



KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited  
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2023-24/59

Date: 04/09/2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ 5 ಮತ್ತು 6ನೇ ಸೆಮೆಸ್ಟರ್  
NEP-2020 ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ  
ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 104 ಯುಎನ್‌ಇ 2023, ದಿ: 20.07.2023.  
2. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 7, ದಿ: 31.08.2023.  
3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 04/09/2023

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2023-24ನೇ  
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music) /BVA / BTM / BSW/ B.Sc./B.Sc. Pulp &  
Paper Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS) / BBA & BA ILRD ಸ್ನಾತಕ ಪದವಿಗಳ 5  
ಮತ್ತು 6ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020ರ ಮುಂದುವರೆದ ಭಾಗವಾಗಿ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ  
ಕೋರ್ಸಿನ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ [www.kud.ac.in](http://www.kud.ac.in) ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ.  
ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ  
ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ  
ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

  
ಕುಲಸಚಿವರು.

ಗೆ,  
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ  
ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಮಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ  
ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

**KARNATAK**



**UNIVERSITY**

**DHARWAD**



## **BSW SYLLABUS**

For

**V & VI SEMESTER  
BACHELOR OF SOCIAL WORK  
Under NEP 2020**

From

**2023-24 Onwards  
B.S.W. (NEP SEMESTER SCHEME) SYLLABUS  
BACHELOR OF SOCIAL WORK**



### B.S.W - V Semester

Sl. No.	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
					IA	Exam	Total	
1	BSW-E7	Areas of Social Work Practice-I (ASWP)	4	2	40	60	100	4
2	BSW-E8	Disaster Management (DM)	4	2	40	60	100	4
3	BSW-E9	Social Work Perspective in Health Care (SWPHC)	4	2	40	60	100	4
4	BSW-E10	Field Work Practicum-V (FWP-V)	16*	2 Days a week Concurrent Fieldwork Visits	50	50 Viva Voce Exam	100	4
5	DSE	Fundamental of Nutrition (FN) <b>OR</b> Social Work With Differently abled (SWWDA)	3	2	40	60	100	3
6	VOC (V B)	NGO & Project Formulation (NPF)	3	2	40	60	100	3
7	SEC 3	Job Skills (General Aptitude) (JS)	2	1		50	50	2
<b>Total</b>							<b>650</b>	<b>24</b>

### B.S.W - VI Semester

Sl. No.	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
					IA	Exam	Total	
1	BSW-F11	Areas of Social Work Practice-II (ASWP)	4	2	40	60	100	4
2	BSW-F12	Human Rights Social Justice and Environmental Social Work (HRSJ&ESW)	4	2	40	60	100	4
3	BSW-F13	Social Work With Marginalized Population (SWWMP)	4	2	40	60	100	4
4	BSW-F14	a) Field Work Practicum-VI (FWP-VI).	16*	2 Days a week Concurrent Field Work Visits	50	50 Viva Voce Exam	100	4
5	DSE	Dissertation <b>OR</b> Corporate Social Responsibility in Social Work (CSRWS)	3	2	40	60	100	3
7	VOC (V B)	Skill Development and Entrepreneurship (SDE)	2	2	40	60	100	3
8	SEC (V B)	Internship	15 Days	1		50	50	2
<b>Total</b>							<b>650</b>	<b>24</b>

**Bachelor of Social Work**  
**B.S.W - V Semester**

**Course Title: Areas of Social Work Practice-I (ASWP)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-7</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** Gain opportunity in understanding contemporary fields of social work profession

**CO 2:** Influence to practice, analyze and evaluate social work interventions

Unit	Title: Areas of Social Work Practice-I (ASWP)	56.hrs/sem
Unit I	<b>Family Welfare</b> 1. Family: Meaning, Definition, Importance and Functions 2. Types of families: Joint, Extended, Nuclear, Single Parent and Female Headed 3. Family Welfare: Meaning, Definition, Scope and Importance 4. Family Welfare Programmes in India; Problems in Contemporary Families; Family Crisis Intervention; Role of Social Worker in Family Counselling, Changing scenario of Indian Families: Issues and concerns	14
Unit II	<b>Child Welfare</b> 1. Child: Meaning, Definition and Stages of Childhood 2. Needs and Problems of Children 3. Personality Development in childhood: Role of Family, Peer Group, Neighbourhood, School 4. Child Neglect and Abuse; Children in conflicting with law- Causes and Effects; Role of Social Worker in Mitigating the Issues of Children; National Policy on Children	14
Unit III	<b>Youth Welfare</b> 1. Youth Welfare: Meaning, Definitions and Importance 2. Needs and Problems of Youth; Youth Unrest, Youth in Conflict 3. Profile of Youth in India 4. Youth Programmes and Services, National Youth Policy, Role of Social Worker in Mitigating the Issues of Youth	14
Unit IV	<b>Elderly Welfare</b> 1. Elderly: Meaning and Definition 2. Needs and Problems of Elderly (Intergenerational Gap) 3. Profile of Elderly; Constitutional and Legislative Provisions for the Welfare of the Elderly 4. Neglect and Elderly Abuse; Institutional and Non-institutional Services for the Elderly, National Policy on Older People; Geriatric Social Work	14

