



**SARDAR PATEL UNIVERSITY**  
Vallabh Vidyanagar, Gujarat  
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))  
Syllabus with effect from the Academic Year 2024-2025 (Based on NEP, 2020)

**BSW IV Semester**

<b>Course Code</b>	<b>UA04AEBSW01</b>	<b>Title of the Course</b>	<b>Advanced Professional Communication</b>
<b>Total Credits</b>	<b>2</b>	<b>Hours Per Week</b>	<b>2</b>

<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• To develop an understanding of Phonetics and its branches.</li><li>• To understand the types and formats of business letters in professional communication.</li><li>• To expand students' vocabulary for better comprehension and application in professional settings.</li></ul>
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<b>Course Content</b>		
<b>UNIT</b>	<b>DESCRIPTION</b>	<b>WEIGHTAGE (%)</b>
<b>1</b>	<b>An Introduction to Phonetics</b> <ul style="list-style-type: none"><li>• Meaning of Phonetics</li><li>• Branches of Phonetics</li><li>• Importance of Phonetics in Communication</li><li>• Understanding Phonetic Symbols</li></ul>	<b>50%</b>
<b>2</b>	<b>Business Communication</b> <ul style="list-style-type: none"><li>• Characteristics of Effective Writing</li><li>• Business Letters &amp; its Types: Complaint Letter, Apology Letter, Inquiry Letters, Resignation Letter, Thank you letter</li><li>• Essential English Vocabulary: Prefixes, Suffixes, Idioms and Phrases used in business communication</li></ul>	<b>50%</b>

<b>Teaching Learning Methodology</b>	Interactive Lectures Guest Sessions PowerPoint Presentations Self Study Assignments	Individual & Group Presentations Peer Learning
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<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
<b>1.</b>	Internal Written Examination	<b>50%</b>
<b>2.</b>	Internal Continuous Assessment in the form of Quizzes, Assignments, Attendance, Active Learning, Class Test	



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3.	University Examination	50%
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<b>Course Outcomes: After Completion of the Course, students will be able to:</b>	
1.	Understand phonetics and explain its relevance in professional communication.
2.	Draft specific types of business letters adhering to proper formats.
3.	Expand their business vocabulary and effectively apply prefixes, suffixes, idioms, and phrases in written and verbal communication.

<b>Suggested References:</b>	
Sr. No.	References
1.	Pal, R. & Korlahalli, J.S. (2009). <i>Essentials of business communication</i> . New Delhi: Sultan Chand & Sons.
2.	Tandon, B.G. & Tandon L. (2006). <i>A to Z of English</i> . New Delhi: Ane Books
3.	Jain, A.K., Bhatia, P. & Sheikh, A.M. (2001). <i>Professional communication skills</i> . New Delhi: S Chand & Co. Ltd.
4.	Bhardwaj, K. (2008). <i>Professional Communication</i> . New Delhi: I.K. International Publishing House Pvt. Ltd.
5.	Panchal, M.R. (2007). <i>Letters and Letters</i> . Ahmedabad: Navbharat Sahitya Mandir.

<b>Online Resources</b>	
1.	<a href="https://egyankosh.ac.in/bitstream/123456789/26698/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/26698/1/Unit-1.pdf</a>
2.	<a href="https://www.cloudschoolpro.com/what-is-phonetics-discuss-the-branches-of-phonetics/">https://www.cloudschoolpro.com/what-is-phonetics-discuss-the-branches-of-phonetics/</a>
3.	<a href="https://byjus.com/english/consonants/">https://byjus.com/english/consonants/</a>
4.	<a href="http://www.it.griet.ac.in/wp-content/uploads/2014/08/phonetics_notes.pdf">http://www.it.griet.ac.in/wp-content/uploads/2014/08/phonetics_notes.pdf</a>



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**BSW IV SEMESTER**

<b>Course Code</b>	<b>UA04MABSW01</b>	<b>Title of the Course</b>	<b>Community Organization</b>
<b>Total Credits</b>	<b>4</b>	<b>Hours Per Week</b>	<b>4</b>

<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to understand the history and development of community organization</li> <li>To thoroughly understand Community Organization's relevance as a method in Social Work Practice.</li> <li>To understand various phases and models of Community Organization</li> <li>To build and enhance the skills in community organization.</li> </ul>
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<b>Course Content</b>		
<b>UNIT</b>	<b>DESCRIPTION</b>	<b>WEIGHTAGE (%)</b>
<b>1</b>	<b>Understanding Community</b> <ul style="list-style-type: none"> <li>Meaning and Definitions of Community</li> <li>Characteristics of Community</li> <li>Brief Overview of Types of Community</li> <li>Functions of Community</li> </ul>	<b>25%</b>
<b>2</b>	<b>Introduction to Community Organization</b> <ul style="list-style-type: none"> <li>Meaning, Definitions, and Objectives of Community Organization</li> <li>History of Community Organization in India and Abroad</li> <li>Difference between Community Organization and Community Development</li> </ul>	<b>25%</b>
<b>3</b>	<b>Community Organization as a Method of Social Work</b> <ul style="list-style-type: none"> <li>Principles of Community Organization</li> <li>Phases/Steps in Community Organization</li> <li>Models of Community Organization by Rothman</li> </ul>	<b>25%</b>
<b>4</b>	<b>Community Organization as a Field of Social Work Practice</b> <ul style="list-style-type: none"> <li>Characteristics of Community Organizer</li> <li>Role of Community Organizer</li> <li>Skills used in Community Organization</li> </ul>	<b>25%</b>

