

SOCIAL WORK

Syllabus

Program Code: USW

2023-2024 onwards



MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

Re-accredited with “A” Grade by NAAC

PASUMALAI, MADURAI – 625 004

**GUIDLINES FOR OUTCOME BASED EDUCATION WITH CHOICE BASED
CREDIT SYSTEM**

(FOR UG PROGRAM FROM 2023 -2024 ONWARDS)

ELIGIBILITY FOR ADMISSION

Candidates seeking admission to the UG Degree program must have passed the Higher Secondary Education (respective groups – Arts / Science) 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 / Hindi /

Part II : English

Part III:

- 1.Core Subjects
- 2.Allied Subjects
- 3.Electives

Part IV:

- 1.Non Major Electives (I Year)
- 2.Skill Based Subjects
- 3.Environmental Studies - Mandatory Subject
- 4.Value Education - Mandatory Subject

Part V :

Extension Activities

ARTS & SCIENCE

CBCS COURSE STRUCTURE FOR UG PROGRAMS

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language - Tamil	3	2.1. Language - Tamil	3	3.1. Language - Tamil	3	4.1. Language - Tamil	3	5.1 Core Course - \CC IX	4	6.1 Core Course - CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course - CC X	4	6.2 Core Course - CC XIV	4
1.3 Core Course - CC I	4	2.3 Core Course - CC III	4	3.3 Core Course - CC V	4	4.3 Core Course - CC VII Core Industry Module	4	5.3. Core Course - CC -XI	4	6.3 Core Course - CC XV	4
1.4 Core Course - CC II	4	2.4 Core Course - CC IV	4	3.4 Core Course - CC VI	4	4.4 Core Course - CC VIII	4	5.3. Core Course - / Project with viva-voce CC - XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.7 Skill Enhancement Course - SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.8 Skill Enhancement - (Foundation Course)	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
				3.8 E.V.S	-	4.8 E.V.S	2				
	23		23		22		25		26		21
Total Credit Points											140

**QUESTION PAPER PATTERN 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 x 01= 04 Marks

Part –B

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

Part –C

Two questions (‘either or ‘type) 2 x 08=16 Marks

Total 30 Marks

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 / Quiz Test --5 marks

Assignment --5 marks

Total 25 Marks

QUESTION PAPER PATTERN FOR THE SUMMATIVE EXAMINATIONS:

Note: Duration- 3 hours

Part –A

Ten multiple choice questions 10 x 01 = 10 Marks

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

Part –B

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

(One question from each Unit)

Part –C

Five Paragraph questions ('either or 'type) 5 x 08 = 40 Marks

(One question from each Unit)

Total

75 Marks

PART-IV- SKILL BASED PAPERS / NME:

The Scheme of Examination for Skill Based Papers: (Except Practical Lab Subjects)

QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL ASSESSMENT (SKILL BASED AND NME COURSES) DURATION – 1 HOUR

- ❖ 50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and converted for 15 marks

THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:

Two tests and their average --15 marks

Seminar /Group discussion / Quiz Test -- 5 marks

Assignment -- 5 marks

Total 25 Marks

SUMMATIVE EXAMINATION PATTERN (SKILL BASED AND NME COURSES) DURATION – 3 HOURS

Pattern of the Question Paper for Skill Based and Non-Major Elective courses
(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
QUESTION PAPER PATTERN (INTERNAL ASSESSMENT)

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

50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and
converted for 15 marks

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

Total		25 Marks

* 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.

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)

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

Internal Examinations - - 25 Marks

Summative Examinations - - 75 Marks

100

OUTCOME BASED EDUCATION:

OBE starts with the identification and articulation of clear and measurable learning outcomes for each course or program. These outcomes describe the skills, knowledge, and abilities that students are expected to acquire. The curriculum, instructional methods, and assessments are aligned with the defined learning outcomes. This ensures that everything taught and evaluated is directly related to what students are expected to learn.

The Learning Outcomes-Based Approach to curriculum planning and transaction in our institution ensures whether the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies and from passive to active/participatory pedagogies.

Assessment Method: The students are assessed with 2 internal examination and the summative examination which includes problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports ,case-study reports; team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive testing; etc. and any other pedagogic approaches as per the context.



INSTITUTIONAL VISION

To Mould the learners into accomplished individuals by providing them with a stimulus for social change through character, confidence and competence.

INSTITUTIONAL MISSION

1. Enlightening the learners on the ethical and environmental issues.
2. Extending holistic training to shape the learners in to committed and competent citizens.
3. Equipping them with soft skills for facing the competitive world.
4. Enriching their employability through career oriented courses.
5. Ensuring accessibility and opportunity to make education affordable to the underprivileged.

HIGHLIGHTS OF THE REVAMPED CURRICULUM:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising statistical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced statistical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Statistics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- The Statistical Quality Control course is included to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest DBMS and Computer software for Analytics.

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),
MADURAI – 625 004
BSW CURRICULUM
(For the student admitted during the academic year 2023-2024 onwards)

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
FIRST SEMESTER						
Part – I	Tamil / Alternative Course					
23UTAGT11	தமிழ் இலக்கிய வரலாறு - I	6	3	25	75	100
Part – II	English					
23UENGE11	GENERAL ENGLISH - I	6	3	25	75	100
Part - III	Core Courses					
23USWCC11	INTRODUCTION TO SOCIAL WORK	5	5	25	75	100
23USWCF11	FIELD WORK – I	5	5	25	75	100
Part - III	Elective Course					
23USWEC11	MAN AND INDIAN SOCIETY	4	3	25	75	100
Part IV	Non Major Elective					
23USWNM11	SOCIAL PROBLEMS IN INDIA	2	2	25	75	100
Part IV	Foundation Course					
23USWFC11	SELF - AWARENESS AND POSITIVITY	2	2	25	75	100
Total		30	23	175	525	700
SECOND SEMESTER						
Part – I	Tamil / Alternative Course					
23UTAGT21	தமிழ் இலக்கிய வரலாறு – II	6	3	25	75	100
Part – II	English					
23UENGE21	GENERAL ENGLISH - II	6	3	25	75	100
Part - III	Core Courses					
23USWCC21	SOCIAL CASE WORK	5	5	25	75	100
23USWCF21	FIELD WORK – II	5	5	25	75	100
Part - III	Elective Course					
23USWEC21	DYNAMICS OF HUMAN BEHAVIOUR	4	3	25	75	100
Part IV	Non Major Elective					
23USWNM21	MARRIAGE AND LIFE EDUCATION	2	2	25	75	100
Part IV	Skill Enhancement course					
23USWSC21	CAPACITY BUILDING	2	2	25	75	100
Total		30	23	175	525	700

FIRST SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INTRODUCTION TO SOCIAL WORK			
Course Code	23USWCC11	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To introduce the basic concepts of Social Work.➤ To familiarize with the principles, values, and ethics of Social Work.➤ To kindle the learners to develop the desire to explore the origin of Social Work in India and abroad.➤ To support the learners to learn the contribution of various religions towards society's welfare.➤ To analyze and explain the methods of Social Work.				
UNIT - I Introduction to Social Work				15hrs
Meaning & Definition, Objectives, Characteristics, Principles, Values and Ethics. Social Work as a Profession.				
UNIT - II Basic Concepts in Social Work				15hrs
Social Service, Social Welfare, Social Assistance, Social Development, Social Security, Social Justice, Social Inequality, Social Defense.				
UNIT -III History and Development of Social Work				15hrs
Development of Social Work – USA, UK, India				
UNIT - IV Methods of Social Work				15hrs
Meaning, Definition, Objectives & Principles of - Social Case Work, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action				
UNIT - V Fields of Social Work Practice in India				15hrs
Health Settings, Family and Child Welfare Settings, Rural, Tribal and Urban Community Settings, Correctional Settings, Industrial Settings, Welfare of Youth, Aged and Differently Abled and School Social Work. Roles of Social Worker.				
Total Lecture Hours				75hrs

BOOKS FOR STUDY:

- Ahuja, Ram.(2002). *Indian Social Systems*, New Delhi: Rawat Publications.
- Bhattacharya, Sanjay.(2003). *Social Work: An Integrated Approach*, Delhi: Deep & Deep Publications.
- Choudry, Paul D.(1983). *Introduction to Social Work*, New Delhi: Atma Ram Publications.
- Chandrasekar.(2012). *New Heights in Contemporary Social Work*, Delhi: Cyber Tech Publications.
- Joshi, S. C.(2004). *Handbook of Social Work*, New Delhi: Akansha Publications.

