

SOCIAL WORK

Syllabus

Program Code: USW

2023 - 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

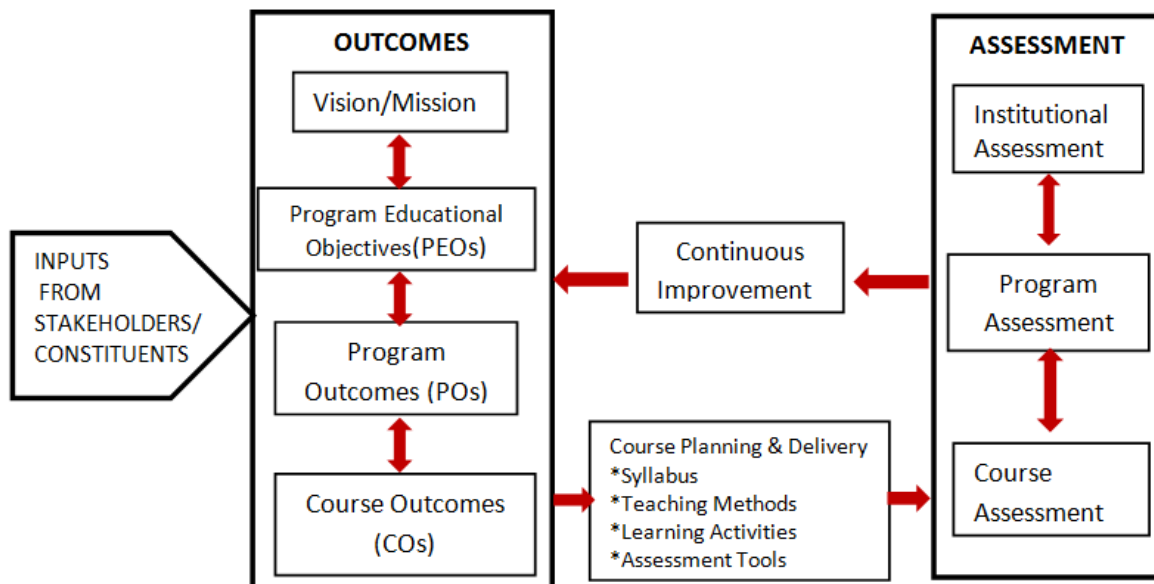
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OUTCOME BASED EDUCATION:

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

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 CONTRIBUTION 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

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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		

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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	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	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
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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:										
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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	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:			
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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
- Vernon 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.				

SOCIAL WORK

Syllabus

Program Code: USW

2023 - Onwards



MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

Re-accredited with "A" Grade by NAAC

PASUMALAI, MADURAI – 625 004

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),
MADURAI – 625 004
BSW CURRICULUM**

(For the students admitted from the academic year 2023-2024 onwards)

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
THIRD SEMESTER						
Part – I	Tamil / Hindi course					
23UTAGT31	தமிழக வரலாறும் பண்பாடும்	6	3	25	75	100
Part – II	English					
23UENGE31	GENERAL ENGLISH - III	6	3	25	75	100
Part - III	Core courses					
23USWCC31	SOCIAL GROUP WORK	5	5	25	75	100
23USWCF31	FIELD WORK – III	5	5	40	60	100
Part - III	Elective courses					
23USWEC31 (OR) 23USWEC32	CHILD RIGHTS AND WELFARE PROGRAMMES (OR) CRIME AND CORRECTIONAL SERVICES	3	3	25	75	100
Part - IV	Skill Based courses					
23USWSC31	ENTREPRENEURSHIP DEVELOPMENT	1	1	25	75	100
23USWSC32	LIFE SKILLS FOR SOCIAL WORKERS	2	2	25	75	100
Part - IV	Mandatory course					
23USWEV31	GREEN SOCIAL WORK	2	1	25	75	100
Total		30	23	215	585	800
FOURTH SEMESTER						
Part – I	Tamil / Hindi course					
23UTAGT41	தமிழும் அறிவியலும்	6	3	25	75	100
Part – II	English					
23UENGE41	GENERAL ENGLISH - IV	6	3	25	75	100
Part - III	Core courses					
23USWCC41	COMMUNITY ORGANIZATION AND SOCIAL ACTION	5	5	25	75	100
23USWCF42	FIELD WORK – IV	5	5	40	60	100
Part - III	Elective courses					
23USWEC41 (OR) 23USWEC42	HUMAN RIGHTS AND SOCIAL JUSTICE (OR) PERSONS WITH DISABILITY AND REHABILITATION	4	3	25	75	100
Part - IV	Skill Based courses					
23USWSC41	INTRODUCTION TO COMPETITIVE EXAMINATIONS	2	2	25	75	100

23USWSF41	RURAL CAMP AND SOCIAL WORK SKILLS	-	1	40	60	100
Part - IV	Mandatory course					
23USWEV43	ENVIRONMENTAL JUSTICE AND SOCIAL WORK	2	1	25	75	100
Total		30	23	230	570	800

THIRD SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	SOCIAL GROUP WORK			
Course Code	23USWCC31	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To understand the nature, types and influences of different types of groups.➤ To develop the knowledge and appreciate the role of group dynamics and group leadership in the practice of group work.➤ To acquire understanding and skill in working with groups as a method of social work and as intervention method.➤ To create an understanding of the group work process.➤ To identify the settings and areas for the practice of Social Group Work method				
UNIT – I Introduction to Groups				15hrs
Group: Definition, Characteristics, Types of groups: Open and Closed groups, Treatment Groups, Educational, Growth, Remedial, Therapeutic, Socialization, Task oriented groups: Committees, Forum, Council, Team, Developmental groups: Self-help, Support and Training groups.				
UNIT – II Process & Group Dynamics				15hrs
Concepts in Group process: Morale, Norm, Bond, acceptance, isolation, rejection, conflict and control, Cohesiveness, Communication and Interaction pattern, Decision Making and Problem Solving, Group control, Group culture, Subgroups: meaning and types, Roles in a group: Functional and Non-Functional. Group Leadership: Theories, Types, Roles and Leadership skills.				
UNIT – III Working with groups				15hrs
Group Work - Meaning, Definition, Values, Principles and Objectives; Historical development, Stages of group development, Skills for working with groups, in identifying potential groups, in forming groups, in strengthening groups.				
UNIT - IV Group work Process				15hrs
Group Work Process- intake, study, goal/objective setting, interventions, termination, evaluation and follow up. Programme Development: meaning, Programme as a tool; principles of programme planning; programme development process. Group communication methods : Lectures, forum, brain storming, guided discussion, case study, role play, demonstration, Social Media				
UNIT - V Model & Settings in Group work				15hrs
Group Worker – Role, skills and functions. Group Work Recording: types and uses. Social Group Work. Skills and Roles of Social Group Worker. Group Work models: Social, Remedial and Mediating or Reciprocal Models, Social Goal Model and Consensus Model. Social Group Work in Different Settings: Children, adolescents, women and persons with disability, Health education and correctional settings.				
Total Lecture Hours				75hrs

BOOKS FOR STUDY:

- Bradler, S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press.
- Dave Capuzzi, Douglas R.Gross, Mark D. Stauffer (2010) Introduction to Group Work, New Delhi, Rawat Publication.
- David, C., Douglas, R.G. & Mark, D.S. (2010) Introduction To Group Work, New Delhi, Rawat Publication
- Gravin, Charles. D. Lorriae & M. Gulier. (2007). A Hand Book of Social Work with Groups .New Delhi: Rawat Publications
- Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books.

BOOKS FOR REFERENCES:

- Erford, B. (2011). Group Work: Processes and Applications. Boston: Pearson
- Hepworth & Larsen (2010). Direct Social Work Practice: Theory and Skills (8th Edition). Belmont, CA: Brooks/Cole/ Thompson.
- Konopka, G. (1983) Social Group Work: A Helping Process, New Jersey, Prentice Hall International
- Sanjay Bhattacharya (2013) Social Work An Integrated Approach, New Delhi, Deep & Deep Publications.
- Siddiqui, H.Y. (2008) Group Work: Theories and Practices, New Delhi. Rawat Publication

WEB RESOURCES:

- ❖ <http://glossary.org.in/>
- ❖ <https://www.socialworkin.com>
- ❖ <https://shodhganga.inflibnet.ac.in/>
- ❖ <https://www.guide2socialwork.com/social-group-work/>
- ❖ <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
After studying this course, the students will be able to:		
CO1	To know the concept of group, values, Principles, characteristics of Social Group Work	K1 to K4
CO2	To evaluate the students to work with different models of group work practice.	K1 to K4
CO3	To examine competencies and skills for working with different groups in various settings.	K1 to K4
CO4	To assess the students to work with dynamics in the group	K1 to K4
CO5	To collaborate the process of group experience and professional progress	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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:					
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
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	SOCIAL GROUP WORK	HRS	PEDAGOGY
I	Group: Definition, Characteristics, Types of groups: Open and Closed groups, Treatment Groups, Educational, Growth, Remedial, Therapeutic, Socialization, Task oriented groups: Committees, Forum, Council, Team, Developmental groups: Self-help, Support and Training groups.	15hrs	Lecture & PPT
II	Concepts in Group process: Morale, Norm, Bond, acceptance, isolation, rejection, conflict and control, Cohesiveness, Communication and Interaction pattern, Decision Making and Problem Solving, Group	15hrs	Lecture & GD

	control, Group culture, Subgroups: meaning and types, Roles in a group: Functional and Non-Functional. Group Leadership: Theories, Types, Roles and Leadership skills.		
III	Group Work - Meaning, Definition, Values, Principles and Objectives; Historical development, Stages of group development, Skills for working with groups, in identifying potential groups, in forming groups, in strengthening groups.	15hrs	Lecture & GD
IV	Group Work Process- intake, study, goal/objective setting, interventions, termination, evaluation and follow up. Programme Development: meaning, Programme as a tool; principles of programme planning; programme development process. Group communication methods : Lectures, forum, brain storming, guided discussion, case study, role play, demonstration, Social Media	15hrs	Lecture & GD
V	Group Worker – Role, skills and functions. Group Work Recording: types and uses. Social Group Work. Skills and Roles of Social Group Worker. Group Work models: Social, Remedial and Mediating or Reciprocal Models, Social Goal Model and Consensus Model.Social Group Work in Different Settings: Children, adolescents, women and persons with disability, Health education and correctional settings.	15hrs	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		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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DEPARTMENT OF SOCIAL WORK

