



**B.S.W. Third Year**  
**Compulsory English**  
**Fifth Semester**  
**(To be implemented from the Academic Session 2024-25)**

**Theory Marks: 80**

**Internal Assessment Marks: 20**

**Learners Objectives:**

1. Learners will be able to inculcate voluntary restrains required for a successful democracy.
2. Learners will be able to garner a practical approach towards life.
3. Learners will be able to develop the ability of summarizing their thought processes.

**Unit I (Prose)**

- û Understanding Democracy – Dr. Babasaheb Ambedkar
- û True Friends – Guy de Maupassant
- û The Letter – Gauri Shankar Joshi

**Unit II (Poetry)**

- û Small Towns and the River – Mamang Dai
- û The Loom of Time - Anonymous
- û Unquiet Grave - Anonymous

**Unit III (Writing Skills)**

- A. Media Communication Part I
  1. Story Writing on the basis of the given points
  2. Summarizing
- B. Soft Skills based on the prescribed textbook

**Unit IV (Language Study)**

- A. Voice
- B. Vocabulary Building – Choose the correct phrase (from the textbook)

**Internal Assessment:** News Reading/Compering

**Outcome:**

1. Learners inculcated voluntary restrains required for a successful democracy.
2. Learners garnered a practical approach towards life.
3. Learners developed the ability of summarizing their thought processes.

**Prescribed Textbook**

**Fascinating Fragrance (A Textbook of Compulsory English)**  
(Macmillan Education)

**Chief Editors:** Manjushree Sardeshpande, Priya Wanjari, Neehal Raza Sheikh

**Co-editors:** Anil Dodewar, Amol Raut, Dadarao Upase, Rameshchandra Agrawal

## **BSW Semester V Compulsory English Pattern of Question Paper**

- |   |    |
|---|----|
| 1. Drafting notice, agenda and minutes for a meeting in response to a given situation<br><br>(any one out of two) | 20 |
|   |    |
| 2. A) Preparing application for a job with Bio-Data (any one out of two)  | 10 |
| B) Drafting an appointment letter (any one out of two)  | 05 |
| C) Drafting letter of confirmation in job (any one out of two)  | 05 |
|   |    |
| 3. A) Writing a business enquiry letter (any one out of two)  | 05 |
| B) Making a reply to the enquiry (any one out of two)   | 05 |
| C) Providing offer/quotation letter (any one out of two)  | 05 |
| D) Letter of Execution, delay, inabilities on the received order  | 05 |
|   |    |
| 4. A) Correspondence with public authorities on given situation (any one out of two)                              | 10 |
| B) Correspondence with other agencies on given situation (any one out of two)                                     | 10 |

**Bachelor of Social Work (BSW ) Semester – V**  
**Marathi (Optional)**  
**PAPER –II (5T2)**

**ejkBh ikBÓiqLrd& ^lkfgR; laokn\* ¼• kx&3½**

**1 x| foHkkx**

- |                              |                  |
|------------------------------|------------------|
| 1- ohOgku" Lohdk:            | & EgkbaHkV       |
| 2- lq/kkj d dk<.;kpk gsrw    | & x"-x- vkxj dj  |
| 3- vkEgh ;qx cufo.kkjs vkg"r | & fou"ck Hkkos   |
| 4- e;lHkk                    | & bjkorh dosZ    |
| 5- fdMysyh ek.kl             | & xaxk/kj xkMxhG |

**2 il foHkkx**

- |                        |                          |
|------------------------|--------------------------|
| 1- vHkaxok.kh          | & lar rqdkjke            |
| 2- ia<jho.kZu          | & 'kkghj ÁHkkdj          |
| 3- pkQk                | & ukjk;.k eqjyh/kj xqlrs |
| 3- dGk T;k ykxY;k thok | & □□-jk- rkacs           |
| 4- lek/kku             | & uk-Ä- ns'kikaMs        |

**3 O;kogkfjd ejkBh**

- 1- laiknu ÁfØ;k
- 2- dk;kZy;hu ys[ku O;ogkj

**4 lektlq/kkj d**

- 1- M,- jk.kh cax&M,- vHk; cax
- 2- es/kk ikVdj

**varxZr eqY;ekiu**

- 1- i=ys[ku dkS'kY;
- 2- dk;Zdzekps fu;kstu
- 3- dk;Zdzekps lapkyu
- 4- nSuafnu mifLFkrh



**iz'uif=dspS Lo:i**  
**ikpos l=**

lwpuK % 1- ikpgh iz'u lksMfo.ks vfuok;Z vkgs-

2- loZ iz'ukauk leku xq.k vkgs-

iz'udza- 1- x| foHkkxkoj vk/kkfjr ,d fn?kksZRrjh iz'u  $\frac{1}{4}lk;kZ;klg\frac{1}{2}$

16 xq.k

iz'udza- 2- i| foHkkxkoj vk/kkfjr ,d fn?kksZRrjh iz'u  $\frac{1}{4}lk;kZ;klg\frac{1}{2}$