BOOKS FOR REFERENCES:

- Bhattacharya, S.(2003). *Social Work –An Integrated Approach*. Deep& Deep publication.
- Rameshwari Devi & Ravi Prakash.(1998). *Social work and Social Welfare Administration (Method and Practice)*. Mangal Deep Publication.
- Sanjay Roy.(2011).*Introduction to Social Work & practice in India*. Akansha publishing.
- Saxena, S.K.(2011). *Social Movements in India*, New Delhi: Centrum Press Publications.
- Singh,K.(2011).*An Introduction to Social Work*.ABD Publishers.

WEB RESOURCES:

- ❖ <http://sites.google.com/socialwork>
- ❖ https://en.wikipedia.org/wiki/Social_work
- ❖ <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
- ❖ https://youtube.com/channel/UCedfu_XQsbrhtOUjzhcwaYw
- ❖ <https://youtube.com/user/kkhsou>

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED		ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL	REGIONAL		NATIONAL		GLOBAL	✓	
Changes Made in the Course	Percentage of Change		70%	No Changes Made		-	New Course	-

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:	K LEVEL
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After studying this course, the students will be able to:

CO1	To comprehend the Meaning, Definition, Basic Assumptions, Objectives, Philosophy, Ethics, and Principles of social work.	K1 to K4
CO2	To appreciate Social Work as a Profession.	K1 to K4
CO3	To define, recall, explain, demonstrate and outline, the basic concepts of Social Work.	K1 to K4
CO4	Distinguish and examine the history and development of Social Work as a Profession.	K1 to K4
CO5	To apply the methods of Social Work in the various fields of Social Work practice.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	2	2	2				
CO2	3	3	2	3	3	3				
CO3	3	3	2	3	3	3				
CO4	3	2	2	2	3	3				
CO5	3	2	2	3	3	3				

S- STRONG

M - MEDIUM

L - LOW

CO / PO MAPPING:					
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COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
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UNIT	COURSE NAME	HRS	PEDAGOGY
I	Meaning & Definition, Objectives, Characteristics, Principles, Values and Ethics. Social Work as a Profession.	15 hrs	Lecture & PPT
II	Social Service, Social Welfare, Social Assistance, Social Development Social Security, Social Justice, Social Inequality, Social Defense.	15 hrs	Talk and Chalk

III	Development of Social Work – USA, UK, India.	15 hrs	Lecture ,PPT
IV	Meaning, Definition, Objectives & Principles of - Social Case Work, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.	15 hrs	Lecture PPT
V	Health Settings, Family and Child Welfare Settings, Rural, Tribal and Urban Community Settings, Correctional Settings, Industrial Settings, Welfare of Youth, Aged and Differently Abled and School Social Work. Roles of Social Worker.	15 hrs	Talk and Chalk

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100
CIA II	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

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

S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K4	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K4	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K4	2	K1&K2	2(K2&K2)	2(K4&K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40

(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5			5	3.57	3
K2	5	30		35	25	25
K3		20	48	68	48.57	49
K4			32	32	22.85	23
Marks	10	50	80	140	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

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K2	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K2	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K2	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K2	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K2	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

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Course Name	FIELD WORK - I			
Course Code	23USWCF11	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To develop the capacity to reflect over one's own behaviors.➤ To describe its effect on self and others.➤ To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.➤ To provide an exposure to and understanding about the various agency settings to the students.➤ To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.				
UNIT - I Interpersonal Relationships				15hrs
Concept, skills, importance and relevance to social work.				
UNIT - II Communication Skills				15hrs
Concept, type, importance and relevance to social work.				
UNIT - III Documentation & Report Writing Skills.				15hrs
Concept, Types of Report, importance and relevance to social work.				
UNIT - IV Societal Analysis				15hrs
Concept, Tools and techniques, importance and relevance to social work.				
UNIT - V Understanding Group Behavior				15hrs
Concept, importance and relevance to social work.				
Total Lecture Hours				75hrs
BOOKS FOR STUDY:				
<ul style="list-style-type: none">➤ Field Work Training in Social Work – Subhetar➤ Field Work In Social Work – Sanjoy Roy➤ Finding Your Way Through Field Work - Urania E. Glassman				
BOOKS FOR REFERENCES:				
<ul style="list-style-type: none">➤ Field Work in Social Work Education- Contemporary Practices and Perspectives – Vishnu Mohan Das & Sanjoy Roy➤ Contemporary Field Social Work - Mark Doel, Steven M Shardlow, Steven Shardlow • 2010➤ The Routledge Handbook of Field Work Education in Social Workbooks - Rajendra Baikady, Sajid S. M., Varoshini Nadesan • 2022				
WEB RESOURCES:				
<ul style="list-style-type: none">❖ https://hhd.fullerton.edu/msw/fieldwork/index.php#:~:text=The%20purpose%20of%20field%20education,theory%20to%20real%20life%20situations❖ https://www.socialworkin.com/2022/07/field-work-in-social-work.html❖ https://www.loyolacollege.edu/socialwork/AcademicActivities/01_Fieldwork_Manual.pdf				

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL		REGIONAL	✓	NATIONAL	GLOBAL
Changes Made in the Course	Percentage of Change	80%	No Changes Made	-	New Course	-
* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.						

COURSE OUTCOMES:	K LEVEL
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After studying this course, the students will be able to:	
CO1	Predict own behavior and analyze its impact. K1 to K4
CO2	Asses the skills to establish relationship with individuals, groups and communities. K1 to K4
CO3	Experience the activities of various agencies K1 to K4
CO4	Analyze the various projects of government and non-government organizations K1 to K4
CO5	Develop report writing skill and understand role of professional Social Workers in different settings K1 to K4

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTIO N TO POS					

LESSON PLAN:

UNIT	COURSE NAME	HRS	PEDAGOGY
I	Interpersonal Relationships (Concept, skills, importance and relevance to social work)	15hrs	Chalk talk
II	Communication Skills (Concept, type, importance and relevance to social work)	15hrs	PPT
III	Documentation & Report Writing Skills. (Concept, Types of Report, importance and relevance to social work)	15hrs	Group Discussion
IV	Societal Analysis (Concept, Tools and techniques, importance and relevance to social work)	15hrs	Focus Group Discussion
V	Understanding Group Behavior (Concept, importance and relevance to social work)	15hrs	Case studies

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)							
Internal	Cos	K Level	Attendance	Report writing	Content Clarity	Communication	Presentation
CIA	CO1	K1	5				
	CO2	K2		5			
	CO3	K3			5		
	CO4	K3				5	
	CO5	K4					5
Question Pattern CIA	No. of Questions to be asked		2	2	2	2	2
	No. of Questions to be answered		2	2	2	2	2
	Marks for each question		2.5	2.5	2.5	2.5	2.5
	Total Marks for each section		5	5	5	5	5

Distribution of Marks with K Level CIA									
	K Level	Attendance	Report writing	Content Clarity	Communication	Presentation	Total Marks	% of (Marks without choice)	Consolidate of %
CIA	K1	5					5	20	20
	K2		5				5	20	20
	K3			5	5		10	40	40
	K4					5	5	20	20
	Marks						25	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)

Internal	Cos	K Level	Documentation	Content Clarity & Presentation	Communication	Learning	Agency Feedback
CIA	CO1	K1	15				
	CO2	K2		15			
	CO3	K3			15		
	CO4	K3				15	
	CO5	K4					15
Question Pattern CIA		No. of Questions to be asked	2	2	2	2	2
		No. of Questions to be answered	2	2	2	2	2
		Marks for each question	7.5	7.5	7.5	7.5	7.5
		Total Marks for each section	15	15	15	15	15