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Course Name	FIELD WORK – III			
Course Code	23USWCF31	L	P	C
Category	CORE (OBSERVATION VISITS)	-	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 Health Setting				15hrs
Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres, Special Schools etc.				
UNIT - II Educational Setting				15hrs
Formal schools, non- formal/adult education centres, income generating, skill development centres, vocational training facilities, etc.				
UNIT - III Institutional and Non-institutional Services for Special Groups				15hrs
Institutions for the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centres, Labour Welfare Centres / workers education centres etc.				
UNIT - IV Criminal Justice System & Civic Administration Centres				15hrs
Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.				
UNIT - V Community Services				15hrs
Skill development programme centres, vocational training centres, Environment improvement centres, family service centres, Community development projects in urban and rural settings, etc.				
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	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
After studying this course, the students will be able to:		
CO1	To integrate the classroom learning with field work practice - the knowledge related to Medical and Psychiatric settings, Community development settings and Human Resource management settings	K1 to K4
CO2	To understand the different kinds of NGOs, Industries, General Hospitals and Psychiatric Hospitals working for the different kinds of communities in solving the problem in the personal environment context.	K1 to K4
CO3	To demonstrate the knowledge and the skills of Social work in all aspects.	K1 to K4
CO4	To be able to understand the role of social worker in Medical and Psychiatric settings, Community development settings and Human Resource management settings	K1 to K4
CO5	To assess and evaluate the role, characteristics and skills of a social work and critically evaluate the same.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:

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:

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
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT		HRS	PEDAGOGY
I	Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres etc.	15hrs	Field based lecture and practice
II	Formal schools, non- formal/adult education centres, income generating skill development centres, vocational training facilities, etc.	15hrs	Field based lecture and practice
III	The Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups;AdoptionAgencies,ChildRightsProtectionFacilities,Rehabilitation centres, Labour Welfare Centres /workers education centres etc.	15hrs	Field based lecture and practice
IV	Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.	15hrs	Field based lecture and practice
V	Skill development programme centres, vocational training centres, environment improvement centres, family service centres, Community development projects in urban and rural settings, etc.	15hrs	Field based lecture and practice

**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	8				
	CO2	K2		8			
	CO3	K3			8		
	CO4	K3				8	
	CO5	K4					8
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	4	4	4	4	4
		Total Marks for each section	8	8	8	8	8

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	8					8	20	20
	K2		8				8	20	20
	K3			8	8		16	40	40
	K4					8	8	20	20
	Marks						40	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	Documentat ion	Content Clarity & Presenta tion	Communic ation	Learning	Agency Feedback
CIA	CO1	K1	12				
	CO2	K2		12			
	CO3	K3			12		
	CO4	K3				12	
	CO5	K4					12
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		6	6	6	6	6
	Total Marks for each section		12	12	12	12	12

Distribution of Marks with K Level CIA									
	K Level	Attendance	Report writing	Content Clarity	Comm unication	Present ation	Total Marks	% of (Marks without choice)	Consolidate of %
CIA	K1	12					12	20	20
	K2		12				12	20	20
	K3			12	12		24	40	40
	K4					12	12	20	20
	Marks						60	100	100

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Course Name	CHILD RIGHTS AND WELFARE PROGRAMMES			
Course Code	23USWEC31	L	P	C
Category	ELECTIVE	3	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To discuss the origin and development of Child rights.➤ To recognize the difference between Needs, Welfare, and Rights.➤ To study the constitutional provisions on Child rights in India.➤ To make aware of the various agencies available in ensuring child rights.➤ To identify the stakeholders in Child Development.				
UNIT - I Child Rights as Human Rights		12hrs		
Concept of Human Rights. Child Rights: Meaning, scope, origin and development of child rights in India. Rights based approach, Difference between Needs, Welfare and Rights				
UNIT - II Child Rights and Constitutional Provisions		12hrs		
United Nations Convention on the Rights of the Child (UNCRC), Overview of Legal Systems related to children in India. Provisions for Child Rights in Indian Constitution.				
UNIT - III Ensuring Child Rights		12hrs		
Principles of practice and role of caregivers in promoting Child Rights. Role of Duty bearers in ensuring Child Rights – Role in protection, prevention, intervention and Rehabilitation. Role of Family, Community, Civil Society, Media and the State. Important schemes and services for ensuring child rights.				
UNIT - IV Legal Measures for promoting Child Development		12hrs		
Right of Children to free and compulsory education act 2009, Commission for the protection of Child rights Act 2005, Prohibition of Child Marriage Act 2006, The Immoral Traffic Prevention Amendment Bill 2006, Protection of children from sexual offences Rules 2020, Juvenile Justice Care and Protection Act, 2021. Child Labour Prohibition and Regulation Act, 2016.				
UNIT - V Stakeholders in Child Development		12hrs		
Ministry of Women and Child Development, Roles and Functions of the Central and State level Commission for Protection of Child Rights in India, National Institute of Public Cooperation and Child Development, The Child Welfare Committee. Role of Social Work and Civil Society Organisations: Advocacy, Lobbying, Fact-finding.				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- Bajpai, A. 2003. Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.
- Chandru, K., Geetha, R. & Thanikachalam, C. 1998. Child Law in India, Chennai: Indian Council for Child Welfare
- Chopra, G. 2015. Child Rights in India: Challenges and Social Action. New York: Springer.
- Ghosh, A. 1998. A Primer of the Convention on The Rights of The Child, Calcutta: IPER.
- Manoharan, A. & Mehendale, A. 2012. Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University.

BOOKS FOR REFERENCES:

- Mehendale, A. 2012. Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.
- Verhellen, E. 2006. Convention on the Rights of the Child, London: Garant Publishers. Joachim, T. 2004. Promoting Rights Based Approaches: Experiences and Ideas from Asia and the Pacific, Sweden: Save the Children
- Upadhyaya Shivendra, 2009. Encyclopedia of Juvenile Rights, Child Rights, and Women Rights, volume 2, Anmol publications, New Delhi.
- Shrivastava Rekha, 2009 International Encyclopaedia of Women Rights and Children Rights, Anmol Publications, New Delhi.
- Baxi, Upendra. 2002. Future of Human Rights. Bueren.

WEB RESOURCES:

- ❖ [http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach_\(1\)_0.pdf](http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach_(1)_0.pdf)
- ❖ <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>
- ❖ <https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>
- ❖ https://www.ohchr.org/sites/default/files/Documents/Issues/RtD/InfoNote_ChildrenYouth.pdf
- ❖ https://en.wikipedia.org/wiki/Child_development_in_India

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	Outline conceptual clarity on Human rights and child rights.	K1 to K4
CO2	Identify the framework of child rights in India.	K1 to K4
CO3	Distinguish the child protection system in India which focuses on services extended for Children.	K1 to K4
CO4	Analyze the role played by constitution in protecting the fundamental Rights of Children.	K1 to K4
CO5	Recognize various mechanisms for implementation of the law concerning children and demonstrate Ethical and Professional behaviour in working with children.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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:					
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
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	CHILD RIGHTS AND WELFARE PROGRAMMES	HRS	PEDAGOGY
I	Concept of Human Rights. Child Rights: Meaning, scope, origin and development of child rights in India. Rights based approach, Difference between Needs, Welfare and Rights	12hrs	Lecture & PPT
II	United Nations Convention on the Rights of the Child (UNCRC), Overview of Legal Systems in India. Provisions for Child Rights in	12hrs	Lecture & GD

	Indian Constitution.		
III	Principles of practice and role of caregivers in promoting Child Rights. Role of Duty bearers in ensuring Child Rights – Role in protection, prevention, intervention and Rehabilitation. Role of Family, Community, Civil Society, Media and the State. Important schemes and services for ensuring child rights.	12hrs	Lecture & GL
IV	Right of Children to free and compulsory education act 2009, Commission for the protection of Child rights Act 2005, Prohibition of Child Marriage Act 2006, The Immoral Traffic Prevention Amendment Bill 2006, Protection of children from sexual offences Rules 2020, Juvenile Justice Care and Protection Act, 2021. Child Labour Prohibition and Regulation Act, 2016.	12hrs	Lecture & IV
V	Ministry of Women and Child Development, Roles and Functions of the Central and State level Commission for Protection of Child Rights in India, National Institute of Public Cooperation and Child Development, The Child Welfare Committee. Role of Social Work and Civil Society Organisations: Advocacy, Lobbying, Fact-finding.	12hrs	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		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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	CRIME AND CORRECTIONAL SERVICES			
Course Code	23USWEC32	L	P	C
Category	ELECTIVE	3	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To define the concepts in Crime➤ To understand the Laws related to Crime➤ To know the Correctional Procedures and Rules➤ To appreciate the Correctional Services for Adults and Children in India➤ To devise the role of Social Worker in the Prevention of Crime in India				
UNIT - I Crime		12hrs		
Meaning and Definition. Types of Crime. Causes of Crime. Types of Criminal Offenses. Principle and Methods of Prevention of Crime. Crime as a Social Problem				
UNIT - II Laws related to Crime		12hrs		
Brief outline or Summary of Indian Penal Code, 1860. Criminal Procedure Code, 1974. The Indian Evidence Act, 1872.				
UNIT - III Correctional Procedure and Rules		12hrs		
Brief outline or Summary of Prison Act, 1894. Juvenile Justice Act, 2000.				
UNIT - IV Correctional Services		12hrs		
Meaning, Definition, Types of Correctional Services. Role of Correctional Services – Counselling, Continuation of Education, Vocational Skill Training and Health Care				
UNIT - V Correctional Services – Adults and Children		12hrs		
Types of Correctional Services for Adults -Central Jail, District Jail, Sub Jail, Open Jail, Special Jail, Women's Jail, Borstal Schools. Children in Need of Care and Protection – Observation Home for Boys and Girls, Special Home, Children Home, Shelter Home, After-Care Organisation				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- Ahuja, R. (2012). Criminology. Jaipur: PremRawat for Rawat Publications.
- Ahuja, R. (1992). [Social Problems in India](#). Jaipur: Rawat publications
- Gaur Deo Krishna (2009) Textbook on the Indian Penal Code. New Delhi: Universal Law Publishing
- Sastry V.L.N. (2020) Crime and Politics in India. Chhattisgarh: Blue Diamond Publishing
- UnnithanPrabha N. (2013) Crime and Justice in India. New Delhi: Sage Publications

