

Third Semester								
Sl. No	Course Code	Title of the Course	Category of Courses Theory/ Practical	Teaching Hours per Week	SEE	IA	Total Marks	Credits
1		Language-I	Language	4	80	20	100	3
2		Language-II	Language	4	80	20	100	3
3	BSWBWCS301	Community Organisation	Core	4	80	20	100	4
4	BSWBWCS302	Fundamentals of Nutrition	Core	4	80	20	100	4
5	BSWBWCS303	Local Self Governance in India	Core	4	80	20	100	4
6	BSWBWPS304	Social Work Practicum-III	Core	8	80	20	100	4
7	BSWDSE305 or BSWDSE306	Participatory Learning Approaches and Tools Or Contemporary Social Problems	DSE	2	40	10	50	2
Total							650	24
Fourth Semester								
1		Language-I	Language	4	80	20	100	3
2		Language-II	Language	4	80	20	100	3
3	BSWBWCS401	Social Work Research and Statistics	Core	4	80	20	100	4
4	BSWBWCS402	Social Work with Families	Core	4	80	20	100	4
5	BSWBWCS403	Social Work in Health Setting	Core	4	80	20	100	4
6	BSWBWPS404	Social Work Practicum-IV	Core	8	80	20	100	4
7	BSWDSE405 or BSWDSE406	Life Skills Education Or Counselling Skills	DSE	2	40	10	50	2
8		Common Paper		2	40	10	50	2
Total							700	26

Question Paper Pattern (for Social Work BSW)

Time: 3Hrs

Max. Marks - 80

(Title of the Course)

Note: Answer all the Sections

PART- A

I. Answer any TEN questions

(2x10=20)

1. Q.

2. Q.

3. Q.

4. Q.

5. Q.

6. Q.

7. Q.

8. Q.

9. Q.

10. Q.

11. Q.

12. Q.

PART- B

II. Answer any SIX questions in 10-12 sentences each

(5x6=30)

13. Q.

14. Q.

15. Q.

16. Q.

17. Q.

18. Q

19.Q

PART- C

III. Answer any THREE in 20-25 sentences each

(10x3=30)

20. Q.

21. Q.

22. Q

24. Q

Question Paper Pattern (for Social Work BSW)
(DSE)

Time: 2Hrs

Max. Marks - 40

(Title of the Course)

Note : Answer all Sections

PART- A

I. Answer any FIVE questions

(2x5=10)

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.

PART- B

II. Answer any FOUR questions in 10-12 sentences each

(5x4=20)

7. Q.
8. Q.
9. Q.
10. Q.
11. Q.

PART- C

III. Answer any ONE question in 20-25 sentences

(10x1=10)

12. Q.
13. Q.

Year	II	Course Code: BSWBWCS 301	Credits	4
Semester	III	Course Title: Community Organization	Hours	4 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		3 Hours

Course Outcomes:

- Able to demonstrate familiarity with community organization as methods of social work profession.
- Able to develop skills of collecting and collating information to understand community, its structure and components.
- Able to gain the experience and exposure to practice community organization at micro and macro levels.

Course Outline	Hours
UNIT 1: Concepts of Community 1. Introduction to Community: Meaning, definition, Characteristics of a community 2. Major Forms of Community: Tribal, Rural, Urban- their Features and Differences 3. Community Dynamics: Caste and Classes In Communities; Gender Differences, Power Dynamics, Organization and Association; Informal Groups; 4. Emerging Trends and Challenges in <i>Communities</i> : Urbanization, Migration, Digital Divide, Environmental Concerns	15
UNIT 2: Community Organization 1. Community Organization: Concept, Meaning, Definition and Scope 2. Historical Development of Community Organization in India 3. Principles of Community organization 4. Process of Community organization	15
UNIT 3: Phases, Values and Skills of community organisation 1. Phases of Community Organization: Fact finding, survey, Analysis, Planning, Implementation and Evaluation 2. Values of Community Organization 3. Strategies of Community Organization 4. Skills in community Organization : Listening and Responding-Conflict Resolution-Resource Mobilization	15
UNIT 4: Community Organisation and Community Development 1. Need for community Organisation in India: 2. Distinction between Community Organisation and Community Development 3. Role of Community organizer 4. Contemporary Community Development Programmes in India : NRLM, MGNREGA, Swachh Bharath Mission	15

