

Curriculum and Credit Framework for Undergraduate Programme (Single Major) as per NEP-2020

Bachelor of Social Work (BSW)
(Four-Year Undergraduate Programme)

(1st & 2nd Semesters)
For Batch w.e.f. Session: 2023-24



University School for Graduate Studies
Chaudhary Devi Lal University
Sirsa-125055, Haryana
2023

1.1 Exit options and Credit requirements (as per UGC/Government of Haryana)

SINGLE-MAJOR

Exit with	Credit requirement
Certificate in Social Work: After successful completion of First year (Two semesters) of the Four-Year Undergraduate Degree Programme.	48 (Including Internship of 4 Credits)
Diploma in Social Work: After successful completion of Two years (Four semesters) of the Four-Year Undergraduate Degree Programme.	94 (Including Internship of 4 Credits)
Bachelor of Social Work: After successful completion of Three years (Six semesters) of the Four-Year Undergraduate Degree Programme.	136
Bachelor of Social Work (Honours/Honours with Research) After successful completion of Four Years (Eight semesters) of the Undergraduate Degree Programme.	184

Table: Courses and Credit Scheme of Single Major
3-Year Undergraduate Bachelor of Social Work and
4-Year Undergraduate Bachelor of Social Work – Honours/Honours with Research
1st and 2nd Semesters

Course Category	Course Code	Course Title	Level	Credits			Marks		
				L	P	Total	Int	Ext	Total
<u>SEMESTER-I</u>									
1. DSC	BSW/SM/1/DSC/101	Fundamentals of Social Work	100	4	-	4	30	70	100
	BSW/SM/1/DSC/102	Field work Practicum-I	100	-	4	4	-	100	100
2. MIC	BSW/SM/1/MIC/101	Understanding Society for Social Work	100	4	-	4	30	70	100
3. MDC	BSW/SM/1/MDC/101	Social Skills for Professional Development	100	3	-	3	25	50	75
4. AEC	ENG/AEC/101	English-I	100	2	-	2	15	35	50
5. SEC	BSW/SM/1/SEC/101	Soft Skills at Work Place	100	3	-	3	25	50	75
6. VAC	CDLU/VAC/104	Universal Human Values	100	2	-	2	15	35	50
TOTAL						22			550
<u>SEMESTER-II</u>									
1. DSC	BSW/SM/2/DSC/103	Human Growth and Personality Development	100	4	-	4	30	70	100
	BSW/SM/2/DSC/104	Field work Practicum-II	100	-	4	4	-	100	100
2. MIC	BSW/SM/2/MIC/102	Primary Methods of Social Work Practice	100	4	-	4	30	70	100
3. MDC	BSW/SM/2/MDC/102	Happiness, Well-being and Social Work	100	3	-	3	25	50	75
4. AEC	HINDI/AEC/101	Hindi-I	100	2	-	2	15	35	50
5. SEC	BSW/SM/2/SEC/102	Social Entrepreneurship	100	3	-	3	25	50	75
6. VAC	EVS/VAC/101	EVS-I	100	2	-	2	15	35	50
TOTAL						22			550

SEMESTER - I

BSW/SM/1/DSC/101

Fundamentals of Social work

Credits: 4 (Theory)

Max. Marks:100

Lectures: 60

End Term Exam.:70

Duration of Exam.: 3 Hrs.

Internal Assessment:30

Course Objectives:

1. To understand basic concepts of social work
2. To learn about the fundamentals of social work practice
3. To familiarize with the history of social work profession

Course Outcomes:

- CO1: The students will understand about the basic concepts and meaning of professional socialwork
- CO2: The students will learn about the principles, values and ethics of social work profession
- CO3: The students will develop understanding about the historical background of social work profession.
- CO4: The students will develop the understanding about the allied concepts of Social Work and also learn to help people in a professional manner.

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit I: Basic Concepts of Social Work

Concept of Social Work, Charity, Social Services, Social Reform, Social Welfare and Social Development
Principles, Philosophy and Values of Social Work
Nature and Scope of Social Work

Unit II: History of Social Work

History of Social work in UK and USA
History of Social work in India
Reform Movements in India.

Unit III: Social Work as a Profession:

Profession- Meaning and Attributes

Social Work as a profession

Problems faced by social work profession in India

Code of Ethics

Social Work Processes: Assessment, Planning, Action, Evaluation, Termination

Unit IV: Perspectives in Social Work Practice

Integrated Social Work Practice, Ecological Perspective in Social Work,

System theory, Rational Emotive Behavior Therapy, Basic Concepts of Gandhian

Constructive Work

Suggested Readings:

1. Cox. E. Lisa et.al. (2021). Introduction to Social Work: An Advocacy-Based Profession, Third Edition, Thousand Oaks: SAGE Publishing.
2. Dubois, B. & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.
3. Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.
4. Skidmore, A.A., Thackeray, M.G. & Farley O.W. (1997). Introduction to Social Work. Boston: Allyn & Bacon.
5. Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage, London.
6. Brill, N.I. & Levine, J. (2002). Working with People: The Helping Process. Boston: Allyn & Bacon.
7. Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW). Washington DC.
8. Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.
9. Cox. E. Lisa et.al. (2019). Macro Social Work Practice: Advocacy in Action, First Edition, Thousand Oaks: SAGE Publishing
10. Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.
11. Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
12. Trevithick, P. (2000). Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.
13. Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Boston, Allyn & Bacon.
14. Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage
15. Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.

