

M.PHIL. SOCIAL WORK

Semester	Course Code	Course	Course Title	No. of Hours	Credit	Marks		Total
						CIA	ESE	
I	20MPSW1CC1	Core - I	Research Methodology	4*	4	25	75	100
	20MPSW1CC2	Core – II	Contemporary Issues and Trends in Social Work Profession	4*	4	25	75	100
	20MPSW1CC3	Core – III	Teaching and Learning Skills	4*	4	25	75	100
	20MPSW1CC4	Core – IV	Guide Paper	4*	4	25	75	100
				Total	16	16	100	300
*One Hour Library for each course								
II	20MPSW2PD		Dissertation**	----	8	----	----	200
			Grand Total		24	----	----	600

** - Evaluation of the Dissertation and Viva – Voce shall be made jointly by the Research Supervisor and the External Examiner.

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC1	Core – I	RESEARCH METHODOLOGY	4	4	100	25	75

COURSE OUTCOMES:

- 1: To understand various concepts of research and code of ethics in doing research of social issues.
- 2: To gain insight into the research process for addressing the social problems in a logical way.
- 3: To enrich the skills of social worker in framing the research problem and adapting the techniques of research for dealing with social work profession.
- 4: To prepare the scholars in framing the research proposal in relation to social issues.
- 5: To train the scholars for being aware of SPSS to enrich the analyzing skills.

UNIT – I

12 hours

Research: Meaning, Objectives, Significance, qualities of Good research. **Social Work Research:** Meaning, scope and importance. **Types of research:** Pure & Applied, Longitudinal & Cross sectional and Qualitative, quantitative and Mixed methodology. **Basic Components of Research:** Concept, Theory, Facts and Variables

UNIT – II

12 hours

Research Design: Exploratory and Formulative, Descriptive & Diagnostic and Experimental. Evaluation research, case study, participatory research

UNIT – III

12 hours

Skills in Doing Research: Formulation of research problem, Review of literature, Formulation of Research Hypothesis, Data Analysis and interpretation, Preparation of Bibliography, References and Footnotes

UNIT – IV

12 hours

Universe and Sampling: Concept of Universe –Meaning, Types and Techniques in Sampling. **Sources of Data collection:** Primary and Secondary Sources – Scaling Techniques - **Tools of Data Collection** - observation, interview schedule, questionnaire, focus group discussion, life history(oral and narrative) and content analysis.

UNIT – V

12 hours

Statistics in Social Work Research: Meaning and Use of Statistics, Quantitative Research: Processing of Data – Editing, Coding, Classification and Tabulation – Diagrammatic and Graphical representation – Application of Chi-square, Correlation, ‘t’test and ANNOVA. Qualitative Research: Data reduction, Data Display and Conclusion, Interpretation, Explanation and Theorization, Use of computers and Statistical package in Research.

References

1. Research Methodology by D.K.Bhattacharya, Excel Books India, 2006
2. Research Methodology – Methods and Techniques by C.R.Kothari and Gaurav Garg, New Age International Publishers, 2014
3. Research Methodology – A guide for researchers in Management and Social Sciences by Bill Taylor, Gautam Sinha and Taposh Ghoshal, 2006
4. Research Methodology – A step by step Guide for Beginners by Ranjit Kumar, Sage Publication, 2014.
5. Research Methods by Ram Ahuja, Rawat Publications, 2001
6. Research Methodology – A Handbook by Dr.Ananya Mohapatra and Pradyot Mohapatra, Partridge Publishing, 2014
7. An Introduction to Qualitative Research by Uwe Flick, Sage Publication, V Edition, 2017
8. Social Research Methods – Qualitative and Quantitative Approaches by W.Lawrence Neuman, Pearson Education India, 2014
9. Research Design – Qualitative, Quantitative and Mixed Methods Approaches by John W.Creswell, III Edition, Sage South Asia, 2011.
10. Research Methodology in Behavioural Sciences by S.K.Mangal and Shubhura Mangal, Prentice Hall India, 2013.
11. Tests, Measurements and Research Methods in India by Arun Kumar Singh, Bharathi Bhavan Publishers, 2017.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes :

Semester	Code		Title of the Paper					Hours	Credits		
I	20MPSW1CC1		RESEARCH METHODOLOGY					4	4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	--	✓	✓	✓	--	✓	✓	--	--	✓	
CO2	✓	✓	✓	✓	--	✓	✓	--	--	✓	
CO3	--	✓	✓	✓	--	✓	✓	✓	--	✓	
CO4	--	--	✓	✓	✓	✓	✓	✓	✓	✓	
CO5	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of Matches= 37, Relationship : HIGH											

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC2	Core – II	CONTEMPORARY ISSUES AND TRENDS IN SOCIAL WORK PROFESSION	4	4	100	25	75

COURSE OUTCOMES:

- 1: To inculcate the basic understanding of Social Work Profession.
- 2: To learn about the modern trends and issues of social work profession.
- 3: To acquire the deeper understanding of the skills and techniques of social work profession.
- 4: To apply the knowledge on theories of social work in the field.
- 5: To explore the opportunities of social work profession and understand their roles and responsibilities to cater to the needs of the society.

UNIT – I

12 hours

Social Work: A Profession in changing contexts – Macro – Level Context Meso - Level Context- Values, Ethics and Empowerment

UNIT – II

12 hours

New directions for Social Work: Interdependence - Reciprocity, Citizenship and Social Justice. Radical Social Work- roots - radical Social Work dispora Feminist Social Work Practice - issues. Intervention Paradigms- the four Forc of Social Work: Psychodynamic Paradigms, Cognitive/ behavioral/ communication Paradigms, Experiential/ Humanistic / Existential/ Paradigm, Transpersonal Paradigms.

UNIT – III

12 hours

Advanced Theories and Models in Social Work: Task Centered case work Model Holistic model – Therapeutic model – Psycho- analytic theory – feministic Theory - Cognitive – behavioral theory- psychodynamic theory - Ecosystem – Systems theory Role theory- Gestalt theory, Development Model.

UNIT – IV

12 hours

Challenges faced in the 21st Century- impact of eco- recession, attrition, retaining talented, competency Management and Corporate Social Responsibility. Economic Policies of the government and entrepreneurship in the context of Liberalization, Privatization of globalization. Health status in India – Risks, Strategic Planning and implementation of Programmes WHO - its organization, functions, assistance and recent Research Programmes – Trends in Mental Health - Threats and effective Instrumentations. ICMR – its Organization, functions, financial assistance and recent research Programmes.

UNIT – V

12 hours

Family Welfare agencies in India ‘Family welfare Planning Programmes in India. Family Supporting Services.; Behavior Disorders of children.; Institutional care and management NIPCCD; CSWB; CCW; approaches to youth work in India; Post modern- Feminism in India. Feminization of Poverty; Help age India & International; The maintenance and welfare of Parents and Senior Citizens Bill, 2007. Associations of Social Work in National and International level- IFSW, ASSWI, ISPSW, NAPSWI and PSWA.

References

1. Abrams, Philip (1980) , Social change, Social networks and neighborhood Care, Social work Service.
2. Chhaya Patel (1999), Social work Practice- religion- Philosophical Foundations, Rewat Publications, Jaipur.
3. Devi Rameshwari and Prakash Ravi (2004) : Social work Methods, Practice & Perspectives - Vol II, Mangal Deep Publication, Jaipur.
4. Day, R. Peter, Sociology in Social work Practice, Macmillan Education Ltd., London 1987.
5. Gupta, Sumithra- Social Welfare in India, Chugh Publications, Allahabad, 1989.
6. Hans Nagpaul (1996) , Social Work Practice in Urban India, Rewar Publications, Jaipur

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes :

Semester	Code	Title of the Paper					Hours	Credits		
I	20MPSW1CC2	CONTEMPORARY ISSUES AND TRENDS IN SOCIAL WORK PROFESSION					4	4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓		✓		✓		✓
CO2	✓	✓		✓		✓		✓	✓	✓
CO3	✓	✓		✓	✓		✓	✓	✓	✓
CO4	✓	✓	✓	✓				✓	✓	✓
CO5	✓	✓	✓	✓			✓	✓	✓	✓
Number of Matches= 37, Relationship : HIGH										

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC3	Core – III	TEACHING AND LEARNING SKILLS	4	4	100	25	75

COURSE OUTCOMES:

- 1: To gain insight in the proper pedagogy of social work education
- 2: To develop skills and techniques for applying them in teaching and learning for social work.
- 3: To apply the ICT for brining improvement in the society.
- 4: To enable the students to prepare and be familiar with e-contents solving the social problems.
- 5: To integrate the teaching skills for the better practice of social work profession

Unit I:

12 hours

Computer Applications Skills: Computer System: Characteristics, Parts and their functions - Different generations of computer – Operation of Computer: switching on/off/restart. Mouse control, Use of key board and some functions of key - Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations.

