

Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺⁺ by NAAC - V cycle – CGPA 3.53

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF SOCIAL WORK



TEACHING PLAN
EVEN SEMESTER 2025-2026

Vision

Empowering the young women as change makers in the society through networking with various agencies, inculcating professional values and attributes which lead to the holistic development of the society.

Mission

- To motivate the students towards social concern and problems through inculcation of democratic and humanitarian values.
- Sensitize the various issues in the society for the empowerment of marginalized and vulnerable people.
- Applying skills in social work practice and social work research in different fields for achieving desirable changes and development.
- To facilitate entrepreneurship and career guidance through activity based learning.
- To create global competencies through internship programme.

Programme Educational Objectives (PEOs)

PEOs	Upon Completion of MSW Degree programme, the graduates will be able to:	Mapping with Mission
PEO - 1	the graduates use scientific knowledge to solve social issues and pursue research.	M1,M2, M3,M4
PEO - 2	our graduates will continue to learn and advance their careers in industry both in public and private sectors, government and academia.	M3,M4
PEO - 3	the graduates will attain professional knowledge and practice to work in different fields of social settings transferring one's knowledge, skills and expertise to community (community can incorporate local, municipal, national and international scope) with professional ethics and values	M2,M3, M4,M5

Program Outcomes (POs)

POs	Upon completion of M.S.W. programme, the graduates will be able to:	Mapping with PEOs
PO-1	design and undertake individual research and innovative technologies which will contribute to the future ideological and societal development.	PEO-1
PO-2	Articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO-3
PO-3	equip to practice personal reflection and self-correction to assure continual professional development.	PEO -3
PO-4	apply knowledge of social systems and human behavior to promote social change, problem solving in human relationship.	PEO -3
PO-5	integrate various theories and methodologies relating to social and environmental contexts	PEO -3
PO-6	Perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO -3
PO-7	train professional social worker to be independent and lifelong learning in the broadest context of socio-cultural, economic, environmental, political and psychological changes in the society.	PEO -2

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of M.S.W. programme, the graduates will be able to:	Mapping with POs
PSO1	developability to identify, formulate and analyze complex social problems using social work knowledge through placements in service organizations and in open community.	PO4
PSO2	acquire skills to practice values and ethics of social work practices with diverse and vulnerable populations.	PO 2
PSO3	apply social work methods, research based activities and research to facilitate realistic understanding and contribute to the societal development.	PO 1
PSO4	develop appropriate resources, use technology and innovative methods to enhance theoretical knowledge and practical wisdom.	PO1,PO3
PSO5	conduct appropriate programmes for sustainable development by giving orientation about environmental transformation and developing knowledge about sustainable development.	PO 5
PSO6	enhance interpersonal and intra-personal skills for the efficient and competent personal and professional role performance with various groups of professional and para-professional teams.	PO6,PO7

Teaching plan for the Academic Year 2025-2026

Department : Social Work
Class : I MSW
Title of the Course : Community Organization and Social Action
Semester : II
Course Code : WP232CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP232CC1	4	2	-	-	4	6	90	25	75	100

Pre-requisite

Basic Understanding of Community Organization and Social Action

Learning Objectives

1. To understand the use and practice of community organization in various fields of socialwork
2. To learn to apply Community Organization and Social Action as Methods of Socialwork.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the concepts related to community organization	K1
2.	apply community organization as a method of social work in various settings.	K3
3.	understand and apply various models of community organization	K2
4.	understand the role of social work in social action and social reform for social development	K2
5.	critically analyze social movements from various dimensions	K5

K1 - Remember; **K2** - Understand; **K3** – Apply, **K4**- Analyze, **K5**- Evaluate- ; **K6** -Creat

Teaching plan
Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Community Organization								
	1	Concept, Definition, History, Objectives, Goals and Components, Principles, community practice and community development.	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	YouTube Videos	Oral test Mind mapping
	2	Community organization as a primary method	3		K2(U)	Simulation	Discussion	Video Lecture,	Quiz,

		of social work. Methods of Community Organization, Community Mobilization,						practical	
	3	Community Identification and diagnosis , Process and Phases of Community Organisation	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	- Community Relationship, Study, Analysis, Assessment,	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organizatio n chart
	5	Discussion, Organization, Action, Evaluation, Modification and continuation.	3		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentatio n
II	Application of Community Organization Practice in Various Settings								
	1	Application of Community Organization Practice in Various Settings: Health, Education, Residential	3	1	K1(R) & K3(Ap)	Context based	Memory games	E- content	Oral test

		institutions, Livelihood and work, Natural resource management							
	2	Application of Community Organization : Sustainable development, Working with tribal population, Disability,	3		K2(U)	Demonstrative	Chart Preparation	Mentimeter	Project
	3	Working with rural and urban vulnerable communities, displaced population and rehabilitation, disaster response.	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Assignment
	4	Community organisation as a social work process; Role and Skills of Community Organizer	1		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	Differentiating Community Organisation	3		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test

		and Community Development.							
III	Models of Community Organisation								
	1	Models of Community Organisation -Jack Rothman's 3 Models: Locality Development	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	Social Planning and Social Action;	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	Mary Weil's Eight models; and Neighborhood development model-System change Model- Structural change model	3	1	K3(Ap)	Mental ability based teaching	Interactive sessions	Lectures	Assign ment
IV	Social Action- As a method of Social Work								
	1	Social Work and Social Action: Concept, Objectives,	1	1	K1(R) & K3 (Ap)	Conceptu al based learning	Simulation- Based Learning	e- content	Conceptual Quiz on CSR ,
	2	Principles of Legitimisation,	1		K2(U)	Inquiry- Based	Discussion	ED Puzzle	Quiz Assignmen

		Credibility building, Multiple strategies, Dramatization.				Learning,			t
	3	Social Action in relation to Case work, Group Work, Social Work Research, Community Organisation and Social Welfare Administration,	1		K3(Ap)	Application based Pedagogy,	Peer Teaching	Video lectures	Formative assessment
	4	Methods and Means of Social Action -Research, Propoganda, Use of Mass media. Scope of Social Action in India	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
V	Social Problems and Social Action								
	1	Role of Social Worker in Social Action	1	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on Process of Administration
	2	Social Activists (Irom Chanu	1		K2(U)	Lecture with visual aids	Discussion	e-content	Formative

		Sharmila, Jignesh Mavani, Arunthat hi Roy) and Social Action Groups with their significance of existence in India.							assessment
	3	Skills involved in Social Action- Analytical & Research Skills, Managerial, Intervention skills, Problem Skills and Training Skills. Social Movements.	3		K3(Ap)	Application level learning	Case Studies	e-book	seminar
	4	Approaches to Social Action- Freire, Gandhi (Sarvodaya), Alinsky, Radical social work; Rights based approach. Strategies for Social Action from various Social	3	1	K3(Ap)	Conceptual Level Learning	Case Studies	Google Classroom	Mind map creation

		Movements.							
	5	Indian Social Movements - Bhoodan, Satyagraha Gramdan, Narmada Bachao Andolan–The Singur Issue, Bodo and Gurkhaland Issues, Anna Hazare and the Aam Admi Movement	3		K4(An)	Analytical level learning	Case Studies	e-content	Viva voce

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill development, Employability

Activities (Em/ En/SD): Student panel session

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional ethics, Human value

Activities related to Cross Cutting Issues: Case Study

Assignment:

Seminar Topics:

- Indian Social Movements
- Bhoodan
- Satyagraha Gramdan

- Narmada Bachao Andolan
- The Singur Issue
- Bodo

Sample questions (minimum one question from each unit)

Part A

1. Locality development focuses on participatory processes to strengthen community ties and address local needs.

a) True

b) False

2. Match the Following:

1. Social Planning - A. Seeks organizational and procedural restructuring for lasting improvements.

2. Social Action - B. Aims at addressing systemic inequities through policy reforms.

3. System Change Model - C. Expert-driven approach for resource allocation and problem-solving.

4. Structural Change Model - D. Challenges power structures and advocates for social justice.

a) ABCD

b) CDAB

c) BCAD

d) DACB

3. Which of the following is a method used in social action to create awareness and mobilize people?

a) Propaganda

b) Meditation

- c) Job placement
 - d) Individual counseling
4. The Bhoodan Movement, initiated by Vinoba Bhave, focused on:

- a) Redistribution of land to the landless
- b) Resistance against industrialization
- c) Women's empowerment
- d) Tribal rights

Part B

- 5. Sketch the locality developmental model with an example.
- 6. Demonstrate the importance of neighbourhood development model in today's scenario.
- 7. Appraise the principles of Legitimation.
- 8. Analyse social action in relation to the primary methods of social work.

