

Department of Social Work

Curriculum

for

Master of Social Science (M.S.S.) in Social Work

Session: 2018-19 (10th Batch)



Jagannath University

Dhaka-1100, Bangladesh

www.jnu.ac.bd

I. General Features

1.1 Introduction

Professional social workers scientifically help different disadvantaged groups in society to ensure their well-being. Rapid industrialization and technological transformations cause emergence of varieties of new social problems as the traditional family and community based social support system failing to meet the needs of the disadvantaged groups such as, the children, the women, the aged, the disabled and handicapped, the poor, the beggars, and so on. In addition, new social problems such as, drug addiction, criminal activities, human rights violation, women oppression, psychiatric problems, criminal activities and delinquencies, child abuse, etc. are also emerging as the society becomes more and more urbanized and industrialized. As a result, there is need for increasing number of trained social workers in the society as social work is a helping profession emerged to serve the disadvantaged groups of the society through fulfilling their needs in a scientific way. As stated, number of disadvantaged people and new social issues are increasing alarmingly. Moreover, nature and dynamics of the problems of different disadvantaged groups and newly emerged social issues in the society has become extremely complex. To meet these increasing needs of helping professionals, scope of professional social work has increased significantly in modern society. Social work profession has developed different specialised areas according to the differential needs of the different disadvantaged groups. For example, geriatric social worker for helping the aged, psychiatric social worker for the emotionally disturbed, medical social worker for the welfare of the patient, school social worker for the disturbed children in school, community worker for organizing community people to meet the problems of the community, Counsellors in different social agencies like juvenile centre, safe home and so on.

The Department of Social Work (DSW) of Jagannath University has started its journey since the inception (in 2005) of the Jagannath University with BSS (Honors) degree and started the Master of Social Science (MSS) in 2006-07 with the previous collage students and old curriculum of year (traditional) system. From the 2009-10 academic year MSS started with new curriculum and semester system. MSS is the advance level program for the bachelor students to prepare them to fulfill the mission, vision and objectives of the department. The mission of the DSW is to provide advance knowledge for the fulfillment of human potentials through the prevention and amelioration of social problems. Therefore, the department is committed to promote the principles of social and economic justice through services of the professional social workers in different human service giving agencies. Recognizing the complexities of contemporary society, DSW advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.

To address these needs department of social work, Jagannath University is offering the Master of Social Science (MSS) in social work. The principal objective of the program is to produce skilled social work graduates so that they can serve in increasing number of different human service (both government & non-government, national and international) agencies. This is a one-year program and includes theoretical and practical courses and internship. There is a regular provision of doing research/ thesis as 'thesis group' student in MSS. The curriculum of the program has been presented below.

1.2 Vision of the Department

The vision of the department of social work of Jagannath University is to educate competent, ethical social workers who are prepared to serve as leaders for change in a dynamic, diverse society and help the disadvantaged people in society. The school transcends boundaries by using pedagogical technologies and applied strategies that make learning more accessible, both locally and globally. The department guides students to create and refine culturally competent, consumer-oriented intervention strategies that enhance personal and organizational well-being and build a more just society, particularly for vulnerable and often-forgotten people of all ages who are usually served by public monies.

1.3 Mission of the Department

The mission of the department of social work is to prepare student for entry level generalist social work practice in a diverse setting and/or to pursue graduate level education. The Department aims to prepare students to integrate knowledge, skills, and values into practice by fulfilling the following goals.

- (a) To equip social workers with generalist knowledge, values, and skills and to prepare competent professionals for entry level social work practice with diverse systems within a global context.
- (b) To prepare social workers who understand a worldview based on social and economic justice while also respecting and appreciating diversity.

- (c) Prepare students with strategies of advocacy and social change that advance social and economic justice.
- (d) Foster the student's social work identity including professional use of supervision and consultation, self-awareness, and an appreciation for the profession's history and values.
- (e) To prepare students with critical thinking skills in areas of practice, research, and ethics to help ensure success in graduate social work programs.

1.4 Program Objectives

- (a) To support with students' development of higher level understanding and integration of social work theories and practice with special concentration.
- (b) To expand student's professional social work values and ethics.
- (c) To prepare the students to demonstrate constructive critical thinking skills based on social work knowledge and skills.
- (d) To allow students to demonstrate an understanding of social work concepts and the planned changed process based on different social work theories.
- (e) To provide opportunities for students to serve in another social work settings than he/she received in BSS (Honors).
- (f) To Help the students to achieve themselves with the ability to communicate effectively and professionally in oral and written formats.
- (g) To support the students with their professional development and professional identity.
- (h) Make the students able to develop and understanding of working with people of diversity; including age, race, ethnicity, religion, and sexual orientation without discrimination.
- (i) To Assist the students with an understanding on any special course on quality research activities or understanding special knowledge of medical and psychiatric social work, or criminology and correctional services, or industrial relations and labour welfare, or family, child and women welfare.
- (j) To provide students an opportunity to demonstrate an understanding of a bio-psycho-social-spiritual assessment.

1.5 Expected Learning outcome of the Program

- (a) Identify as a graduate professional social worker and conduct oneself accordingly;
- (b) Apply social work ethical principles to guide professional practice;
- (c) Apply mature critical thinking to inform and communicate professional judgments;
- (d) Engage themselves in diversity and difference in practice;
- (e) Engage them in research-informed practice and practice-informed research;
- (f) Apply knowledge of contemporary social problems in Bangladesh;
- (g) Engage in policy practice to advance social and economic well-being and to deliver effective social work services to meet up contemporary social problems in Bangladesh;
- (h) Respond to professional practice with the disadvantaged groups in our society;
- (i) Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities
- (j) Prepare students for practice according to the principles, values, and ethics that guide the social work profession
- (k) Design and implement a social work foundation curriculum grounded in the liberal arts
- (l) Encourage students to value diversity and to practice competently and effectively with diverse populations specially the medical patients, patients with psychiatric problems, in the field of criminology and correctional initiatives, Industrial relations and labour welfare and the family welfare, child welfare and women welfare activities.
- (m) Promote continual professional development;
- (n) Prepare students as competent entry level generalist social workers with individuals, families, groups, organizations, and communities.

