

MSW

Syllabus

Program Code: PSW

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
MSW 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
FIRST SEMESTER						
Part – III	Core courses					
24PSWCC11	Social Work Profession	6	5	25	75	100
24PSWCC12	Social Case Work	6	5	25	75	100
24PSWCC13	Social Group Work	6	5	25	75	100
Part – III	Elective courses					
24PSWEF11	Field Work – I	6	3	40	60	100
24PSWEC11	Society and Human Behaviour	6	3	25	75	100
24PSWEC12	Sociological and Psychological Foundations for Social Work					
Total		30	21	140	360	500
SECOND SEMESTER						
Part – III	Core courses					
24PSWCC21	Community Organization and Social Action	6	5	25	75	100
24PSWCC22	Social Work Research and Statistics	6	5	25	75	100
24PSWCC23	Social Welfare Administration and Social Legislation	6	4	25	75	100
Part – III	Elective courses					
24PSWEF21	Field Work – II	5	3	40	60	100
24PSWEC21	Green Social Work	5	3	25	75	100
24PSWEC22	Entrepreneurship Development					
Part – IV	Skill Enhancement course					
24PSWSC21	Life Skills for Social Work	2	1	25	75	100
Total		30	21	165	435	600
24PSWIN31	Summer Internship Training	-	-	-	-	-

***At the end of the semester, all the students should complete their internship during the summer vacation (April - May) for which the marks with due credits will be awarded in the third semester**

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
THIRD SEMESTER						
Part – III	Core courses					
CORE - I						
24PSWCD31	Rural Community Development	6	4	25	75	100
24PSWCD32	Human Resource Management					
24PSWCD33	Medical Social Work					
CORE - II						
24PSWCD34	Tribal Development in India	6	4	25	75	100
24PSWCD35	Labour Legislations					
24PSWCD36	Mental Health and Psychiatric Disorders					
CORE - III						
24PSWCF31	Field Work – III	6	5	40	60	100
Part – III	Elective courses					
24PSWEC31	Counseling in Social Work	4	4	25	75	100
24PSWEC32	Public Health in India					
Part - IV	Skill Enhancement course					
24PSWSC31	Skills for Competitive Examinations	2	2	25	75	100
Part - IV	Non Major Elective courses					
24PSWNM31	Disaster Management	6	3	25	75	100
24PSWNM32	Corporate Social Responsibility					
Part - IV	Mandatory Course					
24PSWIN31	Summer Internship Training	-	1	40	60	100
Total		30	23	205	495	700
FOURTH SEMESTER						
Part – III	Core courses					
CORE - I						
24PSWCD41	Urban Community Development	6	4	25	75	100
24PSWCD42	Industrial Relations and Employee Welfare					
24PSWCD43	Psychiatric Social Work					
CORE - II						
24PSWCD44	NGO Management	6	4	25	75	100
24PSWCD45	Organizational Behaviour					
24PSWCD46	Clinical Social Work					
CORE - III						
24PSWCD47	Project Management for Community Development	6	4	25	75	100
24PSWCD48	Strategic Human Resource Management					
24PSWCD49	Therapeutic Intervention in Social Work					
24PSWPR41	Research Project and Viva - Voce	6	5	40	60	100
Part – III	Elective course					

24PSWEF41	Field Work – IV	6	5	40	60	100
Part – IV	Skill Enhancement course					
24PSWIN41	Block Placement Training	-	2	40	60	100
Part - V	Extension Activities					
24PEXTG41	Study Tour	-	1	40	60	100
Total		30	25	235	465	700
Grand Total		120	90	745	1755	2500

THIRD SEMESTER



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)

DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2024-2025 AND AFTER

Course Name	Rural Community Development			
Course Code	24PSWCD31	L	P	C
Category	Core	6	-	4

COURSE OBJECTIVES:

- To understand the rural economic structure in India
- To understand the rural social and political structure in India
- To understand the Rural Infrastructure in India
- To understand the issues prevailing in rural areas
- To have a better understanding about the rural administration and programmes for rural development in India
- To gain competencies in the field of rural community development.

UNIT - I Rural Community 15

Rural- Definition and Characteristics. Concepts of Rural Community and Rural Development. Rural Community Development: Definition, Concept, Objectives, Models and Approaches to Rural Community Development. : Broad front Approaches, Sectoral Approach, Participatory Approach, Area Development Approach, Target Approach, Basic Needs Approach, Community-driven development (CDD) Approach -- Gandhian Constructive Programme – Contribution of Vinobaji.

UNIT - II Rural Socio–Political Institutions and Processes 15

Rural Socio –Political Institutions and Processes: Society and Social Structure, Social Mobility, Social Changes, Caste Structure. Rural Literacy, causes for Low Literacy Rate, Corrective measures to increase

The literacy in rural area. PRI's-the Grama Panchayats and Power and Functions, Decentralized Governance Impact of Decentralized Governance on Rural Development.

UNIT - III Rural Infrastructure 15

Concept of Village, Settlement pattern, Factors for pattern of settlement. The Problem of Housing, Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private). Nirmala Grama, Rural Electrification-Adhesiveness and targets. Community Buildings- Hospitals, Schools, Community Halls etc.

UNIT - IV Rural development programmes in India 15

Concepts, approaches and strategies of Rural Development, Experiments in Rural Development. Rural development programmes in india: Mahatma Gandhi National Rural Employment Guarantee Act(MGNREGA)2005:DeenDayalAntyodayaYojana –National Rural Livelihoods Mission (DAY-NRLM):PradhanMantri Gram Sadak Yojana (PMGSY): Pradhan Mantri AwasYojana – Gramin, Pradhan Mantri Adarsh Gram Yojana (PMAGY): SaansadAdarsh GramYojana (SAGY): National Rural Mission (NRuM): The National Social Assistance Programme (NSAP) Mission Antyodaya.

UNIT - V Rural Administration**15**

Rural Administration Rural development administration in local, block, state and national level. DRDA (District Rural Development Agency), NABARD (The National Bank for Agriculture and Rural Development), CAPART (Council for Advancement of People's Action and Rural Technology), NIRD (National Institute of Rural Development), SIRD (State Institute of Rural Development). Role of social worker in rural community development.

Total Lecture Hours**75****BOOKS FOR STUDY:**

- Gupta K. R. (2010) Rural Development in India, Atlantic; Latest edition (1 January 2010); Atlantic Publishers & Distributors Pvt Ltd, ISBN-13 : 978-8126913930
- Madhusudan Ghose, & A.K (2013) Rural Development in India – Challenges and Prospects, Serials Publications, New Delhi, ISBN: 978-8183875929
- Katar Singh (2009) Rural Development: Principles, Policies & Management Sage Publication, ISBN: 978-81-8387-592-9
- Sagar Mondal (2012) Text Book of Rural Development Entrepreneurship and communication skills, Kalyani Publishers, ISBN: 978-93-272-2069-8.
- Shankar Rao, (2000), Sociology., S. Chand & Company, New Delhi., 6th Edition.

BOOKS FOR REFERENCES:

- Agarwal, Bina. 1994. A Field of One's Own; Gender and Land Rights in South Asia. Cambridge University Press. New Delhi.
- Breman, Jan. 1974. Patronage and Exploitation; Changing Agrarian Relations in South Gujarat. University of California Press. Berkeley.
- Breman, Jan. 1985. Of Peasants, Migrants and Paupers; Rural labour Circulation and Capitalist Production in West India. Oxford University Press. Delhi.
- Chandrasekhar. Y.K, (2011), Rural Development Administration in India., Mohit Books International.
- Debarshi Mukherjee, Rajes Chatterjee, Sudkhina Mitra (2022) Rural Livelihood Development of Tripura: An MGNREGS Experience, Kaveri Books, New Delhi ISBN: 978-81-955493-0-6.
- Goel, Shalini and Rajneesh, (2000), Panchayati Raj in India- Theory and Practice. Deep and Deep Publications.
- Maheswari. S (1985) Rural Development in India - A Public Policy Approach, New Delhi: Sage
- Subhakantha, Mohapatra, (2000), Planning for Integrated Area Development., Rajat Publications.

WEB RESOURCES:

- ❖ <https://drdpr.tn.gov.in/>
- ❖ <https://www.yourarticlelibrary.com/india-2/rural-development/7-major-rural-development-policies-of-india/66724>
- ❖ <https://www.vedantu.com/civics/rural-administration-in-india>
- ❖ <https://www.ijert.org/research/problems-of-rural-system-in-india-need-for-addressing-them-in-rural-development-planning-IJERTV9IS110119.pdf>
- ❖ https://nrega.nic.in/Nregahome/MGNREGA_new/Nrega_home.aspx

Nature of Course	EMPLOYABILITY				SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL		✓	GLOBAL	
Changes Made in the Course	Percentage of Change			10%	No Changes Made		-	New Course		-
*Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.										

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

CO1	To Define the rural areas, rural economy and development and issues or Rural Development in general and address them through various development strategies.	K1 to K5
CO2	To Acquaint the knowledge on social political structure, economic structure, economic	K1 to K5
CO3	To Explain the rural local self-governance namely Panchayat Raj Institutions and its role in planning and development of rural areas	K1 to K5
CO4	To Elucidate the role of government, non-government and role of social workers in rural development.	K1 to K5
CO5	To understand the suitable intervention for rural development.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED					

PERCENTAGE OF COURSE CONTRIBUTION TO POS					
LESSON PLAN:					
UNIT	Rural Community Development	HRS	PEDAGOGY		
I	Rural-Definition and Characteristics. Concepts of Rural Community and Rural Development. Rural Community Development: Definition, Concept, Objectives, Models and Approaches to Rural Community Development. : Broad front Approaches, Sectoral Approach, Participatory Approach, Area Development Approach, Target Approach, Basic Needs Approach, Community-driven development (CDD)Approach --Gandhian Constructive Programme – Contribution of Vinobaji.	15	Chalk and talk, PPT, Lecture		
II	Rural Socio – Political Institutions and Processes: Society and Social Structure, Social Mobility, Social Changes, Caste Structure. Rural Literacy, causes for Low Literacy Rate, Corrective measures to increase the literacy in rural area. PRI's-the Grama Panchayats and Power and Functions, Decentralized Governance Impact of Decentralized Governance on Rural Development.	15	Chalk and talk, PPT,Group discussion		
III	Concept of Village, Settlement pattern, Factors for pattern of settlement. The Problem of Housing, Rural Sanitation-Drinking water, Drainage, Toilets(Public and Private). Nirmala Grama, Rural Electrification-Adhesiveness and targets. Community Buildings- Hospitals, Schools, Community Halls etc.	15	Chalk and talk, PPT, Assignment		
IV	Concepts, approaches and strategies of Rural Development, Experiments in Rural Development. Rural development programmes in india: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2005: Deen Dayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM): Pradhan Mantri Gram Sadak Yojana (PMGSY): Pradhan Mantri Awas Yojana – Gramin,Pradhan Mantri Adarsh Gram Yojana (PMAGY): Saansad Adarsh Gram Yojana (SAGY): National Rural Mission (NRuM): The National Social Assistance	15	Chalk and talk, PPT, Assignment		

	Programme (NSAP) Mission Antyodaya.		
V	Rural Administration Rural development administration in local, block, state and national level. DRDA (District Rural Development Agency), NABARD (The National Bank for Agriculture and Rural Development), CAPART (Council for Advancement of People's Action and Rural Technology), NIRD (National Institute of Rural Development), SIRD (State Institute of Rural Development). Role of social worker in rural community development.	15	Guest 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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Human Resource Management			
Course Code	24PSWCD32	L	P	C
Category	Core	6	-	4

COURSE OBJECTIVES:

- To inculcate the knowledge on Human Resource Management.
- To understand the various sub-system of Human Resource Management
- To gain competencies needed for Human resources Personnel
- To develop the methods for the Human Capital Development.
- To enhance the knowledge of the process and recent trends in Human Resource Management.

UNIT - I Management and Human Resource Management 15

Management and Human Resource Management: Management: Concept, Principle Functions and Management Gurus. Human Resource Management: Concept, Definitions, Scope and objectives. Organization Structure and Function–Line and staff relations of Human Resource Management. HR Business Partnering, Qualities and Role of HR Manager.

UNIT - II Human Resource Planning and Talent Acquisition 15

Human Resource Planning and Talent Acquisition: Human Resource Planning: Concept and objectives and Process. Job Analysis, Job Description, Job Specification, Job Design and Job Enrichment. Career planning and Career paths; Job rotation. Talent Acquisition, Talent Development and Talent Engagement.

UNIT - III Recruitment and Selection 15

Recruitment and Selection: Recruitment - Concept, Meaning, Objectives, Sources and Process. Employment terms Recruitment Policy. Selection - Concept, Meaning and Objectives. Selection Process, Psychometric Assessment. Induction, Placement, probation and confirmation. Compensation Management: Salary Structure and Components of Compensation. Factors influencing compensation plans and policies. Types of Pay. Job Evaluation – Fixation of salary, Components of Salary. Pay for performance–Incentive Schemes, Principles and Types, Employees Stock Option Plan, compensation survey/ Review. Types of Employee Categories.

UNIT - IV Human Capital Development**15**

Human Capital Development: *Learning and Development:* Concept, objectives, steps and Process - Types of Training Methods: On-the Job and Off-the Job. Training need analysis – competencies: Expectation Vs Actual, Identifying gaps. *Performance Appraisal System:* Concept, Objectives and Importance–Methods of Performance Appraisal. *Talent Retention and Separation:* Attrition: Concept and Factors influencing Attrition. Transfer: Concept and Types. Talent Retention: Concept, importance and strategies. Separation: concept and methods of Separation–Exit Interviews: Need and Importance.

UNIT - V Recent Trends and Advances in Human Resource Management**15**

Recent Trends and Advances in Human Resource Management: *Recent Trends in Human Resource Management:* Artificial Intelligence (AI) and Machine Learning, Employee Wellness Programmes, Learning Management System (LMS), Fluid Task Management with Gig Economy, Work From Home (WFH). Corporate Social Responsibility, Benchmarking, Balanced Scorecard, Six Sigma, Kaizen, 5 S Method, Total Productivity Maintenance (TPM), Total Quality Management (TQM), International Organization for Standardization (ISO). *Case Studies:* Some cases of real business world to supplement learning from the course.

Total Lecture Hours 60**BOOKS FOR STUDY:**

- Bernadin John H, 2012, Human Resource Management, New York :McGraw Hill.
- [Dwivedi](#). R.S, 2009, A Textbook of Human Resource Management, New Delhi, Vikas Publication House Pvt Ltd
- Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
- [Mahajan](#). J P & [Reeta](#), 2016, Human Resource Management, Noida, Vikas Publishing house.
- Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.

BOOKS FOR REFERENCES:

- Andrew J. Dubrin, 2012 Essentials of Management, New York: Thomson Southwestern
- Chatterjee, Bhaskar 1999 The Executive Guide to Human Resource Management, New Delhi: Excel Books.
- Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
- Gary Dessler, 2018, Fundamentals of Human Resource Management, Noida, Pearson Publications.
- Gary Dessler and [Biju Varrkey](#), 2020, Human Resource Management, Noida, Pearson Publications.
- [Mahajan](#). J P & [Reeta](#), 2016, Human Resource Management, Noida, Vikas Publishing house.

- Mathur, B.L.,1989 Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arihant Publishers.
- MonirTayeb. 2007, International Human Resource Management. New York : Oxford University Press.
- Pareek, Udai and Rao, T. V, 1982, Designing and Managing Human Resources, New Delhi, Oxford & IBH.
- RaoV.S.P 2000 Human Resource Management, New Delhi : Sage Publications.
- Rudrabasavaraj, M. N. 1986, Cases in Human Resource Management, Bombay: Himalaya Publishing House.
- [Sandra M. Reed](#), [Dave Ulrich](#), 2017,A Guide to the Human Resource Body of Knowledge, New Jersey, John Wiley & Sons Publishing Company.
- Singh PN 1992, Developing and Managing Human Resource, Mumbai, Suchandra Publications.

WEB RESOURCES:

- ❖ <https://www.thehrdirector.com/>
- ❖ <https://www.whatishumanresource.com/>
- ❖ <https://www.aihr.com/blog/human-resource-basics/>
- ❖ <https://www.shrm.org/>
- ❖ <https://www.citehr.com/>
- ❖ <https://www.hrbartender.com/>
- ❖ <https://www.hrmorning.com/>

Nature of Course	EMPLOYABILITY				SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL			GLOBAL	✓
Changes Made in the Course	Percentage of Change			20%	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 aware an in-depth knowledge on the process of Human Resource Management.							K1 to K5
CO2	To understand the suitable interventions on Human Resource Management practice							K1 to K5
CO3	To articulate the budding HR Professionals to meet the challenges in the Industries in the modern era.							K1 to K5
CO4	To analyse the appropriate methods for the human capital development and retention of employees.							K1 to K5

C05	To evaluate the recent trends and advances in Human Resource Management	K1 to K5
C06	To adapt the future perspectives of Human Resource Management in Global business world.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	2	1	1	2	2	2	-			
C02	3	2	2	2	3	3				
C03	3	3	2	2	2	3				
C04	3	3	3	3	3	3				
C05	2	3	3	2	3	3				
C06	2	3	3	2	3	3				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT	Human Resource Management	HRS	PEDAGOGY
I	Management and Human Resource Management: Management: Concept, Principle Functions and Management Gurus. Human Resource Management: Concept, Definitions, Scope and objectives. Organization Structure and Function–Line and staff relations of Human Resource Management. HR Business Partnering, Qualities and Role of HR Manager.	15	Chalk and talk, PPT, Lecture
II	Human Resource Planning and Talent Acquisition: Human Resource Planning: Concept and objectives and Process. Job Analysis, Job Description, Job Specification, Job Design and Job Enrichment. Career planning and Career paths; Job rotation. Talent Acquisition, Talent Development and Talent Engagement	15	Chalk and talk, PPT, Group discussion
III	Recruitment and Selection: Recruitment - Concept, Meaning,	15	Chalk and

	Objectives, Sources and Process. Employment terms Recruitment Policy. Selection - Concept, Meaning and Objectives. Selection Process, Psychometric Assessment. Induction, Placement, probation and confirmation. Compensation Management: Salary Structure and Components of Compensation. Factors influencing compensation plans and policies. Types of Pay. Job Evaluation – Fixation of salary, Components of Salary. Pay for performance – Incentive Schemes, Principles and Types, Employees Stock Option Plan, compensation survey/ Review. Types of Employee Categories.		talk, PPT, Assignment
IV	Human Capital Development: <i>Learning and Development:</i> Concept, objectives, steps and Process -Types of Training Methods: On-the Job and Off-the Job. Training need analysis–competencies: Expectation Vs Actual, Identifying gaps. <i>Performance Appraisal System:</i> Concept, Objectives and Importance–Methods of Performance Appraisal. <i>Talent Retention and Separation:</i> Attrition: Concept and Factors influencing Attrition. Transfer: Concept and Types. Talent Retention: Concept, importance and strategies. Separation: concept and methods of Separation–Exit Interviews: Need and Importance.	15	Chalk and talk, PPT, Assignment
V	Recent Trends and Advances in Human Resource Management: <i>Recent Trends in Human Resource Management:</i> Artificial Intelligence(AI) and Machine Learning, Employee Wellness Programmes, Learning Management System (LMS), Fluid Task Management with Gig Economy, Work From Home (WFH). Corporate Social Responsibility, Benchmarking, Balanced Scorecard, Six Sigma, Kaizen, 5 S Method, Total Productivity Maintenance (TPM), Total Quality Management (TQM), International Organization for Standardization (ISO) <i>Case Studies: Some case so freal business world to supplement learning from the course.</i>	15	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Medical Social Work			
Course Code	24PSWCD33	L	P	C
Category	Core	6	-	4

COURSE OBJECTIVES:

- To equip students by imparting knowledge about the concept, definition, objectives, of Medical Social Work.
- To apply the models of Health care while working at micro, meso and macro level.
- To acquire skills and techniques required for medical social worker, values and ethics of professional social work.
- To develop the ability to critically analyse problems of patients and caregivers in health setting.
- To identify the settings and fields for the practice of medical social work.