Part C

- 9. Discuss the importance of Jack Rothman's models in current society.
 - 10. Explain the contemporary community practice based on Mary Weil's eight models.
 - 11. Assess the vital skills involved in social action for the betterment of the society.
12. Elucidate the lessons learnt from any one of the social movements in India with relevant example.

Ms.J.Mary Deeba

Head of the Department

Ms.J.Mary Deeba

Course Instructor

Teaching plan for the Academic Year 2025-2026

Department : Social Work
Class : I MSW
Title of the Course : Social Work Research and Statistics
Semester : II
Course Code : WP242CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP242CC2	5	2	-	-	4	7	105	25	75	100

Prerequisites: Basic Understanding of Social Problems

Learning Objectives

1. To deal with research problems, construction of hypotheses, testing, research designs, sampling concepts, etc.
2. To the process that throws light on the research works during data collection, and codification and interpretation of the data.

Course Outcomes

CO- No	On the successful completion of the course, students will be able to:	CL
1	recall the concepts of social work research and identify its nature.	K1
2	explain the scientific process and ethical issues	K2
3	apply the research design for data collection and sketch the tools.	K3
4	evaluate the research problem based on statistical methods.	K5
5	develop the research projects in social work.	K6

K1 - Remember; **K2** - Understand; **K3** – Apply, **K5**- Evaluate- ; **K6** -Create

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and test)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction to Social Work Research								
	1	Social Work Research: Concept, Definition, Objectives, Scope,	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	<i>You Tube Videos</i>	Oral test Mind mapping
	2	Characteristics and Functions of Social Work Research	3		K2(U)	Question answer session	ACRONYM	ED Puzzle	Quiz

	3	Types of Research: Pure and Applied Research –	3		K3(Ap)	Lecture with discussion	Mind mapping	e-content	Open book exam
	4	Difference between Social Work Research and Social Research. Scientific method in Social Work Research – Need and importance of evidence-based practice.	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	You tube Video	Prepare organization chart
	5	Basic Elements of Scientific method: Concept, Variable, Facts and Theory, Cause-Effect relationship and relevance to Social Work Research.	3		K4(An)	Reflective thinking	Lecture	e-content	Presentation
II	Methods of data collection, Formulation of Research problem and research Designs								

	1	Sampling: concept, definition and importance- Techniques of Sampling:	2	1	K1(R) & K3(Ap)	Context based	Lecture	E-content	Oral test
	2	Probability and non-Probability sampling-	3		K2(U)	Demonstrative	Preparing Chart	Mentimeter	Project
	3	sources and types of data- methods and tools of data collection-	3	1	K3(Ap)	Brainstorming	Ppt	You tube Video Lectures	Assignment
	4	qualitative and quantitative research Methods, participatory research methods	4		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
III	Research Methodology								
	1	Frequency Distribution - Construction of Frequency, Tables-Diagrammatic and Graphical Representation.	3	1	K1(R) & K3 (Ap)	Lecture	Demonstration	Video Lectures	Conceptual MCQs -

	2	Pre-test and pilot study, Scaling techniques: Reliability and Validity –	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	Data Processing: Coding, Editing, Tabulation, Analysis and Interpretation – Research Reporting	3	1	K3(Ap)	Mental ability based teaching	Interactive sessions	Lectures	Assignment
	4	Preparation of Research Proposals.	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	Ethical issues in Social Work Research- Formation of ethics committee.	2	1	K4(An)	Conceptual level teaching	Real examples	ED Puzzle	Viva
IV	Statistics								
	1	Statistics: Meaning, Need, Importance, and limitations of Statistics in Social Work Research.	2	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on Models of social group work
	2	Measures of Central tendency: Mean, Median and Mode -	4		K2(U)	Inquiry-Based Learning,	Numerical problem solving	You tube video	Quiz Assignment

	3	Measures of dispersion: Range, Quartile deviation,	4		K3(Ap)	Application based Pedagogy	Numerical problem solving	Video lectures	Formative assessment
	4	Standard deviation - Test of significance: t-test, Analysis of Variance (ANOVA),	4	1	K3(Ap)	Analysis level Learning	Numerical problem solving	e-content	Oral test
	5	Chi-Square test – Correlation.	2	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment
V	Computer Applications in Social Research								
	1	Computer Applications in Social Research -	2	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on AI & Machine Learning
	2	Use of Computers for Data Analysis –	2		K2(U)	Lecture with visual aids	ppt	e-content	Formative assessment
	3	Introduction to Statistical Package for Social Sciences (SPSS)/R:	3		K3(Ap)	Application level learning	Expert class	e-book	seminar
	4	Introduction, basic steps, defining data, data entry,	3	1	K3(Ap)	Conceptual Level Learning	Expert class	Google Classroom	Mind map creation

		data transformation, and data analysis - Statistical application.							
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment:

Seminar Topics: Students will deal with the topics listed below

1. Scope of Social Work Research
2. Qualitative And Quantitative Research
3. Limitations of Statistics in Social Work Research
4. Use of Computers for Data Analysis
5. Research Proposals

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which of the following best describes the main goal of *Applied Research* in Social Work?

- a) To develop new theories
- b) To solve an immediate practical problem

- c) To advance general knowledge without a specific use
- d) To compare social work with other disciplines

2. Which sampling technique gives every member of the population an equal chance of being selected?

- a) Purposive Sampling
- b) Snowball Sampling
- c) Simple Random Sampling
- d) Quota Sampling

3. What is the main purpose of a *Pilot Study* in research?

- a) To analyze the final data
- b) To test research tools and procedures on a small scale
- c) To write the final research report
- d) To select the sample

4. Which measure of central tendency is the value that appears most frequently in a dataset?

- a) Mean
- b) Median
- c) Mode
- d) Range

5. What is the primary function of the Statistical Package for the Social Sciences (SPSS)?

- a) To write literature reviews
- b) To collect qualitative interview data
- c) To statistically analyze research data
- d) To design research proposals

Part B (3 Marks)

1. List any three key characteristics of Social Work Research.
2. State one difference between qualitative and quantitative research methods with an example of each.
3. Why is a research report important, and name two of its essential sections.
4. Calculate the mean for the following set of ages: 22, 25, 30, 28, 25.
5. Name three basic steps involved in using SPSS for data analysis.

Part B (7 Marks)

1. Explain the Scientific Method in Social Work Research.

Describe its any four basic elements with their relevance to a social work study.

- a2. Compare Probability and Non-Probability sampling techniques. List two types of each and describe one situation where a social work researcher might choose a Non-Probability method.
3. Calculate the Mean, Median, and Mode for this data set of family sizes: 3, 4, 2, 5, 4, 3, 4. Explain with an example why a social worker might also need to calculate a Measure of Dispersion like Standard Deviation.

Ms.J.Mary Deeba

Mr.Ashok B Robinson

Head of the Department

Course Instructor

Department : Social Work
Class : I MSW
Title of the Course : Social Welfare Administration and Social Legislation
Semester : II
Course Code : WP232CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP232CC3	4	2	-	-	4	6	90	25	75	100

Prerequisites: Basic Understanding of social policies & legislations

Learning Objectives:

1. To understand the basic concepts of social welfare administration
2. To describe social policy, planning and programmes

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	acquire knowledge about social welfare administration and structure of social welfare administration in India.	K1
2.	understand the basic process of registering, managing and administrating welfare agencies in the context of social work profession.	K2
3.	describe the structure of social welfare administration in India and social welfare programmes and policies.	K3
4.	analyze the nature of social policy, planning and development in India.	K4
5.	evaluate and analyze social legislation enforcement and challenges.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply, **K4**- Analyze, **K5**- Evaluate

