

Syllabus of 4 + 1 Year Integrated UG and PG Programme

w. e. f 2024-25 Academic Year



GRADUATE SCHOOL

Mahatma Gandhi University

P. D. Hills P O

Kottayam, Kerala

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Schools offering Majors

SL.No	School/Centre
1	School of Bio Sciences
2	School of Chemical Sciences
3	School of Computer Sciences
4	School of Environmental Sciences
5	School of Gandhian Thought and Development Studies
6	School of International Relations and Politics
7	School of Pure and Applied Physics
8	School of Social Sciences

Sl. No.	Major	Intake
SCIENCE		
1	Bio Sciences	6**
2	Chemistry	6
3	Computer Science	6
4	Environmental Science	6
5	Physics	6
SOCIAL SCIENCES		
1	Development Studies	5
2	Gandhian Studies	5
3	History	10
4	International Relations and Politics	10

Majors offered and Intake *1 seat shall be sanctioned over and above the intake in each major in the 3rd semester for students who opt for a change of major after two semesters.

**Progression to PG Shall be based on the specialization selected by students as Biochemistry (2 seats) Biotechnology (2 seats) and Microbiology (2 seats) based on merit.

Schools offering Minors/MDCs/AECs/VACs/SECs

SL.No	School/Centre
1	School of Artificial Intelligence And Robotics
2	School of Behavioural Sciences
3	School of Biosciences
4	School of Chemical Sciences
5	School of Computer Sciences
6	School of Data Analytics
7	School of Energy Materials
8	School of Environmental Sciences
9	School of Food Science And Technology
10	School of Gandhian Thought And Development Studies
11	School of Gender Studies
12	School of Indian Legal Thought
13	School of International Relations And Politics
14	School of Letters
15	School of Mathematics And Statistics
16	School of Nanoscience And Nano Technology
17	School of Pedagogical Sciences
18	School of Polymer Science And Technology
19	School of Pure And Applied Physics
20	School of Social Sciences
21	School of Tourism Studies
22	International and Inter University Centre for Nanoscience and Nanotechnology
23	K N Raj School of Economics

Scheme for 4 + 1 Integrated UG and PG Programme
Graduate School
Mahatma Gandhi University
School of Behavioural Sciences

School of Behavioural Sciences						
Course Code	Title	Credits	Hours per Week		Level	Type
			Theory	Practicals		
SEMESTER I						
	Major	4			Foundation (100-199)	
	Minor A	4			“	
MG1DSCUBH121	Learning and Memory		4	-		Psychology
MG1DSCUBH122	Understanding Individuals: Social Case Work	4	4	-	“	Social Work
MG1DSCUBH123	Sociological Foundations for Social Workers		4	-		Social Work
	MDC	3			“	
MG1MDCUBH10 1	Professional skills for social workers		3	-		Social Work
MG1MDCUBH10 2	Life Skills – Based Education		3	-		Social Work
MG1MDCUBH10 3	Psychology of Adolescence		3	-		Psychology
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER II						
	Major	4			“	
	Minor A	4			“	
MG2DSCUBH121	Behavioural Neuroscience		4	-		Psychology
MG2DSCUBH122	Administration of Human Service Organisation		4	-		Social Work

	Minor B	4			“	
MG2DSCUBH141	Human Rights and Social Legislation		4	-		Social Work
MG2DSCUBH142	Healthcare Administration and Community Health		4	-		Social Work
	MDC	3			“	
MG2MDCUBH101	Mental Health Education		3	-		Social Work
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER III						
	Major	4			Intermediate (200-299)	
	Major	4			“	
	Major	4			“	
	Minor A	4			“	
	MDC	3			“	
	VAC	3			“	
SEMESTER IV						
	Major	4			“	
	Major	4			“	

	Major	4			“	
	Minor B	4			“	
	SEC	3			“	
	VAC	3			“	
	Internship/Fieldwork	2				
SEMESTER V						
	Major	4			Higher (300-399)	
	Major	4			“	
	Major	4			“	
	Major	4			“	
	SEC	3			“	
	VAC	3			“	
SEMESTER VI						
	Major	4			“	

	Major	4			PG Level (500-599)	
	Major	4			“	
	Major	4			“	
	Major	4			“	
	Major	4			“	
SEMESTER X						
	Research Project	20			“	
	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
Total Credits		40				


*Only for 4-Years Honours Students

**Only for students who opt for theory courses instead of Research Project

Note: General foundations courses shall be offered by different schools. Students can flexibly choose the courses across disciplines.

Level	Foundation (100-199)	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)

Type	Major	Minor	MDC	SEC	VAC	AEC

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p>
	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Behavioural Sciences		
Programme	FYUGP		
Course Title	Learning and Memory		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUBH121		
Course Overview	Human behaviour seems to be very complex. Scientific observations unravel the mystery of behaviour. This course explains the concept of behaviour formation, its nature and stability, the origin of behaviourism as a science of study and early theories about learning. Learning and memory are inseparable entities. The concepts and kinds of human memory are also included in this course.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	90		
Pre-requisite			

	Nil
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Define learning and its nature.	R	
2	Explain human innate behaviour tendencies and early behaviourist concepts.	U	
3	Describe S-R connectionist theories.	U	
4	Explain the characteristics of memory and forgetting.	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Learning in everyday life: What is learning? Domains of learning, Factors of learning, Perspectives on psychology - the behaviourist, cognitive, and biological perspectives.	15	1
Module 2	Hours	
(1) habituation and sensitisation, (2) classical conditioning, (3) instrumental conditioning, and (4)	15	2,3

complex learning.		
Module 3	Hours	
Human Memory- Tree stages of memory, levels of memory sensory, STM, and LTM, Working Memory	15	4
Module 4	Hours	
Long-term Memory and Forgetting, emotional factors in forgetting.	15	4


Mode of Transaction	Classroom activities: Lecture and participatory group discussions. Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

1. Nolen-Hoeksema, S., Fredrickson, B.L Geoff R. Loftus, G R.&Wagena, W.A. (2009) Atkinson & Hilgard's Introduction to Psychology, 15th Edition Cengage Learning EMEA, UK.
2. Olson, M. H. & Hergenhahn, B.R. (2016) An introduction to theories of learning, 9th ed. Routledge NY.
3. Kakkar, S.B. (1992) Advanced Educational Psychology. Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.

Relevance of Learning the Course/ Employability of the Course
The scientific study of learning and memory is a cornerstone of psychology. This course is aimed at getting acquainted with scientific psychology.

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	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Understanding individual; Social Case work		
Course Type	MINOR		
Course Level	100-199		
Course Code	MG1DSCUBH122		
Course Overview	This course is designed to provide students with a solid foundation in social case work, preparing them to effectively support individuals through professional practice grounded in theory, ethics, and reflective practice.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	40	20	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the core concept of Life Skills make students to develop attitudes and beliefs in a positive manner.	U	7
2	Apply universal human values while utilizing life skills in field work.	A	5
3	Team skills with professional values ensure career building.	S	4
4	Create intervention plan for Life Skill training.	C	6
5	Continuous evaluation of self with the knowledge of Life Skills promotes self-modification both in personal and professional manner.	E	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction to Social Case Work	12	1,2
Definition and objectives of Social Case Work		

<p>Historical developments of Case Work in West and India. Trends in Social Case</p> <p>Work Practice, Social Case Work practice in Indian Society.</p> <p>Practice Frame Work- Values, Principles. Application of Code of Ethics.</p> <p>Components of Social Case Work; the Person, The Place, The problem, problem solving process</p>		
Module 2	Hours	
<p>Overview of the phases of social case work:</p> <p>Study, Diagnosis, Treatment, Follow up</p> <p>Psycho Social Study- Purpose, nature, Contents, Social Diagnosis- Definition, Contents, Types, and Steps.</p> <p>Social Treatment- - Phases, and different types of treatment</p> <p>Phases of Direct Social Work Practice</p> <p>Exploration, Engagement, Assessment and Planning; Implementation and goal attainment, Termination and Evaluation</p>	14	1,5
Module 3	Hours	
<p>Exploration Phase: establishing rapport,</p> <p>Assessment: Definition, Multidimensionality of assessment- various components of assessment</p> <p>Client-Worker Relationship: Definition, use and characteristics.</p> <p>Transference and Counter-Transference and their use in diagnosis and treatment.</p> <p>Interviewing- concept, techniques for social case work practice</p> <p>Maintaining psychological contact with the clients: Verbal and nonverbal skills in social case work</p> <p>Goal Setting : purpose, types, guidelines for selecting and</p>	14	3,5

defining goals Formulation of Contract: concept, rationale.		
Module 4	Hours	
Social Case Work Intervention Social Case Work Models: Problem Solving, psychosocial, Task centred, Solution focused, System theory Crisis intervention, Cognitive restructuring Planning and developing an action plan based on the models of social Case work Developing and supplementing resources, utilising and enhancing support systems Termination: Types, when to terminate, steps Consolidating gains and planning maintenance strategies, relapse prevention, Evaluation: Outcomes, process, satisfaction	20	2,4,5


Mode of Transaction	Classroom activities: Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative. Field activities: <ol style="list-style-type: none"> 1. Observation Visits. 2. Life Skill intervention among school students.
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity reports on Life Skill Training. 6. Semester End examination.

Learning Resources

1. Beistek Felix. (1957). Case Work Relationship. Chicago: Loyola University Press
2. Grace Mathew. (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
3. Hamilton Gordon, (1976). Principles of social case recording. New York: Colombia University Press.
4. Hepworth & Larsen. (2010). Direct Social Work Practice: Theory and Skills (Eighth Edition). Belmont, CA: Brooks/Cole/ Thompson.
5. Woods, M. & Hollis, F. (2000). Case work: A Psycho-Social Therapy. New York: McGraw Hill Inc.
6. Perlman, H.H. (1957). Social Case Work: A Problem Solving Process. Chicago: University of Chicago Press.
7. Roberts, R.W., Nee R.H.(1970). Theories of Social Case Work. Chicago: University of Chicago press.
8. Fischer, J. (1978). Effective Case Work Practice- An Eclectic Approach. New York: McGraw Hill Book Co.