UNIT - I Introduction to Medical Social Work 12

Introduction to Medical Social Work: Medical Social Work: Definition, Concept, objectives. Historical Development of medical social work in India and abroad. Trends & Scope of Medical Social work practice in India. Organization and administration of Medical Social Work in hospitals.

UNIT - II Understanding Patient and illness behavior 12

Understanding Patient and illness behaviour: Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps. Concept of patient as a person. Patient as a whole, Sick role and illness behaviours. Impact of illness on the patient and caregivers. Hospitalization of patient – impact On family.

UNIT - III Healthcare Models 12

Health care Models: Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health Alternative System of Health- AYUSH. Health Education: Concept and Principles, Models, Methods and Techniques.

UNIT - IV Medical Social Work Department 12

Medical Social Work Department: Organization and administration; Functions, Public relations in hospital, Medical Social Work in relation to other disciplines, Multi disciplinary approach and teamwork; Medico-Legal issues, Euthanasia, Organ Transplant. Patient's Rights and Medical Ethics in health care.

UNIT - V Medical social work practice in different settings**12**

Medical social work practice in different settings: Role of medical social worker in Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Community Health, Geriatric Department, Pediatric Department and Oncology department. Rehabilitation: Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative care, Hospice and Convalescent care.

Total Lecture Hours 60**BOOKS FOR STUDY:**

- Brandell, J R (1997). Theory and Practice of Clinical Social Work, London: Free Press
- Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
- Dowding & Barr, (2002) Managing in Health Care, Pearson Education Ltd. London.
- Park and Park, 23 rd (Ed), 2015 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
- Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London.

BOOKS FOR REFERENCES:

- Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS
- Bajpai P.K. (ed.). (1997). Social Work Perspectives in Health. Rawat Publications. Delhi.
- Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004) Health Policy for Health Care Professional, Sage Publications, New Delhi.
- Beder, J. (2006). Hospital social work: The interface of medicine and caring. New York, NY: Routledge.
- D'Ambruso, S. (Ed.) (2006). Handbook of social work in health and aging. New York, NY: Oxford University Press.
- Egan, M. (2010). Evidence-based interventions for social work in health care. New York, NY: Routledge.
- Field M. (1963). Patients are people-A Medical-Social Approach to Prolonged Illness, Columbia University Press, New York.
- Gehlert, S., & Browne, T. A. (Eds.). (2006). Handbook of health social work. New York, NY: Wiley.
- Gambrill, E. (1997). Delhi Social work in the 21st century, Pine for gepress, New Delhi.
- Golstein D. (1955), Expanding horizons in medical social work, The University of Chicago Press, Chicago.
- Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications,

Delhi.

WEB RESOURCES:

- ❖ <https://mgcub.ac.in/>
- ❖ <https://rmlh.nic.in/>
- ❖ <https://www.tandfonline.com/>
- ❖ <https://www.ncbi.nlm.nih.gov/pmc/>
- ❖ <https://www.sweducarebd.com/>
- ❖ <http://www.pitt.edu/>

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, history, scope and trends in Medical Social Work.	K1 to K5
CO2	To Identify, analyse, and implement evidence-based interventions for patients and care givers.	K1 to K5
CO3	To Critically choose and implement health care models in the practice setting to achieve the goals of medical social work	K1 to K5
CO4	To analyse competencies and skills required for medical social worker in different setting.	K1 to K5
CO5	To create and implement empirically-based interventions in a multidisciplinary setting.	K1 to K5
CO6	To demonstrate ethical values and able to articulate patients' rights in health care setting	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT	Medical Social Work	HRS	PEDAGOGY
I	Introduction to Medical Social Work: Medical Social Work: Definition ,Concept, objectives. Historical Development of medical social work in India and abroad. Trends & Scope of Medical Social work practice in India. Organization and administration of Medical Social Work in hospitals.	12	Chalk and talk, PPT, Lecture
II	Understanding Patient and illness behaviour: Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps. Concept of patient as a person. Patient as a whole, Sick role and illness behaviours. Impact of illness on the patient and caregivers. Hospitalization of patient – impact On family.	12	Chalk and talk, PPT, Group discussion
III	Health care Models: Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health Alternative System of Health- AYUSH. Health Education: Concept and Principles, Models, Methods and Techniques.	12	Chalk and talk, PPT, Assignment
IV	Medical Social Work Department: Organization and	12	Chalk and talk, PPT,

	administration; Functions, Public relations in hospital, Medical Social Work in relation to other disciplines, Multi disciplinary approach and teamwork; Medico-Legal issues, Euthanasia, Organ Transplant. Patient's Rights and Medical Ethics in health care.		Assignment
V	Medical social work practice in different settings: Role of medical social worker in Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Community Health, Geriatric Department, Pediatric Department and Oncology department. Rehabilitation: Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative care, Hospice and Convalescent care.	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Tribal Development In India			
Course Code	24PSWCD34	L	P	C
Category	Core	6	-	4

COURSE OBJECTIVES:

- To train development organizers for working with tribal communities.
- To improve adequate skills to prepare and implement integrate development plan & projects for tribal Communities
- To Enhance knowledge in Multi Media for development of the tribal people.
- To develop understanding of good governance in the field of tribal development.
- To develop trainees as competent change agent in the field of tribal development

UNIT - I Tribal Concepts 15

Definition and characteristics of tribe. . Constitutional Meaning of tribe. Concept of tribe from various perspective Tribal Social organisations: family, marriage, kinship, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals Literature and Art.

UNIT - II Tribal Problems 15

Tribal Problems: Economic Issues: Land alienation & Agriculture Poverty & indebtedness Unemployment, Infrastructural Issues Habitat and settlement Basic Civic Amenities: Transportation & communication. Access to Forest. Political issues: political participation, Tribal self-rule Educational issues: accessibility, marginalisation, migration, drop-out. Health issues: accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.

UNIT - III Tribal Development Policies, Programmes & Movements 15

National and International policies & Institutions , United Nations Declaration of Rights of Indigenous people. ILO Convention 107 and 169 on rights of Indigenous people. Historical perspective of Tribal policy - 'Panchshil' philosophy as strategy for implementation and its impact on tribal policy. Historical glimpses of tribal movements in India. Impact of tribal movements on tribal policy. Contribution of tribal activists: Birsa Munda, Tantya Bhil, Ambar singh Maharaj. Contribution of Tribal reformers: Thakkar Bappa, Dr. B.D Sharma, Verrier Elvin, Godavari Parulekar.

UNIT - IV Tribal Governance 15

History of tribal governance, Institutions in Tribal Governance National Commission on Scheduled Tribe. National Council for Tribal Welfare National Scheduled Tribes Finance and Development Corporation (NSTFDC), Tribal Research Institute (TRI) Autonomous Councils. Tribal Advisory Councils Panchayati Raj Institutions & PESA Civil Society Organisations: Forms, level of participation. TRIFED Legislations related to tribal development, Tribal livelihood intervention strategies– case studies.

UNIT - V Social Work Methods in tribal development**15**

Social Work Methods in tribal development: Skills of working with Individual - Intake & engagement Fact gathering & assessment Planning & Contracting Intervention & Monitoring Evaluation & Termination. Skill for working with group - Understanding group dynamics, Group identification or formation. Problems solving or group development. Focus group observation organising skills, Use of various activities, Observation & techniques of recording. Skills in community work- Rapport building, Identification of needs, Resource mobilisation, Programme planning, Programme Management, Recording, Encouraging community participation and Mobilising community action.

Total Lecture Hours 75**BOOKS FOR STUDY:**

- [AmitaShah,JharnaPathak\(2015\),TribalDevelopmentinWesternIndia,ISBN9781138095977.](#)
- [ArvindKumar\(2005\)TribalDevelopment&Planning,ISBN-13:978-8126119660.](#)
- [Gowri LakshmiG M,C EstherBuvana,\(2020\)AStudy onTribalDevelopment Administrationin Tamil Nadu, LAP Lambert Academic Publishing,ISBN-10 : 6202530332,ISBN-13 : 978-6202530330](#)
- PatilR.R, (2020) Tribal Development in India: Challenges and Prospects in Tribal Education, SAGE Publications Pvt. Ltd
- **Srinivasa RaoV(ed.) Challenges of Tribal Development: Contemporary Social Concerns,**
- **Rawat Publication,ISBN978813161186**

BOOKS FOR REFERENCES:

- Ahmad ShamshadandNafeesAnsari(2005),—Planningcommission:Fifty-FiveYearsofPlanned Development and Social Sectorl,
- Amitabha Sankar,Dasgupta(1990),SamiraFrontiersofSocialAnthropology, GyanBooksPVT LTD Delhi.
- Chahar,S.S.(Ed.)(2005),GovernanceofGrassrootsLevelinIndia,NewDelhi:Kanishka
- GareGM,(1974),SocialChange,AmongthetribalofwesternMaharashtra.
- Mishra,G.P.andBajpai,B.K.(2001).CommunityParticipationinNaturalResourceManagement, Delhi: Rawat Publications
- MohantyPK,(2006),EncyclopaediaofscheduledTribes-GyanPVTLYD.
- RanjitToppo(2007),DynamicsofTribalMigrationinIndia;XavierInstituteofSocialService, Ranchi, ISBN: 81-904112-2-5
- SachindraNarayan,(2002). TheDynamicsofTribal DevelopmentIssuesandChallenges Gyan Books PVT LTD Delhi
- SinghKS,(1972),TribalsituationinIndia,IndianInstituteofAdvancedStudy,Simla
- 10.VidarthiLP(1976).TribalcultureofIndia,ConceptpublishersNewDelhi

WEB RESOURCES:

- ❖ <https://www.jstor.org/stable/23619351>
- ❖ <https://trifed.tribal.gov.in/home>
- ❖ https://tribal.nic.in/WriteReadData/sentionOrder/201512301001182101476scan0013_Part2.pdf
- ❖ <https://www.drishtiias.com/summary-of-important-reports/xaxa-committee-on-tribal-communities-of-india>
- ❖ <https://tribal.nic.in/>

Nature of Course	EMPLOYABILITY				SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL			GLOBAL	✓
Changes Made in the Course	Percentage of Change			35%	No Changes Made		-	New Course		
*Treat 20 % as each unit (20*5=100 %) and calculate the percentage of change for the course.										

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

CO1	To Understand tribal communities and its organisation.	K1 to K5
CO2	To Discuss about the problems primitive communities 'various problems	K1 to K5
CO3	To understand the contribution of tribal activists and reformers and impact of tribal movements on tribal policy.	K1 to K5
CO4	To help students to prepare with required skills as a tribal development facilitator	K1 to K5
CO5	To analyses the role of multimedia for the development of the people	K1 to K5
CO5	To adopt the future perspective of Tribal development in India	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S

WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					
LESSON PLAN:					
UNIT	Tribal Development in India	HRS	PEDAGOGY		
I	Definition and characteristics of tribe. Constitutional Meaning of tribe. Concept of tribe from various perspective. Tribal Social organisations: family, marriage, kinship, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals Literature and Art.	15	Chalk and talk, PPT, Lecture		
II	Tribal Problems: Economic Issues: Land alienation & Agriculture Poverty & indebtedness Unemployment, Infrastructural Issues Habitat and settlement Basic Civic Amenities: Transportation & communication. Access to Forest. Political issues: political participation, Tribal self-rule Educational issues: accessibility, marginalisation, migration, drop-out. Health issues: accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.	15	Chalk and talk, PPT, Group discussion		
III	National and International policies & Institutions United Nations Declaration of Rights of Indigenous people. ILO Convention 107 and 169 on rights of Indigenous people Historical perspective of Tribal policy- Panchshil' philosophy as strategy for implementation and its impact on tribal policy. Historical glimpses of tribal movements in India. Impact of tribal movements on tribal policy. Contribution of tribal activists: Birsa Munda, Tantya Bhil, Ambar singh Maharaj. Contribution of Tribal reformers: Thakkar Bappa, Dr. B.D Sharma, Verrier Elvin, Godavari Parulekar.	15	Chalk and talk, PPT, Assignment		

IV	History of tribal governance, Institutions in Tribal Governance National Commission on Scheduled Tribe. National Council for Tribal Welfare National Scheduled Tribes Finance and Development Corporation (NSTFDC), Tribal Research Institute (TRI)Autonomous Councils. Tribal Advisory Councils Panchayati Raj Institutions &PESA Civil Society Organisations: Forms, level of participation. TRIFED Legislations related to tribal development, Tribal livelihood intervention strategies – case studies.	15	Chalk and talk, PPT, Assignment
V	Social Work Methods in tribal development: Skills of working with Individual-Intake & engagement Fact gathering & assessment Planning & Contracting Intervention & Monitoring Evaluation & Termination. Skill for working with group- Understanding group dynamics, Group identification or formation. Problems solving or group development. Focus group observation organising skills, Use of various activities, Observation & techniques of recording. Skills in community work- Rapport building, Identification of needs, Resource mobilisation, Programme planning, Programme Management, Recording, Encouraging community participation and Mobilising community action.	15	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Labour Legislations			
Course Code	24PSWCD35	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none"> ➤ To learn the basic features of Labour Legislations ➤ To understand the significance of the working of labour laws in various sectors ➤ To acquire skills pertaining to the application of labour laws in industries ➤ To develop a perspective to update the latest legal amendments pertaining to labour ➤ To enhance the skills of understanding the various case laws 				
UNIT - I Labour Legislation				15
Labour Legislation: Concept of Labour in the Indian constitution; History of labour legislations in India; Industrial jurisprudence; Industrial law as distinguished from Common law. Labour Policy in India. Labour Codes in India.				
UNIT - II Legislations pertaining to working conditions				15
Legislations pertaining to working conditions: The Factories Act, 1948. Industrial Employment (Standing Orders) Act. 1946. The Apprentices Act, 1961. The Contract Labour (Regulations and abolition) Act, 1970				
UNIT - III Wage Legislation and Social Security Legislations				15
Wage Legislation and Social Security Legislations: Payment of wages Act, 1936. Minimum wages Act, 1948. Payment of Bonus Act, 1965. Workmen's Compensation Act, 1923. Employee's State Insurance Act, 1948. Employee Provident fund and miscellaneous provisions Act. Maternity Benefit Act, 1961. Payment of Gratuity Act, 1972				
UNIT - IV Industrial Relations Legislations				15
Industrial Relations Legislations: Trade Unions Act, 1926, Industrial Disputes Act, 1947, Concepts of Industrial Dispute, Award and Settlement, Strike and Lockout, layoff and retrenchment and Unfair Labour Practices. Methods and Authorities to settle Industrial Disputes.				
UNIT - V Labour Legislation in Tamilnadu				15
Labour Legislation in Tamilnadu: Tamil Nadu shops and establishments Act, 1947. The Tamil Nadu catering establishment Act, 1958. Tamil Nadu Labour welfare fund Act, 1972. The Tamil Nadu Industrial establishments (National and Festival Holidays) Act, 1958. The Tamil Nadu Payment of Subsistence Allowance Act 1981.				
Total Lecture Hours				75

BOOKS FOR STUDY:

- Blanpain, R. (2001). Labour law, human rights and social justice. The Hague: Kluwer Law Intl.
- Kapoor, N. D. (2001). Elements of Industrial Law. New Delhi: Sultan Chand and Sons
- Kumar, H.L. (2003). Labour Law (2ndEds). New Delhi: Universal Law Publishing Pvt Ltd.
- Padhi. P.K (2010). Labour and Industrial Laws. New Delhi. PHI
- Tripathi, P.C. (1998). Industrial Relations & Labour Laws. New Delhi, Sultan Chand Publication

BOOKS FOR REFERENCES:

- Ajay, Garg. (2012). Labour Laws One Should Know. New Delhi: Nabhi Publishing House
- Blanpain, R. (2004). Comparative Labor Law and Industrial relations in Industrialized Market. Kluwer law Intl.
- Conaghan, J., Fischl, R. M., & Klare, K. (Eds.). (2004). Labour law in an era of globalization: Transformative practices and possibilities. New Delhi. Oxford University Press
- Grogan, J. (2007). Collective labour law. Juta and Company Ltd.
- Kumar, H. L. (2013). Labour Laws Everyone should Know. New Delhi: Universal Law Publishing
- Kumar, H.L. (1997). Employees Rights under Labour Laws. New Delhi: Universal Law Publishing Pvt Ltd.
- Malik, P. L. (1999). Industrial Law, Vol 1 (18thEds). Lucknow: EBC Publishing Pvt Ltd.
- Sharma, A. M. (2000). Industrial Jurisprudence and Labour Legislation. New Delhi. Himalaya Publishing House
- Sinha, P. R. N., InduBala, Sinha, and Seema, Priyadarshini, Shekhar. (2006). Industrial Relations Trade Unions and Labour Legislation(8thEds). New Delhi: Dorling Kindersley India Pvt Ltd.
- Tripathi, P.C., Gupta, C. B., and Kapoor, N.D. (2009). Industrial Relations and Labour Law (4thEds). New Delhi: Sulthan Chand and Sons

WEB RESOURCES:

- ❖ <https://labour.gov.in/list-enactments-ministry>
- ❖ https://www.icsi.edu/media/webmodules/Labour_Laws&_Practice.pdf
- ❖ <https://www.mgkvp.ac.in/Uploads/Lectures/47/1424.pdf>
- ❖ <https://www.shrm.org/shrm-india/pages/simpliance.aspx>
- ❖ <https://www.whatishumanresource.com/employment--labour-laws-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	To identify the significance of labour legislations in human resource management.								K1 to K5		
CO2	To apply the knowledge of labour legislations to regulate the working conditions in the industrial sector.								K1 to K5		
CO3	To apply the knowledge and skills of implementing the wage legislations.								K1 to K5		
CO4	To implement the knowledge of social security legislations.								K1 to K5		
CO5	To analyse and apply the legislations pertaining to Industrial Relations.								K1 to K5		
CO6	To evaluate the working of the legislations in the State of Tamil Nadu.								K1 to K5		
MAPPING WITH PROGRAM OUTCOMES:											
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
CO1	2	1	1	2	2	2					
CO2	3	2	2	2	3	3					
CO3	3	3	2	2	2	3					
CO4	3	3	3	3	3	3					
CO5	2	3	3	2	3	3					
CO6	2	3	3	2	3	3					
S- STRONG			M – MEDIUM					L - LOW			
CO / PO MAPPING:											
COS		PSO1		PSO2		PSO3		PSO4		PSO5	
CO 1		S		S		S		S		L	
CO 2		S		S		S		M		S	
CO 3		S		L		S		M		S	
CO 4		S		S		S		S		S	
CO 5		S		S		M		M		S	
CO 6		S		S		S		S		S	
WEIGHTAGE											
WEIGHTED											

PERCENTAGE OF COURSE CONTRIBUTI ON TO POS					
LESSON PLAN:					
UNIT	Labour Legislations	HRS	PEDAGOGY		
I	Labour Legislation: History of labour legislations in India; Labour in the Indian constitution; Industrial jurisprudence; Industrial law as distinguished from Common law. . Labour Policy in India. Labour Codes in India.	15	Chalk and talk, PPT, Lecture		
II	Legislations pertaining to working conditions: The Factories Act, 1948. Industrial Employment (Standing Orders) Act. 1946. The Apprentices Act, 1961. Contract Labour (Regulations and abolition) Act, 1970.	15	Chalk and talk, PPT, Group discussion		
III	Wage Legislation and Social Security Legislations: Payment of wages Act, 1936. Minimum wages Act, 1948. Payment of Bonus Act, 1965. Workmen's Compensation Act, 1923. Employee's State Insurance Act, 1948. Employee Provident fund and miscellaneous provisions Act. Maternity benefit Act, 1961. Payment of Gratuity Act, 1972.	15	Chalk and talk, PPT, Assignment		
IV	Industrial Relations Legislations: Trade Unions Act, 1926, Concept of Collective Bargaining, Types and Levels of Collective Bargaining, Prerequisites, advantages and disadvantages of collective bargaining, Enforcement of Collective Bargaining Agreements. Industrial Disputes Act, 1947, Concepts of Industrial Dispute, Award and Settlement, Strike and Lockout, layoff and retrenchment and Unfair Labour Practices. Methods and Authorities to settle Industrial Disputes. Grievance settlement procedures in India.	15	Chalk and talk, PPT, Assignment		
V	Labour Legislation in Tamilnadu: Tamil Nadu shops and establishments Act, 1947. The Tamil Nadu catering establishment Act, 1958. Tamil Nadu Labour welfare fund Act, 1972. The Tamil Nadu Industrial establishments (National and Festival Holidays) Act, 1958. The TamilNadu Payment of Subsistence Allowance Act 1981.	15	Guest lecture, PPT		

