

# MSW

## Syllabus

### Program Code: PSW

2021-2022 onwards

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**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

**Re-accredited with “A” Grade by NAAC**

**PASUMALAI, MADURAI – 625 004**

## **NAME OF THE COURSE:**

Mannar Thirumalai Naicker College under choice based credit system (CBCS) is offering a two year MSW (Master of Social Work) Degree Course (Semester Pattern) in Social Work with provision for a research project in the second year. The term credit is used to describe the quantum of syllabus for various programmes in terms of hours of study. Core, Elective and Non Major courses are a set of compulsory courses required for each programme. The minimum credit requirement for a two-year master's programme is 90.

## **ELIGIBILITY FOR THE COURSE**

Candidates for admission to the Master of Social Work course should possess a Bachelor's degree or an examination accepted as equivalent thereto with a minimum pass.

## **APPLICATION FOR ADMISSION**

Application for admission to the course must be made in prescribed form obtainable at the office of the institution offering the course. The admission will be subject to entrance examination consists of Written test followed by Interview to enable the respective admission committee to decide about the suitability of the candidate. The selection candidates will be made based on the marks obtained from the qualifying examinations (100%) and the marks scored in the entrance test (50%) to be conducted by the concerned college. The decision of the committee shall be final in all cases of admission.

## **ELIGIBILITY FOR THE DEGREE**

Candidates for the degree shall, besides undergoing the prescribed course of study, do field practicum (Consisting of observation visits, concurrent field work, research project work, etc, under the guidance of staff members and to the satisfaction of the department or the institute.

No candidates shall be eligible for the degree unless he/she has completed the prescribed course of study in an institution and has passed the prescribed examination.

No candidates shall be admitted to the examination unless he/she has attended not less than 75% of the total lecture of each paper, field work visit and produce a certificate from the head of the institution where he./she studied certifying that his/her progress and conduct have been satisfactory. The head of the department shall furnish such certificate to the institution before issuing the hall tickets.

## **DURATION OF THE COURSE**

The course for the degree of Master of Social work shall consist of four semesters, two in the first year and two in the second year. The academic year shall be divided into two semesters, the first being from middle of June to middle of November and the second from middle of December to middle of April. (I Year two semesters and II Year two semesters). Each semester consisting a period of 90 working days.

## METHODS OF STUDY

The PG programme consists of a number of courses. The term 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The PG Program in Social Work consists of Major Courses (19 courses), Elective Courses (3 Courses) and Non Major Subject Courses (1 Course) distributed among the four semester periods. The courses include concurrent field work practicum, and Research project work. Lectures shall be supplemented by participatory methods of learning, seminars, workshops, special lectures, role plays, assignments, field visits, minor projects and other appropriate communication materials etc in accordance with nature of the subject with a view to enable the candidate to understand, analyze and solve the problems in different fields of social work.

## EXAMINATIONS

There shall be examination at the end of each semester, for odd semesters in the month of Nov/ Dec for even semesters in April / May. A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course (s) in the subsequent examinations to be held in Nov/Dec or April /May. However candidates who failed or asked to redo the field practicum shall be permitted to take Regular field practicum in the respective semester.

A candidate should get registered for the first semester examination. If registration is not possible owing to shortages of attendance beyond condonation limit/ regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the course. The results of all examinations will be published by the College.

## EVALUATION

Evaluation for each course shall be done by a continuous internal assessment by the concerned Course Teacher as well as by an end semester examination and will be consolidated at the end of the course.

The pattern of internal valuation may be:

1. Two tests – 15 Marks each. Average :	15 Marks
2. Group discussion / Seminar / Quiz : If the college opt quiz, 2 quizzes should be conducted	5 Marks
3. 2 Assignments. 5 marks for each assignment: average :	5 Marks
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Total :	25 Marks
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Attendance need not be taken as a component for continuous assessment, although the students should put in a minimum of 75% attendance in each course. In addition to continuous evaluation components the end semester examination, which will be a written examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 25 : 75. The evaluation of Field work will be done will be based on continuous internal assessment for 40 marks and by external viva voce for 60 marks.

## **PASSING MINIMUM**

A candidate shall be declared to have passed in each course if he/she secures not less than 50% marks (combining both internal and external marks) in the end Semester Examinations. The minimum mark for external examination is 34 and there is no minimum mark for Internal Assessment.

## **FIELD WORK PRACTICAL**

Field work is essentially a major component in social work. The students will undergo field work training in I Semester to IV semesters. They will go to various social work settings (NGOS Industries, Hospitals and other Community Settings) on every working Tuesdays and Thursdays of every week in each semester. Assessment of the field work visits will be done by the concerned field work supervisors. A Viva –voce in field work will be conducted at the end of the each semester.

## **NORMS FOR FIELD WORK EVALUATION**

<b>S.no</b>	<b>Norms</b>	<b>Marks</b>
	<b>Internal</b>	
1.	Attendance (including regularity & Punctuality)	10
2.	Application of theory and social work methods	10
3.	Content of the consolidated report	10
4.	Communication & Presentation	5
5.	Activities	5
	<b>Total</b>	<b>40</b>
	<b>External</b>	
9	Viva – voce	60
<b>Total</b>		<b>100</b>

## **RESEARCH PROJECT REPORT**

Each candidate is expected to select research problem in the selected field of Social Work and prepare a research design by the end of III semester in consultation with the research supervisor. The project report will be submitted to Mannar Thirumalai Naicker College in part fulfillment of the requirement for M.S.W degree in Social Work. The completed project work shall be submitted to the college by the 15<sup>th</sup> of March during the IV Semester. Two typed copies of the project Report shall be submitted through the Head of the Department on or before the date fixed by the concerned college. Evaluation will be done both by internal (25 Marks) and external for (75 Marks).

## STUDY TOUR

Trainees are expected to participate in a study tour organized by the institution. Through study tour carries no credit but it is a compulsory one whereby the trainee get an opportunity to visit the organization engaged in activities related to his/her field of specialization in other parts of the country.

## Subjects of Study

The courses offered under the PG programs belong to the following categories:

1. Core Subjects
2. Electives
3. Non Major Electives (NME)

## Pattern of the question paper for the Continuous Internal Assessment

**Note: Duration – 1 hour 30 minutes**

The components for continuous internal assessment are:

### Part –A

Four multiple choice questions (answer all) 4 x 01= 04 Marks

### Part –B

Three short answers questions (answer all) 3 x 02= 06 Marks

### Part –C

Two questions ('either .... or 'type) 2 x 05=10 Marks

### Part –D

Two questions out of three 2 x 10 =20 Marks

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Total 40 Marks  
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## The scheme of Examinations:

The components for continuous internal assessment are:

(40 Marks of two continuous internal assessments will be converted to 15 marks)

Two tests and their average --15 marks

Seminar /Group discussion --5 marks

Assignment --5 marks

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Total 25 Marks  
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**Pattern of the question paper for the Summative Examinations:**

**Note: Duration- 3 hours**

**Part –A**

Ten multiple choice questions 10 x01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

**Part –B**

Short answer questions (one question from each unit) 5 x02 = 10 Marks

**Part –C**

Five Paragraph questions (‘either .... or ‘type) 5 x 05 = 25 Marks

(One question from each Unit)

**Part –D**

Three Essay questions out of five 3 x 10 =30 Marks

(One question from each Unit)

Total

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75 Marks  
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**Minimum Marks for a Pass**

50% of the aggregate (Internal +Summative Examinations).

No separate pass minimum for the Internal Examinations.

34 marks out of 75 is the pass minimum for the Summative Examinations.

## **VISION**

Envisage a society which ensures peace, harmony, dignity, justice and equal opportunities for development of individuals and communities through planned social work interventions by a committed cadre of professionals

## **MISSION**

- Promote social justice by providing social work education
- Conduct scholarly inquiry, disseminating knowledge, and contributing to public policy and practice.
- Lead innovative and translational solutions through community-engaged practice, advocacy, policy, research, and service.
- Intervene effectively with micro, mezzo, and macro systems and evaluate the effectiveness of interventions.
- Prevent and alleviate personal, interpersonal, and societal problems and Redress conditions that limit human development and quality of life

## **Rationale Behind Social Work**

Social workers are professionals, who aim to enhance overall well-being and help meet basic and complex needs of communities and people. Social workers work with many different populations and types of people, particularly focusing on those who are vulnerable, oppressed, and living in poverty.

Depending on their specialty, job title and place of employment, a social worker may be required to participate in legislative processes that often result in the formation of social policies. They lean on social work values and principles, as well as academic research to carry out their work.

Social workers are educated and trained to address social injustices and barriers to their client's overall wellbeing. Some of these include poverty, unemployment, discrimination and lack of housing. They also support clients and communities who are living with disabilities, substance abuse problems, or experience domestic conflicts.

Social workers often fine-tune their practice with a focus on a level of interventions and types of communities they wish to serve.

### **The 12 Graduate Attributes\*:**

1. (KB) A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
2. (PA) Problem analysis: An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions
3. (Inv.) Investigation: An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
4. (Des.) Design: An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
5. (Tools) Use of engineering tools: An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
6. (Team) Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
7. (Comm.) Communication skills: An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
8. (Prof.) Professionalism: An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.
9. (Impacts) Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
10. (Ethics) Ethics and equity: An ability to apply professional ethics, accountability, and equity.
11. (Econ.) Economics and project management: An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of engineering and to understand their limitations.
12. (LL) Life-long learning: An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge



<b>WA</b>	<b>Graduate Attributes</b>	<b>Caption as</b>
WA1	A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.	Knowledge Base
WA2	Problem analysis: An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions	Problem Analysis & Investigation
WA4	Investigation: An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.	
WA10	Communication skills: An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.	Communication Skills & Tools
WA5	Tools Use of engineering tools: An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.	
WA9	Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.	Individual and Team Work
WA6	Professionalism: An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.	Professionalism, Ethics and equity
WA8	Ethics and equity: An ability to apply professional ethics, accountability, and equity.	
WA12	(LL) Life-long learning: An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge	Lifelong learning & Impact of social engineering on society and the environment
WA9	(Impacts) Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.	

**PROGRAM EDUCATIONAL OBJECTIVES (PEOs)**

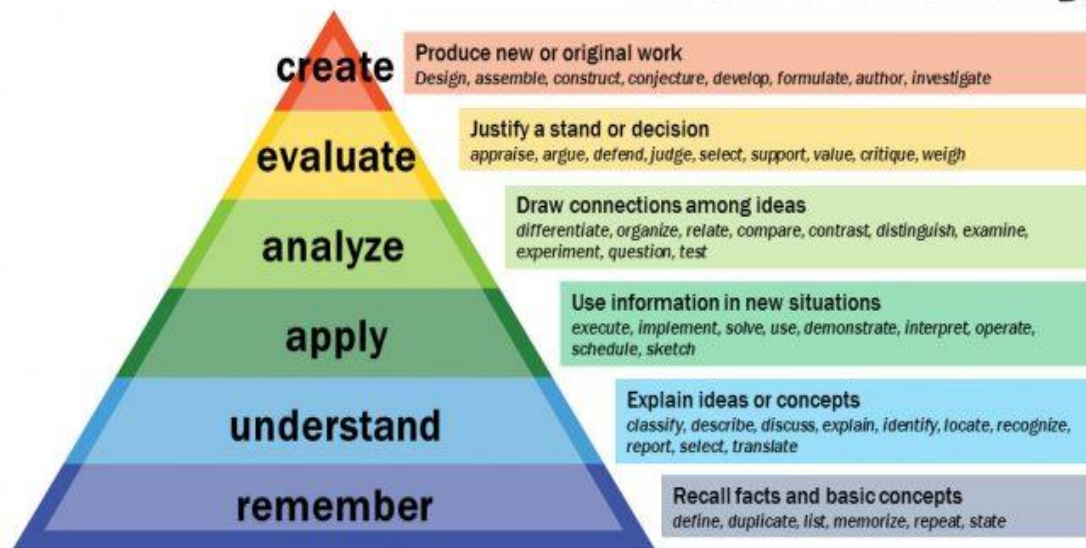
<b>PEO1:</b>	To understand social work knowledge, ethics and values towards development.
<b>PEO2:</b>	To examine social problems through proper interventions.
<b>PEO3:</b>	To develop effective communication skill by adopting various social work tools.
<b>PEO4:</b>	To enrich effective participation as an individual and in team.
<b>PEO5:</b>	To equip social work professional values & ethics
<b>PEO6:</b>	To enhance the quality of life in promoting sustainable development.

<b>PO NO</b>	<b>PROGRAMME OUTCOMES (POs)</b>	
<b>At the end of the programme, the students will be able to</b>		
<b>PO – 1</b>	Integrate the academic abilities and expertise gained from the study of humanities and arts and other similar fields, and gains requisite scope and breadth for a transdisciplinary context.	<b>Knowledge Base</b>
<b>PO – 2</b>	Demonstrate proficiency in the use of effective disciplinary techniques in research, critical study, artistic work and professional performance.	<b>Problem Analysis &amp; Investigation</b>
<b>PO – 3</b>	Communicate observations, recommendations and suggestions effectively, concisely and accurately, both verbally and in writing, to various types of audiences.	<b>Communication Skills &amp; Design</b>
<b>PO - 4</b>	Articulate and apply principles, concepts, ethics and ideals resulting from an integrated view of their fields of research and to show knowledge and resolution of existing social and environmental issues.	<b>Individual and Team Work</b>
<b>PO - 5</b>	Apply professional ethics, accountability and equity in all their endeavours.	<b>Professionalism, Ethics and Equity</b>
<b>PO - 6</b>	Use new tools, resources and technology to keep abreast with current developments in their discipline and practice life-long learning.	<b>Lifelong learning</b>

## PROGRAM SPECIFIC OUTCOME (PSOs)

<b>PSO1:</b>	To provide students the opportunities, Knowledge, Skills, attitude and values appropriate to work with individuals, groups, communities and organizations
<b>PSO2:</b>	To provide inter disciplinary collaboration for better understanding of human problems, services and issues related to human development
<b>PSO3:</b>	To enable the students to approach the social problems Empathetically in social work perspective.
<b>PSO4:</b>	The practical knowledge of this course helps to personal growth of the students and Society as a whole.
<b>PSO5:</b>	To achieve professionalism and become efficient social worker in the various settings like Hospital, Industries, GO's, Educational Institutions etc.
<b>PSO6:</b>	To prove proficiency with ability to engage in higher studies and sensitize oneself towards social functioning.

## Bloom's Taxonomy



**MANNAR THIRUMALAI NAICKER COLLEGE (Autonomous), Pasumalai**  
**MSW, Curriculum**

*(For the student admitted during the academic year 2021-2022 onwards)*

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
<b>FIRST SEMESTER</b>						
21PSWC11	Introduction To Professional Social Work	6	4	25	75	100
21PSWC12	Social Case Work	6	4	25	75	100
21PSWC13	Social Group Work	6	4	25	75	100
21PSWC14	Dynamics Of Human Behaviour	6	4	25	75	100
21PSWF11	Field Work –I	6	4	40	60	100
	<b>Total</b>	<b>30</b>	<b>20</b>	<b>140</b>	<b>360</b>	<b>500</b>
<b>SECOND SEMESTER</b>						
21PSWC21	Community Organization And Social Action	6	4	25	75	100
21PSWC22	Social Welfare Administration And Social Legislation	6	4	25	75	100
21PSWC23	Social Work Research And Statistics	6	4	25	75	100
21PSWF21	Field Work – II	6	4	40	60	100
21PSWN21	Project Management	6	6	25	75	100
	<b>Total</b>	<b>30</b>	<b>22</b>	<b>140</b>	<b>360</b>	<b>500</b>

<b>THIRD SEMESTER</b>						
21PSWC31	Human Resource Management	6	4	25	75	100
21PSWC33	Rural Community Development					
21PSWC35	Mental Health					
21PSWC32	Labour Legislation – I	6	4	25	75	100
21PSWC34	Urban Community Development					
21PSWC36	Hospital Administration					
21PSWF31	Field Work – III ( <b>CORE 3</b> )	6	4	40	60	100
	<b>Elective</b>					
21PSWE31	Disaster Management	6	6	25	75	100
21PSWE32	Corporate Social Responsibility.					
21PSWE33	Counselling in Different Setting					
21PSWE34	Health and Hygiene	6	6	25	75	100
21PSWE35	Livelihood Promotion					
21PSWE36	Human Rights For Social Work					
	<b>Total</b>	<b>30</b>	<b>24</b>	<b>140</b>	<b>360</b>	<b>500</b>
<b>FOURTH SEMESTER</b>						
21PSWC41	Labour Legislation – II	6	4	25	75	100
21PSWC42	Management of NGO'S and Development Administration					
21PSWC43	Social Work Practice in the field of Medical and Psychiatric setting					
21PSWF41	Field Work – IV ( <b>CORE 2</b> )	6	4	40	60	100
21PSWPR1	Project Work ( <b>CORE 3</b> )	6	4	40	60	100
	<b>Elective</b>					
21PSWE41	Skills For Social Workers	6	6	25	75	100
21PSWE42	Participatory Rural Appraisal					
21PSWE43	Basics in Therapeutic Intervention					
21PSWE44	Industrial Relations And Employee Welfare	6	6	25	75	100
21PSWE45	Counselling And Psychotherapy					
21PSWE46	Community Development in Different Settings					
	<b>Total</b>	<b>30</b>	<b>24</b>	<b>155</b>	<b>345</b>	<b>500</b>
	<b>Grand Total</b>	<b>120</b>	<b>90</b>	<b>575</b>	<b>1425</b>	<b>2000</b>

\*5 Courses / Semester. Totally 20 Courses. 90 Credits. Totally 2000 Marks uniformly/

# FIRST SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>INTRODUCTION TO PROFESSIONAL SOCIAL WORK</b>				
<b>Course Code</b>	<b>21PSWC11</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>CORE</b>	<b>6</b>	<b>-</b>	<b>4</b>	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	<b>✓</b>	<b>SKILL ORIENTED</b>	<b>ENTREPRENEURSHIP</b>	
<b>Course Objectives:</b>					
<ol style="list-style-type: none"> <li>1: Remember the basic concept, functions of social work.</li> <li>2: Classify the Background and Models of Social Work Profession</li> <li>3: Interpret the current trends of social work practice in India.</li> <li>4: Demonstrate the Fields of Social Work in development sector</li> <li>5: Analyze the Scope of Social work in International to Village level</li> </ol>					
<b>Unit: I</b>	<b>Introduction to Social Work</b>				<b>15</b>
Introduction Social Work: Definition, Objectives, Philosophy Related Concepts: Social Service; Social Welfare; Social Reform; Social Security and Social Justice & Human Rights; Emergence of Social Work in India: USA & UK. Role of Religion in Social Work. Introduction to the Methods of Social Work.					
<b>Unit: II</b>	<b>Background and Models of Social Work Profession</b>				<b>15</b>
Background and Models of Social Work Profession: Traits, Principles, Values, Ethics and Goals; Models of Social Work: Relief model, Welfare model, Clinical model, Systems model, Radical model, and Developmental model; National and International Professional Organizations in Social Work: NASW, IASW.					
<b>Unit: III</b>	<b>Social Work Profession and Social Work Education</b>				<b>22</b>
Social Work Profession and Social Work Education in India: Trends in Social Work Profession in India; Development of Social Work Education in India contemporary challenges faced by the Social Work Profession in India; Need for Social Science knowledge for Professional Social Workers.					
<b>Unit: IV</b>	<b>Fields of Social Work</b>				<b>18</b>
Fields of Social Work: Concept, Scope, Problems, Welfare programmes of Social work in different settings - Industrial Social Work, Medical and Psychiatric Social Work. Community Development Social work, Family and Child welfare and Correctional Social Work.					
<b>Unit: V</b>	<b>Society and Social problems</b>				<b>20</b>
Society: Definition, Meaning, Concept, Characteristics and Types. Social Institution – concept, Family, Economics, Religion, Education and State. Social Problems: Meaning, Causes and effects – Environmental degradation, Poverty, Unemployment, Migration, Cyber crimes, Honor killing, Communal unrest, Violence against women and Children, Problems of LGBTQ. Role of Social worker in combating social issues.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
<ol style="list-style-type: none"> <li>1. Jonathan Parker, <b>Introducing Social Work</b>, Sage publications Limited, UK, 2020</li> <li>2. Mike Burt, <b>A History of the Roles and Responsibilities of Social Workers</b>, Routledge publications, Newyork, 2020</li> <li>3. Bhavya Kumar Sahini, <b>Origin and Development of Social Work</b>, Shri Chakradhar publication</li> </ol>					



Private Limited, New Delhi,2020

**Books for References:**

1. P.R.Gautham & R.S.Singh, **Principles and Practices of social work**, Centrum Press, New Delhi,2011
2. Krishna Kant Singh & Ram Shankar Singh, **An Introduction to Social Work**, ABD Publishers, Jaipur, 2011
3. Dr. Rupesh Kumar, **Basic Concepts of Social work**, Rapid Publishers, 2020
4. Y.Ronald, **Social work: an Introductory Text Book**, Regal Publications, Kottayam, 2013

**Web Resources:**

1. [http://www.unesco.org/education/mebam/module\\_3.pdf](http://www.unesco.org/education/mebam/module_3.pdf)
2. [http://www.sagepub.in/upm-data/38141\\_Chapter1.pdf](http://www.sagepub.in/upm-data/38141_Chapter1.pdf)
3. <http://planningcommission.nic.in/plans/mta/mta-9702/mta-ch15.pdf>
4. <http://www.russellhouse.co.uk/pdfs/SWMMT2.pdf>
5. [http://shodhganga.inflibnet.ac.in/bitstream/10603/23970/9/09\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/23970/9/09_chapter%201.pdf)

**Course Outcomes**

**K Level**

**On Successful completion of the programme, the students will be able to**

<b>CO1:</b>	Describe the Social work Objectives, Philosophy Related Concepts: Social Service; Social Welfare; Social Reform; Social Security and Social Justice & Human Rights; Emergence of Social Work in India:	<b>Upto K2</b>
<b>CO2:</b>	Explain the Background and Models of Social Work Profession Social Work Profession. National and International Professional Organizations in Social Work	<b>Upto K2</b>
<b>CO3:</b>	Schedule the Social Work Profession and Social Work Education in India Social Work Profession: Trends in Social Work Profession in India; Development of Social Work Education in India	<b>Upto K3</b>
<b>CO4:</b>	Apply the skills regarding Correctional Social Work, Industrial Social Work, Medical and Psychiatric Social Work. Rural and Urban Community Development. Youth Social Work, Geriatric Social Work; Social Work with Persons with Disabilities.	<b>Upto K4</b>
<b>CO5:</b>	Differentiate the Integrated perspectives, Programmes and Strategies for International Social Work at grassroots level.	<b>Upto K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level



**LESSON PLAN**

<b>Unit</b>	<b>INTRODUCTION TO PROFESSIONAL SOCIAL WORK</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Introduction Social Work: Definition, Objectives, Philosophy Related Concepts: Social Service; Social Welfare; Social Reform; Social Security and Social Justice & Human Rights; Emergence of Social Work in India: USA & UK. Role of Religion in Social Work. Introduction to the Methods of Social Work.	<b>15</b>	<b>Lecture, ICT, Chalk &amp;Talk</b>
<b>II</b>	Background and Models of Social Work Profession: Traits, Principles, Values, Ethics and Goals; Models of Social Work: Relief model, Welfare model, Clinical model, Systems model, Radical model, and Developmental model; National and International Professional Organizations in Social Work: NASW, IASW.	<b>15</b>	<b>Lecture, ICT, Chalk &amp;Talk</b>
<b>III</b>	Social Work Profession and Social Work Education in India: Trends in Social Work Profession in India; Development of Social Work Education in India contemporary challenges faced by the Social Work Profession in India; Need for Social Science knowledge for Professional Social Workers.	<b>22</b>	<b>Lecture, ICT, Chalk &amp;Talk</b>
<b>IV</b>	Fields of Social Work: Concept, Scope, Problems, Welfare programmes of Social work in different settings - Industrial Social Work, Medical and Psychiatric Social Work. Community Development Social work, Family and Child welfare and Correctional Social Work.	<b>18</b>	<b>Lecture, ICT, Chalk &amp;Talk</b>
<b>V</b>	Society: Definition, Meaning, Concept, Characteristics and Types. Social Institution – concept, Family, Economics, Religion, Education and State. Social Problems: Meaning, Causes and effects – Environmental degradation, Poverty, Unemployment, Migration, Cyber crimes, Honor killing, Communal unrest, Violence against women and Children, Problems of LGBTQ. Role of Social worker in combating social issues.	<b>20</b>	<b>Lecture, ICT, Chalk &amp;Talk</b>

Course Designed by:

**M.BHARATHI NATARAJAN, MSW., MPhil (NET)**

**&**

**K.RENUKA, MSW,PGDHRM, M.Phil (SET), (NET)**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks		4	6	20	20	50	
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks		4	6	20	20	50	100

UPTO Remembering and recalling facts with specific answers

K2- Basic understanding of facts and stating main ideas with general answers

K3- Application oriented- Solving Problems

K4- Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

**Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)**

S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Question s	K – Level	No. of Questio n	K – Level		
1	CO1	<b>Upto K2</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K1</b>	<b>2(K1&amp;K1)</b>	<b>1(K2)</b>
2	CO2	<b>Upto K3</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K1</b>	<b>2(K2&amp;K2)</b>	<b>1(K3)</b>
3	CO3	<b>Upto K3</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K2</b>	<b>2(K2&amp;K2)</b>	<b>1(K2)</b>
4	CO4	<b>Upto K4</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K2</b>	<b>2(K3&amp;K3)</b>	<b>1(K3)</b>
5	CO5	<b>K4</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K2</b>	<b>2(K4&amp;K4)</b>	<b>1(K4)</b>
No. of Questions to be Asked			<b>10</b>		<b>5</b>		<b>10</b>	<b>5</b>
No.of Questions to be answered			<b>10</b>		<b>5</b>		<b>5</b>	<b>3</b>
Marks for each question			<b>1</b>		<b>2</b>		<b>5</b>	<b>10</b>
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10		19	15.84	58
K2	5	6	20	20	51	42.5	
K3			10	20	30	25	42
K4			10	10	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>SOCIAL CASE WORK</b>				
<b>Course Code</b>	<b>21PSWC12</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	6	-	4	
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
<p>1: To understand casework as a method of social work.                  2: To recognize the significance of various models of social case work                  3: To understand the process application of social casework practice.                  4: To make use of various techniques in case work process and case work recording                  5: To learn the casework application in different settings</p>					
<b>Unit: I</b>	<b>Social case Work</b>				<b>15</b>
Social case Work –definition, objectives history, limitations, importance and Relationship with other Methods of Social Work. Components of Social Case Work. Basic principles of Social Case Work. Characteristics of Professional Relationship: Empathy, Transference and Counter Transference, Resistance, Sustaining the Relationship, Genuineness, Unconditional Positive regard, Confidentiality and Self Disclosure.					
<b>Unit: II</b>	<b>Models of Social casework</b>				<b>15</b>
Models of Casework practice: Problem Solving Model, Psycho – social model, Functional Model, Socialization Model, Crisis Intervention Model, Developmental Model, Empowerment model, Social behavioral model, Task centered model, Existential model and Gestalt therapy model.					
<b>Unit: III</b>	<b>Case Work Process</b>				<b>22</b>
Case Work Process: Intake Study, Assessment (Diagnosis), Intervention, Treatment, Evaluation and Termination. Introduction to the Role of Psychological Testing in Assessment, Psychosocial Diagnosis, Formulation of Goals, Prioritization of Needs, Development of Action Plan, Intervention. Difference between case work and case study					
<b>Unit: IV</b>	<b>Social Casework process structure</b>				<b>18</b>
Supportive Techniques: Involvement of Collateral Contacts, observation, Interview, Resource Mobilization, Referral, Home Visits and its Importance. Problem solving techniques: Reflective and Logical Discussion. Approaches in Social Case Work- Case Work Recording: Format, Types of Records, and Record Maintenance.					
<b>Unit: V</b>	<b>Social case work in different Settings</b>				<b>20</b>
Social case Work practices in the following settings: Educational, Health, Career Guidance, Community, Geriatric centers, Correctional, Physical chronic illness and Disability. Casework and Information Technology: Tele- Help lines, Tele care, Internet chat rooms assistance and Online therapy.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
<p>1. Dr.Augustine Lourdu, <b>Social Case work: Diagnosis &amp; Intervention</b>, Notion Press, Chennai, 2020                  2. Hamilton Gordan, <b>Theory and Practise of Social Case Work</b>, Rawat Publications, Jaipur, 2013</p>					