BSW/SM/1/DSC/102

Field Work Practicum-I

Credits: 4 (Practical)

Max. Marks:100

Duration: (16 hours per Week in Real Life Situations/Field Work Settings)

Objectives:

1. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
2. Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
3. Learn to make use of professional relationship and referrals to deal with human problems.

Course Outcomes:

CO1: Develop ability to understand the significance of field work in social work education.

CO2: Develop capability to fulfill the above-mentioned field work objectives of this semester.

CO3: Develop ability to understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations.

CO4: Develop capability to understand the role of professional social workers.

Examination: Viva Voce Examination by an external Expert.

Tasks/Activities:

The students are expected to carry out following activities under the guidance and supervision of a teacher of the Department (called as Field Work Supervisor).

1. Attend orientation Programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation Programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on perspectives building and social sensitization, whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

(This list is not exhaustive and can be modified and changed by the Field Work Supervisor as per local and specific needs and requirements).

General Guidelines:

1. A minimum of 16 hours per week of concurrent field work will be required for each student. Every student is required to go to the respective field work agency on two designated days in a week, **preferably every Wednesday and Friday**. Concurrent field work is treated at par with classroom teaching except for the fact that the learning takes place in the real life situations under supervision of the field work supervisor.
2. A student has to maintain discipline strictly as applicable for the concurrent field work and related activities. A minimum of 80% attendance in the concurrent field work activities is essential i.e. orientation programme, agency/community tasks, workshops, seminars, special sessions etc.
3. The field work agency of a student will remain the same for two consecutive semesters of a year.
4. The student will be required to submit at least 25 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and thereby the viva-voce examination. In no case, the field work reports can be less than the minimum i.e. 25 reports.
5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in the Field, Individual Conferences (ICs) and Group Conferences (GCs) is mandatory. Total time per week for the Individual Conferences and Group Conferences would be at least three hours.

Teaching Learning Process

Field work in social work education involves multiple learning pedagogies and activities. Every student is assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference, scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

Assessment Methods

The field work assessment will be done by both internal supervisor and external examiner. The internal field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual interactions with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed proforma and submit the same to the respective supervisors. At the end of the Semester, the student will prepare a comprehensive report (30 Marks) which will be evaluated by the Field Work Supervisor. For further evaluation, the student will undergo a viva-voce examination (70 marks) conducted by an external examiner approved by the University. The distribution of internal and external evaluation will be 30 and 70 respectively.

Suggested Readings:

1. Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
2. Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage publication.
3. Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.

4. Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
5. Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
6. Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
7. Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

BSW/SM/1/MIC/101

Understanding Society for Social Work

Credits: 4 (Theory)

Lectures: 60

Duration of Exam: 3 Hrs.

Max. Marks: 100

End Term Exam: 70

Internal Assessment: 30

Learning Objectives:

1. To understand and develop insights about sociological concepts for professional social work practice.
2. To develop an understanding and analytical thinking about social structures and social systems.
3. To familiarize on concepts of social process and social stratification.

Course Outcomes:

CO1: The student will develop an understanding about the society and importance of society for the human beings.

CO2: The students will be able to know the relevance of the knowledge of society in social work practice.

CO3: The student will develop an in-depth understanding about the social structure, social systems, social processes, and social stratification in order to work effectively in social work settings.

CO4: The students will acquire cultural competencies to be able to work in diverse situations.

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit-1: Basic Sociological Concepts:

Society and the Individual

Society, Culture and Social

Capital Evolution and Types of society

Urban, Rural and Tribal Societies

Society, Community, Associations, Institutions

Unit II: Social Structure and Stratification

Social Structure: Definition and Elements

Social Values: Definition, Nature and Types

Socialization and Social Stratification

Social Institutions- Concept and Types (Marriage, Family and their Changing Nature)

Unit III: Social System and Social Change

Social System- Concept and Elements

Social Change- Definition, Nature, Theories
Social Control: Meaning and Agencies

Unit IV: Social Problems and Contemporary Concerns

Social Problems: Concept, Causes and Consequences
Major Social Problems- Alcohol and Drug Addiction, Child Abuse, Child Labour,
Violence against Women, Corruption, Female Foeticide

Suggested Readings:

1. Giddens, A. (1999): *Sociology*. Cambridge. Polity Press.
2. Haralambos, M & Holborn, M. (2014). *Sociology: Themes and Perspectives 8th edition*. London, Harper Collins.
3. Nagla. B.K. (2013). *Indian Sociological Thought*. Jaipur: Rawat Publication
4. Shah, A. M. (2014): *The Writings of A. M. Shah - The Household and family in India*. Stanford University, Orient Blackswan.
5. Berger, P.L. (1963): *An Invitation to Sociology: A Humanistic Perspective*. Harmondsworth. Penguin.
6. Bottommore, T.B. (1971): *Sociology: A Guide to Problem and Literature*. Bombay, George Allen and Unwin.
7. MacIver & Page (1974): *Society: An Introductory Analysis*. Jaipur, Macmillan India Ltd.
8. Menon, N. (1999). *Gender and Politics in India*, Oxford University Press, New Delhi
9. Srinivas, M.N. (2005), *Social Change in India*. New Delhi: Allied Publishers.
10. Abraham, M. Francis (2010): *Contemporary Sociology: An Introduction to Concepts & Theories*. Oxford, Oxford University Press
11. Collins, D., Jordan, C. and Coleman, H. (2013) Empowerment series: *An Introduction to Family Social Work 4th edition*, Brooks/Cole Cengage Learning, USA.
12. Gupta, D. (1993): *Social Stratification*. (Ed.). Delhi, Oxford University Press.
13. Robertson Ian (1987): *Sociology (3rd ed)*. Worth Publisher. USA.
14. Sharma K. L. (1994): *Social Stratification and Mobility*. Jaipur, Rawat Publications.
15. Bottommore. T.B. (1972). *Sociology: A Guide to Problems and Literature*, Bombay: George Allen & Unwin.
16. Madan, G.R. (1973). *Indian, Social Problems*, Vol, 1 & 2, Mumbai: Allied Publications. Merton, R.K (1971). *Contemporary Social Problems*, New York: Harcourt brace Jovanovick and Nisbet.
17. Rawat, H.K. (2013). *Contemporary Sociology*, Rawat Publication, New Delhi.

BSW/SM/1/MDC/101

Social Skills for Professional Development

Credits: 3 (Theory)

Lectures: 45

Duration of Exam: 3 Hrs.

Max. Marks: 75

End Term Exam: 50

Internal Assessment: 25

Course Objectives:

1. To understand basic concepts of social skills
2. To learn about the personal and social development
3. To learn social skills for the professional development

Course Outcomes:

CO1: The students will understand about the basic concept and meaning of social skills

CO2: The students will learn about the social cognition and self-regulation

CO3: The students will develop understanding about the utilization of social skills in the social work profession/practice

***Note for the Paper Setter:** The question paper will consist of **seven** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **six** more questions of **12 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit 1. Basic Concepts of Social Skills

Meaning, Definition and Nature of Social Skills

Principles of Social Skills Development

Characteristics and Types of Social Skills

Strategies to Improve Social Skill Training

Unit 2. Personal and Social Development

Individuality and Social Development

Meaning and Importance of Self-Esteem & Self-Respect

Social Cognition: Meaning and Definition

Motivation and Self-Awareness

Self-Values and Self-Regulations

Benefits of Social Skills

Unit 3. Skills for Professional Development

Major Skill Development Institutions, Role of Industries in Social Skills Development

Initiatives for Skill Development and its Components

Programmes and Scope for Social Skill Development

Tools for Social Skill development

Issues and Challenges of Social Skills Development and Training

Suggested Readings:

1. Affleck, G. G. (1975). Role-taking ability and the interpersonal competencies of retarded children. *American Journal of Mental Deficiency*, 80, 312–316.
2. Bandura, A. (1969). *Principles of behaviour change*. New York: Holt Rinehart and Winston.
3. Bellack, A. S. (1979a). A critical appraisal of strategies for assessing social skill, *Behavioural Assessment*, 1, 157–176.
4. Brown, G. S., and Shaw, M. (1986). Social skills training in education. In: C. Hollin and P. Trower (Eds.), *Handbook of social skills training* (Vol. 1, pp. 59–78). New York: Pergamon Press.
5. Chan, D.; Ramey, S.; Ramey, C.; Schmitt, N. Modeling Intraindividual Changes in Children’s Social Skills at Home and at School: A Multivariate Latent Growth Approach to Understanding Between-Settings
6. Davies, R., and Rogers, E. (1985). Social skills training with persons who are mentally retarded. *Mental Retardation*, 23, 186–196.
7. Differences in Children’s Social Skill Development. *Multivar. Behav. Res.* 2000, 35, 365–396. [Google Scholar] [CrossRef]
8. Knoff, H.M. (2021). Disproportionate discipline referrals for students of color and with Disabilities: Re-thinking changes in policy and restorative justice programs and practices. *Equity and Access Journal*, September to October, 68-75.
9. Knoff, H.M. (2021). Training racial bias out of teachers: Who ever said that we could? *Equity and Access Journal*, May to June, 58-69.
10. Knoff, H.M. (2022, May 27). How many more? A historical plea to protect our children from the Politics of polarization. *Equity and Access preK-12*. American Consortium for Equity in Education. <https://www.ace-ed.org/how-many-more-a-historical-plea-to-protect-ourchildrenfrom-thepolitics-of-polarization/>
11. Sørli, M.-A.; Hagen, K.; Nordahl, K. Development of social skills during middle childhood: Growth trajectories and school-related predictors. *Int. J. Sch. Educ. Psychol.* 2020, 8, 1–19. [Google Scholar] [CrossRef]
12. Zhang, X.; Räsänen, P.; Koponen, T.; Aunola, K.; Lerkkanen, M.-K.; Nurmi, J.-E. Early Cognitive Precursors of Children’s Mathematics Learning Disability and Persistent Low Achievement: A 5-Year Longitudinal Study. *Child Dev.* 2020, 91, 7–27. [Google Scholar] [CrossRef]

ENGLISH-1
COMMUNICATIVE ENGLISH -I
ENG/AEC/101

Credits: 2

Duration of Examination: 2 Hrs

Internal Assessment: 15

Semester End Examination: 35

Total Marks: 50

Course Objective: The course aims to introduce students to the theory, fundamentals and tools of communication and to develop effective communication skills for personal, social and professional interactions. Besides, the students shall learn the basics of English grammar and language.