Distribution of Marks with K Level CIA

	K Level	Attendance	Report writing	Content Clarity	Communication	Presentation	Total Marks	% of (Marks without choice)	Consolidate of %
CIA	K1	15					15	20	20
	K2		15				15	20	20
	K3			15	15		30	40	40
	K4					15	15	20	20
	Marks						75	100	100

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	MAN AND INDIAN SOCIETY			
Course Code	23USWEC11	L	P	C
Category	ELECTIVE GENERIC/ DISCIPLINE SPECIFIC ELECTIVE – 1	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To define the concepts in Society➤ To understand the Components of Indian Society➤ To know the importance of Social Stratification➤ To appreciate the Indian Social Institutions in the Indian Society➤ To explain the Social Structure and Social Problems in the Indian Society.				
UNIT - I Introduction				12hrs
Society – Meaning, Definition, Characteristics, Types, Composition of Indian Society- Racial, Religious, Linguistic Groups in India, Changing trends in the Indian Society				
UNIT - II Components of Indian Society				12hrs
Community – Meaning, Definition and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Globalisation, Privatisation, Liberalisation – Meaning, Definition, Effects on Indian Society, Advantages and Disadvantages.				
UNIT - III Indian Social Stratification				12hrs
Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Impact of Caste, and Class on Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility				
UNIT - IV Social Institutions				12hrs
Social Institutions – Meaning, Definition Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society.				
UNIT - V Social Structure and Social Problems				12hrs
Social Control – Meaning, Definition, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Factors affecting Social Change. Social Problems – Meaning, Definition, Causes of Poverty, Unemployment, Illiteracy, Addiction and Crime				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur: Rawat Publications
- Bottmore. T.B, 1980: Sociology: “A Guide to Problems and literature”, New Delhi. McGraw Hill
- Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
- Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
- Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

BOOKS FOR REFERENCES:

- Chris Yuill. (2011) Sociology for Social Work. New Delhi: Sage Publication
- Dhanagare, D., N. (1993) Indian Sociology, Jaipur and New Delhi: Rawat Publications
- Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham
- Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
- Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press

WEB RESOURCES:

- ❖ <http://www.sociologyguide.com/>
- ❖ <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
- ❖ <http://www.ignou.ac.in>
- ❖ <https://www.researchgate.net>
- ❖ <https://shodhganga.inflibnet.ac.in/>

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	✓	GLOBAL	
Changes Made in the Course	Percentage of Change	-	No Changes Made	-	New Course	✓		

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:									K LEVEL
After studying this course, the students will be able to:									
CO1	To find the relevance of understanding Indian Society								K1 to K4
CO2	To understand the various components of the Indian Society								K1 to K4
CO3	To apply the knowledge acquired about Society in the practice of Social Work								K1 to K4
CO4	To analyze the issues and challenges in the Society								K1 to K4
CO5	To experiment with the use of the methods of Social Work in its practice								K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Society – Meaning, Definition, Characteristics, Types, Composition of Indian Society- Racial, Religious, Linguistic Groups in India, Changing trends in the Indian Society.	12 hrs	Lecture & PPT
II	Community – Meaning, Definition and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Globalisation, Privatisation, Liberalisation – Meaning, Definition, Effects on Indian Society, Advantages and	12 hrs	Lecture & GD

	Disadvantages.		
III	Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Impact of Caste, and Class on Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility.	12 hrs	Lecture & GD
IV	Social Institutions – Meaning, Definition Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society.	12 hrs	Lecture & PPT
V	Social Control – Meaning, Definition, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Factors affecting Social Change. Social Problems – Meaning, Definition, Causes of Poverty, Unemployment, Illiteracy, Addiction and Crime.	12 hrs	Chalk & Talk and Paper discussion

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100
CIA II	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

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

S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K4	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K4	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K4	2	K1&K2	2(K2&K2)	2(K4&K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5			5	3.57	3
K2	5	30		35	25	25
K3		20	48	68	48.57	49
K4			32	32	22.85	23
Marks	10	50	80	140	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

Q. No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K2	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K2	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K2	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K2	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K2	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	SOCIOLOGY FOR SOCIAL WORK			
Course Code	23USWEC12	L	P	C
Category	ELECTIVE GENERIC/ DISCIPLINE SPECIFIC ELECTIVE – 1	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To define the concepts in Sociology and its relevance to Social Work➤ To understand Social Stratification and its significance in the Society➤ To know the need and importance of Social Institutions➤ To appreciate the factors responsible for Change in the Society and its importance in Social Work practice➤ To explain the various Social Problems in India				
UNIT – I Introduction to Sociology				12hrs
Sociology – Meaning, Definition. Society – Meaning, Definition, Characteristics, Types. Community – Meaning, Definition, and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Sociology and its relation and difference to Social Work.				
UNIT - II Social Stratification				12hrs
Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Impact of Caste, and Class on Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility.				
UNIT - III Social Institutions				12hrs
Social Institutions – Meaning, Definition. Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society.				
UNIT - IV Principles of Sociology				12hrs
Social Control – Meaning, Definition, Functions, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Causes, Factors affecting Social Change. Social Movements – Meaning, Definition, Factors essential for Social Movements.				
UNIT - V Social Problems in India				12hrs
Meaning, Definition, Types, Causes of the various Social Problems in India – Poverty, Unemployment, Illiteracy, Crime, Addiction, Health, Migration, Gender Discrimination, Corruption				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur: Rawat Publications
- Bottmore. T.B, 1980: Sociology: “A Guide to Problems and literature”, New Delhi. McGraw Hill
- Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
- Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
- Srinivas M.N., 1966: Social Change in India: New Delhi, Orient Longman

BOOKS FOR REFERENCES:

- Dhanagare, D., N. (1993) Indian Sociology, Jaipur and New Delhi: Rawat Publications
- Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham
- Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
- Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press
- Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

WEB RESOURCES:

- ❖ <http://www.sociologyguide.com/>
- ❖ <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
- ❖ <https://www.researchgate.net>
- ❖ <https://shodhganga.inflibnet.ac.in/>
- ❖ <http://www.ignou.ac.in/>

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED		ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course	✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:	K LEVEL
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After studying this course, the students will be able to:

CO1	To find the relevance of Sociology to Social Work	K1 to K4
CO2	To understand the need, importance, and types of the various systems in the Society	K1 to K4
CO3	To apply the knowledge acquired about the Society in the practice of Social Work	K1 to K4
CO4	To analyse the issues and challenges in the Society	K1 to K4
CO5	To experiment the use of the methods of Social Work in its practice	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:					
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COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
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UNIT	COURSE NAME	HRS	PEDAGOGY
I	Sociology – Meaning, Definition. Society – Meaning, Definition, Characteristics, Types. Community – Meaning, Definition, and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Sociology and its relation and difference to Social Work.	12 hrs	Lecture Method, Group Discussion
II	Social Stratification – Meaning, Definition, Characteristics, Ned and Importance. Caste, Class – Definition, Difference between Caste and	12 hrs	Group Discussion,

	Class, Changing Patterns in Caste and Class, Impact of Caste, and Class of Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility.		Power point
III	Social Institutions –Meaning, Definition. Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society.	12 hrs	Power point, Lecture method
IV	Social Control – Meaning, Definition, Functions, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Causes, Factors affecting Social Change. Social Movements – Meaning, Definition, Factors essential for Social Movements.	12 hrs	Lecture method, Group Discussion
V	Meaning, Definition, Types, Causes of the various Social Problems in India – Poverty, Unemployment, Illiteracy, Crime, Addiction, Health, Migration, Gender Discrimination, Corruption.	12 hrs	Guest Lecture, Power point

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100
CIA II	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K4	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K4	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K4	2	K1&K2	2(K2&K2)	2(K4&K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5			5	3.57	3
K2	5	30		35	25	25
K3		20	48	68	48.57	49
K4			32	32	22.85	23
Marks	10	50	80	140	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

