

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 2020 admission)

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

1. Title

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

2. Scope

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

3. Aim

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

4. Nomenclature

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

5. Eligibility for admission and reservation of seats

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.

Student Intake: Maximum 20 students can be admitted every year

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

6 The Credit and Semester System

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

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

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

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

7. Focus of the Curriculum

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

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

1. Objectives

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

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

9 Definitions

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.

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

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

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

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

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

Credit is the unit by which a course is measured. It is the measure of total number of hours of training received in a course during a semester; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.

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

Grade letter is an index of performance of a student in a particular course. It is the transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O, A plus, A only, B plus, B only, C, P, F and Ab.

Grade Point is the weightage allotted to grade letter.

Credit Point refers to the product of number of credits of a course and grade point obtained by a student for a given course.

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.

Cumulative Grade Point Average (CGPA) refers to the performance of the student for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all semesters of the programme and the total number of credits required in the programme.

Course Code: Each course shall have a unique code number with five abbreviated components – **1.** School (SBE); **2.** Programme (M – for all Master Programmes); **3.** Academic programme (S- Social Work); **4.** Semester number in Roman letter and course type (C - for core course; E - for elective course; O - for open course; no separate designation may be required for practical, project and viva voce as these courses also come under the head of core or elective); **5.** Year of formulation/revision of syllabus; and **5.** Course number in Arabic numerals – two digit number.

Project work/dissertation work is a special course involving application of knowledge in solving/analyzing/exploring a real life

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

Faculty Advisor: There shall be a Faculty Advisor for each batch of students admitted to the programme. Apart from the general student support activities, the faculty advisor shall help students in selecting electives that are relevant to the programme for which they are admitted.

Teaching-Learning Process: A course offered may have different components associated with the teaching – learning process of the course, namely Lecture, Tutorial, and practicals. It consists of participatory discussion/self-study/desk work/extension activities in the community/debates/brief seminar presentations by students and such other novel methods that help a student to accommodate and assimilate the lessons more effectively. Practical session consists of hands on experience/laboratory experiments/field work/case studies that equip students to acquire the much required skill component.

Credit Requirements: Every student has to acquire 80 credits for the successful completion of this M. A. programme. This includes 58 credits of Core courses, 12 credits of Elective courses, 4 credits of Open course, 4 credits of Dissertation and 2 credits of Viva voce.

Add on Courses: In excess to the minimum credits, a candidate can opt to complete during off hours 4 to 10 extra credits from courses conducted by Schools/Departments/ Institutes/ Centers of this University to acquire **add on proficiency diploma** in that particular discipline/subject besides their Masters degree; the diploma shall be awarded by the University as per the recommendation of the Director, subject to the approval by the Faculty Council and ratification of the Vice Chancellor.

Registration: A student must register for the required number of courses as per curriculum at the beginning of each semester.

- 10 Programme/Course design:** The broad frame work of the programme and the courses shall be designed by the Board of Studies of the School based on the regulations as well as on the specific recommendations of the Faculty Council. The number of courses to be taught in the programme and the course titles shall be decided by the Board of Studies. The Faculty Council shall decide the content of each course, the text books to be prescribed and the like; periodic, even semester-wise, updating of the courses can thus be ensured.

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

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

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

16 **Evaluation**

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

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

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

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

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

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

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

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

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

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

(a) Theory

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

(b) Practicals

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

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

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

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

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

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

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

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

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

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

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

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

External Evaluation of Theory Answer Scripts: The external evaluation shall be done after the examination at the earliest, preferably in a centralized evaluation. As far as possible bar coded Answer Books shall be used to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. There shall be double valuation system of answer books in the 2nd and 4th semester evaluations. The final marks awarded will be the average of two. If there is a variation of more than 10% of the maximum marks, the answer books shall be valued by a third examiner appointed by the Head. The final marks to be awarded shall be the **average of the nearest two** out of three awarded by the examiners.

