

**THE MAHATMA GANDHI UNIVERSITY**  
**UNDERGRADUATE PROGRAMMES (HONOURS)**  
**SYLLABUS**  
**MGU-UGP (Honours)**  
**(2024 Admission Onwards)**



**Faculty: Social Sciences**

**BoS: Social Work**

**Programme: Bachelor of Social Work (Honours)**

Mahatma Gandhi University  
Priyadarshini Hills Kottayam – 686560,  
Kerala, India

# Contents

❖ Preface

❖ Board of Studies and Experts

❖ Programme Outcomes

❖ Syllabus Index

❖ Course Syllabus

## SEMESTER I

- Professional Social Work
- Social Science Perspectives for Social Analysis.
- Pro-social Behaviour and Active Citizenship

## SEMESTER II

- Philosophical Foundations of Social Work
- Human Behaviour and Life Span Development
- Positive Mental Health and Wellbeing

## SEMESTER III

- Social Work Practice with Communities & Social Action
- Social Work Practicum Lab I
- Poverty, Inequality and Welfare
- Social Analysis and Strategies for Social Change
- Kerala Model Development and Sustainable Development
- Gender Diversity and Inclusion

## SEMESTER IV

- Social Work Practice with Individuals & Groups
- Social Work Practicum Lab II
- Practicing Social Work
- Perspectives of Community Development
- Medical and Psychiatric Social Work
- Human Resource Management and Development
- Social Work with Differently Abled
- Communication for Development
- Psychological First Aid and Crisis Intervention
- Social Work Practicum Lab III – Internship

## SEMESTER V

- Administration of Service Organisations
- Legal Information & Human Rights in Social Work Practice
- Social Work Research
- Green Social Work
- Public Health and Medical Social Work
- Labour Welfare

- Gerontological Social Work
- Social Work Practicum Lab IV
- Technology for Social Work Practice

#### **SEMESTER VI**

- Counselling and Therapies in Social Work Practice
- Project Designing and Management
- Disaster Management
- Mental Health and Introduction to Mental Disorders
- CSR and Social Work
- Correctional Social Work
- Social Work Practicum Lab V
- Career Planning and Professional Enhancement
- Social Innovations and Entrepreneurship
- Social Work Practicum Lab VI

#### **SEMESTER VII**

- Critical Social Work
- Social Work Practicum Lab VII
- Advanced Social Work Research Methods
- Dalit and Tribal Social Work
- School Social Work
- Queer Social Work
- Social Work Practice with Families
- Contemporary Social Work Practice

#### **SEMESTER VIII**

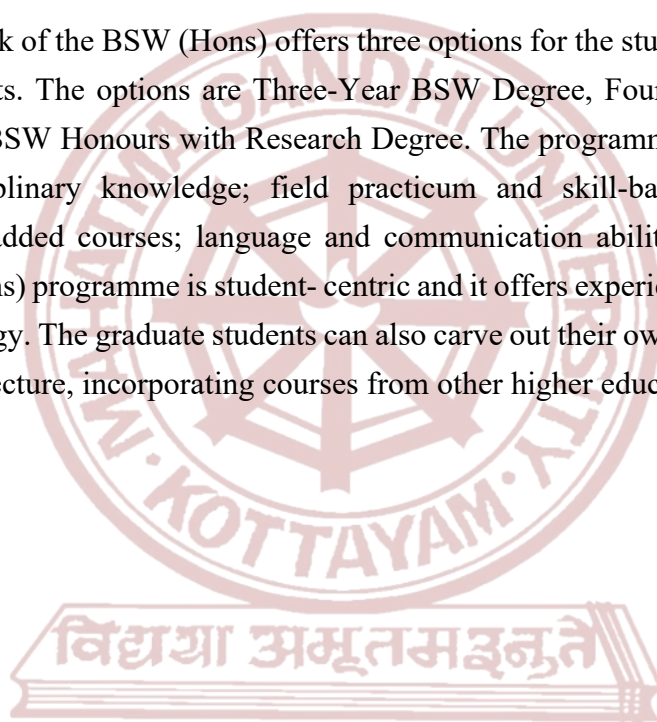
- Social Work Practicum Lab VIII
- Public Policy Analysis
- Livelihood Promotion and Development
- Community Mental Health and Mental Health Promotion
- Masculinity and Equality
- Social Work Practice with Children
- Methods and Strategies of Assessment in Social Work Interventions
- Dissertation
- Project in Social Work

#### **Curriculum Restructuring Committee Members**

## PREFACE

Four year undergraduate Honours in Bachelor of Social Work (BSW) equips students to address social issues and problems at multiple levels using a variety of theoretical frameworks. It aims to mold socially committed and professionally competent social workers who can contribute towards the goal of social development of the society and to extend right based support systems to families, individuals and communities, especially to the most vulnerable and marginalized sections of our society. Through this program, students move between diverse fields of practice, applying critical skills in recognizing and incorporating best practices into their professional repertoire.

The curricular framework of the BSW (Hons) offers three options for the students, suitable for their future plans and interests. The options are Three-Year BSW Degree, Four- Year BSW Honours Degree and Four-Year BSW Honours with Research Degree. The programme is built upon crucial thrust areas like disciplinary knowledge; field practicum and skill-based education; multi-disciplinary and value-added courses; language and communication abilities; and cutting- edge research. The BSW (Hons) programme is student- centric and it offers experiential learning methods based on critical pedagogy. The graduate students can also carve out their own customized pathways from the FYUGP architecture, incorporating courses from other higher education institutions.



**MGU-UGP (HONOURS)**

**Syllabus**

## BOARD OF STUDIES AND EXPERTS

SI NO	NAME OF THE MEMBER	INSTITUTION
1.	Dr. Reshma Bharadwaj (BOS Chairperson)	See Sankaracharya University of Sanskrit
2.	Dr.Fr. M. K. Joseph (BOS Member)	Rajagiri College of Social Sciences, Kalamassery
3.	Dr. Anish K R (BOS Member)	Rajagiri College of Social Sciences, Kalamassery
4.	Dr. Fr Saju M D (BOS Member)	Rajagiri College of Social Sciences, Kalamassery
5.	Dr. Manjusha, (BOS Member)	School of Gandhian Studies, Mahatma Gandhi University
6.	Dr. Jobi Babu (Convener of the Syllabus Committee)	Marian College Kuttikkanam (Autonomous), Peermade
7.	Dr. M Hilaria Soundari	Associate Professor, Centre for Applied Research, Gandhigram Rural Institute, Gandhigram, Dindigul District, Tamil Nadu
8.	Dr. Jose Antony	Professor and head of the Department, Department of Social Work, Sree Sankaracharya University of Sanskrit, Kalady, Ernakulam.
9.	Dr Rajeev S P	Assistant Professor, Department of Social Work, Rajagiri College of Social Sciences, Kalamassery, Ernakulam
10.	Sr. Sheena Muttathil	Assistant Professor, Department of Social Work, BCM College, Kottayam

**MAHATMA GANDHI UNIVERSITY FOUR YEAR UNDERGRADUATE  
PROGRAMME OUTCOMES**

- 1. Critical Thinking and Analytical Reasoning**
- 2. Scientific Reasoning and Problem Solving**
- 3. Multidisciplinary/ Interdisciplinary/Transdisciplinary Approach**
- 4. Communication Skills**
- 5. Leadership Skills**
- 6. Social Consciousness and Responsibility**
- 7. Equity, Inclusiveness and Sustainability**
- 8. Moral and Ethical Reasoning**
- 9. Networking and Collaboration**
- 10. Lifelong Learning**



**MGU-UGP (HONOURS)**

**Syllabus**

## Syllabus Index

**Name of the Major: Social Work**

### Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG1DSCSWK100	Professional Social Work	DSC A	4	5	3		2	
MG1MDCSWK100	Social Science Perspectives for Social Analysis	MDC	3	4	2		2	
MG1MDCSWK101	Pro-social Behaviour and Active Citizenship		3	4	2		2	

L — Lecture, T — Tutorial, P — Practicum/Practicum, O — Others

### Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG2DSCSWK100	Philosophical Foundations of Social Work	DSC A	4	5	3		2	
MG2MDCSWK100	Human Behaviour and Life Span Development	MDC	3	4	2		2	
MG2MDCSWK101	Positive Mental Health and Well-being		3	4	2		2	

# Syllabus



**Semester: 3**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG3DSCSWK200	Social Work Practice with Communities and Social Action	DSC A	4	4	4			
MG3DSCSWK201	Social Work Practicum Lab I	DSC A	4	6		2	4	2**
MG3DSESWK200	Poverty, Inequality and Social Welfare (For specializations: Development Social Work, Medical and Psychiatric Social Work, Labour Welfare Social Work, Multicultural Social Work)	DSE *	4	4	4			
MG3DSCSWK202	Social Analysis and Strategies for Social Change	DSC B	4	5	3		2	
MG3MDCSWK200	Kerala Model Development and Sustainable Development	MDC	3	3	3			
MG3VACSWK200	Gender Diversity and Inclusion	VAC	3	3	3			

\* Social Work Departments in different colleges can offer additional DSE courses based on the expertise of their faculty with prior approval from the BOS

\*\*In addition to the hours shown, the student will have to spent 30 extra hrs in Social Work Practicum Lab to meet the required course specification

# This course is mandatory for those students who are opting for dual specialization



**Semester: 4**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Cred it	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG4DSCSWK200	Social Work Practice with Individuals and Groups	DSC A	4	4	4			
MG4DSCSWK201	Social Work Practicum Lab II	DSC A	4	6		2	4	2**
MG4DSCSWK202	Practicing Social Work	DSC C	4	5		3	2	2** *
MG4DSESWK200	Perspectives of Community Development (Development Social Work)	DSE	4	4	4			
MG4DSESWK201	Medical and Psychiatric Social Work (Medical and Psychiatric Social Work)							
MG4DSESWK202	Human Resource Management and Development (Labour Welfare Social Work)							
MG4DSESWK203	Social Work with Differently Abled (Multicultural Social Work)							
MG4SECSWK200	Communication for Development	SEC	3	3	3			1#
MG4VACSWK200	Psychological First Aid and Crisis Interventions	VAC	3	3	3			

#demonstration of skill

\*\*In addition to the hours shown, the student will have to spent 30 extra hrs in Social Work Practicum Lab to meet the required course specification

\*\*\* The students taking this minor course will have to do extra 30 hours of field work to meet the required course specification

### Internship of 2 Credits

Course Code	Title of the Course	Type of the Course	Credit	Hours
MG4INTSWK200	Social Work Practicum Lab III- Internship	Mandatory Internship (Field Work)	2	60



**MGU-UGP (HONOURS)**

# Syllabus

**Semester: 5**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG5DSCSWK300	Administration of Service Organisations	DSC A	4	4	4			
MG5DSCSWK301	Legal Information and Human Rights Practice in Social Work	DSC A	4	4	4			
MG5DSCSWK302	Social Work Research	DSC A	4	4	4			
MG5DSESWK300	Green Social Work (Development Social Work)	DSE	4	4	4			
MG5DSESWK301	Public Health and Medical Social Work (Medical and Psychiatric Social Work)				4			
MG5DSESWK302	Labour Welfare ( Labour Welfare Social Work)				4			
MG5DSESWK303	Gerontological Social Work (Multicultural Social Work)				4			
MG5DSESWK304	Social Work Practicum Lab IV (Health Setting) (Medical and Psychiatric Social Work)					2	4	2**
MG5DSESWK305	Social Work Practicum Lab IV (PRI Setting) (Development Social Work)	DSE	4	6		2	4	2**
MG5DSESWK306	Social Work Practicum Lab IV (Labour Setting) (Labour Welfare Social Work)					2	4	2**
MG5DSESWK307	Social Work Practicum Lab IV (Social Work with NGOs/programmes addressing disability) (Multicultural Social Work)					2	4	2**
MG5SECSWK300	Technology for Social Work Practice	SEC	3	3	3			2#

#demonstration of skill

\*\*In addition to the hours shown, the student will have to spent 30 extra hrs in Social Work Practicum Lab to meet the required course specification

**Semester: 6**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG6DSCSWK300	Counselling and Therapies in Social Work Practice	DSC A	4	5	3		2	
MG6DSESWK300	Project Designing and Management	DSE	4	4	4			
MG6DSESWK301	Disaster Management (Development Social Work)	DSE	4	4	4			
MG6DSESWK302	Mental Health and Introduction to Mental Disorders (Medical and Psychiatric Social Work)				4			
MG6DSESWK303	CSR and Social Work Practice (Labour Welfare Social Work)				4			
MG6DSESWK304	Correctional Social Work Practices (Multicultural Social Work)				4			
MG6DSCSWK301	Social Work Practicum Lab V	DSC A	4	6		2	4	2**
MG6SECSWK300	Career Planning and Professional Enhancement	SEC	3	3	3			2#
MG6VACSWK300	Social Innovations and Entrepreneurship	VAC	3	3	3			
MG6DSESWK305	Social Work Practicum Lab VI (Additional Requirement)	DSE	0					2**

#demonstration of skill

\*\*In addition to the hours shown, the student can take the audit course *Social Work Practicum lab VI* to meet the required international field practicum specifications.

**Semester: 7**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Cred it	Hour s/ week	Hour Distribution /week			
					L	T	P	O
MG7DCCSWK400	Critical Social Work	DCC	4	4	4			
MG7DCCSWK401	Social Work Practicum Lab VII	DCC	4	5		3	2	4* *
MG7DCCSWK402	Advanced Social Work Research Methods	DCC	4	4	4			
MG7DCESWK400	Dalit and Tribal Social Work	DCE (Any two)	4	4	4			
MG7DCESWK401	School Social Work				4			
MG7DCESWK402	Queer Social Work				4			
MG7DCESWK403	Social Work Practice with Families				4			
MG7DCESWK404	Contemporary Social Work Practice	DCE	4	4	4			

\*\*In addition to the hours shown, the student will have to spent 60 extra hrs in Social Work Practicum Lab to meet the required course specification

**MGU-UGP (HONOURS)**

# Syllabus

**Semester: 8**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG8DCCSWK400	Social Work Practicum Lab VIII	DCC	4	6		2	4	2* *
MG8DCCSWK401	Public Policy Analysis	DCC	4	5	3		2	
MG8DCESWK400	Livelihood promotion and Development	DCE	4	5	3		2	
MG8DCESWK401	Community mental health and Mental Health promotion				3		2	
MG8DCESWK402	Masculinity and Equality	DCE	4	4	4			
MG8DCESWK403	Social Work Practice with Children				4			
MG8DCESWK404	Methods and Strategies of Assessment in Social Work Interventions	DCE	4	5	3		2	
MG8PRJSWK400	Dissertation/Project	PRJ	12					

\*\*In addition to the hours shown, the student will have to spent 30 extra hrs in Social Work Practicum Lab to meet the required course specification

**MGU-UGP (HONOURS)**

# Syllabus

## Field Practicum

SEMESTER	CREDITS	HOURS
*Semester I	1	60
*Semester II	1	60
Semester III	4	120
Semester IV	4 2	120 + 60 = 180
Semester V	4	120
Semester VI**	4 4	120 + 120 = 240
Semester VII	4	120
Semester VIII	4	120
<b>Total</b>	<b>34</b>	<b>1020 hrs</b>

\*In the first two semesters, the field practicum component is integrated into the Discipline foundation courses and multidisciplinary courses like Professional Social Work, Social Science Perspectives for Social Analysis, Poverty, inequality and Social Work etc.

\*\* BSW students have the option of taking an additional field practicum course of 4 credits at the end of sixth semester to earn additional field work hours and credits. Engaging in this additional field practicum course allows the student to fulfill international professional social worker accreditation requirements. From third semester onwards the student will have to spend 120 hrs in the field as part of their field practicum lab courses.



## Specialization Pathways Offered by Social Work Department

### Specialization Pathways

The Students enrolling to BSW (Hons) can create their own specialization pathways leading to unique career possibilities. The four possible specialization pathways available in Mahatma Gandhi university are:

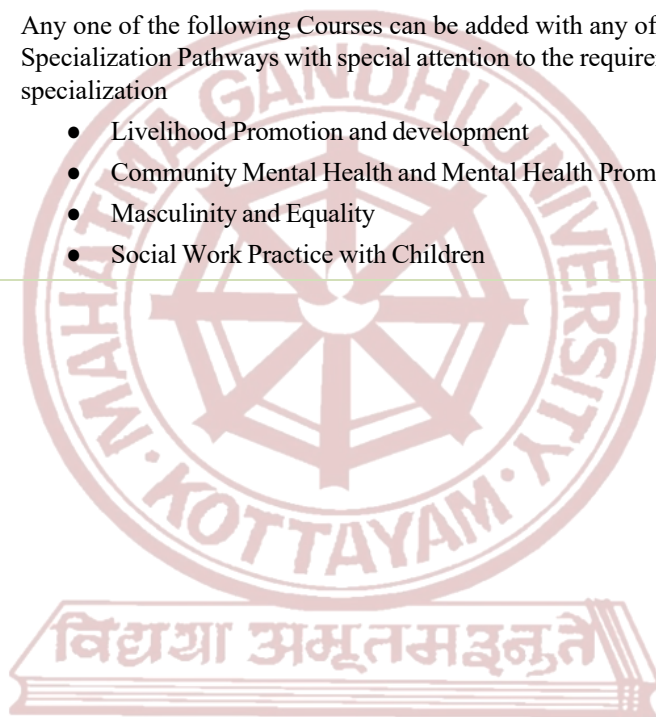
- Development Social Work
- Medical and Psychiatric Social Work
- Labour Welfare Social Work
- Multicultural Social Work

The students opting for specialization pathways should select their field work courses in the settings appropriate to their specialization requirements. Students can also opt not to choose any specific specialization pathways.

Social Work departments in different colleges under Mahatma Gandhi university can choose which specializations they will be offering based on their faculty expertise. The specialization pathway courses for each semester are given below.

Specialization Pathways	Development Social Work	Medical and Psychiatric Social Work	Labour Welfare Social Work	Multi-Cultural Social Work
<b>Semesters</b>				
<b>III</b>	Poverty, Inequality and Social Welfare	Poverty, Inequality and Social Welfare	Poverty, Inequality and Social Welfare	Poverty, Inequality and Social Welfare
<b>IV</b>	Perspectives of Community Development	Medical and Psychiatric Social Work	Human Resource Management and Development	Social Work with Differently Abled
<b>V</b>	Field Work practicum lab in health setting settings	Field Work practicum lab in PRI settings	Field Work practicum lab in Labour settings	Field Work practicum lab in disability settings

V	Green Social Work	Public Health and Medical Social Work	Labour Welfare	Gerontological Social Work
VI	Disaster Management	Mental Health and Introduction to Mental Disorders	CSR and Social Work	Correctional Social Work
VII	<p>Any one of the following Courses can be added with any of these Specialization Pathways with special attention to the requirements of the specialization</p> <ul style="list-style-type: none"> <li>• Livelihood Promotion and development</li> <li>• Community Mental Health and Mental Health Promotion</li> <li>• Masculinity and Equality</li> <li>• Social Work Practice with Children</li> </ul>			



**MGU-UGP (HONOURS)**

# Syllabus



**SEMESTER-I**

**MGU-UGP (HONOURS)**

**Syllabus**



# Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Professional Social Work</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>MG1DSCSWK100</b>					
<b>Course Level</b>	<b>100</b>					
<b>Course Summary</b>	<p>As an introductory course, it covers the historical, philosophical, and theoretical underpinnings of the emergence of social work as a profession. It provides an overview of the methods, principles, values, approaches, and fields of social work. The course requires students to work with real-life examples and projects.</p>					
<b>Semester</b>	<b>I</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>75</b>
		<b>3</b>	-	<b>1</b>	-	
<b>Pre-requisites, if any</b>	Nil					

## Syllabus

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Explain the various concepts related to social work.	U	1, 3, 6,10
2	Identify the differences between social work and other service- related terms.	An	1,3,2,6,10
3	Illustrate the understanding of the professional roots, ethical foundations and theoretical frameworks of social work	U	1,2,3,6,8
4	Identify the historical context, evolution and key figures that have shaped social work as a profession.	An	1,2,8
5	Describe foundational principles and practice methods.	U	2,6,1,3
6	Appraise social work as a profession in the Indian and global context.	E	2,6,1,3,9,10
7	Demonstrate the skills of observation, communication, and recording	A	3,4,5,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Concepts in Social Work</b>		<b>15</b>	<b>1,2,6</b>
	1.1	Overview of social work- meaning and global definition - Objectives and purpose of social work,		
	1.2	Meanings, similarities and dissimilarities of Concepts related to Social Work -charity, social service, voluntary service, social reform, social movements, social welfare, social security, social development.		

2	<b>History of Social Work</b>		<b>20</b>	<b>3,4,6</b>
	2.1	Historical landscape of social work in the UK, USA and India - Elizabethan Poor laws, workhouses and almshouses, Friendly visitors, Charity organization society, Settlement House movements, Beveridge report. Jane Adams, Mary Richmond etc  India- Ashoka and Mughal period, precolonial,		
	2.2	colonial and post-colonial lineages of Social Work Traditional Social Service Institutions, Contribution of Social Reformers, Christian Missionaries Clifford Manshardt, Spencer Hatch, Vinobabave, Ela Bhatt, Medha Patkar, Aruna Roy, Baba Amte Gandhian model of Social Work		
	2.3	Kerala - Sree Narayana Guru, Poykail Appachan, Ayyankali, Kavarikulam Kandan Kumaran, Vagbadanandhan, Sugatha Kumari, Mayilamma, C K Janu, Daya Bai		
3	<b>Overview of Professional Social Work and its Multifaceted Nature</b>		<b>20</b>	<b>3,4,5,6</b>
	3.1	Different levels of social work practice-micro, mezzo, and macro.		
	3.3	Fields and Thrust Areas of Social Work Practice: Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.		
	3.4	Functions and responsibilities in social work, Roles of a social worker.		
	3.5	Clients in social work -person, family, group, incorporated body, associations/community.		
4	<b>Professionalisation of Social Work</b>		<b>20</b>	<b>2,3,4,5,6,7</b>

	4.1	Methods of Social Work: Social Case Work, Social Group Work, Community Organisation, Social Welfare Administration, Social Action, Social Work Research														
	4.2	Professional Organisations : Introduction to Social Work Network- International- National and State: IFSW, INPSWA, KAPS, NAPSWI, ASSK  Role and function of Social Work Association Across the Global: NASW (USA), CASW (Canada), BASW (United Kingdom)														
	4.3	OBSERVATION VISITS IN VARIOUS SETTINGS														
<b>5</b>	<b>Teacher Specific Content</b>															
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive lectures.</li> <li>2. E-learning</li> <li>3. Seminar</li> <li>4. Library works</li> </ol> <ul style="list-style-type: none"> <li>• <b>Observation visits</b> to various social work institutions to familiarize with the various fields of social work and roles of social worker in social work settings</li> <li>• <b>Observe a special day of social importance and document the Programme</b></li> </ul>															
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>➤ <b>Theory 3 Credit</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Total Mark</b></td> <td style="text-align: center;"><b>75</b></td> </tr> <tr> <td style="text-align: center;"><b>CCA</b></td> <td style="text-align: center;"><b>25</b></td> </tr> <tr> <td style="text-align: center;"><b>ESE</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </table> <p><b>- Practicum 1 Credit</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Total Mark</b></td> <td style="text-align: center;"><b>50</b></td> </tr> <tr> <td style="text-align: center;"><b>CCA</b></td> <td style="text-align: center;"><b>15</b></td> </tr> <tr> <td style="text-align: center;"><b>ESE</b></td> <td style="text-align: center;"><b>35</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Team Project Report</li> <li>- Observation visit report and Presentation</li> </ul>				<b>Total Mark</b>	<b>75</b>	<b>CCA</b>	<b>25</b>	<b>ESE</b>	<b>50</b>	<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>
<b>Total Mark</b>	<b>75</b>															
<b>CCA</b>	<b>25</b>															
<b>ESE</b>	<b>50</b>															
<b>Total Mark</b>	<b>50</b>															
<b>CCA</b>	<b>15</b>															
<b>ESE</b>	<b>35</b>															



<b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b>			
<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
A (2 mark each)	7	5	<b>10</b>
B (5mark each)	7	4	<b>20</b>
C (10mark each)	4	2	<b>20</b>
<b>Total Mark for ESE</b>			<b>50</b>

\*Assessment method for practicum can be decided by the teacher

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- Bhaskaran.(2004).Mother Forest :The Unfinished Story of C. K Janu. Women Unlimited Kali for Women.
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- Paul T.(1962)The Philosophy of Social Work: The University of Chicago Press.



# Mahatma Gandhi University Kottayam

<b>Programme</b>															
<b>Course Name</b>	<b>Social Science Perspectives for Social Analysis</b>														
<b>Type of Course</b>	<b>MDC</b>														
<b>Course Code</b>	<b>MG1MDCSWK100</b>														
<b>Course Level</b>	<b>100</b>														
<b>Course Summary</b>	<p>This course will be helping the students to develop knowledge on basic Social Science concepts and academic debates on human sufferings. It is expected that the students will be able to develop social science imagination after the completion of this course. This will further equip them to learn Social Work methods with a scientific understanding of the social context of individuals and communities. It looks at the foundational ideas of social analysis and investigates several approaches to bringing about constructive social change. Students will use the writings of Paulo Freire, Gandhi, and other intellectuals to critically analyse societal structures, power relations, and marginalization. Through an exploration of many approaches to social change, such as advocacy, policy reform, activism, and community development, students will acquire the necessary skills and knowledge to effectively function as agents of social transformation.</p>														
<b>Semester</b>	<b>I</b>														
<b>Course Details</b>	<table border="1"> <thead> <tr> <th colspan="3"><b>Credits</b></th> <th><b>3</b></th> <th rowspan="2"><b>Total Hours</b></th> </tr> <tr> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td><b>2</b></td> <td>-</td> <td><b>1</b></td> <td>-</td> <td><b>60</b></td> </tr> </tbody> </table>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>	Lecture	Tutorial	Practical	Others	<b>2</b>	-	<b>1</b>	-	<b>60</b>
<b>Credits</b>			<b>3</b>	<b>Total Hours</b>											
Lecture	Tutorial	Practical	Others												
<b>2</b>	-	<b>1</b>	-	<b>60</b>											
<b>Pre-requisites, if any</b>	The student should have the general awareness of the issues and problems prevailing in the society														

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>At the end of the course, the students will be able to:</i>			
1	Understand the emergence of social science disciplines and the key debates	U	1,2,3

2	Understand key concepts in social analysis, such as intersectionality, privilege, and oppression	U	1,2,3
3	Analyse and critique social structures and power dynamics.	An	1,2,3,7
4	Develop Sociological imagination and perspectives in social work practice	U	3,1,2,6,8,10
5	Explore the works of Gandhi, Paulo Freire, and other relevant thinkers on social change	U	1,2,3,8
6	Enhance sensitivity towards social issues - analyze the causes, capacity and resources available to deal with the problem identified by the student.	An	1,2,3,4,5,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

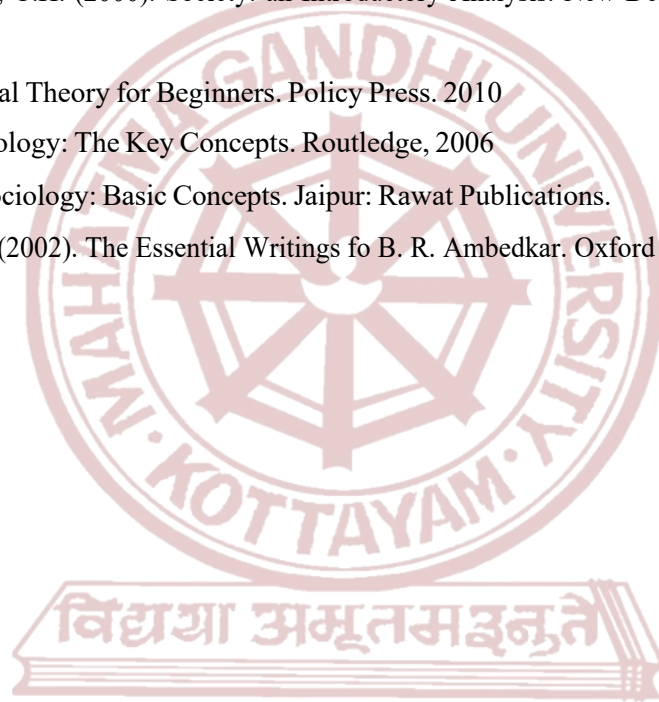
Module	Units	Course description	Hrs.	CO No.
1	<b>Historical Context of Scientific Understanding of Society</b>		20	1,2
	1.1	Enlightenment and modernity: Emergence of scientific reason and social science disciplines		
	1.2	Key debates in modernity - tradition vs modernity, objectivity vs subjectivity, body vs mind, Reason, Freedom Declaration of the Rights of Man and Citizen Post modernism and their critiques of modernity		
	1.3	Industrialization, capitalism, imperialism, colonialism and their impacts on social science disciplines and social work		
	1.4	Social Science perspectives on social problems and interventions		
	<b>Basic Social Science Debates on Society</b>		20	1, 5

2	2.1	Society and community – definitions, and types Social process and Socialization: Agents, and significance		
	2.2	Social aggregate, social groups, social organization, social structure, social function, social control, social institutions		
	2.3	Culture: definition, cognitive, normative and material dimensions. Mores, folkways.		
	2.4	Subculture, contra-culture, cultural lag, ethnocentrism, cosmopolitanism, multiculturalism		
	2.5	Social Change Theories: Assimilation, cyclical, evolutionary theory, conflict theories, Gandhian nonviolence, Freirean critical pedagogy.		
3	<b>Power, Privilege, and Oppression: Understanding social structures and inequalities</b>		20	2,3,4,6
	3.1	Social Structures and Social Stratification		
	3.2	Social oppression, marginalization, discrimination, humiliation, social disorganization, inequality, graded inequality		
	3.3	Caste & Race: untouchability, caste identity, caste privilege, caste hatred, humiliation, and caste as power, Dalit movements Racial discrimination, Adivasi struggles, labour exploitation		
	3.4	Religious Minorities and Marginalization		
	3.5	Gender inequalities: patriarchy, domestic violence, gender status, masculinity. Trans genders and queer politics.		
	3.6	Self and identity. Self-Reflection and Social Identity: Understanding one's own biases and privileges. Intersectionality: Analysing the interconnectedness of social identities.		
	3.7	Human dignity, political democracy, social democracy, social development, social inclusion		
	3.8	Ethical Considerations in Social Change: Navigating power dynamics and responsibility. Case studies of different initiatives for change		
4	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Lecture</li> <li>3. Active cooperative learning</li> <li>4. Group assignments</li> <li>5. Library work and group discussion</li> <li>6. Presentation by group</li> <li>7. Field component</li> </ol> <ul style="list-style-type: none"> <li>• <b>Know your community/know your locality-</b> Complete the local self government study and submit the community profile and report.</li> <li>• Based on the community study, students should identify and analyze a social issue of that community and demonstrate their stand on that issue through activities like - <b>proposing an intervention</b>, compiling a report on that issue and submitting it to the authorities, newspapers etc, circulating notices about it, organizing a sensitizing public meeting, rally etc.</li> </ul>																												
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 2 Credit</b></p> <table border="1" data-bbox="427 801 1150 965"> <tr> <td><b>Total Mark</b></td> <td><b>50</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>15</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>35</b></td> </tr> </table> <p>- <b>Practicum 1 Credit</b></p> <table border="1" data-bbox="427 1016 1150 1180"> <tr> <td><b>Total Mark</b></td> <td><b>50</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>15</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>35</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case Analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (1 Hour Written Exam)</b></p> <table border="1" data-bbox="354 1592 1377 1765"> <thead> <tr> <th><b>Part</b></th> <th><b>No of Qs</b></th> <th><b>No of Questions to be answered</b></th> <th><b>Total Mark</b></th> </tr> </thead> <tbody> <tr> <td>A (3mark each)</td> <td>7</td> <td>5</td> <td>15</td> </tr> <tr> <td>B (10mark each)</td> <td>4</td> <td>2</td> <td>20</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>35</b></td> </tr> </tbody> </table> <p>*Assessment method for practicum can be decided by the teacher</p>	<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>	<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>	A (3mark each)	7	5	15	B (10mark each)	4	2	20	<b>Total Mark for ESE</b>			<b>35</b>
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## References


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- Denti, L. G., & Whang, P. A. (eds) (2012) Rattling Chains: Exploring Social Justice in Education. Sense Publishers. Netherlands. 7-12
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- Rodrigues, Valerian. (2002). The Essential Writings of B. R. Ambedkar. Oxford University Press, New Delhi.