<b>Books for References:</b>	
<ol style="list-style-type: none"> <li>Mary Ellan Richmond, <b>What is Social Case Work</b> , Nabu press, Delhi, 2010.</li> <li>Healy K <b>Social Work Methods and skills</b> Palgrave MacMillan Delhi, 2012.</li> <li>P.K Upadhyay, <b>Social Case Work</b>, Rawat Publications, Jaipur,2014</li> <li>K.K.Jacob, <b>Methods of Social Work</b>, New royal Book company, Lucknow,2013</li> </ol>	
<b>Web Resources:</b>	
<ol style="list-style-type: none"> <li><a href="http://www.ignou.ac.in/upload/bswe-02-blocuptounit-3-small-size.pdf">http://www.ignou.ac.in/upload/bswe-02-blocuptounit-3-small-size.pdf</a></li> <li><a href="https://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf">https://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</a></li> <li><a href="http://daga.co.in/pages/msw/PG-MSW-I%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Individual.pdf">http://daga.co.in/pages/msw/PG-MSW-I%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Individual.pdf</a></li> <li><a href="https://www.mooc-list.com/course/social-work-practice-individuals-families-and-small-groups-edx">https://www.mooc-list.com/course/social-work-practice-individuals-families-and-small-groups-edx</a></li> </ol>	
<b>Course Outcomes</b>	<b>K Level</b>
<b>On Successful completion of the program the students will able to</b>	
<b>CO1:</b>	Explain the concept of casework, components and relationship between Case worker and Client <span style="float:right"><b>Upto K2</b></span>
<b>CO2:</b>	Elaborate the models for social case work practice <span style="float:right"><b>Upto K2</b></span>
<b>CO3:</b>	Describe the stages of Case work process <span style="float:right"><b>Upto K3</b></span>
<b>CO4:</b>	Utilize the techniques of case work process and recording process <span style="float:right"><b>Upto K3</b></span>
<b>CO5:</b>	Experiment the social case work practice in various settings and usage of IT in Case work practice <span style="float:right"><b>Upto K3</b></span>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	2	2	3
CO 2	3	2	2	2	2	3
CO 3	2	3	3	3	3	3
CO 4	2	3	3	3	3	3
CO 5	2	3	3	3	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>SOCIAL CASE WORK</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Social case Work –definition; objectives history, limitations, importance and Relationship with other Methods of Social Work. Components of Social Case Work. Basic principles of Social Case Work. Characteristics of Professional Relationship: Empathy, Transference and Counter Transference, Resistance, Sustaining the Relationship, Genuineness, Unconditional Positive regard, Confidentiality and Self Disclosure	<b>15</b>	Lecture & PPT
<b>II</b>	Models of Casework practice: Problem Solving Model, Psycho – social model, Functional Model, Socialization Model, Crisis Intervention Model, Developmental Model, Empowerment model, Social behavioral model, Task centered model, Existential model and Gestalt therapy model.	<b>15</b>	Lecture & GD
<b>III</b>	Case Work Process: Intake Study, Assessment (Diagnosis), Intervention, Treatment, Evaluation and Termination. Introduction to the Role of Psychological Testing in Assessment, Psychosocial Diagnosis, Formulation of Goals, Prioritization of Needs, Development of Action Plan, Intervention. Difference between case work and case study	<b>22</b>	Lecture & GD
<b>IV</b>	Supportive Techniques: Involvement of Collateral Contacts, observation, Interview, Resource Mobilization, Referral, Home Visits and its Importance. Problem solving techniques: Reflective and Logical Discussion. Approaches in Social Case Work- Case Work Recording: Format, Types of Records, and Record Maintenance.	<b>18</b>	Lecture & PPT
<b>V</b>	Social case Work practices in the following settings: Educational, Health, Career Guidance, Community, Geriatric centers, Correctional, Physical chronic illness and Disability. Casework and Information Technology: Tele- Help lines, Tele care, Internet chat rooms assistance and Online therapy.	<b>20</b>	Chalk & Talk and Paper discussion

Course Designed by:

**Ms. K. RENUKA**, MSW., M.Phil., (SET) (NET) & **Ms. S. SIVATHMIKA**, MSW (NET), PGDHRM, DCP

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks		4	6	20	20	50	
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks		4	6	20	20	50	100

**UPTO** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**



**Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)**

S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	<b>Upto K2</b>	2	K1 & K2	1	K1	2(K1 & K1)	1(K2)
2	CO2	<b>Upto K3</b>	2	K1 & K2	1	K1	2(K2 & K2)	1(K3)
3	CO3	<b>Upto K3</b>	2	K1 & K2	1	K2	2(K2 & K2)	1(K2)
4	CO4	<b>Upto K4</b>	2	K1 & K2	1	K2	2(K3 & K3)	1(K3)
5	CO5	<b>K4</b>	2	K1 & K2	1	K2	2(K4 & K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No.of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10		19	15.84	58
K2	5	6	20	20	51	42.5	
K3			10	20	30	25	42
K4			10	10	20	16.66	
Marks	10	10	50	50	120	100	100

**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.**

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>SOCIAL GROUP WORK</b>				
<b>Course Code</b>	<b>21PSWC13</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	6	-	4	
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
<p>1: To introduce social group work as the method of social group work                  2: To learn social group work process                  3: To trace the group dynamics and various techniques of group work                  4: To highlight the functions and roles of social group worker                  5: To relate Social Group work practices in various settings</p>					
<b>Unit: I</b>	Social Group and social group Work				<b>15</b>
Social group: Group – Definition, Types, Characteristics, functions and Group structure. Social Group Work – Meaning, definition, principles, scope, objectives, Skills, relationship with other methods of social work and Historical development of Social group work. Values and attributes of Social Group work.					
<b>Unit: II</b>	Social Group Work Process and Models				<b>15</b>
Group work Process – Planning phase, Beginning phase and Middle phase. Bruce Tuckman’s Stages of Group work: Forming, Norming, storming, Performing and Adjourning. Difference between group work and group therapy. Social Group work models: Social goals model, Remedial model, Reciprocal model.					
<b>Unit: III</b>	Group Dynamics and Techniques of Social group work				<b>22</b>
Group Dynamics: Inter and Intra group Communication, Support and group conflict resolution, Decision making and problem solving, Leadership: Concepts, Definition, Characteristics, Functions, and Qualities. Techniques of Social group work: Acceptance, Recognition, Loving, Sharing, Playing, Helping and Limiting.					
<b>Unit: IV</b>	Functions and Roles of social group worker				<b>18</b>
Functions of social group worker: Use of Home Visits and Collateral Contacts. Roles of Social group worker: Enabler, Stimulator, Supporter, Guide, Educator, Resource person, Therapist and Supervisor. Group Work Recording: Meaning, Purpose, Process and Summary Records and importance Registers: Agenda Register Saving Register, Loan Register and common register group Formats and grading sheet,. A&R (Accounts and Record Maintenance) Training.					
<b>Unit: V</b>	Social Group work Sectors				<b>20</b>
Social Group work practices in the following sectors: Group work in community Based Practices:-Self help Groups in women, Youth Group, Agriculture formers Group, Human Rights group, children’s Group, Workers groups. Group work in Institutional Based Practices:-aged schools and special schools, industries, Family Counselling Centers, correctional institutions and De Addition Centers. Government welfare programme & Schemes for Self Help Groups in India.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
<p>1. Charles H.Z, <b>Social work with groups</b>, Cengage Learning India, New Delhi, 2009.                  2. David. C, Douglas R.G &amp; Mark D.S <b>Introduction to group work</b>, Rawat Publication, New Delhi, 2010.</p>					
<b>Books for References:</b>					
1. Zastrow, C. (2012). <b>Social work with groups: A comprehensive workbook (8th ed).</b>					

Belmont, CA: Brooks Cole Cengage Learning

2. Toseland, R. W. W. & Rivas, R. F. **An introduction to group work practice**(7th ed). Boston, MA: Allyn & Bacon, 2012
3. Corey, M. S., Corey, G., & Corey, C. **Groups: Process and practice (9th ed.)**. Belmont, CA: Brooks Cole, 2014.
4. Tom Douglas, **A Theory of Group Work Practice**, Macmillan, London,1993.
5. K.K.Jacob, **Methods of Social Work**, New royal Book company, Lucknow,2013

**Web Resources:**

1. <http://www.ignou.ac.in/upload/bswe-02-blocuptounit-3-small-size.pdf>
2. <https://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>
3. <https://www.slideshare.net/babcho/introduction-to-group-work>
4. <https://www.mooc-list.com/course/social-work-practice-individuals-families-and-small-groups-edx>

Course Outcomes		K Level
<b>On Successful completion of the program the students will able to</b>		
<b>CO1:</b>	Explain the basic concepts of social group and social group work	<b>Upto K2</b>
<b>CO2:</b>	Describe the models and process of social group work	<b>Upto K2</b>
<b>CO3:</b>	Discuss the group dynamics and techniques involved in social group work	<b>Upto K3</b>
<b>CO4:</b>	Apply the social Group worker roles and functions in organizing programmes/activities in Group work	<b>Upto K4</b>
<b>CO5:</b>	Experiment the social group work method in various settings	<b>Upto K3</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>SOCIAL GROUP WORK</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Social group: Group – Definition, Types, Characteristics, functions and Group structure. Social Group Work – Meaning, definition, principles, scope, objectives, Skills, relationship with other methods of social work and Historical development of Social group work. Values and attributes of Social Group work.	<b>15</b>	Lecture & PPT
<b>II</b>	Group work Process – Planning phase, Beginning phase and Middle phase. Bruce Tuckman’s Stages of Group work: Forming, Norming, storming, Performing and Adjourning Difference between group work and group therapy. Social Group work models: Social goals model, Remedial model, Reciprocal model.	<b>15</b>	Lecture & GD
<b>III</b>	Group Dynamics: Intra and Inter group Communication, Support and Conflict, Decision making and problem solving, Leadership: Concepts, Definition, Characteristics, Functions, Qualities. Techniques of Social group work: Acceptance, Recognition, Loving, Sharing, Playing, Helping and Limiting	<b>22</b>	Lecture & GD
<b>IV</b>	Functions of social group worker: Use of Home Visits and Collateral Contacts. Roles of Social group worker: Enabler, Stimulator, Supporter, Guide, Educator, Resource person, Therapist and Supervisor. Group Work Recording: Meaning, Purpose, Process and Summary Records and importance Registers: Agenda Register Saving Register, Loan Register and common register group Formats and grading sheet,. A&R (Accounts and Record Maintenance) Training.	<b>18</b>	Lecture & PPT
<b>V</b>	Social Group work practices in the following sectors: Group work in community Based Practices:-Self help Groups in women, Youth Group, Agriculture formers Group, Human Rights group, children’s Group, Workers groups. Group work in Institutional Based Practices:-aged schools and special schools, industries, Family Counselling Centers, correctional institutions and De Addition Centers. Government welfare programme & Schemes for Self Help Groups in India.	<b>20</b>	Chalk & Talk and Paper discussion

**Course Designed By: Ms. C.KANMANI, MSW, MA., M.Phil,(NET)**

**& Ms. S. SIVATHMIKA, MSW(NET), PGDHRM, DCP**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks		4	6	20	20	50	
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks		4	6	20	20	50	100

**UPTO** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	<b>Upto K2</b>	2	K1 & K2	1	K1	2(K1 & K1)	1(K2)
2	CO2	<b>Upto K3</b>	2	K1 & K2	1	K1	2(K2 & K2)	1(K3)
3	CO3	<b>Upto K3</b>	2	K1 & K2	1	K2	2(K2 & K2)	1(K2)
4	CO4	<b>Upto K4</b>	2	K1 & K2	1	K2	2(K3 & K3)	1(K3)
5	CO5	<b>Upto K4</b>	2	K1 & K2	1	K2	2(K4 & K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No.of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10		19	15.84	58
K2	5	6	20	20	51	42.5	
K3			10	20	30	25	42
K4			10	10	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>Dynamics of Human Behaviour</b>				
<b>Course Code</b>	<b>21PSWC14</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	6	-	4	
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
<p>1: To understand the concept and various schools of Psychology.          2: To describe developmental tasks and developmental stages.          3: To interpret learning differences and psychological Processes.          4: To examine the role of Social Worker in the field of Mental Health          5: To test various psychological attributes.</p>					
<b>Unit: I</b>	Human Behaviour				<b>15</b>
Human Behaviour – Concept, Levels of Mind, Principles and Types. Factors affecting Human Behaviour. Psychology-Meaning Scope and Schools of Psychology: Structural, functional, behaviorist. Relevance of Psychology in Social Work practice.					
<b>Unit: II</b>	Human Growth and Development				<b>15</b>
Human Growth and Development. Meaning of developmental tasks. Developmental stages from conception to old age – physical, social and psychological aspects to development. Role of Heredity and Environment in development.					
<b>Unit: III</b>	Human Learning				<b>20</b>
Human Learning: Meaning, Theories, Learning Differences; Psychological Processes in Behaviour: perception, learning, language, thought, attention, memory, Intelligence and Creativity; Adjustment and Mal adjustment – Concept, Meaning, causes and Role of Social worker in psychological well being					
<b>Unit: IV</b>	Human Motivation				<b>20</b>
Human Motivation - Theories of motivation, Basic Human Needs. Personality – definition, meaning, theories, types. Concept of Stress, Anxiety, Frustration and Conflict. Defense Mechanisms. Transcendental Meditation and Yoga – its relevance to controlling stress.					
<b>Unit: V</b>	Psychological Testing				<b>20</b>
Psychological Testing – Psychometry – Mental ability tests – Aptitude and Attitude tests. Interest Inventories. Personality tests – EPI, MMPI, 16PF. Test on Learning disability. Introduction to counseling – counseling interview –Qualities of a Counselor.					
<b>Total Lecture Hours</b>					<b>90Hrs</b>
<b>Books for Study:</b>					
<p>1. B.K.Mishra, <b>Psychology: The study of Human Behaviour</b>, PHI Learning Private Ltd, Second edition, Delhi, 2016</p> <p>2. Dr. Sarabjeet kaur, <b>A Concise text book of Human Psychology</b>, B.Jain Regular, Noida-UP, 2009</p>					
<b>Books for References:</b>					
1. L.E. Berk, Child Development, , Prentice Hall, New Delhi, 2005.					

2. BhattmPoornima, Clinical Psychology , GNOSIS Publishers , New Delhi, 2006.
3. J.P.Guilford, Fields of Psychology, Surjeet Publications, New Delhi, 2007.
4. Hurlock, Elizabeth, Development Psychology, McGraw Hill, New York, 2002.
5. A.S. Reber and E.S Reber, The Penguin Dictionary of Psychology,2001.

**Web Resources:**

1. <https://www2.psych.ubc.ca/~schaller/Psyc591Readings/ReisCollins2004.pdf>
2. <https://www.ohsbok.org.au/wp-content/uploads/2013/12/13-Human-Psychology-principles.pdf>
3. <https://www.ocr.org.uk/Images/145243-human-behaviour.pdf>
4. <https://nptel.ac.in/courses/109/103/109103142/>

**Course Outcomes**

**K Level**

**On Successful Completion of the program the student will able to**

<b>CO1:</b>	Describe human behaviour, Structural, functional and behaviourist Schools of Psychology.	<b>Upto k2</b>
<b>CO2:</b>	Explain the developmental stages from conception to old age and the role of heredity and environment in development.	<b>Upto k3</b>
<b>CO3:</b>	Interpret the concepts of attention, memory, motivation, Intelligence and Creativity.	<b>Upto k2</b>
<b>CO4:</b>	Apply the role of social worker in promotion of mental health	<b>Upto k3</b>
<b>CO5:</b>	Relate psychological Testing – Psychometry – Mental ability tests – Aptitude and Attitude tests with counseling process.	<b>Upto k4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Dynamics Of Human Behaviour</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Human Behaviour – Concept, Levels of Mind, Principles and Types. Factors affecting Human Behaviour. Psychology-Meaning Scope and Schools of Psychology: Structural, functional, behaviorist. Relevance of Psychology in Social Work practice.	15	Lecture Method, Group Discussion
<b>II</b>	Human Growth and Development. Meaning of developmental tasks. Developmental stages from conception to old age – physical, social and psychological aspects to development. Role of Heredity and Environment in development.	20	Group Discussion, Power point
<b>III</b>	Human Learning: Meaning, Theories, Learning Differences; Psychological Processes in Behaviour: perception, learning, language, thought, attention, memory, Intelligence and Creativity; Adjustment and Mal adjustment – Concept, Meaning, causes and Role of Social worker in psychological well being.	20	Power point, Lecture method
<b>IV</b>	Human Motivation - Theories of motivation, Basic Human Needs. Personality – definition, meaning, theories, types. Concept of Stress, Anxiety, Frustration and Conflict. Defense Mechanisms. Transcendental Meditation and Yoga – its relevance to controlling stress.	20	Lecture method, Group Discussion
<b>V</b>	Psychological Testing – Psychometry – Mental ability tests – Aptitude and Attitude tests. Interest Inventories. Personality tests – EPI, MMPI, 16PF. Test on Learning disability. Introduction to counseling – counseling interview –Qualities of a Counselor.	15	Guest Lecture, Power point

**Course Designed By**

**Ms. C.KANMANI, MSW., M.Phil., (NET)**

**&**

**Ms. J.DYANA VINCILLA, MSW.,M.Phil (SET)**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks		4	6	20	20	50	
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks		4	6	20	20	50	100

**UPTO** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	<b>Upto K2</b>	<b>2</b>	<b>K1 &amp; K2</b>	<b>1</b>	<b>K1</b>	<b>2(K2 &amp; K2)</b>	<b>1(K2)</b>
2	CO2	<b>Upto K3</b>	<b>2</b>	<b>K1 &amp; K2</b>	<b>1</b>	<b>K1</b>	<b>2(K3 &amp; K3)</b>	<b>1(K3)</b>
3	CO3	<b>Upto K3</b>	<b>2</b>	<b>K1 &amp; K2</b>	<b>1</b>	<b>K2</b>	<b>2(K2 &amp; K2)</b>	<b>1(K2)</b>
4	CO4	<b>Upto K3</b>	<b>2</b>	<b>K1 &amp; K2</b>	<b>1</b>	<b>K2</b>	<b>2(K3 &amp; K3)</b>	<b>1(K3)</b>
5	CO5	<b>K4</b>	<b>2</b>	<b>K1 &amp; K2</b>	<b>1</b>	<b>K2</b>	<b>2(K4 &amp; K4)</b>	<b>1(K4)</b>
No. of Questions to be Asked			<b>10</b>		<b>5</b>		<b>10</b>	<b>5</b>
No. of Questions to be answered			<b>10</b>		<b>5</b>		<b>5</b>	<b>3</b>
Marks for each question			<b>1</b>		<b>2</b>		<b>5</b>	<b>10</b>
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10		19	15.84	<b>58</b>
K2	5	6	20	20	51	42.5	
K3			10	20	30	25	<b>25</b>
K4			10	10	20	16.66	<b>17</b>
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K3	
17) b	CO2	K3	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>FIELD WORK – I</b>			
<b>Course Code</b>	<b>21PSWF11</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	-	6	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENEURSHIP</b>
<b>Course Objectives:</b>				
<p><b>1:</b> To gain an understanding of social realities and problems as they play out in society and the civil society’s response to it.</p> <p><b>2:</b> To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.</p> <p><b>3:</b> To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.</p> <p><b>4:</b> To implement social work interventions.</p> <p><b>5:</b> To analyze the various methods of reporting.</p>				
	<p>a) Relevant and factual information about the client system and the problem/concern</p> <p>b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.</p> <p>c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem.</p> <p>d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization’s resources and nature of intervention</p> <p>e) To integrate theory and practice while recording</p> <p>f) To develop ‘self’ as an agent effecting change and transformation in the society.</p>			
	<b>Observation visit</b>			
	<ul style="list-style-type: none"> <li>• Rubrics for CIA</li> <li>• Attendance</li> <li>• Learning &amp; Involvement</li> <li>• Communication</li> <li>• Etiquette</li> <li>• Report submission</li> </ul> <p>( need to ask and final with other science major practical blue print)</p>			

Course Outcomes	K Level
<b>On successful completion of the programme, the students will be able to</b>	
<b>CO1:</b>	List out the Aim & Objectives, History of the organization, Administration set up, etc.,
<b>CO2:</b>	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,
<b>CO3:</b>	Execute the Tools & Techniques of Professional management in different settings
<b>CO4:</b>	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,
<b>CO5:</b>	Interpret the data and reports to bring out a quality in field work

Course Designed By

**Ms. K.RENUKA MSW., M.Phil., (SET) (NET) &**

**Mr. M. BHARATHI NATARAJAN MSW.,M.Phil (NET)**



# SECOND SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COMMUNITY ORGANIZATION AND SOCIAL ACTION</b>				
<b>Course Code</b>	<b>21PSWC21</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	6	-	4	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENEURSHIP</b>	
<b>Course Objectives:</b>					
<p>1: To understand perspectives of various perspectives of communities.                  2: To identify the different approaches of community organization                  3: To classify the tools and techniques used in various phases of community organization.                  4: To use social action in the community during the necessity.                  5: To organize advocacy, Campaigning; Lobbying; Use of media and public opinion.</p>					
<b>Unit: I</b>	<b>Concept of community</b>				<b>15</b>
Community: - Sociological, cultural and social work perspective of community - geographical and functional community, Community Development: Concept of Rural, Urban and Tribal Community. Problems of Rural, Urban and Tribal Community in India. Major Welfare Programmes for the Rural. Urban and Tribal Development.					
<b>Unit: II</b>	<b>Approaches and models of Community Organization</b>				<b>15</b>
Community Organization - Definition, Assumptions, objectives and Principles. Community organization as a method of social work. Approaches in community organization Murray G.Ross model general content approach, Specific content approach, Process content approach. Jack Rothmans Models – Locality Development Model, Social Planning Model. Social Action Model.					
<b>Unit: III</b>	<b>Phases in community organization</b>				<b>22</b>
Phases in community organization. Study, Analysis Assessment, Decision Making, Organization, Action, Evaluation, Tools and techniques used in various phases. Methods of negotiation and conflict resolution. Skills required for community organization. Role of community organizer.					
<b>Unit: IV</b>	<b>Social work and social action</b>				<b>18</b>
Social work and social action, History of social action in India, Different forms of protest, various contributions to the theory of social action (Lees, Saul Alinsky, Paulo Friere, Mahatma Gandhi (Sarvodaya) and Siddique.) Strategies for social action from various social movements.					
<b>Unit: V</b>	<b>Tools of social action</b>				<b>20</b>
Advocacy: Concept of advocacy as a tool; Strategy for advocacy; Campaigning; Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
<p>1. Expert panel of Neeraj Publications, <b>Community organization Management for Community Development</b>, Almoda Creations, Delhi, 2020                  2. AR.Patil, <b>Community organization and Development: An Indian Perspective</b>, Prentice Hall India Learning, Delhi, 2012</p>					

**Books for References:**

1. Beher A and Samuel J, Social Watch in India: Citizens Report on Governance and Development, Pune, 2006.
2. Frik De Beer, **Community Development: Breaking the Cycle of Poverty**, Juta Legal and Academic Publishers, Wynberg, 2016
3. Laveena D Mello, **Community Development-Rural, Urban and a Tribal Perspective**, Educreation Publishing, Cattisgarh 2018
4. Jack Rothman, **Strategies of Community: Macro Intervention**, FE Peacock Publishers, San Francisco, 1995.

