

Dr. AMBEDKAR GOVERNMENT ARTS COLLEGE

(AUTONOMOUS)

VYASARPADI, CHENNAI – 600 039

MINUTES OF THE MEETING OF BOARD OF STUDIES - MASTER OF SOCIAL WORK

Meeting of the Board of Studies in Social Work [for revising the Master of Social Work syllabus] was held on 12-06-2019 (Wednesday) at 10.30 A.M at the Department of Social Work of this College.

- The Syllabus is revised as per the TANSCH norms.
- The board members gone through the syllabus, discussed and necessary corrections are incorporated.
- This syllabus is approved and it is with effect from the academic year 2019-20.

S.No.	Members Present	Signature
1	Dr. K. Shyamala Chairman Head of the Department (I/C), Social Work Associate Professor of Computer Science Dr. Ambedkar Government Arts College (Autonomous) Vyasarpadi, Chennai – 600 039	<i>Shyamala</i> 12/06/19.
2	Dr Sandra Joseph University Nominee Associate Professor Department of Social Work Stella Maris College, Chennai 600 086 98401 70746 sanjose.smc@gmail.com	<i>Sandra Joseph</i> 12/06/19
3	Mr T.Mahesvaran College Nominee (External) Assistant Professor DRBCCC Hindu College Pattabiram, Chennai 600 072 79041 31763 mahespsw@gmail.com	<i>T. Mahesvaran</i> (T. MAHESVARAN)
4	Mrs Priyanka Johnson College Nominee (External) Assistant Professor & Head C.S.I Ewart Women's Christian College Chennai 91766 84984 csiewcc@gmail.com	<i>Priyanka Johnson</i> (PRIYANKA J)
5	Mr C. Daniel Praveen Raj Field Work Practitioner Social Improvement Specialist No:79, Queen Victoria road Poonamallee, Chennai 600 056 81487 50629 dansalo.raj@gmail.com	<i>C. Daniel Praveen Raj</i> C-DANIEL PRAVEEN RAJ.
6	Mr M. Mohan Alumni Board of trustee and trainer FEMA Organisation No:744, Bharathidasan street Vyasarpadi, Chennai 600 039 98411 93943 mohanmunusamy1993@gmail.com	<i>M. Mohan</i> M. MOHAN,

The members of the Board recommends that the
Rural Camp (Tirunelveli) and study Tour (Tirunelveli) be
made mandatory as per the norms of University of
Madras and TANSCH.

Sandra Joseph
C. Daniel Praveen Raj
M. Mohan

Dr.AMBEDKAR GOVERNMENT ARTS COLLEGE
(AUTONOMOUS)
VYASARPADI, CHENNAI – 39
DEPARTMENT OF SOCIAL WORK
MINUTES OF THE MEETING OF BOARD OF STUDIES – MSW (Master of Social Work)-
2019

Meeting of the Board of studies in Social Work in Social Work (for revising the Masters of Social Work) was held on 12.06.2019(Wednesday) at 10.00AM at the department of Social work

- The syllabus was revised based on guidelines and norms of TANSCHÉ and University of Madras
- The members of the board discussed the course content in detail and deliberated on the changes incorporated

The following recommendations could be followed and incorporated in the syllabus:

1. Field work Practicum Related:

- Introduction to community work can be included in the Social Skill Lab
- Criteria for selecting villages, approaches, pilot study, application of various tools in Rural camp, programmes to be planned during the camp can be included in the Rural camp in the first semester
- Primary methods and student roles in various field work settings: school, hospital, and community can be included in the concurrent field work practicum – II
- Special criteria of block placement can be removed and the credit can be added in the summer internship as 2 credits in the end of third semester.

2. Course Related:

- Sociology and psychology papers can be put together as one paper in the first semester as Extra Disciplinary
- Processes of CO, Social action as a method of social work, models and approaches can be included in the 5th unit of Community organization paper and 5th unit can be added to the 4th unit.
- Mixed method can be included in the research method as one of the types in Social work research and Statistics paper.
- Social work administration paper can be replaced with management of Organization in the second semester
- New Enactment of Environment laws and Agencies regulation bodies related to environment can be added in the 4th unit by replacing the old environment laws.
- Grama sabha and the importance of Grama sabha, Rural state and central government schemes and programmes can be included in the 4th unit of Rural community Development paper

- Rehabilitation and Resettlement, Resettlement Policy 2007, Right to fair Compensation and Transparency in land acquisition Act 2013 included in the 5th unit and, JNNURM, Smart city Urban Infrastructure can be added in the 3rd unit.
- Global events related to CSR, Companies act 2018, social audit in CSR, Ministry of Corporate affairs can be included in the Corporate Social Responsibility Elective Paper.
- PM Youth Employment Guarantee schemes, Agencies related to MSME- Directorate of Entrepreneurship, TN Skill Development Corporation(NSDC) Ministry of skill Development and Entrepreneurship, Skill India, NSQF, MUDRA Schemes can be added in the Social Entrepreneurship Elective paper
- Methods of adopting the new projects; methods of techniques of minutes taking; inspection can be added in the NGOs Development paper
- Tribes in India & their socio cultural profile, various perspectives, constitutional meaning of Tribe can be added in the 1st unit. Tribal policy of India, deforestation and impact of population, Tribal Rights can be included in the 2nd unit. Sustainable tribal development and tribal transition in India can be added in the 3rd Unit. Components of Tribal Culture can be added in the 4th Unit. Customary laws and practice, Nehru's Perspectives on Tribal development in 5th Unit can be added in the Indigenous community and Tribal Development paper.
- Social Policy content can be included in the Social Legislation paper.

3. Other:

The Board recommended recruiting two more faculties for over viewing student's field work practicum, rural camp, Study visits, and research project guidance

DR.AMBEDKAR GOVERNMENT ARTS COLLEGE
(AUTONOMOUS)
(Affiliated to the University of Madras)

REGULATIONS

Eligibility for Admission

For Purposes of admission into the MSW Programme a candidate should have:

- A Bachelors' Degree preferably in Arts, Science and Commerce of this University or Any other University accepted as Equivalent thereto by the syndicate
- Working knowledge of Tamil to enable the candidate to do effective field practicum
- The course of study for the degree of Master of Social Work(MSW) Shall be a full time course extended over four semester in a period of two years

Objectives of the Postgraduate Course in Social Work:

- To prepare candidates for a career in social work through a professional training programme aimed at developing in them
- Scientific knowledge about the dynamics of problems and issues in our society
- An ability to critique the ideologies that lead to systematic domination marginalization of vulnerable groups
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture – sensitive methods of social change
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change and development and empowerment of people
- Attitudes and Values necessary for working with people and organizations both Governmental and non- governmental for achieving the goals of social work profession namely:
 - 1) To enhance people's capacity for social functioning
 - 2) To improve the quality of life for everyone
 - 3) To promote social Justice
 - 4) To provide opportunities for people to develop their capacities to become participative and contributing citizens
- Mobilizing and managing financial resources, Financial Aid - Government and Non-Government sources, Corporate Support and Community Support. Methods of Fund Raising, Financial Accountability – Auditing and submitting of returns. Foreign Contribution Regulation Act and its relevant Procedures.

Eligibility for the award of MSW Degree:

The degree of Master of Social Work is awarded to a candidate who as per regulations has:

Undergone a post – graduate course of study in social work extending over 4 semesters in an affiliated college of this University recognized for this purpose and has earned a minimum of 76 credits

Passes the theory examinations and Field Work Practicum

Participates in a 7-10 days rural camp and meets the requirement prescribed by the course in relation to field practicum and research project and passes in them.

Completes block field practicum for 30 days to the satisfaction of the faculty of the organization

MSW Academic Programme:

The course of study of Master of Social Work(MSW) shall extend over 4 semesters and shall consists of case courses, interdisciplinary courses, elective papers, research project and social work practicum. Each theory papers and social work practicum for each semester is assigned 4 credits each. The research project is 8 credits. Student will earn the credits assigned to a course only when he/ she passes it .

Components of PG Social Work Programme:

Core Courses:

- Social Work Profession
- Social Work Practice with Individual
- Social Work Practice with Groups
- Field Work Practicum – I & II
- Community Organization and Social Action
- Social Work Research & Statistics
- Field Work practicum – III & IV
- Management of Organization

- **EDC: Working with HIV/AIDS People**
Disaster Management (Two papers from the dept. of social work offers to other department students in the II &III semesters)

Specialization Papers: (*Choose any one of the following Groups from two SPECIALIZATION Papers. Students shall not be permitted to take specialization papers in different Groups

- ***Community Development & Empowerment***
Rural Community Development
Urban Community Development
NGOs and Development
Indigenous Community & Tribal Development

- **Medical & Psychiatry**
 Medical Social Work
 Mental Health Social Work
 Psychiatric Social Work practice
 Community Health

SYLLABUS FRAME WORK – PG SOCIAL WORK*

SEMESTER – I

<i>S.No</i>	<i>Course Component</i>	<i>Sub Code</i>	<i>Name of the Course</i>	<i>Inst. Hours</i>	<i>Credits</i>
1	Core	19PASWC1	Social Work Profession	4	4
2	Core	19PASWC2	Social Work Practice with Individuals	4	4
3	Core	19PASWC3	Social Work Practice with Groups	4	4
4	Core	19PASWC4	Field Work Practicum – I	12	5
5	ED	19PASWD1	Sociology & Psychology for Social Work Practice	3	3
6	Soft Skills I	19PASBE1	Employability Skills	2	2

SEMESTER –II

<i>S.No</i>	<i>Course Component</i>	<i>Sub Code</i>	<i>Name of the Course</i>	<i>Inst. Hours</i>	<i>Credits</i>
1	Core	19PBSWC1	Community Organization & Social Action	4	4
2	Core	19PBSWC2	Social Work Research & Statistics	4	4
3	Elective	19PBSWE1A 19PBSWE1B	1.Environment Social Work 2. Counseling	3	3
4	Core	19PBSWC3	Concurrent Field Work – II	12	5
5	EDC	19PBSWD2	Working with People living with HIV/AIDS	2	2
6	Soft Skills II	19PBSBE2	Leadership and Communication skills	2	2

SEMESTER – III

S.No	Course Component	Sub Code	Name of the Course	Inst. Hours	Credits
1	Core	19PCSWC1A 19PCSWC1B	Specialisation papers: CD: Rural Community Development M&P: Medical Social Work	4	4
2	Core	19PCSWC2A 19PCSWC2B	Specialization Papers: CD: Urban Community Development M&P: Mental Health Social Work	4	4
3	Core	19PCSWC3	Management of Organization	4	4
4	Core	19PCSWC4	Concurrent Field Work – III	10	5
5	EDC	19PCSWD3	Disaster Management	2	2
6	Elective	19PCSWE1A 19PCSWE1B 19PCSWE1C	1. Corporate Social Responsibility 2. Social Entrepreneurship 3. Project Monitoring & Evaluation	3	4
7	Soft skills III	19PCSBE3	Managerial Skills	2	2
		19PCINT1	Summer Internship *		

*Internship will be carried out during the summer vacation of the I year and marks should be given and included in the third semester Mark statement.