**MGU-UGP (HONOURS)**

# Syllabus



	<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>						
<b>Course Name</b>	<b>Pro- Social Behaviour and Active Citizenship</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MG1MDCSWK101</b>					
<b>Course Level</b>	<b>100</b>					
<b>Course Summary</b>	<p>This course is a foundation level Multi- Disciplinary Course (MDC) for all undergraduate students to render adequate and relevant knowledge on the concept of prosocial behavior and its connection to active citizenship. It provides an insight to the student on the motivations behind helping others, the benefits of prosocial actions for individuals and societies, and the various ways individuals can become active citizens in their communities.</p>					
<b>Semester</b>	<b>I</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>2</b>	<b>-</b>	<b>1</b>		<b>60</b>
<b>Pre-requisites, if any</b>	Nil					

## COURSE OUTCOMES (CO) (MGU-UGP (HONOURS))

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>At the end of the course, the student will be able to,</i>			
1	Explore the benefits of pro-social behavior for individuals, communities, and societies	U	1,2,5,6,7,8,10
2	Develop critical thinking skills to analyze social issues and identify opportunities for pro-social action.	S	1,2,4,5,6,7,8,10
3	Develop pro-social behavior traits and utilize the same in different contexts of life	C	1,2,5,6,7,8,9,10
4	Analyze the psychological and social factors influencing pro-social behaviors	An	1,2,5,6,7,8



5	Cultivate personal responsibility and commitment to contributing to the well-being of the community	C	1,2,4,5,6,7,8,9,10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Prosocial Behavior</b>		<b>20</b>	<b>1,2,3,4,5</b>
	1.1	Meaning, Definition and Significance of prosocial behavior		
	1.2	Social and cultural factors influencing pro-social behavior-social norms, reciprocity, culture, value, socialization practice social environment etc		
	1.3	Characteristics and Traits of Pro-Social Behaviour-Empathy, compassion, altruism moral reasoning, cooperation, civic engagement Sense of justice and fairness, Positive self-esteem and self- efficacy, conflict resolution, peace building, optimism and hope etc		
	1.4	Individual benefits: improved physical and mental health, increased life satisfaction, strengthened social bonds.		
	1.5	Community and societal benefits: reduced crime rates, increased social capital, fostering a culture of caring.		
	<b>Overcoming Barriers to Pro-Social Behaviour and Action</b>		<b>20</b>	<b>2,3,4,5</b>
	2.1	Examining the psychological theories behind helping behavior- social learning theory, empathy-altruism theory etc		

2	2.2	Concept of culture of silence- Causes & Consequences Barriers to Pro-social behavior & Action- Individual barriers, situational barriers, societal barriers		
	2.3	Addressing personal and societal barriers that hinder pro-social behavior- apathy, time constraints, lack of resources etc.		
	2.4	Social exchange: coming with terms with others – cooperation, competition, bargaining, social equality, perceived fairness in social exchange		
	2.5	Developing strategies to overcome the barriers of pro social behavior and foster a culture of pro-sociality.		
3	<b>Active Citizenship</b>		<b>20</b>	<b>2,3,4,5</b>
	3.1	Meaning, Concept, Nature and Importance of Active Citizenship		
	3.2	People's participation- Meaning, Definition, Levels of participation, importance, factors and barriers of people's participation		
	3.3	Forms of active citizenship: volunteering, advocacy, community participation, civic engagement.		
	3.4	Values and skills for Active Citizenship- Sense of duty and obligation, Commitment to democracy, compassion, empathy, initiative, proactiveness, self- motivation, collaboration, persistence & Resilience etc.		
	3.5	Tools and Strategies-Social Marketing, Campaigns, Right to Information (RTI), Public Interest Litigation (PIL), Advocacy, social media, social legislations,		
	3.6	Case studies of pro-social behavior: Malala Yusufzai, Greta Thunberg, Dayabhai, Medha Patkar, Sundarlal Bahuguna, Kailash Sathyarthi etc		

	3.7	Youth involvement during Kerala flood, 2018		
	3.8	Case studies of Social Welfare Organisations- SEWA, Goonj, Hunger Project, Prajwala etc		
	3.9	Relevance of Professional Social Work in developing Pro-social behaviour & Active Citizenship Role of Professional Social Worker in facilitating pro-social behaviour and active citizenship		
<b>4</b>	<b>Teacher Specific Content</b>			
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of Transaction)</b> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Tutorials</li> <li>3. Brainstorming</li> <li>4. Co-operative learning</li> <li>5. Role play</li> <li>6. News Paper Analysis</li> <li>7. Movie Review</li> <li>8. Group Discussion</li> <li>9. Case study analysis</li> </ol>			



**MGU-UGP (HONOURS)**

# Syllabus

<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>- Theory 2 Credit</b>			
	<b>Total Mark</b>			<b>50</b>
	<b>CCA</b>			<b>15</b>
	<b>ESE</b>			<b>35</b>
	<b>- Practicum 1 Credit</b>			
	<b>Total Mark</b>			<b>50</b>
	<b>CCA</b>			<b>15</b>
	<b>ESE</b>			<b>35</b>
	<b>A. Continuous Comprehensive Assessment (CCA)</b>			
	<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Movie Review</li> <li>- New Paper Review</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case Analysis</li> </ul>			
	<b>B. End Semester Examination (ESE) (1 Hours Written Exam)</b>			
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
	A (3 Mark Each)	7	5	15
	B (10 Mark Each)	4	2	20
	<b>Total Mark for ESE</b>			<b>35</b>
	*Assessment method for practicum can be decided by the teacher			

### References

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- Ryan, R. M., & Deci, E. L. (Eds.). (2017). Prosocial behavior: Research, interventions, and policy. Guilford Publications
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**MGU-UGP (HONOURS)**

# Syllabus



**SEMESTER-II**

**MGU-UGP (HONOURS)**

**Syllabus**



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Philosophical Foundations of Social Work					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG2DSCSWK100					
<b>Course Level</b>	100					
<b>Course Summary</b>	This course is crafted to provide students with a comprehensive understanding of the fundamental principles that guide ethical behavior in both personal and professional realms of their life.					
<b>Semester</b>	II		<b>Credits</b>			4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		3	-	1	-	
<b>Pre-requisites, if any</b>	Nil <b>MGU-UGP (HONOURS)</b>					

## Syllabus



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Explain the key concepts and values that influence ethical behavior in social work professional contexts.	U	1, 3,7,2,6,8,9
2	Organise ethical principles and values, critically examining personal beliefs and biases within the context of social work practice.	A	3,7,1,6,8,9
3	Demonstrate empathy, compassion, and respect in professional interactions, cultivating positive client relationships and advocating for a human-centered approach.	A	3,7,1,2,6,4,5,10
4	Utilize values as a foundation for ethical decision-making, ensuring choices align with principles of justice, fairness, and the well-being of individuals and communities.	A	3,4,7,2,1,8
5	Analyze professional codes of ethics in social work, demonstrating an understanding of ethical guidelines and standards in diverse situations.	An	1,3,5,7,4,6,8,10
6	Critically examine the core philosophical foundations, principles and values in Social Work.	A	3,7,4,5,1,2,8,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Human Values in Practice</b>		12	1,2,3
	1.1	Compassion, empathy, respect, and integrity, translate into everyday social work practice.		

1	1.2	Autonomy and Self-Determination, Non- Maleficence and Beneficence, Social Justice and Equity, Confidentiality and Privacy, Fidelity and Professional Responsibility		
	1.3	Human values at the micro, mezzo and macro level Social Work practice.		
	1.4	Steps in ethical decision making and handling the ethical dilemma -  Contexts of Ethical dilemma: Receiving gifts, dual relationships, Confidentiality vs. Duty to Warn, informed consent from vulnerable populations, cultural competence and value clash, confidentiality with minor		
	1.5	Values in daily practice: Use of technology, Social Media, working with diverse populations, Reporting, financial matters, Relationships.		
3	<b>Philosophical assumptions of Social Work and Principles of Social Work</b>		<b>23</b>	<b>1,2,4</b>
	3.1	Core Values and Ethical principles: Service, Social justice, Dignity and worth of the person, Importance of human relationships, Integrity, Competence.  Principles - Individualization, Meaningful Relationship, Self Determination, Acceptance, Social Functioning, Social Learning, Confidentiality.		
	3.2	Philosophical values - Values relating to Individual, Values relating to Problem, Values relating to Relationship, Values relating to Social Agency, Values relating to Social Work Practice-  uniqueness of the individual, inherent worth and potentiality, right for dignity and determination, potentiality for self-direction from within, socialization of individuality		
	3.3	Social Work Models - Welfare model, Developmental model, right based social work, Strength based social work, Evidence based social work, Anti oppressive social work, grounded practices		
	<b>Professional Codes of Ethics</b>		<b>40</b>	<b>4,5,6</b>

4	4.1	Overview of the historical development of social work ethics. Evolution of ethical standards and their impact on the profession		
	4.2	Introduction to the Code of Ethics		
	4.3	Ethical standards: Social Workers' ethical responsibilities to clients, colleagues, practice settings, professionals, Social Work profession and broader society. Definition and significance of professional boundaries Concept of Self- care in professional social work		
	4.4	Strategies for establishing and maintaining healthy boundaries. Challenges in maintaining professional boundaries. Managing stress and burnouts The role of ethics consultation and supervision in social work practice.		
5	<b>Teacher Specific Content</b>			
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Reflective Essays</li> <li>3. Case Studies</li> <li>4. Group Projects</li> <li>5. Roleplay</li> <li>6. Simulations</li> <li>7. Reviews of articles</li> </ol>			

**Assessment  
Types**

**MODE OF ASSESSMENT**

**- Theory 3 Credit**

<b>Total Mark</b>	<b>75</b>
<b>CCA</b>	<b>25</b>
<b>ESE</b>	<b>50</b>

**- Practicum 1 Credit**

<b>Total Mark</b>	<b>50</b>
<b>CCA</b>	<b>15</b>
<b>ESE</b>	<b>35</b>

**A. Continuous Comprehensive Assessment (CCA)**

- Internal test
- Assignments
- Presentation
- Classroom Discussions
- Quiz
- Role Play

**B. End Semester Examination (ESE) (1.30 Hours Written Exam)**

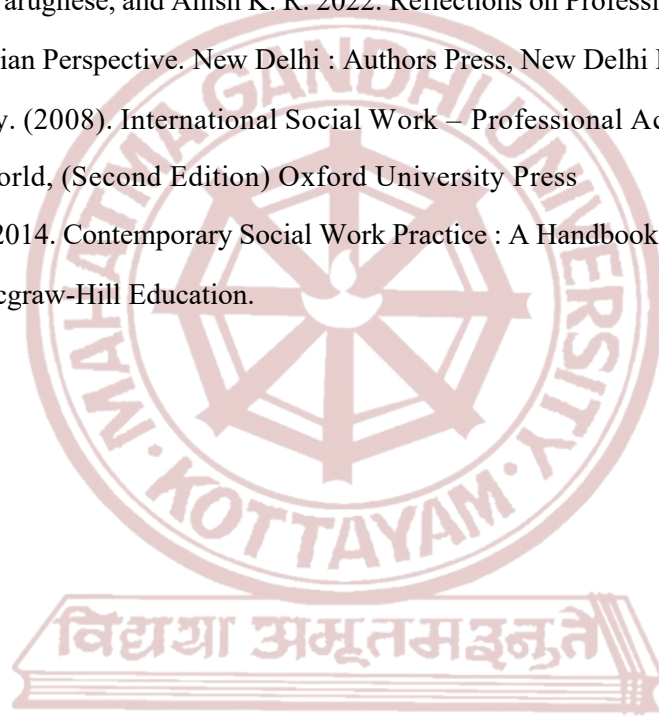
<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
A (2 Mark Each)	7	5	<b>10</b>
B (5 Mark Each)	7	4	<b>20</b>
C (10 Mark Each)	4	2	<b>20</b>
<b>Total Mark for ESE</b>			<b>50</b>

\*Assessment method for practicum can be decided by the teacher

**References**


- Banks, S. (2020). Ethics and Values in Social Work. Palgrave Macmillan.
- Bowman, D. (2018). Ethics in Social Work: A Context of Caring. Routledge.
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**MGU-UGP (HONOURS)**

# Syllabus

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Human Behaviour and Life Span Development</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MG2MDCSWK100</b>					
<b>Course Level</b>	<b>100</b>					
<b>Course Summary</b>	This introductory course provides a comprehensive overview of the field of psychology, exploring the scientific study of mind and behavior. Students will learn about fundamental concepts, key theories, and significant research findings across various areas of psychology and life span. The course also involves a practical component where students get an opportunity to visit institutions relevant to the course.					
<b>Semester</b>	<b>II</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture <b>2</b>	Tutorial <b>-</b>	Practical <b>1</b>	Others <b>-</b>	
<b>Pre- requisites, if any</b>	Nil					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Demonstrate an understanding of basic psychological theories and concepts.	U	1,2,3,8,10
2	Apply psychological principles to understand various aspects of human behavior.	A	1,2,3,8,9,10



3	Recognize and describe abnormal behavior and the underlying psychological disorders.	U	1,3,2,6, 8,9,10
4	Explain the stages of human development across the lifespan.	U	1,7,2,3, 6,8,9,10
5	Assess how social context and interactions influence individual behavior.	An	1,2,3,5, 6,7,8,9, 10
6	Synthesize information from different areas of psychology to form a cohesive understanding of human behavior and development.	E	1,2,3,5, 6,7,8,9, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Psychology and basic concepts</b>		20	1,2,6
	1.1	Definition and scope and branches of Psychology		
	1.2	Schools of Psychology: Structuralism, functionalism, behaviorism, psychoanalysis		
	1.3	Humanistic and cognitive approaches		
	1.4	Sensory processes Perception and interpretation		
	1.5	Motivation, Learning, memory		
	1.6	Trait, Personality, Intelligence, Attitude		
2	<b>Basic Theories in Psychology</b>		20	1,6
	2.1	Classical and operant conditioning Social learning theory		
	2.2	Freud's theory of personality Defense mechanisms		

	2.3	Maslow's hierarchy of needs Rogers' theory of self		
3	<b>Life Span Development, Human Behaviour and Abnormal Psychology</b>		<b>20</b>	<b>3,4,5,6</b>
	3.1	Psycho-sexual theory by Freud, Erikson's stages of psychosocial development		
	3.2	Piaget's stages of cognitive development Kohlbergs's Moral development		
	3.3	Stages of Development: Pre-natal to Old age Bio-Psychosocial changes in each stage		
	3.4	Group behaviour, Attraction and close relationships Conformity, compliance, and obedience Social norms and roles Prejudice, Altruism and helping behavior Causes and control of aggression		
	3.5	Definitions of abnormality DSM-5 and ICD-10 Broad categories of abnormality		
	3.6	Visit to mental health centers, Interaction with Psychiatric Social Workers, Psychologists		
4	<b>Teacher Specific Content</b> <b>MGU-UGP (HONOURS)</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Expert lectures/guest lectures</li> <li>2. Self-study assignments,</li> <li>3. Individual presentations</li> <li>4. Group presentations</li> <li>5. Guided group discussions</li> <li>6. Collateral readings</li> <li>7. Institutional observation visit</li> <li>8. Interaction with experts</li> </ol>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>		
	<b>- Theory 2 Credit</b>		
	<b>Total Mark</b>	<b>50</b>	
	<b>CCA</b>	<b>15</b>	
	<b>ESE</b>	<b>35</b>	
	<b>- Practicum 1 Credit</b>		
	<b>Total Mark</b>	<b>50</b>	
	<b>CCA</b>	<b>15</b>	
	<b>ESE</b>	<b>35</b>	
	<b>A. Continuous Comprehensive Assessment (CCA)</b>		
<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case Analysis</li> </ul>			
<b>B. End Semester Examination (ESE ) (1 Hour Written Exam)</b>			
<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
A (3 Mark Each)	7	5	<b>15</b>
B (10 Mark Each)	4	2	<b>20</b>
<b>Total Mark for ESE</b>			<b>35</b>
*Assessment method for practicum can be decided by the teacher			

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# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>Positive Mental Health and Well-being</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MG2MDCSWK101</b>					
<b>Course Level</b>	<b>100</b>					
<b>Course Summary</b>	<p>This course is a transformative journey towards cultivating positive mental health and fostering overall well-being. Students will gain a profound understanding of key concepts, unlocking insights into the self. Through self-assessment, individuals will gauge their mental health and well-being, laying the foundation for personal growth. This course provides a holistic approach to positive mental health, offering practical tools for personal development, resilient living, and nurturing thriving relationships.</p>					
<b>Semester</b>	<b>II</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>60</b>
<b>Pre-requisites, if any</b>	<b>MGU-UGP (HONOURS)</b> Nil					

## COURSE OUTCOMES (CO)

# Syllabus

CO No.	Expected Course Outcome	Learning Domains	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Recognise the key concepts in positive mental health and well-being for a deeper understanding of the self	R	1,2,3,6,7,8,10

2	Describe the importance of self-care practices for sustained well-being.	U	1,2,5,6,7,8,10
3	Appreciate their values, beliefs, and strengths through reflective skills to experience well-being.	An	5,2,1,6,8,10
4	Relate knowledge of the interconnectedness psychological, emotional, physical, and social aspects of mental health to develop a productive and fruitful life.	A	7,1,2,4,5,
5	Recognise your own and interpersonal relationships. others' emotions.	R	7,1,2,4,5,6,8,9,10
6	Build resilience-building techniques and coping strategies to navigate challenging situations, and maintain a positive mental health outlook in personal contexts.	C	6,1,2,4,5,
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	PO	CO No.
1.	<b>Foundations of Positive Mental Health and Well-being</b>		20	1,2
	1.1	Introduction to Concepts: Mental health, positive mental health, mental well-being, Evolution of concepts		
	1.2	Features of positive mental health		
	1.3	Coping: meaning and styles, Coping strategies for positive mental health Techniques for adapting to change, Relaxation techniques		
	1.4	Resilience meaning, Developing Resilience: Faith, optimism, hope, patience, sense of humour, support seeking		
	<b>Dimensions of Well-Being</b>		20	1,2,3

2	2.1	Types of Well being- Physical, Emotional, Social, Spiritual, Occupational. Financial, Intellectual, Environmental		
	2.2	Models of Wellbeing-Self acceptance, Autonomy, Personal growth, purpose in life, positive relations, and environmental mastery		
	2.3	Self-care practices for Well- being Importance of Self-care in Well-being		
	2.4	Concept of reflective practices & steps Reflective learning process		
	2.5	Benefits & Use of reflective practice for personal well- being		
3	<b>Holistic Living and Productive Life &amp; Emotional Awareness for Interpersonal Relationships</b>		<b>20</b>	<b>2,4,5,6</b>
	3.1	Introduction to Holistic living		
	3.2	Importance of holistic living in productive life		
	3.3	Self-assessment tools for mental health and well- being		
	3.4	Features of productive life: Goal setting, effective time management, work-life balance, adaptability, financial management, effective stress management		
	3.5	Introduction to Emotional Awareness: definition, the importance of emotional awareness in relationships, the connection between emotions and positive mental health.		
	3.6	Emotional spectrum: Definition, different emotions, Emotional Intelligence vs. Emotional Awareness		



	3.7	Benefits of emotional awareness: Improved Communication, Enhanced Relationship Satisfaction, Stress Reduction and Emotional Regulation														
	3.8	Self-Reflection: Journaling and Self-Exploration, Recognizing Personal Triggers and Patterns, Mindfulness Practices for Emotional Awareness  Understanding others' emotions for building interpersonal relationships: Empathy, active listening, building healthy boundaries, conflict resolution														
	3.9	Personal Happiness Index & Wellbeing Index: Assessment tools/inventory and techniques														
4	<b>Teacher Specific Content</b>															
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Reflective Essays</li> <li>3. Case Studies</li> <li>4. Group Projects</li> <li>5. Roleplay</li> <li>6. Simulations</li> <li>7. Reviews of articles</li> <li>8. Assessment tools</li> </ol>															
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <ul style="list-style-type: none"> <li>- <b>Theory 2 Credit</b></li> </ul> <table border="1"> <tr> <td><b>Total Mark</b></td> <td><b>50</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>15</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>35</b></td> </tr> </table> <ul style="list-style-type: none"> <li>- <b>Practicum 1 Credit</b></li> </ul> <table border="1"> <tr> <td><b>Total Mark</b></td> <td><b>50</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>15</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>35</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Team Project Report</li> <li>- Observation visit report and Presentation</li> </ul>				<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>	<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>
<b>Total Mark</b>	<b>50</b>															
<b>CCA</b>	<b>15</b>															
<b>ESE</b>	<b>35</b>															
<b>Total Mark</b>	<b>50</b>															
<b>CCA</b>	<b>15</b>															
<b>ESE</b>	<b>35</b>															

**B. End Semester Examination (ESE) (1 Hours Written Exam)**

Part	No of Qs	No of Questions to be answered	Total Mark
A (3 Mark Each)	7	5	15
B (10 Mark Each)	4	2	20
<b>Total Mark for ESE</b>			<b>35</b>

\*Assessment method for practicum can be decided by the teacher

**References**

- Capuzzi, D., & Stauffer, M. D. (2016). Foundations of Well-Being: Positive Psychology and Facilitation for Life Satisfaction. Wiley.
- Compton, W. C. (2019). Introduction to Positive Psychology. Cengage Learning.
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## **SEMESTER-III**

**MGU-UGP (HONOURS)**

# *Syllabus*



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practice with Communities and Social Action</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>MG3DSCSWK200</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	The course deals with Work with the community is a primary method and Social Action as a secondary method of social work. It refers to the process of bringing individuals together to collectively address common concerns, promote shared interests, and collaborate on initiatives that enhance the well-being of the community. This course also provides students with an understanding of the concepts of advocacy, social action, and their role in addressing social justice issues.					
<b>Semester</b>	<b>III</b>			<b>Credits</b>		<b>4</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		<b>4</b>	-	-	-	
<b>Pre- requisites, if any</b>	Basic understanding about Primary & Secondary methods of Social Work.					

## COURSE OUTCOMES (CO)

# Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Explain basic concepts of community and community organization	U	1,2,3,4,6 , 5,7,9,10
2	Summarise various community organization and leadership theories and techniques.	U	1,2,3,4,6 , 7,8,9,10

3	Develop the strategies and approaches of community organization.	C	7,1,2,3,6 , 7,9,10
4	Evaluate the necessity and role of professional social worker in the community organization field.	E	6,1,2,3,5 , 7,9,10
5	Critically examine social issues from a social justice perspective	S	1,4,5,6,8
6	Develop and apply effective social action strategies facilitating social change	A	5,7,8,9
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

### COURSE CONTENT

#### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Understanding Community, Community Organization and Community Development</b>		15	1, 5
	1.1	Concept of community, Sociological and social work perspective of community, Types and functions of community Community Organization: Concept, Meaning, Definition, Objectives, Goals, Scope.		
	1.2	Community Development: Concept, Similarities and differences between Community Organization and Community Development.		
	1.3	Historical Development of Community Organization; Community Organization as a method of Social Work. Community Organization in India. Values and principles of community organization		
2	<b>Processes, Approaches and Models of Community Organization</b>		15	1,3,4
	2.1	Process of community organization:- analysis, assessment, organisation, study, action, evaluation, modification and continuation		

	2.2	Approaches of community organization: General target approach, Specific content approach, Process approach, Social work approach, Political activists approach, Community development approach, Gandhian approach to community work		
	2.3	Murray G Ross's 3 approaches- General content approach, specific content approach, process approach: Jack Rothman's 3 Models- Locality Development, Social Planning and Social Action; Robert Fisher's 3 approaches - social work approach, political activist approach, neighbourhood maintenance approach: Marie Weil and Dorothy Gamble - 8 model framework -		
	2.4	Meaning, Concept and Definitions of Social advocacy Type of social advocacy , process of Social Advocacy, Social advocacy as a tool for social change		
	2.5	Strategies for Social Advocacy : Leadership, Campaign Planning, lobbying, coalition and Network building Use of media and public opinion building, social media campaigns		
	<b>Social Action as a Method of Social Work</b>		<b>15</b>	<b>2,6</b>
<b>3</b>	3.1	Social Action: Definition, concept and scope; relationship with other methods of social work Need for Social Action. Goals and Objectives of Social Action, approaches, principles and strategies of Social Action		
	3.2	Forms of social action- Popular form and elitist form; principles and strategies of social action Planning and implementing social action campaigns. Sustaining social change efforts		
	3.3	Case Studies of advocacy and social action movements- civil rights movements, environment movements, womens' rights movements, LGBTQAI+ movements, peasant movements, dalit and tribal movements		



	3.4	Perspectives of Social Action: Paulo Freire – Conscientization, Saul Alinsky -Organized mass action and community leadership, Eleanor Ostrom – theory of commons, Ivan Illich : Deschooling Society, Anti- Oppressive Practice, Resource mobilisation theory		
	<b>Strategies, Skills and Role of Social Workers in Community Organization and Social Action</b>		<b>15</b>	<b>4, 5, 6</b>
<b>4</b>	4.1	Methods of understanding community: PRA and related techniques, Survey, media, Formation and capacity building of CBOs, strategies for capacity building of the marginalized groups, committee formations, leadership, advocacy and networking		
	4.2	Skills for community organization and Social Action: Interaction, information gathering and assimilation, observation skills, analytical skills, listening and responding skills, organizing, resource mobilization, conflict resolution		
	4.3	Roles of social worker in community organization and Social Action: guide, initiator, communicator, enabler, counsellor, motivator, advocate, catalyst, innovator, collaborator, facilitator		
<b>5</b>	<b>Teacher Specific Content</b>			
<b>Teaching and Learning Approach</b>	Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> <li>1. Direct Lecture</li> <li>2. Seminar</li> <li>3. Presentation</li> <li>4. Assignment</li> <li>5. Group Discussion</li> <li>6. Social Media Campaign</li> </ol>			



<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>- Theory 4 Credit</b>			
	<b>Total Mark</b>		<b>100</b>	
	<b>CCA</b>		<b>30</b>	
	<b>ESE</b>		<b>70</b>	
	<b>A. Continuous Comprehensive Assessment (CCA)</b>			
	<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Critical appraisal of social problem</li> <li>- Case analysis of social movements</li> </ul>			
	<b>B. End Semester Examination (ESE) ( 2 Hours Written Exam)</b>			
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
	A (1 Mark Each)	10	10	<b>10</b>
B (3 Mark Each)	7	5	<b>15</b>	
C (5 Mark Each)	5	3	<b>15</b>	
D (15 Mark Each)	4	2	<b>30</b>	
<b>Total Mark for ESE</b>			<b>70</b>	

### References

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab I</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>MG3DSCSWK201</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	As part of the field practicum lab 1 the students are provided opportunities to be with a community to understand the nature, features and living situations of the community by undertaking a community living camp and activities associated with this.					
<b>Semester</b>	<b>III</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	2	2	2**	<b>120</b>
<b>Pre- requisites, if any</b>	Should be taking the course Social Work Interventions with the communities					

\*\* in addition to the credit hours, the student will have to spent 30 extra hours in field work to meet the required course specifications

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Identify the power dynamics involved in field work spaces and within the community.	U	1, 8,2,3,5,6,9, 10
2	Deconstructing the social stereotypes and identifying the key players in the community	A	4, 5,1,2,3,6,7, 8, 9,10

3	Act cooperatively with different key persons in the community to organize the community camp	S	2, 7,1,4,5,6,8, 9, 10
4	Appraise community issues based on an understanding of environmental ethics and resource distribution ensuring sustainable development.	E	6,1,2,3,4,5, 7, 8,9,10
5	Express appreciation for human efforts/interaction in the contribution to the community	E	6,1,2,3,4,5, 7, 8,9,10
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

**Details of the Field Work Setting:** Community based field interventions

**Social Work Practicum Lab Requirements**

1. Community camp/ community engagement activities
2. Any team activity related to their field work involving other field work trainees

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA)& END SEMESTER EVALUATION (ESE)**

Sl No	Field Practicum Components	CCA	ESE
1.	Individual Initiatives		10
2.	Community camp/ Community Engagement		10
3.	Team activity to create ICT material related to their field work involving other field work trainees		10
4.	Community Analysis	√	
5.	Field Work Conferences with Supervisor	√	

6.	Report	√	
7.	Field Practicum Presentation		20
8.	Viva Voce (Internal)		20
	<b>Total Marks</b>	<b>30</b>	<b>70</b>



**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>				
<b>Course Name</b>	<b>Poverty, Inequality and Social Welfare</b>				
<b>Type of Course</b>	<b>DSE*</b>				
<b>Course Code</b>	<b>MG3DSESWK200</b>				
<b>Course Level</b>	<b>200</b>				
<b>Course Summary</b>	<p>This course will help the students understand the basic economic concepts and its interconnectedness with social welfare and development. It will examine links between poverty, and inequality, with opportunities for socioeconomic mobility. It will look into the economic challenges and exploitation within a global historical perspective. The course will present an overview of the definitions, and perspectives to examine different forms of poverty and inequality across the world with special focus on India and Kerala. the particular challenges facing women, minorities, Indigenous people, and vulnerable populations; and how poverty and inequality link to issues like climate change, migration, and conflict. Finally, the course will conclude with a look at policy approaches and tools for addressing poverty and inequality in a variety of contexts. The course aims to foster spatial awareness, critical thinking, cultural awareness, and citizenship skills. With a strong foundation in social science, graduates are well-prepared to make a positive impact in their environment. Since practical is integrated into this course, the students are expected to spent 30 hours in field work related activity and will exceed the regular class room hours.</p>				
<b>Semester</b>	<b>III</b>			<b>Credits</b>	
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others
		4	-	-	-
<b>Total Hours</b>	<b>60</b>				
<b>Pre-requisites, if any</b>	Nil				



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Understand basic concepts of economics, social welfare and development	U	1,3,10
2	Identify the factors influencing economic growth, social welfare and development	U	1, 2, 3, 5, 6, 7, 8, 10
3	Apply the economic concepts and Social Science perspectives in understanding real world social phenomena like poverty and inequality	A	1,4,3,6, 8,10
4	Analyse the interventions possible in tackling with poverty and inequality and its shortcomings	An	3, 1, 2, 6, 7, 8, 9, 10
5	Enhance sensitivity towards social issues like poverty and inequality - analyze the causes, capacity and resources available to deal with the problem identified by the student.	E	4, 1, 2, 3, 6, 10
6	Analyze the social policies and law and its effectiveness in dealing with social issues	An	4, 1, 2, 3, 6, 10
7	Recognise the role of social worker in dealing with poverty and its impacts	U	5, 1, 2, 3, 6, 9, 10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Unit	Course description	Hrs	CO No.
1	<b>Basics of Economics and Social Welfare</b>		<b>15</b>	<b>1, 2</b>
	1.1	Defining Economics Fundamental Economic concepts - wants, demand, supply, production, markets, utility Central economic problems - demand and supply		
	1.2	Economic systems, economic institutions		
	1.3	Definition of Economic growth, Indicators and factors influencing economic growth, Importance of economic growth, Measurement of Economic growth, Impact of economic growth on income inequality, critiques of economic growth model		
	1.4	Development perspectives - Economic Development, Human Development, Social Development, Sustainable Development		
2	<b>Economic Development and Social Welfare</b>		<b>15</b>	<b>1, 2, 6</b>
	2.1	Social Welfare- concepts and approaches- Family- centric Approach, Residual Perspective, Mixed- Economy Approach, Institutional Approach.		
	2.2	Welfare economics Origins of welfare state, Objectives of welfare state Welfare state models - Liberal, Social Democratic, conservative, Hybrid Pareto Criterion, Pareto optimality and compensation		
	2.3	Social safetynets - Definition, Objectives, components, Universal and targeted Approach of social safety net Challenges Pensions and Social Insurance Historical origins of social welfare in India		
3	<b>Explaining Poverty and Inequality</b>		<b>15</b>	<b>3, 5,</b>
	3.1	What do we mean by “poverty” & “inequality”? – Definitions Multidimensional Measures of Poverty and inequality Measuring Poverty and inequality		

	3.2	Global versus within-country inequality Winners and losers in the global economy - colonialism, capitalism Case study - Bengal famine Convergence and poverty hotspots - Food Apartheid		
	3.3	Cycle of poverty and poverty trap - health poverty trap, economic poverty trap, educational poverty trap, geographical poverty trap, social poverty trap		
	3.4	Social Structure - poverty and inequality - Intersectional analysis of poverty Caste, race and financial inequality Gendered dimensions of poverty Inequality and indigenous experience, poverty among the coastal communities of India Exclusion and inequality in Among Trans-persons in Kerala		
	<b>Poverty Interventions</b>		<b>15</b>	<b>4, 6,7</b>
4	4.1	Emergence of discourses on poverty eg., Good Poor and Bad Poor - Elizabethan Poor laws, settlement houses		
	4.2	Central Social Welfare Board, Depart of Social Justice and empowerment		
	4.3	Poverty alleviation programmes in India - Right to work (MGNREGP) Right to Food		
	4.4	Kudumbashree Mission		
	4.5	New inequalities of the 21st-century - Global Climate risk and poverty, Disasters and poverty, conflict and poverty		
	4.6	Role of Social Worker in dealing with micro, mezzo and macro aspects of poverty -		
5	<b>Teacher Specific Contents</b>			

## Teaching and Learning

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive lectures.</li> <li>2. E-learning</li> <li>3. Seminar</li> <li>4. Library works</li> <li>5. Observation visits</li> <li>6. Interaction with social workers in poverty alleviation projects</li> <li>7. Case study presentations</li> </ol>																														
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 4 Credit</b></p> <table border="1" data-bbox="539 745 1455 907"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Team Project Report</li> <li>- Observation visit report and Presentation</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="456 1391 1425 1865"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1Mark Each)</td> <td>10</td> <td>10</td> <td><b>10</b></td> </tr> <tr> <td>B (3 Mark Each)</td> <td>7</td> <td>5</td> <td><b>15</b></td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td><b>15</b></td> </tr> <tr> <td>D (0 Mark Each)</td> <td>4</td> <td>2</td> <td><b>30</b></td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table> <p>*Assessment method for practicum can be decided by the teacher</p>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1Mark Each)	10	10	<b>10</b>	B (3 Mark Each)	7	5	<b>15</b>	C (5 Mark Each)	5	3	<b>15</b>	D (0 Mark Each)	4	2	<b>30</b>	<b>Total Mark for ESE</b>			<b>70</b>
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

	<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Analysis and Strategies for Social Change</b>					
<b>Type of Course</b>	<b>DSC B</b>					
<b>Course Code</b>	<b>MG3DSCSWK202</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	<p>This four-credit course looks at the foundational ideas of social analysis and investigates several approaches to bringing about constructive social change in the Indian setting. Students will use the writings of Paulo Freire, Gandhi, and other intellectuals to critically analyse societal structures, power relations, and marginalization. Through an exploration of many approaches to social change, such as advocacy, policy reform, activism, and community development, students will acquire the necessary skills and knowledge to effectively function as agents of social transformation.</p>					
<b>Semester</b>	<b>III</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>75</b>
		<b>3</b>	<b>-</b>	<b>1</b>	<b>-</b>	
<b>Pre-requisites, if any</b>	The student should have the general awareness of the issues and problems prevailing in the society					



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>At the end of the course, the students will be able to:</i>			
1	Understand key concepts in social analysis, such as intersectionality, privilege, and oppression	U	1,2,3
2	Analyse and critique social structures and power dynamics in India	An	1,2,3,7
3	Explore the works of Gandhi, Paulo Freire, and other relevant thinkers on social change	U	1,2,3,8
4	Analyse and evaluate various strategies for social change in the Indian context	An	1,2,3,4,5,9
5	Develop critical thinking, communication, and collaboration skills for social action	A	1,2,3,4,6,9
6	Reflect on one's own role and responsibility in promoting social justice.	E	1,2,3,4,7,10
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b></p>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Foundations of Social Analysis		20	1

	1.1	Introduction to Social Analysis: Key concepts, frameworks, and methods.		
	1.2	Power, Privilege, and Oppression: Understanding social structures and inequalities.		
	1.3	Intersectionality: Analysing the interconnectedness of social identities.		
	1.4	Social Change Theories: From Gandhian nonviolence to Freirean critical pedagogy.		
	1.5	Case Studies: Applying social analysis to real-world issues in India.		
<b>2</b>	<b>Social Change in the Indian Context</b>		<b>15</b>	<b>2,3</b>
	2.1	Caste and Untouchability: Understanding the dynamics of oppression and resistance.		
	2.2	Gender and Patriarchy: Examining gender inequalities and advocating for change.		
	2.3	Religious Minorities and Marginalization: Addressing discrimination and promoting inclusivity.		
	2.4	Environmental Justice: Protecting the environment and vulnerable communities.		
	2.5	Urbanization and Development: Balancing progress with social equity.		
<b>3</b>	<b>Strategies for Social Change</b>		<b>20</b>	<b>4,5</b>
	3.1	Community Organizing and Mobilization: Empowering communities to take action.		
	3.2	Advocacy and Policy Change: Influencing decision-making processes.		