**Web Resources:**

1. <https://www.coursehero.com/file/43084264/Community-development-4pdf>
2. [http://takkagri.weebly.com/uploads/3/0/3/1/30319257/community\\_development\\_handout.pdf](http://takkagri.weebly.com/uploads/3/0/3/1/30319257/community_development_handout.pdf)
3. <http://www.education.gov.pg/TISER/documents/pastep/cd-icd-1-1-understanding-community-development-lecturer.pdf>
4. [http://oasis.col.org/bitstream/handle/11599/2737/2016\\_Swaraj\\_CD001-M2-Community-Development.pdf?sequence=3&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/2737/2016_Swaraj_CD001-M2-Community-Development.pdf?sequence=3&isAllowed=y)
5. <https://www.online.colostate.edu/certificates/community-development/curriculum.dot>

Course Outcomes		K Level
<b>On successful completion of the programme , the students will be able to</b>		
<b>CO1:</b>	Describe the Sociological, cultural and social work perspective of community.	<b>Upto K2</b>
<b>CO2:</b>	Execute the community organization approaches and models of community organization.	<b>Upto K2</b>
<b>CO3:</b>	Sketch the Phases in community organization, Study, Analysis Assessment, Decision Making, Organization, Action, Evaluation, Modification and Continuation. Tools and techniques used in various phases.	<b>Upto K3</b>
<b>CO4:</b>	Organize the Different forms of protest, various contributions to the theory of social action	<b>Upto K4</b>
<b>CO5:</b>	Experiment advocacy; Campaigning; Lobbying; Use of media and public opinion building in advocacy.	<b>Upto K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>COMMUNITY ORGANIZATION AND SOCIAL ACTION</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	community:- Sociological, cultural and social work perspective of community - geographical and functional community, Community Development:Concept of Rural, Urban and Tribal Community. Problems of Rural, Urban and Tribal Community in India. Major Welfare Programmes for the Rural. Urban and Tribal Development.	<b>15</b>	<b>ICT Chalk &amp; Talk</b>
<b>II</b>	Community Organization - Definition, Assumptions, objectives and Principles. Community organization as a method of social work. Approaches in community organization Murray G.Ross model general content approach, Specific content approach, Process content approach. Jack Rothmans Models – Locality Development Model, Social Planning Model. Social Action Model.	<b>15</b>	<b>ICT Chalk &amp; Talk</b>
<b>III</b>	Phases in community organization. Study, Analysis Assessment, Decision Making, Organization, Action, Evaluation. Tools and techniques used in various phases. Methods of negotiation and conflict resolution. Skills required for community organization Role of community organizer.	<b>22</b>	<b>ICT Chalk &amp; Talk</b>
<b>IV</b>	Social work and social action, History of social action in India, Different forms of protest, various contributions to the theory of social action (Lees, Saul Alinsky, Paulo Friere, Mahatma Gandhi (Sarvodaya) and Siddique.) Strategies for social action from various social movements.	<b>18</b>	<b>ICT Chalk &amp; Talk</b>
<b>V</b>	Advocacy: Concept of advocacy as a tool; Strategy for advocacy; Campaigning; Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.	<b>20</b>	<b>ICT Chalk &amp; Talk</b>

Course Designed by:

**S. SILAMBARASAN MSW.M.Phil**

**&**

**R. RAMACHANDRAN MSW.,M.Phil (NET)**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks		4	6	20	20	50	
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks		4	6	20	20	50	100

**UPTO** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

**Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)**

S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO 4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K4&K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	50
K2	5	6	20	20	51	42.5	
K3			20	20	40	33.3	33
K4			10	10	20	16.6	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO 1	K2	
22	CO 2	K2	
23	CO 3	K3	
24	CO 4	K3	
25	CO 5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION</b>				
<b>Course Code</b>	<b>21PSWC22</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	6	-	4	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	SKILL ORIENTED	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
1: To understand the social welfare administration. 2: To recognize the central and state social board and their functions. 3: To identify the ways to registering the human welfare organizations 4: To apply the secondary method of Social Work 5: To detail the legal measures for various social problems					
<b>Unit: I</b>	Social Welfare Administration				<b>20</b>
Administration – Concept, Definition, Need for Administration, Basic Administrative Processes – POSDCORB. Social Welfare Administration – Concept, Definition, Meaning, Administrative structure, Powers and Duties of Social Welfare in India (Ministry, Central State, District and village level).					
<b>Unit: II</b>	Central and State Level Social Policies				<b>20</b>
Central and State Level Social Policies related to, Women and Children, Backward Classes, Senior Citizens, Unorganized sector workers. ; Disability; dalits and tribals; urban and rural governance and development. Social Welfare Board - Functions, Roles, Importance of Social Welfare Board. Role of Social worker in Social Welfare Department - ,Nutrition and food security, Education, Health, Social security, Labour welfare, slum Clearance Board.					
<b>Unit: III</b>	Procedure for Registration of Human Service				<b>15</b>
Procedure for Registration of Human Service Organizations under Societies Registration Act, Trust Act, Corporate Social Responsibility Act .Memorandum of Association. Constitution and Bye – laws.Functions of Governing Board,Committees and office bearers. Office management and its Importance in welfare organizations					
<b>Unit: IV</b>	Social Legislation				<b>15</b>
Social Legislation- Concept, objectives, importance, Social legislation as an instrument of social change. Role of social worker in legal assistance. Indian Judicial structure – Supreme court, High court, District court and special court mobile court, human rights court,labour court, consumer courts and Family Courts, Lok adalat.					
<b>Unit: V</b>	Legislation related to Welfare				<b>20</b>
Indian legislation related to: children : Child Marriage ( Restraint) Act. Juvenile Justice Act, Child Labour Regulation and Abolition Act, POCSO Act. women: Domestic Violence Act, Dowry Prohibition Act, Immoral Traffic Act, Eve Teasing Act, PoSH Act. Differently abled : PWD Act. Mental Health Act. Senior citizen Act, SC, STs: PCR Act, PoA Act. Indian Refugees Act.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
1. Sanjay Bhattacharya, <b>Social Work Administration and Development</b> , Rawat Publications , Jaipur, 2006 2. K.D. Gangrade, <b>Social Legislation in India</b> , Concept Publishing,Delhi, 2011					



<b>Books for References:</b>	
1. A.B. Bose, <b>Social Welfare Planning in India</b> , United Nations, Bangkok,2001.	
2. Dr. Sachdeva, <b>Social Welfare Administration In India</b> , ,Kitab Mahal publication, New Delhi, 2003	
3. M.K.Singh, <b>Social Welfare administration and Social Policy</b> , Vayu Education of India, Delhi, 2021	
4. S.L.Goel, R.K.Jain, <b>Social Work Administration</b> , Deep and Deep Publications, Delhi 2002	
<b>Web Resources:</b>	
1. <a href="http://www.ignou.ac.in/upload/Bswe-003%20Block-2-UNIT-6-small%20size.pdf">http://www.ignou.ac.in/upload/Bswe-003%20Block-2-UNIT-6-small%20size.pdf</a>	
2. <a href="http://www.igntu.ac.in/eContent/IGNTU-eContent-642461769227-MSW-2-DrRameshB-SocialWelfareAdministrationandSocialLegislations-1,2,3,4,5.pdf">http://www.igntu.ac.in/eContent/IGNTU-eContent-642461769227-MSW-2-DrRameshB-SocialWelfareAdministrationandSocialLegislations-1,2,3,4,5.pdf</a>	
<b>Course Outcomes</b>	<b>K Level</b>
<b>On successful completion of the programme , the students will be able to</b>	
<b>CO1:</b>	Apply the managerial skills (POSDCORB) in any organization. Upto K2
<b>CO2:</b>	Relate the Central and State Level Social Policies related to Nutrition and Food Security, Education, Health, Women and Children, Backward Classes, Senior Citizens, Unorganized sector workers. ; Disability; dalits and tribals; urban and rural governance and development. Upto K2
<b>CO3:</b>	Compare Procedure for Registration of Human Service Organizations under Societies Registration Act, Trust Act, Corporate Social Responsibility Act . Upto K3
<b>CO4:</b>	Experiment the office management for the welfare organizations Upto K4
<b>CO5:</b>	Implement the project appraisal, monitoring and evaluation. Upto K4

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	2	2	2	3
CO 2	3	2	2	2	2	3
CO 3	2	3	3	3	3	3
CO 4	2	3	3	3	3	3
CO 5	2	3	3	3	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Administration – Concept, Definition, Need for Administration, Basic Administrative Processes –POSDCORB. Social Welfare Administration – Concept, Definition, Meaning, Administrative structure, Powers and Duties of Social Welfare in India (Ministry, Central State, District and village level).	<b>20</b>	<b>ICT Chalk &amp; Talk</b>
<b>II</b>	Central and State Level Social Policies related to, Women and Children, Backward Classes, Senior Citizens, Unorganized sector workers. ; Disability; dalits and tribals; urban and rural governance and development. Social Welfare Board - Functions, Roles, Importance of Social Welfare Board. Role of Social worker in Social Welfare Department - ,Nutrition and food security, Education, Health, Social security, Labour welfare, slum Clearance Board.	<b>20</b>	<b>ICT Chalk &amp; Talk</b>
<b>III</b>	Procedure for Registration of Human Service Organizations under Societies Registration Act, Trust Act, Corporate Social Responsibility Act .Memorandum of Association. Constitution and Bye – laws.Functions of Governing Board,Committees and office bearers. Office management and its Importance in welfare organizations	<b>15</b>	<b>ICT Chalk &amp; Talk</b>
<b>IV</b>	Social Legislation- Concept, objectives, importance, Social legislation as an instrument of social change. Role of social worker in legal assistance. Indian Judicial structure – Supreme court, High court, District court and special court mobile court, human rights court,labour court, consumer courts and Family Courts, Lok adalat.	<b>15</b>	<b>ICT Chalk &amp; Talk</b>
<b>V</b>	Indian legislation related to: children : Child Marriage ( Restraint) Act. Juvenile Justice Act, Child Labour Regulation and Abolition Act, POCSO Act. women: Domestic Violence Act, Dowry Prohibition Act, Immoral Traffic Act, Eve Teasing Act, PoSH Act. Differently abled : PWD Act. Mental Health Act. Senior citizen Act, SC, STs: PCR Act, PoA Act. Indian Refugees Act.	<b>20</b>	<b>ICT Chalk &amp; Talk</b>

Course Designed By:

**Mr. R.VEERAMANI, MSW.,  
& Ms. S. SIVATHMIKA, MSW (NET).,PGDHRM,DCP.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks	4	6	20	20	50		100
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks	4	6	20	20	50	100	100

UPTO Remembering and recalling facts with specific answers

K2- Basic understanding of facts and stating main ideas with general answers

K3- Application oriented- Solving Problems

K4- Examining, analyzing, presentation and make inferences with evidences

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO 4	Up to K4	2	K1&K2	1	K2	2(K4&K4)	1(K4)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	-	-	9	7.5	50
K2	5	6	20	20	51	42.5	
K3	-	-	20	10	30	25	25
K4	-	-	10	20	30	25	25
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K4	
19) b	CO4	K4	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO 1	K2	
22	CO 2	K2	
23	CO 3	K3	
24	CO 4	K4	
25	CO 5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>SOCIAL WORK RESEARCH AND STATISTICS</b>				
<b>Course Code</b>	<b>21PSWC23</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	6	-	4	
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
1: To gain knowledge about the meaning, scope and importance of social work research. 2: To describe hypothesis and various research designs used in social work. 3: To interpret Sources of data, methods and tools of data collection. 4: To examine various statistical techniques in social work research. 5: To examine guidelines for drafting research report.					
<b>Unit: I</b>	<b>Introduction to Social Work Research</b>				<b>15</b>
Social Work Research – definition, meaning objectives, scope, Types – Quantitative, Qualitative and Mixed. Social work research and its relationship with other methods of social work. Importance of social work Research					
<b>Unit: II</b>	<b>Research Process</b>				<b>15</b>
Research Process: Identification and formulation of research problem. Statement of objective. Hypotheses – meaning, types, sources, criteria of good hypothesis. Operational definition. Research design- case study, explorative, descriptive, diagnostic and experimental designs. Factors influencing the choice of research design.					
<b>Unit: III</b>	<b>Sources of data</b>				<b>22</b>
Sources of data – Primary and Secondary sources. Methods and tools of data collection observation (participant and non-participant), interview guide, and interview schedule, questionnaire – Construction of Questionnaire Types and Sequence. Pilot study and pre test. Sampling – types.					
<b>Unit: IV</b>	<b>Statistics</b>				<b>18</b>
Statistics – definition, meaning, function. Levels of measurement – nominal, ordinal, interval and ratio. Types of Scale. Measure of central tendency – mean, median, mode. Measures of dispersion – range, quartile deviation, mean deviation, standard deviation. Correlation – Karl Pearson’s coefficient of correlation. Testing of hypotheses (only theory and not problems) – application and usefulness of student ‘s ‘t,’z’ test, chi square , ANOVA &SPSS Package					
<b>Unit: V</b>	<b>Report writing</b>				<b>20</b>
Report writing – Chapterization- Introduction, Review of Literature, Research Methodology, Data Analysis & Interpretation, Findings, Suggestions and Conclusion. guidelines for drafting research report. Documentation, foot notes – references and Bibliography-APA, MLA. Webliography index and preparation of abstracts. End part: Finding, suggestion, Annexure .					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
1. Krishnaswamy, <b>Methodology Of Research In Social Sciences</b> , Himalaya Publishing House , 2013					
2. C.R.Kothari & Gaurav Garg, <b>Research Methodology- Methods and Techniques</b> , New age international Publishers,Kochi, 4E-2019					

3. A.Thomas Williams, Research Methods-Quantitative, Qualitative & Mixed, Authors press, New Delhi, 2021.

**Books for References:**

1. Ahuja, Ram, **Research Methods** , Rawat Publications, Jaipur, 2003
2. DJ Champion, **Basic Statistics**, Prentice Hall, 2001.
3. S P Gupta, **Statistical Methods**, Sulthan Chand, New Delhi, 2005.

**Web Resources:**

1. <https://ccsuniversity.ac.in/bridge-library/pdf/Block-1-Social%20Work%20Research.pdf>
2. <https://ddceutkal.ac.in/Syllabus/MSW/Paper-4.pdf>
3. <http://www.ignou.ac.in/upload/Bswe-003%20Block-4-UNIT-16-small%20size.pdf>

Course Outcomes		K Level
<b>On successful completion of the programme , the students will be able to</b>		
<b>CO1:</b>	Describe meaning objectives, scope, types of Social work research and its relationship with other methods of social work.	<b>Upto K2</b>
<b>CO2:</b>	Explain the concept of operational definition and various types of research design meaning, types, sources and criteria of good hypothesis.	<b>Upto K2</b>
<b>CO3:</b>	Operate methods and tools of data collection observation, interview guide, interview schedule and questionnaire.	<b>Upto K3</b>
<b>CO4:</b>	Analyze various level of measurement and Statistical techniques used in social work research.	<b>Upto K4</b>
<b>CO5:</b>	Relate documentation and report writing in the context of social work research	<b>Upto K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	2	2	3
CO 2	3	2	2	2	2	3
CO 3	2	3	3	3	3	3
CO 4	2	3	3	3	3	3
CO 5	2	3	3	3	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>SOCIAL WORK RESEARCH AND STATISTICS</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Social Work Research – definition, meaning objectives, scope, Types – Quantitative, Qualitative and Mixed. Social work research and its relationship with other methods of social work. Importance of social work Research.	15	Lecture Method, Group Discussion
<b>II</b>	Research Process : Identification and formulation of research problem. Statement of objective. Hypotheses – meaning, types, sources, criteria of good hypothesis. Operational definition. Research design- case study, explorative, descriptive, diagnostic and experimental designs. Factors influencing the choice of research design.	15	Group Discussion, Power point
<b>III</b>	Sources of data – Primary and Secondary sources. Methods and tools of data collection observation (participant and non-participant), interview guide, and interview schedule, questionnaire – Construction of Questionnaire Types and Sequence. Pilot study and pre test. Sampling – types.	22	Power point, Lecture method
<b>IV</b>	Statistics – definition, meaning, function. Levels of measurement – nominal, ordinal, interval and ratio. Types of Scale. measure of central tendency – mean, median, mode. Measures of dispersion – range, quartile deviation, mean deviation, standard deviation. Correlation – Karl Pearson’s co-efficient of correlation. Testing of hypotheses (only theory and not problems) – application and usefulness of student ‘s ‘t,’z’ test, chi square , ANOVA &SPSS Package	18	Lecture method, Group Discussion
<b>V</b>	Report writing – Chapterization- Introduction, Review of Literature, Research Methodology, Data Analysis & Interpretation, Findings, Suggestions and Conclusion. guidelines for drafting research report. Documentation, foot notes – references and Bibliography-APA, MLA. Webliography index and preparation of abstracts. End part: Finding, suggestion, Annexure .	20	Guest Lecture, Power point

Course Designed By:

**Ms. K.RENUKA** MSW., M.Phil (NET,SET)

**Ms. C.KANMANI** MSW., M.Phil (NET)



**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	2
		No. of Questions to be answered	4		3		2	1
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	
	K3			10		10	20	20
	K4							
	K5							
	Marks		4	6	20	20	50	
CIA II	K1	2				2	4	20
	K2	2	6			8	16	
	K3			20	10	30	60	60
	K4				10	10	20	20
	K5							
	Marks		4	6	20	20	50	100

**UPTO** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2(K1&K1)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
4	CO4	Upto K4	2	K1&K2	1	K2	2 (K3&K3)	1(K3)
5	CO5	K4	2	K1&K2	1	K2	2(K4&K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No.of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10		19	15.84	58
K2	5	6	20	20	51	42.5	
K3			10	20	30	25	42
K4			10	10	20	16.66	
Marks			50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>FIELD WORK – II</b>			
<b>Course Code</b>	<b>21PSWF21</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	-	6	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	SKILL ORIENTED	ENTREPRENEURSHIP
<b>Course Objectives:</b>				
<p>1: To gain an understanding of social realities and problems as they play out in society and the civil society’s response to it.</p> <p>2: To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.</p> <p>3: To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.</p> <p>4: To implement social work interventions.</p> <p>5: To analyze the various methods of reporting.</p>				
	<p>a) Relevant and factual information about the client system and the problem/concern</p> <p>b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.</p> <p>c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem.</p> <p>d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization’s resources and nature of intervention</p> <p>e) To integrate theory and practice while recording</p> <p>f) To develop ‘self’ as an agent effecting change and transformation in the society.</p>			
	<b>Concurrent Field work</b>			
<p>1. Rubrics for CIA</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Plan of Action</li> <li>• Application of Social work Methods</li> <li>• Learning &amp; Involvement</li> <li>• Communication</li> <li>• Etiquette</li> <li>• Report submission</li> <li>• Presentation</li> </ul>				

Course Outcomes		K Level
<b>On successful completion of the programme, the students will be able to</b>		
<b>CO1:</b>	List out the Aim & Objectives, History of the organization, Administration set up, etc.,	
<b>CO2:</b>	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,	
<b>CO3:</b>	Execute the Tools & Techniques of Professional management in different settings	
<b>CO4:</b>	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,	
<b>CO5:</b>	Interpret the data and reports to bring out a quality in field work	

Course Designed by

**Ms. K. RENUKA** MSW., M.Phil., (SET) (NET)

**& Ms. M.BHARATHI NATARAJAN** MSW., M.Phil (NET)



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>PROJECT MANAGEMENT</b>				
<b>Course Code</b>	<b>21PSWN21</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Non Major Elective</b>	6	-	6	
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
1: To understand the basic concept of project and the project management. 2: To identify the various aspects of project planning. 3: To gain knowledge in administration of the project. 4: To analyze the process of monitoring and evaluation in project management. 5: To aware of tools and techniques used in project management.					
<b>Unit: I</b>	<b>Projects</b>				<b>20</b>
Projects - Concept, Meaning, and Importance, Types of Projects, Project Life Cycle-Initiation, Planning, Execution, Monitoring , controlling and closing. Contemporary Project Management in Different Settings-Government and Private Organizations.					
<b>Unit: II</b>	<b>Project Planning</b>				<b>20</b>
Project Planning –Meaning, Concept, Elements and Importance of Project Planning. Identification of Needs, Determining Priorities, Assessing Feasibility, Specifying Goals and Objectives, Identifying Preferred Solution, Preparing Action Plan.					
<b>Unit: III</b>	<b>Administration of the Project</b>				<b>15</b>
Administration of the Project – Concept, Objectives, Importance of Project Administration. Management Administration Principles- (POSDCORB) Planning, Organizing, Staffing, Directing, Budgeting, Reporting and Implementation. Role and Skills of Project Managers. Guidelines for drafting a project.					
<b>Unit: IV</b>	<b>Monitoring &amp; Evaluation</b>				<b>15</b>
Monitoring & Evaluation - Concept, Meaning and Importance. Difference between Monitoring Evaluation Difference between Monitoring Evaluation Components of M & E – Physical, Financial, Staff Performance. Technical Aspects – Output, Outcome & Impact.					
<b>Unit: V</b>	<b>Tools and Techniques for Project Administration</b>				<b>20</b>
Tools and Techniques for Project Administration: Stakeholder Analysis, Force Field analysis, SWOT Analysis, Input – Output Analysis, Cost Benefit Analysis etc. Critical path Method (CPM), Programme Evaluation Review Techniques (PERT), Force Field Analysis.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
1. Dr. Tanu Shikha Arya, <b>Illistrative Project Proposels for NGO’s and Social Workers</b> , Nabhi Publishers, Delhi,2014 2. Gray Spolander & Linda Martin, <b>Successful Project Management in Social Work and Social Care</b> , Jessica Kingley Publishers, London, 2012					
<b>Books for References:</b>					
1. Andera Cornwall & Garett Pratt, <b>Pathways to Participation – Reflections on PRA</b> , London Intermediate Technology Publications, 2003.					

<b>Web Resources:</b>	
1. <a href="https://www.slideshare.net/satishyadavalli/project-management-24470138">https://www.slideshare.net/satishyadavalli/project-management-24470138</a>	
2. <a href="https://www.slideshare.net/RajSampat2/project-management-ppt-133183923">https://www.slideshare.net/RajSampat2/project-management-ppt-133183923</a>	
<b>Course Outcomes</b>	<b>K Level</b>
<b>On successful completion of the programme , the students will be able to</b>	
<b>CO1:</b>	Describe the concept of project management and its applicability in private and public institution
<b>Upto K2</b>	
<b>CO2:</b>	Plan the Project with the view of Needs, Priorities, Feasibility, Goals and Objectives.
<b>UPTO K2</b>	
<b>CO3:</b>	Recognize the roles and skills of project managers
<b>Upto K3</b>	
<b>CO4:</b>	Assess the performance of project regarding its Physical, Financial, Staff and Technical Aspects
<b>Upto K4</b>	
<b>CO5:</b>	Apply various tools and techniques of Stakeholder Analysis, Force Field analysis, SWOT Analysis, Input – Output Analysis, Cost Benefit Analysis in project analysis.
<b>Upto K4</b>	

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	2	3	2	3
CO 2	3	3	2	3	2	3
CO 3	3	3	3	3	2	3
CO 4	3	3	3	3	2	3
CO 5	3	3	3	3	2	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>PROJECT MANAGEMENT</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Projects - Concept, Meaning, and Importance, Types of Projects, Project Life Cycle-Initiation, Planning, Execution, Monitoring , controlling and closing. Contemporary Project Management in Different Settings-Government and Private Organizations.	<b>20</b>	<b>Chalk and talk, lecture</b>
<b>II</b>	Project Planning –Meaning , Concept, Elements and Importance of Project Planning. Identification of Needs, Determining Priorities, Assessing Feasibility, Specifying Goals and Objectives, Identifying Preferred Solution, Preparing Action Plan.	<b>20</b>	<b>Chalk and talk, lecture, PPT</b>
<b>III</b>	Administration of the Project – Concept, Objectives, Importance of Project Administration. Management Administration Principles- (POSDCORB) Planning, Organizing, Staffing, Directing, Budgeting, Reporting and Implementation. Role and Skills of Project Managers. Guidelines for drafting a project.	<b>15</b>	<b>Chalk and talk, Guest lecture</b>
<b>IV</b>	Monitoring & Evaluation - Concept, Meaning and Importance. Difference between Monitoring Evaluation Difference between Monitoring Evaluation Components of M & E – Physical, Financial, Staff Performance. Technical Aspects – Output, Outcome & Impact.	<b>15</b>	<b>Chalk and talk, guest lecture, PPT</b>
<b>V</b>	Tools and Techniques for Project Administration: Stakeholder Analysis, Force Field analysis, SWOT Analysis, Input – Output Analysis, Cost Benefit Analysis etc. Critical path Method (CPM), Programme Evaluation Review Techniques (PERT), Force Field Analysis.	<b>20</b>	<b>Chalk and talk, lecture, group discussion</b>

Course Designed by:

**S.SILAMBARASAN MSW., M.Phil & R.RAMACHANDRAN MSW.,M.Phil**

(NET)



**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1 & K2	1	K1	2(K2&K2)	1(K2)
AI	CO2	UptoK2	2	K1 & K2	2	K2	2(K2&K2)	2(K2)
CI	CO3	Upto K3	2	K1 & K2	1	K2	2(K2&K3)	2(K2&K3)
AII	CO4	Upto K4	2	K1 & K2	2	K2	2(K3&K4)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	6.67	100
	K2	2	4	20	30	56	93.33	
	K3							
	K4							
	Marks	4	6	20	30	60	100	
CIA II	K1	2	2			4	6.67	41.67
	K2	2	4	5	10	21	35	
	K3			10	10	20	33.33	33
	K4			5	10	15	25	25
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&2	1	K1	2 (K1&K1)	1(K2)
2	CO2	Upto K2	2	K1&2	1	K2	2(K2&K2)	1(K2)
3	CO3	Upto K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2(K2&K3)	1(K4)
5	CO5	Upto K4	2	K1&K2	1	K2	2(K3&K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	2	10		17	14.16	62.49
K2	5	8	25	20	58	48.33	
K3			10	10	20	16.67	37.51
K4			5	20	25	20.84	
Marks	10				120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K2	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K2	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	

# THIRD SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>HUMAN RESOURCE MANAGEMENT</b>			
<b>Course Code</b>	<b>21PSWC31</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<p>1: To enable the students to understand the concepts, functions &amp; Principles of Human Resource Management</p> <p>2: To identify the various methods of HRP &amp; Recruitment to Retrenchment process</p> <p>3: To Describe the need of job analysis and types of Training required</p> <p>4: To Implement various aspects of Human Resource Development</p> <p>5: To operate different retention strategies.</p>				
<b>Unit: I</b>	<b>Concept of HRM</b>			<b>15</b>
Management & HRM – Definition, Concept, Scope of HRM, Principles and Roles of HR. Contributors to HRM field: Henry Fayol’s-fourteen Principles of Management, Frederick W. Taylor- Scientific Management, Elton Mayo-Hawthorne experiment, Bank wiring experiment, Relay assembly test and Peter Trucker-Management by Objectives.				
<b>Unit: II</b>	<b>Human Resources Planning</b>			<b>20</b>
Human Resources Planning Analyze objectives- inventory current HR- Forecast demand and supply of employees- Estimate Gaps- Formulate & implement plans-Monitor, control & Feedback, . Various Processes in HRM Manpower Forecasting. Human Resource Acquisition, Recruitment, Selection, Orientation, Socialization and Placement –Hiring strategies, Modern Methods & Selection Process.				
<b>Unit: III</b>	<b>Job Analysis and Job Design</b>			<b>20</b>
Job Analysis and Job Design – Purpose and Methods, Job Description, Job Specification, Job Evaluation – Techniques in Job Evaluation, Job Enrichment, Job Enlargement. Employee Training and Development: Definition, Need and Scope of Training, Training Need Analysis, Types & Evaluation of Training. Discipline and Disciplinary Actions. Human Resource Information System(HRIS)				
<b>Unit: IV</b>	<b>Compensation Management System</b>			<b>22</b>
Compensation Management System – Wage and Salary structure. Managing Employee Performance. Performance Appraisal – Definition, Uses, Methods – Traditional and Modern. Quality Circle, Total Quality Management, Total Production Maintenance, Six Sigma, Lean, Kaizen, % S, Just in Time. Different ISO certifications- ISO 9001, 14001, 18001, QS 9000, OHSAS				
<b>Unit: V</b>	<b>Mergers and Acquisitions:</b>			<b>13</b>
Mergers and Acquisitions: Definition, Types of Mergers. Green HRM. Retention Management: Need, Objectives and Methods, Employee Recognition Scheme. Attrition Analysis, Exit Interview, Talent Management. HR Accounting & Auditing, HRD Climate, Knowledge Management, Business Process Outsourcing, HR Benchmarking.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>

<b>Books for Study:</b>	
<ol style="list-style-type: none"> <li>1. Arya &amp; Tandon, , Human Resource Management, Deep &amp; Deep Publications, New Delhi, 2004.</li> <li>2. Aswathappa, K, International Human Resource Management, Tata McGraw Hill, New Delhi, 2008.</li> <li>3. C.B. Gupta, Human Resource Management Text and Cases, Sultan and Chand sons, New Delhi, 2012.</li> </ol>	
<b>Books for References:</b>	
<ol style="list-style-type: none"> <li>1. Bhatia, B S, Human Resource Management, Deep &amp; Deep Publications, New Delhi, 2003.</li> <li>2. Chatterjee, Baskar, Human Resource Management, Sterling Publications, New Delhi, 2007.</li> <li>3. Kushway, Barry, Human Resource Management, Crest Publishing House, New Delhi, 2004.</li> <li>4. Mailand, Jain, Man Power Planning and Recruiting, Maya Publishers, New Delhi, 2005.</li> </ol>	
<b>Web Resources:</b>	
<ol style="list-style-type: none"> <li>1. <a href="https://onlinecourses.swayam2.ac.in/cec21_mg06/preview">https://onlinecourses.swayam2.ac.in/cec21_mg06/preview</a></li> <li>2. <a href="https://onlinecourses.swayam2.ac.in/nou21_hs19/preview">https://onlinecourses.swayam2.ac.in/nou21_hs19/preview</a></li> <li>3. <a href="https://www.mooc-list.com/course/preparing-manage-human-resources-coursera">https://www.mooc-list.com/course/preparing-manage-human-resources-coursera</a></li> <li>4. <a href="https://www.mooc-list.com/course/future-human-resource-management-hrm-futurelearn">https://www.mooc-list.com/course/future-human-resource-management-hrm-futurelearn</a></li> <li>5. <a href="https://www.mooc-list.com/course/human-resource-management-saylororg">https://www.mooc-list.com/course/human-resource-management-saylororg</a></li> <li>6. <a href="https://www.managementstudyguide.com/human-resource-planning.htm">https://www.managementstudyguide.com/human-resource-planning.htm</a></li> </ol>	
<b>Course Outcomes</b>	<b>K Level</b>
<b>CO1:</b>	Enable the students to understand the concepts and functions of Human Resource Management
<b>CO2:</b>	Familiarize with the sub systems of Human Resource Management
<b>CO3:</b>	Develop the skills and attitudes required of a successful Human Resource Professional.
<b>CO4:</b>	Sensitize the students n the emerging trends in the field of HRM
<b>CO5:</b>	Examine various Human Resource Retrenchment strategies
	<b>K2</b>
	<b>K3</b>
	<b>K3</b>
	<b>K4</b>
	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Management & HRM – Definition, Concept, Scope of HRM, Principles and Roles of HR. Contributors to HRM field: Henry Fayol’s-fourteen Principles of Management, Frederick W. Taylor- Scientific Management, Elton Mayo-Hawthorne experiment, Bank wiring experiment, Relay assembly test and Peter Trucker-Management by Objectives.	<b>15</b>	<b>Lecture &amp; PPT</b>
<b>II</b>	Human Resources Planning – Analyze objectives- inventory current HR- Forecast demand and supply of employees- Estimate Gaps- Formulate & implement plans-Monitor, control & Feedback, . Various Processes in HRM Manpower Forecasting. Human Resource Acquisition, Recruitment, Selection, Orientation, Socialization and Placement – Hiring strategies, Modern Methods & Selection Process.	<b>20</b>	<b>Lecture &amp; Guest Lecture</b>
<b>III</b>	Job Analysis and Job Design – Purpose and Methods, Job Description, Job Specification, Job Evaluation – Techniques in Job Evaluation, Job Enrichment, Job Enlargement. Employee Training and Development: Definition, Need and Scope of Training, Training Need Analysis, Types & Evaluation of Training. Discipline and Disciplinary Actions. Human Resource Information System(HRIS)	<b>20</b>	<b>Lecture &amp; Guest Lecture</b>
<b>IV</b>	Compensation Management System – Wage and Salary structure. Managing Employee Performance. Performance Appraisal – Definition, Uses, Methods – Traditional and Modern. Quality Circle, Total Quality Management, Total Production Maintenance, Six Sigma, Lean, Kaizen, % S, Just in Time. Different ISO certifications- ISO 9001, 14001, 18001, QS 9000, OHSAS	<b>22</b>	<b>Lecture &amp; Industrial Visit</b>
<b>V</b>	Mergers and Acquisitions: Definition, Types of Mergers. Green HRM. Retention Management: Need, Objectives and Methods, Employee Recognition Scheme. Attrition Analysis, Exit Interview, Talent Management. HR Accounting & Auditing, HRD Climate, Knowledge Management, Business Process Outsourcing, HR Bench Marking.	<b>13</b>	<b>Lecture &amp; PPT</b>

**Course Designed by:**

**Mrs. K.Renuka, Assistant Professor.**

**Mr. M.Bharathi Natarajan, Assistant Professor**

**Learning Outcome Based Education & Assessment (LOBE) Formative Examination -  
Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CIAI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	2(K2)
CIAII	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	2(K2&K3)
	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIAI	K1	2	2			4	6.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIAII	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.



Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

**Section A (Multiple Choice Questions)**  
**Answer All Questions** **(10x1=10 marks)**

Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	

**Section B (Short Answers)**  
**Answer All Questions** **(5x2=10 marks)**

Q.No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	

**Section C (Either/Or Type)**  
**Answer All Questions** **(5 x 5 =25 marks)**

Q.No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	

**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels**

**Section D (Open Choice)**  
**Answer Any Three questions** **(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>RURAL COMMUNITY DEVELOPMENT</b>				
<b>Course Code</b>	21PSWC32	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	Core	6	-	4	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	SKILL ORIENTED		ENTREPRENURSHIP	
<b>Course Objectives:</b>					
<p><b>1:</b> To Define basic concepts and Models of the Rural community development  <b>2:</b> To Understanding the problems related to rural communities.  <b>3:</b> To interpret urban challenges and their remedial measures  <b>4:</b> To examine the structures and functions of governing bodies of tribal communities.  <b>5:</b> To analyze the various methods of Training and Development of rural development.</p>					
<b>Unit: I</b>	<b>Rural Community Development</b>				<b>20</b>
Rural- Definition and Characteristics. Concepts of Rural Community and Rural Development. Rural Community Development: Definition, Concept, Objectives, Models and Approaches to Rural Community Development. : Broad front Approaches, Sectoral Approach, Participatory Approach, Area Development Approach, Target Approach, Basic Needs Approach, Community-driven development (CDD) Approach -- Gandhian Constructive Programme – Contribution of Vinobaji.					
<b>Unit: II</b>	Understanding the Rural condition				<b>22</b>
Understanding the Rural condition -Agriculture, Water, Poverty, Electricity, Migration to urban, Malnutrition, Health, Shelter, Illiteracy, Discrimination (Caste Discrimination, Religious Discrimination, Racial Discrimination) Exploitation (Physical Exploitation, Psychological Exploitation, Sexual Exploitation) & Vulnerability. Globalization Impact of Rural Livelihoods.					
<b>Unit: III</b>	History of Rural Community Development				<b>15</b>
History of Rural Community Development in India - Early Pioneering Period (Sriniketan Experiment, Marthandam Experiment, Gurgaon Experiment, Gandhian constructive program) and Post Independence period (Etawah pilot project, Nilokheri experiment, Bhoodan movement). Five Year Plans and Rural Community Development. Rural Development Programs and Schemes in India and Tamilnadu.					
<b>Unit: IV</b>	Community Development Administration				<b>18</b>
Community Development Administration: Organization and Administration of Community					

Development from Village to National level, E-Governance in Rural Development. Role of Self-Help Groups, Commercial Banks, Non-Governmental Bodies and United Nations Bodies in Rural Community Development. Role of CAPART and NABARD in Rural Development.		
<b>Unit: V</b>	Training and Development	<b>15</b>
Training and Development: Training - Meaning, Concept, Objectives, Scope and Importance of Training, Various Training involved in Rural, Urban & Tribal Development: NIRD(National Institute of Rural Development), SIRD (State Institute of Rural Development), RIRD (Regional Institute of Rural Development) Panchayat Raj Institution (NIRD PR & SI D-PR)		
		<b>Total Lecture Hours 90 Hrs</b>
<b>Books for Study:</b>		
<ol style="list-style-type: none"> <li><b>Vikram Singh, Rural Development In India, Concepts, Philosophy &amp; Approaches, Satyam Law International, 2018.</b></li> <li><b>Jain, S.C, Community development and Panchayat Raj in India. Allied Publishers Ltd, Chennai, 1998.</b></li> </ol>		
<b>Books for References:</b>		
<ol style="list-style-type: none"> <li>Agarwal , A.N, Indian Economy; Nature, Problems and Progress, Vikas Biraj Praksah Publications, New Delhi, 2001.</li> <li>Chambers, R, Rural Development: Putting the Last First. Harlow: Longman, 1983.</li> <li>Datt&amp; Sundaram. Indian Economy, S. Chand &amp; Co, New Delhi, 2002.</li> <li>Dubhashi, P.R, Rural Development Administration in India. Mumbai, 2000.</li> <li>Jain, S.C, Rural Development Institute and Strategies, Rawat Publications, New Delhi, 1998</li> <li>Sachinanda and Purnendu, Fifty Years of Rural Development in India, Firma KLM Pvt Ltd, Kolkata, 2001.</li> <li>Thomas William, A, and A.J. Christopher, RURAL DEVELOPMENT PROGRAMMES AND APPROACHES, RAWAT PUBLISHERS NEW DELHI, 2011.</li> </ol>		
<b>Web Resources:</b>		
<ol style="list-style-type: none"> <li><a href="https://nptel.ac.in/courses/109/104/109104047/">https://nptel.ac.in/courses/109/104/109104047/</a></li> <li><a href="https://nptel.ac.in/content/storage2/courses/109103022/pdf/mod1/lec5.pdf">https://nptel.ac.in/content/storage2/courses/109103022/pdf/mod1/lec5.pdf</a></li> </ol>		
<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Describe the Rural, Urban and Tribal communities and its Administration of Community Development.	<b>K2</b>
<b>CO2:</b>	Classify the Problems of Rural People in relation to Agriculture, Employment, Education, Water and Health.	<b>K3</b>
<b>CO3:</b>	Sketch the Early Pioneering Period and Post Independence period. Five Year Plans and Rural Community Development.	<b>K3</b>
<b>CO4:</b>	Scheduling the Organization and Administration of Community Development from Village to National level	<b>K4</b>
<b>CO5:</b>	Distinguish Various Training and Development programmes contributing to Rural development in Indian context.	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	2	2	3
CO 2	3	2	2	2	2	3
CO 3	2	3	3	3	3	3
CO 4	2	3	3	3	3	3
CO 5	2	2	2	3	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	RURAL COMM NITY DEVELOPMENT	Hrs	Pedagogy
I	Rural- Definition and Characteristics. Concepts of Rural Community and Rural Development. Rural Community Development: Definition, Concept, Objectives, Models and Approaches to Rural Community Development. : Broad front Approaches, Sectoral Approach, Participatory Approach, Area Development Approach, Target Approach, Basic Needs Approach, Community-driven development (CDD) Approach -- andhian Constructive Programme – Contribution of Vinobaji..	20	PPT Focus group Discussion
II	Understanding the rural condition -Agriculture, Water, Poverty, Electricity, Migration to urban, Malnutrition, Health, Shelter, Illiteracy, Discrimination (Caste Discrimination, Religious Discrimination, Racial Discrimination) Exploitation (Physical Exploitation, Psychological Exploitation, Sexual Exploitation) & Vulnerability. Globalization Impact of Rural Livelihoods.	22	Lecture Debate
III	History of Rural Community Development in India - Early Pioneering Period (Sriniketan Experiment, Marthandam Experiment, Gurgaon Experiment, Gandhian constructive program) and Post Independence period-(Etawah pilot project, Nilokheri experiment, Bhodan movement). Five Year Plans and Rural Community Development. Rural Development Programs and Schemes in India and Tamilnadu.	15	Talk & chalk PPT
IV	Community Development Administration: Organization and Administration of Community Development from Village to National level, E-Governance in Rural Development. Role of Self-Help Groups, Commercial Banks, Non-Governmental Bodies and United Nations Bodies in Rural Community Development. Role of CAPART and NABARD in Rural Development.	18	Lecture Field visits

V	Training and Development: Training - Meaning, Concept, Objectives, Scope and Importance of Training, Various Training involved in Rural, Urban & Tribal Development: NIRD(National Institute of Rural Development), SIR (State Institute of Rural Development), IRD (Regional Institute of Rural Development) Panchayat Raj Institution (NIRD PR & SIRD-PR)	15	Talk & chalk Lecture PPT

Course Designed by:

Mr. S. Silambarasan, Assistant Professor.

Mr. R. Ramachandran, Assistant Professor.

**Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			o. of. questions	K - Level	No. of. Questions	K - Level		
CIAI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	2(K2)
CIAII	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	2(K2&K3)
	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	6.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	0	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K- Level	No. of Question	K - Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

<b>Distribution of Marks with K Level</b>							
<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Section B (Short Answer Questions)</b>	<b>Section C (Either/ or Choice)</b>	<b>Section D( Open Choice)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidated %</b>
K1	5	4			9	7.5	<b>41</b>
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	<b>42</b>
K4			-	20	20	16.66	<b>17</b>
<b>Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>

**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.**



**Summative Examinations - Question Paper – Format**

**Section A (Multiple Choice Questions)**  
**Answer All Questions** **(10x1=10 marks)**

Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	

**Section B (Short Answers)**  
**Answer All Questions** **(5x2=10 marks)**

Q.No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	

**Section C (Either/Or Type)**  
**Answer All Questions** **(5 x 5 = 25 marks)**

Q.No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	

**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels**

**Section D (Open Choice)**  
**Answer Any Three questions** **(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>MENTAL HEALTH</b>			
<b>Course Code</b>	<b>21PSWC33</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	SKILL ORIENTED	ENTREPRENURSHIP	
<b>Course Objectives:</b>				
<p><b>1:</b> To understand the concept of Mental Health, Mental Illness.  <b>2:</b> To identify Symptoms, Etiology, Diagnosis, Prognosis and Management of Neurosis and Psychosis.  <b>3:</b> To interpret the Symptoms, Etiology, Diagnosis, Prognosis And Management of Mental Retardation and various mental illnesses.  <b>4:</b> To differentiate various methods of Treatment for mental illness.  <b>5:</b> To implement community psychiatry and apply Mental health Act for the welfare of mentally ill</p>				
<b>Unit: I</b>	<b>Concept of Mental Health</b>			<b>18</b>
Definition and Meaning of Mental Health, Mental Illness, Mental Disorder. History of Psychiatry in India and Abroad. International Classification of Mental Illness – ICD-11, DSM-V Types, Features and fundamental differences. Relevance of Mental Health and Mental Illness in Social work practice.				
<b>Unit: II</b>	<b>Classification of Mental Illness</b>			<b>20</b>
Signs and Symptoms, Etiology, Diagnosis, Prognosis, Types and Management of Neurosis: Anxiety States, Depressive Reaction, Obsessive Compulsive Reaction, Convulsive Disorder. Phobic Reaction, Hypochondriasis. Psychosis: Functional, Affective Disorders, Organic Disorders.				
<b>Unit: III</b>	<b>Management of Mental Illness</b>			<b>22</b>
Symptoms, Etiology, Diagnosis, Prognosis And Management of a) Psychosomatic Disorder, b) Personality Disorders – Alcoholism, Substance Abuse, Anti Social Behaviour, Sexual Disorder, Deviations c) Developmental Disorder among Children d) Epilepsy, e) Mental Retardation, f) Internet Addiction Disorder.				
<b>Unit: IV</b>	<b>Methods of Treatment for Mental Illness</b>			<b>15</b>
Methods of Treatment for Mental Illness – Physical Methods, Pharmacological Management, Psycho Social Methods, Family intervention, Counselling and therapies. Indigenous Methods and Common Cultural Beliefs – Culture Bound Syndromes : Concept and Characteristics of Dhat, Amok ,Brain fag ,Koro ,Latah, Locura, and Zar.				
<b>Unit: V</b>	<b>Community Psychiatry</b>			<b>15</b>
Community Psychiatry – Definition, Meaning, Principles and Practices. Need and Importance of Community Psychiatry. Primary, Secondary and Tertiary Prevention, Development Of Community Psychiatry In India. Community Mental Health Programmes, Mental Health Act 2017 – Its Implication on Professional Social Work Practice.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>
<b>Books for Study:</b>				
1. Niraj Ahuja, A Short Textbook Of Psychiatry 20th Year Edition Jaypee Brothers Med. Publications, 2010.				
<b>Books for References:</b>				

1. Antony, D, John, Mental Disorders Encountered in Counseling, Anugraha Publications, Nochiodaipatti, 2006.
2. Gelder, M et al, Shorter Oxford Text Book of Psychiatry, Oxford University Press, New Delhi, 2001.
3. Gabe, J et al, Key Concepts in Medical Sociology, Sage Publications, New Delhi, 2005.
4. Pilgrim, D, Key Concepts in Mental Health, Sage Publications, New Delhi, 2005.
5. Smith, E et al, Introduction to Psychology, Thomson Asia Pvt., Ltd, Bangalore, 2003.

**Web Resources:**

1. <https://nptel.ac.in/courses/109/101/109101007/#>
2. [https://onlinecourse.nptel.ac.in/noc21\\_hs29/preview](https://onlinecourse.nptel.ac.in/noc21_hs29/preview)
3. [https://onlinecourse.nptel.ac.in/noc22\\_hs22/preview](https://onlinecourse.nptel.ac.in/noc22_hs22/preview)

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	<b>Describe the history of Psychiatry in India and Abroad and International Classification of Mental Illness.</b>	<b>K2</b>
<b>CO2:</b>	<b>Discuss the Symptoms, Etiology, Diagnosis, Prognosis and Management of Neurosis and Psychosis.</b>	<b>K3</b>
<b>CO3:</b>	<b>Analyze Symptoms, Etiology, Diagnosis, Prognosis And Management of Personality Disorders, Developmental Disorder and Mental Retardation.</b>	<b>K3</b>
<b>CO4:</b>	<b>Interpret various methods of treatment for mental illness.</b>	<b>K4</b>
<b>CO5:</b>	<b>Ensure Mental Health Act in its Implication on Professional Social Work Practice.</b>	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>MENTAL HEALTH</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Definition and Meaning of Mental Health, Mental Illness, Mental Disorder. History of Psychiatry in India and Abroad. International Classification of Mental Illness – ICD-11, DSM-V Types, Features and fundamental differences. Relevance of Mental Health and Mental Illness in Social work practice.	<b>18</b>	<b>PPT Group discussion</b>
<b>II</b>	Signs and Symptoms, Etiology, Diagnosis, Prognosis, Types and Management of <b>Neur sis</b> : Anxiety States, Depressive Reaction, Obsessive Compulsiv Reaction, Convulsive Disorder. Phobic Reaction, Hypochondriasis. <b>Psychosis</b> : Functional, Affective Disorders, Organic Disorders.	<b>20</b>	<b>Lecture Case Studies</b>
<b>III</b>	Symptoms, Etiology, Diagnosis, Prognosis And Management of a) Psychosomatic isorder, b) Personality Disorders – Alcoholism, Substance Abuse, Anti Social Behaviour , Sexual Disorder, Deviations c) Developmental Disorder among Children d) Epilepsy, e) Mental Retardation, f)Internet Addiction Disorder.	<b>22</b>	<b>Talk and chalk Demonstration</b>
<b>IV</b>	Methods of Treatment for Mental Illness – Physical Methods, Pharmacological Management, Psycho Social Methods, Family intervention, Counselling and therapies. Indigenous Methods and Common Cultural Beliefs – Culture Bound Syndromes Concept and Characteristics of Dhat, Amok ,Brain fag ,Koro ,Latah, Locura, and Zar.	<b>15</b>	<b>LecturePPT Demonstrations</b>
<b>V</b>	Community Psychiatry – Definition, Meaning, Principles and Practices. Need and Importance of Community Psychiatry. Primary, Secondary and Tertiary Prevention, Development Of Community Psychiatry In India. Community Mental Health Programmes, Mental Health Act 2017 – Its Implication on Professional Social W ĩ rk Practice.	<b>15</b>	<b>Talk &amp; chalk Lecture Debate</b>

**Course Designed by:**

**Mrs. C. Kanmani, Assistant Professor.**

**Mrs. J. Dyana Vincilla, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K Level		
CIAI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
	CO2	Upto K3	2	K1&K2	2	K2	2 (K3&K3)	2(K2)
CIAII	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	2(K2&K3)
	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks For each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIAI	K1	2	2			4	6.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	Marks	4	6	20	30	60	100	100
CIAII	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	Marks	4	6	20	30	60	100	100

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K– Level		
1	CO 1	Upto K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO 3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO 4	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO 5	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q.No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q.No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>LABOUR LEGISLATION – I</b>			
<b>Course Code</b>	<b>21PSWC34</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Ex: Core</b>	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<p><b>1:</b> To understand the history and functions of Labour legislation  <b>2:</b> To describe the sections and applicability of Labour Legislations in Industries.  <b>3:</b> To interpret the importance of Labour legislations in various natures of Organizations.  <b>4:</b> To examine the contribution and applicability of social security measures.  <b>5:</b> To ensure and implement labour legislations for employer and employee welfare.</p>				
<b>Unit: I</b>	<b>Labour Legislation</b>			<b>15</b>
Labour Legislation- Definition, Meaning and Importance-Principles of Labour Welfare, Labour in the Indian Constitution, History of Labour Legislation in India. Labour Administration and Duties/Functions of Factory Inspectorate and Judicial Set Up. Statutory and Non-Statutory – Concept, Differences and Various Welfare Schemes.				
<b>Unit: II</b>	<b>The Factories Act</b>			<b>20</b>
The Factories Act 1948-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamilnadu Factories (Welfare Officers) Rules 1950, The Contract Labour (Regulation and Abolition) Act, 1970-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case				
<b>Unit: III</b>	<b>The Tamil Nadu Shops and Establishments Act</b>			<b>20</b>
The Tamil Nadu Shops and Establishments Act 1947-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Plantation Labour Act 1951-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Child Labour (Regulation and Abolition) Act 1986-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.				
<b>Unit: IV</b>	<b>The Employees Provident Fund Act</b>			<b>20</b>
The Employees Provident Fund Act 1952- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, Employees Deposit Linked Insurance Scheme 1976, Employees Pension Scheme 1995, The Payment of Gratuity Act 1972- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.				
<b>Unit: V</b>	<b>The Employee State Insurance Act</b>			<b>15</b>
The Employee State Insurance Act 1948- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Workmen’s Compensation Act 1923- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Maternity Benefit Act 1961, Labour Laws (Exemption from furnishing returns & maintaining registers by certain Establishments) Act 1988 and Relevant Case.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>



**Books for Study:**

1. Kapoor, ND, Hand Book on Industrial Law, Sultan Chand Publications, New Delhi, 2005.
2. Kumar, J N, Business Law, Nabhi Publications, New Delhi, 2001.

**Books for References:**

1. Mishra, N, Labour and Industrial Laws, Central Law Publications, Allahabad,2007.
2. Pillai, Madhavan, K, Labour and Industrial Laws, Allahadad Law Agency, Allahabad ,2000.
1. Vaidyanathan. S & Sri Vidya, Factory Laws Applicable in Tamil Nadu, Madras Book Agency, Chennai, 2006.

**Web Resources:**

1. <https://lawsikho.com/course/diploma-industrial-labour-laws>
2. <https://vvgnli.gov.in/cours /online-training-programme-fundamentals-labour-laws-trade-union-leaders-and-ngos-north-eastern>
3. <https://www.careers360.com/university/devi-ahilya-vishwavidyalaya-indore/certificate-in-labour-law-and-personnel-management-certification-course>

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Familiarize with the evaluation of Labour Legislations in the context of Indian Constitution and International Conventions.	<b>K2</b>
<b>CO2:</b>	Develop an in-depth of relevant Labour Legislations.	<b>K3</b>
<b>CO3:</b>	Impart analytical skills in the interpretation of legislations in the light of recent judgments	<b>K3</b>
<b>CO4:</b>	Calculate the contribution of statutory measures and maintain the relevant records.	<b>K4</b>
<b>CO5:</b>	Inculcate about the importance of cordial employee relations for organizational productivity and gain an understanding of the mechanism of inter-personal relations.	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>LABOUR LEGISLATION – I</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Labour Legislation- Definition, Meaning and Importance-Principles of Labour Welfare, Labour in the Indian Constitution, History of Labour Legislation in India. Labour Administration and Duties/Functions of Factory Inspectorate and Judicial Set Up. Statutory and Non-Statutory – Concept, Differences and Various Welfare Schemes.	<b>15</b>	<b>Lecture &amp; PPT</b>
<b>II</b>	The Factories Act 1948-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamilnadu Factories (Welfare Officers) Rules 1950, The Contract Labour (Regulation and Abolition) Act, 1970-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case	<b>20</b>	<b>Lecture &amp; Group Discussion</b>
<b>III</b>	The Tamil Nadu Shops and Establishments Act 1947-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Plantation Labour Act 1951-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Child Labour (Regulation and Abolition) Act 1986-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.	<b>20</b>	<b>Lecture &amp; Guest Lecture</b>
<b>IV</b>	The Employees Provident Fund Act 1952- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, Employees Deposit Linked Insurance Scheme 1976, Employees Pension Scheme 1995, The Payment of Gratuity Act 1972- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.	<b>20</b>	<b>Lecture &amp; Industrial visit</b>
<b>V</b>	The Employee State Insurance Act 1948- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Workmen’s Compensation Act 1923- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Maternity Benefit Act 1961, Labour Laws (Exemption from furnishing returns & maintaining registers by certain Establishments) Act 1988 and Relevant Case.	<b>15</b>	<b>Lecture &amp; PPT</b>

Course Designed by:

**Mrs. K.Renuka, Assistant Professor.**

**Mr. M.Bharathi Natarajan, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1 & K2	1	K1	2(K2&K2)	1(K2)
AI	CO2	UptoK2	2	K1 & K2	2	K2	2(K2&K2)	2(K2)
CI	CO3	Upto K3	2	K1 & K2	1	K2	2(K2&K3)	2(K2&K3)
AII	CO4	Upto K4	2	K1 & K2	2	K2	2(K3&K4)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	6.67	100
	K2	2	4	20	30	56	93.33	
	K3							
	K4							
	Marks	4	6	20	30	60	100	
CIA II	K1	2	2			4	6.67	41.67
	K2	2	4	5	10	21	35	
	K3			10	10	20	33.33	33
	K4			5	10	15	25	25
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2 (K1&K1)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2(K2&K3)	1(K4)
5	CO5	Upto K4	2	K1&K2	1	K2	2(K3&K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q.No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q.No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>URBAN COMMUNITY DEVELOPMENT</b>			
<b>Course Code</b>	<b>21PSWC35</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<p><b>1:</b> To Recall the Concepts and characteristics of Urban Communities</p> <p><b>2:</b> To Understand the Challenges and social work Recommendations related to Urban communities.</p> <p><b>3:</b> To interpret the Importance of Urban planning and Community participation</p> <p><b>4:</b> To Sketch the Administration process and Agencies regarding the Urban community development</p> <p><b>5:</b> To differentiate the characteristics and types of Slum area in Urban community</p>				
<b>Unit: I</b>	<b>Urban Community</b>			<b>15</b>
Urban–Meaning, Definition and Characteristics. Urban Community: Meaning, Characteristics, City – Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Smart city. Urbanization Meaning and Characteristics, Recent Urbanization Process and Consequences of rbanization.				
<b>Unit: II</b>	<b>Urban Challenges</b>			<b>20</b>
Urban Challenges: Housing, Drug Addiction, Crime, J venile Delinquency, Prostitution/Commercial Sex, and Pollution. Unorganized Sectors: Concept, Characteristics and Unorganized Labours: Child Labour, Women Labour and Construction orkers and Challenges and social work Recommendations.				
<b>Unit: III</b>	<b>Urban Community Development</b>			<b>22</b>
Urban Community Development: Definition, Concept, Objectives and Approaches, Evolution of Community Development. Urban Development Planning: Town and Cou try Planning Act 2017, Importance of Community Planning and Community Participation in Urban Development.				
<b>Unit: IV</b>	<b>Urban Development Administration</b>			<b>18</b>
Urban Development Administration: National, State and Local Levels. Structure and Functions of Urban Development Agencies - HUDCO and UNCHS. Urban Development Programmes – JNNURM & BSUP, TNUDP, UBSP, NRY. NITI Ayaog. Role of Voluntary Agencies in Urban Development.				
<b>Unit: V</b>	<b>Concept of Slum</b>			<b>15</b>
Slum – Definition, Causes, Characteristics, Classification, Conditions. Migration – Concept, Causes, Types and effects. Tamil Nadu Slum Area (Clearance and Improvement) Act 1971, Structure and Functions of Slum Clearance Board.				
<b>Total Lecture Hours</b>				<b>90Hrs</b>
<b>Books for Study:</b>				
<p>1. Bhattacharya B, Urban Development in India, Concept Publishers, New Delhi, 2006.</p> <p>2. DiddeeJayamala, Urbanisation – Trends, Perspectives and Challenges, Rawat Publications, Jaipur,1993.</p> <p>3. Mitra Arup, Urbanisation, Slums, Informal Sector Employment and Poverty, B.R. Publications, New Delhi, 1994.</p>				

**Books for References:**

1. Mitra Arup, Urbanisation, Slums, Informal Sector Employment and Poverty, B.R. Publications, New Delhi, 1994.
2. Phadke V.S, et al., Urbanisation, Development and Environment, Rawat Publishers, New Delhi, 2007.
3. Ramachandran, Urbanisation and Urban System in India. Oxford University Press, New Delhi, 1989.
4. UN Habitat, The Challenges of Slums. Earth Scan Publications Ltd, London, 2003.
5. UN Habitat, The Slums of the World: The Faces of Urban Poverty in the New Millennium, United Nation's Centre for Human Settlement, Nairobi, 2003.

