

PROGRAM COURSE STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)
(To be effective from the Academic Year 2024-25)

SEMESTER-III

Sl.	Course Code	Title of the Paper	Teaching Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	L3.1	First Language (As per the common syllabus for BA Programme of Davangere University)	4	80	20	100	3	3
2	L3.2	Second Language (As per the common syllabus for BA Programme of Davangere University)	4	80	20	100	3	3
3	DSC3.1	Human Growth and Development	4	80	20	100	5	3
4	DSC3.2	Community Organization	4	80	20	100	5	3
5	SWP3.3	Field Work Practicum -III (Concurrent Field Work)	8	80 Vivo- Voce	20	100	3	-
6	DSE3.1	Elective-1: Disaster Management or Elective-2: Communication for Social Work	2	40	10	50	2	2
7	CC	Computer Skills	2	40	10	50	2	2
Total			28	480	120	600	23	-----

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory Course.

* 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 to each 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. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight 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 eight 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.

SEMESTER-IV

Sl.	Course Code	Title of the Paper	Teaching Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	L4.1	First Language (As per the common syllabus for BA Programme of Davangere University)	4	80	20	100	3	3
2	L4.2	Second Language (As per the common syllabus for BA Programme of Davangere University)	4	80	20	100	3	3
3	DSC4.1	Social Welfare Administration	4	80	20	100	5	3
4	DSC4.2	Fields of Social Work In India	4	80	20	100	5	3
6	SWP4.3	Field Work Practicum -1V Concurrent Field Work (Social Work Camp)	8	80 Vivo-Voce	20	100	3	-
7	DSE4.1	Elective-1 – Life Skills Education or Elective-2 – Gerontological Social Work	2	40	10	50	2	2
8	CC	Personality Development	2	40	10	50	2	2
Total			28	480	120	600	23	-----

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory Course.

* 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 to each 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. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight 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 eight 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.

Bachelor of Social Work (BSW)**SEMESTER-III**

DSC3.1. Human Growth and Development	
Number of Theory Credits	Number of lecture hours/Semester
5	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To develop an overall understanding of principles of human growth 2. To develop an understanding of the needs, tasks during the various stages of life	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. To understand the Fundamentals of Psychology and Human Behaviour. 2. To understand the significance of Social Psychology and Behavioral Adjustment. 3. To understand various Psychological situations.	A. Summative Assessment : 80 marks B. Formative Assessment: 20 marks
3. To understand the interaction of development & behaviour 4. To learn to apply the knowledge of human growth and behaviour in social work practice.			

Content of Course	Hrs
Unit-I. Human development	16
Chapter No. 1. . Determinants of human development – stages of human development / prenatal development, Chapter No. 2. infancy and childhood ; preschool & middle school –childhood, Chapter No. 3. puberty & adolescence, Chapter No. 4. early & middle adulthood, later adulthood & aging characteristics (stages of human development may be described only in brief)	
Unit-II: Understanding Hhuman Behaviour: Heredity & environment:	16
Chapter No.5. Heredity- Meaning, concept and mechanisms Chapter No.6. Environment – internal and external, interplay of heredity and environment in shaping behavior. Chapter No.7. Environment and early development of the child. Chapter No.8. Motivation; concepts of motives, types of motives with special reference to social motives.	
Unit-III. Personality and Behaviour	16
Chapter No.9. Personality: definition , nature & assessment Chapter No.10. psycho-dynamic theories (Freud, Jung & Adler) Chapter No.11. Behavior and learning theories (Dollard & Miller, Skinner, Bandura & Walters) Chapter No.12. humanistic theories (Rogers and Maslow)	
Unit-IV. Basic psychological processes	16
Chapter No.13. Intelligence – concept, levels and assessment. Chapter No.14. Learning: nature and definition of learning, remembering and forgetting, factors of forgetting – motivated forgetting, psychological amnesia. Chapter No.15. Concept of adjustment and maladjustment. Factors in adjustment, stress, frustration and conflicts, coping strategies, attitudes, values and adjustment, Chapter No.16. psychological testing, definition & principles of psychological testing, use of testing in social work.	