Course Learning Outcomes:

- i) They will learn the importance and basics of communication
- ii) They will learn to receive, comment and respond to correspondences in English language.
- iii) They will learn to use English in their life practically.

Note for the Paper Setter: The question paper will consist of **five** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **1** mark each covering the whole syllabus. In addition, **four** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one** compulsory question and **two** more questions selecting at least **one** question from each unit.

Unit - I: Listening, Reading and Speaking Skills

Definition, The Listening Process; Importance of Listening; Basic Types of Listening; Barriers to Effective Listening, Reading Comprehension, Intonation, Group Discussion, Interview

Unit II: Writing Skills:

- Report Writing
- Paragraph Writing
- Letter Writing
- E-Mail
- Resume
- Blogs and Comments on Social Media

Suggested Reading:

- I) Kumar, Sanjay and Pushp Lata. 2015. *Communication Skills*. Second Edition, New Delhi: Oxford University Press (OUP).
- II) Sethi, J. and P.V. Dhamija. 2006. *A Course in Phonetics and Spoken English*. Second Edition. New Delhi: Prentice-Hall of India.
- III) Balasubramanian. T. *A Text Book of English Phonetics for Indian Students*. Chennai: Macmillan Publishers India Ltd., 1981.
- IV) *On Track: English Skills For Success* by Orient Blackswan (Board of Editors, Solapur University).

BSW/SM/1/SEC/101

SOFT SKILLS AT WORKPLACE

Credits:2 (Theory)
Lectures: 30
Duration of Exam: 2 Hrs.

Max. Marks: 50
Final Term Exam: 35
Internal Assessment: 15

Course Objective:

- Acquaint students with soft skills used at workplace.
- Familiarise students with the skill sets needed and code of conduct needed at the professional setup.

Learning outcomes:

- Understanding different skills and competencies required in professional world.
- Realize the potential one can hold by learning these skills to become an efficient human resource.

NOTE FOR THE PAPER SETTER : The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition , four more questions of 14 marks each will be set unit wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

UNIT 1

Communication skills: Understanding Human Communication, Constitutive Processes of Communication, Language as a tool of communication, Barriers to Effective communication, Strategies to Overcome the Barriers.

IT Skills: Basic Principles of Computer (MS Word , Excel , Power Point)

Interview skills: Interviewer and Interviewee, Before, During and After the Interview, Tips for Success , Resume Writing , Speeches for various occasions.

UNIT 2

Meeting Etiquette: Managing a Meeting-Meeting agenda, Minute taking, Duties of the chairperson and secretary;

Effective Meeting Strategies - Preparing for the meeting, Conducting the meeting, Evaluating the meeting. , Social and ethical issues around the internet.

Business Writing Skills : Business letters , reports , formats , styles , leadership skills and work ethics

ESSENTIAL READINGS:

- Soft Skills for Career Development. 1." Personality Development and Soft Skills (Old Edition)" by Barun K Mitra.
...
- Soft Skills for Employability. 1." Soft Skills" by Hariharan S and S P Shanmugapriya.

SUGGESTED READINGS:

- Silber H, Kenneth and Foshay RW. (2009). Handbook of Improving Performance in the Workplace,
- Instructional Design and Training Delivery, John Wiley & Sons, New York, 63. [2] Anju A. (2009).
- A Holistic Approach to Soft Skills Training. IUP Journal of Soft Skills, 3(1), 7-11. [3] Dennis R Laker and Jimmy LP. (2011).
- The differences between hard and soft skills and their relative impact on training transfer. Human Resource Development Quarterly, 22(1), 111-122.
- Jane A and Helen H. (2008). Graduate Employability, 'Soft Skills' Versus 'Hard Skills' Business Knowledge: A European Study, Journal of Higher Education in Europe, 33(4), 412- 422. [5]
- Jungsun K, Mehmet E, JeoungWoo B and Hwayoung J. (2011). Training soft skills via e-learning, International Journal of Contemporary Hospitality Management, 23(6), 739-763.

CDLU/VAC/104
Universal Human Values

Credits: 2 (Theory)

Max. Marks: 50

Lectures: 30

Final Term Exam: 35

Duration of Exam: 2 Hrs.

Internal Assessment: 15

COURSE OBJECTIVES

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.

LEARNING OUTCOMES

- Develop integral life skills with values.
- Inculcate and practice them consciously to be good human beings.
- Realize their potential as human beings.

Unit-1

Love and Compassion (Prem and Karuna): Introduction, love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living. Love and compassion and inter-relatedness; The faculty member needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence. Individuals who are remembered in history or collective memory for practising compassion and love; (such as the Buddha, and Jesus Christ) Narratives and anecdotes from history, literature, including local folklore.