**Web Resources:**

1. <https://nptel.ac.in/courses/109/104/109104047/>
2. <https://nptel.ac.in/content/storage2/courses/109103022/pdf/mod1/lec5.pdf>

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Describe the Urbanization, Recent Process and Consequences of Urbanization.	<b>K2</b>
<b>CO2:</b>	Explain the Urban Challenges Drug Addiction, Crime, Juvenile Delinquency, Prostitution/Commercial Sex, and Pollution.	<b>K3</b>
<b>CO3:</b>	Classify the Challenges of Urban life with reference to slum and Town and Country Planning Act.	<b>K3</b>
<b>CO4:</b>	Scheduling the Structure and Functions of Urban Development Agencies and Urban Development Programmes.	<b>K4</b>
<b>CO5:</b>	Analyze the Conditions of slum and Structure and Functions of Slum Clearance Board.	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Urban–Meaning, Definition and Characteristics. Urban Community: Meaning, Characteristics, City – Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Smart city. Urbanization Meaning and Characteristics, Recent Urbanization Process and Consequences of Urbanization.	<b>20</b>	<b>PPT Group discussion</b>
<b>II</b>	Urban Challenges: Housing, Drug Addiction, Crime, Juvenile Delinquency, Prostitution/Commercial Sex, and Pollution. Unorganized Sectors: Concept, Characteristics and Unorganized Labours: Child Labour, Women Labour and Construction Workers and Challenges and social work Recommendations.	<b>22</b>	<b>PPT ChalkTalk Debate</b>
<b>III</b>	Urban Community Development: Definition, Concept, Objectives and Approaches, Evolution of Community Development. Urban Development Planning: Town and Country Planning Act 2017, Importance of Community Planning and Community Participation in Urban Development.	<b>15</b>	<b>PPT Lecture Agency visit</b>
<b>IV</b>	Urban Development Administration: National, State and Local Levels. Structure and Functions of Urban Development Agencies - HUDCO and UNCHS. Urban Development Programmes –JNNURM & BSUP, TNUDP, UBSP, NRY. NITI Aayog. Role of Voluntary Agencies in Urban Development.	<b>18</b>	<b>PPT ChalkTalk</b>
<b>V</b>	Slum – Definition, Causes, Characteristics, Classification, Conditions. Migration – Concept, Causes, Types and effects. Tamil Nadu Slum Area (Clearance and Improvement) Act 1971, Structure and Functions of Slum Clearance Board.	<b>15</b>	<b>PPT Lecture Area visit</b>

**Course Designed by:**

**Mr. R. Ramachandran, Assistant Professor. Mr. S. Silambarasan, Assistant Professor.**



**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1 & K2	1	K1	2(K2&K2)	1(K2)
AI	CO2	UptoK3	2	K1 & K2	2	K2	2(K3&K3)	2(K2)
CI	CO3	Upto K3	2	K1 & K2	1	K2	2(K3&K3)	2(K2&K3)
AII	CO4	Upto K4	2	K1 & K2	2	K2	2(K3&K3)	1(K4)
<b>Question Pattern CIA I &amp; II</b>		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
<b>CIA I</b>	K1	2	2			4	6.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
<b>CIA II</b>	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	UptoK4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			<b>10</b>		<b>5</b>		<b>10</b>	<b>5</b>
No.of Questions to be answered			<b>10</b>		<b>5</b>		<b>5</b>	<b>3</b>
Marks for each question			<b>1</b>		<b>2</b>		<b>5</b>	<b>10</b>
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
<b>K1</b>	<b>5</b>	<b>4</b>			<b>9</b>	<b>7.5</b>	<b>41</b>
<b>K2</b>	<b>5</b>	<b>6</b>	<b>20</b>	<b>10</b>	<b>41</b>	<b>34.16</b>	
<b>K3</b>			<b>30</b>	<b>20</b>	<b>50</b>	<b>41.66</b>	<b>42</b>
<b>K4</b>			<b>-</b>	<b>20</b>	<b>20</b>	<b>16.66</b>	<b>17</b>
<b>Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q.No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q.No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
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<b>Course Name</b>	<b>HOSPITAL ADMINISTRATION</b>			
<b>Course Code</b>	<b>21PSWC36</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<p><b>1:</b> To understand Meaning, Function, History, Growth and Classification of Hospitals and hospital administration in India</p> <p><b>2:</b> To identify the role, functions and duties of Hospital Administrator. the problems related torural communities.</p> <p><b>3:</b> To explain various hospital departments.</p> <p><b>4:</b> To examine Quality Assurance in Hospital Service.</p> <p><b>5:</b> To implement Laws Pertaining to Hospital.</p>				
<b>Unit: I</b>	<b>Concept of Hospital</b>			<b>18</b>
Hospital - Definition, Meaning, Function, History, Growth and Classification of Hospitals in India. Hospital Administration – oncept, Definition, General Principles, Importance, Functions. Difference between General and Hospital Administration.				
<b>Unit: II</b>	<b>Hospital Organization</b>			<b>20</b>
Hospital Organization: The Governing Boards, Committees. Hospital Administrator - Role Functions and Duties. The ospital Auxiliary Services. Role of Hospital in the Health Care Delivery System. Social Wor er in Hospital Administration- Role and I portance. Marketing of Health Services.				
<b>Unit: III</b>	<b>Hospital Departments</b>			<b>22</b>
Hospital Departments: Out-Patient Services, Dietary Services, Nursing and Ward Management, Medical Records, Laboratory Services, Radiological Services, Causality and Emergency Service, Human Resources Management (HRM) Department Central Sterile Supply Department (CSSD)				
<b>Unit: IV</b>	<b>Quality Assuranc in Hospital Service</b>			<b>15</b>
Quality Assurance in Hospital Service, Control of Hospital, Acquired I fection and Associated Problems, Use of Computer in Hospitals, Ethics in Hospitals. World Health Organization Disability Assessment Schedule. Application of Management Information System in Health care Management, Rights of the patients				
<b>Unit: V</b>	<b>Laws Pertaining to Hospital</b>			<b>15</b>
Laws Pertaining to Hospital - The Mental Health care Act 2017 , The Drugs and Cosmetics Act 2017,The Narcotic Drugs and Psychotropic Substances Act 2014,PCPNDT Act 1994,The Births, Deaths and Marriages Registration Act. The Epidemic Diseases Act 1897,The Employees’ Provident Fund Act 1952, The Employees Pension Scheme 1995.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>
<b>Books for Study:</b>				
1. Anand K K, Hospital Management: A new perspective, Vikas Publishing House, New Delhi,1996.				
2. Franics CM, Hospital Administration, Jaypee Brothers, New Delhi, 1995.				
<b>Books for References:</b>				
1. Goel SL, Health Care Administration - A Text book , Sterling Publishing House, New Delhi,				

1981.	
2. Goyal, RC, Hospital Administration and Human Resource Management, Prentice Hall India, New Delhi, 2006.	
<b>Web Resources:</b>	
➤ <a href="https://www.virohan.com/blog/hospital-administration-course-eligibility-job-and-salary/">https://www.virohan.com/blog/hospital-administration-course-eligibility-job-and-salary/</a>	
➤ <a href="https://www.mhaonline.com/faq/what-does-a-hospital-administrator-do">https://www.mhaonline.com/faq/what-does-a-hospital-administrator-do</a>	
➤ <a href="https://www.slideshare.net/NcDas/hospital-administration-and-hospital-administrator">https://www.slideshare.net/NcDas/hospital-administration-and-hospital-administrator</a>	
<b>Course Outcomes</b>	<b>K Level</b>
<b>CO1:</b> Describe General Principles, Importance, Functions and Difference between General and Hospital Administration.	<b>K2</b>
<b>CO2:</b> Discuss Role of Hospital in the Health Care Delivery System.	<b>K3</b>
<b>CO3:</b> Examine various functions of different Departments of Hospitals.	<b>K3</b>
<b>CO4:</b> Analyze Quality Assurance in Hospital Service.	<b>K4</b>
<b>CO5:</b> Apply various legislations Pertaining to Hospital	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>HOSPITAL ADMINISTRATION</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Hospital - Definition, Meaning, Function, History, Growth and Classification of Hospitals in India. Hospital Administration – Concept, Definition, General Principles, Importance, Functions. Difference between General and Hospital Administration.	<b>18</b>	<b>PPT Guest Lecture</b>
<b>II</b>	Hospital Organization: The Governing Boards, Committees. Hospital Administrator - Role Functions and Duties. The Hospital Auxiliary Services. Role of Hospital in the Health Care Delivery System. Social Worker in Hospital Administration- Role and Importance. Marketing of Health Services.	<b>20</b>	<b>Hospital Visit Lecture</b>
<b>III</b>	Hospital Departments: Out-Patient Services, Dietary Services, Nursing and Ward Management, Medical Records, Laboratory Services, Radiological Services, Casualty and Emergency Service, Human Resources Management (HRM) Department Central Sterile Supply Department (CSSD)	<b>22</b>	<b>Talk &amp; chalk Govt Hospital Visit</b>
<b>IV</b>	Quality Assurance in Hospital Service, Control of Hospital, Acquired Infection and Associated Problems, Use of Computers in Hospitals, Ethics in Hospitals. World Health Organization Disability Assessment Schedule. Application of Management Information System in health care Management, Rights of the patients	<b>15</b>	<b>Debate PPT</b>
<b>V</b>	Laws Pertaining to Hospital - The Mental Health care Act 2017, The Drugs and Cosmetics Act 2017, The Narcotic Drugs and Psychotropic Substances Act 2014, PCPNDT Act 1994, The Births, Deaths and Marriages Registration Act. The Epidemic Diseases Act 1897, The Employees' Provident Fund Act 1952, The Employees Pension Scheme 1995.	<b>15</b>	<b>Talk &amp; chalk Group discussion</b>

**Course Designed by:**

Ms. V.Sri Vashini MSW, Assistant Professor, Mrs. J. Dyana Vincilla, Assistant Professor.

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							



**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>FIELD WORK – III</b>			
<b>Course Code</b>	<b>21PSWF31</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	-	6	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<p><b>1:</b> To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.</p> <p><b>2:</b> To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.</p> <p><b>3:</b> To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.</p> <p><b>4:</b> To implement social work interventions.</p> <p><b>5:</b> To analyze the various methods of reporting.</p>				
<p><b>A.</b> Relevant and factual information about the client system and the problem/concern</p> <p><b>B.</b> The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.</p> <p><b>C.</b> The role of the social worker and the relevance of social work intervention for the client, needs and the problem.</p> <p><b>D.</b> The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention</p> <p><b>E.</b> To integrate theory and practice while recording</p> <p><b>F.</b> To develop 'self' as an agent effecting change and transformation in the society.</p>				
<b>Course Outcomes</b>				<b>K Level</b>
<b>CO1:</b>	List out the Aim & Objectives, History of the organization, Administration set up, etc.,			<b>K4</b>
<b>CO2:</b>	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,			<b>K4</b>
<b>CO3:</b>	Execute the Tools & Techniques of Professional management in different settings			<b>K4</b>
<b>CO4:</b>	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,			<b>K4</b>
<b>CO5:</b>	Interpret the data and reports to bring out a quality in field work			<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	2	3	3
CO 2	3	2	3	2	3	3
CO 3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	3	2	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name	Pedagogy
	a) Relevant and factual information about the client system and the problem/concern b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue. c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem. d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention e) To integrate theory and practice while recording To develop 'self' as an agent effecting change and transformation in the society.	<b>Field visits</b>

**Course Designed by:**

**Mrs. K. Renuka, Assistant Professor , Mr. R. Ramachandran, Assistant Professor**



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>DISASTER MANAGEMENT</b>			
<b>Course Code</b>	<b>21PSWE31</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<b>1:</b> To state the Concepts and Types of Disaster. <b>2:</b> To recognize the psycho-social impact of disasters. <b>3:</b> To Schedule the Roles of Disaster Management through Government, Military and Para-military forces, NGOs, Media. <b>4:</b> To Demonstrate the health operations and safety measures of Disaster Management <b>5:</b> To relate the Reconstruction and rehabilitation in social, economic, health and hygiene etc.				
<b>Unit: I</b>	<b>Concept of Disaster</b>			<b>18</b>
Disaster: meaning, definition, significance, causes and effects of various Types of disasters: Natural and Manmade Disasters like earthquake, flood, cyclone, drought and famine; landslide, snow avalanche, fire, Pandemic, forest fire, industrial and technological disasters.				
<b>Unit: II</b>	<b>Impact of disasters</b>			<b>14</b>
Impact of disasters: Physical, Economic and Psycho-Social impact On individuals, families, groups; children, women and the elderly, Disabled, Migrants, Pilgrimages, Cities, Rural and Tribal Transgender; physical, economic, and psycho-social impact of disasters				
<b>Unit: III</b>	<b>Concept of Disaster Management</b>			<b>22</b>
Disaster Management: Prevention, Preparedness and Mitigation - Disaster Preparedness: Concept & Nature - Disaster Preparedness Plan - Disaster Preparedness for People and Infrastructure - Community based Disaster Preparedness Plan Role of various agencies: Government, Military and Para-military forces, NGOs, Media.				
<b>Unit: IV</b>	<b>Relief and Reaching out:</b>			<b>21</b>
Relief and Reaching out: Search, rescue, evacuation and shelter for victims; Clearance of debris, disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition, and hygienic sanitation; Emergency support functions and their coordination.				
<b>Unit: V</b>	<b>Reconstruction and rehabilitation</b>			<b>15</b>
Reconstruction and rehabilitation: Rehabilitation: social, economic, health and hygiene aspects; Reconstruction, rehabilitation and, Repatriation; Role of social workers and voluntary agencies. Role of social work professionals at different levels: Resources mobilization, working with other professionals.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>
<b>Books for Study:</b>				
1. DISASTER MANAGEMENT IN INDIA, Ministry of Home Affairs, Government of India, New Delhi.				

**Books for References:**

1. .Abarquez and Z.Murshed, Community-Based Disaster Risk Management:Field Practitioners’ Handbook, Asian Disaster Preparedness Center, New Delhi, 2004.
2. M Anderson and P Woodrow, Rising from the Ashes: Development Strategies in Times of Disaster, ITDG Publishing, London, 1998.
3. Jayanthi, I & A. Thomas William, DISASTER & TSUNAMI A PSYCHO-SOCIAL IMPACT, KALPAZ Publications, New Delhi, (ISBN: 978-93-5128-254-9) – 2017.

**Web Resources:**

- [https://www.physio-pedia.com/Disaster\\_Management](https://www.physio-pedia.com/Disaster_Management)
- <https://www.ifrc.org/disaster-preparedness>
- [https://think-asia.org/bitstream/handle/11540/5035/disaster-management- andbook.pdf?sequence=1](https://think-asia.org/bitstream/handle/11540/5035/disaster-management-andbook.pdf?sequence=1)

**Course Outcomes**

**K Level**

<b>CO1:</b>	Memorize the meaning, factors, significance, causes, effects, Types of disasters like Natural and Manmade Disasters.	K2
<b>CO2:</b>	Discuss the Impact of disasters: On individuals, families, groups; children, women and the elderly, Disable.	K3
<b>CO3:</b>	Apply the Disaster Management process Prevention, Preparedness and Mitigation - Disaster Preparedness Plan.	K3
<b>CO4:</b>	Interpret the psycho-social care, emergency health operations and safety measures; Emergency support functions and their coordination.	K4
<b>CO5:</b>	Analyze the process of Reconstruction and rehabilitation through social workers and voluntary agencies.	K4

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>DISASTER MANAGEMENT</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Disaster: meaning, definition, significance, causes and effects of various Types of disasters: Natural and Manmade Disasters like earthquake, flood, cyclone, drought and famine; landslide, snow avalanche, fire, Pandemic, forest fire, industrial and technological disasters.	<b>18</b>	<b>Guest Lecture PPT</b>
<b>II</b>	Impact of disasters: Physical, Economic and Psycho-Social impact On individuals, families, groups; children, women and the elderly, Disable, Migrants, Pilgr mages, Cities, Rural and Tribal Transgender; physical, economic, and psycho-social impact of disasters.	<b>14</b>	<b>DebatePPT</b>
<b>III</b>	Disaster Management: Prevention, Preparedness and Mitigation - Disaster Preparedness: oncept & Nature - Disaster Preparedness Plan - Disaster Preparedness for People and Infrastructure - Community based Disaster Preparedness Plan Role of various agencies: Government, Military and Para-military forces, NGOs, Media.	<b>22</b>	<b>Lecture Demonstration</b>
<b>IV</b>	Relief and Reaching out: Search, rescue, evacuation and shelter for victims; Clearance of debris, disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition, and hygienic sanitation; Emergency support functions and their coordination.	<b>21</b>	<b>Talk &amp; Chalk PPT</b>
<b>V</b>	Reconstruction and rehabilitation: Rehabilitation: social, economic, health and hygiene aspects; Reconstruction, rehabilitation and, Repatriation; Role of social workers and voluntary agencies. Role of social work professionals at different levels: Resources mobilization, working with other professionals.	<b>15</b>	<b>Agency visit PPT</b>

**Course Designed by:**

**Mr. R. Ramachandran , Assistant Professor, Mr. S. Silambarasan, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2(K3&K3)	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	2(K2&K3)
AII	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	6.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2 K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2 K3&K3)	1(K4)
5	CO5	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							



**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q. No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q. No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>CORPORATE SOCIAL RESPONSIBILITY</b>			
<b>Course Code</b>	<b>21PSWE32</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>
<b>Course Objectives:</b>				
<p><b>1:</b> To Understand the scope and complexity of corporate social responsibility (CSR).  <b>2:</b> To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues  <b>3:</b> To Acquire skills to frame CSR policies and practices appropriate to the Indian workplace  <b>4:</b> To Access field reality in social responsibility  <b>5:</b> To Enhance the relationship between the agency and beneficiaries</p>				
<b>Unit: I</b>	<b>Social Responsibility</b>			<b>18</b>
Social Responsibility –Corporate Social Responsibility –Meaning, definition and scope of CSR – Evolution of CSR –Principle and elements of corporate social responsibility –Categories and activities permitted under CSR -strategic context of CSR –Carroll’s Model of CSR (Pyramid of CSR) –Globalization and its impact on Corporate Social Responsibility.				
<b>Unit: II</b>	<b>Concept of sustainability</b>			<b>20</b>
Concept of sustainability Stakeholder Management. Characteristics of good corporate governance— obligations towards society and stake holders. Theories underlying Corporate Governance (Stakeholder’s theory and Stewardship theory) Stakeholders and perspectives - interest Groups Related to CSR –Tools of CSR-OECD CSR policy tool –Business Benefits of CSR				
<b>Unit: III</b>	<b>Designing a CSR policy</b>			<b>22</b>
Designing a CSR policy -CSR-Legislation In India-Section 135 of Companies Act 2013–Factors influencing CSR policy –Managing CSR in an organization –Role of HR Professionals in CSR – Global Recognitions of CSR- ISO 14000 -SA 8000 -AA 1000 -Codes formulated by UN Global Compact –UNDP, Global Reporting Initiative.				
<b>Unit: IV</b>	<b>Implementing CSR</b>			<b>15</b>
Implementing CSR –CSR in the marketplace –CSR in the workplace –CSR in the community – CSR in the ecological environment-Role of Nonprofit & Local Self Governance in implementing CSR –Case Studies of Major CSR Initiatives: Mahendra - Climate change, I T C’s e-Choupal venture, Titan Industries Limited, Tata Power, Reliance				
<b>Unit: V</b>	<b>CSR in India</b>			<b>15</b>
CSR in India: Legal provisions and specifications on CSR-Scope for CSR Activities under Schedule VII –TCCI (Tata Council for Community Initiatives), Tata Model on CSR –National CSR HUB, Tata Institute of Social Sciences- Mumbai –challenges of CSR–CSR Awards in India – role of social workers in CSR.				
<b>Total Lecture Hours</b>				<b>90Hrs</b>
<b>Books for Study:</b>				
<p>1. Benn &amp; Bolton, Key concepts in corporate social responsibility. Sage Publications Ltd, Australia, 2011.                  2. Bradshaw, T. and D. Vogel, Corporations and their critics: Issues and answers to the problems of corporate social responsibility, McGraw Hill Book Company, New York, 1981.                  3. Brummer, J.J, Corporate Responsibility and Legitimacy: An interdisciplinary</p>				

analysis. Westport, CT: Greenwood Press, 1991.

**Books for References:**

1. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing. A. et al., (2008).
2. The Oxford handbook of corporate social responsibility, Oxford University Press Inc, New York.
3. Ellington.J, Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers, 1998.
4. Grace, D. and S. Cohen, Business ethics: Australian problems and cases, Oxford University Press, Oxford, 2005.
5. Reddy, Sumati and Stefan Seuring, Corporate Social Responsibility: Sustainable Supply Chains, ICFAI University Press, Hyderabad, 2004.
6. Werther, W. B. & Chandler, D, Strategic corporate social responsibility. Thousand Oaks, CA: Sage, 2011.

**Web Resources:**

1. [http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK\\_contentByKey%29/ENTR7BMDUB/\\$FILE/Studies%2026.pdf](http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR7BMDUB/$FILE/Studies%2026.pdf)
1. <http://www.tatapower.com/sustainability/environmental.aspx>
2. <https://nptel.ac.in/courses/110/05/110105081/>
3. <https://www.mooc-list.com/course/corporate-social-responsibility-csr-strategic-approach-edx>
4. <https://www.mooc-list.com/course/discovering-corporate-social-responsibility-csr-edx>
5. <https://www.classcentral.com/course/swayam-corporate-social-responsibility-13965>

**Course Outcomes**

**K Level**

		K Level
<b>CO1:</b>	Describe the concept of Social Responsibility, Corporate Social Responsibility and its evolution.	<b>K2</b>
<b>CO2:</b>	Recognize Stakeholders and perspectives -interest Groups Related to CSR – Tools of CSR –Business Benefits of CSR	<b>K3</b>
<b>CO3:</b>	Illustrate CSR policy, Factors influencing CSR policy and Global Recognitions of CSR-ISO 14000 -SA 8000 -AA 1000 –Codes.	<b>K3</b>
<b>CO4:</b>	Examine CSR in the workplace, community and various ecological environments.	<b>K4</b>
<b>CO5:</b>	Analyze Legal provisions and specifications on various CSR activities and the role of social worker.	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	3	2	3
CO 2	3	2	3	3	2	3
CO 3	2	3	2	2	3	3
CO 4	3	3	3	3	2	3
CO 5	3	2	2	3	2	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	CORPORATE SOCIAL RESPONSIBILITY	Hr	Pedagogy
I	Social Responsibility –Corporate Social Responsibility – Meaning, definition and scope of CSR –Evolution of CSR – Principles and elements of corporate social responsibility – Categories and activities permitted under CSR -strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR) –Globalization and its impact on Corporate Social Responsibility.	18	PPT Guest Lecture
II	Concept of sustainability & Stakeholder Management. Characteristics of good corporate governance—obligations towards society and stakeholders. Theories underlying Corporate Governance (Stakeholder’s theory and Stewardship theory) Stakeholders and perspectives -interest Groups Related to CSR – Tools of CSR-OECD CSR policy tool –Business Benefits of CSR	20	Demonstration Talk and chalk
III	Designing a CSR policy -CSR-Legislation In India-Section 135 of Companies Act 2013–Factors influencing CSR policy –Managing CSR in an organization –Role of HR Professionals in CSR –Global Recognitions of CSR-ISO 14000 -SA 8000 -AA 1000 -Codes formulated by UN Global Compact –UNDP, Global Reporting Initiative.	22	Industrial visit Talk and chalk PPT
IV	Implementing CSR –CSR in the marketplace –CSR in the workplace –CSR in the community –CSR in the ecological environment-Role of Nonprofit & Local Self Governance in implementing CSR –Case Studies of Major CSR Initiatives: Mahendra - Climate change, I T C ’ s e-Choupal venture, Titan Industries Limited, Tata Power, Reliance	15	Case Studies PPT
V	CSR in India: Legal provisions and specifications on CSR- Scope for CSR Activities under Schedule VII –TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, Tata Institute of Social Sciences- Mumbai –challenges of CSR–CSR Awards in India –role of social workers in CSR.	15	Talk and chalk Lecture Debate

**Course Designed by: Mr. M.Bharathi Natarajan , Assistant Professor, Mrs. K.Renuka, Assistant Professor**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Upto K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Upto K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COUNSELLING AND PSYCHOTHERAPY</b>			
<b>Course Code</b>	<b>21PSWE33</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRENURSHIP
<b>Course Objectives:</b>				
<p><b>1:</b> To describe the concept of counselling.  <b>2:</b> To understand the basic concept of psychotherapy  <b>3:</b> To identify various therapies and models of counselling.  <b>4:</b> To recognize the situational issues in counselling  <b>5:</b> To interpret the counseling process</p>				
<b>Unit: I</b>	<b>Counselling</b>			<b>15</b>
Counselling – Definition, Meaning, Objectives of Counselling, Scope and Principles, Difference Between Counselling, Advice and Guidance. Basic Counselling skills- Rapport Building, Listening, Confrontation, Reflecting and Paraphrasing, Summarising. Do's and Don'ts in Counselling. Approaches of Counselling-Directive, Non-directive and Eclectic Counselling.				
<b>Unit: II</b>	<b>Counseling Process</b>			<b>15</b>
Counseling Process: Relationship building, Problem assessment, Goal setting, Intervention, Evaluation, Follow-up and Termination. Counselling Format: Scheme of Case History Taking Procedure – Mental Status Examination – Case Presentation. Counselling Report –concept, Importance, Requirements needed for good report and Types of Reports – erbatim, Summary, and Narrative.				
<b>Unit: III</b>	<b>Therapies</b>			<b>22</b>
Therapies : Psychotherapy – concept, principles, Benefits and Types- Psychoanalysis and Psychodynamic Therapies, Behavioral Therapy, Cognitive Therapy, REBT, Dialectical behavior therapy, Humanistic Therapy, Client centered, Human Existential Therapy ,Gestalt therapy, Family Therapy, Marital Therapy, Group Therapy., Transactional Analysis and Holistic therapy.				
<b>Unit: IV</b>	<b>Situational Issues and Types of Counseling</b>			<b>20</b>
Situational Issues and Types of Counseling – Situational Crisis - Counseling the Sick and Bereaved – Trauma Counseling – Physiology of Pain; Acute Vs Chronic, Mental Illness and Counseling. Types –Marriage and Family Counselling, Educational Counselling, Rehabilitation, Mental Health Counselling and Substance Abuse Counselling.				
<b>Unit: V</b>	<b>Documentation &amp; Report writing</b>			<b>20</b>
Documentation, Report writing and Record keeping in counselling. Genogram –Symbols, Family relationship, Emotional relationship. Case Studies on Psycho Dynamic Therapies, Merits and Limitations of Psychotherapy in Indian Context – Code of Ethics. Need and importance of Counselling and psychotherapy in Indian situations. Qualities of a good counselor.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>
<b>Books for Study:</b>				
1. Antony, John Skills of Counselling, Anugraha Publications, Dindugal, 2003.				
2. Antony, John Dynamics of Counselling, Anugraha Publications, Dindugal, 2001.				
<b>Books for References:</b>				
1. Antony, John Mental Disorders Encountered in Counselling, Anugraha Publications.				



Dindugal, 2006.

2. Prasantham B J Therapeutic Counselling, Christian Counselling Centre, Vellore, 1987.
3. Rao, Narayana Counselling Psychology, Tata Mc Graw Hill Publications, Bombay, 1981.
4. Corey, Gerald, Theory and Practice of Counselling and Psychotherapy: Cengage Learning, India (9th Edition), 2013.

