

- Placement with Agencies – concurrent
- Focus on generic placements – an organization that is not disability specific
- Students learn to undertake basic social work tasks – working with individuals, groups, communities and administration.

SEMESTER III
Core Course, Credit: 04, Contact Hours: 90, Marks: 100

**SBEMIIC1811: Disability Counselling: Working with
Individuals and Groups**

Objectives:

1. Learn social and cultural factors of disabled
2. Learn to identify counseling needs and set goals of counseling .
3. Understand the relationship issues in counseling context with clients with disability
4. Understand attitudinal and societal barriers involved in the disability counseling.

Unit – I

Disability & counseling relationship: what counsellors need to know:

Exploration of adjustment to disability- techniques for counselors to enhance effectiveness, counselling tips

Unit II

Counseling families and children with disabilities- enduring characteristics and individual differences. Demographic characteristics, disability related characteristics, personality characteristics of family members. Social and environmental characteristics, - social relationship, family interaction, social support, gender issues, role model, phenomenological process in adjustment, adjustment and quality of life.

Unit III

Counselling process: Counselling relationship, Counselling interview

Types of Counselling: Counsellor –oriented counselling; Counselee – oriented counselling; eclectic – Counselling equally oriented to both the counsellor and counselee.

Unit IV

Basic skills and concepts:

Attending: eye contact, attentive body language, distance, vocal tone, verbal tracking

Basic listening skills: active listening, client observation, verbal behaviour, encouraging, paraphrasing, summarizing, reflection of feelings, use of open end and closed questions.

Self attending skills: self awareness, centering and relaxing, humor, non judgmental attitude towards self and others, genuineness, concreteness.

Approaches to counselling- Psychodynamic, Behavioural, existential/Humanistic, transpersonal approaches

Unit V

Egan's model of counselling

Advanced skills and concepts: self disclosure, confrontation, immediacy, action skills, termination skills.

Unit VI

Working with Group: Group counselling – overview of group counseling, opening and closing group counseling session, Group leader, stages of formation and working with group – formation of a group- orientation and exploitation, dealing with resistance, cohesion and productivity, consolidation. Termination, post group issues.

Unit VII

Ethical and professional issues in counselling- code of ethics and best practice guidelines, Examination of self, informed consent, screening process, freedom to choose to participate, psychological risk, signed consent, confidentiality

References:

Stuntzner, S. and Hartley, M.T.(2014) *Disability and the Counseling Relationship: What Counselors Need to Know, Ideas and Research You Can Use: VISTAS*

Timothy R Elliott & Larry L Mullins(2014) *Counseling families and children with disabilities. In Counseling Diverse Populations*, McGraw-Hill. See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/234166234>

Nelson-Jones, R. (2002). Essential Counselling and Therapy Skills: The Skilled Client Model. London. Sage

Rao, N.S. (2008). Counselling and Guidance. New Delhi: Tata McGraw Hill.

Gibson, Robert L; & Mitchell, Marianne H *Introduction to counseling and guidance - 6 Ed. - New Jersey, Prentice- Hall*

Bond, Tim; & Culley, Sue.(2004) *Integrative counselling skills in action.Ed.2: London, Sage Publications Ltd*

Nelson-Jones, Richard. (2004)*Practical counselling skills and helping skills: text and exercises for the lifeskills counselling model. Ed.4: California, Sage Publications Inc ;*

Higdon, Juliet (2004) *From counselling skills to counsellor: a psychodynamic approach New York, Palgrave Macmillan.*

Jessy Abraham (2004)*Guidance and counselling for teacher education. New Delhi, Sarup & Sons*

Warren, Pamela A (2011)Behavioral health disability: innovations in prevention and management: Publisher: New York, Springer.

Murugudu Sri Hari&Singamaneni Nageswara R (2004)Guidance and counselling New Delhi, Discovery Publishing House.

Arul Jothi,D L Balaji&Pratiksha Jugran (2009)Guidance and counselling New Delhi, Centrum Press

Srivastava, K K (2011)Principles of guidance and counselling New Delhi, Kanishka Publishers, Distributors Jeffrey A Kottler and David S Shepard 2008 Counselling: theories and practices New Delhi: Cengage Learning India Private Limited

S Narayana Rao&Prem Shajpal (2013)Counselling and guidance New Delhi: McGraw Hill Education(India) Pvt.Ltd

Sandy Magnuson & Ken Norem(2015)Essentialcounseling skills: practice and application guide. California: Sage Publications.

SEMESTER III

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIIC1812:Community Based Rehabilitation and Working with Families

OBJECTIVES

- To gain knowledge about community based rehabilitation, concepts, models and process.
- To develop and enhance skills of working with persons with disabilities using various approaches and application of the models of intervention.
To develop skills in identifying stakeholders with the community, plan and implement on effective CBR programme.
- To understand the family structures and family dynamics
- To develop a theoretical understanding of families and children
- To apply the skills of theory in practice with families and children
- To develop an understanding of the concepts and contexts of families
- To apply methods and models of social work intervention to promote change in families
- To develop knowledge about the institutions working for families

- To analyse various methods in research for effective social work intervention.

COURSE CONTENT

Part A: Community Based Rehabilitation

- Unit I :** Community based rehabilitation,
 : CBR meaning, concept , definition, definition and objectives .
 : Principles of CBR
 : Need and scope of CBR
 : Advantages and disadvantages
 : Multidisciplinary team and its collaboration in CBR.
- Unit II:** : Aspects of CBR
 : Models of CBR,
 : Institutionalization and de- institutionalization
 :Integration ,mainstreaming and inclusion.
- Unit III:** : Types of CBR for the differently abled ,Visual impairment, hearing impairment ,speech impairment, intellectually challenged ,Autism spectrum disordered, learning disabled ,multiple disabled
- Unit IV:** :Role of family ,role of technology and community in CBR
 : Architectural barriers, access and barriers, educational barriers
- Unit V:** CBR constraints and challenges of CBR
- Unit VI :** :Organization of a community based rehabilitation centre
 : Administration, resource utilization, challenges, national and international agencies and collaborations.
- Unit VII:** :Evaluation of CBR, Role of Villagers in the Participation of CBR
 ,Undertaking effectiveness of CBR in community.
- Unit VIII:** CBR Matrix , health ,education ,livelihood ,social and empowerment, rural practical and community engagement.

Part B: Working with Families

UNIT 1: Defining Families, Common characteristics, Family Rituals, Family Traditions, Family Routines, Family Functions, Family Structures and Family Dynamics, Family Conflicts, Family Violence; Diversity of families: Nuclear family, Joint family, Extended family, Working Parents, Single parents, Younger parents, Foster families

UNIT 2: Premise and Origins - Psychosocial Theories, Role Theory, Structural Theories, Social Exchange Theories, Communication Theories, Family Systems Theory, Family Development Theory and the Life Course Perspective

UNIT 3: Definition, Types of Marriage, Working parents, Division of labor in Families, Factors that influence Family Dynamics, Marital Dynamics, Socialization of Children, Feminist and Gender Perspective on Families, Impact of Urbanization / Modernization on marriage stability and Parenting

UNIT 4: Family Life Cycle and Development Stages: Eight development Stages in Family life cycle- Stage 1: Married couple—Stage 2: Child bearing families—Stage 3: Families with preschool children—Stage 4: Families with school aged children--Stage 5: Families with Teenagers—Stage 6: Families with young adults—Stage 7: Middle-aged parents in the empty nest--Stage 8: Ageing family members; Family developmental tasks: Characteristics & Importance; Concept of Family health, Family Well being and Family Enrichment.

UNIT 5: Social Work interventions for Families: Families living in Poverty, Families of prisoners, Families with persons living with disability, Migrant families, Families of victims of Domestic violence, Transgender families, Families of Debtors, Families affected by disasters, Homeless families, Families with chronic illness, Families with degenerative disorders, Families from diverse cultural and linguistic backgrounds, Elderly living in families.

UNIT 6: Methods and Models of Social Work Interventions: Genogram of the family, the Flow Chart, Eco Map, Pathways plans, Diary Sheet, Home Visits. Psychosocial Life model, Problem Solving approaches, Crisis intervention and the Cognitive Behavioural model, Integrative models

UNIT 7: Interventions with Families: Structural family therapy, Problem solving therapy, Milan systems therapy, Solution Focused Therapy, Psychodynamic Family Therapy, Cognitive Behavioural Family Therapy, Narrative therapy, Experiential Family Therapy, Empowerment mediation, Advocacy, Crisis intervention, Self-help, Social support and Networking.

