

**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 2021 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

Dr. P.T. Baburaj

Professor, School of Behavioural Sciences, Mahatma Gandhi University.

Prof. (Dr.) Sukumaran P.S.

Professor and Dean, School of Behavioural Sciences, Mahatma Gandhi University.

Dr. Vinodkumar

Associate Professor, Central University, Kannore.

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. Boban Joseph, Guest Faculty in Social Work, School of Behavioural Sciences, Mahatma Gandhi University

Dr. Shiju K.K, Guest Faculty in Social Work, School of Behavioural Sciences, Mahatma Gandhi University

# **Vision, and Mission of Mahatma Gandhi University**

## **Vision of Mahatma Gandhi University**

"Mahatma Gandhi University envisions excelling in the field of higher education and catering to the scholastic and developmental needs of the individual, through continuous creation of critical knowledge base for the society's sustained and inclusive growth."

## **Mission of Mahatma Gandhi University**

- To conduct and support undergraduate, postgraduate and research-level programmes of quality in different disciplines
- To foster teaching, research and extension activities for the creation of new knowledge for the development of society
- To help in the creation and development of manpower that would provide intellectual leadership to the community
- To provide skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands
- To help promote the cultural heritage of the nation and preserve the environmental sustainability and quality of life
- To cater to the holistic development of the region through academic leadership

## Preface

This curriculum document presents the **Regulations for M. A. Social Work in Disability Studies and Action Programme** under Credit and Semester System conducted at School of Behavioural Sciences, Mahatma Gandhi University, Kottayam Kerala . The School started offering the programme in the year 2019 after getting approval from Rehabilitation Council of India, New Delhi. The syllabi and regulations of the programme were framed abiding with the regulations of the RCI as well as Mahatma Gandhi university. The curriculum has been modified incorporating the Credit and Semester System (CSS) regulations 2020 of Mahatma Gandhi University and Outcome Based Education (OBE) philosophy, to impart a learner outcome centred academic programme that is more relevant to the needs of the society across the globe. These regulations are applicable to M. A. Social Work in Disability Studies and Action Programme conducted by the University with effect from 2021 admission.

The **M. A. Social Work in Disability Studies and Action Programme** programme is aimed to develop a new generation of professionals 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. 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 work, internships, etc.

The programme is designed in such a manner that an individual student who qualified the academic programme- MA Social Work in Disability Studies and Action can confidently, meaningfully and efficiently undertake any Social Work related responsibilities in the field of health care and disability rehabilitation and also undertake higher level research programmes and projects.

OBE is an educational approach and a learning philosophy, focusing and organising the entire academic programmes (curriculum) and instructional efforts around clearly defined ‘outcomes’ that an institution wants all students to demonstrate when they complete the programme. Outcome Based Education (OBE) has been incorporated for enhancing employability of graduates through curriculum reforms based on a learning outcomes-based curriculum framework, upgrading academic resources and learning environment. The National Assessment and Accreditation Council (NAAC), for promoting international quality standards for higher education in India, has incorporated OBE into the Accreditation process. OBE syllabus has been prepared in the School of Behavioural Sciences of Mahatma Gandhi

University, as a quality-assurance approach to improving teaching and learning outcomes and processes.

The content of the syllabus is directional in scope and promotes the development of core competencies expected of a social worker across the globe. It also permits flexibility to keep pace with issues and trends in rehabilitation and evidence-based practices in social work profession.

2021

P.D. Hills

## **Regulations, scheme and syllabus of M. A. Social Work in Disability Studies and Action Programme designed under Credit and semester system (CSS) and Outcome Based Education(OBE)**

### **Eligibility for admission and reservation of seats:**

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 and/ social work. Selection of students is done on the basis of a common aptitude test (CAT) done by the university and an interview. 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 and regulations of Rehabilitation Council of India .

### **Credit and semester system (CSS)**

Credit and semester system (CSS) of Mahatma Gandhi University aims at flexibility in curriculum development, objectivity and critical approach in examination patterns, use of continuous evaluation for assessment in all educational programmes offered in the teaching departments/schools of the University. 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.

Mahatma Gandhi University follows the guidelines of UGC for implementation of the CSS, which became operational since 2002-03. The MGU-CSS is applicable to all academic programmes of the statutory Departments/Schools/Centres/Institutes of the University with flexibility to introduce new generation programmes such as integrated graduate-postgraduate and postgraduate-research programmes. The CSS Regulation has been revised from time to time in accordance with the requirements of changing curricular pattern. Revisions are carried out with a view to ensuring accountability, transparency and flexibility.

### **Revised Regulations**

Revision to the existing comprehensive regulation of the credit and semester system (CSS) has been carried out to ensure functional autonomy of statutory Schools/Centers/Institutes. Functional autonomy 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 of 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 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 postgraduate, M.Phil. and Ph.D. programmes in all the statutory Departments/Schools/Centers/Institutes of the University.

CSS seeks to ensure uniformity to the possible extent (taking into consideration the unique requirements of each Programme) with regard to the pattern of course design, course teaching, evaluation system, academic calendar and examination time-table for all programmes and course- work of the Ph.D programmes. CSS also ensures that while all its autonomous Schools/Centre/Institutes enjoy academic flexibility in the conduct of diverse academic programmes, they shall not conflict with the rules and regulations stipulated by the University as well as by the UGC and other concerned

Regulatory Bodies in the issue of degrees/diplomas/certificates. This revised regulation shall be applicable with effect from 2020 admissions.

Programmes of all the existing statutory Schools/Centre/Institutes and, any other similar, ones that may be started in the future shall also be covered by this Revised CSS scheme with effect from 2020 admissions.

### **Major components of Credit and Semester System (CSS)**

CSS of Mahatma Gandhi University is designed as a comprehensive package of curriculum management that enables faculties in Schools/Centre/Institutes to enjoy autonomy and flexibility in the design of diverse programmes in a pattern as per national/international norms or rules prescribed by UGC and other Regulatory Bodies, which are mandatory. Major components of CSS are as follows:

1. Admission to programmes.
2. Common Academic Calendar.
3. Course and Scheme design.
4. Course teaching patterns.
5. Student assessment patterns.
6. Examinations and evaluations.
7. Grading of students.
8. Course Reappearance, Improvement, Readmission and Repeating.
9. Grievance recording and redressal.
10. Inter-school academic collaboration.

CSS envisages well designed academic programmes with definite number of courses, which are rated in terms of the credits they are worth (number of hours of theory/practical/seminar/project training received) and grading of students according to their continuous and overall performance.

## **Outcome Based Education (OBE)**

Outcome Based Education (OBE) is an educational approach and a learning philosophy, which envisages organizing the entire academic programmes (curriculum) and instructional efforts around clearly defined 'outcomes' that an institution want all students to demonstrate when they complete the programme. The purpose of outcome based approach is to ensure that students achieve learning expectations for the programmes in which they participate. The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learning associated with programmes of study and courses with in a programme.

### **Key outcomes of curriculum planning and development**

The learning outcomes-based curriculum framework for undergraduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by students of a programme. The key outcomes that underpin curriculum planning and development at include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

#### ***Graduate attributes***

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a student through studies at a higher education institution. The graduate



attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed.

### ***Qualification descriptors***

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate.

### ***Programme learning outcomes***

Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of a Degree qualification.

### ***Course learning outcomes***

The programme learning outcomes are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study.

## **Definitions of terms**

***Course*** means the curricular content for teaching and learning.

**Core Course** means a compulsory course in a subject related to a particular programme.

**Course Code** means an eight-character unique code attributed to each course of study with four abbreviated components.

**Credit** means 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 week; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.

**Credit Point** means the product of number of credits of a course and grade point obtained by a student for the course.

**Cumulative Grade Point Average (CGPA)** relates to the performance of a 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. CGPA calculated on the basis of SGPAs with the minimum required SGPAs of all semesters may not be sufficient to obtain the minimum CGPA prescribed for a pass in the programme. Students need to overcome the low SGPA of certain semesters due to low grades in courses in which they are weak, by obtaining better grades for courses in other semesters in which they are strong, so that the better SGPA scores of such semesters would enable the candidate to attain the minimum CGPA prescribed for a pass in the programme.

**Department** means the entity offering programmes of study which may be a School/ Centre/ Institute.

**Elective Course** means an optional course, which can be selected from among a group of electives in a programme, semester wise, as per the scheme of the Programme. Elective courses in related areas can also grouped together as specializations in specific areas of the subject, in accordance with the scheme of the program.

**Grade** indicates the performance level of the student – the level of achievement of a student in terms of the score obtained in evaluations and examinations in a course.

**Grade Letter** means 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 and F

**Grade Point** means the weightage allotted to Grade Letter.

**Improvement course** is the course registered by a student for improving grades in the end

semester component of that particular course

**MOOC Course** means Massive Open Online Course.

**Open Course** means a course offered by a School/Centre/Institute other than the parent department. Every regular postgraduate student is required to choose an open course of 4 credits in the third semester.

**Programme** means a programme of study comprising Core courses, Elective courses, Open courses and MOOC courses.

**Project** The compulsory project/dissertation / guided field work/block placement, to be completed in the specified semester of a postgraduate programme shall be done 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/ HOD in consultation with Teachers.

**Repeat Course** means a course that is repeated by a student in a semester for want of sufficient attendance.

**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.

**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.

## Features of CSS

Course content of each programme is designed to meet the requirements of the society. A post graduate student has a choice of selecting elective courses offered for a programme in a particular semester. Each Department designs, offers and teaches a minimum of one course during the third semester for students admitted in other departments. These courses are designated as open courses, each of which carries minimum 4 credits. In the case of open course in the third semester, students get the choice of pursuing courses offered by a Department other than their parent Department, depending on their interests, needs and long term goals. Continuous evaluation of students in all the semesters is done through Internal Assessment as per the norms framed by the Department concerned. The student shall do a project work as a part of the regular programme. Each course, seminar and project work are assigned a specific number of credits and the percentage of marks secured by a student is

converted into grade points and credit points. The performance of a student in a semester is expressed as semester grade point average (SGPA) and the combined performance of a student in all semesters of the programme is expressed as cumulative grade point average (CGPA).

### **Course Teaching**

Courses shall generally be taught by the faculty member who designed the course, though the Faculty Council is authorized under these regulations to assign the teaching of a course to more than one faculty member. A detailed time table shall be prepared and approved by the faculty council and shall be published at the start of each semester.

### **Evaluation:**

#### **External & Internal Evaluation:**

There shall be continuous internal assessment as well as end semester examinations for all the programmes. Evaluation of the first and third semester shall be done by the faculty members of the Department offering the courses of study.

End semester Examination of second and fourth semesters will be based on the question paper set by External Examiners. Evaluation of the end semester examination of second and fourth semester of the post graduate programmes, except for practical examinations in science subjects, shall be conducted by External Examiner and concerned faculty member. External Examiner means a competent person in the specified subject from other Universities/ Institutes. A panel of External Examiners must be prepared based on recommendation of Faculty Council and approval of the same by Vice Chancellor.

### **Methodology**

Indirect Grading is employed for the evaluation of courses. The performance of a student in each course is evaluated in terms of percentage of marks converted to grade points. Students have to secure a minimum attendance of 75% to appear for the end semester examination. A separate minimum of 40% of marks is required in the Continuous Assessment (CA) as well as End semester examination for a pass in a course. The minimum mark for the Continuous Assessment, End semester examination and Aggregate for a pass, course wise can be fixed as per the norms put forward by Regulatory bodies, wherever Programmes are governed by Regulatory bodies.

Students who fail to obtain minimum of 40% mark in the in Continuous Assessment can request the Faculty council for a chance to improve the marks. The Faculty council may permit the student to secure the minimum mark in CA, by taking written Tests. However, only one chance will be given to improve CA marks.

**Revaluation:**

Revaluation or Scrutiny of answer scripts for the first and third semester is provided. There is no provision for revaluation or scrutiny of answer scripts for the end semester examinations of 2<sup>nd</sup> and 4<sup>th</sup> Semesters as double valuation is performed on the scripts. The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the concerned School/ Department/ Centre within 15 days from the date of publication of the results. The Head of the Department, in consultation with Faculty Council may entrust an external expert for revaluation.

**Question paper setting:**

The Faculty Council of each Department shall prepare the panel of question paper setters for each programme and get it approved by the Vice Chancellor. The Head of the Department will make arrangements for getting the question papers set by external experts approved by the Vice Chancellor. Questions for courses offered in the 1<sup>st</sup> and 3<sup>rd</sup> semesters, will be set by faculty members of the Department and for 2<sup>nd</sup> and 4<sup>th</sup> semesters by external examiners. The Faculty Council shall as far as possible recommend teachers of other Universities as external examiners for the purpose of preparing panel of question paper setters and examiners.

**Process of Evaluation:**

The internal assessment will be a continuous assessment (CA) that accounts for 40% of the evaluation in both theory and practical. The end semester examination will account for the remaining 60% of the evaluation.

**End-Semester Examination:**

The end semester examination will account for 60% of the evaluation. The evaluation of the end-semester examination of the first and third semesters shall be done by the faculty who taught the course. Evaluation of the 2<sup>nd</sup> and 4<sup>th</sup> semester courses based on questions set by external question paper setters shall be evaluated 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 examiner. The double valuation of answer scripts in the second and the fourth semester courses shall be done by external examiners and the concerned faculty respectively as approved by the Faculty Council.

The Head of the School/Department/Centres/Institutes will make arrangements for the evaluation of the answer scripts. The project/dissertation shall be evaluated by two examiners, one of them the faculty member who supervised the project and the other an external examiner to be decided by the HOD from a panel recommended by faculty council and approved by the Vice Chancellor. The comprehensive viva-voce, if any, must be carried out along with project evaluation.

### **Continuous Assessment (CA):**

The student's participation and classroom performance as well as the feedback received from tests, tutorials, assignments and term papers shall form the basis for continuous assessment (CA). It accounts for 40% of the evaluation in both theory and practical. 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 skill, records/viva and attendance in respect of practical courses.

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

#### **a. Theory**

|      | Component                            | % of internal marks |
|------|--------------------------------------|---------------------|
| i.   | Test papers.                         | 50%                 |
| ii.  | Assignments/Book review/debates.     | 25%                 |
| iii. | Seminars/Presentation of case study. | 25%                 |

For each course there shall be at least two class tests during a semester. Average of the best of the marks obtained in the two tests (in the case of more than two tests) or the average of the tests (if there are only two tests) will be counted as the internal test component of CA.

#### **b. Practical**

|      | Component   | % of internal marks |
|------|-------------|---------------------|
| i.   | Lab skill.  | 25%                 |
| ii.  | Records.    | 25%                 |
| iii. | Test paper. | 40%                 |
| iv.  | Viva-Voce.  | 10%                 |

**Test Paper:**

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.

**Results of Continuous Assessment:**

The results of the CA counter-signed by Head of the school shall be displayed on the notice board 5 days before the end semester examinations. 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. Relevant records of continuous assessment (CA) must be kept in the department and that must be made available for verification.

**Project Work:**

There shall be a project/dissertation to be undertaken by all students. The dissertation entails field work, lab work, report writing, presentation and viva voce. The class hours allotted for project work may be clustered into a single slot so that students can do their work at a centre/location for a continuous period of time. However, appropriate changes can be made by the faculty council in this regard. Project /dissertation shall be carried out under the supervision of a teacher in the parent School/Centre/Institute or other research institutes or industrial establishment or university departments if they permit the students to do so, after getting permission from the Department Head. In such cases, one of the teachers from the schools/centres/institutes would be the co- supervisor/internal guide and an expert from the industry/ research organization concerned shall act as supervisor/ external guide. In the case of M Phil programme while forwarding the mark lists of the second semester to the CSS, director of the school/centre/institute shall ensure that both the hard and soft copies of the project/dissertation of all students will be handed over to the University Library immediately after the publication of the results.

**External Evaluation of theory answer scripts:**

The evaluation shall be done after the examination at the earliest, preferably in a centralized valuation. 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. End semester evaluation of theory answer scripts shall be conducted and evaluated by one internal examiner for odd semesters. For even semesters, one external and one internal examiner shall do the process of evaluation. That is, there shall be double valuation system of answer books in the 2<sup>nd</sup> and 4<sup>th</sup> 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 external examiner appointed by the Head

of the Department. The final marks to be awarded shall be the average of mark obtained in third valuation and the highest of marks awarded by the other two examiners.

**Process of evaluation of project work:**

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

- i. Continuous Assessment: Supervising teacher/s will assess the project and award Marks.
- ii. Final evaluation: Final evaluation will be done by external examiner, based on the work done by the student and a viva voce.

**There is no provision for improving the continuous assessment/ final evaluation of the project.**

**Grading System:**

The grading system followed is that of relative grading on a ten-point scale. The grading system followed is on a ten-point scale.

The following table indicates the performance range and the relative value of the grades (grade points) on the scale The.

| 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           |

**Minimum grade for passing in a course or programme:**

The minimum CGPA for a specific programme and the minimum credit point requirement for each programme are as per the table given below:

| Programmes                                | Minimum CGPA |
|---|--------------|
| MA/M.Sc.                                  | 4            |
| MEd/MPhil and Master Diploma              | 5            |
| MTTM//MBA/M Tech                          | 5            |
| M Ed/ MPES                                | 5            |
| M Phil/Ph D Course Work                   | 5            |
| M Sc part of integrated MSc-Ph D in NIPST | 5            |
| LLM                                       | 5            |



The HOD 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.

### **Publication of Results:**

The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.

### **Conferment of the Degree:**

A candidate shall be eligible for the conferment of the degree only after he/she has earned the minimum CGPA as specified in the scheme of the prescribed programme, within the stipulated period.

### **Reappearance and improvement Examinations**

A student who failed for a course in a semester can register for Reappearance in the forthcoming examination, subject to the conditions set forth in these regulations.

Improvement of marks/grades in the forthcoming examination can be done, subject to the conditions set forth in these regulations.

### ***Registration for Improvement:***

A candidate has to apply for registration for Improvement by paying the requisite fee. Candidates are not permitted to register for improvement of grades for Individual course. Candidates in the 1<sup>st</sup> and 2<sup>nd</sup> semesters, who have secured SGPA letter grade 'P' or above in the end- semester examination can improve their grade by reappearing for all the semester courses along with the next immediate batch. 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 already awarded.

Candidates in the 3<sup>rd</sup> semester, who have secured the SGPA letter grade 'P' or above in the end- semester examination, can improve their grade by reappearing for all the semester courses, along with the 3<sup>rd</sup> semester supplementary examination being conducted for failed candidates immediately after the completion of end semester examination of Fourth semester. This provision is applicable only for third semester. Improvement of 4<sup>th</sup> semester can be done 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 (3<sup>rd</sup> or 4<sup>th</sup>) is to be improved; however, the grade given to the candidate shall be that obtained for the entire semester improvement examination.

1<sup>st</sup> and 2<sup>nd</sup> semester SGPA cannot be improved after the completion of the 4<sup>th</sup> semester.

Only 3<sup>rd</sup> and 4<sup>th</sup> semester SGPA can be improved after the completion of a programme. The marks/grades awarded for Continuous assessment and that for the Project/dissertation cannot be improved. SGPA secured in the 4<sup>th</sup> semester can be improved only for the purpose of fulfilling the minimum CGPA requirement.

### **Reappearance:**

Candidates in the 1<sup>st</sup> and 2<sup>nd</sup> semesters who have secured a letter grade of 'F' or 'Ab' in any of the courses can avail two immediate consecutive chances to reappear for examination, course wise, provided the candidate has applied for the same and paid the required fee.

Candidate in the 3<sup>rd</sup> semester who has secured letter grade of 'F' or 'Ab' in any of the courses can reappear for exams course-wise in the 3<sup>rd</sup> semester supplementary examination, which will be conducted immediately after the completion of End semester examination of Fourth semester, 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).

Candidates who secured the grade of only 'F' or 'Ab' in a course in the 4<sup>th</sup> semester examination can re appear course wise, along with the immediate lower batch.

Candidates who secured the grade of only 'F' or 'Ab' in a course in the 3<sup>rd</sup> /4<sup>th</sup> 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).

Scholars undergoing M.Phil Programme shall be permitted to submit dissertation, only after clearing the courses in the First semester. Scholars who fail to clear all or any one of the courses shall be permitted to appear for a supplementary examination during the second semester. Supplementary examination will be conducted within two months of publication of first semester results.

### **Re-admission:**

***No students shall be readmitted to the 1<sup>st</sup> semester.*** Readmission to other semesters of the programme will have to be recommended by the Head of the Department. The student has to apply for Readmission paying the prescribed fee. The student may 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.

In all cases of discontinuation and readmissions, candidates must submit applications countersigned by the HOD to the Registrar 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.*** They need to attend classes along with new batch of students and should obtain the required percentage of attendance as usual.

### **Grade Card:**

Grade cards will be issued to the student after the publication of results of each End Semester Examination. The Grade Card will indicate the grades obtained for the courses as well as the semester grade point average (SGPA) which is the weighted average of the numerical value (grade point) obtained by the student 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 issued for the Final Semester examinations of the programme. ***Minimum SGPA in all semesters is not an assurance to minimum CGPA for the entire programme.***

### Percentage Equivalence of Grade:

| Range of % of Marks | Grade Letter | Grade Point |
|---------------------|--------------|-------------|
| 95 - ≤100           | O            | 10          |
| 85 - <95            | A plus       | 9           |
| 75 - <85            | A only       | 8           |
| 65 - <75            | B plus       | 7           |
| 55 - <65            | B only       | 6           |
| 45 - <55            | C            | 5           |
| 40 - <45            | P            | 4           |
| <40                 | F            | 0           |
| Absent              | Ab           | 0           |

### Calculation of Semester Grade Point Average (SGPA) :

Credit Points for the Course = Credits assigned for the Course X Grade Point secured for the 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 credits assigned to the 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 specific curriculum). Securing of SGPA in all semesters may not enable students to secure minimum required CGPA for a pass in the programme.**

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

### 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.

$$\text{CGPA} = \left( \frac{\text{Sum of the Credit Points secured by the student for each semester}}{\text{Sum of the Credits assigned to each Semester of the Programme}} \right)$$

$$\text{CGPA} = \frac{\text{Total CreditPoints of Semester- S1} + 2 + 3 + 4}{\text{Total Credits of Semester- S1} + 2 + 3 + 4}$$

Total Credits of Semester- S1 + 2 + 3 + 4

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 above shall also be printed on the Grade Card).

### Conversion of SGPA/CGPA to 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

$$\text{Equivalent Percentage} = \frac{(\text{CGPA obtained}) \times 100}{\text{Maximum CGPA (=10)}}$$

Maximum CGPA (=10)

The equivalent percentage shall be represented in a numeric format rounded to two decimal digits accuracy ("99.99") and will not be rounded to the nearest integer.

## **Rank/ Position Certificate:**

***Rank Certificate shall be issued to the first three positions only.*** The position certificate shall be given for the 1<sup>st</sup> ten positions based on the CGPA secured by the students. Students who have completed the course by availing the opportunity of reappearance for a course will not be eligible for Rank certificate.

If Rank certificate/Position certificate in a prescribed format is demanded by institutions for awarding a specific fellowship/scholarship such as for DST Inspire Fellowship etc, the same may be given for such students as a special case in the prescribed format.

## **Registration with 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 of admissions to the programme.

## **Consolidation and Declaration of Results:**

All work pertaining to the examinations shall be held in the Departments under the direct control and supervision of the Heads of the departments. The Head of each Department in consultation with the Faculty Council shall monitor the Continuous Assessment/ End Semester 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 Department's notice board / published in the Department Website at the end of each semester.