Reference:

- Day, G. (2006). *Community and everyday life*. Routledge.
- Patil, A. R. (2012). *Community Organization and Development: An Indian Perspective*. PHI Learning Pvt. Ltd..
- Rao, C. S. (2004). *Sociology of Indian society*. S. Chand Publishing.
- Ross, M. G. (1955). *Community Organization*. United States: Harper & Row.
- *Strategies of Community Organization: A Book of Readings*. (1976). United States: F.E. Peacock Publishers.
- Tonnies, F., & Loomis, C. P. (2017). *Community and society*. Routledge.
- Vanier, J. (1989). *Community and growth*. Paulist Press.

Year	II	Course Code: BSWBWCS 302	Credits	4
Semester	III	Course Title: Fundamentals of Nutrition	Hours	4 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		3 Hours

Course Outcomes

- Able to help students to discuss the relationship between food, health and diseases
- Able to help students to assess the diseases caused by deficiency of vitamins and minerals
- Able to enable students to practice dietary habits that contribute to health life style

Course Outline	Hours
UNIT 1: Basics of Nutrition 5. Definition and Importance of Nutrition 6. Basic Food Groups: definition, types of food groups-functions of food 7. Balanced Diet: Meaning and definition of balanced diet- calculation of balanced diet, guidelines for planning balanced diet 8. Nutritive values of Indian foods	15
UNIT 2: Classification of Nutrients and Macronutrients 1. Nutrients and their classification: macronutrients and micronutrients 2. Carbohydrates- Food sources, functions and deficiency 3. Proteins- Food sources, functions and deficiency 4. Fats and Oils- Food sources, functions and deficiency	15
UNIT 3: Micronutrients 1. Vitamins: Functions, sources and Deficiency <ol style="list-style-type: none"> Fat soluble vitamins: Vitamin A and Vitamin D Water-soluble vitamins: Vitamin B complex and vitamin C 2. Mineral Elements : Functions, sources and Deficiency <ol style="list-style-type: none"> Calcium Iron 3. Water: Its importance and functional values 4. Role of Antioxidants in Nutrition: their sources, and their health benefits	15
UNIT 4: Malnutrition and Food-borne Risks 1. Malnutrition: Meaning and Definition-Causes and effects of malnutrition-prevention of malnutrition – POSHAN ABHIYAN 2. Food Adulteration: Types of adulterants-Common adulterants used on various eatables - Detection of Food adulterants 3. Food Poisoning -Types, Causes and Prevention 4. Food Safety and Hygiene Practices	15

Reference:

- Chinthapalli, V. (1996). *A textbook of nutrition*. New Delhi: Discovery Publishing House.
- Indira Gandhi National Open University (IGNOU). (1996). *Nutrition for the community*. New Delhi: IGNOU Publications.
- Reddy, S. R. (1995). *Teaching health and nutrition*. New Delhi: Commonwealth Publication.
- Singh, J. (2008). *Handbook of nutrition and dietetics*. New Delhi: Lotus Press.
- Swaminathan, M. (2008). *Essentials of food and nutrition* (Vol. 2). Bangalore: The Bangalore Printing and Publishing Co. Ltd.
- Venkataiah, S. (2002). *Teaching food and nutrition*. New Delhi: Anmol Publications Pvt. Ltd.

Year	II	Course Code: BSWBWCS 303	Credits	4
Semester	III	Course Title: Local Self Governance in India	Hours	4 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		3 Hours

Course Outcomes:

1. Able to examine the role of Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs) in development and social welfare.
2. Able to study the relationship between local governance and social work practice.
3. Able to analyze the challenges and prospects of decentralized governance in India.