16 xq.k

iz'udza- 3- y?kqRrjh miiz'ukapk ,d xV  $\frac{1}{4}lk;kZ;klg\frac{1}{2}$

16 xq.k

$\frac{1}{4}izR;sd$  xVkr x| foHkkxkoj nksu o i| foHkkxkoj nksu miiz'u izR;sdh 4  
xq.k $\frac{1}{2}$

iz'udza- 4 y?kqRrjh miiz'ukapk ,d xV  $\frac{1}{4}lk;kZ;klg\frac{1}{2}$

16 xq.k

$\frac{1}{4}izR;sd$  xVkr O;kogkfjd ejkBhoj vk/kkfjr ,dk izdj.kkrhy nksu miiz'u o  
nqlÚ;k izdj.kkrhy nksu miiz'u izR;sdh 4 xq.k $\frac{1}{2}$

iz'udza- 5 y?kqRRkjh miiz'u

16

xq.k

$\frac{1}{4}lektlq/kkj d ;qfuV$  4 oj 4 miiz'u&izR;sdh 4 xq.k $\frac{1}{2}$

Bachelor of Social Work Semester V<sup>th</sup>  
fğanh ¼oSdfYid½  
Paper-II (5T2)

dqy vad % 100

**bdkbZ &I**

lkekftd fo'k; ij fuca/k ys[ku ¼yxHkx 400 'kCnks eas½

**bdkbZ &II**

- |   |   |                   |
|---|---|-------------------|
| 1- ekuo lH;rk ¼fuca/k½<br>c['kh                   | & | inqeyky iqUUkkyky |
| 2- d'Vksa ls Hkkxuk dk;jrk gS ¼lq[knso ds uke i=½ | & | Hkxrflax          |
| 3- nqeqZ[k ¼js[kkfp=½                             | & | egknsoh oekZ      |
| 4- ccwy vkSj dSDVI ¼yfyf fuca/k½                  | & | jkenj'k feJ       |

**bdkbZ &III**

- |                              |   |             |
|------------------------------|---|-------------|
| 1- nhinku ¼,dkadh½<br>oekZ   | & | jkedqekj    |
| 2- Hkk'kk vkSj lekt ¼fuca/k½ | & | vKs;        |
| 3- izk;f'pr ¼dgkuh½<br>oekZ  | & | Hkxorhpj.k  |
| 4- ixyk ckck ¼dgkuh½         | & | xksfoUn feJ |

**bdkbZ &IV**      vU; ikB~;lkexzh

- |  |   |  |
|--|---|--|
| v- fğanh i=dkfjrk  | & | mn~Hko vkSj fodkl<br>i=dkfjrk ds fofHkUu izdkj<br>ehfM;k vkSj i=dkfjrk |
| c- fuEufyf[kr jpukvksa dk lkekU; ifjp;<br>paik dkys vPNj ugha phUgrh ¼dfork] f=ykspu½] vrhrxzLrrk vkSj bfrgkl<br>cks/k<br>¼ys[k & ykycgknqj oekZ½] jk[kh dk ewY; ¼,dkadh gfjÑ'.k izseh½] v[kckj<br>esa uke<br>¼dgkuh&;'kiky½ |   |  |

**ikB~;iqLrd & lkfgR; eafTjh**

**varxZr ewY;kadu**

1½ fon;kfFkZ;ksa dk lewps l= esa izn'kZu ¼mifLFkrh] le; fu'Brk ds lkFk½

2½ I= ds ikB~;Øe ij ,d tkWp ijh{kk

3½ Lo;a ds cpiu ds Le`fr;ksa dk vkRedFkk ys[ku



# Bachelor of Social Work Semester V<sup>th</sup>

## Supplementary English

### Paper- II (5T2)

Full Marks -100

#### **UNIT –I**

Text: Easy English

Lessons Prescribed: 1] Child Marriage

2] My Lost Dollar

3] The Golden Watch

#### **UNIT –II**

Text: Easy English

Lessons: Same as unit–I

#### **UNIT –III**

1] Drafting an advertisement

2] Job application letter

#### **UNIT-IV**

1] Précis Writing

2] Invitation letter

#### **Internal Assessment:**

- ❖ Discussion on textual lessons
- ❖ Written assignment
- ❖ Attendance

#### **Recommended Reading:**

1. Developing Communication Skills - Krishna Mohan , Meera Banerji(Macmillan)
2. Communication Skills- Sanjay Kumar, Pushp Lata (Oxford University Press)

**BSW Semester V**  
**Supplementary English**  
**Pattern of Question Paper**

1. A) One long answer question out of two to be answered in about 150 words based on  
prescribed lessons from **Easy English** 10  
B) One long answer question out of two to be answered in about 150 words based on  
prescribed lessons from **Easy English** 10
2. Four short answer questions with internal choice to be answered in about 75 words  
based on prescribed lesson from **Easy English** (05 Marks each) 20
3. A) Drafting a classified advertisement for sale/ recruitment etc.  
(any one out of two) 10  
B) Preparing a job application letter with bio-data (any one out of two) 10
4. A) Making précis of an unseen passage 10  
B) Making an invitation letter to authorities / distinguished person for attending an event 10

**Bachelor of Social Work (BSW) Semester V**  
**Method Course: Social Action**  
**Paper III (5T3)**

**Learner's objectives:**

1. Develop understanding regarding social action as a method of social work.
2. Develop understanding about social movement in India.
3. Understand the critical elements of social action in practice.
4. Appraise with various tools and models of social action in practice.

