



RANI CHANNAMMA UNIVERSITY, BELAGAVI

**PROGRAM /COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS) designed in
accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for
SOCIAL WORK
for the Under-Graduate (UG) Level**

w.e.f.

Academic Year 2021-22 and onwards

PREAMBLE

Social Work is a practice-based helping profession and academic discipline. Social Work professionals use a wide range of social work methods through the application of skills, tools and techniques to help their clientele. Therefore, Social Work graduates are expected to learn primary methods of social work that includes Social Case Work, Social Group Work and Community Work along with the auxiliary methods that include Social Work Research, Social Action and Social Welfare/ Development Administration. In consonance with these methods, relevant techniques and skills too are used to assess needs / problems and for developing suitable interventions. Hence, in the undergraduate Social Work education all these knowledge and skills are to be inculcated among the students along with a strong commitment to the noble and universal values of Social Work Profession.

The Learning Outcomes-Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through Field Work Training;
2. Knowledge of Media and Information Literacy in the context of Social Work practice;
3. Application of Programme Media in social work practice;
4. Skill development and entrepreneurship abilities to be taught at undergraduate levels;
5. Learning by doing through concurrent and block Field Work which provides an opportunity to the students for practice in diverse settings;
6. Selection of courses of their choice from a range of electives which allows in-built flexibility for students to learn they are truly interested in and avoid that which they may not be much inclined to learn; and
7. Development of research and analytical abilities through dissertation as a separate paper at the honours or research degree level in the fourth year of the undergraduate degree.

PROGRAM OUTCOMES

By the end of the program the students will be able to:

1. Gain in-depth knowledge of the history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. Have complete understanding of the core and ancillary methods of professional social work, and its practice base;
3. Imbibe the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop as young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. Imbibe the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.
9. Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.

PROGRAM STRUCTURE

The following is the Program Structure for the Social Work as a Discipline Core (Basic/Hons.) Program in Rani Channamma University:

Sem	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC) Skill based (Credits) (L+T+P)	Value based (L+T+P)	Total Credits
I	SWDC01 (T) with Field Work Practice - I (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-1 (3)	L1-1 (3), L2-1 (3) (4 hrs. each)	SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2) Health & Wellness (1) (0+0+2)	25
II	SWDC02 (T) with Field Work Practice - II (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-2 (3)	L1-2 (3), L2-2 (3) (4 hrs. each)	Environmental Studies (2)	Sports (1) (0+0+2) NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	25
Exit Option with Certificate						
III	SWDC03 (T) with Field Work Practice - III (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-3 (3)	L1-3 (3), L2-3 (3) (4 hrs. each)	SEC-2: AI or some other SEC (2) (1+0+2)	Sports (1) (0+0+2) NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	25
IV	SWDC04 (T) with Field Work Practice - IV (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-4 (3)	L1-4 (3), L2-4 (3) (4 hrs. each)	Constitution of India (2)	Sports (1) (0+0+2) NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma						
Structure for those who opt for Social Work as a 'Major' Discipline in the third Year						
V	SWDC05 (T) (3), SWDC06 (T) (3) and Field Work Practice - V (4) along with any other Discipline C5 (3+2)	Vocational -1 (3)		SEC-3: Cyber Security or some other SEC (2) (1+0+2)	Sports (1) (0+0+2) NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	22

VI	SWDC07 (T) (3), SWDC08 (T) (3) and Field Work Practice - VI (4) along with any other Discipline C5 (3+2)	Vocational -2 (3) Internship (2)			SEC-4: Professional Communication (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R/S&G)/ Cultural (1) (0+0+2)	24
Structure for those who opt for Social Work as a 'Minor' Discipline in the third Year								
V	2 Courses of any other Discipline (6+6) along with SWDC05 with Field Work Practice - V (3+2)	Vocational -1 (3)			SEC-3: Cyber Security or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R/S&G)/ Cultural (1) (0+0+2)	22
VI	2 Courses of any other Discipline (6+6) along with SWDC06 with Field Work Practice - VI (3+2)	Vocational -2 (3) Internship (2)			SEC-4: Professional Communication (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R/S&G)/ Cultural (1) (0+0+2)	24
Exit with Bachelor's Degree (Basic)								
VII	SWDC09 (T) (3), SWDC10 (T) (3), SWDC11 (T) (3) and Field Work Practice - VII (4)	E-1 (3), E-2 (3), and Res. Methodology (3)						22
VIII	SWDC12 (T) (3), and SWDC13 (T) (3), and Field Work Practice - VIII (3)	E-3 (3), E-4 (3), and Research Project (6) * OR E-5 (3), and E-6 (3)						21
Award of Bachelor's Honours / Research Degree								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS

T- Theory; P- Practical; AECC- Ability Enhancement Compulsory Courses,

ES-Environmental Studies; CoI- Constitution of India; SEC- Skill Enhancement Courses, CC/EA & CA-Co-curricular/Extension and Cultural Activities.

a) I – IV Semesters

Sem.	Subjects	Course/ Paper	Instruction hrs/week	Hrs. of Exam	Marks			Credits
					IA	Exam	Total	
I-IV	Discipline Core Courses	1T	1x4	1x2	1x40	1x60	1x100	1x4
		1P	1x4*	Viva-voce	1x25	1x25	1x50	1x2
	1 Open Elective	1T	1x3	1x2	1x40	1x60	1x100	1x3
I-IV	2 Languages	2T	2x4	2x2	2x40	2x60	2x100	2x3
II /IV	ES or CoI	1T	1x3	1x2	1x20	1x30	1x50	1x2
I & III	SEC	T+P	1+2	2	1x25	1x25	1x50	1x2
I-IV	Yoga/ Sports	1P	1x2	-	1x25	-	1x25	1x1
I-IV	H&W/NCC/ NSS/R&R/CA	1P	1x2	-	1x25	-	1x25	1x1

*Workload for Field Work Practice:

Social Work Practicum workload for faculty includes delivering Orientation Lectures, arranging for Orientation Visits, taking the students for Orientation Visits, Concurrent Fieldwork Placements for students, Individual Conferences for every student placed under a faculty on a weekly basis (16 students per faculty, i.e. ten Individual Conferences per batch), Group Conference for all the students placed under a faculty on a weekly basis (16 students make a batch), Structured Experience Laboratory (SEL) for students placed under a faculty on a weekly basis (16 students make a batch), liaison with fieldwork agencies, Periodic Agency Visits for monitoring the progress of the students, evaluation of students' Fieldwork Reports on a weekly basis, taking the students for Exposure Visits,, organizing rural/tribal camp and administration of field service activities. Thus, there is Field Work Practice workload for every faculty throughout the Semester.

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the**

workload for Social Work Practicum per week will be four hours for a batch of sixteen students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17th – 19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- f) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks	-	10%
Case study /Assignment / Field work / Project work etc.	-	10% marks	10%
Total	20% marks	20% marks	40%

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

FIELD WORK PRACTICE

Supervised Concurrent Field Work Practice is an integral part of Social Work Training Programme. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare Agencies/Institutions/Organizations and other type of

placements. The Educational Programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work Intervention. Learning is added through Observation, Analysis of Social Realities and Experience of participation in designing and providing Social Work Intervention. Students are encouraged to acquire various skills from simple to complex, to become gradually independent workers. Practicum programme is to be carried out for 16 hours for two days in a week.

Field Work Practice Evaluation

Outline for continuous assessment activities for C1 and C2 for Field Work Practice are as follows:

Activities	C1	C2	Total Marks
Regularity, level of participation and leadership in the execution of planned field work activities	7% marks	8% marks	15%
Regularity and level of participation in Individual and Group Conferences (50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)		05% marks	05%
Case study / Assignment related to Field work		05% marks	05%
Total	7% marks	18% marks	25%

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 25 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

Question Paper Pattern

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any five divisions from Part-A, four questions from Part-B and two questions from Part-C.

All answers should be either in English or Kannada

PART – A

(5×2=10)

(Answer any five divisions. All divisions carry equal marks)

1.

a.

b.

c.

d.

e.

f.

g.

PART – B

(4×5=20)

(Answer any four questions. All questions carry equal marks)

2.

3.

4.

5.

6.

7.

PART – C

(2×15=30)

(Answer any two questions. All questions carry equal marks)

09.

10.

11.