BOOKS FOR REFERENCES:

- Clinard, M. B., &Quinney, R. (2016). [Criminal Behavior Systems: A Typology](#). London: Routledge.
- MehrotraMamta (2014) Crimes Against Women In India – A Study. New Delhi: Ocean Books
- Turner, B. S. (2006). [The Cambridge dictionary of Sociology](#). Cambridge: Cambridge University Press.
- Rao, C. N. (2015). Indian Social Problems: A Sociological Perspective. S. Chand & Co.
- VarishisthaSarita (2021) Crime Against Children. New Delhi: K. K. Publications

WEB RESOURCES:

- ❖ <https://egyankosh.ac.in/bitstream/123456789/17182/1/Unit-6.pdf>
- ❖ <https://www.socialworkin.com/2021/09/type-of-correctional-setting.html>
- ❖ <https://ncrb.gov.in/en/crime-india>
- ❖ <https://www.india.gov.in/official-website-national-crime-records-bureau>
- ❖ <https://cybercrime.gov.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 outline the crimes and the correctional services								K1 to K4
CO2	To understand the various Laws and Legislations related to Crime								K1 to K4
CO3	To apply the knowledge acquired in the functioning of an Organisation								K1 to K4
CO4	To analyse the reasons for increasing rate of Crime in India								K1 to K4
CO5	To comment on the various Correctional Services in India								K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
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:						
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	
WEIGHTAGE						
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS						

LESSON PLAN:			
UNIT	CRIME AND CORRECTIONAL SERVICES	HRS	PEDAGOGY
I	Meaning and Definition. Types of Crime. Causes of Crime. Types of Criminal Offenses. Principle and Methods of Prevention of Crime. Crime as a Social Problem.	12hrs	Lecture & PPT
II	Brief outline or Summary of Indian Penal Code, 1860. Criminal Procedure Code, 1974. The Indian Evidence Act, 1872.	12hrs	Lecture & GD
III	Brief outline or Summary of Prison Act, 1894. Juvenile Justice Act,	12hrs	Lecture &

	2000.		GD
IV	Meaning, Definition, Types of Correctional Services. Role of Correctional Services – Counselling, Continuation of Education, Vocational Skill Training and Health Care.	12hrs	Lecture& PPT
V	Types of Correctional Services for Adults -Central Jail, District Jail, Sub Jail, Open Jail, Special Jail, Women’s Jail, Borstal Schools. Children in Need of Care and Protection – Observation Home for Boys and Girls, Special Home, Children Home, Shelter Home, After-Care Organisation	12hrs	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		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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	ENTREPRENEURSHIP DEVELOPMENT			
Course Code	23USWSC31	L	P	C
Category	SKILL	1	-	1
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To understand the concept of Entrepreneur and Entrepreneurship development in India.➤ To acquire skills and techniques required for successful entrepreneur.➤ To develop the ability to critically analyse scope and challenges of entrepreneurship.➤ To develop and understanding about different schemes and program related to entrepreneurship in India.➤ To identify the settings and fields to start up a social enterprise for social change.				
UNIT - I Introduction to Entrepreneurship		3hrs		
Meaning and concept of Entrepreneurship, Types of Entrepreneurships –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship. Evolution of term ‘Entrepreneurship,				
UNIT - II Entrepreneur types and characteristics		3hrs		
Entrepreneur- definition, Types of Entrepreneurs –Social entrepreneur, Serial entrepreneur, Life style entrepreneur. Entrepreneurial characteristics. Stages in Entrepreneurial process. The changing role of the entrepreneur.				
UNIT - III Entrepreneurship in India		3hrs		
Factors influencing entrepreneurship. Entrepreneurship development in India. Scope of entrepreneur development. Barriers to entrepreneurship Women entrepreneurs: Challenges and achievements of women entrepreneurs.				
UNIT - IV Social Entrepreneurship		3hrs		
Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business Entrepreneurship and Social Entrepreneurship. Social Entrepreneurship in India.				
UNIT - V Entrepreneurship Development and Government		3hrs		
Entrepreneurship as a tool for social change, Innovation and inventions, Skills of an entrepreneur Role of Central Government and State Government in promoting entrepreneurship with various incentives, subsidies, grants, programs, schemes and challenges				
Total Lecture Hours				15

BOOKS FOR STUDY:

- Khanna, S. S., Entrepreneurial Development, S. Chand, New Delhi.
- Kuratko, F. Donald, Richard M. Hodgetts, Entrepreneurship: Theory, Process, Practice, Thomson, 7th edition.
- Robert A. Philips Margret BonefielRitesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
- S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009
- Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources

BOOKS FOR REFERENCES:

- Desai, Vasant, Dynamics of Entrepreneurship: New Venture Creation, Prentice-Hall of India, New Delhi, Latest edition.
- Holt H. David, Entrepreneurship: New Venture Creation, Prentice- Hall of India, New Delhi, Latest edition. Bornstein, David, how to change the world: social entrepreneurs and the power of new ideas New York, Ny: oxford university press, 2004
- Patel, V. G., The Seven Business Crises and How to Beat Them, Tata McGraw-Hill, New Delhi, 1995.
- Roberts, Edward B.(ed 2002.), Innovation: Driving Product, Process, and Market Change, San Francisco: Jossey Bass,
- Zimmerer W. Thomas, Norman M. Scarborough (2007), Essentials of Entrepreneurship and Small Business Management, PHI,4 ed.

WEB RESOURCES:

- ❖ <https://www.iare.ac.in/>
- ❖ <https://www.creditmantri.com/>
- ❖ <https://startuptalky.com/>
- ❖ <https://www.yourarticlelibrary.com/>
- ❖ <https://openstax.org/books/entrepreneurship/pages/14-1-types-of-resources>

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 about the concept, Entrepreneur and Entrepreneurship development in India.	K1 & K2
CO2	To bring a change in the society by applying entrepreneurial tool.	K1 & K2
CO3	To relate to theories of entrepreneurship development.	K1 & K2
CO4	To apply the competencies and skills of an entrepreneur in the field.	K1 & K2
CO5	To demonstrate the use of different schemes and policies related to entrepreneurship for personal and professional development	K1 & K2

MAPPING WITH PROGRAM OUTCOMES:										
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:					
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
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	ENTREPRENEURSHIP DEVELOPEMNT	HRS	PEDAGOGY
I	Meaning and concept of Entrepreneurship, Types of Entrepreneurships –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship. Evolution of term ‘Entrepreneurship,	3hrs	Lecture & PPT
II	Entrepreneur- definition, Types of Entrepreneurs –Social entrepreneur, Serial entrepreneur, Life style entrepreneur. Entrepreneurial characteristics. Stages in Entrepreneurial process. The changing role of the entrepreneur.	3hrs	Lecture &GD

III	Factors influencing entrepreneurship. Entrepreneurship development in India. Scope of entrepreneur development. Barriers to entrepreneurship Women entrepreneurs: Challenges and achievements of women entrepreneurs.	3hrs	Lecture & GD
IV	Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business Entrepreneurship and Social Entrepreneurship. Social Entrepreneurship in India.	3hrs	Lecture & PPT
V	Entrepreneurship as a tool for social change, Innovation and inventions, Skills of an entrepreneur Role of Central Government and State Government in promoting entrepreneurship with various incentives, subsidies, grants, programs, schemes and challenges	3hrs	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.				