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

Articulation Mapping – K Levels with Course Outcomes (COs)						
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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Mental Health and Psychiatric Disorders			
Course Code	24PSWCD36	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To acquire in-depth knowledge on Mental Health and Mental illness.➤ To understand the attitudes and belief pertaining to mental illness➤ To impart skills on psychiatric assessment➤ To acquire knowledge of the phenomenology, symptomatology, and treatment of Common Mental Disorders.➤ To acquire knowledge in legislation related to mental health.				
UNIT - I Concept of Mental Health:		12		
Concept of Mental Health: Normality & Abnormality, Concept of Mental Health, History of Psychiatry, Mental Health in India, Biopsychosocial Model. Socio-cultural factors in Psychiatry. Magico-religious practice. Relevance of Mental Health and Mental Illness in Social work practice.				
UNIT - II Psychiatric Assessment		12		
Psychiatric Assessment: Psychiatric Interviewing - Case History Taking and Mental State Examination, Psycho-Social and Multidimensional Assessment, Use of Mental Health Scales in assessment. Disability Assessment (IDEAS).				
UNIT - III Common Mental Disorders & Classification:		12		
Common Mental Disorders & Classification: Classification of mental Disorders – ICD 11, DSM V, ICF. Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Neurocognitive Disorders, Personality Disorders, Schizophrenia, Bipolar and related disorders and Depressive Disorders				
UNIT - IV Neurotic stress related disorders other disorders		12		
Neurotic stress related disorders other disorders: Anxiety Disorders, Dissociative & Somatoform Disorders, Eating disorders, Elimination disorders, Conduct Disorders, Sleep-Wake Disorders, Sexual disorders and Deviations, Substance-related and Addictive Disorders, Internet addiction Disorder Neurodevelopmental disorders				
UNIT - V Legislations related to Mental Illness		12		
Legislations related to Mental Illness: Mental Health Care Act 2017, Rights of Persons with Disabilities (RPWD) Act 2016, Narcotic drugs and Psychotropic Substances Act 1985.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- American Psychiatric Association, 2013, Diagnostic and Statistical Manual of Mental Disorders DSM-5
- Ahuja Niraj (2011), A short textbook of psychiatry, 7th Edition, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
- Coleman, & James, (1996). *Abnormal Psychology Modern Life*. Mumbai: TaraporeVala and Sons.
- Francis, Abraham P. (Ed.) (2014) *Social Work in Mental Health – Areas of Practice, Challenges & Way Forward*. Sage.
- Kaplan, Harold, I., & Sadock, B.J., (1989). *Comprehensive Text Book of Psychiatry*. London: Williams & Wilkins, Baltimore.

BOOKS FOR REFERENCES:

- American Psychiatric Association (1994). *Diagnostic Criterion from DSM-IV*. Washington DC: American Psychiatric Association
- Bhugra, Gopinath.,& Vikram Patel., (2005). *Handbook of Psychiatry- A South Asian Perspective*. Mumbai: Byword Viva Publishers Pvt. Ltd.
- Diagnostic Criteria for Research, AITBS Publishers and Distributors, Delhi
- Kapur, M., (1995). *Mental Health of Indian Children*. New Delhi: Sage Publications.
- Mane, &Gandevia., (1998). *Mental Health in India: Issues and Concerns*. Mumbai: Tata Institute of Social Sciences.
- Mangal S.K(2015), Abnormal Psychology, Sterling Publishers (p) Ltd, New Delhi.
- The ICD-10 Classification of Mental and Behavioural disorders (2004), A.I.T.B.S. Publishers & Distributors, New Delhi.

WEB RESOURCES:

- ❖ <https://www.who.int/classifications/icd/en/bluebook.pdf>
- ❖ <https://cdn.website.editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf>
- ❖ [Hand_Book-Guide_to_Mental_Health_for_Social_Worker.pdf](#)
- ❖ http://nhm.gov.in/images/pdf/programmes/NMHP/Training_Manuals/Hand_Book-Guide_to_Mental_Health_for_Social_Worker.pdf
- ❖ <https://courses.lumenlearning.com/abnormalpsychology/>

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 concept of Mental Health									K1 to K5	
CO2	To evaluate the client using psychiatric assessment tools									K1 to K5	
CO3	To know the various mental health issues in the community									K1 to K5	
CO4	To apply the phenomenology, symptomatology, and treatment of common mental disorders.									K1 to K5	
CO5	To use legislation appropriate to Mental Health related issues.									K1 to K5	
CO6	To effectively identify Mental Disorders									K1 to K5	
MAPPING WITH PROGRAM OUTCOMES:											
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
CO1	2	1	1	2	2	2					
CO2	3	2	2	2	3	3					
CO3	3	3	2	2	2	3					
CO4	3	3	3	3	3	3					
CO5	2	3	3	2	3	3					
CO6	2	3	3	2	3	3					
S- STRONG			M – MEDIUM					L - LOW			
CO / PO MAPPING:											
COS		PSO1		PSO2		PSO3		PSO4		PSO5	
CO 1		S		S		S		S		L	
CO 2		S		S		S		M		S	
CO 3		S		L		S		M		S	
CO 4		S		S		S		S		S	
CO 5		S		S		M		M		S	
CO 6		S		S		S		S		S	
WEIGHTAGE											
WEIGHTED PERCENTAGE											

OF COURSE CONTRIBUTI ON TO POS					
LESSON PLAN:					
UNIT	Mental Health and Psychiatric Disorders	HRS	PEDAGOGY		
I	Concept of Mental Health: Normality & Abnormality, Concept of Mental Health, History of Psychiatry, Mental Health in India, Biopsychosocial Model. Socio-cultural factors in Psychiatry. Magico-religious practice. Relevance of Mental Health and Mental Illness in Social work practice.	12	Chalk and talk, PPT, Lecture		
II	Psychiatric Assessment: Psychiatric Interviewing - Case History Taking and Mental State Examination, Psycho-Social and Multidimensional Assessment, Use of Mental Health Scales in assessment. Disability Assessment (IDEAS).	12	Chalk and talk, PPT, Group discussion		
III	Common Mental Disorders & Classification: Classification of mental Disorders – ICD 11, DSM V, ICF. Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Neurocognitive Disorders, Personality Disorders, Schizophrenia, Bipolar and related disorders and Depressive Disorders	12	Chalk and talk, PPT, Assignment		
IV	Neurotic stress related disorders other disorders: Anxiety Disorders, Dissociative & Somatoform Disorders, Eating disorders, Elimination disorders, Conduct Disorders, Sleep-Wake Disorders, Sexual disorders, Substance-related and Addictive Disorders, Internet addiction Disorder, Neurodevelopmental disorders	12	Chalk and talk, PPT, Assignment		
V	Legislations related to Mental Illness: Mental Health Care Act 2017, Rights of Persons with Disabilities (RPWD) Act 2016, Narcotic drugs and Psychotropic Substances Act 1985.	12	Guest lecture, PPT		

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

Articulation Mapping – K Levels with Course Outcomes (COs)						
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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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 - III			
Course Code	24PSWCF31	L	P	C
Category	Core	-	6	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To know and understand the functions of an agency.➤ To study and comprehend the agency's goals, policies and philosophy➤ To understand and analyze the person in the environment➤ To gain professional interventions skills.➤ To improve the skills in documentation.				
UNIT - I Orientation Phase				12
Orientation Phase <ol style="list-style-type: none">1. Field work orientation on structure of the programme2. Explaining the skills is required for social workers.3. Identification of the field of interest to develop the aptitude for the same.				
UNIT - II				12
Induction Phase I <p>To understand the Structure and functions of administration in Organisations. To identify the role of Social Worker in the organisations Identify the needs of the people in Medical and Psychiatric settings, Community development settings and Human Resource management settings</p>				
UNIT - III				12
Induction Phase II <p>Applying their skill in Social Work practice. Assessment on the role of Social Worker in Medical and Psychiatric settings, Community development settings and Human Resource management settings.</p>				
UNIT - IV				12
Implementation Phase <p>Apply the theoretical knowledge for solving the problems of clients and Application of Social Work practice Medical and Psychiatric settings, Community development settings and Human Resource management settings.</p>				
UNIT - V				12
Case study analysis and apply problem solving and strength based approach related to Medical and Psychiatric settings, Community development settings and Human Resource management settings				
Total Lecture Hours				60

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			-	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 K5
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 K5
CO3	To demonstrate the knowledge and the skills of Social work in all aspects.	K1 to K5
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 K5
CO5	To assess and evaluate the role, characteristics and skills of a social work and critically evaluate the same.	K1 to K5
CO6	To develop the competencies , theoretical expertise and knowledge in Medical and Psychiatric settings, Community development settings and Human Resource management settings	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				

S- STRONG
M – MEDIUM
L - LOW
CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTI ON TO POS					

LESSON PLAN:

UNIT	Field Work - III	HRS	PEDAGOGY
I	Orientation Phase Field work orientation on structure of the programme Explaining the skills required for social workers. Identification of the field of interest to develop the aptitude for the same.	12	Field based learning and practice
II	Induction Phase I To understand the Structure and functions of administration in Organisations. To identify the role of Social Worker in the organisations Identify the needs of the people in Medical and Psychiatric settings, Community development settings and Human Resource management settings	12	Field based learning and practice
III	Induction Phase II Applying their skill in Social Work practice.	12	Field based learning

	Assessment on the role of Social Worker in Medical and Psychiatric settings, Community development settings and Human Resource management settings.		and practice
IV	Implementation Phase Apply the theoretical knowledge for solving the problems of clients and Application of Social Work practice Medical and Psychiatric settings, Community development settings and Human Resource management settings.	12	Field based learning and practice
V	Case study analysis and apply problem solving and strength based approach related to Medical and Psychiatric settings, Community development settings and Human Resource management settings	12	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	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	Communication	Presentation	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	Counselling in Social Work			
Course Code	24PSWEC31	L	P	C
Category	Elective	4	-	4
COURSE OBJECTIVES: <ul style="list-style-type: none">➤ To understand the Counseling Basics➤ To learn the Process and Skills in Counseling➤ To gain Theoretical Foundations of Counselling➤ To aware about Counselling in different settings➤ To learn Counselling in Special Situations				
UNIT - I Introduction to Counselling				12
Introduction to Counselling: Counselling–Definition, Objectives, Goals, Principles of Counselling, Difference between Counselling, Case Work & Psycho-therapy, Concepts – Empathy, Congruence, concreteness, Self- disclosure, Confrontation & Immediacy; Code of Ethics.				
UNIT - II Process& Skills in Counselling				12
Process& Skills in Counselling: Steps for Counselling, Techniques of Counselling: Directive, Non-Directive & Eclectic. Qualities of an effective counselor & Counselling skills. Documentation, Report Writing and Record Keeping in Counselling				
UNIT - III Theoretical foundations of Counselling				12
Theoretical foundations of Counselling: Psycho analytic theory (Freud), Person Centered (Roger), Cognitive Behaviour Therapy (CBT), Rational Emotive Behavioural Therapy, Gestalt Therapy, Humanistic approach (Carl Rogers & Maslow).				
UNIT - IV Counselling in different Settings				12
Counselling in different Settings: Industrial /Work place, Martial, Family, De-addiction Counselling. Terminal Illness (Palliative, Hospice, AIDS, Cancer), School Counselling, Career Counselling, Grief Counselling. Suicidal Counselling.				
UNIT - V Professional Issues in Counseling				12
Professional Issues in Counselling: Client Issues (Culture, Gender, Disability & Sexuality), Counselor's Issues (Confidentiality, Burnout, Over Involvement, Value-addition), Institutional Issues (Institutional Settings, Interdisciplinary Teamwork, Liasioning with Other Agencies)				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Antony John (2003) Skills of Counselling, Guru Publications
- Egan, Gerard, 2006. The skilled helper: A problem management opportunity, Development Approach to helping, Wadsworth publishers, Boston.
- Ramanth, Sharma. & Rachana, Sharma. (2004). *Guidance and Counselling in India*. New Delhi: Atlantic publishers and Distributors.
- Rao, Narayana, 2003 Counselling and Guidance, Tata McGraw Hill, New Delhi. India
- Ray, Wolfe & Windy Dryden. (1996). *Handbook of Counselling Psychology*. New Delhi: Sage Publications.

BOOKS FOR REFERENCES:

- Dave, Mearns. (1997). Person Centered Counselling Training, New Delhi: Sage Publications.
- David Murphy · 2017, Counselling Psychology: A Textbook for Study and Practice, John Wiley & Sons Ltd.
- Joyce & Charlotte, Sills; (2002). Skills in Gestalt Counselling & Psychotherapy. New Delhi: Sage Publications.
- Michael, Carroll. (1996). Workplace Counselling: A systematic approach to employee care. New Delhi: Sage publications.
- Palmer, 2004 Counselling, The BAC Counselling reader, British Association for Counselling, Vol.1 & 2, Sage publications, New Delhi, India

WEB RESOURCES:

- ❖ <https://www.scitechnol.com/international-journal-of-mental-health-and-psychiatry.php>
- ❖ <https://journals.sagepub.com/home/HPO>
- ❖ <https://journals.sagepub.com/home/JHV>
- ❖ <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
- ❖ <https://www.apa.org/pubs/journals/abn/index>
- ❖ <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
- ❖ <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
- ❖ <https://www.journals.elsevier.com/mental-health-and-physical-activity>
- ❖ <http://learnmem.cshlp.org/>
- ❖ <https://journals.sagepub.com/toc/SPP/7/1>

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 demonstrate ethics in Counselling.									K1 to K5	
CO2	To use various Counselling skills required and Counselling process.									K1 to K5	
CO3	To design Counselling techniques based on the social background of the client.									K1 to K5	
CO4	To use Counselling as a tool for managing changes and situations.									K1 to K5	
CO5	To apply Counselling skills at different settings.									K1 to K5	
CO6	To apply Counselling in emergency situations									K1 to K5	
MAPPING WITH PROGRAM OUTCOMES:											
CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
CO1	2	1	1	2	2	2					
CO2	3	2	2	2	3	3					
CO3	3	3	2	2	2	3					
CO4	3	3	3	3	3	3					
CO5	2	3	3	2	3	3					
CO6	2	3	3	2	3	3					
S- STRONG			M – MEDIUM				L - LOW				
CO / PO MAPPING:											
COS		PSO1		PSO2		PSO3		PSO4		PSO5	
CO 1		S		S		S		S		L	
CO 2		S		S		S		M		S	
CO 3		S		L		S		M		S	
CO 4		S		S		S		S		S	
CO 5		S		S		M		M		S	
CO 6		S		S		S		S		S	
WEIGHTAGE											
WEIGHTED PERCENTAGE											

OF COURSE CONTRIBUTI ON TO POS					
LESSON PLAN:					
UNIT	Counselling in Social Work	HRS	PEDAGOGY		
I	Introduction to Counselling: Counselling–Definition, Objectives, Goals, Principles of Counselling, Difference between Counselling, Case Work & Psycho-therapy, Concepts – Empathy, Congruence, concreteness, Self- disclosure, Confrontation & Immediacy; Code of Ethics.	12	Chalk and talk, PPT, Lecture		
II	Process& Skills in Counselling: Steps for Counselling, Techniques of Counselling: Directive, Non-Directive & Eclectic. Qualities of an effective counselor & Counselling skills. Documentation, Report Writing and Record Keeping in Counselling	12	Chalk and talk, PPT, Group discussion		
III	Theoretical foundations of Counselling: Psycho analytic theory (Freud), Person Centered (Roger), Cognitive Behaviour Therapy (CBT), Rational Emotive Behavioural Therapy, Gestalt Therapy, Humanistic approach (Carl Rogers & Maslow).	12	Chalk and talk, PPT, Assignment		
IV	Counselling in different Settings: Industrial/Work place, Martial, Family, De-addiction Counselling. Terminal Illness (Palliative, Hospice, AIDS, Cancer), School Counselling, Career Counselling, Grief Counselling. Suicidal Counselling.	12	Chalk and talk, PPT, Assignment		
V	Professional Issues in Counselling: Client Issues (Culture, Gender, Disability & Sexuality), Counselor's Issues (Confidentiality, Burnout, Over Involvement, Value-addition), Institutional Issues (Institutional Settings, Interdisciplinary Teamwork, Liasioning with Other Agencies)	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Public Health in India			
Course Code	24PSWEC32	L	P	C
Category	Elective Course	4	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To develop an understanding of a multidimensional approach to Health.➤ To understand the administration of the basic health infrastructure in the country➤ To relate the knowledge of Social Work practice to the Health situation in India.➤ To gain knowledge about Communicable and Non – Communicable Diseases➤ To enhance the knowledge on Maternal and Child Health				
UNIT - I Concepts related to Health				12
Concepts related to Health: Definition of Health, Concept of Well-being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health; Meaning of disease, sickness/illness, and Sick role.				
UNIT - II Concepts and measures				12
Concepts and measures: Food, Nutrition & Health, Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine. Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health Primary health care and Principles of Primary Health Care; Health Perspective - Human Development Index; The Sustainable Development Goals related to health.				
UNIT - III Communicable and Non – Communicable Diseases				12
Communicable and Non – Communicable Diseases: Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral.				
UNIT - IV Health Programmes & Policy: National Health programmes				12
Health Programmes & Policy: National Health programmes: Family Welfare, Maternal and Child Health, ICDS, School health programmes, AIDS control programmes, National and International Organisations related to health: ICMR, WHO, UNICEF, RNTCP. Welfare measures for the Differently Aabled, State Health programmes for the weaker sections. National Health Policy 2002; Population Policy; ESI Act 1975; Health care systems in India - Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH				
UNIT - V Maternal and Child Health				12
Maternal and Child Health: Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Park & Park. (2003). Textbook of preventive and social medicine.
- Ajit. (2005). Social Dimensions of Health. New Delhi: Rawat Publications.
- Bajpai. (1998). Social Work Perspectives on Health. New Delhi: Rawat Publications.
- Mishra. (2000). Indian Health Report. New Delhi: Oxford University Press.
- Narayana. (1997). Health and Development. New Delhi: Rawat Publications.

BOOKS FOR REFERENCES:

- Andrew J. Dubrin, 2012 Essentials of Management, New York: Thomson Southwestern
- Chatteljee, Bhaskar 1999 The Executive Guide to Human Resource Management, New Delhi: Excel Books.
- Ivancevich, 2012, Human Resource Management, New York : McGraw Hill.
- Gary Dessler, 2018, Fundamentals of Human Resource Management, Noida, Pearson Publications.
- Gary Dessler and [Biju Varrkey](#), 2020, Human Resource Management, Noida, Pearson Publications.
- [Mahajan](#). J P & [Reeta](#), 2016, Human Resource Management, Noida, Vikas Publishing house.
- Mathur, B.L., 1989 Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arihant Publishers.
- Monir Tayeb. 2007, International Human Resource Management. New York : Oxford University Press.
- Pareek, Udai and Rao, T. V, 1982, Designing and Managing Human Resources, New Delhi, Oxford & IBH.
- Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.
- Rudrabasavaraj, M. N. 1986, Cases in Human Resource Management, Bombay: Himalaya Publishing House.
- [Sandra M. Reed](#), [Dave Ulrich](#), 2017, A Guide to the Human Resource Body of Knowledge, New Jersey, John Wiley & Sons Publishing Company.
- Singh PN 1992, Developing and Managing Human Resource, Mumbai, Suchandra Publications.