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- Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications.
- Morgan, C.T. et al. 1993. Introduction to Psychology. 7th Edition. Tata McGraw-Hill
- Prabhu, V. Vinay. 1999. A Student's Handbook of General Psychology. Vinay Publication. Publishing Company Ltd.

Digital Resources

- Current Opinion in Psychology: <http://bit.ly/2DWs5VT>
- Journal of Applied Developmental Psychology: <http://bit.ly/2nG9mTI> Journal of Education Psychology: <http://bit.ly/2FI9Gs3>
- Journal of Experimental Psychology: <http://bit.ly/2nHuVmO> Carlo W (2011), Stages of Human Development, Available at <https://www.youtube.com/watch?v=ld8GLIzIWKU>
- 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 Michelle Hancock (2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019) https://www.ugc.ac.in/pdf/news/1366718_Social_Work.pdf

DSC3.2. Community Organization	
Number of Theory Credits	Number of lecture hours/Semester
5	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Critical Elements of Community Organization Practice. 2. To understand Power Dynamics of Indian Communities. 3. To enhance Critical Understanding of the Models for Community Organisation Practice.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Students will be able to understand the importance and implications of community organization. 2. Students will be able to analyze the community development needs, issues and respective solutions for a given community.	A. Summative Assessment : 80 marks B. Formative Assessment: 20Marks.
4. • To develop perspective and skills for participatory processes in the community.		3. Students will be able to demonstrate their skills and efficiency in community mobilization as a method of social work. 4. • Students will be able to describe the need and significance of participation and participatory methods in community development process.	

Content of Course	Hrs
Unit I: Understanding Community	16
Chapter No. 1. Concept, definitions and characteristics. Chapter No. 2. Types and functions of community Chapter No. 3. Community in sociological, cultural and social work context Chapter No. 4. Power structure and dynamics of Community	
Unit II: Understanding Community Organization and Community Development	16
Chapter No.5. Meaning, concept, definition, characteristics and objectives Chapter No.6. Process of community organization Chapter No.7. Community Development: Concept processes. Chapter No.8. Community Organization as a method of Social Work Difference between community organization and community development.	
Unit-III. Values and Principles of Community Organization	16
Chapter No.9. Values and Principle of Community organization. Chapter No.10. Skills in community organization Chapter No.11. Roles of the community organizer	
Chapter No.12. Community Organization Practice in the Context of Various Settings: Women and children, youth, health, education and livelihood and work,	
Unit-IV Models, Approaches and History of Community Organization	16
Chapter No.13. Historical development of community organization practice in India. Chapter No.14. Models of community organization: Locality development, social planning, social action, Chapter No.15. Approaches of Community Organization Chapter No.16. PRA, Resource Mobilization and Networking	

References:

- Adams, Robert, Oominelli, Lena & Payne, Malcom (ed. 1), Social Work: Themes, Issues & Critical Debates. Ch. 17, Radical Social Work.
- Cox M. F. & Erlich L. J. (1987). Strategies of Community Organisation. Illinois: F. E. Peacock Publishers
- D'Abreo, Desmond A., From Development Work to Activist.
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- Dunham, Arthur E. 1970 The Community Welfare Organisation, New York, Thomas Y. Crowell.
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Digital References:

Name of the Journal

URL

Journal of Community Practice : <http://bit.ly/2EAz9EA>

Jeff Goodman (2016), Community Organization and Building - 3-30-16 Lecture,
 Available at <https://www.youtube.com/watch?v=dI8UBXsSaHQ>

Aaron Schine (2009), What is Community Organizing?, Available at
<https://www.youtube.com/watch?v=VULCMmmQAHA>

C.S. Mott Foundation (2010), From the Grassroots - Understanding Community
 Organizing, Available at <https://www.youtube.com/watch?v=fIXHRxc9q1k>

SWP3.3.Field Work Practicum –III

(Concurrent Field Work)

Course Title	<i>Field Work Practicum-III (Concurrent Field Work)</i>	Course Credits	3
Total Contact Hours	16 Hours per week (25 Fieldwork Visits)	Duration of ESA	Viva-voce
Formative Assessment Marks	20	Summative Assessment Marks	80

Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
1. To work in agencies working in different types of areas of Social Work practice 2. To develop work plan in consultation with agency supervisor 3. To develop capacity for observation and analysis of social realities 4. To practice the methods of working with individuals and groups 5. To develop understanding of the needs, problems and Programmes for different target groups 6. To develop understanding of the role of Social Workers in different settings 7. To develop Skills in report writing and use of supervision both at agency and faculty level	Lecture, Practical exposure, Field work Training, Concurrent Fieldwork to various Agencies	1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them 2. Able to prepare work plan and its execution 3. Able to develop professional attitude conducive to deal with human problems 4. Able to develop sensitivity towards the needs and problems of different target groups 5. Able to develop understanding of the role of Social Workers in different settings. 6. Able to apply programme Media Skills in Social Work interventions. 7. Able to develop skills to write reports of work performed during field work and make use of supervision	Semester end examination-Viva-voce:80 Marks Internal Assessment: 20 Marks

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - Organizational genesis, organizational types and structure, ideological orientation, programmes and policies
 - Client group/s
 - Problems are being focused
 - Services are being provided
 - The role of social worker
 - Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 24 Visits need to carryout
8. Students Required to Learn following components i
 - Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - Legal Status of the Organization
 - Functions of Social Work

DSE3.1.1. Disaster Management	
Number of Theory Credits	Number of lecture hours/Semester
2	32

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand key concepts and typologies of disasters 2. To understand Processes of disaster mitigation and disaster management	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the impact of hazards and disasters 2. Able to respond in vulnerable and emergency management to restore the quality of life	A. Summative Assessment : 40 marks B. Formative Assessment: 10 marks.
3. To develop Skills and promote intervention strategies to assess the vulnerability and prepare modules for the future eventualities 4. To develop capacity to work with different agencies at international, national and local levels			

Content of Course	Hours
Unit-I: Introduction to Disasters	8
Chapter No.1. Disaster: Concept, Meaning, and Definition Chapter No. 2. History of Major Disaster Events in India Chapter No.3. Types of Disasters–Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake Chapter No.4. Man-made Disasters: Riots, Blasts, Industrial, Militancy	
Unit-II: Disaster Mitigation and Disaster Management	8
ChapterNo.5. Profile ,Forms and Reduction of Vulnerability Chapter No. 6. Disaster Mitigation: Concept and Principles ChapterNo.7. Disaster Management: Concept and Principles ChapterNo.8. Pre-disaster-Prevention and Preparedness	
Unit-III: Impact of Disaster	8
Chapter No.9. Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts Chapter No. 10. During Disaster-Rescue and Relief Chapter No.11. Post-disaster-Rehabilitation and Reconstruction Chapter No.12. Victims of Disaster-Children, Elderly, and Women	
Unit-IV: Disaster Process and Intervention	8
ChapterNo.13. Displacement-Causes, Effects and Impact ChapterNo.14. Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation ChapterNo.15. Components of Rescue, Relief, Reconstruction; Rehabilitation ChapterNo.16. Disaster Policy in India; Disaster Management Authority-NDMA, SDMA, DDMA; Disaster Management Act, 2005	

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DSE3.1.2. Communication for Social Work	
Number of Theory Credits	Number of lecture hours/Semester
2	32

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand theoretical models of communication 2. To increase knowledge on various communication methods and their use in the process of social change 3. Acquire ability to use communication skills in the practice of social work methods.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Understand the need and scope of communication in various fields of social work. 2. Develop the skills to conceptualize, make and use a range of communication media 3. Develop the confidence and skills in communicating for public outreach	A. Summative Assessment : 40 marks B. Formative Assessment: 10 marks.