COURSE STRUCTURE FOR THE FIRST YEAR OF BSW PROGRAM

Following is the Course Structure for the First Year (Two Semesters) of BSW Program:

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	DSC-1: (SWDC01) Foundations of Social Work (4), along with Field Work Practice - I (2)	OE-1: SWOE01 (a): Essentials of Social Work (3) OR SWOE01 (b): Youth Development through Social Work (3)	L1-1(3), L2-1(3) (4 hrs. each) As per the norms and syllabus provided by the University		SEC-1: Digital Fluency (2) (1+0+2) As per the norms and syllabus provided by the University	Yoga (1) (0+0+2) As per the norms and syllabus provided by the University	Health and Wellness (1) (0+0+2) As per the norms and syllabus provided by the University	25
II	DSC-2: (SWDC02) Social Case Work (4) along with Field Work Practice - II (2)	OE-2: SWOE02 (a): Basics of Psychology for Social Work Practice (3) OR SWOE02 (b): Life Skills Education (3)	L1-2(3), L2-2(3) (4 hrs. each) As per the norms and syllabus provided by the University	Environmental Studies (2) As per the norms and syllabus provided by the University		Sports (1) (0+0+2) As per the norms and syllabus provided by the University	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2) As per the norms and syllabus provided by the University	25
Exit option with Certificate in Social Work								

COURSE-WISE SYLLABUS

Semester I

Year	I	Course Code: SWDC01			Credits	4
Sem.	1	Course Title: Foundations of Social Work			Hours	56
Course Pre-requisites, if any			NA			
Formative Assessment Marks: 40			Summative Assessment Marks: 60		Duration of ESA: 2 hrs.	
Course Outcomes		At the end of the course the student should be able to: 1. To understand various ideologies and demonstrate values, ethics of Social Work Profession; 2. To understand various social science concepts, knowledge and structure and its relationship with society; 3. To understand, analyse, address, preventive and remedial measures for contemporary social problems and concerns; and 4. To understand different fields, Methods, Attributes and Competencies of Social Work Practice.				
Unit No.		Course Content		Suggested Pedagogy	Hours	
Unit I		Introduction to Social Work: Social Work: Meaning and Definitions, Objectives, Goals and Functions. Social Work and related concepts: Social service, social development, social welfare, social security and social reform. Nature and Philosophy of Social Work. Historical development of Social Work in UK, USA, India and Karnataka.		Lecture, Tutorials and Group Discussion	16	
Unit II		Principles, Values and Ethics of Social Work: Principles of Social Work. Values and Code of Ethics (NASW) of Social Work. Social Work and its relation to Human Rights and Social Justice.		Lecture, Tutorials and Group Discussion	14	
Unit III		Social Work as a Profession: Profession: Meaning, Definitions and Attributes. Social Work Profession: Issues and Challenges. Perspectives of Social Work Profession in Indian context.		Lecture, Tutorials and Group Discussion	12	

Unit IV	Approaches and Fields of Social Work: Professional v/s Voluntary Approaches to Social Work. Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centred Social Work, Industrial Social Work, and Social Work with Marginalized Sections of the Society.	Lecture, Tutorials and Seminars	12
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge, Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd. Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press. Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect. Udaipur, Himansu Publications. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati. National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press. O’ Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice - A Practical Guide for Professionals, London. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company. Skidmore, Rex A. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company. ತೇಜಪ್ಪ, ಉಮೇಶ, (2018), ವೃತ್ತಿಪರ ಸಮಾಜಕಾರ್ಯ ಇತಿಹಾಸ ಮತ್ತು ವಿಚಾರಧಾರೆಗಳು, ಬೆಂಗಳೂರು ಪ್ರಾಣತಿ (ರಿ) ವರ್ಕಿಂಗ್ ಆರ್ಗನೈಸೆಷನ್ ಫಾರ್ ಅಂಡ್ ಚೈಲ್ಡ್. ಸೋನಕಾಂಬಳೆ, ರಮೇಶ ಎಂ, (2008), ವಿಜಯಪುರ, ಶಾರದಾ ಪಬ್ಲಿಕೇಷನ್ಸ್. 		