SEMESTER – IV

S.No	Course Component	Sub Code	Name of the Course	Inst. Hours	Credits
1	Core	19PDSWC1A 19PDSWC1B	Specialization Papers: CD: NGOs and Development M&P: Psychiatric Social Work Practice	4	4
2	Core	19PDSWC2A 19PDSWC2B	Specialization Papers: CD: Indigenous Community & Tribal Development M&P: Community Health	4	4
3	Elective	19PDSWE1A 19PDSWE1B	1.Social Legislation 2. Human Rights Social Work	3	3

4	Core	19PDSWC3	Concurrent Field Work – IV	10	5
3	Core	19PDSWP1	Research Project	4	4
6	Soft Skills IV	19PDSBE4	Personality Enrichment	2	2

SEMESTER – I

Paper –1 Social Work Profession

Unit 1

Historical Evolution of Social Work; International Perspectives: UK, USA, Social Work in India: Socio-cultural and religious thought; Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar; Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement; Christian Missionaries, Gandhian Social Work, India as a Welfare State, Contributions of Voluntary organisations.

Unit 2

Social Work Profession; Meaning & definition; basic concepts; goals and functions; methods and fields; origin and growth in India: scope and status, International/ national bodies and forums, social work education; importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC.

Unit 3

Social Work Ideologies, Theories and Approaches; Ideologies: Philanthropy, humanitarianism, welfarism, socialism, democracy, marxism, equality, human rights and social justice; Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice.

Unit 4

Philosophy of Social Work Profession; Values, Beliefs and Principles of the Profession; Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997).

Unit 5

International Social Work; Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors; approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice.

BOOKS FOR REFERENCE

1. Cox David, Manohar Pawar, *International Social Work; Issues, Strategies and Programmes*. New Delhi; Vistaar. 2006.
2. Dominelli, L.D., *Social Work: Theory and Practice for a Changing Profession*. Cambridge:Policy. 2004.
3. Watson David (ed), *Code of Ethics of Social Work-The Second Step*. London: Routledge and Kegan Paul.1971.
4. Antony A. Vass, *New Directions in Social Work- Social Work Core Knowledge Values and Skills*. New Delhi: Sage, 1996.
5. Cox David, Pawar Manohar, *International Social Work; Issues, Strategies and Programmes*. New Delhi: Vistaar, 2006.
6. University Grants Commission, *I and II Review Commission on Social Work Education*. New Delhi: University Grants Commission, 1992.
7. Dominelli, L.D., *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Policy Press, 2004.
8. Midgley, J., *Social Work in International Context: Challenges and Opportunities for the 21st Century*. In M. Reisch & E. Gambrill (Eds.), *Social Work in the 21st Century* (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997.
9. Payne, M., *Modern Social Work Theory: A Critical Introduction*, Hong Kong; Maxmillan Education, 1991.
10. Reisch Michael, Eileen Gambrill, *Social Work in the 21st Century*. New Delhi: Pine Forge Press, 1997.

Paper –2 Social Work Practice with Individuals

Objectives

- To understand Social Case Work as a method of Social Work and develop skills in Social Work practice
- To comprehend theory and models and apply them in direct practice with individuals
- To become aware of the scope of using the methods in various settings

Unit 1

Introduction to Working with Individuals (Social Casework); Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills, Components, Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy

Unit 2

The Helping Process

Phase I- Psychosocial Study, Psychosocial Assessment

Phase II- Intervention Plan and Goal Setting, Intervention

Phase III- Termination, Evaluation and Follow up.

Unit 3

Models and Approaches

Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.

Unit 4

Tools and Techniques in working with Individuals

Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification, Communication.

Unit 5

Case Work in different Settings and Recording

Case work in hospitals, schools, communities, institutional setting and industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording

BOOKS FOR REFERENCE

1. Fischer, Joel. *Effective Case Work Practice An Eclectic Approach*. New York: Mc Graw Hill, 1978.
2. Upadhyay, R. K., *Social Case Work*. Jaipur: Rawat, 2003.
3. Vyas, A.A. *New Directions in Social Work- Social Work Competencies - Core Knowledge*,
4. *Values and Skills*. Delhi: Sage, 1996.

5. Bhattacharya, Sanjay. *Social Work, An Integrated Approach*. New Delhi: Deep & Deep, 2004.
6. Datar Sudha, Ruma, Bawikar et al. *Skill Training for Social Workers- A Manual*. New Delhi: Sage, 2010.
7. Hamilton, Gordon, *Theory & Practice of Social Case Work 2nd Edition*. Jaipur: Rawat, Indian Reprint, 2013.
8. Hepworth, D.H. & J.A. Larsen. *Direct Social Work Practice: Theory and Skills*. Dorsey Press, 1993.
9. Mathew, Grace. *An Introduction to Social Casework*. Mumbai TISS, 1992.
10. Misra, P.D. & Beena Misra. *Social Work Profession in India*. Lucknow: New Royal Book, 2004.
11. Trevithick, Pamela. *Social Work Skills – A Practice Handbook*. 2nd Edition. Jaipur: Rawat, 2009.

Paper –3 Social Work Practice with Groups

Objectives

- To understand Group Work as a method of Social Work and develop skills in practice
- To understand models and apply them in practice with groups
- To become aware of the scope of using the method in various settings

Unit 1

Introduction to Working with Groups (Social Group Work) Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.

Unit 2

Types of Groups :Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

Unit 3

Phases of Group Work Process : Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment; Beginning Phase: introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment; Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process; Ending Phase: preparing for termination; evaluation and feedback

Unit 4

Group Processes and Dynamics: Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry

Unit 5

Group Work Models and Practice in different settings Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work

BOOKS FOR REFERENCE

1. Bhattacharya, Sanjay. *Social Work an Integrated Approach*. New Delhi: Deep & Deep, 2008.
2. Choudhary, Paul. *Introduction to Social Work*. Delhi : Atma Ram & Sons,1983.
3. Douglass, Tom. *Group Processes in Social Work – A Theoretical Synthesis*. New Delhi: Thomson, 1979.
4. Jha, Jainendra Kumar. *Encyclopaedia of Social Work*. New Delhi: Anmol,2001.

5. Balagopal, P.R .Vassil, T.V. *Group in Social Work an Ecological Perspective*. New York: Macmillan, 1983.
6. Doel, Mark & Sawda, Catherine. *The Essentials of Group Worker*. London: Jessica Kingsley, 2003.
7. Garvin, Charles D. Gutierrez, Lorraine .M. Galinsky, Maeda. J. *Handbook of Social Work with Groups*. New York: The Guildford, 2006.
8. Johnson and Johnson. *Joining Together: Group Theory and Group Skills*. New Delhi: Premier, 1982.
9. Mark Doel. *Using Group Work*. London: Routledge, 2010.
10. Misra P.D. and Beena Misra. *Social Work Profession in India*. Lucknow: New Royal, 1979
11. Trecker. Harleigh, B. *Social Group Work- Principles and Practice*. New York: Association Press, 1970.

Paper – 4 Concurrent Field Work Practicum – I

Learning Objective:

- Set exposure with regard to the various settings of social work
- Underwent a group living experience and to understand the living conditions of people
- Acquired the skill in street theatre and folk lore

Field Work Components:

1. Observational Visits -The first year students during the first semester go for observational visits to various settings: Medical & Psychiatric, Rural Community Setting, Slum Visits, Industrial Setting, Correctional Setting and Tribal Setting.
2. Social Work Camp for a week
3. Skill Laboratory Experience in Social Work Methods – case work, group work, community organization.

The students spend two days in a week and expected to spend a minimum of 15 hours per week in the field for practice based learning.

Every week the students write a report of their activities and submit to the concerned field work supervisor on Mondays. The supervisor conducts individual and group conference regularly.

The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team worker.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 60.

Internal – Field Work (40 Marks)

Regularity in submission or record	:	10 Marks
Initiative Taken during the Skill Lab & field	:	10 Marks
Rural Camp –Participation and Contribution	:	10 Marks
Record Quality	:	10 Marks

Viva Voce (60 Marks)

Observation Visits	:	15 Marks
Rural Camp	:	15 Marks
Lab Sessions	:	10 Marks
Group Seminar Presentation	:	10 Marks
Presentation & Communication	:	10 Marks

Paper – 5 Sociology and Psychology for Social Work Practice

Learning Outcome: *The students will...*

- Gain knowledge about the society and its dynamism
- Understand the problems of the society
- Acquire the skills of working with the society

UNIT 1: Sociology: Meaning and Characteristics of Society, Community, Social Group, Social Association and Social Institution. Social Structure and functions of Social Institutions - marriage, family, kinship, caste, religion and education. Linkages between Sociology & Social Work **Socialization:** Process and agents. Social control: Concept, types and functions. Major Agents of Social control: Kinship, Religion, Law, Education, Traditions and Customs.

UNIT 2: Process of Social Change: Urbanization, Industrialization, Westernization, Sanskritisation, Secularization. Resistance to social change-cultural lag and Ethnocentrism. **Social stratification in India:** the concept of stratification, class, caste, casteism and communalism, social inequality and social mobility.

Social Problems: role of social workers in Indian problems like Corruption, Malnourishment, Child Abuse, violence against women & Sexual minorities (Transgender) - Human Trafficking, Communalism, Terrorism and environment degradation.

