

SOCIAL WORK

Syllabus

Program Code: USW

2024 - 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 2024-2025 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					
24USWCC31	Social Group Work	5	5	25	75	100
24USWCF31	Field Work – III	5	5	40	60	100
Part - III	Elective courses					
24USWEC31 (OR)	Child Rights and Welfare Programmes (OR)	3	3	25	75	100
24USWEC32	Crime and Correctional Services					
Part - IV	Skill Based courses					
24USWSC31	Entrepreneurship Development	1	1	25	75	100
24USWSC32	Life Skills for Social Workers	2	2	25	75	100
Part - IV	Mandatory course					
24USWEV31	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					
24USWCC41	Community Organization and Social Action	5	5	25	75	100
24USWCF42	Field Work – IV	5	5	40	60	100
Part - III	Elective courses					
24USWEC41 (OR)	Human Rights and Social Justice (OR)	4	3	25	75	100
24USWEC42	Persons with Disability and Rehabilitation					
Part - IV	Skill Based courses					
24USWSC41	Introduction to Competitive Examinations	2	2	25	75	100
24USWSF41	Rural Camp and Social Work Skills	-	1	40	60	100
Part - IV	Mandatory course					
24USWEV41	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 2024-2025 AND AFTER

Course Name	Social Group Work			
Course Code	24USWCC31	L	P	C
Category	Core	5	-	5

COURSE OBJECTIVES:

- 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. Lorriaie & 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	24USWCF31	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 EducationalSetting				15hrs
Formal schools, non- formal/adult education centres, in come 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 &CivicAdministrationCentres				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	Field Work – III	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	24USWEC31	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 2024-2025 AND AFTER**

Course Name	Crime and Correctional Services			
Course Code	24USWEC32	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 2024-2025 AND AFTER**

Course Name	Entrepreneurship Development			
Course Code	24USWSC31	L	P	C
Category	Skill	1	-	1

COURSE OBJECTIVES:

- 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 2024-2025 AND AFTER

Course Name	Life Skills for Social Workers			
Course Code	24USWSC32	L	P	C
Category	Skill	2	-	2
COURSE OBJECTIVES:				
<div><div>➤</div>To outline the need and importance of Self-Awareness and Empathy for Social Workers</div> <div><div>➤</div>To explain Critical and Creative thinking and its importance in Life Skills</div> <div><div>➤</div>To implement the use of Problem Solving and Decision Making skills</div> <div><div>➤</div>To correlate the use of the Effective Communication and Interpersonal Relationship</div> <div><div>➤</div>To experiment to Cope with Stress and Emotions as Social Workers</div>				
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	
After studying this course, the students will be able to:											
C01	To find the need and importance of Life Skills to Social Work									K1 & K2	
C02	To be able to relate the different life skills									K1 & K2	
C03	To apply the knowledge acquired in the practice of Social Work									K1 & K2	
C04	To analyse the skill imbibed in students									K1 & K2	
C05	To experiment the use of the Life Skills of Social Work in its practice									K1 & K2	
MAPPING WITH PROGRAM OUTCOMES:											
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
C01	2	2	1	2	2	2					
C02	3	3	2	3	3	3					
C03	3	3	2	3	3	3					
C04	3	2	2	2	3	3					
C05	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	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 2024-2025 AND AFTER

Course Name	Green Social Work			
Course Code	24USWEV31	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 2024-2025 AND AFTER

Course Name	Community Organization and Social Action			
Course Code	24USWCC41	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	
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:											
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		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:											
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 2024-2025 AND AFTER

Course Name	Field Work - IV			
Course Code	24USWCF42	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, **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_FieldworkManual.pdf

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED			ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL			✓
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	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 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 2024-2025 AND AFTER

Course Name	Human Rights and Social Justice			
Course Code	24USWEC41	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
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:										
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 AI	CO1	K1 – K4	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K4	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K4	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	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 2024-2025 AND AFTER

Course Name	Persons with Disability and Rehabilitation			
Course Code	24USWEC42	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., VamJasselt 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.drishtiias.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%20centre>

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 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:										
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	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:			
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 2024-2025 AND AFTER

Course Name	Introduction to Competitive Examinations			
Course Code	24USWSC41	L	P	C
Category	Skill	2	-	2

COURSE OBJECTIVES:

- 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 AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	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 2024-2025 AND AFTER

Course Name	Rural Camp and Social Work Skills			
Course Code	24USWSF41	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 CommitteesDescribe 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 2024-2025 AND AFTER

Course Name	Environmental Justice and Social Work			
Course Code	24USWEV41	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
- Alka Verma (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_PGDSW_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 Hisory. 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)