Course Outline	Hours
UNIT 1: Introduction to Local Self-Governance <ol style="list-style-type: none"> 1. Concept and significance of local self-governance 2. Evolution of local self-government in India – ancient to modern period 3. Constitutional framework – salient features of 73rd and 74th Constitutional Amendments 4. Elements of good governance 	15
UNIT 2: Panchayati Raj Institutions (PRIs) <ol style="list-style-type: none"> 1. Structure: Gram Panchayat, Panchayat Samiti, Zila Parishad 2. Karnataka Panchayath Raj Act 1993 3. Finance, planning, and administration of PRIs 4. Roles and responsibilities of PRIs in rural development 	15
UNIT 3: Urban Local Governance <ol style="list-style-type: none"> 1. Types of Urban Local Bodies: Municipal Corporations, Municipalities, Nagar Panchayats 2. Functions, powers, and responsibilities of urban bodies 3. Urban development programmes - AMRUT, Smart Cities Mission 4. Community participation and Ward Committees 	15
UNIT 4: Challenges and Role of Social Work <ol style="list-style-type: none"> 1. Issues in implementation: corruption, capacity gaps, lack of awareness 2. Role of social workers in strengthening local governance 3. Case studies of successful local governance initiatives 4. People participation, social audit, and transparency mechanisms 	15

Reference:

- **Goel, S. L. & Shalini Rajneesh. (2009).** *Panchayati Raj in India: Theory and Practice*. Deep & Deep Publications.
- **IGNOU Study Material.** *Decentralization and Local Governance* (BSW courses on Rural Development and Political Science).
- **Maheswari, S. R. (2004).** *Local Government in India*. Lakshmi Narain Agarwal.
- **Mathew, G. (1994).** *Panchayati Raj: From Legislation to Movement*. Concept Publishing Company.
- **Singh, S. K. (2009).** *Rural Development and Panchayati Raj*. Vista International Publishing.

Year	II	Course Code: BSWBWPS304	Credits	4
Semester	III	Course Title: Social Work Practicum –III	Hours	8 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		NA (Viva Voce)

Course Outcomes:

- To inculcate values and ethics of social work
- To help students apply theoretical knowledge
- To enhance teamwork and professional behaviour

Course Outline	Hours
1. Concurrent Field Work: <ul style="list-style-type: none"> • Students should be placed in School and Anganwadi or Residential Institutions. 	7hrs per week
2. Individual /Group Conferences: conducting conferences and report writing	1 hr per students

	Learning
Case Work	Process , tools and application of principles
Group Work with at least 6 sessions	Identify the phases, application of principles and identify the group dynamics
Public Speaking	Organise one programme as a resource person
Documentation and Reporting	Learn Importance of accurate and timely documentation
Organize campaign	Organize and Work on issue based campaign
Organizational Study	Assess organizational structure (formal and informal) and function effectively within the parameters, strengths and constraints of the agency. Study and understand the documentation of agency Develop the ability to make innovative contribution to the organization's functioning
NASW code of ethics	Make ethical decisions by applying the NASW code of ethics, the standards of the profession
Community Study	Community Name- Introduction to the Community – structure of the community- resources of the community – strong side of the community-existing problem of the community- Expectation –propose a plan to address the problem

Year	II	Course Code: BSWDSE305	Credits	2
Semester	III	Course Title: Participatory Learning Approaches and Tools	Hours	2 Hrs per Week
		Formative Assessment Marks		10
		Summative Assessment Marks		40
		Duration of ESA		2 Hours

Course Outcomes:

- Able to introduce the concept, philosophy, and evolution of participatory learning.
- Able to familiarize students with participatory approaches in social work practice.
- Able to develop skills in using participatory tools and methods with communities.
- Able to promote critical reflection on participation, empowerment, and inclusion.