**Unit I: Social Action as a method of Social Work:** Definition & Concept of Social Action, Principles of Social Action, Importance of Social Action in Social Work Practice.

**Unit II: Social Action & Social Movement in India:** Definition of Social Movement, Philosophy & Norms of Social Movement, Structure of Social Movement, Social Movement for Social Change

**Unit III: Models & Tools of Social Action:** Different Models of Social Action. Tools of Social Action. Role of Social Worker, Types of protest for social Action.

**Unit IV: Social Action in Practice:** To study following movements with reference to i. Goals of Social Action, ii. Strategies & Tools used iii. Leadership Pattern iv. Structure of Movement. v. Impact

1. Devaji Tofa, Mendha (Lekha) ('Amchya Gavati Amhich Sarkar')
2. Mahatma Jyotiba Fule (Women's Education & Farmer's issue)

3. Dr. Babasaheb Ambedkar (Social Justice)
4. Anna Hajare (Right to Information)
5. Medha Patkar (Narmada Bachao Andolan)
6. Dr. Rajendra Singh ( Tarun Bharat Sangh, Rajasthan)
7. Shri. Ranjit Disle

### **Internal Assessment:**

Presentation/Case study Presentation/ Interface with Social Activists, and any other assignments related to the course contents.

### **Outcome**

1. Developed understanding regarding social action as a method of social work.
2. Developed understanding about social movements in India.
3. Understood the critical elements of social action in practice.
4. Appraised with various tools and models of social action in practice.

### **References:**

1. Moorthy V.(1966) 'Social Action' Bombay, AshiaPublication.
2. Vasudeva (1966) 'Social Action' Bombay, AshiaPublication.
3. Siddiqui H.Y. (1984) Social Work and Social Action,Harnam Publication, NewDelhi.
4. NCAS (2000) Fearless Minds: Rights Based Approach to organizing and Advocacy, Pune: National Centre forAdvocacy.
5. Rao,MSA (1979) Social Movements in India, New Delhi:Vol.I& II, ManoharPublication.
6. Shrivastava S. K. (1988) Social Movement fordevelopment, Allahbad, ChughPublications.
7. Shyamlal (2010) Studies in Social Protest, Jaipur:Rawat Publications.
8. Somesh Kumar (2002) Methods for CommunityParticipation: A complete guide for practitioners, New Delhi: Sage publications(Vistaar)
9. VohraGautam (1990) Altering Structure: Innovative Experiments at the grassroots, Mumbai: Tata Instituteof Social Sciences.
- 10.Lauders J (2010) Civil Rights Movement & the Logic ofSocial Change, Jaipur: Rawat Publications.

### **Journal:**

Social Action: A quarterly Review of Social trends and Social Action Trust, Delhi  
Seminar, New Delhi

**Bachelor of Social Work (BSW) Semester-V**  
**Integrated Social Work Practice**  
**(Core Domain)**  
**Paper -III (5T3)**

**Learner's Objectives**

1. Develop a holistic understanding of social work practice.
2. Develop critical understanding and application of approaches.
3. Understand characteristic, systematic relationships and dynamics of integrated practice.
4. Develop the ability to formulate a framework and enhance capacity to identify the goals of the profession.

**Unit I. Conceptual Framework of Integrated Social Work:** Concept, needs, essential elements and importance of Integrated social work. Concept and characteristics of social systems, social work intervention and dynamics of integrated social work practice (micro to macro).

**Unit II. Integrated Social Work Practice:** Client system, the problem, Process and phases in integrated social work practice- induction, core and ending phase, social worker as a change agent.

**Unit III. Approaches to Integration:** Systems approach, Ecological approach and Holistic approach, Empowering approach.

**Unit IV: Some areas of Integrated Social Work Practice:** Disaster Management, Environment, Biodiversity, Jal-Jungle-Jameen and Self-help groups.

**Internal Assessment:**

- i) Case study presentation on agencies practicing integrated approach.
- ii) Community Mapping, Identification of problems and intervention using integrated social work method

**Outcome:**

1. Developed a holistic understanding of social work practice.
2. Developed critical understanding and application of approaches.
3. Understood characteristic, systematic relationships and dynamics of integrated practice.

4. Developed the ability to formulate a framework and enhance capacity to identify the goals of the profession

## **References:**

- 1.Barbork G.A. (1972),The Divine plan, Adyar, Chennai, India:  
The Theosophical Publication House (Third ed.)
- 2.Bartlett, Harriett.(1970), The Common Base of Social Work Practice,  
National Association of Social Workers, 2 Park Avenue, New York,
- 3.N.R. Connaway Ronda S. and Gentry Martha E. (1988) Social Work  
Practice, New Jersey: Prentice Hall
- 4.Goldstein, Howard .(1973), Social Work Practice: A Unitary Approach,  
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- 5.Johnson Louise C.1983 A Generalist Approach, (Third ed) Boston:  
Allyn and Bacon.
- 6.Lippit,R. J. Watson, and B. Westley.(1958) The Dynamics of Planned  
Change, New York: Harcourt, BraceWorld
- 7.Parsons Ruth, J., Jorgensen J.D.HernandezSantos H.( 1994), The  
Integration of Social Work Practice, California: Brooks Cole.
- 8.Pincus, Allen and Minaham.(1973), Social Work Practice : Model and  
Method, Illinois: F.E. Publishers inc specht,Harry and Peacock Anne,  
Integrating Social Work Methods,  
London: Georgw Allen andUnwin.
9. SwamyChinmayananda(2000),AtmaBodha-A Commentary of Swami  
ChinmayanMumbaiCentral Chinmaya Mission Trust – 400 027:
- 10.Uberoi N.K (ed) (1995), Professional Competency in Higher  
Education,Center for Professional Development in Higher  
Education,University of Delhi, Delhi
- 11.Younghusband,E.(1967), Social Work and Social Values, Vol.III,  
Lodon: George Allen  
andUnwin.



