

**Department of BSW**

Discipline Specific Core Course: Computer Science

Sem	Theory/ Practical	Course Title	Teaching/ Practical Instruction hour/week	Total Hours/Sem	Duration of Exam in hours	Assessment Marks			Credits
						Summative	Formative	Total	
V	Theory	Social Action and Social Movement	6	60	3	80	20	100	5
	Theory	Fundamentals of Nutrition's	6	60	3	80	20	100	5
		Field work Practicum-V (Concurrent Field Work)	8	60	-	80	20	100	6
	Elective	Rural Development-I	4	60	3	80	20	100	3
		Internship	2	60	2	40	10	50	2

## **FIFTH SEMESTER**

### **Course Code and Title: DSC5.1. Social Action and Social Movements**

#### **Course Objectives:**

- To understand the concept of social action.
- To learn about the process, skills and techniques pertaining to social action.
- To understand the applicability of the theory and practice of social action in the context of professional social work in India.

#### **Learning Outcomes:**

- Gain knowledge about concept, process, skills and techniques pertaining to social action.
- Learn about the characteristics of social movements, such as their goals, nature, and how they are organized. Students can also learn how social movements can lead to social change and transformation.

#### **Unit-I. Introduction to Social Action, Principles and Skills**

Concept of Social Action: Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India;

Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold programmes;

Skills involved in Social Action: Relational skills, analytical and research skills, intervention skills, managerial skills, communication skills, and training skills.

#### **Unit-III. Process, Strategies and Techniques of Social Action**

Process of Social Action: Developing awareness, organization, strategizing, and action.

Strategies and Techniques of Social Action: Research, education, cooperation, collaboration, competition, organization, disruption and confrontation, arbitration, negotiation, mild coercion, violation of legal norms, and joint action.

Role of Social Workers in Social Action.

#### **Unit-IV. Social Movements.**

Social Movement, concept, methods, types and implications

Reform movements in pre-independence India-Brahmo Samaj, Arya Samaj, Aligarh Movement and self respect movement.

#### **Unit-IV. Social Movements in India**

Dalit Movement, Backward class movement, Tribal Movement, Women's Movement, Students Movements, Middle Class Movements, Peasant Movements, Human Rights and Environmental movements;

Social Movements and Social Work Practice

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Friedlander, W.A. (1977), Introduction to Social Welfare, Prentice Hill, New Delhi.

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Nanavati, M.C. (1965), 'Social Action and The Professional Social Work' Social Work Forum, vol.III, no.2, pp.26-29.

Pathak, S.H. (1971), Social Welfare, Health and Family Planning, New Delhi.

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Singh, Surender (1986), Social Action in Horizons of Social Work (ed). By Surender Singh & K.S. Soodan, op. cit. p. 161.

Thomas, Gracious (ed.) (2010), Social Work Intervention with Communities and Institutions. Vol. I, New Delhi: IGNOU.

## **Course Code and Title: DSC5.2. Fundamentals of Nutrition's**

### **Course Objectives:**

- To provide students with the knowledge of basic terminology and several aspects of nutrition and the functions of food in healthy life sustenance;
- To ensure that students are familiar with the food classification, nutrition during special conditions and role of special functional food;
- To equip students with knowledge and understanding of modern aspects of nutritional science and novel food usage.

### **Learning Outcomes:**

- Students will be able to explain functions of specific nutrients in maintaining health, identifying nutrient specific foods and apply principles from the various facets of food science and related disciplines to solve practical as well as real-world problems.
- Communicate a nutritional concept of your choosing in a manner that is suitable for the general public.

### **Unit-I. Conceptual understanding:**

Definition and importance of Nutrition, Basic Food Groups: definition, types of food groups, functions of food.

Balanced Diet: Meaning and definition of balanced diet- calculation of balanced diet, guidelines for planning balanced diet

Nutrients and their classification: macronutrients and micronutrients

### **Unit-II. Unit-II. Carbohydrates, Proteins & Vitamins:**

Carbohydrates and Proteins-functions, sources and deficiency

Fats and Oils-functions, sources and deficiency

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

### **Unit-III. Mineral Elements:**

Calcium and Iron: functions, sources and deficiency;

Green leafy vegetables: Significance and Nutritive composition. Fiber: Significance and role of fiber in the body -Harmful effects of low fiber in the diet

Understanding food combination: Its impact on self- highlight of right and wrong food combination; Water: Its importance and functional values

### **Unit-IV. Malnutrition& Nutrients:**

Malnutrition: Meaning and Definition-Causes and effects of malnutrition-prevention of malnutrition.