UNIT 8: Institutions for Family Welfare: Ministry of Health and Family Welfare, National Institute of Health and Family Welfare, National Rural Health Mission, Planning Commission, Family Courts, Legal Service Authority, INGOS' and NGOS' role in empowering families.

UNIT 9: Research on Family: Methods of undertaking Family Studies – Interdisciplinary and Participatory Research.

References:

1. Sunder .S(2002) ,Text book of Rehabilitation ,Gopsons Papers LTD. Noida , Utter Pradesh.
2. Elliott,Timothy .R of Frank Robert G.(2000) ,Hand Book of rehabilitation Psychology ,Washington,DC,APA
3. Jose.M & Kareparambil .G(1995).Persons with disabilities in Society ,Thiruvananthapuram,India ,KFB Press.
4. Peat .M (1997),Community based rehabilitation ,W.B Saunders Company .
5. WHO (1984) ,Rehabilitation for all in world Health Magazine ,WHO,Geneva
6. Barik, S. (2011). Domestic Violence in India, Delhi: Adhyayan Publishers & Distributers
7. Chakrabarthy K. K (ed) (1994). The Indian Family, New Delhi: Manav Sangrahalaya
8. Desai, Murli. (1994). Family and intervention: A course compendium, Mumbai: TISS
9. De-Souza, A. (1978). Children in India, Critical issues in Human Development: New Delhi
10. Gangrade, K.D. (1985). Social network and Social Work in Indian Families: Crisis Management, Delhi, Northern book centre.
11. Goel Manju (1997). Marital disputes and Counseling Methodology, Vol.1, New Delhi: APH Publishing Corporation.
12. Gomango, S. P. (2005). Consequences of Child Maltreatment, New Delhi: Authors Press
13. Hartmen, Ann & Laird, Joan.(1985). Family centered Social Work Practice, London Free Press.
14. Iman, R. Pittin & Omelet, H. (1985). Women and the Family, Nigeria: Codersia Book Series

15. Khan M.Z. (1991). Trends in Family Welfare Planning, New Delhi: International publishers
16. Lewis, David & Ravichandran, N. (2008). NGOs and Social Welfare: New Delhi: Rawat Publications.
17. Mathur, Hari Mohan (ed) (1992). The family welfare programmes in India. New Delhi: Vikas publishing house.
18. McCurdy Karen & Jones, Elizabeth. (2000). Supporting Families: Lessons from the Field, USA: Sage Publications.
19. Patel, Tulsi. (2005). The Family in India: Structure and Practice, Delhi: Sage Publications
20. Rao, Shankar C.N. (2007). Indian Society, New Delhi: S S Chand & Company Ltd
21. Roy, Kalpana.(2000). Women and Child Development, New Delhi: Common Wealth Publications.
22. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions and Internation Comparisions, New Delhi: Rawat Publications.
23. Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd.

SEMESTER III

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIIIC1813: Field Work III

Objectives:

- Placement with Disability Organisations
- Either concurrent or block
- Focus on Disability Social Work – working with people with disabilities/families/communities
- Community Practicum, like study tour – two weeks.

SEMESTER III
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIII1861: Rehabilitation in Sensory Disabilities

Objectives

The Students Develop:

1. Awareness on Principles of Rehabilitation.
2. Awareness on the Various Types of Rehabilitation.
3. Acquaintance with Different Agencies of Rehabilitation.
4. Understanding Trends and Issues in Rehabilitation
5. Awareness on Role of Assistive Technologies.
6. Understanding Rehabilitation Measures, Outcomes, Barriers and Good Practices.

Syllabus

Unit I

Concept and Definition of Impairment, Disability, Handicap, Habilitation and Rehabilitation.

Unit II

Principles of Rehabilitation – Levels of Intervention.

Unit III

Concept of Integration, Mainstreaming, Normalization and Inclusion.

Unit IV

Type of Rehabilitation Activities- Institution Based, Community Based – Concepts, Purpose, Merits and Demerits.

Unit V

Stages in Rehabilitation Process – Case Finding, Case Study, Counseling, Medical Services, Education, Vocational Training, Employment and Social Integration.

Unit VI

Agencies of Rehabilitation – Home, Schools, Community and Mass Media, Government and Non-Government Organizations, National and International Agencies, Funding Agencies.

Unit VII

Role of Family in Rehabilitation - Role of Mother, Father and Siblings.

Unit VIII

Role of Assistive Technologies.

Unit IX

Rehabilitation Medicine, Telerehabilitation

Unit X

Rehabilitation Measures, Outcomes, Barriers and Good Practices.

References

1. Alpiner, J.A. & McCarthy, P.A. (1993). Rehabilitative Audiology: Children and Adults (2nd ed.). Baltimore: Lippincott, Williams and Wilkins.
2. Pandey, R.S. and Advani, Lal (1995). Perspectives in Disability and Rehabilitation. New Delhi
3. Punani, B and Rawal, N (1997). Community Based Rehabilitation (Visually Impaired). Bombay: NAB.
4. Sunder S. (2003). Text Book of Rehabilitation. New Delhi: Jaypee Publications. Vikas Publishing House.
5. World Health Organization. World report on disability. [Chapter 4. Rehabilitation] 2011.

SEMESTER III

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIII E1862: Rehabilitation in Physical Disabilities

Objectives: On completion of the course the student will develop the ability to:

1. Explain the normal functioning of musculo skeletal system
2. Describe the neuromuscular coordination in locomotion
3. Describe the causes of physical disabilities
4. Explain the assessment and diagnosis of various physical disabilities
5. Describe the prevention and management of physical disabilities
6. Plan and identify the facilities available for prevention of physical disabilities
At primary ,secondary and tertiary levels.

Syllabus

1. Musculoskeletal system - Anatomy and physiology-10hrs

- Structure,function and classification of bones
- Structure,function and classification of muscles and joints
- Structure,function and classification of muscles and joint
- Normal movements of the body-voluntary, involuntary, locomotor, non-locomotor

2. Nervous system- Anatomy and physiology-10hrs

- Structure and function of brain
- Structure and function of spinal chord
- Sympathetic and parasympathetic nervous system
- Neuromuscular coordination in movement

3. Physical disabilities-Concept, causes, significance-10hrs

- Classification of physical disabilities
- Causes of physical disabilities
- Significance of physical disabilities in existing scenario. (health care, legal, environmental, cultural, social, vocational, economic and educational aspects)

4. Physical disabilities- Diagnosis, prevention, and management -40hrs

- Congenital: Muscular Dystrophy,club foot, Spine Bifida, Osteogenesis Imperfecta
- Acquired: From infection and inflammation- Leprosy, Polio, Chicken guinea, tuberculosis, pneumonia, spondylitis, Arthritis
- Secondary to diseases- Stroke, Diabetes,Cardiovascular Diseases, Renal failure
- Resulting from trauma: acid attack, violence, surgery, amputation, fracture, strain,
- sprain, dislocation,head injuries, accidents, sports injuries

- Resulting from ageing and degeneration: spinal deformities, spondylosis, Guillenbarre syndrome, multiple sclerosis, Parkinsons disease, ankylosing spondylitis, senile changes, osteoporosis
- Miscellaneous: cerebral palsy, drug interactions, peripheral nerve lesions, myopathy, cancer, rickets, acromegaly

5.Rehabilitation interventions in physical disabilities -20hrs

- Medical measures
- Surgical interventions
- Technological interventions
- Environmental interventions
- Economic and vocational interventions
- Social interventions
- Prosthetic rehabilitation

Activities

1. Survey of a village - detection of persons with physical disabilities
2. Demonstration of rehabilitation needs of persons with physical disability
3. Visit to an artificial limb fitting centre/ centre equipped with assistive devices for persons with physical disability
4. Organizing health talks and seminar on loco-motor disabilities
5. Visit to physiotherapy and observation of its working in terms of man, material and machinery.
6. Visit to occupational therapy and observation of working.
7. Observation of various therapeutic activity and functional training methods.
8. Visit to prosthetic and orthotic workshop to see its functioning.
9. Critical evaluation of the present public transport system with suggestions to promote inclusion of persons with physical disabilities

References

1. Sullivan, S., & Schmitz, T. (2001). Physical Rehabilitation. New Delhi: Jaypee Brothers.
2. Randall, B. (2007). Physical Medicine and Rehabilitation. Philadelphia: Elsevier.
3. Marks, D. F., Murray, M., & Evans, B. (2004). Health Psychology. New Delhi: Sage Publications.
4. Marks, D., Murray, M., Evans, B., & Willig, C. (2008). Health Psychology –Theory, Research & Practice. New Delhi: Sage Publications.
5. Edwards, C., & Bonchier, I. A. D. (1991). Davidson’s Principles and Practice of Medicine. Hongkong: Chrchill Livingstone Company.