Complaints from students regarding the marks awarded in internal assessment should be reported to the concerned faculty member within 3 working days from the date of publication of the same on the notice board/Website. Thereafter, complaints against internal marks will not be entertained under any circumstance. The pass board of a Department will consist of selected teachers/ the entire faculty of the Department concerned and will be constituted by the Head of the Department 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 Department/School/Centre/Institute 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.



## **Mahatma Gandhi University Graduate Attributes**

### **Graduate Attribute 1 : Interdisciplinary Knowledge, Skills and Attitude**

MGU graduates should be able to acquire interdisciplinary and cross disciplinary knowledge base, skills and attitudes as a consequence of the learning they engage with their programme of study. These qualities should equip students to live and work in a rapidly changing and complex world.

### **Graduate Attribute 2 : Equity, Sustainability, Diversity and Inclusiveness**

MGU graduates should acquire the spirit of equity, sustainability, diversity and inclusiveness during their course of study. They should acquire all the ethical values to enable them to act as dignified citizens

### **Graduate Attribute 3 : Societal Interaction/Community Service**

MGU graduates should have the ability to disseminate knowledge and actively engage with the world through community service.

### **Graduate Attribute 4 : Net Working and Collaboration**

MGU graduates should acquire skills to be able to collaborate and network with educational institutions, research organizations and industrial units in India and abroad.

### **Graduate Attribute 5 : Lifelong Learning**

MGU graduates should be lifelong learners for the pursuit of knowledge for either personal or professional reasons. This should enhance social inclusion, active citizenship, personal development, self-sustainability as well as competitiveness and employability.



## **Mahatma Gandhi University Programme Outcome (PO)**

### **PO 1 : Critical Thinking and Analytical Reasoning**

Capability to analyze, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.

### **PO 2 : Scientific Reasoning and Problem Solving**

Ability to analyze, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualize into research and apply one's learning to real life situations.

### **PO 3: Multidisciplinary/Interdisciplinary/Trans disciplinary Approach**

Acquire interdisciplinary /multidisciplinary/trans disciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary-approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

### **PO 4: Communication Skills**

Ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

### **PO 5: Leadership Skills**

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an goal, building a team who can help achieve the goal, motivating and inspiring team members to engage with that goal, and using management skills to guide people to the right destination, in a smooth and efficient way.

### **PO 6: Social Consciousness and Responsibility**

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

### **PO 7: Equity, Inclusiveness and Sustainability**

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and

moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.

**PO 8: Moral and Ethical Reasoning**

Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

**PO 9: Networking and Collaboration**

Acquire skills to be able to collaborate and network with scholars in an educational institutions, professional organizations, research organizations and individuals in India and abroad.

**PO 10: Lifelong Learning**

Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.



### Programme Specific Outcomes (PSOs) of MASWDSA& PSO-PO mapping

| PSO Number | <b>Intended Programme Specific Outcomes (PSO)</b><br>On completion of the course the following specific outcomes are expected from the graduates....   | <b>MGU PO. Number</b> |
|------------|--|-----------------------|
| 1          | Describe the evolution of disability social work (DSW).  | 1,6                   |
| 2          | Demonstrate the awareness and understanding of the varied human bio-psycho-social perspectives in understanding disability within their varied contexts and environments.  | 1,2,3,6               |
| 3          | Interpret the concepts and epidemiological aspects of various types of disabilities.   | 2,3,6                 |
| 4          | Combine the knowledge and skills on different management techniques inclusive of counseling, team work, communication and leadership skills in the practice of community and human service organizations, Community Based Rehabilitation (CBR) and in other areas of disability social work. | 4,5,7                 |
| 5          | Classify the complexities of social realities among persons with disability (PwD's) including vulnerable groups, their families and the range of related issues in their systemic and structural contexts.   | 4,5,7                 |
| 6          | Compare various approaches of disability social work and identify the principles of disability social work to work along PwD's and their families across different individual, group and community settings.   | 1,4,5                 |
| 7          | Qualify to be self-aware, to innovate and to evolve an anti-oppressive empowerment based micro, meso and macro partnership practice for PwD's and various stakeholders.  | 4,5,7                 |
| 8          | Recommend on the various legal, human rights, legislations and policies for PwD's and their families.  | 7,8                   |
| 9          | Compose and modify plans to solve the emerging ethical issues in disability social work (DSW) practice and research  | 8,9,10                |
| 10         | Formulate robust research proposals in the area of DSW and conduct field research for the well-being and empowerment of Persons with disabilities  | 8,9,10                |



**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 2021 admission)**



# STRUCTURE AND FRAMEWORK OF THE PROGRAMME

## SEMESTER I

| SL. No. | Course Code  | Title   | Time (Hrs) | Credit | Marks    |          |       |
|---------|--------------|---|------------|--------|----------|----------|-------|
|         |              |   |            |        | Internal | External | Total |
| 1       | BE M 21 C51  | Society, Disability and Historical perspective of Social Work               | 90         | 4      | 40       | 60       | 100   |
| 2       | BE M 21 C52  | Human Growth, Behaviour and Overview of Disabilities                        | 90         | 4      | 40       | 60       | 100   |
| 3       | BE M 21 C 53 | Rights, Legislations and Theoretical Perspectives of Disability Social Work | 90         | 4      | 40       | 60       | 100   |
| 4       | BE M 21 C 54 | Understanding Self and Working with Individuals                             | 90         | 4      | 40       | 60       | 100   |
| 5       | BE M 21 C 55 | FIELD WORK I  | 240        | 6      | 40       | 60       | 100   |

## SEMESTER II

| SL. No. | Course Code  | Title  | Time (Hrs) | Credit | Marks    |          |       |
|---------|--------------|--|------------|--------|----------|----------|-------|
|         |              |  |            |        | Internal | External | Total |
| 1.      | BE M 21 C 56 | Group Work and DSW Team Work   | 90         | 4      | 40       | 60       | 100   |
| 2.      | BE M 21 C 57 | Community Organization and Administration of Human Service Organizations | 90         | 4      | 40       | 60       | 100   |
| 3.      | BE M 21 C 58 | Overview of Disabilities – II  | 90         | 4      | 40       | 60       | 100   |
| 4.      | BE M 21 C 59 | Qualitative and Quantitative Research                                    | 90         | 4      | 40       | 60       | 100   |

|    |              |               |     |   |    |    |     |
|----|--------------|---------------|-----|---|----|----|-----|
| 5. | BE M 21 C 60 | FIELD WORK II | 240 | 6 | 40 | 60 | 100 |
|----|--------------|---------------|-----|---|----|----|-----|

### SEMESTER III

| SL. No. | Course Code  | Title   | Time (Hrs) | Credit | Marks    |          |       |
|---------|--------------|---|------------|--------|----------|----------|-------|
|         |              |   |            |        | Internal | External | Total |
| 1.      | BE M 21 C 61 | Disability Counselling: Working with Individuals and Groups | 90         | 4      | 40       | 60       | 100   |
| 2.      | BE M 21 C 62 | Community Based Rehabilitation and Working with Families    | 90         | 4      | 40       | 60       | 100   |
| 3.      | BE M 21 C 63 | FIELD WORK III  | 240        | 6      | 40       | 60       | 100   |

**Any *one* elective from the courses given below**

|     |  |   |    |   |    |    |     |
|-----|--|---|----|---|----|----|-----|
| 4.  | BE M 21 E 64   | Rehabilitation in Sensory Disabilities  | 90 | 4 | 40 | 60 | 100 |
| 5.  | BE M 21 E 65   | Rehabilitation in Physical Disabilities | 90 | 4 | 40 | 60 | 100 |
| 6.  | BE M 21 E 66   | Management of Learning Disabilities     | 90 | 4 | 40 | 60 | 100 |
| 7.  | BE M 21 E 67   | Inclusive Disaster Management           | 90 | 4 | 40 | 60 | 100 |
| 8.  | BE M 21 E 68   | Introduction to Project planning        | 90 | 4 | 40 | 60 | 100 |
| 9.  | BE M 21 E 69   | Public Health                           | 90 | 4 | 40 | 60 | 100 |
| 10. | <b>Any <i>one</i> open course offered by the schools/centres in the University</b> |   |    |   |    |    |     |

### Semester IV

| SL. No.  | Course Code  | Title  | Time (Hrs) | Credit | Marks    |          |       |
|--|--------------|--|------------|--------|----------|----------|-------|
|  |              |  |            |        | Internal | External | Total |
| 1.   | BE M 21 C 70 | Building Disability Awareness and Gender Dimensions of Disability. | 90         | 4      | 40       | 60       | 100   |
| 2.   | BE M 21 C 71 | FIELD WORK IV  | 240        | 6      | 40       | 60       | 100   |
| 3.   | BEM 21 C 72  | Research Project   | 90         | 4      | 40       | 60       | 100   |
| <b>Any <i>Two</i> Electives from the courses offered below</b> |              |  |            |        |          |          |       |
| 3.   | BE M 21 E 73 | Disability Across Life Transitions                                 | 90         | 4      | 40       | 60       | 100   |

|    |              |  |     |    |     |     |     |
|----|--------------|--|-----|----|-----|-----|-----|
| 4. | BE M 21 E 74 | Rehabilitation in Developmental Disabilities | 90  | 4  | 40  | 60  | 100 |
| 5. | BE M 21 E 75 | Intervention in Chronic and Terminal Illness | 90  | 4  | 40  | 60  | 100 |
| 6. | BE M 21 E 76 | Psychosocial Rehabilitation                  | 90  | 4  | 40  | 60  | 100 |
| 7. | BE M 21 E 77 | Rehabilitation of Older Adults               | 90  | 4  | 40  | 60  | 100 |
| 8. | BE M 21 E 78 | Guidance and Counselling                     | 90  | 4  | 40  | 60  | 100 |
| 9. | BE M 21 E 79 | Indian Sign Language : Thought and practice  | 90  | 4  | 40  | 60  | 100 |
|    | Total        |  | 600 | 22 | 200 | 300 | 500 |

### Summary of Courses

| Semester     | Hours       | Credits   | Internal Marks | External Marks | Total Marks |
|--------------|-------------|-----------|----------------|----------------|-------------|
| I            | 600         | 22        | 200            | 300            | 500         |
| II           | 600         | 22        | 200            | 300            | 500         |
| III          | 600         | 22        | 200            | 300            | 500         |
| IV           | 600         | 22        | 200            | 300            | 500         |
| <b>TOTAL</b> | <b>2400</b> | <b>88</b> | <b>800</b>     | <b>1200</b>    | <b>2000</b> |

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

**PROGRAMME  
SYLLABUS**

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



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C51  
Society, Disability and Historical  
Perspective of Social Work**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioral Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Society, Disability and Historical perspective of Social Work</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C51</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. P.T Baburaj., Ph.D   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | This course consists of two parts, Part A deal with Society and Disability ,Part B consist of Historical perspective of Social Work. It gives a clear orientation about how culture and society views disability and influences through various processes. |         |          |           |                     |                      |
| <b>Semester</b>                                     | I  |         |          |           |                     |                      |
| <b>Total Student Learning Time(SLT)</b>             | Learning Approach  | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                | NIL  |         |          |           |                     |                      |



## COURSE OUTCOMES (CO)

| CO No.   | Expected Course Outcome  | Learning Domains | PSO No. |
|--|--|------------------|---------|
| 1  | Understanding structures and process of social exclusion and social stratification.  | U                | 2,5     |
| 2  | Understand the conflict and integrationist perspective on <del>the</del> <sup>the</sup> social justice, utilitarian and libertarian.                     | G                | 3,6     |
| 3  | Utilize the social work approaches with respect to ideologies and philosophies for the differently abled.  | A                | 2       |
| 4  | Appraise social work professional related contacts.  | E                | 3       |
| 5  | Organize camps in schools, industries, hospitals and health settings and in community – rural and urban areas related to disability related social work. | C                | 3,4     |
| 6  | Describe the importance of professional values and ethics in social work practices in relation to disability.  | R                | 3,6     |
| 7  | Understand the need and importance of theoretical frameworks to social work practices.   | U                | 6,11    |
| 8  | Apply theoretical perspective to practice in the field of Disability.  | A                | 5       |
| 9  | Analyze the macro-micro perspective continuum in the context of social work practices in the area of disability.   | An               | 11      |
| * Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |  |                  |         |

## Course Content

| Unit | Course description   | Hours | CO No. |
|------|--|-------|--------|
| 1.   | <b>Society ,Culture, Socialization and Groups</b><br>Meaning of society, etymology and usage, conceptions, types. Meaning of culture, definition of culture, culture and society.<br>Socialization and its four types, importance of Socialization, feature and stages. Groups –meaning of groups, meaning groups for an organization. | 10    | 1      |
| 2.   | <b>Social stratification</b><br>Gender, Caste, System in social stratification, functionalist perspective, four principles, social classes, social stratification theory.  | 10    | 1,2    |

|     |   |    |           |
|-----|---|----|-----------|
|     | Gender ,meaning of gender, Seven genders ,sex and Gender ,gender identity<br>Caste : 5 levels of the caste system ,caste system in India ,caste and social differentiation<br>,Caste discrimination   |    |           |
| 3.  | <b>Social stratification , functionalist ,conflict and internationalist perspectives</b><br>functionalist perspective ,four principles ,social classes<br>Functionalist theory of social stratification, perspectives. Four types of conflict, causes of conflict, conflict synonym.  | 10 | 1,2,7     |
| 4.  | <b>Disability critical analysis of structures and process of oppression, discrimination and exclusion</b><br>Disability oppression, oppression in social work, oppression theory ,disability ,human rightsand justice.  | 10 | 3         |
| 5.  | <b>Disability and inter section ties of social exclusion</b><br>The case of race ,gender and disability , inter sectionalist and deprivation , intersectionality disability   | 6  | 4,6,7,8,9 |
| 6.  | <b>Disability and theories of social justice, utilitarian, Libertarian, contractarian and communitarian</b><br>Three principles of utilitarianism, three principles of libertarianism, libertarianism philosophy.<br>legal perspective on corporate responsibilities , contractarian or communitarian thought liberalism and humanist theory<br><b>Activities</b><br><br>1. Organize sensitization camps for persons with disabilities on various aspects of social stratification, gender and caste.<br>2. Observation of human rights days.<br>3. Conduct surveys on implementation of PWN Act, nationalist Trust Act and RPWD Act 2016.<br>4. Prepare a term paper on disability and theories of social justice. | 20 | 2,5       |
| 7.  | Related concepts and historical development of social work in England , USA and India   | 4  | 1         |
| 8.  | Analysis of various approaches to social work through different ages.   | 4  | 3         |
| 9.  | Social work profession and related concepts   | 6  | 3         |
| 10. | Fields and related concepts in social work  | 10 | 4         |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Lecture, Explicit Teaching, E-learning,<br>Interactive Instruction: Active co-operative learning, Seminar,<br>Group Assignments Authentic learning, Library work and Group<br>discussion, Presentation by individual student/ Group<br>representative, Brain Storming. |
|---------------------------------------|--|

|                         |   |
|-------------------------|---|
| <b>Assessment Types</b> | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA).</li> <li>2. Internal Test – two internal written test examinations.</li> <li>3. Assignments – every students to submit two assignments on <del>selected</del> topics.</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present it in the seminar.</li> <li>5. Field activity reports on – sensitization camps for persons with disability and their families on various rights, legislations and provisions; observation of National and International days related to disability rehabilitation; survey to identify awareness on Rights, Legislations and Provisions; and various Indian provisions for person with disabilities and their families.</li> </ol> <b>A. Semester End examination.</b> |
|-------------------------|---|

## REFERENCES

1. Giri,P(2008),Sociological perspectives ,Jaipur :sublime publications.
2. Francis Abraham M.(2006) ,contemporary sociology .oxford Oxfordshire :Oxford universitypress
3. MacIver ,R.M,page ,C.H,(2000),Society an Introductory Analysis .new Delhi ,Macmillanpublishers India
4. Rawat ,H,(2007)Sociology Basic Concepts ,jaipur :Rawat publications
5. Haralambos ,M & Holborn M (2008)Sociology: Themes and perspectives ,Harper Collins ,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 perspective .A&C Black
10. Abberley ,P (1987).The concept of oppression and the development of a social theory of disability .Disability ,handicap 7 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. Dasgutta ,S,(1967).Towards a Philosophy of Social Work in India :popular Book services
14. Dinitto ,Diana ,M(2008),Social work issues and opportunities in a challenging profession (3<sup>rd</sup> edition ),Chicago :Lyceum Books)
15. Fink,Arthur et al (19850.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:Asian Publication House
18. Hepworth ,Dean H (2010) .Direct Social Work Practice –theory and Skills (8<sup>th</sup> edition )NewYork :Brooks/Cole.
19. Konopka,Gisela (1958)Socials Work philosophy ,Minneapolis .the University of Minnesotapress ..
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 ;AlliedPublishers.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C52**  
**Society, Disability and Historical Perspective of Social Work**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Human Growth, Behavior and Overview of Disabilities</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C52</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Rincymol<br>Rajesh E<br>Dr. P.T Baburaj  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | This course is designed to promote knowledge regarding basic psychological concepts, and growth and development as an integral factor influencing the behavior of human beings in health, illness and disability. This course also aims to provide an overview of various disabilities to identify and evaluate the significance of growth and development in contributing to disability and vice versa. |         |          |           |                     |                      |
| <b>Semester</b>                                     | I  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 30      | 20       | 10        | 30                  | 90                   |
| <b>Pre-requisite</b>                                | NIL  |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome  | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1      | Describe the bio-psychosocial perspectives of human behavior.  | U                | 2       |
| 2      | Identify the various psychological processes   | R                | 2       |
| 3      | Analyze the operation of different psychological processes.  | U                | 2       |
| 4      | Analyse the major influences in human development.   | E                | 2       |
| 5      | Apply the principles of developmental psychology in the rehabilitation of people with disability in real life situations         | A                | 2,3     |
| 6      | Identify the significance of identification, prevention and management of physical Disability, speech and language disabilities. | U                | 4       |
| 7      | Identify the significance of identification, prevention and management of visual, and hearing impairment.                        | U                | 4,5     |
| 8      | Critically examine the problems, issues, and needs of persons with different disabilities  | E                | 5       |
| 9      | Formulate a structural framework for organizing the rehabilitation of children with disabilities across the life span            | C                | 6       |
| 10     | Demonstrates an interest in organizing educational programmes on identification and prevention of disability                     | I                | 4,7     |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciate*

## COURSE CONTENT

| Unit | Course description   | Hours | CO No.  |
|------|--|-------|---------|
| 1.   | <b>Overview of Bio-psychosocial</b><br>Multidimensional approach to understand human behavior<br>The Bio-psychosocial perspective -Person, Environment. Brain: structure and function of brain   | 6     | 1       |
| 2.   | <b>Mental Processes: Basic Concepts of Psychology</b><br>Sensory Process and Perception: Sensory processes (vision, hearing, taste, skin senses)<br>Process of Perception<br>Learning: Classical Conditioning and Operant Conditioning<br>Memory: concepts, improving memory<br>Thought: Thinking processes, concepts, language<br>Emotions: Concept<br>Intelligence: Nature   | 20    | 2,3     |
| 3.   | <b>Introduction to Human Development</b><br>Definition, meaning, purpose and importance of Developmental Psychology.<br>Meaning and principles of growth and development, heredity, environment and ecological influences – family and community - on human development.<br>Basics of human reproductive system, process of reproduction.<br>Basic genetic concepts, genetic transmission, importance of genetic factors | 6     | 4,5,6,7 |

|     |  |    |                     |
|-----|--|----|---------------------|
|     | – chromosomal abnormalities  |    |                     |
| 4.  | <b>Stages of Human Development:</b> Prenatal period, infancy and babyhood<br>Prenatal development– characteristics, stages, Prenatal influences on the child, Prenatal healthcare, Social and emotional aspects of pregnancy, importance of Pre-natal 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.<br>Infancy – stages, characteristics of newborn – major elements of adjustment, hazards.<br>Babyhood - characteristics, developmental tasks and milestones, hazards, psychosocial development-attachment behavior, role of parents   | 6  | 4,5,6,7             |
| 5.  | <b>Childhood, Puberty &amp; Adolescence</b><br>Early childhood – characteristics, developmental tasks, hazards, language acquisition, early childhood education, play and its importance, psychosocial development, relationship with family and society, parenting styles, socialization, personality development.<br>Late Childhood – characteristics, developmental tasks, importance of play – influence of school –peer relationships-cognitive and moral development.<br>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 | 6  | 4,5,6,7             |
| 6.  | <b>Adulthood</b><br>Early Adulthood –characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards.<br>Middle adulthood – characteristics, developmental tasks, personal and social adjustments –vocational and marital adjustments, hazards.<br>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   | 6  | 4,5,6,7             |
| 7.  | <b>Overview of Disabilities</b><br>Locomotor Disability: Leprosy Cured, Cerebral Palsy, Dwarfism, Muscular Dystrophy, & Acid Attack Victims<br>Concepts and Definitions<br>Prevalence<br>History of the Development of services  | 40 | 4,5,6,7,11,12,13,14 |
| 8.  | <b>Visual Impairment: Blindness &amp; Low Vision</b><br>Concepts and Definitions<br>Prevalence, and Causes<br>History and Development of Services<br>Classification and Characteristics<br>Issues, Needs and Prevention  | 10 | 8,11,12,13,14       |
| 9.  | <b>Hearing Impairment: Deaf &amp; Hard of Hearing</b><br>Concepts and Definitions<br>Prevalence<br>History of the Development of services<br>Classification and Characteristics<br>Causes and Prevention.  | 10 | 9,11,12,13,14       |
| 10. | <b>Speech and Language Disability</b><br>Concept and Definitions<br>Prevalence.<br>History of the Development of Services<br>Classification and Characteristics<br>Causes and Prevention   | 10 | 10,11,12,13,14      |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, Blended learning, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative |
|---------------------------------------|--|

|                         |   |
|-------------------------|---|
| <b>Assessment Types</b> | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected</li> </ol> |
|                         | <b>topics</b> <ol style="list-style-type: none"> <li>4. <b>Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</b></li> <li>5. <b>Field activity reports</b></li> </ol> <b>A. Semester End examination</b>         |

## REFERENCES

1. Feldman, R.S. (2011). *Development across the life span*. Prentice Hall. New York.
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*. Wadsworth, 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 Distributors.
35. Martin F.N. (1991), Introduction to Audiology (Edition IV) Englewood Cliffs, N.J. Prentice Hall
36. Northern J.L., and Down, M.P. (1997) Hearing in children (edu) Baltimore: Williams, and Wilkins.
37. Sanders, D.A. (1993). Management of Hearing Handicap. Implants to Elderly, New Jersey, Prentice Hall, Inc.
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

|               |  |
|---------------|--|
| Approval Date |  |
|---------------|--|

|                     |  |
|---------------------|--|
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

### Name of course- BE M 21 C53 Rights, Legislations and Theoretical Perspectives of Disability Social Work Course Summary

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | M.A. Social Work in Disability Studies and Action   |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Rights, Legislations and Theoretical Perspectives of Disability Social Work</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 53</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. K. M. Mustafa Ph D<br>Prof. Dr. P. S. Sukumaran Ph D  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Consists of two parts, Part A deal with various national and international rights, legislations, policies, programmes and provisions for persons with disabilities. Part B is intended to provide exposure on various theoretical perspectives on Disability Social Work. |         |          |           |                     |                      |
| <b>Semester</b>                                     | I   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning  | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                | Interest and Aptitude in the field of Disability Social Work.   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No.   | Expected Course Outcome  | Learning Domains | PSO No. |
|--|--|------------------|---------|
| 1  | Understand various rights, legislations and provisions for persons with disability.  | U                | 8       |
| 2  | Utilize various constitutional and other national and international rights for the empowerment of persons with disability. | A                | 4       |
| 3  | Appraise national and international disability related legislations.   | E, I             | 9       |
| 4  | Organize sensitization camp for persons with disability and their families on various rights, legislations and provisions. | C, S             | 6       |
| 5  | Describe a range of theoretical perspectives relevant to social work practice.   | R                | 4       |
| 6  | Understand the relevance of theoretical frameworks to social work practice in the area of disability.                      | U                | 1,6,12  |
| 7  | Apply theoretical perspectives to practice in the field of disability.   | A                | 6       |
| 8  | Analyze the macro-micro perspective continuum in the context of social work practice in the area of disability.            | An, Ap           | 5       |
| * Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |  |                  |         |