Learning Outcome: *The students will*

- Gain basic knowledge on psychology
- Understand the behaviour of human beings
- Acquire the skill of using psychological testing tools in dealing with individuals

UNIT 3: Psychology: Concept: Science of mind, Science of behavior- Conscious & Subconscious processes and motivation. Developmental stages & Developmental tasks. Areas of Human Development - Social, emotional, cognitive and physical- Relevance of Psychology to Social Work. **Psychological Processes in Behavior:** Needs and Motives, Emotions, Intelligence, Learning and motivation. Factors Influencing Human Behavior: Heredity and Environment. Personality: types of personality.

UNIT 4: Social Bases of Behavior: Perception - Hallucination, Delusion, Illusion, Attitudes, Prejudices, Biases and Stereotyping. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defense Mechanism; **Abnormal Psychology:** Concepts of normality and abnormality. International Classification of Diseases (ICD): Neurosis & Psychosis. Theories of Human Development: Freud's Psycho-Sexual theory, Erickson's Psycho-social theory and Cognitive Theory of Jean Piaget.

UNIT 5: Intervention methods: concept of psychological Counseling and psychological Testing, Achievements Test and Attitude test. The basic concepts of psychometrics and Testing

References for Psychology

1. Abril Lal Mukherjee, 2015, A Textbook Of Cognitive Psychology, Rajat Publications, New Delhi
2. Anuratha Ngangom, 2012, Research Methodology In Psychology, Maxford Books, New Delhi
3. Daine E Papalia And Sally Wendkos Olds And Ruth Duskin Feldman, 2004, Human Development (Ninth), Tata McGraw-Hill, New Delhi
4. David F Marks, Michael Murray, Brian Evans And Emee Vida Estacio, 2011, Health Psychology (Third), Sage Publications, New Delhi
5. Delhinima Khatoon, 2012, General Psychology, Darling Kinderley, South Asia.
6. Elizabeth B Hurlock, 2009, Development Psychology (Fifth), Tata McGraw-Hill, New Delhi
7. Elizabeth B. Hurlock, 2005, Child Development, Tata McGraw-Hill Publishing Company Ltd, New Delhi
8. John W Santrock, 2011, Life Span Development (Thirteen), Tata McGraw-Hill, New Delhi
9. Lewis R Aiken And Gary Groth-Marnat, 2009, Psychological Testing And Assessment, Dorling Kindersley Pvt. Ltd, New Delhi
10. Margarete Parrish, 2012, Social Work Perspectives On Human Behaviour, Rawat Publications, Jaipur
11. Mohan Kumar, 2014, Dictionary Of Psychology, Aitbs Publishers, Delhi
12. Naima Khatoon, 2012, General Psychology, Dorling Kindersley Pvt Ltd, India
13. Philip Banyard, Mark N.O. Davies, Christian Norman And Belinda Winder, 2012, Essential Psychology, Sage Publications, New Delhi
14. Singh H.D., 2007, Handbook Of Basic Human Physiology, S.Chand And Company Ltd, New Delhi

References for Sociology

1. Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi
2. Anthony Giddens, 1998, Sociology (Third), Polity Press, London
3. Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad
4. Frank N Magill, 1995, International Encyclopedia Of Sociology, British Library, England
5. Indhira R., 2012, Themes In Sociology Of Education, Sage Publications, New Delhi
6. Jainendra Kumar Jha, 2002, Basic Principles Of Developmental Sociology, Anmol Publications, New Delhi
7. Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi
8. Mohanty B. B., 2012, Agrarian Change And Mobalization, Sage Publications, New Delhi
9. Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi
10. Shanger Rao C. N, 2012, Sociology Principles Of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi
11. Surinder S Jodhka, 2012, Changing Caste, Ideology, Identity And Mobility, Sage Publications, New Delhi
12. Thara Bhai L., 2012, Indian Sociology Issues and Challenges, Sage Publications, New Delhi.

SEMESTER – II

Paper -6 Community Organization and Social Action

Objectives

- To understand a community as a social system
- To learn techniques and skills of CO as a method of Social Work
- To understand methods and approaches in Community Organisation and Social Action

Unit 1

Community: Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities, community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes.

Unit 2

Models of Community Organisation; Evolution of CO as a method in Social Work; Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, community organization models: J.Rothman, social planning, locality development and social action, Murray Ross-general content, specific content and process objective.

Unit 3

Process, Methods and Skills of Community of Organisation; Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation, skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning Methods: Awareness creation, planning, organizing, education, networking, participation legislative and non legislative actions.

Unit 4

Social Action as a Method of Social Work: Definition and meaning; aims and objectives, scope, social action as a method in Social Work, paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements; skills of a social activist - mediation, advocacy, negotiation, conflict-resolution

Unit 5

Models and Approaches to Social Action: Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky- Radical Movement, Gene Sharp- Nonviolence revolutionary Movement; Introduction to Social Action Movements in India - Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques

BOOKS FOR REFERENCE

1. Christopher A.J. & Thomas, William. New Delhi. *Community Organisation and Social Action*. New Delhi: Himalaya, 2009.
2. Gangrade K.D, *Community Organisation in India*. New Delhi: S Chand, 1972
3. Harper Ernest B, *Community Organisation in Action*. New Delhi: Vikas,1973
4. Walter A. Friedlander Hall, *Concepts & Methods of Social Work*. Delhi: Prentice Hall, 1977.
5. Zaltman, G. Philip Kotler, Ira Kaufman, *Creating Social Change*. Sydney: Holt Renschart & Winston, 1972.
6. Kramer Ralph M, *Readings in Community Organisation Practice*. Delhi: Prentice-Hall,1972.
7. McMillen Wayne, *Community Organisation for Social Welfare*, Chicago: The University of Chicago Press, 1952.

Objectives

- To understand the nature, principles and methods of Social Work Research
- To develop the skills of independently conceptualising a problem and executing a research study
- To understand and learn the application of appropriate statistical techniques in Social Work Research

Unit 1

Social Research and Social Work Research: Basic elements of scientific method; Social Work Research – definition, objectives, scope and limitations; Ethics in Social Work research; **Scientific Enquiry** – Science meaning, assumption, science and the study of social phenomena. **Types of Research:** Quantitative, Qualitative and Triangulation; **Planning a research project:** problem formulation, framing objectives, defining concepts, use of theorization in review of literature, **Variables:** definition and function and types; assumptions **Hypotheses:** Meaning, importance, uses and requirements, Testing of Hypotheses, types of hypotheses

Unit 2

Research Design and Sampling: Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; **Sampling Methods**-Definition, sample & population, Probability and Non-Probability Sampling; Sampling Error

Unit 3

Methods and Tools of Collecting Data: source & types of data: primary and secondary, qualitative and quantitative data and their limitations. **Methods of data collection:** Observation: structured and non structured; participant and non participant; Interview schedule, Interview guide, Questionnaire, **Scaling techniques** and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability, Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts

Unit 4

Overview of Qualitative Research; Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories.

Unit 5

Application of Statistics in Social Work: processing of Data: content checking, editing, classification, coding, tabulation, manual analysis, interpretation and computer application (SPSS). Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.

BOOKS FOR REFERENCE

1. Gupta, S.P. *Statistical Methods*. New Delhi: Sultan Chand and Sons, 2003.
2. Kumar, Ranjit, *Research Methodology. A Step-by-Step Guide for Beginners*. London: Sage, 1996.
3. Lal Das, D.K., *Designs of Social Research*. Jaipur: Rawat, 2005.
4. Ramachandran P., *Survey Research for Social Work*, Bombay: Institute for Community Organisation Research, 1993.
5. Rubin, Allen and Earl, Babbie. *Research Methods for Social Work*. New Delhi: Cengage Learning, 2011.
6. Alston, Margaret and Wendy Bowles. *Research for Social Workers – An Introduction to Methods*. 2nded, Jaipur: 2003.
7. Bohrnstedt, George W. and David Knoke, *Statistics for Social Data Analysis*. 2nd ed., Illinois: Peacock, 1988.
8. Garrett, Henry E. *Statistics – in Psychology and Education*. New Delhi: Paragon, Indian Reprint, 2011.
9. Mark, Raymond. *Research Made Simple – A Handbook for Social Workers*. New Delhi: Sage, 1996.
10. Thakur, Devendra. *Research Methodology in Social Sciences*. New Delhi: Deep and Deep. 1993.

- To help the students to learn basic facts about Ecology, Environment and Energy resources.
- To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection.
- To provide an understanding roles and responsibilities of Social Workers to protect the nature.

UNIT–I: Environmental Issues and Consciousness: Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.

UNIT –II: Environment Consciousness- NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement –Mitti Bachao Andolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts. Water Conservaiton project

UNIT–III: Environment Action and Management: State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchyats and Environment. Environment Management: Role of Traditional - State controlled - people controlled and jointly managed systems - Waste Management.

UNIT – IV: Environment Protection Laws and Agencies: National Forest Policy 2006; Tribal Forest Act 2019; National Water Policy 2002; Bio Diversity Regulation Act 2010; National Bio Diversity Regulation Authority; Ministry of Environment, Forest and Climate Change; Paris conference on Global Climate change 2015

UNIT – V Environmental protection and Roles of social worker: Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels. EFI, Nizhalgal, Adayar Sanctuary project.

References:

1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.
2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.
3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London
4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill Publishers. New Delhi:
5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.
6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.
7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.
8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.
10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.

11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi
12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.

Elective: Paper – 8 (B) Counseling Theory and Practice

Objectives:

- To develop a basic understanding of theory and skills in counselling
- To learn the different approaches and to develop an eclectic approach to counselling
- To integrate counselling skills in Social work practice

Unit 1

Concept of Counselling: Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal. Client as a person: voluntary and non – voluntary client, expectations, client's behaviour.

Unit 2

Different Approaches of Counselling; Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling

Unit 3

Types and Techniques to Counselling; Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling. Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER

Unit 4

The Eagan Model of Counselling: Stage- 1: Problem exploration and clarification- Part I – Attending & listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper's response and clients self-exploration, Helper's skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients' skills – self exploration

Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper's skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client's skill - non-defensive listening, dynamic self-understanding

Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.