Relevance of Learning the Course/ Employability of the Course

- Through practical activities and case studies, students develop essential skills in assessment, intervention planning, and implementation. These skills are critical for successfully managing and supporting clients in various social work settings.
- Learning the principles, values, and ethics of social case work ensures that students are grounded in the fundamental aspects of the profession. This foundation is crucial for maintaining professionalism and ethical standards in practice.
- The course provides a comprehensive understanding of individuals' needs within their social contexts. This knowledge is essential for effectively addressing the unique challenges and issues faced by clients in social work practice.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioral Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Sociological Foundation for Social Workers		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUBH123		
Course Overview	The psychosocial problems of an individual can't be diagnosed and solved without having the knowledge of his social environment. Thus, social work derives most of its knowledge from sociology. The basic idea of sociology helps social workers to perform effectively.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	50	10	
Pre-requisite			

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		

1	To explain sociological concepts through various theories effectively to engage students in a multicultural society to interact respectfully with diverse groups.	U	2,6
2	To Analyse various social problems through community engagement to evaluate practices, policies and theories on the basis of empirical evidence by scientific approach to knowledge development.	An	6,1
3	To develop Community Resilience by Skills building Capacity building modules to facilitate community in coordinated effort and act together in the interests of a common cause	C	5,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p>Sociology- Definition and Scope, Origin and Development, Sociology as Science, Importance of the Study of Sociology, Fields of Study and Relation of social sciences.</p> <p>Primary Concepts: groups, association, Community, Institution, Customs, Folkways and Mores, Social Norms.</p> <p>Society: Elements of Society: Features of Indian Society.</p> <p>Social change: meaning, factors, process and theories.</p>	15	1
Module 2	Hours	
<p>Culture: Definition of Culture, Elements of Culture, Culture and Civilization, Culture and Personality, Cultural lag.</p> <p>Socialization: Meaning of Socialization, Factors of Socialization, Theories of Socialization- Cooley's,</p>	15	1,2

Mead's, and Freud's Theory. Agencies of Socialization: Family, School, Friends, Religion and State.		
Module 3	Hours	
Social Process and Interaction: Meaning of Social Interaction, Basic features: Co-operation, Competition, Conflict, Accommodation and Assimilation. Social Institutions: Marriage: Meaning, functions, types, trends and problems. Family: Characteristics, features, Functions, Joint Family, changing trends in Indian families.	15	3
Module 4	Hours	
Social inequality. Social stratification: Meaning and characteristics- origin of social stratification, functions of social stratification. Caste system in Indian society: Meaning and Definition of Caste, Class and Caste stratification, Characteristic features of castes in India. Its impact on Social and Economic development; Caste conflicts: recent trends – Caste Religion and Politics. Social thought: Contribution of Comte, Spencer, Durkheim, Max Weber and Karl Marx	15	2,3

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <p>Visit to Urban or Rural community and prepare observation report on concept, meaning and causes of any of the major</p>
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	social problems like Dowry, Domestic Violence, gender inequality, Juvenile Delinquency, Commercial Sex work, Child labour, Illiteracy, Poverty, Population exploitation, Alcoholism. Single parents.
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity report. 6. Semester End examination.

Learning Resources


Text Books

1. Bottemore T.B. 1976. Sociology, New Delhi: Oxford University Press.
2. Gisbert, P. (2010) Fundamentals of Sociology, Orient Black Swan
3. Shankar Rao C.N, 2009. Sociology of Indian Society, New Delhi: S. Chand.
4. William J Goode,(1977) Principles of Sociology. Mc Graw Hill

References

1. Atal, Y 1993. Understanding Indian Society, Jaipur: Har-Anand Publications.
2. Ahuja, Ram, 1993. Indian social system. New Delhi: Jawat publications.
3. Coleman, J and Donald, W, 1984. Social Problems, New York: Harper and Row Publisher.
4. Davis, K 1995. Human Society, New Delhi: Surjeet Publications.
5. Indra D S 1999. Society and Culture in India, Jaipur: Rawat Publications.
6. Madan G.R. 1994. Indian Social Problems Vol. I & II, New Delhi: Allied Publishers Ltd.
7. Mandelbaum D G 1972. Society in India Vol 1 & 2 Bombay: Popular Prakashan.
8. Shah G, 2000. Social Movement in India: Review of Literature, New Delhi: Sage.
9. Singh Y 1977. Social Stratification in India, New Delhi: Manohar Publications.
10. Vidhyabhusan & Sachdeva 1995. Introduction to Sociology, New Delhi: KitabMahal.

Relevance of Learning the Course/ Employability of the Course
<p>This course aims at introducing the learners to a critical inquiry about various social problems and concepts and apply social work skills in working with multicultural society.</p>

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School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Professional skills for social workers		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUBH101		
Course Overview	Professional Skill Based Education enables learners to acquire knowledge and to develop attitude, and skills which are needed to make decisions and take positive action to support the adoption of healthy behaviour.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	40	20	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Identify and describe the core principles, values, and ethics of the social work profession.	U	7
2	<p>Demonstrate skills in critical reflection in personal and professional practice contexts</p> <p>Display knowledge and competence in professional skills</p> <ul style="list-style-type: none"> ✓ Demonstrate skills in communication ✓ Able to document social work practice in respective domain areas 	A	5
3	Skills with professional values ensure career building. Display knowledge and competence in professional skills	A	4
4	Display competence in management of teams and leadership in the practice context	A	6
5	Continuous evaluation of self with the knowledge of Professional Skills promotes self-modification both in personal and professional manner.	E	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p>Introduction</p> <p>Professional Behaviour: Meaning, Competencies and Capabilities of a Professional Skills: concepts, standards and frameworks</p> <p>Professional Grooming and Etiquettes: Personal and professional etiquettes and grooming, Use of professional language in communication,</p> <p>Characteristics of an employable professional Presentation skills: Public speaking and oral presentations.</p> <p>Technology-based Communication: Netiquettes: effective e-mail messages,</p>	12	1,2
Module 2	Hours	
<p>Critical Reflection and Knowing the Self</p> <p>Critical Reflection: meaning, critical reflection and reflective practice in social work, Reflection on action, reflection in action and reflection for action</p> <p>Critical reflection for professional decision making</p> <p>Self-assessment: Identifying one's strengths and weaknesses, Identity, Body image and values. Tools used: Johari window, Identity circle, Keeping journal, Self-performance appraisal, Self-awareness questionnaires- Questionnaires on Learning styles, Interpersonal needs, Assertiveness, Big five personality Building self-esteem and confidence, Setting values, Goal setting: Meaning of goal and goal setting, finding choices, Short term and long term, SMART goals</p>	14	1,5
Module 3	Hours	
<p>Professional Skills</p> <p>An overview of WHO Core Life Skills:</p> <p>Empathy, Self Awareness, Critical Thinking, Creative</p>	14	3,5

<p>thinking, Decision Making, Problem Solving</p> <p>Interpersonal relationships, Effective Communication</p> <p>Coping with stress, coping with emotions</p> <p>Application of life skills for personal development and for practice with clients</p>		
Module 4	Hours	
<p>Group Management and Leadership Skills</p> <p>Group formation: Ice breaking: Why and how? Ice breaking games, Group formation: group division games, Group dynamics techniques, trust building</p> <p>Decision making and problem solving in group: Three C model, Rational model; Individual vs Group decision making: Group decision rules</p> <p>Conflict management and negotiation skills</p> <p>Professional Leadership: Assessment of leadership style, applying leadership style, emotional intelligence and leadership, developing skills for leadership, providing feedback, delegation</p> <p>Team Work: people skills and team work, setting goals, monitoring, facilitating and managing meetings</p>	20	2,4,5

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <ol style="list-style-type: none"> 1. Observation Visits. 2. Skill intervention among school students.
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on


	<p>a selected topic and present the same.</p> <p>5. Field activity reports on Life Skill Training.</p> <p>6. Semester End examination.</p>
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Learning Resources

1. Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC.
2. Healy, K. & Mulholland, J. (2007). Writing skills for social workers. Los Angeles London:SAGE.
3. Kumar, Keval J., (2002). Mass communication in India.Jaico Publishing House
4. Mefalopulos, Paolo. (2008). Development communication sourcebook: broadening the boundaries of communication. World Bank.
5. Prasad, Kiran. (2009). Communication for Development-Reinventing Theory and action.New Delhi: B R Publishing Corporation.
6. Robins,S.P.,Hunsaker, L.P.(2013). Training in Interpersonal Skills- Tips for Managing People at Work. Noida: Pearson India.

Relevance of Learning the Course/ Employability of the Course

1. Enhance the ability to be fully self-aware by overcoming all fears and insecurities and grow fully from inside-out and outside-in.
2. Increase self-knowledge and awareness of emotional competency and emotional intelligence at the place of study/work.
3. Provide the opportunity for realizing self-potential through practical experience.
4. Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others.
5. Set appropriate goals; manage stress and time effectively.