**Bachelor of Social Work (BSW) Semester–V**

**Social Policy and Social Legislations**

**(Core Domain)**

**Paper–V (5T5)**

**Learner Objectives:**

1. To develop a holistic understanding of social policies.
2. To develop critical understanding and application of social legislations.
3. To understand functions and roles of legal authorities.

**Unit I- Social Policy:** Concept, objectives & importance of social policy, value underlying social policy; the Preamble of Constitution, the fundamental rights, duties and directive principles of State Policy in Indian Constitution.

**Unit II- Social Policies:** Meaning & importance of social policies for development of marginalized and vulnerable groups; Process of policy formulation; Link between policy, planning and execution. Barriers in social policy implementation, social policy and Social Work intervention,

**Unit III- Social Legislation:** Concept, need, importance and objectives of social legislations, role of public opinion in the formulation of social legislation. Role of social worker in the area of social legislations

**Unit IV- Introduction to Legal Safeguards:** division of law -- substantive law, procedural law, civil law. Criminal justice system -- police, prosecution, judiciary, correction, district courts, sessions court, high court and supreme court. UN declaration of Human Rights 1948, Free Legal Aid Services; Lok- Adalat, Mediation. Public Interest Litigation.

**Internal Assessment:**

- 1) Visit to anyone agency- A) Family Court B) Juvenile Justice Board C)

Child Welfare Committee.

- 2) Workshop and seminars on Right to Information Act 2005 or Right to Education Act 2009,

**Outcome:**

1. Developed a holistic understanding of social policies.
2. Developed critical understanding and application of social legislations.
3. Understood functions and roles of legal authorities.

**References:**

- ❖ Aranha T., Social Advocacy-Perspective of Social Work, Bombay: College of Social Work
- ❖ Bhanti R. (1993), Social Policy and development in Rajstan Udaypur: Himanshu Publication
- ❖ Bulmer M. etl., (1989), The Goals of Social Policy, London: Unwin Hyman.
- ❖ Hebsur R.K. (ed), Social Intervention for Justice, Bombay: TISS
- ❖ Desai A.E. (ed), (1986), Violation of Democracritic in India, Vol. No. 1
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- ❖ Iyer V.R.K., (1980), Some Half Hidden aspect of Indian Social Justice, Lucknow: Eastern Book Company.
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- ❖ Kulkarni P.D., (1979), Social Policy and Social Development in India, Madras: Association of School of Social Work in India.
- ❖ Khanna H.R. (1980) The Judicial System, New Delhi: IIP.A.
- ❖ Madison B.Q. (1980), The meaning of Social Policy, London: Croom Helm.
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- ❖ Mullard M., and Spiker (1998), Social Policy in a Changing society, London: Routledge
- ❖ Peak K.J., (1998) Justice Administration- Police, Courts and Correction, New Jersey: Prentice Hall
- ❖ Rastogi P.N. (1992), Policy Analysis and Problem- Solving for Social System, New Delhi: Sage Publication.

# **Bachelor of Social Work (BSW) Semester – V**

## **Indian Economy: Present Trends and Issues**

### **(Interdisciplinary Domain)**

#### **Paper VI (5T6)**

#### **Objectives:**

- 1) To understand the present trends and issues in Indian Economy.
- 2) To understand the impact of present trends and issues in Indian Economy on Society.

**Unit I: Economy and Economic System:** Economy: Meaning, Definition  
Economic System; Capitalism, Socialism, Mixed Economy: -  
Definition, Features, Merits and Demerits, New economic policies –  
Liberalization, privatization and globalization.

**Unit II: Inflation:** Meaning of Inflation, Types of Inflation-- Demand – Pull  
Inflation and Cost – Push Inflation, Causes of Inflation, Adverse  
effects of Inflation, Policies to Control Inflation.

**Unit III: Demonetization:** Meaning of Demonetization, Objectives, Uniqueness  
of India's Demonetization Exercise, Impact on Gross Domestic  
Product and Economic Growth, Success and failure of  
Demonetization.

**Unit IV: Digital India:** Meaning of Digitalization, India: A heavily cash  
Dependent Economy, Some estimates of India's Cash Dependence,  
Reasons for Cash Dependence, Cost and Benefits of Digitalization,  
Efforts to Promote Digitalization, Trends in Digitalization.

#### **Internal Assessment:**

- 1) Workshop and Seminars on any above topic
- 2) Attendance
- 3) Assignment on any of the course contents.

#### **Out Come:**

- 1) Understood the present trends and issues in Indian Economy.
- 2) Understood the impact of present trends and issues in Indian Economy on Society.