Truth (Satya): What is truth? A Universal truth, truth as value (artha), truth as fact (satya) (veracity, sincerity, honesty among others), Individuals who are remembered in history for practising this value; (Raja Harishchandra, Dharmaraja Yudhishtira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others), Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

Non-Violence (Ahimsa): What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence. Ahimsa is non-violence and non-killing. Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature including local folklore.

Righteousness (Dharma): What is righteousness? Righteousness and dharma, righteousness and propriety. Individuals who are remembered in history for practising righteousness. Narratives and anecdotes from history and literature, including local folklore.

Unit-2

Peace (Shanti): What is peace and its need? Peace, harmony and balance. Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations). Narratives and anecdotes about peace from history and literature including local folklore.

Service (Seva): What is service? Forms of service: for self, parents, spouse, family, friends, community, persons in distress, nation, humanity and other living and non-living things. Individuals who are remembered in history for practising this value. Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

Renunciation Sacrifice (Tyaga): What is renunciation? Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation. Individuals who are remembered in history for practising this value* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama,

Bhishma, Gautama Buddha, Mahavira, Jesus Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi.) Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

Constitutional Values, Justice and Human Rights: contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India. comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948), Enumerates the Fundamental Duties of Indian Citizens, Patriotism, pride and gratitude for the nation.

Suggested Readings: Follow Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 at UGC website: [https://www.cdu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20\(Jeevan%20Kaushal\)%202.0.pdf](https://www.cdu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20(Jeevan%20Kaushal)%202.0.pdf)

Note for the Paper Setter: *The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question** and **two more questions** selecting at least one question from each unit.*

SEMESTER-II

BSW/SM/2/DSC/103
Human Growth and Personality Development

Credits: 4 (Theory)
Lectures: 60
Duration of Exam: 3 Hrs.

Max. Marks: 100
End Term Exam: 70
Internal Assessment: 30

LEARNING OBJECTIVES:

- To understand the basic concepts and processes in psychology for social work practice
- To develop a deeper understanding about personality development and different theories associated with it.
- To acquire skill base for applying concepts of psychology in social work practice.

COURSE OUTCOMES:

CO1: The student will learn about human growth and development tasks across the life span.

CO2: The students will learn about personality development theories and reflection of the same in practice.

CO3: The students will develop an understanding about the significance of psychological processes for Social Work Practice.

CO4: To have knowledge about importance of psychological concepts and human behavior in dealing with people at individual, group and community levels.

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit I

Human Growth and Development- Concept and Principles

Determinants of Human Development: Heredity and Environment;

Developmental Stages: Prenatal, Post Natal, Infancy, Childhood, Adolescence, Adulthood and Old age

Unit II

Developmental Tasks, Needs and Problems at Prenatal, Infancy, Babyhood, Early childhood, Late childhood and Adolescence Roles, Needs and Challenges of Adulthood and Old age

Role of Social Worker at different developmental stages

Unit III

Personality: Concept, Characteristics, Components and Determinants Assessment of Personality

Theories of Personality: Freud's psycho-analytic and Erikson's psycho-social

Motivation: Concept, Types (Biological, Social and Psychological) Theories of Motivation (Maslow and McClelland)

Unit IV

Perception: Meaning and Factors affecting Perception Learning: Meaning and Theories (Pavlov, Skinner, Bandura) Intelligence: Concept, Measurement

Theories of Intelligence (Spearman, Thurstone, Guilford)

Suggested Readings:

1. Baron, R.A. & Byrne, D.: Social Psychology (8th Edition). Prentice Hall, New Delhi 1998
2. Craig J. Grace & Baucum Don.: Human Development. New Jersey. Prentice Hall 2002.
3. Freud, S. The Ego and The Id. Translated by J. Riviere; ed. J. Stachey, New York: 1960
4. Gibson T. Janice, Human Development through the Life Span. USA. 1983, Addison Wesley Publishing Company, In
5. Hall, C.S.; Lindsay, G. & Campbell, J.B.: Theories of Personality John Wiley & Sons, Inc. New York 199
6. Hurlock Elizabeth B.: Developmental Psychology : A lifespan Approach. New Delhi. Tata McGraw Hill Inc. 1980.
7. Hurlock B. Elizabeth, Personality Development. New Delhi. Tata McGraw -Hill Publishing Company Limited 1976.
8. Morgan T. Clifford, King A. Richard, Weisz R. John & Schopler John. 1986. Introduction to Psychology. New Delhi. Tata McGraw-Hill Publishing Company Limited.
9. Munn L Norman, Fernald L. Dodge & Fernald S Peter.: Introduction to Psychology. Boston. Houghton Mifflin Company 1969
10. Maddi, S.R. Personality Theories: A Comparative Analysis. Homewood, Illinois: The Dorsey Press. 1972.
11. R.C. Carson and Butcher : Abnormal Psychology & Modern Life. Harper Collins Publisher
12. Robinson, Lena : Psychology for Social Workers Routledge, London 1995
13. Sharma, Rajendra K. & Sharma, Rachna . Social Psychology. Atlantic Publishers 2007.
14. J.C. Coleman : Personality Dynamics & Effective Behavior, New York

BSW/SM/2/DSC/104

Field Work Practicum-II

Credits: 4 (Practical)

Max. Marks:100

Duration: (16 hours per Week in Real Life Situations/Field Work Settings)

Objectives:

1. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
2. Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
3. Learn to make use of professional relationship and referrals to deal with human problems.