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	LIFE SKILLS FOR SOCIAL WORKERS			
Course Code	23USWSC32	L	P	C
Category	SKILL	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To outline the need and importance of Self-Awareness and Empathy for Social Workers➤ To explain Critical and Creative thinking and its importance in Life Skills➤ To implement the use of Problem Solving and Decision Making skills➤ To correlate the use of the Effective Communication and Interpersonal Relationship➤ To experiment to Cope with Stress and Emotions as Social Workers				
UNIT - I Self-Awareness and Empathy		6hrs		
Self-Awareness - Meaning, Importance, Need, Elements, Techniques for self awareness. Empathy – Meaning, Types, Difference between Empathy and Sympathy. Role of Self- Awareness and Empathy for Social Workers.				
UNIT - II Critical Thinking and Creative Thinking		6hrs		
Critical Thinking – Meaning, Importance, Steps, Skills required for Critical Thinking. Creative Thinking Relationship – Meaning, Importance, Benefits, Skills Difference between Critical Thinking and Creative Thinking.				
UNIT - III Decision Making and Problem Solving		6hrs		
Decision Making – Meaning, Importance, and Skills Needed for Good Decision Making. Problem Solving – Meaning, Need, Process and Ways to Improve Problem Solving skills.				
UNIT - IV Effective Communication and Interpersonal Relationship		6hrs		
Effective Communication – Meaning, Need and Importance, Benefits of Effective Communication Skills. Barriers. Interpersonal Relationship – Meaning, Need, Skills, Types and Advantages of Interpersonal Relationship.				
UNIT - V Coping with Stress and Coping with Emotions		6hrs		
Coping with Stress – Meaning, Need, Types of Stress and Different Coping Strategies, Importance of Coping with Emotions – Meaning, Skills, Need, Uses of Coping with Emotions and Different Coping Strategies for Emotions.				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- Benjamin, Deepak. and Joseph Tintu P. (2020) Life Skills, Kerala: Pentex Book Publications
- Mohanasundaram, (2020) Developing the Life Skills in Digital Era. Gujarat: Krishna Publication House
- Sharma K. Lalita. (2022) Life Skills Education in India, Madhya Pradesh: Nitya Publication
- Saravanakumar A. R. (2016) Life Skills Education Through Life Long Learning Solapur: Laxmi Book Publication
- Thomas Gracious (2006) Life Skills Education and Curriculum, New Delhi: Shipra Publications

BOOKS FOR REFERENCES:

- Jain, Usha and Kumar Rajiv, Jain. (2014) Life Skills, New Delhi: Vayu Education of India
- James, Larry. (2006) The First Books of Life Skills, Mumbai: Embassy Books
- Rao Ravikanth K. and Dinakar P. (2016), Life Skills Education, Hyderabad: Neelkamal Publications
- Swift Keilly (2021) Life Skills – Creativity, Problem Solving, Mindfulness, Empathy, Teamwork. Great Britain: Dorling Kindersley Penguin Random House
- Verma Shalini (2014) Development of Life Skills and Professional Practice. Noida: Vikas Publishing House

WEB RESOURCES:

- ❖ <https://hangoutagile.com/>
- ❖ <https://vikaspedia.in/>
- ❖ https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
- ❖ <https://special-learning.com/article/world-health-organization-explanation-of-life-skills/>
- ❖ <https://nutspace.in/10-core-life-skills/>

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 need and importance of Life Skills to Social Work	K1 & K2
CO2	To be able to relate the different life skills	K1 & K2
CO3	To apply the knowledge acquired in the practice of Social Work	K1 & K2
CO4	To analyse the skill imbibed in students	K1 & K2
CO5	To experiment the use of the Life Skills of Social Work in its practice	K1 & K2

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
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
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UNIT	LIFE SKILLS FOR SOCIAL WORKERS	HRS	PEDAGOGY
I	Self-Awareness - Meaning, Importance, Need, Elements, Techniques for self awareness. Empathy – Meaning, Types, Difference between Empathy and Sympathy. Role of Self- Awareness and Empathy for Social Workers.	6hrs	Lecture & PPT
II	Critical Thinking – Meaning, Importance, Steps, Skills. Creative Thinking Relationship – Meaning, Importance, Benefits, Skills Difference between Critical Thinking and Creative Thinking	6hrs	Lecture &GD
III	Decision Making – Meaning, Importance, and Skills Needed for Good	6hrs	Lecture &

	Decision Making. Problem Solving – Meaning, Need, Process and Ways to Improve Problem Solving skills.		GD
IV	Effective Communication – Meaning, Need and Importance, Skills, Barriers. Interpersonal Relationship – Meaning, Need, Skills, Types and Advantages of Interpersonal Relationship.	6hrs	Lecture &GD
V	Coping with Stress – Meaning, Need, Types of Stress and Different Coping Strategies, Importance of Coping with Emotions – Meaning, Skills, Need, Uses of Coping with Emotions and Different Coping Strategies for Emotions.	6hrs	Lecture &GD

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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	GREEN SOCIAL WORK			
Course Code	23USWEV31	L	P	C
Category	EVS	2	-	1
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To understand the concept of Green Social Work➤ To enrich and practice the profession of Social Work for environmental protection➤ To know the law and legislation related to Green Social Work➤ To critically analyse the environmental movements in India				
UNIT – I Basic concepts		3hrs		
Basic concepts related to ecology and Environment, Natural resources – Water, Forests, Minerals and Soils, Food production and conservation. Food web and Ecological Balance.				
UNIT – II Man and Environment		3hrs		
Relationship between man and Environment. Impact of Human development, Industry, Technological development on environment, Types of pollution and its impact, Need for environmental education.				
UNIT – III Green Social Work as a Profession		3hrs		
Green Social Work – Meaning, origin and process. International movements and Organisations related to Environmental protection				
UNIT – IV Green Social Work and Social Legislation		3hrs		
Forest Conservation Act, Environment Protection Act, Wildlife Prevention Act, Water and Air Prevention and Pollution Control Act.				
UNIT – V Environmental Movements in India		3hrs		
Narmada Bachao Andolan, Bishnoi Movement, The Chipko Movement. Silent Valley Movement et.al, Role of Social Worker – Catalyst, Environmentalist, Activist, Advocacy, Negotiation, Networking.				
Total Lecture Hours				15hrs

BOOKS FOR STUDY:

- Lena Dominelli (2018) Green Social Work: From environmental Crises to Environmental Justice, Rawat Publications Ltd.
- AlkaVerma& M.P. Dube (2015) Green Social Work: Environmental Protection, Pentagon Press
- Kaushik&Kaushik (2004) Perspective in Environmental Studies, 2ed. New Age International PLtd.
- Agarwal S.K. 1993. Environmental protection, Himalaya Publishers, New Delhi.
- Aradhana P.S. 1998. Environmental Management. Rajat Publishers. New Delhi.
- SusilaAppadurai. 2004. Environmental Studies. New Century Book House Publishers. Chennai.
- Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.

BOOKS FOR REFERENCES:

- Agarwal S K &Garg R K (1988) Environmental Issues and Researches in India
- Aggarwal, Nomita (2003) Social Auditing of Environmental Law in India, New Century Publications
- khtar, Rais (1990) Environmental Pollution and Health Problems, Ashish Pub. House
- AlkaVerma (2015) Green Social Work Environmental Protection, Pentagon Press
- 5. Florence Williams (2018) The Nature Fix – Why Nature makes us Happier, Healthier and More Creative

WEB RESOURCES:

- ❖ <https://swhelper.org/2016/10/13/green-social-work/>
- ❖ <https://www.youtube.com/watch?v=0AzzuQm-Uvs>
- ❖ <https://www.vifindia.org/article/2012/july/26/man-and-environment-in-india-past-traditions-and-present-challenges>
- ❖ https://en.wikipedia.org/wiki/Human_impact_on_the_environment

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 become aware of the role of a responsible citizen									K1 to K4	
CO2	To implement the profession of Green Social Work									K1 to K4	
CO3	To adapt and accommodate with the available natural resources									K1 to K4	
CO4	To effectively adhere to the limitations and restrictions to utilization of environment									K1 to K4	
CO5	To envision a holistic environment to the habitat									K1 to K4	

MAPPING WITH PROGRAM OUTCOMES:										
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:					
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
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	GREEN SOCIAL WORK	HRS	PEDAGOGY
I	Basic concepts related to ecology and Environment, . Natural resources – Food production and conservation. Food web and Ecological Balance.	3hrs	Lecture & PPT
II	Relationship between man and Environment. Impact of Human development, Industry, Technological development on environment, Types of pollution and its impact, Need for environmental education.	3hrs	Lecture & GD
III	Green Social Work – Meaning, origin and process. International movements and Organisations related to Environmental protection.	3hrs	Lecture&GL
IV	Forest Conservation Act, Environment Protection Act, Wildlife	3hrs	Lecture&IV

	Prevention Act, Water and Air Prevention and Pollution Control Act.		
V	Narmada Bachao Andolan, Bishnoi Movement, The Chipko Movement. Role of Social Worker – Catalyst, Environmentalist, Activist, Advocacy, Negotiation, Networking.	3hrs	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 – K4	25	K1		
AI	CO2	K1 – K4	25	K2		
CI	CO3	K1 – K4	25	K1		
AII	CO4	K1 – K4	25	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			

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	25	-	-	25	50	100
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	50	-	-	50	100	100
CIA II	K1	25	-	-	25	50	100
	K2	25	-	-	25	50	
	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 Project 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-K2	15	K1		
2	CO2	K1-K2	15	K2		
3	CO3	K1-K2	15	K1		
4	CO4	K1-K2	15	K2		
5	CO5	K1-K2	15	K1		
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)						

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	45	-	-	45	60	60
K2	30	-	-	30	40	40
K3	-	-	-	-	-	-
K4	-	-	-	-	-	-
Marks	75	-	-	75	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 (75 x 1 = 75 Marks)	
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K1	a)	b)
				c)	d)
3.	Unit - I	CO1	K1	a)	b)
				c)	d)
4.	Unit - I	CO1	K1	a)	b)
				c)	d)
5.	Unit - I	CO1	K1	a)	b)
				c)	d)
6.	Unit - I	CO1	K1	a)	b)
				c)	d)
7.	Unit - I	CO1	K1	a)	b)
				c)	d)
8.	Unit - I	CO1	K1	a)	b)
				c)	d)
9.	Unit - I	CO1	K1	a)	b)
				c)	d)
10.	Unit - I	CO1	K1	a)	b)
				c)	d)
11.	Unit - I	CO1	K1	a)	b)

				c)	d)
12.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
13.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
14.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
15.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
16.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
17.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
18.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
19.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
20.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
21.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
22.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
23.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
24.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
25.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
26.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
27.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
28.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
29.	Unit - II	CO2	K2		
				a)	b)

				c)	d)
30.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
31.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
32.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
33.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
34.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
35.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
36.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
37.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
38.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
39.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
40.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
41.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
42.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
43.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
44.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
45.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
46.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
47.	Unit - IV	CO4	K2		
				a)	b)

				c)	d)
48.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
49.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
50.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
51.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
52.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
53.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
54.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
55.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
56.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
57.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
58.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
59.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
60.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
61.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
62.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
63.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
64.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
65.	Unit - V	CO5	K1		
				a)	b)

				c)	d)
66.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
67.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
68.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
69.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
70.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
71.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
72.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
73.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
74.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
75.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