Unit 5

Counselling in different settings

Marital, family, HIV/AIDS, pastoral counselling, student guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling

BOOKS FOR REFERENCE:

1. Association of Psychological and Educational Counsellors of Asia (APECA) (1982): *Counselling in Asia, Perspectives and Practices*.
2. Bianca Cody Murphy, Carolyn Dillion (2003): *Interviewing in Action Relationship, Process and Change*. 2nd Ed. USA: Thompson Brooks/Cole.
3. Colin Feltham (2010): *Brief Counselling*, New Delhi: Tata McGraw Hill.
4. David R. Evans, Margret T. Hearn, Max R. Ullmann & Allen E. Ivey (2008): *Essential Interviewing: A Programmed Approach To Effective Communication* (7th Ed.), USA: Thompson Brooks/Cole.
5. Dalaganjan Naik. (2004): *Fundamentals of Guidance and Counselling*. Delhi: Adhyayan.
6. Gibson L. Robert & Mitchell. (2008): *Introduction to Counselling and Guidance*. New Delhi: Prentice Hall of India.
7. Jacobs, E., Masson, L., Harvill, L., (1998): *Group Counselling Strategies and Skills*, USA: Brooks/Cole Publishing Company.
8. John, McLeod *An Introduction to Counselling* (3rd Ed.), Jaipur: Rawat Publications.
9. John, McLeod (2007), *Counselling Skills* (1st Ed.), Jaipur: Rawat Publications.
10. Lawrence, Shulman (2006): *The Skills of Helping- Individuals, Families, Groups, and Communities* (5th Ed.), USA: Thompson Brooks/Cole. .
11. Rao, S. Narayana. (1981): *Counselling Psychology*. Tata McGraw Hill.
12. Reeves, Andrew. (2013): *Counselling and Psychotherapy*. New Delhi: SAGE.
13. Sharma Ramnath and Sharma Rachana. (2004): *Guidance and Counselling in India*. New Delhi: Atlantic.

Paper – 9 Concurrent Field Work Practicum- II

Learning Outcome: *The students will...*

- Practice the primary methods of Social Work in different settings
- Understand the applicability of the methods and techniques of Social Work in the fields of social work
- Enhance their skills of Social Work practice

The first year students during the second semester go for Practice Based Social Work for two days in a week and expected to spend a minimum of 15 hours per week in the field where they are placed.

The first year students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization for their Practice Based Social Work.

During the placement they have to practice all the primary methods of social work. One has to help minimum of 3 clients using casework method, and form one group and practice group work method following all the stages of group work practice with at least 10 sessions and must take a issue and do it as a Group Project following the principles of community organization and social action.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly. The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team worker. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 60.

Tribal Exposure Visit:

Students should be taken for a 3 Days Tribal Exposure Visit to a Tribal Community.

Internal (40 Marks)

Regularity in Submission	:	10 Marks
Initiative Taken during the Field Work	:	10 Marks
Team Work	:	10 Marks
Record Quality	:	10 Marks

Viva Voce (60 Marks)

Case Work Practice	:	10 Marks
Group Work Practice	:	10 Marks
Community Organization Practice	:	10 Marks
Presentation & Communication	:	10 Marks
Tribal Visit	:	10 Marks

Paper – 10 Working with people living with HIV/AIDS

Learning objectives:

- To help students get a better understanding of HIV/AIDS in India
- To encourage students in understanding the ethical and human rights issues
- To enable students in developing skills to work with people with HIV
- Involved and thereby plan strategies for rehabilitation.

UNIT 1: Introduction to sexually Transmitted Diseases, Epidemiology of HIV/ AIDS Situation in India and developed countries. Approach to patients with suspected HIV infection. Pre test and post Test Counseling.

UNIT 2: Target Group - Sex Workers, MSM, Truck drivers, IDU (intra venous drug abuse) street children;

UNIT 3: Assessment & Intervention: laboratory investigations required. Risk factors and opportunities of other diseases like TB, Skin diseases, Cancer, Herpse, STD, Liver disorders, Steroids and medical complications.

UNIT 4: Social Work Approach to people living with HIV infection: systematic approach – Trust, Confidence, and Confidentiality and case work processes. Preventive methods: awareness raising, sex education, peer influence, demythologising HIV/ AIDS and use of condoms

UNIT 5: Government and Non Government Programmes: National AIDS Control Programme (NACP) and the role of NGOs – networking, social support systems, Counseling the family, community health programmes, TANSACS, Supportive groups, positive women Network.

References:

1. France David (How to survive a plague: the inside story of how citizens and science Tamed AIDS
2. World Health Organization (2006) Antiretroviral for HIV: a compilation of facts and product information Regional office of South East Asia- New Delhi.
3. Vivian Pribram(2010) Nutrition and HIV; Blackwell publishing ltd.
4. Centre for Substance Abuse Treatment(2000) Substance Abuse Treatment for person with HIV/AIDS Publisher: substance abuse and mental health services Administration US.
5. Irvine, (2013) University of California AIDS: Science and Society 7th edition. Publisher: Jones and Barlett Learning

Learning Outcome: *The students will...*

- Gain experience in a social work field by being in an open or closed setting
- Understand the techniques and approaches adopted by the organization
- Apply the knowledge gained, in the field of social work

During the summer holidays the first year students go for one month field placement training preferably in their respective field of specialization. The students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization or industries during the summer holidays according to their field of specialization.

During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, program, activities, and achievements and also involve the activities of the organization to whatever extent possible.

Students should get daily activity sheets signed by the concerned persons in the organizations. They have to write daily records of their learning and submit to the department once they complete their field placement. Successful completion is certified by the department and communicated to the Controller of Examination.

This is **Course Completion Requirement and 4 credits are attached**. Students will be evaluated based on the Agency Supervisor Feed Back and by the Department Staff for the report submitted by the students after completion of Field Work.

SPECIALIZATION: *Community Development & Empowerment (CD&E)*

PAPER – 11 Rural Community Development

Objectives

- To Understand the community as a method, its specific approaches and models
- To develop ability to utilize appropriate approaches and skills to work with communities
- To develop sensitivity and commitment towards issues of marginalized and oppressed groups.

Unit 1

Rural Community: Definition, types, characteristics, power structure; rural community issues: caste, rural poverty & indebtedness, land related issues: Systems of land tenure, Land reforms, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture laborer, marginal and small farmers. Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion

Unit 2

Historical Development: post and pre independent development: (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka). Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi National Rural Employment Guarantee Act, 2005. PM Awaz Yojana, PURA, Pradhan Mantri Gramodaya Yojana, NRHM (National Rural Health Mission) Schemes based on Agriculture sector: rural roads: Bharatmala pariyojana, NRLM; NLM; TNSRLM; PM Krishi sichai yojana;

Unit 3

Rural Community Development: Definition, scope, objectives, philosophy. **Approaches-** spatial planning approach, Multipurpose approach, Area development approach, Integrated approach, Multi District planning approach, Target sector approach, Gandhian constructive approach. **Processes:** Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, and lobbying, facilitating, negotiating, cooperation.

Unit 4

Rural Administration: Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD) Ministry of Rural Development and panchayat raj.

Unit 5

Rural Governance: Grama Sabha – Importance of Grama sabha and its functions; Panchayat systems and local self-government in ancient India, Balwantrao Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and

problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment and its implications.

BOOKS FOR REFERENCE

1. Agrwarl A.N (2001) Indian economy, nature, problems and progress, Vikas Biraj, Prakash, New Delhi.
 2. Dayal, Rajeshwar, (1974), C.D Programme in India, Kitab Mahal Pvt, Ltd.,
 3. Desai, A.R., (1971), Rural Sociology, popular press,Bombay.
 4. Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI.
 5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai.
 6. Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication.
 7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, NewDelhi.
 8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
 9. Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai.
- Ministry Reports, Planning Commission Reports.

SPECIALIZATION: *Medical & Psychiatry (M&P)*

Paper – 12 Medical Social Work

Learning Outcome:

The students will...

- Identify the issues related to health, diseases and health care services by the government and private
- Understand the concepts of Medical Social Work understand the signs and symptoms, etiology, diagnosis and treatment and prevention of health problems
- Develop a holistic and integrated approach to social work practice in the field of health

UNIT 1: introduction to Medical Social Work: Medical social work concept, definition and scope, Historical Development in Medical Social Work in India. Trends in Medical Social Work Practice, Changing phase of Health care: health care models – preventive, promotive, integrative, development and holistic; Alternative system of health- AYUSH, Yoga, meditation and naturopathy; concept of stem cell therapy – ethics and its relevance.

UNIT 2: Concept of Health: Indicators of Health- Determinants of Health Services – The right to Health services- Major Health problems in India with specific reference to adolescents and youth - Factors responsible for the prevalence of major diseases- Communicable diseases and Non communicable diseases- Control and prevention of communicable diseases- General measures to control diseases. Health Education: Concept, principles, techniques and methods: social action, empowerment, lobbying, advocacy and public relations in hospital.

UNIT 3: International Health Agencies: Health services in India - Government health services and Private health services – Urban health services and Rural health services - Effectiveness of health care services. The role of Medical Social Worker in various health settings. Working with the aged and differently abled groups. Health problems in different sectors: Occupational, Women's, Pediatric, Geriatric, problems of individuals and family during hospitalization and patients undergone surgery.

UNIT 4: Organization and administration of Medical Social Work: Departments in hospital, medical social work in relation to different disciplines, multidisciplinary approach and team work, patients rights in health care – PNDT Act, MTP Act, COPRA, Organ Transplantation Act, person with Disability Act(1995), Euthanasia, ESI Scheme, Health Insurance

UNIT 5: Medical Social work Practice in different Settings: Hospitals- out patients department, emergency/crisis care, ART Centers. Hospice and palliative, special clinics and community health use of volunteers, social support and self help groups, convalescent care, acute health care settings, restorative health care settings, Long term health care. Role of Medical worker in medical settings – applications of social work methods in the field of health discharge planning – documentation and record keeping in health care, problems encountered by medical social workers in the field

Reference Books:

1. William C. Cockerham (1967): Medical Sociology, Prentice Hall.INC. New Jersey
2. Anderson R. & Bury M. (1988) Living with Chronic Illness- The experience of patients and their families; Unwin Hyman, London
3. Bajpai. P.K.(1997) Social work perspectives o Health, Rawar Publications, Delhi

4. Bartlet. H.M (1961) Social work Practice in the Health Field, National Association of Social workers, New York.
5. Field M. (1963). Patients are people- A Medico Social Approach to prolonged Illness; Columbia University Press, New York.
6. Goldstein D. (1955) Expanding Horizons in Medical Social work. The University of Chicago Press, Chicago.
7. Narasimman M.G & Mukherjee. A.K. (1987) Disability- A continuing Challenge; Wiley Eastern Ltd. New Delhi.
8. Pathak. S. H. (1961) Medical Social work in India; DSSW, Delhi.
9. Pokarno. K.L. (1995) Social beliefs, Cultural Practices in Health & Disease, Rawat Publications, Delhi
10. Prasad L (1996) Rehabilitation of the Physically Handicapped. Konark Publishers, Delhi
11. Reish M. & Gambrill E. (1997) Social work in the 21st Century; Fine Forge Press, New Delhi
12. Tuckett D. & Kanfert J.M.(1978) Basic Readings in Medical sociology; Tavistok Publishers, London
13. Benerjee, G.R.: Social Service Department in a Hospital.
14. Benerjee, G.R.: Towards Better Understanding of Sick child.
15. Bartlett, Harriett, M: Social work Practice in Health Field.

