SOCIAL WORK

Syllabus

Program Code: USW

2021-2022 onwards



MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

Re-accredited with "A" Grade by NAAC

PASUMALAI, MADURAI – 625 004

Eligibility for Admission

Candidates seeking admission to the B.S.W Degree course must have the Higher Secondary Education Certificate of the Government of Tamil Nadu or any other state or its equivalent qualification.

Duration of the course

The duration of the course shall be three academic years comprising six semesters with two semesters in each academic year.

Subjects of Study

Part I : Tamil / Company Secretarial Practice and Modern Office Management

Part II : English

Part III :

1. Core Subjects

2. Allied Subjects

3. Electives

Part IV

1. Non Major Electives (II Year)

2. Skill Based Subjects

3. Environmental Studies - Mandatory Subject

4. Value Education - Mandatory Subject

Part V

Extension Activities

Pattern of the question paper for the Continuous Internal Assessment

Note: Duration – 1 hour

(For Part I, Part II & Part III)

The components for continuous internal assessment are:

Part -A

Four multiple choice questions (answer all) $4 \times 01 = 04$ Marks

Part -B

Three short answers questions (answer all) $3 \times 02 = 06$ Marks

Part -C

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

Part -D

Two questions out of three $1 \times 10 = 10 \text{ Marks}$

Total 30 Marks

The scheme of Examination for Part-I, II & III

The components for continuous internal assessment are:

(60 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

Total 25 Marks

Pattern of the question paper for the Summative Examinations:

Note: Duration- 3 hours

Part -A

Ten multiple choice questions

 $10 \times 01 = 10 \text{ Marks}$

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

Part -B

Short answer questions (one question from each unit) $5 \times 02 = 10 \text{ Marks}$

Part -C

Five Paragraph questions ('either or 'type) $5 \times 05 = 25 \text{ Marks}$

(One question from each Unit)

Part -D

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

(One question from each Unit)

Total 75 Marks

Part-IV- Skill Based Papers / NME:

Total

The Scheme of Examination for Skill Based Papers: (Except Practical Lab Subjects) Pattern of the questions paper for the continuous Internal Assessment

45 MCQs will be asked for each internal assessment tests (45 x 1=45 Marks) and converted for 15 marks

The components for continuous internal assessment are:

Two tests and their average --15 marks
Seminar / Group discussion --5 marks
Assignment --5 marks

25 Marks

Summative Examination Pattern

Pattern of the Question Paper for Skill Based Papers (External)

75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)

(15MCQ's from each unit)

Part-IV- Environmental Studies and Value Education

The Scheme of Examination (Environmental Studies and Value Education)

Two tests and their average --15 marks

Project Report --10 marks*

Total --25 marks

Question Paper Pattern

(Internal Assessment)

Pattern of the Question Paper for Environmental Studies & Value Education only) (Internal)

45 MCQs will be asked for each internal assessment tests (45 x 1=45 Marks) and converted for 15 marks

Two tests and their average -- 15 marks
Project -- 10 marks

Total 25 Marks

Summative Examination Pattern

Pattern of the Question Paper for Environmental Studies & Value Education only) (External)

75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)

(15MCQ's from each unit)

^{*} The students as Individual or Group must visit a local area to document environmental assets – river / forest / grassland / hill / mountain – visit a local polluted site – urban / rural / industrial / agricultural – study of common plants, insects, birds – study of simple ecosystem – pond, river, hill slopes, etc.

Part V Extension Activities: (Maximum Marks: 100)

- 1. NCC
- 2. NSS
- 3. Physical Education
- 4. YRC
- 5. RRC
- 6. Health & Fitness Club
- 7. Eco Club
- 8. Human Rights Club

Pattern of the Question Paper for (Internal Examination & Summative Examination)

Internal Examinations - - 40 Marks
Summative Examinations - - 60 Marks

100

Minimum Marks for a Pass

40% of the aggregate (Internal +Summative Examinations). No separate pass minimum for the Internal Examinations. 27 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

Prepare Future Social Work Professionals for Leadership in areas of Culturally-Informed, Community-Engaged Practice, Policy, and Research, with a particular emphasis on Persistent and Emerging Social Problems in rapidly diversifying areas Locally, Nationally and Globally.

Rationale Behind Social Work

Social Workers are Professionals, who aim to enhance overall well-being and help in meeting the basic and complex needs of Communities and People. Social Workers work with different sectors of population 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 learn 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 them 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

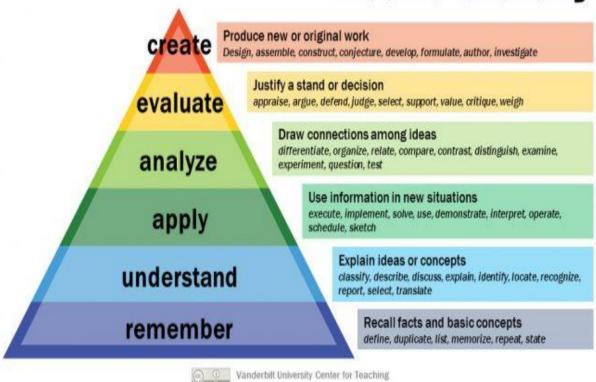
WA	Graduate Attributes	Caption as
WA1	A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.	Knowledge Base
WA2	Problem analysis: An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions	Problem
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.	Analysis & Investigation
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.	Communicat ion 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.	10018
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.	Professionali sm, Ethics
WA8	Ethics and equity: An ability to apply professional ethics, accountability, and equity.	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 &
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.	Impact of social engineering on society and the environment

	PROGRAM EDUCATIONAL OBJECTIVES (PEOs)
PEO1:	Understand Social Work Knowledge, Ethics and Values towards Development.
PEO2:	Examine Social Problems through Proper Interventions.
PEO3:	Develop Effective Communication Skills by adopting various Social Work Tools.
PEO4:	Enrich Effective Participation as an Individual and in Team.
PEO5:	Equip Social Work Professional Methods, Values & Ethics
PEO6:	Enhance the Quality of Life in Promoting Sustainable Development.

PO NO	PROGRAMME OUTCOMES (POs)	
At the end	of the programme, the students will be able to	
PO - 1	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.	Knowledge Base
PO - 2	Demonstrate proficiency in the use of effective disciplinary techniques in research, critical study, artistic work and professional performance.	Problem Analysis & Investigation
PO - 3	Communicate observations, recommendations and suggestions effectively, concisely and accurately, both verbally and in writing, to various types of audiences.	Communication Skills & Design
PO - 4	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.	Individual and Team Work
PO - 5	Apply professional ethics, accountability and equity in all their endeavours.	Professionalism, Ethics and Equity
PO - 6	Use new tools, resources and technology to keep abreast with current developments in their discipline and practice life-long learning.	Lifelong learning

PROGR	AM SPECIFIC OUTCOME (PSOs)
PSO1:	To provide students the opportunities, Knowledge, Skills, attitudes and values appropriate to work with individuals, groups, communities and organizations
PSO2:	To provide inter disciplinary collaboration for better understanding of human problems, services and issues related to human development
PSO3:	To enable the students to approach the social problems Empathetically in social work perspective.
PSO4:	The practical knowledge of this course helps to personal growth of the students and Society as a whole.
PSO5:	To achieve professionalism and become efficient social worker in the field.
PSO6:	Prove proficiency with ability to engage in higher studies and sensitize oneself towards social functioning.

Bloom's Taxonomy



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS), MADURAI BSW., CURRICULUM

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

Course Code	Title of the Course	Hour	Credits	Maxii	num N	larks
		S		Int	Ext	Total
FIRST SEME	ESTER		1			1
Part – I	Tamil / Alternate Course					
21UTAG11	இக்காலக் கவிதையும் நாடகமும்	6	3	25	75	100
Part – II	English					
21UENG11	Communicative English – I	6	3	25	75	100
Part – III	Core Courses					
21USWC11	Introduction to Social Work	5	5	25	75	100
21USWC12	Introduction to Methods of Social Work	4	4	25	75	100
Part III Allied Course						
21USWA11	Understanding Society with Social Work Perspective	5	4	25	75	100
Part IV	Skill Based Course					
21USWS11	IT Skills for Social Workers	2	2	25	75	100
Part IV	Mandatory Course					
21UEVG11	Environmental Studies	2	2	25	75	100
	Total	30	23	175	525	700
SECOND SE	MESTER			•	'	
Part – I	Tamil / Alternate Course					
21UTAG21	இடைக்கால இலக்கியமும் சிறுகதையும்	6	3	25	75	100
Part – II	English					
21UENG21	Communicate English - II	6	3	25	75	100
Part – III	Core Courses					
21USWC21	Social Welfare Administration	5	5	25	75	100
21USWC22	Introduction to Fields of Social Work	4	4	25	75	100
Part III	Allied Course					
21USWA21	General Psychology	5	4	25	75	100
Part IV	Skill Based Course					
21USWS21	Skills for Social Workers	2	2	25	75	100
Part IV	Mandatory course					
21UVLG21	Value Education	2	2	25	75	100
	Total	30	23	175	525	700

	THIRD SEMES	TER				
Part – I	Tamil / Alternate Courses					
21UTAG31	காப்பிய இலக்கியமும் உரைநடையும்	6	3	25	75	100
Part – II	English					
21UENG31	Communicative English - III	6	3	25	75	100
Part – III	Core Courses					
21USWC31	Social Work Research and Statistics	5	5	25	75	100
21USWF31	Field Work –I	4	4	40	60	100
Part III	Allied Courses					
21USWA31	Social Entrepreneurship	5	4	25	75	100
Part IV	Skill Based Courses					
21USWS31	Understanding Oneself and Family	2	2	25	75	100
Part IV	NME					
21USWN31	Personality Development	2	2	25	75	100
	Total	30	23	190	510	700
	FOURTH SEME	STER			I .	
Part – I	Tamil / Alternate Courses					
21UTAG41	பண்டைய இலக்கியமும் புதினமும்	6	3	25	75	100
Part – II	English					
21UENG41	Communicative English - IV	6	3	25	75	100
Part – III	Core Courses					
21USWC41	Management of NGOs	5	4	25	75	100
21USWF41	Field work –II	4	4	40	60	100
Part III	Allied Courses					
21USWA41	Developmental Psychology	5	4	25	75	100
Part IV	Skill Based Courses					
21USWS41	Communication Skills for Social Work Practice	2	2	25	75	100
Part IV	NME					
21USWN41	Scope of Social Work	2	2	25	75	100
Part V	Extension					
21UEAG40- NSS, PHY, YRC, RRC, HFC, 21UEAG49 ECO, HRC, CC, LISC			1	40	60	100
ZIULAU49			i	1		i

	FIFTH SEMES	TER				
Part – III	Core Courses Course					
21USWC51	Community Development	6	4	25	75	100
21USWC52	Social Work in Hospitals	6	4	25	75	100
21USWF51	Field Work-III	6	4	40	60	100
Part III	Core Elective Course					
21USWE51	Family and Child Welfare	5	5	25	75	100
21USWE52	Project Proposal Writing					
21USWE53	Technology And Social Work					
21USWE54	Welfare of the persons with	_	_	25	75	100
	Disability	5	5	25	75	100
21USWE55	Social Work with Youth					
21USWE56	Local Self Government					
Part IV	Skill Based Course					
21USWS51	Basics in counseling	2	2	25	75	100
	Total	30	24	165	435	600
	SIXTH SEMES	TER		•		
Part – III	Core Courses					
21USWC61	Social Work in Industries	6	4	25	75	100
21USWF61	Field Work –IV	6	4	40	60	100
21USWPR1	Project and Viva - Voce	6	4	40	60	100
Part III	Core Elective Course					
21USWE61	Welfare of the Marginalized					
21USWE62	Social Work and Social Justice	5	5	25	75	100
21USWE63	Corporate Social Responsibility					
21USWE64	Social Marketing					
21USWE65	Empathy & Emotional Intelligence					
	at Work place	5	5	25	75	100
21USWE66	Gender and Development in					
21USWE00	Social Work					
Part IV	Skill Based Courses					
21USWS61	Participatory Rural Appraisal	2	2	25	75	100
	Total	30	24	180	420	600
	Grand Total	180	140	1115	2985	4100





MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) **DEPARTMENT OF BSW**

(For those who joined in 2021-2022 and after)

Course Name	INTRODUCTION TO SO	OCI	AL WORK				
Course Code	21USWC11				L	P	C
Category	Core				5	-	5
Nature of cours	e: EMPLOYABILITY	✓	SKILL ORIENTED	ENTREPRE	ENEU	RSH	IP
Course Objecti	ives:			•			
1: To detail the	basics of Professional social	wo	rk.				
2: To understan	d the other related concepts	of p	rofessional social work.				
3: To develop th	ne knowledge of historical de	evel	opment of social work i	n India and A	broad		
	the scope and recent trends						
	the underlying approaches of			. •			
	roduction of social Work					15	5
Social Work: C	oncept, Meaning, Definition	, Ba	sic Assumptions, Meth	ods of social	work:	Prin	nary
	methods, Scope and Object		-				•
	cial Work, Ethics of social v						
•	sic concepts related to Socia					15	;
Basic concepts	s related to Social Work:	Phi	lanthropy, Social Servi	ice, Social W	elfar	e, So	cia
	Justice, Social Security,						
Development ar	nd Social Empowerment; Re	leva	nce of social work with	the above cor	ncepts	S.	
	ial Work as a Profession					15	5
Historical deve	lopment of Social Work: US	A,l	JK, India, Social Work	Education in I	Indian	cont	ext
Professional As	sociation of Social Work, In	rish	Association of Social	Workers, Cou	ncil o	on Sc	ocia
Work Education	n, National Association of S	ocia	al Workers, Association	Schools of S	ocial	Wor	k ir
India.							
Unit: IV Fu	nctions and Approaches of	Soc	ial work			15	5
Functions and A	Approaches: Preventive Fundament	ctio	ns, Remedial Functions	, Developmen	ıtal F	uncti	ons
Approaches – C	Charity Approach, Welfare A	ppr	oach and Rights Based	Approach. Hu	ıman	Righ	ıts -
Meaning and Do	efinition, Need and importan	ce o	of Fundamental Rights.				
Unit: V Soc	ial work in global context					15	5
	ocial Work: Meaning and G	loba	al spread and organizat	ion of social	work,	Rol	e o
	cial worker. Emerging Trend						
	Workers, Challenges of Soc						
Tot	al Lecture Hours					75 H	rs
Books for Stud	v:				1		

- 1. O. William Farley, Introduction to Social Work, Pearson, New Delhi, 2011
- 2. Paul Choudry, Introduction to Social Work, Atma Ram and Sons, New Delhi, 2014.
- 3. P.D.Misra, Social Work Philosophy and Methods, Inter-India Publications, New Delhi, 1994
- 4. G.Albin Joseph and A.Thoma Williams, Professional Social Work Practice, Authors Press, New Delhi, 2016

Books for Reference:

1. ShaikhAzharIgbal, Principles and practices of social work, Sublime publications, Jaipur, 2005.

- 2. Rameshwari Devi, Social work practices, Mangal Deep Publications, Jaipur, 2000.
- 3. K. D. Gangrade, Dimensions of Social Work, Marwah Publications, New Delhi 2001.
- 4. M.S. Gore, **Social Work and Social Work Education**, Asia Publishing House, New Delhi, 2001.
- 5. A.R. Wadia, **History and Philosophy of Social Work in India**, Allied Publishing House New, Delhi, 2002
- 6. Skidmore A Rx and Milton G Thackeray, **Introduction to Social Work**. New Jersey: Prentice Hall,2000

Web Resources:

- $1. \ \ \, \underline{https://sites.google.com/site/ignouhelpbooks11/MSW\%20001\%20Origin\%20and\%20Development\%20of\%20Social\%20Work\%20\%5B1\%5D.zip?attredirects=0\&d=1$
- 2. https://sites.google.com/site/ignouhelpbooks11/MSW%20003%20Basic%20Social%20Science%20Concepts%20%5B1%5D.zip?attredirects=0&d=1
- 3. https://sites.google.com/site/ignouhelpbooks11/MSW%20002%20Origin%20and%20Development%20of%20Social%20Work%20in%20India%20%5B1%5D.zip?attredirects=0&d=1
- 4. https://sites.google.com/site/ignouhelpbooks11/MSW%20008%20Social%20Group%20Work %20Working%20with%20Groups%20%5B1%5D.zip?attredirects=0&d=1

Course	e Outcomes	K Level		
On successful completion of the course the students will be able to				
CO1:	Gain knowledge of basic fundamentals of Professional social work practice	Up to K2		
CO2:	Identify and differentiate various social concepts.	Up to K4		
CO3:	Describe the historical perspective of social work and various professional associations	Up to K2		
CO4:	Apply respective social work approaches in various fields of social work	Up to K3		
CO5:	Highlight the scope of social work in International context and the challenges associated in the fields of social work practice	Up to K4		

CO & PO Mapping:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	INTRODUCTION TO SOCIAL WORK	Hrs	Pedagogy
I	Introduction of social Work: Social Work – Concept, Meaning, Definition, Basic Assumptions, Methods of social work: Primary and secondary methods, Scope and Objectives of Social Work, Philosophy of social work and Principles of Social Work, Ethics of social work and Values of social work.	15	Chalk and talk, PPT,
II	Basic concepts related to Social Work: Philanthropy, Social Service, Social Welfare, Social Reform, Social Justice, Social Security, Social Policy, Social Defense, Social action, Social Development and Social Empowerment; Relevance of social work with the above concepts.	15	Chalk and talk, PPT,Group discussion
III	Social Work as a Profession: Historical development of Social Work -USA,UK, India, Social Work Education in Indian context, Professional Association of Social Work, Irish Association of Social Workers, Council on Social Work Education, National Association of Social Workers, Association Schools of Social Work in India.	15	Chalk and talk, PPT, Assignment
IV	Functions and Approaches of Social work: Preventive Functions, Remedial Functions, Developmental Functions; Approaches – Charity Approach, Welfare Approach and Rights Based Approach. Human Rights – Meaning and Definition, Need and importance of Fundamental Rights.	15	Chalk and talk, PPT, Assignment
V	Social work in global context: International Social Work: Meaning and Global spread and organization of social work, Role of International social worker. Emerging Trends in Social Work, Professional Ethics and Professional Skills for social Workers, Challenges of Social Worker.	15	Guest lecture, PPT

Course Designed by:

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

Ms. J. DYANAVINCILLA, MSW, M.Phil., SET,

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Action of the Course Outcomes (COs)

Articulation Mapping – K Levels with Course Outcomes (COs)

			Section A		Section B		Section C	Castian D
Inte	Cos	K Level	MC	Qs	Short An	Short Answers		Section D Open
rnal	Cos	K Level	No. of.	K –	No. of.	K -	Either or Choice	Choice
			Questions	Level	Questions	Level	Choice	Choice
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
ΑI	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)
AII	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of						
0,,,	ation	Questions to	4		3		2	1
_	estion etern	be answered						
	iern I & II	Marks for						
CIA	1 & 11	each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

*Note: It is the decision of the course teacher to ask 2 Questions in any unit under section-B (short answer questions)

		Dist	ribution of M	Iarks with	ı 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 %
	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	80
	K3			10		10	20	20
CIA	K4							
I	K5							
	Marks	4	6	20	20	50		100
	K1	2				2	4	20
	K2	2	6			8	16	20
CIA	К3			20	10	30	60	60
II	K4				10	10	20	20
11	K5							
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)										
		К-	MC		Short Answers		Section C	Section			
S.No	COs	Level	No. of	K –	No. of	K –	(Either / or	D (Open			
		Level	Questions	Level	Question	Level	Choice)	Choice)			
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)			
2	CO 2	Up to K4	2	K1&K2	1	K1	2(K2&K2)	1(K3)			
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)			
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)			
No.	of Questi Aske	ons to be	10		5		10	5			
No.	of Question		10		5		5	3			
Mark	Marks for each question		1		2		5	10			
Tot	Total Marks for each section		10		10		25	30			
	(Figures	in parenthe	sis denotes, o	questions s	hould be asl	ked with	the given K le	evel)			

	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	15.8	67					
K2	5	6	30	20	61	50.8	07					
K3			10	20	30	25	25					
K4				10	10	8.3	8					
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mu	ltiple Cho	ice Questions)
Answei	r All Qı	uestions	(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 (Sho	ort Answer	rs)
Answei	r All Qı	uestions	(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 (Eit	her/Or Ty	pe)
Answei	r All Qı	uestions	$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	
17) b	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5		
20) b	CO 5	K3	
	_	_	ormance of the students is to be assessed by attempting higher
level of			
		en Choice)	
		Three quest	
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO ₄	K2	
24	CO4	K3	
25	CO5	K4	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	INTRODUCTION TO METHODS OF SOCIAL WORK									
Course Code	21USWC12	L	P	C						
Category	Core	4	-	4						

Nature of course: EMPLOYABILITY ✓ SKILL ORIENTED ENTREPRENEURSHIP

Course Objectives:

- 1: To understand the basic concepts and historical development of various methods of social work
- 2: To determine the principles of methods of social work
- 3: To demonstrate the process of various primary and secondary social work methods
- **4**: To introduce the scope of various social work methods in different settings
- **5**: To apply the role of social worker in different settings

Unit: I | Social Case Work

10

Social Case Work – Definition, Objectives, Principles, Components of social case work, Historical Development of social case work, Process – Intake, Study, Diagnosis, Treatment and Follow up. Settings for Case Work Practice. Role of Case Worker. Difference between Social Casework and Case Study

Unit: II | Social Group Work

10

Social Group Work – Definition, Objectives, Historical Development of Social Group Work and Principles; Group work Process: Pre-Group Planning, Beginning Phase, Middle Phase, End Phase and Evaluation. Settings for Group Work Practice. Role of Group Worker. Difference between Group therapy and Group work.

Unit: III | Community Organization

15

Community Organization – Concept, Definition, Objectives, Principles, History of Community Organization and Process. Role of Community Organizer. Difference between Community Organization and Community Development. Social Action – Meaning, Definition, principles and Strategies.

Unit: IV | **Social Welfare Administration**

10

Social Welfare Administration – Concept of Administration and Social Welfare Administration. Characteristics of Social Welfare Administration. Social Welfare Administrative Process –Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting. Difference between Administration and Management.

Unit: V | Social Work Research

15

Social Work Research – Concept of Social Work Research, Meaning, Definition, Objectives, and Characteristics, Scope of Social Work Research in India and Importance of Research in social work practice. Difference between Social Work research and Scientific research.

Total Lecture Hours

60 Hrs

Books for Study:

- 1. Paul Choudry, Introduction to Social Work, Atma Ram and Sons, New Delhi, 2014.
- 2. P.D.Misra, Social Work Philosophy and Methods, Inter-India Publications, NewDelhi, 1994.
- 3. O. William Farley, Introduction to Social Work, Pearson, New Delhi, 2011

Books for References:

1. Johnson, L. C & Yanca, S.J. Social work practice – A Generalist Approach PHI Learning, New

- York, 2010.
- 2. Devirameswar and Prakashravi, **Social Work and Social Welfare Administration**, Mangal Deep Publications, Jaipur, 1998.
- 3. Richmomd, J.Mary, Social diagnosis, Russel sage Foundation, New York,, 1977.
- 4. Vass. Antony, Social Work Competencies, Sage Publications, New Delhi, 1996

Web Resources:

- 1. https://sites.google.com/site/ignouhelpbooks11/MSW%20008%20Social%20Group%20Work
- 2. https://sites.google.com/site/ignouhelpbooks11/MSW%20009%20Community%20Organization%20 Management%20for%20Community%20Development%20%5B1%5D.zip?attredirects=0&d=1
- $\textbf{3.} \quad \underline{\text{https://sites.google.com/site/ignouhelpbooks11/MSW\%20007\%20Case\%20Work\%20and\%20Couns}\\ \underline{\text{elling\%20Working\%20with\%20Individulas\%20\%5B1\%5D.zip?attredirects=0\&d=1}\\$

Course	Course Outcomes							
On su	On successful completion of the course the students will be able to							
CO1:	Trace the historical development of primary and secondary social work methods	Up to K2						
CO2:	Apply the principles of social case work, group work, community organization, social welfare administration and social work research	Up to k4						
CO3:								
CO4:	Outline the scope of social work in medical & Psychiatric settings, community development settings, Industries, etc.,	Up to K2						
CO5:	Recognize and apply the role of social worker in respective methods of social work	Up to K3						

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	INTRODUCTION TO METHODS OF SOCIAL WORK	Hrs	Pedagogy
I	Social Case Work – Definition, Objectives, Principles, Components of social case work, Historical Development of social case work, Process – Intake, Study, Diagnosis, Treatment and Follow up. Settings for Case Work Practice. Role of Case Worker. Difference between Social Casework and Case Study.	10	Chalk and talk, PPT, Lecture
II	Social Group Work – Definition, Objectives, Historical Development of Social Group Work and Principles; Group work Process: Pre-Group Planning, Beginning Phase, Middle Phase, End Phase and Evaluation. Settings for Group Work Practice. Role of Group Worker. Difference between Group therapy and Group work.	10	Chalk and talk, PPT,Group discussion
III	Community Organization – Concept, Definition, Objectives, Principles, History of Community Organization and Process. Role of Community Organizer. Difference between Community Organization and Community Development. Social Action – Meaning, Definition, principles and Strategies.	15	Chalk and talk, PPT, Assignment
IV	Social Work Administration – Concept of Administration and Social Welfare Administration. Characteristics of Social Welfare Administration. Social Welfare Administrative Process –Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting. Difference between Administration and Management.	10	Chalk and talk, PPT, Assignment
V	Social Work Research – Concept of Social Work Research, Meaning, Definition, Objectives, Characteristics, Scope of Social Work Research in India and Importance of Research in social work practice. Difference between Social Work research and Scientific research.	15	Guest lecture, PPT

Course Designed by: **M. BHARATHI NATARAJAN**, MSW, MA, M.Phil., NET, & C. KANMANI, MSW, MA, M.Phil., NET,

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

			Section	Section A		ı B	Santian C	Castian D
Inte	Cos	K Level	MC	Qs	Short An	swers	Section C Either or	Section D Open
rnal	Cos		No. of.	K –	No. of.	K -	Choice	Choice
			Questions	Level	Questions	Level	Choice	Choice
CI	CO1	Upto K2	2	K1&K2	1	K 1	2 (K2&K2)	1(K2)
ΑI	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)
AII	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of						
One	stion	Questions to	4		3		2	1
_	tern	be answered						
	I & II	Marks for						
CIA	1 & 11	each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

	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 %			
	K1	2	2			4	8	80			
	K2	2	4	10	20	36	72	80			
	К3			10		10	20	20			
CIA	K4										
I	K5										
	Marks	4	6	20	20	50		100			
	K1	2				2	4	20			
	K2	2	6			8	16	20			
CIA	К3			20	10	30	60	60			
II	K4				10	10	20	20			
11	K5										
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
			MCQs		Short Answers		Section C	Castian		
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Question	K – Level	Section C (Either / or Choice)	Section D (Open Choice)		
1	CO 1	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)		
2	CO 2	Up to K4	2	K1&K2	1	K 1	2(K2&K2)	1(K4)		
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)		
4	CO 4	Up to K2	2	K1&K2	1	K2	2(K3&K3)	1(K2)		
5	CO 5	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
No.	of Quest Aske	ions to be	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 parenthesi	s denotes,	questions s	hould be asl	ked with	the given K le	evel)		

	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	59				
K2	5	6	30	20	61	50.8	39				
K3			20	20	40	33.3	33				
K4				10	10	8.3	8				
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mu	ltiple Cho	ice Questions)
Answei	r All Qı	uestions	(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 (Sho	ort Answer	(\mathbf{s})
Answei		uestions	(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		her/Or Ty	pe)
		uestions	$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	
17) b	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	К3	
20) b	CO 5	K3	
			ormance of the students is to be assessed by attempting higher
level of			
		en Choice)	
		hree ques	` '
Q. No	CO1	K Level	Questions
21 22	CO1 CO2	K2	
23	CO ₂	K4	
23	CO3	K3 K2	
25	CO5	K2 K3	
23	COS	ΝJ	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	UNDERSTANDING SO	CIETY WITH SOCIAL	\mathbf{W}	ORK PERSI	PECT	IVE	
Course Code	21USWA11		L P C				
Category	Allied				5	-	4
Nature of cours	e: EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRE	ENEU	RSH	IP
Course Objecti	ives:		•	1			
1: To understan	d the fundamentals of socie	ety					
2: To describe t	he concept of culture and a	eculturation					
3: To state vario	ous society's categorization						
4: To relate env	ironmental crisis with socia	al responses.					
5: To state the r	ole of social worker in sens	itizing social challenges.					
Unit: I Soc	cial work Vs Other Social	Sciences				15	5
	and its relationship with						
Criminology ar	nd Economics. Definition	and Concepts of Society	y, C	Community, S	Social	Gro	ups
	ocial Institution. Education	as a Social Institution, Pa	ndeı	mic effects or	Soci	ety.	
Unit: II Cu	lture					13	3
Culture: Defini	tion, Concept of Culture ar	nd Civilization, Norms, F	olkv	vays, Instituti	ons a	nd L	aws
Acculturation.	Role and Functions of	Culture. Family - Str	uctu	re and Fun	ctions	, Ty	pes
Socialization - I	Meaning and Definition. Ag	gencies of Socialization. s	ocie	ety and social	devel	opmo	ent.
Unit: III Soc	cial Stratification					17	1
	ation - Concept, Meaning,				• •		
	Caste, Class and Race. C						
-	al Control. Social Deviance	e, Social Change – Conce	ept,	Process, Fact	ors, A	Agent	ts o
Social Change.							
	vironment and Society					13	
	nd Society: Concept, meani						
	vironmental Crisis and Soc						
_	energy supply, Fresh water	er availability, Climate o	chan	ge; Challeng	e: Ju	stice	and
Beauty of Ecolo							
Unit: V Soc	cial Problems and challeng	ges				17	<u> </u>
	s and challenges: meaning,						
* -	problems: Economic Issue			-			
Challenges, Wa	ys to Overcome Social Cha						
		T	otal	l Lecture Ho	urs	75 H	rs
Books for Stud	y:						
1.C.N. Shankar	Rao, Sociology, Sultan Ch	and and Co, New Delhi,2	2006	j.			
2. Will Durant,	Philosophy and the Social	Problem, Promethean P	ress	, 2008			
	Social Problems in India,(
Books for Refe							
1. C B Memor	ria, Social Problems and S	ocial Disorganization in	Ind	lia . KitabMal	nal. A	llaha	bad

2. Ram Anuja, **Social Problems in India**,(4th edition), Rawat Publications, 2020

1981.

3. K. L. Sharma, Social Stratification and Mobility, Rawant Publication, 2006

Web Resources:

- $1. \quad \underline{https://ccsuniversity.ac.in/bridge-library/pdf/Social\%20 Problems\%20 Ram\%20 Ahuja.pdf}$
- 2. http://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf
- 3. https://nptel.ac.in/content/syllabus_pdf/109103022.pdf

Course	Course Outcomes				
On successful completion of the course the students will be able to					
CO1:	Understand the society and its components and the relevance of social work with other social science disciplines.	Up to K2			
CO2:	Elaborate the distinct features of culture and acculturation	Up to K2			
CO3:	Analyze various social stratification, social control and social deviance	Up to K4			
CO4:	associate Ecology and Society, Environmental Crisis with Social Responses to attain Sustainable Development	Up to K4			
CO5:	execute the role of social worker in sensitizing society and social challenges in various aspects	Up to K3			

CO & PO Mappings:

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

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	UNDERSTANDING SOCIETY WITH SOCIAL WORK PERSPECTIVE	Hrs	Pedagogy
I	Social Work and its relationship with Sociology, Anthropology, Psychology, Gerontology, Criminology and Economics. Definition and Concepts of Society, Community, Social Groups, Religion as a Social Institution. Education as a Social Institution, Pandemic effects on Society	15	Chalk and talk, PPT, Lecture
II	Culture: Definition, Concept of Culture and Civilization, Norms, Folkways, Institutions and Laws. Acculturation. Role and Functions of Culture. Family – Structure and Functions, Types. Socialization - Meaning and Definition. Agencies of Socialization. society and social development.	13	Chalk and talk, PPT,Group discussion
III	Social Stratification – Concept, Meaning, Definition, Theories and Determinants. Types of Social Stratification - Caste, Class and Race. Caste system in India. Social Control – Definition and Agents of Social Control. Social Deviance, Social Change – Concept, Process, Factors, Agents of Social Change.	17	Chalk and talk, PPT, Assignment
IV	Environment and Society: Concept, meaning and definition of Environment and society; Ecology and Society, Environmental Crisis and Social Responses, Challenges of Sustainability: Population growth, Clean energy supply, Fresh water availability, Climate change; Challenge: Justice and Beauty of Ecology.	13	Chalk and talk, PPT, Assignment
V	Social Problems and challenges: meaning, definition, elements, sources, nature of Social Problems; Types of Social problems: Economic Issues, Social Disorganization; Challenges: Interlink of Social Challenges, Ways to Overcome Social Challenges - Technology to Overcome Social Challenges.	17	Guest lecture, PPT

Course Designed by: Mrs. K. RENUKA MSW, M. Phil (SET), (NET), Head.

& Mrs. J. DYANAVINCILLA, MSW, M.Phil., SET, Assistant Professor

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

Section A Section B Section D Section C MCOs Short Answers Inte Cos **K** Level Either or **Open** rnal <u>K</u> – No. of. No. of. **K** -Choice Choice **Questions** Level **Questions** Level \mathbf{CI} **CO1** Upto K2 2 K1&K2 **K1** 2 (K2&K2) 1(K2) 1 2 2 ΑI CO₂ Upto K3 K1&K2 **K2** 2 (K3&K3) 1(K2) **CO3** Upto K3 2 K1&K2 1 **K2** 2(K3&K3) 1(K3) \mathbf{CI} AII **CO4** Upto K4 2 K1&K2 2 **K2** 2 (K3&K3 1(K4) No. of **Ouestions** to 4 3 4 2 be asked No. of Questions to 4 3 2 1 **Ouestion** be answered Pattern Marks for CIA I & II 1 2 5 10 each question Total Marks for each 4 6 10 10 section

	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 %	
	K1	2	2			4	8	80	
	K2	2	4	10	20	36	72	80	
	К3			10		10	20	20	
CIA	K4								
I	K5								
	Marks	4	6	20	20	50		100	
	K1	2				2	4	20	
	K2	2	6			8	16	20	
CIA	К3			20	10	30	60	60	
II	K4				10	10	20	20	
11	K5								
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
S.		К-	MC		Short An	swers	Section C	Section		
No	COs	Level	No. of	K –	No. of	K –	(Either / or	D (Open		
110		Level	Questions	Level	Question	Level	Choice)	Choice)		
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 K4	2	K1&K2	1	K2	2(K2&K2)	1(K4)		
4	CO 4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
No.	of Questi	ons to be	10		5		10	5		
	Aske	d	10		3		10	3		
No.	of Questi	ons to be	10		5		5	3		
	answer	ed	10		3		3	3		
Mark	Marks for each question		1		2		5	10		
Tot	Total Marks for each		10		10		25	30		
	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	59			
K2	5	6	30	20	61	50.8	39			
К3			20	20	40	33.3	33			
K4				10	10	8.3	8			
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mu	ltiple Choi	ice Questions)
Answer	All Qu	estions	(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	
		rt Answer	
Answer			(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		ner/Or Typ	
Answer			$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K	Questions
16) a	CO 1	Level	
16) a	CO 1	K2 K2	
16) b 17) a	CO 2	K2	
17) a	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K2 K3	
19) b	CO 4	K3	
20) a	CO 5	K3	
20) b	CO 5	K3	
			ormance of the students is to be assessed by attempting higher
level of			
		en Choice)	
	_	hree quest	
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K2	
23	CO3	K4	
24	CO4	К3	
25	CO5	К3	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

	(I of those who j	omed in 2021-2022 and	ul				
Course Name	IT SKILLS FOR SOCIA	L WORKERS					
Course Code	21USWS11				L	P	C
Category	Skill				2	-	2
Nature of course	e: EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPR	ENE	URSI	HIP
Course Objectiv	ves:						
2: To learn Mic. 3: To describe d 4: To demonstra 5: To gain know Unit: I Win Desktop feature Moving files, I TEAMSOnline	d the fundamentals of informosoft office lata analysis and SPSS ate SPSS for social work revoledge on Internet adows 10 lates, Installing and Uninstal Finding Files or Folders Learning Platforms-NPTIPC, Laptop, Mobiles, Mobiles, Mobiles, Mobiles, Mobiles	search data analysis lling new Programs. Wi -online learning method EL, SWAYAM, MOOC.	olog	gy-ZOOM,	MICI	ROSC	ing,
Unit: II Mic	rosoft Office Word Basics	S				06)
	cuts used in using Word.						
	, Resume, CV-Formats a						
•	rd: Table, Charts, Pictures	s, Clipart, Shapes, Smart	art	, Page Iayo	out, de	esign	ıng-
	t, creating links in word					0.4	
	rosoft Office Excel Basics xcel preparation-Cell align		ıtari	na Numbar	c En	06	
	las in Excel and using it	0 0		_		•	_
_	oving Inserting and Deleting				_	_	

Moving and Copying, Inserting and Deleting Rows and Columns – Creating various types of charts based on the data – Database in a Worksheet. Printing excel sheets.