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School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Life Skills-Based Education		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUBH102		
Course Overview	Life Skill Based Education enables learners to acquire knowledge and develop attitudes and skills needed to make decisions and take positive action to support the adoption of healthy behaviour.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/fieldwork	
	38	12	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understanding the core concept of Life Skills helps students positively develop attitudes and beliefs.	U	7
2	Apply universal human values while utilising life skills in fieldwork.	A	5
3	Team skills with professional values ensure career building.	S	4
4	Create an intervention plan for Life Skill training.	C	6
5	Continuous evaluation of self with the knowledge of Life Skills promotes self-modification both personally and professionally.	E	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction Life Skills- Concept, definition, significance.	12	1,2

Life Skills in Indian Context- need for Life Skills in India. Universal Human Values Love and Compassion, Truth, Non-violence, Righteousness, Peace, Service, Sacrifice		
Module 2	Hours	
Ten Core Life Skills Ten core Life Skills by WHO and UNICEF- Self-awareness, Interpersonal relationships, Effective communication, Empathy, Decision making, Problem-solving, Coping with Stress, Coping with emotion, Creative thinking, and Critical thinking.	14	1,5
Module 3	Hours	
Professional Skills Team Skills- Cognitive and Non-cognitive Skills, Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquette, and Internal Communication.	12	3,5
Module 4	Hours	
Application of Life Skills Training specific life skills for - Getting Started, Knowing Myself, Communication, Relationships, Decision-Making, Coping with Emotions, Substance Use. Energisers, Warm-ups and Relaxation.	12	2,4,5

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lectures, E- learning, Active cooperative learning, Seminars, Group Discussions, Debates, Library works, and Presentations by individual student/ Group representatives.</p> <p>Field activities:</p> <ol style="list-style-type: none"> 1. Observation Visits. 2. Life Skill intervention among school students.
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Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Students must submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity reports on Life Skill Training. 6. Semester End examination.
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Learning Resources

1. Comprehensive Life Skills Framework: Rights based and life cycle approach to building skills for empowerment by unicef
<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
2. Life Skills Modules of UNICEF, WHO, NACO, SCERT (Kerala).
3. Life Skill Education Toolkit for Orphans and Vulnerable Children in India by Family Health International (FHI)
4. Clarke, D., Bundy, D., Lee, S., Maier, C., Mckee, N., Becker, A., Paris, F. (n.d.). Skills for Health Skills-based health education including life skills: An important component of a ChildFriendly/Health
5. Dewan S, Sarkar U (2017) From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA
6. International Youth Foundation. (2014). Strengthening life skills for youth: A practical guide to quality programming.
7. Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC

Relevance of Learning the Course/ Employability of the Course
<ol style="list-style-type: none"> 1. Enhance the ability to be fully self-aware by overcoming all fears and insecurities and grow fully from inside-out and outside-in. 2. Increase self-knowledge and awareness of emotional competency and emotional intelligence at the place of study/work. 3. Provide the opportunity for realizing self-potential through practical

experience.

4. Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others.
5. Set appropriate goals; manage stress and time effectively.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Psychology		
Course Title	Psychology of Adolescence		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUBH103		
Course Overview	This course emphasizes the changes happening during the adolescent period. It provides ideas about adolescent issues and how to overcome the hurdles.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop knowledge about adolescent's development	U	
2	Analyze the changes during the adolescent period.	An	
3	Identify the contexts of an adolescent.	U	
4	Evaluate the problems of adolescence	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction – transition period, boundaries of adolescence	5	1
Module 2	Hours	
Fundamental changes happening in adolescence – biological – physical health, puberty, health care and its importance Cognitive – brain changes and adolescent thinking Social – peer group, psychosocial development	20	1, 2
Module 3	Hours	

Contexts of adolescence – peer group, family – influence of parenting, the role of school, the role of social media Hurdles - identity, autonomy, intimacy, sexuality, and achievement	20	1, 3
Module 4	Hours	
Psychosocial problems in adolescence – substance abuse, suicide, other psychological problems – antisocial behaviour, and depression.	15	1, 4

Mode of Transaction	<p>Classroom activities:</p> <p>Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning</p> <p>Field activities: activity-based assignments, self-assessment activities</p> <p>Lab based activities:</p>
Mode of Assessment	<p>Continuous Internal Assessment (CIA) – 30 marks</p> <p>Quiz, assignments, Group Discussion, individual presentations</p> <p>Semester End Examination – 40 marks</p>


Learning Resources

1. Santrock, J. (2023) Adolescence (18th ed), McGraw Hill Education.
2. Steinberg, and Laurence, D. (2018) *Adolescence*, 12th ed. Dubuque, IA : McGraw-Hill Education.

Additional reading

1. Arnett, J.J. (2012) *Adolescence and Emerging Adulthood: A Cultural Approach* 5th ed. Upper Saddle River, New Jersey: Prentice Hall.

Relevance of Learning the Course/ Employability of the Course
<p>Through this course, each student will be able to understand and identify their current stage of development and overcome the challenges as an adolescent.</p> <p>The course is designed for self-identification and self-development.</p>

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	FYUGP		
Course Title	Behavioural Neuroscience		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUBH121		
Course Overview	Brain and behaviour connections are explained in this course, as well as the philosophical origin and history in the field of study of behaviour.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		

1	Understand behaviour control of the brain	U	
2	Illustrate historical developments in the field of brain and behaviour.	U	
3	Analyse the brain mechanism underpinning emotions and motivation	An	
4	Explain the topography and functional organisation of the brain.	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
The brain theory, Perspectives on the Brain and Behavior- Aristotle, Descartes, Darwin, Gregor Mendel and heritable factors, Early insights from brain injury- lateralisation of functions, Neuroplasticity, hierarchical organisation, two brain, Conscious and Unconscious Neural Streams	15	1, 2
Module 2	Hours	
Hierarchy of brain – coverings of the brain, brain structures, blood supply, neuronal transmission- electrical and chemical transmission.	15	4
Module 3	Hours	
Motivation and emotion- Neural control of basic needs, limbic system and functions (vegetative control), sleep and wakefulness. Emotions- the neural basis of emotion	15	1
Module 4	Hours	
Brain and behaviour- Topography of brain, lobes and functions, Language	15	1,4

Mode of Transaction	Classroom activities: lecture class, discussion group, etc
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Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
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Learning Resources

1. Kolb, B & Whishaw, I.Q (2015) *Fundamentals of Human Neuropsychology*. Worth Publishers, NY
2. Hall, J.E., & Hall, M.E. (2021) *Guyton and Hall Textbook of Medical Physiology (Guyton Physiology)* 14th Edition (p. 2). Kindle Edition.

Relevance of Learning the Course/ Employability of the Course

This course allows students to be oriented to the brain and behaviour and understand how psychology evolved as a branch of science.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Administration of Human Service Organisations		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2DSCUBH122		
Course Overview	The course provides an in-depth understanding of the human services sector, including its history, purpose, and scope. This knowledge is crucial for effectively managing and improving the delivery of services.		
Semester	II	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ field work	
	40	20	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop understanding of the evolution of administration as a science and as a method in Social Work Practice.	U	7
2	Develop an understanding and appreciation of the utility of the administrative structures, processes and procedures in an organisation.	E	5
3	Acquire knowledge and skills in the use of different management techniques in HSO.	S	4
4	Develop and apply understanding of elements of management and concepts in organizational management.	A,C	6
5	Acquire knowledge of the concept of social marketing and its scope in social work practice.	E	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction to Administration Evolution of administration as a science. Concepts - Administration, Organization, Management, Business Administration, Public Administration. Social Welfare Administration: Meaning, definition, scope, social welfare administration as a method of social work.	12	1,2
Module 2	Hours	
Introduction to Voluntary Organization Voluntary Organization: Organizational Structure, Functions and Principles. Role and type of voluntary organizations. Organizational structure, Organization - Types of organizations, characteristics of HSO, Procedures	14	1,5

in registering an organization-Societies Registration Act, Trust Act and Companies Act (2013-Section VIII) Administrative skills; writing letters, reports and minutes, Fund raising, conducting meetings, Public Relations and Networking		
Module 3	Hours	
<p>Elements of Administration and Approaches to Organizational</p> <p>Basic elements in administration: Planning, Organizing, Staffing,</p> <p>Leading (directing, coordinating), Controlling (Reporting & Budgeting)</p> <p>Organizational Management: Concept, functional areas – Production, Finance, Marketing and Human Resources,</p> <p>Approaches to Organizational Management - Bureaucratic, Democratic, Human Relations Model,</p> <p>System Theory, Theory X , Theory Y and Theory Z.</p>	14	3,5
Module 4	Hours	
<p>Organisational Behaviour</p> <p>Concept of Organizational Behaviour, Organizational Culture,</p> <p>Organization development-process, approaches and strategies</p> <p>Evaluation of motivational theories and basic understanding of their application in the work context</p> <p>Leadership; meaning, definition and importance of leadership,</p> <p>Theories of Leadership: Trait theory, Behavioural theories, contingency theories</p> <p>Communication in Organization</p>	20	2,4,5

Mode of Transaction	Classroom activities:
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	<p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <ol style="list-style-type: none"> 1. Observation Visits. 2. Organising & Coordinating Conferences
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity reports on Life Skill Training. 6. Semester End examination.