**References:**

1. Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication
2. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley
3. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage
4. Dandekar K (1996), The Elderly in India, New Delhi, Sage
5. Desai M(ed)(1994), Family and Intervention: A Course Compendium, Mumbai, TISS
6. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work**  
**B.S.W - V Semester**

**Course Title: Disaster Management (DM)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-8</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** To understand key concept and typologies of disasters

**CO 2:** To understand processes of disaster mitigation and disaster management

**CO3:** To develop Skills and promote intervention strategies to assess the vulnerabilities

**CO4:** To develop capacity to work with different agencies at International, National and Local levels

<b>Unit</b>	<b>Title: Disaster Management (DM)</b>	<b>56.hrs/sem</b>
Unit I	<b>Introduction to Disasters</b> 1. Disaster: Concept, Meaning, and Definition 2. history of Major Disaster Events in India 3. Types of Disasters – Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake 4. Man-made Disasters: Riots, Blasts, Industrial, Militancy	14
Unit II	<b>Disaster Mitigation and Disaster Management</b> 1. Profile, Forms and Reduction of Vulnerability 2. Disaster mitigation: Concept and Principles 3. Disaster Management: Concept and Principles 4. Pre-disaster-prevention and Preparedness	14
Unit III	<b>Impact of Disaster</b> 1. Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts 2. During Disaster-Rescue and Relief 3. Post-disaster-Rehabilitation and Reconstruction 4. Victims of Disaster – Children, Elderly, and Women	14
Unit IV	<b>Disaster Process and Intervention</b> 1. Displacement – Causes, Effects and Impact 2. Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation 3. Components of Rescue, Relief, Reconstruction: Rehabilitation 4. Disaster Policy in India: Disaster Management Authority – NDMA, SDMA, DDMA, Disaster Management Act 2005. Role of Social Worker in disaster Management	14

**References:**

1. Anil Sinha (2001), Disaster Management-Lessons Drwan and Strategies for Future. New Delhi, Jain Publications
2. Backer, C.W., and Chapman, W. (ed). (1969), Man and Society in Disasters, New Delhi, Basic Books
3. Clarke, J.I., Peter Curson, et. al. (ed.). (1991), Population and Disaster, Oxford, Basil Blackwell Ltd.
4. Cuny, Frderick (1984), Disasters and Development, Oxfor, Oxford University Press,
5. Disaster Management Act 2005
6. Garb, S. and Eng. E (1969), Disasters Hand Book, New York, Springer.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	



**Bachelor of Social Work**  
**B.S.W - V Semester**

**Course Title: Social Work Perspective in Health Care (SWPHC)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-9</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** Develop an understanding of the Holistic concept of Health

**CO 2:** Develop an understanding of the health situation in India

**CO 3:** Promote healthy lifestyle

<b>Unit</b>	<b>Title: Social Work Perspective in Health Care (SWPHC)</b>	<b>56.hrs/sem</b>
Unit I	<b>Conceptual Framework</b> 1. Health- Meaning, Definition and Dimensions of Health 2. Determinants of Health & Indicators of Health 3. Introduction to systems of medicine: Ayurveda, Allopathy, Homeopathy, Naturopathy, Siddha and Unani 4. Health Status and Problems in India	14
Unit II	<b>Health Care</b> 1. Concept of Health Care: Meaning and Levels of Health Care 2. Primary Health Care: meaning- Principles of Primary Health Care 3. Elements of Primary Health Care 4. National Health Programmes: NRHM, NACO DO	14
Unit III	<b>Mental Health</b> 1. Meaning and definitions of mental health, 2. Mental illness and mental disorder, rehabilitation, 3. Prevention of mental illness and promotion of mental health, methods and techniques 4. National and International Organizations working for Health: WHO, Academy for severe handicaps and Autism (ASHA)	14
Unit IV	<b>First Aid &amp; Programme Media</b> 1. First aid during emergency-concept of the first aid box 2. Objects in the car, nose, eye, Burns. Electric shock, lightning. Fainting, epilepsy. Suffocation-drowning, choking, Fractures fall and bandages 3. Health Services: National, State, District, Taluk and PHC levels: Role and functions of Social Worker in Health care 4. Types of Programme Media : Advisement: Flip Chart: Flash Cards, Art Craft, Drams, Mime, Singing, Story –telling IEC and role in creating propaganda and Public Opinion	14