Content of Course	Hrs
Unit-I. Introduction to Communication	8
Chapter No.1: Meaning, Concept, Definition, Purpose and Principles Chapter No.2: Process, Types, Techniques and Barriers. Chapter No.3: 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous Chapter No.4: Communication Skill (Do's & Don't's) – Verbal, Written and Visual.	
Unit-II: Communication Media and Ethics:	8
ChapterNo.5: Function of Media In Development- Watch Dog, Opinion Forum, Educator, Entertainer, Value Promoter, ChapterNo.6: The Phenomenon of Audio-Visual Culture And Mass Culture, Chapter No.7: Concept of Global Village, Public Services, Broadcasting In Diffusing Ideas and Practices. Chapter No.8: Communication and media in India, their scope, and limitations,	
Unit-III Use of Audio & Visual Aids:	8
Chapter No.9: Notice Boards, Flannel Graph, Exhibits, Models, Specimens, Posters, Charts, Collage, Paper Clippings, Chapter No.10: Photo Language, Lettering, Simple Drawing and Cartoons. Chapter No.11: Projects Aids: Slides, OHP and Film Strips. Chapter No.12: Use of Folk Media: Puppetry, Stories, Songs, Folklore, Slogans, Street Theatre and Villupattu.	
Unit-IV. Use of other Communication Methods	8
Chapter No.13: Drama, Role-Play, Panel Discussions, Group Discussions, Chapter No.14: Seminar, Conferences, Demonstration, Chapter No.15: Exhibition, Public Meetings, Public Speaking, Chapter No.16: Print Media, Press and Advertising.	

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Bachelor of Social Work (BSW)

SEMESTER-IV

DSC4.1. Social Welfare Administration	
Number of theory Credits	Number of Lecture Hours
5	64

Course Objectives	Teaching Learning Pedagogy	Learning Outcomes	Course Evaluation
1. To understand concept of social welfare and social welfare administration	1. Lecture 2. Assignment	1. Able to understand concept of social welfare and social welfare administration	Semester end examination Viva-voce:80 marks Internal Assessment: 20 marks
2. To understand Structure and components of social welfare administration 3. To understand relevance of social welfare administration for social workers	3. Individual and Group Presentation	2. Able to understand the Structure and components of social welfare administration 3. Able to understand the relevance of social welfare administration for social workers	

Content of Course	Hours
Unit-I: Introduction to Social Welfare	16
ChapterNo.1. Social Welfare: Concept, Definitions, Nature, Objectives and Scope. ChapterNo.2. Social Welfare Administration :Concept, Definitions, Objectives and Nature ChapterNo.3. Principles, Functions and Scope of Social Welfare Administration ChapterNo.4. Social Welfare Administration, Public Administration and Social Security Administration.	
Unit-II: Structure of Social Welfare Administration	16
ChapterNo.5. Social Welfare Agencies: Concept, Functions and nature ChapterNo.6. Social Welfare Administration at local, State: State social welfare Board, State Adoption and Regulatory Agency, Dept. of women and child ChapterNo.7. Social Welfare Administration at Central level: central social welfare board, Central Adoption Regulatory Agency, Dept. Of Social Justice and empowerment GoI. ChapterNo.8. Social Welfare Administration at International Level: UNDP, UNICEF, WHO.	
Unit-III: Functions of Social Welfare Administration	16
ChapterNo.9. Planning, Organizing, and Staffing: Concept, Types and Objectives Chapter No. 10. Directing and Coordinating: Concept, Types and Objectives Chapter No. 11. Reporting and Budgeting: Concept, Types and Objectives Chapter No. 12. Evaluation, and Feedback: Concept, Types and Objectives	
Unit-IV: Skills and Techniques of Social Welfare Administration	16
Chapter No.13. Project and programme Development in welfare organization Chapter No. 14. Fund Raising and Resource Management Chapter No.15. Public Relations, Networking, Referral Services Chapter No.16. Decision Making, Conflict Resolution	

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DSC4.2. Fields of Social Work in India	
Number of Theory Credits	Number of lecture hours/semester
5	64

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand of the fields of social work 2. To know the different settings of social work 3. To understand the competencies required to work in different settings of social work.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand the fields of social work 2. Able to know the different settings of field work 3. Able to explore the competencies required to work in different fields of social work,	A. Summative Assessment : 80 marks B. Formative Assessment:20 marks.