6. Block, E. E., & Grune, D. Physically Handicapped Children – A Medical Atlas for Teachers.
7. Davidsen, Principles and Practice of Medicine. E.L.B.S. Publication
8. An Introduction to the Study of Diseases by Boyd & Sheldon, Lee & Fibiger Philadelphia
9. Manual of Structural Kinesiology by Thomson & E.D., CB Mosby Company, USA
10. Joint Structure and Function – A comprehensive analysis, Cynthia C. Nork in, Pamela K. Levangia, J.P. Brothers New Delhi
11. Applied Kinesiology and Biomechanics by Genson Schultz, Bangerter Mc Gra Hill Company, New York.
12. Short Practice of Surgery by Bailey & Loves, English Language Book Society.
13. Text Book of Surgery by Sobiston WB Saunder Company, London
14. Rose & Carless Manual of Surgery by Wakley, Tindal & Company, London
15. Bio Mechanics of Human Motion by Leveau, WB Saunder Company, London

SEMESTER III

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIII1863: Management of Learning Disabilities

Objectives: After completing the course the student will be able to

1. Explain the purpose and define the principles of educational intervention.
2. Discuss the various Teaching Strategies across the curricular hierarchies.
3. Link the teaching Strategies to the curricular areas.
4. Provide specific strategies for core and collateral curriculum.
5. Plan Programme for skill, process and curricular deficits.

Syllabus

1. Conceptual Framework of Educational Interventions

- 1.1 Definition, purpose, scope and principles of educational intervention
- 1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)
- 1.3 Steps of intervention
- 1.4 Cascade of services and Response to Intervention
- 1.5 Issues and ethics in educational intervention

2. Educational Interventions for Processing Deficit

- 2.1 Attention
- 2.2 Perception
- 2.3 Memory
- 2.4 Thinking
- 2.5 Meta-cognition

3. Reading and Writing Interventions

- 3.1 Principles of intervention in reading and writing
- 3.2 Strategies for developing word recognition skills, fluency and comprehension
- 3.3 Strategies for developing handwriting, spelling and written expression
- 3.4 Strategies for Reading and writing across the curriculum
- 3.5 Strategies for differentiation and inclusion in the classroom

4. Interventions for Mathematics

- 4.1 Principles for interventions in mathematics
- 4.2 Strategies for developing mathematical concepts
- 4.3 Strategies for developing computation, automaticity [timed tasks] and application
- 4.4 Strategies for problem solving
- 4.5 Accommodations [Calculators, Computers] in the mainstream classroom

5. Intervention in Life Skills

- 5.1 Strategies for developing of Social skills
- 5.2 Strategies for developing Study skills
- 5.3 Strategies for self-assessment and advocacy
- 5.4 Strategies for soft skills [presenting self, time management, decision making]
- 5.5 Preparation for Independent Living; Career Planning, leisure and recreation

References

- 1. Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press

2. Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.
3. Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage.
4. Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc.
5. Das, J. P.(). Reading difficulties and dyslexia. New Delhi.
6. Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlightsfor Children
7. Geoff, H. Dyspraxia. (2nd ed). 2007: Continuum International publishing Group.
8. Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
9. Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1stEdition,
10. Martin, L, C. [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
11. Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
12. Narayan, J. (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
13. Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
14. Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
15. Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi.
16. Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers,

17. Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD.
18. Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

SEMESTER III
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIIIE1864: Inclusive Disaster Management

Objectives: The students develop:

- Understanding the aims and objectives of disaster management.
- Understanding how to reduce the risk and enhance resilience of people with disabilities towards disaster.
- Understanding how to reduce the vulnerability of people to natural and anthropogenic hazards by enhancing their participation and inclusion in disaster management activities.

Syllabus

Unit I : Concept, meaning, definition of disaster management.

: Familiarization of terminologies related to disaster management; disaster, disaster risk, mitigation, preparedness, relief, rehabilitation and reconstruction, disaster risk reduction, hazard, vulnerability, capacity, disaster management.

: Types of disasters: Natural hazards and anthropogenic hazards.

: Disaster management and disaster risk in India ,Disaster management in Kerala ,NDMA ,KSDMA ,DDMA, Institute of land & Disaster management, Disaster management Act 2005.National response centre ,National disaster response force. State disaster response force, district emergency operation.

Unit II: Phases in disaster management

Pre-Disaster Phase : Mitigation, preparedness, early warning,

During disaster Phase : Response ,Restore and Relief

Post disaster Phase: Recovery , Rehabilitation, Reconstruction ,development.

Level of disasters. L0 Normal times ,focus on preparedness activity .L1 disaster that can be managed at the district level ,state level centre ready state .L2 disaster that require mobilization of resource at the state level .L3 disasters that require mobilization of resource at the national level.

- Unit III:** Legislation on disaster management in India SENDAI frame work for action (2015).
- Unit IV:** Responsibility of persons with disability in PRG-During post disaster phase: Psycho Social Support, Ventilation, empathy, Active Listening & social support.
- Unit V:** Disability Inclusive Disaster Risk Reduction enhancing accessibility, capacity development of PWDs, Inclusive early warning system, process of inclusion, steps in main streaming, participation of PWDs in disaster preparedness, enhancing accessibility, capacity development of PWDs .Kerala Model training in Disability inclusive Disaster Risk Reduction.
- Unit VI :** First aid and survival skills, Disaster Preparedness ,Family disaster preparedness Plan –First aid and service skills-Dos and Don'ts in emergency situation – Emergency Kit.

References:

24. Disaster management in India, Published by ministry of home affairs, Govt. of India, 2011.
25. National disaster management plan, national disaster management Authority, 2016.
26. State Disaster management plan: State disaster management authority - 2016.
27. Disaster management; Global Challenges and local situations .R. Shaw of RE Krishnamurthy, University press: 2009.
28. Kerala Disaster Management Policy, 2010.
29. Emergency safety and first aid hand book, Dept. of disaster management, ministry of home affairs 2009.
30. Manual on disability inclusive community based disaster risk management DRRN 2013.
31. National disaster management guidelines-Psychological support and mental health service .
32. Mainstreaming disability issues : Gujarat :2006
33. [www.disabled world.com](http://www.disabledworld.com)

www.risk.ac.in

[www.betterindia](http://www.betterindia.com) .com

www.swdkerala.gov.in

[http/ndma.gov.in/ndma-guidelines.html](http://ndma.gov.in/ndma-guidelines.html)

34. "Functions and responsibilities ",[http/www.ndma.gov.in/on/about-ndma/roles-responsibilities-retrieved](http://www.ndma.gov.in/on/about-ndma/roles-responsibilities-retrieved) 2014-10-28.

Open Course

SEMESTER IV

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVC1814: Building Disability Awareness and Gender Dimensions of Disability

Objectives:

1. To become aware of society's perception of and attitude towards disabled persons.
2. To examine the social, structural and economic barriers that disabled persons encounter and their implications on their lives.
3. To understand the role of strategic alliances and movements in improving service delivery and influencing policy and legislative reforms.
4. To learn the strategies and skills needed for undertaking community education programs for raising awareness and changing attitudes.
5. To be exposed to strategies and skills needed for engaging in campaigns and advocacy for social justice issues encountered by disabled persons.
6. To understand gendered disablism – its political roots, and its social, psychological and emotional dimensions, through the experiences of women with disability.
7. To examine the status of disabled women and girls in India in terms of their mortality rate, education/literacy level, economic and cultural status, marriage and motherhood.
8. To analyze the broad range of issues faced by disabled women and girls in India which keep them invisible, neglected, oppressed and abused.

9. To explore strategies which would empower women and girls with disabilities to access relevant services and to participate in their own development.