**References:**

1. Carol Holtz, (2008). Global Health Care: Issues & Policies. USA: Jones and Bartlett Publisher.
2. Clark DW, MacMahon B (eds). (2012). Preventive and Community Medicine, 2nd edit. Boston: Little Brown.
3. James F. Mckenzie, Robert R. Pinger, Jerome E. Kotecki, (2005). An Introduction to Community Health (Fifth edition). USA: Jones and Bartlett Publisher.
4. Kumar R. (1992). Social and Preventive Health Administration, New Delhi: Ashish Publications.
5. Mary Jane Schneider, (2004). Introduction to Public Health, USA: Jones and Bartlett Publisher.
6. Mc Kee, N, Bertrand, J.T., Benton, A.B. and Becker, B.L. (Eds.) (2004). Strategic Communication in the HIV/AIDS Epidemic, New Delhi. Sage Publications.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work**  
**B.S.W - V Semester**

**Course Title:** Field Work Practicum-V (FWP-V)

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-10</b>	<b>Practical</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Practical Content**

1. Familiarization with agency, its objectives and Programmes.
2. Familiarisation with target group and prepare its profile.
3. Explore and analyze the needs, problems and resources of individuals, groups and communities.
4. Organize activities with groups of women, children, youth and other population groups.
5. Mobilize resources and develop network with other institutions/organizations working in the neighboring areas.
6. Understand power structure of surrounding area and of local Community leaders and stakeholder

<b>Assessment type</b>	<b>Weightage in Marks</b>
<b>Summative Assessment:</b>	<b>50</b> (Field Work Supervision, Reporting and Internal Assessment)
<b>Formative Assessment:</b>	<b>50</b> (Viva – Voce Examination)
<b>Total</b>	<b>100</b>

**Bachelor of Social Work**  
**B.S.W - V Semester**

**Discipline Specific Course (DSE) (a)**

**Course Title: Fundamental of Nutrition (a) (FN)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSE</b>	<b>Theory</b>	<b>03</b>	<b>03</b>	<b>48 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs):At the end of the course students will be able to:**

**CO 1:** Help students to discuss the relationship between food, health and diseases

**CO 2:** Help students to assess the diseases caused by deficiency of vitamins and minerals

**CO 3:** Enable students to practice dietary habits that contribute to healthy lifestyle

Unit	Title: Fundamental of Nutrition	48.hrs/sem
Unit I	<b>Conceptual understanding:</b> 1. Definition and importance of Nutrition, Basic Food Groups: definition, types of food groups, functions of food. 2. Balanced Diet: Meaning and definition of balanced diet- calculation of balanced diet, guidelines for planning balanced diet 3. Nutrients and their classification: macronutrients and micronutrients 4. Organic and Inorganic Nutrients	12
Unit II	<b>Carbohydrates, Proteins &amp; Vitamins:</b> 1. Carbohydrates-, functions sources and deficiency 2. Proteins-functions, sources and deficiency 3. Fats and Oils-functions, sources and deficiency 4. Vitamins: Fat soluble vitamins: Functions, sources and Deficiency Vitamin A and Vitamin D: Water-soluble vitamins: Functions, sources and deficiency Vitamin B complex and vitamin C	12
Unit III	<b>Mineral Elements</b> 1. Calcium: functions, sources and deficiency; Iron: functions, sources and deficiency 2. Green leafy vegetables: Significance and Nutritive composition 3. Fiber: Significance and role of fiber in the body -Harmful effects of low fiber in the diet 4. Understanding food combination: Its impact on self- highlight of right and wrong food combination; Water: Its importance and functional values	12

Unit IV	<b>Malnutrition&amp; Nutrients</b> 1. Malnutrition: Meaning and Definition-Causes and effects of malnutrition-prevention of malnutrition. 2. Methods of cooking (exposure to nutritional lab): Types of cooking methods - Conservation of nutrients -Enhancing Nutrient content 3. Food Adulteration: Types of adulterants-Common adulterants used on various eatables - 12 Page15 Detection of Food adulterants; Food poisoning-Types, Causes and Prevention. 4. Cooking and Preventing Nutrient: Methods of Cooking and Preventing Nutrient Losses; Dry, moist, frying and microwave cooking; advantages, disadvantages and the effect of various methods of cooking on nutrients; minimizing nutrient losses	12
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**References:**

1. Antia, F.P.: Clinical Dietetics and Nutrition, 3rd ed., Oxford University Press, Bombay, 1986.
2. Swaminathan M.: Essentials of Food and Nutrition, Volume I and II, 2nd ed. Ganesh, Madras, India, 1985.
3. Cataldo, Corinne B., Whitney, Eleanor N. and Linda Kelly DeBruyne: Nutrition and Diet Therapy – Principles and Practice, West Publishing Co. St. Paul, 2003
4. Chaney, Margaret S., Margaret L. Ross and Jelia C. Witchi: Nutrition 9th ed. Houghton. Mifflin, Boston 1979 (Indian reprint, Surjeet Publications, New Delhi, 1979).
5. Robinson, Corinne, H., Marilyn R. Lawler, Wanda L. Chanoweth & Anne E. Garwick: Normal and Therapeutic Nutrition, 17th ed. Macmillan Publishing Co. New York, USA, 1996.
6. Shils, Moshe S, Benjamin Caballero, A., Catherine Ross and Robert J. Cousins: Modern Nutrition in Health and Disease, 10th ed. Lippincott, Williams & Wilkins, Baltimore, USA., 2005.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work**  
**B.S.W - V Semester**