	3.3	Direct Action and Social Movements: Collective action for social transformation.		
	3.4	Social Media and Technology for Change: Utilizing digital tools for impact.		
	3.5	Evaluating Social Change: Measuring the effectiveness of interventions.		
<b>4</b>	<b>Becoming an Agent of Social Change</b>		<b>20</b>	<b>5,6</b>
	4.1	Self-Reflection and Social Identity: Understanding one's own biases and privileges.		
	4.2	Ethical Considerations in Social Change: Navigating power dynamics and responsibility.		
	4.3	Building Alliances and Collaboration: Working effectively with diverse groups.		
	4.4	Developing Communication Skills for Social Action: Raising awareness and advocating for change.		
	4.5	Action Planning and Sustainability: Designing and implementing social change initiatives.		
<b>5</b>	<b>Teachers Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p style="text-align: center;"><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Group Discussion</li> </ol>
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**Assessment Types****MODE OF ASSESSMENT****- Theory 3 Credit**

<b>Total Mark</b>	<b>75</b>
<b>CCA</b>	<b>25</b>
<b>ESE</b>	<b>50</b>

**- Practicum 1 Credit**

<b>Total Mark</b>	<b>50</b>
<b>CCA</b>	<b>15</b>
<b>ESE</b>	<b>35</b>

**A. Continuous Comprehensive Assessment (CCA)**

- Internal test
- Assignments
- Presentation
- Classroom Discussions
- Quiz
- Role Play
- Analysis of Social Problems
- News paper analysis
- Case analysis

**B. End Semester Examination (ESE) (1.30 Hours Written Exam)**

<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
A (2 Mark Each)	7	5	<b>10</b>
B (5 Mark Each)	7	4	<b>20</b>
C (10 Mark Each)	4	2	<b>20</b>
<b>Total Mark for ESE</b>			<b>50</b>

\*Assessment method for practicum can be decided by the teacher

# Syllabus

**References**

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>													
<b>Course Name</b>	<b>Kerala Model Development and Sustainable Development</b>												
<b>Type of Course</b>	<b>MDC</b>												
<b>Course Code</b>	<b>MG3MDCSWK200</b>												
<b>Course Level</b>	<b>200</b>												
<b>Course Summary</b>	This multidisciplinary course will help students get an overview and gain a foundational understanding and opportunities inherent in sustainable development												
<b>Semester</b>	<b>III</b>												
	<b>Credits</b>												
	<b>3</b>												
<b>Course Details</b>	<table border="1"> <thead> <tr> <th>Learning Approach</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Others</th> <th>Total Hours</th> </tr> </thead> <tbody> <tr> <td></td> <td>3</td> <td>-</td> <td>-</td> <td>-</td> <td>45</td> </tr> </tbody> </table>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours		3	-	-	-	45
Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours								
	3	-	-	-	45								
<b>Pre-requisites, if any</b>	Students need to have a basic understanding of environment, society and economy												

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Summarise the concepts and principles of sustainable development	U	1,6,3,7
2	Explain the interdependence of social, economic and environmental factors in sustainable development	U	1,2,3,6,7,10
3	Develop sustainable practice in personal and professional sphere	A	1,2,3,6,7,10,5
4	Examine case studies of successful sustainable development initiatives\Projects	An	1,2,3,6,8,9



5	Understand Kerala Model of Development and the merits and demerits of that model	U	3,4,5,6
6	Identify the sustainable development goals and their interconnectedness	E	1,2,3,6,7,9
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Basics of Sustainable Development</b>		<b>20</b>	<b>1,2</b>
	1.1	Definition, Concept and History		
	1.2	Principles of Sustainable development		
	1.3	3 Pillars of sustainable development- Social, Economic and Environment		
	1.4	Relevance and benefits of Sustainable development		
	1.5	People – Understanding human perspective regarding global disparities		
	1.6	Planet – Environmental sustainability and ecological considerations		
	1.7	Prosperity – Inclusive and transformative economy		
	1.8	Partnership – Global Solidarity, Networking and Policies		
	1.9	Peace – Peaceful societies and challenges		
	1.10	IDG & MDG – Meaning, Goals, Impact		
	1.11	Sustainable Development Goals – Meaning, 17 Goals		


2	<b>Kerala Model Development</b>		<b>10</b>	<b>1,2,5</b>
	2.1	Introduction to Kerala model Development - parameters		
	2.2	Socio-economic and historical factors leading to Kerala model development		
	2.3	Analysis of Kerala model development - Development Paradox, critiques from gender perspective and from marginalised communities.		
3	<b>Inspirational and Business Models-Ethics &amp; Responsibilities</b>		<b>15</b>	<b>3,4,6</b>
	3.1	Ethical considerations in sustainable development		
	3.2	Ecological citizenship - Understanding the role of individuals in promoting sustainability		
	3.3	Inspirational Models – Influential Initiatives in the field of Sustainable development		
	3.4	Skills required for sustainable development practices		
	3.5	Green Business Models- Understanding sustainable business models		
4	<b>Teacher Specific Content</b>			

# Syllabus

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Lecture</li> <li>3. E-Learning</li> <li>4. Seminar</li> <li>5. Group Assignment</li> <li>6. Library Work</li> <li>7. Group Discussion</li> </ol>																										
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## References

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- Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2007). Introduction to Sustainable Development. Routledge.

	<b>Mahatma Gandhi University Kottayam</b>				
<b>Programme</b>					
<b>Course Name</b>	<b>Gender Diversity and Inclusion</b>				
<b>Type of Course</b>	<b>VAC</b>				
<b>Course Code</b>	<b>MG3VACSWK200</b>				
<b>Course Level</b>	<b>200</b>				
<b>Course Summary</b>	The course on Gender Diversity and Inclusion is designed to provide students with a comprehensive understanding of key concepts, issues, and strategies related to fostering gender equity and promoting inclusion.				
<b>Semester</b>	<b>III</b>	<b>Credits</b>			<b>3</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others
		3	-	-	-
<b>Total Hours</b>					<b>45</b>
<b>Pre-requisites, if any</b>	Nil				

## Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Describe the key indicators of gender disparities in the present context	K	5,1,2,3,6,8,7,9,10
2	Distinguish between gender and sex.	U	1,2,3,6,7,8

3	Describe the concepts of gender spectrum.	U	1,2,3,6,7,8
4	Propose practical strategies to address gender issues in different spheres of life.	A	2,3,1,6,7,8
5	Demonstrate the ability to navigate gender concepts in various social contexts.	A	7,2,1,3,6,8,10
6	Respect gender diversity.	A	10,6,7,8,9,1,2,4,3
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Gender and Related Concepts</b>		<b>15</b>	<b>1,2</b>
	1.1	Sex and Gender, Masculinity and Femininity		
	1.2	Gender - Identity, Gender Expression, Orientation - Romantic and Sexual		
	1.3	Gender Stereotypes and Gender Discrimination		
	1.4	Gender sensitivity and Gender sensitization		
	1.5	Gender equality and Gender equity _ Division of Labour, Gender status		
	1.6	Historical overview of Gender in India and Kerala		
	<b>Gender - Theories and Perspectives</b>		<b>15</b>	<b>1</b>

2	2.1	Theories on Gender - Structural theory, Performativitytheory,Gender Schematheory		
	2.2	Patriarchy - Radical feminist concept of patriarchy, Capitalist patriarchy, brahmanical patriarchy, public patriarchy		
	2.3	Gender empowerment Index, Gender Inequality index, Gender Development Index , Gender mainstreaming, Gender budgeting, Gender auditing		
	2.4	Social Institutions and Gender- Family, education, workplace, religion, political institutions		
<b>Gender Diversity and Gender Equity</b>			<b>15</b>	<b>3, 4,5,6</b>
3	31	LGBTQIA+ meaning, challenges, NLSA ACT, Transgender Persons (Protection of Rights) Act, 2019 Gender Affirmation Procedures and its complexities.		
	3.2	National and International level initiatives for gender equity - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979		
	3.3	Addressing gender inequity: Strategies for positive change		
4	<b>Teacher specific content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Group Discussions</li> <li>3. Debates</li> <li>4. Seminar presentation</li> </ol>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>		
	- <b>Theory 3 Credit</b>		
	<b>Total Mark</b>	<b>75</b>	
	<b>CCA</b>	<b>25</b>	
	<b>ESE</b>	<b>50</b>	
	<b>A. Continuous Comprehensive Assessment (CCA)</b> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- News paper analysis</li> <li>- Group discussion</li> </ul>		
	<b>B. End Semester Examination (ESE ) (1.30 Hours Written Exam)</b>		
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>
	A (2 Mark Each)	7	5
	B (5Mark Each)	7	4
	C (10 Mark Each)	4	2
	<b>- Total Mark for ESE</b>		<b>50</b>

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**SEMESTER-IV**

**MGU-UGP (HONOURS)**

**Syllabus**

	<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practice with Individuals and Groups</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>MG4DSCSWK200</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	<p>Social Work Practice with Individuals and groups are two of the primary methods of social work which facilitates the understanding of these methods and its application in practice. This course equips the students with theoretical knowledge for work with individuals and groups and develops their competencies to use these methods in practice while working with Individual clients. Social Group Work is the Primary Method of Social Work. It intervenes in the problems of groups. This Course facilitates the students to learn the application of group work in the social work profession.</p>					
<b>Semester</b>	<b>IV</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>60</b>
		<b>4</b>	-	-	-	
<b>Pre-requisites, if any</b>	Students should have taken any of the foundational courses like General psychology, Sociological Foundations for Social Work Practice or its equivalent courses from sociology or psychology as approved by the Department council.					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Explain the basic concepts of casework and groupwork as a primary method of social work	U	1,2,3,6,7,8
2	Senses the values , principles tools and techniques of social case work and social group work	U	5,1,2,3,6,7,8,10
3	Describe systematically the phases of case work and social group work	U	2,1,3,4,5,8,10
4	Build a perspective on the ability to critically intervene in the problems of individuals by the use of the models of case work for practice	C	1,6,7,2,3,8,10
5	Observe the Dynamics within various groups and reflect upon Individual Experiences in Groups.	E	3,4,5,10,1,2,9
6	Construct the ability for documentation in Social Case Work and social group work	S	1,8,4,5,2,3,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Social Case Work</b>		<b>10</b>	<b>1,2,3</b>
	1.1	Definition, objectives, values, principles. and philosophical assumptions of Social Case Work		
	1.2	Historical developments of Case Work in West and India		
	1.3	Components of Social Case Work; the Person, The Place, The problem, problem solving process		
	1.4	Professional Relationship - Transference – definition, types use. Countertransference– definition use		

	1.5	Contemporary Trends in Case Work Practice <ul style="list-style-type: none"> <li>- Trauma-informed care,</li> <li>- Use of technology,</li> <li>- Reflective practice in social case work</li> </ul>		
2	<b>Phases and Skills of Social Case Work</b>		<b>10</b>	<b>3</b>
	2.1	Intake , Psycho Social Study- Purpose, nature, Contents		
	2.2	Social Diagnosis- Definition, Contents, Types, and Steps.		
	2.3	Social Treatment- - Phases, and different types of treatment		
	2.4	Evaluation, Termination and Follow up		
	2.5	Skills need for practice– Observation, Listening, Interview, Relationship building, Communication with Empathy and Authenticity, Skills in Exploring and Focusing		
	2.6	Methods of Recording: Verbatim, narrative, condensed, analytical and summary Recording format Case work in different social work settings		
3	<b>Social Group work</b>		<b>18</b>	<b>3,5</b>
	3.1	Social Group Work- Definition, Characteristics, Principles, Role and Functions of Group Work Historical Development of Group Work,		
	3.2	Theories-Field Theory, Systems Theory, Exchange Theory		
	3.3	Skills and Qualities of Group Work Tools for Assessing Interaction- Sociogram and Sociometry		

	3.4	Type of Groups– Open and Closed group Task group, Treatment group, Developmental group		
	3.5	Group dynamics, Group cohesion and group morale, Social Control, Group Culture, Group as Mutual Aid system, Relevance of groups in development of individuals.		
	<b>Dynamics and Programme Planning in Group Work</b>		<b>22</b>	<b>4,5,6</b>
4	4.1	Stages of Group Development- Forming, Storming, Norming, Performing, Adjourning		
	4.2	Interaction, and Communication, Leadership in programme planning, Programme Media and Programme Development process, group activities		
	4.3	Pre Group Planning,- Setting objectives, size, duration The Beginning Stage- intake, assessment and planning		
	4.4	Middle Phase - Interventions Evaluation and follow up Termination of group work Evaluation - types of group		
	4.5	Supervision - record writing		
5	<b>Teacher Specific Content</b>			



<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Library Work</li> <li>8. Group Discussion</li> </ol>																														
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p>- Theory 4 Credit</p> <table border="1" data-bbox="472 920 1388 1081"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="384 1496 1437 1879"> <thead> <tr> <th><b>Part</b></th> <th><b>No of Qs</b></th> <th><b>No of Questions to be answered</b></th> <th><b>Total Mark</b></th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td>10</td> <td>10</td> <td><b>10</b></td> </tr> <tr> <td>B (3 Mark Each)</td> <td>7</td> <td>5</td> <td><b>15</b></td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td><b>15</b></td> </tr> <tr> <td>D (10 Mark Each)</td> <td>4</td> <td>2</td> <td><b>30</b></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>	A (1 Mark Each)	10	10	<b>10</b>	B (3 Mark Each)	7	5	<b>15</b>	C (5 Mark Each)	5	3	<b>15</b>	D (10 Mark Each)	4	2	<b>30</b>	<b>Total Mark for ESE</b>			<b>70</b>
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A (1 Mark Each)	10	10	<b>10</b>																												
B (3 Mark Each)	7	5	<b>15</b>																												
C (5 Mark Each)	5	3	<b>15</b>																												
D (10 Mark Each)	4	2	<b>30</b>																												
<b>Total Mark for ESE</b>			<b>70</b>																												

## References

- Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep &Deep Publications
- Dean M. Hepworth, Ronald H. Rooney et al. (2017) Direct Social Work Practice:,Theory and skills (10th ed.), Cengage Learning PublicationsHamilton Gordon, (1976). Principles of social case recording. New York: Colombia University Press.
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- Mathew, Grace. (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
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- Charles Zastrow (2014), Social Work with Groups, Comprehensive Work
- Cory & Cory, 1982 Groups: Process and Practice, C.A. Brooks/Cole Publishers, Monterey
- Konopka, G. (1963), Social Group Work: A Helping Process, Prentice Hall, Englewood Cliffs.
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- Vohra S.S., Nishita Rai, 2005, Group That Works: Techniques and Interventions, Ane Books, New Delhi.

MGU-UGP (HONOURS)

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Social Work Practicum Lab II					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG4DSCSWK201					
<b>Course Level</b>	200					
<b>Course Summary</b>	<p>In this course, the students are exposed to the NGO based setting for undertaking their 2nd field practicum lab, where they will get to know about the social work intervention through a structured agency. The Lab II is elective in nature as it provides opportunities for the students to select the agencies working for children, women, and elderly population. The students will be placed in any of these specialized organisations where they will practice social work interventions methods with individuals like case work and group work.</p>					
<b>Semester</b>	<b>IV</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	2	2	2**	120
<b>Pre-requisites, if any</b>	Should be taking the course Social Work Practice with Individuals and Groups					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Demonstrate rapport building skills	A	6,1,2,3,4,5, 7,8,9,10
2	Engage, assess, intervene and evaluate social work methods in dealing with individuals	A	6,1,2,3,4,5, 7,8,9,10
3	Express appreciation for human efforts/interaction in the working of the Organization	S	6,1,2,3,4,5, 7,8,9,10

4	Attain life skills at personal and professional level	S	6,1,2,3,4,5, 7,8,9,10
5	Exhibit sensitivity regarding issues related to Gender	S	6,1,2,3,4,5, 7,8,9,10
6	Integrate psychological theories in the field practicum	A	6,1,2,3,4,5, 7,8,9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**Details of the Field Work Setting :** NGO based field work. As an elective, the agencies working for children/women/ geriatric population can be opted by the students for their field practicum

#### **Social Work Practicum Lab Requirements**

Complete one case work and prepare the case work file including Assessment, case sessions and intervention plan details.

Detail the ethical dilemmas faced during the field work and list the social work values and ethics used by the social work trainee.

Attend a two day skill development workshop organized by the department Poster presentations introducing the field and setting of their organization, requirements of the clients of the organization etc Developing a resource for the organization to make it more gender inclusive - it could be forming gender guidelines for working of the organization, material resources for addressing any gender needs etc.

**MGU-UGP (HONOURS)**

# Syllabus

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & SEMESTER END  
EVALUATION (SEE)**

Sl No.	Practicum Components	CCA	SEE
1.	Skill training workshop	√	
2.	Team activity for resource mobilization		10
3.	Poster presentation		10
4.	Case report		10
5.	Regularity & Quality of the Report	√	
6.	Field Work Conferences with Supervisor	√	
7.	Field Practicum Presentation		20
8.	Viva Voce (Internal)		20
	<b>Total Marks</b>	<b>30</b>	<b>70</b>



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Practicing Social Work</b>					
<b>Type of Course</b>	<b>DSC C</b>					
<b>Course Code</b>	<b>MG4DSCSWK202</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	<p>As part of this course the students doing a minor in Social Work are provided opportunities to be with either a community or an NGO. The course aims to expose the students to the rural and urban communities of our state. In this process they also get an understanding of the community life, their culture, practices, tradition, needs, problems etc. It provides an opportunity to learn to build rapport with people in community and to improve communication skills, analytical skills, observation etc. The students taking this minor course will have to do extra 30 hours of field work to meet the required course specifications. They will have to spend 105 hours in supervised field work activities.</p>					
<b>Semester</b>	<b>IV</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture (Orientation)	Tutorial	Practical	Others	
		-	<b>3</b>	<b>1</b>	<b>2**</b>	<b>75</b>
<b>Pre-requisites, if any</b>	Nil					

\*\* In addition to the credit hours student will have to complete an extra 30 hours of field work to meet the course specification



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Familiarize with the geographical and socio political structure of a community/ NGO and its environment	U	1, 8,2,3,5,6,9, 10
2	Identify problems in the community/ problems dealt by the NGO, its causes and resources available to deal with those problems	A	4, 5,1,2,3,6,7 ,8, 9,10
3	Deconstructing the social stereotypes and identifying the key players in the community/ NGO	S	2, 7,1,4,5,6,8 ,9, 10
4	Act cooperatively with different key persons in the community/NGO to organize the community intervention programmes or programmes related to NGO functioning	E	6,1,2,3,4,5 ,7, 8,9,10
5	Identify the power dynamics involved in field work spaces and within the community.	An	1,2, 3, 4
6	Identify the groups, organisations, projects and programmes working in a community/working with the NGO and the role of professional social worker in these.	U	6, 8, 9
7	Develop skill in documentation and writing reports. Making visual and oral presentations.	S	5, 7, 9, 10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**Details of the Field Work Setting:** Community/ NGO based field interventions

### Social Work Practicum Requirements

The students, as teams of two to four, will be placed in the nearby community either independently or in collaboration with a development agency (Governmental or Non Governmental). Students can also opt to work in an NGO. The students should identify any one problem in the community/in the NGO and undertake an intervention based on their analysis of the problem. The work undertaken in the community/NGO should not be

inconsiderate of the environmental balances, gender equality, professional and ethical values of social work.

**Field work Orientation** - Workshops and classes to orient the students regarding the basic ethics of interacting with the community will be provided. The students will have an understanding of the power dynamics involved in any interaction space, whether

between the students and different community members or within the NGO; deconstructing the social stereotypes; identifying the key players in the community; how different voices in the community should be intersectionally analyzed; environmental ethics and resource distribution.


### **COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END SEMESTER EVALUATION (ESE)**

SI No	Field Practicum Components	CCA	ESE
1.	Individual Initiatives in the intervention programmes	10	
2.	Community/ NGO Analysis	10	
3.	Field Work Conferences with Supervisor	10	
4.	Report		30
5.	Field Practicum Presentation		20
6.	Viva Voce (Internal)		20
	<b>Total Marks</b>	<b>30</b>	<b>70</b>

*Syllabus*

#### **References**

- Eleni, P. (2014). Field learning in social work education: Implications for educators and instructors. *Simmons School of Social Work*, 4 (2), 1-15.
- Twikirize, J, M., & Tusasiirwe, S. 2015, *Social Work Fieldwork, Guidelines for Students and Supervisors*, Fountain Publishers.

	<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Perspectives of Community Development</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG4DSESWK200</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	The objective of this course is to provide perspective of community development, identify rural and urban issues and challenges to development. After this course, one can analyze the schemes and programs available for rural and urban development.					
<b>Semester</b>	<b>IV</b>	<b>Credits</b>			<b>4</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		4	-	-	-	
<b>Pre-requisites, if any</b>	The student should have the basic knowledge of the course 'Working with Community'					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the importance of community development in India	U	1,2,3,6,7,8
2	Identify the challenges and crises towards Community development in India	U	1,2,3,6,7,8,10
3	Analyse nature, scope, objectives, importance and issues of rural and urban development.	An	1,2,3,6,7,8
4	Describe PRI institutions, structure, functions, sources of funding, and seat reservations.	U	1,2,3,6,7,8,9
5	Critically examine the administration for rural and urban development	E	1,2,3,6,9
6	Evaluate various policies, programmes and schemes for Women and children.	E	1,2,3,6,9,5,7,8,10

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

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>An overview of Community Development</b>		<b>10</b>	<b>1, 2</b>
	1.1	Concept of Community Development		
	1.2	Challenges towards Community Development		
	1.3	History and evolution of community development models in India		
	1.4	Indicators of Community Development		
2	<b>Perspectives of Rural Development</b>		<b>20</b>	<b>3</b>
	2.1	Concept, Nature, Models and Scope of Rural Development - Gandhian Model		
	2.2	Characteristics of the Rural Society, Rural Economy PRI Institutions and its structure		
	2.3	Objectives and Importance of Rural Development		
	2.4	Issues related with Rural Development in India		
	2.5	Importance of Rural Technology for Rural Development		
	2.6	73 <sup>rd</sup> and 74 <sup>th</sup> Constitution amendment Act- Establishment local self-governance in Rural and Urban India PRI Institution - its structure and functions		
	2.9	Role of Government and Non-Governmental Organizations in Rural India		
	<b>Perspectives of Urban Development</b>		<b>15</b>	<b>4</b>


3	3.1	Concept, Nature and scope of Urban Development		
	3.2	Models of Urban Development in India		
	3.3	Urban social problems: overcrowding, urban disorganization and maladjustments, urban migration, Poverty and unemployment in urban areas.		
	3.4	Urban Slums and Problems of Slum areas		
	3.5	Urban Governance- Structure and Nagarapalika Bill		
4	<b>Programmes for Rural and Urban Development</b>		<b>15</b>	<b>5,6</b>
	4.1	Rural Programmes: DDUGKY, PMAY- G, MGNREGS, Swachh Bharat Abhiyan, NRLM.		
	4.2	Urban Development Programmes: PMAY- U, DAY, VAMBAY, NULM, AMRUT.		
	4.3	Poverty eradication Programmes, Role of Kudumbashree and SHG for women empowerment and Poverty eradication		
5	<b>Teachers Specific Content</b>			
<b>Teaching . and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Group Discussion</li> </ol>			

<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>		
	<b>- Theory 4 Credit</b>		
	<b>Total Mark</b>	<b>100</b>	
	<b>CCA</b>	<b>30</b>	
	<b>ESE</b>	<b>70</b>	
	<b>A. Continuous Comprehensive Assessment (CCA)</b>		
	<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Case analysis</li> <li>- Reflection Report</li> </ul>		
	<b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b>		
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>
	A (10 Mark Each)	10	10
	B (3 Mark Each)	7	5
	C (5 Mark Each)	5	3
	D (10 Mark Each)	4	2
	<b>Total Mark for ESE</b>		<b>70</b>

### References

- Datt & Sundharam (2012), Indian Economy, S. Chand & Company LTD. Mumbai.
- Desai Vasant (2012), Rural Development in India, Himalaya Publishing House, Mumbai.
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		<h1>Mahatma Gandhi University Kottayam</h1>				
<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Medical and Psychiatric Social Work					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG4DSESWK201					
<b>Course Level</b>	200					
<b>Course Summary</b>	The course introduces the scope of Social Work in the specialised field of Medical and Psychiatric.					
<b>Semester</b>	<b>IV</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	<b>60</b>
<b>Pre-requisites, if any</b>	Completed the course on public health, general psychology etc					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Be familiar with the healthcare system and mental health services available in the community.	U	1,3,6,7,8,9,
2	Understand the impact of illness and mental health on individuals, families, and communities.	U	1,2,3,6,7,10
3	Demonstrate knowledge of major medical and mental health conditions, including their causes, symptoms, and treatment options.	An	1,2,3,9

4	Conduct assessments to identify the psychosocial needs of clients.	S	1,2,3,6,8,9
5	Develop and implement intervention plans to address the psychosocial needs of clients.	C	1,2,3,5,6,7,8
6	Demonstrate the skills and roles of the social worker in the medical and psychiatric setting	S	1,2,3,4,5,6,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Concepts of Medical Social Work</b>		15	1,2,3,6
	1.1	Concepts of health, well-being, health care and development		
	1.2	Correlation with development and multi dimensionality, dimensions like mental health, physical health, occupational health, environmental health, gender and health; reproductive health and sexuality etc		
	1.3	Relationship between health, mental health and development		
2	<b>Medical Social Work: Emerging Issues and Settings</b>		15	1,2,3,6
	2.1	Health in the context of social change, marginalization, violence, conflicts and health.		
	2.2	Migration/ Social Work in Illness Prevention and Health Promotion		
	2.3	Social Work in hospitals, Social Work in emerging departments, community health, Trauma center, HIV/AIDS, TB Centre, and Palliative care.		
	2.4	Role, significance of Medical Social Worker Health research; health administration		
	<b>Psychiatric Social Work and Aetiology of Mental Disorders</b>		15	1,2,3,4,5,6

3	3.1	Psychiatric Social Work: Definition Scope, Socio- Historical Development of Psychiatric Social Work in India and Abroad		
	3.2	Socio-genesis of Mental Illness, Importance of Social Psychiatry and Transcultural Psychiatry		
	3.3	Supervision in Psychiatric Social Work		
	3.4	Mental disorders of adults: Schizophrenia, Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses – Anxiety disorders, depression, Personality disorders. Suicide, substance abuse, dementia and sexual disorders. Child Psychiatry and Trans-cultural psychiatry		
4	<b>Psychological Assessment and Treatment of Mental Disorders</b>		<b>15</b>	<b>1,2,3,4,5,6</b>
	4.1	Psychosocial assessment: concept, importance, types, tools		
	4.2	Psycho-social diagnosis, treatment and types: family therapy, psycho-education, supportive therapy, use of resources, building social support, social skill learning, milieu therapy, psychotherapies, behaviour therapy, therapeutic community, ECT, relapse prevention therapy, home visit		
5	<b>Teacher specific content</b>			

MGU-UGP (HONOURS)

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Case study</li> <li>3. Articles Reviews</li> <li>4. Assignment</li> <li>5. Seminar</li> <li>6. Field Visits</li> <li>7. Skill Lab</li> </ol>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>																															
	<p>- <b>Theory 4 Credit</b></p> <table border="1"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1"> <thead> <tr> <th><b>Part</b></th> <th><b>No of Qs</b></th> <th><b>No of Questions to be answered</b></th> <th><b>Total Mark</b></th> </tr> </thead> <tbody> <tr> <td>A (10Mark Each)</td> <td>10</td> <td>10</td> <td><b>10</b></td> </tr> <tr> <td>B (3 Mark Each)</td> <td>7</td> <td>5</td> <td><b>15</b></td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td><b>15</b></td> </tr> <tr> <td>D (10 Mark Each)</td> <td>4</td> <td>2</td> <td><b>30</b></td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>			<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>	A (10Mark Each)	10	10	<b>10</b>	B (3 Mark Each)	7	5	<b>15</b>	C (5 Mark Each)	5	3	<b>15</b>	D (10 Mark Each)	4	2	<b>30</b>	<b>Total Mark for ESE</b>		
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## References

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- Bhugra, D., Tse, S., & Roger, N. G. (2015). *Handbook of psychiatry in Asia*. London and New York: Routledge.
- Coppock, V., & Dunn, B. (2010). *Understanding social work practice in mental health*. Los Angeles/ London/ New Delhi: Sage
- Egan, M. (1993). *Resilience at the front lines: Hospital social work with AIDS patients and burnout*. *Social work in health care*, 18(2), 109-125.
- Francis, A. P. (Ed.). (2014). *Social work in mental health: Contexts and theories for practice*. SAGE Publications India.
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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Human Resource Management and Development					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG4DSESWK202					
<b>Course Level</b>	200					
<b>Course Summary</b>	This course will enable the student to explore the intricate dynamics of Human Resource Management and Development. The course will facilitate the students in developing a comprehensive view on the Human Resource Management concepts and gaining insights into organizational behaviour, talent acquisition, and employee training to foster effective social work practices within diverse workplace environments.					
<b>Semester</b>	IV	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	
		4	-	-	-	60
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Analyse human resource management and development as a managerial process in an organization	An	1,2,3,5,8,9
2	Develop strategies for recruiting and evaluate the effectiveness of various recruitment and selection methods.	C	1,2,3,5,6,8,9
3	Apply performance management techniques to motivate and develop employees	A	1,2,3,4,5,8,

4	Develop strategies and apply various Organisation Development interventions to promote organizational change and effectiveness.	C	1,2,3,5,6,7,8,9
5	Design and implement effective training programs by Identifying the training needs	C	1,2,3,4,5,6,8,9
6	Demonstrate the skill in human resource management and development in an organization	S	1,3,4,5,7,8,9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Human Resource Management</b>		10	1,2,6
	1.1	Meaning, Definition, nature and scope of HRM		
	1.2	Origin of HRM, Personnel management to HRM.		
	1.3	An HR System: Components- HR strategies, HR policies, HR Practices		
	1.4	HR Practices- Organisation Design and Development, Resourcing, Learning and Development, Employee Relations and Employee Wellbeing		
2	<b>HR Functions</b>		20	1,2,3,4,5,6
	2.1	Human Resource Planning: Manpower Planning, meaning, Purpose / objective of HRP- Continuity flow, Maintenance, response to change, control and decision making. Dimensions of HRP. Strategies related to HRP- Acquisition, Retention, Development, Utilisation, Flexibility, Downsizing		



	2.2	Recruitment and selection: Job Analysis, Job Description, Job Profile, Person Specification, Attracting applicants, Sourcing candidates: digital and traditional approaches (Sources; Internal, External, Campuses). Advertising, Screening applications, Selection methods- Interviewing, Testing, Assessing candidates, Selecting, inducting and placing.		
	2.3	Performance Appraisal- concept, methods. Reward Management- definition, Type of rewards- Financial, non-financial and total rewards.		
	2.4	Employee Wellbeing – factors or domains of Wellbeing- Work, work-life balance, financial wellbeing, quality of work place/ environment, values & principles, Social components, personal growth. Employee relations,		
3	<b>Organizational Behaviour</b>		<b>15</b>	<b>1,3,4,5,6</b>
	3.1	Meaning, definition, nature and relevance		
	3.2	Factors influence the Organisation functions- Process, Information systems, Location and infrastructure, Human capital and other stakeholders (suppliers, buyers, etc) , Rules, Relationships, Technology. Employee motivation- Major factors and theories		
	3.3	Organisation Culture: Meaning, Factors influencing , Typology of OC: Power-oriented, People-oriented , Task-oriented, and Role-oriented.		
	3.4	Organisational Climate: Meaning, Organisational processes that include OC- Communication, Group behaviour, Leadership, Role, Power and , individual attributes.		
4	<b>Human Resource Development</b>		<b>15</b>	<b>1,3,4,5,6</b>
	4.1	Human Resource Development – concept, nature significance and purpose of HRD		
	4.2	Basic assumptions in HRD: Belief in human potential, the goal of improvement, a problem- solving orientation, and systems thinking		
	4.3	Training: Types, Process of training		

	4.4	Promoting learning and development, Career planning and development		
5	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive lecture</li> <li>2. Workshop by experts</li> <li>3. Social media campaign</li> <li>4. Role play</li> <li>5. Preparation of IEC/ICT materials</li> <li>6. Group discussions</li> </ol>																																
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 4 Credit</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total Mark</b></td> <td style="text-align: center;"><b>100</b></td> </tr> <tr> <td style="text-align: right;"><b>CCA</b></td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td style="text-align: right;"><b>ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Part</th> <th style="text-align: center;">No of Qs</th> <th style="text-align: center;">No of Questions to be answered</th> <th style="text-align: center;">Total Mark</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A (1 Mark Each)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;">B (3 Mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;"><b>15</b></td> </tr> <tr> <td style="text-align: center;">C (5 Mark Each)</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;"><b>15</b></td> </tr> <tr> <td style="text-align: center;">D (10 Mark Each)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Total Mark for ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>			<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	<b>10</b>	B (3 Mark Each)	7	5	<b>15</b>	C (5 Mark Each)	5	3	<b>15</b>	D (10 Mark Each)	4	2	<b>30</b>	<b>Total Mark for ESE</b>			<b>70</b>
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### References

- Armstrong, M., & Taylor, S. (2023). Armstrong's Handbook of Human Resource Management Practice (16th ed.). Kogan Page Publishers.
- Klikauer, T. (2022). A Global Guide to Human Resource Management. Routledge.
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- Swanson, R. A. (2009). Foundations of Human Resource Development. ReadHowYouWant.com



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Social Work with Differently Abled					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG4DSESWK203					
<b>Course Level</b>	200					
<b>Course Summary</b>	This course introduces students to current social work practice focusing on supporting persons with differently abled. It attempts to convey an impression of what it is like to be living and the challenges that people with disabilities face within everyday life.					
<b>Semester</b>	<b>IV</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	<b>60</b>
<b>Pre-requisites, if any</b>	Students should know about the field settings of social work.					