Digital Resources	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at https://www.youtube.com/watch?=jXRB1V5eVw&t=5s</p> <p>UH Class OET (2016) Introduction to Social Work, University of Houston: Available at https://www.youtube.com/watch?=LtaCmORiP9A</p> <p>The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at https://www.youtube.com/watch?v=xj5-Vdh1B3E</p> <p>USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change. 100 years of Professional Social Work in the United States: Available at https://www.youtube.com/watch?v=a4VzRSnksmA</p>
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Year	I	Course Code: SWDC01 (Practical)			Credits	2
Sem.	1	Course Title: FILED WORK PRACTICE - I			Hours	4 per week
Formative Assessment Marks: 25		Summative Assessment Marks: 25		Duration of ESA: NA (viva)		
Course Outcomes		At the end of the course the student should be able to: 1) Develop conceptual clarity regarding different approaches of providing help to people in need; 2) Get acquainted with the professional role of social workers; 3) Develop self-awareness and orientation to team work; 4) Develop introductory skills in use of programme media; and 5) Develop skills in report writing and use of supervision.				
Course Content						
This Course comprises: A minimum of 05 Orientation Lectures given by the Faculty on topics such as: ➤ Concept, purpose and importance of Field Work Practice in Social Work Education; ➤ Different components of Social Work Practicum from first to final semester of the BSW Course; ➤ Roles and responsibilities of the Student / Social Work Trainee, Faculty Supervisor and Agency Supervisor; ➤ Need and significance of Orientation Visits; ➤ Purpose and types recording in Field Work Practice; ➤ Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice; ➤ Ethical principles in Field Work Practice; and ➤ Techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community. A minimum of 05 Orientation Visits to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.						

<p>A minimum of 05 Structured Experiences Laboratory (SEL) to help students understand and practice various skills required for effective practice of Fieldwork Practicum.</p> <p>Stipulated hours for Social Work Practicum are four hours per week.</p>	
<p style="text-align: center;">Guidelines for Orientation Visits</p>	
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.</p> <p>Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.</p>	
<p style="text-align: center;">Note on the Calculation of Workload for Social Work Practicum</p>	
<p>Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. $8 \text{ hrs.}/2 = 4$). Hence, the workload for Social Work Practicum per week will be four hours for a batch of sixteen students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.</p>	
<p style="text-align: center;">Recommended Learning Resources</p>	
Print Resources	1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i> . School of Social Work.

	<ol style="list-style-type: none"> 2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications. 3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka. 4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications. 5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS. 6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia. 7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur. 8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat. 9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai. 10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.
Digital Resources	<ol style="list-style-type: none"> 1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKC8 2. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/asset/storage/admission/FSW Prospectus 2019.pdf 3. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	Course Code: SWOE01 (a)			Credits	3
Sem.	1	Course Title: Essentials of Social Work			Hours	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 2 Hrs		
Course Outcomes	At the end of the course the student should be able to: 1. To understand concept, scope, methods, values and principles of Social Work; 2. To understand skills, techniques and roles of social work practice; 3. To understand concept of community, types, community development and areas of social work intervention in community; 4. To understand school and its functions, problems of children in schools and areas of social work intervention. 5. To understand medical and psychiatric social work, hospital setting and areas of social work intervention.					
Unit No.	Course Content			Suggested Pedagogy	Hours	
Unit I	Fundamentals of Social Work				10	
	Social Work: Meaning, Definitions, Nature and Scope. Values and Principles of Social Work. Skills and Techniques of Social Work Practice.			i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion		
Unit II	Social Work with Communities				10	
	Community: Meaning, Definitions, Nature and Types (Rural, Urban and Tribal Community). Concept of Community Development. Areas of Social Work Intervention: Marginalized, Youth, Elderly, Women and Children.			i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode		
Unit III	Social Work in School Setting				10	
	School: Concept and Functions. Problems of Children in Schools. Areas of Social Work Intervention: Children with Physical, Learning and Emotional Problems. School Dropout, Working with Teachers, Administrators, and Other Professionals.			i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode		
Unit IV	Social Work in Hospital Setting				10	
	Medical and Psychiatric Social Work: An Introduction. Hospitals: Types, Structure, and Functions. Areas of Social Work Intervention: Working with Health Care Teams, Patients, Care Takers, Care Givers, Para-Medical Staff and Hospital Administration.			i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode		
Recommended Learning Resources						