Course Outline	Hours
UNIT 1: Introduction to Participatory Learning 1. Definition and meaning of participation and Principles of Participatory Learning and Action (PLA) 2. Differences between traditional and participatory approaches- Empowerment and rights-based approach 3. Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA): overview and comparison 4. Role of the facilitator in participatory Approaches- Case studies of participatory processes in rural/urban settings- any Panchayath awarded with Nirmala Grama Puraskar	15
UNIT 2: Participatory Tools and Techniques 1. Visualization tools: social mapping, resource mapping , transect walk 2. Time-related tools: seasonal mapping and historical mapping 3. Venn diagrams, problem trees, livelihood analysis, 4. Role plays, storytelling, and games as participatory methods -Limitations and challenges of participatory methods	15

Reference:

- Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. ITDG Publishing.
- Cornwall, A., & Pratt, G. (2011). *Pathways to Participation: Reflections on PRA*. Practical Action Publishing.
- Kumar, S. (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. Vistaar Publications.
- Mukherjee, N. (1993). *Participatory Rural Appraisal: Methodology and Applications*. Concept Publishing.
- Narayanasamy, N. (2009). *Participatory Rural Appraisal: Principles, Methods and Application*. SAGE Publications.

Year	II	Course Code: BSWDSE 306	Credits	2
Semester	III	Course Title: Contemporary Social Problems	Hours	2 Hrs per Week
		Formative Assessment Marks		10
		Summative Assessment Marks		40
		Duration of ESA		2 Hours

Course Outcomes:

- Able to analyses the causes and consequence of various social problems confronting Indian society and the world at large.
- Able to explore the various preventive and rehabilitative services for victims of social ills and addictions.
- Able to highlight the role of social worker in resolving social problems.

Course Outline	Hours
UNIT 1: Introduction to Social Problems 1. Meaning, definition, and nature of social problems 2. Problems Related to Gender: Dowry system and female foeticide 3. Economic Issues: Unemployment and underemployment, migration 4. Social Deviance and Crime: Children conflict with law and Cybercrime	15
UNIT 2: Contemporary social problems: Meaning, Causes and Contributing Factors and Preventive and Remedial Measures 1. Issues of LGBTQIA+ community 2. Human Trafficking and Displacement 3. Mental Health Issues –Substance abuse, addiction and Suicide 4. Dealing with social problems - Role of Social Worker	15

Reference:

- Ahuja, Ram. *Social Problems in India*. Rawat Publications, Jaipur.
- Bhattacharya, Sanjay. *Social Work: An Integrated Approach*. Deep and Deep Publications.
- Graham, R. S., & Smith, S. K. (2024). *Cybercrime and digital deviance*. Routledge.
- Madan, G.R. *Indian Social Problems* (Vol. I & II). Allied Publishers.
- Mishra, P.D. *Social Problems and Welfare*. Ashish Publishing.
- Naz Foundation & Yoda Press. (2013). *Our lives, our worlds: Sexual orientation and gender identity*. Yoda Press.
- Reed, M. S., & Stringer, L. C. (2016). *Land degradation, desertification and climate change: Anticipating, assessing and adapting to future change*. Routledge.

Year	II	Course Code: BSWBWCS 401	Credits	4
Semester	IV	Course Title: Social Work Research and Statistics	Hours	4 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		3 Hours

Course Outcomes:

- Able to develop skills of understand the relevance of Social Work Research
- Able to equip with the research work process
- Able to gain experience to apply research findings to improve social work interventions, policies and programmes