External Evaluation of Field work Courses: End semester examination in field work courses shall be conducted and evaluated by two examiners; one internal and one external or both internal as may be decided by the Faculty Council. Duration of **field work** external examinations shall also be decided by the Faculty Council.

Evaluation of the project/dissertation work shall be carried out at the end of the programme. The title and the credit with marks awarded for the project/dissertation work should be entered in the grade/mark sheet approved by the university.

Process of Evaluation of Project/Dissertation work:

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

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

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

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

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

Conditions of Pass in the Project:

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

Grading System:

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

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

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

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

The Director shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of all semesters and the same shall be made available to teachers concerned.

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

Revaluation: The answer scripts of examinations under CSS shall have provisions for revaluation. The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the School within 15 days from the date of publication of the results.

However, there is no provision for revaluation or scrutiny of answer scripts in the end semester examinations of 2nd and 4th semesters as these have already been valued twice.

18 Reappearance and Improvement Examinations

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

Candidates in the 1st or 2nd semesters who have secured a letter grade of 'P', 'F' or 'Ab' in any of the courses can reappear for exams course-wise along with the next immediate batch provided the candidate has applied for the same and paid the required fee.

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

Candidates in the 3rd semester who has obtained letter grade of 'P', 'F' or 'Ab' in any of the courses can reappear for exams course-wise in a supplementary examination along with the 4th semester examinations provided the candidate has applied for the same and paid the required fee (fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

After completing a semester programme (all courses with 'P' or above grade) students will not have the facility of course-wise improvement and they will now have to reappear for all the courses constituting the entire semester. 1st and 2nd semester SGPA cannot be improved after the completion of the 4th semester. Only 3rd and 4th semester SGPA can be improved after the completion of a programme. The marks/grades awarded for internal assessment and that for the project/dissertation cannot be improved

Improvement of the 3rd or 4th semester must be done within a period of one year, that is, by reappearing for the third semester examinations at the following semester and the fourth semester examinations along with the immediate lower batch. If the improvement is meant to obtain minimum CGPA requirement, a candidate has the option to decide which semester (3rd or 4th) is to be improved; however, the grade given to the candidate shall be that obtained for the entire semester improvement examination.

Candidates who could secure the grade of only 'F' or 'Ab' in a course in the 3rd /4th semester examinations will be given two additional chances for course-wise reappearance even after the completion of the programme; but it has to be done within a period of two years after the completion. In such cases a candidate has to apply for the same as a supplementary exam and pay the required fee (Fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

In the case of students who discontinued studies during a semester or on completion of a semester of the programme for genuine reasons, with the prior permission of the Head of the School, he/she can be permitted to complete the programme by taking the required number of courses within a maximum period of eight continuous semesters including the period of his/her programme, provided an amount equivalent to the semester fees for all the intervening semesters have been regularly paid and provided

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

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

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

Percentage Equivalence of Grade:

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

Calculation of Semester Grade Point Average (SGPA) :

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

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

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

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

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.

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

Total Credits of Semester- S1 + S2 + S3 + S4

OR

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

Total Credits of I Semester + Total credits of II Semester + Total credits of III Semester + Total credits of IV Semester

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

Conversion of SGPA/CGPA to Grade

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

Conversion of CGPA to percentage

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

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

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

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

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

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

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

22 Structure and Framework of the Programme

SEMESTER I

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMPC 51	Society, Disability and Historical Perspective of Social Work	90	4	40	60	100
2	SBEMPC 52	Human Growth, Behaviour and Overview of Disabilities	90	4	40	60	100
3	SBEMPC 53	Rights, Legislations and Theoretical perspectives of DSW	90	4	40	60	100
4	SBEMPC 54	Understanding Self and Working with Individuals /Case Work	90	4	40	60	100
5	SBEMPC 55	Field Work I	90	4	40	60	100
Total			450	20	200	300	500