FOURTH SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	COMMUNITY ORGANIZATION AND SOCIAL ACTION			
Course Code	23USWCC41	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To define the concepts of Community organisation and Social Action as a Direct method used in Social Work practice➤ To understand the Principles and Processes in Community Organisation and Social Action.➤ To apply the models of Community Organisation and Social Action in different settings.➤ To acquire skills in Community Organisation and Social Action.➤ To identify the fields for the practice of Community Organisation and Social Action				
UNIT – I Community Organization				15hrs
Concept of Community, Community as a System, Characteristics and Types, Meaning and Definition of Community Organization, Values and Principles, History of Community Organization in UK, U.S.A. History of Community Organization in India.				
UNIT – II Community Organization as a method				15hrs
Community Organization as a process - Relationship Building, Study and Survey, Analysis, Assessment, Discussion Organization, Action, Reflection/Evaluation, Modification, Continuation. Participatory planning and introduction to Participatory Rural Appraisal. Concept and Dimensions of power, Leadership – Meaning, Types and Functions.				
UNIT – III Models, Approaches and Settings in Community Organization				15hrs
Models of Community Organisation -Jack Rothman’s 3 Models: Locality Development, Social Planning and Social Action; The social work approach, Political Activists approach, Neighbourhood maintenance / Community development approach. Gandhian Approach in working with Communities, Different Settings – Location, Sector, Role and Skills of a Community Organizer.				
UNIT – IV Social Action				15hrs
Social Action: Concept, Objectives, Principles of Legitimization, Credibility building, Multiple strategies, Dramatization. Strategies for social action .Scope of social action in India. Role of Social Worker in Social Action.				
UNIT – V Social Action Movements and Activists in India				15hrs
Environmental movements, Dalit Movement, Self help group Movement, Backward class movements. Social Activists in India .				
Total Lecture Hours				75hrs

BOOKS FOR STUDY:

- Schaffer, R. and Sheps, C. (1977). Community organization. Connecticut: Westport
- Joseph, S., & Mohan Dash, B. (2016). Community Organization in Social Work. Delhi: Discovery Publishing House Pvt Ltd.
- Burghardt, S. (1982). Organizing for community action. Beverly Hills, Calif.: Sage Publications.
- Hardina, D., n.d. Interpersonal social work skills for community practice.
- Sharma, S., 2022. Community Organization and Social Action. India: ABD Publishers.
- Raju, M., 2012. Community Organization and Social Action: Social Work Methods and Practice: Social Work Methods And Practices. India: Regal Publishers.

BOOKS FOR REFERENCES:

- Ross G Murray. (1955). Community Organization – Theory and Principles: Harper Publications.
- Marie Weil, (2004). The Handbook of Community Practice. Sage Publications.
- Clarke, S.,(2017). Community Organization and Development – From its history toward model for the future: The University of Chicago Press.
- Siddiqui HY., (2021). Working with Communities – An introduction to Community Work: Alternotes Press
- Cox M Fred., (1987). Strategies for Community Organization – Macro Practice: FE Peacock Publishers.

WEB RESOURCES:

- ❖ <http://glossary.org.in/>
- ❖ <https://www.socialworkin.com>
- ❖ <https://shodhganga.inflibnet.ac.in/>
- ❖ <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 become aware of the concept and features of the Community Organisation and Social Action as a direct method in Social Work Practice.	K1 to K4
CO2	To understand the Values and Principles determining the use of the method of Community Organisation and Social Action.	K1 to K4
CO3	To use appropriate theories, tools and models to resolve the problems of Communities.	K1 to K4
CO4	To examine competencies and skills necessary for working with different communities in various practice settings	K1 to K4
CO5	To evaluate the use of Community Organisation and Social Action in the context of Community dynamics.	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	M	S
CO 2	S	S	S	S	M
CO 3	S	S	M	S	S
CO 4	S	M	S	S	S
CO 5	M	S	S	S	S

WEIGHTAGE

WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS

LESSON PLAN:			
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UNIT	COMMUNITY ORGANISATION AND SOCIAL ACTION	HRS	PEDAGOGY
I	Concept of Community, Community as a System, Characteristics and Types, Meaning and Definition of Community Organization, Values and Principles, History of Community Organization in UK, U.S.A. History of Community Organization in India.	15hrs	Lecture & PPT
II	Community Organization as a process - Relationship Building, Study	15hrs	Lecture &

	and Survey, Analysis, Assessment, Discussion Organization, Action, Reflection/Evaluation, Modification, Continuation. Participatory planning and introduction to Participatory Rural Appraisal. Concept and Dimensions of power, Leadership – Meaning, Types and Functions.		GD
III	Models of Community Organisation -Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action;The social work approach, Political Activists approach, Neighbourhood maintenance/ Community development approach. Gandhian Approach in working with Communities, Different Settings – Location, Sector, Role and Skills of a Community Organizer.	15hrs	Lecture & GL
IV	Social Action: Concept, Objectives, Principles of Legitimization, Credibility building, Multiple strategies, Dramatization. Strategies for social action .Scope of social action in India. Role of Social Worker in Social Action.	15hrs	Lecture & GD
V	Environmental movements, Dalit Movement, Self help group Movement, Backward class movements. Social Activists in India .	15hrs	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		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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	FIELD WORK - IV			
Course Code	23USWCF42	L	P	C
Category	CORE	-	5	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To understand the functioning of a Community Based Organisation, its administrative structure, objectives, programmes➤ To acquire and develop skills in, planning, organizing, evaluation, recording, liaising, programme management, observation and teamwork.➤ To apply the knowledge of psychosocial aspects of individuals, groups and communities.➤ To develop the application of Social Work methods of dealing with individuals (Case Work) and communities (Community organization)➤ To participate in the process of networking with other organizations/agencies working in areas related to social issues/problems.				
UNIT - I	Organizational Profile			15
History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies				
UNIT - II	Various Methods of Social Work			15
Skills required in the practice of Case work, Group Work, community organization and Social Research. Evaluation of the effectiveness of methods and critical review.				
UNIT - III	Expertise of the Agency			15
Agency's success story, challenges faced, SWOT analysis, vision and mission				
UNIT - IV	Services provided by the agency			15
Services provided by the agency to the beneficiaries- Follow up and termination of services, adherence to professional ethics.				
UNIT - V	Social Legislation			15
Legislations applicable to the Organization, functioning of free legal aid clinics, legal support services to clients.				
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, **M Shardlow Steven, 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		10%	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	Understanding of the CBOs it's vision, mission, administrative structure, programmes, financial management and guidelines of the organization.	K1 to K4
CO2	Application of concepts and professional when working with individuals and groups.	K1 to K4
CO3	Insight into the basic values and ethics of social work profession and its relevance in the field.	K1 to K4
CO4	Professional and personal learnings to be demonstrated by consistent guidance of the field work supervisor.	K1 to K4
CO5	Identification and equipping with the needed skills in the relevant social work area.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:

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:**

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

LESSON PLAN:

UNIT	FIELD WORK - IV	HRS	PEDAGOGY
I	History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies	6hrs	Field based lecture & Practice
II	Skills required in the practice of Case work, Group Work, community organization and Social Research. Evaluation of the effectiveness of methods and critical review.	6hrs	Field based lecture & Practice
III	Agency's success story, challenges faced, SWOT analysis, vision and mission	6hrs	Field based lecture & Practice
IV	Services provided by the agency to the beneficiaries- Follow up and termination of services, adherence to professional ethics.	6hrs	Field based lecture & Practice
V	Legislations applicable to the Organization, functioning of free legal aid clinics, legal support services to clients	6hrs	Field based lecture & Practice

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	8				
	CO2	K2		8			
	CO3	K3			8		
	CO4	K3				8	
	CO5	K4					8
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		4	4	4	4	4
	Total Marks for each section		8	8	8	8	8

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	8					8	20	20
	K2		8				8	20	20
	K3			8	8		16	40	40
	K4					8	8	20	20
	Marks						40	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	Documentat ion	Content Clarity & Presenta tion	Communi cation	Learning	Agency Feedback
CIA	CO1	K1	12				
	CO2	K2		12			
	CO3	K3			12		
	CO4	K3				12	
	CO5	K4					12
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		6	6	6	6	6
	Total Marks for each section		12	12	12	12	12

Distribution of Marks with K Level CIA

	K Level	Attendance	Report writing	Content Clarity	Comm unicati on	Present ation	Total Marks	% of (Marks without choice)	Consolidate of %
CIA	K1	12					12	20	20
	K2		12				12	20	20
	K3			12	12		24	40	40
	K4					12	12	20	20
	Marks						60	100	100