1.6 Admission and Re-admission Procedures

Students shall be admitted into the 1st Semester of the Masters Program of social work department as per the University rules.

a) Eligibility: Students passed the 4-year BSS (Honors) course from social work department of Jagannath University in just immediate previous session shall be eligible for admission into the Masters program of the department.

b) Admission Cancellation: If a student remains totally absent from all classes for 15 (fifteen) consecutive working days after the start of 1st Semester classes without any permission, her/his admission would be cancelled on the recommendation of the Chairman of the department.

1.7 Program Duration

The duration of the M.S.S. course will be one (1) academic year divided into two (2) Semester and shall be guided and assessed by credit system. The academic year is divided into two Semesters to be called as 1st Semester (*July-December*) and Second Semester (*January-June*). Distribution of weeks in each Semester shall be as follows:

(i) Class teaching	=	13 weeks
(ii) Preparation time for Semester-final examination	=	2 weeks
(iii) Semester-final examination	=	4 weeks
Total	=	19 weeks

The remaining weeks in the Semester would be used for preparation of results.

1.8 Groups

There shall be two separate groups in M.S.S. program. These are 'Thesis Group' and 'General Group'.

1.9 Placement of Students in Groups

Groups shall be decided at the beginning of academic year. Students having minimum CGPA 3.25 (B+) in BSS Honors course shall be eligible to apply for 'Thesis group'. However, the actual number of students in the thesis group shall be decided by the academic committee of the department. If the number of application for thesis group exceeds the number of decided by the academic committee, selection shall be made in order of merit considering the CGPA obtained in BSS Honors course.

1.10 Distribution of Courses

In the *1st Semester* both groups of students shall have same courses. In the *2nd Semester* there shall be two (2) common courses for both groups. In addition to the common courses, students of 'General Group' shall select one pair of courses among the pair of courses other than pair 1 (Thesis) offered by the department. Student of the 'Thesis Group' shall have to take pair 1 (Thesis) and complete a Thesis (research project) under the supervision of a teacher of the department to be known as "Thesis Supervisor". The 'Thesis Supervisor' shall be selected by the academic committee of the department and should have M. Phil / Ph. D degree or not below the rank of Associate Professor. Each 'Thesis Group' student shall submit the research report as thesis/dissertation. For thesis Group in Master's program a student shall have to obtain CGPA at least 3.50 in Bachelor degree programme.

1.11 Program Structure & Degree Requirements

The program follows semester system of learning, examination and evaluation. Master of Social Science (MSS) in Social Work is awarded to the successful candidates. There are total 39 credits in the program. To have the degree, students require earning all 39 credits in two semesters and obtaining a minimum CGPA of 2.5 out of 4 (Four).

1.12 Types of Courses

The semester-based curriculum is composed of different types of courses as follows:

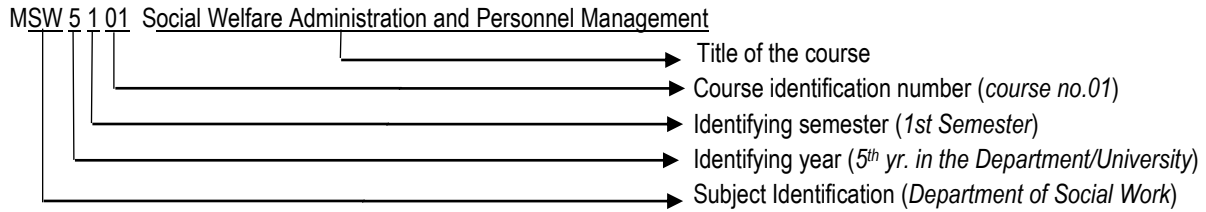
- Theoretical courses:* Includes class-teaching, open discussion, academic tasks, etc.
- Practical courses* (including Internship): Includes laboratory experiment/internship/monograph/project/field work, etc. Departments under the Faculty of Science shall have minimum 20% to maximum 40% practical courses in each Semester.
- Viva-voce:* Includes class instruction; may be a part of practical/theoretical/field work course and shall have specific number of credit point.

There is a provision that, if a single course has Theoretical, Practical and Viva-voce, the course must split into two/three courses and the Theoretical, Practical and Viva-voce courses should have separate course number and credit points. Accordingly the course-structure has been developed.

1.13 Course Identification

Each course is designated by three to four letter words identifying the subject followed by a four-digit number as following:

- The 1st digit* corresponds to the 'Year' indicated in which the course is taken by the student;
- The second digit* corresponds to the 'Semester' in which the course is taken by the student; and
- The third and fourth digits* used to identify a 'Course'.



1.14 Teaching Hours

- (a) *Theoretical Courses*: There shall be at least one (1) lecture-hour for each credit point in a week for each theoretical course; and there shall be two academic task-hours for each credit point (for open academic discussion) throughout the semester. Therefore, in total, there shall be at least 15 (fifteen) teaching hours for each theoretical credit point throughout the semester.
- (b) *Practical course*: In case of practical/lab course, there shall be at least two (02) contact hours for each credit point in a week. As a result, there shall be at least 30 contact hours for each credit point practical/lab course throughout the semester.
- (c) *Viva-voce*: Students shall appear in viva-voce examination (oral examination) at the end of the 2nd semester-final examination.

1.15 Medium of Instruction

The medium of instruction for the program is both English and Bangla.

1.16 Promotion

For promotion from 1st Semester to 2nd Semester a student shall require to earn a minimum GPA of 2.25.

1.17 Degree Requirements

For the Master degree, each student requires to:

- a) Earn required number of total credit points;
- b) Earn a minimum CGPA of 2.5; and
- c) Complete the program within two academic years of her/his 1st admission year into the program.

1.18 Improvement of Grades

(a) *'F' Grade*: A student earning 'F' grade in any theoretical/practical course of any Semester shall be required to improve 'F' grade(s) with the next available batches. In case of 'F' grade in viva voce, a student may get the chance to improve the grade through appearing at the viva-voce of the next available batch. Students fail to improve the 'F' grade(s) thereafter shall be considered as failed to earn the degree.

(b) *Improvement*: Students earning the letter grade of less than 'B' (*less than GP 3.00*) in any course may also choose to improve the grade point by appearing at the Semester-final examination with the next available batch. If the grade point obtained in improvement is lower than the earlier obtained grade point, the earlier one shall stand. However, a student shall have this improvement opportunity once for each course.