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Social Welfare Administration								
	1	Meaning and definition of Social Welfare Administration and Social Work administration	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	<i>You Tube Videos</i>	Oral test Mind mapping
	2	Purpose, historical development. principles,	3		K2(U)	Simulation	ACRONYM	ED Puzzle	Quiz

		functions and areas							
	3	olicy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping.	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	ecord maintenance, co-ordination, public relation, monitoring and evaluation.	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organization chart
	5	Research, Annual report	3		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentation
II	Social Welfare Agencies								
	1	Development of Social Welfare in India; Voluntary Social Work.	3	1	K1(R) & K3(Ap)	Context based	Memory games	E-content	Oral test
	2	Social Agencies: Meaning,	3		K2(U)	Demonstrative	Preparing Chart	Mentimeter	Project

		definition, type and models of NGOs.							
	3	Roles of NGOs in National Development.	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Assignment
	4	Types of NGO Registration and procedure; Societies Registration Act 1860.	3		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	Indian Trusts Act 1882 and Companies Act, 2013	1		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test
III	Governmental Schemes on Social Welfare								
	1	Social Welfare Administration at national, state and local levels.	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	CSWB (Central Social Welfare Board), State Social Welfare Board, Directorate of Social Welfare	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project

		and Handicapped Welfare.							
	3	Social welfare policy.	3	1	K3(Ap)	Mental ability based teaching	Interactive sessions	Lectures	Assignment
	4	Evolution and Constitutional base, policies & programmes for the Weaker Section of the community (women, Children, Aged, handicapped & other backward caste (OBCs).	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	Scheduled Caste (SCs), Scheduled Tribes (STs) and De-Notified Communities.	1	1	K4(An)	Conceptual level teaching	Field Work	ED Puzzle	Viva
IV	Social Planning and Social Development								
	1	Social planning and community planning, Need and importance.	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on Models of social group work
	2	Planning machinery at the	1		K2(U)	Inquiry-Based	Goal Model and Consensus	You tube video	Quiz Assignment

		state & National levels.				Learning,	Model.		
	3	Five year plans.	1		K3(Ap)	Application based Pedagogy	Roles of Social Group Worker	Video lectures	Formative assessment
	4	Social development.	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
	5	Concept and indicators for social change and social development in India.	5	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment
V	Social Legislation								
	1	Definition and role legislation in social change, constitutional basis for social legislation.	1	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on AI & Machine Learning
	2	Fundamental Rights and Directive Principles of state Policy; laws related	1		K2(U)	Lecture with visual aids	Community Setting	e-content	Formative assessment

		to Laws Related to Marriage: Hindu, Muslim, Christian, and Personal Laws Relating to Marriage.: Laws Relating to Divorce, Minority, and Guardianship;							
	3	Adoption, Succession, and Inheritance.	3		K3(Ap)	Application level learning	Application of Social Group Work	e-book	seminar
	4	Legislation Relating to Social Problems such as Prostitution, Juvenile Delinquency, Women Harassment	3	1	K3(Ap)	Conceptual Level Learning	Women welfare and Child care Settings	Google Classroom	Mind map creation
	5	Child Labour, Untouchability, Physical, and Mental Disabilities	3		K4(An)	Analytical level learning	Brainstorming	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Fundamental Rights and Directive Principles of state Policy.

Seminar Topics: Students will deal with the topics listed below

Seminar Topics: Students will deal with the topics listed below

1. Functions of Social welfare administration
2. Models of NGOs
3. Social welfare policy
4. Social planning and community planning
5. Fundamental Rights

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which of the following is *not* a function of Social Welfare Administration? (U, Co-2)
 - a) Budgeting
 - b) Public Relations
 - c) Auditing
 - d) Space Exploration

2. Under which Act can an NGO be registered as a **society** in India? (R, Co-3)

- a) Indian Trusts Act, 1882
- b) Companies Act, 2013
- c) Societies Registration Act, 1860
- d) CSR Act, 2014

3. Which of the following is a national-level body responsible for promoting social welfare, especially for women and children? (U, Co-3)

- a) NITI Aayog
- b) Central Social Welfare Board (CSWB)
- c) Ministry of Finance
- d) State Commission for Women

4. Which of the following is considered an indicator of **social development**? (U, Co-2)

- a) GDP alone
- b) Technology exports
- c) Literacy rate
- d) Foreign exchange reserves

5. The **Directive Principles of State Policy** are included in which part of the Indian Constitution? (R, Co-3)

- a) Part II
- b) Part III
- c) Part IV
- d) Part IVA

Part B (3 marks)

1. Explain the purpose of Social Welfare Administration and how it supports effective welfare service delivery. (U , Co-1)

2. Analyze the major differences between NGOs registered under the Societies Registration Act, 1860 and the Indian Trusts Act, 1882. (AN , Co-2)
3. Apply your understanding of social welfare bodies to describe how the State Social Welfare Board supports weaker sections such as women or children. (AP , Co-3)
4. Write a short note on Hindu Marriage Act (R, Co-4)
5. State the legal provisions related to juvenile justice. (Ap, Co-4)

Part C (7 marks)

1. Analyze the major principles and functions of Social Welfare Administration and explain how they collectively contribute to the effective delivery of welfare services. (AN , Co-2)
2. Explain the role of NGOs in national development, with reference to different models and types of NGO registration in India. (U , Co-1)
3. Explain the administrative structure and functions of the Central Social Welfare Board (CSWB), State Social Welfare Boards, and Directorate of Social Welfare in implementing welfare programmes for weaker sections. (U , Co-3)
4. Apply the concept of social planning to describe how Five-Year Plans and national planning machinery help promote social development in India.(AP, Co-4)
5. Describe how social legislation related to marriage, divorce, adoption, and protection from social problems can be strengthened to promote social justice in India. (AN, Co4)

Ms.J.Mary Deeba

Head of the Department

Dr. E. Sathia Raj

Course Instructor

Department : Social Work
Class : I MSW
Title of the Course : Entrepreneurship Development
Semester : II
Course Code : WP232EC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP232EC2	3	2	-	-	4	5	75	25	75	100

Prerequisites: Interest and Basic Understanding in business

Learning Objectives:

1. To understand the concept of Entrepreneur and Entrepreneurship development in India
2. To acquire skills and techniques required for successful entrepreneur

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the concept, entrepreneur and entrepreneurship development in India.	K2
2.	bring a change in the society by applying entrepreneurial tool.	K2
3.	relate the theories of entrepreneurship development.	K5
4.	apply the competencies and skills of an entrepreneur in the field.	K3
5.	analyse the different schemes and policies related to entrepreneurship for personal and professional development	K4

K1 - Remember; **K2** - Understand; **K3** – Apply, **K4**- Analyze, **K5**- Evaluate

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction to Entrepreneurship								
	1	Meaning and concept of Entrepreneurship,	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	<i>You Tube Videos</i>	Oral test Mind mapping
	2	Types of Entrepreneurships –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship.	3		K2(U)	Simulation	ACRONYM	ED Puzzle	Quiz

	3	Evolution of term 'Entrepreneurship, Factors influencing entrepreneurship'. Entrepreneurship development in India.	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	Scope of entrepreneur development.	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organization chart
	5	Barriers to entrepreneurship	2		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentation
II	Entrepreneur types and characteristics								
	1	Entrepreneur-definition,	3	1	K1(R) & K3(Ap)	Context based	Memory games	E-content	Oral test
	2	Types of Entrepreneurs – Social entrepreneur, Serial entrepreneur, Life style entrepreneur.	3		K2(U)	Demonstrative	Preparing Chart	Mentimeter	Project
	3	Entrepreneurial characteristics.	3	1	K3(Ap)	Brainstorming	Case study	You tube Video	Assignment

								Lectures	
	4	Stages in Entrepreneurial process.	3		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	The changing role of the entrepreneur	1		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test
III	Theories of Entrepreneurship								
	1	Influences on entrepreneurship development;	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	Importance of entrepreneurship development	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	External influences on entrepreneurship development	3	1	K3(Ap)	Mental ability based teaching	Interactive sessions	Lectures	Assignment
	4	Women entrepreneurs.	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	Challenges and achievements of women entrepreneurs	1	1	K4(An)	Conceptual level teaching	Field Work	ED Puzzle	Viva
IV	Social Entrepreneurship								
	1	Meaning, definition: Social entrepreneur, social	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on Models of social group

		entrepreneurship, social enterprises.							work
	2	Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable.	1		K2(U)	Inquiry-Based Learning,	Goal Model and Consensus Model.	You tube video	Quiz Assignment
	3	Differences between Business and Social entrepreneur,	1		K3(Ap)	Application based Pedagogy	Roles of Social Group Worker	Video lectures	Formative assessment
	4	Entrepreneurship and Social Entrepreneurship.	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
	5	Social Entrepreneurship in	5	1	K4(An)	Analytical level	Interactive learning	Google class room	Formative assessment

		developing countries and in India.				Learning			
V	Entrepreneurship Development and Government								
	1	Entrepreneurship as a tool for social change.	1	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on AI & Machine Learning
	2	Innovation and inventions	1		K2(U)	Lecture with visual aids	Community Setting	e-content	Formative assessment
	3	Skills of an entrepreneur Role of.	2		K3(Ap)	Application level learning	Application of Social Group Work	e-book	seminar
	4	Central Government and State Government in promoting entrepreneurship with various incentives, subsidies, grants, programs, schemes and challenges	3	1	K3(Ap)	Conceptual Level Learning	Women welfare and Child care Settings	Google Classroom	Mind map creation
	5	Government initiatives and inclusive entrepreneurial Growth.	3		K4(An)	Analytical level learning	Brainstorming	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Entrepreneurship