Unit: IV Microsoft Office Power Basics

06

Power point – Slides – Inserting New Slides, inserting audio, inserting video, ClipArt's, Power Point Views-Normal view, Slide sorter view, Reading view, Deleting sections, Running a Slide Show, Setting backgrounds, Using slide master, Printing Presentations, Format Options, Editing Features. Formatting the slides

Unit: V Data Analysis

06

Introduction to Data Analysis – Analysis of Data through Computer Software, Introduction to SPSS – Variable List, Variable Code, Value Code, Cross Tabulation, Simple Statistical Analysis. Internet – Web Browsers, attaching in -Email, Search Engines, Chatting-apps; Social Media in Social work perspectives.

Total Lecture Hours

30 Hrs

Books for Study:

- 1. Kathleen M. Austin, Introduction to Microsoft Office, Goodheart-Willcox Publications, 2017
- 2. BittuKumar, Mastering MS Office: Computer Skill Development: be Future Ready, V&S Publishers, Bangalore, 2017

3. Prinithi sinha, Pradeep K. Sinha, Computer Fundamentals: Concepts, Systems & Applications- 8th Edition, BPB Publication, New Delhi, 2004

Books for Reference:

- 1. Taxali R.K., PC Software for Windows, McGraw Company, 2005
- 2. Peter Norden, Introduction To Computers, Tata Mcgraw hill, 2005
- 3. Bittukumar , Microsoft Office 2010, V&S Publishers, Bangalore, 2013.

Web Resources:

- 1. https://www.vfu.bg/en/e-Learning/Computer-Basics--computer_basics2.pdf
- 2. https://www.just.edu.jo/~mqais/CIS99/PDF/Ch.01_Introduction_%20to_computers.pdf
- 3. https://ils.unc.edu/cws/Handouts/Computer%20Basics/Computer%20Basics.pdf

Course	Course Outcomes					
On suc	On successful completion of the course the students will be able to					
CO1:	Understand the basic windows 10 features, common shortcuts, memory	Un to Ir2				
COI:	management and Information Technology	Up to k2				
CO2:	Make use of Microsoft word, Excel spread sheet, power point presentation	Up to k3				
CO3:	Utilize the Information technology for data analysis and interpretation	Up to k2				
CO4 :	Apply Statistical Package for Social Sciences in social work research	Up to k3				
CO5:	recognize the importance of internet in both education and in social work	Un to Ir2				
CO5:	prospects	Up to k2				

CO & PO Mappings:

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

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

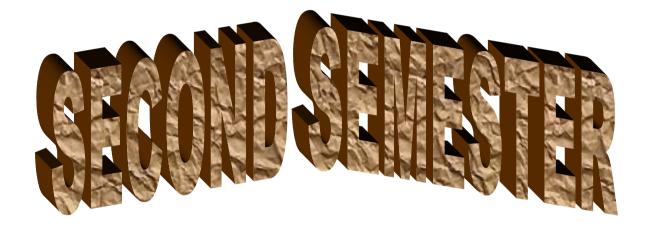
LESSON PLAN

Unit	IT SKILLS FOR SOCIAL WORKERS	Hrs	Pedagogy
I	Windows 10: Desktop features, Installing and Uninstalling new Programs. Windows Explorer – Copying, Moving files, Finding Files or Folders-online learning methodology-ZOOM, MICROSOFT TEAMSOnline Learning Platforms-NPTEL, SWAYAM, MOOC. Common Shortcuts, memory management in PC, Laptop, Mobiles, Mobile phones in education.	06	Chalk and talk, PPT, Lecture
II	Microsoft Office Word Basics: Common Shortcuts used in using Word. Preparation of Permission letter, Field report, Project report, Bio-data, Resume, CV-Formats and templates, printer settings and external device, Inserting in word: Table, Charts, Pictures, Clipart, Shapes, Smart art, Page layout, designing-borders, word-art, creating links in word	06	Chalk and talk, PPT,Group discussion
Ш	Microsoft Office Excel Basics: Worksheet, Excel preparation, Cell alignment and Designing, Entering Numbers, Entering & Creating Formulas in Excel and using it for calculation, using filters, Merging, Warping text. Moving and Copying, Inserting and Deleting Rows and Columns – Creating various types of charts based on the data – Database in a Worksheet. Printing excel sheets.	06	Chalk and talk, PPT, Assignment
IV	Microsoft Office Power Basics: Power point, Slides, Inserting New Slides, inserting audio, inserting video, ClipArt's, Power Point Views-Normal view, Slide sorter view, Reading view, Deleting sections, Running a Slide Show, Setting backgrounds, Using slide master, Printing Presentations, Format Options, Editing Features. Formatting the slides	06	Chalk and talk, PPT, Assignment
V	Data Analysis: Introduction to Data Analysis – Analysis of Data through Computer Software, Introduction to SPSS – Variable List, Variable Code, Value Code, Cross Tabulation, Simple Statistical Analysis. Internet – Web Browsers, attaching in -Email, Search Engines, Chatting-apps; Social Media in Social work perspectives.	06	Guest lecture, PPT

Course Designed by:

M. BHARATHI NATARAJAN, MSW, MA, M.Phil., NET,

S. SILAMBARASAN, MSW, M.Phil.,





(For those who joined in 2021-2022 and after)

Course Name	SOCIAL WELFARE A	DN	MINISTRATION				_
Course Code	21USWC21				L	P	C
Category	Core				5	-	5
Nature of cours	se: EMPLOYABILITY	✓	SKILL ORIENTED	ENTREPREN	IEUR	SHIF)
Course Object	ives:						
	n understanding of basic co			social work pra	ctice		
-	he administrative structure of						
	ze the essentials of Indian co		•				
	e legal interventions for vari		<u> </u>				
	various intervention strateg	gies	s in legislative prospect.				
	lministration					15	
	- Concept, Definition, Nee						
٠,	ganizing, Staffing, Dire		<i>O</i> ,	1 0,	ıdgeti	_	and
	n. Public Relations – Mea	ıniı	ng, Need, Principles, U	se of Differen	t Me	dium	for
Public Relation							
	cial Welfare Administratio					15	
	Administration – Concept,						
	ia - the Ministry, Central			_		of So	ocial
Welfare Board.	Role of Social worker and	Im	portance of Social work	in Social Welfa	re.		
	lian Constitution					15	
	ition – Concept of Fundame						
State Policy. L	egislation – Concept and M	Me	aning, Social Legislation	on – Meaning a	nd D	efini	tion
-	etween Social Legislation at	nd	Social Change. Concep	t of Public Inte	rest I	Litiga	tion
and Right to Inf	formation Act.						
	gislation related to Womer					15	
	ated to Marriage – Hindu N						
	al Marriage Act, Child Ma						urts
	ence Act, Dowry Prohibition		ct, The Prohibition of C	hild Marriage A	ct, 20		
Unit: V Leg	gislation related to Children					15	5
Legislation rela	ated to Children - Juvenile.	Jus	stice Act, Child Labour	Regulation and	Aboli	tion	Act.
POCSO Act, In	nmoral Traffic Act, Eve Te	easi	ing Act. Legislation rela	ted to Ameliora	ation	of So	ocial
Problems. The l	Protection of Civil Rights A	ct,	The Consumer Protection	on Act.			
Tot	tal Lecture Hours					75 H	[rs
Books for Stud	ly:						
1. S. L Goel, S	Social welfare administration	n,	Balaji World of Books, l	New Delhi, 2010	0.		
2. S.P.Jain, So	cial Welfare Administrati	on	, Prentice Hall, New De	lhi, 2002			
Books for Refe	erences:						
1. P.Chowdhry	y ,Social Welfare Adminis	tra	ntion, Athmaram and So	ns, New Delhi, 1	996		
· · · · · · · · · · · · · · · · · · ·	ev, Social Welfare Adminis					3	
3. R.L.Agarwa	ala, Hindu Law , Central La	ıw	Agency, Allahabad, 199	6.			
1 D Ingadaasa	n Marriaga and Social La	a.	clation in Tamil Nadu	Eletahiannan			

4. P.Jagadeesan, Marriage and Social Legislation in Tamil Nadu, Elatchiappon

- Publications, Madras, 1997.
- 5. ICCW, Child and Law. ICCW, Madras, 1998.
- 6. R.N.Vyas, The soul of Indian constitution, Print well publications, Jaipur, 1998.
- 7. K.Shanmugavelayutham, **Social Legislation and Social Change**, Vazhavalamudin \ publications, Madras,1998.

Web Resources:

- 1. http://hdl.handle.net/123456789/17228
- 2. http://hdl.handle.net/123456789/17237
- 3. https://www.mooc-list.com/course/social-work-practice-individuals-families-and-small-groups-edx
- 4. https://www.mooc-list.com/course/social-welfare-policy-and-services-edx

Course	e Outcomes	K Level		
On successful completion of the course the students will be able to				
CO1 :	Determine the underlying foundations of Administration and social welfare administration	Up to k2		
~~		-		
CO2:	execute the basic principle of social welfare administration	Up to k3		
CO3:	provide necessary knowledge of administration of welfare organization	Up to k2		
CO4:	Develop an understanding of the organization as a system	Up to k2		
CO5:	Develop an understanding and analyzing issues in a broader context in order to	Up to k4		
CO3:	respond to critical social realities.	Op 10 K4		

CO & PO Mapping:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION	Hrs	Pedagogy
I	Administration – Concept, Definition, Need for Administration, Basic Administrative Processes –Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting and Communication. Public Relations – Meaning, Need, Principles, Use of Different Medium for Public Relations	15	Chalk and talk, PPT, Lecture
II	Social Welfare Administration – Concept, Definition, Meaning, Administrative structure of Social Welfare in India - the Ministry, Central and State Social Welfare Board. Importance of Social Welfare Board. Role of Social worker and Importance of Social work in Social Welfare.	15	Chalk and talk, PPT, Group discussion
III	Indian Constitution – Concept of Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Legislation – Concept and Meaning, Social Legislation – Meaning and Definition. Relationship between Social Legislation and Social Change. Concept of Public Interest Litigation and Right to Information Act	15	Chalk and talk, PPT, Assignment
IV	Legislation related to Marriage – Hindu Marriage Act, Muslim Marriage Act, Christian Marriage Act and Special Marriage Act, Child Marriage (Restraint) Act 1929. Role of Family Courts. Domestic Violence Act, Dowry Prohibition Act, The Prohibition of Child Marriage Act, 2006	15	Chalk and talk, PPT, Assignment
V	Legislation related to Children - Juvenile Justice Act, Child Labour Regulation and Abolition Act, POCSO Act, Immoral Traffic Act, Eve Teasing Act. Legislation related to Amelioration of Social Problems. The Protection of Civil Rights Act, The Consumer Protection Act.	15	Guest lecture, PPT

Course Designed by:

S. SILAMBARASAN, MSW, M.Phil. &

M. BHARATHI NATARAJAN, MSW, MA, M.Phil., NET

,

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

			Section	n A	Section	ı B	Section C	Continu D
Inte	Cos	K Level	MC	Qs	Short An	swers	Section C Either or	Section D Open
rnal	Cos	K Level	No. of.	K –	No. of.	K -	Choice	Choice
			Questions	Level	Questions	Level	Choice	Choice
CI	CO1	Upto K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
ΑI	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)
AII	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of						
One	stion	Questions to	4		3		2	1
_	tern	be answered						
	I & II	Marks for						
CIA	1 & 11	each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

		Dis	tribution of N	Aarks 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 %
	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	80
	K3			10		10	20	20
CIA	K4							
I	K5							
	Marks	4	6	20	20	50		100
	K1	2				2	4	20
	K2	2	6			8	16	20
CIA	K3		_	20	10	30	60	60
II	K4				10	10	20	20
11	K5							
¥74	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)										
S. No	COs	K - Level	No. of Questions	,	Short An No. of Questio n	K – Level	Section C (Either / or Choice)	Section D (Open Choice)			
1	CO 1	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)			
2	CO 2	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)			
4	CO 4	Up to K2	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)			
No. o	of Questi Asked	ons to be	10		5		10	5			
No.c	of Questic		10		5		5	3			
Mark	s for each	question	1		2		5	10			
Tota	al Marks section		10		10		25	30			
_	(Figures	in parenth	esis denotes, q	uestions sh	ould be as	ked with	the given K le	vel)			

	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			7	5.8	50			
K2	5	8	20	20	53	44.1	30			
K3			30	20	50	41.6	50			
K4				10	10	8.3	30			
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section A	A (Mult	tiple Choic	ce Questions)
Answer	All Que	estions	(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	
		t Answers	
Answer			(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		er/Or Typ	
Answer			$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K,	Questions
1.6)	GO 1	Level	
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2		
17) b	CO 2		
18) a	CO 3		
18) b			
19) a 19) b	CO 4		
20) a	CO 5		
20) a 20) b	CO 5		
			rmance of the students is to be assessed by attempting higher
level of 1			imance of the students is to be assessed by attempting higher
		n Choice)	
	_	ree questi	ons (3x10=30 marks)
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	
	1		



(For those who joined in 2021-2022 and after)

Course Name	INTRODUCTION TO T	THE FIELDS OF SOCIAL	L WORK			
Course Code	21USWC22			L	P	C
Category	Core			4	-	4
Nature of cours	se: EMPLOYABILITY	✓ SKILL ORIENTED	ENTREPRE	NEUI	RSHI	P
Course Object	ives:		<u>.</u>			
1: To understa	nd the concept of various fi	elds of social work				
2: To classify t	the problems in each fields					
3: To apply the	e methods and approaches in	n identifying the problems is	n social work f	ields		
4: To build tea	m work in various fields of	social work				
5: To demonstr	ate the challenges and role	of social worker in each spe	cialized field.			
Unit: I Inc	dustrial Social Work:				10)
		and Definition, Difference				
		of Labour Welfare. Labour				
	ory measures. Industrial So	cial work – Concept, Meani	ing, Role of So	cial V	Vorke	er ir
Industries					-	
	mmunity Development				15	
•	-	, meaning, need, Differ	ence between	ı Co	mmu	•
Organization a	nd Community Developm					
-	• •	ent,Concept of Rural, Urb				•
Problems of I	• •	Community. Role of soc				•
Problems of I	• •	-				•
Problems of I development	Rural, Urban and Tribal	Community. Role of soc				nity
Problems of I development Unit: III Me	Rural, Urban and Tribal edical and Psychiatric Soc	Community. Role of soc	cial Worker in	n Co	mmu 10	nity
Problems of I development Unit: III Me Medical and P	Rural, Urban and Tribal edical and Psychiatric Soc Psychiatric Social Work –	Community. Role of social Work	work and Psy	n Co	mmu 10 ic So	nity ocial
Problems of I development Unit: III Me Medical and P Work. Differen	Rural, Urban and Tribal edical and Psychiatric Society Sychiatric Social Work — Company of the	Community. Role of social Work Concept of Medical Social	work and Psycial work. Psycial	n Co	10 ic So	nity ocial ting
Problems of I development Unit: III Me Medical and F Work. Different and Medical see	Rural, Urban and Tribal edical and Psychiatric Society Sychiatric Social Work — Company of the	ial Work Concept of Medical Social vehology and Psychiatric So	work and Psycial work. Psycial	n Co	10 ic So	nity ocial ting
Problems of I development Unit: III Me Medical and P Work. Different and Medical set Social Worker	Rural, Urban and Tribal edical and Psychiatric Society esychiatric Social Work — ce between Psychiatry, Psychiatry, Multidisciplinary app	ial Work Concept of Medical Social vehology and Psychiatric So	work and Psycial work. Psycial	n Co	10 ic So	nity ocial ting
Problems of I development Unit: III Me Medical and F Work. Different and Medical se Social Worker: Unit: IV Fatter Family and Christian Medical set Social Worker: Medical and F Worker: Family and Christian Medical set Social Worker: Medical and F Worker: Medical and F Worker: Family and Christian Medical set Social Worker: Medical and F Worker: Me	Rural, Urban and Tribal edical and Psychiatric Soc esychiatric Social Work — ce between Psychiatry, Psy etting. Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Fa	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Social will and Child. Problems of	work and Psycial Work. Psycial Worker a	chiatr chiatr nd Ps	10 ic Soic set ychia	nity ocial ting atric Role
Problems of I development Unit: III Me Medical and F Work. Different and Medical se Social Worker: Unit: IV Fatter Family and Christian Medical set Social Worker: Medical and F Worker: Family and Christian Medical set Social Worker: Medical and F Worker: Medical and F Worker: Family and Christian Medical set Social Worker: Medical and F Worker: Me	Rural, Urban and Tribal edical and Psychiatric Soc esychiatric Social Work — ce between Psychiatry, Psy etting. Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Fa	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Social	work and Psycial Work. Psycial Worker a	chiatr chiatr nd Ps	10 ic Soic set ychia	nity ocial ting atric Role
Problems of I development Unit: III Me Medical and P Work. Different and Medical set Social Worker: Unit: IV Fatter of Social Worker in the Social Worke	Rural, Urban and Tribal Edical and Psychiatric Social Psychiatric Social Work — Coce between Psychiatry, Psycetting. Multidisciplinary application various setting mily and Child Welfare ild Welfare: Concept of Factor in Foster care, Adoption	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Social will and Child. Problems of	work and Psycial work. Psycial worker a of Family and Cling Centre, C	chiatr chiatr nd Ps	10 ic Soic set ychia	nity ocial ting atric Role
Problems of I development Unit: III Me Medical and F Work. Different and Medical se Social Worker: Unit: IV Family and Chrof Social Work Clinics, Pre ma Unit: V Scl	Rural, Urban and Tribal edical and Psychiatric Soc esychiatric Social Work — ce between Psychiatry, Psyctting. Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Facer in Foster care, Adoption rital Counselling. Welfare shool and Correctional Soc	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Social with a services, Family Counsels services for Family and Childial work	work and Psycial Work. Psycial Worker a of Family and Cling Centre, Cdren	chiatrich	10 ic Soic set ychia 10 ren. F	ocial ting Role
Problems of Indevelopment Unit: III Me Medical and F Work. Different and Medical se Social Worker: Unit: IV Fan Family and Chrof Social Work Clinics, Pre ma Unit: V Scl	Rural, Urban and Tribal edical and Psychiatric Soc esychiatric Social Work — ce between Psychiatry, Psyctting. Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Facer in Foster care, Adoption rital Counselling. Welfare shool and Correctional Soc	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Chil	work and Psycial Work. Psycial Worker a of Family and Cling Centre, Cdren	chiatrich	10 ic Soic set ychia 10 ren. F	ocial ting Role
Problems of Idevelopment Unit: III Me Medical and P Work. Different and Medical set Social Worker Unit: IV Family and Chrof Social Work Clinics, Pre ma Unit: V Scl School and Camong School	Rural, Urban and Tribal Redical and Psychiatric Soc Psychiatric Social Work — Coce between Psychiatry, Psychiatry, Psychiatry, Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Facer in Foster care, Adoption rital Counselling. Welfare school and Correctional Social work: Machine Children. Role of School S	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Chilal work Meaning and Scope of Schoolial Worker. Crime and its	work and Psycial Worker a work and Psycial work. Psycial Worker a of Family and Olling Centre, Cdren mool Social Westypes, Causes	chiatr chiatr nd Ps Child	10 ic Soic set sychia 10 ren. Fuida	ocial ting Role nace
Problems of I development Unit: III Me Medical and F Work. Different and Medical set Social Worker: Unit: IV Fatter and Chrof Social Work Clinics, Pre mature I School and Camong School Delinquency. Compared to the social work of Social Work Clinics, Pre mature I School and Camong School Delinquency. Compared to the social work Clinics, Pre mature I School and Camong School Delinquency. Compared to the social work Clinics, Pre mature I School and Camong School Delinquency. Compared to the social work Clinics, Pre mature I School and Camong School Delinquency. Compared to the social work Clinics, Pre mature I School and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency. Compared to the social work Clinics and Camong School Delinquency.	Rural, Urban and Tribal edical and Psychiatric Soc Sychiatric Social Work — ce between Psychiatry, Psycting. Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Facer in Foster care, Adoption rital Counselling. Welfare selectional Correctional Social work: Management of School Scorrectional Services - Role Correctional Services - Role	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Childial work Meaning and Scope of Sch	work and Psycial Worker a work and Psycial work. Psycial Worker a of Family and Olling Centre, Cdren mool Social Westypes, Causes	chiatrichiatrichiatrichiatrichiatrichiad Ps	10 ic Soic set cychia 10 ren. F Guida 15 Proble rime	nity ocial ocial ting Role ems and
Problems of I development Unit: III Me Medical and F Work. Different and Medical set Social Worker Unit: IV Fair Family and Chrof Social Work Clinics, Pre ma Unit: V Scl School and C among School Delinquency. C	Rural, Urban and Tribal Redical and Psychiatric Soc Psychiatric Social Work — Coce between Psychiatry, Psychiatry, Psychiatry, Multidisciplinary applin various setting mily and Child Welfare ild Welfare: Concept of Facer in Foster care, Adoption rital Counselling. Welfare school and Correctional Social work: Molidren. Role of School Scorrectional Services - Role tal Lecture Hours	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Chilal work Meaning and Scope of Schoolial Worker. Crime and its	work and Psycial Worker a work and Psycial work. Psycial Worker a of Family and Olling Centre, Cdren mool Social Westypes, Causes	chiatrichiatrichiatrichiatrichiatrichiad Ps	10 ic Soic set sychia 10 ren. Fuida	nity ocial ting Role ance
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Problems of Idevelopment Unit: III Me Medical and P Work. Different and Medical set Social Worker Unit: IV Fair Family and Chrof Social Work Clinics, Pre ma Unit: V Scl School and Camong School Delinquency. Camong School Books for Students	Rural, Urban and Tribal Redical and Psychiatric Soc Psychiatric Social Work — Coce between Psychiatry, Multidisciplinary application of School Services and Concept of Factor in Foster care, Adoption rital Counselling, Welfare school and Correctional Social work: No Correctional Social work: No Correctional Services - Role tal Lecture Hours Ily:	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Chilal work Meaning and Scope of Schoolial Worker. Crime and its	work and Psycial Worker a work and Psycial Worker a of Family and Olling Centre, C dren nool Social Westypes, Causes ker	chiatrichiatrind Ps	10 ic Soic set ychia 10 ren. Fuida 15 Proble rime	nity ocial capaciting Role nnce
Problems of Idevelopment Unit: III	Rural, Urban and Tribal Redical and Psychiatric Soc Psychiatric Social Work — Coce between Psychiatry, Multidisciplinary application of School Services and Concept of Factor in Foster care, Adoption rital Counselling, Welfare school and Correctional Social work: No Correctional Social work: No Correctional Services - Role tal Lecture Hours Ily:	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Chilal work Meaning and Scope of Schooial Worker. Crime and its of Correctional Social Work	work and Psycial Worker a work and Psycial Worker a of Family and Olling Centre, C dren nool Social Westypes, Causes ker	chiatrichiatrind Ps	10 ic Soic set ychia 10 ren. Fuida 15 Proble rime	nity ocial cial Role nnce
Problems of Idevelopment Unit: III	Rural, Urban and Tribal edical and Psychiatric Soc esychiatric Social Work — ce between Psychiatry, Psychiatry, Psychiatry, Multidisciplinary applin various setting mily and Child Welfare fild Welfare: Concept of Facer in Foster care, Adoption rital Counselling. Welfare school and Correctional Social work: Molidren. Role of School Scorrectional Services - Role tal Lecture Hours ly: witt stroup, Social work: New Delhi, 2017.	ial Work Concept of Medical Social vehology and Psychiatric Soproach, Role of Medical Someon services, Family Counsels services for Family and Chilal work Meaning and Scope of Schooial Worker. Crime and its of Correctional Social Work	work and Psycial Worker a work and Psycial work. Psycial Worker a of Family and Cling Centre, Cdren mool Social Westypes, Causes ker	chiatrichiatrichiatrichiatrichiad Ps Childichild Cork. Is of C	10 ic Soic set ychia 10 ren. Fuida 15 Proble rime	nity ocia ocia ting Role nnce

1. Rathinasamy Maria Saleth , From Individual to Community: Issues in Development

Studies, Sage India, 2012

- 2. A.E. Fink, The Fields of Social Work, Henry Holt & Co, Sage Publication, Inc 1986
- **3.** Gangadhar B. Sonar, **Rural Community Development in India**, Lambert Publishibg, New Delhi. 2017
- 4. J.J. Ponakaland S.D. Gokala, Crime and Correction in India, TISS, Bombay, 2012
- **5.** Encyclopedia of Social Work in India Vol. I and II Panning Commission, Govt.of India, New Delhi, 2011
- **6.** P.D.Misra, **Social Work Philosophy and Methods**, Inter-India Publications, New Delhi, 1994.

Web Resources:

- 1. <a href="https://sites.google.com/site/ignouhelpbooks11/MSW%20009%20Community%20Organization%20Management%20for%20Community%20Development%20%5B1%5D.zip?attredirects=0&d=1
- 2. http://www.ignouhelp.in/ignou-mswe-02-study-material/
- 3. https://onlinecourses.swayam2.ac.in/nou21_hs03/preview
- 4. https://onlinecourses.swayam2.ac.in/nou21 lb11/preview

	bott diminectual sessis way and account in dall_ibility blowlett					
Course	Course Outcomes					
On successful completion of the course the students will be able to						
CO1:	describe the fields of Industry, Community, Medical & Psychiatric, family & child welfare, school and correctional social work	Up to K2				
CO2:	identify the problems among the fields of Industry, Community, Medical & Psychiatric, family & child welfare, school and correctional social work	Up to K2				
CO3:	apply the methods and techniques in the respective institutions	Up to K3				
CO4:	develop teamwork in each disciplinary	Up to K4				
CO5:	differentiate the role of social worker in respective fields	Up to K4				

CO & PO Mapping:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	INTRODUCTION TO THE FIELDS OF SOCIAL WORK	Hrs	Pedagogy
I	Industrial Social Work: Industry-Meaning and Definition, Difference between factory & industry, Problems of Industrial Labour - Concept of Labour Welfare. Labour Welfare measure: Statutory and Non Statutory measures. Industrial Social work - Concept, Meaning, Role of Social Worker in Industries	10	Chalk and talk, PPT, Lecture
II	Community Development: Definition, meaning, need, Difference between Community Organization and Community Development, Methods. Concept of Rural, Urban and Tribal Community. Problems of Rural, Urban and Tribal Community. Role of social Worker in Community development	15	Chalk and talk, PPT,Group discussion
III	Medical and Psychiatric Social Work – Concept of Medical Social work and Psychiatric Social Work. Difference between Psychiatry, Psychology and Psychiatric Social work. Psychiatric setting and Medical setting. Multidisciplinary approach, Role of Medical Social Worker and Psychiatric Social Worker in various setting	10	Chalk and talk, PPT, Assignment
IV	Family and Child Welfare: Concept of Family and Child. Problems of Family and Children. Role of Social Worker in Foster care, Adoption services, Family Counselling Centre, Child Guidance Clinics, Pre marital Counselling. Welfare services for Family and Children	10	Chalk and talk, PPT, Assignment
V	School and Correctional Social work: Meaning and Scope of School Social Work. Problems among School Children. Role of School Social Worker. Crime and its types, Causes of Crime and Delinquency. Correctional Services - Role of Correctional Social Worker.	15	Guest lecture, PPT

Course Designed by:

- 1. C. KANMANI, MSW, MA, M.Phil., NET,
- 2. S. SIVATHMIKA, MSW (NET), PGDHRM, DCP

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

Section A Section B Section D Section C MCOs Short Answers Inte Cos K Level Either or **Open** rnal <u>K</u> – No. of. No. of. Κ-Choice Choice **Questions** Level **Questions** Level \mathbf{CI} **CO1** Up to K2 2 K1&K2 1 **K1** 2 (K2&K2) 1(K2) CO₂ 2 2 ΑI Up to K3 K1&K2 **K2** 2 (K3&K3) 1(K2) **CO3** Up to K3 2 K1&K2 1 **K2** 2(K3&K3) 1(K3)CI AII Up to K4 K1&K2 **CO4** 2 2 **K2** 2 (K3&K3 1(K4) No. of **Ouestions** to 4 3 4 2 be asked No. of Questions to 4 3 2 1 **Ouestion** be answered Pattern Marks for CIA I & II 2 5 10 each 1 question Total Marks for each 4 6 10 10 section

	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 %		
	K1	2	2			4	8	80		
	K2	2	4	10	20	36	72	80		
	К3			10		10	20	20		
CIA	K4									
I	K5									
	Marks	4	6	20	20	50		100		
	K 1	2				2	4	20		
	K2	2	6			8	16	20		
CIA	К3			20	10	30	60	60		
II	K4		_		10	10	20	20		
11	K5		_							
T7-1	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
			N	ICQs	Short Answers		Section C	G 41 D		
S.No COs	COs	K - Level	No. of Questi	Questi K – Level	No. of Questio	K – Level	(Either / or Choice)	Section D (Open Choice)		
	NO.1 TT. 1 TTO	ons	T74 0 T70	n		,	,			
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(K2&K2)	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(K3&K3)	1(K4)		
No.	of Quest Aske	ions to be	10		5		10	5		
No.	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 parenthesi	is denotes	s, questions s	hould be a	sked witl	h 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	59				
K2	5	6	30	20	61	50.8	39				
К3			20	20	40	33.3	33				
K4				10	10	8.3	8				
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mu	ltiple Choi	ce Questions)
Answer	All Qu	iestions	(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 (Sho	rt Answer	s)
Answer	All Qu	iestions	(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 (Eith	ner/Or Typ	pe)
Answer	All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	
17) b	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K3	
20) b	CO 5	K3	
			ormance of the students is to be assessed by attempting higher
level of			
	_	en Choice)	
-		hree quest	
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K2	
23	CO3	K3	
24	CO4	K3	
25	CO5	K4	



(For those who joined in 2021-2022 and after)

Course Name	GENERAL PSYCHOLOGY		1						
Course Code	21USWA21	L	P	C					
Category	Allied	5	-	4					
Nature of cours	e: EMPLOYABILITY SKILL ORIENTED ✓ ENTREPH	RENEU	RSH	IP					
Course Object	ives:								
1: To understan	nd the scope and various fields of psychology								
2: To relate psy	ychology to social work practice								
3 : To describe	the concept of human behavior and personality								
4 : To classify of	cognitive and non – cognitive parts of human mind								
5: To explain the	ne essential theories of general psychology.								
Unit: I Psy	rchology		15	5					
Psychology – C	Concept, Meaning, Definition, Scope, Branches of Psychology: Ba	sic and	App	lied					
Psychology, A	merican Psychological Association. Relevance of Psychology i	n Soci	al W	ork/					
	Psychology - Concept, Definition, Meaning, Application of Psychology	ology i	n var	ious					
	porary Approaches in Psychology.								
Unit: II Lea	Unit: II Learning and Memory 15								
	Memory: Learning - Meaning, Principles and Types of Learning								
	operant learning, Memory - Meaning, Kinds, Process and Stag			ory,					
Memory Span,	Methods of improving memory. Forgetting – Meaning, Amnesia and	d its ty	pes.						
Unit: III Bel	navior		15	5					
Behavior - M	eaning, Types of Behavior, Factors Influencing Behavior. Norma	ıl Vs A	Abnoi	mal					
Behaviour. Ad	justment & Maladjustment - Meaning, Definition, Characteristics o	f Well	Adju	sted					
and Mal adj	usted Behaviour, ; Adjustment Mechanisms, Defense Mecha	nisms	and	its					
Classification									
Unit: IV Int	elligence and Motivation		15	5					
Intelligence- C	Concept, Meaning, Definition, Nature of Intelligence, Measurement	of Inte	ellige	nce.					
Gardener's M	ultiple Intelligence. Intelligent Quotient - Classification of Intel	ligent	Quoti	ent.					
Motivation – I	Definition, Meaning, Types – Physical, Social and Psychological M	lotives.	Ben	efits					
of motivation									
	rsonality		13)					
Unit: V Per	rsonality Concept, Definition, Meaning, Types and Development of personal concepts are concepts.	onality							
Unit: V Per Personality: C	Concept, Definition, Meaning, Types and Development of personal development development of personal development de		Fac	tors					
Unit: V Per Personality: C Influencing p	· · · · · · · · · · · · · · · · · · ·	zation	Fac	tors					
Personality: C Influencing p Assessment of	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize	zation	Fac	tors ess;					
Personality: C Influencing p Assessment of	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize Personality – Meaning, Types of Personality assessment, Projective al Lecture Hours	zation	Fac Proc	tors ess;					
Personality: Confidencing passessment of Total Books for Student	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize Personality – Meaning, Types of Personality assessment, Projective al Lecture Hours	zation e Test.	Fac Proc	tors ess;					
Personality: Confidencing processing the Assessment of Books for Students 1. S.K. Manga	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize Personality – Meaning, Types of Personality assessment, Projective al Lecture Hours	zation re Test.	Fac Proc	tors ess;					
Personality: Confidencing processing the Assessment of Books for Students 1. S.K. Manga	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize Personality – Meaning, Types of Personality assessment, Projective at Lecture Hours Ly Ly L, Ph. D, General Psychology, Sterling Publishers, New Delhi, 2020, ifford, Introduction of Psychology, Tata McGrawHill, New Delhi 2020, 2021, 20	zation re Test.	Fac Proc	tors ess;					
Personality: Confidencing processing process	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize Personality – Meaning, Types of Personality assessment, Projective at Lecture Hours Ly Ly L, Ph. D, General Psychology, Sterling Publishers, New Delhi, 2020, ifford, Introduction of Psychology, Tata McGrawHill, New Delhi 2020, 2021, 20	zation re Test.	Fac Proc	tors ess;					
Personality: Confluencing processing the Assessment of Books for Students and Assessment of Books for Reference a	Concept, Definition, Meaning, Types and Development of personality Development: Heredity, Environment and Socialize Personality – Meaning, Types of Personality assessment, Projective tal Lecture Hours Ly LI, Ph. D, General Psychology, Sterling Publishers, New Delhi, 2020 inford, Introduction of Psychology, Tata McGrawHill, New Delhi 2 prences:	zation re Test.	Fac Proc	tors ess;					

- 4. J.Sinha, A manual of psychology, New Central Book Agency, Calcutta, 1998
- 5. S.W.Lawrel, Adult Personality Development, Sage Publication, New Delhi, 1994
- 6. Morgan, C.T.& King, R.A, Introduction to Psychology, McGraw Hill, New York, 1995
- 7. Munn, N.A., Psychology-**The Fundamentals of Human Behaviour**; London; George G. Harrap& Co, Ltd., 2000

Web Resources:

- 1. http://egyankosh.ac.in/handle/123456789/23228
- 2. http://egyankosh.ac.in/handle/123456789/23221
- 3. http://egyankosh.ac.in/handle/123456789/23231
- 4. https://onlinecourses.swayam2.ac.in/nou21_mg01/preview

Course	e Outcomes	K Level				
On successful completion of the course the students will be able to						
CO1:	Describe the scope and various branches of psychology	Up to K2				
CO2:	Compare the significance of psychology in social work practice	Up to K3				
CO3:	Detail the concept of human behaviour and personality	Up to K2				
CO4:	Identify the various types of learning, memory, human behaviour, motivation,	Un to V2				
CO4:	Intelligence, personality.	Up to K3				
CO5:	To apply classical conditioning, operant conditioning and defense mechanisms	Up to K3				

CO & PO Mapping:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	GENERAL PSYCHOLOGY	Hrs	Pedagogy
I	. Psychology – Concept, Meaning, Definition, Scope, Branches of Psychology: Basic and Applied Psychology, American Psychological Association. Relevance of Psychology in Social Work practice. Social Psychology – Concept, Definition, Meaning, Application of Psychology in various fields. Contemporary Approaches in Psychology	15	Chalk and talk, PPT, Lecture
II	Learning and Memory: Learning – Meaning, Principles and Types of Learning – Conditional learning and operant learning, Memory – Meaning, Kinds, Process and Stages of Memory, Memory Span, Methods of improving memory. Forgetting – Meaning, Amnesia and its types	15	Chalk and talk, PPT,Group discussion
III	Behavior - Meaning, Types of Behavior, Factors Influencing Behavior. Normal Vs Abnormal Behaviour. Adjustment & Maladjustment - Meaning, Definition, Characteristics of Well Adjusted and Mal adjusted Behaviour, ; Adjustment Mechanisms, Defense Mechanisms and its Classification	15	Chalk and talk, PPT, Assignment
IV	Intelligence- Concept, Meaning, Definition, Nature of Intelligence, Measurement of Intelligence.— Multiple Intelligence. Intelligent Quotient — Classification of Intelligent Quotient. Motivation — Definition, Meaning, Types — Physical, Social and Psychological Motives. Benefits of motivation	15	Chalk and talk, PPT, Assignment
V	Personality: Concept, Definition, Meaning, Types and Development of personality, Factors Influencing personality Development: Heredity, Environment and Socialization Process; Assessment of Personality – Meaning, Types of Personality assessment, Projective Test	15	Guest lecture, PPT