Cooking and Preventing Nutrient: Methods of Cooking and Preventing Nutrient Losses; Dry, moist, frying and microwave cooking; Types of cooking methods - Conservation of nutrients - Enhancing Nutrient content. advantages, disadvantages and the effect of various methods of cooking on nutrients; minimizing nutrient losses

Food Adulteration: Types of adulterants-Common adulterants used on various eatables. Detection of Food adulterants; Food poisoning-Types, Causes and Prevention.

#### References:

- Babu Suresh S – A treatise on Home Remedies. Delhi Pustak Mahal, 2009
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- Lawrance Helen- Well-being for women. Scotland: Geddes and Gosset, 2004
- Morter Ted M- Health and wellness. New Delhi: Pustak Mahal, 2000
- Mudambi, Sumathi R and Shalini M Rao – Food Science. Wiley Eastern Ltd
- Rajadhyaksha, Medha S and Sukanya Datta- The Secrets of Proteins. New Delhi National Book Trust. 2000
- Reddy S. R. 1997- Teaching health and Nutrition. New Delhi: Commonwealth publication. 1995
- Roday S – Hygiene and sanitation in food industry. New Delhi Tata McGraw Hill Publishing. 2006
- Samraj Edison – Best of Health. Pune: Oriental Watchman Publishing. 1994
- Sharma Rajeev and Jyothi Rajeev- Water for Health and Beauty. New Delhi: Manoj Publications. 2009,
- Singh Jyothi- Handbook of Nutrition and Dietetics. New Delhi: Lotus Press. 2008
- Srilakshmi B – Nutrition Science. New Delhi New age International Publishers
- Swaminathan M – Essentials of Food and Nutrition (Vol II) Bangalore. The Bangalore Printing and Publishing Co Ltd. 2008
- Venkataiah S. Teaching Food and Nutrition. New Delhi Anmol publications Pvt Ltd. 2002
- Vidhya Chinthapalli- A text book of Nutrition, New Delhi Discovery Publishing House. 1996

**Course Code and Title: SWP5.3. Field Work Practicum-V**  
**(Concurrent Field Work)**

**Course Objectives**

- To understand the agency set up in relation to service delivery system
- To develop an understanding of Community (structure, needs, self- help system etc.)
- To develop capacity for planning organizing and implementing different Programmes for individuals and group
- To improve Skills in Communication and networking with other organizations
- To develop Skills in report writing and use of supervision.

**Course Outcomes**

- Able to observe and analyzesocial realities
- Able to understand theneeds, problems and Programmes for different target groups
- Able to understand Community as social structure and power dynamics operating in Community setting
- Able to imbibe the ethics andvalues of Social Work profession including attributes for the same Able to network with other organizations.

**Field Work Tasks /activities**

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

**References:**

- Subedar. I. S. (2001). Field Work Training In Social Work. Jaipur: Rawat Publications Sanjoy Roy (2012), Fieldwork in Social Work, Rawat Publication, Jaipur
- Columbia University. (2015), Handbook for Student Social Work Recording, School of Social Work
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- Kumar, S. (2002), Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.

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Ltd O'Hagan, Kieran, et al (2003) Competence in Social Work Practice – A  
Practical Guide for Professionals, London

Tata Institute of Social Sciences(1998) Field Work Manual for First Year Social Work, Tata  
Institute of Social Sciences, Mumbai

**Digital References:**

IGNOU School of Social Work (2013), Field Work Practicum in Social Work Part, [https://  
www.youtube.com/watch?v=a6u\\_YBsoKCs](https://www.youtube.com/watch?v=a6u_YBsoKCs)

The Maharaja Sayajirao University of Baroda (2019),  
[https://www.msubaroda.ac.in/asset/storage/admission/FSW\\_Prospectus\\_2019.pdf](https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf)

Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work  
(BSW)(2019), [https://www.ugc.ac.in/pdfnews/1366718\\_Social\\_Work.pdf](https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf)

## **Course Code and Title: Elective 5.4. Rural Development-1**

### **Course Objectives:**

- To provide an understanding and experience of different aspects of Rural Development.
- It is to provide a holistic perspective of schemes/programmes of central govt. in general and state govt. in particular.
- It is innovative, skill and employment oriented to attract bright students to the discipline of rural development.

