



# Bagalkot University

Mudhol Road, Jamkhandi-587301

Dist: Bagalkote

The Draft

## 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

## BACHELOR OF SOCIAL WORK (BSW)

As per NEP and adapted RCU Belagavi Applicable  
from the Academic Year 2023-24 and onwards

## Preamble for UG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honourable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the undergraduate syllabus from RCU, Belagavi for all the 3/4 year degree programmes such as BA, BSC, BCOM, BCA, BSW etc. The syllabus follows the NEP 2020 format and the first year syllabus is being published. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self contained. Only the subject codes/ question paper codes are changed. The subject code format is described in the following.

### Subject Code Format

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni. Code		DEGREE			SEM		DISCIPLINE			SUB. TYPE			SL. NO. IN DISC. & S. TYPE		TH/ LAB /B/ I NT.
1	2	6	B	S	C	0	1	P	H	Y	D	S	C	0	1	T
1	2	6	B	A	B	0	1	H	I	S	D	S	C	0	1	T

[1] The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2-3] The University UUCMS Code

[4-6] The UG degree codes to be provided as

Sl. No	Degree Code	Degree
1	BSC	Bachelor of Science
2	BAB	Bachelor of Arts
3	BCM	Bachelor of Commerce
4	BBA	Bachelor of Business Administration
5	BCA	Bachelor of Computer Applications
6	BSW	Bachelor of Social Work

**[7-8]The Semester Information is provided as**

Sl. No	Semester
1	'01
2	'02
3	03

**[9-11]The Discipline Information to be provided**

SI No	Degree	Discipline Code
1	BCM-BCOM	XXX
2	BCA	XXX
3	BBA	XXX
4	BSW	XXX
5	BA	'HIS', 'GEO', 'KAN', 'HIN' etc. The detailed list is to be provided
6	BSC	'PHY', 'CHE', 'BOT', 'ELN' etc. The detailed List is to be Provided

**[12-14]The Subject Type to be provided as**

Sl. No.	TYPE	Description
1	DSC	Discipline Specific Core
2	DSE	Discipline Specific Elective
3	OEC	Open Elective Course
4	AEC	Ability Enhancement Course
5		

**[15-16]The Running Serial Number is to be provided for a particular discipline and subject type 01 to 99**

**[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I- Internship, B - Bothe theory and Lab**

## **BACHELOR OF SOCIAL WORK (BSW) 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 under graduate 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 under graduate 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 under graduate 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 other excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individual, 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 extra curricular activities.

# PROGRAM STRUCTURE

## Credits Structure of B.S.W I Semester

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L1	126BSW01LANAE C01T	Kannada	40	60	100	4	-	-	3	2
L2	126BSW01LANAE C02T	English	40	60	100	4	-	-	3	2
	126COM01LANAE C03T	Hindi								
	126COM01LANAE C04T	Sanskrit								
	126COM01LANAE C05T	Marathi								
	126COM01LANAE C06T	Urdu								
	126COM01LANAE C07T	Arabic								
DSC1	126BSW01XXXDS C01T	Fondations of Social Work	40	60	100	4	-	-	4	2
DSC2	126BSW01XXXD SC02T	Social Science Concepts and Social Work	40	60	100	4	-	-	4	2
DSC3	126BSW01XXX DSC03F	Field Work Practice -I	50	50	100	-	-	8	4	Viva-voce
SEC1	126COM01XXX SEC01T	Digital Fluency	25	25	50	1	-	2	2	2

VBC1	126COM01XXX VBC01B	Yoga/ Sports	25	--	25	-	-	2	1	--
VBC2	126COM01XXX VBC02T	Health & Wellness	25	--	25	-	-	2	1	--
OEC	126BSW01XXXOEC0 1T/ 126BSW01XXXOEC0 2T	Essentials of Social Work/ Youth Development Through Social Work	40	60	100	3		-	3	2
Total Marks					700	Semester Credits			25	
<p>*XXX represents Discipline, *COM Common for all UG Courses *LAN Languages  Note: Students can select either Digital Fluency or Environmental Studies :126COM01XXXAEC01T</p>										

- **XXX – Represents Discipline**
- **LAN: Languages**
- **COM: Common for all UG Courses**



## Credits Structure of B.S.W II Semester

<b>SEMESTER-II</b>										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L3	126BSW02LANAEC08T	Kannada	40	60	100	4	-	-	3	2
L4	126BSW02LANAEC09T	English	40	60	100	4	-	-	3	2
	126COM02LANAEC10T	Hindi								
	126COM02LANAEC11T	Sanskrit								
	126COM02LACAEC12T	Marathi								
	126COM02LANAEC13T	Urdu								
	126COM02LANAEC14T	Arabic								
DSC4	126BSW02XXXDSC04T	Social Case Work	40	60	100	4			4	2
DSC5	126BSW02XXXDSC05T	Social Group Work	40	60	100	4		-	4	2
DSC6	126BSW02XXXDSC06F	Field Work Practice-II	50	50	100	-	-	4	4	Viva-voce
AEC1	126COM01XXXAEC01T	Environmental Studies	25	25	50	1	-	2	2	2
VBC3	126COM02XXXVBC03B	Yoga/Sports	25	--	25	-	-	2	1	--
VBC4	126COM02XXXVBC04T	NCC/NSS/R&R(S&G)/Culture	25	--	25	-	-	2	1	--

OEC	126BSW02XXXOEC03 T /126 BSW 02XXXOEC04T	Basics Of Psychology for Social Work Practice/ Life Skills Education	40	60	100	3		-	3	2
Total Marks					700	Semester Credits			25	

- **XXX –Represents Discipline**
- **LAN: Languages**
- **COM: Common for all UG Courses**

The following is the Program Structure for the Bachelor of Social Work (BSW) (Basic/Hons.) Program in Bagalkot University:

Sem.	Discipline Course (DSC) (Credits)	Discipline Elective (DSE) /Open Elective (OE) (Credits)	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	BSW C1(4) BSWC2 (4) BSWC3 (4)(P)	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	BSWC4 (4) BSWC5 (4) BSWC6 (4)(P)	OE-2(3)	L1-2(3), L2-2(3) (4Hrs 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 in Social Work								
III	BSW C7(4) BSWC8 (4) BSWC9 (3)BSW C10(4)(P)		L1-3(3), L2-3(3) (4 Hrs Each)		SEC-2: Programme Media and Its Application(2)(1+0+2)	Sports(1)(0+0+2)	NCC/NSS/R&R(S&G)/Cultural(1) (0+0+2)	25
IV	BSWC11 (4) BSWC12 (4) BSWC13 (3)BSW C14(4)(P)		L1-4(3), L2-4(3) (4Hrs 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 in Social Work								

V	BSW C15(4)  BSWC16  (4)  BSWC17  (6)(P)	BSWE1(3)  Vocational- 1(3)			SEC-3:Skill Development and Entrepreneurship (2)	Sports(1)(0+0+2)	NCC/NSS/ R&R(S&G) /Cultural(1)  (0+0+2)	24
VI	BSWC18  (4)  BSW C19(4)  BSWC20  (4)(P)	BSWE2(3)  Vocational-2  (3)  Internship(2)			SEC-4:  ProfessionalC ommunication (2)	Sports  (1)(0+0+2)	NCC/NSS/R&R  (S&G)/Cultural(1)  (0+0+2)	24

Exit Option with Award of Bachelor of Social Work (BSW) Degree

VII	BSWC21  (4)  BSW C22(4)  BSWC23  (6)(P)	BSWE3(3)  BSWE4(3)  Res.  Methodology( 3)						23
VIII	BSWC24  (3)  BSWC25  (3)  BSWC26  (4)(P)	BSWE5(3)  BSWE6(3)  Research  Project(6)*						22

Award of Bachelor of Social Work (BSW) Honours /Research Degree

## 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/II Semesters

Sem.	Subjects	Course/ Paper	Instruction hrs/week	Hrs. of Exam	Marks			Credits
					IA	Exam	Total	
I-IV	Discipline Core Courses	2T	2x4	2x2	2x40	2x60	2x100	2x4
		1P	1x8*	Viva-voce	1x50	1x50	1x100	1x4
	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

#### **\*Work load 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 (08 students per faculty, i.e. ten Individual Conferences per batch), Group Conference for all the students placed under a faculty on a weekly basis (08 students make a batch), Structured Experience Laboratory (SEL) for students placed under a faculty on a weekly basis (08 students make a batch), liaison with.

Field work 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 work load for every faculty through out 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. Since the Paper is of Practical nature, the total work load for the faculty for a batch of eight students is 4 hours per week (i.e.8hrs./2= 4). Hence, **the work load for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the work load 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, casestudy, fieldwork, 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 17<sup>th</sup>– 19<sup>th</sup>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 answerscripts (A4size),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/worketc.
- 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%
Casestudy/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 fieldwork activities	15%marks	15%marks	30%
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)		10%marks	10%
Casestudy/ Assignment related to Fieldwork		10%marks	10%
Total	15%marks	35%marks	50%

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 50 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practic. 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.

## 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 5marks 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)**

**(Answeranyfourquestions.Allquestionscarryequalmarks)**

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### **PART–C**

**(2×15=30)**

**(Answer anytwoquestions.Allquestionscarryequalmarks)**

- 08.
- 09.
10. 10.



## 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: (126BSW01XXXXDSC01T) Foundations of Social Work(4)  DSC-2:(126BSW01XXDSC02T) Social Science Concepts and Social Work(4)  DSC -3: (126BSW01XXXXDSC03F) Field Work Practice-I (4)	OE-1:  SWOE(126BSW01XXXXOEC01T)(a):Essentials Of Social Work(3)  <b>OR</b> SWOE(126BSW01XXXXOEC02T) (b): Youth Development through Social Work(3)	L1-1(3),  L2-1(3)  (4hrs. 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 - 4: (126BSW02XXDSC04T) Social Case Work(4)  DSC -5: (126BSW02XXDSC05T) Social Group Work(4)  DSC -6: (126BSW02XXDSC06F) Field Work Practice-II (4)	OE-2:  SWOE02(a):Basics of Psychology for Social Work Practice (3)  <b>OR</b> SWOE02(b): Life Skills Education(3)	L1-2(3),  L2-2(3)  (4hrs. 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

<b>Year</b>	<b>I</b>	<b>Course Code: 12BSW01XXXDSC01T</b>	<b>Credits</b>	<b>4</b>
<b>Sem.</b>	<b>1</b>	<b>Course Title: Foundations of Social Work</b>	<b>Hours</b>	<b>56</b>
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 hrs.	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. To understand various Ideologies and demonstrate values, ethics of Social Work Profession;</li> <li>2. To understand various social science concepts, knowledge and structure and its relationship with society;</li> <li>3. To understand, analyse, address, preventive and remedial measures for contemporary social problems and concerns; and</li> <li>4. To understand different fields, Methods, Attributes and Competencies of Social Work Practice.</li> </ol>			
<b>UnitNo.</b>	<b>CourseContent</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Unit-I	<p><b>Introduction to Social Work:</b> Social Work: Meaning and Definitions, Objectives, Goals and Functions.</p> <p>Social Work and related concepts: Social service, social Development, social welfare, social security and social reform. Nature and Philosophy of Social Work.</p> <p>Historical development of Social Work in UK, USA, India and Karnataka.</p>		Lecture, Tutorials and Group Discussion	16
Unit-II	<p><b>Principles, Values and Ethics of Social Work: Principles of Social Work.</b></p> <p>Values and Code of Ethics (NASW) of Social Work.</p> <p>Social Work and its relation to Human Rights and Social Justice.</p>		Lecture, Tutorials and Group Discussion	14
Unit-III	<p><b>Social Work as a Profession:</b> Profession: Meaning, Definitions and Attributes Social Work Profession: Issues and Challenges.</p> <p>Perspectives of Social Work Profession in Indian context.</p>		Lecture, Tutorials and Group Discussion	12