Print Resources	<ol style="list-style-type: none"> 1. Encyclopedia of Social Work in India (1968 & 1978). Vol. 1, 2,3. Director, Publications Division, Ministry of Information and Broadcasting. New Delhi. 2. Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication 3. Manshardt, Clifford (1967), Pioneering on Social Frontiers in India, Lalvani Pub House, Bombay. 4. Madan, G.R (2003), Indian Social Problems, Allied Publishers Private Limited 5. Desai, M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai. 6. Stroup H.H (1965), Social Work: An Introduction to the Field, Second Edition, American Book Company 7. Fink.A.E. (1945) The Field of Social Work. New York: Henry Holt & Co. 8. Fried Lander. W.A. (1958) Concepts and Methods of Social Work, Engle Wood Cliffs: Prentice – Hall 9. Gore, M.S. (1965) Social Work and Social Work Education, Bombay: Asia Publishing House 10. Gunjal, B., and Gangabhusan, M. M. (2010). Fields of Social Work Practice. Bangalore: Baraha Publisher. 11. Kinduka, S.K. (1965) Social work in India, Sarvodaya Sahitya Samaj, Rajasthan 12. Ramaswamy, B. (2013). Modern International Encyclpaedia of Social Work. New Delhi: Anmol Publication. 13. Ramesh, B., Parashurama, K., Ashok, A. D., and Lokesha, M. (2012). Social Work Education in India: Issue and Concerns, Tumkur University, Tumakuru. 14. Reamer F.G. (1995). Social work Values and Ethics, New York: Columbus 15. Siddiqui, H. (2015). Social Work and Human Relations. Jaipur: Rawat Publication. 16. Suresh, S. (2013). Modernization of Social Work Practices. New Delhi: Centrum Press. 17. Suresh, S. (2013). Realities and Prospectus of Social Work. New Delhi: Centrum Press 18. UGC Review of Social Work Education in India—Retrospect and Prospect, Report of the Second Review Committee, New Delhi 1980, University Grants Commission. 19. S D Gokhale(ed) Social Welfare-Legend and Legacy, Popular Prakashan, Bombay. 20. UGC, Social Work Education in Indian Universities, New Delhi 1965, University Grants Commission.
Digital Resources	<ol style="list-style-type: none"> 1. USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at:

	<p>https://www.youtube.com/watch?v=jXRB1V5eVw&t=5s</p> <p>2. UH Class OET (2016) Introduction To Social Work, University of Houston: Available at https://www.youtube.com/watch?v=LtaCmORiP9A</p> <p>3. The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition & explanation, Available at https://www.youtube.com/watch?v=xj5-Vdh1B3E</p> <p>4. USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change: 100 Years of Professional Social Work in the United States, Available at https://www.youtube.com/watch?v=a4VzRSnksmA</p>
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Year	I	Course Code: SWOE01 (b)			Credits	3
Sem.	1	Course Title: YOUTH DEVELOPMENT THROUGH SOCIAL WORK			Hours	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours		
Course Outcomes		At the end of the course the student should be able to: 1) Understand the concept and perspective of Youth; 2) Gain knowledge about the status of youth; 3) Understand the approaches, techniques and models of youth work; 4) Acquire the skills of working with youth; and 5) Understand the different strategies by which youth development could be achieved.				
Unit No.	Course Content			Suggested Pedagogy	Hours	
Unit I	Understanding Youth: Defining Youth - Social Construction of Youth – Changing conceptions of Youth. Youth Demographics. Theories on Adolescence: Hall’s storm and stress model, Blo’s theory of Process of Disengagement by adolescents, Richard Jessor’s Problem behaviour theory.			i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	10	
Unit II	Challenges and Opportunities for Youth: Youth power: youth as social capital - youth as change agents – youth in socio-political movements. Youth in the context of globalization. Education and Skill Development, Employability and Employment.			i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	10	
Unit III	Youth Development: Youth Led Development: Concept - Youth Led Sustainable Development in the focus areas of Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate. Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.			i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	10	
Unit IV	Approaches and Models of Youth Work:			i) Lecture method ii) Tutorials	10	