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	HUMAN RIGHTS AND SOCIAL JUSTICE			
Course Code	23USWEC41	L	P	C
Category	ELECTIVE	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To define the concepts related to Human Rights and Social Justice.➤ To understand the Evolution of Human rights from International and National perspective➤ To implement the Fundamental Rights and Directive Principles➤ To explain Human Rights of Vulnerable Groups➤ To know the role of Role of Social Work in relation to Human Rights and the Role of Voluntary Organisations in defending Human Rights				
UNIT - I Overview of Human Rights		12 hrs		
Concept of Human Rights - Liberty, Equality and Justice- Universality and Indivisibility of Human Rights, Classification of Human Rights, Human Rights and Social Justice; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society				
UNIT - II Historical Overview of Human Rights (National & International Perspectives)		12hrs		
Origin and development of Human Rights in India - Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence.—Universal Declaration of Human Rights, International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR).				
UNIT - III Fundamental Duties and Rights		12hrs		
Fundamental Duties and Rights under the Indian Constitution, Preamble, Directive Principles of State Policy. Recent amendments of Indian Constitution.				
UNIT - IV Human Rights of Vulnerable Groups		12hrs		
Human Rights with Specific Reference to Women, Children, Refugees, Dalit, Tribes, LGBTQ, Prisoners.				
UNIT - V Role of social work in relation to human rights		12hrs		
Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy and Social Action. Human rights and voluntary organization at International, National and State level – Human rights commissions in India – National Human rights commission – Its constitution – power and Functions – Human rights court in districts.				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- AlokChakravati (2003) Protecting Human rights. Reference Press.
- Gupta, D.N (2003) Human Rights Acts, Statutes and Constitutional. Kalpaz Publications.
- Agarwal, H.O (2002) International Law and Human Rights, Central law Publications.
- Jayashre. P.M (2000) “Dalit human Rights Violation Vol.1”. National Campaign
- Ramphal (2001) Perspectives in human rights. Rajat publications
- Khanna, H.R (1980) “The Judicial System”. 11 P.A, New Delhi
- Bajwa G.S (1995) “Human rights in India”. Anmol Publishers

BOOKS FOR REFERENCES:

- Kohli S. A (2004) “Human Rights and Social Work- Issues, Challenges and Response”. Kanishka Publishers, New Delhi

WEB RESOURCES:

- ❖ [University of Minnesota Human Rights Library](#)
- ❖ [Human and Constitutional Rights - Web Resources and Documents](#)
- ❖ [Human and Constitutional Rights - National Links](#) has links to countries and the treaties they have signed as well as to human rights groups working on those countries, truth commissions, lots of stuff. A great resource!
- ❖ [Bibliography on Issues in Human Rights](#)
- ❖ [Derechos Human Rights Links - Articles on Human Rights](#) lots of great issue articles and country specific articles as well
- ❖ [Human Rights Education Association: Study Guides](#): The Study Guides offer introductions to various human rights topics. The guides present definitions, key rights at stake, human rights instruments, and protection and assistance agencies. They guides also offer links to the full text of international treaties relevant for the topic, and other useful resources on the HREA and University of Minnesota Human Rights Library web sites.
- ❖ Aboriginal Law and Legislation: <http://www.bloorstreet.com/300block/ablawleg.htm>
- ❖ [Armed Conflict Database](#)
- ❖ Geneva Conventions: http://avalon.law.yale.edu/subject_menus/lawwar.asp
- ❖ Truth Commissions Digital Collection (U.S. Institute of Peace: <http://www.usip.org/library/formin.html>

- ❖ [Encyclopedia of human rights \[electronic resource\]](#). Edited by David P. Forsythe. Oxford; New York: Oxford University Press, c2009. Trustee Reading Room Reference (DR) JC571 .E673 2009
- ❖ **Encyclopaedia of human rights and social justice**. Satya P. Kanan. 1st ed. New Delhi : Dominant Publishers and Distributors, c2006. Firestone Library (F) JC571 .K36 2006
- ❖ **Encyclopedia of war crimes and genocide**. Leslie Alan Horvitz and Christopher Catherwood. New York : Facts on File, c2006. Firestone Library (F) HV6322.7 .H67 2006
- ❖ **International encyclopedia of human rights: freedoms, abuses, and remedies**. Robert L. Maddex. Washington, D.C. : CQ Press, c2000. Firestone Library (F) JC571 .M3243 2000
- ❖ **Historical dictionary of human rights and humanitarian organizations**. Robert F. Gorman,

Edward S. Mihalkanin. 2nd ed. Lanham, Md. : Scarecrow Press, 2007
 Firestone Library: Non Circulating (Fnc) JC571 .G655 2007

- ❖ **A guide to human rights: institutions, standards, procedures.** Edited by JanuszSymonides and Vladimir Volodin; preface by Koïchiro Matsuura. 2003 ed. Paris: Unesco, 2003.
 Trustee Reading Room Reference (DR): Firestone JC571 .G85 2003
- ❖ **Basic documents on human rights.** Edited by Ian Brownlie and Guy S. Goodwin-Gill. 5th ed. Oxford ; New York : Oxford University Press, 2006.
 Firestone Library (F) K3238 .B37 2006

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 identify the concepts related to Human Rights and Social Justice	K1 to K4
CO2	To appreciate the historical evolution of Human Rights from International and National perspective	K1 to K4
CO3	To examine the Fundamental Rights and Directive Principles from Human Rights Perspective	K1 to K4
CO4	To analyse the Human Rights Challenges and Issues of Vulnerable Groups	K1 to K4
CO5	To evaluate the Role of Social Work and Organisations working for Human Right Issues	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:						
COS	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	S	S	S	S	S	
CO 2	S	S	S	M	S	
CO 3	S	S	S	S	S	
CO 4	S	S	S	M	S	
CO 5	S	M	M	S	S	
WEIGHTAGE						
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS						
LESSON PLAN:						
UNIT	HUMAN RIGHTS AND SOCIAL JUSTICE			HRS	PEDAGOGY	
I	Concept of Human Rights - Liberty, Equality and Justice- Universality and Indivisibility of Human Rights, Classification of Human Rights, Human Rights and Social Justice; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society.			12hrs	Lecture & PPT	
II	Origin and development of Human Rights in India - Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence-Universal Declaration of Human Rights, International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR).			12hrs	Lecture & GD	
III	Fundamental Duties and Rights under the Indian Constitution, Preamble, Directive Principles of State Policy. Recent amendments of Indian Constitution.			12hrs	Lecture &GD	
IV	Human Rights with Specific Reference to Women, Children, Refugees, Dalit, Tribes, LGBT, Prisoners.			12hrs	Lecture &GD	
V	Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy and Social Action. Human rights and voluntary organization at International, National and State level – Human rights commissions in India – National Human rights commission – Its constitution – power and Functions – Human rights court in districts.			12hrs	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		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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	PERSONS WITH DISABILITY AND REHABILITATION			
Course Code	23USWEC42	L	P	C
Category	ELECTIVE	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To provide basic knowledge of disability.➤ To understand the problems faced by persons with disability.➤ To identify various types and causes of disability.➤ To understand the role of various agencies and programmes in disability rehabilitation➤ To acquire insight into various legislations supporting persons with disability.				
UNIT - I Disability		12hrs		
Definition, concepts, and terminologies -impairment, handicapped, differently abled, functional, or participation limitations. Problems due to disability. Social construct – stigma, misconceptions, attitudes, discrimination. Personal construct – carrying out the day-to-day activity, education, employment, and relationships. Needs and problems of people with multiple disabilities. Women with disability – needs, challenges, issues related to reproductive health, violence, and abuse. Role of a social worker in disability management.				
UNIT - II Types of Disability		12hrs		
Magnitude, causes, and nature of disability – sensory, visual, hearing impairment, neuromuscular disability, learning disability, psychiatric, and multiple disabilities. Disability due to accidents – injuries and loss of organs.				
UNIT - III Disability in India		12hrs		
The extent of disability, and services for various disabilities by institutional and non-institutional agencies. Medical, social, psychological, legal, political, and Human rights approach to disability. Preventive measures for early detection of disabilities.				
UNIT - IV Rehabilitation		12hrs		
Definition, nature, and objectives. Role of Governmental and Non-Governmental agencies in disability rehabilitation – education and management of rehabilitation. Community and institution-based rehabilitation services. Role of Rehabilitation council in India. Roles and responsibilities of the Chief Commissioner and State Commissioners for PWDs. Role of a social worker in promoting the welfare of persons with disability.				
UNIT - V Legislations for persons with disabilities		12hrs		
The Rehabilitation Council of India Act, 1992. The Persons with Disabilities Act, 1995. Rights of Persons with Disabilities Act, 2016. The Mental Health Care Act 2017. The national trust for the welfare of persons with autism, cerebral palsy, mental retardation, and multiple disabilities Act, 1999. UN Convention Rights of persons with disability & on Human Rights.				
Total Lecture Hours				60hrs

BOOKS FOR STUDY:

- Albrecht, G., Seelman, K., Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
- Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
- Biglan A.W., VanHasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Pergamon Press.
- Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi: I.I.P.A
- Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.

BOOKS FOR REFERENCES:

- Bequer Ali & Anjali Sharma, (1997) Disability: Challengers, Response, Concerned Action, New Delhi,
- Dalal, Ajith. K (2018) Disability Rehabilitation and social work.
- MacDonald, John, (1995). Primary Health Care, London: Earthscan Publishers.
- Mohapatra C. S (2004) Disability management in India, challenges, and commitment, NIHM and Indian institute of public administration,
- Narasimha, M.C. & A.K. Mukherjee; (1986) Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi,

WEB RESOURCES:

- ❖ <https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/types-of-disabilities>
- ❖ https://www.jica.go.jp/activities/issues/social_sec/pdf/india_annex.pdf
- ❖ <https://www.drishtias.com/to-the-points/Paper2/issues-related-to-persons-with-disability>
- ❖ <https://disabilityaffairs.gov.in/content/>
- ❖ <https://www.un.org/esa/socdev/enable/disun.htm#:~:text=The%20United%20Nations%20provided%20assistance,setting%20up%20of%20rehabilitation%20Ocentre>

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 concept of disability and social work relevance in disability management.	K1 to K4
CO2	To analyze the social, personal, and environmental problems of persons with disability	K1 to K4
CO3	To evaluate the types and causes of various disabilities.	K1 to K4
CO4	To understand the rehabilitation services and methods in promoting the physical, mental, and economic well-being of persons with disability	K1 to K4
CO5	To apply the knowledge of various legislations in uplifting the lives of persons with disabilities	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	S
CO 2	S	S	S	M	S
CO 3	M	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