**Discipline Specific Course (DSE) (b)**

**Course Title: Social Work with Differently abled (b) (SWDA)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSE</b>	<b>Theory</b>	<b>03</b>	<b>03</b>	<b>48 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs):At the end of the course students will be able to:**

**CO 1:** Learn concepts and models of disability into social work practice

**CO 2:** Understand issues and Challenges faced by differently abled

**CO 3:** Understand various policies, programmes and legislation pertaining to disability

**CO4:** Develop understanding of the scope of Social Work intervention in different settings

<b>Unit</b>	<b>Title: Environmental Social Work (b) (ESW)</b>	<b>48.hrs/sem</b>
Unit I	<b>Concept, Type and Models of Disability</b> 1. Concept and Definitions of Disability 2. Changing Concepts in Disability, Impairment and Handicapped 3. Magnitude of the issues faced by Differently Abled 4. Types of Disability: Physical, Mental, Behavioral, Intellectual and Learning	12
Unit II	<b>Disability and Vulnerable Groups</b> 1. Different Disability Groups and their needs & Issues 2. Children and Differently Abled 3. Gender and Differently Abled 4. Elderly and Differently Abled	12
Unit III	<b>Disability and Role of Stakeholders</b> 1. Disabilities: Service Settings, Purposes and Functions 2. Role, Structure and Functions of NGOs Working in the Area of Disability 3. Role, Structure and Functions of Governmental Organisation in Addressing the Issue 4. Impact of Steps Taken up by the GOs and NGOs to address the issue	12

Unit IV	<p>Social Work scope and Intervention</p> <ol style="list-style-type: none"> <li>1. Contemporary policies, Programme, and schemes available for differently abled</li> <li>2. Legislation pertaining to disability</li> <li>3. Implementation of various social work methods while working with differently abled</li> <li>4. Social Work intervention and practice with differently abled in various settings and areas</li> </ol>	12
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**References:**

1. Ahuja Ram (1962), Social Problems in India. Jaipur: Rawat Publications.
2. Ahuja Ram (1992), Crime against Women, Jaipur: Rawat Publications.
3. Aries P. (Translated by Robert Baldick) (1962), Centuries of Childhood. New York.
4. Bali A.P. (1995), Role of the Family in Elderly Care Research and Developmental Journey.
5. Bambawale, U. (1993) Growing Old in Young India Snehvardhan Publishing House, Coleman James C.
6. National Youth Policy (1992) , Department of Youth Affairs and Sports, G.O.I. New Delhi: Government of India

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work  
B.S.W - V Semester**

**Vocational-Voc-1**

**Course Title: NGO & Project Formulation**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
VOC-1	Theory	03	03	42 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to: After the successful completion of the course,**

**CO 1:** Know concept and basic features of NGO and project formulation

**CO 2:** Develop legal understanding about the organization

**CO 3:** Understand how knowledge of project formulation is helpful for Social Workers

Unit	Title: NGO & Project Formulation	42.hrs/sem
Unit I	<b>Introduction to NGO</b> 1. NGO: Concept, Meaning, Objectives and Characteristics 2. Genesis and Present Status of NGOs at National and State Levels 3. Similarities of NGO's Movement in Other Asian Pacific Countries 4. Difference between Non-Profitable Developmental Organization (NPDO), Voluntary Organization (VO) and Civil Society Organization	14
Unit II	<b>Salient Features of Various Acts</b> 1. The Societies Registration Act, 1860 2. The Charitable Endowments Act, 1890 3. The Indian Trust Act, 1882 and The Companies Act, 2013 4. 12A and 80G Provisions under Income Tax act 1961, FCRA and National and International Funding Agencies	14
Unit III	<b>Conceptual Framework of Project Formulation</b> 1. Project: Concept, Meaning, Characteristics and Types 2. Project Formulation: Concept, Meaning, Objectives and Scope 3. Requirements and Factors Affecting Project Formulation 4. Phases of Project Cycle	14



**References:**

1. Batra, Promod and Mahendra, Deepak (1993) Management Ideas In Action Delhi: Think Line
2. Chowdhary, S. (1990) Project Management. Delhi: Tata McGraw-Hill.
3. Fernandes, W. (1989). Voluntary Action and Government Control, Indian Social Institute.
4. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the
5. Non Profit Organizations, New York: Harper & Row. Frenda, M. (2005): Voluntary Actions and Local Development, Young India Foundation,
6. New Delhi. Garain, S. (1998) : Organizational Effectiveness of NGOs, Jaipur : University Book House

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work**  
**B.S.W - V Semester**  
**Skill Enhancement Course: SEC-3**

**Course Title: Job Skills (General Aptitude)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
SEC-3	Theory	02	02	30 hrs.	1hr.	20	30	50

**Course Outcomes (COs): At the end of the course students will be able to: After the successful completion of the course,**

**CO1:** Raise awareness about post-graduation competitive exams.

**CO2:** Enhance problem-solving abilities through systematic approaches and exercises.

**CO3:** Improve reasoning skills through logical thinking and deduction exercises.

**CO4:** Develop numerical and analytical abilities through comprehensive understanding of numbers and their relationships.