### **Learning Outcomes:**

- Develop the knowledge among the students on the concept, characteristics and social institutions
- Understand the rural social problems of rural communities.
- To enable the students to understand the current issue in rural development
- Gain knowledge on the various of rural development and its institutions for the rural development

### **Unit-I. Rural Community**

Rural Communities: Definition, Characteristics, Factors affecting Rural Community and its changing features, Individual and Society;

Rural Social Structure: Caste and Class

Rural Social Institutions: Family, Society/Community, School

Importance of Rural Social Structure and Rural Social Institutions

Changing pattern in joint family. Changing trends in the caste system

### **Unit-II. Rural Social Problems**

Rural Poverty, Rural Illiteracy, Rural Unemployment, Rural health problems, Rural Housing Problems, Lack of Infrastructure, Transportation, and Agricultural Problems

Domestic Violence against Women, Casteism, Dowry System, Alcoholism, Crime Corruption, Rural Indebtedness and Elderly.

Current Issues in Rural Development: Migration, Environment, Gender, Privatization, Bio-Diversity and Population.

### **Unit-III. Rural Development**

Concept of Rural Development– Meaning and Definitions– Objectives – Nature, Strategies and Scope – Functions – Earlier Experiments – Gandhi's Sevagram – Santhiniketan and Marthandam Project

Need for Rural Development; Historical evolution of the concept of Rural Development in the Indian Context; Causes of Rural Backwardness.

#### **Unit-IV. Rural Development Institutions**

Panchayat Raj Institutions (PRIs): Evolution, Structure, Functions; 73rd Amendment; Role of PRIs in Rural Development; Cooperative Institutions: Concept and Principles of Cooperation, Types and Working of Rural Cooperatives - Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, and Weavers Cooperatives.

Community Based Organizations: Watershed Committees-Village Forest Committees -Water User Associations-Village Education Committees -Mothers Committees - Role of CBOs in Sustainable Rural Development.

#### **References:**

Bhadwi A., Rahman A. (Eds), "Studies in Rural Participation", New Delhi Oxford and IBM Publishing Co. 1982.

Chambers Robert. Rural Development. Putting the Last First Washington: Longman, 2003.

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Lakshman & Narayan: Rural Development in India

Laxmi Devi, "Policies, methods and strategies in Rural Development", Anol Publications Pvt. Ltd., (New Delhi, 1997). 2. Deidedi R.S., "Management of Human Resource", (New Delhi: Oxford & IBH, 1982).

Mamoria & Tripathi : Agricultural Problems in India

Misra & Sharma : Problems and Prospects of Rural Development

N.I.R.D. : Rural Development in India Some Facets

Nanavati & Anjalia : The Indian Rural Problems

P. MANIKANTA, P. MANIKANTA, and O. SUDHAKAR REDDY. "Scope of NGOS in Rural Technologies for Sustainable Rural Development." International Journal of Scientific Research 2, no. 10 (June 1, 2012): 1-3. <http://dx.doi.org/10.15373/22778179/oct2013/130>.

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Sharma & Malhotra :                    Integrated Rural Development

Sinha, Ranjit. "Rural leadership, Panchayat raj and rural development." Thesis, University of North Bengal, 1988. <http://hdl.handle.net/123456789/318>.

Sinha, S. K. Small Business Management. New Delhi: Indian Publications, 2010.

Sreedhar, G. Rural Development: Concepts and Dimensions. New Delhi: Sage Publications, 2015.

Vasant Desai :                            A Study of Rural Economy

Venkata Reddy K :                    Rural Development in India-Poverty and Development

### **Course Code and Title: CC5.5. Internship**

- Internship shall be compulsory/Discipline Specific of 90 hours (2 credits) with duration 4-6 weeks.
- Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
- Internship mentor/supervisor shall avail work allotment during 5<sup>th</sup> semester for a maximum of 20 hours.
- The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.

The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.