SEMESTER II

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMPC 56	Group work and DSW Team work	90	4	40	60	100
2	SBEMPC 57	Community Organization and Administration of Human Service Organizations	90	4	40	60	100
3	SBEMPC58	Overview of Disability II	90	4	40	60	100
4	SBEMPC59	Qualitative and Quantitative Research	90	4	40	60	100
5	SBEMPC60	Field Work II	90	4	40	60	100
Total			450	20	200	300	500

SEMESTER III

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMPC61	Disability Counselling: working with Individuals and Groups	90	4	40	60	100
2	SBEMPC62	Community Based Rehabilitation and working with Families	90	4	40	60	100
3	SBEMPC63	Field Work III	90	4	40	60	100
ELECTIVES (One course from the electives)							
4	SBEMPE 64	Rehabilitation in Sensory Disabilities	90	4	40	60	100
	SBEMPE 65	Rehabilitation in Physical Disabilities	90	4	40	60	100
	SBEMPE 66	Management of Learning Disabilities	90	4	40	60	100
	SBEMPE 67	Inclusive Disaster Management	90	4	40	60	100
5		Open course	90	4	40	60	100
Total			450	20	200	300	500

SEMESTER IV

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMPC68	Building Disability Awareness and Gender Dimensions of Disability	90	4	40	60	100
2	SBEMPC69	Field Work IV	90	4	40	60	100
3	SBEMPC70	Research Project	90	4	40	60	100
ELECTIVES (Any two courses from the electives)							
4	SBEMPE 71	Disability Across Life Transitions	90	4	40	60	100
	SBEMPE 72	Rehabilitation in Developmental Disabilities	90	4	40	60	100
	SBEMPE 73	Intervention in Chronic and Terminal Illness	90	4	40	60	100
	SBEMPE 74	Psychosocial Rehabilitation	90	4	40	60	100
	SBEMPE 75	Rehabilitation of Older Adults	90	4	40	60	100

5	SBEMPE 76	Guidance and Counselling	90	4	40	60	100
Total			450	20	200	300	500
Grand Total			1800	80	1000	1000	2000

Open Courses offered by the School

Sl No	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1	SBEMPO20	Counselling	90	4	40	60	100
2	SBEMPO21	Disabilities	90	4	40	60	100

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Summary of Courses

Type of Course	Total Hours	Number of Courses	Total Credit	Total Internal	Total External	Total Marks
Total Core Courses	1440	16	64	600	1000	1600
Total Elective Courses	270	3	12	140	160	300
Open Course	90	1	4	40	60	100
Grand Total	1800	20	80	780	1220	2000

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

SYLLABUS
(With effect from 2020 admission)



SCHOOL OF BEHAVIOURAL SCIENCES MAHATMA
GANDHI UNIVERSITY PRIYADARSINI HILLS
KOTTAYAM

Semester 1

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

SBEMPC 51-Society,Disability and Historical Perspective of Social Work

Objectives:

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

Syllabus

Part A: Society and Disability

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

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

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

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

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

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

Part B: Historical Perspective of Social Work

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

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

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

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

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

Module 4 Fields and related concepts in Social Work:

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

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Semester 1

Core Course, Credit:04, Contact Hours:90,Marks:100
SBEMPC 52: Human Growth, Behaviour and Overview of Disabilities

Objectives

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

Part A: Human Growth and Behaviour

UNIT 1 Overview of Bio-psychosocial Aspects

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

UNIT 2 Mental Processes: Basic Concepts of Psychology

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

Process of Perception

Learning: Classical Conditioning and Operant Conditioning

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

Thought: Thinking processes, concepts, language

Emotions: Concept

Intelligence: Nature

UNIT 3

Introduction to Human Development

Definition, meaning, purpose and importance of Developmental Psychology.