Q. No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K2	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K2	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K2	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K2	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K2	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	SOCIAL PROBLEMS IN INDIA			
Course Code	23USWNM11	L	P	C
Category	SKILL ENHANCEMENT COURSE -SEC-1 (NME)	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To define the various social problems in India➤ To realize the Causes of Poverty and Unemployment➤ To know the measures to eradicate Illiteracy and Unemployment➤ To analyse the cause of crime and corruption as Social problems in the Indian Society.➤ To evaluate the role of a Social Welfare Programmes for the eradication of Social Problems in India				
UNIT – I	Introduction to Social Problems in India			6hrs
Meaning, Definition, Characteristics of Social Problems, Role of SDGs in Social Problems				
UNIT – II	Poverty and Population Explosion			6hrs
Poverty - Meaning, Definition, Causes. Population Explosion – Meaning, Causes and Effects				
UNIT - III	Illiteracy and Unemployment			6hrs
Illiteracy – Meaning, Definition, Steps for Removal of Illiteracy. Unemployment – Meaning, Definition, Causes, Types				
UNIT – IV	Crime and Corruption			6hrs
Crime – Meaning, Definition, Causes, Types. Corruption – Meaning, Definition, Impact of Corruption on Indian Society				
UNIT – V	Social Welfare			6hrs
Social Welfare: Meaning, Definition, Role of State Social Welfare Department, Voluntary Social Welfare Organisation and National Council of Social Welfare in the eradication of Social Problems in India.				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- Ahuja Ram, (2014) Social Problems in India, Jaipur: Rawat Publications
- Madan G.R. (2009) Indian Social Problems, New Delhi: Allied Publishers
- Parrillo Vincent N. (2008) Encyclopedia of Social Problems. California: Sage Publication
- Rao Shankar (2017) Indian Social Problems A Sociological Perspective, New Delhi: S. Chand
- Sarkar Sukanta (2015) Social Problems in India. New Delhi: Gyan Books

BOOKS FOR REFERENCES:

- GovindaRangachar and Poornima M, (2019), India's Social Sector and SDGs Problems and Prospects: Oxfordshire, England UK, Routledge India
- Rao Shankar (2006) Sociology of Indian Society, New Delhi, S. Chand
- Shah A.M., (2010) The structure of Indian Society: Then and Now: New Delhi, Routledge
- Sharma, K.R., (1997). Indian Society, New Delhi: Atlantic Publishers
- Srinivas M.N, (1980). India's Social Structure, New Delhi: Hindustan Publication

WEB RESOURCES:

- ❖ <http://www.sociologyguide.com/>
- ❖ <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
- ❖ <http://www.insoso.org/>
- ❖ <https://www.egyankosh.ac.in/>
- ❖ <https://shodhganga.inflibnet.ac.in/>

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED		ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	✓	GLOBAL		
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course		✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	To find the relevance of understanding the various Social Problems in India	K1 to K2
CO2	To recognize the various types of Social Problems	K1 to K2
CO3	To apply the knowledge acquired about Social Problems in its eradication	K1 to K2
CO4	To analyze the issues and challenges in the Society	K1 to K2
CO5	To experiment the Welfare Schemes for the eradication of Social Problems in India	K1 to K2

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Introduction to Social Problems in India - Meaning, Definition, Characteristics of Social Problems, Role of SDGs in Social Problems.	6 hrs	Lecture, PPT
II	Poverty - Meaning, Definition, Causes. Population Explosion – Meaning, Causes and Effects.	6 hrs	Talk and Chalk
III	Illiteracy – Meaning, Definition, Steps for Removal of Illiteracy. Unemployment – Meaning, Definition, Causes, Types.	6 hrs	Lecture ,PPT

IV	Crime – Meaning, Definition, Causes, Types. Corruption – Meaning, Definition, Impact of Corruption on Indian Society.	6 hrs	Lecture PPT
V	Social Welfare: Meaning, Definition, Role of State Social Welfare Department, Voluntary Social Welfare Organisation and National Council of Social Welfare in the eradication of Social Problems in India.	6 hrs	Talk and Chalk

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)				
Internal	Cos	K Level	Section A	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AII	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (Ist Test-2 CO's & IInd Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	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)				
S. No	COs	K - Level	Section A (MCQs)	
			No. of Questions	K – Level
1	CO1	K1-K2	15	K1,K2
2	CO2	K1-K2	15	K1,K2
3	CO3	K1-K2	15	K1,K2
4	CO4	K1-K2	15	K1,K2
5	CO5	K1-K2	15	K1,K2
No. of Questions to be Asked			75	
No. of Questions to be answered			75	
Marks for each question			1	
Total Marks for each section			75	
(Figures in parenthesis denotes, questions should be asked with the given K level)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	SELF - AWARENESS AND POSITIVITY			
Course Code	23USWFC11	L	P	C
Category	SKILL ENHANCEMENT COURSE (FOUNDATION COURSE)	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Realize the significance and essence of a wide range of soft skills.➤ Learn how to apply soft skills in a wider range of routine social and professional settings.➤ Reflect upon her/his own strengths and weaknesses for personal leadership and responsible citizenship➤ Demonstrate critical thinking about concepts relevant to self-development and management of social skills➤ Demonstrate consciousness of self, others and context.				
UNIT – I Self - Awareness		6hrs		
Meaning, Levels, and Types of self-awareness. Need and Importance of understanding self, Ways to improve self-awareness.				
UNIT - II Self-Discovery		6hrs		
Discovering the Self; the importance of self-discovery, Steps in discovering self, Setting Goals; Beliefs, Values, Attitude, Virtue.				
UNIT - III Self-Management		6hrs		
Understanding the importance of managing self, skills in managing self, SWOT analysis				
UNIT - IV Positivity and Motivation		6hrs		
Developing Positive Thinking and Attitude; Driving out Negativity, Enhancing Motivation Levels.				
UNIT - V Self-Image		6hrs		
Meaning, the importance of a positive self-image and self-image-building techniques.				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- Vikas. 2010. Life Skill Manual. Government of Karnataka. Karnataka JnanaAayoga.
- Manika Gosh. 2009. Positivity- A way of life. Orient blackswanpvt.ltd.
- Swami Vivekananda.2011. Personality Development. Published by Ramakrishna Math.
- Ishitha V. Chirrimar. 2003.The Power Of Positive Thinking. Clever fox publishing, Chennai.
- Mangal.S.K. 2017. Introduction to Psychology. Sterling Publishers. New Delhi.

BOOKS FOR REFERENCES:

- Amit Goswami. 1995. The Self-Aware Universe: How Consciousness Creates the Material World. Published by TarcherPerigee.
- Travis Bradberry. 2009. Self-Awareness: The Hidden Driver of Success and Satisfaction. Published by TarcherPerigee.
- Stephen R. Covey. 2013. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster
- Tom Rath. 2011. StrengthsFinder 2.0. Gallup Press. Newyork.
- VeronikaTugaleva. 2017. The Art of Talking to Yourself. Soulux press.

WEB RESOURCES:

- ❖ <https://www.verywellmind.com/what-is-self-awareness-2795023>
- ❖ <https://alifeoutstanding.com/self-discovery/>
- ❖ <https://asana.com/resources/self-management>
- ❖ <https://larrysanger.org/2018/06/positivity-and-motivation/>
- ❖ <https://positivepsychology.com/self-image/>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL	REGIONAL	NATIONAL			GLOBAL	✓		
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course		✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	Facilitate students' self-awareness.	K1 to K2
CO2	Exploration of values, beliefs, and socio-cognitive skills for active participation as responsible citizens.	K1 to K2
CO3	To be mindfulness and positivity.	K1 to K2
CO4	Fostering effective self-evaluation, networking, group work, social responsibility and service leadership.	K1 to K2
CO5	To become responsible leaders in the local community and globally.	K1 to K2

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				
CO6										
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
CO6	S	S	S	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Self - Awareness: Meaning, Levels, and Types of self-awareness. Need and Importance of understanding self, Ways to improve self-awareness.	6hrs	Lecture
II	Self - Discovery: Discovering the Self; the importance of self-discovery, Steps in discovering self, Setting Goals; Beliefs, Values,	6hrs	Ppt

	Attitude, Virtue.		
III	Self-Management: Understanding the importance of managing self, skills in managing self, SWOT analysis.	6hrs	Ppt
IV	Positivity and Motivation: Developing Positive Thinking and Attitude; Driving out Negativity, Enhancing Motivation Levels.	6hrs	Talk and Chalk
V	Self-Image: Meaning, the importance of a positive self-image and self-image-building techniques.	6hrs	Ppt