**Web Resources:**

- [https://www.researchgate.net/publication/339140599\\_Counselling\\_and\\_Psychotherapy\\_Is\\_There\\_Any\\_Difference](https://www.researchgate.net/publication/339140599_Counselling_and_Psychotherapy_Is_There_Any_Difference)
- <https://www.webmd.com/mental-health/guide-to-psychiatr-and-counseling>
- <https://www.psychiatry.org/patients-families/psychotherapy>

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Describe the concept, scope, Need and Principles of Counselling.	K2
<b>CO2:</b>	Elaborate the basic concepts of psychotherapy in social work practice	K3
<b>CO3:</b>	Select appropriate Techniques, theories and models in Counselling	K3
<b>CO4:</b>	Interpret various situational crisis counseling techniques.	K4
<b>CO5:</b>	Develop report writing and case presentation	K4

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>COUNSELLING AND PSYCHOTHERAPY</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Counselling – Definition, Meaning, Objectives of Counselling, Scope and Principles, Difference Between Counselling, Advice and Guidance. Basic Counselling skills- Rapport Building, Listening, Confrontation, Reflecting and Paraphrasing, Summarising. Do's and Don'ts in Counselling. Approaches of Counselling-Directive, Non-directive and Eclectic Counselling.	<b>15</b>	<b>Lecture talk and chalk</b>
<b>II</b>	Counseling Process: Relationship building, Problem assessment, Goal setting, Intervention, Evaluation, Follow-up and Termination. Counselling Format: Scheme of Case History Taking Procedure – Mental Status Examination – Case Presentation. Counselling Report – concept, Importance, Requirements needed for good report and Types of Reports –Verbatim, Summary, and Narrative.	<b>15</b>	<b>Lecture Ppt</b>
<b>III</b>	Therapies : Psychotherapy – concept, principles, Benefits and types- Psychoanalysis and Psychodynamic Therapies, Behavioral Therapy, Cognitive Therapy, EBT, Dialectical behavior therapy, Humanistic Therapy, Client centered, Human Existential Therapy ,Gestalt therapy, Family Therapy, Marital Therapy, Group Therapy., Transactional Analysis and Holistic therapy.	<b>22</b>	<b>Ppt Lecture</b>
<b>IV</b>	Situational Issues and Types of Counseling – Situational Crisis - Counseling the Sick and Bereaved – Trauma Counseling – Physiology of Pain; Acute Vs Chronic, Mental Illness and Counseling. Types – Marriage and Family Counselling, Educational Counselling, Rehabilitation, Mental Health Counselling and Substance Abuse Counselling.	<b>18</b>	<b>Ppt talk and chalk</b>
<b>V</b>	Documentation, Report writing and Record keeping in counselling. Genogram –Symbols, Family relationship, Emotional relationship. Case Studies on Psycho Dynamic Therapies, Merits and Limitations of Psychotherapy in Indian Context – Code of Ethics. Need and importance of Counselling and psychotherapy in Indian situations. Qualities of a good counselor.	<b>20</b>	<b>Lecture Ppt</b>

**Course Designed by:**

**Mr. C.Kanmani, Assistant Professor, Ms.J.Dyana Vincilla, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>HEALTH AND HYGIENE</b>			
<b>Course Code</b>	<b>21PSWE34</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>
<b>Course Objectives:</b>				
<p><b>1:</b> To understand the concept and various aspects of health and hygiene  <b>2:</b> To gain knowledge about nutrition and deficiency.  <b>3:</b> To classify communicable and non-communicable diseases  <b>4:</b> To examine common health hazards among children, health care delivery system and organizations for health  <b>5:</b> To interpret health planning and management</p>				
<b>Unit: I</b>	<b>Concept of Health</b>			<b>20</b>
Health concept, dimensions, Indicators of Health – Vital Statistics and its Importance, Mortality, Morbidity. Hygiene: Personal, Food and Environmental Hygiene; Relationship between Health and Hygiene; Immunization Schedules - Meaning, Functions and Importance, Role of WHO in improving immunity of the Society				
<b>Unit: II</b>	<b>Health and Illness</b>			<b>15</b>
Health and Illness, Meaning and Definition, Reproduction, Fertility and Contraception. Nutrition and Health, Importance of Nutrients and its Consumption-Traditional food and Modern Food, Critiques of Modern Food. Deficiency Diseases –Their Prevention and Control. Balanced Diet - Meaning, Importance, Types of Diet.				
<b>Unit: III</b>	<b>Communicable and Non-Communicable Diseases</b>			<b>20</b>
Major Communicable and non-Communicable Diseases: Symptoms, Etiology, Transmission, Prevention and Treatment of: COVID-19, Hepatitis, Tuberculosis, Sexually Transmitted Diseases, Coronary Heart Diseases, Hypertension, and Stroke. Non – communicable Lifestyle Diseases: Cancer, Diabetes and Recent Epidemic Diseases in India-Dengue and Swine flu, & Chikungunya.				
<b>Unit: IV</b>	<b>Common Health Hazards</b>			<b>15</b>
Common Health Hazards among Children – Malnutrition Muscular Dystrophy, Mother and Child Health services - Health Care Delivery System in India – Primary Health Centre, District Hospital – Structure – Staff Pattern and Functions. Nature and Functions of Local, National and International Organizations for Health.				
<b>Unit: V</b>	<b>Health Planning and Management</b>			<b>20</b>
Health Planning and Management – Process and Techniques. Health for All by 2000 AD -National Health Policy, Meaning and Importance, National Health Programmes in India. Occupational Health – Physical, Chemical, Biological, Mechanical and Psycho - Social Hazards. Health and Nutrition Education.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>

**Books for Study:**

1. K.Park Textbook of Preventive and Social Medicine (Part PSM) Bhanot Publishers 23rd Edition, 2015

**Books for References:**

1. Akhtar, R, India: Health Care Pattern and Practices, APH Publishing, New Delhi, 2004,
2. Nirmala Nikethan, Community Care and Support for Persons Living with HIV / AIDS – Challenges for the New Millennium, Bombay, Nirmala Nikethan, 2004.
3. Pomerleau, J. Mckee. M (Ed), Issues in Public Health, Tata McGraw Hill, New Delhi, 2006.
4. Mishra, R.C, HIV/AIDS Education, APH Publishing Corporation, New Delhi, 2005.
5. Ramasamy P., General and Medical Sociology, New Millennium Publications, Chennai, 2008.
6. Ponnuchamy, M and A. Thomas William, Corona Pandemic: Arunthathiars' Endemic, Authorspress, New Delhi (ISBN: 978-93-90891-82-5) – 2021

**Web Resources:**

- <https://www.vedantu.com/question-answer/health-and-hygiene-speech-5b7d585ae4b03726a36bdad>
- <https://www.aise.eu/or-industry/health-and-hygiene.aspx>
- <https://www.medicalnewstoday.com/articles/personal-hygiene>
- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

Course Outcomes		K Level
CO1:	Describe the concept, dimensions, indicators of health; personal, food and environmental hygiene and relationship with health and hygiene.	K2
CO2:	Explain reproductive health, importance of nutrients and the prevalence and control of deficiency diseases.	K3
CO3:	Differentiate the symptoms, etiology, prevention and treatment of major communicable and non-communicable diseases.	K3
CO4:	Analyze the structure, staff pattern and functions of Primary Health Centre and District Hospital.	K4
CO5:	Relate the process and techniques of health planning and management and National Health Programs in India.	K4

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	3	2	3
CO 2	3	2	2	3	2	3
CO 3	2	2	1	3	3	3
CO 4	3	2	2	2	2	3
CO 5	3	2	3	3	2	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>HEALTH AND HYGIENE</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Health concept, dimensions, Indicators of Health – Vital Statistics and its Importance, Mortality, Morbidity. Hygiene: Personal, Food and Environmental Hygiene; Relationship between Health and Hygiene; Immunization Schedules - Meaning, Functions and Importance, Role of WHO in improving immunity of the Society	<b>20</b>	<b>Guest Lecture Chalk and talk</b>
<b>II</b>	Health and Illness, Meaning and Definition, Reproduction, Fertility and Contraception. Nutrition and Health, Importance of Nutrients and its Consumption-Traditional food and Modern Food, Critiques of Modern Food. Deficiency Diseases –Their Prevention and Control. Balanced Diet - Meaning, Importance, Types of Diet.	<b>15</b>	<b>Debate PPT</b>
<b>III</b>	Major Communicable and Non-Communicable Diseases: Symptoms, Etiology, Transmission, Prevention and Treatment of: COVID-19, Hepatitis, Tuberculosis, Sexually Transmitted Diseases, Coronary Heart Diseases, Hypertension and Stroke. Non – communicable Lifestyle Diseases: Cancer, Diabetes, and Recent Epidemic Diseases in India-Dengue and Swine flu, Chikungunya.	<b>20</b>	<b>Chalk and talk, group discussion</b>
<b>IV</b>	Common Health Hazards among Children – Malnutrition Muscular Dystrophy, Mother and Child Health services - Health Care Delivery System in India – Primary Health Centre, District Hospital – Structure – Staff Pattern and Functions. Nature and Functions of Local, National and International Organizations for Health.	<b>15</b>	<b>Chalk and talk, guest lecture</b>
<b>V</b>	Health Planning and Management – Process and Techniques. Health for All by 2000 AD -National Health Policy, Meaning and Importance, National Health Programmes in India. Occupational Health – Physical, Chemical, Biological, Mechanical and Psycho - Social Hazards. Health and Nutrition Education.	<b>20</b>	<b>Chalk and talk, PPT</b>

**Course Designed by:**

**Ms. V.Sri Vashini MSW, Assistant Professor, Mrs. J. Dyana Vincilla, Assistant Professor.**



**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>LIVELIHOOD PROMOTION</b>			
<b>Course Code</b>	<b>21PSWE35</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	EMPLOYABILITY	SKILL ORIENTED	<b>ENTREPRENURSHIP</b>	✓
<b>Course Objectives:</b>				
<p><b>1:</b> To understand the concept, Meaning, Principles, Need, History and Importance of Livelihood</p> <p><b>2:</b> To gain the knowledge of Livelihood Frame Work Analysis.</p> <p><b>3:</b> To interpret Tools and Techniques for Designing Livelihood Intervention</p> <p><b>4:</b> To examine the various elements of Livelihood Intervention Projects.</p> <p><b>5:</b> To analyze Case studies in Livelihood Promotion.</p>				
<b>Unit: I</b>	<b>Concept of Livelihood</b>			<b>18</b>
Livelihood – Concept, Meaning, Principles, Need, History and Importance. Livelihood Frame Work – Assets, Natural, Physical, Financial, Human, Social Vulnerability Context, Structure and Process, Livelihood Strategies and Livelihood Outcomes, Different Models – IFAD, DIFD, CARE, BASIX, IMM.				
<b>Unit: II</b>	<b>Livelihood Frame Work Analysis</b>			<b>20</b>
Livelihood Frame Work Analysis – Internal and External Context. <b>Framing Objectives</b> – Enhancing Income, Increasing Food Security, Reducing Risk. Reducing Variances in Income, Reducing Migration, Organizing Producers, Enhancing Money Circulation. <b>Deciding Interventions</b> – Technology, raining, Marketing, Policy Advocacy, Asserting Rights, Developing Local Economy, Credit, Infrastructure and Institution Building. Ownership and Management of Livelihood Intervention.				
<b>Unit: III</b>	<b>Tools and Techni ues for Designing Livelihood Intervention</b>			<b>22</b>
Tools and Techniques for Designing Livelihood Intervention – Understanding the livelihood Profile of the People, Commu ity Asset Mapping, Profiling the Local Mar ets, Viability, Range of Goods, Clustering. Internal & External Economies, Backward & Forward Linkages. Sub Sector Analysis, Value Chain Analysis in Selecting an Intervention.				
<b>Unit: IV</b>	<b>Elements of Livelihood Intervention Projects</b>			<b>15</b>
Elements of Livelihood Intervention Projects – Livelihood Promotion Map – Social Map, Resource Map, Wealth Ranking. Community Organization, Livelihood Production Systems, Engagement with Markets, Financial Management, Systems Development & Monitoring and Understanding Rural & Urban Livelihood Linkages.				
<b>Unit: V</b>	<b>Livelihood Intervention</b>			<b>15</b>
Contextualizing Livelihood Intervention at National, State & Local levels. Case studies in Livelihood Promotion – Government, Non Profit & Corporate Initiatives. Financial Support for Livelihood Enterprises from Various National Banking and NABARD, CAPART.				
				<b>Total Lecture Hours</b>
				<b>90 Hrs</b>
<b>Books for Study:</b>				
<p>1. Phansalkar, Livelihoods: Promoting Enhancement, Sir Dorabji Tata Trust, Mumbai, 2003.</p> <p>2. Datta, S.; Mahajan, V.; Thakur, G.: (Eds), An Introduction to Livelihood Promotion, Publisher BASIX; New Economics Foundation; Ford Foundation, 2004.</p>				

**Books for References:**

1. Vijay Mahajan, Sankar Datta and Gitli Thakur, A Resource Book for Livelihood Promotion, BASIX, 2001.
2. Livelihood – Key Concepts, ICRA Learning Resources, 1999.
3. DFID, Livelihood Framework – Sustainable Livelihood Guidance Sheets, 2001.
4. Perpetua Katepa, Sustainable Livelihood Approaches in Operation: A Gender Perspective, International Associates for Development, 2005.
5. Understanding and Analysing Livelihood Framework – S. Rengasamy, Madurai Institute of Social Sciences.

**Web Resources:**

- <https://www.rfilc.org/library/an-introduction-to-livelihood-promotion/>
- <http://ilrtindia.org/downloads/7.%20Three%20Main%20Approaches%20for%20Livelihood%20Promotion.pdf>
- <https://www.interglobe.com/foundation-livelihood>

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Describe the concept of livelihood Frame Work and Different Models – IFAD, DIFD, CARE, BASIX, IMM.	<b>K2</b>
<b>CO2:</b>	Discuss the Framing Objectives and Deciding Interventions of livelihood.	<b>K3</b>
<b>CO3:</b>	Operate Tools and Techniques for Designing Livelihood Interventi n.	<b>K3</b>
<b>CO4:</b>	Analyze the development, Monitoring and Understanding Rural & Urban Livelihood Linkages.	<b>K4</b>
<b>CO5:</b>	Relate Case studies in Livelihood Promotion with government, Non Profit & Corporate Initiatives.	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>LIVELYHOOD PROMOTION</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Livelihood – Concept, Meaning, Principles, Need, History and Importance. Livelihood Frame Work – Assets, Natural, Physical, Financial, Human, Social Vulnerability Context, Structure and Process, Livelihood Strategies and Livelihood Outcomes, Different Models – IFAD, DIFD, CARE, BASIX, IMM.	<b>18</b>	<b>PPT Guest Lecture</b>
<b>II</b>	Livelihood Frame Work Analysis – Internal and External Context. <b>Framing Objectives</b> – Enhancing Income, Increasing Food Security, Reducing Risk. Reducing Variances in Income, Reducing Migration, Organizin Producers, Enhancing Money Circulation. <b>Deciding Interventions</b> – Technology, Training, Marketing, Policy Advocacy, Asserting Rights, Developing Local Economy, Credit, Infrastructure and Institution Building. Ownership and Management of Livelihood Intervention.	<b>20</b>	<b>Focus group discussion Talk and chalk</b>
<b>III</b>	Tools and Techniques for Designing Livelihood Intervention – Understanding the livelihood Profile of the People, Community Asset Mapping, Profiling the Local Markets, Viability, Range of Goods, Clustering. Internal & External Economies, Backward Forward Linkages. Sub Sector Analysis, Value Chain Analysis in Selecting an Intervention.	<b>22</b>	<b>Participatory Learning PPT</b>
<b>IV</b>	Elements of Livelihood Intervention Projects – Livelihood Promotion Map – Social Map, Resource Map, Wealth Ranking. Community Organization, Livelihood Production Systems, Engagement with arkets, Financial Management, Systems Development & Monitoring and Understanding Rural & Urban Livelihood Linkages.	<b>15</b>	<b>Participatory Learning PPT</b>
<b>V</b>	Contextualizing Livelihood Intervention at National, State & Local levels. Case studies i Livelihood Promotion – Government, Non Profit & Corporate Initiatives. Financial Support for Livelihood Enterprises from Various National Banking and NABARD, CAPART.	<b>15</b>	<b>Case studies Lecture</b>

**Course Designed by:**

**Mr. R. Ramachandran, Assistant Professor, Mr. S. Silambarasan, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	2 (K2&K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2 (K3&K3)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 (K3&K3)
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	2 (K3&K3)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	6.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	10	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

<b>Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)</b>								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

<b>Distribution of Marks with K Level</b>							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							



**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>HUMAN RIGHTS FOR SOCIAL WORK</b>				
<b>Course Code</b>	<b>21PSWE36</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Elective</b>	6	-	6	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>		<b>ENTREPRENEURSHIP</b>	
<b>Course Objectives:</b>					
<b>1:</b> To Memorize the Basic concepts Human Rights <b>2:</b> To Classify the International Human Rights instruments <b>3:</b> To schedule the Indian Constitution and relevant articles relating to R. <b>4:</b> To Sketch the Legislations of Human Rights for selected target population. <b>5:</b> To Differentiate the Human Rights Organization at State Level and National Level.					
<b>Unit: I</b>	<b>Concept of Human Rights</b>				<b>12</b>
Human Rights: Concept, Meaning, Definitions and Classification – Civil and Political rights, Socio economic and cultural rights. Fundamental Rights, Directive Principle of State Policy (DPSP), Constitutional Rights. History of Human Rights sector.					
<b>Unit: II</b>	<b>International HR instruments</b>				<b>18</b>
International HR instruments: Universal Declaration of HR, Conventions on Child Rights, Convention against Elimination of all Discrimination Against Women, Convention against racial discrimination.					
<b>Unit: III</b>	<b>Indian Constitution and relevant articles relating to HR</b>				<b>26</b>
Indian Constitution and relevant articles relating to HR. the Protection of Human Rights Act (1993), National Human Rights Institutions – National HR Commission, National SC/ST Commission, National Commission for Women, National Commission for Minorities. State Human Rights Institutions – State HR Commission, State Commission for Women, State Commission for Minorities. HR Court.					
<b>Unit: IV</b>	<b>Legislations</b>				<b>19</b>
Legislations: Legislations of Human Rights for selected target population – SC / ST, Religious minorities, Differently abled AIDS victims, Refugees, Prisoners, Public Interest Litigation (PIL), Habeas Corpus. Role of Social Activist and great leaders in promoting Human Rights.					
<b>Unit: V</b>	<b>Human Rights Organization</b>				<b>15</b>
Human Rights Organization at State Level and National Level. Importance of Human Rights Education. Role of Social Workers in Human rights sector. Role of mass media in Human Rights. Importance of Right to Information Act.					
					<b>Total Lecture Hours</b>
					<b>90 Hrs</b>
<b>Books for Study:</b>					
1. A.K.Pathak, Human Rights, Silver Line Publications, New Delhi, 2010					
<b>Books for References:</b>					
2. P Diwan and P Diwan, Human rights and the Law, Deep and Deep, New Delhi, 1998.					
3. SP Gogia, Law Relating to Human Rights, Asia Law House, Hyderabad, 1996.					
4. V Patil, Shivaraj, Humility, Humanity and Human Rights, SOCO, Madurai, 2005.					
5. Shanmugavelayutham, K., Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai, 1998.					
6. Pandey, P.N, Constitutional Law of India, Central Law Agency, Allahabad, 2000.					

**Web Resources:**

- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- <https://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx>
- <https://www.unicef.org/child-rights-convention/what-are-human-rights>

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Describe the Human Rights Concept, Civil and Political rights, Socio economic and cultural rights	<b>K2</b>
<b>CO2:</b>	Understand Universal Declaration of HR.	<b>K3</b>
<b>CO3:</b>	Sketch the National Human Rights Institutions, State Human Rights Institutions and other related articles of HR	<b>K3</b>
<b>CO4:</b>	Examine the Legislations of Human Rights for selected target population	<b>K4</b>
<b>CO5:</b>	Analyze the Importance of Human Rights Education. Role of Social Workers in Human rights sector	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

**\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level**

**LESSON PLAN**

<b>Unit</b>	<b>HUMAN RIGHTS FOR SOCIAL WORK</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Human Rights: Concept, Meaning, Definitions and Classification – Civil and Political rights, Socio economic and cultural rights. Fundamental Rights, Directive Principle of State Policy (DPSP), Constitutional Rights. History of Human Rights sector.	<b>12</b>	<b>Guest Lectur e</b>
<b>II</b>	International HR instruments: Universal Declaration of HR, Conventions on Child Rights, Convention against Elimination of all Discrimination Against Women, Convention against racial discrimination.	<b>18</b>	<b>Talk and Chalk</b>
<b>III</b>	Indian Constitution and relevant articles relating to HR. the Protection of Human Rights Act (1993), National Human Rights Institutions – National HR comm ssion, National SC/ST Commission, National Commission for Women, National Commission for Minorities. State Human Rights Institutions – State HR Commission, State Commission for Women, State Co mission for Minorities. HR Court.	<b>26</b>	<b>PPT Debate</b>
<b>IV</b>	Legislations: Legislations of Human Rights for selected target population – SC / ST, Religious minorities, Differently abled AIDS victims, Refugees, Prisoners, Public Interest Litigation (PIL), Habeas Corpus. Role of Soci l Activist and great leaders in promoting Human Rights.	<b>19</b>	<b>Lecture High cour t Visit</b>
<b>V</b>	Human Rights Organization at State Level and National Level. Importance of Human Rights Education. Role of Social Workers in Human rights sector. Role of mass media in Human Rights. Importance of Right to Information Act.	<b>15</b>	<b>PPT Human Rights – NGO Visit</b>

**Course Designed by:**

**Mr.S.Silambarasan, Assistant Professor, Mrs. K.Renuka, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q. No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q. No	CO	K Level	Questions
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	

# THIRD SEMESTER





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>LABOUR LEGISLATION – II</b>			
<b>Course Code</b>	<b>21PSWC41</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>
<b>Course Objectives:</b>				
<b>1:</b> To memorize the laws related to labours <b>2:</b> To understand laws related to labour remuneration <b>3:</b> To Discuss the standing orders of Industrial Employment <b>4:</b> To implement acts on the welfare of Workers <b>5:</b> To compare laws on the wages				
<b>Unit: I</b>	<b>The Industrial Disputes</b>			<b>18</b>
The Industrial Disputes Act 1947- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Trade Union Act 1926- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Employment Exchange (compulsory notification vacancies) Act, 1959- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.				
<b>Unit: II</b>	<b>The Tamil Nadu Catering Establishments Act</b>			<b>18</b>
The Tamil Nadu Catering Establishments Act 1958- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamil Nadu Labour Welfare Fund Act 1972-- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Equal Remuneration Act (1976)- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.				
<b>Unit: III</b>	<b>The Industrial Employment Standing Orders Act</b>			<b>18</b>
The Industrial Employment Standing Orders Act 1946- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamil Nadu Payment of Subsistence Allowance Act 1981- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.				
<b>Unit: IV</b>	<b>The Apprentice Act</b>			<b>18</b>
The Apprentice Act 1961- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamil Nadu Industrial Establishment (National and Festival) Holidays Act 1958- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Sexual Harassment of women employees at work place Act-2013- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures.				
<b>Unit: V</b>	<b>The Payment of Wages Act</b>			<b>18</b>
The Payment of Wages Act 1936- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Minimum Wages Act 1948- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Payment of Bonus Act 1965- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>

**Books for Study:**

1. Puri SK, Labour and Industrial Law, Allahabad Book Agency, Allahabad, 1998.
2. Vaidyanathan. S & Sri Vidya, Factory Laws Applicable in Tamil Nadu, Madras Book Agency, Chennai, 2006.

**Books for References:**

1. Kumar, J N, Business Law, Nabhi Publications, New Delhi, 2001,
2. Kumar H L, Labour Problems and Remedies, Universal Books, New Delhi, 1994.
3. Kappoor ND, Hand Book on Industrial Law, New Delhi, Sultan Chand, 2005.
4. Mishra, SN Labour and Industrial Laws, Central Law Publications, Allah bad, 2007.
5. Pillai, Madhavan, K, Labour and Industrial Laws, Allahabad Law Agency, Allahabad, 2000.

**Web Resources:**

- <https://mgkvp.ac.in/Uploads/Lectures/47/1424.pdf>
- <https://www.britannica.com/topic/labour-law>
- <https://www.apprenticeship.gov.in/Material/ApprenticesAct1961.pdf>

Course Outcomes		K Level
<b>CO1:</b>	State the laws related to Disputes, Recruitment and Unions	<b>K2</b>
<b>CO2:</b>	Classify various statutory on Remuneration , Fund and Catering	<b>K3</b>
<b>CO3:</b>	Describe Industrial Employment Standing Orders Act & The Tamil Nadu Payment of Subsistence Allowance Act	<b>K3</b>
<b>CO4:</b>	Execute the acts for the Minority workers inside the Industry.	<b>K4</b>
<b>CO5:</b>	Relate the Acts on the wages based on the working environment	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>LABOUR LEGISLATION – II</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	The Industrial Disputes Act 1947- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Trade Union Act 1926- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Employment Exchange (compulsory notification vacancies) Act, 1959- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case	<b>18</b>	<b>Guest Lecture PPT</b>
<b>II</b>	The Tamil Nadu Catering Establishments Act 1958- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamil Nadu Labour Welfare Fund Act 1972-- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Equal Remuneration Act(1976)- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.	<b>18</b>	<b>Group Discussion</b>
<b>III</b>	The Industrial Employment Standing Orders Act 1946- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamil Nadu Payment of Subsistence Allowance Act 1981- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.	<b>18</b>	<b>Lecture &amp; Ppt Debate</b>
<b>IV</b>	The Apprentice Act 1961- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Tamil Nadu Industrial Establishment (National and Festival) Holidays Act 1958- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Sexual Harassment of women employees at work place Act-2013- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures.	<b>18</b>	<b>talk and chalk Industrial Visit</b>
<b>V</b>	The Payment of Wages Act 1936-Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Minimum wages Act 1948- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures, The Payment of Bonus Act 1965- Introduction, Statement of Objects, Preliminary-Chapters, Penalties and Procedures and its Relevant Case.	<b>18</b>	<b>Ppt Labour department visit</b>

**Course Designed by:**

**Ms.Renuka , Assistant Professor, Mr.Bharathi Natarajan, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>NGO'S IN DEVELOPMENT ADMINISTRATION</b>			
<b>Course Code</b>	<b>21PSWC42</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>
<b>Course Objectives:</b>				
<p><b>1:</b> To Memorize the Concept of Management  <b>2:</b> To classify the Tools &amp; Techniques for Professional Management of NGO's.  <b>3:</b> To Demonstrate the Financial Management and Accountability of Social work Organization  <b>4:</b> To sketch the importance of Project Life Cycle and Project Proposal Writing  <b>5:</b> To schedule the Techniques of Project Management in NGO Sector</p>				
<b>Unit: I</b>	<b>Concept of Management</b>			<b>15</b>
<p>Management: Meaning, Definition, Concepts, Objectives and POSDCOR : Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting                  NGO's: Meaning, Definition, Concepts, Types (Community Based Organizations, Institutional Base Organizations Rights Based Organizations) Functions, Approaches and Models - Vision, Mission and Goals in NGOs - Role of NGO's in Community Development.</p>				
<b>Unit: II</b>	<b>Foreign contributions and Regulation Act</b>			<b>15</b>
<p>Legal - rational structure of on-profits: Trusts and Societies with Special reference to Trust and Society Registration Acts- Foreign contributions and Regulation Act (FCRA) - Statutory Obligations- Income Tax Exemption (80-G, 12-A, &amp; 35AC): Rules and Regulation - Resource Mobilization: Methods and Techniques of Fund Raising - International, National and Local Levels.</p>				
<b>Unit: III</b>	<b>Human resources Management in NGO's</b>			<b>22</b>
<p>Leadership in the NGO's Context – Practice of Human resources Management in NGO's - Human resources management and role of creating change agents – Staffing, recruiting, induction and training, etc. CSR Activities: Definition, concepts and need types and Importance of CSR Activities - Concentration areas of CSR - Role of social workers in CSR.</p>				
<b>Unit: IV</b>	<b>Project Administration</b>			<b>18</b>
<p>Project Administration: Project Life Cycle – Identification and Planning, Organizing, Implementation, Monitoring &amp; Evaluation. Skills for Documentations and Record maintenance, usage of Technologies, trainings and Manpower management of Community organizations. Project Proposal Writing and Presentation – Methods and required Skills</p>				
<b>Unit: V</b>	<b>Tools and Techniques for Project Administration</b>			<b>20</b>
<p>Tools and Techniques for Project Administration: PRA Tools and Techniques(Social Mapping, Resource Mapping, Venn Diagram, Ranking &amp; Matrix) Stakeholder Analysis, Force Field Analysis, SWOC Analysis, Management Information System(MIS), Programme Evaluation and Review Technique (PERT) &amp; Critical Path Method (CPM), Input – Output Analysis, Logical Framework Analysis (LFA), Cost Benefit Ratio, Etc.</p>				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>
<b>Books for Study:</b>				
<p>1. Tina Wallace, Development Management, Rawat Publications, Mumbai, 2006.                  2. Jaya Arunachalam and U. Kalpagam, Development and Empowerment, Rawat Publications, Mumbai, 2006.</p>				

**Books for References:**

1. J.R. Turner and S.J. Simister, The Project Management Handbook, Gower Publishing Ltd, New Delhi, 2006.
2. Vivek Saurath, Dynamics of Rural Development , Dominant Publishers and Distributors, New Delhi, 1999.
3. Joe; S.G.R. Bose, NGOs and Rural Development , Concept Publishing Company , New Delhi, 2003.
4. Manorajan Mohanty, Foreign Aid and NGOs, Voluntary Action Network India, New Delhi, 1996.