## COURSE CONTENT

### Part A: Rights and Legislations

| Unit     | Course description  | Hours     | CO No. |
|----------|---|-----------|--------|
| <b>1</b> | <b>International Scenario</b>   | <b>10</b> |        |
| 1.1      | UN Declarations: UN International Year of Disabled Persons, 1981  | 2         | 3      |
| 1.2      | UN Decade of Disabled Persons   | 2         | 3      |
| 1.3      | Salamanca Statement and Framework for Action on Special Needs Education, 1994   | 2         | 3      |
| 1.4      | Biwako Millennium Framework for Action, 2002  | 2         | 3      |
| 1.5      | UN Convention on the Rights of Persons with Disabilities, 2006. Incheon Strategy and Millennium Development Goals, 2012 | 2         | 3      |
| <b>2</b> | <b>Rights</b>   | <b>10</b> |        |

|          |   |           |     |
|----------|---|-----------|-----|
| 2.1      | Constitutional Rights: The Preamble, The Directive Principles of State Policy and the Fundamental Rights of the Constitution of India                         | 2         | 1,2 |
| 2.2      | Equality (Article 14)   | 1         | 1,2 |
| 2.3      | Non Discrimination (Article 15(1),(2),(3) & (4) and 16); Reservation (Article 16-3 and 4)   | 2         | 1,2 |
| 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)        | 3         | 1,2 |
| 2.5      | Empowers the Parliament to Legislate to fulfill International Obligations (Article 249)   | 2         | 1,2 |
| <b>3</b> | <b>National Legislations</b>  | <b>10</b> |     |
| 3.1      | The Indian Lunacy Act, 1912 and The Mental Health Act, 1987, 2017   | 2         | 2,3 |
| 3.2      | The Rehabilitation Council of India Act, 1992, 2000   | 2         | 2,3 |
| 3.3      | The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995; The Rights of Persons with Disabilities Act, 2016 | 2         | 2,3 |
| 3.4      | The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999                             | 2         | 2,3 |
| 3.5      | The Right to Education Act, 2009  | 2         | 2,3 |
| 4        | Policies and Programmes (Disability Specific Portions alone)  | 10        |     |
| 4.1      | National Policy on Education, 1986; National Policy for Persons with Disabilities, 2006; NEP 2020   | 2         | 1   |
| 4.2      | Projects and Programmes: The Integrated Education of Disabled Children, 1974, 1992; Project Integrated Education for the Disabled, 1986                       | 2         | 1   |
| 4.3      | National Institutes   | 3         | 1   |
| 4.4      | Inclusive Education of the Disabled at Secondary Stage, 2009  | 1         | 1   |
| 4.5      | Sarva Shiksha Abhiyan, 2000; Rashtriya Madhyamik Shiksha Abhiyan, 2013  | 2         | 1   |
|          | Activities  | 10        |     |
| i        | Organize sensitization camps for persons with disability and their families on various rights, legislations and provisions                                    | 2         | 4   |
| ii       | Observation of National and International days related to disability rehabilitation   | 2         | 7   |
| iii      | Conduct survey to identify awareness on Rights, Legislations and Provisions   | 2         | 6   |
| iv       | Prepare a chart depicting international landmarks related to rights and legislations in the chronological order   | 2         | 8   |
| v        | Prepare a term paper on the various Indian provisions for person with disabilities and their families   | 2         | 8   |

### Part B: Theoretical Perspectives of DSW

| Unit | Course description   | Hours | CO No. |
|------|--|-------|--------|
| 1    | Historical overview of disability rehabilitation-international and national contexts   | 2     | 1      |
| 2    | Perceptions of Disability- how is disability perceived? Understanding concepts: the Medical model- pathology and strength/resilience; Medical model vs. Social model of disability | 2     | 1      |

|           |  |   |   |
|-----------|--|---|---|
| <b>3</b>  | Understanding key concepts: Exclusion, Discrimination, Alienation and Oppression. Understanding the social construction of: Disablism, sexism, racism, casteism, classism and ageism. Paulo Freire and conscientization. | 4 | 5 |
| <b>4</b>  | Anti-oppressive, Anti Discriminatory perspective   | 4 | 3 |
| <b>5</b>  | Concepts of Stigma, Resilience & learned helplessness  | 2 | 2 |
| <b>6</b>  | Human Rights Perspective   | 2 | 6 |
| <b>7</b>  | Ecological Systems Perspective   | 2 | 6 |
| <b>8</b>  | Human Capabilities Approach 2hrs Session IX: Feminist Perspective  | 2 | 6 |
| <b>9</b>  | Strengths Perspective  | 2 | 6 |
| <b>10</b> | Strengths and empowerment perspectives and advocacy  | 2 | 6 |
| <b>11</b> | Towards building disability rehabilitation social work practice: From medical to social model (pathology and strength/resilience as social constructs)   | 2 | 5 |
| <b>12</b> | Towards client worker partnership (role of power inequality, locus of control and manipulation in the relationship)  | 2 | 7 |
| <b>13</b> | Summary and Conclusion   | 2 | 8 |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports on – sensitization camps for persons with disability and their families on various rights, legislations and provisions; observation of National and International days related to disability rehabilitation; survey to identify awareness on Rights, Legislations and Provisions; and various Indian provisions for person with disabilities and their families.</li> </ol> <b>A. Semester End examination</b> |

## 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. Department of Education (1992). Revised Programme of Action, 1992. 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 (6<sup>th</sup> 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/English/issues/education/training/udhr.htm](http://www.ohchr.org/English/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.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C54**  
**Understanding Self and Working with**  
**Individuals**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Understanding Self and Working with Individuals</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 54</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Rajesh.E  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Social case work and its practice will be discussed here along with the major approaches, phases and skills and techniques in working with individuals. |         |          |           |                     |                      |
| <b>Semester</b>                                     | I   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning  | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No.   | Expected Course Outcome   | Learning Domains | PSO No. |
|--|---|------------------|---------|
| 1  | Build a perspective on the methods of Social Work with focus on Understanding Self and Working with Individuals | C                | 1,2     |
| 2  | Illustrate the different approaches in working with individuals   | U                | 5       |
| 3  | Appraise the Case Work Communication Skills for working with Individuals  | A                | 6       |
| 4  | Analyse the practice of Social Case Work method in different settings   | E                | 4,6     |
| 5  | Elucidate the role of Social Worker in Disability Management and client relationship                            | Ap               | 4       |
| 6  | Build a perspective on relevance of recording in Social Case Work   | C                | 9,8     |
| 7  | Analyze the socially relevant cases with reference to Indian Context  | An               | 2       |
| * Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |   |                  |         |



## Course Content

| Unit | Course description   | Hours | CO No. |
|------|--|-------|--------|
| 1    | <b>Methods of social work</b><br>Definition and objectives of working with individuals Principles related to working with individuals Process of Social Case Work  | 15    | 1,2    |
| 2    | <b>Theories and models of helping individuals</b><br>Psycho-analytical<br>Psychosocial<br>Problem solving technique Family Therapy<br>Critical analysis of the approaches and their advantage in the Indian context  | 20    | 2,3    |
| 3    | <b>Case work Communication Skills</b><br>Effective communication<br>Relationship<br>Transference<br>Counter transference<br>Interviewing   | 10    | 4      |
| 4    | <b>Case work Methods</b><br>Case work methods in different settings<br>Special schools<br>Rehabilitation centers<br>NGOs<br>Welfare Organizations  | 15    | 4      |
| 5    | <b>Understanding the role of social worker</b><br>Disability<br>Management<br>Client Relationship  | 10    | 5      |
| 6    | <b>Recording Case work</b><br>Study, review and analysis of cases related to social work in disability management  | 10    | 6      |
| 7    | <b>Analysis and presentation of related socially relevant cases with reference to Indian context</b><br><br>Activities <ol style="list-style-type: none"> <li>1. Conduct institutional visit to various case work settings.</li> <li>2. Prepare a term paper on the various approaches and intervention methods in case work.</li> <li>3. Design and present case study.</li> <li>4. Prepare a case work recording with a client.</li> </ol> | 10    | 7      |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> </ol>   |
|                                       | <ol style="list-style-type: none"> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity report</li> <li>6. Semester End Examination</li> </ol>   |

## REFERENCES

1. Biesteck. F. P. (1957) *The Case Work Relationship*. Loyola University Press and George Allen & Unwin, London.
2. Davidson E.H. (1965) *Social Case Work*. Bailliere Tindall and Cox
3. Goldstein.H. (1979) *Social Work Practice: A Unitary Approach*, University of Carolina Press, Carolina.
4. Gordon Hamilton. (1954) *Theory and Practice of Social Case Work*, Colombia University Press New York.
5. Hamilton Gordon. (1946) *Principles of Social Case Recording*, Colombia University Press, N.Y.
6. Haris. F.J. (1971) *Social Case Work Nairobi*, O. U. P.
7. Kumar Hajira (1995) *Theories in Social Work Practice*, Friends Publication, New Delhi.
8. Nystul, Michael S. (2003) *Introduction to Counselling: An art and science perspective* (Sec.Ed.) New York.
9. Perlman, H.H. (1957) *Case Work: A Problem Solving Approach*, Chicago, University of Chicago Press.
10. Richmond. M.E. (1992) *What Is Social Case Work: An Introductory Description*, Russell Age Foundation, N. Y.
11. Timms. N. (1971) *Recording in Social Work*, Routledge and Kegan Paul, London.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |





# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C55  
FIELD WORK I**

|   |   |         |          |           |        |                      |
|---|---|---------|----------|-----------|--------|----------------------|
| <b>SchoolName</b>                                   | <b>SCHOOL OF BEHAVIOURAL SCIENCES</b>   |         |          |           |        |                      |
| <b>Programme</b>                                    | <b>M.A. (SWDS)</b>  |         |          |           |        |                      |
| <b>Course Name</b>                                  | <b>FIELD WORK I</b>   |         |          |           |        |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |        |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 55</b>   |         |          |           |        |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Ms.Rincymol Mathew.<br>Dr.Boban Joseph.   |         |          |           |        |                      |
| <b>Course Summary &amp; Justification</b>           | The field work practicum is for enabling the students in identifying; undertake strategic planning and implementing activities in the field of disability counseling and rehabilitation activities. This includes self awareness, ethics in social work practice, organization of empowerment programmes, report writing, application of social work skills and techniques through institutional visit, field or community camp, and placement with agencies. |         |          |           |        |                      |
| <b>Semester</b>                                     | 1   |         |          |           |        |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Others | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning,<br>Case Work,<br>Field Visit,<br>Project.   | -       | -        | 200       | 40     | 240                  |
| <b>Pre-requisite</b>                                | Nil   |         |          |           |        |                      |

### COURSE OUTCOMES (CO)

| CO No.  | Expected Course Outcome   | Learning Domains | PSO No. |
|---|---|------------------|---------|
| 1   | Explain society's perception of and attitude towards disabled persons.  | U                | 1       |
| 2   | Analyse the social, structural and economic barriers that disabled persons encounter and their implications on their lives.           | An               | 2       |
| 3   | Elucidate the role of strategic alliances and movements in improving service delivery and influencing policy and legislative reforms. | Ap               | 5       |
| 4   | Evaluate the strategies and skills needed for undertaking community education programs for raising awareness and changing attitudes.  | E                | 6       |
| 5   | Create strategies and skills needed for engaging in campaigns and advocacy for social justice issues encountered by disabled persons. | C                | 7       |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |                  |         |

## Course Content

| Unit | Course description                                     | Hours | CO No. |
|------|--|-------|--------|
|      | Field Work workshop                                    | 40    | 4      |
|      | Work among marginalized population (concurrent/ block) | 40    | 4,5    |
|      | Institutional/Observation Visits                       | 40    | 4      |
|      | Field Camp   | 40    | 6      |
|      | Placement with Agencies (concurrent/ block)            | 40    | 6,7    |
|      | Participation in Campaigns and advocacy programmes     | 40    | 7,9    |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – field work involvement, draft reports</li> <li>3. Field work – institutional feedback, attendance of camp,</li> <li>4. Case presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <b>A. Semester End examination</b> |

## REFERENCES

1. 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.
2. Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K. and Ireland.
3. Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.
4. Dasgupta, S (1968), Social Work and Social Change, Extending Horizons Books, Mass.
5. Dhangare, D.N. (1988), "Action Groups and Social Transformation in India\_Some Sociological Issues", *Man and Development*, Vol.X, No.3, September.
6. 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.

7. Fichten, C. Hines, J. Amsei, R (1985), Public Awareness of Physically Disabled People. *International Journal of Rehabilitation Research* 8(4), pp.407-413.
8. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
9. Oliver, O. (1993). Social Work: Disabled People and Disabling Environments. London: JessicaKingsley Publishers.
10. 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.
11. 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.
12. Govinda R, & Diwan, Rashmi (Ed.) Community Participation and Empowerment, SagePublications, New Delhi 2003.
13. Khinduka, S.R. and Coughlin Bernard, J (1975), A Conceptualization of Social Action, *SocialService Review*, 49.1, March.
14. Pinto, Maya (1997), Community Mobilization and Participation in DPEP, Society for Participatory Research in Asia (PRIA), New Delhi.
15. Siddiqui, H.Y. (Ed.) (1984), Social Work and Social Action: A Developmental Perspective, New Delhi: Harnam Publications

### **SUGGESTED READINGS**

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C56**  
**Group Work and DSW Team Work**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Group Work and DSW Team Work</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 56</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | (Prof.) Dr. P.T Baburaj, Ph.D.  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | <p>The course is viewed in two parts. In the first part, Social group work will be discussed with the basic necessary theoretical knowledge to equip pupil to work with the groups.</p> <p>The second part of the course consist of qualities, roles of an effective professional, principles of spirituality, awareness of the professional self for better reflection to work in teams.</p> |         |          |           |                     |                      |
| <b>Semester</b>                                     | II  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No.  | Expected Course Outcome   | Learning Domains | PSO No. |
|---|---|------------------|---------|
| 1   | Choose appropriate roles of social worker in disability settings along with identifying the stages of various groups.   | A                | 4,5     |
| 2   | Correlate principles, models and dynamics of social group work to work with people with disability.   | An               | 5       |
| 3   | Detect the phases of interaction in group work and comment on the roles of group worker working with persons with disability.   | E                | 1,6,7   |
| 4   | Articulate the specific techniques of group work in working with specific target groups at various settings.  | A                | 4,5,6   |
| 5   | Appraise the qualities of social worker with regard to spirituality, religion, knowing the self for an effective team work.   | An               | 9       |
| 6   | Make use of principles and models of multidisciplinary team work along with understanding challenges and issues in the disability social work context.  | A                | 7,8,9   |
| 7   | Identify and distinguish various roles of family, occupational therapist, physiotherapist, social worker, paraprofessionals, special educator, vocational trainer, speech therapist and audiologist in the rehabilitation team. | An               | 4       |
| <b>* Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |                  |         |

## COURSE CONTENT

| Unit | Course description  | Hours | CO No.  |
|------|---|-------|---------|
| 1.   | <b>Basic concepts of social group work</b><br>Concept of Group, Concept of group work.<br>Roles of Social worker in Disability Social Work Practice.<br>Stages of group development.<br>Principles of Social group work with reference to disability management.<br>Group process and dynamics.<br>Models of group work.<br>Phases of group work interaction.<br>Roles of social worker in group work.  | 20    | 1,2,3,4 |
| 2.   | <b>Introduction of qualities of a social worker and self-awareness</b><br>Self-awareness and practice across differences. Approaches to taking care of self and burnout.<br>Spirituality, faith & religion.<br>Spirituality and social work.<br>Spiritually sensitive social work practice.<br>Spirituality and self.   | 15    | 5       |
| 3.   | <b>Introduction to basic concepts of team and team work</b><br>Teams in social work context.<br>Principles of team work.<br>Composition of the Multidisciplinary team.<br>Models of Team work.<br>Issues and Challenges in Multidisciplinary team working in the social work context.   | 15    | 2,3     |
| 4.   | <b>Roles of various multidisciplinary Team members in the rehabilitation team</b><br>Family.<br>Occupational therapist.<br>Physiotherapist.<br>Rehabilitation Counsellor.<br>Social Worker.<br>Para Professionals.<br>Physician/Doctors.<br>Vocational Trainer.<br>Special Educator.<br>Speech therapist/ audiologist.<br><br><b>Activities:</b> <ol style="list-style-type: none"> <li>1. Conduct institutional visit to settings to familiarize with group work.</li> <li>2. Prepare and present a hypothetical group work for persons with disability.</li> <li>3. Prepare a monograph based on the qualities of social worker dealing persons with disability.</li> <li>4. Organize the relevant points to the basic concept of team and team work.</li> <li>5. Review the roles of multidisciplinary team professionals of a rehabilitation team.</li> </ol> | 20    | 1       |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every student to submit two assignments on selected topics.</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar.</li> <li>5. Field activity report.</li> <li>6. Semester End Examination [SEE]</li> </ol> |

## REFERENCES

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., Dept. Of Sociology, University of Kerala.
2. Canda, E.R. (1990). A 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.
7. Compton B.R. & Galaway, B. (1994). Practice across Difference In *Social Work Processes*. California: Brooks & Cole Publishing Co.
8. Compton, B.R. & Galaway, B. (1984). Teamwork for Social Work Practice. In *Social Work Processes*. Illinois: Dorsey Press.



9. Hooyman, E. In Compton, B.R. & Galaway, B. (1984). Teamwork for Social WorkPractice. In Social Work Processes. Illinois: Dorsey Press.
10. Salas, E. Burke, C.S. & Cannon-Bowers, J.A. (2000). Teamwork: emerging principles. *International Journal of Management Reviews, Vol.2(4)*. Pp. 339-356.
11. 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.
12. Payne, M. (2006). Identity Politics in Multi-professional Teams: Palliative Care Social Work. *Journal of Social Work, Vol 6(2)*. Pp.137-150.
13. 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.
14. Hope, M. (1964). Social Work Participation in Clinical Interdisciplinary Teams. *International Social Work, Vol. 7(11)*.11-15.
15. 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.
16. Brickell, H.M. (1950). What You Can Do With Sociograms. *The English Journal, Vol. 39(5)*. Pp. 256-261.

|               |  |
|---------------|--|
| Approval Date |  |
| Version       |  |
| Approval by   |  |
|               |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C57**  
**Community Organization and Administration of**  
**Human Service Organizations**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Community Organization and Administration of Human Service Organizations</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 57</b>  |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Rajesh.E   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Community Organization process and practice will be discussed in detail in this course along with the basic concepts in the administration of human service organizations. |         |          |           |                     |                      |
| <b>Semester</b>                                     | II   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |  |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No.   | Expected Course Outcome  | Learning Domains | PSO No. |
|--|--|------------------|---------|
| 1  | Build a Perspective on Community Organization and its relevance in Social Work Profession  | C                | 4       |
| 2  | Elucidate the use and practice of Community Organization in various fields of Social Work  | Ap               | 6       |
| 3  | Analyse the emerging trends and experiments in Community Organization  | A                | 6       |
| 4  | Describe the evolution of Administration as a science and as a method in Social Work Practice.   | U                | 1       |
| 5  | Appraise the utility of administrative structures, processes and procedures in an organization.  | E                | 9       |
| 6  | Describe the elements of management and the concept of organizational management.  | U                | 4       |
| 7  | Explain the approaches, procedures and the skills in organizational management   | U                | 4       |
| 8  | Build a perspective on the concepts of Organizational Behaviour and Human Resource Management as important components of Administration of Human Service Organizations | C                | 5,6     |
| 9  | Illustrate the scope of marketing of Social Services in Social Work Practice with Communities  | U                | 9,10    |
| * Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |  |                  |         |

## COURSE CONTENT

| Unit | Course description   | Hours | CO No. |
|------|--|-------|--------|
| 1.   | <b>Community – meaning – types, structure and dynamics</b><br>Definition and objectives of community organization.<br>Brief historical development of community organization in India.<br>Community Organization as a method of social work.<br>Similarities and differences between community organization and community development. | 15    | 1      |
| 2.   | <b>Community Organization</b><br>Principles and approaches/ models   | 20    | 2      |

|    |   |    |     |
|----|---|----|-----|
|    | Methods and skills in community organization<br>PRA<br>Leadership concepts: Types of community leaders and power structure of the Community   |    |     |
| 3. | <b>Phases in Community Organization</b><br>Study<br>Analysis<br>Assessment<br>Discussion<br>Organization<br>Action<br>Evaluation<br>Modification and continuation   | 10 | 3   |
| 4. | <b>Application of Community Organization in the various fields of Social Work</b><br>Strategies for Goal Oriented and planned Social Change: Paulo Friere and Gandhi.<br>Social Movements and Models of Social Change.<br>Indicators of Social Change   | 15 | 3   |
| 5. | <b>Introduction to Administration</b><br>Concepts – Administration, Organization, Management, Business Administration, Public Administration.<br>Social Welfare Administration: Meaning, definition, scope, social welfare administration as a method of social work<br>Basic elements in administration: Planning, Organizing, Staffing, Leading (Directing, Coordinating), Controlling (Reporting & Budgeting)<br>Organizational Management: Concept, functional areas – Production, Finance, Marketing and Human Resources                             | 10 | 4   |
| 6. | <b>Approaches to organizational management and Introduction to Voluntary Organization</b><br>Approaches to Organizational Management – Bureaucratic, Democratic, Human Relations Model, System Theory, Theory X, Theory Y and Theory Z<br>Procedures in registering an organization-Societies Registration Act, Trust Act and Companies Act<br>Voluntary Organization: Organizational Structure, Functions and Principles Administrative Skills; writing letters, reports and minutes, Fund raising, conducting meetings, Public Relations and Networking | 10 | 5,6 |
| 7. | <b>Organisational Behaviour and Human Resource Management</b><br>Concept of Organizational Behaviour, Organizational Culture, Organization Development-process, approaches and strategies<br>Evaluation of motivational theories and basic  | 10 | 7,8 |

|    |  |    |   |
|----|--|----|---|
|    | understanding of their application in the work context<br>Leadership; meaning, definition and importance of leadership, Communication in Organization<br>Theories of Leadership: Trait theory, Behavioural theories, contingency theories Introduction and Importance- Concepts of Personnel Management and HRM – Strategic HRM- Role of a HR Manager  |    |   |
| 8. | <b>Marketing of Social Services</b><br>Social Marketing and Marketing Mix Cause Related Marketing (CRM)<br>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.<br><b>Activities</b> <ol style="list-style-type: none"> <li>1. Conduct institutional visit to various community settings.</li> <li>2. Prepare a term paper on the various approaches and intervention methods in case work.</li> <li>3. Design and present community study.</li> <li>4. Demonstrate the skills in the use of different management techniques in HSO.</li> </ol> | 10 | 9 |


|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity report</li> <li>6. Semester End Examination</li> </ol> |

## REFERENCES

- 1 Abha, Vijay and Prakash. (2000). *Voluntary Organizations and Social Welfare*. ABD Publishers
- 2 Adams, Robert, Oominelli, Lena & Payne, Malcom (ed.), *Social Work: Themes, Issues & Critical Debates*. Ch. 17, Radical Social Work.
- 3 Anne Hope & Sally Timmet (1985). *A handbook for community workers*. 3 volumes, Gwera Mambo Press
- 4 Chhabra, T.N. (1999). *Principles and Practice of Management*. New Delhi: Dhanpat Rai & Co
- 5 Chowdhary D. Paul. (1992). *Social Welfare Administration*. New Delhi: Atma Ram
- 6 Cox M. F. & Erlich L. J. (1987). *Strategies of Community Organisation*. Illinois: F.E. Peacock Publishers
- 7 D'Abreo, Desmond A., *From Development Worker to Activist*.
- 8 Dr. Mrs. Banmala, *Community Organisation*. Indian Institute of Youth Welfare, 134, Shivaji Ma
- 9 Fink Arthur E (1978). *The fields of Social Work*. New York : Holt Rinehart and Winston
- 10 Freire, Paulo. *Pedagogy of the Oppressed*. Adult Education & Liberation.
- 11 Freire, Paulo, *Education as Practice of Freedom*
- 12 Freire, Paulo, *Cultural Action for Freedom*.
- 13 Gandhi M.K., *Social Service*. Work & Reform ( 3 vols.)
- 14 Gangrade, K.D. (1971). *Community Organisation in India*, Popular Prakashan, Bombay.
- 15 Goel S.L, *Social Welfare Administration* VOL. 2: Theory and Practice, Deep & Deep Publication
- Goel S.L., Jain R.K., (1988) .*Social Welfare Administration* VOL. I: Theory and Practice, Deep & Deep Publication
- 16 Harper E.B. and Dunham Arthur (1959). *Community Organisation in Action*. Association Press, New York.
- 17 Haynes, Karen S. & Mickelson, James S., *Affecting Change, Social Movements* Pub. 107ff.
- 18 Jack Rothman and others (2001). *Strategies of community interventions & Macropractices* – Peacock Publications, 6<sup>th</sup> Edition.
- 19 Kohli A.S., Sharma S.R. (1996). *Encyclopaedia of Social Welfare and Administration* Vol. 1-7, New Delhi : Anmol Pub. Pvt. Ltd.
- 20 Kramer, R.M. & H., Spechit, (1974). *Community Organisation Practice. Strategies*.
- 21 Lawani B.T. (1999). *NGOs in Development*. Jaipur: Rawat Publication.
- 22 Lewis Judith A., (1991), *Management of Human Services, Programs*. Brooks Cole Publishing Co.