Part A: Building Disability Awareness

Syllabus

Session (3 hours each)	Topic
1	Community & Disability, Participation and Empowerment
2	Community Mobilisation-Process and Skills
3	Community Mobilisation-Case Studies
4	Community Mobilisation contd.
5	Advocacy and Lobbying-concepts, need for these methods
6	Advocacy and Lobbying-concepts, need for these methods contd.
7	Advocacy-Issue framing
9	Force Field- Strategies for Advocacy
10	Stakeholder Analysis for Advocacy
11	Stakeholder Analysis
12	Presentations by students on Assignments
13	Networking
14	Networking contd.
15	Advocacy Experiences on Disability

Method of Assessment: The students will be assessed on the basis of individual or group presentation in class and one assignment.

Part B: Gender Dimensions of Disability

Session(2 hr per session)	Topic
1	Introduction to the course Gender concept- exercises to understand Gender issues
2	Sex role theory Socialization, culture and gender

	Feminism and Masculinity theory
3	Understanding Disability from Feminist and Masculinity perspective
4	Gender Analysis framework
5	Status of women and girl with disability in India
6	Various Issues faced by male and women with disabilities such as education, vocation, employment
7	Various Issues faced by male and women with disabilities such as violence, marriage, parenting especially motherhood, reproductive health, sexuality
8	Various Issues faced by male and women with disabilities such as self-esteem, political participation, legal issues, family relationship,

Method of Assessment: Individual assignment, group presentation and assignment

References:

- Augusto, C Mc Graw, J (1990) Humanizing Blindness through Public Education *Journal of Visual Impairment and Blindness*, October, Vol. 84, No. 8 pp. 397-400.
- Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K. and Ireland.
- Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.
- Dasgupta, S (1968), Social Work and Social Change, Extending Horizons Books, Mass.
- Dhangare, D.N. (1988), “Action Groups and Social Transformation in India_Some Sociological Issues”, *Man and Development*, Vol.X, No.3, September.
- Elliott, T And Byrd, K (1984), Attitude Change towards Disability through Television portrayal with male college students. *International Journal of Rehabilitation Research*, 7(3), pp. 320-322.
- Fichten, C. Hines, J. Amsei, R (1985), Public Awareness of Physically Disabled People. *International Journal of Rehabilitation Research* 8(4), pp.407-413.
- Mc Conkey, R. And Mc Cormack, B (1983): *Breaking Barriers: Educating people about disability*, London: Souvenir Press (E) and (A) Ltd.
- Oliver, O. (1993). *Social Work: Disabled People and Disabling Environments*. London: Jessica Kingsley Publishers.

- Skritic, T, Clark, F., And Remenyi, A (1982), Modification of attitudes of regular education pre-service teachers towards visually impaired students. *Journal of Visual Impairment and Blindness*, February, pp. 49-52.
- Thomas, S, Foreman, P And Remenyi, A (1985), The Effects of Previous Contact with Physical Disability upon Australian Children's Attitude towards People with Physical Disabilities, *International Journal of Rehabilitation Research* 8(I), pp., 69-84.
- Govinda R, & Diwan, Rashmi (Ed.) *Community Participation and Empowerment*, Sage Publications, New Delhi 2003.
- 13. Khinduka, S.R. and Coughlin Bernard, J (1975), A Conceptualization of Social Action, *Social Service Review*, 49.1, March.
- 14. Pinto, Maya (1997), *Community Mobilization and Participation in DPEP*, Society for Participatory Research in Asia (PRIA), New Delhi.
- Siddiqui, H.Y. (Ed.) (1984), *Social Work and Social Action: A Developmental Perspective*, New Delhi: Harnam Publications.
- Alur Sathi (1999), Women with disability, *Action Aid Disability News*. Vol.no.1 and 2, 11-14.
 - Bhalerao, Usha (1988) *Eminent Behind Blind Women of the World*. Banglore: Sterling Publication
 - Bhambhani, Meenu (1999) *The burden of woman with Disabilities*, *Action Aid Disability News*. Vol. No.1 and 2, 22-24.
 - Brace, Mike & Joshi, L (1985) *Where There's A Will Campling J. (ed) (1981) Images of Ourselves Women With Disabilities Talking*. London: Routledge and Kegan Paul Limited.
 - Corbett, K.& Froschl, M. (1982) *Access to the Future: Serving Disabled Young Women*. In the Davidson (Ed.) 1982. *The Second Mile: Contemporary Approaches in Counselling*
 - *Young Women*. Tucson, *New Directions for Young Women*.
 - Dias, Lidwin (1982) *Women and Disability- A Triple Disadvantages, Perspectives in Social Work*, Vol. 19, Pp 19-26
 - Dingra S.S.(1985) *Smiling Through Misfortune*. New Delhi: N.B.O.Publication
 - Earakson, J & Musser,J.(1976) *Joni*. Kent:STC Books
 - Ghosh, J. (2002) *Women With Disabilities in India*. *Integral Liberation*, Vol. 6(4), Dec. 2002 pp. 262-263

- Hans, Asha & Patri A. (2000) *Women Disability, and Identity*, Delhi: Sage Publication
- Hugh Franks (1979) *Will to Live*. London: Routledge and Kegan Paul Limited.
- Indian Journal on Gender Studies- special issues on Women with Disabilities, August 2008
- Kanga, Firdaus (1990) *Trying to Grow*. Delhi: Ravi Dayal
- Mehta, Ved (1982) *Vedi*. New York: Oxford University Press
- Sheth, Usha (1981) *Death Shall Die*. Bombay: Jaico Publication
- Lonsdale, Susan (1990) *Women and Disability: The Experience of Physical Disability among Women*. Houndmills, Macmillan Distribution Ltd.
- Pruthvish, S.(1999) *Some Aspects of the Status of Women with Disabilities*. Action Aid Disability News. Vol10, no.1 and 2. 31-32
- Raju Shoba (1996) *Gender and Disability*. Ability July-Sept. 1996, 21-22.
- Swain,J; Finkelstein,V; French,S; & Oliver, M.(2001) *Disabling Barriers- Enabling Environments*. London: Sage Publications in Association with the Open University
- Thakur,V. Hariprasad (1999) *Fact Sheet: Women and Disability*. Sankalp Newsletter, Jan. 1999, Vol.9 No.1, 10-12
- Thomas, Carol(1999) *Female Forms: Experiencing and Understanding Disability*. Buckingham, Open University Press
- Tilak, Damodar (1997) *Destination Unknown*
- *Wilson, D.C. & Wad, V (1968) Take My Hands*. London: Hodder and Stoughton

SEMESTER IV
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVC1815: Field Work IV

Objectives:

- Placement with Disability Organisations
- Either concurrent or block
- Focus on Disability Social Work – working with people with disabilities/families/communities
- Community Practicum, like study tour – two weeks.

SEMESTER IV
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVC1816: Research Project

Objectives: On completion of the course students will develop:

1. The ability to develop a research proposal.
2. The ability to prepare tools of data collection.
3. The skills of sampling.
4. The skills in the administration of research tools.
5. The skills in analyzing data by using statistical packages.
6. The skills in the analysis and interpretation of results.
7. The skills in the testing of hypotheses and drawing conclusions.
8. The ability to derive implications of research findings.
9. The ability to organize the references as per APA format.

Dissertation will be compulsory for all students. The students will work under the guidance of a supervisor to be allotted by the Faculty Council, preferably the faculty member who handles the elective that opted by the student. Students are expected to complete the dissertation work in four phases in fourth semester.

Phase 1: Synopsis Submission

In the first phase the students have to develop the Research proposal (Synopsis) and present the same in the Seminar at the beginning of the final semester.

Phase 2: Review of Literature and Development of Tools

During the course of semester the students have to conduct review of literature and develop/select relevant tools for their research project. Students have to present a seminar on collected review of literature and tools developed in the research seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete data analysis, results and discussion and report writing and submit the final report at the end of fourth semester. In this stage students are supposed to make a pre submission seminar also. The students have to submit three typed copies of Dissertation and a soft copy to the School by the end of IVthSemester. The viva-voce will be held on a date to be fixed by the Faculty Council. Dissertation will be evaluated by the external and internal examiners. The Viva voce will be conducted by the Board appointed for the same.

SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1865: Disability Across Life Transitions

Objectives

To learn the impact of disability in specific developmental task during growth and developmental stages

- To learn the disability across developmental stages.
- To learn common disabilities found in specific developmental stages.
- To learn the experience of disability in during a developmental stage.

UNIT I

The theories on acquisition and diagnosis of disabilities across life transitions- Sigmund Freud, Erikson's psychosocial development theory, cognitive perspective of Piaget, Vygotsky, and Bronfenbrenner. Behavioural theories, Humanistic perspective, Piaget and Kohlberg stage model of moral development.

UNIT II

Disability experience during pregnancy and infancy, neurogenesis, congenital, sensory and physical disabilities, family and parents adaptations, having a child with disability. Developmental views and infants with disability views on selective abortion, infanticides and disability.

UNIT III

Babyhood and early childhood

Disabling medical conditions during babyhood and early childhood – traumatic head injury, epilepsy, infectious conditions, asthma, arthritis, PDD, parents and family experiences, issues of overprotection, care and realistic goals, physical attractiveness, early intervention programme.

UNIT IV

Childhood

Developmental task, theoretical views, certain prominent disabilities-LD, ADHD, Child experience, special education.

UNIT V

Adolescent developmental task during adolescent period, theoretical views issues of body image, dating, gender identity and sexual orientation, marriage, career development disability medical conditions, alcohol and premarital pregnancies.

UNIT VI

Adulthood and midlife

Developmental task of adult and midlife, theoretical view of adult and midlife. disabling medical conditions, Disability and health, parenthood with disability.

UNIT VII

Elderly and old age

Developmental task of elderly and older elderly-issues of cognitive decline, personality change, physical change, retirement, role transitions. Disabling conditions- dementia, cardiovascular disorders, physical and sensory decline.

Reference

- Tarvydas, V.M.&Hartley, M.T.2018. The professional practice of rehabilitationcounseling 2n ed.New York: Springer.
- Moroz, A.&Flanagan, S.R. 2017. Medical aspects of disability for the rehabilitation professional 5th ed.New York: Springer.

Smart, J. (2010) disability across the developmental lifespan- for the rehabilitation counsellor.

Koch,L.C& Rumrill,P.D.(2017) Rehabilitation counseling and emerging disabilities : medical, psychosocial, and vocational aspects. New York: Springer.

OLIVER, J (1995) Counselling Disabled People: A counsellor's perspective, Disability & Society, 10:3, 261-280, DOI: 10.1080/09687599550023525

Bhargava V.K. (2014) Mental Retardation Disability and Development New Delhi Global Publication

Atkinson Stacey, Lay Joanne & Richardson Malcolm 2015 Intellectual Disability in Health and Social Care. New York Routledge

Dolly Singh. (2014) Disability and Special Needs Dimensions and Perspectives New Delhi Kanishka Publications

Slater, A. and Bremner, G. 2010 An introduction to developmental psychology Chichester: BPS Blackwell.

Beckett, C. & Taylor, H. 2010 Human growth and development. Sage Publications Ltd.

Alan M. Slater, A.M & Quinn, P.C. 2012 Developmental psychology : revisiting the classic studies. Sage Publications.

Rudolph Schaffes 2006 Key Concept In Developmental Psychology , London

Harris 2008 Exploring Developmental Psychology , London.

Salkind, Neil J. 2004 An introduction Theories of human development. Sage Publications New York 2nded.

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1866: Rehabilitation in Developmental
Disabilities

Objectives:

On completion of the course, the student will be able to

1. Explain the concepts of growth and development
2. Describe the assessment of growth and development
3. Explain the various developmental disabilities
4. Describe the prevention of developmental disabilities
5. Analyze the rehabilitation of persons with developmental disabilities

Syllabus

Unit 1. Concepts of growth and development- 15 Hours

- Growth-concept, pattern, Theories
- Growth from conception to birth
- Development-concept, theories, principles
- Determinants of growth and development

Unit 2. Assessment of growth and development-15 hours

- Measures for assessment of growth and development
- Indices of Growth and development
- Developmental tasks, milestones
- Deviations in development-types, causes, significance, prevalence

Unit 3. Developmental disabilities -30 hours

- Concept, scope, significance
- Causes, Risk factors
- Types-cerebral palsy, intellectual disabilities, autism, pervasive developmental disabilities
- Clinical features
- Early identification

Unit 4. Prevention of developmental disabilities-15 hours

- Levels of prevention
- Scope and dimensions/components of preventive services
- Team approach
- Barriers in prevention
- Services available in the country and abroad

Unit 5. Rehabilitation of persons with developmental disabilities 15 hours

- Scope of rehabilitation- educational, vocational, technologic interventions
- Issues and trends
- Legal and ethical aspects in rehabilitation
- Team work and community participation
- Critical analysis of organization of rehabilitation services in India

Activities:

- Observation visit to early intervention centre
- Observation visit to special schools for children with intellectual disability, autism, cerebral palsy
- Focus group discussions with parents and siblings of children with Developmental disabilities

- Conduct of awareness programmes in the community regarding developmental disabilities
- Preparation of educational material for parents and primary schoolteachers regarding rehabilitation of children with developmental disabilities

References:

- CDC's Developmental Milestones. (n.d.). Retrieved March 24, 2019, from <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Davis E, Davern M, Waters E, Boyd R, Reddihough D, Mackinnon A, Graham HK (2013). Cerebral Palsy Quality of Life Questionnaire for Adolescents (CP QOL-Teen) Manual. Melbourne: University of Melbourne.
- Developmental Tasks. (n.d.). Retrieved March 24, 2019, from http://cec.nic.in/wpresources/module/Psychology/DVD_37/Developmental_Tasks/content/downloads/Script.pdf
- Directorate General Factory Advice Service and Labour Institutes & International Labour Organization (ILO). (2018, April 1). National Occupational Safety and Health (OSH) Profile. Retrieved March 24, 2019, from www.dgfasli.nic.in/Nat-OSH-India-Draft.pdf
- Dubbudu, R. (2016, December 03). Here is the complete list of Railway Concessions. Retrieved March 24, 2019, from <https://factly.in/complete-list-railway-concessions/>
- India, Ministry of Health & Family Welfare, Department of Health & Family Welfare. (n.d.). *National Immunization Schedule (NIS) for Infants, Children and Pregnant Women*. Department of Health & Family Welfare.
- India, Ministry of Law and Justice, Legislative Department. (1986). The Child Labour (Prohibition and Regulation) Act, 1986.
- India, Ministry of Law and Justice, Legislative Department. (2016). *The Rights of Persons with Disabilities Act, 2016*.
- India, Ministry of Law and Justice, Legislative Department. (2016). The Child Labour (Prohibition and Regulation) Amendment Act, 2016.
- India, Ministry of Law and Justice, Legislative Department. (2017). *The Mental Healthcare Act, 2017*.

- India, Ministry of Law, Justice and Company Affairs, Legislative Department. (1996). *PWD Act, 1995: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*.
- Jain, J. (n.d.). Travel Concessions. Retrieved March 24, 2019, from <http://www.disabilityindia.co.in/useful-information/travelconcessions.php>
- Kanoi, C. S. (2018, July 24). Income / Profession Tax Benefits for Disabled / Handicapped Persons. Retrieved March 24, 2019, from <https://taxguru.in/income-tax/tax-benefits-for-disabled-and-handicapped-persons.html>
- Madhavan, T., Kalyan, M., Naidu, S., Peshwarla, R., & Narayan, J. (1989). *Mental Retardation- A Manual for Psychologists*. Secunderabad, Andhra Pradesh: National Institute for the Mentally Handicapped. Retrieved March 24, 2019, from <http://niepid.nic.in/A Manual for Psychologists.pdf>
- McLeod, S. A. (2008). Psychosexual stages. Retrieved from www.simplypsychology.org/psychosexual.html
- Piaget Stages of Development: What Are They and How Are They Used? (2018, March 27). Retrieved March 24, 2019, from <https://www.healthline.com/health/piaget-stages-of-development>
- Piaget's Stages of Cognitive Development: A Closer Look. (2017, April 10). Retrieved from <https://www.psychologynoteshq.com/piaget-stages/>
- Reddy, G. R. (2011). The stalwarts: Harry Stack Sullivan. *AP J Psychol Med*, 12(2), 87-89. Retrieved March 24, 2019, from <https://medind.nic.in/aag/t11/i2/aagt11i2p87.pdf>.
- Waters E, Davis E, Boyd R, Reddihough D, Mackinnon A, Graham HK, Lo SK, Wolfe R, Stevenson R, Bjornson K, Blair E & Ravens-Sieberer U. (2013). Cerebral Palsy Quality of Life Questionnaire for Children (CP QOL-Child) Manual. Melbourne: University of Melbourne.
- Piaget J. (1976) Piaget's Theory. In: Inhelder B., Chipman H.H., Zwingmann C. (eds) Piaget and His School. Springer Study Edition. Springer, Berlin, Heidelberg