WEIGHTAGE

WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS

LESSON PLAN:			
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UNIT	PERSONS WITH DISABILITY AND REHABILITATION	HRS	PEDAGOGY
I	Definition, concepts, and terminologies -impairment, handicapped, differently abled, functional, or participation limitations. Problems due to disability. Social construct – stigma, misconceptions, attitudes, discrimination. Personal construct – carrying out the day-to-day activity, education, employment, and relationships. Needs and problems of people with multiple disabilities. Women with disability – needs,	12hrs	Lecture & PPT

	challenges, issues related to reproductive health, violence, and abuse. Role of a social worker in disability management.		
II	Magnitude, causes, and nature of disability – sensory, visual, hearing impairment, neuromuscular disability, learning disability, psychiatric, and multiple disabilities. Disability due to accidents – injuries and loss of organs.	12hrs	Lecture & GD
III	The extent of disability, and services for various disabilities by institutional and non-institutional agencies. Medical, social, psychological, legal, political, and Human rights approach to disability. Preventive measures for early detection of disabilities.	12hrs	Lecture &GD
IV	Definition, nature, and objectives. Role of Governmental and Non-Governmental agencies in disability rehabilitation – education and management of rehabilitation. Community and institution-based rehabilitation services. Role of Rehabilitation council in India. Roles and responsibilities of the Chief Commissioner and State Commissioners for PWDs. Role of a social worker in promoting the welfare of persons with disability.	12hrs	Lecture &GD
V	The Rehabilitation Council of India Act, 1992. The Persons with Disabilities Act, 1995. Rights of Persons with Disabilities Act, 2016. The Mental Health Care Act 2017. The national trust for the welfare of persons with autism, cerebral palsy, mental retardation, and multiple disabilities Act, 1999. UN Convention Rights of persons with disability & on Human Rights.	12hrs	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		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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INTRODUCTION TO COMPETITIVE EXAMINATIONS			
Course Code	23USWSC41	L	P	C
Category	SKILL	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To instil fundamental numeracy skill and General Knowledge among students to meet the competitive examinations for better job opportunity.➤ Identify logical relations among statements; and analyze logically complex statements into their truth-functional or quantificational components.➤ Enable students to critically analyze information to order, to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.➤ To explore and apply key concepts in General Knowledge & logical thinking to personal and workplace problems.				
UNIT - I History & Culture of India				6hrs
History of India & Indian National Movement. Indian & World Geography – Physical, Social, Economic Geography of India & the World. Indian Heritage and Culture. Indus Valley Civilization – Guptas, Delhi Sultans, Mughals and Marathas – South Indian History.				
UNIT - II Science & Technology				6hrs
Science and Technology- developments and their applications and effects in everyday life. Achievements of Indians in science & technology; indigenization of technology and developing new technology. Awareness in the fields of IT, Space, Computers, robotics, Nano-technology, bio-technology and issues relating to intellectual property rights.				
UNIT - III Indian Polity				6hrs
Constitution of India – Preamble to the Constitution – Salient features of the Constitution – Union, State and Union Territory. Citizenship, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Union Executive, Union Legislature – State Executive, State Legislature – Local Governments, Panchayat Raj. Spirit of Federalism: Centre - State Relationships. Election – Judiciary in India – Rule of Law.				
UNIT - IV Aptitude and Mental ability				6hrs
Simplification – Percentage – Highest Common Factor (HCF) – Lowest Common Multiple (LCM). Ratio and Proportion. Simple Interest – Compound Interest – Area – Volume – Time and Work. Logical Reasoning – Puzzles – Dice – Visual Reasoning – Alpha Numeric Reasoning – Number Series.				
UNIT - V Current Affairs				6hrs
Latest diary of events – National symbols – Profile of states – Eminent personalities and places in news – Sports – Books and Authors. Welfare Scheme of Government – Political parties and Political system in Tamil Nadu and India. Latest inventions in Science and Technology –Current Socio – Economic issues.				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- AnantaAshisha, S. B. (2020). Data Interpretation & Data Sufficiency. India: Arihant Publication India Limited.
- Singh, A. (2021). Verbal Ability & Reading Comprehension. India: Arihant Publication India Limited.
- Bakshi, S. (2021). Objective General English. India: Arihant Publication India Limited.
- Science & Technology for UPSC & State PSC Civil Services Prelim & Main Exams. (2020). (n.p.): Disha Publications.
- Aggarwal, R. S. (2017). Quantitative Aptitude for Competitive Examinations. India: S. Chand Limited.

BOOKS FOR REFERENCES:

- Husain, M. (2020). Indian and World Geography: For Civil Services Preliminary and Main Examinations. India: McGraw Hill Education (India) Private Limited.
- How to Crack Test Of Reasoning- REVISED EDITION. (2018). India: Arihant Publication India Limited.
- Disha Experts. (2018). Shortcuts in Reasoning (Verbal, Non-Verbal, Analytical & Critical) for Competitive Exams 2nd Edition. India: Disha Publication.
- Knowles, R., Wareing, J. (2014). Economic and Social Geography. United Kingdom: Elsevier Science.
- A New Approach to Reasoning Verbal & Non-Verbal. (2014). (n.p.): Arihant Publications India limited.

WEB RESOURCES:

- ❖ <https://www.indiabix.com/>
- ❖ <https://aptitudeclass.com/>
- ❖ <https://free.aicte-india.org/Quantitative-Aptitude-Basics.php>
- ❖ <https://freeupscmaterials.org/>
- ❖ <https://www.iimu.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 understand the basic concepts of History, Geography, Science and Technology & quantitative ability and the basic concepts of logical reasoning Skills.	K1 & K2
CO2	To assesses the ability to process data and arrive at logical conclusions.	K1 & K2
CO3	To solve campus placements aptitude papers covering General Knowledge , Quantitative Ability, Logical Reasoning Ability etc.	K1 & K2
CO4	To Test the ability to assimilate and comprehend formal written English. Test your vocabulary, word usage, grammar and verbal reasoning.	K1 & K2
CO5	To write various competitive exams like CAT, GRE, GATE, UPSC, RRB, SSC, Banking etc.	K1 & K2

MAPPING WITH PROGRAM OUTCOMES:										
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:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	M	S	S	M	S
CO 2	M	M	M	M	M
CO 3	M	M	M	M	M
CO 4	M	M	M	M	M
CO 5	M	M	M	M	M
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	INTRODUCTION TO COMPETITIVE EXAMINATIONS	HRS	PEDAGOGY
I	History of India & Indian National Movement. Indian & World Geography – Physical, Social, Economic Geography of India & the World. Indian Heritage and Culture. Indus Valley Civilization – Guptas, Delhi Sultans, Mughals and Marathas – South Indian History.	6hrs	Lecture & PPT
II	Science and Technology- developments and their applications and	6hrs	Lecture &

	effects in everyday life. Achievements of Indians in science & technology; indigenization of technology and developing new technology. Awareness in the fields of IT, Space, Computers, robotics, Nano-technology, bio-technology and issues relating to intellectual property rights.		GD
III	Constitution of India – Preamble to the Constitution – Salient features of the Constitution – Union, State and Union Territory. Citizenship, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Union Executive, Union Legislature – State Executive, State Legislature – Local Governments, Panchayat Raj. Spirit of Federalism: Centre - State Relationships. Election – Judiciary in India – Rule of Law.	6hrs	Lecture & GL
IV	Simplification – Percentage – Highest Common Factor (HCF) – Lowest Common Multiple (LCM). ii. Ratio and Proportion. iii. Simple Interest – Compound Interest – Area – Volume – Time and Work. iv. Logical Reasoning – Puzzles – Dice – Visual Reasoning – Alpha Numeric Reasoning – Number Series.	6hrs	Lecture & IV
V	Latest diary of events – National symbols – Profile of states – Eminent personalities and places in news – Sports – Books and Authors. Welfare Scheme of Government – Political parties and Political system in Tamil Nadu and India. Latest inventions in Science and Technology – Geographical Land Marks – Current Socio – Economic issues.	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.				

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	RURAL CAMP AND SOCIAL WORK SKILLS			
Course Code	23USWSF41	L	P	C
Category	SKILL	-	-	1

COURSE OBJECTIVES:

- To understand the socio-economic and cultural condition of rural life and work collaboratively as a team with a positive approach.
- To integrate into practice, essential life values, like simple living, living with minimal facilities, and putting into practice the concept of dignity of labour and self-discipline.
- To facilitate exposure by working with underprivileged citizens, including children, women, youth, and senior citizens, as well as oppressed groups including dalits, bonded laborers, and tribal people.
- To develop suitable skills in processes like decision-making, planning, Organising, and executing plans of action, coordinating, recording and report writing.
- To utilize street theatre and other types of traditional art forms to create awareness on social issues.