SPECIALIZATION: *Community Development & Empowerment (CD&E)*

Paper 13A: Urban Community Development

Objectives

- To enable students to gain an understanding about the urban poor.
- To develop sensitivity and commitment for working with the urban poor.
- To provide knowledge on various developmental efforts.
- To expose students to skills and techniques of working with urban poor.

Unit 1

Basic Concepts: Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.

Unit 2

Slum: Definition, characteristics, types, causes and consequences of growth of slums. Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance. Problems of slum dwellers, squatter settlement dwellers, street children. – programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.

Unit 3

Urban Community Development in India: Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – TNUDP; Urban waste Management; Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development. Urban infrastructure: Smart city project, Metro Rail Connections; JNNURM

Unit 4

People's participation in Urban Community Development: concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation. Role of Community Development worker in UCD;

Unit 5

Conscientization – goal settings; identifying and developing leadership, resource mobilization; human resource development resolving group conflicts, programme planning and service delivery, eliciting people's participation, monitoring and evaluation. Rehabilitation & Resettlement: concept, Resettlement policies 2007; Right to fair compensation and Transparency in land Acquisition act 2013;

BOOKS FOR REFERENCE

1. Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi.
2. Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi.
3. Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi.
4. Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York.
5. Desai, A.R. & Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay.

6. Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

SPECIALIZATION: *Medical & Psychiatry (M&P)*

Paper 13B: Mental Health Social Work

Learning Outcome:

The students will...

- Understand the concepts 'mental health' and 'mental illness' and understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems
- Develop skills in identifying mental disorders in health settings and community.
- Understand the role of the psychiatric social worker in improving mental health
- Gain skills to cater to services for the mentally ill

UNIT 1: Concept of Mental Health and Mental Illness: psychiatric social work – definition, history, scope, and changing perspectives of psychiatric social work. Changing perspectives from illness to well – being. Misconceptions about mental illnesses;

UNIT 2: Psychiatric Assessment – Case history taking and mental status examination, psycho social and multi dimensional assessment of person with mental disorders in psychiatric social work practice. Assessment of family as a system, use of Scales in mental health assessments and intervention

UNIT 3: Common Mental disorders and their treatment modalities: International Classifications of mental disorders: ICD 10, ICF, DSM(overview), Clinical signs and symptoms of mental disorders organic mental disorders, mental and behavioral disorders due to psychoactive substance use, schizophrenia and delusional disorders, mood disorder. Neurotic, Stress related and somatoform disorders: Behavioral syndromes associated with physiological disturbances, disorders of psychological development, behavior and emotional disorders with onset in childhood and adolescence. Disorders of adult personality disorders and behavior, sexual disorders, mental retardation and suicide; Epilepsy and culture bound syndromes.

UNIT 4: Practice of Psychiatric Social Work in Mental Health Field: Psychiatric Settings: Child and Adolescent Mental Health, Gender and Mental Health, De – Addiction, Industry, Emergency Settings; Non – Psychiatric settings:- Non – institutional model of Mental Health care, Role of National and International Organizations in Mental Health, Psycho- Social Rehabilitation – concept, principles, processes and programs.

UNIT 5: Legislation with Regard to the Mentally Ill: Mental Health Act 1987, Narcotics Drugs and Psychotropic substances Act 1987, Rights of the Mentally ill and Advocacy, Role of National and International organizations in Mental Health

Reference Books:

1. World Health Organisation (1992): The ICD-10 Classification Of Mental And Behavioral Disorders – Clinical Descriptions and Diagnostic Guidelines. New Delhi, Oxford University Press.
2. Gelder, Michael; Paul Harrison & Philip Cowen (2006): Shorter Oxford Textbook of Psychiatry (5th edition), New Delhi, Oxford University Press.
3. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi, Macmillan India Ltd.
4. Davar, Bhargavi V. (2001): Mental Health from a Gender Perspective. New Delhi, Sage Publications India Pvt. Ltd.

5. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together. Chennai, Orient Longman Pvt. Ltd.
6. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy. Chennai.
7. American Psychiatric Association (1995): Diagnostic & Statistical Manual of Mental Disorders (4th Edition). Washington DC, American Psychiatric Association.
8. Weisman, Avery D. (1972): On Dying and Denying – a psychiatric study of terminality. New York, Behavioural Publications, Inc.
9. Goodman, Michael, Janet Brown, Pamela Deitz (1992): Managing Managed Care – A Mental Health Practitioner's Survival Guide. Washington DC, American Psychiatric Press, Inc.
10. Francis, Abraham P. (Ed.) Social work in Mental Health – Areas of Practice, Challenges & Way Forward. New Delhi: Sage, 2014
11. World Health Organization. The international Classification of Functioning , Health Geneva: 2002
12. Verma, Ratna, Psychiatric Social Work in India. New Delhi: Sage, 1991
13. Roberts, Albert R. & Greene, Gilbert J. Social workers' Desk Reference. New York: Oxford University, 2001.
14. Herman, Helen. Saxena, Shekhar. Moodie, Rob. (Eds) Promoting Mental Health- Concepts – Emerging Evidence – Practice, Geneva: WHO, 2005
15. Pritchard, Colin, Mental Health Social Work. London: Routledge, 2006
16. Mane P. & Gandevia K. (Eds) Mental Health in India Issues and Concerns. Mumbai: Tata Institute of Social Sciences, 1993

Paper 14: Management of Organizations

Objectives

- To understand the overall environment and its impact on the nature, structure and development of the organizations in corporate, public and voluntary, sectors in context of social work profession.

- Understand policies and procedures involved in establishing and maintaining human service organization, need for change.
- Acquire skills to network and participate in the management of resources – human material, environmental and network.

Unit 1

Social Services / Welfare Organizations: A Historical perspective, Role of Voluntary Organisations, National Policy on Voluntary Sector, 2005, National Policy on the Voluntary Sector – 2007, Development and welfare organizations response to societal needs, roles of State, Voluntary and corporate sector; Scope of Scientific Management in Welfare Organisations; Types of Non-Profit Organisations - NGO, INGOs, Quasi Government and Transnational NGOs; Society's Registration Act 1860, Companies Act 2013, Trust Act of 1912, Co-operative Societies Act 1912. FCRA related issues, FEMA (Foreign Exchange Management Act, 1999)

Unit 2

Management of Welfare Organisations: Types of settings, organizational characteristics - origin, nature, size, structure and design, organizational climate and impact socio-political environment impact. Management Process: Vision of planning, Organizing, directing staff, cooperation and evaluation, Establishments, registration, different types of legislation's, legal status, constitution rules and procedure, goals.

Unit 3

Programme Development: Project Planning -Long term and documentation, Project proposals based on needs, nature of resources, eligibility criteria, records, evaluation and research-SWOT Analysis, Project Monitoring, Project Evaluation. Impact analysis – qualitative and quantitative.

Unit 4

Project Management; Change and its Management, Understanding and managing change, innovation- in a rapidly changing social environment: for policy programmes and structure; Organizational Conflict understanding conflict, conflict resolution, creating positive climate, Concept of Project and Project Cycle Management, Strategic Plan, Tactic Plan, Goals, Objectives, Reporting, Project Proposal Writing, Overview of Logical Framework Analysis, Types Steps, Format, Fund-Raising (Types, Methods, Skills), Monitoring and Evaluation of Projects

Unit 5

Networking and Collaboration; Need and Importance, Process of Networking, Strength and Values of Networking, Collaborating with GOs, NGOs, Corporates and INGOs and UN Agencies Public relations need and its promotion by all in the organization. Representing the organization, networking, public, corporate and voluntary sector, resource, building, Fund Raising, accountability, transparency, use of media for publicity.

BOOKS FOR REFERENCE

1. Anand Sirohi. 2003 *Encyclopedia of Social Welfare Modern Perspective on Social Welfare*. New Delhi: Domain.
2. Aswathappa K. 2007 *Organizational Behaviour*, 7th revised edition. Mumbai: Himalaya Publishing.
3. Monappa Arun & Saiyadain Miza, S. 1997 *Personnel Management*. New Delhi: TATA Macgraw.
4. Laxmi Devi. 1998 *The Management*. New Delhi: Institute for Sustainable Development, Lucknow, Anmol.
5. Lalitha N.V. 1982 *Status of voluntary Effort in Social Welfare*. New Delhi: NIPCCD.
6. Luthans Fred. 2005 *Organizational Behaviour*, 8th edition. New Delhi: Tata McGraw Hill.
7. Mital R, Kumar. 2001 *Personnel Management and Industrial Relation*. New Delhi: Anmol.
8. Maheshwari S.N. 1998 *Management accounting and financial concept*. New Delhi: Sultan Chand & Sons.
9. Prasad L.M. 2004 *Organisational Behaviour*, 4th edition. New Delhi: Sultan Chand and Sons.
10. Prasad, Man Mohan. 1998 *Management Concepts*. New Delhi: Himalaya Publishing.
11. Prasad, Lallan and Gulshan S.S. 2002 *Management Principles and Practice*. New Delhi: Chand.
12. Seshadri T.R. 1995 *Management Lighter and Brighter Sides*. New Delhi: Good Will.
13. Sharma, K.P. 2000 *Project Management*. New Delhi: National Book Trust.

Paper 15: Concurrent Field work Practicum – III

Learning Outcome: *The students will...*

- Gain experience by applying the theoretical knowledge in the field
- Understand the functions and activities of field placement organization
- Acquire of the skills of applying the class learning into practice

During the third semester field work, the students are placed in agencies according to their specialization and they undergo the field training under the close supervision of the agency personnel.

The students get a hand on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice.

The students are encouraged to undertake mini research studies, analyze data and present their findings. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.