Course Designed by:

J. DYANAVINCILLA, MSW, M.Phil., SET, Assistant Professor &

S.SIVATHMIKA, MSW (NET), PGDHRM, DCP

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

Section A Section B Section D Section C MCOs Short Answers Inte Cos K Level Either or **Open** rnal <u>K</u> – No. of. No. of. **K** -Choice Choice **Questions** Level **Questions** Level \mathbf{CI} **CO1** Up to K2 2 K1&K2 **K1** 2 (K2&K2) 1(K2) 1 2 2 ΑI CO₂ Up to K3 K1&K2 **K2** 2 (K3&K3) 1(K2) Up to K3 **CO3** 2 K1&K2 1 **K2** 2(K3&K3) 1(K3) \mathbf{CI} AII Up to K4 **CO4** 2 K1&K2 2 **K2** 2 (K3&K3 1(K4) No. of Ouestions to 4 3 4 2 be asked No. of Questions to 4 3 2 1 Question be answered Pattern Marks for CIA I & II 1 2 5 10 each question Total Marks for each 4 6 10 10 section

		Dis	tribution of N	Aarks 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 %
	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	80
	К3			10		10	20	20
CIA	K4							
I	K5							
	Marks	4	6	20	20	50		100
	K1	2				2	4	20
	K2	2	6			8	16	20
CIA	К3			20	10	30	60	60
II	K4				10	10	20	20
11	K5							
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
			MC		Short An	swers	Section C	Section		
S. No	Cos	K - Level	No. of Questions	K – Level	No. of Question	K – Level	(Either / or Choice)	Open Choice)		
1	CO 1	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)		
2	CO 2	Up to K3	2	K1&K2	1	K 1	2(K3&K3)	1(K3)		
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
No.	of Questi Aske	ons to be d	10		5		10	5		
No.	of Questi answer	ons to be red	10		5		5	3		
Mark	Marks for each question		1		2		5	10		
Tot	Total Marks for each section		10		10		25	30		
	(Figures	in parenthe	sis denotes,	questions s	hould be as	ked with	the given K lev	vel)		

	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	30				
К3			30	30	60	50	50				
K4											
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section Answer		_	ice Questions) (10x1=10 marks)
Q. No	CO	K Level	Questions
1	CO1	K1	Questions
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	
	•	rt Answer	\mathbf{s})
Answer			(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		her/Or Typ	
Answer			$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1		
16) b	CO 1		
17) a	CO 2		
17) b	CO 2		
18) a	CO 3		
18) b	CO 3		
19) a	CO 4		
19) b	CO 4	K3	
20) a	CO 5	K3	
20) b	CO 5	K3	
NB: Hig			ormance of the students is to be assessed by attempting higher
		en Choice)	
		'hree quest	
Q. No	CO	K Level	Questions
21	CO1	K2	- Xuonomo
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K3	
l			



(For those who joined in 2021-2022 and after)

Course Name	SKILLS FOR SOCIAL	WORKERS								
Course Code	21USWS21				L	P	C			
Category	Skill				2 - 2					
Nature of course	EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRE	NTREPRENEURSHIP					
Course Objectiv	ves:									
•	c understanding about one	e self								
	re of healthy life style									
3: To learn life	1 0									
* *	cal analyzing skills for so	•								
		nip management for social	WO	rk practice						
	Awareness					15				
		Pisclosure, Self-Esteem, T								
•	<u> </u>	em and Characteristics of			eem,	Attiti	ıde			
	*	ositive Attitude towards C)the	rs and Work.						
	lthy Life Skills					15				
-		g Skills, Creative Thir		_	•	-				
	0 0	ditation and Exercises, W								
	• • •	of Body Language, Etique	ttes	-Types and	Impo	rtanc	e o			
Etiquettes -Mann	ners.									
Unit: III Life	Coping Skills					15	;			
Life Coping Ski	lls - Time Management	 Concept, Need, Process 	s of	Time Manag	gemei	nt, St	res			
Management - O	Concept of Stress, Types	and Simple techniques of	f str	ess managem	ent,	Asser	tiv			
Behaviour-Ass	ertiveness training. Leade	rship Quality and Effectiv	e Pu	ıblic Speakin	g Skil	1				
Unit: IV Pro	olem Solving					15	,			
Problem Solving	- Concept of Problem, Pr	roblem solving – Meaning	, De	efinition, Prob	olem .	Analy	ysis			
Problem Solvin	g Techniques. Decision	Making: Concept of D	ecis	sion, Types	of D	ecisi	ons			
Decision Makin	g - Meaning, Definitio	n, Problems in Making	De	ecisions, Dec	ision	Mal	king			
Techniques										
Unit: V Rela	tionship Management					15	;			
Relationship Ma	nagement – Concept, M	leaning, Importance, Exp	ecta	tions, Confli	cts, N	Vurtu	ring			
Relationship, Sl	kills needed for Success	sful relationship manager	men	t. Empathy	- Co	ncep	t o			
Empathy, Import	ance of Empathy, Benefit	ts of Empathy, Difference	betv	ween Sympati	hy,					
Empathy and Ap	athy.									
Tota	al Lecture Hours					75 H	rs			
Books for Study	7:									
1. Sudha Datar	, Skill Training for Soci	al Workers: A Manual, S	Sage	India, 2010						
	,	V orkers, Yking Books, Ba	_							
	S	lationship Skills, Sage Pu	_		elhi,	1990				
Books for Refer		<u> </u>		<u> </u>						

1. Bishop Sue, **Develop your Assertiveness**. New Delhi, Kogan Page India Pvt. Ltd., 1996

2. Celements Phi Be Positive. New Delhi, Kogan Page India Pvt. Ltd, 1998

- 3. Davar S. Rustom, Creative Leadership, New Delhi, UBS Publishers Ltd, 1996
- 4. D'Souza Antony, **Leadership**, Mumbai, Better Yourself Books, 1995
- 5. Gupta Seema, Etiquette and Manners, Delhi, Pustak Mahal, 2001
- 6. Hasks Hurt, Motivation People, Delhi, Pustak Mahal, 1995
- 7. Lindenfield Gael, Assert Yourself, New Delhi, Harper Collins Publishers India Pvt. Ltd,1997
- 8. McGrath, e. H., **Training for Life and Leadership in Industry**, New Delhi, Prentice Hall of India Pvt. Ltd..1997

Web Resources:

- 1. https://dl.uswr.ac.ir/bitstream/Hannan/131962/1/Pamela_Trevithick_Social_Work_Skills%2C_2nd_Edition_2005.pdf
- 2. https://uk.sagepub.com/en-gb/eur/study-skills-for-social-workers/book232887
- 3. https://is.muni.cz/el/1423/jaro2017/SPR820/um/Social_work_skills_- Cournoyer_Barry_R.-OCR1-kniha.pdf
- 4. https://onlinecourses.swayam2.ac.in/nou21 lg05/preview

Course	e Outcomes	K Level					
On su	On successful completion of the course the students will be able to						
CO1:	Gain better understanding about oneself and introspect him or herself	Up to k3					
CO2:	Develop both personal and professional healthy life style	Up to k3					
CO3:	Enhance better coping skills and leadership qualities	Up to k2					
CO4:	Apply problem solving skills and decision skills in personal and work life	Up to k4					
CO5:	Equip clear understanding about personal and professional relationship in social work practice	Up to k3					

CO & PO Mapping:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	SKILLS FOR SOCIAL WORKERS	Hrs	Pedagogy
I	Self-Awareness: SWOT Analysis, Self- Disclosure, Self-Esteem, Types of Self Esteem – Low and High, Characteristics of High Self Esteem and Characteristics of Low self Esteem, Attitude- Concept, Types, Importance of Attitude, Positive Attitude towards Others and Work.	6	Chalk and talk, PPT, Lecture
II	Life Style - Critical Thinking Skills, Creative Thinking skills, Healthy Coping mechanisms, Health Through Yoga, Meditation and Exercises, Work Ethics and Work Culture, Body Language- Types and Importance of Body Language, Etiquettes –Types and Importance of Etiquettes –Manners	6	Chalk and talk, PPT,Group discussion
III	Life Coping Skills - Time Management – Concept, Need, Process of Time Management, Stress Management – Concept of Stress, Types and Simple techniques of stress management, Assertive Behaviour – Assertiveness training. Leadership Quality and Effective Public Speaking Skill	6	Chalk and talk, PPT, Assignment
IV	Problem Solving - Concept of Problem, Problem solving - Meaning, Definition, Problem Analysis, Problem Solving Techniques. Decision Making: Concept of Decision, Types of Decisions, Decision Making - Meaning, Definition, Problems in Making Decisions, Decision Making Techniques	6	Chalk and talk, PPT, Assignment
v	Relationship Management – Concept, Meaning, Importance, Expectations, Conflicts, Nurturing Relationship, Skills needed for Successful relationship management. Empathy - Concept of Empathy, Importance of Empathy, Benefits of Empathy, Difference between Sympathy, Empathy and Apathy	6	Guest lecture, PPT

Course Designed by:

C. KANMANI, MSW, MA,M.Phil, NET &

S.SIVATHMIKA, MSW (NET), PGDHRM, DCP,





(For those who joined in 2021-2022 and after)

Course Name	S	SOCIAL WORK RESEARCH AND STATISTICS									
Course Code	21	IUSWC31				L	P	С			
Category	C	ore				5	-	5			
Nature of course:		EMPLOYABILITY	✓	SKILL ORIENTED	ENTREPRENURSHIP						
COURSE OBJ	EC	CTIVES:									
1: To recall the	bas	sic concepts of social wo	rk re	esearch.							
2: To understan	d tł	he concepts and types of	Soci	ial Work Research.							
3: To identify the	3: To identify the appropriate Sampling method in social work Research.										
4: To apply the	4: To apply the knowledge of methods in Data collection.										

Introduction to Social Work Research

5: To examine the statistical methods in Social Work Research Studies.

17

Social Work Research – Definition, Meaning and Objectives. History of Social Work Research in India. Scientific Method meaning and steps. Identification and Formulation of a Research Problem. Hypothesis – Meaning and Types-Simple, Complex, Directional, Non-directional, Associative, Causal, Null and Alternative Hypothesis. Importance of Review of Literature.

Unit: II **Types of Social Work Research**

Types of Social Work Research – Qualitative, Quantitative and mixed method. Research Design -Meaning, Definition and characteristics features of good research design. Types of Research Design – Characteristics and Importance of Exploratory, Descriptive, Diagnostic and Experimental Research Designs.

Unit: III | Sampling Techniques

Sampling – Meaning, Definition and Importance. Types of Sampling – Random -Simple Random, Stratified Random, Cluster Random and Systematic Random Sampling and Non Random Sampling- Convenience, Quota, Judgmental or Purposive and Snowball sampling. Importance of Sampling in Social Work Research.

Unit: IV | **Methods of Data Collection**

Data Collection - Sources of data -Primary and Secondary. Methods and Tools - Observation, Interview, Interview Guide, Interview Schedule, Questionnaire Definition, characteristics, Types, Merits and Demerits . Pilot Study and Pre – test. Research Report Writing – Guidelines, Chapterization, References and Footnote

Unit: V **Applications of Statistics**

20

Statistics – Meaning and Importance. Measures of Central Tendency – Mean, Median and Mode. Measures of Dispersion- Mean Deviation, Standard Deviation and Quartile Deviation, R SQUARED. Diagrammatic Representation of Data – Bar Diagram, Pie Diagram. Use of Computers in Research. Importance of SPSS in Data Analysis.

Total Lecture Hours | 75

Books for Study:

- 1. Krishnaswami. O. R., Methodology of Research in Social Sciences, Himalaya Publishing House, 2005.
- 2. Kothari.C.R, Research methodology methods and techniques, New Age International (P) Limited, Publishers, 2004.

Books for References

- 1. Goode, Wand Hutt, P.K., Methods of Social Research, McGraw Hill, New Delhil, 2000.
- 2. Gupta. S.P.x, Fundamental of Statistics, Himalaya Publishing House, New Delhi, 1990.
- 3. Young. P, Scientific Social Surveys and Research, Tata McGraw Hill, Mumbai, 2012.
- 4. Thomas William, Research Methods Quantitative, Qualitative and Mixed, Authorspress, New Delhi (ISBN: 978-93-90459-89-6) 2021

Web Resources:

- 1. https://onlinecourses.swayam2.ac.in/nou21_cm03/preview
- 2. https://onlinecourses.swayam2.ac.in/cec21_ed01/preview
- **3.** https://onlinecourses.swayam2.ac.in/cec21_hs16/preview

Course	e Outcomes	K Level
The st	tudents will be able to	
CO1:	Describe the basic concepts in Social work Research and Chapterization	K2
CO2:	Illustrate the Types ,design and importance of Social work research	K2
CO3:	Sketch the appropriate sampling for the research design adopt	К3
CO4:	Implement the Pilot Study and Pre – test in the project area and proceed to data collection	К3
CO5:	Analyze the data and use proper statistical tools to reach accurate result in social work research.	K4

CO & PO Mapping:

CO's	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	SUBJECT NAME	Hrs	Mode
I	Social Work Research – Definition, Meaning and Objectives. History of Social Work Research in India. Scientific Method meaning and steps. Identification and Formulation of a Research Problem. Hypothesis – Meaning and Types-Simple, Complex, Directional, Non-directional, Associative, Causal, Null and Alternative Hypothesis. Importance of Review of Literature.	17	Lecture, talk and chalk
п	Types of Social Work Research — Qualitative, Quantitative and mixed method. Research Design — Meaning, Definition and characteristics features of good research design. Types of Research Design — Characteristics and Importance of Exploratory, Descriptive, Diagnostic and Experimental Research Designs.	18	Lecture, PPT,
Ш	Sampling – Meaning, Definition and Importance. Types of Sampling – Random -Simple Random, Stratified Random, Cluster Random and Systematic Random Sampling and Non Random Sampling- Convenience, Quota, Judgmental or Purposive and Snowball sampling. Importance of Sampling in Social Work Research.	10	Lecture, PPT
IV	Data Collection – Sources of data -Primary and Secondary. Methods and Tools – Observation, Interview, Interview Guide, Interview Schedule, Questionnaire Definition, characteristics ,Types, Merits and Demerits . Pilot Study and Pre – test. Research Report Writing – Guidelines, Chapterization, References and Footnote	10	Guest Lecture
V	Statistics – Meaning and Importance. Measures of Central Tendency – Mean, Median and Mode. Measures of Dispersion- Mean Deviation, Standard Deviation and Quartile Deviation, R SQUARED. Diagrammatic Representation of Data – Bar Diagram, Pie Diagram. Use of Computers in Research. Importance of SPSS in Data Analysis.	20	Lecture, PPT

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)

		K Level	Section	on A	Section B		Section C	Continu D
Inte	Cos		MC	Qs	Short An	Short Answers		Section D Open
rnal	Cos		No. of.	K –	No. of.	K -	Either or Choice	Choice
			Questions	Level	Questions	Level	Choice	Choice
CI	CO1	Up to K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
ΑI	CO2	Up to K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AII	CO4	Up to K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of						
One	stion	Questions to	4		3		2	1
_	tern	be answered						
	I & II	Marks for						
CIA	1 & 11	each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

		Dis	tribution of N	Iarks 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 %
	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	80
	К3			10		10	20	20
CIA	K4							
I	K5							
	Marks	4	6	20	20	50		100
	K1	2				2	4	20
	K2	2	6			8	16	20
CIA	К3			20	10	30	60	60
II	K4				10	10	20	20
11	K5							
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)										
		К-	MC		Short An	swers	Section C	Section			
S.No	COs	Level	No. of	K –	No. of	K –	(Either / or	D (Open			
		Level	Questions	Level	Question	Level	Choice)	Choice)			
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(K4)			
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)			
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K2)			
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
No.	of Questi	ons to be	10		5		10	5			
	Aske	d	10		3		10	3			
No.	of Questi	ons to be	10		5		5	3			
	answer		10					3			
	Marks for each question		1		2		5	10			
Tot	Total Marks for each		10		10		25	30			
	sectio										
	(Figures	in parenthe	sis denotes, e	questions s	hould be asl	ked with	the given K le	evel)			

	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 Mark s	% of (Marks without choice)	Consolidate d %					
K1	5	4	`		9	8	59					
K2	5	6	30	20	61	51	39					
К3			20	20	40	33.3	33					
K4				10	10	8.3	8					
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mul	tiple Choice Q	Questions)
	· All Qu		(10x1=10 marks)
Q. No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K 1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
Section	B (Shor	rt Answers)	
Answer	· All Qu	estions	(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		er/Or Type)	
	· All Qu		$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	
17) b	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K3	
20) b	CO 5	K3	
NB: High	gher lev	el of performa	ance of the students is to be assessed by attempting higher level of K
	D (One	n Choice)	
		n enoice) iree questions	(3x10=30 marks)
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K4	
23	CO3	К3	
24	CO4	K2	
25	CO5	K3	



(For those who joined in 2021-2022 and after)

Course Name	FIELD WORK – I						
Course Code	21USWF31				L	P	C
Category	Core				-	4	4
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED	ENTREP	RENU	RSHI	P

COURSE OBJECTIVES:

- 1: To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
- **2**: To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
- **3**: To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.
- 4: To implement social work interventions.
- 5: To analyze the various methods of reporting.
- 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.

Course	e Outcomes	K Level				
The st	cudents will be able to					
CO1:	List out the Aim & Objectives, History of the organization,	К3				
COI.	Administration set up, etc.,,	KS				
CO2:	Describe the Main activities of different projects, usage of various					
CO2:	interventions and outreach, and Need Assessment etc.,,					
CO3:	Execute the Tools & Techniques of Professional management in different	K4				
CO3.	settings	K4				
CO4:	Schedule the various Monitoring evaluation techniques like PERT, CPM,	K4				
CO4:	Input –output Analysis, Stakeholders Analysis, etc.,,					
CO5 :	Interpret the data and reports to bring out a quality in field work	K4				

CO & PO Mappings:

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
CO5	3	3	3	2	3	3

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Mode
	 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. 	Field Visits

Course Designed by:

Mrs. K. Renuka, Assistant Professor

&

Mr. R. Ramachandran, Assistant Professor



(For those who joined in 2021-2022 and after)

	GOGLAL ENTEDEDDI										
Course Name	SOCIAL ENTREPRI	SOCIAL ENTREPRENEURSHIP									
Course Code	21USWA31	L P									
Category	Allied	ied 5									
Nature of course:	EMPLOYABILITY	SKILL ORIENTED	ENTREPRE	ENUR	SHI	P					
COURSE OBJ	ECTIVES:										
1: To recall the	basic concepts of social	Entrepreneurship.									
2: To classify the	ne social enterprise in va	rious sector									
3: To understan	d the tools and technique	es of Professional Manager	nent								
4: To apply the	knowledge of advocacy	and lobbying in social ente	erprise sector								
5: To analyze the	ne important case studies	of Social entrepreneur for	betterment.								
Unit: I Int	roduction to Social Ent	repreneurship			1	2					
Introduction to	Social Entrepreneurship	o - Concept, Meaning, Imp	ortance of Social	Ente	rprise	es and					
		ntrepreneurship Vs Bus				Socia					
		, Meaning, Importance.				Socia					
Entrepreneurs.											
Unit: II Ty	pes of Social Enterprise				1	0					
		, Non-Governmental Orga	nization, Non-Pro	fit Or	ganiz	zation					
Community Ba	sed Organization, Civil	Society Organization, Thir	d Sector Organiz	ations	; MS	ME -					
		OVATION AND ENTRE									
		novation, Strategy for Com									
Unit: III Pro	ofessional Management	for Social Enterprises			1	3					
Professional M	Ianagement for Social E	Enterprises: Professional M	Ianagement - Me	aning	, Nee	d and					
		Management – Bureaucra									
Model. Human	Resource Development	and Capacity Building for	Social Enterprise	es - M	eanin	ig and					
Importance.	-		-								
Unit: IV Ad	vocacy				1	3					
Advocacy; Ro	ole of Social Enterpri	ses in Advocacy – Me	thods and strate	egies.	Fiel	ds o					
Opportunities I	Enterprise launching and	its procedures – start ups	- incubation - a	ccessi	ing v	entur					
capital – Corpo	orate Social Responsibil	ity funds – PPP- (Private	Public Partnershi	ip) M	eanin	g and					
Significance.	•	- ,				-					
Unit: V Ca	se studies of Social Ent	repreneurs			1	2					
		ho Received Ramon Magsa	ysay Award and	Nobel	Awa	ard fo					
Human Service and Peace – Jane Addams, Aung San Suu Kyi, Jimmy Carter, Barak Obama,											
Kailash Satyarthi, Malala Yousafzai. ArvindKejriwal Bezawada Wilson, Harish Hande. Case											
studies of India	studies of Indian Social Entrepreneurs who received Magsasay Award for Community Service										

Books for Study:

- 1. Social Entrepreneurship-Theory & Practice- by RyszardPraszkier, Andrzej Nowak
- 2. Social Entrepreneurship-*Rama Krishna Reddy Kummitha* UNU-JSPS Fellow, Institute for the Advanced Study of Sustainability, United Nations University, Tokyo.

Books for References:

Total Lecture Hours | 60

- 1. Gregory Dees, Jed Emerson Peter, 2002, Economy, Enterprising Non Profits A Toolkit for Social Entrepreneurs. John Wisly and Sons.
- 2. David Bornstein, 2007, How to Change the Word: Social Entrepreneurs and the Power of New Ideas, Oxford University Press.
- 3. Alex Nicholls, 2006, Social Entrepreneurship: New Models of Sustainable Social Change, Oxford University Press.
- 4. Kalyamoorthy and Chadrasekhar (Eds: 2007), Entrepreneurial Training: Theory and Practice, NewDelhi, Kanishka Publishers.

Web Resources:

- 1. https://onlinecourses.swayam2.ac.in/ntr21_ed08/preview
- 2. https://www.mooc-list.com/course/disciplined-approach-social-entrepreneurship-edx
- $3. \ \ \, \underline{\text{https://admissions.tiss.edu/view/10/admissions/stp-admissions/online-programme-in-social-entrepreneurship/}\\$

Course	e Outcomes	K Level
The st	tudents will be able to	
CO1:	Describe the basic concepts in Social Entrepreneurship & social change	K2
CO2:	Explain the types and methods of Social enterprise and MSME	K2
CO3:	Demonstrate the approach's and models of professional Management in	К3
CO3:	Enterprise Sector	KS
CO4:	Apply the role of social worker in social enterprise sector	К3
CO5:	Relate the quality of case studies into current entrepreneurs in various sectors.	K4

CO & PO Mappings:

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
CO5	3	3	3	2	3	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
I	Introduction to Social Entrepreneurship - Concept, Meaning, Importance of Social Enterprises and Social Entrepreneurship. Social Entrepreneurship Vs Business Entrepreneurship. Social Entrepreneurship and Social Change, Meaning, Importance. Qualities and Skills of Social Entrepreneurs.	12	Lecture talk and chalk
II	Types of Social Enterprise – Voluntary, Non-Governmental Organization, Non-Profit Organization, Community Based Organization, Civil Society Organization, Third Sector Organizations; MSME – Meaning, Scope and Importance; INNOVATION AND ENTREPRENEURSHIP - Introduction to Innovation, Promoting and managing innovation, Strategy for Commercializing Innovation.	10	Ppt talk and chalk
III	Professional Management for Social Enterprises: Professional Management - Meaning, Need and Importance. Approaches to Professional Management - Bureaucratic, Democratic, Human Relations Model. Human Resource Development and Capacity Building for Social Enterprises - Meaning and Importance.	13	Ppt Lecture
IV	Advocacy; Role of Social Enterprises in Advocacy – Methods and strategies. Fields of Opportunities Enterprise launching and its procedures – start ups – incubation – accessing venture capital – Corporate Social Responsibility funds – PPP- (Private Public Partnership) Meaning and Significance.	13	talk and chalk
V	Case studies of Social Entrepreneurs Ramon Magsaysay Award and Nobel Award for Human Service and Peace – Jane Addams, Aung San Suu Kyi, Jimmy Carter, Barak Obama, Kailash Satyarthi, Malala Yousafzai. ArvindKejriwal Bezawada Wilson, Harish Hande. Case studies of Indian Social Entrepreneurs Magsasay Award for Community Service	12	Ppt, Case study

Course Designed By:

Ms.V.Sri Vashini, Assistant Professor.

&

Mrs.S.Sivathmika, Assistant Professor.

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

							()	
		K Level	Section	n A	Section	n B	C4 C	Cardian D
Inte	Cos		MC	Qs	Short An	swers	Section C Either or	Section D Open
rnal	Cos	K Level	No. of.	K –	No. of.	К-	Choice	Choice
			Questions	Level	Questions	Level	Choice	Choice
CI	CO1	Upto K2	2	K1&K2	1	K 1	2 (K2&K2)	1(K2)
ΑI	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)
AII	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of						
One	estion	Questions to	4		3		2	1
•	tern	be answered						
		Marks for						
CIA I & II		each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

		Dis	tribution of N	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 %
	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	80
	К3			10		10	20	20
CIA	K4							
I	K5							
	Marks	4	6	20	20	50		100
	K1	2				2	4	20
	K2	2	6			8	16	20
CIA	К3	_		20	10	30	60	60
II	K4	_			10	10	20	20
11	K5	_						
	Marks	4	6	20	20	50	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)

	outcomes (e.g.s)							
			MCQs		Short Answers		Section C	Section
S.No	COs	K - Level	No. of	K –	No. of	K –	(Either / or	D (Open
			Questions	Level	Question	Level	Choice)	Choice)
1	CO 1	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)
2	CO 2	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be		10		5		10	5	
Asked				3		10	3	
No.of Questions to be			10		5		5	3
answered			10		3		3	3
Marks for each question			1		2		5	10
Total Marks for each			10		10		25	30
section					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	59
K2	5	6	30	20	61	50.8	39
K3			20	20	40	33.3	33
K4				10	10	8.3	8
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	Section A (Multiple Choice Questions)					
Answer	All Qu	estions	(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				
		rt Answers)				
Answer			(5x2=10 marks)			
Q. No	CO	K Level	Questions			
11	CO1	K1				
12	CO2	K1				
13	CO3	K2				
14	CO4	K2				
15	CO5	K2				
		er/Or Type)				
Answer			$(5 \times 5 = 25 \text{ marks})$			
Q. No	CO	K Level	Questions			
16) a	CO 1	K2				
16) b	CO 1	K2				
17) a	CO 2	K2				
17) b	CO 2	K2				
18) a	CO 3	K2				
18) b	CO 3	K2				
19) a	CO 4	K3				
19) b	CO 4	K3				
20) a	CO 5	K3				
20) b	CO 5	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	K Level	Questions			
22	CO2	K4				
23	CO3	K3				
24	CO4	K2				
25	CO5	K3				



(For those who joined in 2021-2022 and after)

Course Name	UN	ND	ERSTAND	OING ON	ESE	LF A	ND I	FAM	ILY	•					
Course Code	211	US	WS31										L	P	C
Category	Ski	ill											2	-	2
Nature of cour	se:	Е	MPLOYA	BILITY	SK	ILL (ORIE	ENTE	ED	✓	EN	TREPI	RENU	JRSI	HIP
COURSE OBJ	ECT	TIV	/ES:		•						•				
1: To define the		-		-	_										
2: To identify the										otio	ons				
3: To recognize		•		1				-	,						
4: To implemen															
5: To analyze re				ienas, pee	r gro	ups in	the	moae	rn s	cena	ario.			I	
			of Self	Calf. True	.	C alf.	Idaa	1 C -16	· Da	1 (1 - 1£.	Calf La		a d	6 Calf
Understanding				, , ,									_		
Esteem: Low se															
Analysis: Spec				•				_			_		•		
Obstacles of Go				, Acinev	abie,	Keai	istic	α 1	111110	ъ	ound	.), 3611	. Nea	ınzaı	1011,
			& Coping	Skille											7
Thinking Skill					nes o	f Thi	nkin	a Ski	ille	Cre	eativ	- Thin	king	Crit	-
Thinking; Impo															
Importance and															
Stress Effective			0110010101	2	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, 00210	~ 11 0 5	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,100					
		an	d its Func	tions											7
Understanding					nce o	of Far	nily,	Role	ano	T t	ypes	of Fan	nily:	Nucl	ear,
Joint, Extended		•	_				•			•			•		
Family Member	rs, U	Jnd	erstanding	Family N	etwo	rk : Iı	npor	tance	of l	Fam	ily N	Vetworl	ς; Pre	parii	ng a
Family Genogra	ım.														
Unit: IV Nei	ghb	ors	and Frier	ıds											5
Neighbor & Neighbor	eighl	boı	hood: Mea	aning and	l Def	finitio	n of	Neig	ghbo	orho	od,	Types	of N	eigh	bor;
Relationship wi	th N	Veig	ghbor: Do's	s and Dor	ı'ts; (Qualit	ies o	of Nei	ghb	or; l	Frien	d: Mea	ning	, Nat	ure,
Types of friends				; Choosin	g and	l Mai	ntain	ing R	lelat	ions	ship '	with Fr	iends	; Im _l	pact
of friendship on															
		_	es of an In												5
Challenges of a				•	•		•	_							
Environmental												_		•	
Society; Empa	•			, .	,	,		tive 1	liste	ning	g, L	eadersł	nip,	Decis	sion
Making, Self-ca	re, C	Cul	tural comp	etence and	a Pati	ence.				re:	4 1 7	<u> </u>	**	1	20
D. 1 6 6	14 -	1								10	otal	Lectur	e Ho	urs	30
Books for S		•	calf EIDer	r editio	NI L	, Eda	Love	Doots	A	1040	Dan	nordo 1	Nico1	0.0	
1. Understandi	_				•		•		JI A.	ıata,	, ber	nardo 1	NICOL	as	
CaslibJr, Jan	ince	Гd	iiia javier S	ocianica a	nu K.	A. Pl	iawe	11	D 1		1	D 15			

2. Indian Family System: The Concept, Practices and Current Relevance-by Bal Ram Singh

Books for References:

- 1. Allan.G,1996, Kinship and Friendship in Modern Britain, Oxford University Press, Oxford.
- 2. John G Geier, 2001, Personal Profile System: A Plan to Understand Self and Others, Performa Systems International, Carlson Learning Company.
- 3. Leona Johnson, 2006, Strengthening Family & Self, Goodheart&Willcox.
- 4. William L. Blevins, 1993, Your Family, Your Self: How to Analyze Your Family System to Understand, New Harbinger Publication.

Web Resources:

- 1. https://onlinecourses.swayam2.ac.in/cec21_hs10/preview
- 2. https://www.agts.com/class/understanding-yourself-and-others/
- 3. https://www.mooc-list.com/course/self-awareness-and-effective-leader-coursera

Course	e Outcomes	K Level
The st	udents will be able to	
CO1:	Memorize the self analysis and self disclosure techniques in social work field	K2
CO2:	Classify the life coping mechanisms and strategies to manage emotions and stress	K2
CO3:	Understanding the role , types and importance of family and maintain good relationship with family members	K2
CO4:	Implement the good relationship with neighborhood and effectiveness of neighborhood chart	K2
CO5:	Distinguish the quality of friendship within the peer group	K2

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	2	3
CO 4	3	3	2	3	2	3
CO5	3	3	3	2	3	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
I	Understanding Self: Concept of Self; Types of Self: Ideal Self, Real Self; Self Image and Self Esteem: Low self esteem & High self esteem; Self-control and Self Discipline; Self Awareness: JOHARI WINDOW, Self Analysis: SWOT; Goal Setting: Meaning, Principles(SMART Analysis: Specific, Measureable, Achievable, Realistic & Time Bound); Self Realization, Obstacles of Goal Setting.	6	Lecture talk and chalk
II	Thinking Skills: Meaning, Concept, Types of Thinking Skills: Creative Thinking, Critical Thinking; Importance of Thinking Skills in Social Work Practice; Coping Skills: Meaning, Importance and Needs, Understanding Emotions and Stress; Strategies to Manage Emotions and Stress Effectively.	7	PPT Lecture
III	Understanding Family: Meaning, Importance of Family, Role and Types of Family: Nuclear, Joint, Extended, Step Family and Childless Family; Understanding Parents, Relationship with Family Members, Understanding Family Network: Importance of Family Network; Preparing a Family Genogram.	7	PPT talk and chalk
IV	Neighbor&Neighborhood: Meaning and Definition of Neighborhood, Types of Neighbor; Relationship with Neighbor: Do's and Don'ts; Qualities of Neighbour; Friend: Meaning, Nature, Types of friends, Role of Friends; Choosing and Maintaining Relationship with Friends; Impact of friendship on case studies.	5	talk and chalk
V	Problems of an Individual and family: Physical, Psychological, Social, Spiritual, Economical, Environmental and Educational. Skills required for a Social Worker to build a good Family and Society; Empathy, Communication, Organization, Active listening, Leadership, Decision Making, Self-care, Cultural competence and Patience.	5	PPT Lecture

Course Designed by:

Ms. J.Dyana Vincilla, Assistant Professor

&

Mr.S.Silambarasan, Assistant Professor.



(For those who joined in 2021-2022 and after)

Course Name	PERS	SONALITY DEVE	ELOPMENT					
Course Code	21US	SWN31				L	P	C
Category	Non 1	Major Elective				2	-	2
NATURE OF COURSE:	EMPLOYABILITY SKILL ORIENTED ✓ ENTREPRENURSHIP						IP	
COURSE OBJ	JECTI	VES:						
1: To know the	basic c	concepts of Personal	ity development					
2: To classify the	he stage	es and theories of Pe	ersonality development					
			d GAP Analysis for Perso		•			
-	-	-	e of Leadership to improve		-			
-		•	erventions to overcome the	ne pe	rsonality di	sorder		
		ty Development					7	
			s of Personality. Person					
•			ality Development, Fac			_		•
-	-	-	y Development. Benefi	ts of	personalit	y dev	elopi	ment.
		lity development.						
		of Personality					6	
*			R EGO), Psycho-develop		•	_		
			Oral Stage, Anal Stage, F					
_). Psyc	ho development [Γheory – Erik Erikson.	. Tr	aits for bu	ilding	pos	sitive
Personality.								
		ty Traits					7	
		,	Openness, Conscientious					
			, Belief, Experiences, Bo					
			alking Position, Eye Cor	ıtact,	Public Sp	eaking	g) F1	lling
		itude, Personality.						,
	adersh	•			<u> </u>	. т	. 5	
_		• •	Leadership quality (Auto					Z
i i		· · · · · · · · · · · · · · · · · · ·	Skills required for Good		,			
· ·	_	_	toring and Evaluation). I	mpoi	tance of Le	adersr	np, v	vays
to build Leader		•					-	,
Unit: V Per	rsonan	ty Disorder					5	•
Personality Dis	sorder -	 Identification. Sv 	mptoms, Causes, Treatme	ent c	omplication	s of n	ersor	nalitv
_			nality Development. Typ		-	_		-
			amatic personality dis					
Eccentric per	rsonalit	ly districts, Dia			,			- 5
Eccentric per disorders.	rsonalii	ly disorders, Dra	andere personancy and			•		
	rsonalit	ty disorders, Dra	made personancy and	To	tal Lecture			80
disorders.		y disorders, Dra		To	tal Lecture			80
disorders. Books for stud	ly:			To	tal Lecture			80
Books for stud 1. The persona	ly: ality de	velopments book-b		To	tal Lecture			30

- 1. Hurlock E.B., Personality Development, New Delhi, Tata McGraw Hill Publications, Ltd((2006).
- 2. Daniel Coleman, Emotional Intelligence, Bentan book (2006).
- 3. Dr. Dhanashree Deshmukh Gate, Text Book of Personality Development, Vision Publications Ltd., New Delhi(2009).