Activities (Em/ En/SD): Casestudies

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Social Entrepreneurship

Seminar Topics: Students will deal with the topics listed below

1. concept of Entrepreneurship
2. Social entrepreneur
3. social catalysts
4. Differences between Business and Social entrepreneur
5. Women entrepreneurs

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which of the following is an example of knowledge entrepreneurship? (U, Co-1)

- a) Opening a restaurant
- b) Launching a tech startup based on AI research
- c) Operating a retail clothing store
- d) Running a small grocery shop

2. Which type of entrepreneur creates a business primarily for personal passion and balanced lifestyle? (AN, Co-2)

a) Serial entrepreneur

b) Lifestyle entrepreneur

c) Social entrepreneur

d) Innovative entrepreneur

3. A woman entrepreneur facing challenges due to lack of access to credit is experiencing which type of influence? (AP. Co-4)

a) Psychological influence

b) Cultural influence

c) External influence

d) Internal influence

4. Which of the following is a key characteristic of a social entrepreneur? (R, Co3)

a) Profit maximization

b) Market dominance

c) Social innovation and problem solving

d) Competitive pricing

5. Which government initiative promotes entrepreneurship through financial inclusion? (R, Co-2)

a) Swachh Bharat Abhiyan

b) Pradhan Mantri Mudra Yojana (PMMY)

c) Digital India

d) Make in India

Part B (3 marks)

1. Distinguish between creative entrepreneurship and knowledge entrepreneurship with examples. (U, Co-1)
2. Discuss how the role of the entrepreneur has changed in the modern digital economy. (AN, Co-3)
3. Explain how social, cultural or economic factors influence entrepreneurial growth. (AN, Co-4)
4. Describe any three characteristics of a social entrepreneur. (U, Co-2)
5. Explain the role of State Government in supporting entrepreneurship development. (AN, Co-4)

Part C (7 marks)

1. Explain the evolution of the term ‘entrepreneurship’ and analyze how various factors influence the growth of entrepreneurship in India. (AN, Co-2)
2. Describe the different types of entrepreneurs—social, serial, and lifestyle—by comparing their characteristics, motivations, and contributions to economic development. (R, Co-2)
3. Discuss the major theories of entrepreneurship and analyze how external influences impact the development of women entrepreneurs in India. (AN, Co-3)
4. Explain the characteristics of a social entrepreneur and apply these characteristics to illustrate how social entrepreneurship addresses development challenges in India and other developing countries. (AP, Co-4)
5. Illustrate the role of Central and State Governments in promoting entrepreneurship through incentives, schemes, and programmes, and assess how these initiatives contribute to inclusive entrepreneurial growth. (AP, Co-3)

Ms.J.Mary Deeba

Head of the Department

Dr. E. Sathia Raj

Course Instructor

Department : Social Work
Class : II MSW
Title of the Course : INDUSTRIAL RELATIONS AND EMPLOYEES WELFARE
Semester : IV
Course Code : WP234CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP234CC2	4	2	-	-	4	6	90	25	75	100

Objectives:

1. To Understand Contemporary Industrial relations practices
2. To be aware of the challenges faced by workers in various industries **Course Outcomes**

On the successful completion of the course, students will be able to:		
1	be aware of the concept and evolution of industrial relations	K2
2	understand the mechanisms behind the scenario in India.	K2
3	sketch the role of various stakeholders in maintaining peaceful industrial relations in India .	K3
4	analyse various statutory and non-statutory employee welfare measures.	K4
5	invent social work methods in delivering employee welfare services.	K6

K2- Understand; K3- Apply Analyze; K4 –Analyze; K6-Create

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction to Industrial Relations								
	1	<i>Industrial Relations</i>	3	1	K1(R) & K3 (Ap)	Lecture Method	Presentation	You Tube Videos	Oral test
	2	Background to Industrial Relations	3		K2(U)	Simulation	Chronological map	Video Lecture, practical	Quiz,
	3	Scope	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	Evolution and Development,	3	1	K3(Ap)	Lecture with visual aids	Chronological map	Describing visual images	Prepare organization chart
	5	Approaches and forms of Industrial relations in India.	3		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentation

II Mechanism of Industrial Relations									
	1	Collective Bargaining, Joint Management Councils, , Grievance handling procedures.	3	1	K1(R) & K3(Ap)	Context based	Memory games ,	E-content	Oral test
	2	works committee, Workers Participation in Management	3		K2(U)	Demonstrative	DPSP - Workers Participation in Management	Mentimeter	Project
	3	Grievance handling procedures.	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Seminar
	4	Industrial Disputes: Factors, Forms, Trends, Prevention and Settlement	3		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	Role of State and Central Labour Administration, Strikes and Lockouts	1		K4(An)	Lecture	Presentation	whatsapp polls	Oral test
III Industrial Relations machinery in India									
	1	Cconciliation, Arbitration and	3	1	K1(R) &	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs

		Adjudication, ,			K3 (Ap)				-
	2	Code of discipline-	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Seminar
	3	Recent trends	3	1	K3(Ap)	Case study		Lectures	Assignment
	4	Role of Government, Employers and Trade Unions in maintaining Industrial Relations	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5		1	1	K4(An)	Conceptual level teaching	Survey	e-content	Viva
IV	Employee Welfare:								
	1	Concept, principles	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on HRD and ,
	2	scope, theories,	1		K2(U)	Inquiry-Based Learning,	Portray scope	You tube video	Quiz Assignment
	3	approaches and philosophy of employee welfare, Areas of Employee Welfare	1		K3(Ap)	Application based Pedagogy,	Identify areas of employee welfare	Video lectures	Formative assessment

	4	Statutory welfare programmes, Non-statutory welfare programmes	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
	5	Concept, principles, Major problems experienced by employees ; Migration, wages, poor housing, absenteeism, employee turnover, tardiness Alcoholism, diseases,accidents and Working conditions	5	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment
V	Practice of Employee Welfare:								
	1	<i>Employee Welfare:</i> Occupational health and safety - concept,	1	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on AI & Machine Learning
	2	Challenges in labour welfare	1		K2(U)	Lecture with visual aids	Identifying challenges	e-content	Formative assessment
	3	Roles, functions and appointment of the Labour Welfare Officer-	3		K3(Ap)	Application level learning	Labour welfare officer-Indian	e-book	seminar

		Workers awareness Programs.					factories act - 1948		
	4	Need and application of Social Work methods in delivering employee welfare services,	3	1	K3(Ap)	Conceptual Level Learning	Social work methods	Google Classroom	Mind map creation
	5	New paradigms in Employee welfare	3		K4(An)	Analytical level learning	Brainstorming	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD): **Hands on Training on Problem solving**

Course Focusing on employee welfare

Assignment: Industrial Relations Machinery (Last date to submit –15-01-2026)

Seminar Topics: Grievance handling procedures. Conciliation, Arbitration and Adjudication, Challenges in labour welfare

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which approach to Industrial Relations views conflict as inevitable and focuses on the power dynamics between employers and employees?