	<p>Nature and definition of Youth Work.</p> <p>Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach.</p> <p>Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.</p>	<p>iii) Assignments</p> <p>iv) Group Discussion</p> <p>v) Virtual Mode</p>	
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi. 2. Bob Coles (2002), Youth and Social Policy, Routledge, London. 3. Chowdhry D.P. 1988. Youth Participation and Development. New Delhi. 4. John Cotterell (2007), Social Networks in Youth and Adolescence, Routledge, London. 5. Jones Gill, (2009), Youth, Polity Press, UK. 6. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London. 7. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi. 8. M Sarumathi and Kalesh (2007), Youth Policies and Programmes in South Asia Region, RGNIYD Publication, Sriperumbudur. 9. Philip and MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London. 10. Phil Mizem (2004) The Changing state of Youth, Palgrave Publishers, New York. 11. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai. 12. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi. 13. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi. 14. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi. 15. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London. 		

Semester II

Year	I	Course Code: SWDC04		Credits	4
Sem.	2	Course Title: Social Case Work		Hours	56
Formative Assessment Marks:40		Summative Assessment Marks: 60		Duration of ESA: 2 hours	
Course Outcomes	At the end of the course the student should be able to: 1. To understand individual needs, concept of case work and historical development. 2. To understand components, principles in practice of social case work; 3. To understand, analyse, address, preventive and remedial measures for individual and family problems in case work process. 4. To understand different tools, skills, approaches and fields of Social Case Work Practice.				
Unit No.	Course Content		Suggested Pedagogy	Hours	
Unit I	Introduction to Social Case Work; Social Casework: Meaning, Definitions, Nature, Objectives and Importance, Individual: Nature and Needs, Problems Faced by Individuals and Families. Historical Development of Social Casework.		Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
Unit II	Components, Principles and Process of Social Case Work; Components of Social Case Work (Person, Problem, Place, and Process), Principles of Social Case Work Process of Social Work: Intake, study, Assessment/ Diagnosis, Treatment/ Intervention, Evaluation, Termination and Follow up,		Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
Unit III	Tools, Techniques and Skills of Social Casework; Communication: Observation, Listening, Interviewing and Home Visits. Rapport Building and Resource Mobilization. Casework Relationship, Use of Authority and Advocacy, Recording in Social Casework.		Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
Unit IV	Approaches and Practice of Social Casework; Task Centered Approach, Psycho-social Approach, Problem Solving Approach and Integrated approach, Casework Practice in different settings: Medical and psychiatric, School, Women and Child, Correctional setting. Role of Social Worker in case work settings.		Lecture, Assignment, Individual and Group, Discussion/Presentation Orientation visits.	14	

Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York:Houghton Mifflin Co. 2. Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press. 3. Fisher, J. (1978). Effective Casework Practice: and Eclectic Approach, New York:McGraw Hill 4. Fuster, J.M. (2005). Personal Counselling, Better Yourself Books, Mumbai, Eleventh Edition. 5. Hamilton, G. (1956): Theory and Practice of Social Casework. New York: ColumbiaUniversity Press. 6. Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, RawatPublication, New Delhi 7. Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt. Ltd 8. Mathew, G. (1992): An Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences. 9. Pearlman, H H. (1957). Social Case Work: A Problem Solving Process. Chicago:University of Chicago. 10. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practice and Perspectives (Models of Case Work Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication 11. Richmond, Mary (1917) Social Diagnosis, New York: Free Press 12. Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge & KeganPaul. 13. Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey:Prentice Hall. 14. Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge andKegan Paul. 15. Timms, N. (1972): Recording in Social Work. London: Routledge and Kegan Paul. 16. Upadhyay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications. 		
Digital Resources	<ol style="list-style-type: none"> 1. Methods of Working with Individuals and Families: e-pathashala, URL: https://www.youtube.com/watch?v=uHAWl1E5QPM 2. Stages of Case Work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=5dXLshcX4gU 3. Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=ausahOeYOMQ 4. Treatment in Social Case work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=oKnDldvSJXo 5. Recording in Social Case Work: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=8B0oagqBD6s 6. Major Components of Social Case Work: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=AqQgCVaZO0 7. Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=Nqo9owG8WkA 		