(c) Students willing to improve grade should apply within 10 (ten) working days after the announcement of the results of the Semester.

(d) No improvement shall be allowed in continuous assessment and practical courses (except F grade in practical). In such cases earlier marks shall stand.

(e) The concerned (current) examination committee will take necessary actions to arrange the improvement examinations and tabulation and posting the marks.

1.19 Re-admission

A student of MSS 1st Semester, failing to appear in the Semester-final examination may be allowed to get re-admission with the 1st Semester of the immediate next batch.

- i. In the 1st Semester, if a student fails to get GPA 2.25, required for promotion from 1st Semester to 2nd Semester, he/she may seek re-admission with the 1st Semester of the subsequent available batch.
- ii. On re-admission, grades earned earlier by a student in the 1st Semester shall be cancelled automatically and the student shall have to retake all the course-works (such as in-course/practical/quiz tests, internship program, project, field work viva-

voce and final examinations) of that Semester. Percentage of class attendance of such students shall be counted from the date of her/his re-admission. Mid-Semester examination, if completed before her/his re-admission, the concerned course teacher shall arrange make-up Mid-Semester examination.

- iii. A student shall not get chance for re-admission more than once during the entire program as s/he shall complete the program within a maximum period of two academic years from the original admission year.
- iv. For re-admission, a student shall have to apply within 15 (fifteen) working days after announcement of the result of the 1st Semester.

1.20 Retaking Examination and Drop Out

- a) At the end of 1st Semester examination a student may be allowed to continue her/his studentship to next Semester until the 1st Semester result is published. After the 1st Semester result, if the student fails to earn required total Credit Points due to F-grade in one or more course he/she will get the chance to improve her/his F-grade(s) with the 1st Semester examination of the next available batch.
- b) After the 2nd Semester result, if a student fails to earn all necessary total Credit Points and F-grade remains in any course of the 1st and 2nd Semester, he/she will be allowed to appear in an Improvement Examination to be held within 1 month of the 2nd Semester final examination result publication. A student may also appear in the Improvement Examination to improve the grade(s) of the courses of 1st and 2nd Semester having grade 'C' or less. However, a student will get such chance only once.
- c) For Improvement Examination at the end of 2nd Semester result, a student is required to pay examination fees two times higher than that of regular fees for each course and send an application to the Controller of Examinations through the Chairman of the Department within 12 working days from the date of publication of 2nd Semester result.
- d) After the Improvement Examination result, if a student fails to earn all necessary total Credit Points and if F-grade remains in any course, he/she will be dropped out from the program without any degree.
- e) A re-admitted student shall be dropped out from the program if s/he fails to complete the program within two consecutive academic years.

1.21 Course Coordinator

After admission every student shall be assigned to a 'Course Coordinator' from the teachers of the department to guide him/her throughout the program. The academic committee of social work department shall nominate a teacher as course coordinator for each batch. S/he shall meet the students on a regular basis and advise them on all academic matters.

II. Courses, Credits and Assessment

2.1 Summary of the Courses in Different Semesters with Full Marks, Types of Course and Number of Credit

Altogether, there are 43 courses and 135 credits in the program spreads over 8 semesters in four academic years. All courses are compulsory. Number and types of courses are as follows:

- Theoretical 10/ 8 (for thesis group students)
- Practical 1/2 (for thesis group students)
- Viva-voce 1/ 2 ((for thesis group students)

As a professional subject, the program includes **Internship**. This is a unique feature of the program. Students required working in a social agency for a period of 60 working days.

All courses are assigned with specific number and credits for evaluation purpose as presented below.

Semesters	Period	Full Marks	Number of credit			
			Theoretical	Practical	Viva-voce	Total
MSS 1st Semester 2018-19	July - December 2018	600	18	-	-	18
MSS 2nd Semester 2018-19	January - June 2019	600	14	4	4	22
Total 2 Semesters	1 Year	1200	32	4	4	40

2.1.1 1st Semester Courses with Full Marks, Types of Course and Number of Credit

Course Code	Course Title	No. of Credits	Evaluation (Marks distribution)			Total
			Semester Final Exam.	Continuous Assessment		
				Mid Semester	Participation	
MSW-5101	Social Welfare Administration and Personnel Management	3	70	20	10	100
MSW-5102	Guidance and Counseling in Social Work: Theories and Techniques	3	70	20	10	100
MSW-5103	Environmental Issues and Sustainable Development	3	70	20	10	100
MSW-5104	Methods of Social Research	3	70	20	10	100
MSW-5105	Quantitative Techniques in Social Research	3	70	20	10	100
MSW-5106	Qualitative Approach in Social Research	3	70	20	10	100
Total	Six (6) Courses	18	420	120	60	600

2.1.2 2nd. Semester Courses with Full Marks, Types of Courses and Number of Credits

Course Code	Course Title	No. of Credits	Evaluation (Marks Distribution)			Total	
			Semester Final Exam.	Continuous Assessment			
				Two Mid-Semester	Class Attendance		
MSW-5201	Contemporary Social Problems of Bangladesh	4	70	20	10	100	
MSW-5202	Social Work Practice with Disadvantaged Groups	4	70	20	10	100	
MSW-5203	Internship / Field Practicum	4	70*	20*	10*	100	
MSW-5204	Viva Voce on Theory Courses	2	50	-	-	50	
MSW-5205	Viva voce on Internship / Field Practicum	2	50	-	-	50	
Any One Pair of the followings (Pair 1 only for 'Thesis Group' students)							
Pair 1	MSW 5211	Dissertation	4	70	20	10	100
	MSW 5212	Viva/Presentation on Dissertation	2	100	-	-	100
Pair 2	MSW 5221	Medical Social Work	3	70	20	10	100
	MSW 5222	Psychiatric Social Work	3	70	20	10	100
Pair 3	MSW 5231	Criminology	3	70	20	10	100
	MSW 5232	Correctional Services	3	70	20	10	100
Pair 4	MSW 5241	Industrial Relations	3	70	20	10	100
	MSW 5242	Labour Welfare	3	70	20	10	100
Pair 5	MSW 5251	Family and Child Welfare	3	70	20	10	100
	MSW 5252	Women Welfare	3	70	20	10	100
Total		22		-	-	600	

*Please see the detail section

2.2 Skill-based Classification of the Courses

Social work practice requires different skills. The skill-based classifications of the MSS courses are as follows:

- | | |
|------------------------------|-----------|
| (a) Knowledge | 9 Courses |
| (b) Communication | 2 |
| (c) Work Skill | 1 |
| (d) Interpersonal Skill | |
| • Extracurricular activities | |
| • Interaction with teachers | |

III. Assessment

The assessment system is based on University rules. Some key features are presented below. However, in case of any difference the University rule shall stand.