Web Resources:

- 1. https://www.mooc-list.com/course/theories-personality-saylororg
- 2. https://onlinecourses.nptel.ac.in/noc21_hs02/preview
- 3. https://www.mooc-list.com/course/personality-types-work-coursera

COUI	RSE OUTCOMES	K Level
The st	tudents will be able to	
CO1:	Describe the basic concepts , meaning, types , features of Personality	K2
	Development	
CO2:	Illustrate the principles, stages, theories of personality development	K2
CO3:	Solve the personality disorders and problems through the usage of GAP	К2
CO3.	Analysis, Body Language and OCEAN Therapies	11.2
CO4:	Apply the types and qualities of leadership to build Individual personality	K2
CO5:	Organize the skills of Identification symptoms, causes, treatments and various	К2
CO3.	methods of Personality Development	182

CO & PO Mappings:

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	3	2	3
CO 2	1	3	3	2	3	3
CO 3	3	3	3	3	2	3
CO 4	2	1	2	3	3	2
CO5	3	2	3	2	2	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

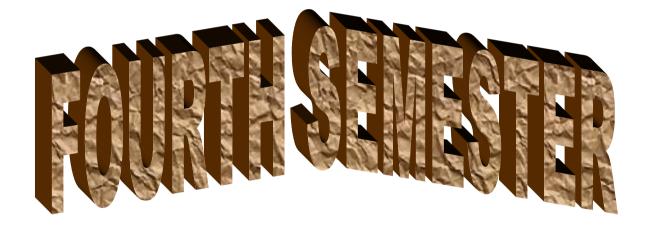
UNIT	SUBJECT NAME	Hrs	Mode
I	Personality – Concept, Meaning, Types of Personality. Personality Development – Concept, Meaning, Salient Features of Personality Development, Factors Determining Personality Development. Importance of Personality Development. Benefits of personality development. Influences on personality development.	7	Lecture talk and chalk PPT
II	Structure of personality (ID, EGO, SUPER EGO), Psychodevelopment, Theory of Sigmund Freud Stages of Psycho Social development (Oral Stage, Anal Stage, Phallic Stage, Latent Stage, and Genital Stage). Psycho development Theory – Erik Erikson. Traits for building positive Personality.	6	PPT talk and chalk
III	Personality Traits – OCEAN Method (Openne Conscientiousness, Extraversion, Agreeableness and Neuroticism) Values, Belief, Experiences, Body Language, Gestures, Postures- (Sitting Position, Standing Position, Walking Position, Eye Contact, Public Speaking) Filling the GAP – Grooming, Attitude, Personality.	7	PPT Lecture
IV	Leadership: Concept, Types and Styles of Leadership quality (Autocratic, Democratic, Laissez Fair, Transformational and Transactional) Skills required for Good leader (Communication, Problem solving, Decision Making, Monitoring and Evaluation). Importance of Leadership, ways to build Leadership quality.	5	Lecture talk and chalk PPT
V	Personality Disorder – Identification, Symptoms, Causes, Treatment complications of personality disorder. Methods for Changing Personality Development. Types of Personality Disorders - Eccentric personality disorders, Dramatic personality disorders, Anxious personality disorders.	5	PPT talk and chalk

Course Designed by:

Mr. S. Silambarasan, Assistant Professor.

&

Mr. M. Bharathi Natarajan , Assistant Professor.





(For those who joined in 2021-2022 and after)

Course Name	MA	NAGEMENT OF NGO	Os				
Course Code	210	JSWC41			L	P	C
Category	Cor	re			5	-	4
Nature of cour	se:	EMPLOYABILITY	✓ SKILL ORIENTED	ENTREPR	ENU	RSH	IP
COURSE OBJ	ECT	TIVES:					
1: To Memoriz	e the	Concept of Non-Governi	ment Organization				
•			ofessional Management of N				
			t and Accountability of Soc	ial work Or	ganiz	ation	
		1 0	nagement in NGO Sector				
5 : To Analysis	Netw	orking & Collaboration of	of NGO's.				
		ction to NGO					2
Non Governm	ental	Organizations – Mean	ning, Definition, Concept	, Objective	s, Ne	twor	king,
Functions and .	Admi	nistration. Types of NGO	Os based on level of operat	tion & Orie	ntatio	n. Ro	ole of
NGO's in Rura	l, Urb	oan and Tribal Communit	ty Development				
Unit: II Le	gal st	tatus of NGOs				1	3
Legal status of	NG(Os- Registration of NGC	Os in India- Society, Trust,	Company e	tc. Pr	ofess	ional
Management of	f NG	Os - Techniques and M	lethods. Human Resource	developmer	nt and	Cap	acity
Building of NG	Os.						
Unit: III Fir	anci	al Management of NGC				1	3
Financial Mar	nagen	nent – Government an	nd Non-Governmental So	urces, Corp	orate	Sup	port,
Community St	ippor	t. (12A,80G,FCRA and	others)— Auditing and	Submitting	Retu	rns.	Fund
Raising Techni	ques l	local, National and Interr	national				
Raising recilli		Managament Tachnique					
Unit: IV Pro		Management Techniqu					2
Unit: IV Pro			ies t Planning, Scheduling, M	Ionitoring a	and E		
Unit: IV Project Manag	gemer	nt Techniques – Project				valua	ation,
Unit: IV Project Manag Types of mon	gemer itorin	nt Techniques – Project	t Planning, Scheduling, M gram Evaluation and Rev			valua	ation,
Unit: IV Project Manag Types of mon Weakness, Opp	gemer itorin ortun	nt Techniques – Projecting and Evaluation Prog	t Planning, Scheduling, M gram Evaluation and Rev sis.			valua Stre	ation,
Unit: IV Property Management Types of mon Weakness, Opp Unit: V Ro	gemer itorin ortun le of l	nt Techniques — Projecting and Evaluation Prognity and Challenge Analy Non Government Organi	t Planning, Scheduling, M gram Evaluation and Rev sis.	riew Techn	ique,	valua Stre	ntion, ngth,
Unit: IV Property Manage Types of mon Weakness, Opp Unit: V Ro	gemer itoring ortunder of le o	nt Techniques — Projecting and Evaluation Progrity and Challenge Analy Non Government Organiment Organizations Emp	t Planning, Scheduling, M gram Evaluation and Rev sis. zations	riew Techn	ique, en, Tra	valua Stre 1	ntion, ngth, 0 nder,
Unit: IV Property Project Manage Types of mon Weakness, Opp Unit: V Ro Role of Non Go Health and H	gemer itoring ortung le of le overna	nt Techniques — Projecting and Evaluation Progrity and Challenge Analy Non Government Organiment Organizations Emp	t Planning, Scheduling, Magram Evaluation and Revisis. zations ower- Women, Children, S Patient, Disabled, Disaste	riew Techn	ique, en, Tra	valua Stre 1	ntion, ngth, 0 nder,

Books for study:

- 1. Social Entrepreneurship-Theory & Practice- by RyszardPraszkier, Andrzej Nowak
- 2. Social Entrepreneurship-*Rama Krishna Reddy Kummitha* UNU-JSPS Fellow, Institute for the Advanced Study of Sustainability, United Nations University, Tokyo.

Books for Reference:

- 1. Gregory Dees, Jed Emerson Peter, Economy, Enterprising Non Profits A Toolkit for Social Entrepreneurs. John Wisly and Sons (2002).
- 2. David Bornstein, How to Change the Word: Social Entrepreneurs and the Power of New Ideas, Oxford University Press (2007).
- 3. Alex Nicholls, Social Entrepreneurship: New Models of Sustainable Social Change, Oxford

- University Press, (2006).
- 4. Scofield, Rupert. The Social Entrepreneur's Handbook: How to start, Build and run a Business That improves the World.
- 5. Kalyamoorthy and Chadrasekhar, Entrepreneurial Training: Theory and Practice, NewDelhi, Kanishka Publishers, Eds: (2007)

Web Resources:

- 1. https://onlinecourses.swayam2.ac.in/nou21 hs18/preview
- 2. https://www.mooc-list.com/course/essentials-nonprofit-strategy-philanthropy-university
- ${\bf 3.} \ \ \, \underline{https://www.ecornell.com/certificates/leadership-and-strategic-management/international-public-and-ngo-}\\$

management/?utm_source=Cornell%20Online&%3Butm_medium=referral&%3Butm_campaign=Cornell%20Online%20-

%20International%20Public%20and%20NGO%20Management

Cours	e Outcomes:	K Level
The st	udents will be able to	
CO1:	List out the Meaning, Concept, Genesis, Growth, Types of NGO's in Development Sector	K2
CO2:	Recognize the Legal Status ,Registration Process Techniques and Methods of Professional Management for NGO's	K2
CO3 :	Use the quality steps of Financial Management System like 12AA, 80G, FCRA, etc.,, and Fund Raising methods in NGO's	К3
CO4:	Apply the Project Management Techniques - Project Planning, Scheduling, Monitoring and Evaluation. Program Evaluation and Review Technique, SWOC Analysis.	К3
CO5 :	Differentiate the Concept, Meaning, Types and Importance of Networking & Collaboration of NGO.	K4

CO & PO Mappings:

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	1	3	3	3
CO 2	3	2	1	3	3	3
CO 3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
I	Non Governmental Organizations – Meaning, Definition, Concept, Objectives, Networking, Functions and Administration. Types of NGOs based on level of operation & Orientation. Role of NGO's in Rural, Urban and Tribal Community Development	12	Lecture talk and chalk
II	Legal status of NGOs- Registration of NGOs in India- Society, Trust, Company etc. Professional Management of NGOs - Techniques and Methods. Human Resource development and Capacity Building of NGOs.	13	Lecture PPT
III	Financial Management – Government and Non-Governmental Sources, Corporate Support, Community Support. (12A,80G,FCRA and others)— Auditing and Submitting Returns. Fund Raising Techniques local, National and International	13	PPT Lecture
IV	Project Management Techniques – Project Planning, Scheduling, Monitoring and Evaluation, Types of monitoring and Evaluation Program Evaluation and Review Technique, Strength, Weakness, Opportunity and Challege Analysis.	12	PPT talk and chalk
V	Role of Non Government Organizations Empower- Women, Children, Senior Citizen, Transgender, Health and Hygiene, HIV/AIDS, Cancer Patient, Disabled, Disaster Victims, War victims, Migrants, Refugees, Pandemic Victims Mentally ill	10	Lecture PPT

Course Designed By

Mr.R.Ramachandran, 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)

							()		
			Section	n A	Section	n B	C4 C	Section D	
Inte	Cos	K Level	MC	Qs	Short An	swers	Section C Either or	Open	
rnal	Cos	K Level	No. of.	K –	No. of.	К-	Choice	Choice	
			Questions	Level	Questions	Level	Choice	Choice	
CI	CO1	Upto K2	2	K1&K2	1	K 1	2 (K2&K2)	1(K2)	
ΑI	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)	
AII	CO4	Upto K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)	
		No. of							
		Questions to	4		3		4	2	
		be asked							
		No. of							
One	estion	Questions to	4		3		2	1	
•	tern	be answered							
	I & II	Marks for							
CIA	1 & 11	each	1		2		5	10	
		question							
		Total Marks							
		for each	4		6		10	10	
		section							

K Level Section A (Multiple Choice Questions) C (Short Answer Questions) C (Short Choice) C (Either Choice) C (Choice) Choice) Choice Section C (Either Choice) Choice) Marks without choice Ch	S Consolidate of %
K1 2 2 4 8	
	80
K2 2 4 10 20 36 72	
K3 10 10 20	20
CIA K4	
I K5	
Marks 4 6 20 20 50	100
K1 2 2 4	20
K2 2 6 8 16	20
CIA K3 20 10 30 60	60
H K4 10 10 20	20
11 K5	
Marks 4 6 20 20 50 100	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)

				Outcomes	(00)			
			MC	CQs	Short An	swers	Section C	Section
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Question	K – Level	(Either / or Choice)	D (Open Choice)
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(K4)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K2)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K3)
No.	. of Quest Aske	ions to be	10		5		10	5
No.	No. of Questions to be answered		10		5		5	3
Mar	ks for eac	h question	1		2		5	10
Total I	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	59
K2	5	6	30	20	61	50.8	39
К3			20	20	40	33.3	33
K4				10	10	8.3	8
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mu	ltiple Cho	ice Questions)
Answei	r All Qı	uestions	(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 (Sho	ort Answer	s)
Answei		uestions	(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		her/Or Ty _]	pe)
		uestions	$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	
17) b	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K3	
20) b	CO 5	K3	
			ormance of the students is to be assessed by attempting higher
level of			
		en Choice) Three quest	
-		K Level	tions (3x10=30 marks) Questions
Q. No 21	CO1	K Level	Questions
22	CO ₁	K4	
23	CO ₂	K3	
24	CO3	K2	
25	CO ₄	K2 K3	
23	COS	ΙΔJ	



(For those who joined in 2021-2022 and after)

Course Name	FI	ELD WORK – II						
Course Code	21	USWF41				L	P	C
Category	Co	re				-	4	4
Nature of cour	se:	e: EMPLOYABILITY SKILL ORIENTED ENTREPR						
COURSE OBJ	EC	ΓIVES:						

- 1: To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
- 2: To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
- 3: To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.
- 4: To implement social work interventions.
- **5**: To analyze the various methods of reporting.
 - 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.

Course	e Outcomes	K Level
The st	tudents will be able to	
CO1:	List out the Aim & Objectives, History of the organization, Administration set up, etc.,,	К3
CO2:	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,,	К3
CO3:	Execute the Tools & Techniques of Professional management in different settings	K4
CO4:	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,,	K4
CO5:	Interpret the data and reports to bring out a quality in field work	K4

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
CO5	3	3	3	2	3	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Mode
	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	Field Visits
	To develop 'self' as an agent effecting change and transformation in the society.	

Course Designed by:

Mrs. K. Renuka, Assistant Professor

&

Mr. R. Ramachandran, Assistant Professor



(For those who joined in 2021-2022 and after)

Course Name	DEV	VE	ELOI	PME	NTA	L PS	YCHO	OLOG	ξY									
Course Code	21U	SV	WA4	1											L		P	C
Category	Allied									5		-	4					
Nature of cour	se:	F	EMP	LOY	BILI	ГΥ	SKI	LL O	RIE	NTE	D	✓	E	ENTR	EPRI	ΞN	URS	SHIP
COURSE OBJ	ECTI	IV	ES:				•											
1: To remember	r the re	ele	evano	ce of	psych	nolog	y in sc	cial w	ork	pract	ice							
2: To describe t												Dev	elo	pmer	t acro	SS	the	Life
Span																		
3: To Schedule																		
4: To interpret t	he eff	ec	ts an	d em	otion	al cha	anges	of Pub	erty	& ac	doles	cence	e.					
5: To differentia	ate the	e d	level	opme	ent tas	sks of	midd	e age	and	Old A	Age .							
Unit: I Int	roduc	ctio	on to	Dev	elopn	nental	l Psych	ology									1	2
Developmental	Psych	ol	logy:	Mea	ning,	Defi	nition,	its In	port	ance	in So	ocial	W	ork P	ractic	es		
Meaning of Gro	owth a	ınd	d Dev	velop	ment.	. Here	edity a	nd En	viro	nmen	ıt, Ma	atura	tio	n and	Lear	nir	ıg,	
Defining and M	Ieasuri	ing	g Inte	ellige	ence, l	Intelli	igence	Quot	ient-	, Em	notion	nal Q) uo	tient,	Spiri	tua	ıl	
Quotient.																		
TT 14 TT D	motal	۱.,	nd D	oct N	Ta4a1	D	_										1	2
Unit: II Pro	Hatai	la	IIU I	OSUL	vatai	Deve	lopme	nt										4
Pregnancy and									су	– P	hysic	al]	Fea	tures	of	Pı	!	
	d Chi	ild	l Bi	rth:	Conc	ceptio	n, Pr	egnan	•		•						regna	ancy
Pregnancy and	d Chi change	ild es (l Bi of Pi	rth: regna	Conc ncy;	ceptio Child	n, Pr Grow	egnan th &	Deve	elopn	nent	in Ea	ach	Trin	ester	. D	regn: Oeliv	ancy, ery –
Pregnancy and Psychological of	d Chi change	ild es (l Bi of Pi	rth: regna	Conc ncy;	ceptio Child	n, Pr Grow	egnan th &	Deve	elopn	nent	in Ea	ach	Trin	ester	. D	regn: Oeliv	ancy, ery –
Pregnancy and Psychological of Types, Importa Partum care.	d Chi change	ild es o	l Bi of Pr Pren	rth: regna atal	Conc ncy; (Deve	ceptio Child	n, Pr Grow	egnan th &	Deve	elopn	nent	in Ea	ach	Trin	ester	. D	regna Pelivance;	ancy, ery –
Pregnancy and Psychological of Types, Importa Partum care. Unit: III Infancy – Ch	d Chi change ince o fancy aracte	ild es of of ar	of Pron Pren nd C	rth: regna atal hildl of I	Conc ncy; (Deve nood nfant,	ceptio Child lopmo	on, Pr Grow ent; P	egnan th & ost N	Deve atal	elopn Care dhoo	nent :	in Ea eanir Psy	ach ng rcho	Trin and osoci	mester Impor	tai	regna Delivence;	ery – Post O itive
Pregnancy and Psychological of Types, Importa Partum care. Unit: III In	d Chi change ince o fancy aracte	ildes of ar eris	of Pron Pren nd C	rth: regna atal hildl of I	Conc ncy; (Deve nood nfant,	ceptio Child lopmo	on, Pr Grow ent; P	egnan th & ost N	Deve atal	elopn Care dhoo	nent :	in Ea eanir Psy	ach ng rcho	Trin and osoci	mester Impor	tai	regna Delivence;	ery – Post O itive
Pregnancy and Psychological of Types, Importa Partum care. Unit: III Infancy – Ch	d Chi change ance o fancy aracter in In	ild es of ar eris	of Properties of Prend Control Control	rth: regna atal hildl of I Ba	Concentration Co	ceptio Child lopmo	on, Pr Grow ent; P	egnan th & ost N and Childh	Deveratal chilood,	Care Care dhoo	nent : e- Mo od: - aracto	in Ea eanir Psy eristi	ach ng rche	Trin and osocia of	Impor	tai	regna Delivence;	ancy.ery – Post O ittive
Pregnancy and Psychological of Types, Importation Partum care. Unit: III Infancy - Chapter Development developmental of Unit: IV Additional of the Additional of the Psychological of the Psychologic	change ince o fancy aracte in In tasks,	ild es of ar eris nfa ph	of Prenent of Control	rth: regna atal childl of I Ba al de ge	Conc ncy; (Deve nood nfant, byhoovelop	ceptio Child clopmo , Bab od a ment,	on, Pr Grow ent; P byhood and C , healt	egnanth & ost N and and Childh	chil ood,	dhoo chaills,	nent: e- Me od: - aracte cogn	in Ea eanir Psy eristi	rchoics	Trin and osocia of d lan	Impor Impor al and late guage	tai	regnate pelivence; 1 Cognate hild	ery – Post Onitive mood,
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Pregnancy and Psychological of Types, Important Partum care. Unit: III In Infancy — Chapter Development developmental of Unit: IV Add Adolescence -	fancy aracte in Intasks, olesce Puberte, Cha	ara	of Pren Pren nd C stics ancy, nysic t Sta - Bi acteri	rth: regnal atal hildl of I Ba al de ge clologi	Concentration Co	ceptio Child clopmon , Bab od a ment, change	on, Pr Growent; P byhood and C health es at F scence	egnanth & ost N and Childhan, mot	chil ood, or sk	dhoo chacills,	e- Me od: - aracte cogn	Psy eristi ition	rchoics and Cof	Osocia of d land	Important and late guage	d (c)	regna Delivence; 1 Cogna hilda elop	Post O nitive nood,
Pregnancy and Psychological of Types, Importation Partum care. Unit: III In Infancy — Chapter Development developmental Unit: IV Ad Adolescence in Adolescence changes, matura	fancy aracte in Intasks, olesce Puberte, Cha	ara	of Prenormal Prenormal Cristics ancy, nysic t Sta — Biacteriadole	rth: regna atal hildl of I Ba al de ge clologistics escen	Concency; (Development of a ce, ps	ceptio Child clopmon , Bab od a ment, change	on, Pr Growent; P byhood and C health es at F scence	egnanth & ost N and Childhan, mot	chil ood, or sk	dhoo chacills,	e- Me od: - aracte cogn	Psy eristi ition	rchoics and Cof	Osocia of d land	Important and late guage	d (c)	regna Delivence; 1 Cogna hilda 1 elop	Post O nitive nood,
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Pregnancy and Psychological of Types, Importation Partum care. Unit: III In Infancy - Chapter Development developmental developmental of Types Adolescence in Adolescence changes, matura Unit: V Mi Middle Age -	fancy aracterin Intasks, olesce Puberte, Charation in ddle a Devel	ar eris nfa ph ent ty ara lop	of Prenormal Prenormal Cristics ancy, nysic t Sta acteria adole e ad prenormal prenorm	rth: regnal atal of I Ba al de ge lologi stics escen Old of I	Conconcy; Conconcy; Conconconconconconconconconconconconconco	ceptio Child lopmo , Bab od a ment, Changa adoles sycho of Mile	on, Pr Growent; P oyhood and C health es at F scence logica iddle A	egnanth & ost N and Childha, mot limpa	chilood, cor sleep processor of i	dhoo chacills, ycho menta f phy	nent : e- Me ed: - aracte cogn esocia al tas sical justn ectua	Psyeristi ition ll and sks o char nents l de	d Cof	osocia of d landadoles.	al and late guage	to Old	regnare Pelivers Peli	ency Posi Onitive nood 2 ment vsical vsical

Books for study:

- 1. Hurlock, E.B, Developmental Psychology, Prentice Hall, New Delhi(2011).
- 2. Psychology: The Study of Human Behaviour -by Braj Kumar Mishra

Books for References:

- 1. Thompson, G.G, Child Psychology, Sujeet Publications, New Delhi, (1981).
- 2. Lawrence, Wrightsman.S, Adult Personality Development: Theories Concepts, Sage Publications, New Delhi, (1994).

Total Lecture Hours | 60

3. Alice H. Eagly& Shelly Chaiken, The Psychology of Attitudes. Harcourt Brace Jovanovich College Publishers, New York((1993).

Web Resources:

- 1. https://onlinecourses.swayam2.ac.in/cec21_hs10/preview
- 2. https://www.mooc-list.com/course/introduction-developmental-psychology-edx
- 3. https://www.coursera.org/learn/child-development
- 4. https://www.coursera.org/learn/everyday-parenting

Course	e Outcomes:	K Level
The st	tudents will be able to	
CO1:	Describe the meaning, purpose, importance of Developmental psychology in social work practice.	K2
CO2:	Recognize the concept of pregnancy, delivery & pre-natal development	K2
CO3:	Use the professional knowledge to improvise the emotional intelligence in infancy and childhood	К3
CO4:	Apply the importance skills and tasks of adolescence , adulthood and later adulthood	К3
CO5:	Analyze the social adjustment, physical changes, vocational and marital hazards of middle age and old age.	K4

CO & PO Mappings:

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	3	3	3
CO 2	3	2	3	3	3	3
CO 3	3	3	2	3	3	3
CO 4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
I	Developmental Psychology: Meaning, Definition, its Importance in Social Work Practices. Meaning of Growth and Development. Heredity and Environment, Maturation and Learning, Defining and Measuring Intelligence, Intelligence Quotient-, Emotional Quotient, Spiritual Quotient.	12	Lecture PPT
II	Pregnancy and Child Birth: Conception, Pregnancy – Physical Features of Pregnancy, Psychological changes of Pregnancy; Child Growth & Development in Each Trimester. Delivery – Types, Importance of Prenatal Development; Post Natal Care- Meaning and Importance; Post Partum care.	12	PPT talk and chalk
ш	Infancy – Characteristics of Infant, Babyhood and childhood: – Psychosocial and Cognitive Development in Infancy, Babyhood and Childhood, characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language.	10	PPT Role Play
IV	Adolescence - Puberty - Biological Changes at Puberty, Psychosocial and Cognitive Development in Adolescence, Characteristics of adolescence, developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes.	12	talk and chalk PPT
V	Middle Age – Developmental Tasks of Middle Age, Social Adjustments, Adjustment to Physical Changes, health concerns of middle age, aspects of intellectual development. Old Age – Characteristics of Old Age, Developmental Tasks of Old Age & Adjustments. Life Hazards of Old Age, Death: facing death; three aspects of death.	14	Lecture PPT

Course Designed By

Ms.V.Sri Vashini, 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)

			Section Section		Section			a
Inte	Cos	K Level	MC	Qs	Short An	swers	Section C Either or	Section D Open
rnal	Cos	K Level	No. of.	K –	No. of.	K -	Choice	Choice
			Questions	Level	Questions	Level	Choice	Choice
CI	CO1	Up to K2	2	K1&K2	1	K 1	2 (K2&K2)	1(K2)
ΑI	CO2	Up to K3	2	K1&K2	2	K2	2 (K3&K3)	1(K2)
CI	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
AII	CO4	Up to K4	2	K1&K2	2	K2	2 (K3&K3	1(K4)
		No. of Questions to be asked	4		3		4	2
•	estion	No. of Questions to be answered	4		3		2	1
	tern I & II	Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

		Dis	tribution of N	Aarks 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 %
	K1	2	2			4	8	80
	K2	2	4	10	20	36	72	80
	К3			10		10	20	20
CIA	K4							
I	K5							
	Marks	4	6	20	20	50		100
	K1	2				2	4	20
	K2	2	6			8	16	20
CIA	К3			20	10	30	60	60
II	K4				10	10	20	20
11	K5					-		
	Marks	4	6	20	20	50	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.

S	Summati	ve Examina		rint Articu Outcomes		ping – K	Level with Co	ourse
		17	MC		Short An	swers	Section C	Section
S.No	COs	K -	No. of	K –	No. of	K –	(Either / or	D (Open
		Level	Questions	Level	Question	Level	Choice)	Choice)
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(K4)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K2)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K3)
No.	of Questi	ons to be	10		5		10	5
	Aske	d	10		3		10	3
No.	of Questi	ons to be	10		5		5	3
	answer	ed	10		3		3	3
Mark	ks for eacl	n question	1		2		5	10
Tot	al Marks	for each	10		10		25	30
	sectio	n	10		10		23	30
	(Figures	in narenthe	esis denotes	anestions s	hould be as	ked with	the given K la	evel)

		D	istribution 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	59
K2	5	6	30	20	61	50.8	39
К3			20	20	40	33.3	33
K4				10	10	8.3	8
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.

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

		ıltiple Choi uestions	ice Questions) (10x1=10 marks)
Q. No	CO	K Level	Questions
1	CO1	K1 K1	Questions
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 (Sho	ort Answer	s)
		uestions	(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		her/Or Typ	
		uestions	$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2 K2	
16) b	CO 2	K2 K2	
17) a 17) b	CO 2	K2 K2	
18) a	CO 3	K2 K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5		
20) b	CO 5		
			ormance of the students is to be assessed by attempting higher
level of			v 1 0 0 ·
Section	D (Op	en Choice)	
		Three quest	tions (3x10=30 marks)
Q. No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K4	
23	CO3	К3	
24	CO4	K2	
25	CO5	К3	



(For those who joined in 2021-2022 and after)

Course Na	me	CO	MMUNICATION SKI	LLS FOR SOCIAL W	ORE	X PRACT	ICE		
Course Co	de	21 U	SWS41				L	P	C
Category		Skil	1				2	-	2
Nature of	cours	se:	EMPLOYABILITY	SKILL ORIENTED	✓	ENTREF	PREN	URSH	IIP
COURSE	OBJI	ECT	IVES:			l			
				n is important for social	work	practice			
2: To class:	ify the	e sk	ills & types of effective	communication process					
				d postures of communica	ition	S			
			e process of group and n						
5: To analy				l change in National inte	grat	ion		-	
Unit: I			ction to Communicatio					8	
				s, Components/ Process					
				oding and Decoding.					
_	-		=	riers, Physical, Cultura	al, A	Attitude a	nd P	ercept	ion.
			ive Communication for S						
Unit: II			e Communication Skill					6	
				ari Window-Its Segme					
	-		-	ctive Communication – l		_	_		_
				g clear and Succinct,	, Fe	edback, (Clarif	yıng	and
			age, Writing,	.•					
Unit: III			s of Individual Commu		т		1-:1	5	<u> </u>
				Exchange of Information					
				ons and Gestures. Types- Creating Goals & Tasks.					uen,
Unit: IV			s of Group Communic		, Du	iuiig Kcia	HOHSI	6	
	1		•	efits of Group Communi	catio	n Group (Comm		tion
				Scripts for Street Theatre					
		_		ocial Media-Types, Role,				i w ai ci	11000
Unit: V	-		nication & Relationshi	• • • • • • • • • • • • • • • • • • • •	1,10	itts and ac	THOTTES	5	
				Inter Personal Relation	shin	(IPR) - 1	Defini		IPR
				s relationship: Family, f					
				e of mass media in					
			e, National, Internationa			8			
		1	,		Tota	al Lecture	Hour	·s 30)
Books for	study	7:							
	•		dia and Communication	Today, Vol.1, 2 and 3, I	Canis	shka Publis	shers.		
Now D				•					

- New Delhi. (2015).
- 2. Melkote, Srinivas R, Communication for Development in the Third World, Sage Publications, New Delhi (2012).

Books for References:

1. Joyce Lishman, Communication in Social Work, MacMillan Press((2014)).

- 2. Kumar, K, Mass Communication in India, Jai Publishing House, Mumbai(2015).
- 3. Puneet Varshney, Amita dutta, communication skill Development, Alfa Publications (2012).
- 4. Shalini Aggarwal, Essential Communications skills, Ane Books Pvt. Ltd, (2014).
- 5. Malti Mehta, S. R. Sharma Theories of Communication, Sarup Book Publishers Pvt. Ltd(2013).
- **6.** Matthew McKay, Martha Davis, Patrick Fanning, communication Skills II edition, B. Jain Publishers (p) Ltd(2010).
- **7.** Steve Duck, David T. McMahan ,The basics of Communication-II Edition, SAGE Publication(2012).

Web resources:

- 1. https://www.coursera.org/learn/wharton-communication-skills
- 2. https://www.coursera.org/learn/human-needs

Course	e Outcomes:	K Level
The st	cudents will be able to	
CO1:	Define the concept and components, process importance and barriers of communication	К2
CO2:	Describes the skills and methods to build the effective communication like JOHARI window, transactional analysis	К2
CO3:	Schedule the important phases of verbal & non-verbal communication like Conversation, Interviewing skills and Body language	K2
CO4:	Examine the steps principles and importance of scripts for street theater, poster making, public speaking, awareness songs, etc	K2
CO5:	Analyze the role of mass media in social change and National Integration through cultural effects like Drama, public speaking, street theater, etc	K2

CO & PO Mappings:

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	1	3	3	3
CO 2	3	2	3	3	3	3
CO 3	3	3	3	3	3	3
CO 4	3	2	3	3	3	3
CO5	3	3	3	3	3	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
	Communication – Definition and Objectives, Components/ Process of		
	Communication – Sender, Receiver, Channel, Medium, Message,		
_	Coding and Decoding. Barriers in Communication- Linguistic,	0	Lecture
I	Psychological, Emotional Barriers, Physical, Cultural, Attitude and	8	talk and chalk
	Perception. Importance of Effective Communication for Social Work		
	Practice.		
	Building Effective Communication – Johari Window-Its Segments,		
	Transactional Analysis-Concept, types & Importance, Skills for		
II	Effective Communication – Listening, Observing, Probing, Empathy,	6	Lecture
	Non Judgmental attitude-Being clear and Succinct, Feedback,		Ppt
	Clarifying and Summarizing, Language, Writing.		
	Communication to a Person: Conversation-Exchange of Information,		
	Interviewing skills-Asking Questions, Body Language, Facial		
III	Expressions and Gestures. Types- Verbal, Non Verbal, written,	5	Lecture
	Visual. Communication in Problem Solving, Creating Goals & Tasks,		Ppt
	Building Relationships		
	Communication to a Group and Mass -Benefits of Group		
	Communication, Group Communication Channels- Public Speaking,		
IV	Poster Making, Scripts for Street Theatre, Documentation, Awareness	6	talk and
	Songs – Steps, Principles and Importance. Social Media-Types, Role,		chalk
	Merits and demerits		
	Communication in Building relationship: Inter Personal Relationship		
\mathbf{v}	(IPR) - Definition, IPR Models, Interpersonal Communication across	_	Lecture
•	relationship: Family, friends, Colleagues, Neighbors etc., factors	5	Ppt
	affecting Relationships; Intercultural Communication		

Course Designed by:

Mr. M.Bharathi Natarajan, Assistant Professor

&

Mr.R.Ramachandran, Assistant Professor.



(For those who joined in 2021-2022 and after)

Course Name	SCOPE OF SOCIAL WORK					
Course Code	21USWN41			L	P	C
Category	Non Major Elective			2	-	2
Nature of cour	e: EMPLOYABILITY SKILL OR	IENTED 🗸	ENTREP	RENU	IRSH	ΙP
COURSE OBJ	ECTIVES:	L	l			
1: To define the	concept of social work and social service					
	e basic concepts of counseling					
_	ne registration and administration process	s for NGO's				
	te the current social issues in social deve					
	ne various setting of social work for social	_				
	cept of Social Work				5	
Social Work: I	leaning, Definitions, Basic Assumption	s, Scope, Obje	ectives, and	Func	tions	ano
	Case Work, Social Group Work, Comm					
	Social work Research & Social Action					
	ce Between Social Work and Social Serv	-		•		
Unit: II Psy	chology and Social Work				6	
Psychology -N	eaning, Definition, Psychology as scien	nce, Schools of	of psycholog	gy, M	ethod	s o
	o-fields of psychology; Psychology & S					
Stages of Cour	seling (Pre Stage, Middle Stage, Post	Stage) Types	of Counsel	ing ([ndivi	dua
Counseling, Far	nily Counseling, Group Counseling)					
	nmunity Development and Social Wor	k				
Unit: III Co	mumity Development and Social Work	13			7	
	munity. Community Organization – De		tives, Princij	ples .I		SS O
Concept of Cor	<u> </u>	finition, Object	-	-	Proces	
Concept of Corlife Cycle of Co	munity. Community Organization – De	finition, Object ncept of Comm	nunity, Socie	ety, Co	Proces	nity
Concept of Corlife Cycle of Co	munity. Community Organization – Demmunity Development organization. Cor Concept of Non Governmental Organization.	finition, Object ncept of Comm	nunity, Socie	ety, Co	Proces	nity
Concept of Corlife Cycle of Coperation Development. Community Organization	munity. Community Organization – Demmunity Development organization. Cor Concept of Non Governmental Organization.	finition, Object ncept of Comm	nunity, Socie	ety, Co	Proces	nity
Concept of Conlife Cycle of Converse Development. Community Orgunit: IV Inc.	nmunity. Community Organization – De mmunity Development organization. Con Concept of Non Governmental Organiza anizer.	finition, Object accept of Comm ation (NGO's)	nunity, Socie & Trust in	ety, Co India.	Procesommu Rol	nity e o
Concept of Conlife Cycle of Condition Community Orgunit: IV Incommunity Social Industrial Social	nmunity. Community Organization – De mmunity Development organization. Con Concept of Non Governmental Organiza anizer. ustrial Social Work	finition, Object accept of Comm ation (NGO's) Importance. R	& Trust in	India.	Procesommu Rol 7	e o
Concept of Conlife Cycle of Converse Community Orgunit: IV Incurred Industrial Social Industrial Social	munity. Community Organization – Demmunity Development organization. Concorded of Non Governmental Organization. Sustrial Social Work Work – Meaning, Definition, Scope, Worker- HR Manager in Recruitment,	finition, Object accept of Comm ation (NGO's) Importance. R	& Trust in	India.	Procesommu Rol 7	e o
Concept of Conlife Cycle of Converse Community Orgunit: IV Inclindustrial Social Social Respons	munity. Community Organization – Demmunity Development organization. Concorded of Non Governmental Organization. Sustrial Social Work Work – Meaning, Definition, Scope, Worker- HR Manager in Recruitment,	finition, Object accept of Comm ation (NGO's) Importance. R	& Trust in	India.	Procesommu Rol 7	e o
Concept of Conlife Cycle of Converse Community Organization Industrial Social Responsive Unit: V Ca	munity. Community Organization – Demmunity Development organization. Concorded of Non Governmental Organization. Sustrial Social Work Work – Meaning, Definition, Scope, Worker- HR Manager in Recruitment, Solity (CSR). Work Sector	finition, Object accept of Comm ation (NGO's) Importance. R	& Trust in oles and res	ety, Cety, C	Procesommu Rol 7 bilitie Corpo	e o
Concept of Conlife Cycle of Converse Community Orgunit: IV Incurred Social Industrial Social Responsive Unit: V Career Choice	munity. Community Organization – Demmunity Development organization. Concorded of Non Governmental Organization. Sustrial Social Work Work – Meaning, Definition, Scope, Worker- HR Manager in Recruitment, Solity (CSR). Work Sector	finition, Object ncept of Comm ation (NGO's) Importance. Re Administration	when the second	eponsi etc.,	Procesommu Rol 7 bilitie Corpo 5 Mana	e constant
Concept of Conlife Cycle of Concept of Conce	mmunity. Community Organization – Demmunity Development organization. Concept of Non Governmental Organization. Sustrial Social Work Work – Meaning, Definition, Scope, Worker- HR Manager in Recruitment, Social Work Sector in Social Work Sector: HR-Manager	finition, Object accept of Commation (NGO's) Importance. Readministration ger, Personal tric Social wo	when the second	eponsi etc.,	Procesommu Rol 7 bilitie Corpo 5 Mana Hos	es corat

Books for study:

- 1. Sanjay Bhattacharya, 2012, Social Work: An Integrated Approach, Deep & Deep Publications, New Delhi.
- 2. Introduction to social work- by K.Singh

Books for References:

1. Nicholas Francis, 2018, Hand Book for Professional Practice & Career Development in Social Work, Francis Publications, Madurai.