	<p>8. Social Case Work in School Setting: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=61Dy8nOip7g</p> <p>9. Process of Case Work: CH-03: PRABODH (Social Science-I). URL: https://www.youtube.com/watch?v=6-4vFAPTAGw</p> <p>10. IGNOU Study material available at website: http://www.ignouhelp.in/ignou-msw-study-material/</p> <p>11. Basics of Social Case work: URL: http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf</p> <p>12. Kumar Renuka: Social Work Methods, URL: http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>
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Year	I	Course Code: SWDC02 (Practical)		Credits	2
Sem.	1	Course Title: FILED WORK PRACTICE - II		Hours	4 per week
Formative Assessment Marks: 25		Summative Assessment Marks: 25		Duration of ESA: NA (viva)	
Course Outcomes	At the end of the course the student should be able to: 1) Have understanding about different approaches of providing help to people in need; 2) Be acquainted with the professional role of social workers; 3) Develop self-awareness and orientation to team work; 4) Develop introductory skills in use of programme media; and 5) Develop skills in report writing and use of supervision.				
Course Content					
This Course comprises: 1) Observation visits to welfare, educational, developmental, industrial and allied agencies; 2) Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum; and 3) Social Case Works - at least one or two guided case works. Stipulated hours for Social Work Practicum are four hours per week.					
Guidelines for Orientation Visits					
A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester. Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.					
Note on the Calculation of Workload for Social Work Practicum					
Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio					

suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> 1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work. 2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications. 3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka. 4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications. 5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS. 6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia. 7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur. 8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat. 9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai. 10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.
Digital Resources	<ol style="list-style-type: none"> 4. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs 5. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf 6. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	Course Code: SWOE02 (a)			Credits	3
Sem.	2	Course Title: BASICS OF PSYCHOLOGY FOR SOCIAL WORK PRACTICE			Hours	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours		
Course Outcomes	At the end of the course the student should be able to: 1. Understand the fundamentals of psychology. 2. An understanding of the characteristic needs, and normal development stages of human life cycle 3. Understand the role of heredity and environment on human behaviour. 4. Understand various psychological situations and usefulness of social work in handling dysfunctional/unhealthy behavioural patterns/situations 5. An understanding about abnormal behavior pattern, its causes, and treatment.					
Unit No.	Course Content			Suggested Pedagogy	Hours	
Unit I	Psychology: Meaning, Definitions, Nature, Scope and Importance. Basic Psychological concepts: Perception, Learning, Motivation, Emotions, Memory. Process of Human Growth and Development: brief explanation of Physical, social and Sexual development in all 7 stage of development.			Lecture, Tutorials and Group Discussion	10	
Unit II	Introduction to Lifespan: Developmental Stages from conception to Old age. Developmental tasks. Personality: Meaning, Definitions, Characteristics, and Types. Theories of Personality: Sigmund Freud and Carl Rogers. Human Behavior: Concept, Determinants and Reflectors. Influence of Heredity and Environment.			Lecture, Tutorials and Group Discussion	10	
Unit III	Social Psychology: Meaning and Definition, Scope Relevance to Social Work. Socio-psychological concepts – Collective Behavior, Leadership, Public Opinion, Propaganda.			Lecture, Tutorials and Group Discussion	10	
Unit IV	Abnormal Psychology – Meaning, definition and scope. Concepts of normality and abnormality. Causation of mental illness – Bio-genic, Psychogenic and Socio-genic. Types – Psychogenic, Personality, Organic and Psycho-somatic disorders. Management of Mental Disorders.			Lecture, Tutorials and Group Discussion	10	
Recommended Learning Resources						