- 23 Macmiller, W, (1945), Communication for Social Welfare, University of Chicago Press, Chicago
- 24 Murphy, G.G (1954), Community Organization Practice, Houghton Mifflin Co, Boston
- 25 Pasad.L.M. (2000). *Principles and Practice of Management*. New Delhi: Sultan Chand & Sons.
- 27 Ralph Brody. (2005). *Effectively Managing Human Service Organizations* (Third Edition). New Delhi: Sage Publications
- 28 Ramachandran P., (1996). *Towards an understanding of People's Movements: History from below*. Institute for Community Organization Research.
- 29 Rao, V. (1987). *Social Welfare Administration*. Bombay: Tata Institute of Social Sciences.
- 30 Rosemurray G (1955), Community Organization: Theory, Principles and Practices, Harper & Row
- 31 Ross, M.G. (1967). Community Organisation, Harper and Row, New York
- 32 Ross Murray, G., (1985). *Community Organization: Theory and Principles*. New York: Harper and Row Pub
- 33 Sachdeva.D.R.(2003). *Social Welfare Administration in India*. New Delhi: Kitab Mahal
- 34 Sidmore Rex A. (1990). Social Work Administration: Dynamic Management and Human Relationships. New Jersey: Prentice Hall
- Siddiqui H.Y. (1997), *Working with Communities*, Hira Publications, New Delhi.
- 35 Sussman, M, B (1959), Community Structure and Analysis, Thomas Y Crowell Co. New York

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |

|   |   |
|---|---|
|  | <b>MAHATMA GANDHI UNIVERSITY</b>  |
|   | <b>Name of course – BE M 21 C58</b><br><b>Overview of Disabilities – II</b> |

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Overview of Disabilities – II</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 58</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Rincymol Mathew<br>Dr. P.S Sukumaran  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | <p>This course is designed to promote knowledge regarding concepts and characteristics of Intellectual Disabilities (ID, SLD, &amp; ASD), Mental Illness and Multiple Disabilities.</p> <p>This course also aims to provide an overview of various concepts and definitions of disabilities caused due to chronic neurological conditions and blood disorders and promote awareness on the causes and prevention of the above disabilities.</p> |         |          |           |                     |                      |
| <b>Semester</b>                                     | II  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 30      | 20       | 10        | 30                  | 90                   |
| <b>Pre-requisite</b>                                | Completed course on <b>Human Growth, Behaviour and Overview of Disabilities</b>   |         |          |           |                     |                      |



### COURSE OUTCOMES (CO)

| CO No.  | Expected Course Outcome   | Learning Domains | PSO No. |
|---|---|------------------|---------|
| 1   | Analyze the causes, prevention and management of specific learning disabilities.  | An               | 2       |
| 2   | Critically examine the Epidemiological and rehabilitation issues in intellectual disability.  | An               | 3       |
| 3   | Analyze the significance of identification, prevention and management of mental illness   | An               | 4       |
| 4   | Analyze the significance of identification, prevention and management of multiple disabilities  | An               | 4       |
| 5   | Analyze the significance of identification, prevention and management of chronic neurologic disorders (Parkinson's disease, multiple sclerosis, epilepsy) | An               | 6       |
| 6   | Analyze significance of identification, prevention and management of haemophilia, thalassemia and sickle cell disease                                     | An               | 6       |
| 7   | Evaluate the epidemiology, significance of identification, prevention and management of autism spectrum disorders   | E                | 3,6     |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |                  |         |

### COURSE CONTENT

| Unit | Course description   | Hours | CO No.        |
|------|--|-------|---------------|
| 1.   | <b>Intellectual Disability</b><br>Concept and Definitions<br>Prevalence<br>History and Development of Services<br>Classification and Characteristics<br>Causes and Prevention        | 15    | 1,2,3,4,18,19 |
| 2.   | <b>Specific Learning Disabilities</b><br>Concept and Definitions<br>Prevalence<br>History and Development of Services<br>Classification and Characteristics<br>Causes and Prevention | 10    | 3,4,5,19      |
| 3.   | <b>Mental Illness &amp; Multiple Disabilities</b><br>Concept and Definitions<br>Prevalence<br>History and Development of Services<br>Classification and Characteristics              | 40    | 7,12,19       |

|    |  |    |                  |
|----|--|----|------------------|
|    | Causes and Prevention  |    |                  |
| 4. | <b>Multiple Sclerosis, Parkinson's Disease and Epilepsy</b><br>Concept and Definitions<br>Prevalence<br>History and Development of Services<br>Classification and Characteristics<br>Causes and Prevention | 10 | 8,9,13,<br>15,19 |
| 5. | <b>Hemophilia, Thalassemia, &amp; Sickle Cell Disease</b><br>Concept and Definitions<br>Prevalence<br>History and Development of Services<br>Classification and Characteristics<br>Causes and Prevention   | 8  | 10,14,19         |
| 6. | <b>ASD</b><br>Concept and Definitions<br>Prevalence<br>History and Development of Services<br>Classification and Characteristics<br>Causes and Prevention  | 7  | 17,18,19         |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group  |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b><br><ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Tests—objectiv descriptive</li> <li>3. Assignments – every students to submit two assignments onselected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on aselected topic and present in the seminar</li> <li>5. Field activity reports</li> </ol> <b>A. Semester End examination</b> |

## References

- Gargiulo, R. M. (2012). Special education in Contemporary Society. NewDelhi: Sage.
- Silver, A.A., & Hagin, R.A. (2002). Disorders of learning in childhood. USA: John Wiley & Sons, Inc.
- Henley, M., Ramsey. R.S., & Algozzine, R. (1993). Characteristics of and Strategies for Teaching Students with Mild Disabilities. USA: Allyn and Bacon, Inc.

Singh, V.P. (2004). Concepts and Methods of special Education. New Delhi: Sarup & Sons.

Florian, L. (2007). The Sage Hand Book of Special Education. New Delhi: Sage Publications.

Smith, D.D., & Luckasson, R. (1995). Introduction to Special Education Teaching in an Age of Challenge. Boston: Allyn and Bacon.

Repp, A.C. (1983). Teaching the Mentally Retarded. USA: Prentice –Hall, Inc.

Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R., & Narayan, J. (2006). Mental Retardation – A Manual for Psychologists. Secunderabad: NIMH.

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

Reynolds, C.R., & Mann, L. (Eds). (1987). Encyclopedia of Special Education. USA: John Wiley & Sons.

Dash, M. (2000). Education of Exceptional Children. New Delhi: Atlantic Publishing and Distributors.

Panda, K.C. (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

Peshawaria, R., & Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children with Mental Retardation. Secunderabad: NIMH.

Abbeduto, L. (Ed). (2003). Language and Communication in Mental Retardation. Academic Press, New York.

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.

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 and Programming for Identification of Disabilities. Secunderabad: NIMH.

Hewett, F.M., & Forness, S.R. (1984). Education of Exceptional Learners. USA: Allyn and Bacon, Inc.

Silver, A.A., & Hagin, R.A. (2002). Disorders of learning in childhood. USA: John Wiley & Sons, Inc.

Henley, M., Ramsey, R.S., & Algozzine, R. (1993). Characteristics of and Strategies for Teaching Students with Mild Disabilities. USA: Allyn and Bacon, Inc.

Singh, V.P. (2004). Concepts and Methods of Special Education. New Delhi: Sarup & Sons.

Florian, L. (2007). The Sage Hand Book of Special Education. New Delhi: Sage Publications.

Mustaffa, K. M., & Jibin George (2016). Inclusive Education – Thought and Practice. New Delhi: IPH Publication.

Smith, D.D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an Age of Challenge. Boston: Allyn and Bacon.

Reddy, G.L., Ramar, R., & Kusuma, A. (1997). Slow Learners Their Psychology and Instruction. New Delhi: Discovery Publishing House.

Repp, A.C. (1983). Teaching the Mentally Retarded. USA: Prentice – Hall, Inc.

Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R., & Narayan, J. (1989). Mental Retardation: A Manual for Psychologist. Secunderabad: National Institute for the Mentally Handicapped.

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

Reynolds, C.R., & Mann, L. (Eds). (1987). Encyclopedia of Special Education. USA: John Wiley & Sons.

Dash, M. (2000). Education of Exceptional Children. New Delhi: Atlantic Publishing and Distributors.

Panda, K.C. (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

Peshawaria, R., & Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children with Mental Retardation. Secunderabad: NIMH.

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.

|               |  |
|---------------|--|
| Approval Date |  |
|---------------|--|

|                     |  |
|---------------------|--|
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C59**  
**Qualitative and Quantitative Researches**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>MASWDS Second semester</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Qualitative and Quantitative Researches</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 59</b>  |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. K. M. Mustafa , M.Sc., MA, M.Ed, M.Phil, Ph D  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Consists of five units. First unit deals the Introduction to Research . Qualitative Methods and Quantitative Methods are the second and third units respectively. The fourth and fifth units are comprised with Data Analysis And Sampling , Tool and Preparation of Reports respectively. |         |          |           |                     |                      |
| <b>Semester</b>                                     | II   |         |          |           |                     |                      |
| <b>Total Student Learning Time(SLT)</b>             | Learning Approach  | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                | Interest and aptitude in the field of research   |         |          |           |                     |                      |

### COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome  | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1      | Understand the objectives and purpose of researches in Disability Social Work. | U                | 1       |
| 2      | Utilize various methods of research in Disability Social Work                  | A                | 9       |

|   |  |     |    |
|---|--|-----|----|
| 3 | Appraise different approaches of research processes.                 | E,I | 10 |
| 4 | Conduct mini research project in the area of Disability Social Work. | C,S | 10 |
| 5 | Describe different methods of sampling.                              | R   | 10 |

|   |   |       |  |
|---|---|-------|--|
| 6 | Understand the relevance of developing tools and acquire the skills to construct tools.     | U,A   |  |
| 7 | Apply the skills in data collection and analyze of data                                     | A     |  |
| 8 | Analyze the essential of research proposal and research report and then apply in the study. | An,Ap |  |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

### COURSE CONTENT

| Unit | Course description  | Hours | CO No |
|------|---|-------|-------|
| 1.   | <b>Introduction to Research</b><br>Meaning, Nature, Scope and Functions of Research in Behavioural sciences<br>Scientific thinking and nature of Educational research<br>Research process: research problem, design and hypothesis<br>Qualitative and Quantitative research, Types and modalities of research: Fundamental, Applied and Action. Historical, Descriptive, Experimental and Clinical research.<br>Ethical considerations involved in conducting and reporting behavioural science research. | 20    | 1,2   |
| 2.   | <b>Qualitative Method</b><br>Definition and Purpose of Qualitative Studies<br>Characteristics of Qualitative Methods<br>Types of Qualitative Methods  | 15    | 2,3   |
| 3.   | <b>Descriptive Designs</b><br>Definition, Characteristics, Purpose and Types<br>Survey Research<br>Developmental, Case-studies and Ex-post facto Studies<br>Causal-Comparative and Correlational studies<br>Observational Research  | 20    | 2,3,4 |
| 4.   | <b>Quantitative methods</b><br>Definition And Purpose of Quantitative Research<br>Characteristics of Quantitative Methods<br>Types of Quantitative Methods  | 20    | 3,4,5 |

|    |  |    |       |
|----|--|----|-------|
| 5. | <b>Sampling, Tools and Preparation of Report</b><br>Population, sample, sampling techniques, large and small samples, common errors in sampling<br>Tools and Techniques of data collection<br>Tools: Questionnaire, Rating scale, check list, Attitude Scales and Inventories.<br>Techniques: Interview: Uses, purpose, types and requisites of a good Interview.<br>Observation: Uses, types and requisites of good observation.<br>Test standardization procedures, objectivity, validity and reliability of tests, Methods of establishing reliability and validity.<br>Preparation of a Research proposal and Research Report: Types and steps, APA format, composition, References, Bibliography, and Appendices.<br>Evaluation of a Research Report: Criteria for evaluation | 20 | 5,6,7 |
|----|--|----|-------|

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative  |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports - Mini research projects, workshop for tool preparation</li> </ol> <b>A. Semester End examination</b> |

## References

1. Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi
2. Best, J.W., and Kahn, J.V, (1992). Research in Education. Prentice – Hall of india Pvt. Ltd., New Delhi.
3. Bhatnagar, R.P., and Bhatnagar, P.R. (1989). Experimental Designs of research in Behavioural Sciences. Rajhans Agencies, Meerut.
4. Chawla, D & Sandhi, N (2011) Research Methodology concepts and cases.

Vikas publishing House New Delhi.

5. Christenson, L.B.(1988). Experimental Methodology(4th edn.).Allyn and Bacon Inc. , Boston.
6. Gay, L.R. (1990). Educational Research (3rd edn) Merrill Publishing Co., New York.
7. Gersten, R., Schiller E.P, Vaughn, S. (2000) Contemporary Special Education Research – Syntheses of the knowledge base on critical Instructional issues Lawrence Erlbaum Associates U.S.A.
8. Rosnow R.L., Rosenthal R. (2002) Beginning Behavioural Research – A conceptual Primer (4th edn) Prentice hall U.S.A.
9. Good V.C (2008) Introduction to Educational research Methodology of Design in the Behavioural and Social Sciences (2nd edn) Surjeet Publication New Delhi.
10. Kaul, L. (1996). Methods in Educational Research. Vikas Publishing House, New Delhi.
11. Kerlinger, F.N. (1983). Foundations of Behavioural Research (2nd edn.). Surjeet Publications, Delhi.
12. Kothari, c.R. (2006). Research in Methodology, methods and techniques. (2nd edn.) New Age International pvt.Ltd., New Delhi.
13. Lal Das, D.K. (2000). Practice of Social Research. Rawat Publications, New Delhi.
14. Langenbach, M., Naughn, C., and Aagaard, L. (1988). An introduction to Educational Research. Allyn and Bacon, New York.
15. Mason, E.J., and Bramble, W.J. (1989). Understanding and conducting, Research (2nd edn.) McGraw- Hill Book Co., New York.
16. Pande,G.C. (1989). Research Methodology in Social Sciences. Anmol Publications, New delhi.
17. Paneer Selvam, R.(2004) Research Methodology. Prentice Hall New Delhi.
18. Panneerselvam, R. (2005). Research in Methodology. Prentice – Hall of India Pvt. Ltd., New Delhi.
19. Reddy, C.R. (1987). Research Methodology in Social Sciences. Daya Publishing House, Delhi.
20. Silverman, D.(2012). Qualitative Research. Sage Publication, London
21. Sukhia, S.P., Mehrotra, P.V., and Mehrotra, R.N.(1981). Elements of educational Research. Allied publishers pvt. Ltd., New Delhi.
22. Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
23. Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
24. Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.



|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C60  
FIELD WORK II**

|   |  |         |          |           |        |                      |
|---|--|---------|----------|-----------|--------|----------------------|
| <b>SchoolName</b>                                   | <b>SCHOOL OF BEHAVIOURAL SCIENCES</b>  |         |          |           |        |                      |
| <b>Programme</b>                                    | <b>M.A. (SWDS)</b>   |         |          |           |        |                      |
| <b>Course Name</b>                                  | <b>FIELD WORK II</b>   |         |          |           |        |                      |
| <b>Type of Course</b>                               | Core   |         |          |           |        |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 60</b>  |         |          |           |        |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> |  |         |          |           |        |                      |
| <b>Course Summary &amp; Justification</b>           | The field work practicum means for enabling the students in identifying, undertake strategic planning and implementing activities in the field of disability counseling and rehabilitation activities. These includes selfawareness, ethics in social work practice, report writing, application of social work skills and techniques through institutional visit, field or community camp, placement with agencies. |         |          |           |        |                      |
| <b>Semester</b>                                     | II   |         |          |           |        |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Others | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning   | -       | -        | 70        | 20     | 90                   |
| <b>Pre-requisite</b>                                | Completed field work I   |         |          |           |        |                      |

## COURSE OUTCOMES (CO)

| <b>CO No.</b> | <b>Expected Course Outcome</b>                                 | <b>Learning Domains</b> | <b>PSO No.</b> |
|---------------|--|-------------------------|----------------|
| 1             | Familiarize with the steps of case work during the field work. |                         | 6              |
| 2             | Identify the various stages of case work at practice           |                         | 6              |

|   |  |  |     |
|---|--|--|-----|
| 3 | Recognize the principles of case work while observing cases of persons with any disability in the field.       |  | 4,5 |
| 4 | Identify the techniques used by case worker in the treatment of a case with disability during field practicum. |  |     |
| 5 | Appraise the challenges that the DSW trainee come across in understanding case work during field practicum.    |  |     |

***\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

## COURSE CONTENT

- Field Work Workshop
- Placement with Agencies (concurrent/block)
- Generic placements (concurrent/block) – an organization that is not disability specific (Occupational Health Center, Industries, NGOs, Governmental Agencies like NHM, KILA etc.)
- working with individuals, groups, communities and administration
- Disability Survey

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – field work involvement, draft reports</li> <li>3. Field work – institutional feedback, attendance of camp,</li> <li>4. Case presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <b>A. Semester End examination</b> |

## REFERENCES

1. Augusto, C Mc Graw, J (1990) Humanizing Blindness through Public Education *Journal of Visual Impairment and Blindness*, October, Vol. 84, No. 8 pp. 397-40
2. Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K. and Ireland.
3. Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.
4. Dasgupta, S (1968), Social Work and Social Change, Extending Horizons Books, Mass.
5. Dhangare, D.N. (1988), "Action Groups and Social Transformation in India\_Some Sociological Issues", *Man and Development*, Vol.X, No.3, September.
6. 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.
7. Fichten, C. Hines, J. Amsei, R (1985), Public Awareness of Physically Disabled People. *International Journal of Rehabilitation Research* 8(4), pp.407-413.
8. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
9. Oliver, O. (1993). Social Work: Disabled People and Disabling Environments. London: Jessica Kingsley Publishers.
10. 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.
11. 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.
12. 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.
15. Siddiqui, H.Y. (Ed.) (1984), Social Work and Social Action: A Developmental Perspective, New Delhi: Harnam Publications

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C61**  
**Disability Counseling: Working with**  
**Individuals and Groups**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Disability Counselling: Working with Individuals and Groups</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 61</b>  |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | (Prof.) Dr. P.T Baburaj., Ph.D.  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Counselling at the micro level is emphasized to understand social and cultural factors related to people living with disability. In particular, it enables learners to identify needs of the counselees and therefore set appropriate goals for the success of it. In addition to that, relationship issues, attitudinal and societal barriers pertinent to persons with disability are essential concepts and those are well covered. |         |          |           |                     |                      |
| <b>Semester</b>                                     | III  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |  |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No.   | Expected Course Outcome  | Learning Domains | PSO No. |
|--|--|------------------|---------|
| 1  | Determine the techniques for counsellors to enhance effectiveness including counselling tips.  | E                | 4       |
| 2  | Examine the disability related characteristics of individual, personality of family members, social, demographic environmental, gender and phenomenological adjustment to counsel families and children with disabilities. | An               | 2,5,6   |
| 3  | Explain the various types of counselling of persons with disabilities.   | E                | 4       |
| 4  | Classify basic skills and concepts in counselling and inspect various approaches to counselling.   | A                | 4,6     |
| 5  | Interpret Egan's model of counselling for people with disability and explain advanced skills and concepts in counselling.  | E                | 6,7     |
| 6  | Dissect the various stages of group counselling from its formation to post group issues by highlighting the major dynamics.  | An               | 5,6,8   |
| 7  | Opinion on the ethical and professional issues in counseling.  | E                | 8,9     |
| * Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |  |                  |         |

## COURSE CONTENT

| Unit | Course description   | Hours | CO No |
|------|--|-------|-------|
| 1.   | <b>Disability &amp; counselling relationship: what counsellors needs to know:</b><br>Exploration of adjustment to disability.<br>Techniques for counsellors to enhance effectiveness.<br>Counselling tips.                 | 5     | 1     |
| 2.   | <b>Counselling families and children with disabilities- enduring characteristics and individual differences.</b><br>Demographic characteristics, disability related characteristics. Personality characteristics of family | 10    | 2     |

|    |  |    |   |
|----|--|----|---|
|    | <p>members.</p> <p>Social and environmental characteristics.</p> <p>Social relationship, family interaction, social support.</p> <p>Gender issues, role model.</p> <p>Phenomenological process in adjustment, adjustment and quality of life.</p>  |    |   |
| 3. | <p><b>Counselling process</b></p> <p>Counselling relationship, Counselling interview.</p> <p>Types of Counselling: Counsellor –oriented counselling.</p> <p>Counselee – oriented counselling</p> <p>Eclectic – Counselling equally oriented to both the counsellor and counselee.</p>  | 10 | 3 |
| 4. | <p><b>Basic skills and concepts</b></p> <p>Attending: eye contact, attentive body language, distance, vocal tone, verbal tracking. Basic listening skills: active listening, client observation, verbal behaviour.</p> <p>Encouraging, paraphrasing, summarizing, reflection of feelings, use of open end and closed questions.</p> <p>Self-attending skills: self-awareness, centering and relaxing, humour.</p> <p>Non-judgmental attitude towards self and others, genuineness, concreteness. Approaches to counselling- Psychodynamic.</p> <p>Behavioural. Existential/Humanistic. Transpersonal approaches.</p> | 20 | 4 |
| 5. | <p><b>Advanced Skills and Concepts</b></p> <p>Egan’s Model of Counselling.</p> <p>Self-disclosure, confrontation, immediacy, action skills, termination skills.</p>  | 5  | 5 |
| 6. | <p><b>Working with Group</b></p> <p>Overview of group counselling, opening and closing group counselling session.</p> <p>Group leader, stages of formation and working with group. Formation of a group-orientation and exploration.</p> <p>Dealing with resistance, cohesion and productivity, consolidation. Termination, post group issues.</p>   | 10 | 6 |
| 7. | <p><b>Ethical and professional issues in counselling</b></p> <p>Code of ethics and best practice guidelines.</p> <p>Examination of self, informed consent, screening process.</p> <p>Freedom to choose to participate, psychological risk, signed consent, confidentiality.</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Conduct institutional visit to various counselling settings.</li> <li>2. Prepare a term paper on the various approaches</li> </ol>  | 10 | 7 |

|  |   |  |  |
|--|---|--|--|
|  | and intervention methods in group counselling.              |  |  |
|  | 3. Design and present case study on individual counselling. |  |  |
|  | 4. Prepare a monograph on group counselling.                |  |  |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative  |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b><br>1. Continuous Internal Assessment (CIA)<br>2. Internal Test – two internal written test examinations<br>3. Assignments – every student to submit two assignments on selected topics<br>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar<br>5. Field activity report<br><b>6. Semester End Examination</b> |

## REFERENCES

1. Stuntzner, S. and Hartley, M.T. (2014) Disability and the Counselling Relationship: What Counsellors Need to Know, *Ideas and Research You Can Use: VISTAS*
2. Timothy R Elliott & Larry L Mullins (2014) Counselling families and children with disabilities. In Counselling Diverse Populations, McGraw-Hill. See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/234166234>
3. Nelson-Jones, R. (2002). *Essential Counselling and Therapy Skills: The Skilled Client Model*. London. Sage.
4. Rao, N.S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Gibson, Robert L; & Mitchell, Marianne H Introduction to counselling and guidance - 6 Ed. - New 5. Jersey, Prentice- Hall.
6. Bond, Tim; & Culley, Sue. (2004) Integrative counselling skills in action. Ed.2: London, Sage Publications Ltd.
7. Nelson-Jones, Richard. (2004) Practical counselling skills and helping skills: text and exercises for the life skills counselling model. Ed.4: California, Sage Publications Inc.
8. Higdon, Juliet (2004) From counselling skills to counsellor: a psychodynamic approach New York, Palgrave Macmillan.