3.1 Marks Distribution: Each theoretical course offered is assigned with either 50 or 100 marks. The proportion of the total marks of a course is distributed as follows:

- | | |
|-------------------------------|-----|
| a) Continuous Assessment | 30% |
| b) Semester-final Examination | 70% |
| Total= 100% | |

3.1.1 Continuous Assessment: Marks allocated for continuous assessment shall be distributed as follows:

- | | |
|--|--------|
| (a) Internal Evaluation: | |
| <i>Mid-Semester examination /In-course /Class test (minimum two)</i> | 66.67% |
| (b) Class Attendance | 33.33% |
| Total = 100% | |

3.1.2 Class Attendance: The marks allocated for class attendance shall be given as following proportions:

(e) Attendance	Marks	Example
95% and above	100%	10 out of 10
90% to 94%	90%	9 out of 10
85% to 89%	80%	8 out of 10
80% to 84%	70%	7 out of 10
75% to 79%	60%	6 out of 10
70% to 74%	50%	5 out of 10
65% to 69%	40%	4 out of 10
60% to 64%	30%	3 out of 10
Less than 60%	00%	0 out of 10

3.1.3 Class-Attendance Requirements to Appear at the Semester-Final Examination: A student shall be allowed to appear at the Semester final examination as a regular student if her/his class attendance is at least 70% and a student shall not be allowed to appear at the examination if her/his class attendance is below 60% of the total classes held in a Semester. The Chairman of the Department may recommend the students having percentage of attendance between 60% to less than 70%. However, in such case a student shall have to pay fees as determined by the University authority for not fulfilling above condition(s).

3.2 Semester Final Examination: At the end of each semester, there will be Semester Final examination for each theoretical course and viva-voce. All scripts are evaluated by two examiners (1st and 2nd) and the average is taken as final. In case of marks given by two examiners vary by 20% or more, a 3rd examiner examines the script. In such cases, the average of the nearest two marks is taken as final. If the difference is equal, the average of highest two is taken as final.

3.3 Letter Grade and Grade Point: Total marks obtained in each teaching course, oral (viva-voce) examination and practical courses are converted into LG (Letter Grade) and GP (Grade Point) as follows:

Numerical Grade	Letter Grade		Grade Point	Interpretation
80% and above	A+	(A plus)	4.00	Outstanding
75% to less than 80%	A	(A regular)	3.75	Excellent
70% to less than 75%	A-	(A minus)	3.50	Very Good
65% to less than 70%	B+	(B plus)	3.25	Good
60% to less than 65%	B	(B regular)	3.00	Satisfactory
55% to less than 60%	B-	(B minus)	2.75	Below Satisfactory

50% to less than 55%	C+	(C plus)	2.50	Average
45% to less than 50%	C	(C regular)	2.25	Pass
40% to less than 45%	D	----	2.00	Poor
Less than 40%	F	----	0.00	Fail

3.4 Re-examination: Re-examination of any script shall not be allowed.

Detailed Course Outline

MSS 1st Semester

MSW 5101: Social Welfare Administration and Personnel Management

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Attendance	
MSW 5101	Social Welfare Administration and Personnel Management	Theory	3	70	20	10	100

Course description

Social Welfare Administration and Personnel Management is a compulsory course for students of M.S.S programme. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

After completion of this course, the students will become a good executive of any agency stocked with sound administrative knowledge. If he or she occupies top management in an organization, he will be able to procure, hire, place, utilize and maintain an effective workforce that will aid in the accomplishment of the firm's objectives. The specific course objectives are:

1. To make the student acquaintance with different forms of administration and functions.
2. Realize the responsibility for good personnel administrator rests on Job Analysis: Job Description & Job specification; Process of recruitment, selection, appointment and placement.
3. Student will be excellent in how to frame human resource planning and able to understand how many employee will be required for his or her organization and more dexterous in preparing job analysis and its branches proforma
4. They will be dexterous in preparing job analysis and its branches proforma and sorting out training needs and make training arrangement for employees and adroit to oversee the employees and appraise performance.

Justification of Course in the Program Entity:

Social welfare administration is auxiliary method of social which coordinates all other methods. It is a method which helps an employer or social work students to gain the education and development to be an good executive. After completion of post graduate one may have starvation to be a boss. This is the very course which serves a employers to procure perfect human resource if he introduces properly the way of getting an employee. Not that this course will also add more pertinent knowledge about making budget and maintain good finance. It is hoped that it will be helpful for students and course meeting the targeted beneficiaries as well.

Text Books:

Ghafur, M.A. & Mannan Mollah, A.K.M.A. (1968). Social Welfare, Pubali Prakashani, Dacca-1.Pp. 315-331
Husain, N. and Alauddin, M (1970). Introduction to Social Work Methods. College of Social Welfare and Research Centre, Dhaka.
Rahaman, Ataur & et.al. (2006), *Human Resource Management*, University Publications, Dhaka,
Tripathy (1978). *Personnel Management & Industrial Relations*, Sultana Chand & Sons, New Delhi.
Husain, N. and Alauddin, M (1970). Introduction to Social Work Methods. College of Social Welfare and Research Centre,