Unit-IV	<p><b>Approaches and Fields of Social Work:</b> Professional v/s Voluntary Approaches to Social Work.</p> <p>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.</p>	Lecture, Tutorials and Seminars	12
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### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Annie Pullen-Sansfaçon (2013), <i>The Ethical Foundations of Social Work</i>, Stephen Cowden Routledge,</li> <li>2. Banks, S. (1995). <i>Ethics and Values in Social Work: Practical Social Work Series</i>, London: Macmillan Press Ltd.</li> <li>3. Compton, B.R. (1980). <i>Introduction to Social Welfare and Social Work</i>. Illinois: The Dorsey Press.</li> <li>4. Desai, Murli, (2006). <i>Ideologies and Social Work: Historical and Contemporary Analyses</i>, Rawat Publication, New Delhi</li> <li>5. Friedlander, Walter A. (1977) <i>Concepts and Methods of Social Work</i>, New Delhi: Prentice Hall of India Pvt. Ltd</li> <li>6. Heun, Linda R., Heun, Richard E. (2001) <i>Developing Skills for Human Interaction</i>, London: Charles E. Merrill Co.</li> <li>7. Jacob, K.K. (Ed.) (1994) <i>Social Work Education in India – Retrospect and Prospect</i>. Udaipur, Himansu Publications.</li> <li>8. Joseph, Sherry (Ed.) (2000) <i>Social Work: In the Third Millennium (Some Concerns and Challenges)</i>, Sriniketan, Department of Social Work, Visva-Bharati.</li> <li>9. National Association of Social Workers. (2008). <i>Code of Ethics of the National Association of Social Workers</i>. Washington, D.C.: NASW Press.</li> <li>10. O'Hagan, Kieran, Kingsley, Jessica (2003) <i>Competence in Social Work Practice – A Practical Guide for Professionals</i>, London.</li> <li>11. Reamer &amp; Fredric (2005) <i>Social Work Values and Ethics</i>, New Delhi: Rawat Publication</li> <li>Singh, D. K. and Bhartiya, A.K. (2010). <i>Social Work: Concept and Methods</i>. Lucknow: New Royal Book Company.</li> <li>12. Skidmore, Rex A. (1982), <i>Introduction to Social Work</i>, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.</li> <li>13. Surendra Singh (Chief Editor). (2012): <i>Encyclopedia of Social Work in India</i>. Lucknow: New Royal Book Company.</li> </ol>
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	<p>14. ತೆಂ ಜಪೆಳುಮೆ ಶ,(2018),ವೆ ತೆಂ ಪೆಂ ರಸಮೆ 7ಜಕೆ 7ರೆಂ ಅಂತ್ಯತೆಂ 7ಸಮತೆಂ ವೆಂ ಪೆಂ 7ರಧೆಂ 7ರಗಳೆಂ 3,</p> <p>ಬೆಂ 0ಗಳೆಂ Y,ರಪೆಂ ಗಿಣೆ (ರೆಂ)ವರೆಂ 0ಗೇಂ ಆಗುನು ಸೆಂ ವೆಂ 7ರೇಂ ಅಂತ್ಯತೆಂ 0ಡೆಂ ಪೆಂ ಲೆಂ .</p> <p>15. ಸೆಂ ನಕೆಂ 7ಬೆಂ 0ಬಳೆಂ,ರಮೆಂ ಶೆಂ 0,(2008),ವೆಂ ಜರೆಂ ಪೆಂ ರ,ಶೆಂ 7ರಧೆಂ 7ಪೆಂ ಬೆಂ ಅಕೆಂ ಪೆಂ .</p>
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<p>Digital Resources</p>	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <a href="https://www.youtube.com/watch?v=jXRB1V5eVw&amp;t=5s">https://www.youtube.com/watch?v=jXRB1V5eVw&amp;t=5s</a></p> <p>UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at <a href="https://www.youtube.com/watch?v=LtaCmORiP9A">https://www.youtube.com/watch?v=LtaCmORiP9A</a></p> <p>The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at <a href="https://www.youtube.com/watch?v=xi5-Vdh1B3E">https://www.youtube.com/watch?v=xi5-Vdh1B3E</a></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 <a href="https://www.youtube.com/watch?v=a4VzRSnksmA">https://www.youtube.com/watch?v=a4VzRSnksmA</a></p>
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<b>Year</b>	<b>I</b>	<b>Course Code: 126BSW01XXXDSC02T</b>	<b>Credits</b>	<b>4</b>
<b>Sem.</b>	<b>1</b>	<b>Course Title: SOCIAL SCIENCE CONCEPTS AND SOCIALWORK</b>	<b>Hours</b>	<b>56</b>
Formative Assessment Marks:40		Summative Assessment Marks:60	Duration of ESA:2hours	
<b>Course Outcomes</b>	At the end of the course the student should be able to: 1) Underst and the Elements of Social Sciences. 2) Understand the correlation and significance of Social Sciences with Social Work. 3) Understand Society, culture, Social Issues and Social Development			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>	
Unit-I	<b>Knowledge of Anthropology for Social Work:</b> Introduction to Social Sciences: Meaning and definition of Social Sciences and its differences with other streams of knowledge.  Anthropology: Meaning, Definitions, Nature and Scope. Relationship of Anthropology with SocialWork. Importance of Social and Cultural Anthropology.  Overview of various Tribes in Karnataka.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) VirtualMode	12	
Unit-II	<b>Knowledge of Sociology for Social Work:</b> Society: Meaning, Definitions, and Characteristics.Social Stratifications: Meaning, nature and types Socialization: Meaning, Nature, Agencies and Importance.  Social Processes: Cooperation, Competition Conflict, Accommodation, Acculturation and Assimilation.  Social Change: Concept, Nature, Types, and Factors. Social Control: Meaning, Nature, Types and Factors. Social Deviance: Meaning, Nature and Causes.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) VirtualMode	16	
Unit-III	<b>Knowledge of Economics for Social Work:</b> Economics: Meaning, Definitions, and Characteristics.  Basic Concepts of Economics: Types of Economy (Capitalism, Socialism &Mixed Economy); Per Capital Income, National Income, And Gross Domestic Product (GDP). Economic Planning in India. NITI Aayog and New Economic Policy (LPG).	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) VirtualMode	16	

Unitl- V	<p><b>Knowledge of Political Science for Social Work:</b> State: Meaning and definition, Origin, Elements and functions of modern state. Welfare State Meaning, Definition and Characteristics.</p> <p>Government: Meaning, Definition and forms of Government.</p>	<p>i) Lecture method ii) Tutorial iii) Assignments iv) Group Discussion</p>	12
	<p>Good Governance: Meaning and Definitions, Features, Hindrances and challenges to Good Governance.</p> <p>Political Participation: Meaning, Definitions and Features.</p> <p>Overview of Contemporary Ideologies: Gandhian And Dr. B.R Ambedkar's ideology.</p>	v) Virtual Mode	
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999.</li> <li>2. Bagchi, A.K.: The Political Economy of Underdevelopment, Cambridge, Cambridge University Press, 1982.</li> <li>3. Bardhan, P.: The Political Economy of Development in India, Delhi, Oxford University Press, 1984.</li> <li>4. Bhatnagar, S.: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.</li> <li>5. Bhushan, Vidya and Sachdev, D.R. 1999. An Introduction to Sociology, Allhabad, Kitab Mahal.</li> <li>6. Brahmananda, P.R and Panchaucki, V.R.: The Development Process of the Indian Economy, Bombay, Himalaya Publishing House 1987. Page 19 of 57</li> <li>7. Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.</li> <li>8. Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976. Jo Kolb,</li> <li>9. Eugene: A Framework for Political Analysis, Englewood Cliffs, Prentice Hall, 1978.</li> <li>10. Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt,</li> <li>11. Rinehart and Winston, 1975. Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.</li> <li>12. Mclver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmil</li> </ol>		

	<p>lanIndiaLimited,1985.</p> <p>13. Rao,ShankarC. N:Sociology-PrimaryPrinciples,S.ChandandCompanyLtd., NewDelhi,2002.</p> <p>14. Samuelson, P.A.: Economics: An Introductory Analysis, New York, Mc Graw HillBookCo.Inc.,1961.</p> <p>15. SrinivasM.N:SocialChangeinModernIndia, BombayalliedPublishers,1966.</p> <p>16. Srinivas,M.N. 1996.Village,Caste, GenderandMethod(EssayinIndianSocialAnthropology),Delhi:OxfordUnive rsityPress.</p> <p>17. Srinivas, M.N: Caste in Modern India and other Essays, Bombay, Asia PublishingHouse,1962.</p>
DigitalR esource s	<ol style="list-style-type: none"> <li>1. <a href="https://www.nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317)/english-medium.aspx">https://www.nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317)/english-medium.aspx</a></li> <li>2. <a href="https://www.toppr.com/guides/civics/what-is-government/meaning-of-government/">https://www.toppr.com/guides/civics/what-is-government/meaning-of-government/</a></li> <li>3. <a href="https://en.wikipedia.org/wiki/Government">https://en.wikipedia.org/wiki/Government</a></li> <li>4. <a href="https://www.nios.ac.in/media/documents/srsec317newE/317EL24.pdf">https://www.nios.ac.in/media/documents/srsec317newE/317EL24.pdf</a></li> <li>5. <a href="https://www.unescap.org/sites/default/files/good-governance.pdf">https://www.unescap.org/sites/default/files/good-governance.pdf</a></li> <li>6. <a href="https://www.drishtias.com/to-the-points/paper4/good-governance-2">https://www.drishtias.com/to-the-points/paper4/good-governance-2</a></li> </ol>

<b>Year</b>	<b>I</b>	<b>Course Code: 126BSW01XXXDSC03F (Practical)</b>	<b>Credits</b>	<b>4</b>
<b>Sem.</b>	<b>1</b>	<b>Course Title: FILED WORK PRACTICE- I</b>	<b>Hours</b>	<b>8per week</b>
Formative Assessment Marks:50		Summative Assessment Marks:50	Duration of ESA: NA(viva)	
<b>Course Outcoms</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1) Develop conceptual clarity regarding different approaches of providing help to people in need;</li> <li>2) Get acquainted with the professional role of social workers;</li> <li>3) Develop self-awareness and orientation to team work;</li> <li>4) Develop introductory skills in use of programme media; and</li> <li>5) Develop skills in report writing and use of supervision.</li> </ol>			
<b>Course Content</b>				
<p>This Course comprises:</p> <p>A minimum of 10 <b>Orientation Lectures</b> given by the Faculty on topics such as:</p> <ul style="list-style-type: none"> <li>➤ Concept, purpose and importance of Field Work Practice in Social Work Education;</li> <li>➤ Different components of Social Work Practicum from first to final semester of the BSW Course;</li> <li>➤ Roles and responsibilities of the Student/Social Work Trainee, Faculty Supervisor and Agency Supervisor;</li> <li>➤ Need and significance of Orientation Visits;</li> <li>➤ Purpose and types recording in Field Work Practice;</li> <li>➤ Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice;</li> <li>➤ Ethical principles in Field Work Practice; and</li> <li>➤ Techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community.</li> </ul> <p>A minimum of 10 <b>Orientation Visits</b> to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.</p> <p>A minimum of 10 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and practice various skills required for effective practice of Field work Practicum.</p> <p>Stipulated workload for Social Work Practicum is eight hours per week.</p>				
<b>Guidelines for Orientation Visits</b>				



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 through out the semester.

Soon after the completion of orientation visits of fields of social work, a student conference shall be conducted to share the orientation visit experiences and learning.

#### **Note on the Calculation of Work load for Social Work Practicum**

Work load 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 *UGC Model Curriculum for Social Work Education* (2001, p.14).

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. Since the Paper is of Practical nature, the total work load for the faculty for a batch of eight students is 4 hours per week (i.e.  $8 \text{ hrs.} / 2 = 4$ ). Hence, **the work load for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the work load 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"> <li>1. Columbia University. 2015. <i>Handbook for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Millia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/assets/storage/admission/FSW_Prospectus_2019.pdf">https://www.msubaroda.ac.in/assets/storage/admission/FSW_Prospectus_2019.pdf</a></li> </ol> <p>Learning Outcomes based</p> <ol style="list-style-type: none"> <li>3. Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>

## SEMESTER-II

<b>Year</b>	<b>1</b>	<b>Course Code: 126BSW02XXXDSC04T</b> <b>Course Title: Social Case Work</b>	<b>Credits</b>	<b>4</b>
<b>Sem.</b>	<b>2</b>		<b>Hours</b>	<b>56</b>
Formative Assessment Marks:40		Summative Assessment Marks:60	Duration of ESA:2hours	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. To understand individual needs, concept of case work and historical development.</li> <li>2. To understand components, principles in practice of social case work;</li> <li>3. To understand, analyse, address, preventive and remedial measures for individual and family problems in casework process.</li> <li>4. To understand different tools, skills, approaches and fields of Social Case Work Practice.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>	
Unit- I	<b>Introduction to Social Case Work;</b> 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	<b>Components, Principles and Process of Social Case Work;</b> Components of Social CaseWork (Person, Problem, Place, and Process), Principles of Social Case Work Process of Social Work: Intake, study, Assessment/Diagnosis, Treatment/Intervention, Evaluation, Termination and Followup.	Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
Unit-III	<b>Tools, Techniques and Skills of Social Casework;</b> 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	<b>Approaches and Practice of Social Casework;</b> Task Centered Approach, Psycho-social Approach, Problem Solving Approach and Integrated approach, <b>Casework</b> Practice in different settings: Medical and psychiatric, School, Women and Child, Correctional setting. Role of Social case Worker in different settings.	Lecture, Assignment, Individual and Group, Discussion/Presentation Orientation visits.	14	

## Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"><li>1. Aptekar, Herbert (1955) <i>The Dynamic of Casework and Counselling</i>, New York: Houghton Mifflin Co.</li><li>2. Beistek, F.P. (1957). <i>The Casework Relationship</i>. Chicago: Loyola University Press.</li><li>3. Fisher, J. (1978). <i>Effective Casework Practice: and Eclectic Approach</i>, New York: McGraw Hill</li><li>4. Fuster, J.M. (2005). <i>Personal Counselling</i>, Better Yourself Books, Mumbai, Eleventh Edition.</li><li>5. Hamilton, G. (1956): <i>Theory and Practice of Social Casework</i>. New York: Columbia University Press.</li><li>6. Hamilton, Gordon (2013) <i>The Theory and Practice of Social Case Work</i>, Rawat Publication, New Delhi</li><li>7. Keats, Daphne (2002) <i>Interviewing – A Practical Guide for Students and Professionals</i>, New Delhi: Viva Books Pvt. Ltd</li><li>8. Mathew, G. (1992): <i>An Introduction to Social Case Work</i>. Bombay: Tata Institute of Social Sciences.</li><li>9. Pearlman, H.H. (1957). <i>Social Case Work: A Problem Solving Process</i>. Chicago: University of Chicago.</li><li>10. Rameshwari Devi, Ravi Prakash (2004) <i>Social Work Methods, Practice and Perspectives (Models of Case Work Practice)</i>, Vol. II, Ch.3, Jaipur: Mangal Deep Publication</li><li>11. Richmond, Mary (1917) <i>Social Diagnosis</i>, New York: Free Press</li><li>12. Sainsbury, Eric. (1970). <i>Social Diagnosis in Casework</i>. London: Routledge &amp; Kegan Paul.</li><li>13. Skidmore, R.A. and Thakary, M.G. (1982): <i>Introduction to Social Work</i>. New Jersey: Prentice Hall.</li><li>14. Timms, N. (1964): <i>Social Casework: Principles and Practice</i>. London: Routledge and Kegan Paul.</li><li>15. Timms, N. (1972): <i>Recording in Social Work</i>. London: Routledge and Kegan Paul.</li><li>16. Upadhyay, R.K. (2003). <i>Social Case Work: A Therapeutic Approach</i>. Jaipur: Rawat Publications.</li></ol>
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<p>Digital Resources</p>	<ol style="list-style-type: none"> <li>1. MethodsofWorkingwithIndividualsandFamilies:e-pathashala, URL:<a href="https://www.youtube.com/watch?v=uHAw1E5QPM">https://www.youtube.com/watch?v=uHAw1E5QPM</a></li> <li>2. StagesofCaseWork:MOOCsEMRCOsmaniaUniversity.URL:<a href="https://www.youtube.com/watch?v=5dXLshcX4gU">https://www.youtube.com/watch?v=5dXLshcX4gU</a></li> <li>3. SocialCaseWorkasaMethodofSocialWork:MOOCsEMRCOsmaniaUniversity.URL:<a href="https://www.youtube.com/watch?v=ausahOeYOMQ">https://www.youtube.com/watch?v=ausahOeYOMQ</a></li> <li>4. TreatmentinSocialCasework:MOOCsEMRCOsmaniaUniversity. URL:<a href="https://www.youtube.com/watch?v=oKnDldvSJXo">https://www.youtube.com/watch?v=oKnDldvSJXo</a></li> <li>5. RecordinginSocialCaseWork:MOOCsEMRCOsmaniaUniversity.URL:<a href="https://www.youtube.com/watch?v=8B0oagqBD6s">https://www.youtube.com/watch?v=8B0oagqBD6s</a></li> <li>6. MajorComponentsofSocialCaseWork:MOOCsEMRCOsmaniaUniversity. URL:<a href="https://www.youtube.com/watch?v=AqQgCVaZOO">https://www.youtube.com/watch?v=AqQgCVaZOO</a></li> <li>7. SkillsandTechniquesofSocialWorkPractice:MOOCsEMRCOsmaniaUniversity.URL:<a href="https://www.youtube.com/watch?v=Nqo9owG8WkA">https://www.youtube.com/watch?v=Nqo9owG8WkA</a></li> <li>8. SocialCaseWork in SchoolSetting:MOOCsEMRCOsmaniaUniversity. URL:<a href="https://www.youtube.com/watch?v=61Dy8nOip7g">https://www.youtube.com/watch?v=61Dy8nOip7g</a></li> </ol>
	<ol style="list-style-type: none"> <li>9. ProcessofCaseWork:CH-03:PRABODH(SocialScience-I).URL:<a href="https://www.youtube.com/watch?v=6-4vFapTAGw">https://www.youtube.com/watch?v=6-4vFapTAGw</a></li> <li>10. IGNOUStudymaterialavailableatwebsite:<a href="http://www.ignouhelp.in/ignou-msw-study-material/">http://www.ignouhelp.in/ignou-msw-study-material/</a></li> <li>11. Basics of SocialCase work: URL:<a href="http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf">http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf</a></li> <li>12. Kumar Renuka: Social Work Methods, URL:<a href="http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf">http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</a></li> </ol>

<b>Year</b>	<b>I</b>	<b>CourseCode: 126BSW01XXXDSC05T</b>	<b>Credits</b>	<b>4</b>
<b>Sem.</b>	<b>2</b>	<b>CourseTitle: SOCIAL GROUP WORK</b>	<b>Hours</b>	<b>56</b>
Formative Assessment Marks:40		Summative AssessmentMarks:60	Duration of ESA:2hours	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand Social Group Work as a method of Social Work practice;</li> <li>2. Learn the basic concepts, tools, techniques, processes and Skills of working with groups;</li> <li>3. Develop an understanding of the process of group development and group dynamics; and</li> <li>4. Learn to apply Social Group Work in diverse settings.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Unit - I	<p><b>Introduction to Social Group Work:</b>  Social Groups: Meaning, Characteristics, types and Importance.  Introduction to Social Group Work: Meaning, Definitions, Objectives, and Principles of Social Group Work. Historical Development of Social Group Work.  Types of Groups: Support Groups, Educational Groups, Growth Groups, Therapeutic Groups, Socialization Groups, and Social Action Groups.</p>		Lecture, Tutorials and Group Discussion	14
Unit - II	<p><b>Group Dynamics and Theories of Group Work:</b>  Group Dynamics: Role, Leadership, Decision making, Subgroup, Isolation, Bond, Contagion, Scapegoat, Conflict and Group control.  Theories Underlying Group Work Practice : Systems Theory, Psycho dynamic Theory, Learning Theory, Field Theory, and Social Exchange Theory.</p>		Lecture, Tutorials and Group Discussion	14

Unit - III	<p><b>Process of Group Work:</b></p> <p>Stages of Group Development.</p> <p>Processes of Social Group Work: Pre-group Formation Phase(formulating group's purpose, deciding the composition of the group, determining the size of the group,enrolling the members, andcontracting), Initial Phase(self-presentations by the worker and the members, orientation about the group work, goal formation, structuring thegroup session, and reviewing the contract), MiddlePhase (making arrangements for the conductof group sessions, structuring the time, facilitating group meetings, and assessment of the group's progress) , Evaluation of the Group, Termination and Stabilization of the Change Efforts.</p> <p>Programme Planning and Evaluation. Use of Programme Media.</p>	Lecture,Tutorials and Group Discussion	14
Unit - IV	<p><b>Skills and Techniques of Social Group Work Practice:</b></p> <p>Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building.</p> <p>Role of Social Group Worker through the Group Work Process.</p> <p>Importance of Recording in Social Group Work: Principles of recording, Types of records, andstructure of records.</p> <p>Application of Social Group Work in Different Settings: Community Development Setting, Clinical Setting, School Setting, Institutions for children in conflict with law Delinquents, Institutions for Women, Institutions for the Senior citizens.</p>	Lecture,Tutorials and Group Discussion	14

## Recommended Learning Resources

### Print Resources

1. Balgopal, P.R. and Vassil, T.V. (1983) *Groups in Social Work: An Ecological Perspective*. New York: Macmillan.
2. Brown, Allan (1994). *Group Work*. Hampshire: Ashgate.
3. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) *Handbook of Social Work with Groups*, Rawat Publications.
4. David Cappuzzi, Douglas R. Gross (2010) *Introduction to Group Work*, Fourth Edition: Mark D. Stauffer, Rawat Publications.
5. Douglas, T. (1972) *Group Processes in Social Work: A Theoretical Synthesis*. Chichester: John Wiley and Sons.
6. Geoffrey, L.G. and Ephross, P.H. (1997) *Group Work with Population at Risk*. New York: Oxford University Press.
7. H.Y. Siddiqui (2008) *Group Work: Theories and Practices*: Rawat, Publications
8. Jarlath F. Benson (1987) *Working More Creatively with Groups*: New York: Tavistock Publication
9. Konopka, Gisela. 1954. *Group Work in the Institution*. New York: Association Press.
10. Phillips (1957) *Essentials of Social Group Work Skills*: New York: Association Press.
11. Toseland, Ronald and Rivas, F. Robert. 1999. /Konopka, Gisela. 1963. *Social Group Work: A Helping Process*. Englewood Cliffs, N.J.: Prentice Hall.
12. *Introduction to Group Work Practice*. Allyn and Bacon, 3rd edition.
13. Trecker, Herleigh B. 1970. *Social Group Work - Principles and Practices*. New York: Association Press.
14. Trevithick, Pamela. 2000. *Social Work Skills - A Practice Handbook*. Philadelphia: Open University Press.



<b>Year</b>	<b>1</b>	<b>CourseCode:126BSW02XXXDSC06F (Practical)</b>	<b>Credits</b>	<b>4</b>
<b>Sem.</b>	<b>2</b>	<b>CourseTitle:FILED WORK PRACTICE-II</b>	<b>Hours</b>	<b>8per week</b>
Formative Assessment Marks:50		Summative Assessment Marks:50	Duration of ESA: NA(viva)	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1) Have understanding about different approaches of providing help to people in need;</li> <li>2) Be acquainted with the professional role of social workers;</li> <li>3) Develop self-awareness and orientation to team work;</li> <li>4) Develop introductory skills in use of programme media; and</li> <li>5) Develop skills in report writing and use of supervision.</li> </ol>			
<b>Course Content</b>				
<p>This Course comprises:</p> <ol style="list-style-type: none"> <li>1) Observation visits to welfare, educational, developmental, industrial and allied agencies;</li> <li>2) Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum; and</li> <li>3) Social Case Works-at least one or two guided case works.</li> </ol> <p>Stipulated workload for Social Work Practicum is eight hours per week.</p>				
<b>Guidelines for Orientation Visits</b>				
<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 have 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 handwritten 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 through out 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>				
<b>Note on the Calculation of Work load for Social Work Practicum</b>				

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 *UGC Model Curriculum for Social Work Education* (2001, p.14).

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

"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. 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.  $8 \text{ hrs.} / 2 = 4$ ). 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.

### Recommended Learning Resources

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

## SOCIAL WORK OEC FOR I SEMESTER

### Open Elective Course (OEC)

<b>Year</b>	<b>I</b>	<b>Course Code: 126BSWO1XXXOEC01T</b>	<b>Credits</b>	<b>3</b>
<b>Sem.</b>	<b>1</b>	<b>Course Title: Essentials of Social Work</b>	<b>Hours</b>	<b>40</b>
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 Hrs	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. To understand fundamentals of Social Work;</li> <li>2. To understand social work practice; in communities .</li> <li>3. To understand social work practice in school setting.</li> <li>4. To understand medical and psychiatric social work, hospital setting and areas of Social work intervention.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>	
Unit -I	<b>Fundamentals of Social Work</b>		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	<b>Social Work with Communities</b>		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	<b>Social Work in School Setting</b>		10	
	School Social Work : Concept and Functions. Problems of Children in Schools. Areas of Social Work Interventions: Children with Physical, Learning and Emotional Problems. School Dropout, Working with Teacher, Administrators, and Other Professionals.	i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode		
Unit -IV	<b>Social Work in Health Setting</b>		10	
	Medical and Psychiatric Social Work: An Introduction. Hospitals: Types, Structure, and Functions. Areas of Social Work Interventions: 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