<b>Teaching Learning Methodology</b>	Interactive Lectures Guest Sessions PowerPoint Presentations Self Study Assignments	Individual & Group Presentations Peer Learning
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<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
<b>1.</b>	Internal Written Examination	<b>50%</b>



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2.	Internal Continuous Assessment in the form of Quizzes, Assignments, Attendance, Active Learning, Class Test	
3.	University Examination	50%

Course Outcomes: After Completion of the Course, students will be able to:	
1.	Understand the importance and implications of community organization
2.	Demonstrate their skills and efficiency in community mobilization as a method of social work.
3.	Gain the experience and exposure to practice community organization.

Suggested References:	
Sr. No.	References
1.	Joseph, S. (2016). <i>Community Organization in Social Work</i> . New Delhi: Discovery Publishing House Pvt Limited.
2.	Ross, M. G. (1955). <i>Community Organization</i> . United States: Harper & Row.
3.	Siddiqui, H.Y. (2021). <i>Working with communities: An introduction to community work</i> . New Delhi: Hira Publications.
4.	Bhattacharya, S.(2008). <i>Social Work: An Integrated Approach</i> . New Delhi: Deep & Deep Publications Pvt. Ltd.
5.	Misra, P.D. & Misra, B. (2015). <i>Social profession in India</i> . Lucknow: New Royal Book Company

Online Resources	
1.	<a href="https://egyankosh.ac.in/bitstream/123456789/17220/1/Unit-2.pdf">https://egyankosh.ac.in/bitstream/123456789/17220/1/Unit-2.pdf</a>
2.	<a href="https://egyankosh.ac.in/bitstream/123456789/71876/1/Block-1.pdf">https://egyankosh.ac.in/bitstream/123456789/71876/1/Block-1.pdf</a>
3.	<a href="https://egyankosh.ac.in/bitstream/123456789/59016/1/Unit3.pdf">https://egyankosh.ac.in/bitstream/123456789/59016/1/Unit3.pdf</a>
4.	<a href="https://egyankosh.ac.in/bitstream/123456789/17225/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/17225/1/Unit-5.pdf</a>
5.	<a href="https://www.coursehero.com/file/133586969/2-CESC12-Q1-Mod-2-Functions-of-Communities-pdf/">https://www.coursehero.com/file/133586969/2-CESC12-Q1-Mod-2-Functions-of-Communities-pdf/</a>
6.	<a href="https://egyankosh.ac.in/bitstream/123456789/59012/1/BLOCK%202.pdf">https://egyankosh.ac.in/bitstream/123456789/59012/1/BLOCK%202.pdf</a>
7.	<a href="https://egyankosh.ac.in/bitstream/123456789/17221/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/17221/1/Unit-3.pdf</a>



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**BSW IV SEMESTER**

<b>Course Code</b>	<b>UA04MABSW02</b>	<b>Title of the Course</b>	<b>Indian Society</b>
<b>Total Credits</b>	<b>4</b>	<b>Hours Per Week</b>	<b>4</b>

<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>To Understand the Concepts of Society and Culture.</li> <li>To explain the concept of status and its relation to roles</li> <li>To understand Social Change and Its Processes</li> </ul>
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<b>Course Content</b>		
<b>UNIT</b>	<b>DESCRIPTION</b>	<b>WEIGHTAGE (%)</b>
<b>1</b>	<b>Introduction to Indian Society</b> <ul style="list-style-type: none"> <li>Basic Concepts of Society, Community, Social Structure and Social Groups</li> <li>Salient Features of Indian Society</li> <li>Evolution of Indian Society</li> </ul>	<b>25%</b>
<b>2</b>	<b>Introduction to Indian Culture</b> <ul style="list-style-type: none"> <li>Meaning and Definitions of Culture</li> <li>Characteristics of Culture</li> <li>Types of Culture: Material and Non-material Culture</li> <li>Elements of Culture</li> </ul>	<b>25%</b>
<b>3</b>	<b>Status and Role</b> <ul style="list-style-type: none"> <li>Concept and Definitions of Status</li> <li>Types of Status - Ascribed and Achieved</li> <li>Concept and Definitions of Role</li> <li>Classification of Roles - Ascribed and Achieved, Relational and non-relational &amp; Basic, general and Independent Roles</li> </ul>	<b>25%</b>
<b>4</b>	<b>Social Change</b> <ul style="list-style-type: none"> <li>Meaning and Definitions of Social Change</li> <li>Characteristics of Social Change</li> <li>Factors affecting Social Change</li> <li>Processes of Change: Sanskritization, Westernization, Modernization, Globalization</li> </ul>	<b>25%</b>