UNIT - I Pre-Camp and Form Committees 5

- Identify & Form Committees
- Describe Committee Roles & Member's Responsibilities
- Engage in Committee Tasks
- Involve in Pre-Camp Planning

UNIT - II Pilot Visits & Finalization of Camp Site 5

- Prepare for Pilot Visits
- Undertake the Visits
- Present & engage in Critical Evaluation

UNIT - III Finalization of Camp Theme & Camp Schedule 5

- Engage in analytical evaluation and finalization of camp theme
- Draft the Camp Schedule
- Demonstrate Leadership Initiatives

UNIT - IV On-Camp Phase**15**

- Accomplishment of Course Objectives
- Analysis on Rural Socio-Political & Economic Realities
- Hands-on Exposure to Participatory Rural Appraisal
- Inputs on Local Governance & Administration through Local Leaders
- Engage in Manual Labour
- Involve in Community Visits- Interaction with People & subsequent assessments
- Be part of Various Teams to execute
- Rural Camp related tasks
- Participate in evolving need-based programmes using theatre skills & indigenous folk arts to address concerns observed in the community
- Appreciate the need for Group Living
- Practice the art of accommodative reciprocal symbiosis
- Contextual Self-Reflection & Self-Analysis & Sharing of consolidated and cumulative understanding of the process and outcome
- Developing skills for Professional Development

UNIT - V Post Camp Phase**5**

- Integrative Understanding on the Process and Procedures of Rural Realities & Group Living
- Reflective Evaluation
- Individual Analytical Report
- Group Presentation
- Consolidated Batch Report

Total Lecture Hours 35

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 understand the key features of rural life and its realities									K1 to K4
CO2	To illustrate skills for group living and interpret its dynamics.									K1 to K4
CO3	To demonstrate skills for organizing, planning, execution of tasks, identifying and Mobilizing resources.									K1 to K4
CO4	To be sensitive to the socio-political and cultural implications in rural life, more Specifically among the marginalized and vulnerable groups.									K1 to K4
CO5	To design and Create contextual programmes to address rural concerns affecting the locality.									K1 to K4
CO6	To develop Professional Skills and utilise it in the field.									K1 to K4
MAPPING WITH PROGRAM OUTCOMES:										
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:										
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					
CO 6	S	S	S	S	S					
WEIGHTAGE										
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS										
LESSON PLAN:										
UNIT	RURAL CAMP AND SOCIAL WORK SKILLS						HRS	PEDAGOGY		
I	Pre-Camp and Form Committees <ul style="list-style-type: none"> Identify & Form Committees Describe Committee Roles & Member's Responsibilities 						5	Field based Learning and		

	<ul style="list-style-type: none"> Engage in Committee Tasks Involve in Pre-Camp Planning 		practice
II	Pilot Visits & Finalization of Camp Site <ul style="list-style-type: none"> Prepare for Pilot Visits Undertake the Visits Present & engage in Critical Evaluation 	5	Field based Learning and practice
III	Finalization of Camp Theme & Camp Schedule <ul style="list-style-type: none"> Engage in analytical evaluation and finalization of camp theme Draft the Camp Schedule Demonstrate Leadership Initiatives 	5	Field based Learning and practice
IV	On-Camp Phase <ul style="list-style-type: none"> Accomplishment of Course Objectives Analysis on Rural Socio-Political & Economic Realities Hands-on Exposure to Participatory Rural Appraisal Inputs on Local Governance & Administration through Local Leaders Engage in Manual Labour Involve in Community Visits-Interaction with People & Subsequent assessments Be part of Various Teams to execute Rural Camp related tasks Participate in evolving need-based programmes using theatre skills & indigenous folk arts to address concerns observed in the community Appreciate the need for Group Living Practice the art of accommodative reciprocal symbiosis Contextual Self-Reflection & Self-Analysis & Sharing of consolidated and cumulative understanding of the process and outcome Developing for Professional Development 	15	Field based Learning and practice
V	Post Camp Phase <ul style="list-style-type: none"> Integrative Understanding on the Process and Procedures of Rural Realities & Group Living Reflective Evaluation Individual Analytical Report Group Presentation Consolidated Batch Report 	5	Field based Learning and practice

**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	Documentat ion	Content Clarity & Presenta tion	Communic ation	Learning	Agency Feedback
CIA	CO1	K1	15				
	CO2	K2		15			
	CO3	K3			15		
	CO4	K3				15	
	CO5	K4					15
Question Pattern CIA		No. of Question s to be asked	2	2	2	2	2
		No. of Question s 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 SOCIAL WORK

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	ENVIRONMENTAL JUSTICE AND SOCIAL WORK			
Course Code	23USWEV43	L	P	C
Category	EVS	2	-	1
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To disseminate the concept of Environmental justice➤ To enrich and practice the profession of Social Work in a just environment➤ To preserve the natural resources for human habitat➤ To know the law and legislation related to environment➤ To critically analyse the social movements in India				
UNIT - I Environmental Justice				6hrs
Environmental Justice - Introduction, Definition, Meaning and Nature and history. Understanding Environment, Ecology and Green Social Work.				
UNIT - II Environmental Discrimination				6hrs
Society and Environment, Human Behaviour and Environment. Environmental Issues and impact.				
UNIT - III Man and Environment				6hrs
Green Revolution, Impact of Population. Depletion of Natural resources. Food web and Ecological Balance.				
UNIT - IV Environment and Social Legislation				6hrs
India - Environmental Justice Act 2021. US – National Environment Policy Act. The Forest Rights Act (FRA) or the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006. Human Rights and Environment.				
UNIT - V Social Work and environment				6hrs
Environmental Sustainability and Climate Change. Role of Social Worker – Catalyst, Environmentalist, Activist, Advocacy.				
Total Lecture Hours				30hrs

BOOKS FOR STUDY:

- AnubhaKaushik (2018) Perspectives in Environmental Studies
- Bilal M Bhat (2021) Environment and Ecology
- Christina L Erickson (2018) Environmental Justice as Social Work Practice
- ErachBarucha (2021) Text Book of Environmental Studies for Under Graduate
- Kullar D R (2021) Environment and Disaster Management: Ecology, Climate Change and Biodiversity

BOOKS FOR REFERENCES:

- Agarwal S K &Garg R K (1988) Environmental Issues and Researches in India
- Aggarwal, Nomita (2003) Social Auditing of Environmental Law in India, New Century Publications
- Akhtar, Rais (1990) Environmental Pollution and Health Problems, Ashish Pub. House
- AlkaVerma (2015) Green Social Work Environmental Protection, Pentagon Pres
- Pranav Kumar (2021) Fundamentals of Ecology and Environment

WEB RESOURCES:

- ❖ http://uprtou.ac.in/syllabus/28_09_2020_PGDGSW_2020_21.pdf
- ❖ <https://casi.sas.upenn.edu/iit/brototiroy>
- ❖ <https://www.energy.gov/lm/services/environmental-justice/what-environmental-justice>
- ❖ <https://www.environmentalscience.org/>
- ❖ <https://studycorgi.com/research-environmental-discrimination-and-environmental-justice/>

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 become aware of the role of a responsible citizen									K1 to K4	
CO2	To implement the Environmental justice in the Social Work									K1 to K4	
CO3	To adapt and accommodate with the available natural resources									K1 to K4	
CO4	To effectively adhere to the limitations and restrictions to utilization of environment									K1 to K4	
CO5	To evaluate the importance of social movements and the role of social worker									K1 to K4	

MAPPING WITH PROGRAM OUTCOMES:										
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:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	M
CO 2	S	S	S	M	S
CO 3	S	S	S	S	S
CO 4	S	M	S	S	S
CO 5	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:			
UNIT	ENVIRONMENTAL JUSTICE AND SOCIAL WORK	HRS	PEDAGOGY
I	Environmental Justice - Introduction, Definition, Meaning and Nature and History. Understanding Environment, Ecology and Green Social Work.	6hrs	Lecture & PPT
II	Society and Environment, Human Behaviour and Environment. Environmental Issues and impact.	6hrs	Lecture & GD
III	Green Revolution, Impact of Population. Depletion of Natural resources. Food web and Ecological Balance.	6hrs	Lecture & GL
IV	India - Environmental Justice Act 2021. US – National Environment	6hrs	Lecture &

	Policy Act. The Forest Rights Act (FRA) or the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006. Human Rights and Environment.		IV
V	Environmental Sustainability and Climate Change. Role of Social Worker – Catalyst, Environmentalist, Activist, Advocacy.	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 – K4	25	K1		
AI	CO2	K1 – K4	25	K2		
CI	CO3	K1 – K4	25	K1		
AII	CO4	K1 – K4	25	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			

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	25	-	-	25	50	100
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	50	-	-	50	100	100
CIA II	K1	25	-	-	25	50	100
	K2	25	-	-	25	50	
	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 Project 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-K2	15	K1		
2	CO2	K1-K2	15	K2		
3	CO3	K1-K2	15	K1		
4	CO4	K1-K2	15	K2		
5	CO5	K1-K2	15	K1		
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)						

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	45	-	-	45	60	60
K2	30	-	-	30	40	40
K3	-	-	-	-	-	-
K4	-	-	-	-	-	-
Marks	75	-	-	75	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 (75 x 1 = 75 Marks)	
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K1	a)	b)
				c)	d)
3.	Unit - I	CO1	K1	a)	b)
				c)	d)
4.	Unit - I	CO1	K1	a)	b)
				c)	d)
5.	Unit - I	CO1	K1	a)	b)
				c)	d)
6.	Unit - I	CO1	K1	a)	b)
				c)	d)
7.	Unit - I	CO1	K1	a)	b)
				c)	d)
8.	Unit - I	CO1	K1	a)	b)
				c)	d)
9.	Unit - I	CO1	K1	a)	b)
				c)	d)
10.	Unit - I	CO1	K1	a)	b)
				c)	d)
11.	Unit - I	CO1	K1	a)	b)
				c)	d)
12.	Unit - I	CO1	K1		

				a)	b)
				c)	d)
13.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
14.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
15.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
16.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
17.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
18.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
19.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
20.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
21.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
22.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
23.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
24.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
25.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
26.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
27.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
28.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
29.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
30.	Unit - II	CO2	K2		

				a)	b)
				c)	d)
31.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
32.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
33.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
34.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
35.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
36.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
37.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
38.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
39.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
40.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
41.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
42.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
43.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
44.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
45.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
46.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
47.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
48.	Unit - IV	CO4	K2		

				a)	b)
				c)	d)
49.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
50.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
51.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
52.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
53.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
54.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
55.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
56.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
57.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
58.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
59.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
60.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
61.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
62.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
63.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
64.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
65.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
66.	Unit - V	CO5	K1		

				a)	b)
				c)	d)
67.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
68.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
69.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
70.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
71.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
72.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
73.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
74.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
75.	Unit - V	CO5	K1		
				a)	b)
				c)	d)