Content of Course	Hours
Unit I. Family & Child Welfare and Supportive settings	16
Chapter No.1. Family & Child Welfare: Foster Care, Adoption Services, Family Counselling Centre, Chapter No.2. Child Guidance Clinics Chapter No.3. Sex Education Chapter No.4. Premarital Counseling	
Unit-II. Medical & Psychiatric and other supportive settings	16
Chapter No.5. Medical & Psychiatric Social Work: Multidisciplinary Approach, Chapter No.6. Criminology: Meaning, Definitions and Scope Chapter No. 7: Concept of Patient as a Person. Social & Emotional factors involved in disease. Chapter No. 8. Death & Dying. Reaction to terminal illness. Role of medical social worker, role of psychiatric social worker	
Unit-III. Community, Schools, Disability and Industrial settings	16
Chapter No.9. Rural & Urban Community Development: Panchayath Raj & Decentralized Planning Chapter No.10.School Social Work: Adjustmental Problems, Scholastic Backwardness, Learning Chapter No.11. Disability and Dropouts. Chapter No.12. Industrial social work- Problems of industrial workers, Absenteeism, Stress, Occupational Hazards.	
Unit IV. Disaster, Elderly, Health and other settings	16
Chapter No.13. Disaster Management- Crisis Intervention. Disaster Social Work- Chapter No.14.Working with Elderly, Working with Mentally & Physically Challenged, Chapter No.15. Community Health Chapter No.16.Agricultural Social Work, Environmental Social Work and Digital Social Work	

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SWP4.3. Field Work Practicum-IV
(Concurrent Field Work & Social Work Camp)

Course Title	<i>Field Work Practicum-IV (Concurrent Field Work & Social Work Camp)</i>	Course Credits	3
Total Contact Hours	16 Hours per week (16-18 Fieldwork Visits)	Duration of ESA	Viva-voce
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Objectives	Pedagogy	Learning Outcomes	Course Evaluation
1. To develop work plan in consultation with agency supervisor 2. To continue practicing the methods of working with individuals and groups	Lecture, Practical exposure, Field work Training, Concurrent Fieldwork to various Agencies	1. Able to understand social work interventions in different areas 2. Able to prepare work plan and its execution 3. Able to form small groups with different age and gender groups	Semester end examination-Viva-voce: 80 Marks Internal Assessment: 20 Marks
3. To identify and utilize human, material and financial resources 4. To develop process-oriented skills of working with individuals, families and groups with special reference to social support system 5. To develop skills of observation, interviewing, group discussion and leadership 6. To develop skills of report writing and use of supervision (both agency and faculty)		4. Able to apply programme media skills in social work interventions 5. Able to write process oriented reports and engage in meaningful discussions during supervisory conferences 6. Able to develop the ability to link theoretical learning with practical realities	

Field Work Tasks and Activities

1. Familiarization with agency

Client group

What problems are being focused

What services are being provided

What is the role of social worker

Network with other agencies.

2. Working with group using programme Media

Organize programme media activities

Observe group dynamics

Practice skills in group discussion, programme planning and action.

3. Report writing

4. Individual conferences.

5. Social Work Camp:

Social Work Camp shall organize for Seven days' duration in a rural / tribal setting, is expected to provide opportunities to experience rural / tribal life, analyze its dynamics, and observe the functioning of government machinery (local self-government) and voluntary organizations. Objective of the camp is to provide the student with an opportunity to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally, camps are held in rural / tribal areas. However, if the department so desires the camp can be organized in relief areas (disaster) and tribal areas.

Though it is proposed that the student's placement would be agency based in 3rd semester and 4th semester, however, if there are insufficient number of organizations for field work, then student could be placed in the community setting and in this case, the fieldwork objectives of the 5th and 6th semester will be applicable.

DSE4.1.1. Life Skills Education	
Number of Theory Credits	Number of lecture hours/Semester
2	32

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To provide with the knowledge of necessary life skill for the application in everyday life 2. To enhance the quality of addressing issue relevant to the life Situations 3. To enable the students to establish productive interpersonal relationships with others 4. To equip students for handling specific issues	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Justifies the significance of life skill education. Suggest the ways and means for life skills. 2. Elaborates on the different types of Life skills. 3. Explains the role of education in developing life skills.	A. Summative Assessment : 40 marks B. Formative Assessment: 10 marks.

