

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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	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	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
<ul style="list-style-type: none">• 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>

	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	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.

	<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	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	
Elements of Administration and Approaches to Organizational Basic elements in administration: Planning, Organizing, Staffing, Leading (directing, coordinating), Controlling (Reporting & Budgeting) Organizational Management: Concept, functional areas – Production, Finance, Marketing and Human Resources, Approaches to Organizational Management - Bureaucratic, Democratic, Human Relations Model, System Theory, Theory X , Theory Y and Theory Z.	14	3,5
Module 4	Hours	
Organisational Behaviour Concept of Organizational Behaviour, Organizational Culture, Organization development-process, approaches and strategies Evaluation of motivational theories and basic understanding of their application in the work context Leadership; meaning, definition and importance of leadership, Theories of Leadership: Trait theory, Behavioural theories, contingency theories Communication in Organization	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: Dhanpat Rai & 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.

	<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	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>