#### **Reading List:**

- 1) Garg Sandeep (2015): Indian Economy Development, New Delhi, Dhanpat Rai Publication
- 2) Agrawal A.N (2003): Indian Economy Problems of Development and planning, New Delhi Wishva Prakashan
- 3) Singh Ramesh (2014): Indian Economy New Delhi, MC GRAW Hill Education Private Limited

**Bachelor of Social Work BSW Semester-V**  
**Social Work Practicum and Research Project**  
**Paper- VII (5P)**

The Social Work Practicum shall comprise of the following components:

<b>Components</b>	<b>Marks Allotted</b>	<b>No. of Days</b>
Orientation	05	02
Structured Experience Laboratory (5 sessions) (Basic computer skills, Community Mapping skills, Skills in advocacy, Skills in resource mobilization, Management skills)	05	03
Concurrent Practice Learning (Working with Community)	30	16
<b>Research Project</b> i) Orientation		
ii) Preparation of Synopsis	05	01
iii) Synopsis Presentation	15	02
iv) Preparation of tools	05	01
v) Data collection	05	02
	10	04
Internal Viva Voce on Social Work Practicum and Research Project	20	01
<b>Total</b>	<b>100</b>	<b>32</b>

**B.S.W. Third Year  
Compulsory English  
Sixth Semester  
(To be implemented from the Academic Session 2024-25)**

**Theory Marks: 80**

**Internal Assessment Marks: 20**

**Learners Objectives:**

1. Learners will be able to explain ideas and concepts from their learning and will acquire ability to relate their learnings to real-life situations
2. Learners will be able to implement strategies in different styles of writing through analytical skills
3. Learners will be able to organize ideas into a written script using logical reasoning

**Unit I (Prose)**

- û Responsibilities of Young Citizens – Lal Bahadur Shastri
- û A Devoted Son – Anita Desai
- û Let's Go Home – Kewlian Sio

**Unit II (Poetry)**

- û Leisure – William Henry Davis
- û Migrations – Ketki Daruwalla
- û The Old Man and His Wife - Anonymous

**Unit III (Writing Skills)**

- A. Media Communication Part II
  1. Blog Writing
  2. News Making (with the given points)
- B. Soft Skills based on the prescribed textbook

**Unit IV (Language Study)**

- A. Narration
- B. Vocabulary Building – One Word Substitution

**Internal Assessment:** Public Speaking Skills: Preparation of a Speech, Time Management

**Course Outcomes**

1. Enabled learners to explain ideas and concepts from their learning and will acquire ability to relate their learnings to real-life situations
2. Enabled learners to implement strategies in different styles of writing through analytical skills
3. Enabled learners to organize ideas into a written script using logical reasoning.

**Prescribed Textbook**

**Fascinating Fragrance (A Textbook of Compulsory English)**  
(Macmillan Education)

**Chief Editors:** Manjushree Sardeshpande, PriyaWanjari, Neehal Raza Sheikh

**Co-editors:** Anil Dodewar, AmolRaut, DadaraoUpase, Rameshchandra Agrawal

**BSW Semester VI**  
**Compulsory English**  
**Pattern of Question Paper**

- |    |   |    |
|----|---|----|
| 1. | A) Five sentences for punctuation   | 05 |
|    | B) Selection of words with correct spelling                                 | 05 |
|    | C) Idioms & phrases   | 05 |
|    | D) Synonyms / antonyms  | 05 |
|    |   |    |
| 2. | A) One question on story writing or dialogue writing in common places       | 10 |
|    | B) Expansion of idea or feature writing                                     | 10 |
|    |   |    |
| 3. | Attending a biographical sketch in about 200 words of the persons in fame   |    |
|    | in fields like social reform, education , arts and sports (any one of four) | 20 |
|    |   |    |
| 4. | General essay in about 200 words on any one of the four given topics.       | 20 |



**Bachelor of Social Work (BSW ) Semester – VI**  
**Marathi (Optional)**  
**PAPER –II (6T2)**  
**ejkBh ikBÓiqLrd& ^lkfgR; laokn\* ¼Hkkx&3½**

**1 x| foHkkx**

- |                                    |   |                  |
|------------------------------------|---|------------------|
| 1- pØ                              | & | fo k/kj iqaMfyd  |
| 2- if{kxku                         | & | ek:rh fpreiYyh   |
| 3- vUoj”kk Qdhj                    | & | e/kqdj okd”Ms    |
| 4- va/k%J)k fueqZyu pGoGhph okVpky | & | ujS Uæ nkHk”Gdj  |
| 5- viqykph okn vki.kklh            | & | paædkar oku[ksMs |

**2 ij foHkkx**

- |                   |   |                    |
|-------------------|---|--------------------|
| 1- gh fuGh ika<jh | & | bafnjk lar         |
| 2- n”u T;”rh      | & | 'kjinpaæ eqfDrc”/k |
| 3- ikÅl           | & | xzsl               |
| 3- Áse            | & | ukenso <lkG        |
| 4- Vkgjk          | & | n'kjFk eMkoh       |

**3 O;kogkfjdejkBh**

- |  |   |                   |
|--|---|-------------------|
| 1- xzaFk ijh{k.k                       | & | Ák- lqtkrk 'ks.kÃ |
| 2- baVjusV vkf.k ejkBh Hkk”kk o lkfgR; | & | M,- uandqekj e”js |