Learning Resources

1. Abha, Vijay and Prakash.(2000). Voluntary Organizations and Social Welfare. ABD Publishers
2. Chhabra.T.N.(1999). Principles and Practice of Management. New Delhi: DhanpatRai & Co Chowdhary D.Paul.(1992). Social Welfare Administration. New Delhi: Atma Ram
3. Goel S.L, Social Welfare Administration VOL. 2: Theory and Practice, Deep& deep Publication.
4. Goel S.L., Jain R.K., (1988). Social Welfare Administration VOL. I: Theory and Practice, Deep & Deep Publication,
5. Goel S.L, Social Welfare Administration VOL. 2: Theory and Practice, Deep & deep Publication.
6. Goel S.L., Jain R.K., (1988). Social Welfare Administration VOL. I: Theory and Practice, Deep & Deep Publication
7. Kohli A.S., Sharma S.R. (1996). Encyclopaedia of Social Welfare and Administration Vol. 1-7, New Delhi : Anmol Pub. Pvt. Ltd.
8. Lawani B.T.(1999). NGOs in Development. Jaipur: Rawat Publication.
9. Lewis Judith A., (1991), Management of Human Services, Programs. Brooks Cole Publishing Co.
10. Pasad.L.M. (2000). Principles and Practice of Management. New Delhi: Sultan Chand & Sons.
11. Ralph Brody. (2005).Effectively Managing Human Service Organizations (Third Edition). New Delhi: Sage Publications
12. Sachdeva.D.R.(2003).Social Welfare Administration in India. New Delhi: Kitab Mahal

Relevance of Learning the Course/ Employability of the Course

- The course provides an in-depth understanding of the human services sector, including its history, purpose, and scope. This knowledge is crucial for effectively managing and improving the delivery of services.
- Students develop essential leadership and management skills tailored to the unique needs of human service organizations. This includes strategic planning, organizational development, and resource management, which are vital for any administrative role.
- Understanding the policy landscape and advocacy techniques empowers students to influence and implement policies that benefit the communities they serve. This is particularly important in ensuring that services are aligned with legislative and regulatory requirements.
- Graduates can pursue a variety of roles in non-profits, government agencies, healthcare, social services, and community organizations. Positions may include program director, operations manager, policy analyst, and executive director.
- There is a growing need for skilled administrators who can manage human service organizations efficiently, particularly as these organizations expand to meet increasing social needs.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Human Rights and Social Legislation		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUBH141		
Course Overview	Human Rights and Social Legislation knowledge helps social workers ensure social welfare, social justice, human rights, etc.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	80	10	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Remember the concept of Evidence-Based Intervention.	R	5
2	Understand the concept of Human Rights and Social Legislation.	U	4
3	Analyse the importance of Policymaking.	An	6
4	Evaluate policies, programmes, protection and legislation about disadvantaged people in the community.	E	7
5	Create the ability to understand the role and responsibility and human rights machinery.	C	5,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction to Social Legislation Social Legislation: Definition, objectives, & Scope. Social Legislation as an instrument for social change and social justice. Indian constitution and social Legislation: Fundamental rights, Fundamental duties and Directive Principles of State policy. Legal system in India: Courts, Hierarchy of courts.	15	1,2
Module 2	Hours	
Introduction to Human Rights Concept and nature of human rights. Human Rights and the U.N. Charter; Universal Declaration of Human Rights 1948 and Universal Declaration of Human Responsibilities 1997. Human Rights and the Constitution of India. Statutory Mechanism for Enforcement of Human Rights in India: National Human Rights Commission (NHRC) and State Human Rights Commissions (SHRCs) – Evolution, Composition and their Roles.	15	2,4

Module 3	Hours	
<p>Human Right's violation and Social Legislations related to Women and Children</p> <p>Human Rights violations in India: Human Rights violations, judicial response to violation of Human Rights. National Human Rights Machinery: Ombudsman, Human Rights Commission, The Protection of Human Rights Act.1993.</p> <p><i>Legislations for the Protection of Children and Women:</i></p> <p><i>Children:</i></p> <ul style="list-style-type: none"> • Juvenile justice care and protection act 2015 • Laws related to adoption, Child Marriage Act – 2006. • The Protection of Children from Sexual Offences Act, 2012 • The Child Labour (Prohibition and Regulation) Amendment Act, 2016 <p><i>Women:</i></p> <ul style="list-style-type: none"> • Laws related to atrocities against women as per Indian penal code • The Dowry Prohibition Act –1986. • The Protection of Women from Domestic Violence Act, 2005. • The Immoral Traffic (Prevention) Act, 1986. • Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. 	20	2,3,4
Module 4	Hours	
<p>Human Rights, NGO's and Social Work</p> <p>Role of Indian NGO's in furthering Human Rights, Amnesty International, Role of Social Work in relation to Humanism; Human Rights and Social Justice; Public Litigation, Legal Aid, Lok Adalat, Role of Advocacy and Role of Social Action. Institutional mechanism for human rights in India, NHRC, NCW, commission for SC/ST, Disabled, Case studies on HR violations and Actions.</p>	10	5,3

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation</p>
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	<p>by individual student/ Group representative.</p> <p>Field activities:</p> <p>Observation visit</p> <p>Case studies</p> <p>Expert interaction/Interview</p>
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Semester End examination.

Learning Resources

1. AjitBhattacharji, 1997, Social Justice and the Indian Constitution, Simla Indian Institute of Advanced Studies.
2. Basuttil J. & Blsekburn R., 1997, Human Rights for the 21st Century, London Prentic Hall.
3. Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.
4. Government of India, 1987, Encyclopaedia of Social Work in India (Vol 1-4), New Delhi: Ministry of Information & Broadcasting.
5. Jaiswal P.S. &Jaiswal N., 1996, Human Rights and the Law, New Delhi, Aplt Publishing Corporation.
6. John S, 2001, (Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.
7. Pandit V, 1 2000, Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies.
8. Pathak B., 1997, Social Justice and Development of Weaker Section, New Delhi, Inter India Publication.
9. Sanajoabar N., 1994 Human Rights: Principles, Practices and Abuse, New Delhi, Onson Publication.
10. Subramanium S., 1997, Human Rights: International Challenges, New Delhi, Manas Publication, Vol.I. &II.
11. India Government: Constitution of India. Govt. of India Press, New Delhi
12. Social Legislation in India (2 Vols) Hardcover K .D. Gangrade 2011

13. Tapan BiSOWal : Human rights, gender and environment Viva books pvt Ltd, New Delhi, 2006

Relevance of Learning the Course/ Employability of the Course
To improve the legal knowledge on Social Legislations of the learner, which will help him or her become a better practitioner.

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p>
	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Health Care Administration and Community Health		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2DSCUBH142		
Course Overview	Life Skill Based Education enables learners to acquire knowledge and to develop attitude, and skills which are needed to make decisions and take positive action to support the adoption of healthy behaviour.		
Semester	II	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	40	20	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Demonstrate a comprehensive understanding of the structure, function, and management of health care systems and community health programs in India.	U&R	7
2	Apply management and administrative principles to solve problems and improve operational efficiency in health care facilities and community health settings.	A	5
3	Apply management and public health principles to design, implement, and evaluate community health programs effectively.	A	4
4	Evaluate the effectiveness and efficiency of health care services and community health interventions using quantitative and qualitative methods	E,An	6
5	Continuous evaluation of self with the knowledge of Life Skills promotes self-modification both in personal and professional manner.	E	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p>Community Health & Epidemiology</p> <p>Community Health-Definition and Scope. Concept of Public Health- Definition, Objectives and Areas of Public health</p> <p>Concept and various dimensions of: International /Global Health,</p> <p>Environmental health, Nutritional Health, Occupational Health, Maternal and child health Community Mental Health.</p> <p>Meaning and scope of epidemiology: Models and factors associated with health and diseases, Preventive and promotive health.</p> <p>Special aspects of community health-Alcoholism and Drug Dependence –Agent factors, prevention, treatment and Rehabilitation-</p> <p>Physical and Psychological aspects of Community Health</p>	12	1,2
Module 2	Hours	
<p>Health care system and health problems in India</p> <p>Definition of health, aspects and indicators of health. Health care systems: Organization of the various health care system- Private Health system, Indigenous system, Voluntary health system, Problems of health care system</p> <p>Important health problems in India- Current Major healthcare issues.</p> <p>Health Economics - Basics of health economics, Demand/Supply of Medical Care</p>	14	1,5
Module 3	Hours	
<p>Health Policies and Programmes</p> <p>Policies -National Health Policy, Population Policy, Health for all, Population Dynamics in India and Kerala, GOI & State Govt. Policy in</p>	14	3,5

<p>implementation of Health insurance</p> <p>National Health programmes: Family welfare; Maternal & Child Health, ICDS; School Health Programmes, National Health Mission</p> <p>(NHM), UIP NEMP; NLEP; NTP; Diarrhoeal disease control Programme:</p> <p>IDD, AIDS Control programme , National Programme for control of blindness, welfare measures for the physically challenged. International Health organizations (WHO, UNCEF, Red Cross)</p> <p>State health programmes for weaker sections, physically challenged and developmentally challenged</p>		
Module 4	Hours	
<p>Concept of Health Planning & Planning Cycle,</p> <p>Health Planning in India and Five Year plans</p> <p>Healthcare planning process: Information Gathering, Analysis of Health Situation, Establishment of Objectives and Goals, Assessment of</p> <p>Resources, Fixing Priorities, Write-up of Formulated Plan, Programming and Implementation, Monitoring, Evaluation</p> <p>Management techniques and methods</p> <p>Concept of Health Care and levels of Health care</p> <p>Health care administration. Principles of healthcare administration, Health Care System in India-Central, State and District level,National Rural Health Mission</p> <p>Primary Health care in India- sub center, primary health center, community health center, Roles and functions of health personnel in these level including ASHA workers.</p>	20	2,4,5

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p>
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	Field activities: Visits to local health care facilities and community health programs.
Mode of Assessment	1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity reports on Life Skill Training. 6. Semester End examination.


Learning Resources

1. Basavanthappa.B.T. (1998). Community Health Nursing, Jaypee Brothers
2. Dawra,S.(2002). Hospital Administration and Management. New Delhi: Mohit Publications.
3. Goel, S.L.(2004).Health Care Management & Administration. New Delhi: Deep & Deep Publications Pvt. Ltd.
- 4.Goel, S.L.,Kumar,R.(2007). Hospital Administration and Management-Theory and Practice. New Delhi: Deep & Deep Publications Pvt. Ltd.
5. Park K, (1997).Preventive and Social Medicine,Jabalpur: Banarsidas Bhanot Publishers
6. Sundar, Kasturi. (1997). Introduction to Community Health Nursing: with SpecialReference to India, B.I.Publications
7. Tabish, S.A.(2001). Hospital & Health Services Administration. New Delhi: Oxford University Press.

Relevance of Learning the Course/ Employability of the Course
<ul style="list-style-type: none"> • The course provides essential knowledge and skills to tackle pressing public health issues, particularly in the Indian context. Understanding the intricacies of health care systems and community health frameworks enables students to contribute effectively to public health improvements. • Students learn to manage and lead health care organizations, ensuring

efficient operation and high-quality service delivery. This includes strategic planning, resource management, and organizational development, which are critical for the leadership roles in health care.