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. , Nature, Objectives, Functions, Scope, Social welfare administration	<ul style="list-style-type: none"> Know social welfare administration is art or science and where it is practiced and on basis what purposes. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
2. , Social welfare administration and development administration	<ul style="list-style-type: none"> Know different administration and their differences and which more preferable administration in developing countries is. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
3. Administrative structure of the DSS, Role of the ministry, Department, and district administration	<ul style="list-style-type: none"> Introduce with Administrative structure of the DSS and figure out the role of ministry, Department, and district administration. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
4. Supervision and coordination of social welfare services in Bangladesh.	<ul style="list-style-type: none"> put the student wise about the necessity and effectiveness of Supervision and coordination of social welfare services in Bangladesh.. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
5. Concept, Scope and functions of Job Analysis: Job Description & Job specification.	<ul style="list-style-type: none"> Introduce them about the necessity of job analysis for procuring perfect employees and how many and wherein. After that make Job Description & Job specification proforma. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
6. Process of recruitment, selection, appointment and placement.	<ul style="list-style-type: none"> Able to know how recruitment process executes. After that, what will be the selection process and where the new employee will be placed? 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
7. Human Resource Planning: Concept, Needs, Manpower plan, Component and analysis: Short range and Long Range.	<ul style="list-style-type: none"> Plan to recruit how many employees are required and what is the process? 	<ul style="list-style-type: none"> Power point presentation Student participation Practice 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
8 Executive Development: Type and role of executive, Needs for executive development, Executive development process	<ul style="list-style-type: none"> Know type and role of executive, needs for executive development. Executive development process. 	<ul style="list-style-type: none"> Power point presentation Verbal test Practice 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
9. Role and development procedures of executive in social work agency.	<ul style="list-style-type: none"> Know the role and development procedures of executive in social work agency. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
10. Supervision and Evaluation: Meaning and types, Supervision as a educational process, Role of supervisor	<ul style="list-style-type: none"> Know types, Supervision as a educational process, Role of supervisor 	<ul style="list-style-type: none"> Power point presentation Verbal test 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
11, Supervision as a tool of evaluation, Principles, methods and functions of performance evaluation.	<ul style="list-style-type: none"> how supervision works to enable employee and worth of job. 	<ul style="list-style-type: none"> Power point presentation Student participation Practice 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test Presentation
12. : The problem of administrative power, enforcing administrative responsibility	<ul style="list-style-type: none"> find out the problem of administrative power and their enforcing administrative responsibility. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final
13. Financial Administration: Organization for financial administration, the executive budget system, steps in the budget process, Accounting, auditing and purchasing	<ul style="list-style-type: none"> how to make sound budget and bring transparency into organization 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final

Suggested Readings:

- Amitai, E. (1977). Modern Organizations, New Delhi, India: Prentice Hall, Inc.
 Chowdhury, D. P. (1979). Social Welfare Administration in India. Delhi, India: Atma Ram & sons.
 Filippo, E. B. (1968). Principles of Personnel Management. Tokyo, Japan: Mc Grow-Hill Book Company.
 George, C. S. Jr. (1997). Supervision in Action: The Art of Managing Others..... Restu Publishing.
 Johns, R. (1954). Executive Responsibility. New York, USA: Association press.
 Millett, J. D. (1964). Management in the Public Service, New York, USA: McGraw Hill Book.
 Nigro, F. A. (1965). Modern Public Administration. New York, USA: Harper & Row Publishers.
 Pfiffner, J. M. S. E. B. (1964) Administrative Organization, New Delhi, Prentice Hall of India.
 Skidmore, R.A. (1995). Social Work Administration, Boston, USA: Allyn and Bacon.
 Tripathy (1978). Personnel Management & Industrial Relations. New Delhi, India: Sultana Chand & Sons.

MSW-5102: Guidance and Counselling in Social Work: Theories and Techniques

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Participation	
MSW 5102	Guidance and Counselling in Social Work: Theories and Techniques	Theoretical	3	70	20	10	100

Course Description

Guidance and Counselling in Social Work: Theories and Techniques is a compulsory course for students of MSS program. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

After completion of this course students will be able to understand the basic concepts of guidance and counseling, know the essential principles, theories, techniques, models, stages and strategies and the primary knowledge-base of the students will be covered-up for practicing guidance and counselling. The specific course objectives are:

1. To understand basic concepts, scope, needs, process, stage and techniques of guidance and counselling;
2. To know the skills, techniques, approaches, strategies, models and theories of practicing counselling;
3. To understand how to adapt counselling process to different categories of social work clients;
4. To realize the relationship of counselling with social work and the role and skills of an ideal counselor in social work practice;

Justification of Course in the Program Entity:

Graduate students of social work should know the standard knowledge on helping people to combat the socio-economic, cultural and emotional problems. Students have to understand the techniques of mental and emotional adjustment and coping capacity of the clients specially in their inter-personal problem situation. This course will provide the general and specific knowledge on general concepts, characteristics, needs, stages, scope of guidance and counselling. Students will also know the skills, process, approaches and specific client based practice of guidance and counselling on the context of Bangladesh. This knowledge and understanding will help students to practice clinical social work through guidance and counselling. Thus this course became an essential and compulsory course for the degree of Master of Social Science in social work.