**CO5:** Enhance language and communication skills, including vocabulary, grammar, comprehension, and effective communication in English.

Unit	Title: Job Skills (General Aptitude)	30.hrs/sem
Unit I	<b>General Orientation on all Competitive Exams</b> 1. Details of different competitive exams for government recruitment in India conducted by various governing bodies, including UPSC, SSC, RRB, IBPS, State Level Examinations etc., Importance of General Aptitude in getting employment in private sector organisations and MNCs 2. Eligibility Criteria: Age, educational qualification, and other requirements for appearing in competitive exams 3. Exam Pattern: Overview of exam pattern and selection process for different competitive exams	7
Unit II	<b>Quantitative Aptitude</b> 1. Number system: Face value, Place value, Natural numbers, Whole numbers, Integers, Prime Numbers, Real numbers 2. Profit and Loss: Cost price, Selling price, Profit percentages, Loss percentages,	8

	marked price, Discounts 3. Data Interpretation: Tabulations, Bar graph,	
Unit III	<b>Verbal &amp; Nonverbal Reasoning Verbal &amp; Nonverbal Reasoning</b> 1. Verbal Reasoning: Statements & Conclusions, Statements & Arguments, Data analysis, Data sufficiency, Decision making, coding & decoding, 2. Non-Verbal Reasoning: Analogy, Water images, mirror images, embedded figures, 3. Computer Concept: MS Office, Excel, PPT	7
Unit IV	<b>English Language &amp; Comprehension Solving</b> 1. Vocabulary: Synonyms and antonyms, Homophones and homonyms, Analogies 2. English Grammar: Parts of speech, Tenses, Subject-verb agreement, Modifiers, Sentence types(declarative, interrogative, imperative, exclamatory), Clauses and phrases, Active and passive voice, Direct and indirect speech, Articles 3. Resume writing, Types of Resume, Interview	8

### References:

1. Carsrud, A. L., and Brannback, M.E. (2007). Entrepreneurship Westport, Connecticut: Greenwood Publishing Group
2. Drucker, P. (2014) Innovation and Entrepreneurship. Routledge: New York.
3. Hisrich, R. (2011) Entrepreneurship 6/E New Delhi: Tata McGraw-Hill
4. Lussier, R.N., Corman, J., and Kimball, D. (2014). Entrepreneurial New Venture Skills. New York: Routledge
5. Nieuwenhuizen, C. (2009). Entrepreneurial Skills Lansdowne, Cape Town: Juta and Company Ltd.
6. Pandya, R. (2016) Skill Development and Entrepreneurship in India, New Delhi: New Century Publications

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work**  
**BSW Semester – VI**

**Course Title: Areas of Social Work Practice-II (ASWP)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-11</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** Develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work

**CO 2:** Know about the community and ecological development

**CO 3:** Understand the role and functions of social workers in different settings

<b>Unit</b>	<b>Title: Areas of Social Work Practice-II (ASWP)</b>	<b>56.hrs/sem</b>
Unit I	<b>Occupational and Correctional Social Work</b> 1. Organized and Unorganized Labour: Concept, Definition, Characteristics scope and Issues in Industry 2. Concept of Labour Welfare, Industrial Relations and Human Resource Management 3. Correctional Social Work: Concept, Definition, Characteristics and Scope 4. Types of crimes and usage of social media in crime (cyber crime). application of correctional social work in correctional institutions	14
Unit II	<b>Community and Ecological Development</b> 1. Community Development: Concept and Evolution 2. Rural, Urban and Tribal Community Development Programmes 3. Ecology and Development: Concept and Inter linkages 4. Stakeholders Participation in Environmental Conservation	14
Unit III	<b>Medical, Psychiatric and School Social Work</b> 1. Medical and Psychiatric Social Work: Concept, Meaning, Definitions and Scope 2. Role and Functions of Medical and Psychiatric Social Workers 3. School Social Work: Concept, Need and Challenges 4. Right to Education, Sarva Shiksha Abhiyan, National Education Policy	14
Unit IV	<b>Gender and Empowerment</b> 1. Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA+): Meaning, Characteristics and Challenges 2. Advocacy, Legal Rights and Human Rights 3. Women Empowerment: Concept, Definition, and Current Status 4. Policies and Programmes for Women's Empowerment	14