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)				
Internal	Cos	K Level	Section A	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AII	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (Ist Test-2 CO's & IInd Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	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)				
S. No	COs	K - Level	Section A (MCQs)	
			No. of Questions	K – Level
1	CO1	K1-K2	15	K1,K2
2	CO2	K1-K2	15	K1,K2
3	CO3	K1-K2	15	K1,K2
4	CO4	K1-K2	15	K1,K2
5	CO5	K1-K2	15	K1,K2
No. of Questions to be Asked			75	
No. of Questions to be answered			75	
Marks for each question			1	
Total Marks for each section			75	
(Figures in parenthesis denotes, questions should be asked with the given K level)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				

SECOND SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	SOCIAL CASE WORK			
Course Code	23USWCC21	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To teach the method of social work and to understand values and principles of working with individuals.➤ To enhance understanding of the basic concepts, tools and techniques in working with individuals.➤ To Acquire knowledge of different intervention models and develop skills to utilize them.➤ To obtain Skills and understand the role of Social Case Worker.➤ To Facilitate in the process of using case work methods for professional development.				
UNIT - I Social Case Work				15hrs
Definition, Nature, Purpose of Social Case Work. Philosophical assumptions and casework values. Case work and its relationship with other methods of Social Work. Historical development of Social Case work in India and in the West (UK&USA). Skills and Roles of Case Worker. Principles of Social Case Work				
UNIT - II Components and Tools of Social Case Work				15hrs
Components: Person, Problem, Place and Process. Case worker- client relationship: Meaning and Importance, Characteristics of Professional Relationship, Empathy. Problems in Relationship -Transference and Countertransference, Resistance. Case Work Tools: Observation, Listening, Interview, Collateral Contacts and Home Visits.				
UNIT - III Case Work Process				15hrs
Study (Case recording, Interview, Collateral contacts etc) Diagnosis - Treatment (methods and techniques), Follow – up and termination. Recording: Uses, Principles, Types, Structure and Content.				
UNIT - IV Theories and Approaches in Case Work				15hrs
Psycho-Social approach, Functional approach, Problem-Solving approach, Behavioral Modification, Family Centered Approach, Client Centered therapy, Crisis Intervention, Psychotherapy, Transactional Analysis and Holistic approach.				
UNIT – V Case work in different settings				15hrs
School/Education setting, Family and Children Welfare setting, Community setting, Clinical settings, Correctional and Industrial settings –Working with older adults, Persons with Disability and Terminally ill. Substance and De-Addiction Treatment Services				
Total Lecture Hours				75hrs

BOOKS FOR STUDY:

- Bhattacharya, S. (2009). Social case work administration and development. New Delhi: Rawat Publications.
- Harris, F.J., 1970 Social Case Work, Oxford University Press, Nairobi.
- Mathew, G., & Tata Institute of Social, S. (1992). An introduction to social casework: Tata Institute of Social Sciences.
- Timms, N. (1972). Recording in social work: Routledge and K. Paul.
- Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New Delhi: Rawat Publication

BOOKS FOR REFERENCES:

- Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.
- Goldstein H. 1979, Social Work Practice: A Unitary Approach, Carolina, University Carolina Press.
- Hamilton, G. 1946, Principles of Social Case Recording, New York, Columbia University Press.
- Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago
- Robert W, Roberts Robert H. Nee, 2000 Theories of Social Casework, University of Chicago Press, Chicago.

WEB RESOURCES:

- ❖ <https://www.socialworkin.com>
- ❖ <https://www.guide2socialwork.com/social-group-work/>
- ❖ <https://www.socialwelfare.library.vcu.edu>
- ❖ <http://www.ignou.ac.in>
- ❖ <https://www.researchgate.net>

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	GLOBAL ✓
Changes Made in the Course	Percentage of Change	-	No Changes Made	-	New Course	✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:	K LEVEL
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After studying this course, the students will be able to:

CO1	To teach the concept and Principles of Social Case Work	K1 to K4
CO2	To understand the process of Social Case Work.	K1 to K4
CO3	To apply the suitable theories and models to resolve the problems of Individuals.	K1 to K4
CO4	To develop the ability to critically analyze problems of individuals and skills for working with individuals in various practice settings	K1 to K4
CO5	To evaluate the students to work with Individuals in various settings.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				

S- STRONG

M - MEDIUM

L - LOW

CO / PO MAPPING:					
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COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
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UNIT	COURSE NAME	HRS	PEDAGOGY
I	Social Case Work: Definition, Nature, Purpose of Social Case Work. Philosophical assumptions and casework values. Case work and its relationship with other methods of Social Work. Historical development of Social Case work in India and in the West (UK&USA). Skills and Roles of Case Worker. Principles of Social Case Work.	12hrs	ICT Chalk & Talk

II	Components and Tools of Social Case Work: Components: Person, Problem, Place and Process. Case worker- client relationship: Meaning and Importance, Characteristics of Professional Relationship, Empathy. Problems in Relationship -Transference and Countertransference, Resistance. Case Work Tools: Observation, Listening, Interview, Collateral Contacts and Home Visits.	12hrs	ICT Chalk & Talk
III	Case Work Process – Study (Case recording, Interview, Collateral contacts etc) Diagnosis - Treatment (methods and techniques), Follow – up and termination. Recording: Uses, Principles, Types, Structure and Content.	12hrs	ICT Chalk & Talk
IV	Theories and Approaches in Case Work: Psycho-Social approach, Functional approach, Problem-Solving approach, Behavioral Modification, Family Centered Approach, Client Centered therapy, Crisis Intervention, Psychotherapy, Transactional Analysis and Holistic approach .	12hrs	ICT Chalk & Talk
V	Case work in different settings: School/Education setting, Family and Children Welfare setting, Community setting, Clinical settings, Correctional and Industrial settings –Working with older adults, Persons with Disability and Terminally ill. Substance and De-Addiction Treatment Services.	12hrs	ICT Chalk & Talk

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100
CIA II	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K4	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K4	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K4	2	K1&K2	2(K2&K2)	2(K4&K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5			5	3.57	3
K2	5	30		35	25	25
K3		20	48	68	48.57	49
K4			32	32	22.85	23
Marks	10	50	80	140	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

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K2	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K2	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K2	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K2	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K2	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	FIELD WORK – II			
Course Code	23USWCF21	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To develop the capacity to reflect over one's own behaviors.➤ To describe its effect on self and others.➤ To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.➤ To provide an exposure to and understanding about the various agency settings to the students.➤ To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.				
UNIT - I Networking.				15hrs
Concept, Types, Techniques, Relevance to social work.				
UNIT - II Need Analysis				15hrs
Concept, Procedure, Relevance to social work.				
UNIT - III Visual Aids Presentations				15hrs
Puppet Training.				
UNIT - IV Public Speaking and Public Relations				15hrs
Public Speaking - Concept, Techniques, Exercises. Public Relations -Concept, Techniques, Relevance to social work				
UNIT - V Fund Raising				15hrs
Concept, Types, Techniques, Relevance to social work.				
Total Lecture Hours				75hrs

BOOKS FOR STUDY:

- Field Work Training in Social Work – Subhetar
- Field Work In Social Work – Sanjoy Roy
- Finding Your Way Through Field Work - Urania E. Glassman

BOOKS FOR REFERENCES:

- Field Work in Social Work Education- Contemporary Practices and Perspectives – Vishnu Mohan Das & Sanjoy Roy
- Contemporary Field Social Work - Mark Doel, Steven M Shardlow, Steven Shardlow • 2010
- The Routledge Handbook of Field Work Education in Social Workbooks - Rajendra Baikady, Sajid S. M., Varoshini Nadesan • 2022

WEB RESOURCES:

- ❖ <https://hhd.fullerton.edu/msw/fieldwork/index.php#:~:text=The%20purpose%20of%20field%20education,theory%20to%20real%20life%20situations>
- ❖ <https://www.socialworkin.com/2022/07/field-work-in-social-work.html>
- ❖ https://www.loyolacollege.edu/socialwork/AcademicActivities/01_Fieldwork_Manual.pdf

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL	REGIONAL	✓	NATIONAL	GLOBAL			
Changes Made in the Course	Percentage of Change		70%	No Changes Made		-	New Course	-
* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.								