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

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

UNIT 4

Stages of Human Development :Prenatal period, infancy and babyhood

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

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

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

UNIT 5

Childhood, Puberty & Adolescence

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

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

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

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

UNIT 6

Adulthood

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

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

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

Importance of developmental psychology in social work practice

Part B: Overview of Disabilities

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

Concepts and Definitions

Prevalence

History of the Development of services

Classification and Characteristics Causes and

Prevention

2. Visual Impairment: Blindness & Low Vision

Concepts and Definitions
Prevalence, and Causes
History and Development of Services
Classification and Characteristics Issues,
Needs and Prevention

3. Hearing Impairment: Deaf & Hard of Hearing

Concepts and Definitions
Prevalence
History of the Development of services
Classification and Characteristics
Causes and Prevention.

4. Speech and Language Disability Concept

and Definitions Prevalence.
History of the Development of Services
Classification and Characteristics Causes and
Prevention

Activities

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

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SEMESTER I

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

SBEMPC 53: Rights, Legislations and Theoretical Perspectives of DSW

Objectives: On completion of the course the students will:

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

Part A: Rights and Legislations

1. International Scenario

UN Declarations: UN International Year of Disabled Persons, 1981. UN Decade of Disabled Persons.

Salamanca Statement and Framework for Action on Special Needs Education, 1994.

Biwako Millennium Framework for Action, 2002.

UN Convention on the Rights of Persons with Disabilities, 2006. Incheon Strategy and Millennium Development Goals, 2012.

2. Rights

Constitutional Rights: The Preamble, The Directive Principles of State Policy and the Fundamental Rights of the Constitution of India.

Equality (Article 14)

Non Discrimination (Article 15(1),(2),(3) & (4) and 16); Reservation (Article 16-3 and 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)

Empowers the Parliament to Legislate to fulfill International Obligations (Article 249).

3. National Legislations

The Indian Lunacy Act, 1912 and The Mental Health Act, 1987, 2017. The Rehabilitation Council of India Act, 1992, 2000.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995; The Rights of Persons with Disabilities Act, 2016.

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.

The Right to Education Act, 2009.

4. Policies and Programmes (Disability Specific Portions alone)

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

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

Activities

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

Part B: Theoretical Perspectives of DSW

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

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

Course Content

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

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

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

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

Session IV: Anti oppressive, Anti Discriminatory perspective **4 hrs.** **Session V:**
Concepts of Stigma, Resilience & learned helplessness **2hrs.** **Session VI:** Human Rights Perspective **2hrs.**

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

Session VIII: Human Capabilities Approach **2hrs** **Session IX:**
Feminist Perspective **2hrs.**

Session X: Strengths Perspective **2hrs**

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

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

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

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

Methods of Teaching:

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

Methods of Assessment:

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

References:

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SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC54: Understanding Self and Working with Individuals

Objectives:

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

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

Teaching and Learning Approach Classroom Procedure (Mode of transaction) Direct Instruction:

Brain storming lecture,

Explicit Teaching, Elearning,

Interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning,

Library work and Group discussion, Presentation by individual student/ Group representative

Assessment Types

Mode of Assessment

1. Continuous Internal Assessment (CIA)
2. Internal Test – two internal written test examinations
3. Assignments – every students to submit two assignments on selected topics
4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar
5. Field activity report 6. Semester End Examination

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SEMESTER I

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

SBEMPC55: Field Work I

Objectives:

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

SEMESTER II

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

SBEMPC56: Group Work and DSW Team Work

Objectives:

To understand group work and its relevance in Disability Socialwork Practise

Part A: Group Work

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

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

Part B: DSW Team Work

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

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

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

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

References:

Module 1: Self & Spirituality

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Module 2: Teamwork

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SEMESTER II

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

SBEMPC57: Community Organization and Administration of Human Service Organizations

Objectives:

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

Course Outline

Part A: Community Organization

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

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

Module 2 Community Organization

Principles and approaches/ models

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

Module 3 Phases in Community Organization

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

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

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

Part B: Administration of Human Service Organizations

Module 1 Introduction to Administration:

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

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

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

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

Module 2 Approaches to organizational management and Introduction to Voluntary

Organization:

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

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

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

Module 3 Organisational Behaviour and Human resource Management Concept of Organizational Behaviour, Organizational Culture, Organization development-process, approaches and strategies Evaluation of motivational theories and basic understanding of their application in the work context

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

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

Module 4 Marketing of Social Services

Social Marketing and marketing mix, Cause Related Marketing (CRM), Relevance of social services in developing economy; applications of marketing in social services such as health and family welfare, adult literacy programme, environment protection, social forestry, organizing for marketing social services; beneficiary research and measurement of their perceptions and attitudes; socio-economic-cultural influences on beneficiary system.