**References:**

1. Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication
2. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley
3. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage
4. Dandekar K (1996), The Elderly in India, New Delhi, Sage
5. Desai M(ed)(1994), Family and Intervention: A Course Compendium, Mumbai, TISS
6. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

## Bachelor of Social Work

### BSW Semester – VI

**Course Title: Human Rights Social Justice and Environmental Social Work (HRSJ&ESW)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-12	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** To help students understand the concept of human rights and its significance to the Social Work Profession

**CO 2:** To develop understanding on Human Right bases for Social Work interventions

**CO 3:** To understand the causes and consequences of environmental degradation

Unit	Title: Human Rights Social Justice and Environmental Social Work (HRSJ&ESW)	56.hrs/sem
Unit I	<b>Human Rights: Concept and Origin</b> 1. Concept of Rights and its Origin 2. Understanding the Concept of Human Rights 3. Understanding the Principles of Human Rights 4. Classification of Human Rights	14
Unit II	<b>Concept of Social Justice</b> 1. Social Justice: Concept, Definitions and Scope 2. Relationship of Social Justice with Social Legislation: Civil Rights and Human Rights: Concept Definitions and Scope 3. Social Injustice: Concept of and Causes 4. Issus of Social Justice in India	14
Unit III	<b>Environment – A Conceptual Framework</b> 1. Environment: Concept and Definitions 2. Environmental Pollution and Degradation 3. Causes and Consequences of Environmental Degradation 4. Impact of Environmental Degradation	14
Unit IV	<b>Environmental Issues</b> 1. Environmental Justice: International Treaties and Environmental Laws 2. Disaster: Typology and Management 3. Politics of Ecology and Development 4. Approaches to Conservation	14

**References:**

1. Alston, Philip, and Frederic Megret, eds. (2014), *The United Nations and Human Rights: A Critical Appraisal*. Second Edition. Oxford University Press.
2. Annan, Kofi.(2007), *The Circle of Empowerment: Twenty-five Years of the UN Committee on the Elimination of Discrimination Against Women*. Edited by Hanna Schopp-Schilling and Cees Flinterman. The Feminist Press at CUNY.
3. Bassiouni, M. Cherif, and William A. Schabas, eds. (2011), *New Challenges for the UN Human Rights Machinery: What Future for the UN Treaty Body System and the Human Rights Council Procedures?* Intersentia.
4. Brysk, Alison.(2009), *Global Good Samaritans: Human Rights as Foreign Policy*. Oxford University Press, USA.
5. Bush, Gail and Meyer, Randy (2013). *Indivisible: Poems for Social Justice* (Norwood House Press.
6. Capeheart, Professor Loretta and Milovanovic, Professor Dragan.(2007), *Social Justice: Theories, Issues, and Movements*, Rutgers University Press.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

## Bachelor of Social Work

### BSW Semester – VI

**Course Title: Social Work With Marginalised Population (SWWMP)**

Course Code:

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-13	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** Demonstrate familiarity with issues and concerns of the marginalized and a perspective towards their issues and problems

**CO 2:** CO2. Understand constitutional provisions and legal framework available for the marginalized groups

**CO 3:** CO3. Understand the scope of government and non-governmental efforts in welfare, developmental and empowerment of marginalised sections

Unit	Title: Social Work With Marginalised Population (SWWMP)	56.hrs/sem
Unit I	<b>Marginalised Communities and Concerns</b> 1. Marginalisation: Concept, Definition and Concerns 2. Social Exclusion and Inclusion 3. Basis of Discrimination in India: Caste, Class, Religion, Race and Gender 4. Global Perspectives on Marginalisation	14
Unit II	<b>Marginalised Groups in India</b> 1. Scheduled Castes: Problems and Issues 2. Scheduled Tribes: Problems and Issues 3. OBCs: Problems and Issues 4. Minority Groups: Religious, Linguistic, Ethnic, Sexuality	14
Unit III	<b>Constitutional Provisions and Legal Framework for Marginalised Groups</b> 1. Scheduled Castes: Constitutional Provisions and Legal Framework 2. Scheduled Tribes: Constitutional Provisions and Legal Framework 3. OBCs: Constitutional Provisions and Legal Framework 4. Minority Groups (Religious, Linguistic, Ethnic, Sexuality): Constitutional Provisions and Legal Framework	14
Unit IV	<b>Policy, Programmes and Civil Society Response for Marginalised Groups</b> 1. Scheduled Castes: Policy, Programmes and Civil Society Response 2. Scheduled Tribes: Policy, Programmes and Civil Society Response 3. OBCs: Policy, Programmes and Civil Society Response 4. Minority Groups: Policy, Programmes and Civil Society Response	14