The Concurrent Field Work consists of Two days per week (15 Hrs). The students are required to submit the record for valuation and guidance. The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted jointly by Faculty supervisor and an External examiner. The marks are awarded out of 60.

Internal Components (40 Marks):

Presentation of Field Work Experience	:	10 Marks
Record Quality	:	10 Marks
Initiatives Taken and Progress Shown	:	10 Marks
Subject Areas Covered	:	10 Marks

Viva Voce Components (60 Marks)

Knowledge Gained	:	10 Marks
Skills Acquired	:	10 Marks
Responsibilities and Initiative Taken	:	10 Marks
Presentation and Communication	:	10 Marks
Applications of CD & M&P Theories		
Into practice	:	10 Marks
Field work documentation & Record	:	10 Marks

Paper 16:Disaster Management

Learning Outcome: *The students will...*

- Understand the dynamic factors of disasters and their impact at an individual and societal level.
- Deal with disaster preparedness, crisis management, risk reduction and rehabilitation and understand how they are connected.
- Identify the role of different agencies in Disaster Management.

UNIT–1: Understanding Disasters: Meaning, Concept – Type of Disasters –Effects/ Impacts of Disasters – Disaster Vulnerability of India: Lessons from Bhopal Gas Tragedy, Gujarat Earth Quake, Orissa Super Cyclone, Tsunami and Chennai-Cuddalore Floods.

UNIT–2: Disaster Management Cycle – Preparedness, Rescue/Recovery, Relief, Rehabilitation and Reconstruction. Factors influencing disaster preparedness and response. Disaster Management – Policy and Strategies Disaster Management Policy (2005).

UNIT -3: Disaster Management Act (2005) – Community Based Disaster Management (CBDM)– Restoration of Livelihood — Rehabilitation - Advocacy.

UNIT – 4: Methods & Techniques - Vulnerability Analysis - Survival skills - Creating Awareness through IEC and Media – Training for Youth (CPR, Fire Fighting and Mock Drill) - Relief Camp Organisation

UNIT – 5: Role of Social Workers in Psycho-social Support. Role of Agencies in Disaster Management: Role of Government in Disaster Management – Role of International Organisations and Civil Society Organisations

Reference:

1. Disaster Prevention and Mitigation (1982), United Nations Disaster Relief Coordination, New York.
2. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York
3. Julie Freestone And Rudi Raab, 2004, Disaster Prepsredness, Viva Books Pvt Ltd, New Delhi
4. Klinenberg Eric (2002), Heat Wave: A Social Autopsy of Disaster in Chicago, University of Chicago Press, Chicago.
5. Mamata Swain, Jaganath Lenka, Minati Mallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
6. Mamata Swain, Jaganath Lenka, Minati Mallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
7. Parida P.K. (2002), Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.
8. Quarantelli, (1998), What is a Disaster, Routledge, London and New York.
9. Sen Amartya (1981), Poverty and Famines, Oxford University Press, New Delhi.
10. Sharma Dharendra (1983), India s Nuclear Estate, Lancers, New Delhi.
11. Sinha P C, 1998, Encyclopaedia of Disaster Management (Vol 01 to 10), Anmol Publications Pvt.Ltd, New Delhi.

ELECTIVE 1: Paper 17A: Corporate Social Responsibility

Learning Outcome: *The students will...*

- Gain knowledge about Corporate Social Responsibility
- Understand the functions and activities of Social Audit
- Acquire the skills of promoting and working in CSR programmes

UNIT 1: Corporate Social Responsibility – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach - CSR Issues: Environmental, Social, Labor related, Ethical and Governance. Principles of CSR

UNIT 2: Organizational environment - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business. Social Audit in CSR

UNIT 3: Role of ‘Standards and Codes’ in CSR: ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

UNIT 4: NGO and CSR – Companies Act 2013 Schedule vii; Section 135 of Indian Companies Act 2018 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment. Communication: Annual Reports and Sustainability Reports. Ministry of Corporate affairs

UNIT 5: CSR- Success Stories in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards. Global events related to CSR .

Reference

1. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), Mcgraw Hill Publications, New Delhi.
2. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai.
3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cengage Learning Ind Pvt Ltd, New Delhi.
4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business(Tenth), Pearson Education Pvt Ltd, New Delhi.
5. John R Baotright, 2003, Ethics and Conduct of Business(Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur.
7. Neelamegam V., 2008, Business Environment, Vrinda Publications, New Delhi.
8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai.
9. Saravanavel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.

ELECTIVE 2 - Paper 14B: Social Entrepreneurship

Learning Outcome: *The students will...*

- Gain knowledge about Social Entrepreneurship
- To understand and acquire the skills for entrepreneurship
- Acquire the skills of applying the skills to run a successful entrepreneurship

UNIT 1: Need and importance of Third Sector in development. Typologies of third sector – Voluntary, NGO, NPO, CBO, CSO, Growth of third sector in India –Performance and environment of third sector. Third sector relationship to state and civil society.

UNIT 2: Concept, Definition, Importance of social entrepreneurship –Social entrepreneurship Vs business entrepreneurship –social entrepreneurs and social change – qualities and traits of social entrepreneurs. Indian social entrepreneurs –M.S. Swaminathan, Varghease Kurien and Jockin Arputham.

UNIT 3: Concept, Definition, Importance of social enterprises– similarities and differences between social enterprises and nonprofits – types of social enterprises. Selected case studies of Indian Social Enterprises.

UNIT 4: Global & National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises –Corporate, Community and government support for social enterprises. Agencies Related to MSME: Directorate of Entrepreneurship, TN Skill Development Corporation, NSDC, Ministry of Skill development and Entrepreneurship, NSQF – National Skills Qualification Framework, Schemes under Skill Development – MUDRA Scheme. PM Youth Employment Guarantee Scheme.

UNIT 5: Application of marketing principles in welfare and development field – Social marketing. Social Entrepreneurship - in the field of Health, Education, Environment protection, Energy consumption and Human rights.

Reference

1. Alex Nicholls, (2006), Social Entrepreneurship: New Models of Sustainable Social Change, New York: Oxford University Press.
2. David Bornstein, (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.
3. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper & Row.
4. Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non Profits –A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.
5. Peter Drucker (1990), Managing the Non Profits Organizations: Practices and Principles, New York: HarperCollins.

ELECTIVE:3 – Paper 17C Project Monitoring and Evaluation

Learning Outcome: The students will gain...

- Knowledge about monitoring and evaluation systems and their use in project cycle management

- Learn methods and skills to carry out monitoring using logframe matrix
- Knowledge to plan and carry out evaluation studies and measure the results of the project

UNIT 1 – Monitoring & Evaluation: Definitions & Concept – Difference between monitoring and evaluation -Importance of monitoring & evaluation in Project Cycle Management – The Logframe Analysis - Formulating Objectives - Defining Activities.

UNIT 2 - Monitoring and Evaluation Framework: with baseline and target- Indicators- Designing measurable indicators for goal, outcomes and outputs.

UNIT 3 -Types of monitoring: Monitoring Activities and Outputs -Monitoring Outcomes and Assumptions-Preparation of monitoring forms-Data collection/processing/analysis and reporting- Implementation of recommendations.

UNIT 4 – Evaluation - Formative and Summative Evaluation - Internal & External Evaluation - Internal evaluation process- Methodology - Preparation of terms of reference/forms- Data collection/processing/analyzing.

UNIT 5 - External evaluation- Evaluation of Government schemes and programmes - Writing an effective Evaluation report- Communication of findings for action and accountability.

Reference:

1. Barton, T. (1997). Guidelines for Monitoring and Evaluation – How are we doing? CARE International, Uganda
2. Casley D J and Kumar K (1988) The Collection, Analysis, and Use of Monitoring and Evaluation Data, A Joint Study by The World Bank, IFAD and FAO, London: The John Hopkins University Press.
3. Curry S and Weiss J (2000) Project Analysis in Developing Countries, Second Edition, MacMillan Press,Basingstoke.
4. DFID (1995) Stakeholder Participation and Analysis, London: Social Development Division, DFID
5. Feuerstein M.T (1986) Partners in Evaluation, Evaluating development and community programmes with participants, MacMillan Education, London.
6. Guijt, Irene; Jim Woodhill (2002).Managing for Impact in Rural Development: A Guide for Project M&E. International Fund for Agricultural Development.
7. Handbook on Monitoring and Evaluating for Results, Evaluation Office, UNDP, 2002
8. Margoluis, R. and Salafsky, N. (1998). Measures of Success: Designing, Managing, and Monitoring Conservation and Development Interventions. Island Press: USA.
9. Roche, Chris (2004). Impact Assessment for Development Agencies. Oxfam, London

SEMESTER – IV
SPECIALIZATION: COMMUNITY DEVELOPMENT & EMPOWERMENT (CD&E)

Paper 18A: NGOs and Development

Learning Outcomes: students will

- Understand the concept and development of NGO
- Developing an NGO with the professional techniques and methods
- Management of NGO and the methods of fund raising

UNIT – I : Concepts, Genesis and Growth of Non-Governmental Organisation in India. Types of Non-Governmental Organisations, Role of Non-Governmental Organisations in development and welfare, Performance and environment of NGO's. Formation of NGO – Steps, procedures, and specific Legal Requirements: Societies Registration Act, Trust Act, and Company's Act

UNIT – II : Professional Management of NGO's – Professional Management Techniques and Methods used by NGO's. Methods of adopting the new projects; methods of techniques of minutes taking; inspection.

UNIT – III : Mobilizing and managing financial resources , Financial Aid - Government and Non-Government sources, Corporate Support and Community Support. Methods of Fund Raising, Financial Accountability – Auditing and submitting of returns. Foreign Contribution Regulation Act and its relevant Procedures.

UNIT - IV : Project Management – Professional Management Techniques for project planning, Scheduling Monitoring and Evaluation. Cost–Benefit Analysis, Programmed Evaluation and Review Technique (PERT), Critical Path Method (CPM), SWOT Analysis, Management Information System (MIS). Use of computers for NGO management. Project report

UNIT – V : Programmes and Functioning of NGO's in the field of Natural Resource Management, Women's Empowerment, Human Rights, Abolition of Child Labour, Prevention and Control of HIV / AIDS and Geriatric care in relation to Field Work Experience.