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	Predict own behavior and analyze its impact.	K1 to K4
CO2	Asses the skills to establish relationship with individuals, groups and communities.	K1 to K4
CO3	Experience the activities of various agencies	K1 to K4
CO4	Analyze the various projects of government and non-government organizations	K1 to K4
CO5	Develop report writing skill and understand role of professional Social Workers in different settings	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				

CO5	3	2	3	1	2	3				
S- STRONG			M – MEDIUM			L - LOW				

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT	COURSE NAME	HRS	PEDAGOGY
I	Networking. (Concept, Types, Techniques, Relevance to social work)	15hrs	Case studies
II	Need Analysis (Concept, Procedure, Relevance to social work)	15hrs	Group Discussion
III	Visual Aids Presentations (Puppet Training)	15hrs	PPT
IV	Public Speaking. (Concept, Techniques, Exercises) Public Relations. (Concept, Techniques, Relevance to social work)	15hrs	Chalk Talk
V	Fund Raising (Concept, Types, Techniques, Relevance to social work)	15hrs	Focus Group Discussion

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

Internal	Cos	K Level	Attendance	Report writing	Content Clarity	Communication	Presentation
CIA	CO1	K1	5				
	CO2	K2		5			
	CO3	K3			5		
	CO4	K3				5	
	CO5	K4					5
Question Pattern CIA	No. of Questions to be asked		2	2	2	2	2
	No. of Questions to be answered		2	2	2	2	2
	Marks for each question		2.5	2.5	2.5	2.5	2.5
	Total Marks for each section		5	5	5	5	5

Distribution of Marks with K Level CIA

	K Level	Attendance	Report writing	Content Clarity	Communication	Presentation	Total Marks	% of (Marks without choice)	Consolidate of %
CIA	K1	5					5	20	20
	K2		5				5	20	20
	K3			5	5		10	40	40
	K4					5	5	20	20
	Marks						25	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)							
Internal	Cos	K Level	Documenta tion	Content Clarity & Presenta tion	Communica tion	Learning	Agency Feedback
CIA	CO1	K1	15				
	CO2	K2		15			
	CO3	K3			15		
	CO4	K3				15	
	CO5	K4					15
Question Pattern CIA		No. of Questions to be asked	2	2	2	2	2
		No. of Questions to be answered	2	2	2	2	2
		Marks for each question	7.5	7.5	7.5	7.5	7.5
		Total Marks for each section	15	15	15	15	15

Distribution of Marks with K Level CIA

	K Level	Attendance	Report writing	Content Clarity	Communication	Presentation	Total Marks	% of (Marks without choice)	Consolidate of %
CIA	K1	15					15	20	20
	K2		15				15	20	20
	K3			15	15		30	40	40
	K4					15	15	20	20
	Marks						75	100	100

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	DYNAMICS OF HUMAN BEHAVIOUR			
Course Code	23USWEC21	L	P	C
Category	ELECTIVE GENERIC (DSE II)	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To provide Knowledge of Psychology and its relevance to social work➤ To understand the concepts of human behaviour➤ To identify the psychological base of human behaviour➤ To introduce the basics of human behaviour and mental processes.➤ To acquire skills in applying social work intervention methods in promoting community mental health				
UNIT - I				12hrs
Introduction to Psychology: Psychology- meaning and definition. Various Fields of psychology. Human Behaviour- definition, meaning, and types. methods in studying human behaviour Relationship between psychology and social work. Need for psychology in social work practice.				
UNIT - II				12hrs
Sensation and perception – meaning, concepts – stimulus and response, perceptual process, and factors influencing perception and perceptual selectivity. Learning – definition, types, and theories – classical conditioning, operant conditioning, and social learning theory. Memory – meaning, process- registration, retention, and recall, types of memory.				
UNIT - III				12hrs
Intelligence – definition, levels, and theories. Howard Gardner's theory of multiple intelligences, Sternberg's Triarchic Theory of Intelligence, and Spearman's two-factor theory. Personality- definition and meaning. Dimensions in personality. Theories- Freud's Psychoanalytical theory, Erickson's Psychosocial Development, and Carl Roger's Humanistic theory. Relevance of psychological theories in social work practice.				
UNIT - IV				12hrs
Motivation – meaning, types- Intrinsic and Extrinsic. Abraham Maslow's theory of Hierarchical needs. Motives- meaning and types. Emotion – Nature, characteristics, and adaptive and disruptive qualities of emotion. Application of motivation theories in social work practice.				
UNIT - V				12hrs
Attitude – formation, changes, stereotypes, and Prejudice. Adjustment- characteristics of adjustment and maladjustment. Factors – frustration, stress, conflict, and defence mechanism Mental Health – concept, Minor and Major mental disorders. Role of a social worker in community mental health.				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- E.B.Hurlock , (2001). Developmental psychology, Human development, New Delhi: McGraw Hill
- C.S.Joseph, (2014). Dynamics of Human Behaviour and Abnormal Psychology, Anmol Publications Pvt Ltd

BOOKS FOR REFERENCES:

- Bee, Helen. Mitchell, Sandra. (1984) The Developing Person-A Life Span Approach.Ed2, New York Harper and Ro.
- Benjamin A. Lahey, (1998). An Introduction to Psychology (Sixth Edition), New Delhi: Tata McGraw Hill.
- Compton, Beulah. Galway, (2005) Cournoyer, Social Work Processes. Ed 7, USA: Brooks Cole Learning,
- Coleman, James, (1976) Abnormal Psychology and Modern Life. Ed 5, Mumbai: D.B Taraporewala& Sons
- Corner Ronald, J, (2012). Abnormal Psychology. New Delhi: Wisdom Press,

WEB RESOURCES:

- ❖ <https://courses.lumenlearning.com/suny-hvcc-psychology-1/chapter/outcome-sensation-and-perception/>
- ❖ <https://www.sciencedirect.com/topics/psychology/learning-and-memory>
- ❖ <https://www.simplypsychology.org/personality-theories.html>
- ❖ <https://www.yourarticlelibrary.com/motivation/motivation-theories-top-8-theories-of-motivation-explained/35377>
- ❖ <https://www.ncbi.nlm.nih.gov/books/NBK92254/>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓	
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course		✓
*Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.									

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	To be aware of the application of psychology in social work practice	K1 to K4
CO2	To analyze the process and aspects of human behaviour	K1 to K4
CO3	To apply the psychological theories in social work practice	K1 to K4
CO4	To understand the various disorders and their psychological process	K1 to K4
CO5	To evaluate various intervention methods for the mental health of individual, group, and community	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				
S- STRONG			M – MEDIUM				L – LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	M	S	S	M
CO 2	M	S	M	S	S
CO 3	S	S	S	S	S
CO 4	M	S	S	S	S
CO 5	S	M	S	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Introduction to Psychology: Psychology- meaning and definition. Various Fields of psychology. Human Behaviour- definition, meaning, and types. methods in studying human behaviour Relationship between psychology and social work. Need for psychology in social work practice.	12hrs	Lecture Method, Group Discussion
II	Sensation and perception – meaning, concepts – stimulus and response, perceptual process, and factors influencing perception and perceptual selectivity. Learning – definition, types, and theories –	12hrs	Group Discussion, Power point

	classical conditioning, operant conditioning, and social learning theory. Memory – meaning, process- registration, retention, and recall, types of memory.		
III	Intelligence – definition, levels, and theories. Howard Gardner's theory of multiple intelligences, Sternberg's Triarchic Theory of Intelligence, and Spearman's two-factor theory. Personality- definition and meaning. Dimensions in personality. Theories- Freud's Psychoanalytical theory, Erickson's Psychosocial Development, and Carl Roger's Humanistic theory. Relevance of psychological theories in social work practice.	12hrs	Power point, Lecture method
IV	Motivation – meaning, types- Intrinsic and Extrinsic. Abraham Maslow's theory of Hierarchical needs. Motives- meaning and types. Emotion – Nature, characteristics, and adaptive and disruptive qualities of emotion. Application of motivation theories in social work practice.	12hrs	Lecture method, Group Discussion
V	Attitude – formation, changes, stereotypes, and Prejudice. Adjustment- characteristics of adjustment and maladjustment. Factors – frustration, stress, conflict, and defence mechanism Mental Health – concept, Minor and Major mental disorders. Role of a social worker in community mental health.	12hrs	Guest Lecture, Power point