WEB RESOURCES:

- ❖ www.who.org World Health Reports (1995-2020)
- ❖ www.tnhealth.org Annual Report
- ❖ www.mohfw.nic.in Annual Report
- ❖ www.nfhsindia.org National Family Health Survey, India
- ❖ www.vhai.org State of India's health report, Report of independent Commission on health in India and other reports.
- ❖ <https://www.rsisinternational.org/Issue19/165-168.pdf>

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

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

CO1	To aware an in-depth knowledge of the Health in the community.	K1 to K5
CO2	To formulate health care programs with Human Rights perspective	K1 to K5
CO3	To understand the health related to vulnerable group	K1 to K5
CO4	To compare the administration of various health care systems in the country.	K1 to K5
CO5	To utilize the National Health Programmed and Health Policies while working among communities	K1 to K5
CO6	To plan appropriate Preventive, Primitive and Rehabilitative health care programs.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S

WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					
LESSON PLAN:					
UNIT	Public Health in India	HRS	PEDAGOGY		
I	Concepts related to Health: Definition of Health, Concept of Well-being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health; Meaning of disease, sickness/illness, and Sick role.	12	Chalk and talk, PPT, Lecture		
II	Concepts and measures: Food, Nutrition & Health, Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine. Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health Primary health care and Principles of Primary Health Care; Health Perspective - Human Development Index; The Sustainable Development Goals related to health.	12	Chalk and talk, PPT, Group discussion		
III	Communicable and Non – Communicable Diseases: Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral.	12	Chalk and talk, PPT, Assignment		
IV	Health Programmes & Policy: National Health programmes: Family Welfare, Maternal and Child Health, ICDS, School health programmes, AIDS control programmes, National and International Organisations related to health: ICMR, WHO, UNICEF, RNTCP. Welfare measures for the Differently Abled, State Health programmes for the weaker	12	Chalk and talk, PPT, Assignment		

	sections. National Health Policy 2002; Population Policy; ESI Act 1975; Health care systems in India - Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH		
V	Maternal and Child Health: Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
AI	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
AII	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Skills for Competitive Examinations			
Course Code	24PSWSC31	L	P	C
Category	Skill	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To enrich the knowledge about the various complete exams.➤ To understand various skills required for Competitive exam➤ To enhance various soft skills to succeed the competitive examination➤ To use the time effectively To become aware about the goals of life➤ To enable them to develop aptitude and problem solving skills to win Competitive examinations.				
UNIT - I	Introduction to Competitive Examinations			12
Introduction of Competitive Examinations, Basics of competitive exams, history, Purpose, objectives, types of competitive exams. Competitive Examinations related to Social Work. Preparative Strategy for Competitive examinations, Group Discussion and Interviews.				
UNIT - II	Numerical Aptitude and Mental ability			12
Logical or verbal reasoning, Non verbal reasoning, Quantitative aptitude, data interpretation. situation reaction test, Memory and inductive reasoning, Coding and Decoding, Direction Test, English Language/ Verbal Ability, Comprehension.				
UNIT - III	Basic concepts related to Social Work Profession			12
Professional Social Work – Meaning, Values, Ethics, Principles, Methods- Case Work, Group Work, Community Organisation, Social Action, Social Research and Social Welfare Administration. Social Welfare Policies and Programmes. International Social Work.				
UNIT - IV	Skills in Social Work Specializations			12
Human Resource Management – Basic HR Concepts, Labour Laws and its latest amendments, HR Policies, Theories related to HR and OB. Recent HR Trends. Community Development and Social Welfare – Rural, Urban and Tribal Community Development Policies and Programmes, Laws, Policies and Programmes related to children, Youth, women, Elder Persons and weaker sections. Medical & Psychiatric Social Work- Medical Social Work. Clinical Social Work, Medical & Psychiatric disorders, Counselling Services, Therapies, rehabilitation Services, Legislations related to Psychiatric settings.				
UNIT - V	GK and Current Affairs			12
General Awareness and Current Affairs- General Knowledge/ Statistics Daily News, History Geography, Politics, Banking Awareness Computer Knowledge.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Verbal & Non-Verbal Reasoning by R.S. Agarwal
- A Modern Approach to Reasoning by R.S. Agarwal
- A New Approach to Reasoning: Verbal & Non-Verbal by B.S. Sijwali and Indu Sijwali
- Analytical Reasoning by M.K. Pandey
- Multi-Dimensional Reasoning by Dr. Lal
- Reasoning for Competitive Exams by Nishit K. Sinha

- **Quantitative Aptitude:**
- Quantitative Aptitude by R.S. Agarwal
- Quantitative Aptitude for Competitive Exams by R.S. Agarwal
- Data Interpretation by Arun Sharma
- Objective Mathematics for Competitive Exams by Tarun Goyal
- **General Awareness:**
- India Year Book by Publications Division
- Manorama Yearbook
- Banking Awareness by Arihant Publications
- Daily Newspapers for Current Affairs

- **Computer knowledge:**
- Objective Computer Knowledge by Kiran Prakashan
- Computer NCERT Class IX, X, XI & XII

- **Social Work:**
 - NTA UGC NET Social Work study guide by Disha
 - UGC NET Social Work sample papers by Arihant and Truman's Publications

- UGC NET Social Work Question Bank with Answers --- RPH Editorial Board

BOOKS FOR REFERENCES:

- Current Affairs by Arihant Experts
- Current Affairs for Competitive Examination by Disha Experts
- Speedy Current Affairs 2022 by Spark Publications (suggested for UPSC, SSC, Railways, etc.)
- Drishti Current Affairs Today by Drishti Publications (suggested for UPSC, State PSC, SSC CGL, etc.)
- Manorama Year Book 2022 by Malayala Manorama Co. Ltd. (suggested for SSC, Bank Clerk, Civil Services Examination, state PCS, etc.)
- India Yearbook – Publications Division Government of India (suggested for Railways, SSC, Banking, TET, etc.)
- Pratiyogita Darpan (Magazine) by Upkar Prakashan publications (suggested for SSC CGL, SSC CHSL, UPSC, State PSC, etc.)

WEB RESOURCES:

- ❖ pib.gov.in
- ❖ mea.gov.in

- ❖ mha.gov.in
- ❖ lawmin.gov.in
- ❖ rbi.org.in
- ❖ socialjustice.nic.in
- ❖ indiaculture.nic.in
- ❖ india.gov.in
- ❖ newsonair.com
- ❖ darp.gov.in
- ❖ ipcc.ch
- ❖ prsindia.org

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 acquire Skills and knowledge for successful completion for competitive exam								K1 to K5	
CO2	To enhance the attitudinal and aptitude skills								K1 to K5	
CO3	To enhance the student skills in social work profession.								K1 to K5	
CO4	To motivate them for successful skill training in social Work specializations								K1 to K5	
CO5	To impart skills for students about building logical reasoning and self-esteem.								K1 to K5	
CO6	To strength their general knowledge and relevant knowledge for successful face their competitive examination								K1 to K5	
MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT	Skills for Competitive Examinations	HRS	PEDAGOGY
I	Introduction of Competitive Examinations , Basics of competitive exams, history, Purpose, objectives, types of competitive exams. Competitive Examinations related to Social Work. Preparative Strategy for Competitive examinations, Group Discussion and Interviews.	12	Chalk and talk, PPT, Lecture
II	Logical or verbal reasoning, Non verbal reasoning, Quantitative aptitude, data interpretation. situation reaction test, Memory and inductive reasoning, Coding and Decoding, Direction Test, English Language/ Verbal Ability, Comprehension.	12	Chalk and talk, PPT, Group discussion
III	Professional Social Work – Meaning, Values, Ethics, Principles, Methods- Case Work, Group Work, Community Organisation, Social Action, Social Research and Social Welfare Administration. Social Welfare Policies and Programmes. International Social Work.	12	Chalk and talk, PPT, Assignment
IV	Human Resource Management – Basic HR Concepts, Labour Laws and its latest amendments, HR Policies, Theories related to HR and OB. Recent HR Trends. Community Development and Social Welfare – Rural, Urban and Tribal Community Development Policies and Programmes, Laws,	12	Chalk and talk, PPT, Assignment

	<p>Policies and Programmes related to children, Youth, women, Elder Persons and weaker sections.</p> <p>Medical & Psychiatric Social Work- Medical Social Work. Clinical Social Work, Medical & Psychiatric disorders, Counselling Services, Therapies, rehabilitation Services, Legislations related to Psychiatric settings.</p>		
V	<p>General Awareness and Current Affairs- General Knowledge/ Statistics Daily News,History Geography, Politics, Banking Awareness Computer Knowledge</p>	12	Guest 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	Disaster Management			
Course Code	24PSWNM31	L	P	C
Category	Non Major Elective	6	-	3

COURSE OBJECTIVES:

- To deliver an understanding of Disaster and Disaster Management.
- To help students to understand risk assessment vulnerability analysis
- To help students for Disaster preparedness and response, Recovery, Rehabilitation and Reconstruction
- To describe the Community Linkage in Disaster Management
- To enhance the role social workers in Disaster Management

UNIT - I Introduction to disaster 12

Introduction to disaster: meaning of Hazard, Risk, Vulnerability, Disaster and Pandemic Hazards: Meaning, Nature, Importance, Dimensions & Scope of Disaster Management, Disaster Management Cycle, Natural Disasters- Meaning and nature of natural disasters, types: Hydrological Disasters - Flood, Flash flood, Drought, cloud burst, Geological Disasters- Earthquakes, Tsunamis, Landslides, valances, Volcanic, eruptions, Mudflow, Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion.

UNIT - II Risk Assessment and Vulnerability Analysis 12

Risk Assessment and Vulnerability Analysis: Concepts, Elements & Perception of Risk, Acceptable risk, Requirements in Risk assessment, Risk Reduction- Mainstreaming “Risk /Role of Science & Technology, Strategies and International Mobilization in Disaster Risk Reduction, Concepts of vulnerability Identification, Vulnerability types and dimensions, Vulnerability- Social factors and economic factors & Strategic development for Vulnerability reduction.

UNIT - III Disaster preparedness and response 12

Disaster preparedness and response: Concept and significance, Disaster Preparedness Measures, Institutional Mechanism for Disaster Preparedness, Disaster preparedness with special needs/ vulnerable groups, Disaster Preparedness: Policy and Programmes, Role of Government, International and NGO Bodies, Role of Information Technology (IT) in Disaster Preparedness, Role of Different Organizations / Institutions.

UNIT - IV Recovery, Rehabilitation and Reconstruction 12

Recovery, Rehabilitation and Reconstruction: Concept, Meaning, Types of rehabilitation and reconstruction, Importance of Disaster Mitigation, Cost – benefit analysis, relationship between vulnerability and development. Damage Assessment- Post Disaster Damage assessment. Reconstructions- Essential services, Social infrastructures, immediate shelters/camps, Contingency plans for reconstructions, Development of Physical and Economic Infrastructure- Developing Physical and Economic Infrastructure, Environmental Infrastructure development

UNIT - V Community Linkage In Disaster Management**12**

Community Linkage In Disaster Management: Community Based Disaster Management Human Behaviour and Response: Individual, Community, Institutional Community Participation and Awareness, Community Health during Disasters & Community Health Management, Disaster Site Management in Community & Disaster Management Strategies, Leadership and Coordination in Disaster Management & role of social worker in disaster management.

Case Studies: Some cases of real business world to supplement learning from the course.

Total Lecture Hours 60**BOOKS FOR STUDY:**

- Environment & Disaster Management: Ecology, Climate Change & Bio-diversity, [D.R Khullar](#) J A C S 9354601049
- Kumar, Nitesh, Satish, Textbook of Disaster Management, Serial Publishing House, ISBN 9789381226704
- National Disaster Management Authority (2020) Guidelines Management of Glacial Lake Outburst Floods (GLOFs), Ministry of Home Affairs Government of India
- Subramanian. R, Disaster Management, Vikas Publishing House, ISBN 9352173387, 9789386176686
- Sharma SC, Disaster Management, Khanna Publishing House. ISBN 9386173387, 9789386173386

BOOKS FOR REFERENCES:

- Bernadin John H, 2012, Human Resource Management, New York: McGraw Hill.
- Dwivedi. R.S, 2009, A Textbook of Human Resource Management, New Delhi, Vikas Publication House Pvt Ltd
- Ivancevich, 2012, Human Resource Management, New York: McGraw Hill.
- Mahajan. J P & Reeta, 2016, Human Resource Management, Noida, Vikas Publishing house.
- Rao V.S.P 2000 Human Resource Management, New Delhi : Sage Publications.

WEB RESOURCES:

- ❖ https://www.researchgate.net/publication/277327554_Introduction_to_Disaster_Management
- ❖ <https://byjus.com/free-ias-prep/disaster-management-india/>
- ❖ <https://www.youtube.com/watch?v=zR9CbaJhCd8>
- ❖ <https://www.drishtiias.com/to-the-points/paper3/daster-management-i>
- ❖ <https://nidm.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
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After studying this course, the students will be able to:

CO1	To Elucidate types of disasters and plan the preparedness for the disaster.	K1 to K5
CO2	To Describe Disaster preparedness and responses various stakeholders of the community	K1 to K5
CO3	To Describe the NGO Registration procedure and identify how to run the NGOs effectively	K1 to K5
CO4	To critically analyse Recovery, Rehabilitation and Reconstruction technique	K1 to K5
CO5	To Apply Community Linkage in Disaster Management in safeguarding environment	K1 to K5
CO6	To Apply Professional social worker skills Disaster Management in safeguarding environment	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					

WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					
LESSON PLAN:					
UNIT	Disaster Management	HRS	PEDAGOGY		
I	Introduction to disaster: meaning of Hazard, Risk, Vulnerability, Disaster and Pandemic Hazards: Meaning, Nature, Importance, Dimensions & Scope of Disaster Management, Disaster Management Cycle, Natural Disasters- Meaning and nature of natural disasters, types: Hydrological Disasters - Flood, Flash flood, Drought, cloud burst, Geological Disasters- Earthquakes, Tsunamis, Landslides, avalanches, Volcanic, eruptions, Mudflow, Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion.	12	Chalk and talk, PPT, Lecture		
II	Risk Assessment and Vulnerability Analysis: Concepts, Elements & Perception of Risk, Acceptable risk, Requirements in Risk assessment, Risk Reduction- Mainstreaming “Risk /Role of Science & Technology, Strategies and International Mobilization in Disaster Risk Reduction, Concepts of vulnerability Identification, Vulnerability types and dimensions, Vulnerability- Social factors and economic factors & Strategic development for Vulnerability reduction.	12	Chalk and talk, PPT, Group discussion		
III	Disaster preparedness and response: Concept and significance, Disaster Preparedness Measures, Institutional Mechanism for Disaster Preparedness, Disaster preparedness with special needs/ vulnerable groups, Disaster Preparedness: Policy and Programmes, Role of Government, International and NGO Bodies, Role of Information Technology (IT) in Disaster Preparedness, Role of Different Organizations / Institutions.	12	Chalk and talk, PPT, Assignment		
IV	Recovery, Rehabilitation and Reconstruction: Concept, Meaning, Types of rehabilitation and reconstruction, Importance of Disaster Mitigation, Cost – benefit analysis, relationship between vulnerability	12	Chalk and talk, PPT, Assignment		

	and development. Damage Assessment- Post Disaster Damage assessment. Reconstructions- Essential services, Social infrastructures, immediate shelters/camps, Contingency plans for reconstructions, Development of Physical and Economic Infrastructure- Developing Physical and Economic Infrastructure, Environmental Infrastructure development		
V	Community Linkage In Disaster Management: Community Based Disaster Management Human Behaviour and Response: Individual, Community, Institutional Community Participation and Awareness,Community Health during Disasters & Community Health Management, Disaster Site Management in Community& Disaster Management Strategies, Leadership and Coordination in Disaster Management & role of social worker in disaster management.	12	Guest 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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Corporate Social Responsibility			
Course Code	24PSWNM32	L	P	C
Category	Non Major Elective	6	-	3

COURSE OBJECTIVES:

- To learn the models and strategies of Corporate Social Responsibility.
- To enhance understanding of the basic concepts, tools and techniques in Community Participation and Corporate –Community Collaboration working.
- To Acquire knowledge on legal Provisions related to CSR.
- To enrich the knowledge on Business ethics and Corporate Governance.
- To obtain skills and understand the role of Social Worker in the field of CSR.

UNIT - I Introduction to CSR 12

Introduction to CSR: Corporate Social Responsibility – Meaning, Definition and Concepts. Historical evolution of CSR at Global and Indian contexts. Arguments for and against CSR Scope for CSR in India. Need to be Socially Responsible. Models of CSR- Carroll's model, CSR through triple bottom line and Sustainable Business. Steps to attain CSR. Drivers of CSR. CSR Strategies. CSR in Indian and International context.

UNIT - II Human Resource Planning and Talent Acquisition 12

CSR-Legislation In India & the world. Indian Companies Act(2013):Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India. International standards and norms on CSR. Social Accounting: Definition, Objective, Scope. Social Audit: Definition, Approaches & Need.SA:8000 and Corporate Social Reporting.

UNIT - III Business ethics and Corporate Governance 12

Business ethics and Corporate Governance: Business ethics: Meaning and definitions of Ethics. Nature of business ethics; the relationship between business ethics, corporate governance and ethical leadership; Kohlberg's six stages of moral development; levels of ethical analysis; concept of corporate integrity. Corporate Governance – meaning, significance, principles and dimensions. Issues in corporate governance— Theoretical basis of corporate governance. Consumer Protection, Environment Protection, Gender issues in multiculturalism, Ethics and Corruption.

UNIT - IV CSR and Community Participation 12

CSR and Community Participation: Corporate and Community Participation. Corporate, NGO, Government and Citizen Participation, Need and types of participation, Corporate –Community Collaboration (CCC) and Social Development. Challenges and barriers to Corporate-Community Collaboration – CCC as CSR process and Product-Socio-Economic Impact of CCC – Community Investment and Corporate Citizenship Programmes.

UNIT - V	Role and Skills of Social Worker	12
Role and Skills of Social Worker: Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting and Supervising. Format for Annual report on CSR activities. CSR Audit & Reporting Guidelines by Companies act 2013. Case Studies : Ashok Leyland, Hyundai Foundation, Srinivasan Service Trust, Titan Foundation, Tata Sustainability Group, A.M.M. Foundation, CPCL, Wipro Foundation, Infosys Foundation, NIIT.		
Total Lecture Hours		60

BOOKS FOR STUDY:

- Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
- Chatterjee, M. (2015). Corporate Social Responsibility. Delhi: Oxford University Press
- Maya. R. J., Vanitha, S., Kamala, Padmavati, D., SangarMithirai and Padmavathy, M.(2008). Issues and Challenges of Sustainable Development in India. New Delhi: Serials publications.
- Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
- Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage publications.

BOOKS FOR REFERENCES:

- Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
- Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
- Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
- Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
- Das, Chandra, Subash. (2010). Corporate Governance. New Delhi: PHI Learning Pvt.Ltd.
- Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
- Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
- Neil, H. (1973). Corporate Power Social Responsibility. New York: Macmillian Publishing Co., Inc.