## COURSE OUTCOMES (CO)

### MGU-UGP (HONOURS)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Describe the definition and concept and problems of differently Abled	U	1,2
2	Recognize various approaches ,magnitude ,causes and consequences of disabilities	K	1,2,3
3	Demonstrate an insight into the Mental Disability	A	1,2,3
4	Determine the magnitude ,causes types assessment and impact of visual impairment, hearing impairment, and deaf- blindness	E	1,2,3

5	Identify the rights of people living with differently Abled.	An	5,6,7,8, 9
6	Build a perspective on the role fostering understanding on the role of multidisciplinary team and social worker in the process of rehabilitation and inclusion of person with differently Abled.	C	3,4,5,6, 7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Definition and Problems of Differently Abled</b>		<b>10</b>	<b>1,2</b>
	1.1	Meaning and Definition of disabilities		
	1.2	Components of disability		
	1.3	Problems faced by Persons with Disabilities relating to performing Activities of Daily Living, Education, Sexuality, Integration, Employment and Interpersonal Relationships.		
	1.4	Stigma and stereotypes		
2	<b>Approaches and Models of Disability</b>		<b>10</b>	<b>2</b>
	2.1	Approaches to disability: Medical, System, Legal, Socio-Political, Human Right, Psychological, Ecological,		
	2.2	Vocational, Social Model; Magnitude of Disability		
	2.3	Holistic model to understand disability		
	2.4	Causes of Disability, Consequences of Disability		
	<b>Types of Disability</b>		<b>15</b>	<b>1,4,3</b>
	3.1	Visual Impairment : Magnitude, Causes, Types, Assessment, Impact		

3	3.2	Hearing Impairment: Magnitude, Causes, Types, Assessment, Impact		
	3.3	Deaf-blind: Magnitude, Causes, Types, Assessment, Impact		
	3.4	Locomotor Disability: Magnitude, Causes, Types, Assessment, Impact		
	3.5	Cerebral Palsy: Magnitude, Causes, Types, Assessment, Impact		
	3.6	Mental retardation, Types, Anxiety disorders, Mood disorders, Trauma related disorders		
4	<b>Constitutional Provisions, Models of Rehabilitation and Role of Social Worker</b>		<b>25</b>	<b>5,6</b>
	4.1	UNCRPD; The Person with Disability Act, 1995 National Trust Act, 1999;		
	4.2	The Rights of Person with Disabilities Bill, 2014 The Rehabilitation Council of India Act, 1992 / Amendment 2000		
	4.3	Models of Rehabilitation: Institution Based Rehabilitation, Community Based Rehabilitation		
	4.4	Role of Multidisciplinary Rehabilitation Team Rehabilitation and Inclusion of Person with Differently Aabled  Role of Social Workers in the Process of Rehabilitation		
5	<b>Teacher specific content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming Lecture</li> <li>3. E-Learning</li> <li>4. Group Assignment</li> <li>5. Library Work</li> <li>6. Group Discussion</li> <li>7. Presentation by individual student/group</li> </ol>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>		
	- <b>Theory 4 Credit</b>		
	<b>Total Mark</b>	<b>100</b>	
	<b>CCA</b>	<b>30</b>	
	<b>ESE</b>	<b>70</b>	
	<b>A. Continuous Comprehensive Assessment (CCA)</b>		
	- Internal test		
	- Assignments		
	- Presentation		
	- Classroom Discussions		
	- Quiz		
	- Role Play		
	- Case analysis		
	<b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b>		
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>
	A (1 Mark Each)	10	10
	B (3 Mark Each)	7	5
	C (5 Mark Each)	5	3
	D (10 Mark Each)	4	2
	<b>Total Mark for ESE</b>		<b>70</b>

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- Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Communication for Development					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	MG4SECSWK200					
<b>Course Level</b>	200					
<b>Course Summary</b>	This course will be an opportunity for the students to discover the transformative power of communication for development. These skills will facilitate participation and engagement with different populations, communities and networks for positive social and behaviour change in development and humanitarian contexts. The skills of communication for development will be helpful to the practitioners in creating a grassroots level democratic dialogue about development in which citizens would have a consultative/co-creative role.					
<b>Semester</b>	IV			<b>Credits</b>		3
<b>Course Details</b>	Learning Approach		Lecture	Tutorial	Practical	Others
			3	-		-
<b>Pre-requisites, if any</b>	Familiarity with different media.					
<b>Total Hours</b>						
45						

MGU-UGP (HONOURS)

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Understand different means of communication for the development	U	1,3,5,6,8,10

2	Creatively use different media of communication for effecting social change	C	1,3,6,7,8,9,10
3	Understand the principles and processes in campaign design, and how to develop a successful format.	U	1,2,6,7,3,8
4	Acquire effective presentation and public speaking skills	S	1,5,7,3,2,6,8,10
5.	Use research data and stories to create and evaluate policy documents and campaign materials	S	1,7,2,3,6,9
6.	Understand origin, evolution and trajectories of Development Communication	U	1, 4, 5, 6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Development communication: concept and History</b>		15	6
	1.1	MacBride Commission, NWICO, New Delhi Declaration 1976, UN approach to communication for development.		
	1.2	Paolo Freire's of critical pedagogy and Miguel Sabido's enter-educate method, Kheda experiment in India Nora C. Quebral in Philippines		
	1.3	Six phases of participatory communication planning		
2	<b>Stories that Inspire - Skills in presenting Stories, reports, campaigns and policies</b>		20	2,3,5
	2.1	Ethics, storytelling, and the media - Draw upon personal experiences to		

		create rich narratives for the media use human stories as case studies		
	2.2	Master how to tell a persuasive story - the script writing		
	2.3	Identify best practices in social media Deconstruct case studies: Social cause campaigns		
	2.4	How to design a campaign		
	2.5	Understand the purpose and audiences for policy-influencing writing outputs Learn internationally accepted templates for reports, policy briefs, and policy memos		
	<b>Engaging with different media genres for Development communication - Understand how the media works</b>		<b>10</b>	<b>1,2,4,5</b>
3	3.1	Folk media: puppetry, folk drama, folk songs, folk dances		
	3.2	Street plays, drama, Interpersonal media		
	3.3	Flash cards, flannel graphs, flip charts, Audio Visual projections, Prints, zine making, Posters.		
	3.4	Mass media: Radio, community radio, Television, Film shows - how to write a good report, scripting for documentary films, television shows etc. (scripting writing workshops, film and documentary screening and		
	3.5	Social media, Blogs, Vlogs, Instagram, reels, YouTube. Become skilled at the fundamental elements of photography and social media usage.		
	3.6	How to become a better public speaker What goes into the presentation checklist How to use visuals, body language, and presentation structures in presentations		

	3.8	Skills in how to decode and encode body language- The power of micro-expressions and listening non-verbal behavior		
	3.9	How to create IEC materials		
	3.10	Behavior Change Communication		
<b>4</b>	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. workshops on public speaking, script writing, documentary film making, zine making etc</li> <li>2. Brainstorming lectures</li> <li>3. Interactive instructions</li> <li>4. Group discussions</li> <li>5. Presentations by individuals students</li> <li>6. Active cooperative learning</li> </ol>																													
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1. Campbell, R., Martin, C. R., & Fabos, B. (2014). *Media & culture: Mass communication in a digital age*. New York, Bedford/St. Martin's.

2. Dahama, O.P. (1988) *Education for Development and communication*. New Delhi, Oxford and IBH Publishing.
3. Servaes, Jan. (2008) *Communication for development and social change*. New Delhi, Sage Publications for UNESCO.
4. Tewari, I.P. (1987) *Communication, Technology and Development*. New Delhi, Publications Division, Ministry of I&B.
5. Mefalopulos, Paolo. (2008). *Development Communication Sourcebook: Broadening the Boundaries of Communication*. Washington, DC © World Bank



**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Psychological First Aid and Crisis Interventions					
<b>Type of Course</b>	VAC					
<b>Course Code</b>	MG4VACSWK200					
<b>Course Level</b>	200					
<b>Course Summary</b>	This course is designed to equip social work students with the knowledge and skills necessary for effective crisis interventions and the application of psychological first aid. Students will explore crisis theory, assessment strategies, and practical techniques for providing immediate support to individuals facing various crises.					
<b>Semester</b>	IV	<b>Credits</b>			3	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	45
<b>Pre-requisites, if any</b>	Completion of basic psychology and social work courses					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the learners will be able to;</i>			
1	Explain the concepts of crisis intervention and psychological first aid and the need for such interventions	U	3,5,6,7,8
2	Values the ethical and cultural considerations in crisis intervention and psychological first aid	A	3,5,7
3	Identify trauma and the impact of stress on mental health	U	2,3,5,7,8
4	Illustrate crisis assessment and intervention using different techniques	A	2,3,4,5,6,7,8,9,10
5	Demonstrate communication skills for effectively giving psychological first aid	S	2,4,5,6,7,8

6	Demonstrate skills in assessing immediate needs and prioritizing actions in psychological first aid adhering to the core principles	S	2,3,4,5,6,7,8,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Crisis Intervention and Psychological First Aid</b>		15	1,2
	1.1	Concept of crisis ,events and introduction to crisis intervention and disaster mental health		
	1.2	Theories of crisis intervention –systems crisis theory, adaptational theory, interpersonal theory, ecological theory		
	1.3	Principles and Models of Crisis Intervention		
	1.4	Concept and Development of Psychological First Aid		
	1.5	Ethical considerations in providing crisis intervention and psychological first aid		
	<b>Crisis Assessment and Intervention Strategies</b>		15	3,4
	2.1	Understanding Trauma and stress, their impact on mental health and crisis Reaction		
2	2.2	Conducting crisis assessments		
	2.3	Developing crisis intervention plans		
	2.4	Crisis intervention techniques, essential crisis intervention skills		
	2.5	Handling specific crisis – Substance uses, domestic violence, sexual assault, Child sexual abuse		
	<b>Principles and Skills for Psychological First Aid</b>		15	5,6


3	3.1	Core Principles of PFA – Sense of Safety, Calming, a sense of self and community efficacy, Connectedness and hope		
	3.2	Core Competencies of Psychological First Aid		
	3.3	Skills : Basic Communication and Active Listening Skills, Effective communication strategies - Active listening techniques, Non- verbal communication in crisis situations		
	3.4	Practicing RAPID Model of psychological assessment.- Rapport and Reflective learning, Assessment of needs, Prioritization, Intervention, Disposition		
	3.5	Cultural Competence in Psychological First Aid - Respecting diversity and individual differences, Addressing cultural stigma related to mental health		
4	<b>Teacher specific content</b>			
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Tutorials</li> <li>3. Brainstorming</li> <li>4. Cooperative learning</li> <li>5. Role play</li> <li>6. Debriefing</li> <li>7. Group discussions</li> </ol>			

# Syllabus

<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>- Theory 3 Credit</b>			
	<b>Total Mark</b>	<b>75</b>		
	<b>CCA</b>	<b>25</b>		
	<b>ESE</b>	<b>50</b>		
	<b>A. Continuous Comprehensive Assessment (CCA)</b>			
	<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Role Play</li> <li>- Demonstration of skill</li> <li>- Case analysis</li> </ul>			
	<b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b>			
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
	A (3 Mark Each)	7	5	<b>15</b>
	B (5 Mark Each)	5	3	<b>15</b>
	B (10Mark Each)	5	2	<b>20</b>
	<b>Total Mark for ESE</b>			<b>50</b>

## References

- Everly, Jr G. S. & Mitchell, J. T. (1998). Assisting Individuals In Crisis: A Workbook. International Critical Incident Stress Foundation
- Everly, Jr G. S. & Mitchell, J. T. (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press
- James, R. K., Gilliland, B. E. (2016). Crisis Intervention Strategies. Cengage Learning.
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- World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva.  
<https://www.who.int/publications/i/item/9789241548205>

	<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab III (INTERNSHIP)</b>					
<b>Type of Course</b>	<b>Mandatory Internship (Field Work)</b>					
<b>Course Code</b>	<b>MG4INTSWK200</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	<p>The Social Work Practicum Lab III (Internship) is to be carried out in any Organization/ Institution/ Firm chosen by the social work trainee. Here the social work intern should identify oneself as a professional social worker for contributing to the service delivery process of the organization.</p>					
<b>Semester</b>	<b>IV</b>		<b>Credits</b>		<b>2</b>	
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total Hours</b>
		-	-	<b>2</b>	-	<b>60</b>
<b>Pre-requisites, if any</b>	<p>Social work trainees must possess essential knowledge about the functioning of the Organization/ Institution/ Firm chosen for the Internship.</p>					

### Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the learners will be able to:</i>			
1	Identify oneself as a professional social worker	U	7,1,2,3,4,5,6,8,9,10
2	Develop professional network	C	7,1,2,3,4,5,6,8,9,10

3	Sketch the functioning of the organization, its management, objectives, programmes etc	A	1,2,5,6,7,8,9,10
4	Appraise and contribute to the service delivery process of the organization as a social work intern.	A	7,1,2,3,4,5,6,8,9,10
5	Explore the significance of the social work profession in the field chosen for internship	S	7,1,2,3,4,5,6,8,9,10
6	Utilize real work experience and provide meaningful assistance to the organization	A	7,1,2,3,4,5,6,8,9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

#### Details of the Field Work Setting

Internship in an organization/institution/firm aims to gain practical experience in the sector. Interns can learn about the organization, their missions and programs, and the challenges and opportunities they face. They can also develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement and so on.

#### Social Work Practicum Lab Requirements

1. Social work trainees can select the organization/ institution/ firms of their interest where they can do the internship.
2. Social work trainees need to participate in regular activities of the organization/ institution/ firms.
3. Students must integrate knowledge obtained from social work major or minor papers with their internship.
4. Develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement



**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END SEMESTER  
EVALUATION (ESE)**

Sl No.	Field Practicum Components	CCA	ESE
1.	Organization study report	5	
2	Report on the hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement		5
3	Field Work Conferences with Supervisor	10	
4	Field Practicum Presentation		15
5	Viva Voce (Internal)		15
	<b>Total Marks</b>	<b>15</b>	<b>35</b>



**MGU-UGP (HONOURS)**

# Syllabus



**SEMESTER-V**



**MGU-UGP (HONOURS)**

**Syllabus**



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Administration of Service Organizations					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG5DSCSWK300					
<b>Course Level</b>	300					
<b>Course Summary</b>	The course provides an overview to understand the secondary method of social work, Social Welfare Administration.					
<b>Semester</b>	V	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites</b>	Completion of the course Legal Information and Human Rights Practices in Social Work					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Up on the completion of the course, the learner will be able to :</i>			
1	Identifies the process of functioning of human service organisations both in Governmental and non-governmental organization	An	1,4,5,6, 9
2	The articulation of the administration skills of the students in Human service organisations	S	2,4,5,8, 9,10

3	Recognizes the working pattern of a human service organization	E	1,2
4	Illustrate skill in working with a team in human service organisations	S	4,5,7,8,9
5	Demonstrate the theoretical approaches to management	A	1,2
6	Judges the performance of a human service organization	E	1,4,5,6,7,8,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Introduction to Administration and Management</b>		15	1,3
	1.1	Administration-Definition, Meaning, scope, principals		
	1.2	Administration process-Planning, Organising, staffing, directing, Coordinating, Reporting, Administration, Fund raising, accounting, auditing		
	1.3	Management-Definition, Meaning, Principles and levels		
	1.4	Management of Service organization - Types, Networking, Documentation and Public Relations		
2	<b>Social Welfare Administration</b>		15	1,2,3,6
	2.1	Social welfare administration-Definition, Characteristics, functions, social welfare administration as a method of social work		
	2.2	NGO,-Roles and functions at local, state, national and international level		
	2.3	Classification of NGO's-Service Providers Empowerment, support, Umbrella and Networking		

	2.4	Skills in administration and social welfare		
		<b>Registration and Acts of NGOs</b>	<b>15</b>	<b>1,2,4</b>
<b>3</b>	3.1	To Understand the Vision, Mission, objectives, intervention, and auditing process of NGO		
	3.2	Registration of society and trust, Bye laws of society and trust NGO Darpan under NITI Ayog		
	3.3	Acts regarding with NGOs- society registration act, Companies Act, Indian trust act, income tax act, FCRA 1976 provision under 12A,35 AC,80G		
	3.4	Initiatives under CSR (Section 8 of the Companies Act, 2013) and MSME Act		
<b>4</b>	<b>Process of Management</b>		<b>15</b>	<b>2,4,5</b>
	4.1	Planning and decision making process in Service organization		
	4.2	HR management-Definition, staffing: planning, job analysis, recruiting, placement and induction, training, development, transfer, promotion, performance, appraisal		
	4.3	Organizational behavior -Definition, Job analysis, recruiting, placement and induction, training, development, transfer, promotion, performance		
	4.4	Organizational Climate, Organizational change, Forces and resistance of change, Managing organizational change		
	4.5	Organizational Appraisal - Social auditing, Gender auditing		
<b>5</b>	<b>Teacher specific content</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 1. Lecture method 2. Seminar 3. Group assignments
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<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b> - Theory 4 Credit</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Total Mark</b></td> <td style="text-align: center;"><b>100</b></td> </tr> <tr> <td style="text-align: center;"><b>CCA</b></td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td style="text-align: center;"><b>ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Part</th> <th style="text-align: center;">No of Qs</th> <th style="text-align: center;">No of Questions to be answered</th> <th style="text-align: center;">Total Mark</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A (1 Mark Each)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">B (3 Mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">C (5 Mark Each)</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">D (10 Mark Each)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Total Mark for ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3 Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (10 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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## References

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- Chowdhry, D. G., Gupta, R., & Gupta, S. N. P. (2014). Book review managing organization by VSP Rao (Excel Books, (August 2013). *EXCEL International Journal of Multidisciplinary Management Studies*, 4(8), 108-112.
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Legal Information and Human Rights Practice in Social Work					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG5DSCSWK301					
<b>Course Level</b>	300					
<b>Course Summary</b>	The learner should acquire knowledge about the various laws and legal enforcement mechanisms for the protection of legal and human rights of marginalized sections.					
<b>Semester</b>	V	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	The learner should have basic idea about Indian Constitution					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Comprehend about the relevance of law in social work practice	U	2,6,1,3, 5,7,8
2	Admire and uphold the constitution values of India	E	1,2,3,4,5,6, 7,8,10

3	Illustrate the legal enforcement mechanisms and institutions and laws for the protection of marginalised sections in India	U	2,1,3,5,6,7,8,10
4	To construct interventions for seeking legal measures for ensuring social justice	S	2,1,3,5,6,7,8,9,10
5	To critically examine various challenges for the protection of rights of marginalised sections in India	E	2,1,3,5,6,7,8,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Social Legislation and Human rights</b>		12	1
	1.1	Concepts: Social justice, Social Defence, Social Legislation, Social Security		
	1.2	Legal information in social work: relevance, areas of social work intervention in the legal field		
	1.3	Human rights, UNDHRC		
	1.4	Human Right issues in India		
2	<b>Constitution of India</b>		12	2,3
	2.1	Constitution as the Supreme law of the nation, relevance and features		
	2.2	Preamble, Directive Principles of State Policy, Fundamental rights, Fundamental duties		
	2.3	Constitutional safeguards to marginalized sections		
	2.4	Constitutional amendments		
	2.5	Constitutional values in present India		

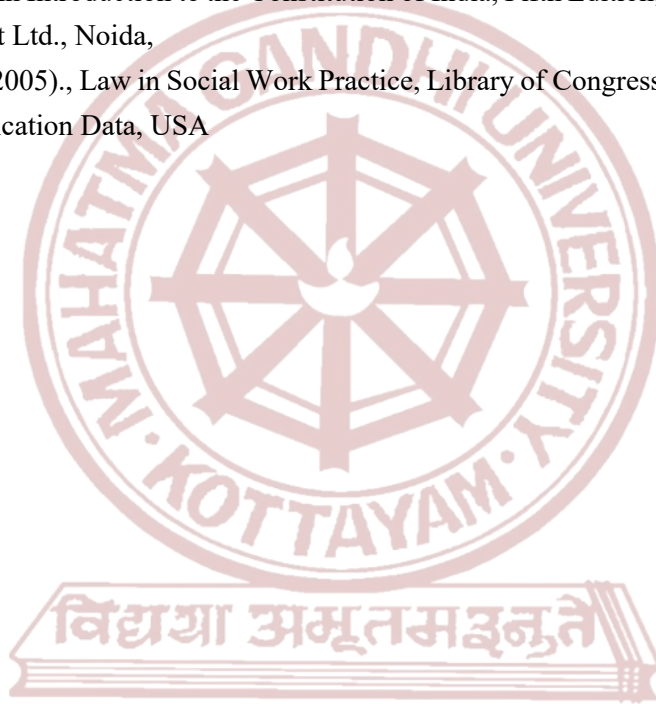
3	<b>Legal Enforcement Mechanisms in India</b>		<b>12</b>	<b>4,5</b>
	3.1	Legal Enforcement System in India: Courts Hierarchy: Supreme Court, High Court, District level Courts, Police Hierarchy & Function, Prison administration & functions, Rights of persons during arrest and imprisonment		
	3.2	Pre trial detention, custodial death: Indian Scenario, Rehabilitation of prisoners in India		
	3.3	Juvenile Justice Board, Family Court, National Green Tribunal, Probation and prison welfare		
	3.4	Commissions for the welfare of marginalized communities in India: National Human Rights Commission, National Women Commission, National Commission for the Protection of Child Rights, National Commission for Scheduled Castes, National Commission for Scheduled Tribes.		
	3.5	Right To Information Act 2005, Public Interest Litigation, Legal Service Authorities, Lok Adalat, Free legal aid		
4	<b>Legislations Related to Women, Children, SC/ST and Other Marginalized Sections</b>		<b>24</b>	<b>4, 5</b>
	4.1	Personal Laws in India- Marriage, Divorce and Inheritance acts- Hindu Marriage Act 1955, Muslim Personal Law, Indian Christian Marriage Act 1972 & Special Marriage Act 1954		
	4.2	Prohibition of Prenatal Diagnostic Technique Act 1994, Domestic Violence Act 2005, Maternity Benefit Act 1961, Medical Termination of Pregnancy Act 1971		
	4.3	Legal needs of emerging sections such as LGBTQAI+		
	4.4	Juvenile Justice Act, 2015, POCSO Amendment Act 2019, Child labour (Prohibition and regulation) Act 1986, Prohibition of Child Marriage Amendment Act 2006		
	4.5	Protection of Civil Rights Act 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities act) 1989		
	4.6	The Maintenance and Welfare of Parents and Senior Citizens Bill, 2007, Rights of persons with Disabilities Act 2016		

	4.7	The Environment (Protection) Act 1986- issues and challenges		
	4.8	Role of social worker in social legislation and human rights violations		
<b>5</b>	<b>Teacher Specific Contents</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Group Discussion</li> <li>3. Case study analysis</li> <li>4. Debate</li> <li>5. Assignments</li> <li>6. Seminar</li> </ol>																														
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b> -Theory 4 Credit</p> <table border="1" style="width: 100%;"> <tr> <td><b>Total Mark</b></td> <td style="text-align: center;"><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>B (3Mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">15</td> </tr> <tr> <td>C (5 Mark Each)</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">15</td> </tr> <tr> <td>D (15 Mark Each)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (15 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Social Work Research					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG5DSCSWK302					
<b>Course Level</b>	300					
<b>Course Summary</b>	Social Work research is a secondary method of social work which facilitates the practice of the primary methods of social work. This course introduces different types of research approaches, methodologies which helps the students to develop research aptitude by undertaking independent research projects as part of the course.					
<b>Semester</b>	V	<b>Credits</b>		4	<b>Total Hours</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Nil					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Identify the research gap and formulate relevant research problem	An	8,1,4,5,7
2	Adopt appropriate research approach, methodology and design	A	1,2,3
3	Prepare tools for data collection considering ethical standards	A	1,2,3
4	Collect the data and analyse the data through appropriate methods and softwares	A	1,2,3,4

5	Generate inferences from the data and report by using APA referencing style	C	1,2,3,4
6	Utilize Social Work research as a method to intervene in micro mezzo and macro levels of social work interventions	A	7,8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Introduction to Social Work Research</b>		<b>10</b>	<b>1,6</b>
	1.1	Meaning of Research - Scientific Method, Scientific enquiry		
	1.2	Social Research and Social Work Research: Definition, Objectives, Features, Nature and Scope		
	1.3	Appraise Social Work Research as a secondary method of Social Work		
	1.4	Importance of Social Work Research in practice		
	1.5	Ethical Issues and Integrity in Social Work Research- Plagiarism		
2	<b>Research Process and Designs</b>		<b>15</b>	<b>1,2,3,4</b>
	2.1	Research Process: Identification and Formulation of Research Problem Review of literature -Need and sources of literature. Theoretical Framework		
	2.2	Conceptualization and operationalization. Variables, research questions and objectives and or developing hypotheses.		

	2.3	Research Design: Meaning and definition of research design, types of research design - Quantitative, Qualitative and Mixed methods.		
	2.4	Sampling Design: Universe, unit and sample size Sampling Types - Probability and Non Probability Sampling Techniques		
3	<b>Methods and Tools for Data Collection</b>		<b>10</b>	<b>2,3</b>
	3.1	Overview of quantitative and qualitative and mixed research methods and designs		
	3.2	Primary Data Collection methods: Survey-observation-interview-Experimentation		
	3.3	Data Collection Procedures, online/tele/virtual data collection methods, field notes, Use of Audio Recorder and other logical considerations		
	3.4	Tools for data collection: questionnaire, interview schedule, scale, observation format participatory tools: PRA, FGD		
4	<b>Quantitative and Qualitative Data Analysis, Interpretation &amp; Reporting</b>		<b>25</b>	<b>4,5,6</b>
	4.1	Quantitative Data Analysis: functions and importance; Descriptive and Inferential Analysis. Application of Computer Software for analysis of quantitative data		
	4.2	Qualitative Data Analysis: Transcribing the data, thematic analysis, content analysis, discourse analysis, narrative analysis Application of Computer Software for analysis of qualitative data		
	4.3	Research Reporting: Research formatting styles Organization of research report Publication and Dissemination		

	4.4	Application of Social Work Research in addressing various micro-mezzo- macro level problems		
	4.5	Preparing of research proposal and conducting a mini research		
<b>5</b>	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive lecture</li> <li>2. Hands-on training</li> <li>3. Attending research workshops</li> <li>4. Research proposal development</li> <li>5. Undertaking of mini research</li> <li>6. Technology integration</li> <li>7. Group discussions</li> </ol>																														
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MGU-UGP (HONOURS)

Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Green Social Work</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG5DSESWK300</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	Survival of our known world depends upon ecological knowledge and interaction strategies. This course will help the students to gain a more nuanced understanding of the ecology, a critical insight into how the social work profession deals with the very important dimensions of environmental justice and rights.					
<b>Semester</b>	<b>V</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours:</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	<b>60</b>
<b>Pre-requisites, if any</b>	Basic understanding of environmental issues in the world and basic understanding of legislative and policy framework for environment conservation in India					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Acquire conceptual understanding of theories and discourses on environment	U	1,2,3,6,7,8
2	Acquire skills for critical analysis of issues related to environment and development	U	1,2,3,6,7,8, 10
3	Develop knowledge on institutional framework, legal framework and strategies involved in environment conservation	An	1,2,3,6,7,8



4	Initiate and practice green social work philosophy and strategies in social work profession	U	1,2,3,6,7,8,9
5	Assess environmental impacts of development projects	E	1,2,3,6,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Ecology – meaning and definition</b>		15	1,2,3
	1.1	Ecology definition, components of ecology, ecosystem, biosphere, ecological niche, ecological diversity, ecological network		
	1.2	Types - population ecology, community ecology, ecosystem ecology, social ecology, molecular ecology		
	1.3	Approaches - Biocentrism and Anthropocentrism, Deep Ecology and Shallow Ecology, Criticisms to approaches in Ecology, Political Ecology and Critical Political Ecology, Ecofeminism		
2	<b>Environmental Issues</b>		15	2,3,4
	2.1	History and impact of ecological destruction in local to global communities/marginalised groups; Environmental Racism; ecological refugees, Environment and Human rights.		
	2.2	Domestic and Industrial Pollution - different types of pollution and their consequences		

	2.3	waste management - different types of waste, current practices in waste management, principles and emerging philosophy of waste management-zero waste, waste is wealth, waste recycling, changes in consumer behavior		
	2.4	Reclamation of wetlands and waterbodies, deforestation, unscientific use of biodiversity, unscientific mining, unscientific infrastructure development, Biopiracy,		
	2.5	Alienation of Common Property resources, water scarcity, drought, global warming and climate change, flood, water logging, Adversities of Green Revolution;		
	2.6	Carbon emission, global warming		
	<b>Green Social Work</b>		<b>15</b>	<b>3,4,5</b>
<b>3</b>	3.1	Emergence, Concept, Perspectives,		
	3.2	Scope of social work practice for environment conservation – local to global		
	3.3	Concept of Green Governance, Environment Impact Assessment		
	3.4	Environment Movements – local to international Environmental Justice and Social Justice - sustainable development		
	3.5	Governmental and Non-Governmental agencies and programmes for environment protection and conservation – International, National and State		
<b>4</b>	<b>Environment conservation strategies</b>		<b>15</b>	<b>3,4,5</b>
	4.1	Policies and legislations for environment protection and conservation – International, National and State – National Environment Policy,		