- Sullivan, H. S. (1955). *The Interpersonal Theory of Psychiatry* (H. S. Perry & M. L. Gawal, Eds.). New York: Tavistock Publications Limited.
- Karren, K.J., Hofen, B.Q., and Limmer, D. (1995). *First Responder*. New Jersey: A Simon & Schuster Company.
- Hartl, D. L., & Ionis, E. W. (2006). *Essential genetics – A Genomic Perspective*. USA: Jones & Bartlet Publishers.
- Watson, N. (2008). *Disability*. New York: Routledge - Taylor & Francis Group.
- Davis, L.J. (1997). *The Disability Studies Reader*. New York: Routledge - Taylor & Francis Group.
- Shier, D., Butler, J, & Lewis, S.R. (1996). *Human Anatomy and Physiology*. New York: Mc Graw Hill Company.
- Davis, K. (1981). *Rehabilitation administration and supervision*. Maryyord: University Park press.
- Desai, M. (2010). *Ideologies and social work: Historical and contemporary analyses*. Jaipur, Rawat.
- Eruc, R. (1983). *Working with disabled people*. London, United Kingdom: Batsford.
- Cardlyn and Vash Nancy (2004) *Psychology of Disability*, Springev Publishing Company, Los Angeles, C.A
- Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R, & Narayan, J. (2006). *Mental Retardation – A Manual for Psychologists*. Secunderabad: NIMH.
- Persha, A. J., & Sheilaja Rao, V. R. P. (2003). *Early Intervention to IUGR Children at Risk for Developmental Delays*. Secunderabad: NIMH.
- Persha, A. J., Sivakumar, T. C., Narayan, J., & Kari, M. L. (2008). *RAPID Reaching & Programming for Identification of Disabilities*. Secunderabad:

NIMH.

- Devinsky, O., & Brook, L.W. (2002). *Epilepsy and Developmental Disabilities*. Boston: Butterworth Heinemann.

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1867: Intervention in Chronic and Terminal
Illness

Objectives: On completion of the course the student will be able to:

1. Identify the major chronic and terminal illnesses in the country
2. Explain the significance of chronic illnesses in society.
3. Explain the factors affecting response to chronic illness
4. Describe the challenges in providing care for persons with chronic and terminal illness in the community
5. Explain and evaluate strategies for working with the clients with chronic illnesses and their families.
6. Demonstrate knowledge and skill in performing psychosocial assessments and treatment planning of chronically ill clients and their families.
7. Explain the impact of culture and socio-economic factors on older adults and their families in relation to their health
8. Explain the constitutional and other supportive measures available in the society for the geriatric ,chronic and/terminally ill persons

Syllabus

1. Chronic and Terminal Illness - An overview -25 hrs

- Define of Chronic Vs Terminal Illness
- Epidemiology of Chronic / Terminal Illnesses
- Chronic Diseases and Conditions: ALS (Lou Gehrig's Disease), Alzheimer's Disease and other Dementias, Arthritis, Asthma, Cancer, Chronic Obstructive Pulmonary Disease (COPD), Blood disorders such as Haemophilia; Thalassemia; and Sickle Cell disease, Cystic Fibrosis, Diabetes, Heart Disease, Obesity, Osteoporosis, Reflex Sympathetic Dystrophy (RSD) Syndrome, Stroke.
- Pain: causes, characteristics and management.
- Terminal Illnesses and Conditions: Advanced Cancer, AIDS, Advanced Heart Diseases, Trauma, Ebola

2. Impact of Chronic / Terminal Illnesses- 15 hrs

- Life with Chronic and terminal Illness
- Impact of Chronic Health Issues on Individuals: a) Physiological b) Psychological c) Economical d) social
- Factors affecting response to chronic illness
- Factors affecting response to terminal illness
- Review of related research studies.

3. Concept of Aging, Death and Morbidity 10 hrs

- Patterns of Functional Decline at the end of life.

- Theories of aging and physiological changes associated with ageing
- Death & Dying ,
- Etymology of death
- Caregiver burden, grieving

4. Trends and issues 10 hrs

- NGO, Self-help groups
- Hospice care
- Palliative care
- Old age homes
- Social media and resource mobilization
- Evidence based practices

5. Rehabilitation -30 hrs

- Rehabilitation services available in the community for elderly and persons with chronic and terminal illness
- Constitutional and other laws, rules and, privileges in India supporting the persons who are aged, or with chronic or terminal illness
- Social security schemes

Activities

1. Field visit to old age home
2. Field visit to palliative care centre
3. Home visit to identify the health care issues in old age, chronic illness and terminal illness.
4. Interaction with persons with chronic/terminal illness
5. Focus group discussions with family members of persons with chronic/terminal illness
6. Organization of services for people with chronic/terminal illness mobilizing resources

References

1. Gawande, A. (2014). *Being Mortal: Medicine and What Matters in the End*. Metropolitan Books
2. Oxford University (2009). *Volunteers in Hospice and Palliative Care: a handbook for volunteer service managers*. Oxford: Oxford University Press.
3. Doyle, D., & Jeffrey, D. (2000). *The Oxford Textbook of Palliative Medicine*. (3rd Edition). Oxford: Oxford University Press.
4. Goldman, A. (1998). *Handbook of Palliative Care*. London: Blackwell Science.
5. Ellershaw, J., & Wilkinson, S. (2003). *Palliative Care in the Home*. Oxford: Oxford University Press.

6. Miesen, B., & Jones, G. (2006). Care giving in Dementia –Research and Applications. New York: Routledge Taylor & Francis Group.
7. Jacques, A., & Jackson, G. (2000). Understanding Dementia. London: Churchill Livingstone Publication.
8. Newman (1980). Neurophysiology. Jamaica: Spectrum publications.
9. Pearlman, A., & Collins, R. (1990). Neurobiology of Disease. New York: Oxford University Press.
10. Ropper, A., & Samuels, m. (2009). Principles of Neurology. New York: McGraw Hill.
11. Sharma, O. P. (2008). Geriatric Care. New Delhi: Viva Books.

SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1868: Psychosocial Rehabilitation

Objectives: On completion of the course the student will be able to:

- i) Explain the concepts related to health, mental health, wellness, illness, health care, health promotion in the psychosocial context.
- ii. Identify the causes, identification and prevention of mental and behavioural disorders
- iii) Explain the Treatment approaches to various mental and behavioural disorders in the institutional and community setting
- iv) Describe the legislation pertaining to psychosocial rehabilitation
- v) Explain the organization of psychosocial rehabilitation services in the country and abroad
- vi) Identify the various issue in rehabilitation of persons with mental and behavioural disorders
- vii) Develop basic skills to work with distressed families to help them handle their psychosocial problems .
- viii) Demonstrate positive attitude towards the rehabilitation of persons with mental and behavioural disorders and strive to reduce stigma associated with the mentally ill.

Unit 1. Health and Hygiene, Mental Health-15Hrs

- Definitions, Concepts, dimensions, determinants
- Levels – Individual, Family, Community
- Health – Disease, Spectrum, Natural history of disease
- Levels of Prevention: Primordial, Primary, secondary, tertiary
- Promotion of health
- Health indices
- Concept of mental health

- Characteristics of a mentally healthy individual
- Lifestyle and illness, Personality and stress
- Stress: meaning, sources, impact, Bio-psychosocial aspects of stress
- Stress and Health
- Coping with stress, management of stress.
Crisis intervention

Unit 2. Mental disorders: concept, classification, issues-40hrs

- Causes of mental illness: Bio psychosocial causes.
- Epidemiology of mental disorders – incidence, prevalence.
Classification
Therapeutic communication
- Psychiatric Interview – History taking, Mental Status Examination (MSE)
Disorders of Thinking, Perception, Mood, Emotion, Cognition and Motor disorders.
Psychiatric disorders-psychotic, neurotic, organic-diagnosis and management
- Issues in prevention and management
- Rehabilitation and Advocacy.
- Stigma of Mental Illness and Discrimination
- Implications for treatment
- Rehabilitation and Advocacy.