- 2. Antony John (2003), skills of Counseling, Dindigul, Anugraha Publications.
- 3. Shankar Rao (2012), Sociology, S.Chand Publications, New Delhi.

Web Resources:

- 1. https://www.researchgate.net/publication/264932951_Contemporary_Social_Work_Practice_A_H_andbook_for_Students
- 2. https://www.amazon.in/CONTEMPORARY-SOCIAL-WORK-PRACTICE-Handbook/dp/8131609227

Cours	se Outcomes :	K Level
The st	tudents will be able to	
CO1:	Memorize the concept, meaning, definition, principles, process and the role of social work in development sector	K2
CO2:	Describe the stages, responses, importance, of counseling for Psycho social development.	K2
CO3 :	Use the tools and techniques of administration in the registration and renewal procedures of NGO's	K2
CO4:	Analyze the various current social issues like crime, Juvenile delinquency, HIV AIDS and environmental degradation.	K2
CO5:	Test the common characteristics and major findings in different setting like Industrial settings, Psychiatric Settings and in Community setting.	K2

CO & PO Mappings:

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	3	2	3
CO 2	1	3	3	2	3	3
CO 3	3	3	3	3	2	3
CO 4	2	1	2	3	3	2
CO5	3	2	3	2	2	3

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

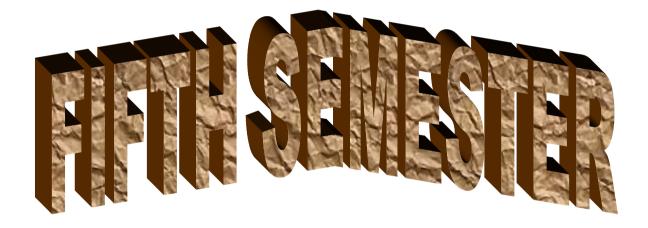
UNIT	SCOPE OF SOCIAL WORK	Hrs	Mode
I	Social Work: Meaning, Definitions, Basic Assumptions, Scope, Objectives, and Functions and Methods (Social Case Work, Social Group Work, Community Organization Work, Social Welfare Administration, Social work Research & Social Action . Concept of Social Security and Social reform. Difference Between Social Work and Social Service.	5	Lecture PPT
II	Psychology –Meaning, Definition, Psychology as science, Schools of psychology, Methods of Psychology, Sub-fields of psychology; Psychology & Social work, Counseling and Psychology. Stages of Counseling (Pre Stage, Middle Stage, Post Stage) Types of Counseling (Individual Counseling, Family Counseling, Group Counseling)	6	talk and chalk PPT
Ш	Concept of Community. Community Organization – Definition, Objectives, Principles .Process or life Cycle of Community Development organization. Concept of Community, Society, Community Development. Concept of Non Governmental Organization (NGO's) & Trust in India. Role of Community Organizer.	7	Lecture PPT
IV	Industrial Social Work – Meaning, Definition, Scope, Importance. Roles and responsibilities of Industrial Social Worker- HR Manager in Recruitment, Administration, Operation, etc., Corporate Social Responsibility (CSR).	7	talk and chalk
V	Career Choice in Social Work Sector: HR-Manager, Personal Manager, Legal Manager, Counselor, Labour Welfare Officer (LWO); Psychiatric Social worker, Counselor, Hospital Administrator, Project Manager and Coordinator - NGO, Trust, and Various Government Projects.	5	Lecture PPT

Course Designed By

Mr.S.Silamabrasan, Assistant Professor.

&

Mr. R.Ramachandran, Assistant Professor.





(For those who joined in 2021-2022 and after)

Course Name	COMMUNITY DEVE	LO	PMENT					
Course Code	21USWC51					L	P	C
Category	Core					6	-	4
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPREN	URSI	HIP	
Course Object	ives:							
1: To understan	d the Concept of Commu	nity	and the Types of Cor	nmu	inity.			
2: To understan	d the Problems of Differe	ent (Communities.					
	d the Welfare Schemes and							
	ne impact of Welfare Prog					nities.		
5: To understan	d the Scope of Social wo	rk i	n Community Develop	mei	nt.			
	mmunity						15	
•	eaning Definition, Types-		· ·					
	nd Tribal Community. C							
-	and importance. Admir			D	evelopment fro	m V	illage	to
	nd Community Based Or	gan	izations (CBOs)					
Unit: II Ru	ral Community						20)
	ducation, Water and Headulture and Allied Sectors							
	ban Community						20)
	Town, City, Metropoli	s.	Suburbs, Satellite T	owr	ns –Meaning.	Conc		
	Urban Community Dev				•		-	
	nce to Pollution and Was		1					
	of Slum Clearance Boa							
Development.								
Unit: IV Tri	bal Community						15	;
Tribal Commu	nity Development - Mo	eani	ing, Definition, Conc	ept,	Structure and	Func	ctions	of
Governing Bod	ies, History of Indian Tri	bal	Community, Status of	f Tri	bal People in Ir	ndia, I	Proble	ems
of Tribal Con	nmunities in relation to	B	asic amenities, Educ	atio	n and Culture	and	Soci	ety
	Structure for Tribal Com	nur	nity Development.				1	
	elfare Programmes						20	
	nity Development Progra						-	
	for Agriculture and Rural		• `	, ,				
-	n & Rural Technology		,				-	
	an Development Program							
	rime Minister's Integrated			tton	Programme, T	rıbal	Wel	tare
rogrammes, In	itegrated Tribal Developn	nent	t Project (ITDP).					

Total Lecture Hours

90 Hrs

Books for Study:

- Debendra, K.Das (1994), Dynamics of Rural Development, Perspectives and Challenges, New Delhi, Deep and Deep Publications.
- 2. Mukherii, B (1996), Community Development in India, New Delhi, Orient Longman.

Social Work and Community Development- by P. R. Gautam and R. S. Singh

3. Community Economic Development in Social Work (Foundations of Social Work Knowledge Series)

by Steven Soifer

4. Social Work and Community Development

by Kunal Bhatia | 1 January 2012

Hardcover

5. Social Work as Community Development: A Management Model for Social Change (Routledge Revivals)

by Stephen Clarke

Books for References:

- 1. Kumar Jha (2002), Social Work and Community Development, Anmol ,NewDelhi
- 2. Margaret Ledwith (2005), Community Development: A critical Approach, Rawat Publications.

Web Resources:

- 1. https://www.acf.hhs.gov/ocs/programs/rcd
- 2. https://egyankosh.ac.in/bitstream/123456789/9891/1/Unit-11.pdf
- 3. https://tenkasi.nic.in/tribal-welfare-programmes/

Cours	Course Outcomes						
On su	On successful completion of the course the students will be able to						
CO1	Describe the Concept of Community and the Types of Community	K2					
CO2	Illustrate the Problems existing in Various Communities	K2					
CO3	Sketch the Role of various Stakeholders in Development of Communities	К3					
CO4	Appraise the Development of Communities in Various Sectors	К3					
CO5	Organize and Manage the various Government Schemes' for development	K4					

CO & PO Mappings:

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	2	3	1
CO 2	3	2	3	2	3	1
CO 3	3	2	3	3	3	3
CO 4	3	3	3	2	3	3
CO5	3	3	3	2	3	3

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	Topics to be Covered	Hrs	Pedagogy
I	Community: Meaning Definition, Types-Rural, Urban and Tribal Communities. Difference between Rural, Urban and Tribal Community. Community Development - Concept, Definition, Meaning, History, Need and importance. Administration of Community Development from Village to National level. Concept of Community Based Organizations (CBOs)	15	Lecture, Talk and chalk PPT
п	Rural Community Development: Definition, Meaning, Concept. Rural Development in India – Early Experiments and Post- Independence Period. Problems of Rural People in relation to Agriculture, Employment, Education, Water and Health. Status of Agricultural Farmers in India. Importance and Scope of Agriculture and Allied Sectors in Current Scenario. Administrative Structure related to Rural Development.	20	PPT Talk and chalk
Ш	Urban Area: Town, City, Metropolis, Suburbs, Satellite Towns – Meaning, Concept and Characteristics. Urban Community Development - Meaning, Concept Scope. Problems of Urban life with reference to Pollution and Waste Management. Slum - Meaning, Definition, History and Problems, Role of Slum Clearance Board. Administrative Structure related to Urban Community Development.	20	PPT Lecture
IV	Tribal Community Development – Meaning, Definition, Concept, Structure and Functions of Governing Bodies, History of Indian Tribal Community, Status of Tribal People in India, Problems of Tribal Communities in relation to Basic amenities, Education and Culture and Society. Administrative Structure for Tribal Community Development.	15	Lecture talk and chalk PPT

Course Designed by:

Mr. S. SILAMBARASAN MSW, M.Phil. & 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)

		K Level	Section	on A	Section	ı B	Section C	Section D
Inte	Cos		MC	Qs	Short Ans	swers	Either or	Open
rnal	Cos	K Level	No. of. Questions	K - Level	No. of. Questions	K - Level	Choice	Choice
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
AI	CO2	Up to K2	2	K1& K2	2	K2	2(k3 & k3)	1(K2)
CI	соз	Up to K3	2	K1& K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1& K2	2	K2	2(k3 & k3)	1(K3)
		No. of Questions to be asked	4		3		4	2
_	estion etern	No. of Questions to be answered	4		3		2	1
CIA	I & II	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 %			
	K1	2	2			4	8	60			
	K2	2	4	10	10	26	52	00			
CIA	К3			10	10	20	40	40			
I	K4										
	Marks	4	6	20	20	50	100	100			
	K1	2				2	4	60			
	K2	2	6	10	10	28	56	00			
CIA	К3			10	10	20	40	40			
II	K4										
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
			MC		Short An	swers	Section C	Castion		
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Question	K – Level	Section C (Either / or Choice)	Section D (Open Choice)		
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(K2&K2)	1(K3)		
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)		
No.	of Quest Aske	ions to be	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 parenthesi	is denotes,	questions s	hould be asl	ked with	the given K le	evel)		

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	59		
K2	5	6	30	20	61	50.8	39		
К3			20	20	40	33.3	33		
K4				10	10	8.3	8		
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

Section	A (Mu	ltiple Choi	ce Questions)
Answe	r All Qu	iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K 1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
Section	B (Sho	ort Answer	s)
Answe	r All Qı	iestions	(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 (Eitl	her/Or Typ	pe)
Answe	r All Qı	$(5 \times 5 = 25 \text{ marks})$	
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	

17) b	CO 2	K2	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	К3	
19) b	CO 4	К3	
20) a	CO 5	К3	
20) b	CO 5	К3	

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	K2	
23	CO3	K3	
24	CO4	K3	
25	CO5	K4	



(For those who joined in 2021-2022 and after)

Course Name	SOCIAL WORK IN HOSPITALS							
Course Code	21USWC52						P	C
Category	Core						-	4
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPREN	URS	HIP	

Course Objectives:

- 1: To understand the Basic Concepts of Health, Public Health and Health Programmes
- **2:** To Understand the symptoms of Diseases.
- **3:** To Understand the Concepts of Mental Health and Mental Illness, and the role of Psychiatric Social Worker
- **4**: To interpret the concept of Community Health
- **5:** To Understand the Administrative Setup in Hospitals

Unit: I Health and Public Health

15

Health – Concept, Meaning and Definition. Hospital –Concept, Meaning, Definition, Types and functions. Public Health – Concept, Meaning, Definition, and Functions. Health Care Delivery System in India, Health Policy, and Health Programs in India- Ayushman Bharat Yojana, National Health Mission and Pradhan Mantri Swasthya Suraksha Yojana (PMSSY).

Unit: II Diseases 15

Diseases- Concept, Meaning, Symptoms and Treatment of Diseases – Leprosy, Cancer, Diabetes, STD, AIDS, Tuberculosis. Communicable and Non –Communicable Diseases. Medical Social Work – Concept, Meaning, Functions and Importance. Role of Medical Social Worker

Unit: III | Mental Health

20

Mental Health – Meaning and Definition, Mental Wellbeing. Positive Mental Health, Mental Illness – Types, Characteristics of Neurosis and Psychosis, Mental Retardation – Types and Characteristics, Problems of Psychiatric Patients, Psychiatric Problems among Children, Psychiatric Social Work – Meaning and Definition, Role of Psychiatric Social Worker in General. Organizations and Rehabilitation Services related to Mental Health.

Unit: IV | Community Health

20

Community Health – Concept, Meaning, Definition and Importance. Personal Hygiene, Environmental Health, Nutrition, Epidemiology of Diseases, Reproductive and Child health, Demography and Family Welfare, Health Education – Concept, Principles, Components and Importance.

Unit: V Hospital Administration

20

Hospital Administration – Definition, Meaning, and General principles, Importance and Functions

of Hospital Organization, Board of Trustees, Executive Administration, The Medical Staff, Nursing Services, Allied Health Services, Clinical Support Services and Administrative Support Services Laws related to Hospitals.

Total Lecture Hours	90 Hrs
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Books for Study:

- 1. Kapur, Malavika (1995), Mental Health of Indian Children, New Delhi. Sage Publications.
- 2. Pathak, S.H (1961), Medical Social Work in India, Delhi, Delhi School of Social Work
- 3. Shorter, Edward. (1997), A History of Psychiatry, New York, John Wiley and Sons

Books for References:

- 1. Park & Park, Text Book of Social and Preventive Medicine
- 2. Antony John (2003), skills of Counseling, Dindigul, Anugraha Publications.
- 3. Prasantham B.J. (1987), Therapeutic counseling, Vellore, Christian Counseling Centre 4.Social Work in Hospitals: A Contribution to Progressive Medicine
- by Ida Maud Cannon
- 5. Social Work in the Hospital Setting: Interventions
- by Dsw C Sar M Garc S Carranza
- 6. Social Work in the Hospital Organization (Heritage)
- by Margaret Gaughan Brock
- 7. Social Work in Public Health and Hospitals
- by Ed. Sharon Duca Palmer and Sharon Duca Palmer

Web Resources:

- 1. https://vakilsearch.com/advice/overview-of-healthcare-business-in-india-and-relevant-statutes/
- 2. https://www.leadsquared.com/what-is-hospital-management-system/
- 3. https://www.slideshare.net/NcDas/hospital-administration-and-hospital-administrator

Course	e Outcomes	K Level						
On su	On successful completion of the course the students will be able to							
CO1	Define the concepts related to hospitals, health and Public Health	K2						
CO ₂	Identify the symptoms of diseases and the role of medical social worker.	K2						
CO3	Apply the Process and Principles of Community Health.	K3						
CO4	Recognize the Health Programs in India	K3						
CO5	Demonstrate the role of Administrator in Hospital and Psychiatric Social	K4						
	Worker.	11.						

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit		Hrs	Pedagogy
I	Health – Concept, Meaning and Definition. Hospital –Concept, Meaning, Definition, Types and functions. Public Health – Concept, Meaning, Definition, and Functions. Health Care Delivery System in India, Health Policy, and Health Programs in India- Ayushman Bharat Yojana, National Health Mission and Pradhan Mantri Swasthya Suraksha Yojana (PMSSY).	15	Chalk and talk, PPT, Lecture
II	Diseases- Concept, Meaning, Symptoms and Treatment of Diseases – Leprosy, Cancer, Diabetes, STD, AIDS, Tuberculosis. Communicable and Non –Communicable Diseases. Medical Social Work – Concept, Meaning, Functions and Importance. Role of Medical Social Worker	15	Chalk and talk, PPT,Group discussion
Ш	Mental Health – Meaning and Definition, Mental Wellbeing. Positive Mental Health, Mental Illness – Types, Characteristics of Neurosis and Psychosis, Mental Retardation – Types and Characteristics, Problems of Psychiatric Patients, Psychiatric Problems among Children, Psychiatric Social Work – Meaning and Definition, Role of Psychiatric Social Worker in General. Organizations and Rehabilitation Services related to Mental Health.	20	Chalk and talk, PPT, Assignment
IV	Community Health – Concept, Meaning, Definition and Importance. Personal Hygiene, Environmental Health, Nutrition, Epidemiology of Diseases, Reproductive and Child health, Demography and Family Welfare, Health Education – Concept, Principles, Components and Importance.	20	Chalk and talk, PPT, Assignment
v	Hospital Administration – Definition, Meaning, and General principles, Importance and Functions of Hospital Organization, Board of Trustees, Executive Administration, The Medical Staff, Nursing Services, Allied Health Services, Clinical Support Services and Administrative Support Services Laws related to Hospitals.	20	Guest lecture, PPT

Course Designed by:

C. KANMANI, MSW, MA, M.Phil., NET, A MARIA JASTINAA, MSW

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

			Section		Section B		(0 0 2)	
Inte rnal		T7 T 1	MC	Qs	Short Ans	wers	Section C	Section D
	Cos	K Level	No. of. Questions	K - Level	No. of. Questions	K - Lev el	Either or Choice	Open Choice
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
ΑI	CO2	Up to K2	2	K1& K2	2	K2	2(k3 & k3)	1(K2)
CI	CO3	Up to K3	2	K1& K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1& K2	2	K2	2(k3 & k3)	1(K3)
		No. of Questions to be asked	4		3		4	2
-	stion tern	No. of Questions to be answered	4		3		2	1
CIA I & II		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

		D	istribution of	f Marks with	K Level CI	A I & Cl	A 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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	K3			10	10	20	40	40
I	K4							
_	Marks	4	6	20	20	50	100	100
	K1	2				2	4	60
	K2	2	6	10	10	28	56	UU
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)										
			MC		Short An	swers	G. A. G	G . A'			
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Question	K – Level	Section C (Either / or Choice)	Section D (Open Choice)			
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(K2&K2)	1(K3)			
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)			
No.	of Quest Aske	ions to be	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 parenthesi	is denotes,	questions s	hould be asl	ked with	the given K le	evel)			

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	59
K2	5	6	30	20	61	50.8	39
К3			20	20	40	33.3	33
K4				10	10	8.3	8
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

		_	ce Questions)
Answe		iestions	(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 (Sho	rt Answers	8)
Answe	r All Qu	iestions	(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 (Eitl	her/Or Typ	ne)
Answe	r All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K2	
17) b	CO 2	K2	
18) a	CO 3	K2	

18) b	CO 3	K2	
19) a	CO 4	К3	
19) b	CO 4	К3	
20) a	CO 5	К3	
20) b	CO 5	К3	

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	K2	
23	CO3	K3	
24	CO4	K3	
25	CO5	K4	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	Field Work-III									
Course Code	21USWF51	L	P	C						
Category	Core	6	-	4						
Nature of course:	EMPLOYABILITY ✓ SKILL ORIENTED ENTREPREN	ENTREPRENURSHIP								

Course Objectives:

- 1: To gain an understanding of Social realities and problems in society and the civil society's response to it.
- 2: To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
- 3: To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.
- 4: To implement social work interventions.
- 5: To analyze the various methods of reporting.
- 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.

Course Outcomes						
On suc	ccessful completion of the course the students will be able to					
CO1	List out the Aim & Objectives, History of the organization, Administration set up, etc.,,	К3				
CO2	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,	К3				
CO3	Execute the Tools & Techniques of Professional Management in different settings	K4				
CO4	Schedule the various Monitoring Evaluation Techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,,	K4				
CO5	Interpret the data and reports to bring out a quality in field work	K4				

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Mode
	 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. 	Field Visits

Course Designed by:

Mr. R. Ramachandran, Assistant Professor,

Mrs.C.Kanmani., Assistant Professor,



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	F	FAMILY AND CHILD WELFARE							
Course Code	2	1USWE51					L	P	C
Category	E	lective	lective 5 -						5
Nature of cours	e:	EMPLOYABILITY		SKILL ORIENTED		ENTREPREN	URSI	HIP	✓
Course Objectives:									
1: To Develop an Understanding of basic Concepts of Family & Family Dynamics									
2: To Understand the Status of Women and Children									
•	1: To Develop an Understanding of basic Concepts of Family & Family Dynamics 2: To Understand the Status of Women and Children								

- **3:** To understand the concept of Family Life Management
- **4:** To understand the Social work Perspective and Interventions in Family.
- 5: To understand the Institutional Interventions in Family and Child Welfare

Unit: I Introduction to Family

15

Family--Meaning and Definition, Types of Family, Importance of Family in Individual's Development, Problems faced by Family in current scenario, Family disorganization – Causes, Impact and Remedial Measures, Relationship Management –Meaning & Definition. Relationship Management among Family.

Unit: II Women and Children

15

Concept of Women Welfare, Changing Status of Women in India, Problems of Working Women, Family and Work Life Balance among Women, Violence Against Women, Concept of Child Welfare, Problems of Children – Child Abuse, Child Labor, Street Children, Female Infanticide and Problems of Girl Children.

Unit: III | Family Life Management

15

Family Life Management – Role of Family Members in Family Life Management-Family Life Cycle, Family Education, Sex Education, Population Education and Family Health Education. Parenting style.

Unit: IV | Social Work and Family Welfare

15

Understanding Family in Social Worker Perspective – Communication Problems among Family Members. Role of Social Worker in Enhancing the Capacity of the Family to Cope with the Changing Trends. Marital and Family Counseling. Family Court Act, Domestic Violence Act, POCSO Act. Preventive Measures for Violence in Family.

Unit: V Institutions for Family and Child Welfare

15

Role of Voluntary Agencies in Family, Women and Child Welfare Services – Institutional and Non - Institutional Services for Family and Child Welfare, National and International Organizations Working for Children and Women in India. Government Welfare Schemes for Women and Children.

Total Lecture Hours

75 Hrs

Books for Study:

- 1. Bee. Dell .C 1970, residential Life with Children London: Routledge and Kegan pawl
- 2. Gokal S.D. and Lohani N.K. 1979, child in India, Bombay, Lomaria Publications

Books for References:

- 1. Firija K & Varghese M.A. 1978, Indian Women today, New Delhi Vikas Publications.
- 2. Digmati B. Rao, 1997, Care the Child, New Delhi, Discovery Publishing House.

Case Examples in Child Welfare and Family Services for Social Workers (Skills for Social Work Practice)

by Tyrone Cheng 15 November 2022

3. Therapeutic Interventions for Families and Children in the Child Welfare System

by Sheri Pickover and Heather Brown 2 March 2016

4. Child and Family Welfare: A Casebook (Cognella Casebook Series for the Human Services)

by Jerry L. Johnson and George Grant Jr. 4 May 2020

5.Safeguarding and Promoting the Well-being of Children, Families and Communities (Child Welfare Outcomes)

by Jane Scott and Harriet Ward 20 September 2005

6. Child Welfare and Family Services: Policies and Practice

by Susan Downs , Ernestine Moore 19 February 2008

Web Resources:

- 1. https://www.betterhelp.com/advice/family/there-are-6-different-family-types-and-each-one-has-a-unique-family-dynamic/
- 2. https://www.healthychildren.org/English/family-life/family-dynamics/types-of-families/Pages/default.aspx
- 3. https://www.bbc.co.uk/bitesize/guides/zhydpg8/revision/1
- 4. https://www.indiacode.nic.in/handle/123456789/2079?sam handle=123456789/1362
- 5. https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf

Course	Course Outcomes					
On suc	On successful completion of the course the students will be able to					
CO1	Understand the basics of Family Structures and Family Dynamics.	K2				
CO2	Having better perspective upon the Status of Women and Children.	K2				
CO3	Better Understanding of the Technicalities of family life Management	К3				
CO4	Better understanding of the Social Work Interventions in Family and Child Welfare	K3				
CO5	Knowledge about the application of Institutions in Welfare of Women and Children.	K4				

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	Family and Child Welfare	Hrs	Pedagogy
I	FamilyMeaning and Definition, Types of Family, Importance of Family in Individual's Development, Problems faced by Family in current scenario, Family disorganization – Causes, Impact and Remedial Measures, Relationship Management –Meaning & Definition. Relationship Management among Family.	15	Chalk and talk, PPT, Lecture
II	Concept of Women Welfare, Changing Status of Women in India, Problems of Working Women, Family and Work Life Balance among Women, Violence Against Women, Concept of Child Welfare, Problems of Children – Child Abuse, Child Labor, Street Children, Female Infanticide and Problems of Girl Children.	15	Chalk and talk, PPT,Group discussion
Ш	Family Life Management – Role of Family Members in Family Life Management-Family Life Cycle, Family Education, Sex Education, Population Education and Family Health Education. Parenting style.	15	Chalk and talk, PPT, Assignment
IV	Understanding Family in Social Worker Perspective – Communication Problems among Family Members. Role of Social Worker in Enhancing the Capacity of the Family to Cope with the Changing Trends. Marital and Family Counseling. Family Court Act, Domestic Violence Act, POCSO Act. Preventive Measures for Violence in Family.	15	Chalk and talk, PPT, Assignment
V	Role of Voluntary Agencies in Family and Child Welfare Services – Institutional and Non - Institutional Services for Family and Child Welfare, National and International Organizations Working for Children and Women in India. Government Welfare Schemes for Women and Children.	15	Guest lecture, PPT

Course Designed by:

Mrs.A.Maria Jastinaa, MSW, Mr.S. SILAMBARASAN, MSW, M.Phil.

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

			Section A Section B		Section B		Section	
Inte	Cos	K Level	MC	Qs	Short Ans	Short Answers		D
rnal	Cos	II Zever	No. of. Questions	K - Level		K - Level	Either or Choice	Open Choice
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
ΑI	CO2	Up to K2	2	K1& K2	2	K2	2(k3 & k3)	1(K2)
CI	CO3	Up to K3	2	K1& K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1& K2	2	K2	2(k3 & k3)	1(K3)
		No. of Questions to be asked	4		3		4	2
_	estion etern	No. of Questions to be answered	4		3		2	1
CIA	I & II	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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
I	K4							
_	Marks	4	6	20	20	50	100	100
	K1	2				2	4	60
	K2	2	6	10	10	28	56	00
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	20	50	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)			
			MC	CQs	Short A	nswers	Section C	Section D
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Questio n	K – Level	(Either / or Choice)	(Open Choice)
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(K3&K3)	1(K2)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K2&K2)	1(K4)
No.	of Quest Aske	ions to be	10		5		10	5
No	No.of Questions to be answered		10		5		5	3
Mar	Marks for each question		1		2		5	10
Total I	Total Marks for each section				10		25	30
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	h 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	67
K2	5	6	30	30	71	59.1	07
K3			20	20	40	33.3	33
K4							
Marks	10	10	50	50	120		100

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mu		e Questions)
		iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K 1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
Section	B (Sho	rt Answers)	
Answei	r All Qu	estions	(5x2=10 marks)
Q.No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K 1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		ner/Or Type	
Answei	r All Qu	estions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	К3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
		vel of perfor	mance of the students is to be assessed by attempting higher level
of K le		O1 • `	
	_	en Choice)	(2.10.20
		hree questio	
Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K2	
23	CO ₄	K3 K3	
25	CO4 CO5	K3 K4	
	COS	N4	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	PROJECT PROPOSAL WRITING									
Course Code	21USWE52	L P					C			
Category	Elective				5	-	5			
Nature of course:	EMPLOYABILITY	MPLOYABILITY SKILL ORIENTED ✓ ENTREPRENURSHI								

Course Objectives:

- 1: To Identify the Need and Objectives of the Project.
- 2 : To Discuss the Proposal Format
- 3: To Analyze the budget and other requirements of the project.
- 4 : To demonstrate / Apply various methods of proposal writing
- 5: To gain knowledge / Manage CSR and government fund raising agencies.

Unit: I Introduction to Project

15

Project: Meaning, Definition, Objectives, Characteristics, Importance, Types of Project: Manufacturing Projects, Construction Projects, Management Projects and Research Projects. Project Life Cycle: Initiating, Planning, Executing, and Closing.

Unit: II | Project Proposal Format

15

Project Proposal Format: Concept of Project Proposal, Key Components of a Proposal: Abstract/Summary, Statement of Need, Project Activity, Methodology and Outcomes, Evaluation, Dissemination and Budget and Continuation Funding, Parts of a Project Proposal and Steps to Write a Project Proposal.

Unit: III | Project Budget

15

Project Budget: Meaning, Budget Planning: Figure out your income, Map out your expenses, Calculate your balance, Identify your goals, Make a plan, Stay on track Project Budget Management, Talk to an expert, Sources of fund: Retained Earnings, Debt Capital, and Equity Capital. Project budget allocation, accounts and auditing, fund flow and utilization.

Unit: IV | **Pre proposal writing:**

15

Pre proposal writing: Analyze situation, Conduct a feasibility study, Analyze stakeholders Analyze problems, Conduct project scoping, Conduct risk analysis and management, Analyze objectives, Develop project goal and strategy, Develop a project logical framework, Develop communication plan, Formulate M&E plan Develop work plan and budget plan. Post proposal writing: Follow-up and evaluation, inclusion and exclusion criteria.

Unit: V Project proposal Models

15

Project proposal Models for International, National, District Level organizations. Fund Raising: Meaning, Definition, Types of Fund Raising: Capital Investment, Direct Mail, Events, Online Donations, Door-to-Door Solicitation, Phone Solicitations, E-mail Marketing, Text-to-Give and Crowd funding Fund Raising agencies: CSR, Government and Local.

Total	Lecture Hours	75 Hrs

Books for Study:

- 1. Budget Preparation for Projects & Organisations, John Chikati, Published by Regional Partnership for Resource Development.
- 2. Fundraising on the Internet, John Chikati, Published by Regional Partnership for Resource Development.

Books for References:

- 1. The Project Proposal Writing Handbook (2007)- John Chikati Published by Regional Partnership for Resource Development.
- 2. Project Management Absolute Beginner's Guide (2017) Gregory Horine.

Fundraising for Social Change (2016) – Kim Klein

3. Writing a Nonprofit Grant Proposal: A Guide in Writing Winning Proposals that will Help You Get Funds for Your Plans and Projects

by Frank Coles 16 September 2020

4. Writing Successful Science Proposals: Third Edition

by Andrew J. Friedland, Carol L Folt, et al. | 2 August 2018

Web Resources:

1.http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR7BMDUB/\$FILE/Studies%2026.pdf11.http://www.tatapower.com/sustainability/environmental.aspx

- 2.https://asana.com/resources/project-proposal
- 3. https://www.fool.com/the-ascent/small-business/project-management/articles/project-proposal/
- 4. https://www.projectmanager.com/templates/project-proposal-template
- 5. https://visme.co/blog/project-proposal/
- 6.https://environment.unimelb.edu.au/ data/assets/pdf file/0005/2302835/Model-proposal.pdf

Course	e Outcomes	K Level					
On su	On successful completion of the course the students will be able to						
CO1	Inderstand the basic concepts and nature of Projects						
CO2	Make use of steps to complete the Project Proposal						
CO3	Utilize the sources of Fund to complete the Project	K2					
CO4	Apply the formats of Pre and Post Proposal Writing.	К3					
CO5	Recognize the Fund Raising Agencies for Project Completion	K2					

CO & PO Mappings:

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

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	Project Proposal	Hrs	Pedagogy
I	Project: Meaning, Definition, Objectives, Characteristics, Importance, Types of Project: Manufacturing Projects, Construction Projects, Management Projects and Research Projects .Project Life Cycle: Initiating, Planning, Executing, and Closing. Phases of the Project Management Life Cycle: Project Initiation Phase, Project Planning Phase, Project Execution Phase, Monitoring and Controlling Phase and Closing Phase.	15	Chalk and talk, PPT, Lecture
II	Project Proposal Format: Concept of Project Proposal, Key Components of a Proposal: Abstract/Summary, Statement of Need, Project Activity, Methodology and Outcomes, Evaluation, Dissemination and Budget and Continuation Funding, Parts of a Project Proposal and Steps to Write a Project Proposal.	15	Chalk and talk, PPT,Group discussion
Ш	Project Budget: Meaning, Budget Planning: Figure out your income, Map out your expenses, Calculate your balance, Identify your goals, Make a plan, Stay on track Project Budget Management, Talk to an expert, Sources of fund: Retained Earnings, Debt Capital, and Equity Capital. Project budget allocation, accounts and auditing, fund flow and utilization.	15	Chalk and talk, PPT, Assignment
IV	Pre proposal writing: Analyze situation, Conduct a feasibility study, Analyze stakeholders Analyze problems, Conduct project scoping, Conduct risk analysis and management, Analyze objectives, Develop project goal and strategy, Develop a project logical framework, Develop communication plan,	15	Chalk and talk, PPT, Assignment

	Formulate M&E plan Develop work plan and budget plan. Post proposal writing: Follow-up and evaluation, inclusion and exclusion criteria.		
V	Project proposal Models for International, National, District Level organizations. Fund Raising: Meaning, Definition, Types of Fund Raising: Capital Investment, Direct Mail, Events, Online Donations, Door-to-Door Solicitation, Phone Solicitations, E-mail Marketing, Text-to-Give and Crowd funding Fund Raising agencies: CSR, Government and Local.	15	Guest lecture, PPT

Course Designed by:

 $\textbf{S. SILAMBARASAN,} \ MSW, \ M.Phil.,$

	Learning Outcome Based Education & Assessment (LOBE)												
	Formative Examination - Blue Print												
	Articulation Mapping – K Levels with Course Outcomes (COs)												
			Secti	on A	Section	ı B	Section C	Section D					
Inte	Cos	K Level	MC	CQs	Short Ans	swers	Either or	Open					
rnal	Cos	K Level	No. of.	K – Level	No. of.	K -	Choice	Choice					
			Questions	K – Level	Questions	Level	Choice	Choice					
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)					
ΑI	CO2	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)					
CI	CO3	Up to K2	2	K1 & K2	1	K2	2(k2 & k2)	1(K2)					
AII	CO4	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)					
		No. of											
		Questions to	4		3		4	2					
		be asked											
		No. of											
One	stion	Questions to	4		3		2	1					
_	tern	be answered											
		Marks for											
CIA	CIA I & II	each	1		2		5	10					
		question											
		Total Marks											
		for each	4		6		10	10					
		section											

		D	istribution of	f Marks with	K Level CI	A I & Cl	AII	
	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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
I	K4							
	Marks	4	6	20	20	50	100	100
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	30	50	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.

S	Summativ	ve Examination		Print Articu Outcomes		pping –	K Level with (Course
S.No	COs	K - Level		CQs K – Level	Short And No. of Question	K – Level	Section C (Either / or Choice)	Section D (Open Choice)
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
No	of Quest Aske	ions to be	10		5		10	5
No	of Quest	ions to be red	10		5		5	3
Mar	ks for eac	h question	1		2		5	10
Total Marks for each section		10		10		25	30	
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	h 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	67						
K2	5	6	30	30	71	59.1	07						
К3			20	20	40	33.3	33						
K4													
Marks	10	10	50	50	120		100						

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	Δ (M11		ce Questions)
	•	icipic Choi iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	C
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 (Sho	rt Answers	
		iestions	(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 (Eitl	her/Or Typ	ne)
Answei	r All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	К3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
	_	vel of perfo	rmance of the students is to be assessed by attempting higher level
of K lev		OL:	
	_	en Choice)	(2_10_20 1_1)
	CO CO	hree questi K Level	ions (3x10=30 marks) Questions
Q.No	CO1		Questions
21 22	CO ₁	K2 K3	
23	CO ₂	K3 K2	
23	CO3	K2 K3	
25	CO ₄	K3 K2	
			i



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	TECHNOLOGY AND SOCIAL WORK								
Course Code	21USWE53	L	P	C					
Category	Skill	5	-	5					
Nature of course:	EMPLOYABILITY ✓ SKILL ORIENTED ENTREPREN	URSE	IIP						

Course Objectives:

- 1: To understand the basic concepts of Technology, Information, Communication and Technology
- 2: To understand the various types of ICT tools and its relevance to the Profession of Social Work
- 3: To understand the Application of ICT in the field of Social Work
- 4: To understand the issues of ICT and application of social work to reduce these issues.
- 5 : To gain knowledge regarding ICT Tools.

Unit: I Introducing Technology

15

Technology – Definition, Meaning, types and Importance of Technology, Information, Communication and Technology- Meaning, Definition and Components. Use of ICT in different Sectors.

Unit: II Introducing ICT

06

Usage of Machines for ICT – Computers, Laptop, Projector, Multimedia, Mobile Phones and other tools. ICT Tools and applications – Emails, Online Audio and Video Conferencing, Social Media and Messaging tools (Whatsapp, Facebook, You Tube etc.,) Mobile Applications – Meaning, purpose and its implications.

Unit: III | Issues Related to ICT

06

ICT at present scenario: Cyber Crime, Cyber bullying, Hacking, Cyber Addiction, Morphing, Pornography and Online Financial Crimes. Intervention of Social Work Practice to address these issues.

Unit: IV | ICT in Social Work

06

Application of ICT tools in Social Work: E Mails- Purpose and Usage, SPSS – Meaning, Purpose and Procedure for Installation and running SPSS Software. Access and Methods of Publications of Articles and other educational resources - websites, blogs, Scope and advantages E-Methods of publications. Usage of ICT and social media apps for the purpose of Social work and Services.