	4.2	International Treaties - Brundtland Commission Report, Ramsar Convention on Wetland, UNFCCC, Kyoto protocol and Paris agreement.		
	4.3	Legislations relating to protection of forests, biodiversity, waterbodies, wetlands, agricultural lands, common property resources, coastal zones; Legislation relating to prevention of air, water and sound pollution		
	4.4	Watershed management and watershed-based projects - importance, features and strategies. Forest management and Social Forestry Indigenous technology and Appropriate Technology.		
	4.5	Ecological ethics concepts of organic living, fair trade		
<b>5</b>	<b>Teachers Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Group Discussion</li> </ol>
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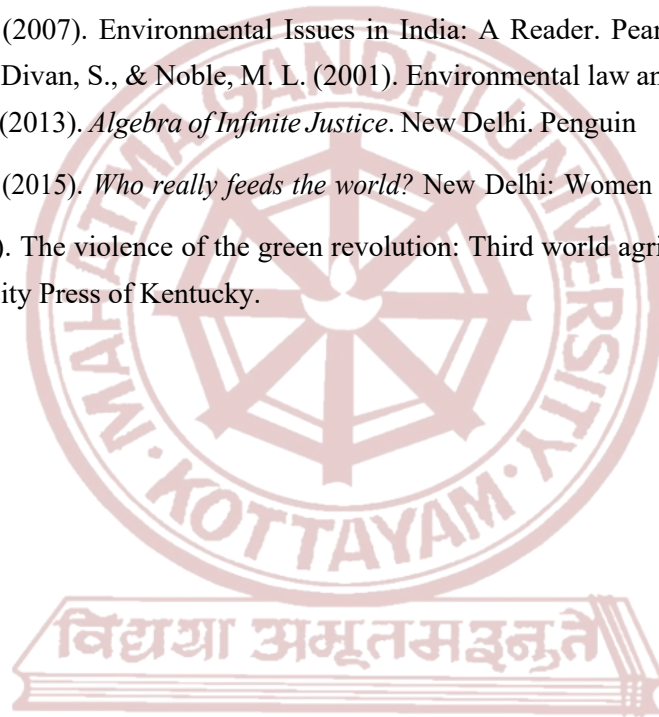
# Syllabus

Assessment Types	MODE OF ASSESSMENT			
	- Theory 4 Credit			
	Total Mark	100		
	CCA	30		
ESE	70			
<b>A. Continuous Comprehensive Assessment (CCA)</b> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul>				
<b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b>				
	Part	No of Qs	No of Questions to be answered	Total Mark
	A (1 Mark Each)	10	10	10
	B (3 Mark Each)	7	5	15
	C (5 Mark Each)	5	3	15
	D (15 Mark Each)	4	2	30
	<b>Total Mark for ESE</b>			<b>70</b>

## References


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**MGU-UGP (HONOURS)**

# Syllabus

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Public Health and Medical Social Work</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG5DSESWK301</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	The course will help the learner to acquire knowledge and competence to initiate social work practice in Public Health.					
<b>Semester</b>	<b>V</b>	<b>Credits</b>			<b>4</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		4	-	-	-	
<b>Pre-requisites, if any</b>	The learner should have basic idea about health and health care					

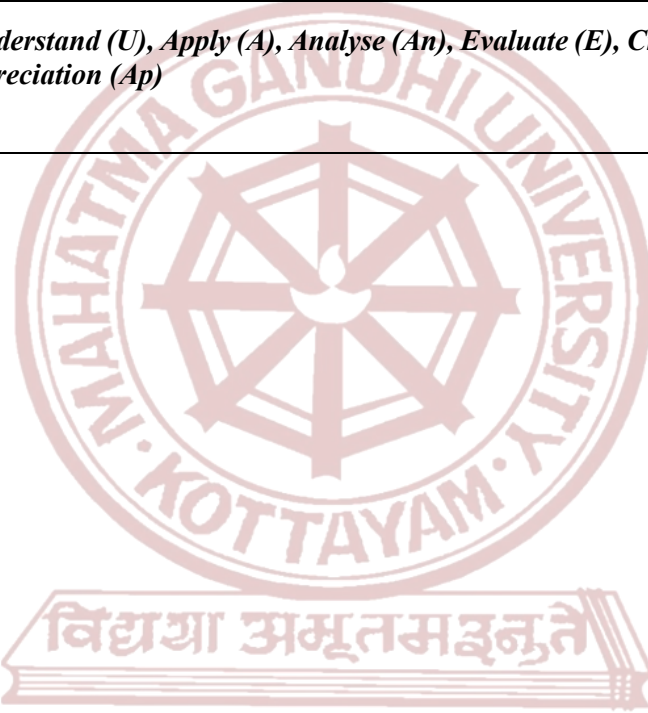
## MGU-UGP (HONOURS)

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Comprehend about the relevance of Public Health in social work practice	U	2,4,5,6,7,8
2	Sensitive to the health needs of various sections of the Society	A	4,6,7,8,9
3	Demonstrate skills in organizing various health education Programmes	S	3,4,5,9



4	Appraise various emerging challenges to public health and design effective strategies to address such challenges	E	2,3,4,5,6,7,8,9,10
5	Demonstrate communication skills for advocacy, health education and management of health care services	S	2,4,9
6	Examine various health policies and programmes to address challenges in the health field.	A	1,2,4,8
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			



**MGU-UGP (HONOURS)**

# Syllabus

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Health</b>		<b>10</b>	<b>1</b>
	1.1	Health, dimensions of health, determinants of health, spectrum of health, Positive health		
	1.2	Public health, meaning, objectives, areas, Community Health		
	1.3	Epidemiology meaning, components, objectives and Epidemiological triad		
	1.4	Family and Community Medicine, Clinical Sociology		
2	<b>Health Education &amp; Health Administration</b>		<b>10</b>	<b>3,4, 5</b>
	2.1	Health Education, objectives, Principles, contents and methods		
	2.2	Health care and levels of health care		
	2.3	Health care system in India: Public, Private and indigenous systems of medicine		
	2.4	Primary Health care, Principles of primary health care, primary health care in India: ANM, ASHA workers, Dais		
3.	<b>Health Programmes in India</b>		<b>20</b>	<b>2,6</b>
	3.1	National Health Policy, Alma Ata Declaration, National Family Health Survey (NFHS)		
	3.2	National Vector Borne Disease and Control Programme (NVBDCP), National Leprosy Eradication Programme, National TB Elimination Programme (NTEP), National AIDS Control Programme,		
	3.3	National Programme for the Control of Blindness, Iodine Deficiency Disorders (IDD) Programme, Universal Immunization Programme, National Health Mission (NHM),		

	3.4	Reproductive and Child Health Programme (RCH), National Programme for the Health Care of Elderly (NPHCE)		
	3.5	National Tobacco Control Programme, National Programme for the Prevention and Control Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)		
	3.6	National Mental Health Programme, Ayushman Bharat Scheme		
	3.7	International Health, World Health Organisation, UNICEF, ILO, FAO, World Bank		
	<b>Emerging areas of Public Health</b>		<b>20</b>	<b>2,4</b>
<b>4</b>	4.1	Geriatric health care, health needs of the aged.		
	4.2	Mental health needs of youth: suicide, substance abuse, social media addiction, obesity, Junk Foods		
	4.3	Zoonotic diseases, Covid 19 and Nippah,		
	4.4	SDG goals and Health in India, interventions for achieving SDG goals		
	4.5	Health expenditure, impact of globalization in health sector, generic drugs, Unnecessary or excessive use of medical interventions, Universal Health Records (UHR)		
	4.6	Public health during disaster management, influence of climate change on Health		
	4.7	Importance of Local Self Governments (LSGs) in Public Health		
	4.8	Health as a human right, Role of Social Worker in Public Health		
<b>5</b>	<b>Teacher Specific Content</b>			

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Group Discussion</li> <li>3. Case study analysis</li> <li>4. Brainstorming</li> <li>5. Debate</li> <li>6. Assignments</li> <li>7. Seminar</li> </ol>																														
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 4 Credit</b></p> <table border="1" data-bbox="512 748 1307 909"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="531 1350 1492 1619"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>B (3 Mark Each)</td> <td>7</td> <td>5</td> <td>15</td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td>15</td> </tr> <tr> <td>D (15 Mark Each)</td> <td>4</td> <td>2</td> <td>30</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3 Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (15 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Labour Welfare					
<b>Type of course</b>	DSE					
<b>Course Code</b>	MG5DSESWK303					
<b>Course Name</b>	300					
<b>Course Summary &amp; Justification</b>	To understand the labour welfare measures in an organization and the intervention of social workers there					
<b>Semester</b>	V	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>		Lecture	Tutorial	Practical	Others	
	Learning Approach	4	-	-	-	<b>60</b>
<b>Pre-requisites</b>	Completion of the course, Administration and management of Human services					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>At the end of the course, the student will be able to:</i>			
1	Understand the constitutional provisions and industrial-related labour welfare laws	An	1,2
2	Assess the labour markets, wages, employment and unemployment issues	A	1,2,6,7,8
3	Create knowledge in industrial and psychological aspects of labour	C	1,2,3
4	Understand and Analyse different labour movements in India	An	1,2,3,6,7,8
5	Liaison with labour welfare agencies and mechanisms for settlement of Disputes	A	1,2



6	Analyse various labour problems and its welfare based solutions	Ap	1,2,3,4,6,7,8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Labour Welfare, Theories and Laws</b>		15	1
	1.1	Definition of labour welfare, Constitutional laws related to labour welfare, Industrial laws related to labour welfare		
	1.2	International laws related with labour welfare- specifically by UN and other International labour welfare organisation		
	1.3	Labour welfare theories-The Policing theory, The social theory, functional theory, public relation theory, trusteeship theory and placating theory		
2	<b>Principles, Psychological Aspects of Labour Welfare and Concepts</b>		15	1,2,3
	2.1	Principles of labour welfare in India		
	2.2	Industrial and psychological aspects of labour welfare		
	2.3	Labour market- concepts, type characteristics, wages In India		
	2.4	Employment and unemployment of labour market in India		
3	<b>Labour problems, organisations and labour welfare movements in India and abroad</b>		15	2,3,4,6
	3.1	Important Indian labour movements		


	3.2	Important labour movements in the world		
	3.3	Important labour organisations in India and abroad		
	3.4	Identifying the major labour welfare problems in India and abroad		
4	<b>Labour Welfare Programmes and Agencies for Labourers</b>		<b>15</b>	<b>5,6</b>
	4.1	Statutory and non statutory provisions as labour welfare		
	4.2	Welfare programmes for labourers-different welfare boards and their functions		
	4.3	Labour court-Duties and powers		
	4.4	Agencies of labour welfare- state, employer, trade unions, voluntary agencies		
5	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p style="text-align: center;"><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive learning</li> <li>2. E-learning</li> <li>3. Seminar</li> <li>4. Group discussion</li> <li>5. Workshop</li> <li>6. Lecture method</li> </ol>						
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;">- Theory 4 Credit</p> <table border="1" style="width: 100%;"> <tr> <td><b>Total Mark</b></td> <td style="text-align: center;"><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>
<b>Total Mark</b>	<b>100</b>						
<b>CCA</b>	<b>30</b>						
<b>ESE</b>	<b>70</b>						

<b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b>			
Part	No of Qs	No of Questions to be answered	Total Mark
A (1 Mark Each)	10	10	10
B (3 Mark Each)	7	5	15
C (5 Mark Each)	5	3	15
D (15 Mark Each)	4	2	30
<b>Total Mark for ESE</b>			<b>70</b>

### References

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		<h1>Mahatma Gandhi University Kottayam</h1>				
<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Gerontological Social Work					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG5DSESWK303					
<b>Course Level</b>	300					
<b>Course Summary</b>	As an emerging field of social work, the course introduces the social work intervention in the area of gerontology.					
<b>Semester</b>	V	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Age specific characteristics and hazards (Developmental Psychology)					

## MGU-UGP (HONOURS)

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Identify the concepts, theories and approaches of Gerontology	U	1,2
2	Discuss the process and challenges of ageing	E	1,2,3
3	Draw the implementation of policies and programmes related to elderly	S	1,2,6

4	Judge the trends in gerontology at global level	E	2,7,8,9, 10
5	Organise the skills for innovations in Gerontological social work	E	3,10,9
6	Recognize the role the social worker in services related to elderly	U	5,6,7,8, 9
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction and concepts of Gerontology and Gerontological Social Work</b>		10	1
	1.1	Definition, Concept, Ethical principles and Nature of Gerontology		
	1.2	Development of the field of gerontology		
	1.3	Socio-Demographic aspects, Implication of the changing demography of ageing		
	1.4	Definition and concept of Gerontological Social work		
	1.5	Nature and Scope of Gerontological Social work		
2	<b>Theoretical Foundations and Aging Process and challenges</b>		10	1,2
	2.1	Role Theory and Disengagement Theory ,Critical Theory and Activity Theory		
	2.2	Process of Aging – causes and consequences		
	2.3	Disability & Terminal illnesses related issues – causes, symptoms and conditions		

	2.4	Death and Dying, Successful Ageing, Grief Counselling		
	2.5	Elderly abuse		
<b>3</b>	<b>National Policies, Programmes and Interventions</b>		<b>20</b>	<b>3,6</b>
	3.1	Senior Citizen Protection Act (2007), National Policy on Senior Citizens (2011), Pradhan Mantri Vaya Vandana Yojana (PMVVY), Rashtriya Vayoshri Yojana (RVY)		
	3.2	Indira Gandhi National Old Age Pension Scheme (IGNOPS), National Programme for the Health Care of Elderly (NPHCE), Varshitha Pension Bima Yojana (VPBY), Vayomithram, Pakalveedu		
	3.3	Advocacy and empowerment oriented social work programmes, Formal and Informal Care		
	3.4	Interdisciplinary team practices in elder care		
	3.5	Institutional and Non Institutional Services		
	3.6	Psychosocial assessment and interventions		
	<b>Global Trends in Social Work Practice</b>		<b>20</b>	<b>4,5</b>
<b>4</b>	4.1	Development of Geriatric social work and role of NGOs in Elder health and welfare in Global level – America, Canada, Australia, Sweden, Germany, Netherlands		
	4.2	Global Policies and programmes for elderly- UN Principles for Older Pensions, UDHR, Proclamation Aging and Global Targets for Ageing		
	4.3	Difference between Gerontological social work in regional and Global level		
<b>5</b>	<b>Teacher Specific Content.</b>			



<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 1. Direct Instruction 2. Lecture 3. E-Learning 4. Seminar 5. Group Assignment 1. Group Discussion																														
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> - Theory 4 Credit <table border="1" data-bbox="564 544 1323 705"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="580 1144 1469 1413"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>B (3Mark Each)</td> <td>7</td> <td>5</td> <td>15</td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td>15</td> </tr> <tr> <td>D (15 Mark Each)</td> <td>4</td> <td>2</td> <td>30</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (15 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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## References

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- Dandekar, Kumudini (1996) The Elderly In India, Sage Publications, New Delhi
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# Syllabus



# Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab IV</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG5DSESWK304-</b> Social Work Practicum Lab IV (Health Setting)- [Medical and Psychiatric Social Work Specialization] <b>MG5DSESWK305-</b> Social Work Practicum Lab IV (PRI Setting)- [Development Social Work Specialization] <b>MG5DSESWK306-</b> Social Work Practicum Lab IV (Labour Setting)- [Labour Welfare Social Work Specialization] <b>MG5DSESWK307-</b> Social Work Practicum Lab IV (Social Work with NGOs/Programmes addressing Disability)- [Multi-cultural Social Work Specialization]					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	The Social Work Practicum Lab IV aims to enhance the proficiency in conducting assessments, developing intervention plans, and implementing creative social work interventions of the social work trainees in health settings, Panchayati Raj Institutions, institutions for differently abled & Labour welfare institutions. The students choosing different specialization pathways should choose appropriate field work settings.					
<b>Semester</b>	<b>V</b>			<b>Credits</b>		<b>4</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		-	2	2	2**	
<b>Pre- requisites, if any</b>	An MoU can be signed between Social Work institute and PRI Institution/health settings/, institutions for differently abled/ Labour welfare institutions.					

\*\* In addition to the credit hours student will have to complete an extra 30 hours of field work to meet the course specification.

## Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the learners will be able to:</i>			
1	Demonstrate proficiency in conducting assessments, developing intervention plans, and implementing creative social work interventions in group work.	A	7,1,2,3,4,5,6, 8,9,10
2	Engage in advocacy efforts to address social injustices, promote human rights, and empower clients and communities to access resources and services	A	7,1,2,3,4,5,6, 8,9,10
3	Network and collaboration with agencies to address the needs of clients and communities	An	7,1,2,3,4,5,6, 8,9,10
4	Exhibit Cross culture communication Skills	A	7,1,2,3,4,5,6, 8,9,10
5	Develop skills in observation, teamwork, planning, organizing, recording and evaluation	S	7,1,2,3,4,5,6, 8,9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

### Details of the Field Work Setting

The Social Work Practicum Lab IV is in an elective mode as it helps the student to opt their field work in either health setting or in Panchayat Raj Institutions. This practicum shall enable the trainees to foster networking and collaboration with Panchayat Raj Institutions or health departments to address the needs and problems of the clients and communities.

### Social Work Practicum Lab Requirements


1. One group work and its recording in the given format.
2. Initiate theme based community activities and link it with SDGs.
3. Organize a minimum of one programme (cultural/informative/skill building programmes) for the target group of the agency.
4. Identify human rights issues in the community/organization
5. Comprehensive learning of PRI/health department function and preparation of the report of the major/special initiatives of the Panchayat Raj Institution / health department

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &  
SEMESTER END EVALUATION (ESE)**

Sl No.	Field Practicum Components	CCA	ESE
1.	Group work and its reporting	√	
2.	Case work and its reporting	√	
3.	Theme based community programme linking with SDGs		<b>10</b>
4.	Community programme for the target group		<b>10</b>
5.	Regularity & Quality of the Report	√	
6.	Field Work Conferences with Supervisor	√	
7.	Summary Report		<b>10</b>
8.	Field Practicum Presentation		<b>20</b>
9.	Viva Voce (Internal)		<b>20</b>
	<b>Total Marks</b>	<b>30</b>	<b>70</b>

**MGU-UGP (HONOURS)**

**Syllabus**

		<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>							
<b>Course Name</b>		Technology for Social Work Practice					
<b>Type of Course</b>		SEC					
<b>Course Code</b>		MG5SECSWK300					
<b>Course Level</b>		300					
<b>Course Summary</b>		<p>This technology focused social work course is designed to equip practitioners with essential skills for the digital age. This course will help the learners to gain more efficiency, accuracy and quality in service delivery. Throughout the course, emphasis is given to ethical considerations and responsible use of technology in promoting positive outcomes for individuals and communities.</p>					
<b>Semester</b>		V		Credits		3	Total Hours
<b>Course Details</b>		Lecture	Tutorial	Practical	Others		
Learning Approach		3	-	-	-	45	
<b>Pre-requisites, if any</b>		Basic understanding in handling gadgets and social media.					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>At the end of the course, the student will be able to:</i>			
1	Identify different technologies and its uses in the society	U	10,6,9

2	Evaluate the impact of social media in social work practice.	E	2
3	Use different technology tools for assessment and intervention.	A	7
4	Coordinate different technological tools and platforms to enhance social work research.	S	1,2,3
5	Explore the use of Artificial intelligence and Augmented reality in social work practice.	An	7,3,10
6	Demonstrate an awareness to ethical considerations related to the use of technology	S	7,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Technology Tools</b>		<b>15</b>	<b>1,2,6</b>
	1.1	Importance of technologies in contemporary social work practice.		
	1.2	Basics of digital literacy, digital tools–Word, excel, PowerPoint, canva.		
	1.3	Communication technologies in social work: Email, video conferencing, tele- counselling.		
	1.4	Social media, Role of social media in social work		
	1.5	Social media & its management, online advocacy, awareness campaigns and community engagement.		
	1.6	Networking and collaborating through technology.		
	1.7	Ethical considerations in the use of social media. Maintaining Professional boundary		



2	<b>Assessment &amp; Documentation Using Technology</b>		<b>15</b>	<b>1,3,5</b>
	2.1	Digital Assessment tools-EHR, tele-health and virtual assessment.		
	2.2	Digital applications and platforms for screening and assessment and case management. Best practices in electronic documentation- Web based digital tools for documentation.		
	2.3	Artificial Intelligence and Augmented Reality for assessment, documentation, client engagement and intervention.		
	2.4	Legal and ethical considerations in digital assessment and documentation.		
3	<b>Research and Data Analysis Tools</b>		<b>15</b>	<b>1,4,6</b>
	3.1	Technology for social work research		
	3.2	Digital tools for Data collection: Online surveys, questionnaires, applications for field research, and interview platforms.		
	3.3	Data management and analysis using technology-, SPSS,R,Python.		
	3.4	Ethical considerations in using technology in Social work research.		
<b>Teacher specific content</b>				

<b>Teaching and Learning Approach</b>	<b>MGU-UGP (HONOURS)</b>
	<b>Classroom Procedure (Mode of transaction)</b> Interactive Lecture E-learning Seminar Group discussion Workshops

<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>		
	<b>-Theory 3 Credit</b>		
	<b>Total Mark</b>	<b>75</b>	
	<b>CCA</b>	<b>25</b>	
	<b>ESE</b>	<b>50</b>	
	<b>A. Continuous Comprehensive Assessment (CCA)</b>		
	<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Role Play</li> <li>- Demonstration of skill</li> <li>- Creating and managing a professional social media profile</li> <li>- Presentation using digital tools</li> <li>- Technology Integrated group projects</li> </ul>		
	<b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b>		
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>
	A (5 Mark Each)	7	5
	B (5 Mark Each)	5	3
	B (10 Mark Each)	5	2
	<b>Total Mark for ESE</b>		<b>50</b>

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**SEMESTER-VI**

**MGU-UGP (HONOURS)**

**Syllabus**



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Counselling and Therapies in Social Work Practice					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG6DSCSWK300					
<b>Course Level</b>	300					
<b>Course Summary</b>	The course introduces the significance of counseling in social work practice. through the course, the students are oriented on the process of counselling helping the people to deal with the difficulties, techniques and skills based on psychological theories and tools through different settings.					
<b>Semester</b>	VI	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Basic understanding about helping process					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Explain the basic concept of counselling	K	1,2
2	Describe various counselling theories and techniques.	K	1,2
3	Generate awareness of ethical and professional issues in counselling	C	6,7,8
4	Develop the concept of psychotherapy and various psychotherapeutic techniques.	C	1,2,3

5	Articulate skill for practice of counselling in different settings.	A	3,6,7,8,10
6	Identify the essentiality and function of a professional social worker in the counselling field.	An	2,6,7,8,10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Foundations of Counselling and Guidance</b>		<b>20</b>	<b>1,5</b>
	1.1	Counselling: meaning and definition, need and scope counselling. Historical development of counselling.		
	1.2	Similarities and differences: Guidance, counselling, Social Case Work, Psychotherapy.		
	1.3	Elements of counselling: counselee, counsellor, counselling setting. Types of counselling: Directive, Non- directive and eclectic counselling, : Individual and Group counselling,		
	1.4	Different fields of counselling: family counselling, pre- marital counselling, marital counselling, student counselling sex counselling,		
	1.5	Different fields of counselling:geriatric counselling career counselling, crisis counselling, grief counselling and Industrial counselling,		
2	<b>Stages of Counselling Process</b>		<b>10</b>	<b>2,3</b>
	2.1	Counselling process: Attending, Responding, Personalizing, Initiating, and Evaluating		
	2.2	Phases of Counselling: Relationship building Phase, Exploration and understanding phase, Problem Solving Phase, Termination and Evaluation Phase.		
	2.3	Principles and ethical standards of counselling		
	<b>Counselling Relationship and Skills</b>		<b>20</b>	<b>5</b>
	3.1	Counselling Relationship: Regard, Respect, Authenticity, Empathy, trust and genuineness etc...		

3	3.2	Personal qualities/attributes of counsellor-communication, self awareness, confidence, compassion, understanding, patience etc...		
	3.3	Basic counselling skills: - Questioning, paraphrasing, reflection of feelings, summarization, clarification, open and closed questioning,		
	3.4	Basic counselling skills: -reinforcement, Extinguishing, leading, informing, contract, silence, referring, interpretation, Physical Attending skills: Non-verbal skills: Posture, Facial Expressions, Voice, Eye Contact		
<b>Counselling Theories and Techniques</b>			<b>25</b>	<b>2,4,5,6</b>
4	4.1	An introduction to approaches of counselling: Psychoanalytic approach, Cognitive Behavioural Therapy (CBT)		
	4.2	Humanistic approaches, Client centered, Gestalt Therapy, Transactional Analysis, Rational Emotive Behavior therapy (REBT), Reality therapy		
	4.3	Important psychological tests, tools and its applications in counselling Counselling techniques: Listening, Responding, Goal setting, Exploration and action, Behavior techniques, psychodrama, Role play		
	4.4	Counselling in the context of – HIV/AIDS, Elderly, retirement, children, adolescents, Management of screen addiction, De-addiction, Counselling in the context of - Differently abled and rehabilitation counselling		
	4.5	Specific techniques in- PTSD, Stress management, Anger management, Grief counselling. Different palliative care programmes and mental health programmes in counselling in the context of Kerala		
5	<b>Teacher specific content</b>			

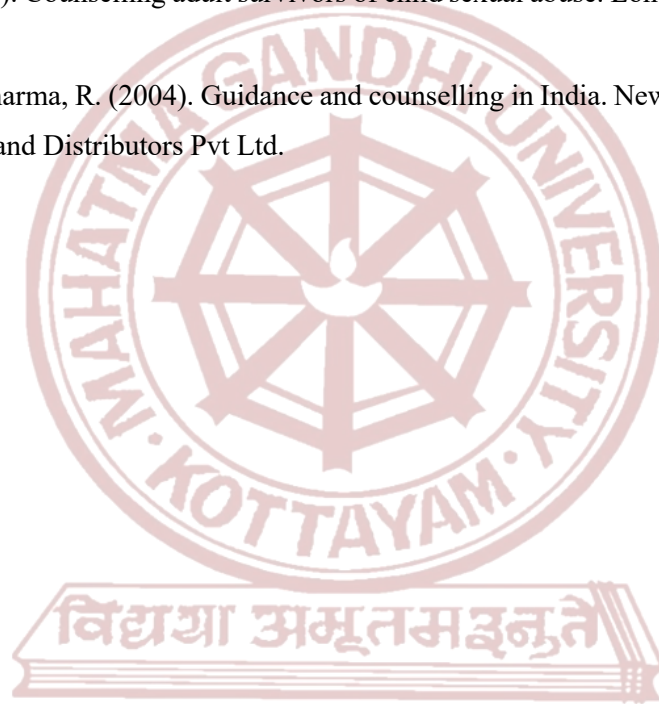


<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Direct instruction</li> <li>2. E- learning</li> <li>3. Seminar</li> <li>4. Assignment</li> <li>5. Group Discussions</li> <li>6. Role plays</li> </ol>																																
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## References

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- Corey, G. (2013). Theory and practice of counseling and psychotherapy. Australia Belmont, CA: Brooks/Cole, Cengage Learning
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- Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai : Better Yourself Books
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- Sharma, R. N., & Sharma, R. (2004). Guidance and counselling in India. New Delhi, India: Atlantic Publishers and Distributors Pvt Ltd.



**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Project Designing and Management					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG6DSCSWK300					
<b>Course Level</b>	300					
<b>Course Summary</b>	Project Designing and Management course provides basic knowledge in project management. It helps the students to acquire skill in preparation, management, monitoring and evaluation of development projects. The course provide an opportunity to understand the relevance of project planning and management in different fields of social work and equipping the students to write independent project proposals					
<b>Semester</b>	VI		<b>Credits</b>		4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Basic understanding about different types of social projects in the community.					

## COURSE OUTCOMES (CO)

# Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Explain the basic concepts, features and need of Project Designing	U	1,2
2	Senses the resource management in Project Designing	An	1,2,6,7,8

3	Describe systematically the steps in participatory project planning	U	1,2,4
4	Make use of the project techniques to evaluate CSR	A	1,2,3,4,6,7,8
5	Build a perspective on the ability to monitor and evaluate critically of Project Planning	C	1,2,6,7,8
6	Demonstrate the ability to design a Project	S	1,2,4,6,7,8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Overview of Project Designing</b>		<b>15</b>	<b>1</b>
	1.1	Project-Definition, features and Need		
	1.2	Scope of project designing and Project cycle,		
	1.3	People's participation (typology) in project – definition, stages		
2	<b>Steps in Participatory Project Planning</b>		<b>20</b>	<b>1,3,4</b>
	2.1	Identifying needs- aspects of situational analysis		
	2.2	Determining priorities		
	2.3	PRA/PLA methods for need identification and prioritization		
	2.4	Feasibility and Impact assessment - Environmental Impact Assessment (EIA), Social Impact Assessment (SIA), Social Cost Benefit Analysis (SCBA).		
	2.5	Formulating Goals and objectives in a project		
	2.6	Preparing activity schedule- action, responsibility, time and cost		

	2.7	Project Scheduling –Gantt Charts, Logical Framework Analysis, Programme Evaluation and Review Technique(PERT) and Critical Path Method(CPM), RBM.		
3	<b>Resource Management</b>		<b>20</b>	<b>2</b>
	3.1	Stakeholder Analysis and Management		
	3.2	Financial Management- Fund raising methods- community resource mobilization, Funding agencies		
	3.3	Budgeting, Need and importance of Accounting in a project, maintaining of records		
4	<b>Monitoring and Evaluation of Project. Documentation</b>		<b>20</b>	<b>5,6</b>
	4.1	Monitoring-definition, Process, Steps in monitoring		
	4.2	project review-variance analysis and performance analysis		
	4.3	Evaluation- definition, types of evaluation, criteria for evaluation, steps in evaluation process		
	4.4	Assessment at various stages of the project: Pre-programme Assessment, Mid-term and Impact Evaluation		
	4.5	Components of Project Proposal: Project title, Executive Summary Introduction, objectives, project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget		
	4.6	Monitoring& evaluation plan, outcome/output/impact, sustainability of the project and conclusion.		
	4.7	Report writing, documenting		
5	<b>Teacher specific content</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Library Work</li> <li>8. Group Discussion</li> <li>9. Active Cooperative Learning</li> <li>10. Workshop</li> </ol>																																
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### References

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Disaster Management</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG6DSESWK301</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	<p>This course explores the intersection of disaster management and social work intervention. Key topics include understanding the environmental issues, psychological impact of disasters, crisis intervention techniques, community resilience, and disaster risk reduction, the role of social workers in emergency response, recovery, and rebuilding efforts. Students also learn about ethical considerations, cultural competence, and collaboration with other agencies to enhance their ability to address the complex challenges posed by disasters. The course integrates theoretical concepts with practical skills, emphasizing the importance of cultural competence and ethical considerations in disaster response.</p>					
<b>Semester</b>	<b>VI</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	
		<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>
<b>Pre-requisites, if any</b>	Nil					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Understanding on environmental issues and theoretical foundations of disaster management	U	1,4
2	Understand the differential effects of disasters on diverse communities.	U	4,5,10
3	Evaluation of Long-Term Recovery Initiatives	E	4,10
4	Explore strategies for mitigating and adapting to the impacts of disasters on the environment.	S	6
5	Promote sustainable practices and policies that contribute to environmental preservation and disaster resilience	A	8,10
6	Assess the role and social work interventions in disaster management	E	1,4,5,6,9,10
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

## COURSE CONTENT

### MGU-UGP (HONOURS)

#### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Environmental Systems and Dynamics on Environmental Issues</b>		15	1,2
	1.1	Overview of environmental components and their interactions- Ecosystem, Natural Resources- Use and over exploitation – Land, Forest, Minerals, Water resources, Renewable and Non Renewable		

	1.2	<p>Environmental Pollution: definition, cause, effects and control measures a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards, Deforestation, and loss of biodiversity</p> <p>Climate Change &amp; Sustainable Development - Cause, Effect, Global Warming</p>		
	1.3	<p>Environmental Impact Assessment (EIA) EIA process and stages</p> <p>Tools and Techniques for Impact Assessment</p>		
2	<b>Disaster Management Fundamentals, Disaster Preparedness and Planning</b>		<b>15</b>	<b>2,3,5</b>
	2.1	<p>Definition and classification of disasters Natural and Manmade disasters – Cause and effect</p> <p>Stages of Disasters: Rescue, Relief, Reconstruction &amp; Rehabilitation</p> <p>Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning)</p>		
	2.2	<p>Preparedness Measure, Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA</p> <p>Community Preparedness- The role of communities in disaster management</p>		
	2.3	<p>Stakeholder Participation- NGOs, Armed forces etc, Corporate Social Responsibility (CSR)</p>		
3	<b>Crisis Intervention</b>		<b>15</b>	<b>2,3,4,5,6</b>
	3.1	<p>Psychological First Aid (PFA)</p>		

	3.2	Crisis Counselling		
	3.3	Safety Planning and Risk Assessment  Post-disaster recovery strategies. Rehabilitation and rebuilding efforts  Survival skills adopted during and after disaster		
<b>4</b>	<b>Disaster Management &amp; Social Work Responses</b>		<b>15</b>	<b>1,2,4</b>
	4.1	Psycho Social Interventions		
	4.2	National and state disaster management framework; financial arrangements National Policies for Environmental Protection and Disaster Management		
	4.3	Legal frameworks governing environmental issues and disaster response Ethical Considerations in Environmental and Disaster Management Role and social work interventions in disaster management		
<b>5</b>	<b>Teacher Specific Content</b>			

# Syllabus

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Lecture discussion session</li> <li>2. Interview with disaster affected persons</li> <li>3. Group discussion</li> <li>4. Assignment</li> <li>5. Seminar</li> <li>6. Interactive Lecturer</li> <li>7. Library work</li> <li>8. Case study</li> <li>9. Brainstorming</li> <li>10. Field visits to disaster-affected areas</li> </ol>
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 4 Credit</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Total Mark</b></td> <td style="text-align: center;"><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>B (3 Mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">15</td> </tr> <tr> <td>C (5 Mark Each)</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">15</td> </tr> <tr> <td>D (15 Mark Each)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3 Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (15 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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## References