## References:

1. Agrawal A. and Sharma M., (2012) Voices of Minorities and the marginalized in Indian English Literature, New Delhi; Author Press.
2. Ambedkar, B.R. (2017), State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India, New Delhi: Kalpaz Publications
3. Betteille, A. (1981) The Backward Classes and New Social Order. New Delhi: Oxford University Press.
4. Ghurey, G.S. (2000) Caste and Race in India. Bombay: Popular Prakashan.
5. Gupta D. (Eds) (1991) . Social Stratification. New Delhi: Oxford University Press.
6. Hasan Z. and Menon R. (Eds). (2005). In a Minority: Essays on Muslim women in India. New Delhi: Oxford University Press.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work**  
**BSW Semester – VI**

**Course Title:** Field Work Practicum-VI (FWP–VI)

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-14</b>	<b>Practical</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Practical Content**

1. Continue to organize activities with groups of women, children, youth and other population groups.
2. Mobilize resources and develop network with other institutions/organizations working in the neighbouring areas.
3. Understand power structure of surrounding area and of local community stakeholders.
4. Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.
5. Continuous self-assessment of field work experiences and professional growth.
6. Prepare and submit field work records for all the process involved.
7. Integrate theoretical knowledge with field practice i.e. methods, principles, skills and techniques of social work etc.

<b>Assessment type</b>	<b>Weightage in Marks</b>
<b>Summative Assessment:</b>	<b>50</b> (Field Work Supervision, Reporting and Internal Assessment)
<b>Formative Assessment:</b>	<b>50</b> (Viva – Voce Examination)
<b>Total</b>	<b>100</b>

**Bachelor of Social Work  
BSW Semester – VI**

**DSE-E 2 (a)**

**Course Title: Dissertation**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSE</b>	<b>Theory</b>	<b>03</b>	<b>03</b>	<b>48 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

- CO 1:** Understand how to initiate and conduct research
- CO2:** Understand research skills of identifying and selecting topic for research
- CO3:** Develop skill of doing literature review and data collection and accompanying drawbacks
- CO4:** Understand different steps in conducting research and associated limitations
- CO5:** Do data analysis and report writing
- CO6:** Understand ethics involved in Research

<b>Title: Dissertation</b>	<b>Contents</b>	<b>48.hrs/ sem</b>
<b>The format for preparing framework for synopsis of the dissertation are:</b>		28
<ol style="list-style-type: none"> <li>1. Identification of issue and development of proposal</li> <li>2. Literature review</li> <li>3. Objectives</li> <li>4. Research methodology (Universe, Sampling, Tool Preparation)</li> <li>5. Data collection</li> <li>6. Analysis and interpretation of data</li> <li>7. Report writing</li> </ol>		
<b>The format for dissertation would be as per given below:</b>		28
<ol style="list-style-type: none"> <li>1. The dissertation shall normally be of 50-75 pages with proper references and scientific organization.</li> <li>2. The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.</li> <li>3. Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) in the concerned department.</li> <li>4. The references are to be written in the APA style.</li> <li>5. The responsibility for ensuring the originality of the dissertation is that of the student and the faculty supervisor.</li> </ol>		

**Pedagogy: Lecture, Assignment, Individual and Group Presentation**

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Review of Literature	10
Research Proposal	10
Preparation of Tools of Data Collection	10
Data Collection and Analysis	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guideline.</i>	

**Bachelor of Social Work  
BSW Semester – VI**

**DSE-E 2 (b)**

**Course Title: Corporate Social Responsibility in Social Work (CSRSW)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSE</b>	<b>Theory</b>	<b>03</b>	<b>03</b>	<b>48 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** Understand the conceptual framework of CSR

**CO 2:** Understand the legal framework of CSR

**CO 3:** Understand the CSR practices and role of Social Workers

<b>Unit</b>	<b>Title: Corporate Social Responsibility in Social Work (CSRSW)</b>	<b>48.hrs/sem</b>
Unit I	<b>Corporate Social Responsibility (CSR)</b> 1. CSR: Concept and Definition 2. Evolution of CSR 3. Nature and Scope of CSR 4. Principles of CSR	12
Unit II	<b>Corporate Philanthropy</b> 1. Developing Philanthropic Endeavors 2. Potential Benefit of Philanthropic Model of CSR 3. Creating Community Awareness Regarding Patterns of Philanthropic CSR 4. Developing Networking with Philanthropic Organizations	12
Unit III	<b>Provisions of CSR under Companies Act, 2013</b> 1. Introduction to CSR Mandate 2. Important Legal Provisions in Accordance to Schedule VII 3. Financial Provisions under Corporate Social Responsibility (Article 135) of Companies Act 2013 4. Structure and Functions of CSR Committee	12
Unit IV	<b>Best Practices of CSR</b> 1. Best Practices of CSR: Global and Indian Experiences 2. Integration of PPP in Institutional Social Responsibilities and Corporate Social Responsibility 3. Sustainable Development Goals (SDGs) and Corporate Social Responsibility 4. Social Work Profession and Corporate Social Responsibility	12