Text Books

1. Doyle, R. E. (1992). Essential Skills and Strategies in the Helping Process. California: Brooks/Cole Publishing Company.
2. Gibson, L. R. & Mitchell, H. M. (2003). Introduction to Counseling and Guidance. New York: Pearson Prentice Hall.
3. Mishra, R. C. (2004). Guidance and Counseling, Vol. I & II. New Delhi: A P H Publishing Corporation.
4. Patterson, L. E. & Welfel, E. R. (2004). The Counseling Process, (5th Edition). United States and United Kingdom: Worth Books.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
1. Guidance and Counseling: Meaning, Principles, goals & purposes, and functions; Social guidance and social counseling, Difference between guidance & counselling, Misconceptions about counseling, Forms of counseling, Needs and importance of counseling in our society; Scope of counseling in Bangladesh.	<ul style="list-style-type: none"> Know the general conception on guidance and counselling and able to differentiate between guidance and counselling. Understand the forms, needs, scope and importance of guidance and counselling. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam. Semester Final Exam Verbal Test
2. Counseling Process and Stages: Counselling process & its tools and techniques, DASIE model and 3-stage model of counseling process; Stages in counseling.	<ul style="list-style-type: none"> Understand the process, tools, and techniques of counselling. Know the models and stages followed in counselling. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal Test
3. Counseling and Social Work: Relationship between counselling & social work; Counseling as a technique in social work practice; Counselor-counselee relationship; Counselors education and training; Important ethical issues inherent in counseling.	<ul style="list-style-type: none"> Familiar with the relationship of counselling with social work. Understand the counselor-counselee relationship. Know the education, training and ethical issues of counselling 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal Test
4. Skills Applied by Counselor: Characteristics of a counselor, Skills applied by counsellors; Primary, intermediate and advanced roles of counselors' problem solving skills.	<ul style="list-style-type: none"> Know the characteristics and essential skills of a counselor. Understand the different role of a counselor. Know the problem solving skills of a counselor. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal Test
5. Counseling Strategies and Techniques: Strategies for behavior management; Techniques of Counselling: Initiating contact, intake rapport, establishing structural interaction, attending behavior, observation, responding, rating and its interpretation; Counselling & Psychotherapy methods and approaches: Different counseling therapies as counseling techniques.	<ul style="list-style-type: none"> Understand the strategies of behavior management; Know the important techniques of counselling Know the use of different therapies as counselling techniques. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal Test
6. Counseling Approaches, Models and Theories: Theoretical approaches in counseling: Psychological approaches, Biochemical model, Environmentalist model, Classical conditioning; Major theories of counseling: Person-centered, Gestalt, Psychoanalytic, Cognitive, Trait factor, Behavioural theory, Needs theory.	<ul style="list-style-type: none"> Know the approaches of counselling; Understand the theories related to counselling. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal test
7. Adapting the Guidance and Counseling Process to different Categories of Clients: Working with children, family, and aged; School and college counseling; Working with couples; Parenthood counseling; Workplace counseling; Health-care counseling; Career counseling; Counseling for the edicts.	<ul style="list-style-type: none"> Understand the methods, strategies, and techniques to practice guidance and counselling to different categories of clients. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal test
8. Role and Qualities of an Ideal Counselor in Social Work Practice: Basic skills required by the social worker for counselling; Counseling & Communication skills in Social Work practice.	<ul style="list-style-type: none"> Know the basic skills required by the social workers for counselling practice; and Know the counselling & communication skills in social work practice. 	<ul style="list-style-type: none"> Class presentation Student participation/presentation in the class Class lecture 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal test

Suggested Readings

1. Feltham, C. & Horton, I. (2000). Handbook on Counselling & Psychotherapy. London: Sage Publications.
2. Hasan, M. (2005). "The Applicability of School Social Work Service in Bangladesh: Result of a study conducted on the Schools of Sylhet City" (in Bangla), **SUST Studies** (the research journal of SUST), Vol. IX, No. 3, (2005), Sylhet, Bangladesh: SUST, Pp.46-57.
3. Jaques, V. (2001). Manual for Counselors Addressing Street Children's Problems in Bangladesh, ARISE-BGD/97/028. Dhaka: Ministry of Social Welfare, GOB.
4. Sharma R. N. & Sharma R. (2004). Guidance and Counseling in India, New Delhi: Atlantic Publishers and Distributors.
5. Shefor, B. W., Horejsi, C. R. & Horejsi, G. A. (2000). Techniques and Guidelines for Social Work Practice. Boston: Allen and Bacon.
6. Vishala, S. M. S. (2006). Guidance and Counseling for Teachers, Parents and Students, New Delhi: S. Chand & Company Ltd.
7. Samanta, T. K. & Nandan, D. (2017). Guidance and Counselling (4th Edition, In bangle). Kolkata: Dasgupta & Company Ltd.

MSW 5103: Environmental Issues and Sustainable Development

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			
				Semester Final Exam.	Continuous Assessment		Total
					Two Mid - Semester	Participation	
MSW 5103	Environmental Issues and Sustainable Development	Theoretical	3	70	20	10	100

Course Description

Environmental Issues and Sustainable Development is a compulsory course for students of MSS programme. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

This course provides an opportunity for the participants to understand the basic issues, problems, challenges and laws of environment and sustainable development. The objectives of this course are as follows:

- 1) To introduce the students to the key concepts and issues related to environment;
- 2) To provide the students with an understanding of the modern socio-economic environmental problems;
- 3) To give the students an opportunity to understand the sustainable development;
- 4) To give the student an opportunity to realize the environmental management;
- 5) To provide the students with an understanding of the about the natural hazards and social vulnerabilities.
- 6) To encourage the students to explore knowledge about Protection against Depletion of Environmental Resources in Bangladesh.

Justification of Course in the Program Entity

Social work profession helps people scientifically. So, it requires a scientific knowledge base. The course Environmental Issues and Sustainable Development ultimately builds a scientific knowledge base on environmental issues for the social work students. It also helps to learn the environmental issues related to social functioning of people. Thus, this course has been included so that the students can acquire necessary environmental knowledge for developing scientific skills and solving the problems of client/clients in professional practice.

Text Books

1. Dominelli, L. (2015). Green Social Work: From Environmental Crisis to Environmental Justice, Polity, USA.
2. Khuda, Z. R. M. M. (2001). Environmental Degradation: Challenges of the 21st Century (First Edition). Dhaka, Bangladesh: Environmental Survey and Research Unit.
3. Saha, S. K. (2007). Environmental Impact Assessment for Challenging World, First Edition, A H Development Publishing House, Kolkata, India.
4. Sexena, H. M. (2003). Environmental Geography, Rawat Publications, Jaipur and New Delhi.