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Mental Health and Introduction to Mental Health Disorders</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG6DSESWK302</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	Through this course, the graduate will learn to identify the different in mental disorders and be able to apply counselling to different fields of social work.					
<b>Semester</b>	<b>VI</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	<b>60</b>
<b>Pre-requisites, if any</b>	विद्यया अमृतमश्नुते					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Understand the foundation of human behaviour	U	1,2
2	Use the common user diagnostic classification system	A	1,2,4
3	Articulate the causes, prevention and diagnosis and its treatment	A	1,2,4
4	Apply counselling skills in field of social work	A	1,2,4
5	Respect diversity and human rights by understanding mental disorders.	A	1,2,6,7,8

6	Relate the critical knowledge of Abnormal Psychology within various fields of social work	C	1,2
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Mental Health</b>		<b>10</b>	<b>1,2,5</b>
	1.1	Concepts of Normality and abnormality		
	1.2	Historical perspective of abnormal psychology		
	1.3	Concepts of mental health, mental ill health, positive mental health		
	1.4	Concepts of neurosis and psychosis		
	1.5	DSM and ICD		
2	<b>Schizophrenia and Mood Disorders</b>		<b>15</b>	<b>3,5</b>
	2.1	Concepts of hallucination, illusion, delusion		
	2.2	Mood disorders Unipolar disorder – causal factors, treatment		
	2.3	Bipolar disorder – cause, treatment Suicide – prevention		
	2.4	Psychotic disorders Schizophrenia- positive symptoms, negative symptoms, cause, treatment		
	2.5	Delusional disorders- cause, treatment		
	<b>Neurotic Disorders and Substance Related Disorders</b>		<b>25</b>	<b>3</b>
	3.1	Phobic anxiety- meaning, causes, treatment Obsessive compulsive disorder- meaning, causes, treatment		

3	3.2	Eating disorders – meaning, types , causes, treatment Sleeping disorders- meaning, types, causes, treatment Sexual dysfunction- meaning, sexual cycle ,causes treatment		
	3.3	Substance abuse- tolerance, dependence Addiction- Withdrawal symptoms		
	3.4	Addiction disorders: Alcohol abuse and dependence- causal factors, treatment Drug abuse and dependence – causal factors, treatment		
	3.5	Prevention and treatment- primary , secondary and tertiary prevention		
4	<b>Childhood Disorders</b>		<b>10</b>	<b>1,4,6</b>
	4.1	Pervasive Developmental Disorder - symptoms and treatment		
	4.2	Hyperkinetic Disorders – symptoms and treatment		
	4.3	Conduct Disorder, Emotional Disorders - symptoms and treatment		
	4.4	Mental retardation - symptoms and treatment		
5	<b>Teacher Specific Content</b>			

# Syllabus

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming lectures</li> <li>2. Explicit teaching</li> <li>3. E-learning</li> <li>4. Interactive instruction</li> <li>5. Seminars</li> <li>6. Assignments</li> <li>7. Group discussions</li> <li>8. Presentations by individuals students</li> </ol>																														
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 4 Credit</b></p> <table border="1" data-bbox="699 568 1409 732"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="627 1131 1501 1400"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>B (3Mark Each)</td> <td>7</td> <td>5</td> <td>15</td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td>15</td> </tr> <tr> <td>D (15 Mark Each)</td> <td>4</td> <td>2</td> <td>30</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (15 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	CSR and Social Work Practice					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG6DSESWK303					
<b>Course Level</b>	300					
<b>Course Summary</b>	<p>This course explores the relationship between social work practice and corporate social responsibility (CSR) in the Indian setting. It looks at how CSR efforts affect community development and social welfare, with a focus on professional social workers' engagement in various aspects of CSR programs. Students will get practical insights into utilizing corporate social responsibility (CSR) to address social concerns and promote sustainable development through case studies, fieldwork, and discussions.</p>					
<b>Semester</b>	VI	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	The student should have the basic knowledge Community problems and social work method of Working with Community					

## Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the concept and evolution of CSR and its relevance to social work practice.	U	1,2,3,7
2	Analyse the regulatory framework and policies governing CSR in India.	An	1,2,3,6,7

3	Analyse nature, scope, objectives and importance of various CSR projects	An	1,2,3,6,7,8
4	Explore the role of social workers in designing, implementing CSR initiatives.	U	1,2,3,4,5,9
5	Develop practical skills in engaging with stakeholders, conducting needs assessments, and managing CSR projects effectively.	E	1,2,3,4,6,9
6	Evaluate CSR projects to understand their social impact.	E	1,2,3,4,9,7,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to CSR and Social Work</b>		<b>10</b>	<b>1</b>
	1.1	Define CSR and its features		
	1.2	Explore the historical context and evolution of CSR in India.		
	1.3	Examine the ethical principles and values underpinning CSR and social work.		
	1.4	CSR and its implications for social work practice		
2	<b>Regulatory Framework of CSR in India</b>		<b>15</b>	<b>2,3</b>
	2.1	Analyse the legal provisions and regulatory framework governing CSR activities in India, including the Companies Act and SEBI guidelines. Corporate Social Responsibility under Companies Act, 2013, CSR Amendment Rules, 2021		
	2.2	Understand reporting requirements and compliance mechanisms for CSR projects.		
	2.3	Discuss the role of government policies in promoting CSR		


	2.4	Discuss government related collaboration and initiatives in CSR projects including PRI related project in CSR.		
	2.5	Discuss NGO/civil society collaboration in CSR projects		
	<b>Social Work Practice in CSR</b>		<b>15</b>	<b>4,5</b>
<b>3</b>	3.1	Techniques for needs assessment, stakeholder engagement in CSR project		
	3.2	Project management skills specific to CSR projects		
	3.3	Explore best practices of CSR initiatives from a social work perspective.		
	3.4	Identify the challenges in implementing CSR initiatives from a social work perspective.		
	3.5	The roles and responsibilities of social workers in CSR projects.		
<b>4</b>	<b>Case Studies and Fieldwork</b>		<b>20</b>	<b>5,6</b>
	4.1	Analyse case studies of successful CSR projects in India, focusing on their impact on communities and stakeholders.		
	4.2	Conduct fieldwork or engage in simulations to apply social work principles and practices to CSR initiatives.		
	4.3	Reflect on personal and professional experiences in working with CSR projects and stakeholders.		
<b>5</b>	<b>Teachers Specific Content</b>			

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Group Discussion</li> </ol>																														
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**References**

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# Syllabus

		<h1>Mahatma Gandhi University Kottayam</h1>				
<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Correctional Social Work Practices					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG6DSESWK304					
<b>Course Level</b>	300					
<b>Course Summary</b>	Correctional Social Work practices are aimed at giving an understanding of how the correctional settings can make use of the different methods of Social work in its functioning. This course introduces different types of approaches and perspectives which helps the students to develop a non-judgmental aptitude to work in correctional settings.					
<b>Semester</b>	VI	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Application of Methods of Social Work					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Critically Examine the causes of crime and how correctional settings offer scope to social work interventions	A	1,2,3,6,7,8

2	Describe the different functions of correctional organizations in ensuring justice and dignity to the accused.	U	1,6,7,3
3	Build a perspective on the Juvenile Justice system and work with Children who need care and protection	C	1,3,4,5,7,8
4	Appreciate inclusiveness and values of moral reasoning in managing different types of people engaged with corrective measures	E	1, 6,7,8
5	Appraise the different laws, policies and legislative measures and apply student's competencies to efficiently deal in the settings.	E	1,2,3,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Criminology</b>		<b>15</b>	<b>1,5</b>
	1.1	Definition and scope of Criminology in social work – Crime as a social problem		
	1.2	Causes of Crime – Heredity, Psychological, Sociological, family, neighbourhood, school, mass media, movies, pornography, cultural, poverty, unemployment, trafficking		
	1.3	Who is a Victim? Victim Offender, Relationship, Prisoner, Delinquent, offender		
	1.4	Typology of crime – professional, habitual, White Collar Crime		
2	<b>Introduction to Correctional Settings</b>		<b>15</b>	<b>1,2,3 4</b>
	2.1	Origin of Prison- Prison Reform Movement in India. Open –air prisons, Programmes and functions,		
	2.2	Origin and development of Correctional social work in India – institutional corrections and community corrections		



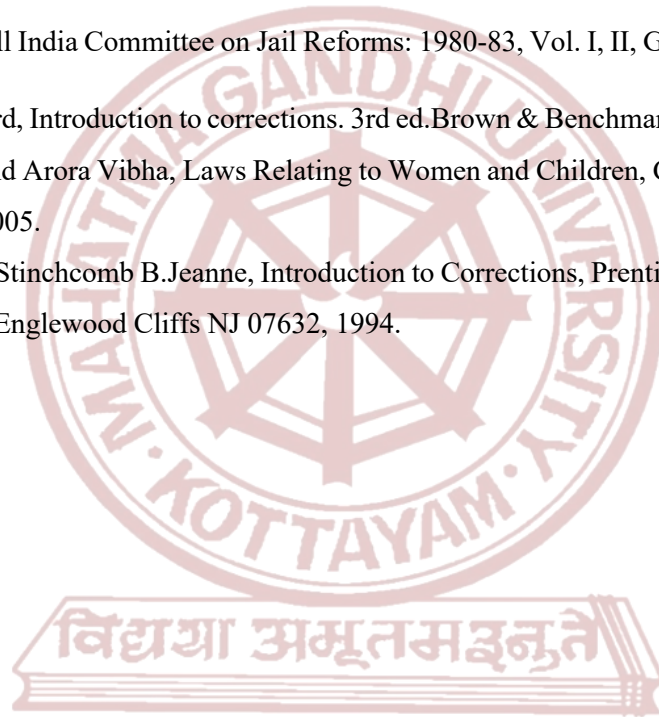
	2.3	Role of Remand homes in Correctional settings. Central Jails, District Jails, Sub jails, open jails, women's jail. Prison vs jail, Women in detention.		
	2.4	The Certified schools for corrective measures, Juvenile Court- aims and function, Borstal Schools as a reformatory institution.		
	2.5	Fragmentation of Correction.. By Jurisdiction ,By Criminal Justice Function, By Location, By age, and by other factors including the Sex and type of the offender and the offense		
	<b>Juvenile Delinquency</b>		<b>15</b>	<b>2,3,5</b>
<b>3</b>	3.1	Meaning and nature of Juvenile delinquency, Children in need of care and protection		
	3.2	Changing concepts in Juvenile Delinquency – Delinquency in Girls		
	3.3	The etiology of Juvenile delinquency, Broken Homes, home and family, neighbourhood and school influences, beggary and vagrancy, trafficking		
	3.4	Prevention of delinquency, Juvenile Justice bureau members		
	<b>Probation, Parole and After care</b>		<b>15</b>	<b>1,2,3,4,5</b>
<b>4</b>	4.1	Probation in the legal system. History overview and Principles		
	4.2	Parole- Principles of parole, preparation for parole supervision, discharge Rights of Prisoners in India, Kerala Prisons and Correctional Services (Management ) Act, All India Committee on Jail Reforms		
	4.3	Distinction between Probation and Parole Juvenile Justice Act, Kerala Borstal Schools Act, Probation of Offenders Act, Prevention of Immoral Trafficking in Woman and Girls Act, Dowry Prohibition Act		

	4.4	<p>After care ,discharged Prisoner Aid society, Shelter Homes</p> <p>Different roles ,Skills and techniques needed for social work with correctional administration, Role of NGOs in this area.</p> <p>Different roles ,Skills and techniques needed for social work with correctional administration, Role of NGOs in this area.</p>		
5	<b>Teacher specific content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Inquiry based learning</li> <li>2. Interactive lectures</li> <li>3. Workshop by experts</li> <li>4. Discussions on intervention Methods</li> <li>5. Technology integration</li> <li>6. Group discussions and Seminars</li> <li>7. Feedback and reflections etc.</li> </ol>																														
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 4 Credit</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Total Mark</b></td> <td style="text-align: center;"><b>100</b></td> </tr> <tr> <td style="text-align: center;"><b>CCA</b></td> <td style="text-align: center;"><b>30</b></td> </tr> <tr> <td style="text-align: center;"><b>ESE-UGP (HONOURS)</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>B (3 Mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">15</td> </tr> <tr> <td>C (5 Mark Each)</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">15</td> </tr> <tr> <td>D (15 Mark Each)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE-UGP (HONOURS)</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	10	B (3 Mark Each)	7	5	15	C (5 Mark Each)	5	3	15	D (15 Mark Each)	4	2	30	<b>Total Mark for ESE</b>			<b>70</b>
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab V</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>MG6DSCSWK301</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	The Social Work Practicum Lab V is in the Non-Government Organization. This field practicum aims to gain practical experience in the non-profit sector. Social Work trainees are expected to develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement.					
<b>Semester</b>	<b>VI</b>			<b>Credits</b>		<b>4</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours
		-	2	2	2**	120
<b>Pre-requisites, if any</b>	Social work trainees must possess essential knowledge about the functioning of the Organization/ Institution chosen for the social work practicum.					

\*\* In addition to the credit hours student will have to complete an extra 30 hours of field work to meet the course specification

## Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO.
<i>Upon the completion of the course, the learners will be able to:</i>			

1.	Develop skills in observation and teamwork.	S	4,5,7,8
2.	Acquire skills in programme planning, implementation and evaluation.	U	1,2,3,4,5,6,7,8,10
3.	Prepare mini research that are relevant as well as derived from the need of the community.	A	1,2,6
4.	Develop practice skills by applying classroom theory to real life situations	A	3,4,5,6,7
5.	Identify and apply principles of management in the field practicum.	An	1,2
6.	Demonstrate the professional identity in the agency setting	C	4,5,6,7,8
<p><b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b></p>			

### Details of the Field Work Setting

The Social Work Practicum Lab V is in the Non-Government Organization. This field practicum aims to gain practical experience in the non-profit sector. Social Work trainees are expected to develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement. Acquiring knowledge of non-profit processes, policies, and best practices is vital in this field practicum. The social work trainees need to foster their critical thinking, problem-solving, and teamwork skills and refine oral and written communication skills.

### Social Work Practicum Lab Requirements

1. Detailed study on Vision, mission, philosophy and history of NGO/Project, organizational structure, administration and functioning.
2. Undertake one Mini Research derived from the needs of the organization and in consultation with them.
3. Participation in the programmes and process of community services undertaken by the NGO/Project in the applicable fields of activities.
4. Participate in regular activities of non-profit organization, especially in relation to Policy, Advocacy and Social Action.

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END  
SEMESTER EVALUATION (ESE)**

Sl No.	Field Practicum Components	CCA	ESE
1.	Mini research report		10
2.	Community based interventions/programme		10
3.	Regularity & Quality of the Report	√	
4.	Field Work Conferences with Supervisor	√	
5.	Summary Report		10
6.	Field Practicum Presentation		20
7.	Viva Voce (Internal)		20
	<b>Total Marks</b>	<b>30</b>	<b>70</b>



**MGU-UGP (HONOURS)**

**Syllabus**





# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>Career Planning and Professional Enhancement</b>					
<b>Type of Course</b>	<b>Skill Enhancement Course (SEC)</b>					
<b>Course Code</b>	<b>MG6SECSWK300</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	Employability Enhancement and Professional Grooming is a course designed to help students to bridge the gap between academic education and the industry's expectations, preparing students for a successful transition into the workforce. This course equips students with the necessary skills, knowledge, and attitudes to thrive in today's competitive job market and skills and to present themselves professionally and make a positive impression in both personal and professional settings.					
<b>Semester</b>	<b>VI</b>			<b>Credits</b>		<b>3</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		3	-	-	-	45
<b>Pre-requisites, if any</b>	Essential understanding of professionalism and etiquettes					

## Course Outcomes (CO)

# Syllabus

CO No.	Expected Course Outcome	Learning Domains*	PO
<i>Upon the completion of the course, the learners will be able to;</i>			
1.	Employ the skills that are required by the world of work	S	1,2
2.	Identify the strength and weakness of oneself in the areas of personal and professional life.	U	1,6,7,8
3.	Practice healthy coping mechanisms that lead to productivity and happiness.	A	1,3,4,8

4.	Use the self with consciousness and effectiveness	A	1,2,6,8
5.	Develop effective grooming habits	C	3
6.	Value human relationships in personal and professional life.	E	4,6,7,8,9
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

### Course Content

#### Content for Classroom transaction (units)

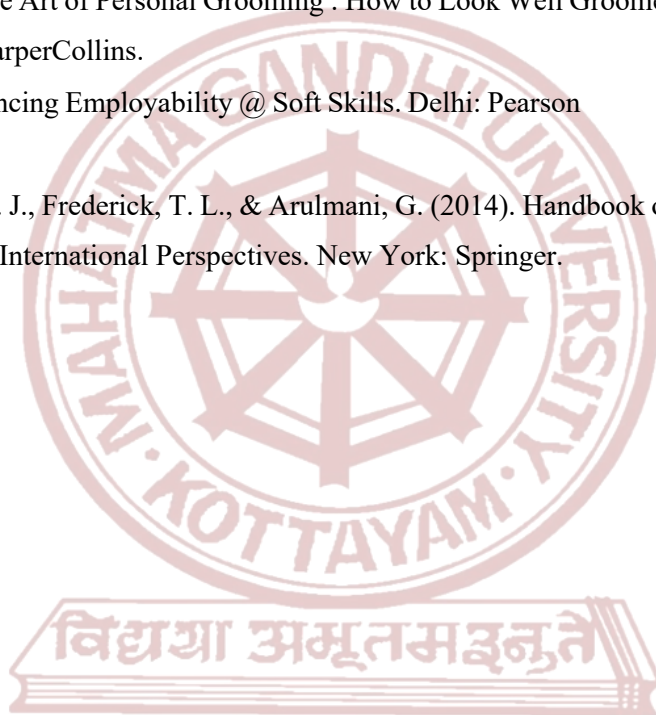
Module	Units	Course Description	Hrs	CO No.
1	<b>Self-management &amp; Emotional Skills</b>		15	1, 2, 4, 6
	1.1	Communication, Coping with Emotions		
	1.2	Social awareness & Interpersonal Relationship		
	1.3	Self-Awareness and SWOT analysis		
	1.4	Decision Making , Coping with Stress , Handling Feedback and Problem Solving		
	1.5	Creativity, Mindfulness and Workplace Relationship		
	1.6	Critical Thinking		
	1.7	Time Management		
2	<b>Macro-management</b>		15	1, 2, 3, 6
	2.1	Public speaking		
	2.2	Making effective presentations		
	2.3	Leadership & Team Building		
	2.4	Protocol at formal functions		
	2.5	Leadership & Team Building		
	<b>Personal Grooming</b>		15	5

3	3.1	Basics of good grooming		
	3.2	Personal Hygiene		
	3.3	Body Language		
	3.4	Clothing		
	3.5	Jewellery and Accessories		
	3.6	Personal Branding		
4	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive lectures.</li> <li>2. E-learning</li> <li>3. Seminar</li> <li>4. Role Play</li> <li>5. Library works</li> </ol>																										
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## References

- McDonald, K., & Hite, L. (2015). Career Development: A Human Resource Development Perspective. New York: Taylor & Francis.
- Morley, D. A. (2018). Enhancing Employability in Higher Education Through Work Based Learning. Switzerland: Springer International Publishing.
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- Watts, A. G., Bakshi, A. J., Frederick, T. L., & Arulmani, G. (2014). Handbook of Career Development: International Perspectives. New York: Springer.



**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>Social Innovations and Entrepreneurship</b>					
<b>Type of Course</b>	<b>Value Addition Course (VAC)</b>					
<b>Course Code</b>	<b>MG6VACSWK300</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	This course introduces the fundamentals of social innovation and entrepreneurship. Through practical examples and case studies, students will learn how to identify social issues and develop innovative solutions that create positive impact.					
<b>Semester</b>	<b>VI</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	<b>45</b>
<b>Pre-requisites, if any</b>	Basic understanding of Social Innovations and Entrepreneurship					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Enhance the awareness of social innovation and entrepreneurship	K	1,3,5,6,7
2	Assess the impact of social innovations and entrepreneurship	A	1,3,5,7
3	Demonstrate ethical and responsible leadership in social innovation and entrepreneurship	C	4,5,6,7,8,10
4	Assess the business models and financial sustainability of social entrepreneurship	A	1,3,6,7,8
5	Analyse social problems and opportunities for innovation	An	1,2,3

6	Develop creative and innovative solutions to social problems	C	4,5,7,8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Introduction to Social Innovation</b>		15	1,2,3
	1.1	Innovation – Meaning, Need and Definitions		
	1.2	Components of Innovation. Social Innovation –Types and Implications.		
	1.3	Social Innovation -History		
	1.4	Social Innovation in different settings-Public,Third, market, household		
	1.5	Boundaries of Social Entrepreneurship – Social service provision, Social activism.		
2	<b>Design Thinking for Social Innovation</b>		15	2,3,4,5
	2.1	Identifying Social Issues Recognize Local Challenging: Community Mapping, Stakeholder Analysis		
	2.2	Social Innovation Process: Prompts – Proposals – Prototypes – Sustaining-scaling and Systematic change		
	2.3	Different funding sources for Social Innovation and Entrepreneurship		
3	<b>Introduction to Social Entrepreneurship</b>		15	1,2,3,4,5,6
	3.1	Social Entrepreneurship – Types Social Entrepreneur		
	3.2	Social Entrepreneurship Process :The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) frame work, The Case Model		
	3.3	Sources of Social Entrepreneurship -Public Sector & Private Sector		



	3.4	Sources of Social Entrepreneurship- Voluntary Sector		
	3.5	Skills and Qualities of a Social Entrepreneur		
	3.6	Social Innovative projects in Foreign Countries		
<b>4</b>	<b>Teacher specific content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. E-Learning</li> <li>3. Seminar</li> <li>4. Group Assignment</li> <li>5. Library Work</li> <li>6. Group Discussion</li> </ol>							
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 3 Credit</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Total Mark</b></td> <td style="text-align: right;"><b>75</b></td> </tr> <tr> <td><b>CCA</b></td> <td style="text-align: right;"><b>25</b></td> </tr> <tr> <td><b>ESE</b></td> <td style="text-align: right;"><b>50</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Role Play</li> <li>- Demonstration of skill</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b></td> </tr> </table>	<b>Total Mark</b>	<b>75</b>	<b>CCA</b>	<b>25</b>	<b>ESE</b>	<b>50</b>	<b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b>
<b>Total Mark</b>	<b>75</b>							
<b>CCA</b>	<b>25</b>							
<b>ESE</b>	<b>50</b>							
<b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b>								

Part	No of Qs	No of Questions to be answered	Total Mark
A (3 mark Each)	7	5	<b>15</b>
B (5 Mark Each)	5	3	<b>15</b>
C (15 Mark Each)	5	2	<b>20</b>
<b>Total Mark for ESE</b>			<b>50</b>

## References

- Bacq, S., & Janssen, F. (2014). Social entrepreneurship: A balanced approach to creating sustainable businesses. Palgrave Macmillan.
- Banks, K. (2017). Social Entrepreneurship and Innovation: International Case Studies and Practice. Routledge
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- Murray, R., Caulier, G., Mulgan, G., & Steinberg, J. (2010). Social innovation: An international perspective. Cambridge University Press.



**MGU-UGP (HONOURS)**

**Syllabus**



## Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab VI</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MG6DSESWK305</b>					
<b>Course Level</b>	<b>300</b>					
<b>Course Summary</b>	The Social Work Practicum Lab VI will be organised in the Non- Government Organization which functions as Care Homes. This field practicum is elective based providing exposure to the Child / Elderly/ Differently Abled/ Entrepreneurship / Correctional Setting.					
<b>Semester</b>	<b>VI</b>			<b>Credits</b>		<b>0</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	<b>Total Hours</b>
		-	-	-	-	<b>120</b>
<b>Pre-requisites, if any</b>	Social work trainees must possess essential knowledge about the functioning of the MGU UGP (HONOURS) Organization/ Institution chosen for the social work practicum. Should have enrolled to courses on Social Welfare Administration and Project Planning					

# Syllabus

### Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO.
<i>Upon the completion of the course, the learners will be able to;</i>			
1.	Demonstrate skills in engaging, assessing and intervening with individuals	A	1,2,3,6 7,8

2.	Demonstrate skills in engaging, assessing and intervening with groups	A	1,2,3,6,7,8
3.	Exhibit skills in documenting the counseling process	S	1,2,3,4
4.	Apply theories and paradigms for Social Work practice in the field practicum setting	A	1,2,8
5.	Develop professional linkage with the agency for addressing the needs of the target group	An	9,10
6.	Demonstrate professionalism by maintaining appropriate boundaries with clients and colleagues	A	1,6,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

### Details of the Field Work Setting

The Social Work Practicum Lab VI is in the Non-Government Organization that are functioning as Care Homes. This field practicum is elective based providing exposure to the Child / Elderly/ Differently Abled/ Entrepreneurship / Correctional Setting. In continuation to the previous field practicum, the Social Work trainees are expected to foster hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement, and accumulate critical thinking, problem-solving, teamwork, oral and written communication skills. **Social Work Practicum Lab**

### Requirements

1. One group work and its recording in the given format.
  2. One casework and its recording in the given format.
  3. Practice Counseling and its documentation in the given format.
  4. Participate in regular activities of the agency.
1. A detailed understanding of the organization structure and programme components and Preparation of 'Organization Study Report'.

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END  
SEMESTER EVALUATION (ESE)**

Sl No.	Field Practicum Components	CCA	ESE
1.	Completion of Group Work & Report		10
2.	Completion of Case Work & Report		10
3.	Report on counseling process	√	
4.	Regularity & Quality of the Report	√	
5.	Field Work Conferences with Supervisor	√	
6.	Summary Report		10
7.	Field Practicum Presentation		20
8.	Viva Voce (Internal)		20
	<b>Total Marks</b>	<b>30</b>	<b>70</b>



**MGU-UGP (HONOURS)**

**Syllabus**




**SEMESTER-VII**

**MGU-UGP (HONOURS)**

**Syllabus**



		<h2>Mahatma Gandhi University Kottayam</h2>				
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Critical Social Work</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MG7DCCSWK400</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	This course aims at introducing critical social work practices to the students. The course is designed to develop conceptual clarity and theoretical knowledge on the community centered approach of Social Work and critical practices in individual centered Social Work interventions.					
<b>Semester</b>	<b>VII</b>	<b>Credits</b>		<b>4</b>	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		4	-	-	-	<b>60</b>
<b>Pre- requisites, if any</b>	NIL					

### COURSE OUTCOMES (CO)

## Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Demonstrate knowledge of concepts and theories of Critical Social Work	A	1,2
2	Develop Knowledge in various critical perspectives that are foundational to critical Social Work	U	1,2,3

3	Describe important academic debates that constitute Critical Social Work in India and elsewhere	U	1,2,3
4	Be acquainted with scientific knowledge on social experiences of different groups in India	A	1,2,3
5	Demonstrate knowledge in critical practices in Social Work	A	1,2,3,6,7,8
6	Develop understanding of critical perspectives about critical Social Work	U	1,2,3,6,7,8
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	<b>Introduction to Concepts, Schools of Thought and Perspectives-I</b>		18	1, 2,6
	1.1	Important concepts: Social oppression, prejudice, domination and subordination		
	1.2	Power, hegemony and cultural invasion, patriarchy and masculinity		
	1.3	Civil society, public sphere, social democracy, Social Justice		
	1.4	Social critique in Marxism, the Frankfurt School of Critical Theory, class oppression and Radical Social work		
	1.5	Influence of postmodernism in critical theory, Critical Social Science		
	<b>Introduction to Concepts, Schools of Thought and Perspectives -II</b>		12	1, 2,6

2	2.1	Further developments in Critical Theory: Critical Race Theory, Critical White Studies, Color-blind racism, silent racism		
	2.2	Dalit Studies, humiliation, new casteism and new Brahmanism		
	2.3	Women Studies, Queer Studies, social model of Disability		
	2.4	Individual and community debate		
	2.5	Individual centered and community centered approaches in Social Work		
3	<b>Critical Social Work in Practice</b>		<b>14</b>	<b>3,5</b>
	3.1	Critical practice in individual centered Social Work: Values in critical practice, Individual rights and justice in Social Work, Power of social worker		
	3.2	Critical practice in community work, radical community development, social justice and poverty		
	3.3	Radical Social Work, critical social work, Anti oppressive social work		
	3.4	Feminist social work, Dalit and tribal social work, critical clinical social work		
	3.5	Critical pedagogy: Paulo Freire and Gramsci, conscientization and critical consciousness		
4	<b>Critical Social Work in India</b>		<b>16</b>	<b>1, 2, 3,4,5</b>
	4.1	Structure and agency in Sociology, importance of social development and empowerment		
	4.2	Traditional vs. critical debate in Social Work education in India,		

	4.3	Social Work among Indian realities: Identity and power, cultural hegemony in India, caste as privilege and power, slavery and conversion in Kerala		
	4.4	Scope of feminist Social Work in India, scope of Dalit Social Work in India, scope of Tribal Social Work in India		
5	<b>Teacher Specific Content</b>			


<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Lecture</li> <li>3. Active cooperative learning</li> <li>4. Group assignments</li> <li>5. Library work and group discussion</li> <li>6. Presentation by group representative</li> </ol>																																
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# Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab VII</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MG7DCCSWK401</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	This practical course intends to equip students to work in a structured setting under the supervision of a qualified social worker. The course also intends to help students in integrating the theory courses they learned in the current and previous semesters.					
<b>Semester</b>	<b>VII</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	
		-	3	2	4**	120
<b>Pre-requisites, if any</b>	<b>Nil</b>					

\*\* In addition to the credit hours student will have to complete an extra 60 hours of field work to meet the course specification .