Unit: V Application of ICT in Social Work

06

Application of Information, Communication and Technology in Social Work Education, Application of Information, Communication and Technology in Social Work Profession in various settings by Professionals such as Case workers, Community Organisers, Social Activists, Social Researchers for Different Purposes.

Total Lecture Hours

30 Hrs

Books for Study:

1. Hill, A., and I. Shaw. 2011. Social work & ICT. Thousand Oaks, CA: SAGE.

Web Resources:

https://unacademy.com/content/kerala-psc/study-material/science-technology/ict/https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=1262387

https:/	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3117433/						
Course	Course Outcomes						
On suc	On successful completion of the course the students will be able to						
CO1	Understand the basic Gaining Knowledge about the concepts of ICT	K2					
CO2	Gaining the Knowledge about the Interlinks between ICT and Social Work	К3					
CO3	Understand the Implications of Usage of ICT in Society and its possible Solutions	K2					
CO4	Exploring the Future prospects of ICT in Social Work	К3					
CO5	Recognize the importance of ICT Tools.	K2					

CO & PO Mappings:

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

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	IT SKILLS FOR SOCIAL WORKERS	Hrs	Pedagogy
I	Technology – Definition, Meaning, types and Importance of Technology, Information, Communication and Technology- Meaning, Definition and Components . Use of ICT in different Sectors.	06	Chalk and talk, PPT, Lecture
II	Usage of Machines for ICT – Computers, Laptop, Projector, Multimedia, Mobile Phones and other tools. ICT Tools and applications – Emails, Online Audio and Video Conferencing, Social Media and Messaging tools (Whats app, Facebook, You Tube etc.,) Mobile Applications – Meaning, purpose and its implications.	06	Chalk and talk, PPT,Group discussion
Ш	Application of ICT tools in Social Work: E Mails- Purpose and Usage, SPSS – Meaning, Purpose and Procedure for Installation and running SPSS Software. Access and Methods of Publications of	06	Chalk and talk, PPT, Assignment

	Articles and other educational resources - websites, blogs, Scope and advantages E-Methods of publications. Usage of ICT and social media apps for the purpose of Social work and Services.		
IV	Current Status and Problems related to ICT: Cyber Crime, Cyber bullying, Hacking, Cyber Addiction, Morphing, Pornography and Online Financial Crimes. Intervention of Social Work Practice to address these issues.	06	Chalk and talk, PPT, Assignment
V	Current Status and Problems related to ICT: Cyber Crime, Cyber bullying, Hacking, Cyber Addiction, Morphing, Pornography and Online Financial Crimes. Intervention of Social Work Practice to address these issues.	06	Guest lecture, PPT

Course Designed by:

G.KRISHNA VENI, MSW,MPHIL.

S. SILAMBARASAN, MSW, M.Phil.,

10

10

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

Section A Section B Section C **Section D MCQs Short Answers** Inte Cos K Level Either or Open No. of. rnal No. of. **K** -Choice K – Level Choice **Ouestions Ouestions** Level $\overline{2(k2 \& k2)}$ K1 & K2 **K1** 1(K2) \mathbf{CI} CO₁ Up to K2 2 1 ΑI CO₂ Up to K3 2 K1 & K2 2 **K2** 2(k3 & k3) 1(K3) 2 CI **CO3** Up to K2 K1 & K2 1 **K2** 2(k2 & k2) 1(K2) 2 **CO4** Up to K3 K1 & K2 2 AII K22(k3 & k3) 1(K3) No. of **Ouestions** to 4 3 4 2 be asked No. of 4 3 2 1 Ouestions to Question be answered **Pattern** Marks for CIA I & II each 1 2 5 **10**

6

	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 %			
	K1	2	2			4	8	60			
	K2	2	4	10	10	26	52	00			
CIA	К3			10	10	20	40	40			
I	K4										
	Marks	4	6	20	20	50	100	100			
	K1	2	2			4	8	60			
	K2	2	4	10	10	26	52	00			
CIA	К3			10	10	20	40	40			
II	K4										
	Marks	4	6	20	30	50	100	100			

K1- Remembering and recalling facts with specific answers

4

- **K2** Basic understanding of facts and stating main ideas with general answers
- **K3** Application oriented- Solving Problems

question
Total Marks
for each

section

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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
			MC	CQs	Short A	nswers	Section C	Continu D		
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Questio n	K – Level	Section C (Either / or Choice)	Section D (Open Choice)		
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)		
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)		
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
No.	of Quest Aske	ions to be	10		5		10	5		
No	No.of Questions to be answered				5		5	3		
Marks for each question		1		2		5	10			
Total Marks for each section		10		10		25	30			
	(Figures	in parenthesi	s denotes.	questions s	hould be a	sked wit	h 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	67				
K2	5	6	30	30	71	59.1	07				
K3			20	20	40	33.3	33				
K4											
Marks	10	10	50	50	120		100				

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

		_	ce Questions)
		iestions	(10x1=10 marks)
Q.No	CO1	K Level K1	Questions
2	CO1	K1 K2	
3	CO2	K2 K1	
4	CO2	K1 K2	
5	CO ₂	K2 K1	
6	CO3	K1 K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
_		rt Answers	
		estions	(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 (Eitl	her/Or Typ	e)
Answei	r All Qu	estions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
NB: Hi		vel of perfo	rmance of the students is to be assessed by attempting higher level
		en Choice)	
	_	'hree questi	ions (3x10=30 marks)
Q.No	CO	K Level	Questions Questions
21	CO1	K2 K2	Questions
22	CO2	K2 K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K2	
	203		



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	WELFARE OF THE PERSONS WITH DISABILITY								
Course Code	21USWE54	21USWE54 L P C							
Category	Elective					5	-	5	
Nature of course:	MPLOYABILITY SKILL ORIENTED ENTREPRENURSHIP						IIP	✓	

Course Objectives:

- 1. To sensitize the Students about Disability
- 2. To realize the responsibilities towards Persons with Disability
- 3. To understand about the Recent Legislations for Disability
- 4. To understand about the Rehabilitation Measures for Disability
- 5. To gain knowledge on Models for Disability

Unit: I Disability

15

Concepts of Disability, Impairment, Handicapped and Rehabilitation. Types of Disabilities Visually Impaired, Intellectual disability, Loco motor Disability including Spastics Children and Leprosy Cured. Psycho –Social Problems of the Disabled, Social Intervention with the Disabled.

Unit: II Causes & Prevention of disabilities

15

Causes of Disabilities: Malnutrition, Poor hygiene, Premature delivery, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents. Prevention of Disabilities at Primary, Secondary & Tertiary levels. Barriers and Challenges faced by People with Disability.

Unit: III | Legislations related to disability

15

Persons with Disability Act 1995 – Main provisions of the act, Prevention and Early Detection of Disabilities, Education, Employment, Affirmative Action, Affirmative Action, Research and Manpower Development, Social Security, Grievance Redressal mechanisms.

Unit: IV Government Interventions

15

Government Organizations: NIEPMD, NIVH, NIPH, NIMH, NIDCD. Government schemes for Disabled offered by State Commissioner for disabled (1) Special Education (b) Training programme (c) Employment of persons with Disability (d) Self Employment for disabled and (e) Supplying of aids and appliances

Unit: V Rehabilitation of the disabled:

15

Role of family & Care Givers in the treatment, training and rehabilitation of the disabled. Social work interventions for the disabled. Process of Rehabilitation: Early identification, Treatment and Integration. Types of Rehabilitation: Physical, Educational, Vocational and Societal. Disabled-friendly Interface: Ramp, Software, Audio and Others.

Total Lecture Hours

75 Hrs

Books for Study:

- 1. Baquer, Ali; and Sharma, Anjali, Disability: Challenge Vs Response, 1997, Concerned Action Now
- 2. Ministry of Law, Justice & Company Affairs, The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995, 1996, The gazette of India.

Books for References:

1. World Health Organisation, International Classification of Impairments, Disabilities, and Handicaps, 1980, Geneva: World Health Organization.

Administration of Welfare Programs for Differently Abled

by Srinivasa Rao Pedamalla | 22 November 2011

2. Differently Abled People and Human Rights

by S. Ali Nawaz Zaidi | 1 January 2010

3. Not Disabled Differently Abled

by P. Adinarayana Reddy | 1 December 2007

4. Empowering the Differently Abled

by Sanjaya Kumar Ghadai & Barsha Mohanty Dr. Satya Narayan Misra | 10 September 2020

5. HUMANIZING THE EDUCATION OF DIFFERENTLY ABLED CHILDREN

by DR.SEEMA MENON KP and DR.SANKARANARAYANAN PALEERI | 1 January 2020

Web Resources:

- ${\bf 1.~\underline{https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities}$
- 2. https://disabilityaffairs.gov.in/
- 3. https://www.swavlambancard.gov.in/cms/about-persons-with-disability

Course	e Outcomes	K Level					
On su	On successful completion of the course the students will be able to						
CO1	Enables to understand industries in the perspective of social work practices	K2					
CO2	Apply the attitude of respect and dignity towards persons with disability	К3					
CO3	Examine the skills of social work interventions with all stakeholders in the field of disability	K2					
CO4	Estimate the types of approaches of person with disability along with the current practices of NGO's and GO's	К3					
CO5:	Formulate knowledge on Legislative and rehabilitation measures on Person's with disability	K2					

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	Welfare of the persons with disability	Hrs	Pedagogy
I	Concepts of Disability, Impairment, Handicapped and Rehabilitation. Types of Disabilities Visually Impaired, Intellectual disability, Loco motor Disability including Spastics Children and Leprosy Cured. Psycho –Social Problems of the Disabled, Social Intervention with the Disabled.	15	Chalk and talk, PPT, Lecture
п	Causes of Disabilities: Malnutrition, Poor hygiene, Premature delivery, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents. Prevention of Disabilities at Primary, Secondary & Tertiary levels. Barriers and Challenges of Persons with Disability.	15	Chalk and talk, PPT,Group discussion
III	Persons with Disability Act 1995 – Main provisions of the act, Prevention and Early Detection of Disabilities, Education, Employment, Affirmative Action, Affirmative Action, Research and Manpower Development, Social Security, Grievance Redressal.	15	Chalk and talk, PPT, Assignment
IV	Government Organizations: NIEPMD, NIVH, NIPH, NIMH, NIDCD. Government schemes for disabled offered by state commissioner for disabled (1) Special education (b) Training programme (c) Employment of persons with disability (d) Self Employment for disabled and (e) Supplying of aids and appliances	15	Chalk and talk, PPT, Assignment
V	Role of family & Care Givers in the treatment, training and rehabilitation of the disabled. Social work interventions for the disabled. Process of Rehabilitation: Early identification, Treatment and Integration. Types of Rehabilitation: Physical, Educational, Vocational and Societal. Disabled-friendly Interface: Ramp, Software, Audio.	15	Guest lecture, PPT

Course Designed by:

MRS.N.HARINI,MSW.

MRS.J.DYANA VINCILLA.,MSW.,MPHIL

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

		1110104141	Section A		Section B		(005)	
	Cos	K Level			•		Section C	Section D
Inte			MCQs		Short Answers		Either or	Open
rnal			No. of.	K – Level	No. of.	K -		-
			Questions		Questions	Level	Choice	Choice
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
ΑI	CO2	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)
CI	CO3	Up to K2	2	K1 & K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of	4					
0,110	stion	Questions to			3		2	1
_	tern	be answered						
	tern I & II	Marks for						
CIA	1 & 11	each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

		D	istribution of	f Marks with	K Level CI	A I & Cl	A 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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	K3			10	10	20	40	40
I	K4							
_	Marks	4	6	20	20	50	100	100
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	UU
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	30	50	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

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

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course									
	Outcomes (COs)									
			MCQs		Short Answers		Section C	Section D		
S.No	COs	K - Level	No. of	K –	No. of	K –	(Either / or	(Open		
5.110	COS	K - Level	Questio		Questio		`	` -		
			ns	Level	n	Level	Choice)	Choice)		
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)		
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)		
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
No.	of Quest	ions to be	10		5		10	5		
	Aske	ed	10		3		10	3		
No	of Questi	ions to be	10		5		5	3		
	answered				S		3	3		
Marks for each question			1		2		5	10		
Total Marks for each section			10		10		25	30		
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	th 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	67			
K2	5	6	30	30	71	59.1	07			
K3			20	20	40	33.3	33			
K4										
Marks	10	10	50	50	120		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

C4	A (N/I		native Examinations - Question Paper – Format
		-	ce Questions)
		iestions	(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	<u>K2</u>	
9	CO5	K1	
10	CO5	K2	
		rt Answers	
		iestions	(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 (Eitl	her/Or Typ	e)
Answei	r All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	К3	
17) b	CO 2	К3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	К3	
19) b	CO 4	К3	
20) a	CO 5	K2	
20) b	CO 5	K2	
NB: Hi	gher le	vel of perfo	rmance of the students is to be assessed by attempting higher level
of K le		•	v 1 0 0 to
		en Choice)	
	_	hree questi	(3x10=30 marks)
Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K2	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	SOCIAL WORK WIT	TH YOUTH							
Course Code	21USWE55			L	P	C			
Category	Skill			5 EPRENURSHI					
Nature of cours	se: EMPLOYABILITY	SKILL ORIENTED	ENTREPREN	URSE	IIP	✓			
Course Object	ives:								
2: To sensitize s 3: To create A related to Youth 4: To develop (Society 5: To skill up th Unit: I Into Introduction to Developmental Politics and So	students about the Issues wareness about the Polin Welfare Qualities and Skills of your students in the applicate roduction to Youth O Youth — Definition, Tyouth, Role cial Sectors. Impact of O	dge about the Status, Role and Problems of Youth cies, Programmes, Admi uth related to Education, ion of Social Work Intervenees, Demographic Status and Status of Youth in Culture, values and Tech	Employment and learning among Youth in Wo	Partici uth.	patio 15 16 17	dia			
	nd Globalization ues and Problems of You	th:			15				
Unit: II Issues and Probability Issues and Probability Issues and Probability Issues and Probability Issues and Issues an	ues and Problems of Your oblems of Youth: Physic Control and Self Disciplerty and Unemployment acational Institutions, Con	th: cal Issues: Personality Is ine. Psychological Issues . Social Issues- Family mmunity and Society. Per	ssues-Self Esteem. s- Stress , Depress issues, Drug / A	, Body ion: E	15 y Im Icono	age mi use			
Unit: II Issues and Probability Bullying. Self Control Factors — Pove Violence in Education and Control Issues Isu	ues and Problems of Your oblems of Youth: Physic Control and Self Disciplerty and Unemployment acational Institutions, Con Cyber Crime.	cal Issues: Personality Is ine. Psychological Issues . Social Issues- Family	ssues-Self Esteem. s- Stress , Depress issues, Drug / A	, Body ion: E	15 cono l Ab	age mi use /be			
Init: II Issues and Probability Issues and Probability Issues and Probability Issues and Probability Issues and Issues and Issues and Issues Initial Issues Addiction and Issues Initial Issues	des and Problems of Your oblems of Youth: Physic Control and Self Disciplerty and Unemployment acational Institutions, Con Cyber Crime. tuth Welfare e: Concept, Meaning and e Programmes for Youth al, State and District Lev	cal Issues: Personality Is ine. Psychological Issues . Social Issues- Family	ssues-Self Esteems-Stress, Depressissues, Drug / Arson in Conflict with Programmes – Nations for Youth with the street of the st	, Body ion: E dcoho th Law Vationa	y Important Indiana In	age mi use but fo			
Init: II Issues and Probability Init: III Issues and Outlier III Issues and Probability Iss	cues and Problems of Your beloblems of Youth: Physic Control and Self Disciplerty and Unemployment acational Institutions, Con Cyber Crime. The Welfare are Programmes for Youth al, State and District Lever granisations and Voluntary	cal Issues: Personality Isine. Psychological Issues. Social Issues- Family mmunity and Society. Per d Purpose. Policies and hat National and State rel. National level Instituty Organisations in Youth	Programmes – N Level. Administrations for Youth was Welfare.	, Body ion: E Alcoho th Law Vationa tive Sovelfare	y Important Indiana In	age mi use /be			
Init: II Issues and Problems and Problems Self Gractors — Pove Violence in Edu Addiction and Ounit: III Youth Welfare Policy, Welfare Youth at Central International or Unit: IV Law Laws Related tand Regulation Regulations in Crime.	cles and Problems of Your blems of Youth: Physic Control and Self Disciplerty and Unemployment acational Institutions, Concyber Crime. The Programmes of Youth al, State and District Leverganisations and Voluntary was Related to Youth of Youth and Youth Welf as in Juvenile Justice (POSCO Act 2012, Law District Control Posco Act 2012, Law District Control Posco Act 2012, Law District Posco A	cal Issues: Personality Isine. Psychological Issues. Social Issues- Family mmunity and Society. Per d Purpose. Policies and h at National and State rel. National level Instituty Organisations in Youth Ifare: Constitutional prov Care and Protection) Area and Procedure Relate	Programmes – N Level. Administrations for Youth was Welfare.	Nationative Seelfare	15 y Important Connormal Above, Cy 15 al You Roll re, Roll	age mi use be out fo e o			
Init: II Issues and Problems and Problems Self of Problems III Issues and Problems III Issues Addiction and Ounit: III Issues Welfard Policy, Welfard Youth at Central International of Unit: IV Issues Related to and Regulations in Crime.	cial Work Interventions for Your Position and Problems of Youth: Physic Police Programmes of Programmes of Youth Programmes of	cal Issues: Personality Isine. Psychological Issues. Social Issues- Family mmunity and Society. Per description of Purpose. Policies and hat National and State rel. National level Institutery Organisations in Youth Care and Protection) And Procedure Relate or Youth	Programmes – Nations in India, Pract 2005, Procedud to Cyber Bully	Nationative Selfare	15 y Implementation of the consoler of the con	ago mi uso /be for ule an			
Issues and Problems and Problems and Problems and Problems and Problems and Control Policy, Welfard Youth at Central International or Unit: IV Laws Related to and Regulations in Crime. Unit: V Social Work In and Development and Problems a	ces and Problems of Your blems of Youth: Physic Control and Self Disciplerty and Unemployment acational Institutions, Concyber Crime. The Concept, Meaning and Programmes for Youth and State and District Leverganisations and Voluntary Related to Youth or Youth and Youth Welf as in Juvenile Justice (POSCO Act 2012, Law cial Work Interventions for Youth — ent of Youth. Applicationional Settings, Communications of Youth. Applicationional Settings, Communications of Youth.	cal Issues: Personality Isine. Psychological Issues. Social Issues- Family mmunity and Society. Per d Purpose. Policies and h at National and State rel. National level Instituty Organisations in Youth Ifare: Constitutional prov Care and Protection) Area and Procedure Relate	Programmes – Nations in India, Procedud to Cyber Bully ork methods for programmes religious programmes religious programmes ferent settings religious programmes for programmes ferent settings religious programmes for programmes ferent settings religious programmes for program	Nationative Societare, Ring ar	15 y Implementation of the consoler of the con	age misor be considered and consider			

Books for Study:

- 1. Gore, M.S.(1977): Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, New Delhi,
- 2. Srinivasan Saraswathi (1988): Youth in India, Indian Council for Social Science Research, New Delhi

Books for References:

Sanjay Kumar (2019): Youth in India – Aspirations, Attitudes, Anxieities, Routledge India, New Dlhi.

- 1. Youth Justice and Social Work (Transforming Social Work Practice Series Book 1661)
- by Jane Pickford and Paul Dugmore | 31 October 2013
- 2. Systemic Perspectives in Mental Health, Social Work and Youth Care: A Relational Compass (The Systemic Thinking and Practice Series)
- by Anke Savenije , Ellen Reijmers, et al. | 30 December 2022
- 3. Participatory Evaluation in Youth and Community Work: Theory and Practice
- by Susan Cooper | 11 December 2017
- 4. Grassroots Youth Work: Policy, Passion and Resistance in Practice
- by Tania De St Croix | 5 July 2016

Web Resources:

https://www.india.gov.in/people-groups/life-cycle/youth

https://www.indianyouth.net/problems-of-indian-youth/

https://www.popeindia.org/english/youth/indian-constitution-and-youth/

https://www.sharing4good.org/article/youth-and-development-role-social-worker

https://www.indianyouth.net/encouraging-the-spirit-of-social-work-in-the-indian-youth/

Course	e Outcomes	K Level				
On successful completion of the course the students will be able to						
CO1:	Acquaint students with the knowledge about the Status, Roles and Responsibilities of Youth	Upto k2				
CO2:	Students Getting In depth Understanding about the issues and Problems of Youth	Upto k3				
CO3:	Increased Awareness about the Policies, Programmes, Administrative set up and Institutions related to Youth Welfare	Upto k2				
CO4:	Enrichment in Qualities and Skills of Youth related to Education, Employment and Participation in Society	Upto k3				
CO5 :	Enriching Students in application of Social Work Interventions among Youth.	Upto k2				

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	IT SKILLS FOR SOCIAL WORKERS	Hrs	Pedagogy
I	Introduction to Youth – Definition, Types, Demographic Status of Youth in World and India, Developmental Changes in Youth, Role and Status of Youth in Family, Education, Employment, Politics and Social Sectors. Impact of Culture, values and Technology among Youth. Gender in Youth. Youth and Globalisation.	15	Chalk and talk, PPT, Lecture
П	Issues and Problems of Youth: Physical Issues: Personality Issues-Self Esteem, Body Image, Bullying. Self Control and Self Discipline. Psychological Issues- Stress, Depression: Economic Factors – Poverty and Unemployment. Social Issues- Family issues, Drug / Alcohol Abuse, Violence in Educational Institutions, Community and Society. Person in Conflict with Law, Cyber Addiction and Cyber Crime.	15	Chalk and talk, PPT,Group discussion
Ш	Youth Welfare: Concept, Meaning and Purpose. Policies and Programmes – National Youth Policy, Welfare Programmes for Youth at National and State Level. Administrative Set up for Youth at Central, State and District Level. National level Institutions for Youth welfare. Role of International organisations and Voluntary Organisations in Youth Welfare.	06	Chalk and talk, PPT, Assignment
IV	Laws Related to Youth and Youth Welfare: Constitutional provisions in India, Procedure, Rules and Regulations in Juvenile Justice (Care and Protection) Act 2005, Procedure, Rules and Regulations in POSCO Act 2012, Laws and Procedure Related to Cyber Bullying and Cyber Crime.	06	Chalk and talk, PPT, Assignment
V	Social Work Interventions for Youth – Application of Social Work methods for problem solving and Development of Youth. Application of Social Work in different settings related to Youth- Family, Educational Settings, Community and Legal Settings. Special programmes /Institutions available for Leadership and Entrepreneurship Training Skills in India.	06	Guest lecture, PPT

Course Designed by:

G.KRISHNAVENI .,MSW,MPHIL.

S. SILAMBARASAN, MSW, M.Phil.,

10

10

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

Section A Section B Section C **Section D MCQs Short Answers** Inte Cos K Level Either or Open No. of. rnal No. of. **K** -Choice K – Level Choice **Ouestions** Questions Level $\overline{2(k2 \& k2)}$ K1 & K2 1(K2) \mathbf{CI} CO₁ Up to K2 2 1 **K1** ΑI CO₂ Up to K3 2 K1 & K2 2 **K2** 2(k3 & k3) 1(K3) 2 CI **CO3** Up to K2 K1 & K2 1 **K2** 2(k2 & k2) 1(K2) 2 **CO4** Up to K3 K1 & K2 2 AII **K2** 2(k3 & k3) 1(K3) No. of **Ouestions** to 4 3 4 2 be asked No. of 4 3 2 1 Ouestions to Question be answered **Pattern** Marks for CIA I & II each 1 2 5 **10** question

6

		D	istribution of	f Marks with	K Level CI	A I & Cl	A 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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
I	K4							
_	Marks	4	6	20	20	50	100	100
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	30	50	100	100

K1- Remembering and recalling facts with specific answers

4

- **K2** Basic understanding of facts and stating main ideas with general answers
- **K3** Application oriented- Solving Problems

Total Marks for each

section

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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course										
	Outcomes (COs)										
			MCQs		Short Answers		Section C	Section D			
S.No	COs	K - Level	No. of	K –	No. of	K –	(Either / or Choice) (Ope				
5.110	COS	K - Level	Questio		Questio	Level					
			ns	Level	n	Level		Choice)			
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)			
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)			
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)			
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)			
No.	of Quest	ions to be	10		5		10	5			
	Aske	ed	10		3		10	3			
No	of Questi	ions to be	10		5		5	3			
	answered				3		3	3			
Mar	Marks for each question		1		2		5	10			
Total N	Total Marks for each section				10		25	30			
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	th the given K	level)			

		D	istribution 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	67
K2	5	6	30	30	71	59.1	07
K3			20	20	40	33.3	33
K4							
Marks	10	10	50	50	120		100

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mn		e Questions)
		inple Choic iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	V ************************************
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 (Sho	rt Answers)	
		iestions	(5x2=10 marks)
Q.No	CO	K Level	Questions
11	CO1	K1	<u> </u>
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
Section	C (Eitl	her/Or Type	
Answei	r All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
		vel of perfor	mance of the students is to be assessed by attempting higher level
of K le			
	_	en Choice)	(2.10.20
		hree questio	
Q.No	CO1	K Level	Questions
21 22	CO ₁	K2 K3	
23	CO2	K3 K2	
23	CO3	K2 K3	
25	CO ₅	K3 K2	
43	COS	IX4	



(For those who joined in 2021-2022 and after)

Course Name	LOCAL SELF GO	LOCAL SELF GOVERNMENT									
Course Code	21USWE56	21USWE56 L P C									
Category	Elective	Elective 5 - 5									
Nature of course:	EMPLOYABILITY	MPLOYABILITY SKILL ORIENTED ✓ ENTREPRENURSHIP									

Course Objectives:

- 1: To describe Concept of Local Self Government
- 2: To interpret structure of Panchayat Raj
- **3:** To describe the three tier system of Panchayat Raj.
- 4: To demonstrate Local Self Government in urban areas
- 5: To gain knowledge of Five Year plan and development of women in India

Unit: I Introduction about Local Self Government:

15

Meaning and Concept of Local Self Government. Objectives of Local Self Government. Evolution of Local Self Government in India. Structure of Local Self Government in Tamil Nadu. Importance of Local Self Government. Administration process of local self-government in Tamil Nadu for Rural, Urban and Tribal Community sector. Role of Women and SC/ST in Local Self Government.

Unit: II | Evolution of Panchayat Raj

15

Panchayat Raj system-Definition, Meaning, Concept Evolution of Panchayat Raj in India. Legal and Constitutional provisions regarding Panchayat Raj in India, structure of Panchayat Raj. 73rd Constitutional Amendment and Decentralization and Panchayat Raj. Constitution of Mahatma Gandhiji and other Committees related to Panchayat Raj system in India.

Unit: III | Role of Panchayat Raj in Rural areas:

15

The three tier system of Panchayat Raj - Gram Panchayat, Panchayat Samiti, Zilla Parishad. Status of Three tire system in rural areas. Role of Panchayat Raj Institutions in Empowerment of the marginalized section of the society, Role of Panchay Raj system in Election process (Direct and Indirect), Administration and Rural Development Programme. Effective participation of NGOs and civil service organizations and GOs.

Unit: IV | Role of Local Self Government in urban areas:

1

Roles and Functions of Local Self Government in urban area. Structure and functions of urban government – Municipal Corporation, Municipality, Town area committee, Notified area authority, Cantonment Boards. Effective implementation of Urban development schemes and welfare programmes through local self-government.

Unit: V | Constitutions related to Local Self Government System:

15

Empowerment through Panchayat Raj Institutions. Local Self Government Act. 74th Constitutional Amendment – Role of Urban Local Government bodies in urban development programmes of urban development in respect to housing, health, sanitation, electricity, water supply education, transportation, slum improvement and environment protection.

Total Lecture Hours

75 Hrs

Books for Study:

1. Panchayat Raj System and Rural Development by Iqbal Mohammed.

2. Evolution of Panchayat Raj in India by Dr. Mridula Sharda.

Books for Reference:

1. Urban Local Self Government in India by Ram Narayan Prasad.

Web Resources:

- 1. https://unacademy.com/content/karnataka-psc/study-material/polity/local-self-government/
- 2. https://decentralization.gov.ua/en/questions/2
- 3. https://www.legalserviceindia.com/legal/article-7960-evolution-of-local-self-government-in-india.html
- 4. <a href="https://www.insightsonindia.com/polity/functions-and-responsibilities-of-the-union-and-the-states-issues-and-challenges-pertaining-to-the-federal-structure-devolution-of-powers-and-finances-up-to-local-levels-and-challenges-therein/devolution-of-powers-and-finances-up-to-local-levels-and-challenges-therein/73rd-amendment-act-panchayati-raj/evolution-of-panchayati-raj/
- 5. https://byjus.com/question-answer/what-are-the-functions-of-local-self-government-in-urban-areas/
- 6. https://unacademy.com/content/karnataka-psc/study-material/polity/local-self-government/

Course	e Outcomes	K Level				
On suc	On successful completion of the course the students will be able to					
CO1	Understand the Concept of Local Self Government	Upto k2				
CO2	Make use of structure of Panchayat Raj	Upto k3				
CO3	Utilize the three tier system of Panchayat Raj.	Upto k2				
CO4	Apply Local Self Government in urban areas	Upto k3				
CO5	Recognize the Five Year plan and development of women in India	Upto k2				

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	LOCAL SELF GOVERNMENT	Hrs	Pedagogy
I	Meaning and Concept of Local Self Government. Objectives of Local Self Government. Evolution of Local Self Government in India. Structure of Local Self Government in Tamil Nadu. Importance of Local Self Government. Administration process of local self-government in Tamil Nadu for Rural, Urban and Tribal Community sector. Participation of Women and SC/ST in Local Self Government	15	Chalk and talk, PPT, Lecture
II	Panchayat Raj system-Definition, Meaning, Concept Evolution of Pachayat Raj in India. Legal and Constitutional provisions regarding Panchayat Raj in India, structure of Panchayat Raj. 73 rd Constitutional Amendment and Decentralization and Panchayat Raj. Constitution of Mahatma Gandhiji and Other Committees in Panchayat Raj system in India.	15	Chalk and talk, PPT, Group discussion
Ш	The three tier system of Panchayat Raj - Gram Panchayat, Panchayat Samiti, Zilla Parishad. Status of Three tire system in rural areas. Role of Panchayat Raj Institutions in Empowerment of the marginalized section of the society, Role of Panchay Raj system in Election process (Direct and Indirect), Administration and Rural Development Programme. Effective participation of NGOs and civil service organizations and GOs.	15	Chalk and talk, PPT, Assignment
IV	Roles and Functions of Local Self Government in urban area. Structure and functions of urban government – Municipal Corporation, Municipality, Town area committee, Notified area authority, Cantonment Boards. Effective implementation of Urban development schemes and welfare programmes through local self-government.	15	Chalk and talk, PPT, Assignment
V	Empowerment through Panchayat Raj Institutions. Local Self Government Act. 74 th Constitutional Amendment – Role of Urban Local Government bodies in urban development programmes of urban development in respect to housing, health, sanitation, electricity, water	06	Guest lecture, PPT

supply education, transportation, slum improvement and environment	
protections.	

Course Designed by:

S. SILAMBARASAN, MSW, M.Phil.,

MRS.C.KANMANI.MSW,MPHILs

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs) Section A Section B Section C Section D MCQs Short Answers Inte Cos K Level Either or Open No. of. No. of. rnal **K** -K – Level Choice Choice Questions **Questions** Level K1 & K2 **CO1** Up to K2 **K**1 2(k2 & k2) 1(K2) \mathbf{CI} 2 1 2 CO₂ 2 K1 & K2 **K2** 1(K3) ΑI Up to K3 2(k3 & k3) 2 1(K2) \mathbf{CI} CO₃ Up to K2 K1 & K2 1 **K2** 2(k2 & k2) AII Up to K3 2 K1 & K2 2 2(k3 & k3) **CO4 K2** 1(K3) No. of Questions to 4 3 4 2 be asked No. of Questions to 4 3 2 1 **Ouestion** be answered **Pattern** Marks for CIA I & II 1 2 5 10 each question **Total Marks** for each 4 6 10 **10** section

		D	istribution of	f Marks with	K Level CI	A I & Cl	A 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 %	
	K1	2	2			4	8	60	
	K2	2	4	10	10	26	52	OU .	
CIA	K3			10	10	20	40	40	
I	K4								
	Marks	4	6	20	20	50	100	100	
	K1	2	2			4	8	60	
	K2	2	4	10	10	26	52	60	
CIA	К3			10	10	20	40	40	
II	K4								
	Marks	4	6	20	30	50	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.