WEB RESOURCES:

- ❖ <https://indiacsr.in/>
- ❖ <https://csrcfe.org/about-csr-in-india-public-policy/>
- ❖ <http://csr.gov.in/>

- ❖ <https://bthechange.com/csr-in-india-is-now-a-law-2502aa6d0daa>
- ❖ <https://csrbox.org/CSR-in-India>
- ❖ <https://thecsrjournal.in/top-100-companies-india-csr-sustainability-2021/>
- ❖ <https://www.financialexpress.com/industry/corporate-social-responsibility-how-indias-csr-rules-ensure-strict-compliance/2392017/>
- ❖ <https://thecsr universe.com/csr-in-india-csr-definition-and-csr-eligibility-in-companies-act-2013/>

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 learn the concept and Model of Corporate Social Responsibility	K1 to K5
CO2	To understand steps and strategies in attaining CSR.	K1 to K5
CO3	To examine the various norms and Standards on CSR(National and International).	K1 to K5
CO4	To appraise the various CSR Programmes in an Organization	K1 to K5
CO5	To Reflect on various Ethical standards on consumer, Environmental and Social aspects of CSR.	K1 to K5
CO6	To Facilitate in the process of Community Participation and Community Need Analysis.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT	Corporate Social Responsibility	HRS	PEDAGOGY
I	Introduction to CSR: Corporate Social Responsibility – Meaning, Definition and Concepts. Historical evolution of CSR at Global and Indian contexts. Arguments for and against CSR Scope for CSR in India. Need to be Socially Responsible. Models of CSR- Carroll's model, CSR through triple bottom line and Sustainable Business. Steps to attain CSR. Drivers of CSR. CSR Strategies. CSR in Indian and International context.	12	Chalk and talk, PPT, Lecture
II	CSR-Legislation In India & the world. Indian Companies Act(2013):Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India. International standards and norms on CSR. Social Accounting: Definition, Objective, Scope. Social Audit: Definition, Approaches & Need.SA:8000 and Corporate Social Reporting.	12	Chalk and talk, PPT, Group discussion
III	Business ethics and Corporate Governance: Business ethics: Meaning and definitions of Ethics. Nature of business ethics; the relationship between business ethics, corporate governance and ethical	12	Chalk and talk, PPT, Assignment

	leadership; Kohlberg's six stages of moral development; levels of ethical analysis; concept of corporate integrity. Corporate Governance – meaning, significance, principles and dimensions. Issues in corporate governance— Theoretical basis of corporate governance. Consumer Protection, Environment Protection, Gender issues in multiculturalism, Ethics and Corruption.		
IV	CSR and Community Participation: Corporate and Community Participation. Corporate, NGO, Government and Citizen Participation, Need and types of participation, Corporate –Community Collaboration (CCC) and Social Development. Challenges and barriers to Corporate-Community Collaboration – CCC as CSR process and Product-Socio-Economic Impact of CCC – Community Investment and Corporate Citizenship Programmes.	12	Chalk and talk, PPT, Assignment
V	Role and Skills of Social Worker: Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting and Supervising. Format for Annual report on CSR activities. CSR Audit & Reporting Guidelines by Companies act 2013. Case Studies : Ashok Leyland, Hyundai Foundation, Srinivasan Service Trust, Titan Foundation, Tata Sustainability Group, A.M.M.Foundation, CPCL, Wipro Foundation, Infosys Foundation, NIIT.	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Summer Internship Training			
Course Code	24PSWIN31	L	P	C
Category	Skill	-	-	1
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To understand the social issues in the contemporary field.➤ To enable the students to recognize and display professional attitudes, workplace behaviours and communication skills appropriate to their setting.➤ To develop an understanding of the role of Social Workers in the respective field.➤ To facilitate the students to understand the connection of theories to practice with their respective specialized setting.➤ To learn and apply the methods of Social Work practice in their field work settings				
UNIT - I Orientation and Commencement				15
PHASE – I : Orientation and Commencement Orientation on respective specialized fields. The objectives of summer placements are explained. Identification of Organisations for summer Internship				
UNIT - II Approval and Confirmation of Summer placement organization				15
PHASE – II : Approval and Confirmation of Summer placement organization Confirmation /Approval of summer placement organizations. Commencement of Summer placement training in the approved organization. The summer training program falls between Semester II and III.				
UNIT - III Induction and Learning				15
PHASE – III : Induction and Learning Induction of students in the organization. Submission of Letter of induction to the respective guide. Submission of weekly reports (Learnings & Observations) along with daily timesheets.				
UNIT - IV Social Work Practice in the Field				15
PHASE – IV : Social Work Practice in the Field Students gain knowledge about the Vision, Mission & objectives of the organization, organizational structure, functions of the organization, Dynamics of the organization, Skills Required to be a professional, laws pertaining to their specialized field, etc. Constant contact with the students to regulate the learning process.				
UNIT - V Termination and Evaluation				15
PHASE – V : Termination and Evaluation Monitoring the performance of the student. Submission of letter of completion from the organization duly signed by the authorities. After the Completion of training, the process of evaluation (Self & Staff) is executed based on the performance of the students through the submitted weekly Reports				
Total Lecture Hours				75

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				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 acquire professional Social work skills in their respective social work setting.	K1 to K5
CO2	To analyse the need and importance the role of Social Workers in professional practice.	K1 to K5
CO3	To practice and demonstrate the Social Work methods in their respective settings.	K1 to K5
CO4	To associate and integrate the Social Work theory in to practice in their field work organization.	K1 to K5
CO5	To understand the application of Social Work approaches to handle the challenges in the field.	K1 to K5
CO6	To utilise the professional knowledge and skills in their respective field.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	2				
CO2	3	2	2	2	3	3				
CO3	3	3	2	2	2	3				
CO4	3	3	3	3	3	3				
CO5	2	3	3	2	3	3				
CO6	2	3	3	2	3	3				

S- STRONG
M – MEDIUM
L - LOW
CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	S	S	S	S	L
CO 2	S	S	S	M	S
CO 3	S	L	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	M	M	S
CO 6	S	S	S	S	S
WEIGHTAGE					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS					

LESSON PLAN:

UNIT	Summer Internship Training	HRS	PEDAGOGY
I	PHASE – I : Orientation and Commencement Orientation on respective specialized fields. The objectives of summer placements are explained. Identification of Organisations for summer Internship	15	Field based learning and practice
II	PHASE – II : Approval and Confirmation of Summer placement organization Confirmation /Approval of summer placement organizations. Commencement of Summer placement training in the approved organization. The summer training program falls between Semester II and III.	15	Field based learning and practice
III	PHASE – III : Induction and Learning Induction of students in the organization. Submission of Letter of induction to the respective guide.	15	Field based learning and practice

	Submission of weekly reports (Learnings & Observations) along with daily timesheets.		
IV	PHASE – IV : Social Work Practice in the Field Students gain knowledge about the Vision, Mission & objectives of the organization, organizational structure, functions of the organization, Dynamics of the organization, Skills Required to be a professional, laws pertaining to their specialized field, etc. Constant contact with the students to regulate the learning process.	15	Field based learning and practice
V	PHASE – V : Termination and Evaluation Monitoring the performance of the student. Submission of letter of completion from the organization duly signed by the authorities. After the Completion of training, the process of evaluation (Self & Staff) is executed based on the performance of the students through the submitted weekly Reports	15	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	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	Documentation	Content Clarity & Presentation	Communication	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	Communication	Presentation	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

FOURTH SEMESTER



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)

DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2024-2025 AND AFTER

Course Name	Urban Community Development			
Course Code	24PSWCD41	L	P	C
Category	Core	6	-	4

COURSE OBJECTIVES:

- To facilitate the students to have broader understanding about various aspects of Urban Community
- To Enhance students' knowledge on the problems in Urban community
- To enable the students to improve analyzing skills of the urban community development Programmes
- To enrich the knowledge of the students on Urban local administration in India
- To enhance the knowledge of the process and recent trends in urban Community Development

UNIT - I Urban Community: Concept and Theories 12

Urban Community: Definition, Concept and Historical background; Emerging patterns of urban social stratification in India, Social, Economic and Political structures in Urban India. Urban Development Planning; Trends in Town and Country Planning Act 1971. Importance of Community planning and Community participation in Urban Development.

UNIT - II Urban Problems in India 12

Urban Problems in India: Population Density, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Suburban issues and problems. Urban Poverty, Cause and Conditions of Sub-standard Settlements (Slum), Displacement and Rehabilitation. Migration, Eviction, Resettlement and Adaptability. UN Standards on all the above issues.

UNIT - III Urban Community Development 12

Urban Community Development: Meaning, Objectives, Scope and Models. Early Development Interventions: SPARC Mumbai, People project of Action Aid, Oxfam – Urban Project, Delhi Pilot Project-Critical Analysis of a Planned Experiment, Urban Programmes in Five Year Plans, Historical Analysis of Government Programmes on Urban Community Development, Urban Renewal Missions in India, Barriers to Urban Community Development.

UNIT - IV Administrative Structure and Governance 12

Administrative Structure and Governance at National, State level, Urban Municipal Administration-structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74th Constitutional Amendment, Governance and citizen's participation. Urban development Institutions in Tamilnadu - Roles and Functions – CMDA, TNHB, TNSCB, CMWSSB. Directorate of Town and Country Planning. E-Governance in Urban Development, National Urban Information System(NUIS), Urban Training Institutions - TNIUS, NIUA

UNIT - V Policies and Programmes**12**

Government Policies: National Sanitation Policy, Poverty Alleviation Programme, NULM and recent Urban Infrastructure Programmes, National Slum Development Programme, Housing for the urban poor – policy and practice in developing countries. Major National Missions: JNNURM (AMRUT), Housing for all 2022. Role and skills of Community Development Worker in Urban Community Development. Application of Social Work Methods in Urban Development.

Total Lecture Hours**60****BOOKS FOR STUDY:**

- Bhattacharya, 2006, Urban Development in India: Since Pre-historic Times, Concept Publishing Company, New Delhi
- Nagpaul, Hans, 2005, Social Work in Urban India, Rawat Publications, Jaipur
- Patel, A.K., Dubey, M.V., Urban Social Work, Crescent Publishing Corporation, New Delhi
- Singh, U.B. (2004) Urban Administration in India, New Delhi: Serial Publication
- Thudipara, Z. Jacob, 2007, Urban Community Development, Rawat Publications, Jaipur

BOOKS FOR REFERENCES:

- Chahar, S.S (ed) (2005) Governance of Grassroots Level In India, New Delhi: Kanishka Publishers
- Naik. N.T.K., Rahman, S. Mansoor, Urbanization in India, Serials Publications, New Delhi
- Singh, Amita (Editor) (2005) Administrative Reforms (Towards sustainable practice) New Delhi: Sage Publications
- Ram Ahuja, 2009, Sociology In India- Concepts, Theories & Recent Trends, Rawat Publications

WEB RESOURCES:

- ❖ <http://mohua.gov.in>
- ❖ <http://egyankosh.ac.in/bitstream/123456789/39212/1/Unit-3.pdf>
- ❖ <https://vikaspedia.in/social-welfare/urban-poverty-alleviation-1/schemes-urban-poverty->
- ❖ <https://www.scribd.com/doc/21976896/Understanding-Urbanization-Urban-Community-Development>
- ❖ http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/local%20bodies.Pdf
- ❖ <http://vidyamitra.inflibnet.ac.in/index.php/search>

Nature of Course	EMPLOYABILITY				SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL		✓	GLOBAL	
Changes Made in the Course	Percentage of Change			30%	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 facilitate the students to have broader understanding about various aspects of Urban Community								K1 to K5
CO2	To Enhance students' knowledge on the problems in Urban community								K1 to K5
CO3	To enable the students to improve analyzing skills of the urban community development Programmes								K1 to K5
CO4	To learn urban local administrative structure and programmes for urban development and Evaluate solutions for issues in Urban Community								K1 to K5
CO5	To acquire the skills to work with the urban community, and develop and implement Programmes with them.								K1 to K5

MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	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	Urban Community Development	HRS	PEDAGOGY
I	Urban Community: Definition, Concept and Historical background; Emerging patterns of urban social stratification in India, Social, Economic and Political structures in Urban India. Urban Development Planning; Trends in Town and Country	12	Chalk and talk, PPT, Lecture

	Planning Act 1971. Importance of Community planning and Community participation in Urban Development.		
II	Urban Problems in India: Population Density, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Suburban issues and problems. Urban Poverty, Cause and Conditions of Sub-standard Settlements (Slum), Displacement and Rehabilitation. Migration, Eviction, Resettlement and Adaptability. UN Standards on all the above issues.	12	Chalk and talk, PPT, Group discussion
III	Urban Community Development: Meaning, Objectives, Scope and Models. Early Development Interventions: SPARC Mumbai, People project of Action Aid, Oxfam – Urban Project, Delhi Pilot Project-Critical Analysis of a Planned Experiment, Urban Programmes in Five Year Plans, Historical Analysis of Government Programmes on Urban Community Development, Urban Renewal Missions in India, Barriers to Urban Community Development.	12	Chalk and talk, PPT, Assignment
IV	Administrative Structure and Governance at National, State level, Urban Municipal Administration- structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74 th Constitutional Amendment, Governance and citizen's participation. Urban development Institutions in Tamilnadu - Roles and Functions – CMDA, TNHB, TNSCB, CMWSSB. Directorate of Town and Country Planning. E-Governance in Urban Development, National Urban Information System(NUIS), Urban Training Institutions - TNIUS, NIUA	12	Chalk and talk, PPT, Assignment
V	Government Policies: National Sanitation Policy, Poverty Alleviation Programme, NULM and recent Urban Infrastructure Programmes, National Slum Development Programme, Housing for the urban poor – policy and practice in developing countries. Major National Missions: JNNURM (AMRUT), Housing for all 2022. Role and skills of Community Development Worker in Urban Community Development. Application of Social Work Methods in Urban Development.	12	Guest 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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Industrial Relations And Employee Welfare			
Course Code	24PSWCD42	L	P	C
Category	Core	6	-	4

COURSE OBJECTIVES:

- To Understand Contemporary Industrial relations practices
- To be aware of the challenges faced by workers in various industries.
- To apply the knowledge of employer- employee dynamics and the role of various stakeholders concerned with industrial relations
- To be aware of Industrial disputes, Prevention and settlement.
- To Learn about Employee welfare measures

UNIT - I Introduction to Industrial Relations 12

Introduction to Industrial Relations: *Industrial Relations:* Background to Industrial Relations- Scope, Evolution and Development, Approaches and forms of Industrial relations in India.

UNIT - II Mechanism of Industrial Relations: Mechanism of Industrial Relations 12

Mechanism of Industrial Relations: *Mechanism of Industrial Relations:* Collective Bargaining – meaning, types, levels, prerequisites, Joint Management Councils, works committee, Workers Participation in Management, Grievance handling procedures.

Industrial Disputes: Factors, Forms, Trends, Prevention and Settlement, Role of State and Central Labour Administration, Strikes and Lockouts.

UNIT - III Industrial Relations machinery in India 12

Industrial Relations machinery in India: *Industrial Relations machinery in India:* Conciliation, Arbitration and Adjudication, Code of discipline- Recent trends, Role of Government, Employers and Trade Unions in maintaining Industrial Relations.

UNIT - IV Employee Welfare: Employee Welfare 12

Employee Welfare: Concept, principles, scope, theories, approaches and philosophy of employee welfare, Areas of Employee Welfare, Statutory welfare programmes, Non-statutory welfare programmes
Major problems experienced by employees ; Migration, wages, poor housing, absenteeism, employee turnover, tardiness Alcoholism, diseases, accidents and Working conditions.

UNIT - V Practice of Employee Welfare: Employee Welfare**12**

Practice of Employee Welfare: Employee Welfare: Occupational health and safety -concept, challenges.

Roles, functions and appointment of the Labour Welfare Officer- Workers awareness Programs.

Need and application of Social Work methods in delivering employee welfare services, new paradigms in Employee welfare.

Case Studies: Some cases of real business world to supplement learning from the course.

Total Lecture Hours**60****BOOKS FOR STUDY:**

- Dwivedi. R.S (1997) 'Human Relations & Organisational Behaviour', Macmillan India Ltd, New Delhi
- Joseph, Jerome (2004) Industrial relations: Towards a new theory of negotiated connectedness, New Delhi: Response Books
- Malhotra O.P (1985). Industrial Disputes Act 1947, Lucknow: East law book company
- Mamoria C.B. and Mamoria. Satish (1998)'Dynamics of Industrial Relations', Himalaya Publishing House, New Delhi
- Paul Edwards (2009)Industrial Relations: Theory and Practice, 2nd Edition

BOOKS FOR REFERENCES:

- Ratna Sen, (2003)'Industrial Relations in India', Shifting Paradigms, Macmillan India Ltd., New Delhi
- Rosen bloom Jerry(2014) The Handbook of Employee Benefits -Health and Group Benefits,7th Edition,Mc Graw Hill
- Sarma. A.M (2014),Employee Welfare and Social Security,Himalaya Publishing House.
- Saxena, R.C. (1961). Labour Problems and Social Welfare, Meerat: Jaiprakashnath and company
- Srivastav, K.N (1954). Industrial Peace & Industrial Relations Allahabad:Kitab Mahal
- Srivastava (2000) 'Industrial Relations and Labour laws', Vikas, 4th edition.
- Subba Rao.P., (2010) Essentials of Human Resource Management and industrial Relations: Text, Cases and Games
- Venkata Ratnam.C.S., 'Globalisation and Labour Management Relations', Response Books, 2001.

WEB RESOURCES:

- ❖ <https://www.researchgate.net>
- ❖ <https://labour.gov.in>
- ❖ <http://www.ignou.ac.in>
- ❖ <https://www.ilo.org>
- ❖ <https://www.greythr.com>

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

COURSE OUTCOMES:										K LEVEL
After studying this course, the students will be able to:										
CO1	To be aware of the concept and evolution of Industrial Relations									K1 to K5
CO2	To understand the mechanisms behind IR scenario in India.									K1 to K5
CO3	To understand the role of various stakeholders in maintaining peaceful Industrial Relations in India .									K1 to K5
CO4	To analyse various statutory and Non statutory employee welfare measures .									K1 to K5
CO5	To evaluate various approaches to Employee welfare									K1 to K5
MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	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	Industrial Relations and Employee Welfare	HRS	PEDAGOGY
I	Introduction to Industrial Relations: <i>Industrial Relations:</i> Background to Industrial Relations- Scope, Evolution and Development, Approaches and forms of Industrial relations in India.	12	Chalk and talk, PPT, Lecture
II	Mechanism of Industrial Relations: <i>Mechanism of Industrial Relations:</i> Collective Bargaining, Joint Management Councils, works committee, Workers Participation in Management, Grievance handling procedures. Industrial Disputes: Factors, Forms, Trends, Prevention and Settlement, Role of State and Central Labour Administration, Strikes and Lockouts	12	Chalk and talk, PPT, Group discussion
III	Industrial Relations machinery in India: <i>Industrial Relations machinery in India:</i> Conciliation, Arbitration and Adjudication, Code of discipline- Recent trends, Role of Government, Employers and Trade Unions in maintaining Industrial Relations.	12	Chalk and talk, PPT, Assignment
IV	Employee Welfare: <i>Employee Welfare:</i> Concept, principles, scope, theories, approaches and philosophy of employee welfare, Areas of Employee Welfare, Statutory welfare programmes, Non-statutory welfare programmes Major problems experienced by employees ; Migration, wages, poor housing, absenteeism, employee turnover, tardiness Alcoholism, diseases, accidents and Working conditions	12	Chalk and talk, PPT, Assignment
V	Practice of Employee Welfare: <i>Employee Welfare:</i> Occupational health and safety -concept, challenges. Roles, functions and appointment of the Labour Welfare Officer- Workers awareness Programs. Need and application of Social Work methods in delivering employee welfare services, new paradigms in Employee welfare. <i>Case Studies: Some cases of real business world to supplement learning from the course.</i>	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Psychiatric Social Work			
Course Code	24PSWCD43	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<div><div></div><div><div></div><div>To aware on historical development of psychiatric Social Work</div></div><div><div></div><div>To understand the social Work models and methods.</div></div><div><div></div><div>To gain indepth knowledge on Psychiatric hospitals.</div></div><div><div></div><div>To understand the role of Psychiatric Social Worker in special settings.</div></div><div><div></div><div>To acquire knowledge and skill in the practice of Community Psychiatry and Rehabilitation</div></div></div>				
UNIT - I	Introduction to Psychiatric Social Work			12
Introduction to Psychiatric Social Work: Psychiatric Social Work- Definition, Scope, Psychiatric Social Work as a field of Social Work in India. Current trends in Psychiatric Social Work, Changing trends in Psychiatric Social Work, Historical Development of Psychiatric Social Work in U.K., U.S.A. and India.				
UNIT - II	Social Work models and Methods			12
Social Work models and Methods: The concept of psychiatric patient, Family and Mental Illness. Diagnosis in Psychiatric Social Work. Multi-Dimensional Approach, Psychosocial Education in Psychiatric Social Work, Models in Psychiatric Social Work. Social Case Work, Social Group Work and Family Therapy in Psychiatric setting.				
UNIT - III	The Psychiatric Hospital as a Social System			12
The Psychiatric Hospital as a Social System: Partial hospitalization. Concept of Milieu Therapy & Therapeutic Community, Admission Pattern, Vocational training Program (Industrial Therapy). Role of Psychiatric Social Worker in multidisciplinary team in inpatient & outpatient setting, (General Hospital Psychiatry)				
UNIT - IV	Psychiatric Social Work practice in special settings			12
Psychiatric Social Work practice in special settings: Day Hospitals, Child Guidance Clinic, Epilepsy Clinic, Adolescent Clinic, Mental Health Clinics, Geriatric Clinics. Deaddiction clinic, Crisis Intervention clinics, School Mental Health, Family Counselling Centre, Industrial setting.				
UNIT - V	Rehabilitation and Community Psychiatry			12
Rehabilitation and Community Psychiatry: Rehabilitation in Psychiatry; Concept, Principles, Process & Programmes, Role of Psychiatric Social Worker in Rehabilitation, Concept of Community Psychiatry and Community based Rehabilitation, Rehabilitation of Chronic Mentally ill Patients. Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes, National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation. Challenges and limitations in Psychiatric Social Work Practice, Innovations and trends in Psychiatric Social Work.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Park & Park. (2003). Textbook of preventive and social medicine.
- Revised School Health Manual, 2010, Central Board of Secondary Education.
- Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication.
- Verma, Ratna, (1991). Psychiatric Social Work in India. Sage Publications, New Delhi
- Francis, Abraham P.(2014), Social Work in Mental Health – Areas of Practice, Challenges & Way Forward, Sage Publications

BOOKS FOR REFERENCES:

- Daver, Bhargavi, (1999). Mental Health of Indian Women, Sage Publications, New Delhi
- Daver, Bhargavi, (2001). Mental Health from a Gender Perspective. Sage Publications, New Delhi
- Dhanda, Amita, (1999). Legal Order and Mental Disorder. Sage Publications, New Delhi
- Kapur, Malavika, (1997). Mental Health in Indian Schools. Sage Publications, New Delhi
- Online Manual NIMHANS Training Manual for Psychologists, 2016, National Mental Health Programme and National Institute of Health and Family Welfare, New Delhi.
- WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.
- World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems.