Content of Course	Hrs
Unit-I. Introduction to Life Skills	8
Chapter No. 1. Concept, definition, characteristics of Life Skills Chapter No. 2. Livelihood and survival skills Chapter No. 3. Life skills approach Chapter No. 4. Core life skills	
Unit-II. Understanding Life Skills Education	8
Chapter No.5. Concept, definition and objectives of Life Skill Education. Chapter No.6. Significance of Life Skill Education and Perspectives in Life Skill Education. Chapter No.7. Genesis of Life Skill Education. Chapter No.8. The Four pillars of Life Skill Education- - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together and Learning throughout life	
Unit-III. Life Skills for Social Interaction	8
Chapter No.9. Thinking skills- Creative and Critical Thinking, Problem Solving, Decision Making, and Goal Setting Chapter No.10. Communication skills, Public Speaking and Professional Skills Chapter No.11. Emotional skills- Stress and Strain, Coping Strategies, Chapter No.12. Conflict resolution: Steps and stages	
Unit-IV. Life Skills for Self Management	8
Chapter No.13. Self Esteem, Self awareness, Self control, Empathy and Sympathy Chapter No.14. Emotional Quotient and Social Quotient Chapter No.15. Developing Positive thinking and Assertiveness Chapter No.16. Leadership skills and Managerial skills.	

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DSE4.1.2. Gerontological Social Work	
Number of Theory Credits	Number of lecture hours/Semester
2	32

Course Objectives	Teaching Learning Pedagogy	Learning Outcomes	Course Evaluation
1. To know the concept and various challenges related to aging, healthy aging, and problems of the elderly in difficult situations 2. the elderly in difficult situations 3. To understand the various social work intervention in the field of gerontology. 4. To know the aspects of geriatric social work. 5. To equip students with direct skills (medical and social) required for the care of Older Adults in the family as well as the institutional settings	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Understand the elderly demographic, developmental and psychological. 2. To help the learners to apply their academic knowledge in the areas of geriatric care. To work on their behalf, educate others, or examine issues in the field of aging. 3. Increase the communicative competency of the students to identify the social issues of geriatric care 4. Able to analyses various issues pertaining to geriatric population 5. Analyses the National policy and social work measures	A. Summative Assessment : 40 marks B. Formative Assessment: 10 marks.

Content of Course	Hours
Unit I –Introduction to Gerontology and Elderly population	8
Chapter No.1. Gerontology – Meaning, Definition, and scope. Chapter No.2. Understanding the elderly – demographic, developmental, and psychological, socio-cultural, economic, and health perspectives. Chapter No.3. Characteristics of old age. Myths and stereotypes about aging. Chapter No.4. Changes and Developmental tasks of Old age- Cognitive, physical, psychological, and social.	
Unit-II: Issues and Psycho social support to elderly:	8
Chapter No.5. Issues pertaining to elderly: Psycho-social, health, occupation, economic, retirement planning, family support, and property rights. Chapter No.6. Issues in health care and Issues in family support and care giving. Perspectives on death and dying. Chapter No. 7. Family relationships in later life- sibling, grandparent-grandchild, intergenerational relationships, religiosity in old age, the empty nest syndrome Chapter No. 8. Healthy aging, quality of life, coping with demise of the life partner, bereavement, resolving one's own death.	
Unit-III: Care settings for elderly	8
Chapter No.9. General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, Chapter No.10. Day-care centres, hobby centres, and facilities for homeless elderly, Chapter No.11. Elder helpline and senior citizen forum. Chapter No.12. Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.	
Unit IV - Social policy and programmes for Elderly	8
Chapter No.13. National Policy on Older Persons Chapter No.14. Legal and governmental welfare benefits for senior citizens, Chapter No.15. Role of INGO and NGOs working for elderly. Chapter No.16. Social work intervention measures for senior citizens through methods of social work:	