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SEMESTER II

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

SBEMPC58: Overview of Disabilities – II

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

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

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

Syllabus

1. Intellectual Disability
Concept and Definitions
Prevalence
History and Development of Services
Classification and Characteristics Causes
and Prevention
2. Specific Learning Disabilities
Concepts and Definitions
Prevalence
History and Development of Services
Classifications and Characteristics Causes
and Prevention
3. **Mental Illness & Multiple Disabilities**
Concepts and Definitions
Prevalence
History and Development of Services
Classifications and Characteristics Causes
and Prevention
4. **Multiple Sclerosis and Parkinson's Disease**
Concepts and Definitions
Prevalence
History and Development of Services
Classifications and Characteristics Causes
and Prevention
5. **Haemophilia, Thalassaemia, & Sickle Cell Disease**
Concepts and Definitions
Prevalence
History and Development of Services
Classifications and Characteristics Causes
and Prevention
6. **ASD**
7. **Multiple Disabilities Epilepsy**

Activities

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

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SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC59 : Qualitative and Quantitative Research

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

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

Syllabus

Part A: Qualitative Research

- 1. Introduction to qualitative Research** Perspectives of knowledge and Research Concept and definition of qualitative Research
 Qualitative vs quantitative Research
 Characteristics of qualitative Research
 Reasons for conducting qualitative Research

2. Types of qualitative researches

Biographical study
Phenomenological study Grounded
Theory Study Ethnography
Case Study

3. Steps of conducting qualitative researches

Identifying problems and Research questions Design
of the study
Data collection process
Analysis of Data
Reporting of study

4. Analysis of qualitative data

Introduction
Nature of qualitative data Sources of
qualitative data Deciding data
analysis strategies
Components of qualitative data analysis

5. Techniques of data analysis in qualitative Research

Introduction Codification
Categorization and classification Content
analysis
Triangulation

Part B: Quantitative Research

1. Introduction to Quantitative Research

Concept, Definition and Functions of Quantitative research. Scales of measurement: Nominal, Ordinal, Interval and Ratio. Processing of data. Presentation of data: frequency distribution, percentiles and percentilerank, tables and graphs.
Use of computer in Statistics – statistical packages.

2. Descriptive Statistics

Concept and functions of Descriptive statistics Measures of central tendency – Mean, median and mode

Importance and applications of measures of central tendency

Measures of dispersion – Range, Quartile deviation, mean deviation, standard deviation Variance and coefficient of variation.

Importance and applications of measures of dispersion.

3. Normal Distribution and Normal Curve

Concept and properties of normal curve.

Applications of normal curve.

Use of standard scores in finding areas under the normal curve. Coefficient of skewness – concept, types and interpretation.

Coefficient of Kurtosis – concept, types and interpretation.

4. Measures of Relationship

Concept, types and applications of correlation.

Product moment coefficient of correlation and Rank coefficient of correlation.

Biserial, Point biserial, Tetrachoric and Phi – coefficient.

Partial and Multiple correlations. Interpretation of coefficient of correlation.

Regression – concept and uses – regression equations and regression lines
- concept of multiple regressions.

5. Inferential Statistics

Concept and functions of inferential statistics. Concepts of: statistical significance, level of significance, estimation, confidence intervals, sampling error, standard error, one-tailed and two-tailed tests, type I and type II errors and degrees of freedom.

Parametric tests – concept, assumptions and uses.