- The course equips students with the ability to analyze and influence health care policies, ensuring they can advocate for changes that benefit public health and community well-being. This is crucial for shaping a responsive and effective health care system.
- Graduates can pursue a range of roles in various settings, including hospitals, non-profits, government agencies, community health organizations, and international health bodies. Roles may include health care administrator, program director, health policy analyst, and community health manager.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	M.A. Social Work in Disability Studies and Action		
Course Title	Mental Health Education		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2MDCUBH101		
Course Overview	This course is designed to impart the students with the necessary knowledge, attitudes, and skills to shape their mental health and orient them to promote the general population's mental health. By undergoing the course, the students will gain adequate exposure to the knowledge of mental health to create interest in the mental health profession. The course is designed to meet the mental health needs of students and the general population.		
Semester	2	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	45	15	
Pre-requisite			

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be</i>		

	<i>able to;</i>		
1	Understand the concept of mental health.	U	7
2	Analyse the determinants of mental health and the consequences of mental health.	An	3
3	Understand the brain, types and behaviour.	U, R	5
4	Evaluate normal and abnormal behaviour.	E	5,6
5	Demonstrate the skills to differentiate between normal and deviant behaviour.	A	6
6	Practice student mental health skills learnt	S	1,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Concepts: Self, Group, Community, Society, Social Interaction; Personality: Concept & Structure; understand personality, Self-concept, Self-esteem; understand personal inadequacies; understand personal strengths.	10	4
Module 2	Hours	
Brain, Mind, Behavior, Cognition, Emotion, Belief, Attitude; Environment and behaviour; observation and measurement of behaviour. Addiction: Causes and management; Suicide: Causes and management; Sexual harassment: Causes and management	15	3,4
Module 3	Hours	
	10	1,2

Mental health: Concept, meaning, determinants of mental health; Characteristics of mental health; Attributes of a mentally healthy person; Personality and mental health; Social environment and mental health.		
Module 4	Hours	
Concept of student mental health; Characteristics of a mentally healthy student; Stress management; Anxiety management; Competency mapping; Social adjustment; Career guidance.	10	5,6

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <p>Observation visit</p> <p>Expert interaction/Interview</p> <p>Community based mental health awareness/sensitisation programmes.</p> <p>Observation of Mental Health related International and National Days.</p>
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Semester End examination.

Learning Resources


1. Royal College of General Practitioners. Care of People with Mental Health Problems. Chapter 13 in Curriculum Statement.
www.rcgp-curriculum.org.uk/pdf/curr_13_Mental_Health_08aug.pdf.
2. Jenkins R, McCulloch A, Friedli L, Parker C. Developing a National Mental Health Policy Maudesley Monograph 43. Hove: The Psychology Press, 2002.
3. National Institute for Mental Health England. Mental Health, New Ways of Working in Mental Health for Everyone.
www.nimhe.csip.org.uk
4. CSIP NIMHE. The 10 High Impact Changes for Mental Health Services.
www.nimhe.csip.org.uk/10highimpactchanges.
6. Srivastava, K., Chatterjee, K., & Bhat, P. S. 2016. Mental health awareness: The Indian scenario. Industrial psychiatry journal, 25(2), 131–134.
5. West Midlands CSIP Investing In Our Future, Ageing and Mental Health: a collective responsibility to act now
www.westmidlands.csip.org.uk/silo/files/investing-in-our-future.pdf.

Relevance of Learning the Course/ Employability of the Course
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<p>This course provides students with essential knowledge, skills, and perspectives needed to promote mental health awareness, resilience, and support within themselves and their communities. By addressing core concepts and practical strategies, it empowers students to contribute positively to the collective effort in fostering a mentally healthy society.</p>

Scheme for III & IV Integrated UG and PG Programme
Graduate School
Mahatma Gandhi University

Course Code	Title	Credits	Hours per Week		Level	Type
			Theory	Practicals		
SEMESTER III						
	Minor A	4			“	
MG3DSCUBH221	Cognitive Processes	4	4			Psychology
MG3DSCUBH222	Introduction to Disability	4	4			Social Work
	MDC	3			“	
MG3MDCUBH201	Forensic Psychology	3	3			Psychology
MG3MDCUBH202	Sociology for Social Workers	3	3			Social Work
	VAC	3			“	
MG3VACUBH201	Indian Psychology	3	3			
MG3VACUBH202	Community Development and Empowerment	3	3			Social Work
SEMESTER IV						
	Major	4			“	
	Major	4			“	
	Major	4			“	
	Minor B	4			“	
MG4DSCUBH241	Language and Thought	4	4			Psychology
MG4DSCUBH242	Community-Based Rehabilitation	4	4			Social Work
	SEC	3			“	
MG4SECUBH201	Skills for Helping Professions	3	3			Psychology
MG4SECUBH202	Group Work and Leadership Skills	3	3			Social Work
	VAC	3			“	
MG4VACUBH201	Psychology for Health and well-being	3	3			Psychology

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behaviour Sciences		
Programme	Psychology		
Course Title	Cognitive Process		
Course Type	Minor		
Course Level	200-299		
Course Code	MG3DSCUBH221		
Course Overview	Cognitive Process means psychology of the mental process. This course deals with the human characteristics of sensation, attention and perception, Thinking and Problem-solving, Reasoning and Decision making		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the meaning of the cognitive process, including various components that make up the cognitive process.	U	
2	Explain the sensory experience and attention process	R	
3	Analyse the mechanism of perception	An	
4	Apply the knowledge of Thinking and Problem-solving, Reasoning and Decision making	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Cognitive Psychology- An introduction and development of cognitive psychology as a branch of psychology.	15	1
Module 2	Hours	
<p>Sensation and Attention.</p> <p>CHARACTERISTICS OF SENSORY MODALITIES</p> <p>Threshold sensitivity</p> <p>Suprathreshold sensation</p> <p>Signal detection theory</p> <p>Sensory coding</p> <p>Sensation- visual, auditory, gustatory and olfactory sensations.</p> <p>Pressure and temperature, Pain</p> <p>Attention- Nature and Definition of Attention, Perception and Consciousness</p> <ul style="list-style-type: none"> ● Preconscious Processing ● Selective and Divided Attention ● Theories of attention - Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory, Feature-Integration Theory, Similarity Theory. <p>Automatic and Controlled Processes in Attention</p> <p>Factors That Influence Our Ability to Pay Attention</p>	35	2
Module 3	Hours	
<p>Perception</p> <p>Figure and ground</p> <p>Grouping of objects</p> <p>Perceiving distance</p>	25	3


Depth cues- binocular or monocular. Perceiving motion Feature integration theory Top-down processing Perceptual constancies Illusions		
Module 4	Hours	
Thinking and Problem-solving Reasoning and Decision making	15	4

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

1. Nolen-Hoeksema, Fredrickson, B.L, Loftus,G.R and Wagenaar, W.A (2009) Atkinson & Hilgard's Introduction to Psychology, 15th Edt, Cengage Learning, UK.
2. Groome D (2021) An Introduction to Cognitive Psychology: Process and Disorders 4th edt. Routledge, London

Relevance of Learning the Course/ Employability of the Course
This course prepares students with foundation concepts in the higher psychological process.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Social work		
Course Title	Introduction to Disability		
Course Type	Minor		
Course Level	200-299		
Course Code	MG3DSCUBH222		
Course Overview	This course also aims to provide an overview of various disabilities, rights of persons with disabilities and rehabilitation interventions		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		

1	Understand the significance of disability	U	
2	Identify the significance of identification, prevention and management of developmental disabilities	An	
3	Identify the significance of identification, prevention and management of visual, and hearing impairment	An	
4	Identify the significance of identification, prevention and management of locomotor disabilities	An	
5	Analyse the models in rehabilitation	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module and title	Hours	CO No
Module 1: Introduction <ul style="list-style-type: none"> • Significance of Disability: Overview of disability studies and its importance in society. • Concepts and Models: Examination of various models of disability (medical vs. social). • Regulations: Overview of relevant laws and regulations affecting individuals with disabilities 	20	1
Module 2 : Identification and Management of developmental disabilities <ul style="list-style-type: none"> • Intellectual Disability: Characteristics, identification methods, and management strategies. • Autism Spectrum Disorders: Understanding autism's spectrum nature and intervention techniques. • Cerebral Palsy: Identification and management approaches for cerebral palsy. • Learning Disabilities: Strategies for identifying and supporting individuals with learning disabilities. 	15	2
Module 3: Identification and Management of Sensory	20	3

<p>Impairments</p> <ul style="list-style-type: none"> • Hearing Impairment: Types of hearing loss and management strategies. • Visual Impairment: Identification methods and support for individuals with visual impairments 		
<p>Module 4: locomotor disabilities</p> <ul style="list-style-type: none"> • Causes and prevention • Types and management • Assistive devices 	15	4
<p>Module 5: Rehabilitation</p> <ul style="list-style-type: none"> • Concepts of Rehabilitation: Understanding rehabilitation in the context of disability. • Models of Rehabilitation: Examination of different rehabilitation models used in practice. • Issues and challenges 	20	5

Mode of Transaction	<p>Classroom activities:</p> <p>Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning</p> <p>Field activities: activity-based assignments, self-assessment activities</p> <p>Lab based activities:</p>
Mode of Assessment	<p>Continuous Internal Assessment (CIA) – 30 marks</p> <p>Quiz, assignments, Group Discussion, individual presentations</p> <p>Semester End Examination – 40 marks</p>

Learning Resources

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

Peshawaria, R., Menon, D. K., Ganguly, R., Roy, S., Pillay, R. P. R. S., Gupta, A., & Hora, R. K. (2007). Moving Forward – An Information Guide for Parents of Children with Mental Retardation. Secunderabad: NIMH

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

Coleridge, P. (1993). Disability, Liberation and Development. Oxfam: U.K. and Ireland.