<b>Teaching Learning Methodology</b>	Interactive Lectures Guest Sessions PowerPoint Presentations Self Study Assignments	Individual & Group Presentations Peer Learning
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<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
<b>1.</b>	Internal Written Examination	<b>50%</b>



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2.	Internal Continuous Assessment in the form of Quizzes, Assignments, Attendance, Active Learning, Class Test	
3.	University Examination	50%

Course Outcomes: After Completion of the Course, students will be able to:	
1.	Define and explain key concepts such as society, community, social structure, culture, and social groups.
2.	Develop an insight into the Evolution of Indian Society
3.	Develop an understanding of the Concept of Status and Role in Society

Suggested References:	
Sr. No.	References
1.	Bhushan, V. & Sachdeva, D.R. (2012). <i>Fundamentals of sociology</i> . New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2.	Rao, C.N. (2020). <i>Sociology of Indian society</i> . New Delhi: S Chand & Company Ltd.
3.	Ruhela, S.P. (2006). <i>Introduction to sociology</i> . Gurgaon: Subhi Publications.
4.	Sharma, R.K. (2004). <i>Indian Society: Institutions and Change</i> . New Delhi: Atlantic Publishers & Distributions.

Online Resources	
1.	<a href="https://egyankosh.ac.in/bitstream/123456789/66016/1/Unit8.pdf">https://egyankosh.ac.in/bitstream/123456789/66016/1/Unit8.pdf</a>
2.	<a href="https://egyankosh.ac.in/bitstream/123456789/7889/1/Unit-2.pdf">https://egyankosh.ac.in/bitstream/123456789/7889/1/Unit-2.pdf</a>
3.	<a href="https://egyankosh.ac.in/bitstream/123456789/66019/1/Unit11.pdf">https://egyankosh.ac.in/bitstream/123456789/66019/1/Unit11.pdf</a>
4.	<a href="https://egyankosh.ac.in/bitstream/123456789/7391/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/7391/1/Unit-1.pdf</a>
5.	<a href="https://ddceutkal.ac.in/Downloads/UG_SLM/Sociology/GE_2R.pdf">https://ddceutkal.ac.in/Downloads/UG_SLM/Sociology/GE_2R.pdf</a>



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**BSW IV Semester**

<b>Course Code</b>	<b>UA04MABSW03</b>	<b>Title of the Course</b>	<b>Life Span Perspective of Human Development-I</b>
<b>Total Credits</b>	<b>4</b>	<b>Hours Per Week</b>	<b>4</b>

<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To brief the students about the Stages of Life Span</li> <li>• To understand the growth and development of individuals at various stages in the life span</li> <li>• To learn the Hazards of Prenatal, Infancy and Babyhood Period</li> </ul>
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<b>Course Content</b>		
<b>UNIT</b>	<b>DESCRIPTION</b>	<b>WEIGHTAGE (%)</b>
<b>1</b>	<b>Introduction to Life Span</b> <ul style="list-style-type: none"> <li>• Brief Introduction to Stages of Life Span (Prenatal Period, Infancy, Babyhood, Early Childhood, Late Childhood, Puberty, Adolescence, Early Adulthood, Middle Age, Old Age)</li> </ul>	<b>25%</b>
<b>2</b>	<b>Prenatal Stage</b> <ul style="list-style-type: none"> <li>• Characteristics of Prenatal Stage</li> <li>• Stages of Prenatal Stage</li> <li>• Hazards of Prenatal Stage</li> </ul>	<b>25%</b>
<b>3</b>	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Characteristics of Infancy</li> <li>• Adjustments to Infancy</li> <li>• Hazards of Infancy</li> </ul>	<b>25%</b>
<b>4</b>	<b>Babyhood</b> <ul style="list-style-type: none"> <li>• Characteristics of Babyhood</li> <li>• Physical Development during Babyhood</li> <li>• Skills in Babyhood</li> <li>• Hazards of Babyhood</li> </ul>	<b>25%</b>

<b>Teaching Learning Methodology</b>	Interactive Lectures Guest Sessions PowerPoint Presentations Self Study Assignments	Individual & Group Presentations Peer Learning
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<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
<b>1.</b>	Internal Written Examination	<b>50%</b>
<b>2.</b>	Internal Continuous Assessment in the form of Quizzes, Assignments, Attendance, Active Learning, Class Test	
<b>3.</b>	University Examination	<b>50%</b>



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<b>Course Outcomes: After Completion of the Course, students will be able to:</b>	
1.	Learn Stages of Life Span in brief.
2.	Develop an understanding of the Characteristics and Hazards of Prenatal, Infancy and Babyhood.