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100
CIA II	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	46
	K4			16	16	28.57	29
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K – LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K4	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K4	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K4	2	K1&K2	2(K2&K2)	2(K4&K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5			5	3.57	3
K2	5	30		35	25	25
K3		20	48	68	48.57	49
K4			32	32	22.85	23
Marks	10	50	80	140	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

Q. No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K1		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K2		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K1		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K2		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	PSYCHOLOGY FOR SOCIAL WORK			
Course Code	23USWEC22	L	P	C
Category	ELECTIVE GENERIC (DSE II)	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To provide Knowledge of Psychology and its relevance to social work.➤ To understand the principles of human growth and development.➤ To introduce various stages and processes in human development.➤ To identify development theories and their application➤ To acquire skills in applying social work intervention methods in promoting mental health.				
UNIT - I Introduction to Psychology				12hrs
Psychology- meaning and definition. Fields of psychology. Relevance of psychology in social work. Human Development- meaning, characteristics, and Principles. Concepts of human development- growth and development, maturation, and Learning. - its impact on human development.				
UNIT - II Life span				12hrs
Characteristics and stages. Prenatal period – conception, stages, Characteristics, and hazards. Types of delivery.				
UNIT - III Infancy and Childhood				12hrs
Developmental task, characteristics, and hazards of infancy, babyhood, early and late childhood. Jean Piaget's theory of cognitive development.				
UNIT - IV Puberty and Adolescence				12hrs
Physical, psychological, and social changes and hazards. Development of self-concept and self-esteem and its impact on adolescence. Erikson's theory of psychosocial development. Role of Social worker in Schools and colleges.				
UNIT - V Adulthood, middle age, and old age				12hrs
Developmental task, characteristics, adjustments- vocational and marital, and hazards. Role of a social worker in family counseling.				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- E.B.Hurlock , (2001). Developmental psychology, Human development, New Delhi: McGraw Hill
- C.S.Joseph, (2014). Dynamics of Human Behaviour and Abnormal Psychology, Anmol Publications Pvt Ltd
- NylaR.Branscombe& Robert A.Baron(2017) . Social Psychology, 14th edition, Pearson Education.

BOOKS FOR REFERENCES:

- Bee, Helen. Mitchell, Sandra. (1984) The Developing Person-A Life Span Approach.Ed2, New York Harper and Ro.
- Benjamin A. Lahey, (1998). An Introduction to Psychology (Sixth Edition), New Delhi: Tata McGraw Hill.
- Compton, Beulah. Galway, (2005) Cournoyer, Social Work Processes. Ed 7, USA: Brooks Cole Learning,
- Coleman, James, (1976) Abnormal Psychology and Modern Life. Ed 5, Mumbai: D.B Taraporewala& Sons
- Corner Ronald, J, (2012). Abnormal Psychology. New Delhi: Wisdom Press,

WEB RESOURCES:

- ❖ <https://www.psychologydiscussion.net/educational-psychology/principles-of-human-growth-and-development/1813>
- ❖ <https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/periods-of-human-development/>
- ❖ <https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf>
- ❖ <https://ufhealth.org/puberty-and-adolescence>
- ❖ <https://www.cliffsnotes.com/study-guides/psychology/psychology/developmental-psychology->

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED		ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓	
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course		✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:	K LEVEL
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After studying this course, the students will be able to:

CO1	To be aware of the application of psychology in social work practice	K1 to K4
CO2	To understand the principles and process of human growth and development	K1 to K4
CO3	To evaluate various developmental tasks and hazards in the human development process	K1 to K4
CO4	To understand the theories of development and their application in social work	K1 to K4
CO5	To evaluate various intervention methods for mental health.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:					
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COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	M	S	M
CO 2	S	S	M	S	S
CO 3	M	S	S	S	S
CO 4	S	S	S	S	S
CO 5	M	S	S	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
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UNIT	COURSE NAME	HRS	PEDAGOGY
I	Introduction to Psychology: Psychology- meaning and definition. Fields of psychology. Relevance of psychology in social work. Human Development- meaning, characteristics, and Principles. Concepts of human development- growth and development, maturation, and Learning. - its impact on human development.	12hrs	ICT Chalk & Talk
II	Life span – Characteristics and stages. Prenatal period – conception, stages, Characteristics, and hazards. Types of delivery.	12hrs	ICT Chalk &

			Talk
III	Infancy and Childhood - Developmental task, characteristics, and hazards of infancy, babyhood, early and late childhood. Jean Piaget's theory of cognitive development.	12hrs	ICT Chalk & Talk
IV	Puberty and Adolescence – physical, psychological, and social changes and hazards. Development of self-concept and self-esteem and its impact on adolescence. Erikson's theory of psychosocial development. Role of Social worker in Schools and colleges.	12hrs	ICT Chalk & Talk
V	Adulthood, middle age, and old age -developmental task, characteristics, adjustments- vocational and marital, and hazards. Role of a social worker in family counseling.	12hrs	ICT Chalk & Talk

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	
	K4			16	16	28.57	
	Marks	4	20	32	56	100	
CIA II	K1	2			2	3.57	25
	K2	2	10		12	21.42	
	K3		10	16	26	46.42	
	K4			16	16	28.57	
	Marks	4	20	32	56	100	

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K4	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K4	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K4	2	K1&K2	2(K2&K2)	2(K4&K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5			5	3.57	3
K2	5	30		35	25	25
K3		20	48	68	48.57	49
K4			32	32	22.85	23
Marks	10	50	80	140	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

Q. No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K2	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K2	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K2	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K2	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K2	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	MARRIAGE AND LIFE EDUCATION			
Course Code	23USWNM21	L	P	C
Category	SKILL ENHANCEMENT COURSE (SEC-2)	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To enrich the knowledge about the Concept of Marriage➤ To understand the role of family, school, and media in imparting family life education.➤ To know the importance of communication in marriage life.➤ To acquire knowledge on various problems in family life➤ To identify the various welfare services for settling family disputes.				
UNIT - I				6hrs
MARRIAGE – a social institution. Marriage – meaning, definition. Marriage as an institution. Types of marriages, importance, and purpose of marriage. Marriages in India. Role of society, culture, religion, and family values in marriage. Premarital counseling – importance in premarital preparation.				
UNIT - II				6hrs
Family – concept, and definition. Types of family. Characteristics and functions of the family. Family life cycle – Formative, expanding, and contracting stages. Problems at each stage of the cycle.				
UNIT - III				6hrs
Family Life – meaning and importance. Socialization process – concept and significance in shaping the individual behaviour. Role of socialization agents – family, teachers, friends, and media in developing the personality and moral values of an individual.				
UNIT - IV				6hrs
Communication – meaning and importance. Communication in marriage – communication between partners, the importance of listening between partners. Handling conflicts in marriage, accepting the differences. Changing roles in men and women due to career development of women, an appropriate division of roles – importance.				
UNIT - V				6hrs
Problems in Marital Life - Violence and harassment, dowry, addiction, extra – marital affair, marital rape, separation, divorce. Psycho-social effects of divorce. Problems faced by single parents in society. Legal implications in marriage and divorce. Family Welfare Services Pre-marital Counselling, Family Counselling Centres, Family Court, All Women’s Police Station.				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- Betty, Carter, and Monica, McGoldrick, The Changing Family Life Cycle – A Framework for Family Therapy, II Ed
- David J. Bredehoft, Michael J. Walcheski, Family Life Education: Integrating Theory and Practice, Ingram
- Lane H. Powell, Dawn Cassidy, Family Life Education: Working with Families Across the Life Span, Waveland Press
- Sharma, Rajendra, (1997) K. Indian society – Institutions and Change. New Delhi: Atlantic,
- Rao Shankar, C.N. Principles of Sociology. New Delhi: S. Chand

BOOKS FOR REFERENCES:

- Dhanagare, D., N. (1993) Indian Sociology. Jaipur and New Delhi: Rawat,
- Kaila, H., L., (2005), Women, Work and Family, New Delhi; Rawat Publications.
- Kapadia, K., M., (1968), Marriage and Family in India; Oxford University Press
- Marie, Mascarenhas, (1999), Family Life Education of Value Education.
- William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt. Ltd., New Delhi

WEB RESOURCES:

- ❖ <https://culturalatlas.sbs.com.au/indian-culture/indian-culture-family>
- ❖ <https://www.egyankosh.ac.in/>
- ❖ <https://www.marriage.com/>
- ❖ <https://www.betterhealth.vic.gov.au/>
- ❖ <https://uk.practicallaw.thomsonreuters.com/>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	✓	GLOBAL		
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course		✓
*Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.									