Print Resources	<ol style="list-style-type: none"> 1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (2013) Introduction to Psychology. New York: H. B. J. Inc. 2. Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hall. 3. Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications. 4. Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill. 5. Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw hill. 6. Feldman, R.S. (1997). Understanding Psychology. New Delhi: Mc Graw Hill. 7. Hall, C.S. Lindzey, G. and Campbell J.B. (2004). Theories of Personalities. New York: Wiley M. 8. Kuppaswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House. 9. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill. 10. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co Ltd.
Digital Resources	<ol style="list-style-type: none"> 1. Current Opinion in Psychology : http://bit.ly/2DWs5VT 2. Journal of Applied Developmental Psychology : http://bit.ly/2nG9mTl 3. Journal of Education Psychology : http://bit.ly/2FI9Gs3 4. Journal of Experimental Psychology : http://bit.ly/2nHuVmO 5. CarloW (2011), Stages of Human Development, Available at https://www.youtube.com/watch?v=ld8GLIzIWKU 6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at https://www.youtube.com/watch?v=OtpiBtL_7zc 7. Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g 8. Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERIf-4f_c 9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	Course Code: SWOE02 (b)			Credits	03
Sem.	2	Course Title: Life Skills Education			Hours	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 2 hours		
Course Outcomes		1. Develop adequate understanding about lifestyle and its influence on the well-being of the students in particular and general population in totality. 2. Develop appreciation of lifestyles as a product of social inequality and interaction. 3. Examine the social and economic consequences of different lifestyles for individuals and society. 4. Understand the proper management of consumerist lifestyle related risks.				
Unit No.		Course Content		Suggested Pedagogy	Hours	
Unit I		Introduction; Understand the concepts of Basics of Life Skills and Social Skills - Environment, health and Lifestyle, Relationship between Environment and health; Food habits and health; Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity etc) and management.		Lecture, Tutorials, Activity and Group Discussion	10	
Unit II		Lifestyle Management: Meaning and Determinants of health; Concept and importance of Social, Psychological, Emotional and Physical wellbeing; Coping with social, psychological, economic, academic and market challenges and needs. Ways and means of living Fit: Yoga, Meditation, Exercises and Balanced Food.		Lecture, Tutorials, Activity and Group Discussion	10	
Unit III		Lifestyle and Academics Study habits; Qualities of a student; Attitudes of a student; Participation of students in academic programs; Time management, Leadership in student life: Vision of leadership - Making choices and taking decisions about course, career, marriage, family and life as a whole.		Lecture, Tutorials, Activity and Group Discussion	10	
Unit IV		Life Skills and Employability; Self-Awareness through SWOT Analysis, Johari Window – Empathising with Others. Employability Attributes & Skills – Initiative, Self-presentation, Personal responsibility, Self – Management, Sustaining motivation in life.		Lecture, Tutorials, Activity and Group Discussion	10	

Recommended Learning Resources	
Print Resources	<ol style="list-style-type: none"> 1. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age. Cambridge: Polity Press. 2. Giuffr�e, K., & DiGeronimo, T. (1999). Care and Feeding of Your Brain : How Diet and Environment Affect What You Think and Feel. Career Press. 3. Spaargaren, G., and B. VanVliet. 2000. 'Lifestyle, Consumption and the Environment: The Ecological Modernisation of Domestic Consumption.' Environmental Politics. 9(1): 50-75. 4. U.S. Environmental Protection Agency; Backyard Composting: It's Only Natural; October 2009 5. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. 6. Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62 7. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris. 8. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. 9. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. 10. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 11. Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd. 12. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai. 13. Kumar .J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd 14. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi. 15. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi. 16. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality 17. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). Life Skills in Non-formal Education: A Review 18. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi. 19. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal. 20. Ropke, I. 1999. 'The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420.
Digital Resources	<ol style="list-style-type: none"> 1. B�genhold, Dieter. "Social Inequality and the Sociology of Life Style: Material and Cultural Aspects of Social Stratification". American Journal of Economics and Sociology. http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract. Retrieved 26 April 2012. 2. Life Skills New Mantra of Indian Education: https://www.educationworld.in/life-skills-new-mantra-of-indian-education/ 3. Retrieved from http://jyotikalash.net/lifestyle.html

	<p>4. Retrieved from https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html</p> <p>5. Retrieved From; http://tumkuruniversity.ac.in/oc_pg/msw/MSW%20II%20sem_Need_and_Importance_of_Life_Skill_education_in_Institutional_and_Non-Institutional_Settings.pdf</p> <p>6. Retrieved from http://en.wikipedia.org/w/index.php?title=Lifestyle_(sociology)&oldid=505958877</p>
Journal	Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
Youtube	Life Skill Education https://www.rajeevelt.com/category/life-skill/