Detail Course Content and Teaching-learning & Assessment Strategy

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Study of Environmental Issues: Meaning of environment; Elements/Factors of environment and their interrelationships, Types of environment, influence of environment on human life; Global environmental Issues	<ul style="list-style-type: none"> Understand meaning, elements/ factors with interrelationship and types of environment; influence of environment on human life and global environmental issues. 	<ul style="list-style-type: none"> Presentation Student participation Turn and Talk 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
2. Ecology and Ecosystem: Concept and types of ecology and ecosystem; relation between ecology and ecosystem; components of ecosystem; structure and functions of ecosystem, Ecosystems perspectives: Concept, Importance and conceptual frameworks in social work practice	<ul style="list-style-type: none"> Understand concept, relation, functions and importance of ecology and ecosystem. 	<ul style="list-style-type: none"> Presentation Student participation Fish Bowl 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
3. Understanding the modern socio-economic environmental problems: Human socio-economic activities and its impact on environment, Environmental degradation: Industrial pollution and People's Resilience; Natural disaster and Marginalization; poverty; Deforestation and desertification; and Human population growth; Critical environmental concerns in Bangladesh.	<ul style="list-style-type: none"> Understand the modern socio-economic activities related to environmental degradation. 	<ul style="list-style-type: none"> Presentation Student participation Poster work Fish Bowl 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
4. Environmental Management: Historical background, Concept, types, aims-purposes; Basic and operating principles; process, benefits and problems of Environmental Impact Assessment (EIA); Concept, elements and steps of Environmental Risk Assessment (ERA).	<ul style="list-style-type: none"> Know environmental management in terms of in terms of EIA and ERA 	<ul style="list-style-type: none"> Presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
5. Sustainable Development: Concept, aim, basis aspects and factors of sustainable development; environmental Issues and Challenges/alarms of sustainable development.	<ul style="list-style-type: none"> Know sustainable development 	<ul style="list-style-type: none"> Presentation Student participation Poster work 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
6. Natural Hazards and Social Vulnerability: Concepts and types of hazard and vulnerability, relation between hazard and vulnerability, factors influencing social vulnerability; Common natural hazards in Bangladesh like-Flood, Drought, Earthquake, Arsenic Contamination, River Bank Erosion, Salinity Intrusion etc.	<ul style="list-style-type: none"> Know the different types of natural hazards and vulnerability in Bangladesh perspective. 	<ul style="list-style-type: none"> Presentation Student participation Poster work Group Discussion 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
7. Environmental Justice and Green Social Work: Background, Concept, purpose, Social work intervention at micro, mezzo and macro levels; Role and functions of Social Worker.	<ul style="list-style-type: none"> Understand environmental justice and green social work in terms of intervention, role and functions. 	<ul style="list-style-type: none"> Presentation Student participation Group Discussion Turn and Talk 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
8. Protection against Depletion of Environmental Resources: Policies and laws related to conservation of Environment in Bangladesh, role of people, local bodies, national and international bodies in combating depletion of Environment.	<ul style="list-style-type: none"> Know the policies and laws at national and international levels to protect depletion of environmental resources. 	<ul style="list-style-type: none"> Presentation Student participation Group Discussion Turn and Talk Paper Work 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test

Suggested Readings

- 1) GOB (Government of Bangladesh). (2015). 7th Five Year Plan FY2016-FY2020: Accelerating Growth, Empowering Citizens, General Economics Division (GED), Planning Commission, People's Republic of Bangladesh.

- 2) Gray, M. Coats, J. & Hetherington, T. (2013). Environmental Social Work, First Edition, Rutledge, London and New York: Taylors and Francis Group.
- 3) Gillespie, David F. & Danso, K. (2010). Disaster Concepts and Issues: A Guide for Social Work Education and Practice, Council on Social Work Education, Alexandria, Virginia: CSWE press.
- 4) Miely, K. K., O'Melia, M. & DuBois (2001) Generalist Social Work Practice: An Empowering Approach, Boston: Allyn and Bacon.
- 5) Mizrahi, T. & Davis, L. E. (2008). Encyclopedia of Social Work, vol. 2, NASW Press, Oxford University Press. USA.
- 6) Vasudevan, N. (2009). Essentials of Environmental Sciences, Narosa Publishing House, New Delhi.

BSW 5104: Methods of Social Research

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			
				Semester Final Exam.	Continuous Assessment		Total
					Two Mid Semester	Class performance	
MSW 5104	Methods of Social Research	Theoretical	3	70	20	10	100

Course description

This research course has been designed to make the students enable to undertake research projects by their own. This course emphasizes the quantitative methods of social work. It introduces the students with the data processing and analysis software SPSS – Statistical Package for Social Sciences. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours 'class teaching' and another 9 hours 'individual guidance & contact of the students with the respective course teacher'.

Course objective

The objective of the course is to enable the students to become skilled at social research methods and process, prepare research proposal and implement the same in the fields of their interest. Research skills gained through studying this course will help all students carry out scientific investigation during their internship course as well as later in the job situation. In addition, it will especially help the students who want to undertake research-based academic programs. More specifically, the objectives of the course are to make the students -

5. skilled in plan and implement a research project;
6. able to computerize and analyze data using SPSS for research results;
7. able to write dissertation/report and present the research findings; and
8. prepare a research proposal and implement it

Justification of course in the program entity

Social work profession helps disadvantaged people scientifically. So, it requires scientific knowledge base and continuous study the social problems scientifically for the purpose answering questions regarding interventions in their practice. Social work research ultimately builds scientific knowledge base for social work theory and practice. It also helps to find out scientific solutions to the problems faced by social workers in practice. Thus, this course has been included so that the students can acquire necessary skills for conducting scientific studies for developing scientific knowledge, understanding the conditions of the clients and solving the problems they face in professional practice.

Text Books

Bryman, A. (2012). Social Research Methods (4th edition). Oxford: Oxford University Press.

MSW 5104: Course Content and Teaching-learning & Assessment Strategy

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Social Research: Process — steps & Strategies; quantitative, qualitative and mixed method research; Influences on the conduct of social research.	<ul style="list-style-type: none"> • Know the different approaches of research • Know the process of research 	<ul style="list-style-type: none"> • PPT presentation • Class lecture • Class participation (Q & A) 	<ul style="list-style-type: none"> • Q & A • Class performance • Mid-semester • Semester final
3. Literature Review: Review of existing literature; Searching the existing literature; Referencing.	<ul style="list-style-type: none"> • Understand the importance of reviewing existing knowledge-base of the present research and frame the research question(s) • Understand the process and 	<ul style="list-style-type: none"> • PPT presentation • Class lecture • Class participation (Q & A) 	<ul style="list-style-type: none"> • Q & A • Class performance • Mid-semester • Semester final