Course Outline	Hours
UNIT I: Social Work Research as a Method of Social Work <ol style="list-style-type: none"> 1. Social Work Research: Definition, Meaning, Objectives and Process 2. Social Work Research: Importance and Scope 3. Types of Research: Basic Research, Applied Research and Action Research 4. Ethics of Social Work Research: Informed Consent, Confidentiality, Voluntary Participation, Anonymity, Integrity, Respect for Human Dignity, Accountability and Transparency 	15
UNIT II: Social Work Research Methodology <ol style="list-style-type: none"> 1. Formulation of research problem 2. Review of Literature: Meaning, Importance and Sources 3. Hypothesis: Meaning, Types of Hypothesis: Declarative form, Null form, Question form 4. Variable in Social Work Research: Independent, dependent, Demographic, Continuous, Categorical 	15
UNIT III: Research Design, Coverage, Sampling and Data Collection <ol style="list-style-type: none"> 1. Types of Research Designs: Exploratory, Descriptive, diagnostic and Experimental 2. Universe and Sampling- Concept, types of Sampling 3. Sources of Data: Primary and Secondary 4. Methods of Data Collection: Observation, Interview, Focus Group Discussion, Case study Tools of Data Collection: Interview Schedule, Questionnaire 	15
UNIT IV: Data Processing, Usage of Statistics and Presentation <ol style="list-style-type: none"> 1. Data Processing: Editing, Coding, Preparation of Master Chart, Tabulation of Data 2. Statistics: Use of statistics in social work research 3. Computation of Central Tendency: Mean, Median and Mode from ungrouped and grouped data 4. Interpretation and Report Writing 	15

References:

- Dash, B. M., Kumar, M., & Shukla, S. (Eds.). (2021). Social work in India: Indigenous approaches and models. Concept Publishing Company.
- IGNOU. (2021). BSW-129: Research methods in social work [Study material]. Indira Gandhi National Open University.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Lal Das, D. K., & Bhaskaran, V. (Eds.). (2008). Research methods for social work. Rawat Publications.
- Thomas, G., & Aara, R. (2019). Project work: Handbook on social work research (BSW-06). Indira Gandhi National Open University. <https://egyankosh.ac.in/handle/123456789/59052>

Year	II	Course Code: BSWBWCS 402	Credits	4
Semester	IV	Course Title: Social Work with Families	Hours	4 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		3 Hours

Course Outcomes:

- Able to understand the structure, functions, and dynamics of families in diverse social and cultural contexts.
- Able to develop skills in assessing family needs and intervening effectively using social work methods and approaches.
- Able to promote family well-being and resilience through preventive, supportive, and therapeutic social work interventions.

Course Outline	ours
Unit I: Understanding Family as a Social Institution 1. Family: Definition, nature, and importance of family in society 2. Types of families in India: Nuclear family, Joint family, Extended family, Blended family 3. Family as a social system: Roles, Functions, and Relationships 4. Changing trends and challenges in family structures in the Indian context	
UNIT II: Family Dynamics and Issues 1. Family Dynamics: Meaning, Communication patterns and Power structures in families 2. Life cycle stages and transitional challenges in families: Marriage, Parenthood, Elder care 3. Common family issues: Gender Inequality, Early parenthood, Intergenerational Conflict 4. Vulnerable families: BPL Families, Single-parent families, Families with differently-abled members	
UNIT III: Social Work Practice with Families 1. Assessment tools: Genogram, Ecomap, Family assessment forms 2. Methods of intervention: Family Life Education, Family Therapy, Crisis Intervention 3. Skills working with Families: Core Interpersonal Skills, Boundary Management, Conflict resolution, 4. Values working with Families: Promoting family resilience, empowerment, and Advocacy	
UNIT IV: Family Welfare, Policies, and Support Services 1. Government programs for family welfare in India: ICDS, Janani Suraksha Yojana (JSY), National Social Assistance Programme 2. Policies related to family: Salient features: Domestic Violence Act 2005, Maintenance and Welfare of Parents and Senior Citizens Act 2007 3. Family Support Services in India: Family counselling Centres, One Stop Centres –Sakhi 4. Role of the social worker in preventive, Promotive, and rehabilitative family services	

Reference:

- Ahuja, R. (2015). *Social problems in India* (3rd ed.). Jaipur: Rawat Publications.
- Bhattacharya, S. (2013). *Social work: An integrated approach*. New Delhi: Deep & Deep Publications.
- Kapadia, K. M. (1981). *Marriage and family in India* (3rd ed.). Oxford University Press.
- Kumar, H. (2011). *Social work with families and children*. Jaipur: ABD Publishers.
- Nanavaty, M. C. (2006). *Social work intervention with families and groups*. Rajkot: Printwell Publishers.
- National Institute of Public Cooperation and Child Development (NIPCCD). (2014). *Handbook on family counseling*. New Delhi: NIPCCD
- Patel, T. (2005). *The family in India: Structure and practice*. New Delhi: Sage Publications India.
- Singh, R. R. (1985). *Fieldwork in social work education*. New Delhi: Concept Publishing Company.