(K1-R, CO-1)

- a) Unitary Approach
- b) Systems Approach
- c) Pluralist Approach
- d) Radical/Marxist Approach

2. Which mechanism is a statutory body formed in industrial establishments with 100 or more workers to promote measures for securing and preserving amity and good relations between employer and employees? **(K2-U, CO-2)**

- a) Joint Management Council
- b) Works Committee
- c) Grievance Committee
- d) Collective Bargaining Unit

3. In which method of industrial dispute settlement is a neutral third party's decision legally binding on both parties? **(K3-Ap, CO-3)**

- a) Conciliation
- b) Mediation
- c) Arbitration
- d) Works Committee

4. Which of the following is a **statutory welfare provision** under the Factories Act, 1948? **(K4-An, CO-4)**

- a) Recreational Facilities
- b) Crèche
- c) Housing
- d) Canteen

5. The application of which social work method involves working with groups of employees to address common issues and promote collective development? **(K5-E, CO-5)**

- a) Social Case Work
- b) Social Group Work
- c) Community Organization
- d) Social Work Research

Part B (3 marks)

1. Briefly explain the scope of Industrial Relations. (K1-R, CO-1)
2. List three factors leading to industrial disputes. (K2-R, CO-2)
3. What is the primary role of the conciliation officer in industrial dispute settlement? (K3-R, CO-3)
4. Define employee welfare and state its two main objectives. (K4-R, CO-4)
5. State three key functions of a Labour Welfare Officer. (K5-R, CO-5)

Part C (7 marks)

1. Discuss the evolution and development of Industrial Relations in India from the pre-independence period to the post-liberalization era. (K1-R, CO-1)
2. Explain the process of collective bargaining and discuss the challenges in its effective implementation in India. (K2-U, CO-2)
3. Critically evaluate the role of the State in the prevention and settlement of industrial disputes in India (K3-Ap, CO-3)

4. Analyze the major problems experienced by industrial workers (e.g., migration, wages, housing) and their impact on productivity and social well-being. (K4-An, CO-4)

5. Discuss the challenges in ensuring occupational health and safety in Indian industries. Suggest measures to strengthen the role of welfare officers in mitigating these challenges. (K5-E, CO-5)

Ms.J.Mary Deeba

Head of the Department

Mr.Ashok B Robinson

Course Instructor

Department : Social Work
Class : II MSW
Title of the Course : Psychiatric Social Work
Semester : IV
Course Code : WP234CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP234CC3	4	2	-	-	4	6	90	25	75	100

Prerequisites:

Basic Understanding of Psychiatric Social Worker in special settings

Learning Objectives:

1. To aware on historical development of psychiatric Social Work
2. To understand the social Work models and methods.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	compare international psychiatric social work standards and adopt suitable standards.	K1
2	understand psychiatric hospital	K2
3	apply methods of social work among psychiatric patients, family and people with mental illness.	K3
4	analyze the role of social worker in clinical practice and help accordingly	K4
5	formulate and design community mental health programs to address issues of mental	K6

K1-Remember;K2-Understand; K3-Apply;K4-Analyze;K6- Create

Teaching plan
Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction to Psychiatric Social Work								
	1	Psychiatric Social Work- Definition, Scope, Psychiatric Social Work as a field of Social Work in India.	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	YouTube Videos	Oral test Mind mapping
	2	Current trends in Psychiatric Social Work,	3		K2(U)	Simulation	Discussion	Video Lecture, practical	Quiz,
	3	Changing trends in Psychiatric Social	3		K3(Ap)	Lecture with	Mind mapping	Interaction in the classroom	Open book exam

		Work				discussion			
	4	Historical Development of Psychiatric Social Work in U.K., U.S.A. and India.	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organization chart
	5		3		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentation
II	Social Work models and Methods								
	1	The concept of psychiatric patient, Family and Mental Illness.	3	1	K1(R) & K3(Ap)	Context based	Memory games	E-content	Oral test
	2	Diagnosis in Psychiatric Social Work.	3		K2(U)	Demonstrative	Group Discussion,	Mentimeter	Project
	3	Multi-Dimensional Approach, Psychosocial Education in Psychiatric Social Work,	3	1	K3(Ap)	Brainstorming	Role Play	You tube Video Lectures	Assignment
	4	Models in Psychiatric Social Work.	1		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment

	5	Social Case Work, Social Group Work and Family Therapy in Psychiatric setting	3		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test
III	The Psychiatric Hospital as a Social System								
	1	Partial hospitalization.	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	Concept of Milieu Therapy & Therapeutic Community,	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	Admission Pattern, Vocational training Program (Industrial Therapy).	3		K3(Ap)	Mental ability based teaching	Discussion	Lectures	Assignment
	4	Role of Psychiatric Social Worker in multidisciplinary team in inpatient & outpatient setting	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	(General Hospital	1	1	K4(An)	Conceptual	Field Work	e-content	Viva

		Psychiatry)				level teaching			
IV	Psychiatric Social Work practice in special settings								
	1	Day Hospitals, Child Guidance Clinic	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on CSR
	2	Epilepsy Clinic, Adolescent Clinic	1		K2(U)	Inquiry-Based Learning,	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	ED Puzzle	Quiz Assignment
	3	Mental Health Clinics, Geriatric Clinics.	1		K3(Ap)	Application based Pedagogy,	Concept Mapping, Flipped Classroom, Peer Teaching	Video lectures	Formative assessment
	4	Deaddiction clinic, Crisis Intervention clinics, School Mental	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
	5	Health, Family Counselling Centre, Industrial	5	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment

		setting.							
V	Rehabilitation and Community Psychiatry								
	1	Rehabilitation in Psychiatry; Concept, Principles, Process & Programmes,	1	1	K1(R)	Advanced mode of learning	Concept Mapping, Flipped Classroom, Peer Teaching	Mentimeter	Quiz on Process of Administration
	2	Role of Psychiatric Social Worker in Rehabilitation,	1		K2(U)	Lecture with visual aids	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	e-content	Formative assessment
	3	Concept of Community Psychiatry and Community based Rehabilitation, Rehabilitation of Chronic Mentally ill Patients.	3		K3(Ap)	Application level learning	Flipped Classroom, Peer Teaching transformation Role play activity	e-book	seminar
	4	Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes	3	1	K3(Ap)	Conceptual Level Learning	Concept Mapping, Flipped Classroom, Peer Teaching	Google Classroom	Mind map creation
	5	Role of the	3		K4(An)	Analytical	Flipped	e-content	Viva voce

		Psychiatric Social Worker in National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation.				level learning	Classroom, Peer Teaching transformation, Role play		
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Mind Map

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment:

Seminar Topics: Students will deal with the topics listed below

1. Psychiatric Social Work as a field of Social Work in India.
2. Rehabilitation in Psychiatry
3. Role of Psychiatric Social Worker in Rehabilitation
4. Community based Rehabilitation
5. National Mental Health Program

Sample questions (minimum one question from each unit)

Part A

1. Diagnosis in psychiatric social work involves:

- a) Only medical assessments
- b) Understanding the social, psychological, and environmental factors contributing to the patient's condition
- c) Ignoring social factors
- d) Relying solely on family reports

2. Admission patterns in psychiatric hospitals are always based on voluntary requests from patients.

- a) True
- b) False

3. Which clinic focuses on assessing and treating the emotional, behavioral, and developmental needs of children?

- a) Adolescent Clinic
- b) Geriatric Clinic
- c) Child Guidance Clinic
- d) De-addiction Clinic

4. What was a significant change in the Revised Version of the National Mental Health Program (NMHP) in 2002?

- a) Reduced focus on community-based care
- b) Inclusion of mental health promotion and integration with primary health care
- c) Closure of District Mental Health Programs

d) Increase in institutional care Which of the following best describes entrepreneurship as a tool for social change?

Part B

5. What are the key differences between milieu therapy and therapeutic community approaches?

6. Examine the challenges faced by psychiatric social workers in outpatient settings

7. How effective are family counseling centers in preventing mental health crises?

8. Assess the importance of crisis intervention clinics in reducing mental health emergencies.

Part C

9. Analyze the relationship between vocational training and patient recovery in psychiatric settings.

10. Compare the roles of psychiatric social workers and other mental health professionals in a multidisciplinary team.

11. Propose a collaborative framework between psychiatric social workers and community organizations for mental health rehabilitation.

12. Formulate a plan to evaluate the success of rehabilitation programs under the NMHP.

Ms.J.Mary Deeba

Head of the Department

Ms.J.Mary Deeba

Course Instructor

Department : Social Work
Class : II MSW
Title of the Course : Organisational Behaviour
Semester : IV
Course Code : WP234CC5

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP234CC5	4	2	-	-	4	6	90	25	75	100

Prerequisites: Basic Understanding of how people work in Organizations.