Cook, D (1987), Psychosocial Impact of Disability. In R.M. Parker (Ed.) *Rehabilitation Counselling: Basics and Beyond*. Austin: Pro ed. Inc.


Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.

Oliver, O. (1993). Social Work: Disabled People and Disabling Environments. London: Jessica Kingsley Publishers.

Alpiner, J.A. & McCarthy, P.A. (1993). Rehabilitative Audiology: Children and Adults (2nd ed.). Baltimore: Lippincott, Williams and Wilkins.

Pandy, R.S. and Advani, Lal (1995). Perspectives in Disability and Rehabilitation. New Delhi

Relevance of Learning the Course/ Employability of the Course
Through this course, each student will be able to understand various types of disabilities, their causes, features, and prevention. This will also help the students to identify the significance and methods in the rehabilitation of persons with disabilities. This will help them to understand the application of inclusion for the comprehensive and sustainable development of the community.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Psychology		
Course Title	Forensic Psychology		
Course Type	Value added course		
Course Level	200-299		
Course Code	MG3VACUBH201		
Course Overview	Forensic psychology aims to understand the psychological makeup of criminal behaviour, assist the legal system, and provide assessment and evaluation. This Forensic Psychology course helps students familiarize themselves with the subject.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	75		
Pre-requisite	Nil		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Students will be able to Illustrate fundamental principles of forensic psychology.	U	
2	Analyse the intersection between psychology and the legal system.	An	
3	Critically examine applications of psychological principles to forensic contexts.	U	
4	Build a psychological perspective on criminal behaviour	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S)

COURSE CONTENT


Module 1	Hours	CO No
FORENSIC PSYCHOLOGY: AN INTRODUCTION		
<ul style="list-style-type: none"> • Definition and scope of forensic psychology. • Historical development of the field. • The relationship between psychology and the law. • Overview of the legal system (criminal and civil). • Ethical principles in forensic psychology. • Role of forensic psychologist 	20	
Module 2	Hours	
PSYCHOLOGY OF CRIMINAL BEHAVIOUR		

<ul style="list-style-type: none"> • Theories of crime (biological, psychological, sociological). • Psychopathy and antisocial personality disorder. • Risk assessment and violence prediction. • criminal profiling basics. • Juvenile delinquency. • Psychology of crime • Deviant behaviour • Impulsive violence • Psychophysiology and crime • Learning and crime • Anger and aggression • Stanley Milgram's experiment • Mental diagnosis, prognosis and treatment of criminal and delinquent behaviour • Organized crime syndicates. 	20	
Module 3 CRIME TYPOLOGIES	Hours	
<ul style="list-style-type: none"> • Interpersonal violence – the causes of violence, forcible rape, murder and homicide, assault, robbery, hate crimes • Political crime and terrorism – nature, types of political crime, terrorism • Property crime – theft, burglary, arson • Enterprise crime: white-collar and organised crime • Public order crime: sex and substance abuse • Cybercrime and technology – cyber theft, cyber vandalising, cyber warfare. 	20	
Module 4 FORENSIC ASSESSMENT AND EVALUATION	Hours	
<ul style="list-style-type: none"> • Offender profiling: Polygraph, Narcoanalysis, Neuroimaging • Psychological Autopsy • Social influence and legal system : police interrogations, line ups and effect of media coverage on perception of defendants • Social cognition and legal system Eyewitness testimony, errors/problems in eyewitness testimony, solutions for increasing eyewitness accuracy • Influence of prejudice and stereotypes on the legal system. 	15	

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

1. Bartol, C. R., & Bartol, A. M. (2020). *Criminal behaviour: A psychological approach*. Pearson.
2. Hess, A. K., & Weiner, I. B. (2018). *The handbook of forensic psychology*. John Wiley & Sons.
3. Siegel, L. J. (2010). *Criminology: Theories, patterns, and typologies* (10th ed.). Boston, MA: Cengage Learning.
4. Pozzulo, J. D., Bennell, C., & Forth, A. E. (2018). *Forensic psychology*. John Wiley & Sons
5. Kassin, S. M. (2017). *Psychology in court*. Guilford Publications.
6. Andrews, D. A., & Bonta, J. (2017). *The psychology of criminal conduct*. Routledge.
7. Davis, R. C., & Norris, F. H. (2018). *Victimology: Crime victims and victim services*. Sage publications.
8. Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2018). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* Guilford Publications.
9. Otto, R. K., & Heilbrun, K. (2002). *The practice of forensic psychology*. American Psychological Association

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p>
	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Behavioral Sciences		
Programme	Social Work		
Course Title	Sociology for Social Workers		
Course Type	MDC		
Course Level	200-299		
Course Code	MG3MDCUBH202		
Course Overview	The psychosocial problems of an individual can't be diagnosed and solved without having the knowledge of his social environment. Thus, social work derives most of its knowledge from sociology. The basic idea of sociology helps social workers to perform effectively.		
Semester	III	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60	15	
Pre-requisite	Basic understanding of sociological concepts.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To explain sociological concepts through various theories effectively to engage students in a multicultural society to interact respectfully with diverse groups.	U	2,6
2	To Analyse various social problems through community engagement to evaluate practices, policies and theories on the basis of empirical evidence by scientific approach to knowledge development.	An	6,1
3	To develop Community Resilience by Skills building Capacity building modules to facilitate community in coordinated effort and act together in the interests of a common cause	C	5,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p>Sociology- Definition and Scope, Origin and Development, Sociology as Science, Importance of the Study of Sociology.</p> <p>Primary Concepts: groups, association, Community, Institution, Customs, Folkways and Mores, Social Norms.</p> <p>Society: Elements of Society: Features of Indian Society.</p>	20	1

Social change: meaning, factors, process and theories.		
Module 2	Hours	
<p>Culture: Definition of Culture, Elements of Culture, Culture and Civilization, Culture and Personality, Cultural lag.</p> <p>Socialization: Meaning of Socialization, Factors of Socialization, Theories of Socialization- Cooley's, Mead's, and Freud's Theory.</p> <p>Agencies of Socialization: Family, School, Friends, Religion and State.</p>	20	1,2
Module 3	Hours	
<p>Social Process and Interaction: Meaning of Social Interaction, Basic features: Co-operation, Competition, Conflict, Accommodation and Assimilation.</p> <p>Social Institutions: Marriage: Meaning, functions, types, trends and problems.</p> <p>Family: Characteristics, features, Functions, Joint Family, changing trends in Indian families.</p>	20	3
Module 4	Hours	
<p>Social inequality.</p> <p>Social stratification: Meaning and characteristics- origin of social stratification, functions of social stratification.</p> <p>Caste system in Indian society: Meaning and Definition of Caste, Class and Caste stratification, Characteristic features of castes in India. Its impact on Social and Economic development; Caste conflicts: recent trends – Caste Religion and Politics.</p> <p>Social thought: Contribution of Comte, Spencer, Durkheim, Max Weber and Karl Marx</p>	15	2,3

Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <p>Visit to Urban or Rural community and prepare observation report on concept, meaning and causes of any of the major social problems like Dowry, Domestic Violence, gender inequality, Juvenile Delinquency, Commercial Sex work, Child labour, Illiteracy, Poverty, Population exploitation, Alcoholism. Single parents.</p>
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity report. 6. Semester End examination.

Learning Resources

Text Books

1. Bottemore T.B. 1976. Sociology, New Delhi: Oxford University Press.
2. P. Gisbert, Fundamentals of Sociology
3. Shankar Rao C.N, 2009. Sociology of Indian Society, New Delhi: S. Chand.
4. William J Goode, Principles of Sociology


References

1. Atal, Y 1993. Understanding Indian Society, Jaipur: Har-Anand Publications.

2. Ahuja, Ram, 1993. Indian social system. New Delhi: Jawat publications.
3. Coleman, J and Donald, W, 1984. Social Problems, New York: Harper and Row Publisher.
4. Davis, K 1995. Human Society, New Delhi: Surjeet Publications.
5. Indra D S 1999. Society and Culture in India, Jaipur: Rawat Publications.
6. Madan G.R. 1994. Indian Social Problems Vol. I & II, New Delhi: Allied Publishers Ltd.
7. Mandelbaum D G 1972. Society in India Vol 1 & 2 Bombay: Popular Prakashan.
8. Shah G, 2000. Social Movement in India: Review of Literature, New Delhi: Sage.
9. Singh Y 1977. Social Stratification in India, New Delhi: Manohar Publications.
10. Vidhyabhusan & Sachdeva 1995. Introduction to Sociology, New Delhi: KitabMahal.

Relevance of Learning the Course/ Employability of the Course
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<p>This course aims at introducing the learners to a critical inquiry about various social problems and concepts and apply social work skills in working with multicultural society.</p>
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Psychology		
Course Title	Indian Psychology		
Course Type	Value added course		
Course Level	200-299		
Course Code	MG3VACUBH201		
Course Overview	India has a long tradition of knowledge systems that span Upanishad, ayurveda, Patanjali yoga, etc. These philosophical roots explain the concept of mind and mental processes. This course familiarises the students with the Indian knowledge of psychology.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90	-	
Pre-requisite			

	Nil
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the Indian concepts of mind and mental processes.	U	
2	Explain Indian views on mental processes such as sensation, perception, and learning and memory.	U	
3	Describe the Indian perspective on human motivation, emotion, personality, and abnormal behaviour.	U	
4	Sensibly analyse Indian psychology in context.	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p>Introduction</p> <p>Indian psychology as the science of living</p> <p>Sources of Indian Psychological Concepts</p> <p>Scope and methods: Role of intuition and Subjective experience --Yoga and Tantra techniques.</p> <p>The concept of consciousness –the principle of chit - States of consciousness</p> <p>the Self, mind and senses</p>	25	

Altered states of consciousness		
Module 2	Hours	
<p>Sensation and Perception</p> <p>Relationship between sense organs and objects – manas as a sense organ – illusion – transcendental perception</p> <p>Learning and memory</p> <p>Self and past experience –Samskara and Vasana – Conditions of retention and recall</p>	25	
Module 3	Hours	
<p>Motivation and emotions</p> <p>Nature and kinds of motives – raga, dvesha and moha – Gita's theory of action – the concept of purushartha - the concepts of attachment and non-attachment.</p> <p>Personality and personality development</p> <p>Different theories of personality –the concept of sthithaprajna – Yoga: the eightfold path to Self-realization.</p>	30	
Module 4	Hours	
<p>Abnormal behaviour and its treatment.</p> <p>Indian classification of abnormal behaviour - therapeutic techniques.</p>	10	


Mode of Transaction	<p>Classroom activities: Lecture and participatory group discussions.</p> <p>Lab-based activities: Activity-based practical</p>
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

1. Matthijs Cornelissen (2013) Foundations and Applications of Indian Psychology, Pearson Education
2. Kuppaswamy, B. (1990) Elements of Ancient Indian Psychology; Konark Publishers Ltd., Delhi.