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 Encyclopedia of Social Work. New Delhi: Anmol Publication.
13. Ramesh, B., Parashurama, K., Ashok, A. D., and Loksha, 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"> <li>1. USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at: <a href="https://www.youtube.com/watch?v=jXRB1V5eVw&amp;t=5s">https://www.youtube.com/watch?v=jXRB1V5eVw&amp;t=5s</a></li> <li>2. UH Class OET (2016) Introduction To Social Work, University of Houtson: Available at <a href="https://www.youtube.com/watch?v=LtaCmORiP9A">https://www.youtube.com/watch?v=LtaCmORiP9A</a></li> <li>3. The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean?</li> </ol>
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	<p>SOCIAL WORK meaning, definition &amp; explanation, Available at <a href="https://www.youtube.com/watch?v=xj5-Vdh1B3E">https://www.youtube.com/watch?v=xj5-Vdh1B3E</a></p> <ol style="list-style-type: none"> <li>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 <a href="https://www.youtube.com/watch?v=a4VzRSnksmA">https://www.youtube.com/watch?v=a4VzRSnksmA</a></li> </ol>
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<b>Year</b>	<b>I</b>	<b>Course Code: 126BSWO1XXXOEC02T</b>	<b>Credits</b>	<b>3</b>
<b>Sem.</b>	<b>1</b>	<b>Course Title: YOUTH DEVELOPMENT THROUGH SOCIAL WORK</b>	<b>Hours</b>	<b>40</b>
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:2 hours	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1) Understand the concept and perspective of Youth;</li> <li>2) Gain knowledge about the status of youth;</li> <li>3) Understand the approaches, techniques and models of youth work;</li> <li>4) Acquire the skills of working with youth; and</li> <li>5) Understand the different strategies by which youth development could be achieved.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Unit- I	<p><b>Understanding Youth:</b></p> <p>Defining Youth - Social Construction of Youth – Changing conceptions of Youth. Youth Demographics.</p> <p>Theories on Adolescence: Hall’s storm and stress model, Blo’s theory of Process of Disengagement by adolescents, Richard Jessor’s Problem behaviourtheory.</p>		<ol style="list-style-type: none"> <li>i) Lecture method</li> <li>ii) Tutorials</li> <li>iii)Assignments</li> <li>iv) Group Discussion</li> <li>v) Virtual Mode</li> </ol>	10
Unit- II	<p><b>Challenges and Opportunities for Youth:</b></p> <p>Youth power: Youth as social capital - Youth as change agents – Youth in socio-political movements.</p> <p>Youth in the context of globalization.</p> <p>Education and Skill Development, Employability, underemployment and Employment.</p>		<ol style="list-style-type: none"> <li>i) Lecture method</li> <li>ii) Tutorials</li> <li>iii)Assignments</li> <li>iv) Group Discussion</li> <li>v) Virtual Mode</li> </ol>	10
Unit- III	<p><b>Youth Development:</b></p> <p>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.</p> <p>Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring).</p> <p>Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.</p>		<ol style="list-style-type: none"> <li>i) Lecture method</li> <li>ii) Tutorials</li> <li>iii)Assignments</li> <li>iv) Group Discussion</li> <li>v) Virtual Mode</li> </ol>	10

Unit- IV	<b>Approaches and Models of Youth Work:</b>	i) Lecture method ii) Tutorials	10
	Nature and definition of Youth Work.  Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach.  Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.	iii) Assignments iv) Group Discussion v) Virtual Mode	

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi.</li> <li>2. Bob Coles (2002), Youth and Social Policy, Routledge, London.</li> <li>3. Chowdhry D.P.1988. Youth Participation and Development. New Delhi.</li> <li>4. John Cotterell (2007), Social Networks in Youth and Adolescence, Routledge, London.</li> <li>5. Jones Gill, (2009), Youth, Polity Press, UK.</li> <li>6. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London.</li> <li>7. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.</li> <li>8. M Sarumathi and Kalesh (2007), Youth Policies and Programmes in South Asia Region, RGNIYD Publication, Sripeumbudur.</li> <li>9. Philip and MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London.</li> <li>10. PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York.</li> <li>11. Rajendran Vasanthi &amp; 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.</li> <li>12. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi.</li> <li>13. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.</li> <li>14. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi.</li> <li>15. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited.</li> </ol>
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## SOCIAL WORK OEC FOR II SEMESTER

### Open Elective Course (OEC):

<b>Year</b>	<b>1</b>	<b>Course Code: 126BSW02XXXOEC01T</b> <b>Course Title: BASICS OF PSYCHOLOGY FOR SOCIAL WORK PRACTICE</b>	<b>Credits</b>	<b>3</b>
<b>Sem.</b>	<b>2</b>		<b>Hours</b>	<b>40</b>
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 hours	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of psychology.</li> <li>2. An understanding of the characteristic needs, and normal development stages of human life cycle</li> <li>3. Understand the role of heredity and environment on human behaviour.</li> <li>4. Understand various psychological situations and usefulness of social work in handling dysfunctional/unhealthy behavioural patterns/situations</li> <li>5. An understanding about abnormal behavior pattern, its causes, and treatment.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>	
Unit -I	<p>Psychology: Meaning, Definitions, Nature, Scope and Importance.</p> <p>Basic Psychological concepts: Perception, Learning, Motivation, Emotions, Memory.</p> <p>Process of Human Growth and Development: brief explanation of Physical, social and Sexual development in all 7 stages of development.</p>	Lecture, Tutorials and Group Discussion	10	
Unit -II	<p>Introduction to Lifespan: Developmental Stages from conception to Old age. Developmental tasks.</p> <p>Personality: Meaning, Definitions, Characteristics, and Types. Theories of Personality: Sigmund Freud and Carl Rogers.</p> <p>Human Behavior: Concept, Determinants and Reflectors. Influence of Heredity and Environment.</p>	Lecture, Tutorials and Group Discussion	10	
Unit -III	<p>Social Psychology: Meaning and Definitions, Scope Relevance to Social Work.</p> <p>Socio-psychological concepts – Collective Behavior, Leadership, Public Opinion, Propaganda.</p>	Lecture, Tutorials and Group Discussion	10	
Unit -IV	<p>Abnormal Psychology – Meaning, definitions and scope. Concepts of normality and abnormality. Causation of mental illness – Bio-genic, Psychogenic and Socio-genic.</p> <p>Types – Psychogenic, Personality, Organic and Psycho-somatic disorders.</p> <p>Management of Mental Disorders.</p>	Lecture, Tutorials and Group Discussion	10	



### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>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.</li> <li>2. Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal.</li> <li>Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications.</li> <li>3. Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill.</li> <li>4. Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw hill.</li> <li>5. Feldman, R.S. (1997). Understanding Psychology. New Delhi: Mc Graw Hill.</li> <li>Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M.</li> <li>6. Kuppuswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.</li> <li>7. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.</li> <li>8. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co Ltd.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. Current Opinion in Psychology : <a href="http://bit.ly/2DWs5VT">http://bit.ly/2DWs5VT</a></li> <li>2. Journal of Applied Developmental Psychology : <a href="http://bit.ly/2nG9mTI">http://bit.ly/2nG9mTI</a></li> <li>3. Journal of Education Psychology : <a href="http://bit.ly/2FI9Gs3">http://bit.ly/2FI9Gs3</a></li> <li>4. Journal of Experimental Psychology : <a href="http://bit.ly/2nHuVmO">http://bit.ly/2nHuVmO</a></li> <li>5. CarloW (2011), Stages of Human Development, Available at <a href="https://www.youtube.com/watch?v=ld8GLIzIWKU">https://www.youtube.com/watch?v=ld8GLIzIWKU</a></li> <li>6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at <a href="https://www.youtube.com/watch?v=OtpiBtL_7zc">https://www.youtube.com/watch?v=OtpiBtL_7zc</a></li> <li>7. Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at <a href="https://www.youtube.com/watch?v=PR-7SM2a_7g">https://www.youtube.com/watch?v=PR-7SM2a_7g</a></li> <li>8. Amanda Price (2012), Adolescence &amp; Young Adulthood, Available at <a href="https://www.youtube.com/watch?v=n5ERlf-4f_c">https://www.youtube.com/watch?v=n5ERlf-4f_c</a></li> <li>9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>

<b>Year</b>	<b>I</b>	<b>Course Code: 126BSW02XXXOEC04T</b> <b>Course Title: Life Skills Education</b>	<b>Credits</b>	<b>03</b>
<b>Sem.</b>	<b>2</b>		<b>Hours</b>	<b>40</b>
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 hours	
<b>Course Outcomes</b>	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.			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>	
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"><li>1. Giddens, A. 1991. <i>Modernity and self-identity: self and society in the late modernage</i>. Cambridge: Polity Press.</li><li>2. Giuffr�e, K., &amp; DiGeronimo, T. (1999). <i>Care and Feeding of Your Brain: How Diet and Environment Affect What You Think and Feel</i>. Career Press.</li><li>3. Spaargaren, G., and B. VanVliet. 2000. 'Lifestyle, Consumption and the Environment: The Ecological Modernisation of Domestic Consumption.' <i>Environmental Politics</i>. 9(1): 50-75.</li><li>4. U.S. Environmental Protection Agency; <i>Backyard Composting: It's Only Natural</i>; October 2009</li><li>5. Delors, Jacques (1997). <i>Learning: The Treasure Within</i>, UNESCO, Paris.</li><li>6. Nair.V. Rajasenan, (2010). <i>Life Skills, Personality and Leadership</i>, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62</li><li>7. UNESCO (1997). <i>Adult Education: The Hamburg Declaration</i>, UNESCO, Paris.</li><li>8. UNESCO (2005). <i>Quality Education and Life Skills: Darkar Goals</i>, UNESCO, Paris.</li><li>9. WHO (1999). <i>Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting</i>, WHO, Geneva.</li><li>10. Nair. A. Radhakrishnan, (2010). <i>Life Skills Training for Positive Behaviour</i>, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.</li><li>11. Santrock W. John (2006). <i>Educational Psychology</i>. (2nd Edn.) New Delhi: Tata McGraw-Hill Publishing Company Ltd.</li><li>12. <i>Life Skills Resource Manual, Schools Total Health Program</i>, (2006). Health Education and Promotion International Inc., Chennai.</li><li>13. Kumar. J. Keval, (2008). <i>Mass Communication in India</i>, JAICO Publication India Pvt. Ltd</li><li>14. Morgan and King, (1993). <i>Introduction to Psychology</i>, Tata McGraw-Hill Publishing Company Ltd, New Delhi.</li><li>15. Rao P.L. (2008). <i>Enriching Human Capital through Training and Development</i>, Excel Books, Delhi.</li><li>16. Singh Madhu, (2003). <i>Understanding Life Skills</i>, Background paper prepared for Education for All: The Leap to Equality</li><li>17. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). <i>Life Skills in Non-formal Education: A Review</i></li><li>18. YUVA School Life Skills Programme: <i>Handbook for Teachers</i>, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.</li><li>19. <i>Dakar Framework for Action</i>, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.</li><li>20. Ropke, I. 1999. 'The Dynamics of Willingness to Consume. <i>Ecological Economics</i>. 28: 399-420.</li></ol>
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Digital Resources	<ol style="list-style-type: none"><li data-bbox="304 174 1437 324">1. Bögenhold, Dieter. "Social Inequality and the Sociology of Life Style: Material and Cultural Aspects of Social Stratification". American Journal of Economics and Sociology. <a href="http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract">http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract</a>. Retrieved 26 April 2012.</li><li data-bbox="304 331 1385 405">2. Life Skills New Mantra of Indian Education: <a href="https://www.educationworld.in/life-skills-new-mantra-of-indian-education/">https://www.educationworld.in/life-skills-new-mantra-of-indian-education/</a></li><li data-bbox="304 412 1002 436">3. Retrieved from <a href="http://jyotikalash.net/lifestyle.html">http://jyotikalash.net/lifestyle.html</a></li></ol>
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## ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ/ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ/ಸಿ.ಸಿ.ಜೆ (Ability Enhancement Compulsory Course)

### Language-1

(ವಾರಕ್ಕೆ 4 ಗಂಟೆಗಳ ಪಾಠ, 3 ಕ್ರೆಡಿಟ್‌ಗಳ ಪತ್ರಿಕೆ, ಒಟ್ಟು ಅಂಕಗಳು-100, ಥಿಯರಿ ಪರೀಕ್ಷೆಗೆ-60 ಅಂಕಗಳು, ಆಂತರಿಕ ಗುಣಾಂಕಗಳಿಗೆ-40 ಅಂಕಗಳು, ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯಕ್ಕೆ 2 ಗಂಟೆಗಳ ಪರೀಕ್ಷೆ, ಆಂತರಿಕ ಗುಣಾಂಕಗಳ ಕುರಿತು ನೀಡಿದ ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಪದ್ಧತಿಯನ್ನು ಮೇಲೆ ತಿಳಿಸಿರುವಂತೆ ನಡೆಸುವುದು.)