Learning Objectives:

1. To enrich the knowledge about the basics of people management in Organizations
2. To apply techniques of working effectively with people

Course Outcomes

On the successful completion of the course, students will be able to:		
1	be aware of the relation between various disciplines and organizational behaviour	K1
2	interpret the concept of individual and group behaviour in organizations	K2
3	apply suitable theories and models of motivation to enhance the work motivation of people in organizations	K3
4	analyse the competencies and skills required for overcoming resistance to change in organizations	K4
5	evaluate the skills required for interventions in organizational development	K5

K1-Remember;K2-Understand; K3-Apply;K4-Analyze;K5-Evaluate

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Organizational Behaviour								
	1	Organizational Behaviour - Definition, Scope, Approaches to Organizational Behaviour, Foundations & Contributing disciplines to OB	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	<i>You Tube Videos</i>	Oral test Mind mapping
	2	History of OB, Hawthorne Studies, Human Relations Movement, Models of OB	3		K2(U)	Simulation	ACRONYM	ED Puzzle	Quiz

	3	Importance of Organizational Behaviour, Relevance of OB in Social Work. Challenges involved in the application and practice of OB.	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	Current Trends in OB Practices: Quality of Work Life, Just-in-time (JIT), 5S model, Six Sigma and Lean Six Sigma	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organization chart
	5	Total Productivity Management, Total Quality Management.	3		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentation
II	Human Behaviour at Work								
	1	Individual behaviour, Attitudes and values; Perception	3	1	K1(R) & K3(Ap)	Context based	Memory games	E-content	Oral test
	2	concept, process, errors and applications; Personality concept	3		K2(U)	Demonstrative	Preparing Chart	Mentimeter	Project
	3	Determinants, theories and applications.	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Assignment

	4	Group behaviour – concept, types of group, Group development, group dynamics; Teams – types, creating effective teams.	3		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	Organizational Conflict-concept, sources, types, management; Organizational power and politics, Behavioral changes in individuals and teams.	1		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test
III	Motivation at Work								
	1	Motivation - Meaning, Theories of Motivation – Maslow’s Hierarchy of Needs, Herzberg’s Two factor Theory.	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	McGregor’s Theory X and Theory Y, Alderfer’s ERG Theory Systems Theory.	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	Emotional quotient at Work. Stress and	3	1	K3(Ap)	Mental ability based	Interactive sessions	Lectures	Assignment

		anxiety management.				teaching			
	4	Job Satisfaction, Job Rotation, Job Clarification, Employee Morale.	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	Job Satisfaction, Organizational Citizenship Behaviour.	1	1	K4(An)	Conceptual level teaching	Field Work	ED Puzzle	Viva
IV	Organizational change								
	1	Concept of Organizational Change, resistance to change, managing resistance to change.	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on Models of social group work
	2	Lewin's three step model of change, Stress – sources, consequences and management.	1		K2(U)	Inquiry-Based Learning,	Goal Model and Consensus Model.	You tube video	Quiz Assignment
	3	Organizational culture and climate.	1		K3(Ap)	Application based Pedagogy	Roles of Social Group Worker	Video lectures	Formative assessment
	4	Factors affecting organizational climate.	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test

	5	Organizational processes and structure & design.	5	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment
V	Organizational Development								
	1	Concept of Organizational Development- Definition, theories and practice.	1	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on AI & Machine Learning
	2	Organizational Development and Organizational Behaviour.	1		K2(U)	Lecture with visual aids	Community Setting	e-content	Formative assessment
	3	OD Intervention techniques: Sensitivity Training.	3		K3(Ap)	Application level learning	Application of Social Group Work	e-book	seminar
	4	Quality Circles. Survey Feedback, Management of change.	3	1	K3(Ap)	Conceptual Level Learning	Women welfare and Child care Settings	Google Classroom	Mind map creation
	5	. Individual behaviour, Foundations of individual behaviour.	3		K4(An)	Analytical level learning	Brainstorming	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Casestudies

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Organizational Development and Organizational Behaviour

Seminar Topics: Students will deal with the topics listed below

1. Job Satisfaction
2. Job Rotation
3. Job Clarification
4. Employee Morale

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which of the following was a major finding of the Hawthorne Studies? (R, Co-1)
 - a) Money is the primary motivator of employees
 - b) Workers' productivity increases when they are closely supervised
 - c) Social and psychological factors influence employee productivity
 - d) Strict rules and procedures enhance employee output

2. Which of the following best describes perceptual errors such as stereotyping and halo effect? (R, Co-2)
 - a) Errors arising from poor communication
 - b) Errors caused due to inaccurate interpretation of information
 - c) Errors due to lack of training
 - d) Errors that occur only in group decision-making

3. In Herzberg's Two-Factor Theory, which of the following is considered a *motivator*? (AP, Co-1)
- a) Salary
 - b) Working conditions
 - c) Recognition
 - d) Job security
4. According to Lewin's Three-Step Model, which stage focuses on creating motivation for change? (AN, Co-4)
- a) Unfreezing
 - b) Changing
 - c) Refreezing
 - d) Reinforcing
5. Which of the following OD intervention techniques involves employees meeting periodically to solve work-related problems? (R, Co-3)
- a) Sensitivity Training
 - b) Quality Circles
 - c) Survey Feedback
 - d) Management by Objectives

Part B (3 marks)

1. Define Organizational Behaviour and explain its scope. (R, Co-1)
2. What are perceptual errors? Give two examples. (U, Co-2)
3. Explain McGregor's Theory X (U, Co-3)
4. Analyse the importance of Emotional Quotient (EQ) at work. (An, Co-4)
5. Sketch the goals of Organizational Development? (A, Co-5)

Part C (7 marks)

1. Explain the Hawthorne Studies in detail and discuss how they contributed to the development of Organizational Behaviour. (U, Co-2)
2. Discuss the concept of perception. Explain the perceptual process and various perceptual errors with suitable examples. (R, Co-1)

3. Describe Maslow's Hierarchy of Needs Theory and critically examine its applicability in modern organizational settings. (U, Co-2)
4. What is Organizational Change? Explain the reasons for resistance to change and the strategies to effectively manage such resistance. (A, Co-4)
5. Analyze any three OD intervention techniques and their importance in organizational improvement. (An, Co-4)

Ms.J.Mary Deeba

Head of the Department

Dr. E. Sathia Raj

Course Instructor

Department : Social Work
Class : II MSW
Title of the Course : Clinical Social Work
Semester : IV
Course Code : WP234CC6

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP234CC6	4	2	-	-	4	6	90	25	75	100

Prerequisites: Basic Understanding of health and lifeline settings

Learning Objectives:

1. To create awareness on clinical Social Work in different settings.
2. To equip students by imparting knowledge to understand the concept, definition, objectives, of Clinical Social Work.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	aware about the concept, history, scope and trends in clinical social work.	K2
2	apply the problematic situations and to find workable means to resolve them	K3
3	analyse competencies and skills required for clinical social worker in different setting.	K4
4	evaluate and implement empirically-based interventions in a multidisciplinary setting.	K5
5	create ethical values and clinical standards as per NASW in all clinical settings	K6

K2-Understand; K3-Apply;K4-Analyze;K5- Evaluate; K6-Create

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and test)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction to Clinical Social Work								
	1	Clinical social work: Meaning & Definition, Goal & Objectives, Scope,	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	YouTube Videos	Oral test Mind mapping
	2	Historical development of Clinical social work	3		K2(U)	Simulation	ACRONYM	Video Lecture, practical	Quiz,

	3	Concepts underlying clinical social work practice.	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	Emerging trends in clinical social work in India and abroad	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organization chart
II	Ethics and standards in clinical social work								
	1	NASW Standards & behaviors for the practice of clinical social work	3	1	K1(R) & K3(Ap)	Context based	Memory games	E-content	Oral test
	2	NASW Standards & behaviors for the practice of clinical social work	3		K2(U)	Demonstrative	Chart Presentation	Mentimeter	Project
	3	Core Competencies, techniques	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Assignment
	4	And Careers in Clinical Social Work practice.	1		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5		3		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test

III	Clinical social work practice among target groups								
	1	Children and adolescents - life skills education, student enrichment programme,	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	Counseling cell - training program for students, Health Education.	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	Families - pre-marital counseling, family life education, family and marital enrichment, parenting training program	3	1	K3(Ap)	Mental ability based teaching	Principles of Corporate Governance	Lectures	Assignment
	4	Elderly – socializing, isolation	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	And loneliness, psychological adjustment	1	1	K4(An)	Conceptual level teaching	Field Work	e-content	Viva

IV	Psychosocial Interventions in clinical settings								
	1	Skills required for clinical social worker in assessment, diagnosis,	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on CSR
	2	Skills required for clinical social worker in rehabilitation planning, vocational evaluation,	1		K2(U)	Inquiry-Based Learning,	Case study	ED Puzzle	Quiz Assignment
	3	breaking bad news, drug adherence, handling distress,	1		K3(Ap)	Application based Pedagogy,	Case study	Video lectures	Formative assessment
	4	emotional problems, addiction, absenteeism	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
	5	work life balance, suicidal ideation and micro skills in prevention	5	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment
V	Clinical social work in various settings								
	1	Clinical Social	1	1	K1(R)	Advanced	Concept Mapping,	Mentimeter	Quiz on