Unit II

12 hours

Communication Skills : Communication Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written: Non-verbal Communication – Intrapersonal, Interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of Communication: Listening, Speaking, Reading and writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

Unit III:

12 hours

Communication Technology : Bases, Trends and Developments – Skills of using Communication Technology – Computer Mediated Teaching Multimedia, E – content – Satellite – based communication: EDUSAT and ETV Channels. Communication through web: Audio and Video applications on the internet, interpersonal communication through the web

Unit IV:

12 hours

Pedagogy : *Instructional Technology:* Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation – Versatility of Lecture technique – *Demonstration:* Characteristics, Principles, Planning Implementation and Evaluation – Teaching – *Learning Techniques:* Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion – Modes of teaching: CAI, CMI and WBI

Unit V: Teaching Skills : Definition, Meaning and Nature: *Types of Teaching skills:* Skill of Set induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills.

References:

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi
2. Don Skinner (2005), Teaching Training, Edinburgh University Press Ltd, Edinburgh
3. Information and Communication Technology in Education: A Curriculum for schools and programme of Teacher development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002
4. Kumar, KL (2008) Educational Technology, New Age International Publishers, New Delhi
5. Mangal, S.K. (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana
6. Michael, D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York
7. Pandey, S.K (2005) Teaching Communication, Commonwealth Publishers, New Delhi
8. Ram Babu, A and Dandapani, S (2006), Microteaching (vol. 1 &2), Neelkammal Publications, Hyderabad
9. Singh V.K. and Sudarshan, K.N. (1996) Computer Education, Discovery Publishing Company, New York
10. Sharma, R.A. (2006) Fundamentals of Educational Technology, Surya Publications, Meerut
11. Vanaja, M. and Rajasekar, S (2006), Computer Education, Neelkamal Publications, Hyderabad

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes :

Semester	Code	Title of the Paper					Hours	Credits		
I	20MPSW1CC3	TEACHING AND LEARNING SKILLS					4	4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓		✓		✓	✓		✓	
CO3		✓	✓	✓			✓	✓	✓	
CO4	✓	✓		✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number of Matches= 37, Relationship : HIGH										

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC4	Core – IV	EDUCATIONAL PSYCHOLOGY	4	4	100	25	75

UNIT I:

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY: Psychology - Meaning - Branches of Psychology - Methods of Study in Psychology - Schools of Psychology - Structuralism, Psychoanalysis, Behaviorism, Humanism, Gestalt Cognitive Psychology - Its implications - Educational Psychology: Meaning, Scope and Significance.

UNIT – II:

GROWTH AND DEVELOPMENT OF THE LEARNER: Growth and Development -Meaning, factors influencing Growth and Development - Stages of development and its characteristics - Adolescence: problems and solutions - Dimensions of development: Physical, Cognitive, Social, Emotional and Moral - Theories of development - Piaget’s Cognitive Development - Freud’s Psycho-sexual Development - Erikson’s Psycho - Social Development – Adjustment and Mental Health: Home adjustment, school adjustment, emotional and social adjustment of children and adolescents

UNIT – III:

LEARNING: Learning - Concept, principles and factors affecting learning - Theories of learning: Thorndike’s Connectionism, Pavlov’s Classical and Skinners Operant Conditioning - Teacher’s role in changing, strengthening and sustaining learning styles.

UNIT – IV:

ATTENTION AND MEMORY: Attention - Meaning, nature, distraction, inattention, divided attention and span of attention - Determinants of Attention - Sensation and Perception - Law of Perception: errors in perception (Illusion and Hallucination) - Concept Formation: types and theories - Memory: meaning, types of memory, Storage system of memory and strategies for improving memory - Forgetting: meaning, causes, theory of forgetting - Memory disorder – Intelligence and Creativity: Meaning and types

UNIT – V:

PERSONALITY: Personality - Meaning - Determinants of personality: Type theory, Trait theory and Development theory - Integrated Personality - Assessment of Personality: Projective, Non-Projective techniques and Dream analysis – Motivation and Group Dynamics: Definition, types and factors – Transactional Analysis

References

1. Agarwal (2004). Psychology of Learning and Development, Shipra Publications, New Delhi
2. Bhatia, K.K. (2003). Bases of Educational Psychology, Kalyani Publishers, New Delhi.
3. Crowne, D. P. (2010). (2nd ed.). Personality Theory. Oxford University Press, New York.
4. Chauhan, S.S. (2002). Advanced Educational Psychology, Vikas Publishing House, New Delhi.
5. Dandapani (2002). (2nd ed.). Advanced Educational Psychology, Anmol Publication. New Delhi.