**4 Lkekt lq/kkj d**

- |                     |
|---------------------|
| 1- d,- x”Çon ikuljs |
| 2- i”iVjko iokj     |

**varxZr ewY;ekiu**

- |                                       |
|---------------------------------------|
| 1- vgoky fy[kk.k 'kSyh                |
| 2- izklafxd le; lqpdrrk mncks/ku'kSyh |
| 3- fnufo'ks”k lapkyu                  |
| 4- nSuafnu mifLFkrh                   |

**iz'uif=dspS Lo:i**  
**Igkos I=**

lwpuK % 1- ikpgh iz'u lksMfo.k svfuok;Z vkgs-

2- loZ iz'ukauk leku xq.k vkgs-

iz'udza- 1- x| foHkkxkoj vk/kkfjr ,d fn?kksZRrjh iz'u  $\frac{1}{4}$ lk;kZ;klg $\frac{1}{2}$

16 xq.k

iz'udza- 2- il foHkkxkoj vk/kkfjr ,d fn?kksZRrjh iz'u  $\frac{1}{4}$ lk;kZ;klg $\frac{1}{2}$

16 xq.k

iz'udza- 3- y?qkRrjh miiz'ukapk ,d xV  $\frac{1}{4}$ lk;kZ;klg $\frac{1}{2}$

16 xq.k

$\frac{1}{4}$ izR;sd xVkr x| foHkkxkoj nksu o il foHkkxkoj nksu miiz'u izR;sdh 4 xq.k $\frac{1}{2}$

iz'udza- 4 y?qkRrjh miiz'ukapk ,d xV  $\frac{1}{4}$ lk;kZ;klg $\frac{1}{2}$

16 xq.k

$\frac{1}{4}$ izR;sdxVkr O;kogkfjd ejkBhoj vk/kkfjr ,dk izdj.kkrhy nksu miiz'u o nqlÚ;k

izdj.kkrhy nksu miiz'u izR;sdh 4 xq.k $\frac{1}{2}$

iz'udza- 5 y?qkRRkjh miiz'u

16 xq.k

$\frac{1}{4}$ lektlq/kkj d ;qfuV 4 oj 4 miiz'u&izR;sdh 4 xq.k $\frac{1}{2}$

# Bachelor of Social Work Semester VI

fganh  $\frac{1}{4}$ oSdfYid $\frac{1}{2}$

Paper II (6T2)

dqy vad % 100

## **bdkbZ &I, II**

lwjt dk lkrokWa ?kksMk

& /keZohj Hkkjrh

## **bdkbZ &III** vuqokn

vFkZ] ifjHkk'kk ,oa izdkj] fo"ks'krk,a] xq.k] vuqokn dk egRo  
vuqoknd dh ;ksX;rk,sa] vuqokn izfdz;k ds rhu pj.k& fo"ys'k.k]  
varj.k] iquXkZBu

lkjka" k ys[ku % vFkZ] ifjHkk'kk] Lo:i] egRo] fo"ks'krk,sa

## **bdkbZ &IV** vU; ikB~;fo'k;

v- leh{kk ys[ku % iqLrd leh{kk] ukV; leh{kk] fQYe leh{kk] Vh-oh  
/kkjkokfgd

leh{kk] leh{kk ys[ku dh izfof/k

c- fuEufyf[kr jpukvksa dk lkekU; ifjp;  
vdky vkSj mlds ckn  $\frac{1}{4}$ dfof/k] ukxktqZu $\frac{1}{2}$ ] lq[k  $\frac{1}{4}$ dgkuh] dk'khukFk flag $\frac{1}{2}$ ]  
pksjh vkSj izk;f'pr  $\frac{1}{4}$ vkRedFkk] egkRek xka/kh $\frac{1}{2}$ ] lhekjs[kk  $\frac{1}{4}$ ,dkadh]  
fo'.kq izHkkdj $\frac{1}{2}$

## **ikB~;iqLrd %&**

lkfgR; eaftjh

lwjt dk lkrokWa ?kksMk & /keZohj Hkkjrh

## **varxZr ewY;kadu**

1 $\frac{1}{2}$  fon;kfFkZ;ksa dk lewps l= esa izn'kZu  $\frac{1}{4}$ mifLFkrh] le; fu'Brk ds lkFk $\frac{1}{2}$

2 $\frac{1}{2}$  l= ds ikB~;Øe ij ,d tkWp ijh{kk

3 $\frac{1}{2}$  fganh ds fdLh ,d dfo vFkok ys[kd dh fdLh ,d jpuk dh leh{kk djuk

**BSW Part III Supplementary English**  
**Semester-VI**  
**Paper- II (6T2)**

Full Marks -100

**UNIT –I**

Text: Easy English

Lessons Prescribed: 1] The Panorama of India's Past  
2] The Disappearing Igloo  
3] Monday Morning

**UNIT –II**

Text: Easy English

Lessons: Same as unit–I

**UNIT –III**

1] Letter inviting quotation  
2] Formal report on academic event

**UNIT-IV**

1] Essay on given topics  
2] Comprehension of unseen passage

**Internal Assessment:**

- ❖ Classroom discussion on textual lessons
- ❖ Written assignment
- ❖ Attendance