ಘಟಕ - 1 : ಕನ್ನಡ ನಾಡು ನುಡಿ ಪ್ರಜ್ಞೆ

1. ಬನವಾಸಿ ವರ್ಣನೆ - ಪಂಪ
2. ಕನಸಿನೊಳಗೊಂದು ಕಣಸು - ಬೇಂದ್ರೆ
3. ಕನ್ನಡ ಕವಿಗಳ ಭಾಷಾಪ್ರಜ್ಞೆ - ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ
4. ಏಕೀಕರಣ ಕಥೆ - ಪಾಪು

ಘಟಕ - 2 : ಪ್ರಕೃತಿ

1. ಅಚ್ಚೋದ ಸರೋವರ - ಗಂಗಾಧರ ಮಡಿವಾಳೇಶ್ವರ ತುರುಮರಿ
2. ಬಾ ಫಾಲ್ಗುಣ ರವಿದರ್ಶನಕೆ - ಕುವೆಂಪು
3. ಕಲೆ ಮತ್ತು ಜೀವನ ಸೌಂದರ್ಯ - ಎ. ಕೆ. ರಾಮಾನುಜನ್
4. ಮುಳ್ಳ ಬೇಲಿಯ ದಾಟಿ - ಡಾ. ಎಸ್. ಎಂ. ಲೋಕಾಪೂರ

ಘಟಕ - 3 : ಬಾಲ್ಯ

1. ಮಕ್ಕಳಾಟ - ಜನಪದ ತ್ರಿಪದಿಗಳು
2. ಅಣ್ಣನ ನೆನಪು (ಆಯ್ದ ಭಾಗ) - ಕೆ. ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
3. ಮಹಾಡ್ ಕೆರೆಯ ಪ್ರಸಂಗ - ಬಿ. ಆರ್. ಅಂಬೇಡ್ಕರ್

ಘಟಕ - 4 : ಸಂಕೀರ್ಣ

1. ಅನುಭವ ಮಂಟಪ ಮತ್ತು ಅಕ್ಕಮಹಾದೇವಿ - ಸಂ. ಶೀ. ಭೂಸನೂರಮಠ
2. ನನ್ನ ದೇವರು - ದೇವನೂರು ಮಹಾದೇವ
3. ಮಾತು ಮತ್ತು ಅರ್ಥ - ಬಿ.ಚಿ.
4. ಜನಪದ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸಂಗೊಳ್ಳಿ ರಾಯಣ್ಣ - ಎಂ. ಬಿ. ನೇಗಿನಹಾಳ

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ/ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ/ಪಿ.ಸಿ.ಜೆ (Ability Enhancement Compulsory Course)

Language-1

ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- i. ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ii. ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

2. 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 17<sup>th</sup> – 19<sup>th</sup> 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

**BSW II Semester Language 3 Kannad Language Shortly**

**Updatading....**



## Semester I

**Bachelor of Arts (Basic/Hons) Programme/Bachelor of Performing Arts Programme/Bachelor of Social Work, B.S.W. (Subjects without practical/One subject without practical and one subject with practical)**

<b>Year</b>	2021	<b>Course Code: 126BSW01LANAEC02T</b>	<b>Credits</b>	3
<b>Sem.</b>	I	<b>Course Title: English</b>	<b>Hours</b>	4
CoursePre-requisites,ifany		NA		
FormativeAssessmentMarks:40		SummativeAssessmentMarks:60		
<b>CourseOut comes</b>	<p><b>Attheendofthecourse the studentshouldbeable to:</b></p> <ol style="list-style-type: none"> <li>1. Acquire the LSRW (Listening,Speaking, Reading, andWriting)skills.</li> <li>2. Learn to appreciate literary texts.</li> <li>3. Obtain the knowledge of literary devices and genres.</li> <li>4. Acquire the skills of creativity to express one'sexperiences.</li> <li>5. Know how to use digital learning tools.</li> <li>6. Be aware of theirsocial responsibilities.</li> <li>7. Develop critical thinking skills.</li> <li>8. Develop gender sensitivity</li> <li>9. Increasere adding speed, analytical skills and develop presentationskills.</li> <li>10. Become employable witherquisite professional skills,ethics and values</li> </ol>			
<b>UnitNo.</b>	<b>CourseContent</b>	<b>SuggestedPedagogy</b>	<b>60Hours</b>	
UnitI	<ol style="list-style-type: none"> <li>1. SpokenEnglishand BrokenEnglish-G. B.Shaw</li> <li>2. TheCurdSeller–MastiVenkateshlyengar</li> <li>3. TheNight TrainatDeoli– Ruskin Bond</li> </ol>	Lectures Tutorials GroupDiscussion	15hrs	
UnitII	<ol style="list-style-type: none"> <li>1. WheretheMindiswithoutFear-RabindranathTagore</li> <li>2. TrueLove –WilliamShakespeare</li> <li>3. Don'tQuit-EdgarAlbertGuest</li> </ol>	Lectures Tutorials GroupDiscussion	9hrs	

UnitIII	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do atask,	Lectures Tutorials GroupDiscussion , Role Play	16hrs
UnitIV	<ol style="list-style-type: none"> <li>1. Word class (Nouns, Adjectives, Verbs, and adverbs)</li> <li>2. Use of Articles</li> <li>3. Use of Prepositions (Place, Time, Position)</li> <li>4. Asking Yes/No Questions,</li> <li>5. Asking Wh. Questions</li> <li>6. Using Indirect Questions for Polite English</li> <li>7. Asking Tag Questions: for affirmation</li> <li>8. Asking Negative Questions: for Confirmation.</li> </ol>	Lectures Tutorials GroupDiscussion	20hrs
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Vijay FNagannawar and S.B. Biradared. New Horizon, Textbook prescribed for B.A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>2. Vijay F Nagannawar and S. B. Biradared English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>3. Dr. S.B. Biradar and Prof. Vijay FNagannawar. English Gems, Textbook prescribed for B.Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech &amp; Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.</li> <li>5. Herring, Peter. Complete English Grammar Rules. Createspace Independent Pub, California, 2016.</li> <li>6. Jain Charul, Pradyumnasinh Raj &amp; Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017</li> </ol>		
Digital Resources	<a href="http://orelt.col.org/module/unit/4-grammar-improving-composition-skills">http://orelt.col.org/module/unit/4-grammar-improving-composition-skills</a> <a href="https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers">https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers</a> <a href="https://www.efluniversity.ac.in/EnglishPro.php">https://www.efluniversity.ac.in/EnglishPro.php</a> <a href="https://www.britishcouncil.in/">https://www.britishcouncil.in/</a>		

## Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10 x 01 = 10
II.	01 essay type question out of 2 from Unit I	01 x 10 = 10
III.	01 essay type question out of 2 from Unit II	01 x 10 = 10
IV.	02 questions out of 4 from Unit III	02 x 05 = 10
V.	04 Language Activity out of 6 from Unit IV	04 x 05 = 20
<b>Total</b>		<b>60</b>

## Semester II

Bachelor of Arts (Basic/Hons) Programme /Bachelor of Performing Arts Programme  
/Bachelor of Social Work, B.S.W. (Subjects without practical/One subject without practical and one subject with practical)

<b>Year</b>	2021	<b>CourseCode: 126BSW02LANAEC09T</b>	<b>Credits</b>	3
<b>Sem.</b>	II	<b>CourseTitle: Generic English– II</b>	<b>Hours</b>	4
CoursePre-requisites, if any		NA		
Formative Assessment Marks:40		Summative Assessment Marks:60		
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills.</li> <li>2. Learn to appreciate literary texts.</li> <li>3. Obtain the knowledge of literary devices and genres.</li> <li>4. Acquire the skill of creativity to express one's experiences.</li> <li>5. Know how to use digital learning tools.</li> <li>6. Be aware of their social responsibilities.</li> <li>7. Develop critical thinking skills.</li> <li>8. Develop gender sensitivity</li> <li>9. Increase reading speed, analytical skills and develop presentation skills.</li> <li>10. Become employable with requisite professional skills, ethics and values</li> </ol>			
<b>UnitNo.</b>	<b>CourseContent</b>	<b>SuggestedPedagogy</b>	<b>60Hours</b>	
Unit I	<ol style="list-style-type: none"> <li>1. The Challenge of Everest – H.P. S. Ahluwalia</li> <li>2. Zero Budget Natural Farming -Shibu</li> <li>3. Milka Singh: The Flying Sikh – Sonia Sanwalka</li> </ol>	Lectures Tutorials Group Discussion	15hrs	
Unit II	<ol style="list-style-type: none"> <li>1. Still I Rise - Maya Angelou</li> <li>2. The Quality of Mercy – William Shakespeare</li> <li>3. Good-bye Party for Miss Pushpa T.S. – Nissim Ezekiel</li> </ol>	Lectures Tutorials Group Discussion	9hrs	

Unit III	<ol style="list-style-type: none"> <li>1. Reading passage to give a Title</li> <li>2. Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, and often confused words.</li> <li>3. Reading passages on Specific fields for Vocabulary building.</li> <li>4. Barriers for effective listening 1hr Chapter</li> <li>5. Types of Listening</li> <li>6. Techniques to improve listening skills.</li> <li>5. Listening Activities – listening to pre-recorded audios &amp; movies.</li> </ol>	Lectures Tutorials Group Discussion, Role Play	16hrs
Unit IV	<ol style="list-style-type: none"> <li>1. Reported Speech</li> <li>2. Dialogue writing</li> <li>3. Verbal Communication and Non-verbal communication</li> <li>4. Summarizing</li> <li>5. Speech Writing</li> <li>6. Essay Writing</li> <li>7. Translation Kannada into English and English into Kannada</li> <li>8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5–6 sentences as model paragraphs. (a) Paragraph Translations from Kannada to English (b) Paragraph Translations from English to Kannada</li> </ol>	Lectures Tutorials Group Discussion	20hrs
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Vijay F Nagannawar and S.B. Biradared. New Horizon, Textbook prescribed for B.A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>2. Vijay F Nagannawar and S. B. Biradared English Stars, Textbook prescribed for B.Com and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>3. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech &amp; Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.</li> <li>5. Herring,</li> </ol>		

	<p>Peter. Complete English Grammar Rules. CreateSpace Independent Pub, California, 2016.</p> <p>6. Jain Charul, Pradyumnasinh Raj &amp; Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017</p> <p>7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson</p> <p>8. Geoffrey Leech. English Grammar for Today, Palgrave</p> <p>Prasad P. The Functional Aspects of Communicative Skills.</p>
Digital Resources	<p><a href="http://oreil.col.org/module/unit/4-grammar-improving-composition-skills">http://oreil.col.org/module/unit/4-grammar-improving-composition-skills</a>  <a href="https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers">https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers</a>  <a href="http://www.efluniversity.ac.in/EnglishPro.php">http://www.efluniversity.ac.in/EnglishPro.php</a></p> <p>9. <a href="https://www.britishcouncil.in/">https://www.britishcouncil.in/</a></p>

Question Paper Pattern:

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III.	01 essay type question out of 2 from Unit II	01 x 10 = 10
IV.	02 questions out of 4: from Unit III	02 x 05 = 10
V.	04 Language Activity out of 6: from Unit IV	04 x 05 = 20
<b>Total</b>		<b>60</b>

**Hindi****Syllabus of B.B.A./B.C.A./B.S.W./C.C.J. Ability Enhancement compulsory Course****AECC****Title of the Subject/Discipline : A1 साहित्यिक विधा : कहानी संकलन+व्याकरण**

Year	1	Course Code : AECC-1HINDI (B.B.A./B.C.A./B.S.W./C.C.J.)	Credits	3
Sem.	1	Course Title/Discipline : Collection of Short stories+Grammar Text : स्वर्ण कहानियाँ (कहानी संकलन) लोकभारती प्रकाशन, प्रयागराज-211001	Hours	4

Formative Assessment Marks : 40 60 Duration of ESA : 64 hrs.

Learning Outcomes	1. कहानी के पठन पाठन में रुचि उत्पन्न होगी। 2. आधुनिक हिंदी कहानी के विकास क्रम से परिचित होंगे। 3. भाषायी शुद्धता के प्रति रुचि निर्माण होगी। 4. लेखन कौशल प्राप्त कर सकेंगे। 5. भाषा के प्रयोग में सक्षम होंगे		
Unit No.	Course Content	Suggested Pedagogy	Hours L/P/L
Unit I	स्वर्ण कहानियाँ (कहानी संकलन) की कहानियाँ क्र. 1,2,3	1. कक्षा व्याख्यान	16
Unit II	स्वर्ण कहानियाँ (कहानी संकलन) की कहानियाँ क्र. 4,5,6	2. संवाद एवं बहस 3. सामूहिक चर्चा	16
Unit III	स्वर्ण कहानियाँ (कहानी संकलन) की कहानियाँ क्र. 7,8,9	4. रचनात्मक अभिव्यक्ति	16
Unit IV	शब्दभेद- संज्ञा, सर्वनाम, विशेषण		16

**Recommended Learning Resources**

Print Resources	1. स्वर्ण कहानियाँ (कहानी संकलन), लोकभारती प्रकाशन, प्रयागराज-211001 2. हिंदी व्याकरण रचना : संपादक गो. म. दाभोलकर, डॉ. अशोक कामत, गुरुकुल प्रतिष्ठान, पुणे 3. शिक्षार्थी हिंदी व्याकरण : संपादक डॉ. नागाप्पा, राजपाल अॅण्ड सन्स, दिल्ली
Digital Resources	<a href="https://hi.wikipedia.org/wiki/हिन्दी_कहानी">https://hi.wikipedia.org/wiki/हिन्दी_कहानी</a>

**Hindi**  
**Syllabus of B.B.A./B.C.A./B.S.W./C.C.J. Ability Enhancement compulsory**  
**Course**  
**AECC**

**Title of the Subject/Discipline : A2 साहित्यिक विधा : गद्य संकलन+प्रयोजनमूलक हिंदी**

Year	1	Course Code : AECC-2-HINDI (B.B.A./B.C.A./B.S.W./C.C.J.)	Credits	3
Sem.	2	Course Title/Discipline : Collection of Prose+Functional Hindi Text : गद्य चयन (गद्य संकलन) भूमिका प्रकाशन, दिल्ली- 110051	Hours	4

Formative Assessment Marks : 40 ----- 60 Duration of ESA : 64 hrs.