<b>Suggested References:</b>	
<b>Sr. No.</b>	<b>References</b>
1.	Bhatt, N. (2007). <i>Human development: A life span perspective</i> . Jaipur: Aavishkar Publisher Distributors.
2.	Hurlock, E.B. (2001). <i>Developmental psychology: A life span approach</i> . New York: McGraw Hill Education

<b>Online Resources</b>	
1.	<a href="https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/periods-of-human-development/">https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/periods-of-human-development/</a>
2.	<a href="https://egyankosh.ac.in/bitstream/123456789/23325/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/23325/1/Unit-1.pdf</a>
3.	<a href="https://egyankosh.ac.in/bitstream/123456789/79121/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/79121/1/Unit-5.pdf</a>





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**BSW IV Semester**

<b>Course Code</b>	<b>UA04MIBSW01</b>	<b>Title of the Course</b>	<b>Rural Community Development</b>
<b>Total Credits</b>	<b>4</b>	<b>Hours Per Week</b>	<b>4</b>

<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept and characteristics of Rural Community</li> <li>• To understand various Rural Development Programmes in India</li> <li>• To acquaint the students about Panchayati Raj System and legal aspects related to PRIs.</li> <li>• To understand Participatory Rural Appraisal Approach.</li> </ul>
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<b>Course Content</b>		
<b>UNIT</b>	<b>DESCRIPTION</b>	<b>WEIGHTAGE (%)</b>
<b>1</b>	<b>Introduction to Rural Community</b> <ul style="list-style-type: none"> <li>• Meaning and Definitions of Rural Community</li> <li>• Characteristics of Rural Community</li> <li>• Problems/Challenges faced by Rural Community</li> </ul>	<b>25%</b>
<b>2</b>	<b>Introduction to Rural Community Development</b> <ul style="list-style-type: none"> <li>• History of Rural Community Development</li> <li>• Rural Development Programmes in India- MGNREGA, Deendayal Antyodaya Yojana/ National Rural Livelihood Mission, Pradhan Mantri Awaas Yojana (Rural)</li> </ul>	<b>25%</b>
<b>3</b>	<b>Panchayati Raj Institution</b> <ul style="list-style-type: none"> <li>• Evolution of Panchayati Raj System in India</li> <li>• Structure and Functions of PRIs</li> <li>• Problems in functioning of PRIs</li> <li>• Panchayati Raj (73rd Constitutional Amendment) Act, 1992</li> </ul>	<b>25%</b>
<b>4</b>	<b>Participatory Rural Appraisal (PRA)</b> <ul style="list-style-type: none"> <li>• Meaning of PRA</li> <li>• Principles of PRA</li> <li>• Tools and Techniques of PRA</li> </ul>	<b>25%</b>

<b>Teaching Learning Methodology</b>	Interactive Lectures Guest Sessions PowerPoint Presentations Self Study Assignments	Individual & Group Presentations Peer Learning
<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
<b>1.</b>	Internal Written Examination	<b>50%</b>



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2.	Internal Continuous Assessment in the form of Quizzes, Assignments, Attendance, Active Learning, Class Test	
3.	University Examination	<b>50%</b>

<b>Course Outcomes: After Completion of the Course, students will be able to:</b>	
1.	Gain insight into Rural Community Development Programmes.
2.	Understand Panchayati Raj Institution and its Functioning.
3.	Learn the meaning of Participatory Rural Appraisal and its applicability.

<b>Suggested References:</b>	
<b>Sr. No.</b>	<b>References</b>
1.	Jayapalan, N. (2002). Rural sociology. New Delhi: Atlantic Publishers and Distributors.
2.	Desai, A.R. (2009). Rural sociology in India. Bombay: Popular Prakashan.
3.	Sharma, R.K. (2004). <i>Rural Sociology</i> . New Delhi: Atlantic Publishers and Distributors.

<b>Online Resources</b>	
1.	<a href="https://egyankosh.ac.in/bitstream/123456789/52944/1/Block-1%20MRD%20101.pdf">https://egyankosh.ac.in/bitstream/123456789/52944/1/Block-1%20MRD%20101.pdf</a>
2.	<a href="https://www.egyankosh.ac.in/bitstream/123456789/31758/1/Unit-2.pdf">https://www.egyankosh.ac.in/bitstream/123456789/31758/1/Unit-2.pdf</a>
3.	<a href="https://www.egyankosh.ac.in/bitstream/123456789/89775/1/Unit-4.pdf">https://www.egyankosh.ac.in/bitstream/123456789/89775/1/Unit-4.pdf</a>
4.	<a href="https://www.egyankosh.ac.in/bitstream/123456789/19129/1/Unit-20.pdf">https://www.egyankosh.ac.in/bitstream/123456789/19129/1/Unit-20.pdf</a>
5.	<a href="https://egyankosh.ac.in/bitstream/123456789/19381/1/Unit-26.pdf">https://egyankosh.ac.in/bitstream/123456789/19381/1/Unit-26.pdf</a>
6.	<a href="https://rural.nic.in/en">https://rural.nic.in/en</a>
7.	<a href="https://egyankosh.ac.in/bitstream/123456789/25979/1/Unit-8.pdf">https://egyankosh.ac.in/bitstream/123456789/25979/1/Unit-8.pdf</a>



**Bachelor of Arts**  
**B.S.W. Semester – 4**

Course Code	UA04VABSW01	Title of the Course	Integrated Personality Development
Total Credits of the Course	2	Hours per Week	2

**Course Name: IPDC-2**

**Recommended Credit: 2**

**Course Duration: 30 Hours**

**The Integrated Personality Development Course – An Introduction**

The Integrated Personality Development Course (IPDC) has been designed, by the BAPS Swaminarayan Sanstha, to enhance student awareness of India's glory and global values and create citizens who contribute to their families, college, workforce, community, and nation. This course supports the requirements of the National Education Policy (NEP), to "build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment".