9. Jessy Abraham (2004) Guidance and counselling for teacher education. New Delhi, Sarup & Sons.
10. Warren, Pamela A (2011) Behavioural health disability: innovations in prevention and management: Publisher: New York, Springer.
11. Murugudu Sri Hari & Singamaneni Nageswara R (2004) Guidance and counselling New Delhi, Discovery Publishing House.
12. Arul Jothi, D L Balaji & Pratiksha Jugran (2009) Guidance and counselling New Delhi, Centrum Press
13. 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
14. S Narayana Rao & Prem Shajpal (2013) Counselling and guidance New Delhi: McGraw Hill Education (India) Pvt. Ltd.
15. Sandy Magnuson & Ken Norem (2015) Essential counselling skills: practice and application guide. California: Sage Publications.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C62**  
**Community Based Rehabilitation and**  
**Working with Families**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Community Based Rehabilitation and Working with Families</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 62</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | (Prof.) Dr. P.T Baburaj   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Designed to impart knowledge on community based rehabilitation(CBR) its concepts, models and process. Also, prepare students on various skills of using application models of interventions, identifying stakeholders within community, implement CBR effectively. Theoretical understanding, research and necessary skill based components to work with the families in the community is expected to improve professional competency among learners. |         |          |           |                     |                      |
| <b>Semester</b>                                     | III   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome   | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| 1      | Explain principles, need, concepts, objectives, models, and types of CBR for person with disability.  | A                | 4       |
| 2      | Examine role of family, technology, community along with the challenges, barriers, collaborators, resource utilization and stakeholders in CBR. | An               | 5       |

|  |   |    |     |
|--|---|----|-----|
| 3  | Model CBR Matrix for practical and community engagement.  | A  | 6   |
| 4  | Analyze the most basic concepts and characteristics, type, structure, dynamics, working with families including violence. | An | 4,6 |
| 5  | Explain various concepts, psychosocial theories linked to family, family lifecycle stages and family enrichment.          | E  | 2   |
| 6  | Determine the methods and models of social work assessment and interventions with families.                               | E  | 6   |
| 7  | Evaluate the functions and responsibilities of several national level institutions for family welfare.                    | E  | 7   |
| 8.   | Classify the interdisciplinary and participatory research methods in family research.                                     | An | 9   |
| * Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |   |    |     |

## COURSE CONTENT

| Unit | Course description  | Hours | CO No |
|------|---|-------|-------|
| 1.   | <b>Community Based Rehabilitation-CBR</b><br>Content for Classroom Transaction (Sub-units)<br>CBR meaning, concept, definition and objectives.<br>Principles.<br>Need and scope.<br>Advantages and disadvantages.<br>Multidisciplinary team and its collaboration in CBR. | 2.5   | 1     |
| 2.   | <b>Various Aspects, Models and Integration in CBR</b>   | 5     | 3     |

|    |  |     |   |
|----|--|-----|---|
|    | Aspects of CBR. Models of CBR.<br>Strategies for educational guidance.<br>Institutionalization and de-institutionalization<br>Integration, mainstreaming and inclusion.  |     |   |
| 3. | <b>Types of CBR for the differently abled</b><br>Visual impairment. Hearing impairment. Speech impairment. Intellectually challenged.<br>Persons with Autism spectrum disorder. Persons with learning disability.<br>Persons with Multiple disability.   | 2.5 | 4 |
| 4. | <b>Role of family, role of technology, community and barriers in CBR</b><br>Role of family Role of technology.<br>Role of community. Architectural barriers. Access and barriers. Educational barriers<br>CBR constraints. Challenges of CBR.  | 5   | 2 |
| 5. | <b>Organization of a community based rehabilitation centre</b><br>Administration. Resource utilization. Challenges.<br>Legal and political<br>National and international agencies and collaborations. Evaluation of CBR.<br>Role of Villagers in the Participation of CBR.<br>Undertaking effectiveness of CBR in community.   | 5   | 5 |
| 6. | <b>CBR Matrix</b><br>Health, Education.<br>Livelihood, Social and Empowerment.<br>Rural Practical and Community Engagement.  | 5   | 3 |
| 7. | <b>Various basic concepts related to Family</b><br>Defining Families, Common characteristics, Family Rituals. Family Traditions, Family Routines, Family Functions.<br>Family Structures and Family Dynamics. Family Conflicts, Family Violence.<br>Diversity of families: Nuclear family, Joint family, Extended family. Working Parents, Single parents, Younger parents, Foster families. | 5   | 6 |
| 8. | <b>Premise and origins of various theories related to work with families</b><br>Psychosocial Theory.<br>Role Theory. Structural Theory.<br>Social Exchange Theory.<br>Communication Theory.<br>Family Systems Theory. Family Development Theory.<br>Life Course Perspective.   | 5   | 4 |
| 9. | <b>Methods and models of social work assessment</b><br>Definition, Types of Marriage.  | 5   | 5 |

|     |  |   |   |
|-----|--|---|---|
|     | Working parents, Division of labour 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.   |   |   |
| 10. | <b>Family Life Cycle-Eight development Stages</b><br>Stage 1: Married couple.<br>Stage 2: Child bearing families.<br>Stage 3: Families with preschool children. Stage 4: Families with school aged children.<br>Stage 5: Families with Teenagers.<br>Stage 6: Families with young adults.<br>Stage 7: Middle-aged parents in the empty nest.<br>Stage 8: Ageing family members.<br>Family developmental tasks: Characteristics & Importance.<br>Concept of Family health, Family Well-being and Family Enrichment. | 5 | 6 |
| 11. | <b>Social Work Interventions with families</b><br>Families living in Poverty, Families of prisoners, Families with persons living with disability. Migrant families, Families of victims of Domestic violence.<br>Transgender families, Families of Debtors, Families affected by disasters.<br>Homeless families, Families with chronic illness, Families with degenerative disorders. Families from diverse cultural and linguistic backgrounds.<br>Elderly living in families.                                  | 5 | 6 |
| 12. | <b>Methods and Models of Social Work Interventions</b><br>Genogram of the family, the Flow Chart.<br>Eco Map, Pathways plans. Diary Sheet, Home Visits. Psychosocial Life model. Problem Solving approaches. Crisis intervention.<br>Cognitive Behavioural model. Integrative Model.   | 5 | 6 |
| 13. | <b>Interventions with Families</b><br>Structural family therapy. Problem solving therapy. Solution Focused Therapy. Psychodynamic Family Therapy.<br>Cognitive Behavioural Family Therapy. Narrative therapy.<br>Experiential Family Therapy. Empowerment mediation & Advocacy.<br>Crisis intervention.<br>Self-help, Social support and Networking.   | 5 | 6 |
| 14. | <b>Institutions for Family Welfare</b>   | 5 | 7 |

|     |  |   |   |
|-----|--|---|---|
|     | Ministry of Health and Family Welfare.<br>National Institute of Health and Family Welfare.<br>National Rural Health Mission.<br>Planning Commission.<br>Family Courts, Legal Service Authority.<br>INGOS' and NGOS' role in empowering families.   |   |   |
| 15. | <b>Research on Family</b><br>Methods of undertaking Family Studies.<br>Interdisciplinary and Participatory Research.<br><br><b>Activities</b> <ol style="list-style-type: none"> <li>1. Observation visit to community rehabilitation centres</li> <li>2. Observation visit to halfway homes/day care centres/sheltered workshops</li> <li>3. Observation visit to juvenile homes/certified schools</li> <li>4. Group Discussion on CBR and implications.</li> <li>5. Review of literature of various topics of family social work.</li> </ol> | 5 | 8 |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every student to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity report</li> <li><b>6. Semester End Examination</b></li> </ol> |

## REFERENCES

1. Sunder.S (2002), Text book of Rehabilitation, Gopsons Papers LTD. Noida, Uttar 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: CrisisManagement, Delhi, Northern book centre.
11. Goel Manju (1997). Marital disputes and Counselling Methodology, Vol.1, New Delhi: APHPublishing 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 FreePress.
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: RawatPublications.
17. Mathur, Hari Mohan (ed) (1992). The family welfare programmes in India. New Delhi: Vikaspublishing 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 WealthPublications.
22. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions andInternation Comparisions, New Delhi: Rawat Publications.
23. Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |





# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C63  
FIELD WORK III**

|   |   |         |          |           |        |                      |
|---|---|---------|----------|-----------|--------|----------------------|
| <b>SchoolName</b>                                   | <b>SCHOOL OF BEHAVIOURAL SCIENCES</b>   |         |          |           |        |                      |
| <b>Programme</b>                                    | <b>M.A. (SWDS)</b>  |         |          |           |        |                      |
| <b>Course Name</b>                                  | <b>FIELD WORK III</b>   |         |          |           |        |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |        |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 63</b>   |         |          |           |        |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> |   |         |          |           |        |                      |
| <b>Course Summary &amp; Justification</b>           | The field work practicum means for enabling the students in identifying, undertake strategic planning and implementing activities in the field of disability counseling and rehabilitation activities. These includes selfawareness, ethics in social work practice, report writing, application of social work skills and techniques through institutional visit, field or community camp, placement with agencies, study tours. |         |          |           |        |                      |
| <b>Semester</b>                                     | III   |         |          |           |        |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Others | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning  | -       | -        | 70        | 20     | 90                   |
| <b>Pre-requisite</b>                                | Completed Field work II   |         |          |           |        |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome  | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1      | Identify the role of social worker in the rehabilitation         | U                | 1       |
| 2      | Evaluate the application of social work theory in rural setting. | E                | 6       |

| Unit | Course description | Hours | CO No. |
|------|--------------------|-------|--------|
|------|--------------------|-------|--------|

|   |   |    |  |
|---|---|----|--|
| 3   | Plan and organize projects in the community.  | Ap |  |
| 4   | Evaluate the role and the functioning of various agencies working in the field of health, disability prevention and rehabilitation. | E  |  |
| 5   | Appreciate documentation in social work practice.   | C  |  |
| *Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |   |    |  |

## COURSE CONTENT

|  |   |    |         |
|--|---|----|---------|
|  | Field Work workshop   | 20 | 1       |
|  | Placement in govt./voluntary agencies working in the area of health, disability and rehabilitation. | 80 | 2,3,4,5 |
|  | Rural field work (concurrent/block)   | 50 | 2,3,4,5 |
|  | Community education programme/project   | 50 | 2,3,4,5 |
|  | Study Tour  | 40 | 2,3,4,5 |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – field work involvement, draft reports</li> <li>3. Field work – institutional feedback, attendance of camp,</li> <li>4. Case presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <b>A. Semester End examination</b> |

## REFERENCES

1. 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.
2. Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K. and Ireland.
3. Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.
4. Dasgupta, S (1968), Social Work and Social Change, Extending Horizons Books, Mass.
5. Dhangare, D.N. (1988), "Action Groups and Social Transformation in India\_Some Sociological Issues", Man and Development, Vol.X, No.3, September.
6. 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.
7. Fichten, C. Hines, J. Amsei, R (1985), Public Awareness of Physically Disabled People.

- International Journal of Rehabilitation Research* 8(4), pp.407-413.
8. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
  9. Oliver, O. (1993). Social Work: Disabled People and Disabling Environments. London: JessicaKingsley Publishers.
  10. 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.
  11. 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.
  12. Govinda R, & Diwan, Rashmi (Ed.) Community Participation and Empowerment, SagePublications, New Delhi 2003.
  13. Khinduka, S.R. and Coughlin Bernard, J (1975), A Conceptualization of Social Action, *SocialService Review*, 49.1, March.
  14. Pinto, Maya (1997), Community Mobilization and Participation in DPEP, Society forParticipatory Research in Asia (PRIA), New Delhi.
  15. Siddiqui, H.Y. (Ed.) (1984), Social Work and Social Action: A Developmental Perspective, New Delhi: Harnam Publications

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C64  
Rehabilitation in Sensory Disabilities**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Rehabilitation in Sensory Disabilities</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Elective   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 E 64</b>  |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Rajesh.E   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | The concept of Rehabilitation will be discussed in detail in this course with special focus on sensory disabilities. |         |          |           |                     |                      |
| <b>Semester</b>                                     | III  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |  |         |          |           |                     |                      |

### COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome   | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| 1      | Describe the understanding regarding Rehabilitation and its relevance | U                | 1       |
| 2      | Illustrate the levels of Intervention in Rehabilitation               | U                | 2       |

|   |   |    |     |
|---|---|----|-----|
| 3 | Critically examine the types of rehabilitation activities | A  | 3   |
| 4 | Analyse the stages of Rehabilitation Process              | An | 4   |
| 5 | Remember the issues and trends in Rehabilitation          | R  | 6,9 |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

| Unit | Course description  | Hours | CO No |
|------|---|-------|-------|
| 1.   | <b>Basic Concepts and Definitions related to Rehabilitation</b><br>Content for Classroom Transaction (Sub-units)<br>ImpairmentDisability Handicap<br>Habilitation and Rehabilitation      | 15    | 1     |
| 2.   | <b>Rehabilitation –Principles &amp; Intervention</b><br>Principles of Rehabilitation<br>Levels of Intervention  | 20    | 1     |
| 3.   | <b>Trends and Issues in Rehabilitation</b><br>Integration<br>Mainstreaming<br>Normalization<br>Inclusion  | 10    | 2     |
| 4.   | <b>Type of Rehabilitation Activities- Concept, Purpose, Merits and Demerits</b><br>Institution Based<br>Community Based   | 15    | 2     |
| 5.   | <b>Stages in Rehabilitation Process</b><br>Case Finding<br>Case Study<br>Counselling<br>Medical Services Education Vocational Training<br>Employment<br>Social Integration                | 10    | 3     |
| 6.   | <b>Agencies of Rehabilitation</b><br>Home 62Schools<br>Community and Mass Media<br>Government and Non-Government Organizations<br>National and International Agencies<br>Funding Agencies | 10    | 3     |
| 7.   | <b>Role of Family in Rehabilitation</b><br>Role of MotherFather<br>Siblings   | 10    | 4     |

|     |  |    |   |
|-----|--|----|---|
| 8.  | <b>Role of Assistive Technologies</b><br>Assistive Technology for Visual Impairment Assistive<br>Technology for Hearing Impairment   | 10 | 4 |
| 9.  | <b>Emerging fields in Rehabilitation</b><br>Rehabilitation Medicine<br>Tele rehabilitation   | 10 | 5 |
| 10. | <b>Understanding Rehabilitation</b><br>Rehabilitation Measures Outcomes Barriers<br>Good Practices<br><br><b>Activities</b><br>1. Conduct institutional visit to Special<br>Schools for Sensory Disabilities.<br>2. Prepare a term paper on any one Unit of<br>Study.<br>3. Design and present case study.<br>4. Conduct group discussion on selected<br>topics. | 10 | 5 |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b><br>1. Continuous Internal Assessment (CIA)<br>2. Internal Test – two internal written test examinations<br>3. Assignments – every students to submit two assignments on selected topics<br>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar<br>5. Field activity report<br><b>6. Semester End Examination</b> |

## REFERENCES

1. Alpiner, J.A. & McCarthy, P.A. (1993). Rehabilitative Audiology: Children and Adults (2<sup>nd</sup> ed.). Baltimore: Lippincott, Williams and Wilkins.
2. Pandey, R.S. and Advani, Lal (1995). Perspectives in Disability and Rehabilitation.

New Delhi

Master of Arts Social Work in Disability Studies and Action [MASWDSA]  
Effective from January 2021

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.VikasPublishing House.

5.World Health Organization. World report on disability.[Chapter 4.Rehabilitation] 2011.

|               |  |
|---------------|--|
| Approval Date |  |
| Version       |  |
| Approval by   |  |

|                     |  |
|---------------------|--|
|                     |  |
| Implementation Date |  |





# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C65**  
**Rehabilitation in Physical Disabilities**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                        | <b>Rehabilitation in Physical Disabilities</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                     | Elective  |         |          |           |                     |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 65</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff</b>            | Rincymol Mathew   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b> | <p>This course is designed to promote knowledge regarding the significance, prevalence, causes, identification and management of physical disabilities, illness and disability. This course also aims to provide an overview of various preventive and rehabilitative interventions available for persons with physical disabilities so that the graduate can apply this knowledge irrespective of their setting of practice in helping a person with physical disability to enjoy optimum quality of life.</p> |         |          |           |                     |                      |
| <b>Semester</b>                           | III   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>  | Learning Approach   | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 20      | 20       | 30        | 30                  | 90                   |
| <b>Pre-requisite</b>                      | Completed courses on overview of disabilities I and II in first and second semester   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome                            | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1      | Examine the anatomy of movement.                   | A                | 2       |
| 2      | Analyze the epidemiology of physical disabilities. | A                | 3       |

|   |  |    |       |
|---|--|----|-------|
| 3   | Describe the prevention and management of physical disabilities  | R  | 4,5,6 |
| 4   | Appraise the facilities available for prevention of physical disabilities at primary, secondary and tertiary levels.           | An | 6,7   |
| 5   | Appreciate the application of rehabilitation interventions for persons/people with physical disability in real life situations | Ap | 5,6   |
| 6   | Evaluate the rehabilitation facilities available for persons with physical disabilities  | E  | 8     |
| 7   | Analyse the issues and problems in the rehabilitation of persons with physical disabilities                                    | An | 9,10  |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |  |    |       |

## COURSE CONTENT

| Unit | Course description  | Hours | CO No.  |
|------|---|-------|---------|
| 1.   | <b>Musculoskeletal system - Anatomy and physiology-</b><br>Structure, function and classification of bones<br>Structure, function and classification of muscles and joints<br>Structure, function and classification of muscles and joint Normal movements of the body-voluntary, involuntary, locomotor, non-locomotor | 10    | 1       |
| 2.   | <b>Nervous system- Anatomy and physiology-</b><br>Structure and function of brain<br>Structure and function of spinal cord<br>Sympathetic and parasympathetic nervous system<br>Neuromuscular coordination in movement  | 10    | 2       |
| 3.   | <b>Physical disabilities-Concept, causes, significance</b><br>Classification of physical disabilities<br>Causes of physical disabilities<br>Significance of physical disabilities in existing scenario. (health care, legal, environmental, cultural, social, vocational, economic and educational aspects)             | 10    | 3       |
| 4.   | <b>Physical disabilities- Diagnosis, prevention, and</b>  | 40    | 4,5,6,7 |

|    |   |           |           |
|----|---|-----------|-----------|
|    | <p><b>management</b></p> <p>Congenital: Muscular Dystrophy, club foot, Spine Bifida, Osteogenesis Imperfecta</p> <p>Acquired: From infection and inflammation- Leprosy, Polio, Chicken guinea, tuberculosis, pneumonia, spondylitis, Arthritis</p> <p>Secondary to diseases- Stroke, Diabetes, Cardiovascular Diseases, Renal failure</p> <p>Resulting from trauma: acid attack, violence, surgery, amputation, fracture, strain, sprain, dislocation, head injuries, accidents, sports injuries</p> <p>Resulting from ageing and degeneration: spinal deformities, spondylosis, Guillenbarre syndrome, multiple sclerosis, Parkinsons disease, ankylosing spondylitis, senile changes, osteoporosis</p> <p>Miscellaneous: cerebral palsy, drug interactions, peripheral nerve lesions, myopathy, cancer, rickets, acromegaly</p>   |           |           |
| 5. | <p><b>Rehabilitation interventions in physical disabilities</b></p> <p>Medical measures</p> <p>Surgical interventions</p> <p>Technological interventions</p> <p>Environmental interventions</p> <p>Economic and vocational interventions</p> <p>Social interventions</p> <p>Prosthetic rehabilitation</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Survey of a village - detection of persons with physical disabilities Demonstration of rehabilitation needs of persons with physical disability</li> <li>2. Visit to an artificial limb fitting centre/ centre equipped with assistive devices for persons with physical disability</li> <li>3. Organizing health talks and seminar on loco-motor disabilities</li> <li>4. Visit to physiotherapy and observation of its working in terms of man, material and machinery.</li> <li>5. Visit to occupational therapy and observation of working.</li> <li>6. Observation of various therapeutic activity and functional training methods.</li> <li>7. Visit to prosthetic and orthotic workshop to see its functioning.</li> <li>8. Critical evaluation of the present public transport system with suggestions to promote inclusion of persons with physical disabilities</li> </ol> | <b>20</b> | 8,9,10,11 |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Tests—objectiv descriptive</li> <li>3. Assignments – every students to submit two assignments onselected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on aselected topic and present in the seminar</li> <li>5. Field activity reports</li> </ol> <b>A. Semester End examination</b> |

### 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: SagePublications.
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

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |
|                     |  |

|  |                                  |
|--|----------------------------------|
|  | <b>MAHATMA GANDHI UNIVERSITY</b> |
|--|----------------------------------|