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC4	Core – IV	BASICS OF PROFESSIONAL COUNSELLING	4	4	100	25	75

Objectives:

1. To obtain theoretical basis of counselling skills and interviewing techniques,
2. To provide knowledge on counselors' personal and professional issues and growth and ethical and legal issues from a multicultural perspective.

Unit 1:

Introduction: Meaning, Nature, Definition and Scope of counseling; Historical perspectives; Counselling settings, Counseling psychology in India – development and current status; Research and Evaluation; Current trends.

Unit 2

Counselling relationship: Qualities of helping relationship. Some theoretical models of counseling - Carl Rogers, Truax and Carkhuff, Egan, Ivey and Cormier, Brehm

Unit 3

Counselling process: precounselling issues – interview, assessment [standardized and non standardized measures] setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting.

Unit 4

Skills in counselling : Attending behaviour, observational skills, skills of active listening, reflective skills, integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills. 10hours

Unit 5

Professional Issues: Training of counsellors, supervision, personal and professional characteristics, ethical issues, legal issues, consultation, professional development, competence, peer relations, licensing, legislation, counseling in diverse groups

Reference Books

1. Bond, Tim (1997). Standards and Ethics for Counsellors in Action, Sage, New Delhi.
2. Brammer, L., M. & MacDonald, G. (1996). The helping relationship Process and Skills, Allan & Bacon, Boston.
3. Carkhuff. Robert, R., (2000) The Art of Helping in the 21st Century. (8th Ed.) HRD Press, New York.
4. Colin Felthman & Ian Horton.(2000) (Ed.) Handbook of Counselling & psychotherapy, Sage, Delhi.
5. Connor, M. (1994). Training Counsellor: An integrative model, Routledge, London.

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC4	Core – IV	ART OF PARENTING	4	4	100	25	75

Unit-I

Parent and Parenthood: Meaning, Definition, Nature and Characteristics. Parenting: Meaning, Characteristics, Principles. Parenting in Indian Family System. Parenthood: Roles of Parenthood in family & society- Difference between Parenting and Parenthood - Roles and Responsibilities of Parents.

Unit-II

Parental Arts: Methods of Good Parenting - Parenting Styles: Permissive, Authoritative, Uninvolved and Authoritarian - Mindful Parenting - Concious Parenting- Improving Parenting Attitudes.

Unit-III

Dealing with Teens Development: Physical, Social, Intellectual and Emotional – Adolescent: Meaning, Definition and Characteristics of adolescents - Nature of adolescent- Behaviour and Emotional Problems during Teens - Common problems in adolescent with peer groups.

Unit-IV

Hyper Parenting - Meaning, Definition - Signs of Hyper-Parenting, Types of Hyper Parenting - Behaviour of Hyper-Parents – Effects of Hyper-Parenting: On Children & On Parent- Causes of Hyper-Parenting – Foster Parenting.

Unit-V

Standards of Effective Parenting: Single Child Parenting, Women Child Parenting, Positive and Negative Impacts though Hyper Parenting, Parent & Child Relationships in Adulthood and Later Years – Parent Power - Problems faced by adolescents and parents: Rivalry, Insecurity, Over-monitoring, Clashes in family, over-expectations – Overcoming Strategies

References:

1. Alvin Rosenfeld, M.D. and Nicole Wise (2011) *Hyper-Parenting: Are You Hurting Your Child by Trying Too hard?* Kindle Edition
2. Alvin Rosenfeld, M.D. and Nicole Wise(2011) *The Over-Scheduled Child: Avoiding the Hyper-Parenting Trap*, St. Martin's Press.
3. Bailey, Becky A., Ph.D. *Easy to Love, Difficult to Discipline*. New York: Harper Collins, 2002.
4. Bronson, Po. "How Not to Talk to Your Kids," *New York Times Magazine*, February 19, 2007. It can be found online at www.nymag.com.
5. Carl Honore (2009) *Under Pressure Rescuing Our Children from the Culture of Hyper-Parenting*,
6. [Deepa Chaudhury](#) (2017) *Parenting Tips for Indian Parents: Pre-Conception to Adulthood*. Notion Press, Chennai
7. Shaline Mitra (2003) *The Art of Successful Parenting*, Pustak Mahal, Delhi
8. Ginsburg, Kenneth R. "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds." *Pediatrics* 119 (1): 182–191.

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC4	Core – IV	ORGANIZATIONAL MANAGEMENT	4	4	100	25	75

UNIT 1

Human Resource Management: Nature, Importance, Operative and Managerial functions- Performance Appraisal: Features, Methods and Advantages- Training: Need for, Importance, Methods, Merits and Demerits of Training- Training and Development

UNIT 2

Personality: Type ‘A’ and Type ‘B’ personalities, Determinants and Theories- Attitude: Nature, Characteristics, Formation and Functions of attitude- Values: Types and Formation of values - Perception: Concept and process –Learning: Nature, Characteristics and Determining Factors

UNIT 3

Motivation: Nature, Characteristics, Process. Sources and Theories- Emotional Intelligence - Communication: Process, Types and Barriers - Management Information System: Concept and advantages.

UNIT 4

Job Satisfaction: Determining Factors, Consequences and Steps to improve Job Satisfaction- Group Dynamics: Formal and Informal Group Behavior- Team Building: Concept and Merits- the Common Stressors –Influence of Stress at work- ways to overcome the Stress – Frustration: Factors leading to frustration.

UNIT 5

Leadership : Nature, Characteristics, Qualities, Types and Theories- Human Resources Development : Nature, Characteristics and Importance – Organizational Development: Characteristics, Assumptions , Process , Merits and Demerits and Evaluation of OD.

References:

- 1 . Jhon .W. Newstrom, 2007 Organisational Behaviour. New Delhi: Tata McGraw – Hill Publishing Company Ltd.
- 2 . Keith Davis, Human Behavior at Work. Louis Allen Management and Organization.
- 3 . Kesho Prasad, 1996 Organisational Development for Excellence. New Delhi: S. Chand and Company.
- 4 . Khanka .S. S., 2000 Organisational Behaviour. New Delhi: S. Chand and Company.
- 5 . Prasad, L M., 2006 Organizational Behavior. New Delhi: Sultan Chand & Sons.
- 6 . Stephen P. Robins, 2005 Organizational Behaviour. New Delhi: Prentice – Hall of India Pvt. Ltd.
- 7 . Subba Rao, P., 1999 Essentials of Human Resource Management and Industrial Relations. Mumbai: Himalaya Publishing House.
- 8 . Wendell L. French and Organizational Development. New Delhi: Prentice – Cecil H Bell, Hall, Prentice - Hall of India Pvt. Ltd.
9. JeyaSankar, J., 2005 Personnel Management. Chennai: Margham Publications
10. JeyaSankar, J., 2005 Organizational Behaviour. Chennai: Margham Publications

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC4	Core – IV	COUNSELLING SKILLS FOR CONTEMPORARY SOCIAL WORKERS	4	4	100	25	75

Unit - I

Counseling: Definition, Characteristics, Goals, Scope - **Evolution of Counseling:** 1.

Philosophical foundation: Dignity of human person. 2. Sociological foundation: Influence of social system. 3. Psychological foundation: Concept of self, Goal directed behavior, Learning principles, Development need at different stages – Problems and limitations of counseling in Indian context.

Unit - II

Theoretical Approach to Counseling: Psychoanalysis and Psychodynamic theories, Behavioral and Cognitive-Behavioral theories, Developmental theories, Humanistic theories, Multimodal therapy or Eclectic approach.

Unit - III

Individual Counseling: Stage 1: Problem concern, **Stage 2:** Relationship to counselor, **Stage 3:** Motivation, **Stage 4:** Conceptualizing the problem, **Stage 5:** Exploration of resolution strategies, **Stage 6:** Selection of a strategy, **Stage 7:** Implementation, **Stage 8:** Evaluation and Termination - **Family Counseling:** Pre-marital and marital counseling.