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Practice methods of Social Work and demonstrate skills of engagement, assessment, intervention and evaluation.	S	1,2,3,4,8
2	Demonstrate skills in collaboration and teamwork in the respective setting.	S	4,5,8,9
3	Prepare a need based project proposal for the agency/for the locality	C	4,5,8,9,10
4	Promote eco-friendly practices in the agency/locality	C	7,8,9,10
5	Display professional skills in documentation	S	4
6	Demonstrate ethical use of technology in the field work	S	4,8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## MGU-UGP (HONOURS)

**Details of the Field Work Setting** : Field work at Structured Agencies  
- State/Regional/National / International (Govt. Projects / NGOs)

### Syllabus

#### Social Work Practicum Lab Requirements

1. Organisation study
2. Practice of the method of social work in the agency setting
3. Preparation of a need based project
4. Undertake of eco friendly practice
5. Integration and ethical use of technology

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END SEMESTER  
EVALUATION (ESE)**

Sl No	Field Practicum Components	CCA	ESE
1.	Practice of one method of social work and its reports	√	
2.	Need based project proposal		<b>10</b>
3.	Report on the Eco-friendly practices		<b>10</b>
4.	Ethical use and integration of Technology	√	
5.	Regularity & Quality of the Report	√	
6.	Field Work Conferences with Supervisor	√	
7.	Summary Report		<b>10</b>
8.	Field Practicum Presentation		<b>20</b>
9.	Viva Voce (Internal)		<b>20</b>
	<b>Total Marks</b>	<b>30</b>	<b>70</b>



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Advanced Social Work Research Methods</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MG7DCCSWK402</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	<p>This advanced social work research course equips students to comprehend diverse research paradigms, demonstrate proficiency in advanced literature review techniques, design research using sophisticated methodologies, perform advanced statistical procedures with software, effectively disseminate findings to diverse audiences, and apply ethical guidelines, including securing ethics committee approval, fostering a holistic skill set for impactful and ethically sound social work research. Students will develop a nuanced understanding of research principles, enhanced methodological skills, and the ability to ethically navigate the entire research process, ensuring they contribute meaningfully to the field and engage diverse stakeholders in the dissemination of valuable research outcomes.</p>					
<b>Semester</b>	<b>VII</b>	<b>Syllabus Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	<b>60</b>
<b>Pre- requisites, if any</b>	Should have completed the course titled Introduction to Social Work Research					

## COURSE OUTCOMES (CO)

CO No	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Demonstrate a comprehensive understanding of research paradigms and considerations	A	1,2,3
2	Demonstrate proficiency in advanced literature review techniques	S	1,2,4
3	Design research using advanced research designs selecting appropriate methodologies	A	1,2,3
4	Apply various quantitative and qualitative data analysis techniques, interpret findings, and present results effectively by using statistical software.	A	1,2,3
5	Effectively disseminate research findings utilizing diverse strategies and targeting specific audiences, including policymakers, practitioners, academics, and the general public	C	1,2,4,9
6	Apply ethical guidelines throughout the research process, including securing ethics committee approval.	A	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

# Syllabus

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Paradigms and considerations of research		15	1,6
	1.1	Paradigms of research Positivism, Interpretivism, Critical Theory, Pragmatism		

	1.2	Considerations: Ontology, axiology, epistemology, methodological implications		
	1.3	Historical development of paradigms in research, Integration of paradigms,		
	1.4	Critical reflections on integration of paradigms in research Use of AI in research		
<b>2</b>	<b>Literature Review</b>		<b>15</b>	<b>1,2,3,4</b>
	2.1	Literature Review: Use of literature review, aligning with research questions, theoretical framework		
	2.2	Steps in conducting a literature review, Use of databases, referencing, citations, style, similarity/plagiarism, Indexing (Scopus, Web of Science, Pubmed, etc.)		
	2.3	Process of scoping review, Systematic review, meta- analysis		
	2.4	Bibliometric Analysis		
	2.5	AI tools for literature review		
	<b>3</b>	<b>Research Designs</b>		<b>15</b>
3.1		Single system design, Survey Design: Cross sectional surveys and Longitudinal studies ( Cohort Studies) Causal Comparative Design; Correlational Designs		
3.2		Experimental designs (Intervention Studies): True experiments (Randomized Control Trials) and Quasi experiments;		
3.3		Designing complex research studies: longitudinal, experimental, and quasi-experimental designs Developing and validating measurement instruments for social work research (scale construction)		
3.4		Selecting appropriate qualitative research designs - case studies, phenomenology, grounded theory, and ethnography		
3.5		Sampling: Sampling procedures, selection of appropriate sampling procedure, Sample size estimation, sampling bias, sampling and external validity		

4	<b>Advanced Analysis techniques &amp; Dissemination of Results</b>		<b>15</b>	<b>4,5,6</b>
	4.1	Parametric and non-parametric statistics – assumptions, types, etc.		
	4.2	Parametric: Logistic Regression, Multiple Regression, ANCOVA, MANOVA, RMANOVA, Structural Equation Modeling		
	4.3	Non-parametric: Mann-Whitney U Test, Wilcoxon Signed-Rank Test, Kruskal-Wallis Test, Friedman Test, Chi-Square Test of Independence		
	4.4	Thematic analysis, content analysis, and narrative analysis. Critical discourse analysis Software tools for qualitative data analysis		
	4.5	Meta-analysis and meta-synthesis in qualitative research. - Writing a literature review using qualitative research Use of reference, citations, methods to minimise plagiarism Use of AI tools at various stages of qualitative research Interpreting and validating qualitative findings.		
	4.6	Evaluating the quality of qualitative research studies. Identifying biases and ethical considerations in qualitative research. Synthesizing findings across qualitative studies.		
	4.7	Use of Software for Data Analysis		
	4.8	Interpretation of results and presentation of results of statistical tests in APA style		
	4.8	Dissemination strategies – target audience and publication strategies Structuring and writing of scientific articles- preparing manuscripts		
5	<b>Teacher Specific Content</b>			



<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Interactive lecture</li> <li>2. Hands-on training</li> <li>3. Workshop by experts</li> <li>4. Attending research workshops</li> <li>5. Research proposal development</li> <li>6. Undertaking of mini research</li> <li>7. Hands on training on softwares for data analysis</li> <li>8. Group discussions</li> <li>9. Feedback and reflections etc.</li> </ol>																														
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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Dalit and Tribal Social Work					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG7DCESWK400					
<b>Course Level</b>	400					
<b>Course Summary</b>	This course explores the unique challenges and opportunities in social work practice with Dalit and Tribal communities. Students will examine historical, cultural, and socio-economic factors influencing these communities and develop culturally competent social work interventions					
<b>Semester</b>	VII	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	The student should have fundamental knowledge in social work and commitment to cultural competency.					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon Completion of the course ,the students will be able to</i>			
1	Describe the historical context and social structures affecting Dalit and Tribal communities.	U	1,2
2	Outline the impact of discrimination, oppression, and marginalization on Dalit and Tribal populations.	An	1,6,7,8
3	Focus on policy implications and advocacy strategies to address the needs of Dalit and Tribal communities.	A	1,2,6,7,8,9

4	Demonstrate an understanding of the ongoing learning process in tribal social work	U	1,2,6,7,8,9,10
5	Assess culturally sensitive and contextually relevant social work theories and methods for working with Dalit and Tribal communities.	E	1,2,6,7,8,9,10
6	Develop skills in community-based interventions that empower Dalit and Tribal individuals and groups.	C	1,4,5,6,7,8,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs.	CO No.
1	<b>Dalit and Tribes- An Introduction</b>		<b>10</b>	<b>1,2,3</b>
	1.1	Caste System-Varna System, Concept of Oppression, Untouchability, Dalit Movements in Pre Independence Era.		
	1.2	Mahatma Gandhi, Dr.B R Ambedkar and Jyothi Rao Phule and Dalit Movements		
	1.3	Dalit Movements in Post Independent era. Constitutional provisions, Issues and challenges. Movements and Resistance		
	1.4	Marginalisation-Concept, Meaning. Social, Political and economic marginalisation		
	<b>Dalit Movements in India</b>		<b>15</b>	<b>1,2,3</b>
	2.1	Bhakti Movement-Saguna, Nirguna, Neo Vedantik Movement-Arya Samaj		

2	2.2	Non Brahmin Movement, Self Respect Movement, anti untouchability movements		
	2.3	Adi Dravida movement, Sri Narayana Dharma Paripalana Movement, Nair Movement.		
	2.4	Sanskritisation Movement-Adi Dharma Movement, Mahar Movement by Ambedkar, Namasudra movement, Adi Dravida Movement		
	2.5	Adi Karnataka movement, Adi Hindu movement, Pulaya and Cheruman organisation.		
	2.6	Dalit Literary Movement-Mukti Movement, revolutionary songs, poems, stories, autobiographies, Baburao Bagul.		
3	<b>Tribal Social Work</b>		<b>15</b>	<b>1,2,3,4,5,6</b>
	3.1	Tribal studies - Evolution, Nature, Meaning and Scope, History, Definition and Perspectives		
	3.2	Tribes -Definition and Scope of tribal social work, Historical Context: Impact of Colonisation, Ethical Considerations.		
	3.3	Social Issues in Tribal Communities-Poverty and Economic Development Education Disparities, Substance Abuse and Mental Health, Domestic Violence and Child Welfare, Land rights and Displacement.		
	3.4	Understanding Tribal Governance Structures, Tribal Sovereignty and Self-Determination, Federal Policies Impacting Tribal Communities, Social Work Advocacy in Policy Development		
	3.5	Critical Examination of Mainstream Social Work Theories, Development of Culturally Sensitive Frameworks, Strengths-Based Approaches		
	3.6	Community-Based Participatory Research, Asset-Based Community Development, Empowerment Strategies, Collaborative Partnerships with Tribal Leaders and Organizations		
	<b>Tribes in Kerala</b>		<b>20</b>	<b>1,4,5,6</b>



4	4.1	Demography of Tribes in Kerala, Issues of tribes- Literacy, Education, Health and Poverty Status of Tribes in Kerala. Vulnerability Analysis.		
	4.2	Tribal Development Programmes, schemes, Voluntary Organisation and Tribal Mainstreaming		
5	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Direct Instruction: Lecture Method</li> <li>2. Case Study Presentation</li> <li>3. Assignments</li> <li>4. Group Discussion</li> </ol>																																
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## References

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- Beteille, A. 1986. 'The Concept of Tribe with Special Reference to India', European Journal of Sociology. 27: 297-318.
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	School Social Work					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG7DCESWK401					
<b>Course Level</b>	400					
<b>Course Summary</b>	The course is an advanced practice level course designed to provide specific and contemporary contexts of social work practice in school settings. It highlights the role of a school social worker in utilising preventive and intervention methods and roles applicable to diverse population, multiculturalism and diversity in the education field					
<b>Semester</b>	VII	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>	Students should be thorough with the methods of Social Work, different levels of social work practice, human growth and development and basic psychology					60

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcomes	Learning Domains*	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Critically examine barriers to learning and interventions that foster improvement of student well being	A	1,2,6,7,8

2	Analyse the barriers to academic progress relating to cultural issues within local educational policies	An	1,2,6,7,8
3	Apply the knowledge on using data or information related to prevention, early screening, risk factors in improving student welfare	C	1,2,3
4	Articulate skills in applying social work methods within school setting, using multidisciplinary network for best intervention support	U	3,4,5,9
5	Explain recording formats, Individual Education Plan or any special education formats	U	2,4
6	Formulate support programmes for academics and student assistance	C	4,2,8,9
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>School Social Work an Overview</b>		15	1,4
	1.1	Definition, objectives, scope of social work practice in schools		
	1.2	Historical developments and perspectives of School social work in India and the west.		
	1.3	Systems approach to School Social work – social worker as a liaison with management, teachers, parents, children and the community at large. Inclusive education		
	1.4	Standards for professional practice in education settings. Importance of maintaining student records for evidence based practice, assessment, performance analysis and follow up		
	<b>Student Issues in Preventing Academic Progress</b>		15	1,2,3

2	2.1	Child Mental health and its importance in school Settings Truancy, conduct issues, behavioural addiction, interpersonal and intra personal issues, parental loss, migration, trauma related issues, speech and language disorders affecting learning		
	2.2	Safeguarding Children from physical, emotional, social, cyber, sexual abuse and neglect.		
	2.3	Children with special needs: Intellectual Challenges, Learning disorders, Gifted children, Developmental delays and Autism Spectrum disorders		
	2.4	Planning school safety – School violence, gangs, bullying, shooting, natural disasters, racism		
3	<b>School Social Work Interventions</b>		<b>15</b>	<b>4,5,6</b>
	3.1	School social work interventions using primary and secondary methods of social work for the student and school welfare.  Work at Micro, Mezzo and Macro levels to promote better learning environment		
	3.2	Assessment, planning, diagnosis and implementation of the respective methods to ensure optimum help and equal education opportunities. Role of a social worker in an educational setting		
	3.3	Some common examples of Standardized Tests Pre School Behaviour Questionnaire Burks Behaviour		

		Rating scale Scale for assessing Emotional Disturbance Conner's Rating Scale – Revised Children's Depression Scale		
	3.4	School Wide preventive initiatives programmes, Small group interventions, Social skills, culturally responsive parent, teacher and community engagements, Referrals, networking and working in a multidisciplinary team.		
4	<b>School based Interventions</b>		<b>15</b>	<b>3,4,5,6</b>
	4.1	Academic and co-curricular interventions, Counselling, Individual Education Plan (IEP), Behaviour therapies (CBT), Managing substance addictions, Play and art based therapy interventions, suicide preventions, crisis interventions, Sex education, Career Guidance		
	4.2	Life Skills – WHO components of Life skills, Core life skill strategies and techniques. Building student Resiliency		
	4.3	Government and NGO initiatives for promotion of Mental Health in schools, School social work in Kerala, India – Current programmes and practices, Scope of school social work linked to ICDS, pre school, adolescent, mental health.		
5	<b>Teacher Specific Content</b>			

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming</li> <li>3. Lecture</li> <li>4. E-Learning</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Library Work</li> <li>8. Group Discussion</li> <li>9. Exposure visits to school settings</li> </ol>																														
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b> - <b>Theory 4 Credit</b></p> <table border="1" data-bbox="440 920 1355 1081"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="440 1532 1458 1839"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td>10</td> <td>10</td> <td><b>10</b></td> </tr> <tr> <td>B (3Mark Each)</td> <td>7</td> <td>5</td> <td><b>15</b></td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td><b>15</b></td> </tr> <tr> <td>D (15 Mark Each)</td> <td>4</td> <td>2</td> <td><b>30</b></td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	<b>10</b>	B (3Mark Each)	7	5	<b>15</b>	C (5 Mark Each)	5	3	<b>15</b>	D (15 Mark Each)	4	2	<b>30</b>	<b>Total Mark for ESE</b>			<b>70</b>
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**References**

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#### SUGGESTED READINGS

1. <https://portal.ct.gov/SDE/Publications/Delivery-of-School-Social-Work-Services/Supports-and-Opportunities>
1. <https://www.ifsw.org/global-standards-for-social-work-education-and-training/>
2. [https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1013&context=social\\_work\\_dissertations](https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1013&context=social_work_dissertations)



# Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Queer Social Work</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MG7DCESWK402</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	<p>This course aims to provide critical understanding of social work practice issues related to persons and communities who are lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ++). The course is designed to develop frameworks for questioning notions of essential and stable identities, such as genders and sexualities. Queer Social Work interrogates the heteronormative and gender binary constructs within social work theory and practice. It enquires the ways in which social workers can challenge the oppressive social structures and discourses that pathologises and discriminate against queer persons. The course will explore how best to use queer theories to address social inequality at multiple levels. The course will also critically analyse the limits of queer theory and queer social work.</p>					
<b>Semester</b>	<b>VII</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>4</b>	-	-	-	<b>60</b>
<b>Pre-requisites, if any</b>	NIL					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, the student will be able to:</i>			
1	Demonstrate knowledge of concepts and theories of Queer Social Work	A	1
2	Evaluate their own biases and proceed ethically while working with LGBTQI++ clients.	U	5
3	Students will demonstrate an understanding of macro policies that affect the lives of LGBTQ individuals and their families.	U	3
4	Understand the history, identity development, and special issues faced by the LGBTQI++ community, as well as the role of cultural factors.	U	5
5	Show capacity to contribute to the field of queer, queer of colour, trans and/or crip theory by critically and creatively extending and revising concepts.	A	4
6	Incorporate critical insights from queer theory to critique social work theory and practice and fashion queer social work in their own social work practices	U	1
<b>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Introduction to Concepts and Terminologies		18	1, 2
	1.1	The history of LGBTQI+ equality movements		

	1.2	Bio/psycho/social/spiritual perspectives on sexuality and gender - SOGISEC spectrum		
	1.3	Genderbread Person - Sex/Gender Gendered body - Biological Sex, Gender identity, Gender Expressions, Orientations (sexually and romantically) Gender Stereotypes.		
	1.4	Sexuality- Spectrum of sexuality - Sexual orientation, LGBTIQ++, Heteronormativity, queer phobia, homophobia, asexual,		
	1.5	Terminologies continued - cis gender, endosex, gender non conforming,		
	<b>Introduction to Concepts, Schools of Thought and Perspectives -I</b>		<b>12</b>	<b>1, 2,6</b>
2	2.1	Identity Development and coming out		
	2.2	Oppression, prejudice, hate crimes, and discrimination		
	2.3	LGBTQI++ relationships and families		
	2.4	Privilege Part I: Heterosexism, Homophobia, Heteronormativity, Hetero privilege equitable access to medical care, suitable housing, and other basic rights of citizenship		
	<b>Introduction to Concepts, Schools of Thought and Perspectives -II</b>		<b>14</b>	<b>3,5,6</b>
3	3.1	LGBTQ studies, LGBTQI affirmation		
	3.2	Queer theory - historicising sexual taxonomies, Queer utopia, Queer of colour critique of queer theory, queer temporalities		
	3.3	Minority stress theory, intersectionality, trans feminism		
	3.4	State and sexual surveillance		
	3.5	Queer and criminal justice system		
4	<b>Queer Social Work</b>		<b>16</b>	<b>1, 2, 3, 4,5</b>

	4.1	W Path guidelines for Gender Affirmation Procedures		
	4.2	Debates around Article 377 and its repeal- Delhi High Court verdict of 2011, Supreme Court Judgement on Navtej Singh John & ORS. Vs UNION OF INDIA case		
	4.3	NALSA Judgement, The Transgender Persons (Protection of Rights) Act, 2019, Madras High Court Act of 2023, Kerala Transperson's policy, Projects and programmes for the welfare of transgender persons.		
	4.4	Queer affirmative counselling practice		
5	<b>Teacher Specific content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Lecture</li> <li>3. Active cooperative learning</li> <li>4. Group assignments</li> <li>5. Library work and group discussion</li> <li>6. Presentation by group representative</li> </ol>						
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<b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b>			
<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
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- Eve Kosofsky Sedgwick, "Queer Performativity: Henry James's The Art of the Novel," GLQ 1 (1993): 1-16.
- Judith Butler, "Critically Queer," GLQ 1 (1993): 17-32.

MGU-UGP (HONOURS)

# Syllabus

	<h1>Mahatma Gandhi University Kottayam</h1>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practice with Families</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MG7DCESWK403</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	The course introduces the family based interventions of social work. It highlights the significance of the professional social worker in intervene with family as a basic unit of the society					
<b>Semester</b>	<b>VII</b>	<b>Credits</b>		<b>4</b>	<b>Total Hours</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
<b>Pre-requisites, if any</b>		<b>Nil</b> <b>MGU-UGP (HONOURS)</b>				
	4	-	-	-	-	<b>60</b>

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Handles the concepts of Family and Marriage	S	1,2
2	Discusses the Conceptual Frameworks for understanding family social work	E	1,2

3	Draws the knowledge of policies and programmes related to Family Social Work	S	1,2
4	Develop the practical knowledge and skills in family counselling and therapy	S	1,2,3,4
5	Organises the skills for innovations in social work practice with families	A	2,3,9,10
6	Acquainted with the various programmes for the welfare and development of family	E	1,2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction and Concepts of Family and Marriage</b>		15	1,2,3
	1.1	Family – Concept, Definition, Types and Functions		
	1.2	Marriage – Concept, Definition and Types		
	1.3	Trends and changes in Marriage and Family		
	1.4	Family Systems and Family Developmental Perspective		
	1.5	Structural and Functional and Exchange Framework		
	1.6	Ashramas / Stages of Life		
	1.7	Purusharthas in connection with Families		
2	<b>Developmental Approach and Family Dynamics</b>		15	2,3,4,6
	2.1	Family life cycle		

	2.2	Family Life Education		
	2.3	Structural Approach		
	2.4	Family Assessment		
	2.5	Components of Family Assessment		
	2.6	Family Assessment Interview		
	2.7	Geonogram, Family Mapping, Timeline, Ecomap		
	<b>Social Work With Families</b>		<b>15</b>	<b>3,4,5</b>
3	3.1	Concept ,Definition and Principles of Family social work		
	3.2	Assumptions and Historical Background of Family social work		
	3.3	Family Counselling		
	3.4	Family Therapy		
	3.5	Phases of Family Social Work		
	<b>Social Work Practice in Families</b>		<b>15</b>	<b>1,2,3,4, 5,6</b>
4	4.1	Scope and Practice of Social Work – Governmental and Nongovernmental Family Service Agencies		
	4.2	Programmes and policies in the field of family welfare and Development		
	4.3	Family Social Work Practice Institutions – Counselling Centers, Care Centers, Rehabilitation Centers and Other Agencies		
	4.4	Family Therapy – Concepts, Techniques, Models And Stages		
5	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Lecture</li> <li>3. E-Learning</li> <li>4. Seminar</li> <li>5. Group Assignment</li> <li>6. Library Work</li> <li>7. Group Discussion</li> </ol>																														
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;">- <b>Theory 4 Credit</b></p> <table border="1" data-bbox="443 719 1358 880"> <tr> <td><b>Total Mark</b></td> <td><b>100</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>30</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>70</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b></p> <table border="1" data-bbox="424 1332 1385 1664"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A (1 Mark Each)</td> <td>10</td> <td>10</td> <td><b>10</b></td> </tr> <tr> <td>B (3 Mark Each)</td> <td>7</td> <td>5</td> <td><b>15</b></td> </tr> <tr> <td>C (5 Mark Each)</td> <td>5</td> <td>3</td> <td><b>15</b></td> </tr> <tr> <td>D (15 Mark Each)</td> <td>4</td> <td>2</td> <td><b>30</b></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Total Mark for ESE</b></td> <td><b>70</b></td> </tr> </tbody> </table>	<b>Total Mark</b>	<b>100</b>	<b>CCA</b>	<b>30</b>	<b>ESE</b>	<b>70</b>	Part	No of Qs	No of Questions to be answered	Total Mark	A (1 Mark Each)	10	10	<b>10</b>	B (3 Mark Each)	7	5	<b>15</b>	C (5 Mark Each)	5	3	<b>15</b>	D (15 Mark Each)	4	2	<b>30</b>	<b>Total Mark for ESE</b>			<b>70</b>
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## References

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- Horne, Arthur M (2000) Family Counselling and Therapy, FE Peacock Publishers, New York
- Spray. C, Jowett. B (2012) Social Work Practice With Children and Families, SAGE Publication , New Delhi
- Petterson, Joellen (1998) Essential Skills in Family Therapy, Guilford Press New York.



**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Contemporary Social Work Practice					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG7DCESWK404					
<b>Course Level</b>	400					
<b>Course Summary</b>	This course will help students understand contemporary social work practices worldwide, various international professional associations, expected competencies, and a contemporary perspective of local social work practices.					
<b>Semester</b>	VII	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Nil					

## Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the importance of contemporary social work practices	U	5
2	Identify the role of CSWE and EPAS Competencies in the field of social work	An	3

3	Evaluate various associations and their role in contemporary social work fields	E	5
4	Describe contemporary social work practices and challenges in India	An	4
5	Describe ongoing social work practice and indigenization in the state of Kerala	An	4
6	Demonstrate the professional traits in the contemporary social work practice	A	1,5,6
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Contemporary Social Work Practice</b>		15	1,2,6
	1.1	Introduction to Contemporary Social Work Practice: Global Perspectives		
	1.2	Importance of International Collaboration		
	1.3	Cultural Competence, Cultural humiliation- concept across the Global		
	1.4	CSWE and its function		
	1.5	CSWE- EPAS Competencies and its relevance		
2	<b>Professional Development through Associations</b>		15	3,6

	3.1	Introduction to Social Work Network- International- National and State: IFSW, INPSWA, ASSK, KAPS		
	3.2	Role and function of Social Work Association Across the Globe: NASW (USA), CASW (Canada), BASW (United Kingdom)		
<b>3</b>	<b>Contemporary Social Work Practice in India</b>		<b>15</b>	<b>4,6</b>
	4.1	Contemporary Perspectives- Cultural Sensitivity and Diversity, Poverty		
	4.2	Relevance- Technology integration, Education and Skill development		
<b>4</b>	<b>Contemporary Social Work Practice in Kerala</b>		<b>15</b>	<b>5,6</b>
	5.1	Indigenization - Culture, Economic, Technology and media		
	5.2	Contemporary Issues in Kerala: Unemployment, issues of Migrant Labour, women and Child: Domestic Violence and Gender sensitisation		
<b>5</b>	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Lecture</li> <li>3. E-Learning</li> <li>4. Seminar</li> <li>5. Group Assignment</li> <li>6. Group Discussion</li> </ol>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>- Theory 4 Credit</b>			
	<b>Total Mark</b>	<b>100</b>		
	<b>CCA</b>	<b>30</b>		
	<b>ESE</b>	<b>70</b>		
	<b>A. Continuous Comprehensive Assessment (CCA)</b>			
	<ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Case analysis</li> </ul>			
	<b>B. End Semester Examination (ESE) (2 Hours Written Exam)</b>			
	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>
	A (1 Mark Each)	10	10	<b>10</b>
	B (3 Mark Each)	7	5	<b>15</b>
	C (5 Mark Each)	5	3	<b>15</b>
	D (15 Mark Each)	4	2	<b>30</b>
	<b>Total Mark for ESE</b>			<b>70</b>

## References

- David Cox, Manohar Pawar. (2006). International Social Work – Issues, Strategies and Programmes., Vistaar Publications
- Di Nitto, Diana M and C.Aaron McNeece .(2008).Social Work –Issues and Opportunities in a Challenging profession, Chicago : Lyceum Books,INC,
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- Teater, Barbra. 2014. Contemporary Social Work Practice : A Handbook for Students. Maidenhead: Mcgraw-Hill Education.




**SEMESTER-VIII**

**MGU-UGP (HONOURS)**

**Syllabus**



# Mahatma Gandhi University Kottayam

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Social Work Practicum Lab VIII</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MG8DCCSWK400</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	This practical course intends to equip students to work in a structured setting under the supervision of a qualified social worker. The course also intends to help students in integrating the theory courses they learned in the current and previous semesters.					
<b>Semester</b>	<b>VIII</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	
		-	2	2	2**	<b>120</b>
<b>Pre- requisites, if any</b>	Nil					

MGU-UGP (HONOURS)  
*Syllabus*

\*\* In addition to the credit hours student will have to complete an extra 30 hours of field work to meet the course specification.



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<b>Upon the completion of the course, the student will be able to:</b>			
1	Practice at least one method of Social Work and demonstrate skills of engagement, assessment, intervention and evaluation.	S	1,2,3,4
2	Demonstrate skills in collaboration and teamwork in the respective setting.	S	4,5,9
3	Examine one case/issue of a target group of the agency using a critical social work theory	C	1,2
4	Equip the target group or institution or community with disaster preparedness (natural/manmade disaster) session and also making suggestions for improving the current situation	C	1,2,3,4,5,6,7,8,9,10
5	Display professional skills in documentation	S	4,9
6	Demonstrate ethical use of technology in the field work	S	4,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**Details of the Field Work Setting** : Field work at Structured Agencies  
- State/Regional/National / International (Govt. Projects / NGOs)

### Social Work Practicum Lab Requirements

1. Organisation study report
2. Practice the method of social work in the context of the structured agency
3. Case analysis using critical social work theories
4. Undertake awareness generation session for disaster preparedness
5. Effective use and integration of technology in field practicum

**COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &  
END SEMESTER EVALUATION (ESE)**

Sl No	Field Practicum Components	CCA	ESE
1.	Practice of one method of social work and reporting	√	
2.	Report on the analysis of case/issue using critical social work theories		<b>10</b>
3.	Ethical use of Technology		<b>10</b>
4.	Regularity & Quality of the Report	√	
5.	Field Work Conferences with Supervisor	√	
6.	Summary Report		<b>10</b>
7.	Field Practicum Presentation		<b>20</b>
8.	Viva Voce (Internal)		<b>20</b>
	<b>Total Marks</b>	<b>30</b>	<b>70</b>

*Syllabus*



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Public Policy Analysis</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MG8DCCSWK401</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	Public policy encompasses the deliberate actions of governments to address societal issues and achieve specific goals, providing a crucial framework for decision-making, resource allocation, and societal development.					
<b>Semester</b>	<b>VIII</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>3</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>75</b>
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Analyze policy issues by employing operational definitions and measurement indicators	<b>An</b>	<b>1,2,3, 6,8</b>
2	Identify and explain the key determinants of policy Making	<b>U</b>	<b>1,2,3, 4,6,9</b>
3	Apply various approaches to policy Making	<b>A</b>	<b>1,2,3, 6,7</b>
4	Evaluate the potential outcomes and effects of public policies	<b>E</b>	<b>1,2,3, 6,7,8, 9</b>

5	Critically analyse the existing policies in India	A	1,2,6, 7,9
6	Apply skills employed in the field of policy analysis to support policy.	S	1,2,3, 4,7,9
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Public Policy Analysis</b>		<b>15</b>	<b>1,3</b>
	1.1.	Overview of Public Policy Definition and scope of public policy Importance of public policy in governance Historical context and evolution of public policy		
	1.2	The Policy Process		
	1.3	Stages of the policy process (agenda setting, formulation, adoption, implementation, evaluation)		
	1.4	Actors involved in each stage Role of public opinion and media in shaping policies		
2	<b>Policy Theories and Models</b>		<b>20</b>	<b>2</b>
	2.1	Policy Theories		
	2.2	Rational choice theory Incrementalism Advocacy coalition framework Punctuated equilibrium theory		
	2.3	Policy Models Policy cycle model Multiple streams framework Garbage can model Institutional analysis and development framework		

3	<b>Policy Analysis Tools and Techniques</b>		<b>20</b>	<b>4</b>
	3.1	Policy Problem Definition and Agenda Setting Problem identification and definition Agenda-setting processes Issue framing and policy narratives		
	3.2	Cost-Benefit Analysis Principles of cost-benefit analysis Application in policy decision-making Challenges and critiques of cost- benefit analysis		
4	<b>Policy Implementation and Evaluation</b>		<b>20</b>	<b>2,4,5,6</b>
	4.1	Theories of policy implementation - challenges and strategies		
	4.2	Role of public administration in implementation		
	4.3	Policy Evaluation		
	4.4	Types of evaluation (formative, summative, process, impact)		
	4.5	Use of evaluation results in policy improvement Evaluation criteria and methodologies		
	4.6	Transnational policy issues (climate change, migration) International organizations and policy coordination		
	4.7	Emerging Trends in Public Policy		
5	<b>Teacher Specific Content</b>			

*Syllabus*

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Direct Instruction</li> <li>2. Brainstorming Lecture</li> <li>3. E-Learning</li> <li>4. Interactive Instruction</li> <li>5. Seminar</li> <li>6. Group Assignment</li> <li>7. Library Work</li> <li>8. Group Discussion</li> <li>9. Presentation by individual student/group</li> </ol>																																
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 3 Credit</b></p> <table border="1" data-bbox="456 685 1370 846"> <tr> <td><b>Total Mark</b></td> <td><b>75</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>25</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>50</b></td> </tr> </table> <p>- <b>Practicum 1 Credit</b></p> <table border="1" data-bbox="456 898 1370 1059"> <tr> <td><b>Total Mark</b></td> <td><b>50</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>15</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>35</b></td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Team Project Report</li> <li>- Policy analysis report</li> </ul> <p><b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b></p> <table border="1" data-bbox="389 1518 1441 1760"> <thead> <tr> <th><b>Part</b></th> <th><b>No of Qs</b></th> <th><b>No of Questions to be answered</b></th> <th><b>Total Mark</b></th> </tr> </thead> <tbody> <tr> <td>A (2 Mark Each)</td> <td>7</td> <td>5</td> <td><b>10</b></td> </tr> <tr> <td>B (5 mark Each)</td> <td>7</td> <td>4</td> <td><b>20</b></td> </tr> <tr> <td>C (10 mark Each)</td> <td>4</td> <td>2</td> <td><b>20</b></td> </tr> <tr> <td colspan="3"><b>Total Mark for ESE</b></td> <td><b>50</b></td> </tr> </tbody> </table> <p>*Assessment method for practicum can be decided by the teacher</p>	<b>Total Mark</b>	<b>75</b>	<b>CCA</b>	<b>25</b>	<b>ESE</b>	<b>50</b>	<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>	<b>Part</b>	<b>No of Qs</b>	<b>No of Questions to be answered</b>	<b>Total Mark</b>	A (2 Mark Each)	7	5	<b>10</b>	B (5 mark Each)	7	4	<b>20</b>	C (10 mark Each)	4	2	<b>20</b>	<b>Total Mark for ESE</b>			<b>50</b>
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## References

- Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2018). Cost-Benefit Analysis: Concepts and Practice (5th ed.). Pearson.
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MGU-UGP (HONOURS)

Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Livelihood Promotion and Development</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MG8DCESWK400</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	This course on Livelihood Promotion and Development equips students with understanding the dimensions and importance of livelihood to facilitate development. This helps the students in highlighting the importance of markets for livelihood. Students will learn to Plan and develop strategies for livelihood intervention. The course focuses on learning sustainable livelihood framework for livelihood development and the government program to facilitate the same.					
<b>Semester</b>	<b>VIII</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	
		<b>3</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>75</b>
<b>Pre-requisites, if any</b>	1. Knowledge and experience of working with groups. 2. Knowledge about the social problems like, lack of livelihood options in India.					

## COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome (HONOURS)</b>	<b>Learning Domains *</b>	<b>PO No</b>
<b>Upon the completion of the course, the student will be able to:</b>			
1	Demonstrate knowledge about the dimensions of livelihood	<b>A</b>	<b>1,2,3,6,7,9</b>
2	Identify the need of livelihood promotion.	<b>A</b>	<b>1,2,3,6</b>
3	Apply different models of livelihood promotion.	<b>A</b>	<b>1,2,3,5,6,7,9</b>
4	Devise strategies for livelihood promotion and family centric intervention for sustainable growth.	<b>C</b>	<b>1,2,3,6,7,9</b>
5	Facilitate the benefit of government schemes for livelihood for the rural and urban poor.	<b>An</b>	<b>1,2,3,6,7,9</b>
6	Utilise skills in value chain analysis and methods of intervention	<b>S</b>	<b>1,2,3,6,7,9</b>
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Concept of Livelihood</b>		<b>15</b>	<b>1,4</b>
	1.1	Concept of livelihood and sustainable livelihood, Characteristics of livelihood and Livelihood capitals.		
	1.2	Livelihood Strategies, Livelihood Outcomes		
	1.3	Sustainable rural livelihood and sustainable urban livelihood and corresponding challenges		
2	<b>Steps and Tools in designing livelihood intervention</b>		<b>15</b>	<b>1,2,3</b>
	2.1	Internal and External context in designing livelihood intervention		
	2.2	Livelihood assessment and approaches, Sustainable Livelihood Framework for livelihood development. Developing livelihood portfolio and pathways.		
	2.3	Understanding Viability, Range of goods, Clustering, Internal & External Economies, Backward & Forward Linkages		
3	<b>Livelihood promotion</b>		<b>15</b>	<b>2,3,5</b>
	3.1	Objectives of livelihood promotion – Enhancing Income, Increasing Food Security, Reducing Risk, Reducing variances in income, Reducing migration, Organizing Producers, Enhancing money circulation		
	3.2	Different models – IFAD, DFID, CARE, BASIX, IMM.		
	3.3	Success stories of livelihood promotion, and livelihood model practices by OXFAM, CARE, UNDP		
	3.4	Government, Non-Profit & Corporate Initiatives in livelihood promotion		
4	<b>Markets and Livelihoods</b>		<b>30</b>	<b>4,6</b>
	4.1	Importance of Sector, Sub sector, Value chain analysis in selecting an intervention		
	4.2	Methods of Interventions – Technology, Training, Marketing, Policy Advocacy, Asserting Rights,		
	4.3	Developing Local Economy, Credit, Infrastructure and Institution Building – ownership and Management		
	4.4	Case studies in Livelihood Promotion: Watershed, Animal Husbandry, Microenterprises, Micro Finance, Business and Services.		
5	<b>Teacher Specific Content</b>			


<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Direct instruction</li> <li>2. E- learning</li> <li>3. Seminar</li> <li>4. Assignment</li> <li>5. Group Discussions</li> </ol>																																
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**MGU-UGP (HONOURS)**

**Syllabus**

	<b>Mahatma Gandhi University Kottayam</b>					
<b>Programme</b>	<b>BSW (Hons)</b>					
<b>Course Name</b>	<b>Community Mental Health and Mental Health Promotion</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MG8DCESWK401</b>					
<b>Course Level</b>	<b>400</b>					
<b>Course Summary</b>	This course on community mental health and mental health promotion equips students with an in-depth understanding of community mental health concepts, policies, and programs in India. Students will learn to describe and design effective mental health promotion programs. The course also covers the critical area of suicide as a mental health emergency, focusing on developing comprehensive suicide prevention programs. Additionally, students will gain practical skills in crisis intervention.					
<b>Semester</b>	<b>VIII</b>	Credits		<b>4</b>	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		<b>3</b>		<b>1</b>		<b>75</b>
<b>Pre-requisites, if any</b>	Basic understanding about Primary & Secondary methods of Social Work.					