**Name of course – BE M 21 C66  
Management of Learning Disabilities**

|   |  |         |          |           |                               |                            |
|---|--|---------|----------|-----------|-------------------------------|----------------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                               |                            |
| <b>Programme</b>                                    | M.A. Social Work in Disability Studies and Action  |         |          |           |                               |                            |
| <b>Course Name</b>                                  | <b>Management of Learning Disabilities</b>   |         |          |           |                               |                            |
| <b>Type of Course</b>                               | Elective   |         |          |           |                               |                            |
| <b>Course Code</b>                                  | <b>BE M 21 E 66</b>  |         |          |           |                               |                            |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. K. M. Mustafa, MSc, MA, MEd. MPhil, PhD  |         |          |           |                               |                            |
| <b>Course Summary &amp; Justification</b>           | Consists of Five units 1) Concepts and characteristics of Learning Disabilities 2) Learning Disabilities :Types 3) Assessment of Basic Curricular Skills 4) Intervention Strategies in Basic Skills of Learning and 5) Developments in the fields of Learning Disabilities |         |          |           |                               |                            |
| <b>Semester</b>                                     | III  |         |          |           |                               |                            |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Other<br>s<br>(field<br>work) | Total<br>Learning<br>Hours |
|   | Eg.<br>Authentic learning<br>Collaborative<br>learning<br>Independent<br>learning  | 50      | 20       | 10        | 10                            | 90                         |
| <b>Pre-requisite</b>                                | Interest and Aptitude in the field of Disability Social Work.  |         |          |           |                               |                            |

**COURSE OUTCOMES (CO)**

| <b>CO No.</b>   | <b>Expected Course Outcome</b>  | <b>Learning Domains</b> | <b>PSO No.</b> |
|---|---|-------------------------|----------------|
| 1   | Understand concepts, causes and characteristics of Learning Disabilities                                  | U                       | 3              |
| 2   | Describe the types of Learning Disabilities, associated conditions and emotional and behavioural problems | R                       | 3              |
| 3   | Utilize various assessment techniques of basic curricular skills.   | A                       | 6              |
| 4   | Appraise various standardized tests and interpretation of tests   | EI                      | 3,6            |
| 5   | Understand a range of intervention strategies and apply in the field                                      | U                       | 2,3,6          |
| 6   | Understand the relevance of legislations in the field   | U                       | 8              |
| 7   | Apply theoretical perspectives to practice in the field of Inclusive Education                            | A                       | 4              |
| 8   | Analyze the status of human resources in the field and appraise the researchers in the management of LD   | An, Ap                  | 9              |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |                         |                |

## COURSE CONTENT

| Unit          | Course Description   | Hours     | Co. No |
|---------------|--|-----------|--------|
| <b>Unit 1</b> | <b>Concepts and characteristics of Learning Disabilities</b> | <b>20</b> |        |
| 1.1           | Historical Development                                       | 4         | 1      |
| 1.2           | Concept and Definition                                       | 4         | 1      |
| 1.3           | Learning Problems and Disability                             | 4         | 1      |
| 1.4           | Characteristics of Learning Disabilities                     | 4         | 1      |
| 1.5           | Diagnostic and Statistical Manual of Learning Disabilities   | 4         | 1      |
| <b>Unit 2</b> | <b>Learning Disabilities: Types</b>                          | <b>10</b> |        |

|               |  |           |     |
|---------------|--|-----------|-----|
| 2.1           | Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia. | 2         | 2   |
| 2.2           | Non-verbal learning disabilities                                 | 2         | 2   |
| 2.3           | Language Disorders   | 2         | 2   |
| 2.4           | Associated Conditions: ADHD & ADD                                | 2         | 2   |
| 2.5           | Emotional & Behavioral problems                                  | 2         | 2   |
| <b>Unit 3</b> | <b>Assessment of Basic Curricular Skills</b>                     | <b>20</b> |     |
| 3.1           | Assessment of Readiness Skills                                   | 4         | 3   |
| 3.2           | Assessment of Reading, Writing and Math skills                   | 4         | 3   |
| 3.3           | Teacher made test  | 4         | 3   |
| 3.4           | Standardized Tests: Need, Types & Purpose                        | 4         | 3   |
| 3.5           | Interpretation of Test report                                    | 4         | 3   |
| <b>Unit 4</b> | <b>Intervention Strategies in Basic Skills of Learning</b>       | <b>20</b> |     |
| 4.1           | Language skills  | 4         | 4,5 |
| 4.2           | Reading  | 4         | 4,5 |
| 4.3           | Writing  | 4         | 4,5 |
| 4.4           | Maths skills   | 4         | 4,5 |



|               |  |           |       |
|---------------|--|-----------|-------|
| 4.5           | Study skills   | 4         | 4,5   |
| <b>Unit 5</b> | <b>Developments in the fields of Learning Disabilities</b> | <b>20</b> |       |
| 5.1           | Legislation  | 4         | 6,7,8 |
| 5.2           | Institution  | 4         | 6,7,8 |
| 5.3           | Inclusive Education  | 4         | 6,7,8 |
| 5.4           | Human Resources  | 4         | 6,7,8 |
| 5.5           | Researches   | 4         | 6,7,8 |
|               | <b>Activities</b>  | <b>10</b> |       |
|               | Prepare of checklist for screening LD                      | 2         | 5,6,7 |

|  |  |   |       |
|--|--|---|-------|
|  | Develop teacher made assessment test in any one curricular area for a given child                        | 4 | 5,6,7 |
|  | Plan appropriate teaching strategies as per the specific needs of a given child with learning disability | 4 | 5,6,7 |

**Name of course: Management of Learning Disabilities**

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct instruction: Brain storming lecture, Explicit Teaching, E-Learning, Interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative..... |
|---------------------------------------|---|

| <b>Assessment Types</b> | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics.</li> <li>4. Seminar Presentation - every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports on sensitization camps for persons with disability and their families on various rights, legislations and provisions; observation of National and International days related to disability rehabilitation; survey to identify awareness on Rights, Legislations and Provisions; and various Indian provisions for persons with disabilities and their families.</li> </ol> <p><b>A. Semester End Examination</b></p> |
|-------------------------|---|
|-------------------------|---|

### **Essential Readings**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H. (1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.

### **Suggested Readings**

- Baca, L. M., & Cervantes, H.T. (2004). The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd. London.
- Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the

mind to learn. Sage Publication, New Delhi

- Martin, L, C.( 2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link ) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.( 2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.)Amsterdam. Elsevier Academic Press.



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C67  
Inclusive Disaster Management**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Inclusive Disaster Management</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Elective  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 E 67</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. P.T Baburaj   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | <p>This course is designed to promote knowledge regarding disaster management and its after effects to human beings and that caused damage, ecological disruption, loss of human life, deterioration of health and services on a scale. It is of two kinds either nature or manmade that causes human suffering. It is deal with preparedness, response, recovery and mitigation. It also cover the areas such as how to deal the situation and avoiding both natural and manmade disasters, preparedness before disaster and rebuilding and supporting society after natural disasters. This course also aims to provide an overview of disability inclusive disaster risk reduction enhancing accessibility, capacity development of PWDs in disaster preparedness.</p> |         |          |           |                     |                      |
| <b>Semester</b>                                     | III   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 30      | 20       | 10        | 30                  | 90                   |
| <b>Pre-requisite</b>                                | NIL   |         |          |           |                     |                      |

**COURSE OUTCOMES (CO)**

| <b>CO No.</b>   | <b>Expected Course Outcome</b>  | <b>Learning Domains</b> | <b>PSO No.</b> |
|---|---|-------------------------|----------------|
| 1   | Describe the background of disasters and the types of disaster.   | U                       | 3              |
| 2   | Identify the factors affecting disaster and the characteristics of disaster   | R                       | 3              |
| 3   | Understand how to reduce the risk and enhance resilience of people with disabilities towards disaster               | U                       | 4,6            |
| 4   | Analyse the major impacts on human beings due to disaster.  | E                       | 2,3            |
| 5   | Evaluate the phases in disaster managements   | E                       | 4              |
| 6   | Apply the legislation on disaster management in SENDAI framework.   | A                       | 8              |
| 7   | Appreciate the responsibility of persons with disabilities in PRG-during post disaster phase.                       | Ap                      | 7              |
| 8   | Formulate a structural framework for disaster preparedness, disaster impact, disaster response, disaster mitigation | U                       | 8,9            |
| 9   | Demonstrate an interest in organizing disaster management programs for persons with disabilities.                   | U                       | 4,5            |
| 10  | Demonstrate the knowledge in the understanding of first aid and survival skills.                                    | U                       | 4,5            |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |                         |                |

**COURSE CONTENT**

| <b>Unit</b> | <b>Course Description</b>  | <b>Hours</b> | <b>Co. No</b> |
|-------------|--|--------------|---------------|
| 1.          | <b>Concept, meaning, definition of disaster management</b><br>Terminologies in disaster management, disaster, disaster risk, mitigation, preparedness, relief, rehabilitation and re-construction<br>Disaster risk reduction, hazard and vulnerability Capacity and disaster management<br>Natural hazards and anthropogenic hazards Disaster management in India and in Kerala NDMA, KSDMA, DDMA<br>Disaster management act 2005, natural response center | 20           | 1,2,3         |

|    |   |    |     |
|----|---|----|-----|
|    | tre1.8 National Disaster Response Force (NDRF), State Disaster Response Force(SDRF), District Emergency Operation(DEO)  |    |     |
| 2. | <b>Phases in Disaster Management</b><br>Pre-disaster and post-disaster phase Mitigation, preparedness, early warning Response, restore, relief Recovery, rehabilitation, reconstruction and development Levels of disasters                                   | 20 | 4,5 |
| 3. | <b>Legislations</b><br>SENDAI framework 2015<br>Disaster management act 2005 Disaster management act 2005 Kerala  | 10 | 6   |
| 4. | <b>Inclusive Disaster Management</b><br>Responsibility of persons with disabilities in PRG Psychosocial support   | 10 | 7   |
| 5. | <b>Disability Inclusive Disaster Risk Reduction</b><br>Capacity developments of PWD's<br>Process of inclusion, inclusive early warning system<br>Participation of PWD's in Disaster preparedness<br>Kerala model disability inclusive disaster risk reduction | 10 | 8,9 |
| 6. | <b>First AID</b><br>First AID and survival skills and disaster preparedness Family disaster preparedness plan<br>Emergency kit  | 10 | 10  |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, Blended learning. E-learning, Interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.  |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b><br><br>1. Continuous Internal Assessment (CIA)<br>2. Internal Test- Two internal written test examinations<br>3. Assignments – every student to submit two assignments on selected topics<br>4. Seminar Presentation- Every student to prepare a paper on a selected topic and present in the seminar<br>5. Field activity<br><br>report<br>Semester end examination |

## **References:**

1. Disaster management in India, Published by Ministry of Home Affairs, Govt. of India, 2011
2. National Disaster Management Plan, National Disaster Management Authority, 2016
3. State Disaster Management Plan: State disaster management authority 2016
4. Emergency ,safety and First Aid Hand Book; Department of Disaster Management, Ministry of Home Affairs 2009
5. Manual on Disability Inclusive Community based disaster risk management DDRN 2013.
6. Kerala Disaster Management Policy, 2010
7. Mainstreaming disability issues; Gujarat 2006
8. Disaster Management; Global Challenges and local situation. R. Shaw and R. Krishnamurthy, University press; 2009
9. [www.disabledworld.com.gov.in/](http://www.disabledworld.com.gov.in/)
10. [www.risk.ac.in](http://www.risk.ac.in)
11. [www.betterindia.com](http://www.betterindia.com)
12. [www.swdkerala.gov.in](http://www.swdkerala.gov.in)
13. <http://ndma.gov.in/ndma-guidelines.htm>
14. Functions and responsibilities, <http://www.ndma.gov.in/on/about-ndma/roles-responsibilities-retrived2014-10-28>



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C68**  
**Introduction to Project planning**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                        | <b>Introduction to Project planning</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                     | Elective   |         |          |           |                     |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 68</b>  |         |          |           |                     |                      |
| <b>Name of Academic Staff</b>             | Rincymol Mathew  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b> | This course is designed to promote knowledge regarding the to enable the graduate to apply this knowledge irrespective of their setting of practice in planning and implementing, managing and evaluating projects in the area of social work, health care, community development, disability and rehabilitation |         |          |           |                     |                      |
| <b>Semester</b>                           | III  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>  | Learning Approach  | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 20      | 20       | 20        | 30                  | 90                   |
| <b>Pre-requisite</b>                      | Successful completion of I semester courses  |         |          |           |                     |                      |

### COURSE OUTCOMES (CO)

| CO No. |  | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1      | Understand the concept, significance and types of projects | U                | 9       |



|   |   |    |      |
|---|---|----|------|
| 2   | Explain the approaches and strategies of development projects | R  | 9,10 |
| 3   | Appreciates project life cycle                                | Ap | 7,9  |
| 4   | Analyze the tools and techniques in project management        | An | 10   |
| 5   | Evaluate the steps in project management                      | E  | 10   |
| 5   | Demonstrate skill in writing project proposals and reports    | S  | 10   |
| *Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |   |    |      |

### COURSE CONTENT:

| Unit | Course Description   | Hours | Co. No |
|------|--|-------|--------|
| 1.   | <b>Introduction</b><br>Concept, definitions Scope, significance<br>Types, principles   | 5     | 1      |
| 2.   | <b>Project lifecycle</b><br>Concept, phases, models, advantage, disadvantages, challenges  | 20    | 2      |
| 3.   | <b>Project identification</b><br>Stages, problem analysis, formulation of objectives stakeholders.<br>Concern for the marginalized   | 20    | 3      |
| 4.   | <b>Project management</b><br>Tools, project designs, feasibility and viability<br>Budgeting, stakeholder management, monitoring and evaluation   | 30    | 4,5    |
| 5.   | <b>Unit V.Proposal and project report</b><br>Objectives, types, content<br><b>Activities :</b><br><br>1. Field visit to NGO working in the area of health, disability and development<br>2. Preparation of a data bank on various governmental and non governmental projects for differently abled and marginalized population<br>3. Critical evaluation of a project report<br>4. Writing a project proposal<br>5. Writing a project report after undertaking/participating a project | 15    | 6      |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, Blended learning. E-learning, Interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b><br><br>1. Continuous Internal Assessment (CIA)<br>2. Internal Test- Two internal written test examinations<br>3. Assignments – every student to submit two assignments on selected topics<br>4. Seminar Presentation- Every student to prepare a paper on a selected topic and present in the seminar<br>5. Field activity<br><br>report<br>Semester end<br><br>Examination |

## References:

1. Chandra. P,(1995), Projects: Planning, Analysis, Selection, Implementation, and Review, Tata McGraw Hill Pub. Co. Ltd.
2. Choudhury, S (1998), Project management, New Delhi: Tata McGraw Hill.
3. CIDA, SIDA, DANIDA Project Databases
4. Fernando, Emmanuel S, Fr. Projects from Problems, Jain Book agency, New Delhi.
5. Lock, Dennis (1997), Handbook of Project Management, Delhi: Jaico Publishing House
6. Mohsin, M (1997), Project Planning and Control. Vikas Publishing House Pvt. Ltd.
7. Moorthy, R. V (2002), Project Management. Masters Publication
8. Patil, R. K (1976), Appraisal of Rural Development Projects through Systems Analysis, National Institute of Bank Management
9. Puttaswamiah, K (1978), Aspects of Evolution and Project Appraisal. Bombay : Popular, Parkashan
10. Roy, Sam, M (2002), Project Planning and Management, Focussing on Proposal writing, The Catholic Health Association of India

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |
|                     |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C69  
Public Health**

|   |  |         |          |           |                       |                      |
|---|--|---------|----------|-----------|-----------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>  |         |          |           |                       |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                       |                      |
| <b>Course Name</b>                        | <b>Public Health</b>   |         |          |           |                       |                      |
| <b>Type of Course</b>                     | Elective   |         |          |           |                       |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 69</b>  |         |          |           |                       |                      |
| <b>Name of Academic Staff</b>             | Rincymol Mathew  |         |          |           |                       |                      |
| <b>Course Summary &amp; Justification</b> | This course is designed to promote understanding of the scope,significance and application of public health concepts in practice. This aim to create awareness regarding ethical, economical and administrative responsibilities in health care system and the roleof social worker in health care system. |         |          |           |                       |                      |
| <b>Semester</b>                           | III  |         |          |           |                       |                      |
| <b>Total Student Learning Time(SLT)</b>   | Learning Approach  | Lecture | Tutorial | Practical | Other s (field work ) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independe ntlearning   | 20      | 20       | 20        | 30                    | 90                   |
| <b>Pre-requisite</b>                      | Successful completion of I semester courses  |         |          |           |                       |                      |

### COURSE OUTCOMES (CO)

| CO No. |   | Learnin g Domains | PSO No. |
|--------|---|-------------------|---------|
| 1      | Understand the concepts of public health and its relevance insocial work practice | U                 | 1       |

|   |  |    |     |
|---|--|----|-----|
| 2   | Appreciates the organization of health care services in India                                      | Ap | 1   |
| 3   | Analyze the application of economical, administrative and ethical concepts in health care          | An | 3,5 |
| 4   | Able to plan preventive, promotive and rehabilitative healthcare services in the community         | Cr | 4,6 |
| 5   | Appreciate the role of health worker in controlling the health problems                            | Ap | 7,5 |
| 6   | Critically analyze plans and policies/services in health and implications for social work practice | E  |     |
| <b>* Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |  |    |     |

### COURSE CONTENT:

| Unit | Course Description  | Hours | Co. No |
|------|---|-------|--------|
| 1.   | <b>Introduction to Community Health</b><br>Definition and Scope. Concept of Public health- Definition<br>Historical evolution<br>Objectives and Areas of Public health<br>Dimensions of Public health: International /Global Health, environmental health, Nutritional Health, Occupational Health, Maternal and child health Community Mental Health.  | 10    | 1,2    |
| 2.   | <b>Meaning and scope of epidemiology</b><br>Models and factors associated with health and diseases,<br>Preventive and promotive health  | 5     | 4      |
| 3.   | <b>Health care system</b><br>Definition of health, aspects and indicators of health. Health care Systems: Organization of the various health care system- Private Health System, Indigenous system, Voluntary health system, Problems of health Care system , National Health Policy, Population Policy, Health for all, Population Dynamics in India and Kerala, GOI & State Govt. Policy in implementation of Health insurance. | 15    | 3      |
| 4.   | <b>Important health problems in India</b><br>Major health problems, Emerging and reemerging health problems in India.<br>National and International health programmes, policies for control of emerging and reemerging diseases, endemic, epidemic and pandemic diseases  | 30    | 2      |
| 5.   | <b>Health Economics, Health care planning, health care mangement</b><br>Concept, significance, objectives, process, challenges, methods<br>Role of social worker in health care planning and management   | 20    | 3,4    |
| 6.   | <b>Health care Regulations</b><br>Significance of national and international healthcare regulations, International and national agencies in health care   | 10    | 5      |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, Blended learning. E-learning, Interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b><br><br><ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test- Two internal written test examinations</li> <li>3. Assignments – every student to submit two assignments on selected topics</li> <li>4. Seminar Presentation- Every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity</li> </ol><br>report<br>Semester end<br><br>Examination |

## References

- Dawra, S. (2002). Hospital Administration and Management. New Delhi: Mohit publications
- Goel, S.L. (2004). Health Care Management & Administration. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Goel, S.L., Kumar, R. (2007). Hospital Administration and Management- Theory and practice. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Hellberg J.H. (1971). Community health, Co-ordinating Agency for Health Planning
- Park K, (1997). Preventive and Social Medicine, Jabalpur: Banarsidas Bhanot Publishers
- Rajneesh, Goel. (2002). Community health care, Deep & Deep Publications
- Sundar, Kasturi. (1997). Introduction to Community Health Nursing: with Special Reference to India, B.I. Publications 9 Tabish, S.A. (2001). Hospital & Health Services Administration. New Delhi: Oxford University press

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C70**  
**Building Disability Awareness and**  
**Gender Dimensions of**  
**Disability.**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Building Disability Awareness and Gender Dimensions of Disability.</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 70</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | (Prof.) Dr. P.T Baburaj.  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | <p>Part A of the course is for building community disability awareness and Part B is to enrich learners on Gender Dimensions of Disability.</p> <p>This course is prepared for learners to be theoretically aware about societies attitude towards Persons with Disability (PwD). Also, to improve PwD's status including discrimination on gender with the numerous community based social work rehabilitation strategies.</p> |         |          |           |                     |                      |
| <b>Semester</b>                                     | IV  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|-------------------------|------------------|---------|
|--------|-------------------------|------------------|---------|

|   |  |    |       |
|---|--|----|-------|
| 1   | Explain the concepts of community, disability participation and empowerment.                       | E  | 1     |
| 2   | Examine the methods, fields, stakeholder framework, analysis, networking and advocacy experiences. | An | 5     |
| 3   | Interpret the gender-based concepts and theories linked to gender.                                 | E  | 6     |
| 4   | Simplify the gender-analysis framework   | An | 6     |
| 5   | Explain various issues, status of women, girls and men with disability.                            | E  | 5,6,7 |
| * <b>Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |  |    |       |

## COURSE CONTENT

| Unit | Course Description   | Hours | Co. No |
|------|--|-------|--------|
| 1.   | <b>Community and Disability</b><br>Community and Disability. Participation and Empowerment.<br>Community Mobilisation-Process and Skills Community Mobilisation-Case Studies.<br>Advocacy and Lobbying-concepts, need for these methods.<br>Advocacy-Issue framing.<br>Force Field- Strategies for Advocacy. Networking.<br>Advocacy Experiences on Disability.                      | 30    | 1,2    |
| 2.   | <b>Introduction to Gender concepts</b><br>Gender concept- exercises to understand Gender issues.<br>Sex role theory.<br>Socialization. culture and gender.<br>Feminism and Masculinity theory.   | 20    | 3      |
| 3.   | <b>Understanding disability from the gender perspectives</b><br>Understanding Disability from Feminist and Masculinity perspective. Gender Analysis framework.<br>Status of women and girl with disability in India.<br>Various Issues faced by male and women with disabilities such as education, vocation, employment.<br>Various issues faced by men and women with disabilities | 20    | 4,5    |

|  |  |  |  |
|--|--|--|--|
|  | <p>(violence, marriage, parenting especially motherhood, reproductive health, sexuality).</p> <p>Various issues faced by men and women with disabilities (self-esteem, political participation, legal issues, family relationship).</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Preparing monograph on various concept of community and disability.</li> <li>2. Write a case study on community and disability.</li> <li>3. Observation visit to any NGO's working for empowerment of persons with disability.</li> <li>4. Group Discussion on various topics of the course.</li> <li>5. Review of literature on various topics of gender disability considering issues related to gender.</li> </ol> |  |  |
|--|--|--|--|

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative</p>   |
| <b>Assessment Types</b>               | <p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every student to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity report</li> <li><b>6. Semester End Examination</b></li> </ol> |



## REFERENCES

1. Augusto, C Mc Graw, J (1990) Humanizing Blindness through Public Education *Journal of Visual Impairment and Blindness*, October, Vol. 84, No. 8pp. 397-400.
2. Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K.and Ireland.
3. Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.
4. Dasgupta, S (1968), Social Work and Social Change, Extending HorizonsBooks, Mass.
5. Dhangare, D.N. (1988), "Action Groups and Social Transformation in India Some Sociological Issues", *Man and Development*, Vol. X, No.3, September.
6. 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.
7. Fichten, C. Hines, J. Amsei, R (1985), Public Awareness of Physically Disabled People. *International Journal of Rehabilitation Research* 8(4), pp.407-413.
8. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
9. Oliver, O. (1993). Social Work: Disabled People and Disabling Environments. London: Jessica Kingsley Publishers.
10. 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.
11. 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.
12. 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.
15. Siddiqui, H.Y. (Ed.) (1984), *Social Work and Social Action: A Developmental Perspective*, New Delhi: Harnam Publications.
  16. Alur Sathi (1999), *Women with disability*, Action Aid Disability News. Vol.no.1 and 2, 11-14.
  17. Bhalerao, Usha (1988) *Eminent Behind Blind Women of the World*. Bangalore: Sterling Publication.
  18. Bhambhani, Meenu (1999) *The burden of woman with Disabilities*, ActionAid Disability News. Vol. No.1 and 2, 22-24.
  19. 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.
  20. Corbett, K. & Froschl, M. (1982) *Access to the Future: Serving Disabled Young Women*. In the Davidson (Ed.) 1982. *The Second Mile: Contemporary Approaches in Counseling*
  21. *Young Women*. Tucson, New Directions for Young Women.
  22. Dias, Lidwin (1982) *Women and Disability- A Triple Disadvantages*, Perspectives in Social Work, Vol. 19, Pp 19-26
  23. Dingra S.S. (1985) *Smiling Through Misfortune*. New Delhi: N.B.O. Publication.
  24. Earakson, J & Musser, J. (1976) *Joni*. Kent: STC Books
  25. Ghosh, J. (2002) *Women with Disabilities in India*. *Integral Liberation*, Vol. 6(4), Dec. 2002 pp. 262-263.
  26. Hans, Asha & Patri A. (2000) *Women Disability, and Identity*, Delhi: Sage Publication.
  27. Hugh Franks (1979) *Will to Live*. London: Routledge and Kegan Paul Limited.
  28. *Indian Journal on Gender Studies- special issues on Women with Disabilities*, August 2008.
  29. Kanga, Firdaus (1990) *Trying to Grow*. Delhi: Ravi Dayal
  30. Sheth, Usha (1981) *Death Shall Die*. Bombay: Jaico Publication
  31. Lonsdale, Susan (1990) *Women and Disability: The Experience of Physical Disability among Women*. Houndmills, Macmillan Distribution Ltd.
  32. Pruthvish, S. (1999) *Some Aspects of the Status of Women with Disabilities*. Action Aid Disability News. Vol 10, no.1 and 2. 31-32
  33. Raju Shoba (1996) *Gender and Disability*. Ability July-Sept. 1996, 21-22.
  34. Swain, J; Finkelstein, V; French, S; & Oliver, M. (2001) *Disabling Barriers- Enabling Environments*. London: Sage Publications in Association with the Open University.
  35. Thakur, V. Hariprasad (1999) *Fact Sheet: Women and Disability*. Sankalp Newsletter, Jan. 1999, Vol.9 No.1, 10-12
  36. Thomas, Carol (1999) *Female Forms: Experiencing and*

Understanding Disability. Buckingham, Open University Press.