Z-tests, t-tests and Analysis of Variance – logic, assumptions, types and applications, concept of Analysis of covariance and Post hoc tests.

Non – parametric tests – concept, assumptions and uses.

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

Activities

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

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SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC60: Field Work II

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

SEMESTER III

Core Course, Credit: 04, Contact Hours: 90, Marks: 10
SBEMPC61 :Disability Counselling: Working with Individuals and Groups

Objectives:

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

Unit – I

Disability & counseling relationship: what counsellors needs to know:

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

Unit II

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

Unit III

Counselling process: Counselling relationship, Counselling interview

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

Unit IV

Basic skills and concepts:

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

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

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

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

Unit V

Egan’s model of counselling

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

Unit VI

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

Unit VII

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

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SEMESTER III

Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC62:Community Based Rehabilitation andWorking with Families

OBJECTIVES

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

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

COURSE CONTENT

Part A: Community Based Rehabilitation

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

Part B: Working with Families

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

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

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

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

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

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

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

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

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

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SEMESTER III

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

SBEMPC63: Field Work III

Objectives:

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

SEMESTER III

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC64: Rehabilitation in Sensory Disabilities

Objectives

The Students Develop:

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

Syllabus

Unit I

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

Unit II

Principles of Rehabilitation – Levels of Intervention.

Unit III

Concept of Integration, Mainstreaming, Normalization and Inclusion.

Unit IV

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

Unit V

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

Unit VI

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

Unit VII

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

Unit VIII

Role of Assistive Technologies.

Unit IX

Rehabilitation Medicine, Telerehabilitation

Unit X

Rehabilitation Measures, Outcomes, Barriers and Good Practices.

References

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SEMESTER III

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC65: Rehabilitation in Physical Disabilities

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

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

Syllabus

1. Musculoskeletal system - Anatomy and physiology-10hrs

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

2. Nervous system- Anatomy and physiology-10hrs

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

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

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

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

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

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

5.Rehabilitation interventions in physical disabilities -20hrs

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

Activities

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

References

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2. Randall, B. (2007). Physical Medicine and Rehabilitation. Philadelphia: Elsevier.
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8. An Introduction to the Study of Diseases by Boyd & Sheldon, Lee & Fibiger Philadelphia
9. Manual of Structural Kinesiology by Thomson & E.D., CB Mosby Company, USA
10. Joint Structure and Function – A comprehensive analysis, Cynthia C. Nork in, Pamela K. Levangia, J.P. Brothers New Delhi
11. Applied Kinesiology and Biomechanics by Genson Schultz, Bangerter Mc Gra Hill Company, New York.
12. Short Practice of Surgery by Bailey & Loves, English Language Book Society.
13. Text Book of Surgery by Sobiston WB Saunder Company, London
14. Rose & Carless Manual of Surgery by Wakley, Tindal & Company, London
15. Bio Mechanics of Human Motion by Leveau, WB Saunder Company, London

SEMESTER III

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC66: Management of Learning Disabilities

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

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

Syllabus

1. Conceptual Framework of Educational Interventions

Definition, purpose, scope and principles of educational intervention

Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)

Steps of intervention

Cascade of services and Response to Intervention Issues and ethics in educational intervention

2. Educational Interventions for Processing Deficit

Attention
Perception
Memory
Thinking
Meta-cognition

3. Reading and Writing Interventions

Principles of intervention in reading and writing

Strategies for developing word recognition skills, fluency and comprehension

Strategies for developing handwriting, spelling and written expression
Strategies for Reading and writing across the curriculum

Strategies for differentiation and inclusion in the classroom

4. Interventions for Mathematics

Principles for interventions in mathematics
Strategies for developing mathematical concepts

Strategies for developing computation, automaticity [timed tasks] and application

Strategies for problem solving

Accommodations [Calculators, Computers] in the mainstream classroom

5. Intervention in Life Skills

Strategies for developing of Social skills
Strategies for developing Study skills
Strategies for self-assessment and advocacy

Strategies for soft skills [presenting self, time management, decisionmaking]

Preparation for Independent Living; Career Planning, leisure and recreation

References

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

2. Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton MifflinBrookes.
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SEMESTER III

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

SBEMPC67: Inclusive Disaster Management

Objectives: The students develop:

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

Syllabus

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

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

: Types of disasters: Natural hazards and anthropogenic hazards.