Easily integrated into the university syllabus, IPDC effectively teaches essential Indian values, develops character, strengthens morality, and nourishes constructive and creative thinking. Through this course, students can enjoy, understand, and practise priceless lessons, giving them the tools to prepare for a brighter future towards nation-building.

**Introductory Resources:**

<p><b><u>IPDC Intro</u></b> <a href="#">IPDC-YouTube</a></p>	<p><b><u>Lecturer Glimpse</u></b> <a href="#">IPDC - YouTube</a></p>	<p><b><u>IPDC Impact - 1</u></b> <a href="#">IPDC - YouTube</a></p>
		

## **Type of Course:**

Value-Based Holistic Personality Development Course for University Students.

## **Rationale / Scope:**

IPDC aims to prepare students to become ideal citizens of India, promoting fortitude in the face of failures, Indian values like seva, pride for the Indian heritage, self-discipline amidst distractions and many more priceless lessons. The course enables students to become self-aware, sincere, and successful in their many roles – as ambitious students, reliable employees, caring family members, and contributing Indian citizens.

## **Course Outcomes/Objectives:**

- To enhance awareness of India's glory and global values, and to create considerate citizens who strive for the betterment of their family, college, workforce, communication, and nation.
- To provide students with a holistic value-based education that will enable them to succeed academically, professionally, and socially.
- To give the students the tools to develop effective habits, promote personal growth, and improve their well-being, stability, and productivity.
- To allow students to establish a stronger connection with their family through critical thinking and the development of qualities such as unity, forgiveness, empathy, and effective communication.
- To provide students with soft skills that complement their hard skills, making them more marketable when entering the workforce.
- To inspire students to strive for a higher sense of character by learning from Indian role models who have lived principled, disciplined, and value-based lives.

## Course-Content / IPDC Syllabus:

IPDC-2 is distributed across one semester and consists of 15 topics. Each topic will be 2 lecture hours per week, and therefore a total of 30 hours.

IPDC-2			
	Module & Subject	Topic Description	Hrs
1	<b>Module:</b> Remaking Yourself <b>Subject:</b> Begin with the End in Mind	Students will learn to visualize their future goals and will structure their lives through smart goals to give themselves direction and ultimately take them to where they want to go.	2
2	<b>Module:</b> Remaking Yourself <b>Subject:</b> Being Addiction-Free	Students will explore the detrimental effects of addictions on one's health, personal life, and family life. They will learn how to take control of their life by becoming addiction free.	2
3	<b>Module:</b> Selfless Service <b>Subject:</b> Case Study: Disaster Relief	Students will apply previous lessons of seva, to analyze the case study of the Bhuj earthquake relief work.	2
4	<b>Module:</b> Soft Skills <b>Subject:</b> Teamwork & Harmony	Students will learn the six steps of teamwork and harmony that are essential for students' professional and daily life.	2
5	<b>Module:</b> My India My Pride <b>Subject:</b> Present Scenario	To implement the transformation of India from a developing country into a developed country it is necessary to have a value-based citizen. Students will see how the transformation to a greater India relies on the vision and efforts of themselves as youth.	2
6	<b>Module:</b> Learning from Legends <b>Subject:</b> Leading Without Leading	Students will explore a new approach to leadership, through humility.	2
7	<b>Module:</b> My India My Pride <b>Subject:</b> An Ideal Citizen – 1	Students will learn that to become value-based citizens, they must first develop good values in their lives. They start by exploring the values of responsibility and integrity.	2
8	<b>Module:</b> My India My Pride <b>Subject:</b> An Ideal Citizen – 2	Students will learn that by developing the values of loyalty, sincerity, and punctuality; they become indispensable and can leave a strong impression. They will start developing these values by trying to keep perfection in every small task and by looking at the bigger picture.	2