**Recommended Reading:**

1. Developing Communication Skills - Krishna Mohan , Meera Banerji (Macmillan)
2. Communication Skills- Sanjay Kumar, Pushp Lata (Oxford University Press)

**BSW Semester VI**  
**Supplementary English**  
**Pattern of Question Paper**

- |  |    |
|--|----|
| 1. A) One long answer question to be answered in about 200 words based on lessons in <b>Easy English</b> (one of two)        | 10 |
| B) One long answer question to be answered in about 200 words based on lessons in <b>Easy English</b> (one of two)           | 10 |
| 2. Four short answer questions with internal choice to be answered in about 75 words based on lessons in <b>Easy English</b> | 20 |
| 3. A) Writing letter inviting quotation as per instructions (one of two)   | 10 |
| B) Preparing formal /official report on an academic event as per instructions (one of two)                                   | 10 |
| 4. A) Writing a general essay in about 200 words on any one of the four given topics   | 10 |
| B) Five questions based on given unseen passage  | 10 |

**Bachelor of Social Work (BSW) Semester- VI**  
**Introduction to Fields of Social Work (Core Domain)**

**Paper- III (6T3)**

**Learner's Objectives:**

- 1.To develop the understanding on various fields of social work
- 2.To get acquainted with the social work intervention in the fields of social work

**Unit I. Introduction to Family & Child studies:** Concept, scope, policy, programmes and services for family and child welfare in India. Youth welfare and development. Children in conflict, women and development, Geriatric social work.

**Unit II. Medical and Psychiatric social work:** Concept, scope, policies programmes and services in health care system. Public Health, Mental health, Concept of quality of life, Role of medical and psychiatric social workers, Health concerns of some vulnerable and marginalized groups (LGBTQ, CSW, Women, Children, Geriatric, Refugees, PLHA, especially abled persons)

**Unit III A) Introduction to Labour Welfare and Personnel Management:** Areas of Labour Welfare Administration; Concept, definition of labour welfare, Importance of welfare for workers, major welfare programmes for labours in India.

**B) Introduction to Criminology and Correctional Administration -** Importance of Criminology and correctional administration; Definition, strategies for prevention and control of crime in Indian context, Introduction to criminal justice system.,

**Unit IV . Introduction to Community Development -** Understanding about the Urban, Rural and Tribal community, Concept, meaning, scope, policies & programmes and services in community development, Local self-government in urban ,rural and tribal areas

**Internal Assessment:**

- 1) Interface with practitioners 2) Field visits 3) workshops on contemporary issues related to the fields of social work.

**Outcome: -**

- 1) Developed the understanding of various fields of social work
- 2) Acquainted with the social work intervention in the fields of social work

**REFERENCES:**

1. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
2. Choudhary D.Paul: Introduction to Social work
3. Encyclopedia of Social work (1987) Encyclopedia of social Work in India; New Delhi, Publication division, Ministry of welfare

**Bachelor of Social Work (BSW) Semester VI**  
**Counseling For Social Work**  
**(Supportive Domain)**  
**Paper- IV (6T4)**

**Learner Objectives:**

1. To get a comprehensive knowledge in counseling as an essential intervention strategy for social work practice.
2. To acquire skills in the practice of counseling
3. To gain an understanding about practice of counseling in different settings.

**1. Counseling** – Meaning, definition & need. Areas of Counseling, Concepts of Guidance and Counseling. Counseling Situations: Developmental, Preventive, facilitative and Crisis. Differences in individual and group counseling.

**2. Process of Counseling-** Goals of counseling -Process goals and outcome goals, Egan's three stage model of Counseling, factors influencing counseling process-counselor, client/counselee and setting, Qualities of an effective counselor.

**3. Skills and techniques in counseling** –Skills in counseling, various techniques in counseling – catharsis, empathy, SWOC, behavior modification, Yoga and Meditation.

**4. Areas of Counseling:** Counseling in Schools, Career counseling, Premarital and Marital counseling, Family counseling, Work place, Correctional setting, Medical and Psychiatric settings and Geriatrics.

**Internal Assessment:**

Seminar/Case presentation on any one setting.

**Outcome: -**

- 1) Received comprehensive knowledge in counseling as an essential intervention strategy for social work practice.
- 2) Acquired skills in the practice of counseling
- 3) Gained an understanding about practice of counseling in different settings.



## REFERENCES

1. Chandrashekar, C. R.(1999), A Manual on Counseling for Lay- Counselors, (Ed.) Bangalore, Prasanna Counseling Centre.
- 2 . Dave, Indu, (1983), The Basic Essentials of Counseling, New Delhi: Sterling Publishers Pvt., Ltd.
3. Fuster, J. M. (2000) Personal Counseling, Eighth Updated Edition, Mumbai, Better Yourself Books.
4. Gladding, S. T. (2012) ,Counseling: A Comprehensive Profession. (7th ed). Pearson
5. Kottler J.A.& Shepard,(2008) Counseling Theories and Practices, New Delhi, Brooks/Cole ,Cengage Learning
6. Narayana Rao S.& Sahajpal P.(2013), Counseling and Guidance , 3<sup>rd</sup> ed. New Delhi, McGraw Hill Education(India) Private limited
7. Patri, Vasanta (2001) : Counseling Psychology, New Delhi, Authors Press
8. Rao, S.N. &Sahajpal, P. (2013) Counseling and Guidance. New Delhi: TataMHill.
9. Seligman,L.& Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