Learning Outcomes	1. हिंदी गद्य की विभिन्न विधाओं से परिचित होंगे। 2. हिंदी के गद्यकारों से परिचित होंगे। 3. भाषायी शुद्धता के प्रति रुचि निर्माण होगी। 4. लेखन कौशल प्राप्त कर सकेंगे। 5. हिंदी भाषा का महत्त्व तथा विविध रूप जान सकेंगे।		
Unit No.	Course Content	Suggested Pedagogy	Hours L/P/L
Unit I	गद्य चयन (गद्य संकलन) के पाठ क्र.1,2,3	1. कक्षा व्याख्यान 2. सामूहिक चर्चा 3. संवाद एवं बहस 4. रचनात्मक अभिव्यक्ति	16
Unit II	गद्य चयन (गद्य संकलन) के पाठ क्र.4,5,6		16
Unit III	गद्य चयन (गद्य संकलन) के पाठ क्र.7,8		16
Unit IV	हिंदी भाषा के विविध रूप		16

**Recommended Learning Resources**

Print Resources	1. गद्य चयन (गद्य संकलन), भूमिका प्रकाशन, दिल्ली-110051 2. प्रयोजनमूलक हिंदी : डॉ. रामप्रकाश, डॉ. दिनेश गुप्त, राधाकृष्ण प्रकाशन, नई दिल्ली-110002
Digital Resources	<a href="https://www.mpboardsolutions.com/mp-board-class-10th-special-hindi-gadya-ki-vividh-vidhaye/">https://www.mpboardsolutions.com/mp-board-class-10th-special-hindi-gadya-ki-vividh-vidhaye/</a> <a href="https://youtu.be/CeC1o4YWKW8">https://youtu.be/CeC1o4YWKW8</a>



**UNDER GRADUATE IN HINDI****HINDI (AECC)****B. Com.: Ability Enhancement Compulsory Course (AECC )****B.Sc.: Ability Enhancement Compulsory Course (AECC )****B.A: Ability Enhancement Compulsory Course (AECC )****BBA /BCA/BSW Etc. Courses: (AECC)****QUESTION PAPER PATTERN WITOUT PRACTICAL**

Qn. No.	Particulars		Marks	Total
<b>SECTION - A</b>				
<b>I</b>	Objective Type Questions (Compulsory)	10 out of 12	01	10
<b>II</b>	Reference to Context	3 out of 5	05	15
<b>SECTION - B</b>				
<b>III</b>	Essay type Answer Questions	2 out of 4	10	20
<b>SECTION - C</b>				
<b>IV</b>	Short Answer Questions	5 out of 7	2	10
<b>V</b>	Short Answer Question	1 out of 2	5	5
Total				<b>60</b>
<b>Internal Assessment</b>	1st Interenal Test		10	40
	2nd Interenal Test		10	
	Assignment		10	
	Attendance		10	
	Total			

**Ability Enhancement Compulsory Language Courses**  
**I Semester - BA/BSW/BSc/BCOM./BBA/BCA/CCJ**  
**2021-22 and onwards**

ಸಂಸ್ಕೃತ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಸಂಸ್ಕೃತ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

i. ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು

ii. ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)

iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)

iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

2. 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 17<sup>th</sup> – 19<sup>th</sup> 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%.

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-1 (C1) and Component -2 (C2) of a course shall be as under

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.

- 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

**Ability Enhancement Compulsory Language Courses  
I Semester - BA/BSW/BSc/BCOM./BBA/BCA/CCJ  
2021-22 and onwards**

**Title: Sanskrit Poetry, Grammar and Comprehension**

Semester	Ability Enhancement compulsory course(L+T)	Marks	Credits
I	a. Introduction to Classical Sanskrit Poetry b. Selected Portion of a Sanskrit Poetic composition- <b>Valmiki Ramayana, Balakanda Sarga-I</b>	45	3
	a. Simple Sanskrit Sentence formation b. Swarasandhi c. Comprehension in Sanskrit	15	
	Continuous Evaluation: Attendance, Assignment, Internal Test, Creative Writing, Conversation in Sanskrit	40	
	<b>Total</b>	<b>100</b>	<b>3</b>

**Scheme of Examination**

1. Essay type questions	(1 of 2)	1x10=10
2. Short notes	(2 of 4)	2x5=10
3. Translation and explanation of Shlokas	(3 of 5)	3x4=12
4. Reference to context	(2 of 4)	2x4=08
5. Grammar (Should be answered in Sanskrit only)		
a) Simple Sanskrit Sentence formation	(5 of 8)	5x1=05
b) Identifying Linga, Vibhakti & Vachana	(5 of 8)	5x1=05
6. Comprehension in Sanskrit		5x2=10

**Books for study & Reference:**

1. Valmiki Ramayana: - Vid. Ranganatha Sharma (ಭಾರತ ದರ್ಶನ ಪ್ರಕಾಶನ)
2. Valmiki Ramayana: - Geetha Press, Gorakpur.
3. History of Classical Sanskrit Literature by M. Krishnamachariar.
4. Bhasha Shastra Mattu Samskruta Sahitya Charitre (kannada) edited by Dr. K. Krishnamurthy, Vidwan Ranganatha Sharma and vidwan H.K. Siddagangaiah.
5. History of Classical Sanskrit Literature- S.Rangachar
6. Samskruta Sahitya Sameekshe (Kannada) Dr. M. Shivakumara Swamy
7. Higher Sanskrit Grammar- M.R. Kale.
8. Subhodha Samskrutha Vyakarana –D.N. Shanbhag.

**Ability Enhancement Compulsory Language Courses**  
**II Semester - BA/BSW/BSc/BCOM./BBA/BCA/CCJ**  
**2021-22 and onwards**

**Title: Sanskrit Prose Literature, Grammar and Translation**

Semester	Ability Enhancement compulsory course(L+T)	Marks	Credits
II	a. Introduction to Samskruta Gadya Kavya b. Selected Portion of a Sanskrit Prose composition- <b>Vethala Panchavimshathi (Selected stories)</b>	45	3
	a. Correction of errors b. Tiganta Prakaranam – Lat Lakara, Lang Lakara, Lot Lakara, Vidhiling Lakara, Lrut Lakara. c. Translation from Sanskrit to Kannada / English	15	
	Continuous Evaluation: Attendance, Assignment, Internal Test, Creative Writing, Conversation in Sanskrit	40	
	<b>Total</b>	<b>100</b>	<b>3</b>

**Scheme of Examination**

1. Essay type questions	(1 of 2)	1x10=10
2. Short notes	(2 of 4)	2x5=10
3. Translation of Prose	(1 of 2)	1x8=08
4. Reference to context	(3 of 5)	3x4=12
5. Grammar (should be answered in Sanskrit only)		
a) Correction of errors	(5 of 8)	5x1=05
b) Identification of Lakara, Purusha & Vachana	(5 of 8)	5x1=05
7. Translation from Kannada / English to Sanskrit		1x10=10

**Books for study & Reference:**

1. Vethala Panchavimshathi: Published by Chowkamba Vidyabhavan.
2. History of Sanskrit Literature by M.R. Kale.
3. Samkruta Sahityada Itihasa (Kannada) S.Ramachandra Shastri-Prasaranga, Bangalore University Publications.
4. Bhasha Shastra Mattu Samskruta Sahitya Charitre (kannada) edited by Dr.K. Krishnamurthy, Vidwan Ranganatha Sharma and vidwan H.K. Siddagangaiah.
5. History of Sanskrit Literature- S.Rangachar
6. History of Classical Sanskrit Literature- M. Krishnamachariyar
7. Samskruta Sahitya Sameekshe (Kannada) Dr. M. Shivakumara Swamy
8. Higher Sanskrit Grammar- M.R. Kale.

**Syllabus of B.B.A./B.C.A./B.S.W Etc.**  
**Ability Enhancement Compulsory Course (AECC)**

<b>Title of the Subject/ Discipline : MARATHI</b>						
Year	1	<b>Course Code : AECC-1, L-2 : MARATHI (BBA,BCA,BSW etc.)</b>		Credits	3	
Sem.	I	<b>Course Title : Discipline : वाङ्मयप्रकार : कथा + पत्रकारिता (Wangmayaprakar : Katha + Patrakarita)</b>		Total Hours	64	
		<b>Text- 'गावाकडच्या गोष्टी' - व्यंकटेश माडगूळकर, उत्कर्ष प्रकाशन, पुणे (निवडक कथा - बोजा, सोन्याची माडी, करणी, मारुतराया, कालागत, भुताचा पदर, विलायती कोंबडी, बेत, वहाणा, फक्कड गोष्टी)</b>				
Formative Assessment Marks : 40		Summative Assessment Marks : 60		Duration of ESA: 4 Hrs.		
<b>Learning Outcomes</b>		<ol style="list-style-type: none"> <li>1. Introducing to the seminal practitioners of Marathi literature and laying the foundation for contextualising specific texts against definite literary backdrops</li> <li>2. To analysing the art of story-telling and the various structural elements of a short story</li> <li>3. To understand the basics of short story as a literary form &amp; nationalism</li> <li>4. To acquire writing skills for Newspaper &amp; media</li> <li>5. To understand the importance of advertisement writing skills and marketing system in society.</li> </ol>				
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>		<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>		
I	मराठी कथा आणि व्यंकटेश माडगूळकर		1.Lecture Method	12		
II	'गावाकडच्या गोष्टी' मधील व्यक्तिरेखा		2. Assignment	13		
III	'गावाकडच्या गोष्टी' ची वाङ्मयीन वैशिष्ट्ये		3. Individual and group presentation	13		
IV	मराठी भाषा आणि पत्रकारिता		4. Virtual mode	13		
V	जाहिरात लेखनकला आणि विपणन		5.PPT Presentation 6.Class Seminar 7.Topic Discussion 8.Visit to Print Media & Publicity Centre	13		

Recommended Learning Resources	
Print Resources	<ol style="list-style-type: none"> <li>1. मराठीतील कथारूपे - रा. ग. जाधव, स्नेहवर्धन प्रकाशन, पुणे</li> <li>2. मराठी कथा : मूल्य आणि न्हास -जी के. ऐनापुरे, ललित प्रकाशन, मुंबई</li> <li>3. मराठी कथा : परंपरा आणि नवता - अशोक बेंडखळे, राजा प्रकाशन, मुंबई</li> <li>4. मराठी भाषिक कौशल्ये विकास - संपा. पृथ्वीराज तौर, अथर्व प्रकाशन, धुळे</li> <li>5. व्यावहारिक मराठी - ल. रा. नासिराबादकर, फडके प्रकाशन, कोल्हापूर</li> </ol>
Digital Resources	<a href="http://vishwakosh.marathi.gov.in">http://vishwakosh.marathi.gov.in</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a> <a href="http://www.bbc.com">www.bbc.com</a>

Title of the Subject/ Discipline : MARATHI				
Year	1	<b>Course Code : AECC-2, L-2 : MARATHI (BBA,BCA,BSW etc.)</b> <b>Course Title : Discipline : वाङ्मयप्रकार : आत्मचरित्र + व्यावहारिक मराठी</b> <b>(Wangmayaprakar : Atmcharitra + Vyavaharik Marathi)</b> <b>Text- प्रकाशवाटा' - प्रकाश आमटे,</b> <b>मनोविकास प्रकाशन, पुणे</b>	Credits	3
Sem.	II		Total Hours	64
Formative Assessment Marks : 40		Summative Assessment Marks : 60		Duration of ESA: 4 Hrs.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. To generate interest in modern Marathi literature</li> <li>2. To understand the basics of autobiography as a literary form</li> <li>3. Learn about the process of writing, brainstorm- ideas, write draft, revise, edit and share work</li> <li>4. Be able to write effectively and with details about their personal history growth.</li> <li>5. To understand the life struggle, nation building, research and work for humanity etc. from the autobiography.</li> <li>6. To understand the importance of advertisement writing skills and marketing system in society.</li> </ol>			
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>	
I	मराठी आत्मचरित्र : स्वरूप आणि वाटचाल	1.Lecture Method	12	
II	'प्रकाशवाटा' मधील जीवनानुभवाचे स्वरूप	2. Assignment	13	
III	'प्रकाशवाटा' ची वाङ्मयीन वैशिष्ट्ये	3. Individual and group presentation	13	
IV	प्रसारमाध्यमांसाठी लेखनकौशल्य	4. Virtual mode	13	
V	जाहिरात मसुदालेखन आणि विपणन धोरण	5.PPT Presentation 6.Class Seminar 7.Topic Discussion 8.Visit to Media centers	13	