9	<b>Module:</b> Facing Failures <b>Subject:</b> Timeless Wisdom for Daily Life	Students will learn the role wisdom plays in finding long-term stability. They will use ancient wisdom to solve their modern-day challenges.	2
10	<b>Module:</b> From House to Home <b>Subject:</b> Forgive & Forget	Students will understand the importance and benefits that forgiveness plays in their personal and professional life. They will learn to apply this knowledge in realistic situations.	2
11	<b>Module:</b> Remaking Yourself <b>Subject:</b> Stress Management	Students will learn to cope with current and future causes of stress.	2
12	<b>Module:</b> Remaking Yourself <b>Subject:</b> Better Health Better Future	A healthy body prevents disease and stress; increases positivity, productivity, and brainpower. Students will learn to maintain good health through regular exercise, healthy eating habits, and regular and sufficient sleep.	2
13	<b>Module:</b> Learning from Legends <b>Subject:</b> Words of Wisdom	A panel of learned and experienced mentors will personally answer practical questions that students face in their daily life.	2
14	<b>Module:</b> Soft Skills <b>Subject:</b> Financial Planning	Students will develop a variety of practical financial skills that prepare them to become financially stable throughout their future careers.	2
15	<b>Module:</b> Remaking Yourself <b>Subject:</b> Impact of Company	Students will understand that the type of company that we keep has a crucial role in determining who we are and who we will become. They will develop the ability to create a positive environment around them.	2

## **Lecture Breakdown:**

In accordance with the academic structure, each topic will span a duration of two hours, which can be divided into two distinct lecture hours, as elaborated below.

During the **first hour**, the focus will be on contextualizing the topic for the week. Students will commence with an introductory film to spark curiosity. This is followed by a lecture video (part A) that introduces essential concepts, followed by a class discussion aimed at fostering active participation and engagement. These activities aim to facilitate the comprehension of foundational aspects related to the subject matter.

During the **second hour**, the topic will be explored in greater depth. A second lecture video (part B) will build upon the foundational knowledge. Thereafter, interactive activities including workbook activities, group discussions, critical thinking exercises, case studies, and topic analysis enable students to apply their acquired knowledge, thereby fostering a more comprehensive understanding of the subject matter with emphasis on practical application.

By adhering to this format, the IPDC lectures aim to provide a conducive learning environment where students can effectively acquire knowledge, develop practical application skills, and enhance their overall academic performance.

## **Core Components:**

The IPDC lectures will take place in college classrooms and will be hosted by a university-appointed course instructor/faculty. BAPS will provide the teaching resources, guidance, and training to effectively implement the four components shown below.

### **1. Introductory Film**

Each lecture begins with a short film that introduces the topic through modern production. The original content displays relatable scenarios and visuals that captivate the students' attention and stimulates their curiosity to learn more.

### **2. Lecture Video**

Students watch a lecture video presented by a dynamic speaker. The lecture reinforces the significance and necessity of fundamental principles and skills. The experience of the speaker, eloquence of presentation, and use of interactive visuals collectively create a profound impact on each student's mind and heart.

### **3. Student Interaction**

These sessions promote stimulating discussion and conversation and help create safe spaces for the healthy exchange of ideas. Thus, each session provides a forum in which students can openly express their emotions and thoughts.

### **4. Workbook Activities**

Workbooks assist students implement the values taught in the lecture into their personal lives. Reliable research, priceless experience, practical scenarios, and reflective questions are innovatively depicted, motivating students to contemplate and think creatively.

Preview the IPDC Workbook at the link - <https://www.youtube.com/watch?v=C09aqOszvY>

### **Teaching and Examination Scheme:**

Teaching Scheme: Lecture – 2 hrs/week

### **Examination Scheme**

The assessments can include both continuous evaluation and end-of-semester examinations. The assessment scheme should include student attendance, assignments, mid-term exams, viva, workbook submission, and end-of-semester examinations.

The IPDC team will provide a question-bank resource with answers for each subject of IPDC to assist the faculties in creating exams. Marks distribution in theory and practical exams depends on the respective system of the institute/university.

### **Course Material / Main Course Workbook:**

The IPDC-2 Workbook will be the official course material for the study of IPDC-2. The workbook will be designed and presented by BAPS IPDC Team. The workbook will serve as a basis for study, submission, viva and exams for students.

### **IPDC References –**

These are the reference material for the IPDC lectures. This is not compulsory reading for the students as the essential information is contained in the workbooks.