S	Summativ	ve Examination		Print Articu Outcomes		pping –	K Level with (Course
S.No	Cos	K - Level		CQs K – Level	Short Answers No. of Questio n K- Level		Section C (Either / or Choice)	Section D (Open Choice)
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
No	. of Quest Aske	ions to be	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 parenthesi	s denotes,	questions s	hould be a	sked wit	h 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	67					
K2	5	6	30	30	71	59.1	67					
K3			20	20	40	33.3	33					
K4												
Marks	10	10	50	50	120		100					

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	Δ (Μ11		ce Questions)
		icipic Choi iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	C
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 (Sho	rt Answers	
		iestions	(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 (Eitl	her/Or Typ	ne)
Answei	r All Qı	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
	_	vel of perfo	rmance of the students is to be assessed by attempting higher level
of K le		~ ·	
	_	en Choice)	(2.40.22
		hree questi	
Q.No	CO	K Level	Questions
21	CO1	K2	
22 23	CO2	K3	
23	CO ₄	K2	
25	CO4 CO5	K3 K2	
/ 1		N Z	



(For those who joined in 2021-2022 and after)

Course Name	Basics in Counseling						
Course Code	21USWS51		L	P	C		
Category	Skill		2	-	2		
Nature of cours	e: EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRENU	IRSH	IP	✓
Course Object	ives:						I
1: To acquire ki	nowledge about the conce	ept of need and importance	e co	unseling.			
	d the principles and proce			C			
	vledge on counseling skill						
	owledge about ethics of c						
	approaches of counseling						
	unseling	1.				00	5
		Definition, Need & Impor	tan	ce for Counselin	ng; D	iffere	enc
		lance; Scope of Counseli					
	_	seling, Crisis Counselin	_				
	riatric, Deaddiction, Grief						
Unit: II Pri	nciples and Process					00	<u> </u>
Principles of (Counseling – Acceptance	e, Communication, Emp	ath	y, Non-judgem	ental	attit	ude
		ment; Counseling Process					
-		tervention and Evaluation		_	_		
	unseling Skills					06	<u> </u>
	8						,
O C C C C T T T	ation Skills, Questionin	g, Communication Skil	ls	(Listening, Fee	edbac	k, N	
		g, Communication Skil The Counseling Intervie					lon
Verbal), Makin	g Notes and Reflections,	The Counseling Intervie	w:	History Taking	, Inte	rviev	lon vin
Verbal), Makin (Characteristics	g Notes and Reflections, , Types, Techniques)	The Counseling Intervie Developing Case Histo	w:	History Taking	, Inte	rviev	lon vin
Verbal), Makin (Characteristics Information, W	g Notes and Reflections, , Types, Techniques) orking with Other Profess	The Counseling Intervie Developing Case Histo	w:	History Taking	, Inte	rviev imen	Non vin tin
Verbal), Makin (Characteristics Information, W Unit: IV Eth	g Notes and Reflections, , Types, Techniques) orking with Other Profess aics In Counseling	The Counseling Intervie Developing Case Histosionals	w: ories	History Taking s: Collecting,	, Inte	rviev umen	Non ving ting
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for	g Notes and Reflections, , Types, Techniques) orking with Other Profess hics In Counseling Ethical Standards, Ethica	The Counseling Intervie Developing Case Historiansionals	w: orie: s: I	History Taking s: Collecting, Enabling Enviro	, Inte	rviev umen 00 nt, T	Non vin tin
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R	g Notes and Reflections, , Types, Techniques) orking with Other Profess ics In Counseling Ethical Standards, Ethical Lights of Clients, Dimensi	The Counseling Intervied Developing Case Historians Case Historians Case Historians Case Historians of Confidentiality, Developing The Counseling Interview Developing Case Historians Case Hi	w: ories s: I	History Taking S: Collecting, Enabling Environment	, Inte	rviev umen 00 nt, T	Nonvin tin
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Trans	g Notes and Reflections, , Types, Techniques) orking with Other Profess hics In Counseling Ethical Standards, Ethical hights of Clients, Dimensionsference and Counter	The Counseling Intervied Developing Case Historical Codes and Guidelinestions of Confidentiality, De Transference The Codes	w: ories s: I	History Taking S: Collecting, Enabling Environment	, Inte	rviev umen 00 nt, T	Nonvingting
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Tran Responsibilities	g Notes and Reflections, , Types, Techniques) orking with Other Profess nics In Counseling Ethical Standards, Ethical Lights of Clients, Dimensionsference and Counter to, Ethical Issues in the Ass	The Counseling Intervied Developing Case Historical Codes and Guidelines ions of Confidentiality, Descriptions of Transference The Consessment Process.	w: ories s: I	History Taking S: Collecting, Enabling Environment	, Inte	rviev amen 00 nt, T punse d L	Non vin tin im lin ega
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Trackesponsibilities Unit: V Ap	g Notes and Reflections, , Types, Techniques) orking with Other Profess hics In Counseling Ethical Standards, Ethical hights of Clients, Dimensionsference and Counter h, Ethical Issues in the Ass proaches To Counseling	The Counseling Intervied Developing Case Historical Codes and Guidelines ions of Confidentiality, Descriptions of Transference The Codes Sessment Process.	w: ories s: I Oual oun	History Taking S: Collecting, Enabling Enviro Relationships selor's Ethica	onme in Col	october 100 octobe	Non vin tin im lin ega
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Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Transpossibilities Unit: V Ap Humani Humanistic Ap	g Notes and Reflections, , Types, Techniques) orking with Other Profess ics In Counseling Ethical Standards, Ethical cights of Clients, Dimensionsference and Counter to, Ethical Issues in the Ass proaches To Counseling stic Approach (Person-Coproach, Application of	The Counseling Intervied Developing Case Historical Scientific Case Historical Codes and Guidelines ions of Confidentiality, Developing Transference The Codes Sessment Process. Therapy Tentered Therapy): Key Code the Humanistic Approximation	w: ories Ss: I Oual Con oach	Enabling Environments Relationships selor's Ethical cepts and Technical Rehaviour	nnte Docu onme in Co l and nnique	october 1 view 1	Von vin tin im lin ega th Ke
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Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Transceponsibilities Unit: V Ap Humani Humanistic Ap Concepts and Toto Books for Students of Toto Praka	g Notes and Reflections, , Types, Techniques) orking with Other Profess hics In Counseling Ethical Standards, Ethical hights of Clients, Dimensionsference and Counter h, Ethical Issues in the Ass proaches To Counseling estic Approach (Person-Counseling proaches, Application of Techniques, Application of tal Lecture Hours hy:	The Counseling Intervied Developing Case Historical Codes and Guidelines ions of Confidentiality, De Transference The Consessment Process. Therapy Tentered Therapy): Key Confidentiality Approximately the Humanistic Approximately of Behaviour Therapy	w: ss: I Dual con cach ;; P	History Taking S: Collecting, Enabling Enviro Relationships selor's Ethical cepts and Tech sychoanalytic	nnique Γhera	october 100 meters of the policy of the poli	Von Win tin Tim lin ega th Ke Ke
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Transesponsibilities Unit: V Ap Humani Humanistic Ap Concepts and Concepts and Toto Books for Student I. Dr.Om Praka Delhi.	g Notes and Reflections, , Types, Techniques) orking with Other Profess hics In Counseling Ethical Standards, Ethical Ethical Standards, Dimensionsference and Counter of Ethical Issues in the Ass proaches To Counseling estic Approach (Person-Coproach, Application of Techniques, Application of Eal Lecture Hours y: ash.B (2013),Guidance an	The Counseling Intervied Developing Case Historical Codes and Guidelines ions of Confidentiality, Descriptions of Confidentiality, D	w: ss: I Dual con cach ;; P	History Taking S: Collecting, Enabling Enviro Relationships selor's Ethical cepts and Tech sychoanalytic	nnique Γhera	october 100 meters of the policy of the poli	Norwin tin im lin ega th Ke Ke
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Transpossibilities Unit: V Ap Humani Humanistic Ap Concepts and Concepts and Tot Books for Student Books for Reference In Total Books for Reference In Tot	g Notes and Reflections, , Types, Techniques) orking with Other Profess lics In Counseling Ethical Standards, Ethical lights of Clients, Dimensinsference and Counter to Ethical Issues in the Ass proaches To Counseling stic Approach (Person-Coproach, Application of Techniques, Application of Techniques, Application of teal Lecture Hours y: ash.B (2013),Guidance an rences:	The Counseling Intervier Developing Case Historicals al Codes and Guidelines ions of Confidentiality, De Transference The Consessment Process. Therapy Centered Therapy): Key Constitute Humanistic Approximates of Behaviour Therapy of Psychoanalytical Therapy and Counselling —A P H Pund Coun	w: ories Ss: I Dual Con oach ; P	History Taking S: Collecting, Enabling Environ Relationships selor's Ethical cepts and Tech sychoanalytic of the	nnique Thera Thera oratio	other in the py: and by: and	Vorvin tin Time lin Ke Ke
Verbal), Makin (Characteristics Information, W Unit: IV Eth Need for Management, R Practices, Transpossibilities Unit: V Ap Humani Humanistic Ap Concepts and Concepts and Tot Books for Student Books for Reference In Total Books for Reference In Tot	g Notes and Reflections, , Types, Techniques) orking with Other Profess hics In Counseling Ethical Standards, Ethical Ethical Standards, Dimensionsference and Counter to Ethical Issues in the Ass proaches To Counseling stic Approach (Person-Coproach, Application of Techniques, Application of Techniques, Application of tal Lecture Hours ty: ash.B (2013),Guidance and rences: & Mukhopadhyay (1998)	The Counseling Intervied Developing Case Historical Codes and Guidelines ions of Confidentiality, Descriptions of Confidentiality, D	w: ories Ss: I Dual Con oach ; P	History Taking S: Collecting, Enabling Environ Relationships selor's Ethical cepts and Tech sychoanalytic of the	nnique Thera Thera oratio	other in the py: and by: and	Vorwind tin

- 2. Warters. J (1983), Techniques of Counselling, New York, McGraw Hill
- 3. Antony John (2003), Skills of Counselling, Dindigul, Anugraha Publications.
- 4 Prasantham B.J. (1987), Therapeutic Counseling, Vellore, Christian Counseling Centre.
- 5. Counselling and Psychotherapy in Primary Health Care: A Psychodynamic Approach: 26 (Basic Texts in Counselling and Psychotherapy)
- by Jan Wiener and Mannie Sher | 29 May 1998
- 6. The Counselling Process In Six Stages: A Basic Guide For Psychologists Counsellors and Psychotherapists
- by Delroy Constantine-Simms (C.Psych) | 17 November 2014
- 7. An Introduction to Psychodynamic Counselling: 6 (Basic Texts in Counselling and Psychotherapy)
- by Laurence Spurling | 13 January 2017
- 8. Psychodynamic Counselling with Children and Young People: An Introduction (Basic Texts in Counselling and Psychotherapy)

Web Resources:

- 1. https://www.slideshare.net/lekhasriselvabaarath/principles-of-counselling
- 2. https://positivepsychology.com/counseling-process.

Course	e Outcomes	K Level						
On suc	On successful completion of the course the students will be able to							
CO1	Understanding of the concept of counseling and the scope in different	Upto k2						
	settings.							
CO2	Apply the principles and process during the management of case.	Upto k3						
CO3	Utilize the the counseling skills required for a counselor	Upto k2						
CO4:	Apply the ethics needed in counseling	Upto k3						
CO5	Recognize the therapeutic approaches in practical sessions	Upto k2						

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	BASICS IN COUNSELLING	Hrs	Pedagogy
I	Counseling: Concept, Meaning, Definition, Need & Importance for Counseling; Difference Between Counseling, Advice and Guidance; Scope of Counseling in Different Fields: Marital, Family, Industries, Educational Counseling, Crisis Counseling, AIDS Counseling, Suicidal Counseling, Geriatric, Deaddiction, Grief counseling,	06	Chalk and talk, PPT, Lecture
п	Principles of Counseling – Acceptance, Communication, Empathy, Non-judgemental attitude, Confidentiality, Non- emotional involvement; Counseling Process: Relationship Building, Problem Assessment, Goal Setting, Counseling Intervention and Evaluation, Termination or Referral.	06	Chalk and talk, PPT,Group discussion
Ш	Observation Skills, Questioning, Communication Skills (Listening, Feedback, Non-Verbal), Making Notes and Reflections, The Counseling Interview: History Taking, Interviewing (Characteristics, Types, Techniques) Developing Case Histories: Collecting, Documenting Information, Working with Other Professionals	06	Chalk and talk, PPT, Assignment
IV	Need for Ethical Standards, Ethical Codes and Guidelines: Enabling Environment, Time Management, Rights of Clients, Dimensions of Confidentiality, Dual Relationships in Counseling Practices, Transference and Counter Transference. The Counselor's Ethical and Legal Responsibilities, Ethical Issues in the Assessment Process	06	Chalk and talk, PPT, Assignment
V	Humanistic Approach (Person-Centered Therapy): Key Concepts and Techniques in the Humanistic Approach, Application of the Humanistic Approach; Behaviour Therapy: Key Concepts and Techniques, Applications of Behaviour Therapy; Psychoanalytic Therapy: Key Concepts and Techniques, Application of Psychoanalytical Therapy.	06	Guest lecture, PPT

Course Designed by: MRS.J.DYANA VINCILLLA,MSW MRS.A.MARIA JASTINAA,MSW & S. SILAMBARASAN, MSW, M.Phil.,





(For those who joined in 2021-2022 and after)

Course Name	SOCIAL WORK IN INI									
Course Code	21USWC61	USWC61 L P C								
Category		Core								
Nature of cours	ENTREPRENU	6 IRSH	ΊP	4						
Course Object		SKILL OKILIVILD	LIVIKLIKLIVO	, IXSI	.11					
		CT 1 T 1	•							
	nd the growth and importan		ıa							
	nd the existing welfare mea		to dool with labora		hlam	a in				
industries.	ze the application of Social	i casework as memou	to dear with labore	r pro	bieiii	SIII				
	nd on corporate social respo	oncibility in industries								
	nd about the role of safety a	-	dustries							
	ustry	ma idoodi officei in in	austries		15					
	 Meaning and Definition 	on. Types of Industr	ies. Growth and I	mpor						
	dia, Concept of Employee,									
	le Unions and its role in Ind		J 1 J			1				
Unit: II La	oor Problems				15					
	ns in India with specific r	reference to absenteeis	sm. Indiscipline. Al	coho						
	Technology Addiction, Re		-							
	Social Case Work and Gr									
	oholism and drug addiction		•			ŕ				
Unit: III Ind	ustrial Social Work				15	;				
Industrial Soci	al Work - Meaning and de	finition, Objectives, I	mportance and Role	of I	ndus	trial				
social worker.	Digitalization in Industries	and role of social	worker in educating	g the	worl	kers				
(Concept of Wo	rkers Education).									
Unit: IV Em	ployee Welfare				15	;				
Employ	ee Welfare - Meaning, Need	d and importance, Scot	pe, Principles. Welfa	are be	nefit	s in				
Indian Industri	es. Factories Act, Social	security Benefits, Inc	dustrial Accidents,	Occi	ıpatio	onal				
Diseases (Refer	ence to I, II & III schedule	es of Factories Act), S	afety Administration	ı. We	lfare	s in				
	d MNC's. Tamil Nadu Sat	fety Officers Rules 20	05 and The Tamil 1	Nadu	Wel	fare				
Officers Rule 1										
	R Strategic Development				15					
_	evelopment philanthropic to	0 1 1	-							
	ale VII. Case studies of suc	-				-				
Saint Gobin, S	esa,SBI foundation, Azim	premji foundation,HC	L foundation, Kota	ak m	ahan	dria				

foundation, ISHA foundation etc.

Books for Study:

Total Lecture Hours

75 Hrs

- 1. Moorthy, M.V (1968), Principles of Labour Welfare, Vishakapatnam, Gupta Brothers.
- 2. Sarma, A.M. (1995), Aspects of Labour Welfare and Social Security, Mumbai, Himalaya Publishers.
- 3. Tyagi, B.P (1996), Labour Economics and Social Welfare, Meerut, JaiPrakash Nath Publishers.

Books for References:

- 1. Pylee M.V (2007) Industrial Relation and Personnel Management, Vikas Publishers, New Delhi.
- 2. PadhiP.k. (2012) Labour and Industrial Law, PHI, New Delhi.
- 3. Purekar. S. D(2011) Labour Welfare Trade Union and Industries Relations,

Himalaya, New Delhi

Web Resources:

- 1. https://www.academia.edu/11540778/industrial_Social_Work
- 2. http://www.ignou.ac.in/upload/bswe-02-block4-unit-19-small%20size.pdf
- 3. https://azimpremjifoundation.org/
- 4. https://isha.sadhguru.org/in/en
- 5. https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=4841&context=etd_theses

Course	e Outcomes	K Level							
On suc	On successful completion of the course the students will be able to								
CO1:	Enables to understand industries in the perspective of Social work practices	Upto k2							
CO2:	Orients to understand different problems faced by labor in India.	Upto k3							
CO3:	Orients student about different welfare benefits that are available in Indian industries.	Upto k2							
CO4:	Enhance to understand the role of safety and welfare officer role in social workers perspective	Upto k3							
CO5:	Gain understanding on corporate social responsibilities and role of social worker in implementing projects related CSR	Upto k2							

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	SOCIAL WORK IN INDUSTRIES	Hrs	Pedagogy
I	Industry – Meaning and Definition, Growth and Importance of Industries in India, Concept of Employee, Importance of Employee and Employer Relationship. Role of Trade Unions in Industry	15	Chalk and talk, PPT, Lecture
п	Labour Problems in India with specific reference to absenteeism, Indiscipline, Alcoholism and Drug addiction, Technology Addiction, Role of Trade Union in resolving the Labour. Application of Social Case Work and Group Work in Industry with reference to absenteeism, indiscipline, alcoholism and drug addiction	15	Chalk and talk, PPT,Group discussion
Ш	Industrial Social Work - Meaning and definition, Objectives, Importance and Role of Industrial social worker. Digitalization in Industries and role of social worker in educating the workers (Concept of Workers Education).	15	Chalk and talk, PPT, Assignment
IV	Employee Welfare - Meaning, Need and importance, Scope, Principles. Welfare benefits in Indian Industries. Factories Act, Social security Benefits, Industrial Accidents, Occupational Diseases (Reference to I, II & III schedules of Factories Act), Safety Administration. Welfares in IT industries and MNC's.TamilNadu Safety Officers Rules 2005 and The Tamil Nadu Welfare Officers Rule 1953	15	Chalk and talk, PPT, Assignment
v	CSR Strategic development philanthropic to strategic perspective. The Companies Act 2013, Clause 135 and Schedule VII. Case studies of successful implementation of CSR initiatives like- Wipro, Saint Gobin, Sesa, SBI foundation, Azimpremji foundation, HCL foundation, Kotak mahandria foundation, ISHA foundation etc.	15	Guest lecture, PPT

Course Designed by:

MRS.N.HARINI.MSW

S. SILAMBARASAN, MSW, M.Phil.,

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

		1111111111	Socti	on A	Section			
Inte				CQs	Short Ans		Section C	Section D
rnal	Cos	K Level	No. of.		No. of. K -		Either or	Open
liiai			Questions	K – Level	Questions	Level	Choice	Choice
	001	TT 4 T70		T74 0 T75			2(1.2.0.1.2)	1(770)
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
AI	CO2	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)
\mathbf{CI}	CO3	Up to K2	2	K1 & K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)
		No. of						
		Questions to	4		3		4	2
		be asked						
		No. of	4					
0	stion	Questions to			3		2	1
_	tern	be answered						
	tern I & II	Marks for						
CIA	1 & 11	each	1		2		5	10
		question						
		Total Marks						
		for each	4		6		10	10
		section						

		D	Distribution of	f Marks with	K Level CI	A I & Cl	A 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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
I	K4							
_	Marks	4	6	20	20	50	100	100
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	60
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	30	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)											
			MCQs		Short Answers		Section C	Section D				
S.No	COs	K - Level	No. of Questio ns	K – Level	No. of Questio n	K – Level	(Either / or Choice)	(Open Choice)				
1	CO 1	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)				
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)				
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)				
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)				
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)				
No.	of Quest Aske	ions to be	10		5		10	5				
No	of Questi answe	ions to be red	10		5		5	3				
Mar	Marks for each question		1		2		5	10				
Total N	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	67		
K2	5	6	30	30	71	59.1	07		
K3			20	20	40	33.3	33		
K4									
Marks	10	10	50	50	120		100		

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mn		e Questions)
		inple Choic iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	V ************************************
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 (Sho	rt Answers)	
		iestions	(5x2=10 marks)
Q.No	CO	K Level	Questions
11	CO1	K1	<u> </u>
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
Section	C (Eitl	her/Or Type	
Answei	r All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
		vel of perfor	mance of the students is to be assessed by attempting higher level
of K le			
	_	en Choice)	(2.10.20
		hree questio	
Q.No	CO1	K Level	Questions
21 22	CO ₁	K2 K3	
23	CO2	K3 K2	
23	CO3	K2 K3	
25	CO ₅	K3 K2	
43	COS	IX4	



(For those who joined in 2021-2022 and after)

Course Name	FIELD WORK-IV				
Course Code	21USWF61		L	P	C
Category	Core		6	-	4
Nature of cours	se: EMPLOYABILITY	SKILL ORIENTED ✓ ENTREPRENU	JRSH	IIP	

Course Objectives:

- 1: To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
- **2**: To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
- 3: To Interpret skills of systematic observation, critical analysis and develop a spirit of inquiry.
- 4: To implement social work interventions.
- 5: To analyze the various methods of reporting.
- 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.

Course	e Outcomes	K Level		
On successful completion of the course the students will be able to				
CO1:	List out the Aim & Objectives, History of the organization, Administration set up, etc.,,	К3		
CO2:	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,	К3		
CO3:	Execute the Tools & Techniques of Professional management in different settings	K4		
CO4:	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,,	K4		
CO5	Interpret the data and reports to bring out a quality in field work	K4		

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

UNIT	SUBJECT NAME	Mode
	 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. 	Field Visits

Course Designed by:

Mr. R. Ramachandran, Assistant Professor,



(For those who joined in 2021-2022 and after)

Course Name	PROJECT AND VIVA - VOCE							
Course Code	21USWPR1	21USWPR1 L P						
Category	Core					4		
Nature of cours	se: EMPLOYABILITY	SKILL ORIENTED	ENTREPREN	JRSE	IIP			

Course Objectives:

- 1: Learn and implement social work research and interventions
- **2:** Describe a deeper insight into the components of project topic.
- **3:** Illustrate the skills in various research methods
- 4: Evaluate the research methods statistically
- **5:** Demonstrate action oriented research/project

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.

Course	e Outcomes	K Level
		_
CO1:	List out the Aim & Objectives, History of the organization, Administration set up, etc.,,	K1
CO2:	Describe the Main activities of different projects, usage of various interventions and outreach, and Need Assessment etc.,	K2
CO3:	Execute the Tools & Techniques of Professional management in different settings	K2
CO4:	Schedule the various Monitoring evaluation techniques like PERT, CPM, Input –output Analysis, Stakeholders Analysis, etc.,,	К3
CO5:	Interpret the data and reports to bring out a quality in field work	K4

CO & PO Mapping:

CO's	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
Cint	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	0 0
	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	

Course Designed by:

Mr. R. Ramachandran, Assistant Professor.



(For those who joined in 2021-2022 and after)

Course Nam	ie	WELFARE OF TH	HE MARGINALISED					
Course Code	e	21USWE61				L	P	C
Category		Elective				5	-	5
NATUREOF COURSE:		EMPLOYBILITY	SKILL ORIENTED		ENTREPR	ENU	RSHIP	✓
COURSE O	BJE	CTIVES:						
2: To analyze3: Use organ4: Differenti	e the izatio ate p	oncept of weaker section Policies and Program on al and institutional problems of various describes welfare activities.	s for weaker sections mechanisms work for w emographic areas	eaker s	ections			
Unit: I	M	arginalized sections						17
marginalized	, Co		f marginalized: Mean ns Related to margin ples of State Policy.					
Unit: II	Uı	ntouchability						18
Social Refor	mers		lity - Harmful effects o encies in the Removal n of Untouchability.	-			•	
Unit: III	Sta	atus of Marginalized						10
			Tribes and De Notified alth, Education, Emplo					ets and
Unit: IV	Re	eservation for Margin	alized					10
Employment	, Scł	nolarships and Other	tate & Central Government of Schedulen	led Ca	ste, Schedul	ed Tr	ribe, Bac	
Unit: V	Re	eview of welfare of m	arginalized					20
	ackw		for the welfare of Wom Role of NGOs and Con					
					Total I	_ectur	e Hours	75

Books for Study:

- 1. Dabra, G.D (1984) development of Weaker Sections, New Delhi, Inter India Publications,
- 2. Ishwari Prasad (1986) Reservation Action for special Equality. New Delhi Criterion Publications

Books for References:

- 1. Vakil, A.K (1985), Reservation Policy and Scheduled Castes in India. Ashish Publishing House.
- 2. Chalam, K.S (1988), Education & Weaker Section, New Delhi, Inter India Publications.
- 3. Ministry of Social Welfare (1980) Profile of the Child in India: Policies and Programs, New Delhi Govt of India
- 4. Social Work For Weaker Sections
- by Ved Prakash | 1 January 2018
- 5. Social Work for Weaker Sections
- by Mohammad Naqi | 15 January 2005
- 6. Social Work For Weaker Sections
- by Ammar Ahmad Khan | 1 January 2011
- 7. Empowerment of the Weaker Sections in India: Interface of the Civil Society Organisations and Professional Social Work Institutions (1st)
- by R B S Verma, H S Verma, et al. | 1 January 2006
- 8. Panchayati Raj And Mobilisation Of Weaker Sections
- by Prakash Chandra Deogharia and Ashok Kumar Maji | 1 January 2008

Web Resources:

- 1. https://steel.gov.in/sites/default/files/chapter-11%20%282%29.PDF
- 2. https://www.drishtiias.com/daily-updates/daily-news-analysis/ews-quota-1
- 3. https://www.clearias.com/mechanisms-laws-institutions-bodies-vulnerable-sections/

Course (Course Outcomes					
The stu	The students will be able to					
CO1:	To know the concept of weaker sections	K2				
CO2:	To analyze the Policies and Programs for weaker sections	K2				
CO3:	Use organizational and institutional mechanisms work for weaker sections	К3				
CO4:	Differentiate problems of various demographic areas	К3				
CO5:	Compare the various welfare activities based on needs	K4				

CO & PO Mapping:

CO's	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	WELFAREOF THE MARGINALISED	Hrs	Mode
I	Concept, meaning and definition of marginalized: Meaning and Classification and causes of marginalized, Constitutional Provisions Related to marginalize in India, Specific Provisions in Fundamental Rights & Directive Principles of State Policy.	17	Lecture, talk and chalk
II	Untouchability –Causes of Untouchability - Harmful effects of the practice of Untouchability – Role of Social Reformers and Voluntary Agencies in the Removal of Untouchability – Constitutional and Legislative Measures for the eradication of Untouchability .	18	Lecture, Ppt,
Ш	Status of Scheduled Castes, Scheduled Tribes and De Notified Communities. Demographic Aspects and Problems Related to SC / BC / ST – Health, Education, Employment and Economic Status	10	Lecture, Ppt
IV	Reservation Policy for Marginalized: State & Central Government Policies, Reservations in Education, Employment, Scholarships and Other Services for Scheduled Caste, Scheduled Tribe, Backward communities, Role of social workers empowerment of Scheduled caste and Scheduled tribe.	10	talk and chalk
V	Review of Existing Welfare Programs for the welfare of Women, Children Scheduled Caste, Scheduled Tribe, and Backward class, Disabled, Role of NGOs and Community based organization empowering marginalized	20	Lecture, Ppt

Course Designed by:

Mr.R.Ramachandran, MSW.,M.Phil (NET) Head and Assistant Professor.

Mrs.C.Kanmani MSW.,M.Phil (NET)

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

			Section	on A	Section B		g 4. G	a
Inte	Cos	K Level	MC	Qs	Short Ans	swers	Section C Either or	Section D Open
rnal		II Zever	No. of. Questions	K - Level	No. of. Questions	K - Level	Choice	Choice
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
AI	CO2	Up to K2	2	K1& K2	2	K2	2(k3 & k3)	1(K2)
CI	CO3	Up to K3	2	K1& K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1& K2	2	K2	2(k3 & k3)	1(K3)
		No. of Questions to be asked	4		3		4	2
_	estion etern	No. of Questions to be answered	4		3		2	1
CIA I & II		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	10

		D	istribution of	f Marks with	K Level CI	A I & Cl	A 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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	K3			10	10	20	40	40
I	K4							
	Marks	4	6	20	20	50	100	100
	K1	2				2	4	60
	K2	2	6	10	10	28	56	00
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course									
	Outcomes (COs)									
			MC	CQs	Short A	nswers	Section C	Section D		
O.M.		T7 T	No. of	T/	No. of	T/				
S.No		K - Level	Questio	K –	Questio	K –	(Either / or			
			ns	Level	n	Level	Choice)	Choice)		
1	CO 1	Up to K2	2	K1&K2	1	K 1	2(K2&K2)	1(K2)		
2	CO 2	Up to K2	2	K1&K2	1	K1	2(K3&K3)	1(K2)		
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K2&K2)	1(K3)		
No.	of Quest	ions to be	10		5		10	_		
	Aske	ed	10		3		10	5		
No.	of Questi	ions to be	10		5		5	2		
	answe	red	10		5		5	1(K2) 1(K2) 1(K3) 1(K3) 5 3 10 30		
Mar	Marks for each question				2		5	10		
Total N	Total Marks for each section				10		25	30		
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	h the given K	level)		

		D	istribution 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	67
K2	5	6	30	30	71	59.1	07
K3			20	20	40	33.3	33
K4							
Marks	10	10	50	50	120		100

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (Mn		e Questions)
		inple Choic iestions	(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	V
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	
		rt Answers)	
		iestions	(5x2=10 marks)
Q.No	CO	K Level	Questions
11	CO1	K1	<u> </u>
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
Section	C (Eitl	her/Or Type	e)
Answei	r All Qu	iestions	$(5 \times 5 = 25 \text{ marks})$
Q.No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
	_	vel of perfor	rmance of the students is to be assessed by attempting higher level
of K le			
	_	en Choice)	
		hree question	
Q.No	CO	K Level	Questions
21	CO1	K2	
22	CO2	K2	
23	CO ₄	K2	
24 25	CO4 CO5	K3 K3	
L 23	COS	NΟ	



(For those who joined in 2021-2022 and after)

Course Name	SOCIAL WORK A	SOCIAL WORK AND SOCIAL JUSTICE								
Course Code	21USWE62	USWE62 L P								
Category	CORE	ORE 5 -								
NATURE OF COURSE:	EMPLOYBILITY	✓	SKILL ORIENTED	ENT	TREPRENURSHIP					
COLIDSE OF I	COURSE OR IECTIVES:									

COURSE OBJECTIVES:

- 1: To know the concept of diversity.
- 2: To analyze the social justice and social inequality.
- 3: To describe the human rights and its classification.
- 4: To relate the administrative arrangement for social justice.
- 5: To compare the social equality and social justice in social work

Unit: I **Social Justice and Diversity**

17

Diversity and Social Justice: Diversity- Meaning, Characteristics; Social Diversity - Concept, Meaning, Features and its types. Social Justice - meaning, Concept, Principles and Elements of Social Justice.

Unit: II **Social Justice and Social Inequality**

18

Social Justice Issues and Social Inequality: Social injustice – meaning, types, issues. Social Inequality - meaning, Definition, causes and effects. Protective measures for social injustice and social inequality.

Unit: III Human Rights and Empowerment

10

Human Rights and Empowerment: Human Rights- Meaning, Definition, classification and importance of Human Rights. Empowerment - Meaning, Definition, Process of empowerment, Need for empowerment and organizations working for human rights.

Unit: IV Administrative arrangement for Social Justice

10

Administrative arrangements for Social Justice in India: Ministry of Social Justice and Empowerment- objectives and scope, functions, structure.

Unit: V **Current scenario of Social justice**

20

Relevance of Social equality and social justice in social work: Current scenario of Social justice and Social equality. Need for social justice and social equality. Social Responsibilities and ethics for social justice in social work. Emphasis on Social Worker role in equality and social justice.

Total Lecture Hours

75

Books for Study:

- 1. Design for social Diversity by Emiley Talen and Sugduck Lee
- 2. Sociology and Social Justice by Margret
- 3. Social Justice in India by Upendra kumar singh

Books for References

- 1. Encyclopedia of Diversity and Social Justice, Volume-1 by Sherwood Thomson
- 2. Social Justice-Theories, Issues and Movements by Loretta cape heart and Dragon Milovornvia
- 2. Youth Justice and Social Work (Transforming Social Work Practice Series Book 1661)
- by Jane Pickford and Paul Dugmore | 31 October 2013
- 3. Sociology and Social Justice (SAGE Studies in International Sociology)
- by Margaret Abraham | 5 November 2018
- 4. Demystifying Criminal Justice Social Work in India
- by Mark David Chong and Abraham P. Francis | 1 April 2017

Web Resources:

- 1. https://www.socialworkers.org/Advocacy/Social-Justice
- ${\bf 2.http://www.columbia.edu/cu/ssw/ocit/media/mediafiles/Social_Work_and_Social_Justice.} \\ {\bf pdf}$
- $3. \underline{https://www.studocu.com/in/document/jamia-millia-islamia/social-science-concepts-for-social-work/social-justice-lecture-notes-3/24316820$

Course	Course Outcomes					
The students will be able to						
CO1:	To know the concept of diversity.	K2				
CO2:	To analyze the social justice and social inequality.	K2				
CO3 :	To describe the human rights and its classification.	К3				
CO4:	To relate the administrative arrangement for social justice.	К3				
CO5:	To compare the social equality and social justice in social work	K4				

CO & PO Mapping:

CO's	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	SOCIAL WORK AND SOCIAL JUSTICE	Hrs	Mode
I	Diversity and Social Justice: Diversity- Meaning, Characteristics; Social Diversity – Concept, Meaning, Features and its types. Social Justice – meaning, Concept, Principles and Elements of Social Justice.	17	Lecture, talk and chalk
II	Social Justice Issues and Social Inequality: Social injustice — meaning, types, issues. Social Inequality — meaning, Definition, causes and effects. Protective measures for social injustice and social inequality.	18	Lecture, Ppt,
III	Human Rights and Empowerment: Human Rights- Meaning, Definition, classification and importance of Human Rights. Empowerment – Meaning, Definition, Process of empowerment, Need for empowerment and organizations working for human rights.	10	Lecture, Ppt
IV	Administrative arrangements for Social Justice in India: Ministry of Social Justice and Empowerment- objectives and scope, functions, structure.	10	talk and chalk
V	Relevance of Social equality and social justice in social work: Current scenario of Social justice and Social equality. Need for social justice and social equality in recent trend. Social Responsibilities and ethics for social justice in social work. Emphasis on Social Worker role in equality and social justice	20	Lecture, Ppt

Course Designed by:

 $Mr.R. Ramachandran, \, MSW., \! M.Phil \, (NET \,) \, \, Head \, \, and \, \, Assistant \, \, Professor.$

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

			Section A		Section B		Section C	G. A. D
Inte	Cos	K Level	MC	Qs	Short Ans	Short Answers		Section D Open
rnal		11 20 101	No. of. Questions	K - Level	No. of. Questions	K - Level	Either or Choice	Choice
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
ΑI	CO2	Up to K2	2	K1& K2	2	K2	2(k3 & k3)	1(K2)
CI	CO3	Up to K3	2	K1& K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1& K2	2	K2	2(k3 & k3)	1(K3)
		No. of Questions to be asked	4		3		4	2
_	stion tern	No. of Questions to be answered	4		3		2	1
CIA I & II		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 %
	K1	2	2			4	8	60
CIA I	K2	2	4	10	10	26	52	UU
	К3			10	10	20	40	40
	K4							
	Marks	4	6	20	20	50	100	100
CIA II	K1	2				2	4	60
	K2	2	6	10	10	28	56	
	К3			10	10	20	40	40
	K4							
	Marks	4	6	20	20	50	100	100

K1- Remembering and recalling facts with specific answers

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

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

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course							
			(Outcomes	(COs)			
			MCQs		Short A	nswers	Section C	Section D
S.No	Cos	K - Level	No. of	K –	No. of	K –		(Open
8.110	Cus	K - Level	Questio		Questio	Level	(Either / or	
			ns	Level	n		Choice)	Choice)
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(K3&K3)	1(K2)
3	CO 3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K2)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K4	2	K1&K2	1	K2	2(K2&K2)	1(K3)
No.	of Quest	ions to be	10		5		10	5
	Aske	ed	10		3		10	S
No	of Questi	ions to be	10		5		5	3
	answered				3		3	3
Mar	Marks for each question				2		5	10
Total N	Total Marks for each section				10		25	30
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	h the given K	level)

		D	istribution 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	67
K2	5	6	30	30	71	59.1	07
K3			20	20	40	33.3	33
K4							
Marks	10	10	50	50	120		100

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Castian	A (N/I		Overstions					
		iupie Choic iestions	e Questions) (10x1=10 marks)					
Q.No	CO	K Level	Questions (10X1=10 marks)					
1	CO1	K Level K1	Questions					
2	CO1	K1 K2						
3	CO2	K2 K1						
4	CO2	K1 K2						
5	CO ₂	K2 K1						
6	CO3	K1 K2						
7	CO3	K2 K1						
8	CO4	K1 K2						
9	CO ₄	K2 K1						
10	CO5	K1 K2						
	•	rt Answers) iestions	(5x2=10 marks)					
Q.No	CO	K Level	Questions (SX2=10 marks)					
11	CO1	K Level K1	Questions					
12	CO2	K1						
13	CO2	K1 K2						
14	CO3	K2						
15	CO ₄	K2						
		ner/Or Type						
	CO	K Level	$(5 \times 5 = 25 \text{ marks})$					
Q.No	CO 1	K Level K2	Questions					
16) a 16) b	CO 1	K2						
17) a	CO 2	K2 K3						
17) a	CO 2	K3						
18) a	CO 2	K2						
18) b	CO 3	K2 K2						
19) a	CO 4	K2 K3						
19) a	CO 4	K3						
20) a	CO 4	K2						
20) a 20) b	CO 5	K2						
			mance of the students is to be assessed by attempting higher level					
of K lev	_	vei or perior	mance of the students is to be assessed by attempting higher level					
		on Choice)						
	Section D (Open Choice) Answer Any Three questions (3x10=30 marks)							
Q.No	CO	K Level	Questions (3x10–30 marks)					
21	CO1	K Level K2	Ancanona					
22	CO2	K2 K2						
23	CO ₂	K2 K2						
24	CO4	K2 K3						
25	CO ₄	K3						
23	CO3	IXJ						



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

	CORPORATE SOCIAL	_ RESP	ONSIBI	LITY							_	
Course Code	21USWE63									L	P	C
Category	Skill									5	-	5
Nature of cours	se: EMPLOYABILITY	SKI	LL OR	ENTE	D	/	EN	ΓRE	PREN	NURSE	ΗIP	
Course Object	ives:											
1: To Define th	e concept of CSR and CSR	concept	in Social	Work.								
	the basic concept of CSR ac											
	nd the Models of CSR & Re											
_	he knowledge of a Role of		Work in	CSR.								
Unit: I	the current status of CSR in	india.									15	
	Responsibility –Corporate	Social	Respon	sibility	-M	ear	ning	g, de	finitio	on and		
	n of CSR – Types of CSI		_	_							_	
	SR –an economic argum		-				_					
_	of CSR) –Globalization a			C								
Unit: II											15	5
Stakeholders –	Meaning, stakeholder M	anagem	ent- Me	aning,	-To	ols	s of	CS	R –Bı	usiness	Ben	efits
of CSR. Recent	trends in CSR. Skills re	quired i	n the fie	ld of C	SR-	Ro	ole	of E	mploy	yees in	the (CSR
activities. Role	of HR in the CSR Activit	ies.										
Unit: III											15	5
Designing a C	SR policy -Factors infl	uencing	CSR p	olicy- F	Facto	ors	of	Sus	tainal	oility i	n CS	R -
Managing CSR	t in an organization -Ro	ole of H	IR Profe	ssionals	s in	C	SR	–Gl	obal l	Recogn	nition	s of
CSR-ISO 1400	0 -SA 8000 -AA 1000 -C	Codes fo	ormulate	d by Ul	N G	lob	al (Com	pact -	-UND	P, Gl	obal
Reporting Initia	tive.											
Unit: IV											15	
Implementing (CSR –CSR in the marke	tplace -	-CSR in	the wo	rkpl	ace	e –	CSR	in th	e com	muni	ty –
CSR in the eco	logical environment –Ca	se Studi	ies: Life	ouoy Sc	paps	' S	was	sthy	a Che	tna, I	ГС,	s e-
	e, Titan Industries Limite	d, Tata	Power.									
Choupal ventur												
Choupal ventur Unit: V											15	5
Unit: V	Legal provisions and spe	cification	ons on (CSR –T	CCI	(7	Γata	Со	uncil	for Co		
Unit: V CSR in India:											mmu	inity
Unit: V CSR in India: Initiatives), Tat	Legal provisions and spe	onal CS	R HUB	TISS	Mun	nba	ai –	-Suc	cess a	and fai	mmu lure	nity with
Unit: V CSR in India: Initiatives), Tat CSR initiatives	Legal provisions and spera Model on CSR –Nation	onal CS Role of	R HUB	TISS	Mun	nba	ai –	-Suc	cess a	and fai	mmu lure	nity with

Books for Study:

- Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing. 5.Crane,
 A. et al., (2008).
- 2. The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
- 3. Ellington.J.(1998).Cannibals with forks: The triple bottom line of 21st century business.New Society Publishers
- 4. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.