Course Outcomes:

CO1: Develop ability to understand the significance of field work in social work education.

CO2: Develop capability to fulfill the above-mentioned field work objectives of this semester.

CO3: Develop ability to understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations.

CO4: Develop capability to understand the role of professional social workers.

Examination: Viva Voce Examination by an external Expert.

Tasks/Activities:

The students are expected to carry out following activities under the guidance and supervision of a teacher of the Department (called as Field Work Supervisor).

1. Attend orientation Programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation Programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on perspectives building and social sensitization, whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

(This list is not exhaustive and can be modified and changed by the Field Work Supervisor as per local and specific needs and requirements).

General Guidelines:

1. A minimum of 16 hours per week of concurrent field work will be required for each student. Every student is required to go to the respective field work agency on two designated days in a week, **preferably every Wednesday and Friday**. Concurrent field work is treated at par with classroom teaching except for the fact that the learning takes place in the real-life situations under supervision of the field work supervisor.
2. A student has to maintain discipline strictly as applicable for the concurrent field work and related activities. A minimum of 80% attendance in the concurrent field work activities is essential i.e. orientation programme, agency/community tasks, workshops, seminars, special sessions etc.
3. The field work agency of a student will remain the same for two consecutive semesters of a year.
4. The student will be required to submit at least 25 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and thereby the viva-voce examination. In no case, the field work reports can be less than the minimum i.e. 25 reports.
5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in the Field, Individual Conferences (ICs) and Group Conferences (GCs) is mandatory. Total time per week for the Individual Conferences and Group Conferences would be at least three hours.

Teaching Learning Process

Field work in social work education involves multiple learning pedagogies and activities. Every student is assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference, scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

Assessment Methods

The field work assessment will be done by both internal supervisor and external examiner. The internal field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual interactions with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed proforma and submit the same to the respective supervisors. At the end of the Semester, the student will prepare a comprehensive report (30 Marks) which will be evaluated by the Field Work Supervisor. For further evaluation, the student will undergo a viva-voce examination (70 marks) conducted by an external examiner approved by the University. The distribution of internal and external evaluation will be 30 and 70 respectively.

Suggested Readings:

1. Brown, S.C. & Gloyne, E.R. (1966).The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.
2. Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.
3. Garthwarf, E. (2005).The Social Work Practicum. Boston: Pearson Education.
4. Singh, R. R. (1985).Field Work in Social Work Education. New Delhi: Concept Publishing Company.
5. Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.
6. Subhedar, I.S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
7. Tsui, Ming-sum. (2005).Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

BSW/SM/2/MIC/102

Primary Methods of Social Work Practice

Credits: 4 (Theory)

Lectures: 60

Duration of Exam: 3 Hrs.

Max. Marks: 100

End Term Exam: 70

Internal Assessment: 30

Objectives:

1. Acquire knowledge and understanding about helping individuals, family and groups. Develop skills of group formation, and understand concept of social group work.
2. Understand Social Case Work and Social Group Work as methods

Course Outcomes:

CO1: To develop capacity to understand and accept the uniqueness of individuals and groups

CO2: To develop capacity and skills to help individuals and groups in real life situations.

CO3: To develop skills to understand and establish an effective client-worker relationship

CO4: To develop skills for program planning for groups and understand group dynamics for appropriate intervention.

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit I

Social Case Work: Concept and Principles

Components of Social Case Work: Person, Problem, Place and Process Client-Worker Relationship and use of Authority

Casework Tools: Listening, Observation, Interview and Home Visits

Unit II

Process of Social Casework: Intake, Study, Diagnosis, Treatment, Interviewing in Social Case Work,

Counselling and Psychotherapy

Social Casework practice with Children, Adolescents and Youth, Elderly, Family, and other Socially and Economically Disadvantaged Groups

Unit III

Social Groups: Concept, Characteristics, Types

Social Group Work: Concept, Objectives, Principles, Skills Stages of Group Work, Techniques of Group Work

Roles of a Group Worker

Unit IV

Concept of community: Meaning, Definitions and Types

Concept of community organization: Nature, Evolution and Characteristics

Assumptions and Principles of Community Organization

Steps and Models of Community Organization

Role of Community Organizer

Suggested Readings:

1. Fook, J., *The Casework Relationship*, Chicago: Loyola University Press.1993
2. Mathew, G. *An Introduction to Social Casework*, Bombay: Tata Institute of Social Sciences. 1992
3. Pearlman, H.H. *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press. 1957
4. Pippins, J.A. *Developing Case Work Skills*. California: Sage Publications. 1980
5. Robert, R.W. & Nee, R.H. (ed.) *Theories of Social Casework*, Chicago: The University of Chicago Press.1970
6. Kadushin, A. *The Social Work Interview*, New York: Columbia University Press.1983
7. Hollis, F. *Casework: A Psychosocial Therapy*. New York: McGraw Hills. 1964
8. Grief, G.L. & Ephross, P.H *Group Work with Populations at Risk*. New York: Oxford University Press. 1997
9. Douglas, T. *Group Processes in Social Work: A Theoretical Synthesis*. Chicester: Willey. 1972
10. Fatout, M.F. *Models for Change in Social Group Work*. New York: Aldine de Gruyter.1992
11. Helen, N. & Kurland. R. *Social Work with Groups* (3rd ed). New York: Columbia University Press. 2001
12. Trecker, H.B. *Social Group Work, Principles and Practice*. New York: Association. 1955
13. Zastraw, C. *Social Work with Groups: Using the Class as a Group Leadership Laboratory*. Chicago: Nelson Hall Pub. 1997
14. Gangrade, K.D. (2001). *Working with community at the grassroots level: Strategies and programmes*.New Delhi:Radha Publications.
15. Dunham, A. (1962). *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.
16. Gangrade, K.D. (1971). *Community Organization in India*. Mumbai: Popular Prakashan.
17. Ross, M.G. (1967). *Community Organization: Theory, Principles and Practice*. New York: Harper & Row.
18. Hardcastle D. A., Powers P. R & Wenocur S. (2004) *Community practice: Theories and skills for social workers*. New York: Oxford University Press.
19. Siddiqui, H.Y. (1997). *Community Organization in India*. New Delhi: Harnam
20. Somerville P. (2016). *Understanding community: Politics, policy and practice* (2nd edition). Bristol: Polity Press and Social Policy Association

BSW/SM/2/MDC-102

Happiness, Well-Being and Social Work

Credits: 3 (Theory)

Lectures: 45

Duration of Exam: 3 Hrs.

Max. Marks: 75

End Term Exam: 50

Internal Assessment: 25

Course Objectives:

1. To understand individual, human relations and collective well-being
2. To learn about how to create stress free, joyful and peaceful environment
3. To develop competencies in every individual to manage self and fellow human beings

Course Outcomes:

CO1: The students will understand the meaning and concept of happiness and its benefits
CO2: The students will develop understanding about well-being and its psychological and social theories

CO3: The students will learn how to work on happiness and well-being using individual and group techniques

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, six more questions of 12 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Unit-1: Understanding Happiness

Happiness: Concept, Nature and Characteristics

Benefits, Scope and Measurement

Facilitators and Inhibitors

Unit-2: Understanding Well-being

Well-being: Concept and Dimensions

Theories of Well-being: Psychological and Social

Scope, Challenges and Measurement

Unit-3: Working on Happiness and Well-Being: Skills and Techniques for Individuals and Groups

Yoga and Well-being

Cognitive Behaviour Therapy and Well-being

Mindfulness, Meditation and Well-being

Working on Human Relationships: Family, School, Work Place and Working Through Community Service

Suggested Readings:

1. Alejandro, C. (2018). Tibetan Yoga for health and well-being. California: Hay House.
2. Cayoun, B.A. (2014). Mindfulness-Integrated CBT for well-being and personal growth. New Jersey: Wiley Blackwell.
3. Friedeberger, J. (2011). The healing power of yoga: For health, Well-being and Inner peace. New Delhi: Motilal Banarsidass Publishers.
4. Iyengar, B.K.S. (1995). Light on Yoga: The Bible of modern yoga. Berlin: Schocken Publishers.
5. Langer, E. J. (2014). Mindfulness, 25th anniversary edition. Boston: Da Capo Lifelong Books.
6. Lyubomirsky, S. (2008). The how of happiness: A new approach to getting the life you want. New York: Penguin Books.
7. Power, M. (2016). Understanding happiness: a critical review of positive psychology. London: Routledge Taylor & Francis Group.
8. Martin, E.P. S. (2011). A visionary new understanding of happiness & well-being. New York: Free press.
9. McGillivray, M. & Clarke, M. (2006). Understanding human well-being. Tokyo: United Nations University Press.
10. Shaw, J. (1974). The self in social work. London: Routledge & Keganpaul.
11. Siddiqui, H.Y. (2015). Social work & human relations. Jaipur, India: Rawat Publications.
12. Tolin, D.F. (2016). Doing CBT: A Comprehensive Guide to working with Behaviour, thoughts and emotions. New York: The Guilford Press.
13. Zimmerman, S.L. (1995). Understanding family policy: theories & application. Thousand Oaks: Sage publications.

Hindi -I
हिंदी भाषा परिचय सामान्य :
HINDI/AEC/101

Credit – 2

Duration: 2 Hours per week

परीक्षा समयघंटे 2 :

कुल अंक50 :

लिखित परीक्षा :35 अंक

आंतरिक मूल्यांकन: 15 अंक

***Note for the Paper Setter:** The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting one question from each unit.*

पाठ्यक्रम के उद्देश्य:

हिंदी भाषा की विकास करवाना परिचय से यात्रा-

पाठ्यक्रम के अपेक्षित परिणाम

1. हिंदी भाषा के विकास व उसकी बोलियों का ज्ञान होगा
2. हिंदी भाषा के विविध रूप व प्रयोजनमूलकता से परिचित होंगे

खंड एक—

हिंदी भाषाविकास एवं उद्भव :

हिंदी की उपभाषाएं एवं बोलियों का वर्गीकरण

ब्रज एवं परिचय सामान्य का बोली खड़ी और अवधि , प्रवृत्तियाँ

खंड दो-

कंप्यूटर-परिभाषा, स्वरूप एवं महत्व

पारिभाषिक शब्दावली – बैंकिंग, वाणिज्य, मंत्रालय, उपक्रम, निगम, औद्योगिक क्षेत्र व मीडिया क्षेत्र