Reference Books :

1. Chowdhry, Paul, 1973, Administration of Social Welfare Programmes in India, Bombay, Somaiya.
2. Clark, John, 1991, Voluntary Organisations : their contribution in Development, London, Earths.
3. Clark. J, Democratizing Development : The role of voluntary Organisations, London, Earths.
4. PRIA, Voluntary Development Organisations in India : New Delhi.
5. Antony, R.N., Hezlinger Management Control of Voluntary Organisations, Irwin Homewood.
6. Bava, D.S., Rural Project Planning, Delhi Gajendra Printing Press.
7. Davar, R.S., Management Process, New Delhi, Progressive Publications.
8. Milton. J. Esman & Norman Uphoff, Intermediaries in Rural Developme

SPECIALIZATON: MEDICAL AND PSYCHIATRY

Paper :18B-Psychiatric Social Work Practice

Learning objectives:

- To develop the capacity for critical assessment of mental health needs and problems of various vulnerable groups and develop methods in the prevention and promotion of mental health
- To understand the application of mental health Interventions in special settings
- To acquire knowledge of various treatments approaches and the skill to apply the same to meet mental health needs of the people.

UNIT 1: Introduction to Psychiatric Social Work: Meaning and Scope – Life – Stress and coping: Definition of stress and coping. Analysis of Stress and Mental Health problems among children, Adolescents, women, Occupational groups, workers and elderly, coping with stress and crisis, use of Internal and external resources in coping.

UNIT 2: Social Work Treatment: Theory and models, Psychoanalytical, Psychosocial, Transactional Analysis, Life model, Family Centered Treatment, Task Centered, Crisis Intervention, Behavior Modification, Cognitive therapy, Strength Based/ Resilience Model, Evidence Based practice. Application of social work methods and other related techniques in the field - Occupational therapy, play therapy, Electro convulsive therapy - Multidisciplinary approach and team work in mental health care - Preparing the family and community for the return of the affected individual, follow-up.

UNIT 3: Mental Health Policies and Legislation in India: Institutional care - half-way-homes and sheltered workshop – Mental Health Act 2017, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Role of Governmental agencies, Civil Societies, Social Workers and paraprofessionals in the welfare of mentally ill. Community Mental Health and Social Work, NMHP, Innovations like Satellite Clinics, District Mental Health Programme.

UNIT 4: Psychiatric Social Work in Special Settings: Child Mental Health and Psychiatric Social Work practice – child Guidance clinic, family, school, neighborhood, and community settings. Social work Practice in Treatment Centers for Substance abuse – de-addiction, recovery, relapse, prevention and aftercare centers

Psychiatric social work practice in crisis Intervention center with special groups such as rape victims and HIV/AIDS Patients

UNIT 5: Mental Health and Psychosocial care: Disaster Mental Health: psychosocial care in response to disasters, psychosocial care in recent disasters in India. Stress management of care givers. Disaster preparedness; Training for Psychosocial care.

Geriatric Mental Health – Mental health Interventions and prevention of mental health problems among the elderly and their families. Dealing with stress and caregivers

Monitoring and Evaluation Programmes: Research- single case evaluation; qualitative and action research; Case study of models of mental health care in Chennai – TTK Hospitals, Banyan SCARF, SPASTIC Society.

Reference Books:

1. AbirLal Mukherjee (2015) A Textbook of Abnormal Psychology, Rajat Publications, New Delhi.
2. Allison Werner-Lin and Nancee M.Biank, 2006, "Oncology social work", Handbook of Health Social Work, N.J. Wiley
3. Anubhuti Dubey And Aradhana Shukla, 2015, Mental Health-Psycho Social Perspective, Concept Publishing Company, New Delhi.
4. Aradhana Shukla And Anubhuti Dubey, 2015, Mental Health-Psycho Social Perspective, Concept Publishing Company, New Delhi.
5. Arthur Browne.T (2006) "Social work roles and health-care settings", Handbook of Health Social Work.
6. Bentley, K.J. 2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing
7. Gelder, M., Mayou, R., & Cowen, P. 2004, Oxford Textbook of Psychiatry 4th Edition. 7. Oxford: Oxford University Press
8. Joan Beder, 2006, "Oncology social work with adults", Hospital social work: the interface of medicine and caring, Routledge Publishers, New York.
9. Joan Beder, 2006, "Social work on the psychiatric unit", Hospital social work: the interface of medicine and caring, N.Y. Routledge
10. Malitta Engstrom, 2006, "Physical and mental health: interactions, assessment, and intervention", Handbook of Health Social Work, N.J. Wiley
11. Mangal S.K. (2012) Abnormal Psychology, Sterling Publishers, New Delhi.
12. Pandey, V. C. 2004, Child Counselling & Education. Vol. I, II, Delhi, Isha Books
13. Patel, V., & Thara, R. 2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications
14. Sadock, B. J., & Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8th Edition. Lippincott Williams & Wilkins, Philadelphia

SPECIALIZATION: COMMUNITY DEVELOPMENT & EMPOWERMENT

Paper 19A: Indigenous Community and Tribal Development

Objectives:

- To learn about the Tribal and indigenous community
- To understand the life style history and livelihood patterns of various tribal community
- To understand the development schemes and the reservation patterns of Tribal community

UNIT – I:

Tribes in India and their socio –cultural profile: Tribal Concept, definition and characteristics of tribe .Meaning and Categorization of tribes: Primitive, Tribe, Adivasi, Varnavasi, Scheduled Tribe, De-notified tribe, Indigenous people. Concept of tribe from various perspectives – British perspective, Indian Perspective, tribals own perspective.

Constitutional Meaning of tribe. Tribal family, marriage, kinship, Yuvagruh, Religion, and customary practices.

UNIT-II:

Distribution of Scheduled tribe in India: Racial, Linguistic and geographical ;Forest Regulation and Policy, Tribal culture and political organization . Tribal policy in India, Forest-tribe interaction, Deforestation and its impact on tribal population, Tribal rights on forest and land, Problems of indebtedness & land alienation among tribals, Role of State and NGOs to protect and promote the tribals..

UNIT- III:

Food gathers and hunters, shifting cultivators, Nomads, peasants and settled agriculture, Artisans, Changing patterns of subsistence and seasonal migrant workers. The so-called mega development and their impact on tribal communities, Sustainable tribal development, Structural constraints to tribal education, (Case of Ashram schools) Tribal India in Transition Acculturation, religious conversions, transition in education, health, economy, polity and gender dimensions.

UNIT- IV:

Culture through ethnographies : The Toda, Gara, Khasi, Muria, Kond. Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals, Literature and Art, Life philosophy in cultural practices. Tribal Transformation : Tribe-caste Continuum Detribalisation, ‘Sanskritization’ and Religions conversions, ‘retribalisation’ Assertion of tribal identity, revitalisation. Cultural invasion and culture of silence Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

UNIT-V:

Tribal Welfare Policies: Changing approaches to Tribal Development pre and post-independence, constitutional safeguards, contemporary Tribal development programs. Nehru's perspectives on tribal development, Segregation, assimilation and integration policies, Sub-plan approach for tribal development, Tribal council, customary laws and practices

Reference Books:

1. Beteille, A. 1998. The idea of Indigenous People. *Current Anthropology* **39**. 187-191
2. Dube, S.C. 1977. *Tribal Heritage of India*. New Delhi: Vikas.
3. Haimendorf, Christoph von. 1982. *Tribes of India: The Struggle for Survival*. Oxford University Press.
4. Hasnain, Nadeem. 2005. *Tribal India*. Delhi: Palka Prakashan
5. H.S. Saksena, Vinay Kumar Srivastava, Sukant K. Chaudhary (eds.) 2006. *Scheduled Tribes and Development*. New Delhi: Manohar Publications.
6. Lous, Prakash. 2008. *Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations*. New Delhi: Manohar Publications.
7. Mahapatra, L.K. 1994. *Tribal Development in India, Myth and Reality*. New Delhi: Vikas publishing House.
8. Munshi. I. 2007. *Adivasi Life Stories: Context, Constraints, Choices*. New Delhi: Rawat Publications.
9. Nakane. Chie 1967. *Garo and Khasi: A Comparative Study in matrilineal systems*. Paris: Mouton & Co.
10. Padel, Felix. 2009. *Sacrificing People: Invasion of a Tribal Landscape*. Hyderabad: Orient Blackswan.
11. Pati, B. 2011. *Adivasi in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.
12. Raza, Moonis & A.Ahmad, 1990. *An Atlas of Tribal India*. Delhi: Concept Publishing.
14. Singh, K.S. 1986. *Tribal Situations in India*. Shimla: Indian Institute of Advanced Studies.
15. Walker, Anthony. 1986. *The Toda of south India: a new look*. Delhi: Hindustan Publishing Co.
16. Xaxa, V. 1999. "Tribes as Indigenous People of India". *Economic and Political Weekly*, December.

SPECIALIZATION: MEDICAL AND PSYCHIATRY

Paper :19B-Community Health

Learning objectives:

- To develop an understanding of the health care system in India, health policies and Legislative provisions relating to health
- To develop skills in programmes planning and education for different target group and handling their health problems
- To develop a holistic and integrated approach to social work practice in the field of health
- To develop an understanding of existing programmes and services at local, national and international levels.

UNIT 1: Community Health: concept and definition of Community Health , community mental health; Public Health – concept and development in India: organization and administration of health care at the center, state, District, Municipality and village level; health planning in India; Health communities

UNIT 2: Community Health Care: changing concepts; Primary Health Care for all; Health status and health problems; health care systems; role of professional social worker in community health. Community based Rehabilitation; impact of globalization, liberalization and privatization on health

UNIT 3: Health Legislation and Policies: ESI Act,1948, Amendment, 1975. MTP Act, 1971, Doctors patients and the consumer protection act, 1986 ; Person with Disability act,1995; Environment protection Act, National Health Policy, 2017. The population policy, 2000. Trade and Intellectual Property Rights, Medical Tourism. Commercialization of Health care. Right to Health, Right to Health care and essential medicines. Current challenges in attaining health for all; Role of Peoples Health movement; Rehabilitation Council of India Act, National Trust for Welfare of person with Autism, Cerebral palsy, Mental Retardation and Multiple Disabilities Act 1999

UNIT 4: National Health Programmes: Family welfare, Maternal & Child Health, ICDS, & School health programmes; **Health Sector Reform-** NHRM, UIP, NEMP, NLEP, NTP,IPHS, Diarrheal disease control programme: IDD; AIDS Control programme; National programme for control blindness; Health programmes in the planning commission of India. Welfare for the physically challenged; International and national Institutions: Roles, Structure and functions of Ministry of Social justice and empowerment, State Commission for the disabled, Rehabilitation council of India, National institute for mental and Neuro sciences. WHO, UNICEF, Red Cross,

UNIT 5: clinical and Non Clinical Skills for Community Health and Mental Health Practices: Approaches for Promotion of Health at all levels – Pro – Active, Preventive, Developmental and Remedial Approaches National Mental Health Programmes; Research applications in health sources – Epidemiological and vital statistics; Role of ICMR in health research. .