37. Tilak, Damodar (1997) Destination Unknown
38. *Wilson, D.C. & Wad, V (1968) Take My Hands.* London: Hodder and Stoughton

|                     |  |
|---------------------|--|
| Approval Date       |  |
|                     |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C71  
FIELD WORK IV**

|   |   |         |          |           |        |                      |
|---|---|---------|----------|-----------|--------|----------------------|
| <b>SchoolName</b>                                   | <b>SCHOOL OF BEHAVIOURAL SCIENCES</b>   |         |          |           |        |                      |
| <b>Programme</b>                                    | <b>M.A. (SWDS)</b>  |         |          |           |        |                      |
| <b>Course Name</b>                                  | <b>FIELD WORK IV</b>  |         |          |           |        |                      |
| <b>Type of Course</b>                               | Core  |         |          |           |        |                      |
| <b>Course Code</b>                                  | <b>BE M 21 C 71</b>   |         |          |           |        |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> |   |         |          |           |        |                      |
| <b>Course Summary &amp; Justification</b>           | The field work practicum means for enabling the students in identifying, undertake strategic planning and implementing activities in the field of disability counseling and rehabilitation activities. These includes selfawareness, ethics in social work practice, report writing, application of social work skills and techniques through institutional visit, field or community camp, placement with agencies, Study tours. |         |          |           |        |                      |
| <b>Semester</b>                                     | <b>IV</b>   |         |          |           |        |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach   | Lecture | Tutorial | Practical | Others | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning  | -       | -        | 70        | 20     | 90                   |
| <b>Pre-requisite</b>                                |   |         |          |           |        |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|-------------------------|------------------|---------|
|--------|-------------------------|------------------|---------|

| Unit | Course description | Hours | CO No. |
|------|--------------------|-------|--------|
|------|--------------------|-------|--------|

|   |   |    |         |
|---|---|----|---------|
| 1 | Critically evaluate the functioning of rehabilitation centers and prepare recommendations.        | E  | 4,5,6,8 |
| 2 | Analyze the social, structural and economic barriers in promoting community based rehabilitation. | An | 5,8     |
| 3 | Apply the methods of social work while working with people with disabilities and their families.  | Ap | 4,6,7   |
| 4 | Analyze the application of the social work practice in the community setting.                     | An | 7,8,9   |
| 5 | Plan, Organize and conduct community empowerment programs   | Cr | 7,9     |
| 6 | Demonstrate skill in field work reporting   | S  | 10      |

***\* Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

## COURSE CONTENT

- Field Work Workshop
- Placement with Disability Organisations
- Working with people with disabilities/families/communities
- Community Practicum– Survey, Empowerment Programs, Project

|  |   |    |  |
|--|---|----|--|
|  | Field Work workshop   | 30 |  |
|  | Placement in govt./voluntary agencies working in the area of health, disability and rehabilitation. | 80 |  |
|  | Field Case Study.   | 50 |  |
|  | Community education programme/project   | 80 |  |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – field work involvement, draft reports</li> <li>3. Field work – institutional feedback, attendance of camp,</li> <li>4. Case presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <b>A. Semester End examination</b> |

## REFERENCES

1. 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.
2. Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K. and Ireland.
3. Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.
4. Dasgupta, S (1968), Social Work and Social Change, Extending Horizons Books, Mass.
5. Dhangare, D.N. (1988), "Action Groups and Social Transformation in India\_Some Sociological Issues", Man and Development, Vol.X, No.3, September.
6. 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.
7. Fichten, C. Hines, J. Amsei, R (1985), Public Awareness of Physically Disabled People. *International Journal of Rehabilitation Research* 8(4), pp.407-413.
  8. Mc Conkey, R. And Mc Cormack, B (1983): *Breaking Barriers: Educating people about disability*, London: Souvenir Press (E) and (A) Ltd.
  9. Oliver, O. (1993). *Social Work: Disabled People and Disabling Environments*. London: JessicaKingsley Publishers.
  10. 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.
  11. 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.
  12. Govinda R, & Diwan, Rashmi (Ed.) *Community Participation and Empowerment*, SagePublications, New Delhi 2003.
  13. Khinduka, S.R. and Coughlin Bernard, J (1975), A Conceptualization of Social Action, *SocialService Review*, 49.1, March.
  14. Pinto, Maya (1997), *Community Mobilization and Participation in DPEP*, Society forParticipatory Research in Asia (PRIA), New Delhi.
  15. Siddiqui, H.Y. (Ed.) (1984), *Social Work and Social Action: A Developmental Perspective*, New Delhi: Harnam Publications

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C73**  
**Disability Across Life Transitions**

|   |  |         |          |           |                            |                      |
|---|--|---------|----------|-----------|----------------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                            |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                            |                      |
| <b>Course Name</b>                                  | <b>Disability Across Life Transitions</b>  |         |          |           |                            |                      |
| <b>Type of Course</b>                               | Elective   |         |          |           |                            |                      |
| <b>Course Code</b>                                  | <b>BE M 21 E 73</b>  |         |          |           |                            |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr.KM Mustafa, MSc. MA, MEd. MPhil Ph.D  |         |          |           |                            |                      |
| <b>Course Summary &amp; Justification</b>           | This course has been designed to promote Knowledge and understanding both theoretical and practical aspects of the Disabilities across life transitions as the integral academic part of the Social Work in Disabilities and Action. |         |          |           |                            |                      |
| <b>Semester</b>                                     | IV   |         |          |           |                            |                      |
| <b>Total Student Learning Time(SLT)</b>             | Learning Approach  | Lecture | Tutorial | Practical | Other<br>s<br>(field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                         | 90                   |
| <b>Pre-requisite</b>                                |  |         |          |           |                            |                      |

## COURSE OUTCOMES (CO)

| <b>CO No.</b> | <b>Expected Course Outcome</b>  | <b>Learning Domains</b> | <b>PSO No.</b> |
|---------------|---|-------------------------|----------------|
| 1.            | Understanding the theories related to disability across life transition | U                       | 2,3            |



|     |   |    |         |
|-----|---|----|---------|
| 2.  | Understand the Impact of Disability in specific developmental task during growth and development                                | G  | 2       |
| 3.  | Utilize the knowledge to identify various disabilities across developmental stages  | A  | 4       |
| 4.  | Evaluate the nature of common disabilities found in specific developmental stages.  | E  | 2,3,4   |
| 5.  | Organize camps and seminars to aware the community with regard to the disability issues across the life transitions             | C  | 5,6,7,8 |
| 6.  | Describe the importance of expertise in the field of disabilities across the life transitions                                   | R  | 6,7     |
| 7.  | Understand the need and importance of theoretical frame working the advisability social work and action across life transition. | U  | 1,4     |
| 8.  | Apply the theoretical perspectives to practice in the field of disability   | A  | 1,10    |
| 9.  | Analyze various aspects of life transitions and also the trends and developments in the field.                                  | An | 8,9,10  |
| 10. | Organize camps and seminars to aware the community with regard to the disability issues across the life transitions             | C  | 5,7     |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative<br>..... |
|---------------------------------------|---|

|                         |   |
|-------------------------|---|
| <b>Assessment Types</b> | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports on – sensitization camps for persons with disability and their families on various rights, legislations and provisions; observation of National and International days related</li> </ol> |
|-------------------------|---|

|  |  |
|--|--|
|  | <p>to disability rehabilitation; survey to identify awareness on Rights, Legislations and Provisions; and various Indian provisions for person with disabilities and their families.</p> <p><b>A. Semester End examination</b></p> |
|--|--|

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C74**  
**Rehabilitation in Developmental Disabilities**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                        | <b>Rehabilitation in Developmental Disabilities</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                     | Elective  |         |          |           |                     |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 74</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff</b>            | Rincymol Mathew   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b> | This course is designed to promote knowledge regarding the significance, prevalence, causes, identification and management of Developmental disabilities. This course also aims to provide an overview of various preventive and rehabilitative interventions available for persons with Developmental disabilities so that the graduate can apply this knowledge irrespective of their setting of practice in empowering a person with Developmental disabilities to enjoy optimum quality of life |         |          |           |                     |                      |
| <b>Semester</b>                           | IV  |         |          |           |                     |                      |
| <b>Total Student Learning Time(SLT)</b>   | Learning Approach   | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 20      | 20       | 20        | 30                  | 90                   |
| <b>Pre-requisite</b>                      | Completed courses on overview of disabilities I and II in first and second semester   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome                        | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1      | Explain the concepts of growth and development | U                | 2       |

|   |   |   |   |
|---|---|---|---|
| 2 | Describe the assessment of growth and development | R | 3 |
| 3 | Explain the various developmental disabilities    | R | 3 |

|   |  |    |       |
|---|--|----|-------|
| 4   | Evaluate the causes of developmental disabilities  | E  | 3     |
| 5   | Analyze the prevention of developmental disabilities   | An | 3,4,6 |
| 6   | Appreciate the rehabilitation of persons with developmental disabilities   | Ap | 4,6   |
| 7   | <b>Plan and organize educational programmes on developmental disabilities</b>                                    | C  | 4,7   |
| 8   | <b>Work as a leader and team member in rehabilitation programmes for persons with developmental disabilities</b> | S  | 4,9   |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |  |    |       |

#### COURSE CONTENT:

| Unit | Course Description   | Hours | Co. No |
|------|--|-------|--------|
| 1.   | <b>Concepts of growth and development</b><br>Growth-concept, pattern, Theories<br>Growth from conception to birth<br>Development-concept, theories, principles<br>Determinants of growth and development   | 15    | 1      |
| 2.   | <b>Assessment of growth and development</b><br>Measures for assessment of growth and development<br>Indices of Growth and development<br>Developmental tasks, milestones<br>Deviations in development-types, causes, significance, prevalence            | 15    | 2      |
| 3.   | <b>Developmental disabilities</b><br>Concept, scope, significance<br>Causes, Risk factors<br>Types-cerebral palsy, intellectual disabilities, autism, pervasive developmental disabilities<br>Clinical features<br>Early identification and intervention | 30    | 3,4    |

|    |  |    |         |
|----|--|----|---------|
| 4. | <b>Prevention of developmental disabilities</b><br>Levels of prevention<br>Scope and dimensions/components of preventive services<br>Team approach<br>Barriers in prevention<br>Services available in the country and abroad   | 15 | 5,6,7,8 |
| 5. | <b>Rehabilitation of persons with developmental disabilities</b><br>Scope of rehabilitation- educational, vocational, technologic interventions<br>Issues and trends<br>Legal and ethical aspects in rehabilitation<br>Team work and community participation<br>Critical analysis of organization of rehabilitation services in India<br><br><b>Activities:</b> <ol style="list-style-type: none"> <li>1. Observation visit to early intervention centre</li> <li>2. Observation visit to special schools for children with intellectual disability, autism, cerebral palsy</li> <li>3. Focus group discussions with parents and siblings of children with Developmental disabilities</li> <li>4. Conduct of awareness programmes in the community regarding developmental disabilities</li> <li>5. Preparation of educational material for parents and primary schoolteachers regarding rehabilitation of children with developmental disabilities</li> </ol> | 15 | 6,7,8   |

## 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](http://cec.nic.in/wpresources/module/Psychology/DVD_37/Developmental%20Tasks/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-Master of Arts Social Work in Disability Studies and Action\[MASWDSA\]](http://www.dgfasli.nic.in/Nat-OSH-India-Master%20of%20Arts%20Social%20Work%20in%20Disability%20Studies%20and%20Action[MASWDSA].pdf)  
Effective from January 2021

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](http://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 & Bartlett 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: McGraw Hill Company.
- 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.
- Cardlyn and Vash Nancy (2004) Psychology of Disability, Springer 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.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C75**  
**Intervention in Chronic and Terminal Illness**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                        | <b>Intervention in Chronic and Terminal Illness</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                     | Elective  |         |          |           |                     |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 75</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff</b>            | Rincymol Mathew   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b> | <p>This course is designed to promote knowledge regarding the significance, prevalence, causes, types, assessment, diagnosis and management of Chronic and Terminal Illness. This course also aims to provide an overview of various issues and problems faced by persons with Chronic and Terminal Illness and the preventive and rehabilitative interventions available in the community to enable the graduate to apply this knowledge irrespective of their setting of practice in planning and organizing programmes for persons with Chronic and Terminal Illness</p> |         |          |           |                     |                      |
| <b>Semester</b>                           | IV  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>  | Learning Approach   | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning  | 20      | 20       | 20        | 30                  | 90                   |
| <b>Pre-requisite</b>                      | Completed courses on overview of disabilities I and II in first and second Semester   |         |          |           |                     |                      |



## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome  | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| 1.     | Identify the major chronic and terminal illnesses in the country   | U                | 3       |
| 2      | Explain the significance of chronic illnesses in society   | R                | 2,3     |
| 3      | Describe the challenges in providing care for persons with chronic and terminal illness in the community | R                | 4,5     |
| 4      | Explain and evaluate strategies for working with the clients with chronic illnesses and their families   | E                | 6,7     |

|  |   |    |        |
|--|---|----|--------|
| 5  | Demonstrate knowledge and skill in performing psychosocial assessments and treatment planning of chronically ill clients and their families | S  | 4,5,6  |
| 6  | Evaluate the constitutional and other supportive measures available in the society for the chronic and/terminally ill persons               | E  | 6,9,10 |
| 7  | Explain the factors affecting response to chronic illness   | U  | 3,10   |
| 8  | Appreciate the application of rehabilitation interventions for persons people with chronic and terminal illness in real life situations     | Ap | 4,5,6  |
| 9  | Evaluate the rehabilitation facilities available for persons with chronic and terminal illness  | E  | 8,9,10 |
| 10   | Analyse the issues and problems in the rehabilitation of persons with physical disabilities   | An | 9,10   |
| 11   | Organize rehabilitation programmes in the community for persons with chronic and terminal illness   | A  | 6,7,8  |
| * Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) |   |    |        |

## COURSE CONTENT:

| Unit | Course Description  | Hours | Co. No |
|------|---|-------|--------|
| 1.   | <b>Chronic and Terminal Illness - An overview</b><br>Define of Chronic Vs Terminal Illness<br>Epidemiology of Chronic / Terminal Illnesses<br>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, | 25    | 1,2,8  |

|    |  |    |           |
|----|--|----|-----------|
|    | Stroke.<br>Pain: causes, characteristics and management.<br>Terminal Illnesses and Conditions: Advanced Cancer, AIDS, Advanced Heart Diseases, Trauma, Ebola   |    |           |
| 2. | <b>Impact of Chronic / Terminal Illnesses</b><br>Life with Chronic and terminal Illness<br>Impact of Chronic Health Issues on Individuals: a) Physiological<br>b) Psychological c) Economical d) social<br>Factors affecting response to chronic illness<br>Factors affecting response to terminal illness<br>Review of related research studies.  | 15 | 1,2,4,5,7 |
| 3. | <b>Concept of Aging, Death and Morbidity</b><br>Patterns of Functional Decline at the end of life.<br>Theories of aging and physiological changes associated with ageing<br>Death & Dying ,<br>Etymology of death<br>Caregiver burden, grieving  | 10 | 3         |
| 4. | <b>Trends and issues</b><br>NGO, Self-help groups<br>Hospice care<br>Palliative care<br>Old age homes<br>Social media and resource mobilization<br>Evidence based practices  | 10 | 6         |
| 5. | <b>Rehabilitation</b><br>Rehabilitation<br>services available in the community for elderly and persons with chronic and Constitutional and other laws, rules and, privileges in India supporting the persons who are aged, or with chronic or terminal illness<br>Social security schemes for older adults<br><br><b>Activities :</b><br>1. Field visit to old age home<br>2. Field visit to palliative care centre<br>3. Home visit to identify the health care issues in old age, chronic illness and terminal illness.<br>4. Interaction with persons with chronic/terminal illness<br>5. Focus group discussions with family members of persons with chronic/terminal illness<br>6. Organization of services for people with chronic/terminal illness mobilizing resources | 30 | 9,10,11   |

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

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |
|                     |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C76  
Psychosocial Rehabilitation**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                                    | <b>M.A. Social Work in Disability Studies and Action</b>                       |         |          |           |                     |                      |
| <b>Course Name</b>                                  | <b>Psychosocial Rehabilitation</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                               | Elective   |         |          |           |                     |                      |
| <b>Course Code</b>                                  | <b>BE M 21 E 76</b>  |         |          |           |                     |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Rajesh.E   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b>           | Psychosocial Rehabilitation will be discussed with its approaches and process. |         |          |           |                     |                      |
| <b>Semester</b>                                     | IV   |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>            | Learning Approach  | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning           | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                                |  |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| <b>CO No.</b> | <b>Expected Course Outcome</b>   | <b>Learning Domains</b> | <b>PSO No.</b> |
|---------------|--|-------------------------|----------------|
| 1             | Describe the understanding regarding Psychosocial Rehabilitation and its relevance | U                       | 1              |
| 2             | Illustrate the major approaches in Psychosocial Rehabilitation                     | U                       | 4              |

|   |  |   |     |
|---|--|---|-----|
| 3 | Critically examine the process of Psychosocial Rehabilitation  | A | 4   |
| 4 | Appraise the concept of Psychosocial Rehabilitation            | E | 5   |
| 5 | Evaluate the issues and trends in Psychosocial Rehabilitation. | E | 6,7 |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

| Unit | Course Description   | Hours | Co. No |
|------|--|-------|--------|
| 1.   | <b>Health and Hygiene, Mental Health</b><br>Definitions, Concepts, dimensions, determinants Principles related to working with individuals<br>Levels – Individual, Family, Community<br>Health – Disease, Spectrum, Natural history of disease<br>Levels of Prevention: Primordial, Primary, secondary, tertiary Health Indices<br>Concept of mental health<br>Characteristics of a mentally healthy individual Lifestyle and illness, Personality and stress<br>Stress: meaning, sources, impact, Bio-psychosocial aspects of stress Stress and Health<br>Coping with stress, management of stress Crisis<br>Intervention | 15    | 1      |
| 2.   | <b>Mental disorders: concept, classification, issues</b><br>Causes of mental illness: Bio psychosocial causes<br>Epidemiology of mental disorders – incidence, prevalence<br>Therapeutic communication<br>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<br>Issues in prevention and management Rehabilitation and Advocacy<br>Stigma of Mental Illness and Discrimination Implications for treatment                                | 40    | 3      |
| 3.   | <b>Concepts of Psychosocial Rehabilitation</b><br>Impairment, disability handicap<br>Impact of psychiatric disability on the individual, family, community Disability due to psychiatric disorders.  | 20    | 3,4    |

|    |   |    |     |
|----|---|----|-----|
|    | Need for Psychosocial Rehabilitation & Counselling<br>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.  |    |     |
| 4. | <b>Processes, approaches, issues and trends in PSR</b><br>Assessment, Planning, Intervention and Evaluation.<br>Assessment in PSR: Qualitative and quantitative assessments. Areas of assessment.<br>Scales of assessment Therapeutic Community<br>Behavioural approach Transactional analysis approach<br>Eclectic approach<br>Rights and practices with reference to working with individuals, families, groups and the community.<br>PSR in different settings.<br>Stress and Burnout in Helping Profession<br>Identification and Referral of Emotional and Mental Disorders   | 10 | 2,3 |
| 5. | <b>Issues and trends in PSR</b><br>Gender issues in mental health Evidence based practices<br>Peoples participation<br>Legal and political<br>National and international scenario<br><br><b>Activities</b><br><br><ol style="list-style-type: none"> <li>1. Observation visit to mental health centre</li> <li>2. Observation visit to halfway homes/day care centres/sheltered workshops</li> <li>3. Observation visit to juvenile homes/certified schools</li> <li>4. Focus group discussions with family members of persons with psychiatric disorders</li> <li>5. Critical evaluation of services available for psychosocial rehabilitation with suggestions to improve the system</li> </ol> | 5  | 5   |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative  |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity report</li> <li><b>6. Semester End Examination</b></li> </ol> |

## 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](http://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

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



## MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C77  
Rehabilitation of Older Adults**

|   |  |         |          |           |                     |                      |
|---|--|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>  |         |          |           |                     |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>   |         |          |           |                     |                      |
| <b>Course Name</b>                        | <b>Rehabilitation of Older Adults</b>  |         |          |           |                     |                      |
| <b>Type of Course</b>                     | Elective   |         |          |           |                     |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 77</b>  |         |          |           |                     |                      |
| <b>Names of Academic Staff</b>            | Rincymol Mathew  |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b> | This course is designed to promote knowledge regarding the assessment needs and problems of older adults ,its significance in public health and social development. This course also enable to analyse and evaluate the various rehabilitation interventions for the elderly and formulate individualized rehabilitation plan for older adults in their practice setting |         |          |           |                     |                      |
| <b>Semester</b>                           | IV   |         |          |           |                     |                      |
| <b>Total Student Learning Time(SLT)</b>   | Learning Approach  | Lecture | Tutorial | Practical | Others (field work) | Total Learning Hours |
|   | Blended learning<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 20      | 20       | 20        | 30                  | 90                   |
| <b>Pre-requisite</b>                      | Completed courses on overview of disabilities I and II in first and second semester  |         |          |           |                     |                      |

### COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome                 | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| 1      | Explain the ageing process              | U                | 3       |
| 2      | Identify the concepts of ageing, ageism | R                | 3,4     |

|   |   |    |       |
|---|---|----|-------|
| 3   | Assess the rehabilitation needs of a geriatric person   | S  | 1,4,5 |
| 4   | Describe the effect of illnesses in older adults  | R  | 3     |
| 5   | Analyze the disabilities among older adults   | An | 4,5   |
|   | and its impact  |    |       |
| 6   | Evaluate the impact of epidemics and emergencies on older adults                              | E  | 5     |
| 7   | Explore and evaluate the process of death and its effect on older adults and their caregivers | E  | 4,6   |
| 8   | Analyse the rehabilitation programmes available for older adults                              | An | 4,6   |
| 9   | Plan and organize rehabilitation programmes for older adults in the community                 | C  | 7     |
| 10  | Formulate rehabilitation plan for older adults in real community setting                      | C  | 7     |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |    |       |

### COURSE CONTENT:

| Unit | Course Description  | Hours | Co. No |
|------|---|-------|--------|
| 1.   | <b>Ageing</b><br>Concept<br>Significance<br>Process of ageing<br>Trends, issues   | 10    | 1,2    |
| 2.   | <b>Assessment of elderly</b><br>Objectives<br>Tools and techniques<br>Screening methods<br>Evidence based practices<br>Records and reports  | 10    | 3      |
| 3.   | <b>Issues and trends In Geriatric Care</b><br>General Health care<br>Social<br>Vocational & Economic<br>Psychological & spiritual<br>Sexual | 10    | 3,10   |
| 4.   | <b>Ageing, illness and disabilities</b><br>Chronic illnesses -Diabetes mellitus, Hypertension, Arthritis,                                   | 35    | 4,5    |

|    |   |    |            |
|----|---|----|------------|
|    | COPD, Glaucoma, Dementia<br>Acute infections - Viral fever, influenza, Otitis media, opportunistic infections, UTI<br>Mental illness - Dementia, Depression, Substance abuse, Psychosis<br>Terminal illnesses - Cancer, AIDS, Renal failure, Cardiac failure<br>Communicable diseases - Herpes, Dengue<br>Psychological and psychiatric - anxiety, depression, organic disorders<br>Epidemics and emergencies   |    |            |
| 5. | <b>Death and Dying</b><br>The dying process<br>End of life care<br>Right to die<br>Grief, bereavement<br>Caregiver concerns   | 10 | 6,7        |
| 6. | <b>Rehabilitation programmes and services for the aged</b><br>Significance<br>Social welfare schemes<br>Health care schemes<br>Self help groups<br>Health Programmes<br><br><b>Activities:</b> <ol style="list-style-type: none"> <li>1. Preparation of educational material for promoting awareness on rehabilitation services available in the community.</li> <li>2. Organize and Participate in geriatric rehabilitation programmes in Community.</li> <li>3. Case study on geriatric problems and rehabilitation from a local community setting</li> <li>4. Orientation visit to organizations working in the area of geriatric rehabilitation</li> <li>5. Organize special camps to provide rehabilitation services to older adults in the community</li> </ol> | 15 | 8,9,10, 11 |

1.