अनुवाद लेखन- अर्थ परिभाषा, स्वरूप, महत्व, प्रकिया प्रकार

टिप्पणी लेखन ,परिभाषा अर्थ -नियम, लेखन विधि, उदाहरण

संदर्भ सूची:

1. हिंदी भाषा का उद्भव एवं विकास तिवारी उदयनारायण ,
2. भाषा विज्ञान तिवारी भोलानाथ .डॉ ,
3. हिंदी भाषा का इतिहास वर्मा धीरेन्द्र लेखक ,
4. समसामयिक भाषा विज्ञाननारंग वैष्णा लेखक ,
5. हिंदी1965 इलाहबाद ,महल किताब ,बाहरी हरदेव ,विकास और उद्भव :

BSW/SM/2/SEC/102
SOCIAL ENTREPRENEURSHIP

Course type	course credit	Total contact hours	Delivery mode	Maximum marks	Assessment Methods (Internal)
Social entrepreneurship	03	30	Lecture	75	TEE/MTE/Assignment/attendance/Presentation/seminar /etc.

Course outcomes

Students should be able to:

- Understand the fundamental of social entrepreneurship;
- Know social entrepreneurs;
- Social values and their measurements.

Learning outcomes

Upcoming completion of this course, students will learn how to:

- Describe social entrepreneurship and various its opportunity.
- Describe social entrepreneur and its characteristics and functions.
- Able to explain various social value and measurements of social value.

Unit 1

Nature and concept of social entrepreneurship; emergence of social entrepreneurship; process of social entrepreneurship; growth of social entrepreneurship; forces of social entrepreneurship, opportunities of social entrepreneurship.

Unit 2

Social entrepreneurs: concept, traits, and characteristics of successful social entrepreneurs, functions; difference between social business entrepreneurs.

Unit 3

Social value: Concept of social value; need for measuring social value; methods of measuring social value

Note for the Paper Setter: *The question paper will consist of seven questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, six more questions of 12 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.*

Environmental Studies –I
EVS/VAC/101

Credits: 2

Duration of Examination:-2 Hrs

Internal Assessment: 15

Semester End Examination: 35

Total Marks: 50

Objective: The objective of this paper is to create the awareness among the students towards Environmental concepts and issues for smooth life of species and human at earth.

UNIT I

Introduction to Environment: The multidisciplinary nature of environmental studies: Definition, scope and importance, need for public awareness. Environmental Ethics: anthropocentric and eco-centric perspective.

Natural resources: Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: use and over-exploitation, Deforestation, Timber extraction, mining, dams and their effects on forests and tribal people. Water resources: Use and over-utilization of surface and ground water, floods, drought, dams- conflicts over water and problems. Minerals resources: Use and exploitation, environmental effects of extracting and using minerals resources. Food resources: World food issues, changes caused by agriculture and overgrazing, effects of modern agriculture on agro ecosystem, agrochemical issues, water logging, salinity, Energy resources; Growing energy needs, renewable and non-renewable energy resources. Land resources: Land as resource: land degradation man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable life style. Sustainable development: concept, initiatives for sustainable development: regional, state and global, Sustainable Development Goals.

UNIT II

Ecosystem: Concept, Structure and Function. Producers, Consumers and Decomposers, Energy flow in the ecosystem, Concept and type of ecological succession, Food chains, food webs and Ecological pyramids, Introduction, types, characteristics features, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, desert ecosystem, Aquatic ecosystem (Ponds, streams, lakes, rivers, oceans, estuaries).

Biodiversity and its conservation: Introduction-Definition: Genetic, species and Ecosystem diversity, Bio-geographical classification of India. Value of Biodiversity: consumptive use, productive use, social, ethical; aesthetic and optional. Biodiversity at local, National and Local levels. India as Mega-diverse a Nation. Hot spots of Biodiversity. Threats to biodiversity, Habitat loss, poaching of wildlife, man-wildlife conflicts. Endemic species, conservation of biodiversity: In situ and Ex-situ, conservation of biodiversity. Convention on biological diversity, Aichi targets.

Water pollution: Natural and anthropogenic sources of water pollution and their effects. Marine pollution, Thermal pollution, Eutrophication, Ground water pollution.

Air pollution: Sources, Classification and properties of air pollutants (Particulate matter, Inorganic gaseous pollutants, Organic gaseous pollutants), Smog, Acid rain, Ozone layer depletion, Green house effects, Global warming, Effects of air pollution on Human health

Soil pollution: Soil pollution from the use of agrochemicals (viz. Fertilizers and Pesticides), Heavy metals, Industrial effluents and Detrimental effects of soil pollutant, Remedial measures for soil pollution. Types and sources Solid waste, Electronic waste

Radioactive and Noise pollution: Definition Sources of radioactive pollution, Radioactivity, effects of radioactive pollution, Sound pressure level, Frequency, noise monitoring and sound level meter, Sources and effects of noise pollution, Effects of noise pollution on human health. Role of individual in prevention of pollution.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting one question from each unit.