Unit - IV

Group Counseling: Definition, Ethical behavior with groups, Forming a group, Composition of group, Frequency and Duration of sessions, Co-leaders, Screening group members - **Group Stages:** 1. Initial exploration stage, 2. Transition stage, resistance and conflicts, 3. Working stage: Cohesiveness and productivity, 4. Consultation and termination.

Unit - V

Counseling the Specific Population - Ethnic Minorities: Gays and Lesbians – Counseling the older adults and Persons with disabilities - **Counseling in Educational Institutions:** Elementary schools, Secondary schools and Colleges - Counseling in communities - Substance abuse counseling - Career counseling – HIV/AIDS Counselling. **Counseling related Functions:** Outreach, Consultation functions, Crisis interventions, Suicide intervention, Intervention during disasters.

Reference

- Antony John, D.(1996). Types of Counselling, Anurgraha Publications, Nagarcovil.
- Bellel R.B. *Interviewing & Counselling*. London: S.T. Botsford.
- Bartlell, (1961). Harriet M. Social Work Practice in health field, New York: National Association of Social Workers.
- Bengalee M. Ehno. D. (1972). *R.B. Guidance if you please*. Bombay: Macmillan.
- Carkhuff R. Bereason, B.S. Holt. *Beyond Counselling and Therapy*. London: *Counselling in Asia, Perspective and Practices*. (1982). Association of Psychological and Practices, Educational Counsellors of Asia.
- Frank A. Nugent. (1990). *An Introduction to the Profession of Counseling*. New York: Macmillan Publishing Company.
- Fullmer D.W & Bernard H.W. *Counselling - Context and Process*.
- Gerald Corey. (1991). *Theory and Practice of Counselling and Psycho-therapy*. California, USA: Books/Cole.
- Jacob K.K. (2002). *Social work Education in India*, Himanshu Pub., New Delhi.
- Kennedt E. *On Becoming a Counsellor: A basic guide for non-professional counselors*. New Delhi: Macmillan.
- Lewis. E. Patterson. (2001). *The Counselling Process*. USA: 5th Balt, Wadsworth / Thomson Learning, Belmont.
- Narayana Rao.S (1981). *Counselling and Guidance*, Tata Mc Graw Hill Publishing Company Ltd, New York.
- Singh H.G. (1977). *Psycho therapy in India*, National Psychological Association.
- Zastrow Charles. H. (1999). *The Practice of Social Work*. Singapore: Books/Cole publishing company.

Semester	Code	Course	Title of the Course	Hours	Credits	Max. marks	Internal marks	External marks
I	20MPSW1CC4	Core – IV	POLICE ADMINISTRATION	4	4	100	25	75

Unit – I

Introduction: History of Indian Police - Policing in Ancient, Medieval and Modern India - Police Act of 1861 - National Police Commission recommendations (NPC), 1979 – Police Administration in South India - Women Police in Tamil Nadu - Origin and Development of Women Police in Tamil Nadu

Unit – II

Structure: Structure of State Police - District Police - City Police. Central Police Organizations - CBI, CISF, CRPF, RPF etc. Police Research and Crime Statistics Organizations BPR & D, NCRB. Village Police, Railway and Armed Police.

Unit – III

Recruitment and Training: Recruitment and training of Constables, Subinspectors, Deputy / Assistant Superintendents of Police - Strength of Women Police Personnel.

Unit – IV

Police Investigation Procedures: Methods of Investigation - Information, Interrogation and Instrumentation. Recording of FIR, Case Diary and Station House Diary. Modus Operandi, Collection of Evidence, Examination of Witnesses and Suspects, Confession, Filling Charge Sheet.

Unit - V:

Contemporary Policing : Modernization of police, Public perception of police, Police self image : measures to improve police image; developing healthy police public relationship, zero tolerance policing - The Impact Of Women Police In Society - The issues and challenges faced by women polices.

Reference

1. Krishna Mohan Mathur (1994), Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.
2. Parmar. M.S., (1992), Problems of Police Administration, Reliance Publishing House, New Delhi.
3. Sankar Sen (1986), Police Today, Ashish Publishing House, New Delhi.
4. Gautam, D.N. (1993), The Indian Police : A study in fundamentals, Mittal Publications.
5. Ramanujam .T (1992), Prevention and Detection of Crime, Madras Book Agency