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

Unit II: Phases in disaster management

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

During disaster Phase : Response ,Restore and Relief

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

Level of disasters. L0 Normal times ,focus on preparedness activity .L1

disaster that can be managed at the district level ,state level centre ready state

.L2 disaster that require mobilization of resource at the state level .L3

disasters that require mobilization of resource at the national level.

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

References:

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Open Course

SEMESTER IV

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

SBEMPC68: Building Disability Awareness and Gender Dimensions of Disability

Objectives:

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

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

Part A: Building Disability Awareness

Syllabus

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

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

PartB:Gender Dimensions of Disability

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

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

Method of Assessment: Individual assignment, group presentation and assignment

References:

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SEMESTER IV
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC69: Field Work IV

Objectives:

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

SEMESTER IV
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC70: Research Project

Objectives: On completion of the course students will develop:

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

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

Phase 1: Synopsis Submission

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

Phase 2: Review of Literature and Development of Tools

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

Phase 3: Data collection

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

Phase 4: Data analysis, Results Discussion and Thesis Submission

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

SEMESTER IV

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

SBEMPC71: Disability Across Life Transitions

Objectives

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

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

UNIT I

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

UNIT II

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

UNIT III

Babyhood and early childhood

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

UNIT IV

Childhood

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

UNIT V

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

UNIT VI

Adulthood and midlife

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

UNIT VII

Elderly and old age

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

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SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC72: Rehabilitation in DevelopmentalDisabilities

Objectives:

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

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

Syllabus

Unit 1. Concepts of growth and development- 15 Hours

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

Unit2. Assessment of growth and development-15 hours

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

Unit 3. Developmental disabilities -30 hours

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

Unit 4. Prevention of developmental disabilities-15 hours

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

Unit 5. Rehabilitation of persons with developmental disabilities 15 hours

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

Activities:

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

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

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SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC73: Intervention in Chronic and Terminal Illness

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

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

Syllabus

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

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

2. Impact of Chronic / Terminal Illnesses- 15 hrs

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

3. Concept of Aging, Death and Morbidity 10 hrs

- Patterns of Functional Decline at the end of life.

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

4. Trends and issues 10 hrs

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

5. Rehabilitation -30 hrs

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

Activities

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

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SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100 **SBEMPC74: Psychosocial Rehabilitation**

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

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

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

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

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

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

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

Unit3. Concepts of Psychosocial Rehabilitation- 20 Hrs

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

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

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

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

Unit V. Issues and trends in PSR-5 hrs

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

Activities

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

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SEMESTER IV

Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPC75: Rehabilitation of Older Adults

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

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

Syllabus

1. Assessment of elderly

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

2. Issues and Challenges In Geriatric Care

Health care

Social

Vocational & Economic

Psychological & spiritual Sexual

3. Ageing, illness and disabilities

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

4. Rehabilitation programmes and services for the aged

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

Activities:

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

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

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SEMESTER IV

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

SBEMPC76: Guidance and Counselling

Objective

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

Unit I

Areas and Guidance counseling

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

Unit II

Types of Guidance

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

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

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

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

UNIT III

Theories and approaches in Counseling Practice

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

UNIT IV

Counselling practice in different settings

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

UNIT V Intervention and Issues in counseling practice

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

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

UNIT VI Role of a counsellor

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

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SEMESTER IV

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

Objectives:

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

Course Content

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

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

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

Module 4 : Sexuality and Reproductive Rights

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

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

Module 7 : Accessibility

Module 8 : Euthanasia and Implications

9: Recreation and sports **References**

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