3. Ramakrishna Rao, K. (Ed) (2008). Handbook of Indian Psychology, Foundation Books, Delhi
4. Jadunath Sinha(2017) Indian Psychology (3 Volumes); Motilal Banarsidass Publishers (P) Ltd., Delhi.

Relevance of Learning the Course/ Employability of the Course

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Social Work		
Course Title	Community Development and Empowerment		
Course Type	VAC		
Course Level	200-299		
Course Code	MG3VACUBH202		
Course Overview	The Community Development and Empowerment course equips students with the knowledge and skills to address social issues, mobilize communities, and promote sustainable development. It focuses on participatory approaches, community organization, and capacity building, preparing students to drive positive change in diverse social, economic, and cultural contexts.		
Semester	III	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	40	20	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand and Analyze the Concepts of Community Development and Organisation	U/An	7
2	Apply Community Organisation Approaches in Practice	E	5
3	Evaluate Empowerment Strategies and Barriers	S	4
4	Create Participatory Tools for Sustainable Community Interventions	A,C	6
5	Analyze and Monitor Community Development Projects	An	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<ul style="list-style-type: none"> • Community as a Concept: Definitions, types, and characteristics. • Community Development: History, principles, scope, and relevance in the modern context. • Sustainable Development Goals (SDGs): Implications for community development. 	15	1,2

<ul style="list-style-type: none"> • Theories of Community Development: Structural-functional, systems theory, and conflict perspectives. 		
Module 2	Hours	
Community Organisation <ul style="list-style-type: none"> • Community Organisation: Definition, principles, and objectives. • Steps in Community Organisation: Study, analysis, planning, implementation, evaluation, and modification. • Models of Community Organisation: Locality development, social planning, and social action. • Tools for Organising Communities: Networking, group work, and advocacy. • Role of Social Workers in Community Organisation: Skills and techniques for effective practice. 	15	1,5
Module 3	Hours	
<ul style="list-style-type: none"> • Empowerment: Definitions, dimensions (individual, social, economic, political), and indicators. • Empowerment Theories and Models: Freire's concept of conscientization, rights-based approaches, and empowerment ladders. • Barriers to Empowerment: Structural, cultural, and institutional challenges. • Case Studies: Empowerment initiatives in India (e.g., Kudumbashree, SEWA). 	15	3,5
Module 4	Hours	

<p><i>Module 4: Participatory Approaches in Community Development and Organisation</i></p> <p><i>(5 Hours)</i></p> <ul style="list-style-type: none"> • Participation: Principles, levels, and importance (Arnstein's ladder of citizen participation). • Participatory Tools and Techniques: PRA (Participatory Rural Appraisal), PLA (Participatory Learning and Action). • Role of Community Mobilization in Organization and Development: Strategies for participation and engagement. Social Action and Advocacy 	15	2,4,5
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Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <ol style="list-style-type: none"> 1. Observation Visits. 2. Organising & Coordinating Conferences
Mode of Assessment	<ol style="list-style-type: none"> 7. Continuous Internal Assessment (CIA) 8. Internal Test – Two Internal written test examinations 9. Assignments – Every student has to submit one assignment on selected topics. 10. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 11. Field activity reports on Life Skill Training. 12. Semester End examination.


Learning Resources

- Ross, M. G. (1967). **Community Organization: Theory and Practice.**
- Bhattacharyya, S. (2012). **Social Work: An Integrated Approach.**
- Chambers, R. (1997). **Whose Reality Counts? Putting the First Last.**

- Ledwith, M. (2015). **Community Development: A Critical and Radical Approach.**
- Midgley, J. (2010). **Social Development: Theory and Practice.**
- Craig, G., & Mayo, M. (Eds.). (2015). **Community Empowerment: A Reader in Participation and Development.**

Relevance of Learning the Course/ Employability of the Course
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<p>This course not only builds foundational knowledge for careers in social work but also fosters practical skills that enhance employability and societal impact.</p>
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	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p>
	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Behavioural Sciences		
Programme	Psychology		
Course Title	Language and Thought		
Course Type	Minor		
Course Level	200-299		
Course Code	MG4DSCUBH241		
Course Overview	Language and thought encompass a significant mental process involving imagination, thinking, reasoning, and problem-solving. This course covers topics such as the components of language, theoretical assumptions of language development, the neural basis of language, and the role of language and thought in activities like imagination, reasoning, and problem-solving.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the science behind the language and thought process	U	
2	Describe the 'concept' -the building blocks of thoughts.	U	
3	Analyse the reasoning and problem-solving activities in the thought process.	An	
4	Evaluate the dynamics of language and thought process.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
LANGUAGE AND COMMUNICATION – Levels of Language Language Units and Processes Effects of Context on Comprehension and Production – The Neural Basis of Language THE DEVELOPMENT OF LANGUAGE What is Acquired? Learning Processes Innate Factors	25	


Module 2	Hours	
<p>CONCEPTS AND CATEGORIZATION:</p> <p>THE BUILDING BLOCKS OF THOUGHT</p> <p>Functions of concepts</p> <p>Prototypes</p> <p>Hierarchies of concepts</p> <p>Different categorisation processes</p> <p>Acquiring concepts</p> <p>The neural basis of concepts and categorisation</p>	25	
Module 3	Hours	
<p>REASONING</p> <p>Deductive reasoning</p> <p>Inductive reasoning</p> <p>The neural basis of reasoning</p> <p>IMAGINAL THOUGHT</p> <p>Imaginal operations</p> <p>The neural basis of imagery</p>	20	
Module 4	Hours	
<p>THOUGHT IN ACTION: PROBLEM SOLVING</p> <p>Problem-solving strategies</p> <p>Representing the problem</p> <p>Experts versus novices</p> <p>Automaticity</p>	20	

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

1. Nolen-Hoeksema, Fredrickson, B.L, Loftus,G.R and Wagenaar, W.A (2009) Atkinson & Hilgard's Introduction to Psychology, 15th Edt, Cengage Learning, UK.

Relevance of Learning the Course/ Employability of the Course

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Social Work		
Course Title	Community Based Rehabilitation		
Course Type	Minor		
Course Level	200-299		
Course Code	MG4DSCUBH242		
Course Overview	To understand the basic concept, principles, philosophy and genesis of Community Based Rehabilitation (CBR).		
Semester	IV	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	70	20	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Identify and describe the challenges faced by persons with disabilities (PWDs), particularly environmental and social barriers, and propose solutions for creating a barrier-free environment.	R, U	5
2	Evaluate the principles and strategies of CBR programs, including stakeholder roles, resource management, and the effective implementation of the CBR Matrix.	E, An	4
3	Apply the principles of CBR to various socio-cultural and economic settings (e.g., urban, rural, and tribal regions) to develop region-specific solutions.	A, S	6
4	Create practical approaches and strategies for safeguarding the rights of PWDs and promoting empowerment through community engagement and the CBR Matrix.	C	7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p>Attitudes of person with disability, family and community</p> <ul style="list-style-type: none"> • Exercise of portrait of disabled person and experiencing disability. • A day in disabled persons life • Needs of people in society • Disability , women & Children • Environmental Barriers and promoting barrier free environment • Simple methods to create a Barrier Free Environment in house, school, roads, toilets, community levels. 	25	1,2
Module 2		
<p>Basic principles, philosophy and genesis of Community Based Rehabilitation.</p> <p>Community Based Rehabilitation and Institutional Based Rehabilitation.</p> <p>Community Based Rehabilitation for different socio cultural and economic conditions such as urban, rural, tribal, regions.</p>	20	5,3
Module 3	Hours	
<p>Different approaches in Community Based Rehabilitation.</p> <p>Community Based Rehabilitation strategies- steps in safe guarding the rights of persons with disabilities</p> <p>CBR Matrix: Health, Education, Livelihood, Social and Empowerment, Rural Practical and Community Engagement.</p>	20	2,4
Module 4	Hours	
<p>Describe the prevalence of disability in the urban and rural parts of India and the trends in other low income countries.</p> <ul style="list-style-type: none"> • Strength and limitations of CBR. • Principles involved in the implementation of a CBR programme – Roles of different stake holders, optimum use of resources and bridging the gap between the PWDs in the community and the resources. • Roles and responsibilities of the implementing agency. • Need for basic Documentation in a CBR programme. 	25	2,3,4


Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <p>Observation visit</p> <p>Case studies</p> <p>Expert interaction/Interview</p>
Mode of Assessment	<p>13.Continuous Internal Assessment (CIA)</p> <p>14.Internal Test – Two Internal written test examinations</p> <p>15.Assignments – Every student has to submit one assignment on selected topics.</p> <p>16.Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same.</p> <p>17.Semester End examination.</p>

Learning Resources

1. Sunder. S (2002), Textbook of Rehabilitation, Gopsons Papers LTD. Noida, Utter Pradesh.
2. Elliott, Timothy. R of Frank Robert G. (2000), Hand Book of rehabilitation Psychology, Washington, DC, APA
3. Jose. M & Kareparambil. G (1995). Persons with disabilities in Society, Thiruvananthapuram, India, KFB Press.
4. Peat .M (1997), Community-based rehabilitation, W.B Saunders Company
5. WHO (1984), Rehabilitation for all in World Health Magazine, WHO, Geneva
6. Rao, Shankar C.N. (2007). Indian Society, New Delhi: S S Chand & Company Ltd

7. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions and International Comparisons, New Delhi: Rawat Publications.