Unit3. Concepts of Psychosocial Rehabilitation- 20 Hrs

- Impairment, disability handicap
- Impact of psychiatric disability on the individual, family, community
- Disability due to psychiatric disorders.
- Need for Psychosocial Rehabilitation & Counselling
- History / emergence of PSR, Philosophy and Principles of PSR
- Definitions, Goals, Objectives, Essentials of PSR, Scope
- Hospital based and community based rehabilitation programmes
- Residential and Non-residential programs
- Halfway Home, Group Home, Quarter-way home, Foster care, Respite care,
Hostels, Day Care centers, Day hospitals, Sheltered Workshops, Therapeutic
Clubhouses, Vocational Training Units, Community-based programs.

Unit 4.Processes , approaches, issues and trends in PSR -10hrs

- Assessment, Planning, Intervention and Evaluation.
- Assessment in PSR: Qualitative and quantitative assessments.
- Areas of assessment.
- Scales of assessment
- Therapeutic Community
- Behavioral approach
- Transactional analysis approach
- Eclectic approach

- Rights and practices with reference to working with individuals, families, groups and the community.
- PSR in different settings.
- Stress and Burnout in Helping Profession
- Identification and Referral of Emotional and Mental Disorders

Unit V. Issues and trends in PSR-5 hrs

- Gender issues in mental health
- Evidence based practices
- Peoples participation
- Legal and political
- National and international scenario

Activities

1. Observation visit to mental health centre
2. Observation visit to halfway homes/day care centres/sheltered workshops
3. Observation visit to juvenile homes/certified schools
4. Focus group discussions with family members of persons with psychiatric disorders
5. Critical evaluation of services available for psychosocial rehabilitation with suggestions to improve the system

REFERENCES:

- Bhattacharya, S. (1985). Social work: An integrated approach. New Delhi, India: Deep & Deep.
- Chowdhary, P.D. (1984). Introduction to social work: History, concept, methods and fields. New Delhi: Atma Ram & Sons.
- Davis, K. (1981). Rehabilitation administration and supervision. Maryland: University Park press.
- Desai, M. (2010). Ideologies and social work: Historical and contemporary analyses. Jaipur, Rawat.
- Eruc, R. (1983). Working with disabled people. London, United Kingdom: Batsford.
- Fink, A.E. (1985). Fields of social work (8th ed.). New York, NY: SAGE.
- Friedlander, W.A. (1964). Concepts and methods of social work. New Delhi, India: Prentice Hall.
- Friere, P. (1996). Pedagogy of the oppressed. London: Penguin
- Gandhi, A. (1990). School social work: The emerging models of practice in India. New Delhi: Commonwealth.
- Gandhi, M.K. (n.d.). Social service, work and reform. Ahmadabad: Navjivan Press.
- Goldenson, R.M. (1978). Disability and rehabilitation handbook. New York, NY: McGraw-Hill.

- Government of India. (1987). Encyclopedia in social work, New Delhi: Publication Division, Social Welfare Ministry.
- Hamilton, G. (1964). Principles of social case recording. New York, NY: Columbia University Press.
- Mathew, G. (1992). An introduction to social case work. Mumbai: Tata Institute of Social Sciences.
- Misra, P. D. (1994). Social work: Philosophy and methods. New Delhi: Inter-India.
- Mizrahi, T., & Davis, L. E. (2008). Encyclopedia of social work (20th ed). Washington, DC: NASW Press.
- Murray, G. R. (1985). Community organization: Theory and principles. New York, NY: Harper and Row.
- Richmond, M. (1917). Social diagnosis, New York: Russell Sage Foundation.
- Rothman, J. (2001). Strategies of community interventions and macro practices (6th ed.). Adelaide: Peacock.
- Sachdeva, D. R. (1993). Social welfare administration in India. Allahabad: Kitab Mahal.
- Stroup, H. H. (1960). Social work education: An introduction to the field. New Delhi: Eurasia.
- Trecker, H. B. (1990). Social group work practice. New York, NY: Women's Press.
- Wadia, A. R. (1961). History and philosophy of social work in India. Alhambra, CA: Allied Pacific.
- Berger, R. L., & Federico, R. C. (1982). Human Behaviour. New York: Longman.
- Haynes, S. N., & O'Brien, W. H. (1999). Principles and Practices of Behavioural assessment. New York: Kluwer Academic/Plenum Publishers.
- Hallahan, D. P., & Kauffman, J. M. (1978). Exceptional Children. New Jersey: Prentice Hall.
- W H O. International Classification of Diseases. Geneva: WHO.
- Miller, P. H. (1983). Theories of Developmental Psychology. New York: W. H. Freeman & Co.
- Burman, E. (1994). Deconstructing Developmental Psychology. London; Routledge.
- Sadock, B. J., & Kaplan, (2003). Synopsis of Psychiatry. New Delhi: Lipincott Williams & Wilkins.
- Partner, D. (2001). Disorders First Diagnosed in Childhood. Philadelphia: Chelsea House Publishers.

- Jayaraj, M.K. (2012). M.K. Jayaraj Commission Report. Thiruvananthapuram: State Institute for the Mentally Challenged.
- Universal Declaration of Human Rights: Adopted and Proclaimed by General Assembly resolution 217 A (III) of 10 December 1948. United Nations Department of Public Information. www.ohchr.org/english/issues/education/training/udhr.htm
- Verma, R. K. R., & Verma, P. (2014). Disability Perspective in Rehabilitation – National and International Scenario. Kanishka Publishers, Distributors, New Delhi.

SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1869: Rehabilitation of Older Adults

On completion of the course the student will be able to:

1. Demonstrate beginning skill in assessment of a geriatric person
2. Explain the Issues and Challenges In Geriatric Care
3. Describe the effect of illnesses in elderly
4. Analyze and evaluate the disabilities among elderly
5. Explore and analyse the process of death and its effect on elderly and their caregivers
6. Identify and plan rehabilitation services for older adults

Syllabus

1. Assessment of elderly

- Objectives
- Tools and techniques
- Screening methods
- Evidence based practices
- Records and reports

2. Issues and Challenges In Geriatric Care

Health care

Social

Vocational& Economic

Psychological & spiritual

Sexual

3. Ageing, illness and disabilities

- Chronic illnesses -Diabetes mellitus, Hypertension, Arthritis, COPD, Glaucoma, Dementia
- Acute infections -Viral fever, influenza, Otitis media, opportunistic infections, UTI
- Mental illness - Dementia, Depression, Substance abuse, Psychosis
- Terminal illnesses - Cancer, AIDS, Renal failure, Cardiac failure
- Communicable diseases- Herpis, Dengue
 - Psychological and psychiatric- anxiety,depression, organic disordres
 - Death and Dying
 - The dying process
 - End of life care
 - Right to die
 - Grief, bereavement
 - Caregiver concerns

4. Rehabilitation programmes and services for the aged

- Significance
- Social welfare schemes
- Health care schemes
- Self help groups
- Health Programmes

Activities:

1. Preparation of educational material for promoting awareness.
2. Organize and Participate in geriatric rehabilitation programmes in

Community.