WEB RESOURCES:

- ❖ www.who.org
- ❖ <https://www.journals.elsevier.com/journal-of-behavior-therapy-and-experimental-psychiatry>
- ❖ <https://www.apa.org/pubs/journals/abn/index>
- ❖ <https://www.scitechnol.com/traumatic-stress-disorders-treatment.php>
- ❖ <https://www.journals.elsevier.com/journal-of-experimental-social-psychology>
- ❖ <https://www.journals.elsevier.com/mental-health-and-physical-activity>
- ❖ <http://learnmem.cshlp.org/>
- ❖ <https://journals.sagepub.com/toc/SPP/7/1>
- ❖ <https://www.sciencedirect.com/journal/personality-and-individual-differences>
- ❖ <https://onlinelibrary.wiley.com/journal/19383703>
- ❖ <https://www.india.gov.in/topics/health-family-welfare>

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

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

CO1	To compare international Psychiatric Social Work standards and adopt suitable standards.	K1 to K4
CO2	To apply methods of social work among psychiatric patients, family and people with mental illness.	K1 to K4
CO3	To understand Psychiatric Hospital	K1 to K4
CO4	To identify the role of social worker in clinical practice and help accordingly	K1 to K4
CO5	To demonstrate high knowledge and skill as a Psychiatric Social Worker.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	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	Psychiatric Social Work	HRS	PEDAGOGY
I	Introduction to Psychiatric Social Work: Psychiatric Social Work-Definition, Scope, Psychiatric Social Work as a field of Social Work in India. Current trends in Psychiatric Social Work, Changing trends in Psychiatric Social Work, Historical Development of Psychiatric Social Work in U.K., U.S.A. and India.	12	Chalk and talk, PPT, Lecture
II	Social Work models and Methods: The concept of psychiatric patient, Family and Mental Illness. Diagnosis in Psychiatric Social Work. Multi-Dimensional Approach, Psychosocial Education in Psychiatric Social Work, Models in Psychiatric Social Work. Social Case Work, Social Group Work and Family Therapy in Psychiatric setting.	12	Chalk and talk, PPT, Group discussion
III	The Psychiatric Hospital as a Social System: Partial hospitalization. Concept of Milieu Therapy & Therapeutic Community, Admission Pattern, Vocational training Program (Industrial Therapy). Role of Psychiatric Social Worker in multidisciplinary team in inpatient & outpatient setting, (General Hospital Psychiatry)	12	Chalk and talk, PPT, Assignment
IV	Psychiatric Social Work practice in special settings: Day Hospitals, Child Guidance Clinic, Epilepsy Clinic, Adolescent Clinic, Mental Health Clinics, Geriatric Clinics. Deaddiction clinic, Crisis Intervention clinics, School Mental Health, Family Counselling Centre, Industrial setting.	12	Chalk and talk, PPT, Assignment
V	Rehabilitation and Community Psychiatry: Rehabilitation in Psychiatry; Concept, Principles, Process & Programmes, Role of Psychiatric Social Worker in Rehabilitation, Concept of Community Psychiatry and Community based Rehabilitation, Rehabilitation of Chronic Mentally ill Patients. Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes, National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation. Challenges and limitations in Psychiatric Social Work Practice, Innovations and trends in Psychiatric Social Work	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	NGO Management			
Course Code	24PSWCD44	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To deliver the application for organisation development➤ To impart necessary skill for the management of organizations➤ To provide an understanding of the policies and procedures involved in establishing and maintaining Non-governmental organisation➤ To inspire students to adopt a critical perspective on NGO management➤ To provide an understanding about legal aspects of NGO management				
UNIT - I	Fundamentals of Management			12
Fundamentals of Management:Introduction Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Controlling and Coordination, Budgeting), Levels of Management – Top, Middle and low level and Market). Managerial skills: Conceptual, Technical and Human Relation Skills. Introduction to NGO management: Concepts, History and Characteristics and categories of NGO and Difference between the profit and non-profit organisation.				
UNIT - II	NGO Registration Procedure			12
NGO Registration Procedure: Societies Registration Act, Indian Trust Act, Memorandum and Article of Association, Formation of NGO as Trust, Formation of NGO as Society and Formation of NGO under section 25 of Company act, Foreign contribution (regulation)Act& amendment rules 2022.				
UNIT - III	Governance of NGOs			12
Governance of NGOs: Principles for NGOs Management, Governing Body, Resolution, Minutes, AGBM, and Organizational Culture. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects. Role of Social worker in NGO Sector.				
UNIT - IV	Management of NGO			12
Management of NGO: Strategic planning: Vision, Mission, Goal, Objective and activities. Project planning of the organisation, monitoring and evaluation of the project, Project Proposal writing, Daily Monthly, Quarterly, Annual Report, Research Report, Training Module Design.				
UNIT - V				12
Funding for NGOs & Role of NGOs: 1 Internal Source of Fund, External Source of Fund, Foreign Source and 80-G Tax-Exception, FCRA and Funding Under CSR Income tax exemption for NGO. Role of NGO in national development.				
Case Studies: Some cases of real business world to supplement learning from the course.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- David Lewis (2014) Non-Governmental Organisation, Management & Development, Routledge, ISBN-13 : 978-0415816502
- Laila Brenner&Darian RodriguezHeyman (2019), Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals, Wiley; 2nd edition, ISBN-13 : 978-1119585459
- Nabhi Board of Editors (2020) HB for NGOs an Encyclopaedia for Non Govt. Organisation & Volunt ISBN: 8172747657
- Puri V.K, (2010) Handbook on Formation and Management of NGOs & NPOs, JBA Publishers, ISBN: 9789380082295
- Snehlata Chandra, (2003), Guidelines for NGOs Management in India,Kanishka Publishers Distributors, ISBN: 8173916039, 9788173916038

BOOKS FOR REFERENCES:

- Clark, John, (1991) Voluntary Organisations: Their Contribution to Development. London, Earth Scan.
- Drucker, Peter, (1993) Managing the NGO: Principles and Practices, New Delhi: Macmillan Publication.
- Julie Fisher, (2003) Governments, NGOs and the Political Development of the Third World,Jaipur: Rawat Publications.
- Kandasamy, M., (1998) Governance and Financial Management in Non-Profit Organizations.New Delhi: Caritas India.
- Lawant, B. T., (1999) NGOs in Development. Jaipur: Rawat Publications
- Nabhi, (2005), Handbook of NGOs Publication New Delhi,ISBN-13 : 978-8172749644
- Natani Shobha (2011) Non-Government Organization-Management and Structure, Prism Publication Jaipur

WEB RESOURCES:

- ❖ https://pria-academy.org/pdf/ngom/NGOM_1.pdf
- ❖ https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes
- ❖ <https://vakilsearch.com/online-ngo-registration/start-ngo-india>
- ❖ <https://www.pkpconsult.com/setting-up-ngos.html>
- ❖ https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes

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 classify the fundamentals of Management and distinguish between Profit and Non-Profit organisations.									K1 to K5	
CO2	To explain the different legislations for Non-profit organisation.									K1 to K5	
CO3	To describe the NGO Registration procedure and identify how to run the NGOs effectively.									K1 to K5	
CO4	To prepare the fund raising techniques and develop proposal writing skills.									K1 to K5	
CO5	To critically analyse and understand the key issues and challenges facing NGOs.									K1 to K5	
MAPPING WITH PROGRAM OUTCOMES:											
CO/P O	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 CONTRIBUTI											

ON TO POS					
LESSON PLAN:					
UNIT	NGO Management	HRS	PEDAGOGY		
I	Fundamentals of Management: :Introduction Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing Controlling and Coordination, Budgeting), Levels of Management – Top, Middle and low level and Market). Managerial skills: Conceptual, Technical and Human Relation Skills. Introduction to NGO management: Concepts, History and Characteristics and categories of NGO and Difference between the profit and non-profit organisation.	12	Chalk and talk, PPT, Lecture		
II	NGO Registration Procedure: Societies Registration Act, Indian Trust Act, Memorandum and Article of Association, Formation of NGO as Trust, Formation of NGO as Society and Formation of NGO under section 25 of Company act, Foreign contribution (regulation) Act& amendment rules 2022.	12	Chalk and talk, PPT, Group discussion		
III	Governance of NGOs: Principles for NGOs Management, Governing Body, Resolution, Minutes, AGBM, and Organizational Culture. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects. Role of Social worker in NGO Sector.	12	Chalk and talk, PPT, Assignment		
IV	Management of NGO: Strategic planning: Vision, Mission, Goal, Objective and activities. Project planning of the organisation, monitoring and evaluation of the project, Project Proposal writing, Daily Monthly, Quarterly, Annual Report, Research Report, Training Module Design.	12	Chalk and talk, PPT, Assignment		
V	Funding for NGOs & Role of NGOs: 1 Internal Source of Fund, External Source of Fund, Foreign Source and 80-G Tax-Exception, FCRA and Funding Under CSR Income tax exemption for NGO. Role of NGO in national development. <i>Case Studies: Some cases of real business world to supplement learning from the course.</i>	12	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Organizational Behaviour			
Course Code	24PSWCD45	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<div><div>➤</div>To enrich the knowledge about the basics of people management in Organizations</div> <div><div>➤</div>To apply techniques of working effectively with people</div> <div><div>➤</div>To understand the causes of conflict in Organisations and ways to manage them</div> <div><div>➤</div>To understand the factors that motivate people at work</div> <div><div>➤</div>To acquire knowledge on Organizational Change and resistance to Change</div> <div><div>➤</div>To identify the latest trends in Organizational Development</div>				
UNIT - I	Organizational Behaviour	12		
Organizational Behaviour: <i>Organizational Behaviour</i> - Definition, Scope, Approaches to Organizational Behaviour, Foundations & Contributing disciplines to OB .History of OB, Hawthorne Studies, Human Relations Movement, Models of OB, Importance of Organizational Behaviour,Relevance of OB in Social Work. Challenges involved in the application and practice of OB.Current Trends in OB Practices: Quality of Work Life, Just-in-time (JIT), 5S model, Six Sigma and Lean Six Sigma, Total Productivity Management, Total Quality Management.				
UNIT - II	Human Behaviour at Work	12		
Human Behaviour at Work: <i>Individual behaviour</i> , Attitudes and values; Perception ; Personality concept, determinants, Group behavior – concept, types of group, group dynamics; Teams – types, creating effective teams. Organizational Conflict-concept, sources, types, management; Organizational power and politics, Behavioral changes in individuals and teams.				
UNIT - III	Motivation at Work	12		
Motivation at Work : <i>Motivation-</i> Meaning,Theories of Motivation –Maslow’s Hierarchy of Needs, Herzberg’s Two factor Theory, McGregor’s Theory X and Theory Y, Alderfer’s ERG Theory Systems Theory, Emotional quotient at Work. Stress and anxiety management. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale. Job Satisfaction, Organizational Citizenship Behaviour				
UNIT - IV	Organizational change	12		
Organizational change: <i>Concept of Organizational Change</i> , resistance to change, managing resistance to change, Lewin’s three step model of change, Stress – sources, consequences and management. Organizational culture and climate – Factors affecting organizational climate – Organizational processes and structure & design.				
UNIT - V	Organizational Development	12		
Organizational Development : <i>Concept of Organizational Development-</i> Definition, theories and practice: Organizational Development and Organizational Behaviour, OD Intervention techniques: Sensitivity Training. Quality Circles. Survey Feedback, Management of change. Individual behaviour, Foundations of individual behavior.				
Case Studies: Some cases of real business world to supplement learning from the course.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Ahuja K.K. (1990) Organization Behaviour, Kalyani publication, New Delhi
- Bhonsle, Y.B. (1999). Personnel Management Indian Scene. Mumbai: Deborah Prayer House.
- Frence, Wendell and Cecil (1995). Organisation Development. New Delhi: Prentice-Hall of India Ltd.
- Ghorpade M.B. (1980) Industrial Psychology, Himalaya publishing house, Mumbai
- Ghosh P.K. and Ghorpade M.B. (1991) Industrial and Organizational Psychology, Himalaya publishing house, Mumbai

BOOKS FOR REFERENCES:

- Gilmer (1961) Industrial Psychology, McGraw hill, London
- Gupta, Ananda Das (2014). Organizational Behaviour design, Structure and Culture: Biztantra
- Margie Parikh and Rajan Gupta (2010), Organizational Behavior, Tata McGraw Hill Education Private Limited
- Sinha Durganand (1992) Studies in Industrial Psychology, Sriram Mehar and co, Agra
- Stephen P. Robbins (2002) Organizational Behaviour, Pearson education Asia New Delhi
- Udai Pareek (2010) Understanding Organizational Behavior, Second Edition, Oxford University Press

WEB RESOURCES:

- ❖ <http://www.tmv.edu.in/pdf>
- ❖ <http://www.ignou.ac.in>
- ❖ <https://www.researchgate.net>
- ❖ <https://onlinelibrary.wiley.com>
- ❖ <https://www.frontiersin.org>

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 be aware of the relation between various disciplines and Organizational Behaviour	K1 to K5
C02	To be aware of the concept of Individual and group behaviour in Organizations	K1 to K5
C03	To apply suitable theories and models of Motivation to enhance the work motivation of People in Organizations	K1 to K5
C04	To analyse the competencies and skills required for overcoming resistance to change in Organizations	K1 to K5
C05	To identify the skills required for Interventions in Organizational Development	K1 to K5
C06	To understand latest trends in Organizational Development	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	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	Organizational Behaviour	HRS	PEDAGOGY
I	Organizational Behaviour: <i>Organizational Behaviour</i> - Definition, Scope, Approaches to Organizational Behaviour, Foundations & Contributing disciplines to OB. History of OB, Hawthorne Studies,	15	Chalk and talk, PPT, Lecture

	Human Relations Movement, Models of OB, Importance of Organizational Behaviour, Relevance of OB in Social Work. Challenges involved in the application and practice of OB.		
II	Human Behaviour at Work: <i>Individual behaviour</i> , Attitudes and values; Perception ;concept, Personality concept, determinants, Group behavior – concept, types of group, group dynamics; Teams – types, creating effective teams. Organizational Conflict-concept, sources, types, management; Organizational power and politics, Behavioral changes in individuals and teams.	15	Chalk and talk, PPT, Group discussion
III	Motivation at Work : <i>Motivation</i> - Meaning, Theories of Motivation – Maslow's Hierarchy of Needs, Herzberg's Two factor Theory, McGregor's Theory X and Theory Y, Alderfer's ERG Theory Systems Theory, Emotional quotient at Work. Stress and anxiety management. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale. Job Satisfaction, Organizational Citizenship Behaviour.	15	Chalk and talk, PPT, Assignment
IV	Organizational change: <i>Concept of Organizational Change</i> , resistance to change, managing resistance to change, Lewin's three step model of change, Stress – sources, consequences and management. Organizational culture and climate – Factors affecting organizational climate – Organizational processes and structure & design.	15	Chalk and talk, PPT, Assignment
V	Organizational Development : <i>Concept of Organizational Development</i> - Definition, theories and practice: Organizational Development and Organizational Behaviour, OD Intervention techniques: Sensitivity Training. Quality Circles. Survey Feedback, Management of change. Individual behaviour, Foundations of individual behaviour.	15	Guest 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 – K5	2	K1&K2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Clinical Social Work			
Course Code	24PSWCD46	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To create awareness on clinical Social Work in different settings.➤ To equip students by imparting knowledge to understand the concept, definition, objectives, of Clinical Social Work.➤ To acquire core competencies required for clinical social worker, values and ethics of professional social work.➤ To develop the ability to critically analyse problems of people in distress and provide intervention for better wellbeing.➤ To identify the scope and challenges of different clinical social work setting				
UNIT - I Introduction to Clinical Social Work				12
Introduction to Clinical Social Work: Clinical social work: Meaning & Definition, Goal & Objectives, Scope, Historical development, concepts underlying clinical social work practice. Emerging trends in clinical social work in India and abroad.				
UNIT - II				12
Ethics and standards in clinical social work: NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.				
UNIT - III				12
Clinical social work practice among target groups: Children and adolescents - life skills education, student enrichment programme, counselling cell - training program for students, Health Education. Families - pre-marital counselling, family life education, family and marital enrichment, parenting training program Elderly – socialising, isolation and loneliness, psychological adjustment.				
UNIT - IV				12
Psychosocial Interventions in clinical settings: Skills required for clinical social worker in assessment, diagnosis, rehabilitation planning, vocational evaluation, breaking bad news, drug adherence, handling distress, emotional problems, addiction, absenteeism, work life balance, suicidal ideation and micro skills in prevention.				
UNIT - V				12
Clinical social work in various settings: Clinical Social Work practice in educational setting, child welfare agencies, Family Counselling centres, short stay, Respite care, Destitute homes, correctional institutions, general hospital settings, de-addiction centers, adoption centres, counselling services in corporate and industrial setting. Rehabilitation Council of India.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Austrian S G (2000). Mental Disorders, Medications, and Clinical Social Work, New York: Columbia University Press.
- Brandell, J R (1997). Theory and Practice of Clinical Social Work, London: Free Press
- Elizabeth M. Vonl, Tony Tripodi, Irwin Epstein (2006). Research Techniques for Clinical Social Workers, Columbia University Press.
- Jerrold R. Brandell (2014) Essentials of Clinical Social Work, Sage Publications, Ltd
- Meyer, C. H. (1983) Clinical Social Work in an Ecological Systems Perspective, New York, Columbia University Press

BOOKS FOR REFERENCES:

- Cameron, M. & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice.
- Aboud, F.E. (1998). Health psychology in global perspective. USA: Sage Publications
- Turner, K. (2009). Mindfulness: The present moment in clinical social work. Clinical Social Work Journal.
- Cameron, M. & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice.
- Groshong, Laura W (2009), Clinical Social Work Practice and Regulation : an overview., Clinical Social Work Association.