**Web Resources:**

- <https://www.shiksha.com/business-management-studies/ngo-management-chp>
- [https://pria-academy.org/pdf/ngom/NGOM\\_1.pdf](https://pria-academy.org/pdf/ngom/NGOM_1.pdf)
- <https://www.theprojectdefinition.com/p-project-administration/>

Course Outcomes		K Level
<b>CO1:</b>	Specify the Meaning, Concept, Genesis, Growth, Types of NGO's in Development Sector	<b>K2</b>
<b>CO2:</b>	Recognize the Legal Status ,Registration Process Techniques and Methods of Professional Management for NGO's	<b>K3</b>
<b>CO3:</b>	Use the quality steps of Financial Management System like 12A, 80G, FCRA, etc., and Fund Raising methods in NGO's	<b>K3</b>
<b>CO4:</b>	Apply the various Project Management Techniques.	<b>K4</b>
<b>CO5:</b>	Differentiate the tools and techniques in the area of development sectors.	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level



**LESSON PLAN**

<b>Unit</b>	<b>NGO's in Development Administration</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Management: Meaning, Definition, Concepts, Objectives and POSDCORB: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting NGO's: Meaning, Definition, Concepts, Types (Community Based Organizations, Institutional Based Organizations Rights Based Organizations) Functions, Approaches and Models - Vision, Mission and Goals in NGOs - Role of NGO's in Community Development.	<b>15</b>	<b>PPT Guest Lecture</b>
<b>II</b>	Legal - rational structure of Non-profits: Trusts and Societies with Special reference to Trust and Society Registration Acts- Foreign contributions and Regulation Act (FCRA) - Statutory Obligations- Income Tax Exemption (80-G, 12-A, & 35AC): Rules and Regulation - Resource Mobilization: Methods and Techniques of Fund Raising - International, National and Local Levels.	<b>15</b>	<b>Lecture NGO Visit</b>
<b>III</b>	Leadership in the N O's Context – Practice of Human resources Management in NGO's - Human resources management and role of creating change agents – Staffing, recruiting, induction and training, etc., CSR Activities: Definition, concepts and need types and Importance of CSR Activities - Concentration areas of CSR - Role of social workers in CSR.	<b>22</b>	<b>PPT Lecture Debate</b>
<b>IV</b>	Project Administration: Project Life Cycle – Identification and Planning, Organizing, Implementation, Monitoring & Evaluation. Skills for Documentations and Record maintenance, usage of Technologies, trainings and Manpower management of Community organizations. Project Proposal Writing and Presentation – Methods and required Skills	<b>18</b>	<b>PPT Group discussion</b>
<b>V</b>	Tools and Techniques for Project Administration: PRA Tools and Techniques(Social Mapping, Resource Mapping, Venn Diagram, Ranking & Matrix) Stakeholder Analysis, Force Field Analysis, SWOC Analysis, Management Information System(MIS), Programme Evaluation and Review Technique (PERT) & Critical Path Method (CPM), Input – Output Analysis, Logical Framework Analysis (LFA), Cost Benefit Ratio, Etc.	<b>20</b>	<b>Lecture Participatory learning</b>

**Course Designed by:**

**Mr. R. Ramachandran MSW, Assistant Professor, Mr. S.Silambarasan MSW,  
Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>MEDICAL AND PSYCHIATRIC SOCIAL WORK</b>			
<b>Course Code</b>	<b>21PSWC43</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	6	-	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENEURSHIP</b>	
<b>Course Objectives:</b>				
<p><b>1:</b> To learn about the concepts related to Medical and Psychiatric social work practice</p> <p><b>2:</b> To gain overall knowledge on imparting social work methods in the field of Medical and Psychiatric social work</p> <p><b>3:</b> To understand the psycho- socio realities associated with patient are in the Hospital and Psychiatric setting.</p> <p><b>4:</b> To plan psycho-social interventions in preventive, promotive and curative services</p> <p><b>5:</b> To Stress the role of Medical and Psychiatric social worker in Rehabilitation program</p>				
<b>Unit: I</b>	<b>Psychiatric Social Work</b>			<b>15</b>
Concept, Definition, Objectives, Need and Scope; Historical Development of Psychiatric Social Work in India and Abroad; Mental health problems in India; Practice of Social Work Methods in Psychiatric Settings : Need and Importance in Working with Patients and Families, Limitations and difficulties faced in psychiatric social work Practice.				
<b>Unit: II</b>	<b>Medical Social Work</b>			<b>15</b>
Concept, Definition, Objectives, Need and Scope - Historical Development of Medical Social Work in India and Abroad; Medical Sociology and its relevance to Medical Social Work practice; Practice of Social Work Methods in Hospital Settings - Need and Importance in Working with Patients and Families, Limitations of Practice; Ethical practices, roles and functions of a Medical Social Worker.				
<b>Unit: III</b>	<b>Rehabilitation of Psychiatric Patients</b>			<b>22</b>
Concept, Role of the social worker in Psychiatric Rehabilitation – planning, mobilization, reintegration of the patient in the family and community; Concepts of: Team work, Therapeutic Community, Partial Hospitalization, Day Care Centers, Night Care Center Half Way Homes, and Quarter way Homes. Occupational Therapy Unit, Shelter Homes and Sheltered Workshop.				
<b>Unit: IV</b>	<b>Rehabilitation in Medical social work practice</b>			<b>18</b>
Concept, principles and process; Rehabilitation Programs for Differently abled, Shelter homes for Victims, Hospice and palliative centers, De addiction center, Geriatric centers, Observation home. Role of the Medical Social Worker in rehabilitation planning, resource mobilization and follow-up. Physiotherapy and Occupational therapy. Community Based Rehabilitation.				
<b>Unit: V</b>	<b>Psycho Social Intervention</b>			<b>20</b>
Psycho Social Intervention in relation to AIDS, Substance Abuse, Suicide, Accidents, Lifestyle diseases, Physical Disabilities and Absenteeism. Multidisciplinary Approach: Need, Importance and Principles; Role of Social Worker as a Member of the Team; Role of Social worker in medical and psychiatric settings.				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>
<b>Books for Study:</b>				
1. Hudson, L B, Social work with Psychiatric Patients, Macmillan, Chennai, 1999.				
2. Butrym, Zofia, Social Work in Medical Care, Roultege & Kegan Paul, London,1967.				

**Books for Reference:**

1. Harvey C, Social Work with Mentally handicapped people, Haineman Publishers, London, 1997.
2. Burton, Lindy, the Family Life of Sick Children, Roultege & Kegan Paul, London,1975
3. Dorroh T L, Between Patient and Health worker, McGraw Hill, Newyork, 1974.
4. Monahan, John (Ed), Co munity Mental Health and / Criminal Justice System, Pergoman Press, New York, 1976.
5. Kiaj, B, The Social W rker and Psychotropic Medication, Virginai, Common Wealth University, 1996.
6. Mane, P & Gandevia Y. , Mental Health in India – Issues and Concerns. TISS, Bombay, (1995),
7. Turner, J F, Differential Diagnosis and Treatment in Social Work, Free Press, 1993, New York.
8. Verma, Rattan, Psychiatric ocial Work In India, Sage Publications, New Delhi, 1991.

**Web Resources:**

- <https://www.sciencedirect.com/topics/psychology/psychosocial-intervention>
- <https://www.cstsonline.org/assets/media/documents/Psychosocial%20interventions%20A%20hand%20ook%20LowRes.pdf>
- <https://www.who.int/news-room/fact-sheets/detail/rehabilitation>

Course Outcomes		K Level
<b>CO1:</b>	Acquire knowledge on Medical and Psychiatric social work	<b>K2</b>
<b>CO2:</b>	Apply the appropriate social work primary and secondary methods in applicable field of medical and psychiatric setting	<b>K3</b>
<b>CO3:</b>	Make use of Medical and psychiatric social work practice in the rehabilitation programs for the vulnerable section in the society	<b>K3</b>
<b>CO4:</b>	Work as effective social work professional with multi disciplinary team in health care system.	<b>K4</b>
<b>CO5:</b>	Approach the social issues with unique medical and psychiatric social work intervention	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>MEDICAL AND PS CHIATRIC SOCIAL WORK</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Psychiatric Social Work: Concept, Definition, Objectives, Need and Scope; Historical Development of Psychiatric Social Work in India and Abroad; Mental health problems in India; Practice of Social Work Methods in Psychiatric Settings : Need and Importance in Working with Patien s and Families, Limitations and difficulties faced in psychiatric social work Practice.	<b>15</b>	<b>Lecture talk and chalk</b>
<b>II</b>	Rehabilitation of Psychiatric Patients: Concept, Role of the social worker in Psychiatric Rehabilitation – planning, mobilization, reintegration of the p tient in the family and community; Concepts of: Team work, Therapeutic Community, Partial Hospitalization, Day Care Centers, Night Care Centers Half Way Homes, and Quarter way Homes. ccupational Therapy Unit, Shelter Homes and Sheltered Workshop.	<b>15</b>	<b>Lecture Ppt</b>
<b>III</b>	Rehabilitation of Psychiatric Patients: Concept, Role of the social worker in Psychiatric Rehabilitation – planning, mobilization, reintegration of the p tient in the family and community; Concepts of: Team work, Therapeutic Community, Partial Hospitalization, Day Care Centers, Night Care Centers Half Way Homes, and Quarter way Homes. ccupational Therapy Unit, Shelter Homes and Sheltered Workshop.	<b>22</b>	<b>Visits to Rehabilitation centre</b>
<b>IV</b>	Rehabilitation in Medical social work practice: Concept, principles and process; Rehabilitation Programs for Differently abled, Shelter homes for Victims, Hospice and palliative centers, De addiction center, Geriatric centers, Observation home. Role of the Medical Social Worker in rehabilitation planning, resource mobilization and follow-up. Physiotherapy and Occupational therapy. Community Based Rehabilitation.	<b>18</b>	<b>Ppt talk and chalk</b>
<b>V</b>	Psycho Social Intervention in relation to AIDS, Substance Abuse, Suicide, Accidents, Lifestyle diseases, Physical Disabilities and Absenteeism. Multidisciplinary Approach: Need, Importance and Principles; Role of Social Worker as a Member of the Team; Role of Social worker in medical and psychiatric settings.	<b>20</b>	<b>Lecture Ppt</b>

**Course Designed by:**

**Ms. C.Kanmani, Assistant Professor, Ms. J.Dyana Vincilla, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	2 (K2&K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2 (K3&K3)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2(K3&K3)
AI	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	2 (K3&K3)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	6.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.



Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>FIELD WORK – IV</b>			
<b>Course Code</b>	<b>21PSWF41</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	-	6	4
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>				
<ol style="list-style-type: none"> <li>1: To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.</li> <li>2: To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.</li> <li>3: To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.</li> <li>4: To implement social work interventions.</li> <li>5: To analyze the various methods of reporting.</li> </ol>				
<ol style="list-style-type: none"> <li>a) Relevant and factual information about the client system and the problem/concern</li> <li>b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.</li> <li>c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem.</li> <li>d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention</li> <li>e) To integrate theory and practice while recording</li> <li>f) To develop 'self' as an agent effecting change and transformation the society.</li> </ol>				
<b>Course Outcomes</b>				<b>K Level</b>
<b>CO1:</b>	List out the Aim & Objectives, History of the organization, Administration set up, etc.,,			<b>K4</b>
<b>CO2:</b>	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,,			<b>K4</b>
<b>CO3:</b>	Execute the Tools & Techniques of Professional management in different settings			<b>K4</b>
<b>CO4:</b>	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,,			<b>K4</b>
<b>CO5:</b>	Interpret the data and reports to bring out a quality in field work			<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name</b>	<b>Pedagogy</b>
	a) Relevant and factual information about the client system and the problem/concern b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue. c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem. d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention e) To integrate theory and practice while recording To develop 'self' as an agent effecting change and transformation in the society.	<b>Field visits</b>

**Course Designed by:**

**Mrs. K. Renuka, Assistant Professor, Mr. R. Ramachandran, Assistant Professor.**



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>PROJECT WORK</b>				
<b>Course Code</b>	<b>21PSWPR1</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	-	6	4	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>		<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>					
<p><b>1:</b> Learn and implement social work research and interventions  <b>2:</b> Describe a deeper insight into the components of project topic.  <b>3:</b> Illustrate the skills in various research methods  <b>4:</b> Evaluate the research methods statistically  <b>5:</b> Demonstrate action oriented research/project</p>					
<p>Students are given broader guidelines for undertaking empirical evidence based project in the fourth semester, either independently or by forming a small team comprising of three to four students. In case of group project work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report. Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.</p>					
<b>Course Description</b>					
The Project is conducted by the following Course Pattern.					
<b>Internal</b>					
	Presentation				
	Submission	<b>40</b>			
<b>External</b>					
	Project Report				
	Viva Voce	<b>60</b>			
	<hr/>				
	<b>Total</b>	<b>- 100</b>			
	<hr/>				

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	List out the Aim & Objectives, History of the organization, Administration set up, etc.,	<b>K4</b>
<b>CO2:</b>	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,	<b>K4</b>
<b>CO3:</b>	Execute the Tools & Techniques of Professional management in different settings	<b>K4</b>
<b>CO4:</b>	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,	<b>K4</b>
<b>CO5:</b>	Interpret the data and reports to bring out a quality in field work	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name</b>	<b>Pedagogy</b>
	Students are given broader guidelines for undertaking empirical evidence based project in the fourth semester, either independently or by forming a small team comprising of three to four students. In case of group project work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report. Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.	<b>Field visits</b>

**Course Designed by:**

**Mrs. K. Renuka, Assistant Professor, Mr. R. Ramachandran, Assistant Professor.**



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>SKILLS FOR SOCIAL WORKERS</b>			
<b>Course Code</b>	<b>21PSWE41</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b> ✓	ENTREPRENURSHIP	
<b>Course Objectives:</b>				
<p><b>1:</b> To bring basic understanding about one self  <b>2 :</b> To learn life coping skills  <b>3 :</b> To enrich the communication skill for better interpretation  <b>4 :</b> To equip critical analyzing skills for clear understanding  <b>5 :</b> To orient the essential career guidance for future prospects in social work practice</p>				
<b>Unit: I</b>	<b>Understanding Self</b>			<b>15</b>
Concept of Self; Types of Self: Ideal Self, Real Self; Self Image Self-control and Self Discipline .Self-Analysis: SWOT Analysis, Self- Disclosure-JOHARI WINDOW, Self-Esteem, and Types of self Esteem-Low self esteem High self Esteem. Work Ethics and Work ulture, Body Language, Etiquettes and Manners.				
<b>Unit: II</b>	<b>Thinking Skills</b>			<b>15</b>
Meaning, Concept, Types of Thinking Skills: Creative Thinking, Critical Thinking, Creative Thinking,; Importance of Thi king Skills in Social Work Practice; Life oping Skills: Meaning, Importance and Needs, Emotional Intelligence- Importance, EQ & IQ Assessment; Strategies to Manage Emotions and Stress Effectively and Time Management.				
<b>Unit: III</b>	<b>Communication Skills</b>			<b>22</b>
Meaning, Definition and Importance. Barriers to Effective Communication, Types – Verbal, Non verbal, Written and Visual. Importance of Interpersonal and Intra personal Communication. Listening - Importance, Causes of Poor Listening, Strategies for Effective Listening, Selective Listening. Effective Public Speaking & Presentation Skills. Assertive Behaviour and Leadership skills.				
<b>Unit: IV</b>	<b>Problem Solving Skills</b>			<b>18</b>
Concept of Problem, Problem Analysis, Problem Solving Process-Identify and define the problem, Generate possible solutions, Evaluate alternatives, Decide on a solution, Implement the solution and Evaluate the outcome. Relationship Management - Importance, Motivation, Expectations, Conflicts, Nurturing Relationship. Interviewing skills, Concept of Empathy.				
<b>Unit: V</b>	<b>Career Guidance and Career Counseling</b>			<b>20</b>
Interview- Types, Characteristics, Principles, Techniques of Interviewing, Facing an Interview. Participatory Training Methodology - Planning, Conducting & Evaluating Training Programmes, Group Discussions, Seminars, Workshops, Camps, Conferences and Meetings.				
<b>Total Lecture Hours</b>				<b>90Hrs</b>
<b>Books for Study:</b>				
<p><b>1.</b> Geeta Rao , Nagmani Rao, “Skill Training for Social Workers A Manual”,SAGE Publications Pvt. Ltd, 2010.  <b>2.</b> Michela Rogers, “Developing Skills for Social Work Practice”, SAGE Publications Pvt. Ltd, 2017.</p>				

**Books for References:**

1. Bishop Sue, Develop your Assertiveness, Kogan Page India Pvt. Ltd, New Delhi, 2010.
2. Davar S. Rustom, 1996, Creative Leadership, New Delhi, UBS Publishers Ltd.
3. D'Souza Antony, 1995, Leadership, Mumbai, Better Yourself Books.
4. Gupta Seema, 2001, Etiquette and Manners, Delhi, Pustak Mahal.
5. Hasko Hurt, 1995, Motivation People, Delhi, Pustak Mahal
6. Johnson David, Johnson P. rank, 1982, Joining Together: Group Theory and Group Skills.  
New Jersey, Prentice-Hall Inc.
7. Lindenfield Gael, 1997, Assert Yourself, New Delhi, Harper Collins Publishers India Pvt. Ltd.
8. McGrath, e. H., 1997, Training for Life and Leadership in Industry, New Delhi, Prentice Hall of India Pvt. Ltd.
9. Nelson, Richards & Jones. 1990, Human Relationship Skills. Mumbai, Better Yourself Books

**Web Resources:**

- <https://www.centralcounselingservices.net/beneficialblogs/2019/6/11/5-effective-communication-skills>
- <https://www.goodtherapy.org/learn-about-therapy/issues/career-counseling>
- <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling#:~:text=Counseling%20is%20a%20collaborative%20effort,change%20and%20optimal%20mental>

**Course Outcomes**

		<b>K Level</b>
<b>CO1:</b>	Gain better understanding about oneself and introspect him or herself	<b>K2</b>
<b>CO2:</b>	Develop awareness on understanding emotions on oneself and others	<b>K3</b>
<b>CO3:</b>	Enhance better coping skills and leadership qualities	<b>K3</b>
<b>CO4:</b>	Empower problem solving skills and decision skills in personal and work life	<b>K4</b>
<b>CO5:</b>	Apply the career guidance and counseling process and techniques in social work practice	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level



**LESSON PLAN**

<b>Unit</b>	<b>SKILLS FOR SOCIAL WORKERS</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Understanding Self: Concept of Self; Types of Self: Ideal Self, Real Self; Self Image Self-control and Self Discipline .Self-Analysis: SWOT Analysis, Self- Disclosure-JOHARI WINDOW, Self-Esteem, and Types of self Esteem-Low self esteem & High self Esteem. Work Ethics and Work Culture, Body Language, Etiquettes and Manners.	<b>15</b>	Guest Lecture talk and chalk
<b>II</b>	Thinking Skills: Meaning, Concept, Types of Thinking Skills: Creative Thinking, Critical Thinking, Creative Thinking,; Importance of Thinking Skills in Social Work Practice; Life Coping Skills: Meaning, Importance and Needs, Emotional Intelligence - Importance, EQ & IQ Assessment; Strategies to Manage Emotions and Stress Effectively and Time Management.	<b>15</b>	Experimental Activity Ppt
<b>III</b>	Communication Skills - Meaning, Definition and Importance. Barriers to Effective communication, Types – Verbal, Non verbal, Written and Visual. Importance of Interpersonal and Intrapersonal Communication. Listening - Importance, Causes of Poor Listening, Strategies for Effective Listening, Selective Listening. Effective Public Speaking & Presentation Skills. Assertive Behaviour and Leadership skills.	<b>22</b>	Ppt Lecture Demonstration
<b>IV</b>	Problem Solving Skills - Concept of Problem, Problem Analysis, Problem Solving Process-Identify and define the problem, Generate possible solutions, Evaluate alternatives, Decide on a solution, Implement the solution and Evaluate the outcome. Relationship Management - Importance, Motivation, Expectations, Conflicts, Nurturing Relationship. Interviewing skills, Concept of Empathy .	<b>18</b>	Ppt Participatory Learning
<b>V</b>	Career Guidance and Career Counseling. Interview- Types, Characteristics, Principles, Techniques of Interviewing, Facing an Interview. Participatory Training Methodology - Planning, Conducting & Evaluating Training Programmes, Group Discussions, Seminars, Workshops, Camps, Conferences and Meetings.	<b>20</b>	Lecture Agency visit

**Course Designed by:**

**Mrs. J.Dyana Vincilla, Assistant Professor, Mr.R.Veeramani, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42
K4			-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>Participatory Rural Appraisal</b>			
<b>Course Code</b>	<b>21PSWE42</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	6	-	6
<b>Nature of course:</b>	EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRENURSHIP
<b>Course Objectives:</b>				
<p>1: To understand various concepts of PRA methods                  2: To describe and classify community asset mapping                  3: To apply PRA Tools and Techniques for assessing the social needs.                  4: To interpret the data's for further actions                  5: To examine the PRA Skills towards community development</p>				
<b>Unit: I</b>	<b>Participatory Methodologies</b>			<b>15</b>
Participatory Methodologies – Meaning, Concept, Origin and Importance, Meaning of Rapid Rural Appraisal (RRA) / Participatory Rural Appraisal (PRA) / Participatory Learning and Action (PLA). Importance of Identifying Assets – Individual, Institutional, Governmental (National, State and Local), Physical, Land and Cultural. Concept compression of Participatory Rural Appraisal (PRA) and Community Driven Development (CDD).				
<b>Unit: II</b>	<b>Principles of PRA activity</b>			<b>15</b>
Principles of PRA activity – Participation, Flexibility, Teamwork, Optimal Ignorance, Systematic. Tools of PRA - Nature and Classification of PRA Tools – Direct Observation, Participatory Mapping and Modeling, Seasonal Colander, Daily Activity Profile, Transect Walk, Group Interview, Documentation of PRA Activity, Time Line, Local Histories, Case Studies.				
<b>Unit: III</b>	<b>Techniques for Data Collection</b>			<b>22</b>
Graphical and Diagrammatic Techniques for Data Collection - Social Mapping, Wealth Ranking, Venn Diagram, Crop Calendar, Daily Routine, Seasonal Diagram, Resource Diagram. Matrixes - Problem / Opportunity Matrix, Problem /Solution Matrix, Pair Wise Diagram. Diagrammatic presentation of data - Geometric diagram, Frequency diagram, Arithmetic line graph.				
<b>Unit: IV</b>	<b>Methods of PRA</b>			<b>18</b>
Methods of PRA - Observation, Semi Structured Interview, Focus Group Discussion, Stakeholder Workshops and Meetings and Triangulation: Concept, Meaning Characteristics and Importance - Locating Community, Defining Geographic, Demographic Characteristics and Boundaries. Challenges and limitations of PRA Techniques.				
<b>Unit: V</b>	<b>Techniques of PRA</b>			<b>20</b>

Monitoring and Evaluation Techniques of PRA - The Team, Composition, Purpose, Community Contact, Checklist for Information and Materials Needed. PRA with Different Groups – Children, Youth, Women. Importance of Presentation, Documentation and Report Writing. Relationship of PRA Techniques in various social welfare programmes.

**Total Lecture Hours | 90 Hrs**

**Books for Study:**

1. Lionel J. Beaulieu, Mapping the Assets of Your Community: Key Component for Building Local Capacity Southern Rural Development Center.
2. Narayanasamy N: Participatory Rural Appraisal: Principles, Methods And Application, Sage Publications, New Delhi, 2009.

**Books for References:**

1. Andrea Cornwall & Garrett Pratt, Pathways to Participation – Reflections on PRA. Intermediate Technology Publications, London, 2003.