Relevance of Learning the Course/ Employability of the Course
<p>The course emphasizes the importance of addressing not only medical aspects but also social, environmental, and cultural factors affecting PWDs. This prepares students to contribute to inclusive community development.</p>

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Psychology		
Course Title	Counselling skills for helping professions		
Course Type	SEC		
Course Level	200-299		
Course Code	MG4SECUBH201		
Course Overview	<p>Helping professionals always working with people from various settings. A set of skills and approaches facilitate effective delivery. The course Counselling Skills for Helping Professionals, orient students about the counselling process and skills, approaches in counselling and ethics.</p>		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work

	75	
Pre-requisite	Nil	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe professional skills and ethical considerations underlying counselling	U	
2	Explain the process of counselling, counsellor qualities and skills, and techniques in counselling.	U	
3	This course will help to build a perspective on counselling as a helping profession.	C	
4	Appraise the counselling in settings like child and adolescence, family and marriage, crisis intervention, suicide and other preventive/intervention counselling.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
An overview of Counselling: Definitions, Distinction between counselling and Psychotherapy, goals of counselling, Historical developments of counselling Profession, Ethical and legal aspects of counselling. Research in counselling.	20	


Module 2	Hours	
Counselling Process, techniques, and skills: Preparation for Counselling, Counselling interview, Counselling relationship, Counselling process - Relationship Building, Assessment And Diagnosis, Formulation Of Counselling Goals, Intervention and Problem Solving, Termination and Follow-Up, counselling steps, techniques. Counsellors' Skills and Qualities of Effective Counsellor, variables affecting counselling process.	20	
Module 3	Hours	
Approaches to counselling: Psychoanalytic approach, behaviour, humanistic, gestalt, Adlerian, existential and cognitive approaches to counselling	15	
Module 4	Hours	
Special areas in Counselling : Child and adolescents counselling, Counselling for Children with Special Needs, crisis counselling, counselling for marriage and family, premarital counselling, counselling for relationship issues, counselling for Alcohol and substance abuse, Rape victims, grief counselling, Suicide Prevention Counselling, counselling for HIV /AIDS patients and Terminal Illness, Counselling for minorities, Group Counselling.	20	

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

1. Sally A (2014) Short introductions to the therapy professions, Sage, California.
2. Bor,R & Watts,M(2017)The trainee handbook : a guide for counselling & psychotherapy trainees,Sage, New Delhi.

Relevance of Learning the Course/ Employability of the Course

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p>
	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Behavioural Sciences		
Programme	Social Work		
Course Title	Group Work and Leadership Skills		
Course Type	SEC		
Course Level	200-299		
Course Code	MG4SECUBH202		
Course Overview	The course Group Work and Leadership Skills focuses on developing the theoretical and practical competencies required for effective group facilitation and leadership in social work settings. Students will learn group dynamics, leadership styles, conflict resolution, and decision-making, preparing them to lead and manage groups in community, organizational, and developmental contexts.		
Semester	IV	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		15
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the theoretical underpinnings of group work and leadership	U	7
2	Apply group facilitation techniques in real-world social work setting	A	5
3	Evaluate leadership approaches and their impact on group outcomes	E	4
4	Create effective group interventions and leadership strategies for developmental purposes.	C	6

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
<p><i>Introduction to Group Work</i></p> <ul style="list-style-type: none"> • Definition and Importance of Group Work • Theories of Group Work: Systems Theory, Psychodynamic Theory, and Social Exchange Theory • Types of Groups: <ul style="list-style-type: none"> ○ Task Groups ○ Treatment Groups ○ Support Groups ○ Educational Groups • Stages of Group Development: Forming, Storming, Norming, Performing, Adjourning • Role of Social Workers in Group Work 	20	1,2
Module 2	Hours	
	20	1,5

<p><i>Dynamics of Group Interaction (6 Hours)</i></p> <ul style="list-style-type: none"> • Group Dynamics: Communication, Roles, Norms, and Decision-Making • Building Group Cohesion and Trust • Understanding Power and Influence in Groups • Conflict Management in Groups • Group Assessment: Sociograms and Group Observation Tools, Sociometry 		
Module 3	Hours	
<p><i>Leadership in Group Work (6 Hours)</i></p> <ul style="list-style-type: none"> • Concept of Leadership: Definitions, Importance, and Functions • Styles of Leadership: Autocratic, Democratic, Laissez-faire, Transformational, and Transactional • Leadership Skills for Social Workers: <ul style="list-style-type: none"> ○ Communication and Listening Skills ○ Empathy and Emotional Intelligence ○ Motivational Skills ○ Decision-Making and Problem-Solving Skills • Challenges in Leadership: Addressing Diversity and Inclusion <p><i>Skills for Group Facilitation</i></p> <ul style="list-style-type: none"> • Planning and Organizing Group Sessions • Facilitation Techniques: Brainstorming, Role-Playing, and Ice-Breakers • Promoting Participation and Engagement • Handling Resistance and Disruptive Behaviour • Evaluating Group Effectiveness and Outcomes 	20	3,5
Module 4	Hours	

<p><i>Applications of Group Work and Leadership (6 Hours)</i></p> <ul style="list-style-type: none"> • Group Work in Community Settings: Self-Help Groups, Peer Groups, and Youth Groups • Leadership in Social Movements and Advocacy • Group Work in Organizational Settings: Team Building and Staff Development 	20	2,4,5
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Mode of Transaction	<p>Classroom activities:</p> <p>Brainstorming lecture, E- learning, Active co-operative learning, Seminar, Group Discussions, Debates, Library works, Presentation by individual student/ Group representative.</p> <p>Field activities:</p> <ol style="list-style-type: none"> 1. Observation Visits. 2. Organising & Coordinating Conferences
Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – Two Internal written test examinations 3. Assignments – Every student has to submit one assignment on selected topics. 4. Seminar Presentation – Every student has to prepare a PPT on a selected topic and present the same. 5. Field activity reports on Life Skill Training. 6. Semester End examination.

Learning Resources

- Toseland, R. W., & Rivas, R. F. (2017). *An Introduction to Group Work Practice*. Pearson.
- Northouse, P. G. (2021). *Leadership: Theory and Practice*. Sage Publications.
- Trevithick, P. (2012). *Social Work Skills and Knowledge: A Practice Handbook*. Open University Press.
- Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice*. Cengage Learning.
- Wilson, G., & Ruch, G. (2019). *Social Work: An Introduction to Contemporary Practice*. Pearson Education.

Relevance of Learning the Course/ Employability of the Course

Group Work and Leadership Skills is highly relevant for social work, equipping students with essential competencies for facilitating groups and leading effectively in diverse settings. It prepares them for roles in community development, NGOs, CSR initiatives, and interdisciplinary teams, addressing group dynamics, conflict resolution, and collaboration. The course aligns with global and national needs, such as the Sustainable Development Goals (SDGs), fostering leadership for community empowerment and participatory governance. With employability in sectors like healthcare, education, social welfare, and international organizations, it also supports entrepreneurial ventures and advanced studies, making students job-ready while enhancing their long-term career prospects.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	Psychology		
Course Title	Psychology for Health and Well-being		
Course Type	VAC		
Course Level	200-299		
Course Code	MG4VACUBH201		
Course Overview	This course intends to provide knowledge about health psychology and well-being. It gives awareness about the connection between lifestyle and mental health, health-compromising behaviours, and stress. It ultimately looks for changes in health-compromising behaviours and improves mental health.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	75		
Pre-requisite	Nil		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To understand fundamental concept of health psychology	U	
2	To analyze the role of stress, coping, and life style in mental health	An	
3	To understand health compromising behaviours	U	
4	To evaluate the health promotion strategies in community	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction to Health Psychology Definition and Scope of Health Psychology, Mind-Body relationship, Biopsychosocial Model of Health Health behaviours – practicing and changing health behaviours Psychological Determinants of Health and Illness	20	1
Module 2	Hours	

Stress and Coping Concept and Types of Stress, theoretical contribution Physiological and Psychological Effects of Stress Coping with stress Role of Social Support in Coping and Health, concept of resilience	15	1, 2
Module 3	Hours	
Lifestyle and Mental Health Psychological Aspects of Nutrition, Exercise, and Sleep Impact of Substance Abuse on Health and Well-being Mindfulness and Meditation for Well-being The Role of Spirituality in Health	20	3
Module 4	Hours	
Health Promotion and Behaviour Change Health Communication and Behaviour Change Strategies Psychological Interventions for Lifestyle Modification Stress management strategies Role of Counselling and Psychotherapy in Health Promotion Community and Public Health Perspectives Policies and Programs for Health Promotion in India	20	4

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 30 marks Quiz, assignments, Group Discussion, individual presentations

	Semester End Examination – 40 marks
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Learning Resources

Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw Hill.

Sarafino, E. P., & Smith, T. W. (2020). Health Psychology: Biopsychosocial Interactions (10th ed.). Wiley.

Lazarus, R. S., & Folkman, S. (1984). Stress, Appraisal, and Coping. Springer.

Diener, E., Oishi, S., & Tay, L. (2018). Handbook of Well-Being. DEF Publishers.

Relevance of Learning the Course/ Employability of the Course