Year	II	Course Code: BSWBWCS 403	Credits	4
Semester	IV	Course Title: Social Work in Health Setting	Hours	4 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		3 Hours

Course Outcomes:

- Able to understand the interdisciplinary nature of health and social work.
- **Able to analyze the structure and functioning of the Indian healthcare system**
- **Able to develop essential skills in health emergency response.**

Course Outline	Hours
Unit I: Conceptual Framework of Health and Social Work 1: Health: Meaning and Definition, Dimensions, 2: Determinant and Indicators of Health 3: Systems of medicine: Allopathy, Ayurveda, Yoga, Unani, Siddha and Homeopathy 4: Role and Functions of Social Workers in Health Care Settings	
Unit II: Health Care System in India and Social Work Practice 1. Structure of Health Care System – Primary, Secondary, and Tertiary Levels 2. National Health Programmes and Policies - NHM, Ayushman Bharat 3. Settings for Health Social Work –Clinics, daycare and Hospitals, 4. Multidisciplinary Teamwork in Hospital setting	
UNIT III: Social Work Practice and Emergency Response in Health Settings 1. Definition, Objectives, and Scope of First Aid 2. Golden Rules of First Aid-Qualities and Responsibilities of a First Aider 3. Concept of First aid box , contents of First Aid Box 4. Cardiopulmonary Resuscitation (CPR) – Theory and Practice, Role of Social Workers in Emergency Response	
UNIT IV: Contemporary Issues and Trends in Health Social Work 1. Mental Health and Mental Illness: concept and misconceptions 2. Communicable Diseases: Tuberculosis, HIV/AIDS, COVID 19 and Dengue Fever 3. Non-Communicable Diseases: Cardiovascular Diseases, Diabetes Mellitus and Cancer 4. Health Inequities – Gender, Disability, Caste, Class	

Reference:

- Bhanti, R. (1993). *Social work in health and medical care*. Udaipur: Himanshu Publications.
- Government Jacob, K. S. (2018). *Mental health care in India: Past, present and future*. New Delhi: Springer.
- Lishman, J. (Ed.). (2007). *Handbook for practice learning in social work and social care: Knowledge and theory* (2nd ed.). London: Jessica Kingsley Publishers.
- Mishra, P. (2003). *Social work in health care*. New Delhi: Authorspress.
- Park, K. (2023). *Park's textbook of preventive and social medicine* (27th ed.). Jabalpur: Banarsidas Bhanot.
- of India. (Various Years). *National Health Policy Documents*. Ministry of Health and Family Welfare.

Year	II	Course Code: BSWBWPS 404	Credits	4
Semester	IV	Course Title: Social Work Practicum –IV	Hours	8 Hrs per Week
		Formative Assessment Marks		20
		Summative Assessment Marks		80
		Duration of ESA		NA(Viva-Voce)

Course Outcomes:

- Able to inculcate values and ethics of social work
- Able to help students apply theoretical knowledge
- Able to enhance teamwork and professional behaviour

Course Outline	Hours
1. Concurrent Field Work: <ul style="list-style-type: none"> • Students should be placed in School and Anganwadi or Residential Institutions. • 7 hours per Week 	7hrs per week
2. Individual /Group Conferences: conducting conferences and report writing	1 hour per students