COURSE OUTCOMES:									K LEVEL		
After studying this course, the students will be able to:											
CO1	To be aware of the concept and characteristics of marriage									K1 to K2	
CO2	To understand the values and role of family, school, and media in family life									K1 to K2	
CO3	To apply the knowledge of communication in family life									K1 to K2	
CO4	To analyze various reasons for the marital problems									K1 to K2	
CO5	To evaluate the welfare services in marital dispute settlement									K1 to K2	

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	M	S	S	M	S
CO 2	S	S	S	S	S
CO 3	M	S	S	S	S
CO 4	M	S	S	M	S
CO 5	M	S	S	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	MARRIAGE – a social institution. Marriage – meaning, definition. Marriage as an institution. Types of marriages, importance, and purpose of marriage. Marriages in India. Role of society, culture, religion, and family values in marriage. Premarital counseling – importance in premarital preparation.	6hrs	Chalk and talk, lecture
II	Family – concept, and definition. Types of family. Characteristics and functions of the family. Family life cycle – Formative, expanding, and	6hrs	Chalk and talk, lecture,

	contracting stages. Problems at each stage of the cycle.		PPT
III	Family Life – meaning and importance. Socialization process – concept and significance in shaping the individual behaviour. Role of socialization agents – family, teachers, friends, and media in developing the personality and moral values of an individual.	6hrs	Chalk and talk, Guest lecture
IV	Communication – meaning and importance. Communication in marriage – communication between partners, the importance of listening between partners. Handling conflicts in marriage, accepting the differences. Changing roles in men and women due to career development of women, an appropriate division of roles – importance.	6hrs	Chalk and talk, guest lecture, PPT
V	Problems in Marital Life Violence and harassment, dowry, addiction, extra – marital affair, marital rape, separation, divorce. Psycho-social effects of divorce. Problems faced by single parents in society. Legal implications in marriage and divorce. Family Welfare Services Pre-marital Counseling, Family Counseling Centers, Family Court, All Women’s Police Station.	6hrs	Chalk and talk, lecture, group discussion

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)				
Internal	Cos	K Level	Section A	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AII	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ’s will be asked [50X1=50 marks] from any 4 CO’s. (Ist Test-2 CO’s & IInd Test-2 CO’s) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	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)				
S. No	COs	K - Level	Section A (MCQs)	
			No. of Questions	K – Level
1	CO1	K1-K2	15	K1,K2
2	CO2	K1-K2	15	K1,K2
3	CO3	K1-K2	15	K1,K2
4	CO4	K1-K2	15	K1,K2
5	CO5	K1-K2	15	K1,K2
No. of Questions to be Asked			75	
No. of Questions to be answered			75	
Marks for each question			1	
Total Marks for each section			75	
(Figures in parenthesis denotes, questions should be asked with the given K level)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF BACHELOR OF SOCIAL WORK FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	CAPACITY BUILDING			
Course Code	23USWSC21	L	P	C
Category	ABILITY ENHANCEMENT COMPULSORY C (AECC) SOFT SKILL -2	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To develop knowledge on E-content & its preparation.➤ To understand the importance of using various types of E-content.➤ To comprehend the creation of Visual E-content.➤ To acquire knowledge on creating audio and video E-content➤ To understand the creation of interactive E-content.				
UNIT - I E-Content				6hrs
Meaning, Importance, Advantages & Disadvantages and Scope. Stages of E-content design and Developmental Process. E-content tools- Freeware, Open Source Software, Proprietary Software and Public Domain Software. Using E-content in Social Work Practice.				
UNIT - II Creating Visual E-content				6hrs
Invitations & Posters, Blog				
UNIT - III Creating Audio E-content				6hrs
Audio editing, podcast				
UNIT - IV Creating Video content				6hrs
Creating & Editing videos				
UNIT - V Creating Interactive e-content				6hrs
Quiz & Tests				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- Beatrice Ghirardini, (2011). E-learning Methodologies: A Guide for Designing and Developing E-learning Courses. Food and Agriculture Organization of the United Nations.
- Benjamin Pitman, (2011). Designing Effective Elearning: A Step-by-step Guide. eProficiency Incorporated.
- Diane Elkins, Desiree Pinder (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development.
- Kishabala Bashir, Bakkabulindi F.E.K, C. Oonyu, (2011). E-learning Adoption. LAP Lambert Acad. Publ.

BOOKS FOR REFERENCES:

- Chandan Srivastava, (2012). E-Learning, Challenges and Impact on Education. Lap Lambert Academic Publishing GmbH KG
- MahaA.Qarh (2012). Knowledge Representation in E-Learning Environment. Lap Lambert Academic Publishing GmbH KG.
- Roger Schank, (2009). Lessons in Learning, E-Learning, and Training: Perspectives and Guidance for the Enlightened Trainer. Wiley
- Vermon S, Donald P, Rob Melnick (2006). Teaching and Media: A Systematic Approach. University of Michigan, Michigan, Prentice Hall.
- Yang, Harrison Hao, (2012). Cases on E-Learning Management: Development and Implementation: Development and Implementation. IGI Global.

WEB RESOURCES:

- ❖ <https://ncert.nic.in>
- ❖ <http://www.mgncre.org>
- ❖ <http://paleeri.blogspot.com>
- ❖ <https://www.iehe.ac.in>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP			
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓	
Changes Made in the Course	Percentage of Change		-	No Changes Made		-	New Course		✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	To be aware of the concept of E-content & its development.	K1 to K2
CO2	To understand the importance of using E-content in Social Work practice.	K1 to K2
CO3	To create text E-content.	K1 to K2
CO4	To develop audio & video E-content.	K1 to K2
CO5	To create interactive E-content.	K1 to K2

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	2				
CO2	3	2	3	2	3	3				
CO3	3	3	3	2	2	2				
CO4	3	3	3	1	3	2				
CO5	3	2	3	1	2	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	M	S
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	M	S	S
CO 5	S	S	M	S	S
WEITAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	E-Content: Meaning, Importance, Advantages & Disadvantages and Scope. Stages of E-content design and Developmental Process. E-content tools- Freeware, Open Source Software, Proprietary Software and Public Domain Software. Using E-content in Social Work Practice.	6hrs	Lecture & PPT
II	Creating Visual E-content: Invitations&Posters, Blog	6hrs	Lecture & GD
III	Creating Audio E-content: Audio editing, podcast	6hrs	Lecture

			& GL
IV	Creating Video content: Creating & Editing videos	6hrs	Lecture & IV
V	Creating Interactive e-content: Quiz & Tests	6hrs	Lecture & PPT

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)				
Internal	Cos	K Level	Section A	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AII	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (Ist Test-2 CO's & IInd Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	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)				
S. No	COs	K - Level	Section A (MCQs)	
			No. of Questions	K – Level
1	CO1	K1-K2	15	K1,K2
2	CO2	K1-K2	15	K1,K2
3	CO3	K1-K2	15	K1,K2
4	CO4	K1-K2	15	K1,K2
5	CO5	K1-K2	15	K1,K2
No. of Questions to be Asked			75	
No. of Questions to be answered			75	
Marks for each question			1	
Total Marks for each section			75	
(Figures in parenthesis denotes, questions should be asked with the given K level)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				