No.	Module	References
1	Facing Failures	<ol style="list-style-type: none"> <li>1. Thomas Edison’s factory burns down, New York Times Archives, Page 1, 10/12/1914</li> <li>2. <a href="#">Lincoln Financial Foundation</a>, Abraham Lincoln's "Failures": Critiques, Forgotten Books, 2017</li> <li>3. J.K. Rowling Harvard Commencement Speech   Harvard University Commencement, 2008</li> <li>4. Born Again on the Mountain: A Story of Losing Everything and Finding It Back, <a href="#">Arunima Sinha</a>, Penguin, 2014</li> <li>5. Failing Forward: Turning Mistakes Into Stepping Stones for Success, <a href="#">John C. Maxwell</a>, Thomas Nelson, 2007</li> <li>6. Steve Jobs: The Exclusive Biography Paperback, <a href="#">Walter Isaacson</a>, Abacus, 2015</li> <li>7. Failing Forward: Turning Mistakes Into Stepping Stones for Success, <a href="#">John C. Maxwell</a>, Thomas Nelson, 2007</li> </ol>
2	Learning from Legends	<ol style="list-style-type: none"> <li>1. Chase Your Dreams: My Autobiography, Sachin Tendulkar, Hachette India, 2017</li> <li>2. Playing It My Way: My Autobiography, Sachin Tendulkar, Hodder &amp; Stoughton, 2014</li> <li>3. The Wit and Wisdom of Ratan Tata, Ratan Tata, Hay House, 2018</li> <li>4. The Tata Group: From Torchbearers to Trailblazers, Shashank Shah, Penguin Portfolio, 2018</li> <li>5. The Leader Who Had No Title, Robin Sharma, Jaico Publishing House, 2010</li> <li>6. In the Joy of Others: A Life-Sketch of Pramukh Swami Maharaj, Mohanlal Patel and BAPS Sadhus, Swaminarayan Aksharpath, 2013</li> </ol>
3	My India My Pride	<ol style="list-style-type: none"> <li>1. Rishis, Mystics, and Heroes of India, Sadhu Mukundcharandas, Swaminarayan Aksharpath, 2011</li> <li>2. Physics in Ancient India, <a href="#">Narayan Dongre</a>, <a href="#">Shankar Nene</a>, National Book Trust, 2016</li> <li>3. <a href="#">The Rise of Civilization in India and Pakistan</a>, Raymond Allchin, Bridget Allchin, <a href="#">Cambridge University Press</a>, 1982</li> <li>4. <a href="#">The Āryabhaṭīya of Āryabhata: An Ancient Indian Work on Mathematics and Astronomy (1930)</a>, <a href="#">Walter Eugene Clark</a>, University of Chicago Press, reprint, Kessinger Publishing, 2006</li> </ol>
4	Remaking Yourself	<ol style="list-style-type: none"> <li>1. Power of Habit, Charles Duhigg, Random House Trade Paperbacks, 2014</li> <li>2. Change Your Habit, Change Your Life, Tom Corley, North Loop Books, 2016</li> <li>3. The Seven Habits of Highly Effective People, Stephen Covey, Simon &amp; Schuster, 2013</li> <li>4. Seven Habits of Highly Effective Teens, Sean Covey, Simon &amp; Schuster, 2012</li> <li>5. Atomic Habits, James Clear, Random House, 2018</li> <li>6. How a handful of tech companies control billions of minds every day, Tristan Harris, TED Talk, 2017</li> </ol>
5	From House to Home	<ol style="list-style-type: none"> <li>1. “What Makes a Good Life? Lessons from the Longest Study on Happiness”, R. Waldinger, Ted Talks, 2015</li> <li>2. Long Walk To Freedom, <a href="#">Nelson Mandela</a>, Back Bay Books, 1995</li> <li>3. Outliers, Malcolm Gladwell, Back Bay Books, 2011</li> </ol>
6	Soft Skills	<ol style="list-style-type: none"> <li>1. The 17 Indisputable Laws of Teamwork, John Maxwell, HarperCollins, 2013</li> <li>2. Team of Teams: New Rules of Engagement for a Complex World, Stanley McChrystal, Portfolio, 2015</li> <li>3. Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions, <a href="#">Dan Ariely</a>, Harper Perennial, 2010</li> </ol>
7	Selfless Service	<ol style="list-style-type: none"> <li>1. Open: An Autobiography, Andre Agassi, Vintage, 10 August 2010</li> <li>2. The Physiological Power of Altruism [online], James Hamblin, The Atlantic, December 30, 2015, <a href="https://www.theatlantic.com/health/archive/2015/12/altruism-for-a-better-body/422280/">https://www.theatlantic.com/health/archive/2015/12/altruism-for-a-better-body/422280/</a> [last accessed June 10, 2020]</li> <li>3. TBI Blogs: From Entrepreneurs to Doorkeepers, Everybody Serves with Love &amp; Warmth at This Ahmedabad Café [online], <a href="#">The People Place Project</a>, The Better India, May 29, 2017,</li> </ol>

## **Basic Terms and Support Required from Institute:**

### **Awarded Credits:**

To ensure the full participation of the students, we insist the course be credit-based. The credits are according to the preference of the university.

### **Course Instructors:**

As IPDC is about values and not just grades, an ideal candidate for teaching the course should be morally and ethically accomplished. The instructor should also be an effective communicator, well adept at conducting activities with the students. The required academic qualification for the instructor should be minimum graduation in any stream. We propose that all instructors appointed by your institute should attend an IPDC faculty workshop to get familiar with the style of the course. We are glad to inform you that BAPS is ready to provide this workshop.

### **Technical Requirements:**

As elaborated in meetings and published in presentations, the foremost element of the course involves videos and interactive sessions which require a good level of audio/video amenities at the campus for students. A projector, laptop, internet connection, and basic audio-visual set-up are requisite for productive learning and positive outcome of the course.

IPDC Team will provide a digital portal to deliver all the IPDC video content. This platform allows smoothness in the learning and teaching process. IPDC Team will provide this digital system free of charge, and the University/Institute will approve and assist in implementing its use.

### **Approval of Teaching Mediums:**

All the lecture videos and materials, alongside the teacher's guide, have been designed by BAPS and will be provided as discussed below.