**Web Resources:**

- [https://unnatbharatabhivan.gov.in/app/webroot/files/presentations/uba%202.0/Methodology%20of%20Participatory%20Rural%20Appraisal\(PRA\) Dr.%20Sandeep%20Kumar](https://unnatbharatabhivan.gov.in/app/webroot/files/presentations/uba%202.0/Methodology%20of%20Participatory%20Rural%20Appraisal(PRA) Dr.%20Sandeep%20Kumar)
  - <https://www.fao.org/3/w5830e/w5830e08.htm>
- [https://himachal.nic.in/WriteReadData/1892s/15\\_1892s/1499233403.pdf](https://himachal.nic.in/WriteReadData/1892s/15_1892s/1499233403.pdf)

**Course Outcomes**

**K Level**

**On successful completion of the course, the students will be able to**

<b>CO1:</b>	Describe the concept and importance of PRA in community organization and community development.	<b>K2</b>
<b>CO2:</b>	Highlight the principles and tools of PRA	<b>K3</b>
<b>CO3:</b>	Represent the information through graphical and diagrammatic interpretation	<b>K3</b>
<b>CO4:</b>	Apply the suitable methods of PRA in practical reality	<b>K4</b>
<b>CO5:</b>	Utilize the techniques of monitoring and evaluation in PRA	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Participatory Rural Appraisal</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Participatory Methodologies – Meaning, Concept, Origin and Importance, Meaning of Rapid Rural Appraisal (RRA) / Participatory Rural Appraisal (PR ) / Participatory Learning and Action (PLA). Importance of Identifying Assets – Individual, Institutional, Governmental (National, State and Local), Physical, Land and Cultural. Concept c mpression of Participatory Rural Appraisal (PRA) and Community Driven Development (CDD).	<b>15</b>	<b>Guest Lecture Ppt</b>
<b>II</b>	Principles of PRA a tivity – Participation, Flexibility, Teamw rk, Optimal Ignorance, Systematic. Tools of PRA - Nature and Classification of PRA Tools – Direct Observation, Participatory Mapping and Modeling, Seasonal Colander, Daily Activity Profile, Transect Walk, Group Interview, Documentation of PRA Activity, Time Line, Local Histories, Case Studies.	<b>15</b>	<b>Workshop Ppt</b>
<b>III</b>	Graphical and Diagrammatic Techniques for Data Collection - Social Mapping, Wealth Ranking, Venn Diagram, Crop Calander, Daily Routine, Seasonal Diagram, Resource Diagram. Matrixes - Problem / Oppurtunity Matrix, Problem /Solution Matrix, Pair Wise Diagram. Diagrammatic presentation of data - Geometric diagram, Frequency diagram, Arithmetic line graph.	<b>22</b>	<b>Ppt Participatory learning</b>
<b>IV</b>	Methods of PRA - Observation, Semi Structured Interview, Focus Group Discussion, Stakeholder Workshops and Meetings and Triangulation: Concept, Meaning Characteristics and Importance - Locating Community, Defining Geographic, Demographic Characteristics and Boundaries. Challenges and limitations of PRA Techniques.	<b>18</b>	<b>Ppt NGO Visit</b>
<b>V</b>	Methods of PRA - Observation, Semi Structured Interview, Focus Group Discussion, Stakeholder Workshops and Meetings and Triangulation: Concept, Meaning Characteristics and Importance - Locating Community, Defining Geographic, Demographic Characteristics and Boundaries. Challenges and limitations of PRA Techniques.	<b>20</b>	<b>Lecture Group discussion Debate</b>

**Course Designed by:**

**Mr.S.Silambarasan, Assistant Professor, Ms. C.Kanmani, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.



Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>Basics in Therapeutic Intervention</b>				
<b>Course Code</b>	<b>21PSWE43</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Elective</b>	6	-	6	
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b> ✓	ENTREPRENURSHIP		
<b>Course Objectives:</b>					
<p><b>1:</b>To gain basic knowledge on Therapeutic intervention for social work practice  <b>2:</b> To impart the essence of psycho education  <b>3:</b> To orient the psychosocial therapies for social work practice  <b>4:</b> To make aware of healthy life style  <b>5:</b> To understand the role of Therapist.</p>					
<b>Unit: I</b>	<b>Therapy</b>				<b>15</b>
<p>Therapy- Meaning, concept, Need and Importance. Intervention: Meaning, Definition, Types, Approaches: Somatic (Physical) Therapies - Psychopharmacology, Electro convulsive Therapy, Psychosurgery, Psychological Therapies, Milieu Therapy, Therapeutic Community, and Activity Therapy. Therapeutic Techniques: Appropriate use of silence, Rephrasing, Reflection, Summarising, Acknowledgement.</p>					
<b>Unit: II</b>	<b>Therapeutic Skills</b>				<b>15</b>
<p>Therapeutic Skills-Empathy, Self Management, Listening Skills, Ability to set Boundaries, Authenticity, Unconditional Positive Regard, Communication, Interpretation, Solution. Therapeutic Intervention Strategies in Different settings- Addiction, Behaviour Intervention, Crisis Intervention, Psychopharmacology Intervention, Positive Psychology Intervention.</p>					
<b>Unit: III</b>	<b>Basic Therapeutic Ideas</b>				<b>22</b>
<p>Basic Therapeutic Ideas: Dance or Movement Therapy, Laughter Therapy, Drama Therapy, Hypnotherapy, Music Therapy. Psychosocial therapies: Definition, Meaning Goals, Types. Other Psychosocial therapies: occupational therapy, Play therapy, Expressive Therapies. Psycho Education: Definition, Format, components, Types- Individual, Parents and Family, Friends and Caretakers.</p>					
<b>Unit: IV</b>	<b>Relaxation Therapies</b>				<b>18</b>
<p>Relaxation Therapies: Concept, Meaning, Elements, Need, Importance and Effects of Relaxation Therapy. Methods – Mental Imagery, Meditation, Yoga, Bio feedback, Deep breathing and Exercises. Benefits of Relaxation Techniques. Types of Relaxation Techniques – Autogenic Relaxation, Progressive Muscle relaxation and Visualization.</p>					
<b>Unit: V</b>	<b>Limitations and Challenges</b>				<b>20</b>
<p>Limitations and Challenges: Problems and limitations of Therapies in Indian context. Challenges of therapist. Characteristics of Good Therapist. Role of Therapist. Therapies used in Different settings: Community Center, Hospital, Mental Health Clinic, Military Facility, Online, Private</p>					

Practice, Psychiatric Hospital, Schools, Universities and Workplace.

**Total Lecture Hours 90 Hrs**

**Books for Study:**

1. Antony John D. Psychotherapies in Counseling 1<sup>st</sup> Edition, Anugraha Publications, Dindigul 2003.
2. Corey Gerald Theory and Practice of Counseling and Psychotherapy, 7<sup>th</sup> Edition, Thomson, Australia, 2005.
3. Gazda George M. Ginter Earl J. Horne Arthur M Group Counselling and Group Psychotherapy : Allyn and Bacon, United states, 2001.

**Books for References:**

1. K.Sekar, R.Parthasarathy & D. Muralishar Handbook of Psychiatric social work, NIMHANS, 2011.
2. Rattan Verma Psychiatric Soci l Work in India, Sage Publications, New Delhi, 1991.
3. Turner J. Francis Social Work Treatment 4<sup>th</sup> Edition, Free Pass, London, 1996.

**Web Resources:**

- <https://positivepsychology.com/therapy-interventions-techniques/>
- <https://www.sciencedirect.com/topics/computer-science/therapeutic-intervention>
- <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1011.2630&rep=rep1&type=pdf>

<b>Course Outcomes</b>		<b>K Level</b>
<b>CO1:</b>	Describe the various interventional approach for social work practice	<b>K2</b>
<b>CO2:</b>	Discuss the significance of psycho education in social work intervention	<b>K3</b>
<b>CO3:</b>	Understand the psycho social therapies used in possible fields of social work	<b>K3</b>
<b>CO4:</b>	Apply basic relaxation techniques to overcome the personal and professional stress	<b>K4</b>
<b>CO5:</b>	Outline the cognitive and behavioral therapies to work effective Multi disciplinary team	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	2	3	2	3	3	3
<b>CO 2</b>	3	2	3	2	3	3
<b>CO 3</b>	3	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	2	3
<b>CO 5</b>	2	3	2	3	2	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Basics in Therapeutic Intervention</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Therapy- Meaning, concept, Need and Importance. Intervention: Meaning, Definition, Types, Approaches: Somatic (Physical) Therapies - Psychopharmacology, Electro convulsive Therapy, Psychosurgery, Psychological Therapies, Milieu Therapy, Therapeutic Community, and Activity Therapy. Therapeutic Techniques: Appropriate use of silence, Rephrasing, Reflection, Summarising, Acknowledgement.	<b>15</b>	<b>Guest Lecture talk and chalk</b>
<b>II</b>	Therapeutic Skills-E pathy, Self Management, Listening Skills, Ability to set Boundaries, Authenticity, Unconditional Positive Regard, Communication, Interpretation, Solution. Therapeutic Intervention Strategies in Different settings- Addiction, Behavioural Intervention, Crisis Intervention, Psychopharmacology Intervention, Positive Psychology Intervention.	<b>15</b>	<b>Demonstration Ppt</b>
<b>III</b>	Basic Therapeutic Ideas: Dance or Movement Therapy, Laughter Therapy, Drama Therapy, Hypnotherapy, Music Therapy. Psychosocial therapies: Definition, Meaning Goals, Types. Other Psychosocial therapies: occupational therapy, Play therapy, Expressive Therapies. Psycho Education: Definition, Format, components, Types- Individual, Parents and Family, Friends and Caretakers.	<b>22</b>	<b>Experimental activity Ppt</b>
<b>IV</b>	Relaxation Therapies: Concept, Meaning, Elements, Need, Importance and Effects of Relaxation Therapy. Methods – Mental Imagery, Meditation, Yoga, Bio feedback, Deep breathing and Exercises. Benefits of Relaxation Techniques. Types of Relaxation Techniques – Autogenic Relaxation, Progressive Muscle relaxation and Visualization.	<b>18</b>	<b>Ppt Demonstration</b>
<b>V</b>	Limitations and Challenges: Problems and limitations of Therapies in Indian context. Challenges of therapist. Characteristics of Good Therapist. Role of Therapist. Therapies used in Different settings: Community Center, Hospital, Mental Health Clinic, Military Facility, Online, Private Practice, Psychiatric Hospital, Schools, Universities and Workplace.	<b>20</b>	<b>Lecture Group discussion Debate</b>

**Course Designed by:**

**Mrs. J.Dyana Vincilla MSW., M.Phil (SET), Ms . V.sri Vashini SW**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>INDUSTRIAL RELATIONS AND EMPLOYEE WELFARE</b>				
<b>Course Code</b>	<b>21PSWE44</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Elective</b>	6	-	6	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>					
1: To Define industrial relations and ILO 2: To Describe Trade unions and Employee Relations 3: To Discuss Collective Bargaining and participation of workers in Management 4: To implement Empl yee Welfare in Industries 5: To Examine the role of Labour welfare Officer					
<b>Unit: I</b>	<b>Industrial Relations</b>				<b>18</b>
Industrial Relations – Concept, Objective, Need, and Scope-Laws on Industrial Relations- Bipartite and Tripartite Bodies in Industrial Relations, Role of Government, Employers and Unions in Industrial Relations, Recent Trends in Industrial Relations in India, International Labour Organization – History – Conventions – Recommendations.					
<b>Unit: II</b>	<b>Trade Unions</b>				<b>18</b>
Trade Unions – Concepts, Objective, Functions, Structure, Administration, Membership, Recognition, Theories of Trade Unions, Trade Union Law,. Concept of One Union in One Industry. Growth of Trade Unions in India. Recent Trends in Union Movement in India- Impact and Challenges. Employer’s Association – Aims, Objectives and Activities.					
<b>Unit: III</b>	<b>Collective Bargai ing</b>				<b>18</b>
Collective Bargaining – Concept, Objectives, Principles, Laws & Legal Boundaries, Scope, Type, Problems and Process of Bargaining, Difficulties in Implementing Collective Agreements-Recent trends in Collective Bargaini g- Workers Participation in Management – Concept, Importance, Objectives, Forms and Levels .					
<b>Unit: IV</b>	<b>Employee Welfar</b>				<b>18</b>
Employee Welfare –Concept, Definition, Principles, Theories, Scope. Classification of Welfare Facilities –Statutory and Non-Statutory, Fringe Benefits, Worker’s Education, Housing, Canteen, Creche, Transport, SESOP. Social Security – Concept, Scope of Social Assistance, Social Insurance, Family Welfare Programmes.					
<b>Unit: V</b>	<b>Employee Involvement Programme,</b>				<b>18</b>
Employee Involvement Programme, Labour Welfare Fund, Accidents – Causes, Prevention. Occupational Diseases - Treatment and Prevention. Administration and Functions of labour Welfare Department in Industry, Labour Welfare Officer – Qualifications, Functions and Status.- Welfare to Special categories of labour-Women-Contract-Differently abled etc.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>
<b>Books for Study:</b>					
1. Rao, Subba, Essentials of Human Resources Management and Industrial Relations, Himalaya Publishers, Mumbai, 1996. 2. Sarma A M, Aspects of Labour Welfare and Social Security, Himalaya Publishers, Mumbai, 1995. 3. P.R.N Sinha, Indu Bala Sinha, Seema Priyadarshini Shekhar. Industrial Relations, Trade Unions and Labour Legislation, Pearson, 2004.					

**Books for References:**

1. Bhatia SK, Constructive Industrial Relations and Labour laws, Deep & Deep Publications, New Delhi , 2003.
2. Brian Lomas, Negotiating Successfully, Infinity Books New Delhi, 2006.
3. Memoria C B, Dynamics of Industrial Relations, Himalaya Publishers, Mumbai, 2005.
4. Tyagi, BP, Labour Economics and Social Welfare, Jai Prakash Nath Publishers, Meerut, 2004.

**Web Resources:**

- <https://labour.gov.in/inustrial-relations>
- <https://www.yourarticlelibrary.com/human-resource-management-2/employee-welfare/employee-welfare/99778>
- <https://www.library.hbs.edu/hc/hawthorne/02.html>

**Course Outcomes**

**K Level**

**On successful completion of the course ,the students will be able to**

<b>CO1:</b>	List the operations related to Industrial relations and Laws on ILO	<b>K2</b>
<b>CO2:</b>	Explain the Trade unions-its formation and its functions	<b>K3</b>
<b>CO3:</b>	Describe collective Bargaining and workers Participation in Management	<b>K3</b>
<b>CO4:</b>	Operate Employee Welfare Programs in various forms of Industrial Sectors	<b>K4</b>
<b>CO5:</b>	Test the labour welfare Programs in Industry	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Industrial Relations – Concept, Objective, Need, and Scope-Laws on Industrial Relations- Bipartite and Tripartite Bodies in Industrial Relations, Role of Government, Employers and Unions in Industrial Relations, Recent Trends in Industrial Relations in India, International Labour Organization – History – Conventions – Recommendations.	<b>18</b>	<b>Guest Lecture &amp; Ppt</b>
<b>II</b>	Trade Unions – Concepts, Objective, Functions, Structure, Administration, Membership, Recognition, Theories of Trade Unions, Trade Union Law,. Concept of One Union in One Industry. Growth of Trade Unions in India. Recent Trends in Union Movement in India-Impact and Challenges. Employer’s Association – Aims, Objectives and Activities.	<b>18</b>	<b>Group Discussion</b>
<b>III</b>	Collective Bargaining – Concept, Objectives, Principles, Laws & Legal Boundaries, Scope, Type, Problems and Process of Bargaining, Difficulties in Implementing Collective Agreements-Recent trend in Collective Bargaining- Workers Participation in Management – Concept, Importance, Objectives, Forms and Levels .	<b>18</b>	<b>Participatory Learning</b>
<b>IV</b>	Employee Welfare –Concept, Definition, Principles, Theories, Scope. Classification of Welfare Facilities –Statutory and Non-Statutory, Fringe Benefits, Worker’s Education, Housing, Canteen, Creche, Transport, SESOP. Social Security – Concept, Scope of Social Assistance, Social Insurance, Family Welfare Programmes.	<b>18</b>	<b>Debate talk and chalk</b>
<b>V</b>	Employee Involvement Programme, Labour Welfare Fund, Accidents – Causes, Prevention. Occupational Diseases - Treatment and Prevention. Administration and Functions of labour Welfare Department in Industry, Labour Welfare Officer – Qualifications, Functions and Status.-Welfare to Special categories of labour- Women-Contract-Differently abled etc.	<b>18</b>	<b>Industrial visit</b>

**Course Designed by:**

**Mr.Bharathi Natarajan, Assistant Professor. & Ms.Renuka, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AI	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COUNSELLING IN DIFFERENT SETTINGS</b>					
<b>Course Code</b>	<b>21PSWE45</b>	<b>L</b>	<b>P</b>	<b>C</b>		
<b>Category</b>	<b>Elective</b>	6	-	6		
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENURSHIP		
<b>Course Objectives:</b>						
1: To understand the need for counseling and concept of each setting 2: To identify various issues in respective field 3: To examine coping strategies for each situation. 4: To apply intervention process related with the problem in concern field 5: To classify the role of each person in association with the problem						
<b>Unit: I</b>	Counselling In Educational Settings					<b>20</b>
Counselling In Educational Settings: Concept, Meaning – Need for Educational Counselling – Developmental Crisis – Prenatal to Adolescent – Developmental Task – Physical Development – Psychological Development – Social Development – Problems of students in Educational settings- Role of Teacher, Parents and Counselor, Benefits of Educational Counselling.						
<b>Unit: II</b>	Counselling in Medical Settings					<b>20</b>
Counselling in Medical Settings: Concept, Meaning Scope and need for counseling in medical settings, Concept of patient as a person – sick role – illness behavior – hospitalization of patient – Impact on family –Psychiatric settings: Concept, Meaning Scope and Need . Problems of Psychiatric patients and caretakers. Role of Counsellor in Medical and Psychiatric settings.						
<b>Unit: III</b>	Marriage and Family Counseling:					<b>15</b>
Marriage and Family Counseling: Concept, Meaning, Types, Importance and Functions of Marriage and family. Problems of Marriage and Family in India. Importance of Sex Education, Need for Pre-Marital, Post –Marital and Family Counselling, Benefits of Marriage and Family Counselling. Role and Challenges of Counsellor in Marriage and Family Counselling.						
<b>Unit: IV</b>	Occupational Settings					<b>15</b>
Occupational Settings: Concept, Meaning, Nature, Scope and Need and Importance of Occupational Counselling in Organizations, Understanding Organizational Dynamics; Factors contributing to Career growth and Career Decline; Occupational Insecurity, Coping with Joblessness, Stress and Occupational Hazards. Role and Challenges of Counsellor in Occupational settings.						
<b>Unit: V</b>	Counselling in Crisis Settings					<b>20</b>
Counselling in Crisis Settings: Concept, Meaning, Need and Importance of Crisis Counselling- Psychiatric Emergencies – Suicidal Counselling – Grief Counselling – Rape – Post – Traumatic Stress Counselling – Accidents. Major Illness – AIDS – Cancer, Infertility Couples, Teen Pregnancy Drug Abuse & De Addiction Counselling – Meaning, Causes and Effects, Treatment Procedure, Role and Challenges of Counsellor in Crisis settings.						
<b>Total Lecture Hours</b>						<b>90 Hrs</b>
<b>Books for Study:</b>						
1. Antony, John, Skills of Counselling, Anugraha Publications, Dindugal, 2003.						
2. Antony, John, Dynamics of Counselling, Anugraha Publications, Dindugal, 2001.						
<b>Books for References:</b>						

1. Antony, John, Mental Disorders Encountered in Counselling, Anugraha Publications, Dindugal, 2006.
2. Prasantham B J, Therapeutic Counselling, Christian Counselling Centre, Vellore, 1987.
3. Rao, Narayana, Counselling Psychology, Tata Mc Graw Hill Publications, Bombay, 1981.
4. Corey, Gerald, Theory and Practice of Counselling and Psychotherapy: Cengage Learning. India. (9th Edition), 2013.

**Web Resources:**

- <https://www.toppr.com/bytes/types-of-counselling/>
- <https://egyankosh.ac.in/bitstream/123456789/21258/1/Unit-1.pdf>
- <https://study.com/academy/lesson/where-do-counselors-work-settings-their-similarities-differences.html>

<b>Course Outcomes</b>	<b>K Level</b>
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<b>The students will be able to</b>		
<b>CO1:</b>	Describe the need for educational, medial, marital, family, career and psychiatric counseling and the concept of marriage and patient	<b>K2</b>
<b>CO2:</b>	Relate various issues with the concern field	<b>K3</b>
<b>CO3:</b>	Analyze coping strategies for different counseling situation.	<b>K3</b>
<b>CO4:</b>	Apply various intervention process for each counseling	<b>K4</b>
<b>CO5:</b>	Explain the role of each person in association with the problem of education, medical, marital, family, career and psychiatry.	<b>K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2	3	3	3	3	3
CO 2	2	2	3	2	3	3
CO 3	3	3	2	3	2	3
CO 4	3	3	2	3	2	3
CO 5	2	3	2	3	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level



**LESSON PLAN**

<b>Unit</b>	<b>COUNSELLING IN DIFFERENT SETTINGS</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Counselling In Educational Settings: Concept, Meaning – Need for Educational Counselling – Developmental Crisis – Prenatal to Adolescent – Developmental Task – Physical Development – Psychological Development – Social Development – Problems of students in Educational settings- Role of Teacher, Parents and Counselor, Benefits of Educational Counselling..	<b>20</b>	<b>Guest Lecture Chalk and talk</b>
<b>II</b>	Counselling in Medical Settings: Concept, Meaning Scope and need for counseling in medical settings, Concept of patient as a person – sick role – illness behavior – hospitalization of patient – Impact on family –Psychiatric settings: Concept, Meaning Scope and Need . Problems of Psychiatric patients and caretakers. Role of Counsellor in Medical and Psychiatric settings.	<b>20</b>	<b>Demonstration PPT</b>
<b>III</b>	Marriage and Family Counseling: Concept, Meaning, Types, Importance and Functions of Marriage and family. Problems of Marriage and Family in India. Importance of Sex Education, Need for Pre-Marital, Post –Marital and Family Counselling, Benefits of Marriage and Family Counselling. Role and Challenges of Counsellor in Marriage and Family Counselling.	<b>15</b>	<b>Chalk and talk, group discussion</b>
<b>IV</b>	Occupational Settings: Concept, Meaning, Nature, Scope and Need and Importance of Occupational Counselling in Organizations, Understanding Organizational Dynamics; Factors contributing to Career growth and Career Decline; Occupational Insecurity, Coping with Joblessness, Stress and Occupational Hazards. Role and Challenges of Counsellor in Occupational settings.	<b>15</b>	<b>guest lecture</b>
<b>V</b>	Counselling in Crisis Settings: Concept, Meaning, Need and Importance of Crisis Counselling-Psychiatric Emergencies – Suicidal Counselling – Grief Counselling – Rape – Post – Traumatic Stress Counselling – Accidents. Major Illness – AIDS – Cancer, Infertility Couples, Teen Pregnancy Drug Abuse & De Addiction Counselling – Meaning, Causes and Effects, Treatment Procedure, Role and Challenges of Counsellor in Crisis settings.	<b>20</b>	<b>Counselling centre visit group discussion</b>

**Course Designed by:**

**Mrs. C.Kanmani MSW, Assistant Professor, Mrs. J. Dyana Vincilla, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF SOCIAL WORK**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COMMUNITY DEVELOPMENT FOR MARGINALIZED</b>				
<b>Course Code</b>	21PSWE46	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Elective</b>	6	-	6	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b>		<b>ENTREPRENURSHIP</b>	
<b>Course Objectives:</b>					
1: To understand the globalization and their impacts. 2: To identify the criteria for weaker sections. 3: To classify the problems faced by the weaker sections. 4: To examine the conditions women, children and youth. 5: To relate the needs and welfare measures of old age.					
<b>Unit: I</b>	<b>Economy and Environment:</b>				<b>18</b>
Economy and Environment: Concept of Globalization and its Impact on Indian Livelihoods, Agriculture and Allied Sectors: Cattle Farm, Fishery, Poultry, Energy Crisis, Programmes to Promote Non – Conventional Sources of Energy, Changing Industrial Scenario in India. Status of Environment, Environment & Water Policy.					
<b>Unit: II</b>	<b>Weaker Section:</b>				<b>18</b>
Weaker Section: Definition, Concept, Criteria for Classification of Wea er Sections, Scheduled Castes, Scheduled Tribes, De Notified Communities, Nomadic Communities and Most Backward Classes. Administrative Setup at the Central, State and District levels for the Development of Weaker Sections. Role of social worker empowering weaker sections.					
<b>Unit: III</b>	<b>Scheduled Caste Scheduled Tribes:</b>				<b>18</b>
Scheduled Caste & Scheduled Tribes: Problems: Lowest status in the hierarchy, Social Disability, Political Disability, Civic Disability, Educational Disability, Religious Disability, Economic Disability. Programmes, Acts safeguarding SC/ST and Policies for the Welfare of Scheduled Castes and Scheduled Tribes - its Effects and Impact.					
<b>Unit: IV</b>	<b>Women &amp; Youth</b>				<b>18</b>
Women: Status of women: Education, Employment, Health and other sectors, Programmes/ Policies Programmes / Polices, Children: Problem, Policies, and Programmes. Youth: Problems, Programs and Policies. Role of Various Organisations for the Welfare of the Women, Children and Youth.					
<b>Unit: V</b>	<b>Old Age</b>				<b>18</b>
Old Age: - Meaning, Characteristics, Challenges, Geriatric Care, Policies and Programmes for the Aged. Differently Aabled: Meaning, Types, Problems, Policies and Programmes. Functions of NIEPVD, NIEPID, NIMHR Roles and Responsibilities of Community Development in Different Settings.					
<b>Total Lecture Hours</b>					<b>90 Hrs</b>

**Books for Study:**

1. Borede P.T, Segregation and Desegregation in India – Socio Legal Study, Mankolas Publishers, Bombay, 1968,
2. Dubey S.N, Administration of Policy and Programmes Mandra Ratna for Backward class in India, Somaiya Publishers, Bombay, 1976.

**Books for References:**

1. Puroshothaman Sangeetha, The Empowerment of Women in India, Sage Publications, New Delhi, 1998,
2. Shankar Rao C.N, Sociology of Indian Society, S.Chand Publishers, New Delhi, 2006.

**Web Resources:**

- <https://aifs.gov.au/cfca/expert-panel-project/what-community-development>
- <https://www.nacdep.net/what-is-community-development-https://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community%20development.htm>

**Course Outcomes**

**K Level**

**On successful completion of the course, the students will be able to**

<b>CO1:</b>	Describe the globalization and its impact on Indian Livelihoods in various sector.	<b>K2</b>
<b>CO2:</b>	Discuss the criteria for weaker sections and roles and responsibilities of central and state welfare board.	<b>K3</b>
<b>CO3:</b>	Explain the problems, prospects, programmes of Scheduled caste and Scheduled Tribe.	<b>K3</b>
<b>CO4:</b>	Explain the problems of women, children and youth and able to Solve the problems through the welfare programmes.	<b>K4</b>
<b>CO5:</b>	Relate the challenges, policies, programmes, roles and responsibilities of community development worker.	<b>K4</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Community Development for Marginalized</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Economy and Environment: Concept of Globalization and its Impact on Indian Livelihoods, Agriculture and Allied Sectors: Cattle Farm, Fishery, Poultry, Energy Crisis, Programmes to Promote Non – Conventional Sources of Energy, Changing Industrial Scenario in India. Status of Environment, Environment & Water Policy.	<b>18</b>	<b>Guest Lecture ICT</b>
<b>II</b>	Weaker Section: Definition, Concept, Criteria for Classification of Weaker Sections, Scheduled Castes, Scheduled Tribes, De Notified Communities, Nomadic Communities and Most Backward Classes. Administrative Setup at the Central, State and District levels for the Development of Weaker Sections. Role of social worker empowering weaker sections.	<b>18</b>	<b>ICT Debate</b>
<b>III</b>	Scheduled Caste & Scheduled Tribes: Problems: Lowest status in the hierarchy, Social Disability, Political Disability, Civic Disability, Educational Disability, Religious Disability, Economic Disability. Programmes, Acts safeguarding SC/ST and Policies for the Welfare of Scheduled Castes and Scheduled Tribes - its Effects and Impact.	<b>18</b>	<b>ICT Govt Line department visit</b>
<b>IV</b>	Women: Status of women: Education, Employment, Health and other sectors, Programmes/ Policies Programmes / Polices, Children: Problem, Policies, and Programmes. Youth: Problems, Programs and Policies. Role of Various Organizations for the Welfare of the Women, Children and Youth.	<b>18</b>	<b>ICT NGO Visit</b>
<b>V</b>	Old Age: - Meaning, Characteristics, Challenges, Geriatric Care, Policies and Programmes for the Aged. Differently Abled: Meaning, Types, Problems, Policies and Programmes. Functions of NIEP D, NIEPID, NIMHR Roles and Responsibilities of Community Development in Different Settings.	<b>18</b>	<b>Group discussion&amp; debate</b>

**Course Designed by:**

**Mr. R. Ramachandran, Assistant Professor, Mr. S. SILAMBARASAN, Assistant Professor.**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Upto K2	2	K1&K2	1	K1	2 K2&K2	1(K2)
AI	CO2	Upto K3	2	K1&K2	2	K2	2 K3&K3	2(K2)
CI	CO3	Upto K3	2	K1&K2	1	K2	2 K3&K3	2 K2&K3
AII	CO4	Upto K4	2	K1&K2	2	K2	2 K3&K3	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

**Distribution of Marks with K Level CIA I & CIA II**

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	.67	83
	K2	2	4	10	30	46	76.66	
	K3			10		10	16.67	17
	K4							
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2			4	6.67	33
	K2	2	4		10	16	26.66	
	K3			20	10	30	50	67
	K4				10	10	16.67	
	Marks	4	6	20	30	60	100	100

**K1** -Remembering and recalling facts with specific answers

**K2**- Basic understanding of facts and stating main ideas with general answers

**K3**- Application oriented- Solving Problems

**K4**- Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.



Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4			9	7.5	41
K2	5	6	20	10	41	34.16	
K3			30	20	50	41.66	42 17
K4			-	20	20	16.66	
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	