Recommended Learning Resources	
Print Resources	<ol style="list-style-type: none"> <li>1. चरित्र - आत्मचरित्र - अ. म. जोशी, स्नेहवर्धन प्रकाशन, पुणे</li> <li>2. अविस्मरणीय चरित्रे- आत्मचरित्रे - नारायण भोसले, अथर्व पब्लिकेशन, जळगाव</li> <li>3. चरित्र आणि आत्मचरित्र - सदा कऱ्हाडे, लोकवाङ्मय गृह, मुंबई</li> <li>4. व्यावहारिक मराठी - डॉ. लीला गोविलकर/ जयश्री पाटणकर, स्नेहवर्धन प्रकाशन, पुणे</li> <li>5. व्यावहारिक मराठी - ल. रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर</li> </ol>
Digital Resources	<a href="http://vishwakosh.marathi.gov.in">http://vishwakosh.marathi.gov.in</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a>

## QUESTION PAPER PATTERN (WITOUT PRACTICAL)

<b>Qn. No.</b>	<b>Particulars</b>		<b>Marks</b>	<b>Total</b>
<b>Theory</b>				
<b>SECTION - A</b>				
<b>I</b>	Objective Type Questions (Compulsory)	5 out of 5	02	10
<b>II</b>	Reference to Context(Prose/Poetry)	3 out of 5	05	15
<b>SECTION - B</b>				
<b>III</b>	Short Answer Questions (Prose/ Poetry)	3 out of 5	5	15
<b>SECTION - C</b>				
<b>IV</b>	Essay type Answer Questions (Prose / Poetry)	2 out of 4	10	20
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	IA Test (I & II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/Presentation Etc.		10	
<b>TOTAL</b>				<b>100</b>



**Syllabus of B.B.A./B.C.A/B.S.W. Etc.**  
**Ability Enhancement Compulsory Course (AECC)**

		<b>Title of the subject/discipline: URDU</b>		
<b>Year</b>	<b>I</b>		<b>Credit</b>	<b>30</b>
<b>Sem.</b>	<b>I</b>	<b>Corse Code: 126COM01LANAEC06T</b> <b>(B.B.A/B.C.A/B.S.W) Corse Title: Discipline: ادانواں مخ نص اور ڈرامہ (Drama aur mukhtasarkahaniyan)</b>  <b>Text: Anwar-e-Adab, (Vol1 Part-1) By Dr. A A.Mulla</b>  <b>Published by MR Publication</b>	<b>Total Hours</b>	<b>64</b>
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs.	
Outcomes:	1. Brief Knowledge about Urdu Language 2. Brief Knowledge about Urdu Literature 3. Development of Urdu Reading & Writing Skills			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours L/P/L</b>
Unit I	Waqt (Akhlakiyat) Mainyaisakyonkiya Maulana Muhammad Ali Johar DirectorkaKutta UrduZuban		i) Lecture method, ii) Assignments, iii) Individual and Group Presentations and activities iv) Virtual Mode v) Power Point Presentation	21
Unit II	Asar Usko Zara Nahihuta HurJamalaunkoYadAatiHaiSamneyUnkyTadap			21
Unit III	Masjid Qurtaba Banjaranama Saraye Fani ODeshseaneywalebata			21
Unit IV	HontaunkebhiunkeAbkeBichade MainGautamNahihun			21
Unit V	Jadeed I lam-E-Science (First two lesson only)(Page No.5 to75)			21
<b>Recommended Learning Resources</b>				
Print Resources	1. Anwar-e-Adab, (Vol1 Part-1), Dr.Syed Aleemulla Husaini , Dr.Abdurrahim A.Mulla 2. Jadeed I lam-e-Science By Wazarat Hussain, Educational Book House, Aligarh			
Digital Resources	1. <a href="http://www.urdubazar.com">http://www.urdubazar.com</a> 2. <a href="http://www.rekhta.org">http://www.rekhta.org</a> 3. <a href="http://kitabghar.com">http://kitabghar.com</a>			

## Syllabus of B.B.A./B.C.A/B.S.W.etc.

Year	I	Title of the subject/ discipline:URDU	Credit	30
Sem.	II	<p style="background-color: #90EE90;">CorseCode: 126COM02LANAEC13T</p> <p>Corse Title: Discipline: کہانوں میں شخص اور مصحح انت (Sahafataurmukhtasarkahaniyan)</p> <p><b>Text: JadeedIllum-e-Science-WazarathHussain</b></p> <p><b>Published By Educational Book House,Aligarh</b></p>	Total Hours	64

Formative Assessment Marks: 40	Summative Assessment Marks: 60	Duration of ESA: 4Hrs.
Out comes:	<ol style="list-style-type: none"> <li>1. Know Urdu Fiction and Fiction writers.</li> <li>2. Get opportunity to learn and write Urdu Ghazals.</li> <li>3. Learn about famous Urdu elegies and elegy writers</li> <li>4. Get knowledge about Urdu Qasidanigari (ode) and their writers.</li> </ol>	
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>
Unit I	HatimkiSakhawat Bhola AchhiKitaabSardikiGarmaGarmiAdabKyaHai	i) Lecture method, ii) Assignments, iii) Individual and Group Presentations and activities
Unit II	AankhaunmerahamainMirDariyaHai NaKisikiAnkhkanoorhun	iv) Virtual Mode v) Power Point Presentation
Unit III	KhakeHindSamp MujhsePahlisiMuhabbat	
Unit IV	Dawat-e-Inqlab HazaratHoorkiShahadatKhatirsaylihazhai	
Unit V	JadeedIllum-E-Science(Lessons3,4&5only) (PageNo.76to130)	
Recommended Learning Resources		

Print Resources	<ol style="list-style-type: none"><li>1. Anwar-e-Adab,(Vol1Part–1), Dr.SyedAleemullaHusaini,Dr.AbdurrahimA.Mulla</li><li>2. Jadeedllam-e-Science ByWazaratHussain,EducationalBookHouse,Aligarh</li></ol>
Digital Resources	<ol style="list-style-type: none"><li>1. <a href="http://www.urdubazar.com">http://www.urdubazar.com</a></li><li>2. <a href="http://www.rekhta.org">http://www.rekhta.org</a> <a href="http://kitabghar.com">http://kitabghar.com</a></li></ol>

**Syllabus of B.B.A./B.C.A/B.S.W.CCJ Etc.**  
**Ability Enhancement Compulsory Course (AECC)**

		<b>Title of the subject/Discipline: ARABIC</b>		Credit	03	
Year	I					
Sem.	I	Course Code: <b>AECC-1- ARABIC (B.B.A./B.C.A/B.S.W)</b> Course Title: Discipline: <b>القصة القصيرة (Al Qissa Al Qaseera)</b> <b>Text: نفحة الأدب ندوة العلماء، لكنون:</b>			Total Hours	64
		Formative Assessment Marks: 40	Summative Assessment Marks: 60	Duration of ESA: 4 Hrs		
<b>Learning Outcomes</b>	1. Brief Knowledge about Arabic Language 2. Brief Knowledge about Arabic Literature 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills					
<b>Unit No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	أما السائل فلا تنهر، قانون الأسد، هدية الفيران، أوصاف الناس وأحوالهم، الطبع يغلب الأدب، امرأة خادعة			i) Lecture method, ii) Assignments, iii) Individual and Group	12	
Unit II	سورة القيامة، سورة الضحى			Presentations and activities	13	
Unit III	أطائر، الكتاب، أنشودة العيد، العلم، أنشودة الصباح			iv) Virtual Mode v) Power Point Presentation	13	
Unit IV	العصر الجاهلي (الفصل الأول والثاني)				13	
Unit V	ضمائر، المبتدأ والخبر، اسم الإشارة، التعريف والتكثير				13	
<b>Recommended Learning Resources</b>						
Print Resources	1- نفحة الأدب لوحيد الزمان كيرانوي 2- القرآن الكريم 3- مختارات الأدب لزيدان بدران 4- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات 5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين					
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>					

**Syllabus of B.B.A./B.C.A/B.S.W Etc.  
Ability Enhancement Compulsory Course (AECC)**

		<b>Title of the subject/Discipline: ARABIC</b>	
Year	I		Credit 03
Sem.	II	Corse Code: <b>AECC-2- ARABIC (B.B.A./B.C.A/B.S.W. ETC.)</b> Corse Title: Discipline: <b>الشعر المعاصر (Ashsherul Muasir)</b> <b>Text: مختارات الأدب لزيدان بدران، مجلس اشاعت العلوم، حيدرآباد</b>	Total Hours 64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs
<b>Learning Outcomes</b>	1. Brief Knowledge about Arabic Language 2. Brief Knowledge about Arabic Literature 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills		
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>
Unit I	جزاء سيئة سيئة مثلها، العابد والكلب الناصح، الأسد والثعلب، الصديق المخلص، الأخلاق المذمومة، العاملة الآمنة	i) Lecture method, ii) Assignments, iii) Individual and Group	12
Unit II	سورة الحجرات، سورة الجمعة	Presentations and activities	13
Unit III	نشيد الكشافة، الضاحية، التحية المكتبة، الأستاذ والوالد، النجم، القمر	iv) Virtual Mode	13
Unit IV	العصر الجاهلي (الفصل الثالث والرابع)	v) Power Point	13
Unit V	التذكير والتأنيث، التركيب التوصيفي، وحدة وجمع، الجملة الفعلية	Presentation	13
<b>Recommended Learning Resources</b>			
Print Resources	1- نفحة الأدب لوحيده الزمان كبرانوي 2- مختارات الأدب لزيدان بدران 3- القرآن الكريم 4- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات 5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين		
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>		

## Program Structure for Under Graduate Language in ARABIC (UG)

### Program – IIB

### ARABIC (AECC)

B. Com.: Ability Enhancement Compulsory Course (AECC /

SEC) B.Sc.: Ability Enhancement Compulsory Course(AECC)

B.A: Ability Enhancement Compulsory Course (AECC)

BBA/ BBA (T&T)/ BCA/BSW/BHA/B. Home Science/BA Music/ BA (FA) Etc. Courses:  
(AECC)

### QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
<b>Theory</b>				
<b>SECTION - A</b>				
<b>I</b>	Objective Type Questions (Compulsory)	10 out of 10	01	10
<b>II</b>	Reference to Context ( Prose only)	3 out of 5	05	15
<b>SECTION - B</b>				
<b>III</b>	Short Answer Questions(Prose & Poetry)	3 out of 5	05	15
<b>SECTION - C</b>				
<b>IV</b>	Essay type Answer Questions (Prose & Poetry)	2 out of 4	10	20
Total				<b>60</b>
<b>Internal Assessment</b>	IA Test (I & II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/ Presentation Etc.		10	
TOTAL				<b>100</b>

# Common Syllabus for all UG Programmes

## BSW –Digital Fluency (SEC)

BSW – Course Code: 126COM01XXXSEC01T	
Course Credits 01	Total Contact Hours 30
Internal Assessment Marks :15	Semester End Examination Marks:35

Semester:B.Com/B.Sc/BCA1<sup>st</sup> Semester and BA/BBA/BSW1<sup>st</sup>Semester

Course Title: <b>Digital Fluency</b>	Course Credits: 2
Total Contact Hours:15 hours of the theory and 30 hours of practicals	Duration of Exam:1 hour
Formative Assessment Marks: <b>25 marks</b>	Summative Assessment Marks: <b>25 marks</b>

### Course Outcomes (COs):

After completing this course satisfactorily, as tudent will be able to:

- To perform and get knowledge about applications, virtual learning and internet fundamentals.
- Develop holistically by learning essential skills such as effective communication, problem-solving, desig and thinking, and team work.