### References:

1. Aguinis, H., and G. Ante. (2012). "What We Know and Don't Know about Corporate Social Responsibility: A Review and Research Agenda." *Journal of Management* 38, no. 4, p. 933.
2. Andal, N. B. (2011). *Corporate Social Responsibility in India*. Haryana: Global Vision Publishing House.
3. Authers, J. (2013.) "Today's Liquid Markets Are Open to Hayekian Criticism." *Financial Times*, p. 12.
4. B Al Gore and D. Blood. (2006) "For People and Planet." *The Wall Street Journal*, p. A20.
5. Baxi, C. V., and Prasad, A. (2005). *Corporate Social Responsibility Concept and Causes The Indian Experience*. New Delhi: Anurag Jain for Excel Books.
6. Katamba, D., Zipfel, C., and Haag, D. (2012). *Principles of Corporate Social Responsibility (Csr) : A Guide for Students and Practicing Managers in Developing and Emerging Countries*. Durham: Strategic Book Publishing, Durham (USA).

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Bachelor of Social Work  
BSW Semester – VI**

**Course Title: Skill Development and Entrepreneurship (SDE)**

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>VOC-2</b>	<b>Theory</b>	<b>03</b>	<b>03</b>	<b>42 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** To develop basic understanding on Skill and Entrepreneurship

**CO 2:** To develop understanding on the qualities and attributes of entrepreneurs

**CO 3:** To understand abilities and Skills of successful entrepreneur

<b>Unit</b>	<b>Title: Social Work With Differently abled</b>	<b>42.hrs/sem</b>
Unit I	<b>Skill Development in the Field of Entrepreneurship</b> 5. Introduction to Skill Development 6. Understanding Entrepreneurial Skills 7. Understanding the Functions of Skill Development Institutes 8. Entrepreneurship and Social Work	10
Unit II	<b>Entrepreneurship: A Conceptual Framework</b> 5. Entrepreneurship Concept, Definition, Scope and Purpose 6. Types and Approaches to Entrepreneurship 7. Importance of being an Entrepreneur 8. Entrepreneurial Qualities and Attributes	10
Unit III	<b>Entrepreneurial Functions</b> 5. Functions of an Entrepreneur 6. Entrepreneurial Opportunities 7. Entrepreneurial Competencies 8. Entrepreneurial Motivation	10
Unit IV	<b>Managing Start-Ups and Family Business</b> 1. Business Ideas, Methods of Generating Ideas, and Opportunity Recognition 2. Entrepreneurship Project Formulations 3. Resource Mobilizations and Financial Institutions 4. Success Stories and expose visit to entrepreneur institution	12

**References:**

1. Carsrud, A. L., and Brannback, M.E. (2007) Entrepreneurship, Westport, Connecticut: Greenwood Publishing Group
2. Drucker, P. (2014). Innovation and Entrepreneurship Routledge: New York.
3. Hisrich, R. (2011) Entrepreneurship 6/E New Delhi: Tata McGraw-Hill
4. Lussier R. N., Corman, J. and Kimball, D. (2014) Entrepreneurial New Venture Skills, New York Routledge
5. Nieuwenhuizen, C (2009) Entrepreneurial Skills, Lansdowne, Cape Town: Juta and Company Ltd.
6. Pandya, R. (2016) Skill Development and Entrepreneurship in India, New Delhi: New Century Publications

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project/ Activities	10
Seminar/ Class Presentation and Participation	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	



## Bachelor of Social Work BSW Semester – VI

**Course Title:** INTERNSHIP

**Course Code:**

Type of Course	Theory / Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>INTERNSHIP</b>	<b>Practical</b>	<b>02</b>	<b>30</b>	<b>15 days</b>		<b>50</b>	<b>--</b>	<b>50</b>

### **Internship:**

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local governments, GOs, NGOs, Cos, Health Sector, Women & Child (such as panchayats, municipalities ) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

### **Note;**

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 2 weeks (15 days.)
3. Internship may be full-time (full-time during last 2 weeks (15 days) before closure of the semester). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6<sup>th</sup> semester for a maximum of 20 hours.
5. The student should submit the final internship report to the mentor for completion of the internship. (Report submission after every 5 days (3 Reports))
6. Method of evaluation: Report submission/Assessment/Presentation/Viva-Voce.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Report Submission to the Department	10
Assessment of the Report	10
Presentation	10
Viva-Voce	20
<b>Total</b>	<b>50 Marks</b>

# BSW programme: 2023-24

## GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC/ OEC

**(60 marks for semester end Examination with 2 hrs duration)**

### **Part-A**

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10 marks

### **Part-B**

2. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20 marks

### **Part-C**

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions : 30 marks

(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

**Total: 60 Marks**

**Note: Proportionate weight age shall be given to each unit based on number of hours**

**Prescribed**