WEB RESOURCES:

- ❖ <https://www.socialworkers.org/Practice/Clinical-Social-Work>
- ❖ <http://gaswin.tripod.com/>
- ❖ <https://nimhans.ac.in/>
- ❖ <https://gacbe.ac.in/images/E%20books/Handbook%20of%20Health%20Social%20Work.pdf>
- ❖ https://www.clinicalsocialwork.eu/wpcontent/uploads/2015/01/CSW_2_2014.pdf

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, history, scope and trends in clinical Social Work.								K1 to K4
CO2	To articulate skills to conceptualize, undertake evidence-based practice in different clinical settings.								K1 to K4
CO3	To Critically analyse the problematic situations and to find workable means to resolve them								K1 to K4
CO4	To analyse competencies and skills required for clinical social worker in different setting.								K1 to K4
CO5	To create and implement empirically-based interventions in a multidisciplinary setting.								K1 to K4
CO6	To demonstrate ethical values and clinical standards as per NASW in all clinical								K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	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	Clinical Social Work	HRS	PEDAGOGY
I	Introduction to Clinical Social Work: Clinical social work: Meaning & Definition, Goal & Objectives, Scope, Historical development, concepts underlying clinical social work practice. Emerging trends in	12	Chalk and talk, PPT, Lecture

	clinical social work in India and abroad.		
II	Ethics and standards in clinical social work: NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.	12	Chalk and talk, PPT, Group discussion
III	Clinical social work practice among target groups: Children and adolescents - life skills education, student enrichment programme, counselling cell - training program for students, Health Education. Families - pre-marital counselling, family life education, family and marital enrichment, parenting training program Elderly – socialising, isolation and loneliness, psychological adjustment	12	Chalk and talk, PPT, Assignment
IV	Psychosocial Interventions in clinical settings: Skills required for clinical social worker in assessment, diagnosis, rehabilitation planning, vocational evaluation, breaking bad news, drug adherence, handling distress, emotional problems, addiction, absenteeism, work life balance, suicidal ideation and micro skills in prevention.	12	Chalk and talk, PPT, Assignment
V	Clinical social work in various settings: Clinical Social Work practice in educational setting, child welfare agencies, Family Counselling centres, short stay, Respite care, Destitute homes, correctional institutions, general hospital settings, de-addiction centers, adoption centres, counselling services in corporate and industrial setting. Rehabilitation Council of India.	12	Guest lecture, PPT

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

Articulation Mapping – K Levels with Course Outcomes (COs)						
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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Project Management for Community Development			
Course Code	24PSWCD47	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none"> ➤ To enhance students to understand the concepts and importance proposal writing ➤ To equip students with specific skills and techniques in management of project and implementing the project. ➤ To enable the students to understand the format in Project. ➤ To understand the significance of funding organisations. ➤ To provide knowledge on the evaluation of projects. 				
UNIT - I Introduction to project Management				12
Introduction to project Management: concept, objectives, principles, scope, importance and phases; micro and macro level planning; project dimensions: identification and formulation; detailed project report (DPR); project appraisal: technical, economic and financial feasibility; participatory development (participatory planning and participatory rural appraisal (PRA), participatory management and participatory evaluation).				
UNIT - II Project proposal				12
Project proposal: Concept, meaning, objectives. Types of projects proposals, steps in proposal writings, need and importance of proposal. Methods, Tools and techniques for proposal writing. Models of Project Proposals.				
UNIT - III Project Needs and Design				12
Project Needs and Design- Assessment of needs, Assessing key issues affecting communities, Assessing how project can change livelihoods, Creating Logical Framework. Project Organisational Structure- Governing body, Assembling project team, Stakeholder identification and staffing Project Planning- Project schedules, Project activities, Assessing project risks, Rolling wave planning.				
UNIT - IV Project Implementation:				12
Project Implementation: activity planning, network analysis, monitoring of development projects: management information system. Tools for monitoring: Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM); Resource Mobilisation: techniques of fund raising; Financial management –tools and techniques				
UNIT - V Project Evaluation				12
Project Evaluation - introduction, process, evaluation ethics-Planning for Evaluation, Evaluation Assessment -Identifying & Working with Stakeholders, Evaluation design and methods and basic tools used in project evaluation and social audit- cost effectiveness, policy analysis and Reporting evaluation findings. Analysis of Project management at local, national and international level. <i>Case studies related to Project management in International Organisations</i>				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Rakesh Malhotra, Handbook on Proposal Drafting and Project Management in Development Sector, Notion Press.com, 2021.
- Gary Spolander, Linda Martin (2012), Successful Project Management in Social Work and Social Care, Jessica Kingsley Publishers
- Megha Jain, Project Management, Sulthan & Chand Publications, 2020
- Dr. S. Joseph Xavier, 2019, Organisation and Management of NGOs, Educreation Publishing CA
- VIRENDRA K. PAMECHA How to start, promote and manage an NGO and NPO

BOOKS FOR REFERENCES:

- Thakur, Devendra, ed. Tribal Life in India: Industrialisation in tribal areas. Vol. 4. Deep & Deep Publications, 1994..
- Moorthy, R. V (2002). Project Management. Masters Publication
- Roy, Sam, M (2002), Project Planning and Management, Focussing on Proposal writing. The Catholic Health Association of India
- Vasant, Desai (1977), Project Management: Preparations, Appraisal, Finance and Policy. Delhi: Himalaya Pub. House
- Gary Spolander, Linda Martin (2012), Successful Project Management in Social Work and Social Care, Jessica Kingsley Publishers

WEB RESOURCES:

- ❖ <https://www.grin.com/document/262937>
- ❖ <https://corporatefinanceinstitute.com/resources/management/project-evaluation-review-technique-pert/>
- ❖ https://www.ilo.org/eval/Evaluationpolicy/WCMS_168289/lang-en/index.htm
- ❖ <https://sswm.info/planning-and-programming/decision-making/planning-community/logical-framework-approach>
- ❖ <https://www.workamajig.com/blog/critical-path-method>
- ❖ <https://www.simplilearn.com/tutorials/project-management-tutorial/critical-path-method>

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 understanding of Project proposal writing and its process of implementation.								K1 to K5
C02	To acquire project proposal writing skills to work effectively implement various programmes to community.								K1 to K5
C03	To develop the ability to understand Project and its implications.								K1 to K5
C04	To have an appropriate knowledge towards effective Donor Management and NGO Management.								K1 to K5
C05	To strengthen the monitoring and evaluation skills.								K1 to K5
C06	To demonstrate the skills for the management of Project								K1 to K5

MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	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	Project Management for Community Development	HRS	PEDAGOGY
I	Introduction to project Management: concept, objectives, principles, scope, importance and methodology; micro and macro level planning; project dimensions: identification and formulation; detailed project	12	Chalk and talk, PPT, Lecture

	report (DPR); project appraisal: technical, economic and financial feasibility; participatory development (participatory planning and participatory rural appraisal (PRA), participatory management and participatory evaluation).		
II	Project proposal: Concept, meaning, objectives. Types of projects proposals, steps in proposal writings, need and importance of proposal. Methods, Tools and techniques for proposal writing. Models of Project Proposals.	12	Chalk and talk, PPT, Group discussion
III	Project Needs and Design- Categories of social needs, Exploring variety of issues (political, social and cultural). Assessing key issues affecting communities, Assessing how project can change livelihoods, Creating Logical Framework. Project Organisational Structure- Governing body, Assembling project team, Stakeholder identification, Project Planning- Project schedules, Project activities, Assessing project risks, Rolling wave planning	12	Chalk and talk, PPT, Assignment
IV	Planning and Management of Project Implementation: activity planning, network analysis, monitoring of development projects: management information system, project evaluation: programme evaluation and review technique (PERT) and critical path method (CPM); resource mobilisation: techniques of fund raising; Financial management – tools and techniques.	12	Chalk and talk, PPT, Assignment
V	Project Evaluation: Project Evaluation- introduction, process, evaluation ethics-Planning for EvaluationEvaluation Assessment - Identifying & Working with Stakeholders- Evaluation design and methods and basic tools used in project evaluation and social audit- cost effectiveness, policy analysis and Reporting evaluation findings. Project Management at local, national and International levels. Case studies related to Project Management at International level.	12	Guest 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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Strategic Human Resource Management			
Course Code	24PSWCD48	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To understand the dimensions related to strategic HRM activities➤ To acquire skills to contribute to an organization’s competitive edge➤ To examine the developments of HRM in the current globalized scenario➤ To develop a perspective pertaining to quality standards➤ To enhance the skills of strategic application pf HRM				
UNIT - I Globalization and the Indian Business Environment:		12		
Globalization and the Indian Business Environment: Meaning and Implications, Phases, Global Impact on Indian Economy across Sectors. Modes of Entry strategies.				
UNIT - II International Business Environment		12		
. International Business Environment: Review of the global economy, the global recession, Business environment in Developed and Developing Countries. International trade theories. GATT and WTO: Agreements and Implications. International cultural aspects- Values and norms, religion and ethics, language, education impact of cultural differences on business				
UNIT - III International HRM (IHRM):		12		
International HRM (IHRM): Definition, reasons for going global, Approaches to IHRM, Difference between IHRM and Domestic HRM, Reasons for emergence of IHRM, Models of IHRM-Matching model, Harvard Model, Contextual Model, 5P Model European Model, Models - The Challenges of International Human Resource Management. – Overview of International Compliances, Tax, Work Permit, Visa Process and Offshoring business.				
UNIT - IV Strategic Human Resource Management		12		
Strategic Human Resource Management: Definition, Meaning -SHRM - Process - Types of Corporate Strategies - Difference between SHRM and HRM, - Porter generic model - Benefits of SHRM, Role of HR in Strategic Human Resource.				
UNIT - V HR Strategies		12		
HR Strategies: Recruitment, Retention, Training & Development, and Retrenchment Strategies, Strategic management tools and recent trends in SHRM				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Aswathappa, K. (2010) Human Resource Management – Text and Cases. New Delhi: Tata McGraw Hill
- Gupta S C (2014). International Human Resource Management. Laxmi Publications
- Gyanchandani, Rajni (2014). Strategic Human Resource Management. Nirali Prakashan
- Monappa, Arun and Engineer, Mahrukh (1998). Liberalisation and Human Resource Management, Response Books, New Delhi
- Porter, Michael S. (1998). Competitive Strategy: Techniques for Analysing Industries and Competitions, Free Press, New York

BOOKS FOR REFERENCES:

- Armstrong, Micheal (2011). Armstrong's Handbook of Strategic Human Resource Management (5th ed.). London, Kogan Page Ltd.
- Jack Lawrence R & Glueck, William F (2008). Strategic Human Resource Management. Tata McGraw Hill Publishing Company Ltd.
- Rathana Reddy B. (2015). Effective Human Resource Training and Development Strategy (3rd ed.). Mumbai: Himalaya Publishing House
- Subba Rao P. (2015). International Human Resource Management. Himalaya Publishing House
- Vance (2013). Managing a Global Workforce Challenges and Opportunities in International Human Resource Management. Prentice Hall India Learning Private Limited

WEB RESOURCES:

- ❖ <http://www.ignou.ac.in>
- ❖ <https://www.aihr.com>
- ❖ <https://www.hrmexam.com>
- ❖ <https://www.shrm.org>
- ❖ <https://www.whatishumanresource.com>

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

COURSE OUTCOMES:									K LEVEL
After studying this course, the students will be able to:									
C01	To understand Globalization and Global Impact on Indian Economy across Sectors								K1 to K5
C02	To describe the features of the International Business Environment								K1 to K5
C03	To apply the Models of International Human Resource Management								K1 to K5
C04	To analyse the strategies required for the Human Resource Management								K1 to K5
C05	To evaluate various strategic management tools in industries to gain a competitive advantage								K1 to K5
C06	To implement strategic practices in Human Resource Management								K1 to K5

MAPPING WITH PROGRAM OUTCOMES:										
CO/P O	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	Strategic Human Resource Management	HRS	PEDAGOGY
I	Globalization and the Indian Business Environment: Meaning and Implications, Phases, Global Impact on Indian Economy across Sectors. Modes of Entry strategies.	12	Chalk and talk, PPT, Lecture

II	International Business Environment: Review of the global economy, the global recession, Business environment in Developed and Developing Countries. International trade theories. GATT and WTO: Agreements and Implications. International cultural aspects- Values and norms, religion and ethics, language, education impact of cultural differences on business	12	Chalk and talk, PPT, Group discussion
III	International HRM (IHRM): Definition, reasons for going global, Approaches to IHRM, Difference between IHRM and Domestic HRM, Reasons for emergence of IHRM, Models of IHRM-Matching model, Harvard Model, Contextual Model, 5P Model European Model, Models - The Challenges of International Human Resource Management. – Overview of International Compliances, Tax, Work Permit, Visa Process and Offshoring business.	12	Chalk and talk, PPT, Assignment
IV	Strategic Human Resource Management: Definition, Meaning - SHRM - Process - Types of Corporate Strategies - Difference between SHRM and HRM, - Porter generic model - Benefits of SHRM, Role of HR in Strategic Human Resource.	12	Chalk and talk, PPT, Assignment
V	HR Strategies: Recruitment, Retention, Training & Development, and Retrenchment Strategies, Strategic management tools and recent trends in SHRM.	12	Guest lecture, PPT

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

Articulation Mapping – K Levels with Course Outcomes (COs)						
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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Therapeutic Intervention in Social Work			
Course Code	24PSWCD49	L	P	C
Category	Core	6	-	4
COURSE OBJECTIVES: <ul style="list-style-type: none">➤ To be aware of the concept of therapeutic intervention➤ To understand the role of social worker in different setting➤ To acquire knowledge of therapeutic approaches➤ To initiate the student into integrating indigenous and holistic therapeutic practices.➤ To understand the current trends in healing				
UNIT - I Introduction to Therapeutics intervention				12
Introduction to Therapeutics intervention: Therapeutic intervention - Meaning, Concept. Clinical Social Work Practice - Definition. Psychotherapy- Definition, Therapeutic Alliance. Compare Psychotherapy – Counselling – Case work.				
UNIT - II Role of Clinical Social Work Practice in different setting				12
Role of Clinical Social Work Practice in different setting: Mental Health, HIV/AIDS, Deaddiction, Diabetics, Coronary Heart disease, Neurology, Nephrology, Oncology, Tuberculosis, Therapeutic Skills.				
UNIT - III Therapeutic Approaches				12
Therapeutic Approaches: Key concepts, Therapeutic Process and application – Psychoanalysis, Gestalt Therapy, Erikson's Psychosocial stage, Cognitive Behaviour Therapy, Group Therapy, Family Therapy, Tele-counseling and Transactional Analysis. Person centered approach, Solution Focused approach				
UNIT - IV Indigenous Therapeutic Techniques				12
Indigenous Therapeutic Techniques: Indigenous therapeutic Techniques- Yoga, Meditation, Spiritual Healing and Relaxation Therapy, Types of Relaxation Techniques – Autogenic Relaxation, Progressive Muscle relaxation and Visualization.				
UNIT - V Current trends in Healing:				12
Current trends in Healing: Neuro Linguistic Programming, Positive Imaging, Pain Management techniques, Art Therapy, Play therapy, Music and Dance Movement Therapy, occupational therapy, Hypnotherapy.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Antony D (2018), Counsellor's Approach to Mental Disorders, Guru Publications
- Coleman, Comprehensive Textbook of Abnormal Psychology.
- Egan Gerard. (2006). The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA.
- Joseph Waalsh (2010), Direct Social Work Practice Theoretical Perspectives, Cengage Learning India Private Limited, New Delhi. ISBN-13:978-81-315-1375-0
- Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication

BOOKS FOR REFERENCES:

- Benson, N & Loon, B. V (2012). Introducing Psychotherapy: A Graphic Guide
- Hamilton, Gordon. (1955). Theory and Practice of Social Case Work. Columbia University Press, New York, USA.
- Helen, (1995). Social Case Work: A Problem-Solving Process. The University of Chicago Press, Chicago, USA.
- Konopka, (1983). Social Group Work: A helping Process. Prentice Hall, New Jersey, USA.
- Lapworth, Phil, (2001). Integration in Counselling and Psychotherapy: Developing a personal approach. sage publications, New Delhi.
- Windy, Dryden. (2002). Handbook of Individual Therapy. Sage Publications, New Delhi

WEB RESOURCES:

- ❖ <https://www.apa.org/practice/guidelines>
- ❖ <https://www.goodtherapy.org/learn-about-therapy/types/acceptance-commitment-therapy>
- ❖ <https://www.goodtherapy.org/learn-about-therapy/types/dialectical-behavioral-therapy>
- ❖ https://www.who.int/transplantation/Guiding_PrinciplesTransplantation_WHA63.22en.pdf
- ❖ <https://www.learncbse.in/therapeutic-approaches-counselling-cbse-notes-class-12-psychology/>
- ❖ <https://www.spsrohini.com/sites/default/files/12%20Psychology%20-Therapeutic%20Approaches%20-%20Notes%20&%20Video%20Link.pdf>

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 gain knowledge on the concept of Therapeutic Intervention in Social Work.								K1 to K5
CO2	To Identify the role of social workers in clinical practice and help accordingly.								K1 to K5
CO3	To apply the therapeutic approach during intervention.								K1 to K5
CO4	To Integrate indigenous and holistic therapeutic practices								K1 to K5
CO5	To adapt to current trends in healing								K1 to K5
CO6	To plan the Psychosocial interventions								K1 to K5

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	Therapeutic Intervention in Social Work	HRS	PEDAGOGY
I	Introduction to Therapeutics intervention: Therapeutic intervention - Meaning, Concept. Clinical Social Work Practice - Definition. Psychotherapy- Definition, Therapeutic Alliance. Compare Psychotherapy – Counselling – Case work.	12	Chalk and talk, PPT, Lecture

II	Role of Clinical Social Work Practice in different setting: Mental Health, HIV/AIDS, Deaddiction, Diabetics, Coronary Heart disease, Neurology, Nephrology, Oncology, Tuberculosis, Therapeutic Skills.	12	Chalk and talk, PPT, Group discussion
III	Therapeutic Approaches: Key concepts, Therapeutic Process and application – Psychoanalysis, Gestalt Therapy, Erikson's Psychosocial stage, Cognitive Behaviour Therapy, Group Therapy, Family Therapy, Tele-counseling and Transactional Analysis. Person centered approach, Solution Focused approach	12	Chalk and talk, PPT, Assignment
IV	Indigenous Therapeutic Techniques: Indigenous therapeutic Techniques- Yoga, Meditation, Spiritual Healing and Relaxation Therapy, Types of Relaxation Techniques – Autogenic Relaxation, Progressive Muscle relaxation and Visualization.	12	Chalk and talk, PPT, Assignment
V	Current trends in Healing: Neuro Linguistic Programming, Positive Imaging, Pain Management techniques, Art Therapy, Play therapy, Music and Dance Movement Therapy. occupational therapy, Hypnotherapy	12	Guest lecture, PPT

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

Articulation Mapping – K Levels with Course Outcomes (COs)						
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 – K5	2	K1&K 2	2(K2&K2)	2 (K3&K3)
	CO2	K1 – K5	2	K1&K 2	2 (K3&K3)	2 (K4&K4)
CI AII	CO3	K1 – K5	2	K1&K 2	2 (K2&K2)	2 (K3&K3)
	CO4	K1 – K5	2	K1&K 2	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-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
2	CO2	K1-K5	2	K1&K2	2(K3&K3)	2(K3&K3)
3	CO3	K1-K5	2	K1&K2	2(K2&K2)	2(K3&K3)
4	CO4	K1-K5	2	K1&K2	2(K3&K3)	2(K4&K4)
5	CO5	K1-K5	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	Research Project and Viva - Voce			
Course Code	24PSWPR41	L	P	C
Category	Core	6	-	5

COURSE OBJECTIVES:

- To develop Research Attitude and Aptitude in basic research process
- To develop an ability to see the linkages between practice, research, theory and their roles.
- To develop Research Attitude and Aptitude in basic research process
- To develop ability to conceptualize, formulate and conduct research projects
- To understand the research process, meaning, scope, and importance of social work research
- To develop skills for use of statistics, library (inclusive of ICT) and documentation services for research

UNIT - I Aspects that need to be considered in designing and conducting a research study 12

Aspects that need to be considered in designing and conducting a research study:

Selection and formulation of a Research problem

Identifying and defining concepts, variables Formulation of hypothesis and testing hypothesis Preparation of a study proposal Understanding Research Design patterns

Scope and Coverage

Population/Universe of a study. Need for studying a cross section of the Universe (Sample) Study of the Available Sampling patterns (Probability/Non-Probability, Deciding the sample size and assessing error, Problems and advantages of sample studies

UNIT - II Planning and Implementation of data collection 12

Planning and Implementation of data collection

Identification of data need, Use of secondary data

Primary data collection schemes and choice of a scheme

Preparation of a tool of data collection, and Problems in data collection

Data processing methods

Steps involved in data processing Preparing a data processing scheme, Taking decision on how the data are to be organized and presented, Analysis of data and use of Statistics in data analysis, Use of technological tool in data processing and analysis.