### Course Content:

Content	Hours
<b>Unit-1</b>	
<b>Introduction to Computer and Emerging Technology:</b> An Overview of Computer,Block Diagram of Computer, Evolution and Generations of Computers, Software and itstypes, Operating Systems, types of operating systems, major functions of the operatingsystems. Introduction to emerging technologies and its applications- Artificial Intelligence, IoT,Cloud Computing, Machine learning, BigData.	05
<b>Unit-2</b>	
<b>Office Automation Tools and Google Apps:</b> <b>Office automation tools:</b> MS-Word,MS-ExcelandMS-Powerpoint,creatinganemail-ID,working with e-mail, addressing with cc and bcc, <b>Working with Google Apps:</b> Googleforms: Creating and analysis of response, Google Docs – creating Google Docs andposting, Google Sheets- Creating and Editing, Google Drive- uploading and sharing offiles and folders,workingwith Google Meet.	05
<b>Unit-3</b>	

<p><b>E-learning, E-commerce and Security Aspects:</b></p> <p><b>E-learning-</b>Introduction to e-learning platforms such as Swayam and MOOC.</p> <p><b>E-Commerce:</b> Basic Web Commerce Concept, <b>E- payment methods:</b> E-cash Payment System, Credit Payment System, Types of Electronic Payment Systems: Credit Card • Debit Card • Smart Card • E-Money • Electronic Fund Transfer (EFT).</p> <p><b>Cyber Security:</b> Threats and Prevention, Viruses and its types, Antivirus, HTTP vs HTTPS, Firewall, Cookies, Hackers and Crackers.</p>	05
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➤ **Laboratory Activities (Perform the following assignments):**

- Identifying the configuration and version of a computer system (PC), laptop, and a mobile phone.
- Observing files on OS booting
- Finding the background and foreground processes on Task manager.
- Translating Kannada word into English in Google embedded with AI.
- Use Google assistant on any android smartphone to dictate commands and to launch apps
- Downloading your e-aadhar.
- Creating resume in Word processor.
- Creating powerpoint presentation for your college introduction and apply transitions and animations.
- Create your marksheet in Microsoft Excel.
- Simple computation using spreadsheet.
- Create an email and send and forwarding.
- Attaching files and downloading files in email.
- Creating a Google form and send it to 10 users.
- Scheduling a virtual meet and invite people to join the Google meet.
- Creating a hotspot from a mobile phone and allowing others to use the hotspot.
- Sign in and create account on e-learning platforms such as Swayam and MOOC.
- Creating an account in the railway reservation website, IRCTC, and finding trains from Vijayapur to Bangalore.
- Demo of online order placing for book using flipkart/amazon, etc.
- Install any antivirus app in your mobile and scan.
- Demonstrate unsecured (HTTP) and secured (HTTPS) websites.

**Text Books:**

1. Fundamental of computers -V.Rajaraman-Prentice-Hall of India.
2. Computer Fundamentals -P.K.Sinha Publisher: BPB Publications.



## Reference Links:

- Digital 101 Course offered by Future Skillprime Platform  
<https://learn.futureskillsprime.in/>
- Operating Systems: [https://ftms.edu.my/v2/wpcontent/uploads/2019/02/csca0101\\_ch06.pdf](https://ftms.edu.my/v2/wpcontent/uploads/2019/02/csca0101_ch06.pdf)
- NineDots in Google.com
- Gmail Creating links:  
<https://clubrunner.blob.core.windows.net/00000000961/en-ca/files/homepage/how-to- create-a-gmail-account/HowtoCreateaGmailAccount.pdf>
- Google Forms: [https://pdst.ie/sites/default/files/Google%20Drive\\_1.pdf](https://pdst.ie/sites/default/files/Google%20Drive_1.pdf)
- Google Meet: <https://edvance.hawaii.hawaii.edu/wp-content/uploads/Google-Meet-Tutorial-Getting-Started-and-Recording-a-Lecture.pdf>
- Swayam: <https://www.aicte-india.org/bureaus/swayam>
- Security Aspects: <https://ncert.nic.in/textbook/pdf/lecs112.pdf>
- E-Commerce: <http://www.aagasc.edu.in/cs/msccs/ECommerce%20Unit%201.pdf>
- E- payment methods: <http://www.dspmuranchi.ac.in/pdf/Blog/e%20business%20UnitIII,%20%202020.pdf>

## Common Syllabus for all UG Programmes

Course Credits	01	Total Contact Hours	30
Internal Assessment Marks :15	Semester End Examination Marks:35		

### Course Code: 126COM01XXXVBC01B

Course Code	Theory/Practical	Credits	No. Of Teaching Hours/Week	Total No. Of Teaching Hours	Duration of Examination hrs	Internal Assessment Marks	Semester End Exam Marks	Total Marks
PEP-SEC1-1	Physical Education and Yoga	1	2	28	-	25	-	25
<b>Sub Total A</b>								
PET+PEP-SEC1-2	Health and Wellness	1	2	14+14	-	25	-	25
<b>Subtotal B</b>								

<b>Content of Practical Course</b>	<b>28Hrs</b>
<p><b>Unit 1:- Physical Education</b></p> <ul style="list-style-type: none"> <li>General &amp; Specific warm up exercises</li> <li>Recreation Games and Fitness</li> <li>Any 1 Major Game and one minor game (A student can choose any 1 major game based on the availability of facilities in the college, if not any two minor games.)</li> </ul> <p><b>Unit 2:- Yoga</b></p> <ul style="list-style-type: none"> <li>Shitalikarna Vyayama</li> <li>Suryanamaskara (Compulsory)</li> <li>Basic Set of Yoga Asanas</li> <li>Basic Set of Pranayama &amp; Meditation</li> </ul>	<b>28</b>

<b>Formative Assessment</b>	
K2 Assessment type	Weightage in Marks
Practical's	Internal Assessment-25
<b>Total</b>	25 Marks

Pedagogy - The course shall be taught through Lecture, Practical's, Interactive, Sessions, Materials, Assignments, Seminars, and Intramural&Extramural.

#### References:

1. Russell,R.P.(1994).Health and Fitness Through Physical Education. USA:Human Kinetics.
2. Uppal, A.K.(1992).PhysicalFitness.NewDelhi:FriendsPublication.
3. Nagendra, H.R.&Nagarathna,R.(2002).Samagra Yoga Chikitse. Bengaluru: SwamiVivekanandaYogaPrakasana.
4. Kumar,Ajith.(1984)YogaPravesha.Bengaluru:RashtrothannaPrakashana.
5. D.MJyoti,YogaandPhysicalActivities(2015)lulu.com3101,Hillsborough,NC27609,UnitedStates

## Semester-I Skill Enhancement Courses (VBC-2)

Title of the Course: **HEALTH AND WELLNESS** BA/BSc/BCom/BBA/BCA & all other UG Courses)

**Course Code: 126COM01XXXVBC02T**

<b>Content of Course(1+0+1)</b>	<b>14+14</b> <b>Hrs</b>
<b>Unit 1:-Introduction</b> 1. Meaning, Definition and dimensions of Health and Wellness. 2. Factors affecting Fitness and Wellness 3. Role of Fitness in maintaining Health and Wellness 4. Importance of Health Education and Wellness <b>Unit 2:-Methods to Maintain Health and Wellness</b> 1. Role of Physical Activities and Recreational Games for Health and Wellness 2. Role of Yoga asanas and Meditation in maintaining Health and Wellness 3. Nutrition for Health & Wellness <b>Unit 3:-Anxiety, Stress and Aging</b> 1. Meaning of Anxiety, Stress and Aging 2. Types and Causes of Stress 3. Stress relief through Exercise and Yoga	<b>28</b>
<b>Formative Assessment</b>	
<b>Assessment type</b>	<b>Weightage in Marks</b>
Theory And Practical	Internal Assessment 25Marks

Pedagogy-The course shall be taught through Lecture, Practicals, Interactive, Sessions, Materials, Assignments, Seminars, Intramural & Extramural.

### References

1. AAPHERD "Health related Physical Fitness Test Manual." 1980 Published by Association Drive Reston Virginia
2. Bucher. C.A (1979) foundation of Physical Education (5<sup>th</sup> edition Missouri CV Mosby Co.)
3. Puri. k. Chandra S.S (2005) "Health and Physical Education" New Delhi: Surjeet Publication
4. Thomas D Fahey and others. Fit and well: 6<sup>th</sup> Edition New York: McGraw Hill Publishers, 2005
5. Dixit Suresh (2006) Swasthya Shiksha sports Publications Delhi.

**COURSE CODE-126COM01XXXAEC01T**

<b>Environment Studies(AECC)</b>			
Course Credits	02	Total Contact Hours	30
Internal Assessment Marks:	15	Semester End Examination Marks:	35

**Environmental Studies (Ability Enhancement Compulsory Course)**

Number of Theory Credits	Number of lecture hours+fieldwork
<b>2</b>	<b>45</b>

<b>Content of ENVIRONMENTAL STUDIES –AECC</b>		<b>45 Hours</b>
<b>Unit 1</b>	<p><b>Introduction to Environmental Studies:</b> Multi disciplinary nature of environmental studies. Scope and importance; Concept of sustainability and sustainable development.</p> <p><b>Ecosystems:</b> What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food web and ecological succession. Case studies of the following ecosystems:</p> <ul style="list-style-type: none"> <li>a) Forest eco system</li> <li>b) Grassland eco system</li> <li>c) Desert eco system</li> <li>d) Aquatic eco systems (ponds, streams, lakes, rivers, oceans, estuaries)</li> </ul> <p><b>Natural Resources: Renewable and Non-Renewable Resources</b> Land resources and land-use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International &amp; Inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p>	<b>15</b>
<b>Unit 2</b>	<p><b>Bio diversity and Conservation:</b> Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots.</p> <p>India as a mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of</p>	<b>12</b>

	<p>Biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</p> <p><b>Environmental Pollution:</b> Types, causes, effects and controls; Air, water, soil and noise pollution.</p> <p>Nuclear hazards and human health risks. Solid waste management, Control measures of urban and industrial waste.</p> <p>Pollution case studies.</p>	
<b>Unit3</b>	<p><b>Environmental Policies and Practices:</b> Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.</p> <p>Environment Laws: Environment Protection Act ; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).</p> <p>Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.</p> <p><b>Human Communities and the Environment</b></p> <p>Human population growth: Impacts on environment, human health and welfare.</p> <p>Resettlement and rehabilitation of project affected persons; case studies.</p> <p>Disaster management: Floods, Earthquake, Cyclones and Landslides.</p> <p>Environmental movements: Chipko, Silent valley, Bishnoi of Rajasthan.</p> <p>Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</p> <p>Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</p> <p>Fieldwork (5 hours)</p>	<b>18</b>

## Reference

- Bharucha, E. (2015). *Textbook of Environmental Studies*. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt. Climate Change: Science and Politics. (2021). *Centre Science and Environment*, New Delhi
- Gadgil, M., & Guha, R. (1993). *This Fissured Land: An Ecological History of India*. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) (1999). *Global Ethics and Environment*, London, Routledge. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006). *Principles of Conservation Biology*. Sunderland: Sinauer Associates.
- Nandini, N., Sunitha N., & Sucharita Tandon. (2019). *A text book on Environmental Studies (AECC)*. Sapna Book House, Bengaluru.
- Odum, E.P., Odum, H.T. & Andrews, J. (1971). *Fundamentals of Ecology*. Philadelphia: Saunders.
- Pepper, I.L, Gerba, C.P. & Brusseau, M.L. (2011). *Environmental and Pollution Science*. Academic Press.
- Rajit Sengupta and Kiran Pandey. (2021). *State of India's Environment 2021: In Figures*. Centre Science and Environment.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
- Sodhi, N.S., Gibson, L. & Raven, P.H. (Eds). (2013). *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
- Wilson, E.O. (2006). *The Creation: An appeal to save life on Earth*. New York: Norton.
- World Commission on Environment and Development. (1987). *Our Common Future*. Oxford University Press.

**COURSE CODE-126COM02XXXSEC03B**

**Semester-II**  
**Skill Enhancement Courses (SEC-I1)**  
**PHYSICAL EDUCATION & SPORTS**  
*(BA/BSc/BCom/BBA/BCA&allotherUGCourses)*

Course Code	Practical	Credits	No.Of Teaching Hours/Week	Total No.Of Teaching Hours	Duration of Exam in hrs	Internal Assessment Marks	Semester End Exam Marks	Total Marks
PEP-SEC2-1	Physical Education and Sports	1	2	28	-	25	-	25
<b>Total</b>		<b>1</b>	<b>2</b>	<b>28</b>	<b>-</b>	<b>25</b>	<b>-</b>	<b>25</b>

Content of Practical Course	`28Hrs
<b>Unit1:-Physical Education &amp; Sports</b> <ul style="list-style-type: none"> <li>• Conditioning exercises</li> <li>• Aerobics &amp; Calisthenics</li> <li>• One Major Game and One Indigenous Game(BasicSkills)</li> <li>• OneTrack/FieldEvent</li> <li>• Intramural Competitions</li> </ul>	<b>28</b>

Formative Assessment	
Assessment type	Weightage in Marks
Practicals	Internal AssessmentMarks-25
<b>Total</b>	25Marks

**Pedagogy:** The course shall be taught through Lecture, Practicals,Interactive,Sessions, Materials, Assignments, Seminars, Intramural &Extramural.

**References:**

1. Muller,J.P.(2000).Health,Exercise and Fitness.Delhi:Sports.
2. IAAFManua
3. Vanaik.A(2005)PlayField Manual, FriendsPublicationNewDelhi
4. M.J Vishwanath, (2002) Track and Field Marking and AthleticsOfficiati
5. Steve Oldenburg (2015) complete conditioning forVolleyball, HumanKinestics.

**Note: Skills of Sports and Games (Game Specific books) may be referred**