**Bachelor of Social Work (BSW) Semester - VI**  
**SOCIAL ENTREPRENEURSHIP**  
**Paper- V (6T5)**

**Learner Objectives:**

- To develop understanding about social entrepreneurship
- To get exposure to the social enterprises.
- To impart knowledge about national initiatives for social entrepreneurship and Social marketing

**UNIT I: Social Entrepreneurship:** Concept, Definition, Importance of social entrepreneurship – Social entrepreneurship Vs business entrepreneurship, qualities and traits of social entrepreneurs. Selected case studies of Indian Magsaysay awardees

**UNIT 2: Social Enterprises:** Concept, Definition, Importance of social enterprises types of social enterprises, similarities and differences between social enterprises and non-profit organization, Corporate Social Responsibility and Social Enterprises Indian Social Enterprises – SEWA (Ela Bhatt), Amul (Varghese Kurien), BAIF-Pune

**UNIT 3: National Initiatives/Policy for Social entrepreneurship:** National Initiatives for Social entrepreneurship, concept of startups, Financial Management of social enterprises, venture capital for social enterprises; corporate, Community and Government support for social enterprises.

**UNIT 4: Social Marketing:** Concept and scope of social marketing, marketing of social services; Case studies related to social marketing in the field of Health, Education, livelihood.

**Internal Assessment:**

- i) Field Visits
- ii) Case study Presentation
- iii) Workshop/seminar on related issues

**Outcome: -**

- 1) Developed understanding about social entrepreneurship
- 2) Got exposure to the social enterprises.
- 3) Gained knowledge on national initiatives for social entrepreneurship and Social marketing

## **REFERENCES**

1. Alex Nicholls, (2006), *Social Entrepreneurship: New Models of Sustainable Social Change*, New York: Oxford University Press.
2. David Bornstein, (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York: Oxford University Press.
3. Fred Setterberg, Kary Schulman (1985), *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, New York: Harper & Row.
4. Gregory Dees, Jed Emerson, Peter Economy (2002), *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, New York: John Wiley and Sons.
5. Peter Drucker (1990), *Managing the Non Profits Organizations: Practices and Principles*, New York: Harper Collins.

# **Bachelor of Social Work (BSW) Semester-VI**

## **Indian Economy – Problems and Prospects**

### **(Interdisciplinary Domain)**

#### **Paper VI (6T6)**

#### **Learner Objectives:**

1. To understand and analyze economic problems with social work perspective.
2. To understand the Indian Economy as a developing economy

**Unit I:      Developing Economy:** Meaning Features and Difference between Developed and Developing Economy, Basic Characteristics of Indian Economy, Major issues of Development in India.

**Unit II :      Corruption & Black Money :** Definition, causes of Corruption, Effects of Corruption on Society, How to Reduce Corruption, Corruption Scams in India, Issue of black money in India –preventive measures.

**Unit III :      Poverty and unemployment in India :** Meaning of Poverty, Relative and Absolute Poverty, Estimating Poverty, Poverty Line, India's

Poverty Line, Causes of low poverty line in India. Magnitude of Poverty in India

**Unemployment:** Definition, Types of Unemployment, Causes of Unemployment, Effect of Unemployment, Measures taken by Government.

**Unit IV : Population:** Theory of Demographic Transition, Size and Growth of Population, Features of Indian Population, Features of Indian Population:-Age Composition, Sex Composition, Density of Population; Quality of Population; Causes of Growing Population, Measures for Population Control.

**Internal Assessment:**

- 1) Workshop and Seminars on any above topic
- 2) Attendance
- 3) Assignment on any of the course contents.

**Outcome:-**

1. Understood economic problems with social work perspective.
2. Understood the Indian Economy as a developing economy

**Reading List:**

1. Datt Gourav and Mahajan Ashwani (2016) Indian Economy New Delhi, S. Chand and Company PVT.LTD.
2. Mishra S and Puri V. (2002) :Bharatiy. Arthvyavastha – 14<sup>th</sup> Edition, Mumbai Himalaya Publishing House.
3. Desai S and Bhalerao N (2011). Bharatiya Arthvyavastha, Pune, Nirali Prakashan.



**Bachelor of Social Work BSW Semester-VI**  
**Social Work Practicum and Research Project**  
**Paper- VII (6P)**

The Social Work Practicum and Research Project shall comprise of the following components:

<b>Components</b>	<b>Marks Allotted</b>	<b>No. of Days</b>
Orientation	02	01
Structured Experience Laboratory (Any 3 sessions) (Skills in documentation, Developing ICE material, Evaluation skills, Leadership skills, Networking skills)	03	02
Concurrent Practice Learning (Working with Community)	25	16
Study Tour	10	04
Group Research Project i) Orientation ii) Data Processing iii) Report Writing iv) Presentation	05 10 20 05	10
Preparatory Viva Voce on Social Work Practicum, Group Research Project	--	01
External Viva Voce on Social Work Practicum &, Group Research Project	20(SWP & GRP)	01
<b>Total</b>	<b>100</b>	<b>35 (228hrs.)</b>