Books for References:

- 1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
- 2. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
- 3. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
- 4. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
- 5. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage

Web Resources:

1.http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR7 BMDUB/\$FILE/Studies%2026.pdf11.http://www.tatapower.com/sustainability/environmental.aspx 2.https://www.investopedia.com/terms/c/corp-social-responsibility.asp

- 3. https://corporatefinanceinstitute.com/resources/esg/corporate-social-responsibility-csr/
- <u>4. https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/templates-business-guides/glossary/corporate-social-responsibility</u>
- 5. https://online.hbs.edu/blog/post/types-of-corporate-social-responsibility
- 6. https://corporatefinanceinstitute.com/resources/esg/corporate-social-responsibility-csr/

Course	e Outcomes	K Level
On suc	cessful completion of the course the students will be able to	
CO1	Understand the scope and complexity of corporate social responsibility (CSR).	Upto k2
CO2	Gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues	Upto k3
CO3	Acquire skills to frame CSR policies and practices appropriate to the Indian workplace	Upto k2
CO4	Access field reality in social responsibility	Upto k3
CO5 :	Enhance the relationship between the agency and beneficiaries	Upto k2

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	CORPORATE SOCIAL RESPONSIBILITY	Hrs	Pedagogy
I	Social Responsibility –Corporate Social Responsibility – Meaning, definition and scope of CSR –Evolution of CSR – Types of CSR-Principles of CSR-a moral argument for CSR –a rational argument for CSR –an economic argument for CSR -strategic context of CSR –Carroll's Model of CSR (Pyramid of CSR) –Globalization and CSR.	15	Chalk and talk, PPT, Lecture
II	Stakeholders –Meaning, stakeholder Management- Meaning, and – Tools of CSR –Business Benefits of CSR.Recent trends in CSR.Skills required in the field of CSR- Role of Employees in the CSR activities. Role of HR in the CSR Activities.	15	Chalk and talk, PPT,Group discussion
Ш	Designing a CSR policy –Factors influencing CSR policy- Factors of Sustainability in CSR –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	15	Chalk and talk, PPT, Assignment
IV	Implementing CSR –CSR in the marketplace –CSR in the workplace – CSR in the community –CSR in the ecological environment –Case Studies: Lifebuoy Soaps' Swasthya Chetna, I T C 's e-Choupal venture, Titan Industries Limited, Tata Power.	15	Chalk and talk, PPT, Assignment
V	CSR in India: Legal provisions and specifications on CSR –TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai –Success and failure with CSR initiatives –CSR Awards in India –Role of social workers in CSR.Professsional Development Opportunities for Social Worker in CSR.	15	Guest lecture, PPT

Course Designed by:

A.MARIA JASTINAA.MSW

S. SILAMBARASAN, MSW, M.Phil.,

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

	Articulation Mapping – K Levels with Course Outcomes (COs)									
			Secti	on A	Section	ı B	Section C	Section D		
Inte	Cos	K Level	MO	CQs	Short Ans	swers	Either or	Open		
rnal	l Cos K Level		No. of.	K – Level	No. of.	K -	Choice	Choice		
			Questions	K – Levei	Questions	Level	Choice	Choice		
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)		
ΑI	CO2	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)		
CI	CO3	Up to K2	2	K1 & K2	1	K2	2(k2 & k2)	1(K2)		
AII	CO4	Up to K3	2	K1 & K2	2	K2	2(k3 & k3)	1(K3)		
		No. of Questions to be asked	4		3		4	2		
_	stion	No. of Questions to be answered	4		3		2	1		
Pattern CIA I & II		Marks for each question	1		2		5	10		
		Total Marks for each section	4		6		10	10		

		D	istribution of	f Marks with	K Level CI	A I & Cl	A 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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	OV.
CIA	К3			10	10	20	40	40
I	K4							
_	Marks	4	6	20	20	50	100	100
	K 1	2	2			4	8	60
	K2	2	4	10	10	26	52	UU
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	30	50	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.

S	Summativ	ve Examinatio		rint Articu Outcomes		pping –	K Level with (Course
S.No	COs	K - Level	MO No. of Questio ns		Short An No. of Questio n	K – Level	Section C (Either / or Choice)	Section D (Open Choice)
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
No.	of Quest Aske	ions to be	10		5		10	5
No	No.of Questions to be answered		10		5		5	3
Marks for each question			1		2		5	10
Total N	Total Marks for each section				10		25	30
	(Figures	in parenthesi	s denotes,	questions s	hould be a	sked wit	h the given K	level)

		D	istribution 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	67
K2	5	6	30	30	71	59.1	07
K3			20	20	40	33.3	33
K4							
Marks	10	10	50	50	120		100

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

${\bf Summative\ Examinations\ \textbf{-}\ Question\ Paper\ \textbf{-}\ Format}$

		ltiple Choice						
	r All Qu		(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						
		rt Answers)						
	r All Qu		(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 (Eith	ner/Or Type)						
Answei	r All Qu	estions	$(5 \times 5 = 25 \text{ marks})$					
Q.No	CO	K Level	Questions					
16) a	CO 1	K2						
16) b	CO 1	K2						
17) a	CO 2	K3						
17) b	CO 2	K3						
18) a	CO 3	K2						
18) b	CO 3	K2						
19) a	CO 4	K3						
19) b	CO 4	K3						
20) a	CO 5	K2						
20) b	CO 5	K2						
	_	vel of perform	nance of the students is to be assessed by attempting higher level					
of K lev		GI · ·						
	Section D (Open Choice)							
		hree question						
Q.No	CO	K Level	Questions					
21	CO1	K2						
22	CO2	K3						
23	CO3	K2						
24	CO4	K3						
25	CO5	K2						



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) **DEPARTMENT OF BSW**

those who joined in 2021-2022 and after)

TOT	(For those	who joined in 2021-2022 and after	r)				
Course Name	SOCIAL MARKETIN	G					
Course Code	21USWE64		I		P	C	
Category	Elective		4	5	-	5	
Nature of course:	EMPLOYABILITY	EMPLOYABILITY SKILL ORIENTED ENTREPREN					
Course Object	tives:						
4: To provide 5: To Setup th	knowledge on theoretical e application of social ma	and conceptual models of social marketing arketing in various areas.	eting				
Unit: I	Social Marketing				(06	
Marketing: Co Social Marketi	ncept, Meaning, Definit	ion, Scope, Nature and Importance of ion, Nature and Importance of Social Social Change: Strategies and Tool	ıl Marl	ketin	g, His	story of	
Unit: II	Models for Social Market	Models for Social Marketing					
Theory, Health Stages of Cha	Belief Model, Theory of	Social Marketing – Diffusion of Inno f Reasoned Action (TRA) and Social contemplation, preparation, action, a	Cogniti	ive T	Theory	(SCT).	
Unit: III	Social Market Promotion	1)6	

Social Market Promotion: Meaning, Definition, Planning for Social Market Promotion: 5Ps in Social Planning Social Marketing: Product, Price, Promotion, Place And People. Connecting Market & Services, Marketing Insights. Marketing Communications: Advertisement, Promotions, Events, and Public Relations.

Unit: IV	Types of Social Marketing	06
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Types of Social Marketing: content marketing/content creating, advertising/sponsorship, influencer marketing, social media management/community management, paid media, building your following, contributing to forums, reviews, Corporate Social Responsibility, Socially Responsible Marketing. Cause related Marketing

Unit: V Application of Social Marketing 06	
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Application of Social Marketing: Meaning, definition: Application on social problems Family Planning, Health, Nutrition, Education, Child Labour, HIV/ AIDS, Cancer, Tobacco Use, Energy and Water Consumption, Environment Protection.

Total Lecture Hours | 30 Hrs

Books for Study:

Philip Kotler, Ned Roberto, Nancy Lee, 2002, Social Marketing, Sage Publications, New Delhi.

Robert J. Donovan, Nadine Henley, 2003, Social Marketing – Principles and Practice IP Communications limited.

Walter Wymer Jr. Patricia Knowles, Roger Gomes, 2006, Non Profit Marketing: Marketing Management for Charitable and Non Governmental Organization, Sage Publications, New Delhi.

Books for References:

- 1. Young, Ben, Sarah Lewis, Srinivasa Vittal Katikireddi, Linda Bauld, Martine Stead, Kathryn Angus, Mhairi Campbell et al. Effectiveness of mass media campaigns to reduce alcohol consumption and harm: a systematic review. 2018. https://academic.oup.com/alcalc/article-abstract/53/3/302/4796878
- 2. Petrescu, Dodu Gheorghe, Laura Carina Tribus, Raluca Raducu, and Victor Lorin Purcarea. Social marketing and behavioral change. 2021.
- 3. The Essential Social Media Marketing Handbook: A New Roadmap for Maximizing Your Brand, Influence and Credibility

by Gail Z. Martin | 20 June 2018

Web Resources:

- 1.https://www.iedunote.com/societal-marketing-concept
- 2.https://www.wallstreetmojo.com/social-marketing/
- 3. https://socialmarketing.blogs.com/publications/theoretical models in social marketing.pdf
- 4. https://www.yourarticlelibrary.com/marketing/social-marketing-meaning-applications-and-advantages-of-social-marketing/32328

Course O	Outcomes	K Level						
On succe	On successful completion of the course the students will be able to							
CO1:	To understand basic history of social marketing and how it has affected culture	Up to k2						
CO2:	To Illustrate marketing and communication strategies using data, psychology, and visual cues in images and video	Up to k3						
CO3:	To Test social marketing and other internet tools used in marketing	Up to k2						
CO4:	To provide knowledge on theoretical and conceptual models of social marketing	Up to k3						
CO5:	To Setup the application of social marketing in various areas	Up to k2						

CO & PO Mappings:

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

^{*3} – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	Social Marketing	Hrs	Pedagogy
I	Marketing: Concept, Meaning, Definition, Scope, Nature and Importance of Marketing and Social Marketing: Concept, Meaning, Definition, Nature and Importance of Social Marketing, History of Social Marketing, Social Marketing and Social Change: Strategies and Tools For Improving Health, Well-Being, and the Environment.	06	Chalk and talk, PPT, Lecture
п	Theoretical and Conceptual Models for Social Marketing – Diffusion of Innovations, Social Cognitive Theory, Health Belief Model, Theory of Reasoned Action (TRA) and Social Cognitive Theory (SCT). Stages of Change: precontemplation, contemplation, preparation, action, and maintenance, Social Determinants and Social Capital.	06	Chalk and talk, PPT,Group discussion
Ш	Social Market Promotion: Meaning, Definition, Planning for Social Market Promotion: 5Ps in Social Planning Social Marketing: Product, Price, Promotion, Place And People. Connecting Market & Services, Marketing Insights. Marketing Communications: Advertisement, Promotions, Events, and Public Relations.	06	Chalk and talk, PPT, Assignment
IV	Types of Social Marketing: content marketing/content creating, advertising/sponsorship, influencer marketing, social media management/community management, paid media, building your following, contributing to forums, reviews, Corporate Social Responsibility, Socially Responsible Marketing. Cause related Marketing	06	Chalk and talk, PPT, Assignment

V	Application of Social Marketing: Meaning, definition: Application on social problems Family Planning, Health, Nutrition, Education, Child Labour, HIV/ AIDS, Cancer, Tobacco Use, Energy and Water Consumption, Environment Protection.	06	Guest lecture, PPT
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Course Designed by:

M.REVATHI, MSW, M.Phil.NET,

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs) Section A Section B Section C Section D Inte **MCQs Short Answers** Cos K Level Either or Open No. of. rnal No. of. **K** -K – Level Choice Choice **Ouestions** Questions Level **CO1** 1(K2) \mathbf{CI} Up to K2 K1 & K2 **K1** 2(k2 & k2) 2 1 ΑI CO₂ Up to K3 2 K1 & K2 2 **K2** 2(k3 & k3) 1(K3) 2 **CO3** Up to K2 K1 & K2 **K2** 2(k2 & k2) 1(K2) \mathbf{CI} 1 **CO4** Up to K3 2 K1 & K2 2 **K2** 1(K3) AII 2(k3 & k3) No. of Questions to 4 3 4 2 be asked No. of Questions to 4 3 2 1 Question be answered **Pattern** Marks for CIA I & II each 1 2 5 **10** question **Total Marks** for each 4 6 10 **10** section

	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 %		
	K1	2	2			4	8	60		
	K2	2	4	10	10	26	52	OU .		
CIA	К3			10	10	20	40	40		
I	K4									
	Marks	4	6	20	20	50	100	100		
	K1	2	2			4	8	60		
	K2	2	4	10	10	26	52	UU		
CIA	К3			10	10	20	40	40		
II	K4									
	Marks	4	6	20	30	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)									
S. No COs	GO.		MCQs No. of		Short Answers		Section C	Section D		
	COs	K - Level	Questio ns	K – Level	Questio n	K – Level	(Either / or Choice)	(Open Choice)		
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)		
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)		
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)		
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)		
No	No. of Questions to be Asked		10		5		10	5		
No	No.of Questions to be answered		•		10		5		5	3
Mar	Marks for each question		1		2		5	10		
Total I	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	67				
K2	5	6	30	30	71	59.1	07				
K3			20	20	40	33.3	33				
K4											
Marks	10	10	50	50	120		100				

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

Section	A (M1)		e Questions)
		nuple Choic iestions	(10x1=10 marks)
Q. No	CO	K Level	Ouestions (10x1=10 marks)
1	CO1	K Level	Questions
2	CO1	K1 K2	
3	CO2	K2 K1	
4	CO2	K1 K2	
5	CO ₂	K2 K1	
6	CO3	K1 K2	
7	CO3	K2 K1	
8	CO4	K1 K2	
9	CO ₄	K2 K1	
10	CO5	K1 K2	
		ort Answers) uestions	(5x2=10 marks)
Q. No	CO	K Level	Ouestions (3x2=10 marks)
11	CO1	K Level K1	Questions
12	CO2	K1	
	CO ₂		
13	CO3	K2 K2	
15	CO ₄	K2	
		her/Or Type uestions	
	CO	K Level	$(5 \times 5 = 25 \text{ marks})$ Questions
Q. No	CO 1	K Level K2	Questions
16) a 16) b	CO 1	K2	
17) a	CO 2	K2 K3	
17) a	CO 2	K3	
17) b	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K2 K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) a 20) b	CO 5	K2	
			mance of the students is to be assessed by attempting higher level
of K lev	_	vei or herior	mance of the students is to be assessed by attempting higher level
		en Choice)	
	_	'hree questi	ons (3x10=30 marks)
Q. No	CO	K Level	Questions
21	CO1	K Level K2	Anomone
22	CO2	K2 K3	
23	CO ₂	K2	
24	CO ₄	K2 K3	
25	CO ₅	K2	
23	CO3	1112	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

EMPATHY & EMOTIONAL INTELLIGENCE AT WORKPLACE									
21USWE65				L	P	С			
Elective	Elective								
EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRENURSHIP			✓			
	21USWE65 Elective	21USWE65 Elective	21USWE65 Elective	21USWE65 Elective	Elective 5	21USWE65 L P Elective 5 -			

Course Objectives:

- 1 : To Acquire the knowledge of Empathy as a Skill.
- 2: To Understand the concept of empathy & Emotional Intelligence at Workplace
- 3 : To describe Workplace Empathy
- 4 : To demonstrate Emotional Intelligence at Workplace
- 5 : To gain knowledge about the role of Empathy in Social Work Practice

Unit: I Empathy

15

Definition, Meaning and Concept of Empathy, Importance of Empathy, Types of Empathy, Empathy and Compassion, Difference between Empathy and Sympathy, Describe Cognitive Empathy.

Unit: II Emotional Intelligence

15

Definition, Meaning and Concepts of Emotional Intelligence. Characteristics of Emotional Intelligence. Components of Emotional Intelligence. Types of Emotional Intelligence. Skills need for Emotional Intelligence.

Unit: III Work Place Empathy

15

Workplace Empathy- Definition, Steps to creating empathy in the workplace. How organizations encourage empathy in the workplace. Empathetic Leadership. Practical examples of empathy in the workplace.

Unit: IV Importance of emotional Intelligence

15

Importance of Emotional Intelligence at the workplace. Methods of emotional Intelligence. Strategies to improve Emotional Intelligence at the workplace. Benefits of Emotional Intelligence in the workplace. Ways to build empathy and emotional intelligence skill.

Unit: V Scope of Emotional Intelligence

15

Scope of Emotional Intelligence and Empathy. Roles and functions of Empathy and Emotional Intelligence in the field of social work.

Total Lecture Hours

75 Hrs

Books for Study:

- 1.Emotional Intelligence by S. K. Mangal Shubhra Mangal.
- 2. Improve Communication Skills: 21 Practices: Develop Conversational Intelligence, Work on Social Skills, Increase Empathy and learn the Art of Persuasion to Achieve Successful Relationships
- by Marshall Patterson | 4 September 2019
- 3. Emotional Intelligence: Improve Self-Awareness, Self-Regulation, Emotional Agility, with Empathy: Improve Self-Awareness, Self-Regulation, Emotional Agility, with Empathy
- by Rhonda Swan
- 4. Empathy: A Primer (Building Blocks of Emotional Intelligence Book

Books for References:

1. Emotional Intelligence by Daniel Goleman.

2. Empathy (Philosophical and Psychological Perspectives) by Amy Coplan and Peter Goldie.

Web Resources:

- $1. \underline{https://www.helpguide.org/articles/mental-health/emotional-intelligence-} \\ \underline{eq.htm\#:\sim:text=What\%20 is\%20 emotional\%20 intelligence\%20 or,overcome\%20 challenges\%20 and\%20 defuse\%20 conflict.}$
- $\frac{2.\underline{https://www.valamis.com/hub/emotional-intelligence-in-the-}{workplace\#:\sim:text=Emotional\%20intelligence\%20(\%20EI\%20)\%20describes\%20a,multiple}$

%20disciplines%2C%20including%20the%20workplace.

Cours	Course Outcomes					
On successful completion of the course the students will be able to						
CO1	Acquire the knowledge of workplace emotional intelligence	Up to k2				
CO ₂	Apply empathy in practical workplace culture to overcome the challenges	Up to k3				
CO3	Understand the organizational culture and human resource in an empathetic approach	Up to k2				
CO4	Emphasize the benefits of empathy in the workplace and to act as better social workers.	Up to k3				
CO5	Evaluate the need for empathy in recent scenario in various organization	Up to k2				

CO & PO Mappings:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	Empathy and Emotional Intelligence	Hrs	Pedagogy
I	Definition, Meaning and Concept of Empathy, Importance of Empathy, Types of Empathy, Empathy and Compassion, Difference between Empathy and Sympathy, Describe Cognitive Empathy.	15	Chalk and talk, PPT, Lecture
п	Definition, Meaning and Concepts of Emotional Intelligence. Characteristics of Emotional Intelligence. Components of Emotional Intelligence. Types of Emotional Intelligence. Skills need for Emotional Intelligence.	15	Chalk and talk, PPT,Group discussion
Ш	Workplace Empathy- Definition, Steps to creating empathy in the workplace. How organizations encourage empathy in the workplace. Empathetic Leadership. Practical examples of empathy in the workplace.	15	Chalk and talk, PPT, Assignment
IV	Importance of Emotional Intelligence at the workplace. Methods of emotional Intelligence. Strategies to improve Emotional Intelligence at the workplace. Benefits of Emotional Intelligence in the workplace. Ways to build empathy and emotional intelligence skill.	15	Chalk and talk, PPT, Assignment
V	Scope of Emotional Intelligence and Empathy. Roles and functions of Empathy and Emotional Intelligence in the field of social work.	15	Guest lecture, PPT

Course Designed by:

MRS.J.DYANA VINCILLA., MSW, MPHIL

S. SILAMBARASAN, MSW, M.Phil.,

10

10

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

Section A Section B Section C **Section D MCQs Short Answers** Inte Cos K Level Either or Open No. of. rnal No. of. **K** -Choice K – Level Choice **Ouestions Questions** Level $\overline{2(k2 \& k2)}$ K1 & K2 1(K2) \mathbf{CI} CO₁ Up to K2 2 1 **K1** ΑI CO₂ Up to K3 2 K1 & K2 2 **K2** 2(k3 & k3) 1(K3) 2 CI **CO3** Up to K2 K1 & K2 1 **K2** 2(k2 & k2) 1(K2) 2 **CO4** Up to K3 K1 & K2 2 AII **K2** 2(k3 & k3) 1(K3) No. of **Ouestions** to 3 4 4 2 be asked No. of 4 3 2 1 Ouestions to Question be answered **Pattern** Marks for CIA I & II each 1 2 5 **10** question

6

	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 %			
	K1	2	2			4	8	60			
	K2	2	4	10	10	26	52	00			
CIA	К3			10	10	20	40	40			
I	K4										
	Marks	4	6	20	20	50	100	100			
	K1	2	2			4	8	60			
	K2	2	4	10	10	26	52	00			
CIA	К3			10	10	20	40	40			
II	K4					-					
	Marks	4	6	20	30	50	100	100			

K1- Remembering and recalling facts with specific answers

4

- K2- Basic understanding of facts and stating main ideas with general answers
- **K3** Application oriented- Solving Problems

Total Marks for each

section

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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)										
S.No	COs	K - Level	MO No. of Questio ns		Short An No. of Questio n	K – Level	Section C (Either / or Choice)	Section D (Open Choice)			
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)			
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)			
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)			
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)			
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)			
No.	of Quest Aske	ions to be	10		5		10	5			
No	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 parenthesi	s denotes,	questions s	hould be a	sked wit	h 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	67				
K2	5	6	30	30	71	59.1	07				
K3			20	20	40	33.3	33				
K4											
Marks	10	10	50	50	120		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

Castian	A (N/I		Overtions)
	•	Itiple Choice	
		uestions	(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	
		ort Answers)	(7.2.10 1.)
		uestions	(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		her/Or Type)	
1		uestions	$(5 \times 5 = 25 \text{ marks})$
Q. No	CO 1	K Level	Questions
16) a		K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a		K2	
18) b	CO 4	K2	
19) a	CO 4	K3	
19) b 20) a	CO 5	K3 K2	
20) a 20) b	CO 5	K2	
			war of the students is to be assessed by attempting bisher level
of K lev		vei oi periori	nance of the students is to be assessed by attempting higher level
		en Choice)	
	_	en Choice) Three question	ns (3x10=30 marks)
Q. No	CO	K Level	Questions (SXIU=SU MAIRS)
21	CO1	K Level K2	Ancount
22	CO ₂	K2 K3	
23	CO ₂	K2	
24	CO4	K2 K3	
25	CO ₄	K2	
/ 1	/)	N /.	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	GENDER AND DEVELOPMENT IN SOCIAL WORK								
Course Code	21USWE66 L P								
Category	Elective			5					
NATURE OF COURSE:	EMPLOYBILITY	SKILL ORIENTED	ENT	REPRE	NURSHII	P			
COURSE OB	JECTIVES:								
2: To understa3: To identify4: To apply th	e basic concepts of gender and the status of women the gender associated challenge e knowledge of social workers the women and children prog		ate						
Unit: I	Gender Basics					17			
Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender discrimination, Gender Division of Labour, Gender Needs, gender equality and equity, Gender mainstreaming, Gender training Women Empowerment, Women Studies Gender and Development(GAD), Women in Development (WID).									
Unit: II	Status of Women					18			
&Economy, V		ily, Women & Religion, Women & Health (
Unit: III	Gender challenges					10			
	children, working women. Don	- problems of destitute, widows mestic violence, dowry death, so				_			
Unit: IV	Implications of women in diff	ferent sectors				10			
	•	nodel of development- Implication and environment, Impact of Global				amily,			
Unit: V	Central and State welfare prog	grammes				20			
-	sion for Women. Role of NGO	Programmes of Central & State Os in the empowerment of wome							
		T	otal	Lecture	Hours	75			

Books for Study:

- 1. Anne Cranny Francis, Vendy Waring, Pan Stavropaulos, Gender Studies, Palgrave Mcmilan
- 2. Andal N, Women and Indian Society: Options and Constraints, Rawat, 2002

Books for References:

- 1. Maya Majundar, Social Status of Women in India, Wisdom Press, 2012
- 2. Mary E John ed. Women's Studies in India, A Reader, PenguinBooks, 2008
- 3.Gender, Development and Care (Working in Gender & Development)
- by Deepta Chopra and Caroline Sweetman | 30 July 2018
- 4. Contemporary Feminisms in Social Work Practice (Routledge Advances in Social Work)
- by Sarah Wendt and Nicole Moulding | 22 January 2018
- 5. Gender & Development in India: Dimensions & Strategies
- by Himashu Sekhar Rout and Prasant Kumar Panda | 1 January 2008
- 6. Social Work in a Glocalised World (Routledge Advances in Social Work)
- by Mona Livholts and Lia Bryant | 10 April 2017

Web Resources:

- 1. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4509879/
- 2.https://www.iiste.org/Journals/index.php/RHSS/article/viewFile/14325/14633
- 3.https://uogqueensmcf.com/wp-

 $\underline{content/uploads/2020/BA\%20Modules/Social\%20Work/Year\%202/First_Year/Second_sem/gend}$

er%20and%20diversity%20in%20social%20work/Chapter%201.pdf

4.https://egyankosh.ac.in/bitstream/123456789/17213/1/Unit-8.pdf

Course	Course Outcomes							
The stu	The students will be able to							
CO1:	Describe the basic concepts of gender	K2						
CO2:	Illustrate the condition of women, family	К3						
CO3:	Sketch the appropriate measures to tackle the gender issues.	K2						
CO4:	Implement the central and state government programmes.	K3						
CO5 :	Analyze the social worker roles in working with women.	K2						

CO & PO Mapping:

CO's	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 <u>LESSON PLAN</u>

UNIT	GENDER AND DEVELOPMENT IN SOCIAL WORK	Hrs	Mode
I	Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender discrimination, Gender Division of Labour, Gender Needs, gender equality and equity, Gender mainstreaming, Gender training Women Empowerment, Women Studies Gender and Development(GAD), Women in Development (WID).	17	Lecture, talk and chalk
II	Status & Role of women- Women &Family, Women & Religion, Women & Education, Women &Economy, Women & Media, Women & Environment, Women & Health Changing role & status of women in India & Tamilnadu.	18	Lecture, Ppt,
III	Gender issues & legislation for women- problems of destitute, widows, unwed mothers, single women, girl children, working women. Domestic violence, dowry death, sexual harassment, female infanticide and foeticide	10	Lecture, Ppt
IV	Women & Tamilnadu society- Tamilnadu model of development- Implications for women in family, education, employment, economy, politics, and environment, Impact of Globalization on women	10	talk and chalk
V	Programmes for the development of women- Programmes of Central & State Governments. National & State Commission for Women. Role of NGOs in the empowerment of women Role of social work in working with women.	20	Lecture, Ppt

Course Designed by:

Mr.R.Ramachandran, MSW.,M.Phil (NET) Head and Assistant Professor.

Mrs.N.Harini MSW, PGDPM, German A1

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

			Section	on A	Section	B		Section D Open Choice 1(K2) 1(K2) 1(K2) 1(K3)
Inte	Cos	K Level	MC	Qs	Short Ans	swers	Section C Either or	_
rnal			No. of. Questions	K - Level	No. of. Questions	K - Level	Choice	
CI	CO1	Up to K2	2	K1 & K2	1	K1	2(k2 & k2)	1(K2)
ΑI	CO2	Up to K2	2	K1& K2	2	K2	2(k3 & k3)	1(K2)
CI	CO3	Up to K3	2	K1& K2	1	K2	2(k2 & k2)	1(K2)
AII	CO4	Up to K3	2	K1& K2	2	K2	2(k3 & k3)	1(K3)
		No. of Questions to be asked	4		3		4	2
_	estion etern	No. of Questions to be answered	4		3		2	1
CIA	I & II	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 %
	K1	2	2			4	8	60
	K2	2	4	10	10	26	52	00
CIA	К3			10	10	20	40	40
I	K4							
	Marks	4	6	20	20	50	100	100
	K1	2				2	4	60
	K2	2	6	10	10	28	56	UU
CIA	К3			10	10	20	40	40
II	K4							
	Marks	4	6	20	20	50	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.

S	Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)							
S.No	COs	K - Level	No. of Questio ns		Short An No. of Questio n	K – Level	Section C (Either / or Choice)	Section D (Open Choice)
1	CO 1	Up to K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
2	CO 2	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1(K3)
3	CO 3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
4	CO 4	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
5	CO 5	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
No.	of Quest Aske	ions to be	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 parenthesi	s denotes,	questions s	hould be a	sked wit	h 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	67		
K2	5	6	30	30	71	59.1	67		
K3			20	20	40	33.3	33		
K4									
Marks	10	10	50	50	120		100		

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

${\bf Summative\ Examinations\ -\ Question\ Paper-Format}$

		tiple Choice	9
	All Qu		(10x1=10 marks)
Q. No	CO	K Level	Questions
$\frac{1}{2}$	CO1	K1 K2	
	CO1		
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
		rt Answers)	
	All Qu		(5x2=10 marks)
Q. No	CO	K Level	Questions
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
		ner/Or Type)	
	r All Qu		$(5 \times 5 = 25 \text{ marks})$
Q. No	CO	K Level	Questions
16) a	CO 1	K2	
16) b	CO 1	K2	
17) a	CO 2	K3	
17) b	CO 2	K3	
18) a	CO 3	K2	
18) b	CO 3	K2	
19) a	CO 4	K3	
19) b	CO 4	K3	
20) a	CO 5	K2	
20) b	CO 5	K2	
NB: Hi of K lev		el of perforn	nance of the students is to be assessed by attempting higher level
		en Choice)	
	_	hree question	ns (3x10=30 marks)
Q. No	CO	K Level	Questions
21	CO1	K2	A september
22	CO2	K2 K3	
23	CO3	K2	
24	CO4	K2 K3	
25	CO5	K2	
23	CO3	114	



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS) DEPARTMENT OF BSW

(For those who joined in 2021-2022 and after)

Course Name	Participatory Rural Appraisal							
Course Code	21USWS61	L	P	C				
Category	Skill	2	1	2				

Nature of course: EMPLOYABILITY ✓ SKILL ORIENTED ENTREPRENURSHIP

Course Objectives:

- 1: To develop an understanding of basic concepts of PRA. And RRA.
- **2:** To explain the Features of the Community.
- **3:** To summarize the essentials of PRA Tools.
- 4: To detail the components of PRA
- 5: To Describe the Different Purpose of PRA

Unit: I Participatory Methodologies

15

Participatory Methodologies - Concept, Definition, Origin, Meaning and Importance, Meaning of Rapid Rural Appraisal (RRA) / Participatory Rural Appraisal(PRA) / Participatory Learning Action and Community Asset Mapping. Difference between Rapid Rural Appraisal and Participatory Rural Appraisal. Advantages and Disadvantages of PRA.

Unit: II Tools of PRA

15

Tools of PRA - Nature and Classification of PRA Tools. Transect Walk, Visuals - Social Mapping, Wealth Ranking, Venn Diagram, Seasonal Mapping Diagram, Resource Mapping Diagram. Transect Walk, Matrices - Problem / Opportunity Matrix, Problem / Solution Matrix, Pairwise Diagram. Observation, Semi Structured Interview, Stakeholder Analysis Workshops and Meetings, Triangulation etc.

Unit: III | Community Asset Mapping

15

Community Asset Mapping Definition, Concept and Importance – Locating Community, Defining Geographic, Demographic Characteristics and Boundaries, Classification of Assets - Individual (People) as Assets, Institutional Assets, Governmental (National, State and Local) Assets, Physical and Land Assets, Cultural Assets. Focused Group Discussion, Importance of FGD in PRA Process.

Unit: IV | **PRA Planning and Preparing**

15

Planning and Preparing for PRA / CAM - The Team,Exter, Staff Member, Manpower, Community Volunteers, Composition, Purpose, Community Contact, Checklist for Information and Materials Needed - PRA kits , List of PRA Tools, Classification of Tools, Does and Don'ts during the PRA. Importance of Planning and Preparation.

Unit: V Different Purposes of PRA

15

Using PRA & CAM for Different Purposes – Planning, Monitoring and Evaluation. PRA with Different Groups – Children, Youth, Women etc. Preparation of Community Profile & Presentation and Report Writing.

Total Lecture Hours

75 Hrs

Books for Study:

- 1. Andrea Cornwall & Garett Pratt, (2003), Pathways to Participation Reflections on PRA. London Intermediate Technology Publications.
- $2. Participatory\ Rural\ Appraisal: Methods\ And\ Appications\ In\ Rural\ Planning\ (Essays\ In\ Honour\ Of\ Robert\ Chambers)\ Secend\ Revised\ E$

by Amitava Mukherjee | 1 January 2004

Participatory Rural Appraisal for Community Development

by Alok Kumar Kashyap | 11 December 2012

4. Participatory Rural Appraisal: Principles, Methods and Application: 0

by N. Narayanasamy | 24 November 2008

5. Participatory Rural Appraisal : Methods And Appications In Rural Planning (Essays In Honour Of Robert Chambers) Secend Revised E

Books for References:

- 1. Robert Chambers, (1977) Participatory Rural Appraisal (PRA) Challenges, Potential and Paradigms, Sussex, Institute of development Studies
- 2. Neela Mukherjee, (1944), Participatory Rural Appraisal Methodology & applications, New Delhi, Concept Publishing Company
- 3. Lionel J. Beaulieu, Mapping the Assets of Your Community: A Key Component for Building Local Capacity Southern Rural Development Center.

Web Resources:

- 1.https://participedia.net/method/4907
- 2.https://www.fao.org/3/w2352e/w2352e03.htm
- 3.http://www.mcrhrdi.gov.in/92fc/week9/GM-PRA%20-methods%20-final.pdf
- 4. https://www.innovatingjustice.org/sites/default/files/documents/asset_mapping.pdf
- 5.https://old.amu.ac.in/emp/studym/100012919.pdf

Cours	Course Outcomes				
On successful completion of the course the students will be able to					
CO1	Acknowledge the Participatory Methodologies	Up to k2			
CO ₂	Remember Community Asset Mapping	Up to k3			
CO ₃	Apply the Tools of PRA	Up to k2			
CO4	Demonstrate PRA Planning & Preparing	Up to k2			
CO5	Analyze the different purpose of PRA	Up to k4			

CO & PO Mapping:

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

^{*3 –} Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

LESSON PLAN

Unit	SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION	Hrs	Pedagogy
I	Participatory Methodologies - Concept, Definition, Origin, Meaning and Importance, Meaning of Rapid Rural Appraisal (RRA) / Participatory Rural Appraisal(PRA) / Participatory Learning Action and Community Asset Mapping. Difference between Rapid Rural Appraisal and Participatory Rural Appraisal. Advantages and Disadvantages of PRA.	15	Chalk and talk, PPT, Lecture
п	.Tools of PRA - Nature and Classification of PRA Tools. Visuals - Social Mapping, Wealth Ranking, Venn Diagram, Seasonal Mapping Diagram, Resource Mapping Diagram. Transect Walk, Matrices - Problem / Opportunity Matrix, Problem /Solution Matrix, Pairwise Diagram. Observation, Semi Structured Interview, Stakeholder Analysis Workshops and Meetings, Triangulation etc	15	Chalk and talk, PPT, Group discussion
Ш	. Community Asset Mapping Definition, Concept and Importance – Locating Community, Defining Geographic, Demographic Characteristics and Boundaries, Classification of Assets - Individual (People) as Assets, Institutional Assets, Governmental (National, State and Local) Assets, Physical and Land Assets, Cultural Assets. Focused Group Discussion, Importance of FGD in PRA Process	15	Chalk and talk, PPT, Assignment
IV	Planning and Preparing for PRA / CAM - The Team,Exter, Staff Member, Manpower,Community Volunteers, Composition, Purpose, Community Contact, Checklist for Information and Materials Needed - PRA kits, List of PRA Tools, Classification of Tools, Does and Don'ts during the PRA.Importance of Planning and Preparation.	15	Chalk and talk, PPT, Assignment
V	Using PRA & CAM for Different Purposes – Planning, Monitoring and Evaluation. PRA with Different Groups – Children, Youth, Women etc. Preparation of Community Profile & Presentation and Report Writing.	15	Guest lecture, PPT

Course Designed by:

S. SILAMBARASAN, MSW, M.Phil.,

M. BHARATHI NATARAJAN, MSW, MA, M.Phil., NET,