3. Case study on geriatric problems and rehabilitation from a local community setting

References

1. Higgs, Paul Medical Sociology and old age: towards a sociology of health in later life
2. Millen, Sigmund Stephen Life span plus: the definitive guide to health and wellbeing for the rest of your life: New York. Mac Millan Publishers 1986
3. Chai Emily. Geriatric Palliative Care New York: Oxford University Paris. 2014.
4. Sterner Hal, Ed Timiras studies of aging. New York, Springer, 1999.
5. Handbook of theories of aging Bengtson, Vevnl. New York, Springer 2016
6. Gambrill, Eric, Martin Anthony Geriatrics New Delhi, P.G Publishing 1986.
7. Kart, Cany.S The realities of aging: an introduction to gerontology London: Allyn & Bacon 1994.
8. Hooyman, Nancy R social gerontology a multidisciplinary perspective London: Allyn & Bacon.
9. Farnd- Holtan, Jean Coping with loss of independence. Sandiego Singular Publishing, 1993.
10. Denham, Michael Care of the langkay elderly patient London. Chapman and Hall
11. Berman, Harry J Interpreting the aging self. Personal journal of later life. New York, Springer Publishing
12. Joshy Pratap old age care and welfare administration: Planning policy imperatives and projection. New Delhi, Kanishka Publishers 2000.
13. Olsan, Elizabeth A, Young Health, illness and disability in later life: practice issues and interventions

14. Jacobs, Michael. The care guide: a handbook for the caring professions and other agencies. London.Cassel.1995
15. Dienenfeld, David. Verwaerd's clinical geropsychiatry. London. Williams and Wilkinson,1990
16. Sullivan, S., & Schmitz, T. (2001). Physical Rehabilitation. New Delhi: Jaypee Brothers.
17. Black, M. J., & Jacob, E. M. (1993). Medical Surgical Nursing. Philadelphia: W. B. Saunders Company.
18. Randall, B. (2007). Physical Medicine and Rehabilitation. Philadelphia: Elsevier.
19. Marks, D. F., Murray, M., & Evans, B. (2004). Health Psychology. New Delhi: Sage Publications.
20. Marks, D., Murray, M., Evans, B., & Willig, C. (2008). Health Psychology –Theory, Research & Practice. New Delhi: Sage Publications.
21. Edwards, C., & Bonchier, I. A. D. (1991). Davidson's Principles and Practice of Medicine. Hongkong: Chrchill Livingstone Company.
22. Block, E. E., & Grune, D. Physically Handicapped Children – A Medical Atlas for Teachers.
23. Davidsen, Principles and Practice of Medicine. E.L.B.S. Publication
24. An Introduction to the Study of Diseases by Boyd & Sheldon, Lee & Fibiger Philadelphia
25. Manual of Structural Kinesiology by Thomson & E.D., CB Mosby Company, USA
26. Park, K. (2015). Preventive and Social Medicine. Jabalpur: Bhanot .
27. Dubos, R,J. (1969). Man, Medicine and Environment. New York: New American Library.
28. Kark, S.L. (1974). Epidemiology and community medicine. Appleton Century crofts.
29. Hobson, W. (1965). World Health and history. London: Oxford University Press.
30. UNDP. (2013). Human Development report. London: Oxford University Press.

31. Govt. of India (2011). Census of India 2011. New Delhi: Ministry of Home affairs.
32. Boneita, R., Beaglehole, R., and Kjellstram, T.(2006). Basic Epidemiology (2nd edition). Geneva: WHO.
33. WHO (2006). International Travel and Health. Geneva: WHO

SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMIVE1870: Guidance and Counselling

Objective

1. To understand guidance and counseling.
2. Learn Rehabilitation Counselling and mental health counseling.
3. To acquire knowledge of the theoretical and therapeutic approaches in counseling.
4. To understand the process of Counselling.
5. To gain knowledge and skills for practice of Counselling in different settings

Unit I

Areas and Guidance counseling

Education- Student Counseling- Adolescent Counseling - Family –counseling children - Counseling parents- Counseling women – pre marital counseling – marital counseling- Geriatric Counseling – Genetic counseling - Occupational Counseling – Career guidance and counseling.

Unit II

Types of Guidance

Education guidance: Objectives – principles- classifications- Guidance for special learners- Gifted and Learning disabled- Strategies for educational guidance.

Vocational guidance- Concept, objectives and strategies for vocational guidance principles- approaches – Career corner- Career talk- Vocational Counselling Social guidance: Concepts-

objectives- Self development skills- Social life- Social problems complexes – Egocentrism – over dependency, deviant behavior – Attitudes – Prejudices- values.

Personal Guidance- Concept- Objectives – Counselling for children- Adolescents- Adults- Old age.

UNIT III

Theories and approaches in Counseling Practice

Major principles, therapy process, requisite therapist behavior of – Psychoanalysis, Client-centered, Gestalt theory, Rational emotive therapy, Behaviour therapy, Cognitive Behaviour Therapy, Reality therapy and Transactional Analysis
Eclectic approach in Counselling

UNIT IV

Counselling practice in different settings

Counselling in special situations: Family counseling premarital, marital counseling; Industrial counseling; Deaddiction Counselling- Motivation Interviewing; Sex Counselling; Career Counselling; Crisis Counseling; Genetic Counselling; Counselling related to chronic illness.

UNIT V Intervention and Issues in counseling practice

Specific Techniques in Stress management, Anger management, Post traumatic Stress Counseling, Grief Counseling. Counseling in the Context of HIV/ AIDS – Risk Assessment Counselling, Risk Reduction Counselling, Pre-Post Test Counseling, STI Counseling etc.

Counseling services for children and adolescents- Mental Health Promotion Programmes, Life skills education, sex education, learning disability, School counseling etc. Counseling for Elderly : old age and retirement

UNIT VI Role of a counsellor

Counsellor as a professional, Code of ethics and ethical standards in Counseling. Need for research in counseling practice. Recording in counseling.

References:

1. Sharma, Tara(2002). Modern methods of guidance & counselling. New Delhi: Sarup & sons.
2. Feltham & Horton(2000). Handbook of counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
3. Nelson-Jones, Richard(2002). Essential counselling and therapy skills: the skilled client model. New Delhi: Sage Publications India Pvt Ltd.
4. Jacobs, Michael(2010). Psychodynamic counselling in action(4th Ed). New Delhi: Sage Publications India Pvt Ltd.
5. Kottler, Jeffrey.A. & Shephard, David.S.(2008). Counselling: Theories and practices. New Delhi: Cengage Learning India Pvt Ltd.
6. Carroll, Michael., (1996). *Workplace Counseling: A systematic Approach to Employee Care*. London : Sage Publications
7. Fuster, J. M., (2002). *Personal Counselling*. Mumbai : Better Yourself Books
8. Nelson-Jones, R., (2000). *Practical Counselling and Helping Skills*. Mumbai : Better Yourself Books
9. Patri, V.R., (2005). *Counselling Psychology*. New Delhi : Authors Press
10. Rao, S.N., (2002). *Counselling and Guidance*. New Delhi : Tata Mc Graw Hill Publishing Company Ltd
11. Yeo, Anthony, (1993). *Counselling a Problem Solving Approach*. Boa Vista : APECA publications in India

SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMIVE1871: Disability Discourses and Policy Debates

Objectives:

1. To introduce important policy debates that affect the everyday life of people with disability
2. To help the students to understand key debates and apprise these debates academically
3. To enhance the academic persuasion skill of students

Course Content

Module 1 : Pre-natal Screening and the right to take birth

Module 2 : Choice of Education : the question of Segregation, Integration, and Inclusion

Module 3 : Employment Policies and People with Disability : Welfare to Workfare

Module 4 : Sexuality and Reproductive Rights

Module 5 : The question of “unsound mind” : The right to represent and inherit

Module 6 : Caregiving: The perspectives from disability studies and feminist scholarship

Module 7 : Accessibility

Module 8 : Euthanasia and Implications

Module 9: Recreation and sports

References

- Wilson, R. A., & Pierre, J. S. (2016). Eugenics and disability. *Rethinking disability: World perspectives in culture and society*. Antwerp: Garant Publishers, 93-118.
- Corker, M., & French, S. (1999). *Disability discourse*. McGraw-Hill Education (UK).
- Ghai, A., & Johri, R. (2008). Prenatal diagnosis: Where do we draw the line?. *Indian Journal of Gender Studies*, 15(2), 291-316.
- Bhattacharya, T. (2010). Re-examining issue of inclusion in education. *Economic and Political Weekly*, 18-25.
- Tomlinson, S. (2012). *A sociology of special education*. London. Routledge.
- Barton, L. (1986). The politics of special educational needs. *Disability, Handicap & Society*, 1(3), 273-290.
- Lunt, N., & Thornton, P. (1994). Disability and employment: towards an understanding of discourse and policy. *Disability & Society*, 9(2), 223-238.
- Davar, B. V. (2012). Legal frameworks for and against people with psychosocial disabilities. *Economic and Political Weekly*, 123-131.
- Beckett, C. (2007). Women, disability, care: Good neighbours or uneasy bedfellows?. *Critical Social Policy*, 27(3), 360-380.