The lecture videos will be provided through a web portal that runs on Windows devices or through a mobile app. This medium will be provided to all the registered teaching faculty, free of charge. The university should approve this medium and assist in the implementation of its use.

The IPDC workbook is an essential part of the course, as they provide the content and basis for the end-of-semester exams and the continuous assessments. The university should approve the use and purchase of this printed material for the students.

### **Registrations and Course-Beneficiaries Data:**

To ensure the smooth implementation of the course, the university/institute will ensure that the students and faculties officially register with IPDC. For this purpose, the university/institutes will be required to provide the necessary information about the colleges, faculty members, and enrolled students in the course. Also, respective institutes need to provide enrolled students' final results in this subject for every batch in the format required by IPDC Team. IPDC Team will also offer a certificate to students upon completion of the course.

### **Fees/Charges:**

BAPS Sanstha has always focused on social activities to empower the nation and its youth. This course focuses on moral and character development and is dedicated to providing holistic value-based education to the youth. So, as a noble service to society, we offer the course to your university/institute for free. All the following materials of all modules will be provided to end-users without any charges:

- Introductory Videos
- Main Lecture Videos
- Teacher's Guide
- IPDC Question Bank
- Exam Guide

However, the printed workbook for IPDC-2 is to be procured by students/institutes as per the printed price.

### **Copyrights/Intellectual Rights:**

Copyright/IPR of all IPDC materials provided for the IPDC Course belongs to BAPS Swaminarayan Sanstha. Hence, the use of all these materials should be limited to the teaching of IPDC courses only.

For any further assistance please contact IPDC services.

Ph. 9099904146

E-mail: [service.ipdc@in.baps.org](mailto:service.ipdc@in.baps.org)



**Bachelor of Arts**  
**B.S.W. Semester – 4**

Course Code	UA04VABSW02	Title of the Course	NCC Army – II
Total Credits of the Course	2	Hours per Week	2
Course Objectives:	To impart basic knowledge of Social Awareness and Community development, social skills, health and Sanitation, Yoga, and Exercises.		
Course Content			
Unit	Description		Weightage* (%)
1.	<b>Social Awareness &amp; Community Development:</b> Basics of Social Service, Contribution of Youth towards Social Welfare, Family Planning, Counter Terrorism, Corruption, Social Evils, Causes & Prevention of HIV/ AIDS, Civic Responsibilities, NGOs: Role & Contribution. <b>Social Skills:</b> Introduction, Etiquette: Meaning, Types of Etiquettes <b>Mannerisms:</b> Meaning, Bad Manners, Improving Social Skills.		50%
2.	<b>Hygiene And Sanitation:</b> <i>Hygiene:</i> Introduction, Personal Hygiene, Water Supply and Its Purification, Food Hygiene. <i>Sanitation:</i> Definition, Types Of Waste Products / Refuse, Sources of Refuse, Disposal of Waste Products /Refuse, Disposal of Human Waste, Disposal of Sewage. <b>Yoga and Exercises:</b> Introduction, Historical perspective and purpose of Yoga, Potential benefits of Yoga, Potential problems of Yoga.		50%

Teaching-Learning Methodology	Teacher- learner-Centered, Focused, Interactive /Participative.
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**Internal and/or External Examination Evaluation**

Sr. No.	Details of the Evaluation / Exam Pattern	50 Marks (%)	25 Marks (%)
1	<b>Class Test (at least one)</b>	<b>15 (30%)</b>	<b>10 (40%)</b>
2	<b>Quiz (at least one)</b>	<b>15 (30%)</b>	<b>05 (20%)</b>
3	<b>Active Learning</b>	<b>05 (10%)</b>	----
4	<b>Home Assignment</b>	<b>05 (10%)</b>	<b>05 (20%)</b>
5	<b>Class Assignment</b>	<b>05 (10%)</b>	----
6	<b>Attendance</b>	<b>05 (10%)</b>	<b>05 (20%)</b>
<b>Total Internal (%)</b>		<b>50 (100%)</b>	<b>25 (100%)</b>
<b>University Examination (%)</b>		<b>50 (100%)</b>	<b>25 (100%)</b>





**Course Outcomes: Having completed this course, the learner will be able to**

1.	To make NCC as an important part of the society.
2.	To teach positive thinking and attitude to the youths.
3.	To develop a sense of social harmony among the students and to inform them about the ways to remove them by giving information about social evils.
4.	To prepare good citizens who are useful to the society.
5.	To explain the importance of hygiene for a healthy life.
6.	To explain the importance of exercise and yoga in personal life.

<b>Suggested References:</b>	
<b>Sr. No.</b>	<b>References</b>
1.	Cadet's Hand Book Common Subject, All Wings, By DGNCC, New Delhi.
2.	Cadet's Hand Book Specialized Subject, Army, By DGNCC, New Delhi.
<b>On-line Resources available that can be used as reference material:</b>	
1.	Indiancc.nic.in
2.	DGNCC Training App

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