References Books:

1. Banerjee (1998) Health Administration in a Metropolis; Abhinav Publications, New Delhi.
2. Miller D.(1976) Dimensions of Community Health; C. Brown Co. Publications Iowa.
3. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health.
4. Nanda V.K. (1997) Health Education, Anmol Publications, Delhi.
5. Pandey .R. & Kanhere V.(1997) Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.
6. Phillips D.R. (1994) Primary Health Care- Health and Health Care in the Third World.
7. Pisharoti K.A, Thugnanasambandham C. Kapali V. & Parthasarathy T.K. (1986) Education for Better Health of Mother and Child in Primary Health Care. IUHE-EARB, Chennai.
8. Health for all now- The Peoples’ Health Source Book (2004) AID India; Chennai.
9. Sanjivi K.S. (1971)Planning India’s Health; Orient Longman, Chennai.
10. Smith. B. C. (1980) Community Health- An Epidemiological Approach, McMillan Publishing Co. New York.
11. Park J.E. & Park K. (2005) Textbook of Preventive and Social Medicine; M/s. Banarsidas Bhanot, Jabalpur.

Elective: Paper 20A: Social Legislation & Social Policy

Learning Outcome: *The students will...*

- Gain knowledge about human rights and social legislations
- Understand the different social legislations
- Acquire the skills of applying the human rights and social legislation

UNIT 1:

Social Legislation: Social Policy and Constitution; Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.

UNIT 2

Policy Formulation approaches to social policy, unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, policies in India – a historical perspective- policies- backward classes, scheduled classes. scheduled tribes, de -notified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan. NITI Aayag.

UNIT 3

Policy and Planning: Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. Political systems. co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation; **Contemporary Issues:** Rights of Children, Women, Dalits, Refugees, and Victims of HIV/AIDS and Capital Punishment. Tools used for Social Defense: Law, Welfare Schemes, Advocacy, Networking, Campaigning and Social Action. NGOs and Human Rights: Amnesty International (AI), People's Union for Civil Liberties and People's Watch.

UNIT 4:

Overview of Major Social Legislation in India, Hindu law : legislation pertaining to marriage divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act, 1956, Hindu Minority and Guardianship Act ,1956, Hindu Succession Act ,1956. Special Marriage Act, 1954, Provision regarding marriage and divorce in Mohammedan law. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 2001.

UNIT 5:

Legislations: Protection of Civil Rights Act (1976)., SC/ST. Prevention of Atrocities Act, 1989. Dowry Prohibition Act (1961) Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Medical Termination of Pregnancy Act 1971. Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Eve teasing Act 1988. Tamil Nadu Prohibition of Ragging Act 1997, Protection of Disability Rights Act 2017

Reference:

1. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Chiranjivi J. 2002. Human Rights in India. Oxford University Press. New Delhi.
3. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organisation. Madurai.
4. Muzafer Assadi, 2010, Human Rights Perspectives and Social Justice, Serials Publications, New Delhi.
5. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organisation. Madurai.
6. Sawant. P.B. 2004. Human Rights. Society for Community Organisation. Madurai.
7. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
8. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
9. Tapan Biswal, 2007, Human Rights Gender and Environment, Viva Books Pvt Ltd, New Delhi
10. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
11. Tapomoy Deb, 2009, Managing Human Resources in Industrial Relations, 1ed Anurag Jain for Excel Books, New Delhi
12. Tony Evans, 2011, Human Rights in The Global Political Economy, Viva Books Pvt. Ltd, New Delhi
13. UGC, 2001, Human Rights and Duties Education, Shri Prem Varma, New Delhi
14. Upendra Boxi. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.

Elective: Paper 20B: Human Rights and Social Work

Objectives

- To provide a perspective and foundation for a human rights culture among students.
- To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.
- To equip students with knowledge about the human rights movements and new rights gained.

Unit 1

Introduction to human rights; categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.

Unit 2

Understanding law and the State; The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; The Indian Legal System, Indian Penal Code, Criminal Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.

Unit 3

Global Market and Human Rights; Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights

Unit 4

Empowering the most exploited and oppressed; Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, especially unorganized labour rights of the urban poor, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, local governance empowerment and right to information.

Unit 5

Human rights struggle and the Human rights movement in India. Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.

BOOK REFERENCES

1. Baxi, Upendra, (2005) *Future of Human Rights* Oxford University Press, London
2. Chandra, Sathish (1996) *International Documents of Human Rights*, Mittal Publications, New Delhi.
3. Chakraborty, Somen, (2004) *Human Rights Trainer's Manual*, Indian Social Institute, New Delhi.

4. Donnelly, Jack (1989) *Universal Human Rights in Theory and Practice*, Cornell University, Press, USA.
5. Mathew P.D & Mathew, P.M (2005) *Indian Legal System: An overview*, Indian Social Institute, New Delhi
6. Shanmugavelayutham, K. *Social Legislation and Social Change*, Vazhga Valamudan Publishers, Chennai
7. Srivastava and Narayan (2002) *United Nations on Human Rights*, Indian Publishing Distributors, New Delhi.
7. United Nations, 1994: *Human Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession*, Centre for Human Rights United Nations, Geneva.

Paper 21: Concurrent Field Work Practicum –IV

Learning Outcome: *The students will...*

- Gain experience by applying the theoretical knowledge in the field
- Understand the functions and activities of field placement organization
- Acquire of the skills of applying the class learning into practice

During the Fourth semester field work, the students are placed in agencies according to their specialization and they undergo the field training under the close supervision of the agency personnel.

The students get a hand on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice.

The students are encouraged to undertake mini research studies, analyze data and present their findings. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.

The Concurrent Field Work consists of Two days per week (15 Hrs). The students are required to submit the record for valuation and guidance. The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted jointly by Faculty supervisor and an External examiner. The marks are awarded out of 60.

Internal Components (40 Marks):

Presentation of Field Work Experience	:	10 Marks
Record Quality	:	10 Marks
Initiatives Taken and Progress Shown	:	10 Marks
Subject Areas Covered	:	10 Marks

Viva Voce Components (60 Marks)

Knowledge Gained	:	15 Marks
Skills Acquired	:	15 Marks
Responsibilities and Initiative Taken	:	15 Marks
Presentation and Communication	:	15 Marks

Paper22: Research Project Work

Each student is allotted to a research supervisor. The students have to get the guidance and carryout the following steps and complete the research project within third and fourth semester.

1. Selection of Topic, Defining terms, Finalization of Objectives of Study.
2. Feasibility Study, Pilot Visit to the Field of Study
3. Detailed Research Proposal
4. Finalization of Research tool
5. Review of Literature and Bibliography
6. Finalization of Methodology Chapter.
7. Analysis and Interpretation of Data using SPSS
8. Main Findings and Suggestions
9. Summary and Conclusion
10. Submission of Bound Copy

The dissertation is submitted to the department for evaluation. Evaluation of the Project will be done through valuating the Report by the Faculty research supervisor for 50 marks as internal.

The Viva Voce is conducted by a panel of examiners as one being the external along with the research supervisor. The examiners evaluate the performance of the student and assign marks out of 50.

Internal Components (50)

- | | | | |
|----|--|---|----------|
| 1. | Regularity in submitting reports | : | 10 marks |
| 2. | Consultation & Guidance received from the supervisor | : | 10 marks |
| 3. | Progress shown | : | 20 marks |
| 4. | Quality of Reports | : | 10 marks |

50 marks

External components (viva) (50)

- | | | | |
|----|--------------------------------|---|----------|
| 1. | Review of literature | : | 10 marks |
| 2. | Methodology | : | 10 marks |
| 3. | Analysis of Interpretation | : | 20 marks |
| 4. | Presentation and Communication | : | 10 marks |

50

PSYCHOMETRIC & TESTING TOOLS (30hours)

(Certificate Course offered by the Department of Social Work)

Learning Outcome: *The students will...*

- Gain knowledge about psychological assessment and purposes
- Acquire skills about intelligence, aptitude and interest assessments
- Explore various types of assessment in personality, emotions, health and will learn the administration of such tests
- Gain assessment skills in the areas of family and career

UNIT –I: Psychometric testing - Concept and meaning- Practice of using psychological theories in the construction of psychometric measures- Need and significance of psychometric testing for personal growth and career development- Reliability and validity in psychometric tool.

UNIT-II: Assessment of Intelligence and Aptitude: Assessment of intelligence: Bhatia's Battery of Performance Test, Wechsler adult intelligence scale (WAIS).

Unit III: Assessment of Aptitude: General Aptitude Test Battery (GATB). Assessment of Interests: Strong Interest Inventory

UNIT-IV Assessment of Personality: Measures of personality: Myers-Briggs Type Indicator (MBTI), Adjective Check Lists - Personality assessment in Work Setting: NEO-PI-3

UNIT- V Assessment related to Career: Comprehensive Interest Schedule, Assessment of Emotions: BDI-II, Assessment of aspiration: Level of aspiration measure (LOA)

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4. Cronbach, L.J. Essentials of Psychological Testing.
5. Fernandez-Ballestros, R.1st edition (2003) Encyclopedia of Psychological Assessment. Vol I and II. Sage Publications. New Delhi
6. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education., Applications, and Issues. Australia: Thomson Wadsworth.
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8. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.
9. Whiston, S.C (1999). Principles and applications of assessment in counseling, Wadsworth, Belmont. Brooks- Cole
10. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.

Note: it is an extra credit course (Optional). Course Fee and duration will be fixed by the department in consultation with the resource persons. Students need to pay Rs. 50 to the office of Controller of Examinations. The course will be conducted for minimum of 30 hours outside the regular time table. No CIA or Semester end exams will be conducted. Certificates will be issued by the Department for those who have completed the course.