Application of Logical Reasoning and Statistics

Use of logical reasoning, Application of Statistical modules

Study of available statistical programme and their application on research data, Understanding the uses and



misuse of statistical procedures Study Designs (A student can carry out research by using one of the following methods or combination of methods: Case study, Survey and Experimental study)

UNIT - III Format of the Research Report

12

Format of the Research Report

Each research shall consist of the following sections.

Section I Preliminaries

Section II Body of the Report

Section III Annexures

Section I Preliminaries: It is a formal general section and shall have following details

1. Title page
2. A Face sheet having details regarding the title of the study, name of the researcher, name of the guide, Head of the department, institution through which the study has been undertaken university and year of the work
3. Forward/ Acknowledgement
4. Table of contents with page Nos
5. List of tables charts and graphs
6. Certification from the guide

Section II Body of the Report: It is a formal technical section which shall consist of following chapters.

1. Introduction
2. Review of Literature
3. Methodology
4. Data presentation and Analyses
5. Major Findings and conclusion

However, the number of Chapters appearing in the body of report can be more, if the student decides to increase chapters. The aim of each chapter shall be considered while preparing the chapter

Section III Annexure: This section shall consist of all such additional information that are not disclosed in the body of the report

- a) A copy of the tool/tools of data collection.
- b) Additional statistical tables
- c) Bibliography



MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)

DEPARTMENT OF SOCIAL WORK

FOR THOSE WHO JOINED IN 2024-2025 AND AFTER

d) Photographs etc.

UNIT - IV

12

CHAPTER 1 Introduction: The purpose of this chapter is to introduce the problem/topic of research. Here the student has to discuss the problem under analysis in relation to its importance and highlight need for undertaking the study. The concepts, variables, hypothesis used in the study have to be explained in this Chapter.

CHAPTER 2 Review of Literature: The purpose of this chapter is to gather information review literature and studies conducted earlier on the same topic based on which one can draw out the relevance of the present study.

CHAPTER 3 Methodology: In this chapter the student has to outline as clearly as possible the procedure used by him/her in the project undertaking.

1. The objectives of the research should be clearly stated following which the other issues are to be discussed
2. Coverage i.e. Population and Sample.
3. Data collection: Time duration; methods and tools used, difficulties faced in data collection.
4. Scheme involved in data processing and mode of data presentation. (Editing, classification, coding tabulation, graphs). If processed by the computers, a brief discussion on the scheme has to be explained
5. Report Design: A brief discussion on the arrangement or chapterisation of the report could be included here.

UNIT - V

12

CHAPTER 4 Data Presentation and Analysis: This chapter shall present the findings of research. Appropriate mode of data presentation such as charts, graphs and diagrams and descriptive analysis/interpretations of data are undertaken here.

CHAPTER 5 Major Findings and Conclusion: This chapter shall present in a summarized form, the major findings as well as the conclusions arrived at, along with recommendations and suggestions if any for further research and intervention in the area of the study.

Total Lecture Hours **75hrs**

BOOKS FOR STUDY:

- Ahuja, Ram (2001), Research Methods , Rawat publications, Jaipur
- Alston, M Bocoles, W (Indian Edition 2003), Research for Social Workers- An Introduction to Methods, Rawat Jaipur.
- Chauthary, C, M (1991), Research Methodology, Jaipur, RBSA Publishers
- Costello, Patrick (2005), Action Research, London Continuum
- Gillham,Bill (2000), Case Study Research Methods, London, Continuum
- Kothari, C, R (2004), Research Methodology: Methods and Techiques, New Delhi, New age International
- Krishnaswamy, O.R (1993), Methodology for Research in Social Science, Himalaya, Bombay

BOOKS FOR REFERENCES:

- Baker, Therese, I (1994) Doing Social Research, McGraw Hill, Singapore
- Laldas, D, K (2000) Practice of Social Research, Rawat, Jaipur.
- Mikkelsen, Britha (2005), Methods for Development Work and Research – A new Guide for
- Practioners, Sage Publications, New Delhi.
- Singh, Jaspal (2001), Methodology and Techniques of Social Research , New Delhi, Kanishka.

WEB RESOURCES:

- ❖ https://onlinecourses.nptel.ac.in/noc20_ge01/preview
- ❖ https://onlinecourses.nptel.ac.in/noc20_hs78/preview
- ❖ <https://academic.microsoft.com/>
- ❖ <https://www.refseek.com/>
- ❖ <https://core.ac.uk/>
- ❖ <https://www.base-search.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 students will be able to conceptualize, formulate and conduct research project.								K1 to K5
CO2	To enable to see the linkages between practice, research, theory and their roles								K1 to K5
CO3	To apply skills for use of library and documentation services for research.								K1 to K5
CO4	To acquire analytical skills within the field of Social Work research								K1 to K5
CO5	To understand the application of Statistics in Social Work Research								K1 to K5
CO6	To enhance abilities to prepare project report.								K1 to K5

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	Research Project	HRS	PEDAGOGY
	Aspects that need to be considered in designing and conducting a research study: Selection and formulation of a Research problem Identifying and defining concepts, variables Formulation of hypothesis and	12	Field Based Practice and Learning

	<p>testing hypothesis Preparation of a study proposal Understanding Research Design patterns</p> <p>Scope and Coverage</p> <p>Population/Universe of a study. Need for studying a cross section of the Universe (Sample) Study of the Available</p> <p>Sampling patterns (Probability/Non-Probability, Deciding the sample size and assessing error, Problems and advantages of sample studies.</p>		
I	<p>Planning and Implementation of data collection</p> <p>Identification of data need, Use of secondary data</p> <p>Primary data collection schemes and choice of a scheme</p> <p>Preparation of a tool of data collection, and Problems in data collection</p> <p>Data processing methods</p> <p>Steps involved in data processing Preparing a data processing scheme, Taking decision on how the data are to be organized and presented, Analysis of data and use of Statistics in data analysis, Use of technological tool in data processing and analysis.</p> <p>Application of Logical Reasoning and Statistics</p> <p>Use of logical reasoning, Application of Statistical modules</p> <p>Study of available statistical programme and their application on research data, Understanding the uses and misuse of statistical procedures Study Designs (A student can carry out research by using one of the following methods or combination of methods: Case study, Survey and Experimental study)</p>	12	Chalk and talk, PPT, Group discussion
II	<p>Format of the Research Report</p> <p>Each research shall consist of the following sections.</p> <p>Section I Preliminaries</p> <p>Section II Body of the Report</p> <p>Section III Annexures</p> <p>Section I Preliminaries: It is a formal general section and shall have following details</p> <ol style="list-style-type: none"> 1. Title page 2. A Face sheet having details regarding the title of the study, name of the researcher, name of the guide, Head of the department, institution through 	12	Chalk and talk, PPT, Assignment

	<p>which the study has been undertaken university and year of the work</p> <ol style="list-style-type: none"> 3. Forward/ Acknowledgement 4. Table of contents with page Nos 5. List of tables charts and graphs 6. Certification from the guide <p>Section II Body of the Report: It is a formal technical section which shall consist of following chapters.</p> <ol style="list-style-type: none"> 1. Introduction 2. Review of Literature 3. Methodology 4. Data presentation and Analyses 5. Major Findings and conclusion <p>However, the number of Chapters appearing in the body of report can be more, if the student decides to increase chapters. The aim of each chapter shall be considered while preparing the chapter</p> <p>Section III Annexure: This section shall consist of all such additional information that are not disclosed in the body of the report</p> <ol style="list-style-type: none"> a) A copy of the tool/tools of data collection. b) Additional statistical tables c) Bibliography d) Photographs etc. 		
III	<p>CHAPTER 1 Introduction: The purpose of this chapter is to introduce the problem/topic of research. Here the student has to discuss the problem under analysis in relation to its importance and highlight need for undertaking the study. The concepts, variables, hypothesis used in the study have to be explained in this Chapter.</p> <p>CHAPTER 2 Review of Literature: The purpose of this chapter is to gather information review literature and studies conducted earlier on the same topic based on which one can draw out the relevance of the present study.</p> <p>CHAPTER 3 Methodology: In this chapter the student has to outline as clearly as possible the, procedure used by him/her in the project</p>	12	Chalk and talk, PPT, Assignment

	<p>undertaking.</p> <ol style="list-style-type: none"> 1. The objectives of the research should be clearly stated following which the other issues are to be discussed 2. Coverage i.e. Population and Sample. 3. Data collection: Time duration; methods and tools used, difficulties faced in data collection. 4. Scheme involved in data processing and mode of data presentation. (Editing, classification, coding tabulation, graphs). If processed by the computers, a brief discussion on the scheme has to be explained 5. Report Design: A brief discussion on the arrangement or chapterisation of the report could be included here. 		
IV	<p>CHAPTER 4 Data Presentation and Analysis: This chapter shall present the findings of research. Appropriate mode of data presentation such as charts, graphs and diagrams and descriptive analysis/interpretations of data are undertaken here.</p> <p>CHAPTER 5 Major Findings and Conclusion: This chapter shall present in a summarized form, the major findings as well as the conclusions arrived at, along with recommendations and suggestions if any for further research and intervention in the area of the study.</p>	12	Field Based Practice and Learning
V	<p>Aspects that need to be considered in designing and conducting a research study:</p> <p>Selection and formulation of a Research problem</p> <p>Identifying and defining concepts, variables Formulation of hypothesis and testing hypothesis Preparation of a study proposal Understanding Research Design patterns</p> <p>Scope and Coverage</p> <p>Population/Universe of a study. Need for studying a cross section of the Universe (Sample) Study of the Available</p> <p>Sampling patterns (Probability/Non-Probability, Deciding the sample size and assessing error, Problems and advantages of sample studies.</p>	12	Field Based Practice and Learning

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 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	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	Communication	Presentation	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	Field Work - IV			
Course Code	24PSWEF41	L	P	C
Category	Elective Course	-	6	5
COURSE OBJECTIVES: <ul style="list-style-type: none">➤ To know and understand the functions of an agency.➤ To study and comprehend the agency's goals, policies and philosophy➤ To understand and analyze the person in the environment➤ To gain professional interventions skills.➤ To improve the skills in documentation				
UNIT - I Orientation Phase				12
Field work orientation on structure of the programme Explaining the skills is required for social workers. Identification of the field of interest to develop the aptitude for the same.				
UNIT - II				12
To understand the Structure and functions of administration in Organisations. To identify the role of Social Worker in the organisations Identify the needs of the people in Medical and Psychiatric settings, Community development settings and Human Resource management settings				
UNIT - III				12
Applying their skill in Social Work practice. Assessment on the role of Social Worker in Medical and Psychiatric settings, Community development settings and Human Resource management settings.				
UNIT - IV				12
Apply the theoretical knowledge for solving the problems of clients and Application of Social Work practice Medical and Psychiatric settings, Community development settings and Human Resource management settings.				
UNIT - V				12
Case study analysis and apply problem solving and strength based approach related to Medical and Psychiatric settings, Community development settings and Human Resource management settings				
Total Lecture Hours				60

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				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 K5
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 K5
CO3	To demonstrate the knowledge and the skills of Social work in all aspects.	K1 to K5
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 K5
CO5	To assess and evaluate the role, characteristics and skills of a social work and critically evaluate the same.	K1 to K5
CO6	To develop the competencies, theoretical expertise and knowledge in Medical and Psychiatric settings, Community development settings and Human Resource management settings	K1 to K5

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-IV	HRS	PEDAGOGY
I	Orientation Phase Field work orientation on structure of the programme Explaining the skills is required for social workers. Identification of the field of interest to develop the aptitude for the same.	12	Field Based Practice and Learning
II	Induction Phase I To understand the Structure and functions of administration in Organisations. To identify the role of Social Worker in the organisations Identify the needs of the people in Medical and Psychiatric settings, Community development settings and Human Resource management settings	12	Field Based Practice and Learning
III	Induction Phase II Applying their skill in Social Work practice. Assessment on the role of Social Worker in Medical and Psychiatric	12	Field Based Practice and Learning

	settings, Community development settings and Human Resource management settings.		
IV	Implementation Phase Apply the theoretical knowledge for solving the problems of clients and Application of Social Work practice Medical and Psychiatric settings, Community development settings and Human Resource management settings.	12	Field Based Practice and Learning
V	Case study analysis and apply problem solving and strength based approach related to Medical and Psychiatric settings, Community development settings and Human Resource management settings	12	Field Based Practice and Learning

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	Documentation	Content Clarity & Presentation	Communication	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	Communication	Presentation	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	Block Placement Training			
Course Code	24PSWIN41	L	P	C
Category	Skill	-	-	2

COURSE OBJECTIVES:

- To develop enhanced practice skills and integrate learning.
- To practice and greater understanding of reality situations through involvement in day to day work.
- To extend appreciation of other's efforts and develop sensitivity to gaps in the programme.
- To enhance awareness of self in the role of professional social worker in the respective field.
- To utilize the professional knowledge and skills in the respective field.

UNIT - I

PHASE – I : Identification of Organization

- The objectives of Block placements are explained.
- The agency for the placement has to be finalized appropriately before the IV semester.
- In consensus with the specialization course teachers the student will identify the right organization for one month Block placement.

UNIT - II

PHASE – II : Approval for the Organization

- Approaching the organization and getting Confirmation for Block Placement with a formal Confirmation Letter from the Organization.
- Submission of Letter of induction to the respective guide.

UNIT - III

PHASE – III : Induction and Training

- Induction of trainees in the organization with a formal orientation by the organization.
- The trainee will work in the organization for 30 working days.
- The day to day supervision will be done at the agency/organization.
- Submission of weekly reports (Learning & Observations) along with daily time sheets

UNIT - IV

PHASE – IV : Termination

- Monitoring the performance of the student will be done at the organization
- Submission of letter of completion from the organization duly signed by the authorities will be submitted

UNIT - V

PHASE – V : Evaluation and Report Preparation

- After the Completion of training, the process of evaluation is executed based on the performance of the students through the submitted weekly Reports.
- After the completion of the block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.

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		✓	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 explain the competencies required for practicing social work methods								K1 to K5
C02	To evaluate challenges faced by clients and formulate social work intervention strategies based on specialization settings								K1 to K5
C03	To demonstrate professional skills during on-the-job training								K1 to K5
C04	To develop professional competence by adhering to professional standards								K1 to K5
C05	To take initiative in the Block Field for the development of the Institution / Organization..								K1 to K5
C06	To prepare a module and report for the Block Field Work.								K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/P O	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	Block Placement Training	HRS	PEDAGOGY
I	PHASE – I : Identification of Organization <ul style="list-style-type: none"> The objectives of Block placements are explained. The agency for the placement has to be finalized appropriately before the IV semester. 	5	Field Based Practice and Learning

	<ul style="list-style-type: none"> In consensus with the specialization course teachers the student will identify the right organization for one month Block placement. 		
II	PHASE – II : Approval for the Organization <ul style="list-style-type: none"> Approaching the organization and getting Confirmation for Block Placement with a formal Confirmation Letter from the Organization. Submission of Letter of induction to the respective guide. 	5	Field Based Practice and Learning
III	PHASE – III : Induction and Training Induction of trainees in the organization with a formal orientation by the organization. The trainee will work in the organization for 30 working days. The day today supervision will be done at the agency/organization. Submission of weekly reports (Learning & Observations) along with daily time sheets	50	Field Based Practice and Learning
IV	PHASE – IV : Termination <ul style="list-style-type: none"> Monitoring the performance of the student will be done at the organization Submission of letter of completion from the organization duly signed by the authorities will be submitted 	5	Field Based Practice and Learning
V	PHASE – V : Evaluation and Report Preparation <ul style="list-style-type: none"> After the Completion of training, the process of evaluation is executed based on the performance of the students through the submitted weekly Reports. After the completion of the block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period. 	10	Field Based Practice and Learning

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	Study Tour			
Course Code	24PEXTG41	L	P	C
Category	Skill	-	-	1

COURSE OBJECTIVES:

- To integrate the learning and skills in the professional settings
- To practice and greater understanding of reality situations through involvement in day to day work.
- To extend appreciation of other's efforts and develop sensitivity to gaps in the programme.
- To enhance awareness of self in the role of professional social worker in the respective field.
- To utilize the professional knowledge and skills in the respective field.

UNIT - I

PHASE – I : Identification of the Organization

The objectives of Study tour are to be explained to students
Analyze the Purpose, place of visit, budget for the visit
List down the organizations prevalent in the place of visit with regard to different professional settings.
Creating rapport with the organizations and understanding the profile of those organizations.
In consensus with the specialization course teachers the student will identify the right organizations for study tour.

UNIT - II

PHASE – II : Approval for the Organization

Approaching suitable organizations for seeking permission for the study tour
Then the rough draft of plan of action for the study tour will be drawn
Discussion between staff, students and organizations will be done for suitable modes of execution of the plan of action
Analyzing the pros and cons of those visits
Choosing the suitable place and organizations for the visits.
The formal procedure for getting approvals from the Institution, organizations for the study tour to be obtained.
A final plan of Action will be drawn for the visits.

UNIT - III

PHASE – III : Induction and observation

On the proposed dates of the study tour, the students accompanying by the staff will reach the organization and formally inducted into the study process.
Induction of trainees in the organization with a formal orientation by the organization.
Visit to different sectors/branches of the organization- Observation to the places,
Interaction with the Organizational staff and the target people
Brain storming session with experts.
Attending and practicing various skills and techniques in professional settings by students.

UNIT - IV

PHASE – IV : Evaluation and Report Preparation

Monitoring the performance of the student will be done at the organization
Sensitization programmes through cultural activities.
Community Engagement Programmes with Social Work Intervention.
Reviews and evaluations will be done with regard to study tour in the form of discussions and feedback

UNIT - V

PHASE – IV : Termination

Evaluation will be done based on the observation skills and report writing skills of the students
Submission of reports by students to the respective supervisors.

Total Hours

30

BOOKS FOR STUDY:

- The Field Trip Book: Study Travel Experiences in Social Studies Paperback – Ronald V. Morris
- A Practical Guide for Improving Your Observational Skills -James H. Gilmore
- 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, Mordra S MhnevetS, Mordra MhnevetS t 2010
- The Routledge Handbook of Field Work Education in Social Workbooks – Rajendra Baikady, Mniyv
- M. S. ,VaroshiniNadesan • 2022

WEB RESOURCES:

- ❖ <https://hhd.fullerton.edu/msw/fieldwork/index.php#:~:text=The%20purpose%20of%20field%20education,theory%20to%20real%20life%20situation>
- ❖ <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			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 explain the competencies required for practicing social work methods									K1 to K5
CO2	To evaluate challenges faced by clients and formulate social work intervention strategies based on specialization settings									K1 to K5
CO3	To demonstrate professional skills									K1 to K5
CO4	To develop professional competence by adhering to professional standards									K1 to K5
CO5	To take initiative for the development of the Institution / Organization..									K1 to K5
CO6	To prepare a module and report for the Study tour.									K1 to K5
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										

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	mmunic ation	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	1	1	1	1	1
		No. of Questions to be answered	1	1	1	1	1
		Marks for each question	5	5	5	5	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	Comm unication	Present ation		% 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	mmunic 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 Questions to be asked	3	3	3	3	3
		No. of Questions to be answered	3	3	3	3	3
		Marks for each question	5	5	5	5	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	Comm unication	Present ation		% 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