### COURSE OUTCOMES (CO)

## Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, the student will be able to:</i>			
1	Critically analyze the concept of community mental health and evaluate mental health policies and programs in India.	An	1,2,3,6,10



2	Design and implement innovative mental health promotion programs based on a thorough understanding of the concept.	C	1,2,3,6,7,9,10
3	Develop comprehensive and evidence-based suicide prevention programs addressing suicide as a mental health emergency.	C	1,2,3,6,7,8,9,10
4	Apply advanced techniques in crisis intervention to effectively manage mental health crises.	C	1,2,3,6,7,8,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Community Mental Health</b>		<b>25</b>	<b>1,4</b>
	1.1	Community Mental Health- concept and evolution,		
	1.2	De-institutionalisation and community mental health services Concept of Recovery and mental health services		
	1.3	Community Mental health services in India National Mental Health Policy, 2014 National Mental Health Programme and District Mental Health Programme		
2	<b>Mental Health Promotion and Prevention of mental disorders</b>		<b>15</b>	<b>1,3,4</b>
	2.1	Concept of Preventions, levels of prevention Prevention of mental disorders: a public health priority		
	2.2	Promotion of mental health and prevention of mental disorders Risk and protective factors		
	2.3	Macro-strategies to reduce risk and improve quality of life Reducing stressors and enhancing resilience		

3	<b>Psychosocial Rehabilitation</b>		<b>15</b>	<b>4</b>
	3.1	Psychosocial Rehabilitation- concept, process, principles		
	3.2	Settings of Psychosocial rehabilitation		
	3.3	Community Based Rehabilitation of Mental Disorders		
4	<b>Suicide Prevention and Crisis Intervention</b>		<b>20</b>	<b>2,3,4</b>
	4.1	Global epidemiology of suicide and suicide attempts Risk and protective factors, and related interventions		
	4.2	Suicide risk assessment, psychosocial interventions Community engagement for suicide prevention		
	4.3	Crisis, Definition. Phases in the Development of a Crisis. Types of Crisis Theories of Crisis and Crisis Intervention, The Six-Step Model of Crisis Intervention,		
5	<b>Teacher Specific Content</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 1. Direct instruction 2. E- learning 3. Seminar 4. Assignment 5. Group Discussions													
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> - <b>Theory 3 Credit</b> <table border="1" style="width: 100%;"> <tr> <td><b>Total Mark</b></td> <td><b>75</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>25</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>50</b></td> </tr> </table> - <b>Practicum 1 Credit</b> <table border="1" style="width: 100%;"> <tr> <td><b>Total Mark</b></td> <td><b>50</b></td> </tr> <tr> <td><b>CCA</b></td> <td><b>15</b></td> </tr> <tr> <td><b>ESE</b></td> <td><b>35</b></td> </tr> </table>		<b>Total Mark</b>	<b>75</b>	<b>CCA</b>	<b>25</b>	<b>ESE</b>	<b>50</b>	<b>Total Mark</b>	<b>50</b>	<b>CCA</b>	<b>15</b>	<b>ESE</b>	<b>35</b>
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<b>ESE</b>	<b>35</b>													

**A. Continuous Comprehensive Assessment (CCA)**

- Internal test
- Assignments
- Presentation
- Classroom Discussions
- Quiz
- Role Play
- Team Project Report
- Case Study Report
- Community Intervention

**B. End Semester Examination (ESE) (1.30 Hours Written Exam)**

Part	No of Qs	No of Questions to be answered	Total Mark
A (2 Mark Each)	7	5	10
B (5 mark Each)	7	4	20
C (10 mark Each)	4	2	20
<b>Total Mark for ESE</b>			<b>50</b>

\*Assessment method for practicum can be decided by the teacher

**References**

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Masculinity and Equality					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG8DCESWK402					
<b>Course Level</b>	400					
<b>Course Summary</b>	This course on Masculinity & Equality enables students to assess how social context shapes masculine behaviour and its impacts on men and women. The course explores the constructs of masculinities within the context of India. This helps the students to recognize how masculinity is associated with social ailments. This course facilitates the development of a comprehensive understanding of various strategies aimed at eliminating prevailing gender stereotypes and promoting sustainable equity within society.					
<b>Semester</b>	VIII		<b>Credits</b>			4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours 60
		4				
<b>Pre-requisites, if any</b>	<ol style="list-style-type: none"> <li>1. Must understand different spectrum of gender.</li> <li>2. Should have studied Gender and Intersectionality</li> </ol>					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
<b>Upon the completion of the course, the student will be able to:</b>			
1	Demonstrate essential social work skills to work with men and boys to eliminate disparity and promote equality.	S	1,2,6,7,8,10
2	Critically assess the ways hegemonic masculinity impacts all facets of men's lives.	An	1,2,6,7,8,10
3	Formulate and advocate for effective strategies designed to transform gender stereotypes, by applying evidence-based methodologies to promote sustainable gender equity across diverse communities.	A	1,2,6,7,8,10
4	Gain an in-depth understanding of the distinctive concepts of masculinities within the Indian cultural framework.	E	1,2,6,7,8,10
5	Utilize the knowledge to develop culturally sensitive social work practices that effectively address the needs and challenges experienced by this demographic.	A	1,2,6,7,8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Men and Masculinity</b>		<b>15</b>	<b>1,2,4</b>
	1.1	Social Construct of Men and Masculinity: Concept and Meaning Processes and Types.		
	1.2	Masculinity as Expression of Body, Psychic Structure, Trained Response, and Practice.		
	1.3	History of Masculinity in India: Colonial, Pre-Colonial and Post-colonial context.		
	1.4	The 'Male Breadwinner' Model, Masculinity and Sustainable Development Goals		
2	<b>Theoretical Perspectives on Masculinity</b>		<b>15</b>	<b>2,3</b>
	2.1	Social Organization of Masculinity: Hegemonic, Complicit, Subordinate, and Marginalized Masculinities.		
	2.2	Inclusive masculinity theory, Psychoanalytic Theory		
	2.3	Life Course Perspective		
3	<b>Masculinities and Social Issues</b>		<b>16</b>	<b>1,3,5</b>
	3.1	Marginalized masculinity: Concept, Meaning, and Contexts		
	3.2	Causes and consequences of gender-based violence on men, women, and other gender. Intimate Partner Violence, Marginalized masculinity, and hegemonic masculinity		
	3.3	Engaging Men and Boys in Violence Prevention; Reproductive health & Education		
	3.4	Militarised Masculinities		
4	<b>Masculinities in Personal-Public Life and Gender Equality</b>		<b>14</b>	<b>4,5</b>
	4.1	Fatherhood and Family: Procreative Consciousness and Fathering, Men's Orientation Towards Children, Family Dynamics & work-life balance		
	4.2	Men and Relationships: Sexuality and Intimacy, Friendship and Social Networks		
	4.3	Men and Sports: Identity, Performance, and Health		
	4.4	Promoting gender equality: Strategies & Challenges		
5	<b>Teacher Specific Content</b>			



<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Direct instruction</li> <li>2. E- learning</li> <li>3. Seminar</li> <li>4. Assignment</li> <li>5. Group Discussions</li> </ol>																																
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**MGU-UGP (HONOURS)**

# Syllabus



## Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Social Work Practice with Children					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG8DCESWK403					
<b>Course Level</b>	400					
<b>Course Summary</b>	The course “Social Work Practice with Children” provides students a comprehensive understanding on child development. The course explores the unique challenges and opportunities associated with child welfare and aims to equip students with the knowledge and skills necessary to promote the well- being and development of children in diverse contexts.					
<b>Semester</b>	<b>VIII</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
<b>Pre- requisites, if any</b>	Basic understanding about social work, its methods and principles.					

# Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Recognise the stages of child development and major issues faced by children	K	1,2,3
2	Practice the therapeutic approaches in dealing with children	A	1,2

3	Acquire knowledge and skills in implementing effective social work interventions tailored to the unique needs of children	A	1,2,3,4,5,6,7,8
4	Illustrate the process of helping children.	An	1,2,3,4,5,6,7,8,10
5	Assess the performance of laws and protection systems for children.	E	1,2,3,4,5,6,7,8,10
6	Integrate the theoretical knowledge of child development into practice.	C	1,2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Child Development</b>		15	1
	1.1	Concept and definition of Child and Childhood		
	1.2	Stages of child development		
	1.3	Agencies of child socialization - Family, Teachers, Peer group, Media		
	1.4	Needs of a growing child - Physical, Social, Emotional, Cognitive		
2	<b>Problems Faced by Children (Causes, Effects and Intervention)</b>		15	1
	2.1	Child abuse - Physical, Emotional, Sexual, Neglect, Rejection		
	2.2	Child marriage, Child labour		
	2.3	Child in conflict with law, Child in need of care and protection		
	2.4	Childhood disorders - ADHD, Learning disorders, Autism Spectrum Disorder		

3	<b>Child protection systems and laws</b>		<b>15</b>	<b>5</b>
	3.1	Childline, JJB, ICDS, ICPS, CWC, DCPU		
	3.2	Child Labour (Prohibition and Regulation) Amendment Act, 2016		
	3.3	Right of Children to Free and Compulsory Education Act, 2009		
	3.4	The Prohibition of Child Marriage Act, 2006		
	3.5	Protection of Children from Sexual Offences (POCSO) Act, 2012		
4	<b>Therapeutic Approaches for Children</b>		<b>15</b>	<b>2,3,4,6</b>
	4.1	Play therapy, Art therapy		
	4.2	Cognitive behavioral intervention		
	4.3	Behavioral modification Techniques		
	4.4	Process of helping children - Building Relationships, Assessment, Intervention, Follow up and Evaluation		
	4.5	Roles and skills of Social Worker in dealing with children		
5	<b>Teacher specific content</b>			

### Content for Classroom transaction (Units)

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>		
	<ol style="list-style-type: none"> <li>1. Interactive lecture</li> <li>2. Workshops</li> <li>3. Group discussions</li> <li>4. Debates</li> </ol>		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>		
	<b>- Theory 4 Credit</b>		
	<b>Total Mark</b>	<b>100</b>	
	<b>CCA</b>	<b>30</b>	
	<b>ESE</b>	<b>70</b>	

### A. Continuous Comprehensive Assessment (CCA)

- Internal test
- Assignments
- Presentation
- Classroom Discussions
- Quiz
- Role Play
- Case analysis

### B. End Semester Examination (ESE) (2 Hours Written Exam)

Part	No of Qs	No of Questions to be answered	Total Mark
A (1 Mark Each)	10	10	10
B (3 Mark Each)	7	5	15
C (5 Mark Each)	5	3	15
D (15 Mark Each)	4	2	30
<b>Total Mark for ESE</b>			<b>70</b>

### References

- Berk, L. E. (2013). Child Development (6th ed.). Pearson Education.
- Bose, P. (2006). Child Care and Child Development: Psychological Perspective. ABD Publishers.
- Butler, I., & Roberts, G. (2004). Social Work Practice with Children and Families (2nd ed.). Jessica Kingsley Publishers.
- Carolyn Spray, B. J. (2011). Social Work Practice with Children and Families. SAGE. (M3;Chapter 3,Pp 38 )
- Howe, D. (2005). Child Abuse and Neglect. Palgrave Macmillan.
- Rane, Asha. (1986) Children in Difficult Situations in India: A Review. Bombay: Tata Institute of Social Sciences
- Suchitra S Dinkar (2010). Child Development and psychology. New Delhi: Axis publications.



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	Methods and Strategies of Assessment in Social Work Interventions					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG8DCESWK404					
<b>Course Level</b>	400					
<b>Course Summary</b>	<p>This course will focus on developing students' knowledge of current interventions in relation to evaluating and utilizing existing evidence. Students will be introduced to the principles and processes of evidence- based practice formulation, systematic review of the literature, critical evaluation of individual studies, and structured data synthesis to assess the quality of evidence associated with interventions and outcomes. We will critically assess the strengths and limitations of research with vulnerable populations, including the risks and benefits of conventional and emerging approaches.</p>					
<b>Semester</b>	VIII	<b>Credits</b>			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1	-	75
<b>Pre-requisites, if any</b>	NIL					

## Syllabus



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, the student will be able to:</i>			
1	Create an evidence basis for the professional practice	C	1
2	Understand the theoretical and practical implications of the Assessment strategies	U	5
3	Learn the possible assessment strategies and tools in social work	U	3
4	Critically scrutinize the relevance of different assessment methods and strategies	An	5
5	Demonstrate the ability to conduct research, program evaluation, and practice evaluation autonomously in an agency setting.	A	1,3,5
6	Identify the connection between research and evidence-based practice which reflects social work ethics.	U	1
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Evidence Based Social Work</b>		15	1, 2
	1.1	Historical overviews and the Concept of evidence based social work - Definitions of evidence based practice		
	1.2	Steps in evidence based practice		
	1.3	Critique of the application of evidence based practice in social work Arguments supporting and questioning evidence based social work practice		

	1.4	Evidence based practice in multicultural settings, Ethical issues , Hierarchy of evidence		
	1.5	Scope, Applications-Assessment for intervention-Assessment for Policy formulation- Assessment and research- Assessment and Testing- Test Development and application- Application of Statistics in Test Development		
	<b>Prioritisation &amp; Need Assessment</b>		<b>20</b>	<b>1, 2</b>
<b>2</b>	2.1	Meaning, Definition, Goals		
	2.2	Methods of Prioritisation, Prioritisation matrix, Prioritisation tools, Prioritisation attributes, Prioritisation of testing-steps, importance method, Ranking methods		
	2.3	<b>Need assessment:</b> Definition, purpose, goals, importance, Steps in conducting the need assessment,		
	2.4	Types of need assessment(Gap assessment, Feasibility assessment),Need assessment in HRD: Training Assessment-Disaster Proneness Assessment Need assessment methods (FGD, public issue forum, Secondary data analysis, community survey, interview, Asset mapping, observation tests)- Participatory methods in need assessment		
	2.5	Need assessment Practicum		
<b>3</b>	<b>Social and Economic assessment:</b>		<b>20</b>	<b>3,5</b>

	3.1	Social assessment design -Sustainable Livelihood Framework, Right based approaches, Value chain analysis, Ecosystem assessment frame work, Participatory development approaches		
	3.2	Areas of social assessment: Social accounting and Auditing. Family assessment, poverty assessment.		
	3.3	Environmental assessment - GIA, Disaster risk assessment, vulnerability assessment		
	3.4	Assessment in health promotion, Gender analysis and gender auditing		
	3.5	Social assessment in child care interventions Economic assessment, Income and Expenditure assessment.		
	<b>Psychological Assessment</b>		<b>20</b>	<b>1, 2, 3, 4,5</b>
<b>4</b>	4.1	Definition, purpose, Tools of psychological assessment		
	4.2	Types of psychological assessment- Personality assessment methods-Intelligence assessment methods, Behavioral assessment methods- Projective tests Observational assessment- Geriatric Assessment- Disability assessment,		
	4.3	Psychiatric assessment:-Definition & Purpose- MSE- Physical examination-Physical investigation-Psychiatric assessment tools- Multi disciplinary		
	4.4	assessment-Cross cultural Psychiatric Assessment, Psychiatric assessment in community practice, Functional assessment		

5	Teacher Specific content
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Lecture</li> <li>3. Active cooperative learning</li> <li>4. Group assignments</li> <li>5. Library work and group discussion</li> <li>6. Presentation by group representative</li> </ol>																																
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p>- <b>Theory 3 Credit</b></p> <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;"><b>Total Mark</b></td> <td style="text-align: center;">75</td> </tr> <tr> <td style="text-align: center;"><b>CCA</b></td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;"><b>ESE</b></td> <td style="text-align: center;">50</td> </tr> </table> <p>- <b>Practicum 1 Credit</b></p> <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;"><b>Total Mark</b></td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: center;"><b>CCA</b></td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;"><b>ESE</b></td> <td style="text-align: center;">35</td> </tr> </table> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>- Internal test</li> <li>- Assignments</li> <li>- Presentation</li> <li>- Classroom Discussions</li> <li>- Quiz</li> <li>- Role Play</li> <li>- Reflection note preparation</li> <li>- News Paper Analysis</li> </ul> <p><b>B. End Semester Examination (ESE) (1.30 Hours Written Exam)</b></p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Part</th> <th>No of Qs</th> <th>No of Questions to be answered</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A (2 mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">B (5 mark Each)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">4</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">C (10 mark Each)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">20</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Total Mark for ESE</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </tbody> </table> <p style="margin-left: 40px;">*Assessment method for practicum can be decided by the teacher</p>	<b>Total Mark</b>	75	<b>CCA</b>	25	<b>ESE</b>	50	<b>Total Mark</b>	50	<b>CCA</b>	15	<b>ESE</b>	35	Part	No of Qs	No of Questions to be answered	Total Mark	A (2 mark Each)	7	5	10	B (5 mark Each)	7	4	20	C (10 mark Each)	4	2	20	<b>Total Mark for ESE</b>			<b>50</b>
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## References

- Glasson, John, and Riki Therivel. *Introduction to environmental impact assessment*. Routledge, 2013.
- Farley AJ, Feaster D, Schapmire TJ, D'Ambrosio JG, et al. *The challenges of implementing evidence-based practice: ethical considerations in practice, education, policy, and research*. *Social Work and Society*. 2009;7(2).
- Gary Groth Marnet (2009). *Handbook of Psychological Assessment*. New Jersey, John Wiley & Sons Inc.
- Grady MD, Wike T, Putzu C, et al. Recent social work practitioners' understanding and use of evidence-based practice and empirically supported treatments. *J Soc Work Educ*. 2018;54(1):163-179.
- Lucero E. From tradition to evidence: decolonization of the evidence-based practice system. *J Psychoactive Drugs*. 2011;43(4):319-324.
- Morgan, Richard K. "Environmental impact assessment: the state of the art." *Impact assessment and project appraisal* 30.1 (2012): 5-14. Murchach AD. What good is soft evidence? *Soc Work*. 2010;55(4):309-316.
- Ronald Jay Cohen and Mark E Swerdile (2017). *Psychological Testing and Assessment an Introduction to Tests and Measurement*, New Delhi Mc Graw Hills
- Rubin A, Parrish D. Challenges to the future of evidence-based practice in social work education. *J Soc Work Educ*. 2007;43(3):405-428.
- Shankar, Shylashri. *Can social audits count?*. Canberra: Australia South Asia Research Centre, 2010. Udai Pareek and T Venkateswara Rao (2005). *First Hand book of Psychological and Social Instruments*. New Delhi, Concept Publishing
- Singh, Bhagirath, and Richa Singhal. "Social Audit: A Monitoring Tool for the Schemes of Panchayati Raj Institutions in India." *Specialusis Ugdymas* 1.43 (2022): 4778- 4788. Yesudian, C. A. K. "Poverty alleviation programmes in India: A social audit." *Indian Journal of Medical Research* 126.4 (2007): 364-373.
- *A Manual for Gender Audit Facilitators: The Ilo Participatory Gender Audit Methodology*, International Labour Office, 2010.



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW (Hons)					
<b>Course Name</b>	DISSERTATION					
<b>Type of Course</b>	PRJ					
<b>Course Code</b>	MG8PRJSWK400					
<b>Course Level</b>	400					
<b>Course Summary</b>	Students will develop practical experience in social work research methodologies by constructing research problems and questions, choosing appropriate methodologies, tools of data collection and analysis. Students will relate data to socially related questions and present data in a research context thereby acquiring skills and knowledge required for placing Social Work as a research informed practice and practice informed research.					
<b>Semester</b>	VIII	<b>Credits</b>			12	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Field Work	
		-	-	-	-	
<b>Pre-requisites, if any</b>	Only students who have acquired 133 credits. , Knowledge in research methodology					

## COURSE OUTCOMES (CO)

# Syllabus

CO NO.	Expected Course Outcome	Learning Domains *	PO
<i>Upon the completion of the course, the student will be able to:</i>			
1	Propose a meaningful research problem	C	1,2,3,4,7,8



2	Compile review of literature and critically incorporate different theoretical perspective for better understanding of the research questions	C	1,3,4,5,7,8
3	Design methodology appropriate for the research problem selected	C	1,2,4
4	Develop appropriate tools for collecting data	A	1,2,3,4
5	Collect sufficient data from different sources	A	1,2,3,4
6	Apply necessary softwares for analyses and interpretation of data	A	1,2,3,4
7	Acquire skill in academic writing and defending arguments	S	1,2,3,4
8	Tackle ethical issues related to a research project	E	6,7,8
<p><b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b></p>			

## COURSE CONTENT

The student should present TWO seminar papers and submit a dissertation with minimum 100 pages at the end of the program. The dissertation should follow the methodology of the discipline. Each student has to prepare and finalize a proposal towards the end of the SEVENTH semester.

The Department Council will review research proposals and decide allocation of Research Guides. The Department will be responsible for conducting workshops of Proposal Writing, Research Writing, Data Collection and Data Analysis.

The matters pertaining to dissertation should be regularly discussed during research conference with the research supervisor on weekly basis scheduled for this purpose

### Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation.
- Devising a timeline ensures that all stages of dissertation are completed in time. The timeline should include writing of the dissertation and regular meetings with the dissertation guide.

# Syllabus

**Proposal of the Dissertation should essentially have the following:**

- a. Introduction, brief background, and Rationale of the topic chosen for the project.
  - b. Statement of the problem with a brief review of literature.
  - c. Objectives of the Project (including research questions, definitions of the concepts/ variables used, hypothesis if any)
  - d. Research Methodology:
  - f. Research Design
  - g. Nature and source of data/information to be collected.
  - h. Sample and sampling technique.
  - i. Tools and Techniques to be used for data collection – Method/s to be used for data collection. Data handling and analysis
  - j. Limitation of the proposed project, if any. Future direction for further research (optional).
- Any other relevant detail which will help better appreciation and understanding of the project proposal.

**The Dissertation plan or outline**

Essentially, the dissertation plan is a chapter wise outline and therefore should reflect the aims and objectives of the dissertation.

**Plagiarism** in the dissertation would require resubmission of the Dissertation and students would not be eligible to receive the BSW Honors degree with Research till such re-submission and evaluation.

**MGU-UGP (HONOURS)**

# Syllabus

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Research workshops</li> <li>2. Supervisory Conferences</li> <li>3. Presentations</li> </ol>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <p><b>A. Continuous Comprehensive Assessment (CCA) – 60 marks</b></p> <ul style="list-style-type: none"> <li>• Synopsis Presentation - 10 marks</li> <li>• Literature Review – 10 marks</li> <li>• Methodology &amp; Tool preparation – 10 marks</li> <li>• Data Collection. – 10 marks</li> <li>• Data Analysis and interpretation -10 marks</li> <li>• Constructive use of supervision -10 marks</li> <li>• Original contribution at each stage</li> <li>• Research problem</li> <li>• Proper reference format</li> <li>•</li> </ul>
	<p style="text-align: center;"><b>Total - 60</b></p>
	<p><b>B. Semester End Assessment (SEA)</b></p> <ul style="list-style-type: none"> <li>• Final Dissertation – 80 marks</li> <li>• Seminar presentation – 30 marks</li> <li>• Viva – 30 marks</li> </ul>
	<p style="text-align: center;"><b>Total- 140</b></p>

## References

- Bryan, A. (2016). Social research methods, Oxford, Oxford University press.
- Ramachandran, P. (1990). Issues in Social work research in India: A collection of papers of P Ramachandran: A felicitation volume, Mumbai. Data Institute of Social Sciences.
- Taylor, S.J., Bogdan, R., DeVault, M. (2015). Introduction to qualitative research: A guidebook and resource. Hoboken, John Wiley & Sons.



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BSW Honours					
<b>Course Name</b>	PROJECT IN SOCIAL WORK					
<b>Type of Course</b>	PRJ					
<b>Course Code</b>	MG8PRJSWK400					
<b>Course Level</b>	400					
<b>Course Summary</b>	<p>The successful completion of the final project is intended to equip the student to practice knowledge, skills, and professional competencies acquired as a result of mastering all the previous courses in the UG programme. The field-based learning will provide opportunities for students to understand the different socio- economic contexts. The students are supposed to engage with complex issues in different social work settings/communities/institutions and develop innovative ideas required to generate solutions to the identified problems.</p>					
<b>Semester</b>	VIII	Credits			12	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Field Work	
		-	-	-	-	-
<b>Pre-requisites, if any</b>	Only for 4 year Honors students who are not opting for Honors with research pathway.					

## COURSE OUTCOMES (CO)

CO No	Expected Course Outcome	Learning Domains *	PO No
1	Develop insight into the complex problems faced by the communities, groups or institutions.	An	1,2,3,4,7,8
2	Design structured solutions to the problems identified.	A	1,3,4,5,7,8
3	Apply PRA techniques and other research tools to collect sufficient data from different sources for analysis, synthesis, formulation and evaluation of project.	A	1,2,4
4	Develop multi-faceted, interdisciplinary problem- solving skills	S	1,2,3,4
5	Identify resources required for project implementation and mobilise resources required.	S	1,2,3,4
6	Developing professional oral and written communication skills through participation in oral presentations, and preparation of the final written project document.	S	1,2,3,4
7	Develop realistic assessment skills of what can be done within a given period and delivering a product on time.	S	1,2,3,4
8	Tackle ethical issues related to a project implementation.	A	6,7,8

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

The students will be given opportunity to gain a first-hand understanding of the both technical and social dimensions, (requiring multi-dimensional analysis) involved while designing and implementing a project. These projects should be relevant to the local community or other social work organisations. Students are expected to discover existing knowledge on the topic, to interact with the stake holders who is supposed to be effected by the project, analyze alternatives that make society better off, calculate the possible impacts of the project. Using this background research, the students then creatively design *new projects to address these social issues*.

Students' engagement in a project activity has two goals: to serve a local community and to provide a credit-bearing educational experience that directly relates to the goals and objectives of a course within the academic curriculum. By addressing needs and issues within the local community through service, students are able to apply what they have learned in a course.

Students reflect on their service activities in order to learn curricular concepts and to practice problem solving and evaluative skills as well as analytical, critical and reflective thinking.

### **COURSE CONTENT**

Each student have to prepare and finalise a project proposal towards the end of the SEVENTH semester. The students can suggest their own project proposals, but a theme of a final project requires approval by the department. Department Council will review the proposals and decide allocation of supervisors. The Department will be responsible for conducting workshops of Proposal Writing, project implementation, project evaluation etc.

### **Planning the Project**

The student should follow the following steps

- Preparation of the project proposal
- Agreement with the communities/organisations
- Preparing LFA
- Resource mobilisation
- Impact assessment
- Adhering to the timeline and activities projected in the proposal
- Evaluation of the Outcomes of the project
- Submission of the project report

(These steps are not exhaustive. The departments can come up with the exact project steps based on the requirements of the project).

**MGU-UGP (HONOURS)**

### **Project Assessment Rubric**

Each step should be assessed based on clear criteria. For example the rubric for assessment of the project proposal is given below. (Rubric for assessment of each step of the project should be prepared by the department council)

1. Ideation - Ideation in identifying client groups and problem, Ideation in process, ideation in solutions.

The project should clearly identify a need, problem or opportunity that can be addressed and presents an innovative or unique solution or a set of solutions that have transformative potential.

2. Feasibility - Market potential, strategic fit, resource requirements (technology and capital)

The proposal reflects a strong grasp of the project context, the barriers to entry, the risks



and opportunities of launching a new social strategies in this field, and identifies a unique value proposition or competitive advantage.

The proposal identifies relevant stakeholders and beneficiaries, reflects design thinking in how it seeks to meet the needs of its end-users, and draws on research and data. The plan includes a novel and rigorous outreach strategy and empowerment of the beneficiaries.

The proposal includes a plausible financial model that explains how revenues will be generated and reinvested in a sustainable manner to support the social mission of the project. The proposal presents the team, its skills and motivations, and current resources and partners and lays out future needs for recruitment and additional resources.

3. Relevance/ Social Impact - usefulness of the project, client need based project, The proposal has a clearly articulated and plausible theory of change.

The proposal features indicators, metrics, or approaches that can be used to measure relevant impacts like - social, environmental, gender, cultural, financial and so on.

The evaluation and monitoring criteria should be included

4. Structure of the Proposal - Language, design aesthetics

The proposal is written in an engaging, clear, and persuasive manner.

The proposal is well structured, with appropriate subtitles and an appropriate flow from section to section. The plan includes a clear and plausible timeline for how the social enterprise will develop and grow over time.

The design and layout of the proposal is aesthetically captivating. The parameters of evaluating the quality of the project is given below

Parameter	Components			
Ideation	Client	Problem	Solution	Process
Feasibility	Resource Mobilization	Potential	Strategic Fit	Sustainability
Social Impact	Clients	Society	Monitoring criteria	Evolution Criteria
Structure of the proposal	Language	Design Aesthetics	Plausible timeline	Well structured

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Prepare the research proposal,</li> <li>• Working out the project outcomes, activities and timelines Preparing Monitoring and evaluation plans and criteria.</li> <li>• Reports and deadlines for their submission,</li> </ul>
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ul style="list-style-type: none"> <li>• <b>Proposal Presentation – 30 marks</b></li> <li>• <b>Original contribution at each stage – 30 marks</b></li> </ul> <hr/> <p style="text-align: right;"><b>Total - 60</b></p> <p><b>B. Semester End Evaluation (SEE)</b></p> <ul style="list-style-type: none"> <li>• <b>Final Project Report - 90 marks</b></li> <li>• <b>Viva Voce – 50 marks</b></li> </ul> <hr/> <p style="text-align: right;"><b>Total - 140</b></p>



**MGU-UGP (HONOURS)**

# Syllabus

**MAHATMA GANDHI UNIVERSITY KOTTAYAM**  
**4 YEAR UG PROGRAMME IN SOCIAL WORK**  
**CURRICULUM RESTRUCTURING COMMITTEE**

SI NO	NAME OF THE MEMBER	INSTITUTION
1.	Dr. Reshma Bharadwaj (BOS Chairperson)	See Sankaracharya University of Sanskrit
2.	Dr.Fr. M. K. Joseph (BOS Member)	Rajagiri College of Social Sciences, Kalamassery
3.	Dr. Anish K R (BOS Member)	Rajagiri College of Social Sciences,Kalamassery
4.	Dr. Fr Saju M D (BOS Member)	Rajagiri College of Social Sciences,Kalamassery
5.	Dr. Manjusha (BOS Member)	School of Gandhian Studies, Mahatma Gandhi University
6.	Dr. Jobi Babu (Convener of the Syllabus Committee)	Marian College Kuttikkanam (Autonomous)
7.	Mr. Jijish M	Sree Sabareesa College, Murikumvayal
8.	Dr. Ipe Varughese	BCM College, Kottayam
9.	Dr. Justin P J	Marian College Kuttikkanam (Autonomous)
10.	Mr. Harishkumar V G	Sree Sabreesa College, Murikumvayal
11.	Dr.Nycil Romis Thomas	Rajagiri College of Social Sciences (Autonomous)
12.	Dr.Anil John	Rajagiri College of Social Sciences (Autonomous)

13.	Mr.Anish George	Mount Carmel College Karukadom Kothamangalam
14.	Ms. Deepa Babu	BVM Holy Cross College Cherpunkal
15.	Ms. Shilpa S	BVM Holy Cross College Cherpunkal
16.	Ms.Reshma Elizabeth Cherian	JPM Arts and Science College Kanchiyar
17.	Ms.Thasneema M Kabeer	Sahyajyothi Arts and Science College, Kumily
18.	Sr.Ritty K R	Carmelgiri College Adimali
19.	Mr.Varghese C	Mannam Memorial NSS College Konni
20.	Mrs.Sarah Alex	Ettumanoorappan College
21.	Mr.Thomas Baby	Sanjo College (SCMAS), Rajakkad
22.	Ms.Anitta Mathew	St Thomas College Konni
23.	Mr. Sumith Mohanan	Bharata Matha College of Commerce and Arts,Choondi
24.	Mr. Sudheesh N T	St.Thomas College of Advanced Studies, Parackathanam
25.	Ms. Beevimol Assis	Sree Sabareesa College, Murikumvayal
26.	Mr. Robins Jose	Marian College Kuttikkanam (Autonomous)
27.	Dr. Jestin T Varghese	De Paul Institute of Science and Technology, Angamali
28.	Ms. Nazarban P N	K M M College of Arts and Science, Thrikkakkara

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