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group |
|---------------------------------------|---|

|                         |  |
|-------------------------|--|
| <b>Assessment Types</b> | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Tests—objective descriptive</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports</li> </ol> <b>A. Semester End examination</b> |
|-------------------------|--|

## References

- Higgs, Paul Medical Sociology and old age: towards a sociology of health in later life  
 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
- Chai Emily. Geriatric Palliative Care New York: Oxford University Press. 2014.  
 Sterner Hal, Ed Timiras studies of aging. New York, Springer, 1999.  
 Handbook of theories of aging Bengtson, Vevnl. New York, Springer 2016  
 Gambrill, Eric, Martin Anthony Geriatrics New Delhi, P.G Publishing 1986.  
 Kart, Caryl S The realities of aging: an introduction to gerontology London: Allyn & Bacon 1994.  
 Hooyman, Nancy R social gerontology a multidisciplinary perspective London: Allyn & Bacon.  
 Farnd- Holtan, Jean Coping with loss of independence. San Diego Singular Publishing, 1993.  
 Denham, Michael Care of the elderly patient London. Chapman and Hall  
 Berman, Harry J Interpreting the aging self. Personal journal of later life. New York, Springer Publishing  
 Joshy Pratap old age care and welfare administration: Planning policy imperatives and projection. New Delhi, Kanishka Publishers 2000.
- Olsan, Elizabeth A, Young Health, illness and disability in later life: practice issues and intervention
- Jacobs, Michael. The care guide: a handbook for the caring professions and other agencies. London. Cassel. 1995  
 Dienenfeld, David. Verwaerd's clinical geropsychiatry. London. Williams and Wilkinson, 1990  
 Sullivan, S., & Schmitz, T. (2001). Physical Rehabilitation. New Delhi: Jaypee Brothers.  
 Black, M. J., & Jacob, E. M. (1993). Medical Surgical Nursing. Philadelphia: W. B. Saunders Company.  
 Randall, B. (2007). Physical Medicine and Rehabilitation. Philadelphia: Elsevier.  
 Marks, D. F., Murray, M., & Evans, B. (2004). Health Psychology. New Delhi: Sage Publications.  
 Marks, D., Murray, M., Evans, B., & Willig, C. (2008). Health Psychology – Theory, Research & Practice. New Delhi: Sage Publications.  
 Edwards, C., & Bonchier, I. A. D. (1991). Davidson's Principles and Practice of Medicine. Hongkong: Churchill Livingstone Company.  
 Block, E. E., & Grune, D. Physically Handicapped Children – A Medical Atlas for Teachers.  
 Davidsen, Principles and Practice of Medicine. E.L.B.S. Publication  
 An Introduction to the Study of Diseases by Boyd & Sheldon, Lee & Fibiger Philadelphia  
 Manual of Structural Kinesiology by Thomson & E.D., CB Mosby Company, USA

Park, K. (2015). Preventive and Social Medicine. Jabalpur: Bhanot .  
 Dubos, R.J. (1969). Man, Medicine and Environment. New York: NewAmerican Library.  
 Kark, S.L. (1974). Epidemiology and community medicine. AppletonCentury crofts.  
 Hobson, W. (1965). World Health and history. London: Oxford UniversityPress.  
 UNDP. (2013). Human Development report. London: Oxford UniversityPress.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |
|                     |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C78  
Guidance and Counseling**

|   |   |         |          |           |                     |                      |
|---|---|---------|----------|-----------|---------------------|----------------------|
| <b>School Name</b>                        | <b>School of Behavioural Sciences</b>   |         |          |           |                     |                      |
| <b>Programme</b>                          | <b>M.A. Social Work in Disability Studies and Action</b>  |         |          |           |                     |                      |
| <b>Course Name</b>                        | <b>Guidance and Counselling</b>   |         |          |           |                     |                      |
| <b>Type of Course</b>                     | Elective  |         |          |           |                     |                      |
| <b>Course Code</b>                        | <b>BE M 21 E 78</b>   |         |          |           |                     |                      |
| <b>Names of Academic Staff</b>            |   |         |          |           |                     |                      |
| <b>Course Summary &amp; Justification</b> | Comprehensive understanding of guidance and counselling are provided. Various theoretical, therapeutic approaches attached to the process of counselling will endow the learners to practice counselling in different settings. |         |          |           |                     |                      |
| <b>Semester</b>                           | IV  |         |          |           |                     |                      |
| <b>Total Student Learning Time (SLT)</b>  | Learning Approach   | Lecture | Tutorial | Practical | Other s(field work) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                  | 90                   |
| <b>Pre-requisite</b>                      |   |         |          |           |                     |                      |

## COURSE OUTCOMES (CO)

| <b>CO No.</b> | <b>Expected Course Outcome</b>   | <b>Learnin g Domai ns</b> | <b>PSO No.</b> |
|---------------|--|---------------------------|----------------|
| 1             | Analyse the various areas of counseling and its scope.   | E                         | 4              |
| 2             | Classify the educational, vocational and personal guidance with its objectives, principles, classifications strategies and skills. | An                        | 4              |

|   |   |    |     |
|---|---|----|-----|
| 3 | Inspect appropriate theories and approaches to practicecounselling. | An | 4   |
| 4 | Plan counselling practice in different settings.                    | A  | 4,6 |

|   |   |   |       |
|---|---|---|-------|
| 5   | Interpret different interventions and various issuesconfronted during counselling practice.         | E | 4,6   |
| 6   | Examine the role of counsellor with regard to code ofethics, recording and research in counselling. | A | 7,8,9 |
| <b>* Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |   |       |

## COURSE CONTENT

| Unit | Course Description  | Hours | Co. No |
|------|---|-------|--------|
| 1.   | <b>Guidance counselling</b><br>Scope and types<br>Education- Student Counselling. Education- Adolescent Counselling. Family –Counselling children. Family –Counselling parents. Counselling women. Pre-marital counselling – marital counselling. Geriatric Counselling. Genetic counselling. Occupational Counselling. Career guidance and Counselling.  | 15    | 1      |
| 2.   | <b>Types of Guidance</b><br>Education Guidance: Objectives–Principles–Classifications. Guidance for special learners-Gifted and Learning disabled. Strategies for educational guidance.<br>Vocational Guidance-Concept, objectives and strategies for vocational guidance. Principles–approaches–Career Corner-Career Talk-Vocational Counselling.<br>Social guidance: Concepts Objectives-Self-development skills. Social life- Social problems complexes–Egocentrism.<br>Over dependency, deviant behaviour. Attitudes–Prejudices- values.<br>Personal Guidance-Concept-Objectives.<br>Counselling for children-Adolescents-Adults-Old age. | 20    | 1      |
| 3.   | <b>Theories and Approaches in Counselling practice</b><br>Major principles, therapy process, requisite therapist  | 20    | 2,3    |



|    |   |    |   |
|----|---|----|---|
|    | behaviour of: Psychoanalysis.<br>Client-centered Therapy.<br>Gestalt theory.<br>Rational emotive therapy. Behaviour therapy.<br>Cognitive Behaviour Therapy. Reality therapy.<br>Transactional Analysis.<br>Eclectic approach in Counselling.   |    |   |
| 4. | <b>Counselling practice in different settings</b><br>Family counselling.<br>Premarital, marital counselling. Marital counselling.<br>Deaddiction Counselling. Motivation Interviewing. Sex Counselling.<br>Career Counselling.<br>Crisis Counselling.<br>Genetic Counselling.<br>Counselling related to chronic illness.  | 10 | 4 |
| 5. | <b>Intervention and Issues in counselling practice</b><br>Specific Techniques in Stress management.<br>Anger management<br>Post traumatic Stress Counselling. Grief Counselling.<br>Counselling in the Context of HIV/ AIDS Risk Assessment.<br>Risk Reduction.<br>Pre-Post Test. STI.<br>Counselling services for children and adolescents<br>Mental Health Promotion Programmes.<br>Life skills education.<br>Sex education. Learning disability. School counselling.<br>Counselling for Elderly : old age and retirement | 5  | 5 |
| 6. | <b>Role of Counsellor.</b><br>Counsellor as a professional.<br>Code of ethics and ethical standards in Counselling<br>Need for research in counselling practice. Recording in counselling.<br><br><b>Activities</b><br>1. Observation visit to counselling centres/Shadow counsellor.<br>2. Observation visit to of geriatric homes.<br>3. Role plays on various strategies of counselling.<br>4. Conduct mental health promotion programs in schools.<br>5. Demonstrate anger management strategies with psychodrama.      |    | 6 |

|                                       |   |
|---------------------------------------|---|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.   |
| <b>Assessment Types</b>               | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every student to submit two assignments on selected topics.</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity report</li> <li><b>6. Semester End Examination</b></li> </ol> |

## 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 Counselling: 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.

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |



# MAHATMA GANDHI UNIVERSITY

**Name of course – BE M 21 C79**  
**Indian Sign Language : Thought and Practice**

|   |   |         |          |           |                      |                      |
|---|---|---------|----------|-----------|----------------------|----------------------|
| <b>School Name</b>                                  | <b>School of Behavioural Sciences</b>   |         |          |           |                      |                      |
| <b>Programme</b>                                    | M.A. Social Work in Disability Studies and Action   |         |          |           |                      |                      |
| <b>Course Name</b>                                  | <b>Indian Sign Language : Thought and Practice</b>  |         |          |           |                      |                      |
| <b>Type of Course</b>                               | Elective  |         |          |           |                      |                      |
| <b>Course Code</b>                                  | <b>BE M 21 E 79</b>   |         |          |           |                      |                      |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. K. M. Mustafa, MSc, MA, MEd. MPhil, PhD   |         |          |           |                      |                      |
| <b>Course Summary &amp; Justification</b>           | Consists of Five units 1) Understanding Deafness in Real Life Context 2) Advance Understanding of Manual Options and Indian Scenario 3) ISL, Skill Development: Middle Order Receptive and Expressive Skills 4) ISL Skill Development: Towards Higher Order Receptive and Expressive Skills and 5) ISL Skill Development and Course Conclusions |         |          |           |                      |                      |
| <b>Semester</b>                                     | I   |         |          |           |                      |                      |
| <b>Total Student Learning Time(SLT)</b>             | Learning Approach   | Lecture | Tutorial | Practical | Others (field work ) | Total Learning Hours |
|   | Eg.<br>Authentic learning<br>Collaborative learning<br>Independent learning   | 50      | 20       | 10        | 10                   | 90                   |
| <b>Pre-requisite</b>                                | Interest and Aptitude in the field of Disability Social Work.   |         |          |           |                      |                      |

## COURSE OUTCOMES (CO)

| <b>CO No.</b> | <b>Expected Course Outcome</b>   | <b>Learning Domains</b> | <b>PSO No.</b> |
|---------------|--|-------------------------|----------------|
| 1             | Understand theories regarding Deafness for persons with disability     | U                       | 2,3            |
| 2             | Understand communicative challenges of persons with hearing impairment | U                       | 3,4            |

|   |   |        |       |
|---|---|--------|-------|
| 3   | Appraise Manual options and Indian Scenario .   | EI     | 4,5   |
| 4   | Organize sensitization camp for persons with hearing impairment and their families on various challenges in communication and provisions to address the same.                                 | C, S   | 4,7   |
| 5   | Describe a range of theoretical perspectives relevant to social work practice with reference to communication with deaf. Understand a range of intervention strategies and apply in the field | R      | 5,6,7 |
| 6   | Understand and utilize the higher order receptive and expressive skills in ISL  | UA     | 4,6,7 |
| 7   | Understand and utilize the middle order receptive and expressive skills in ISL  | UA     | 4,6,7 |
| 8   | Analyze resource mobilization and practices sign language communication   | An. Ap | 6,7,8 |
| * <b>Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b> |   |        |       |

## **COURSE CONTENT**

### **Content for Classroom Transaction (Sub-units)**

| <b>Unit</b>   | <b>Course Description</b>                                       | <b>Hours</b> | <b>Co. No</b> |
|---------------|---|--------------|---------------|
| <b>Unit 1</b> | <b>Understanding Deafness in Real Life Context</b>              | <b>10</b>    |               |
| 1.1           | Basic Awareness of Paradigms of D/Deafness (Medical and Social) | 2            | 1,5           |

|     |  |   |     |
|-----|--|---|-----|
| 1.2 | Basic Awareness of Deafness and Communicative Challenges/Concerns  | 2 | 2,5 |
| 1.3 | Basic Awareness of Deafness with Reference to Culture, Language, Minority Status, Deaf Gain,, Literacy and Inclusion | 2 | 2   |

|               |   |           |     |
|---------------|---|-----------|-----|
| 1.4           | Basic awareness of difference between ISL; Myths and Facts  | 2         | 2   |
| 1.5           | Importance of Neural Plasticity and Early Language Opportunities  | 2         | 4   |
| <b>Unit 2</b> | <b>Advanced Understanding of Manual Options and Indian Scenario</b>   | <b>10</b> |     |
| 2.1           | Use of Simcom and Educational Bilingualism in Indian Schools: Current scenario  | 2         | 3   |
| 2.2           | Challenges, Prerequisites and Fulfilling Prerequisites  | 2         | 3   |
| 2.3           | Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode                            | 2         | 6   |
| 2.4           | Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies                       | 2         | 6,7 |
| 2.5           | Tuning Mainstream Schools/Classrooms for Students : Using Manual communication : Do's and Don'ts.                     | 2         | 6,7 |
| <b>Unit 3</b> | <b>ISL Skill Development: Middle Order Receptive and Expressive Skills</b>  | <b>10</b> |     |
| 3.1           | Practicing 'Motherese' (Tuning Language to Suit Young Children with Appropriate Language, Turn Taking and Eyecontact. | 2         | 6   |
| 3.2           | Practicing Natural Signing in Short Common Conversations  | 2         | 4,5 |
| 3.3           | Practicing Natural Signing in Stories/ Poems/Narrations/Jokes   | 2         | 4   |
| 3.4           | Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs                             | 2         | 4,5 |
| 3.5           | Practicing Group Dynamics   | 2         | 7.8 |

|               |  |           |   |
|---------------|--|-----------|---|
| <b>Unit 4</b> | <b>ISL Skill Development: Towards Higher Order Receptive and Expressive Skills</b> | <b>20</b> |   |
| 4.1           | Learning to Express Gender, Number, Person, Tense, Aspect                          | 4         | 1 |

|               |  |           |     |
|---------------|--|-----------|-----|
| 4.2           | Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization                             | 4         | 1.2 |
| 4.3           | Practicing Sentence Types: Simple, Complex, Compound   | 4         | 7,8 |
| 4.4           | Observing Using ISL in Classrooms – Social Science   | 4         | 6,7 |
| 4.5           | Observing Using ISL in Classrooms – Science/ Mathematics   | 4         | 6,7 |
| <b>Unit 5</b> | <b>ISS/ISL Skill Development and Course Conclusions</b>  | <b>20</b> |     |
| 5.1           | Practicing Markers (Local Language)  | 4         | 8   |
| 5.2           | Practicing Syntax in Conversations and Discussions   | 4         | 8   |
| 5.3           | Observing Using ISS/ISL in Classrooms for School Subjects  | 4         | 8   |
| 5.4           | Observing Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, WebBased Fund Raising) | 4         | 8   |
| 5.5           | Reflections on the Course: From Theory to Practice to Initiating Change  | 4         | 8   |
|               | <b>Activities</b>  | <b>20</b> |     |
|               | I. Watching Videos of Individual Sessions and Classroom Teaching of Signing  | 4         | 2,3 |
|               | II. Role play and Dramatization in ISL   | 4         | 4,5 |
|               | III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition                              | 4         | 6,7 |
|               | IV. Recording Self Narrated Stories/ Poems and Writing Reflections   | 4         | 7,8 |
|               | V. Interacting with Deaf for Practicing Expression of Ideas  | 4         | 6,8 |

|                                       |  |
|---------------------------------------|--|
| <b>Teaching and Learning Approach</b> | <b>Classroom Procedure (Mode of transaction)</b><br>Direct instruction: Brain storming lecture, Explicit Teaching, E-Learning,<br>Interactive Instruction: Active co-operative learning, Seminar, Group<br>Assignments Authentic learning, Library work and Group discussion,<br>Presentation by individual student/ Group representative..... |
|---------------------------------------|--|

|                         |  |
|-------------------------|--|
| <b>Assessment Types</b> | <b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics.</li> <li>4. Seminar Presentation - every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports on sensitization camps for persons with disability and their families on various rights, legislations and provisions; observation of National and International days related to disability rehabilitation; survey to identify awareness on Rights, Legislations and Provisions; and various Indian provisions for persons with disabilities and their families.</li> </ol> <b>A. Semester End Examination</b> |
|-------------------------|--|

### ***Essential Readings***

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins




Pub. Co, Philadelphia.

## I ***Suggested Readings***

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya,

Coimbatore.

- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5<sup>th</sup> Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

|   |   |
|---|---|
|  | <b>MAHATMA GANDHI UNIVERSITY</b>                            |
|   | <b>Name of the course – BE M 21 C72<br/>Dissertation IV</b> |

|   |  |
|---|--|
| <b>School Name</b>                                  | School of Behavioural Sciences   |
| <b>Programme</b>                                    | MA-Social Work in Disability Studies and Action                                    |
| <b>Course Name</b>                                  | Dissertation   |
| <b>Type of Course</b>                               | Core   |
| <b>Course Code</b>                                  | BE M 21 C72  |
| <b>Names of Academic Staff &amp; Qualifications</b> | Dr. Baburaj P.T<br>Dr. P.S. Sukumaran,<br>Dr. K.M Mustafa.<br>Ms. Rincymol Mathew. |

|   |  |         |         |               |        |                      |
|---|--|---------|---------|---------------|--------|----------------------|
|   | Mr.Rajesh E.   |         |         |               |        |                      |
| <b>Course Summary &amp; Justification</b> | The research project/dissertation has to be undertaken by all the disability social work students. The dissertation entails methodology planning and preparation, field data collection, quantitative and/or qualitative analysis of data, report writing, presentation and viva-voce. |         |         |               |        |                      |
| <b>Semester</b>                           | Four   |         |         |               |        |                      |
| <b>Total Student Learning Time (SLT)</b>  | Learning Approach  | Lecture | Tutoria | Practic<br>al | Others | Total Learning Hours |
|   | Authentic learning<br>Collaborative learning<br>Independent learning   |         |         |               |        | 90                   |
| <b>Pre-requisite</b>                      | Research Methodology, Statistics   |         |         |               |        |                      |

#### **COURSE OUTCOMES (CO)**

| <b>CO No.</b> | <b>Expected Course Outcome</b>   | <b>Learning Domains</b> | <b>PSO No.</b> |
|---------------|--|-------------------------|----------------|
| 1             | Conduct literature review and Identify a relevant research topic in the area of disability | I&U                     | 9,10           |
| 2             | Identify and adapt or develop the suitable tools of data collection.                       | U                       | 9,10           |
| 3             | Translate the theoretical understanding to develop a good research proposal.               | A                       | 9,10           |
| 4             | Apply sampling methods effectively by following the ethics of research.                    | A                       |                |
| 5             | Conduct research selecting appropriate method  | U                       | 9,10           |
| 6             | Analyze and interpret research data using appropriate statistics                           | An                      | 9,10           |
| 7             | Prepare research reports using standard format.  | U                       | 9,10           |
| 8             | Write research article   | s                       | 9,10           |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

| Module No. | Module Content   | C O                                     | Hr |
|------------|--|---|----|
|            | <p>Phase 1: Synopsis of the proposed research work Submission.</p> <p>Phase 2: Review of Literature and Development of Tools.</p> <p>Phase 3: Data collection.</p> <p>Phase 4: Data analysis, Results, Discussion and Thesis Submission.</p> | <b>1, 2, 3, 4, 5, 6, 7, 8,9&amp;10.</b> |    |

| Assessment Types | Mode of Assessment   |
|------------------|--|
|                  | <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Book/Article review – Student's should review a recent research work in class's micro groups and submit their report.</li> <li>3. Seminar Presentation – A area/theme has to be identified then discussed to prepare a paper and present it in the seminar in groups.</li> <li>4. Prepare a poster on research process – each student shall individually prepare and present it.</li> <li>5. Prepare an outline of a research proposal- each student shall prepare it.</li> </ol> <p><b>A. Semester End Viva-voce examination</b></p> |

## REFERENCES

### Following standard sample reference format APA

Graham, S., & Harris, K. R. (1997). It can be taught, but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review*, 26(6), 414–424.

Xyers, K., Young, G., Zucherman, F., and Anne, A. (2019). Example with multiple authors. In G. Y. Iwamasa & P. A. Hays (Eds.), *Big Book of Examples* (2nd ed., pp. 287–314). CRC Press.

## **SUGGESTED READINGS**

1. Publication Manual of APA

|                     |  |
|---------------------|--|
| Approval Date       |  |
| Version             |  |
| Approval by         |  |
| Implementation Date |  |