		Work practice in educational setting, child welfare agencies,				mode of learning	Flipped Classroom, Peer Teaching		Process of Administration
	2	Family Counselling centres, short stay,	1		K2(U)	Lecture with visual aids	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	e-content	Formative assessment
	3	Respite care, Destitute homes,	3		K3(Ap)	Application level learning	Flipped Classroom, Peer Teaching transformation Role play activity	e-book	seminar
	4	Correctional institutions, general hospital settings, de-addiction centers,	3	1	K3(Ap)	Conceptual Level Learning	Concept Mapping, Flipped Classroom, Peer Teaching	Google Classroom	Mind map creation
	5	adoption centres, counselling services in corporate and industrial setting.	3		K4(An)	Analytical level learning	Flipped Classroom, Peer Teaching transformation, Role play	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Mind Map

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment:

Seminar Topics: Students will deal with the topics listed below

1. Clinical social work goals
2. Skills required for clinical social worker in assessment
3. counseling cell
4. Careers in Clinical Social Work practice
5. Clinical Social Work practice in educational setting

Sample questions (minimum one question from each unit)

Part A

1. Which skill is most important for couples to develop in premarital counseling?

- a) Cooking skills
- b) Financial management
- c) Effective communication
- d) Event planning

2. What does the "SPIKES" protocol refer to in the context of breaking bad news?

- a) A way to provide a comprehensive treatment plan
- b) A structured approach to delivering bad news effectively, focusing on setting up the environment, assessing the client's perception, and offering support
- c) A method for social workers to provide legal advice
- d) A technique for improving family communication

3. What is the primary role of a clinical social worker in helping clients with work-life balance?

- a) To suggest that the client quit their job to focus on personal life
- b) To assist clients in identifying and managing stressors related to both work and personal life, and to help them develop coping strategies
- c) To tell the client to ignore their personal life and focus solely on their work performance
- d) To ignore work-related issues and focus only on the client's personal life

Part B

5. How can clinical social workers effectively integrate life skill education into their practice with children and adolescents to address emotional, behavioural and developmental challenges while promoting resilience and overall well being?

6. How can Clinical social workers support elderly individuals in making psychological adjustments to aging, loss and life transitions and what therapeutic interventions are most effective in enhancing their emotional well being?

7. What key skills are required for Clinical Social workers to support and improve drug adherence among clients?

8. How do Clinical social workers provide psychological and rehabilitation support to individuals in destitute homes?

Part C

9. How can Clinical social workers design and implement effective parenting training programs to enhance parenting skills , promote positive child development and support parents in managing challenges at various stages of their children's lives?

10. i. How do Clinical social workers support the emotional and psychological well being of women and children in short stay home?

ii. What are the major challenges faced by Clinical social workers in providing rehabilitation services in short stay homes in India ?

11. i. Explain the skills to develop and implement an effective rehabilitation plan for clients recovering from mental health and social challenges?

ii. What are the benefits of psychosocial intervention for work-life balance?

Ms.J.Mary Deeba

Head of the Department

Ms.J.Mary Deeba

Course Instructor

Department : Social Work
Class : II MSW
Title of the Course : STRATEGIC HUMAN RESOURCE MANAGEMENT
Semester : IV
Course Code : WP234CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP234CC8	4	2	-	-	4	6	90	25	75	100

Learning Objectives:

1. To understand the dimensions related to strategic HRM activities
2. To acquire skills to contribute to an organization's competitive edge

Course Outcomes

On the successful completion of the course, students will be able to:		
1	describe globalization and global impact on Indian economy across sectors	K2
2	understand the features of the international business environment	K2
3	apply the models of international human resource management	K3
4	analyse the strategies required for the human resource management	K4
5	evaluate various strategic management tools in industries to gain a competitive advantage	K5

K2-Understand; K3-Apply;K4-Analyze;K5-Evaluate

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Globalization and the Indian Business Environment:								
	1	Meaning and Implications	3	1	K1(R) & K3 (Ap)	Lecture Method	Group assignment	You Tube Videos	Oral test
	2	Phases	3		K2(U)	Simulation	Mnemonics	Video Lecture, practical	Quiz,
	3	Global Impact on Indian Economy across Sectors	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	Modes of Entry strategies.	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning,	Describing visual images	Prepare organization chart

	5	LPG	3		K4(An)	Reflective thinking	Case study	Analyse problem situations	Presentation
II	International Business Environment:								
	1	Review of the global economy, the global recession,	3	1	K1(R) & K3(Ap)	Context based	Memory games ,	E-content	Oral test
	2	Business environment in Developed and Developing Countries.	3		K2(U)	Demonstrative	Criteria for determining developed countries	Mentimeter	Project
	3	International trade theories.	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Seminar
	4	GATT and WTO: Agreements and Implications.	3		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	International cultural aspects- Values and norms, religion and ethics, language, education impact of cultural differences on business	1		K4(An)	Lecture	Presentation	whatsapp polls	Oral test
III	International Human Resource Management (IHRM):								
	1	Definition, reasons for going global, Approaches to IHRM, -	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -

	2	Difference between IHRM and Domestic HRM, Reasons for emergence of IHRM,	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Seminar
	3	Models of IHRM- Matching model, Harvard Model, Contextual Model, 5P Model European Model	3	1	K3(Ap)	Case study	Concept Mapping	Lectures	Assignment
	4	The Challenges of International Human Resource Management. –	3		K3(Ap)	Analaysis based teaching	Problem Solving	e-content	Open book test
	5	Overview of International Compliances, Tax, Work Permit, Visa Process and Offshoring business.	1	1	K4(An)	Conceptual level teaching	Survey	e-content	Viva
IV	Strategic Human Resource Management:								
	1	Definition, Meaning -SHRM - Process -.	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Simulation-Based Learning	e-content	Conceptual Quiz on HRD and ,

	2	Types of Corporate Strategies -	1		K2(U)	Inquiry-Based Learning,	Portray scope	You tube video	Quiz Assignment
	3	Difference between SHRM and HRM, - Porter generic model -	1		K3(Ap)	Application based Pedagogy,	Comparative study	Video lectures	Formative assessment
	4	Benefits of SHRM	3	1	K3(Ap)	Analysis level Learning	Interactive sessions	e-content	Oral test
	5	Role of HR in Strategic Human Resource	5	1	K4(An)	Analytical level Learning	Interactive learning	Google class room	Formative assessment
V	HR Strategies:								
	1	Recruitment, Retention	1	1	K1(R)	Advanced mode of learning	Context based	Mentimeter	Quiz on AI & Machine Learning
	2	Training & Development	1		K2(U)	Lecture with visual aids	Identifying challenges	e-content	Formative assessment
	3	Retrenchment Strategies	3		K3(Ap)	Application level learning	Labour welfare officer- Indian factories act - 1948	e-book	seminar
	4	Strategic management tools	3	1	K3(Ap)	Conceptual Level Learning	Social work methods	Google Classroom	Mind map creation
	5	Recent trends in SHRM	3		K4(An)	Analytical level learning	Brainstorming	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD): **Hands on Training on Problem solving**

Course Focusing on employee welfare

Assignment: Industrial Relations Machinery (Last date to submit –15-01-2026)

Seminar Topics: Models of IHRM, Training & Development, Role of HR in Strategic Human Resource

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which phase of globalization in India is associated with economic liberalization, privatization, and globalization (LPG) policies that began in 1991? **(K1-R, CO-1)**

- a) Pre-Independence Phase
- b) Post-Independence Closed Economy Phase (1950–1980)
- c) Liberalization and Open Economy Phase (1991 onward)
- d) Pre-1991 Mixed Economy Phase

2. The principle of the World Trade Organization (WTO) that prevents discrimination between imported and domestically produced goods once they enter the market is called: **(K2-U, CO-2)**

- a) Most-Favored-Nation (MFN)
- b) National Treatment
- c) Reciprocity

d) Trade Facilitation

3. Which approach to IHRM staffing involves hiring host-country nationals to manage subsidiaries in their own country? **(K3-Ap, CO-3)**

- a) Ethnocentric Approach
- b) Polycentric Approach
- c) Geocentric Approach
- d) Regiocentric Approach

4. Which of the following best describes the primary goal of Strategic Human Resource Management (SHRM)? **(K4-An, CO-4)**

- a) To handle day-to-day administrative HR tasks efficiently
- b) To align HR policies and practices with the overall business strategy
- c) To focus exclusively on employee welfare and benefits
- d) To ensure strict adherence to labor laws and regulations