	Learning
Case Work	Process, tools and application of principles
Group Work with 8 sessions	Identify the phases, application of principles and identify the group dynamics
Public Speaking	Organize one programme as a Resource Person
Documentation and Reporting	Learn Importance of accurate and timely documentation
Organize campaigns	Organize and work on issue-based campaigns
Organizational Study	Assess organizational structure (formal and informal) and function effectively within the parameters, strengths and constraints of the agency. Study and understand the documentation of agency Develop the ability to make innovative contribution to the organization's functioning
NASW code of ethics	Make ethical decisions by applying the NASW code of ethics, the standards of the profession
Community Study	Community Name- Introduction to the Community – structure of the community- resources of the community – strong side of the community-existing problem of the community- Expectation – propose a plan to address the problem- execution of plan

Year	II	Course Code: BSWDSE405	Credits	2
Semester	IV	Course Title: Life skill Education	Hours	2 Hrs per Week
		Formative Assessment Marks		10
		Summative Assessment Marks		40
		Duration of ESA		2 Hours

Course Outcomes:

- Able to identify the core life skills required for personal growth and effective social functioning.
- Able to build and enhance personal and interpersonal competencies that are essential for effective social work practice
- Able to apply life skills in real-life situations by encouraging leadership, teamwork, and responsible citizenship

Course Outline	Hours
Unit I: Introduction to Life Skills 1. Life Skills: Definition, Concept, Components and need for life skills 2. Ten Core Life Skills: WHO Framework 3. Life Skills for Self-Management: Self-Awareness, Empathy, Decision Making 4. Interpersonal Relationships, Time Management and Goal setting	
Unit II: Application of life skills 1. Cognitive skills- Creative and Critical Thinking, Problem-solving, 2. Emotional skills- Emotional Quotient, Emotional Regulation, Stress Management and Coping strategies, Conflict resolution 3. Universal Human Values: Love, Compassion, Truth, Non-violence, Peace, Gratitude, Patience and Tolerance 4. Application of life skills in Professional social work practice	

Reference:

- Khera, S. (2012). *You can win: A step-by-step tool for top achievers*. Macmillan India.
- Kumar, J. S. (2016). *Life skills education*. Neelkamal Publications Pvt. Ltd.
- Nair, A. R. (2010). *Life skills training for positive behavior*. Rajiv Gandhi National Institute of Youth Development.
- NCERT. (2012). *Training manual on life skills*. National Council of Educational Research and Training
- Rao, N. S. (2002). *Counselling and guidance*. Tata McGraw-Hill Education.
- Sharma, R. A. (2003). *Advanced educational psychology*. R. Lall Book Depot.
- UNESCO. (2006). *Life skills modules*. UNESCO India.

Year	II	Course Code: BSWDSE406	Credits	2
Semester	IV	Course Title: Counselling Skills	Hours	2 Hrs per Week
		Formative Assessment Marks		10
		Summative Assessment Marks		40
		Duration of ESA		2Hours

Course Outcomes:

- Able to understand the basic principles, goals, and ethics of counselling.
- Able to develop essential counselling skills applicable in social work practice.
- Able to identify and respond to different types of crisis situations.

Course Outline	Hours
Unit I: Introduction to Counselling 1. Meaning, definition, and objectives of counselling 2. Difference between counselling, guidance, and psychotherapy 3. Qualities of an effective counselor 4. Basic principles and ethics of counselling	15
Unit II: Counseling Skills and Techniques 1. Core skills: Listening, empathy, questioning, paraphrasing, summarizing. Building rapport, trust, Use of open-ended and closed-ended questions 2. Types of counselling: Individual and group counselling 3. Counselling in substance abuse and domestic violence cases 4. Referral services and networking with professionals	15

Reference:

- Bhatnagar, A., & Gupta, N. (Eds.). (2012). *Counselling and guidance*. Vikas Publishing House.
- Geldard, K., Geldard, D., & Foo, R. (2017). *Basic personal counselling: A training manual for counsellors* (8th ed.). Cengage Learning
- Rao, S. N. (2002). *Counselling and guidance* (2nd ed.). Tata McGraw-Hill Education.
- Sundaram, S. (2000). *Crisis management*. Jaico Publishing House.
- Udayakumar, G. (2006). *Counselling: Theories, skills and techniques*. Authorspress.