5. A company uses a **SWOT analysis** to identify internal strengths and weaknesses and external opportunities and threats. This tool is most commonly used in which phase of strategic HR management? **(K5-E, CO-5)**

- a) Strategy Implementation
- b) Environmental Scanning and Strategy Formulation
- c) Performance Evaluation
- d) Employee Retrenchment

Part B (3 Marks)

1. Explain one way a Joint Venture helps a foreign company reduce risk in India. Give one example (K1-R, CO-1)

2. What is the main difference between Individualism and Collectivism in culture? Give one business effect for each. (K2-U, CO-2)

3. List three main problems in managing expatriate assignments (do not include pay or tax problems). (K3-Ap, CO-3)
4. Recommend one HR practice for a company that competes through unique, high-quality products (Differentiation strategy). (K4-An, CO-4)
5. What is Succession Planning? State its two main goals. (K5-E, CO-5)

Part C (7 Marks)

1. Describe how India's globalization changed from 1947 to now. Mention key policy changes and their effects on farming, factories, and services. (K1-R, CO-1)
2. Compare the business environment of Germany (developed) and Nigeria (developing) in three areas: economic, legal-political, and social-cultural. (K2-U, CO-2)
3. Explain the Harvard Model of IHRM. Then, create an expatriate policy covering: choosing staff, training before leaving, support during assignment, and return to home country. (K3-Ap, CO-3)
4. What are the main steps in Strategic HRM? Show with an example how a company's hiring and training can support a growth/expansion plan. (K4-An, CO-4)
5. Discuss new trends like gig work, remote/hybrid models, and AI in hiring. What are the main benefits and problems for HR in building a flexible but loyal workforce? (K5-E, CO-5)

Ms.J.Mary Deeba

Mr.Ashok B Robinson

Head of the Department

Course Instructor

Department : Social Work
Class : II MSW
Title of the Course : Therapeutic Intervention in Social Work
Semester : IV
Course Code : WP234CC9

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
WP234CC9	4	2	-	-	4	6	90	25	75	100

Prerequisites: Basic Understanding of Therapeutic Approaches

Learning Objectives:

1. To aware of the concept of therapeutic intervention
2. To understand the role of social worker in different setting

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain knowledge on the concept of therapeutic intervention in social work.	K1
2	identify the role of social workers in clinical practice and help accordingly.	K2
3	apply the therapeutic approach during intervention.	K3
4	integrate indigenous and holistic therapeutic practices	K4
5	adapt to current trends in healing	K5

K1-Remember; K2-Understand; K3-Apply; K4-Analyze;K5-Evaluate

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and test)

Unit	Module (Minimum 5 to Maximum 10 modules are permitted)	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction to Therapeutics intervention								
	1	Therapeutic intervention - Meaning, Concept.	3	1	K1(R) & K3 (Ap)	Lecture Method	Field Work	YouTube Videos	Oral test Mind mapping
	2	Clinical Social Work Practice - Definition.	3		K2(U)	Simulation		Video Lecture, practical	Quiz,
	3	Psychotherapy- Definition,	3		K3(Ap)	Lecture with discussion	Mind mapping	Interaction in the classroom	Open book exam
	4	Therapeutic Alliance.	3	1	K3(Ap)	Lecture with visual aids	Collaborative Learning, Concept Mapping	Describing visual images	Prepare organization chart
II	Role of Clinical Social Work Practice in different setting								
	1	Mental Health, HIV/AIDS	3	1	K1(R) & K3(Ap)	Context based	Memory games	E-content	Oral test
	2	Deaddiction,	3		K2(U)	Demonstrative	Group discussion	Mentimeter	Project

		Diabetics,							
	3	Coronary Heart disease	3	1	K3(Ap)	Brainstorming	Case study	You tube Video Lectures	Assignment
	4	Neurology, Nephrology	1		K3(Ap)	Connecting with real situations	Discussion	E-content	Formative assessment
	5	Oncology, Tuberculosis.	3		K4(An)	Lecture	Presentation	WhatsApp polls	Oral test
III	Therapeutic Approaches								
	1	Key concepts, Therapeutic Process and application – Psychoanalysis,	3	1	K1(R) & K3 (Ap)	Concept Mapping	Peer Teaching	Video Lectures	Conceptual MCQs -
	2	Gestalt Therapy, Erikson's Psychosocial stage,	3		K2(U)	Teaching at application level	Interactive sessions	E-book content	Written exams: Mini project
	3	Cognitive Behaviour Therapy, Group Therapy, Family	3	1	K3(Ap)	Mental ability based teaching	Principles of Corporate Governance	Lectures	Assignment

		Therapy,							
	4	Tele-counseling and Transactional Analysis.	3		K3(Ap)	Analysis based teaching	Problem Solving	e-content	Open book test
	5	Person centered approach, Solution Focused approach	1	1	K4(An)	Conceptual level teaching	Field Work	e-content	Viva
IV	Indigenous Therapeutic Techniques								
	1	Indigenous therapeutic Techniques-	1	1	K1(R) & K3 (Ap)	Conceptual based learning	Group Discussion, Assignments, Blended Learning, Role Play	e-content	Conceptual Quiz on CSR ,
	2	Yoga, Meditation,	1		K2(U)	Inquiry-Based Learning,	Peer Learning, Group Discussion	ED Puzzle	Quiz Assignment
	3	Spiritual Healing	1		K3(Ap)	Application based Pedagogy,	Group Discussion, Role Play	Video lectures	Formative assessment
	4	Relaxation	3	1	K3(Ap)	Analysis	Group	e-content	Oral test

		Therapy.				level Learning	Discussion, Peer Learning,		
	5	Relaxation Therapy.	5	1	K4(An)	Analytical level Learning	Peer Explanations, Group Discussion	Google class room	Formative assessment
V	Current trends in Healing								
	1	Neuro Linguistic Programming,	1	1	K1(R)	Advanced mode of learning	Concept Mapping, Flipped Classroom, Peer Teaching	Mentimeter	Quiz on Process of Administration
	2	Positive Imaging,	1		K2(U)	Lecture with visual aids	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	e-content	Formative assessment
	3	Pain Management techniques, Art Therapy,	3		K3(Ap)	Application level learning	Flipped Classroom, Peer Teaching transformation	e-book	seminar

							Role play activity		
	4	Play therapy, Music	3	1	K3(Ap)	Conceptual Level Learning	Concept Mapping, Flipped Classroom, Peer Teaching	Google Classroom	Mind map creation
	5	and Dance Movement Therapy.	3		K4(An)	Analytical level learning	Flipped Classroom, Peer Teaching transformation Role play	e-content	Viva voce

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Mind Map

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment:

Seminar Topics: Students will deal with the topics listed below

1. Therapeutic intervention
2. Neuro Linguistic Programming

3. Cognitive Behaviour Therapy
4. Psychotherapy
5. Art Therapy

Sample questions (minimum one question from each unit)

Part A

1. Which therapeutic approach allows clients and therapists to connect remotely using digital communication?

- a) Gestalt therapy
- b) Tele-counseling
- c) Solution-focused therapy
- d) Psychoanalysis

2. Assertion (A):

Relaxation therapy is an indigenous technique aimed at reducing stress and anxiety.

Reason (R):

Relaxation therapy involves guided imagery, progressive muscle relaxation, and breathing exercises to calm the body and mind.

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

3. Which of the following best describes Neuro-Linguistic Programming (NLP)?

- a) A medical treatment for neurological disorders
- b) A communication and personal development technique focused on language patterns and behavior
- c) A physical therapy method for chronic pain
- d) A form of guided relaxation therapy

4. Which therapeutic approach involves imagining vivid, positive scenarios to promote healing and stress relief?

- a) Positive Imaging
- b) Play Therapy
- c) Dance Movement Therapy
- d) Art Therapy

Part B

5. Explain the therapeutic process involved in psychoanalysis.

6. Describe the significance of Erikson's psychosocial stages in counseling.

7. How can spiritual healing be adapted to support patients in palliative care?

8. Propose a relaxation therapy session for employees dealing with workplace stress

Part C

9. How would you develop a counseling plan for a patient diagnosed with diabetes?

10. Suggest strategies for a clinical social worker to support patients with HIV/AIDS dealing with social stigma
11. Develop an art therapy program for individuals coping with grief.
12. Create a play therapy intervention plan for children with behavioral issues.

Ms.J.Mary Deeba

Head of the Department

Ms.J.Mary Deeba

Course Instructor