	<p>techniques of literature review</p> <ul style="list-style-type: none"> Know the importance and technique of referencing 		
2. Research Designs: Criteria in social research — Reliability, replicability & validity; Types of research designs - Experimental, cross sectional, longitudinal, case study.	<ul style="list-style-type: none"> Understand different types of research design How to select appropriate design to realize research objectives / answer research questions / test hypothesis 	<ul style="list-style-type: none"> PPT presentation Class lecture Class participation (Q & A) 	<ul style="list-style-type: none"> Q & A Class performance Mid-semester Semester final
4. Quantitative Research: Concepts and their measurement; Reliability and validity; The main preoccupations of quantitative research; Critique of quantitative research.	<ul style="list-style-type: none"> Understand how to transfer a concept from theoretical level to operational level Know the credibility of quantitative approach in social research 	<ul style="list-style-type: none"> PPT presentation Class lecture Class participation (Q & A) 	<ul style="list-style-type: none"> Q & A Class performance Mid-semester Semester final
5. Data Collection: Interviewing; Self-completion questionnaires; Asking questions; Structured observation; Content analysis; Use of statistical data of secondary sources.	<ul style="list-style-type: none"> Know about the sources and methods of data collection Understand how to prepare data collection instruments/tools 	<ul style="list-style-type: none"> PPT presentation Class lecture Class participation (Q & A) 	<ul style="list-style-type: none"> Q & A Class performance Mid-semester Semester final
6. Quantitative Data Analysis: Univariate analysis; Bivariate analysis; Multivariate analysis; Statistical significance.	<ul style="list-style-type: none"> Analyze data at different levels, i.e., univariate, bivariate and multivariate for result. Able to test hypothesis 	<ul style="list-style-type: none"> PPT presentation Class lecture Class participation (Q & A) Practice 	<ul style="list-style-type: none"> Q & A Class performance Mid-semester Semester final
7. Using SPSS for Data Analysis: Introduction to SPSS; Data analysis using SPSS.	<ul style="list-style-type: none"> Able to organize raw data Introduction to SPSS Able to present data in tables and charts using SPSS, Excel Able to analysis data using SPSS 	<ul style="list-style-type: none"> PPT presentation Class lecture Class participation (Q & A) Practice 	<ul style="list-style-type: none"> Q & A Class performance Mid-semester Semester final
8. Presentation of Research Findings: General aspects; Writing up quantitative research report/dissertation	<ul style="list-style-type: none"> Know different ways of disseminating research findings Able to write a dissertation / research report 	<ul style="list-style-type: none"> PPT presentation Class lecture Class participation (Q & A) 	<ul style="list-style-type: none"> Q & A Class performance Mid-semester Semester final

Suggested Readings

- Adams, G.R. & Schvaneveldt, J. D. (1885). *Understanding Research Methods*, New York, USA: Longman.
- Alauddin, M. (2009). *Samajik Gabaysana: Baigyanik Gyan Onneswan Padhati*, Dhaka, Bangladesh: Bangla Academy.
- Aminuzzaman, S. M. (1991). *Introduction to Social Research*. Dhaka, Bangladesh: Bangladesh Publishers.
- Bailey, K. D. (1882). *Methods of Social Research*, 2nd ed. New York: Free Press.
- Bryman, A. (2012). *Social Research Methods*, Oxford, UK: Oxford University Press.
- Creswel, J. W. (2012). *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative research (4th ed.)*, Boston: Pearson.
- Goode and Hatt (1952). *Methods in Social Research*. New York, USA: McGraw Hill.
- Nachmias, C. F. & David, N. (1992). *Research Methods in the Social Sciences (4th Edition)*. Great Britain: Edward Arnold.
- Polansky, N. A. (1985). *Social Work Research*, Chicago, USA: The University of Chicago Press.
- Young, P. V. (1984). *Scientific Social Survey and Research*, New Delhi: Prentice Hall of India Private Ltd.
- Whittaker, A. (2009). *Research Skills for Social Work*. Great Britain: Learning Matters Ltd.

MSW 5105: Quantitative Techniques in Social Research

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Participation	
MSW 5105	Quantitative Techniques in Social Research	Theoretical	3	70	20	10	100

Course description

Quantitative Techniques in Social Research is a compulsory course for students of BSS (Hons.) programme. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objectives

Overall objective of this course is to teach students different statistical tests used in social research and so that they can conduct research in their field of interests independently. After completion of this course students will be able to-

1. understand quantitative approach
2. understand the suitability of quantitative approach in social research
3. choose appropriate test for social research
4. interpret results of inferential statistics

Justification of Course in the Programme Entity:

Social work profession requires scientific knowledge base and continuously study the social problems scientifically for the purpose answering questions regarding interventions in their practice. Social work research ultimately builds scientific knowledge base for social work theory and practice. It also helps to find out scientific solutions to the problems faced by social workers in practice. Quantitative approach is one of the two basic approach with the assistance of which social research is being conducted. Thus, this course has been included so that the students can acquire necessary skills for conducting scientific studies for developing scientific knowledge and solving the problems they face in professional practice.

Text books:

1. Kohout, F. J. (1974). *Statistics for Social Scientists: A coordinated Learning System*. New York, USA: John Willey & Sons, Inc.
2. Gupta, S. P. & Gupta, M. P. (2016). *Business Statistics*. New Delhi, India: Sultan Chand & Sons.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Quantitative Approach in Social Research.	<ul style="list-style-type: none"> • Know quantitative approach • Know its appropriateness and usage 	<ul style="list-style-type: none"> • Presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
2. Descriptive and inferential techniques of Data Analysis in Social Research.	<ul style="list-style-type: none"> • Know quantitative data analysis techniques 	<ul style="list-style-type: none"> • Lecture • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
3. Probability and Probability Distribution: Definition of Probability, Addition and Multiplication theorems, Probability Distributions; Binomial distribution.	<ul style="list-style-type: none"> • Know probability and its distribution and apply it • Identify social research as means of developing science 	<ul style="list-style-type: none"> • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
4. Sampling: Basic concepts related to sampling; Techniques of Sampling; Sampling and Non-sampling error; Determination of sample size, Sampling Distribution.	<ul style="list-style-type: none"> • Know about different types of sampling and their application in different contexts and purposes 	<ul style="list-style-type: none"> • Lecture • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
5. Hypothesis Testing: General considerations— One and Two-Tailed test, Type I & Type II error, and Beta error, power of a	<ul style="list-style-type: none"> • Know different stages and aspects of hypothesis testing • Able to identify apply appropriate test 	<ul style="list-style-type: none"> • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test

test; Steps in hypothesis testing.			
6. Statistical Tests: Calculation, interpretation and application of: i) t-Test ii) z-Test iii) F-Test iv) Chi-square Test	<ul style="list-style-type: none"> Know about different tests used in social research. Able to apply these tests in research 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test
7. Anova Test	<ul style="list-style-type: none"> Know Anova test and its usage in social research. Able to apply this test where necessary 	<ul style="list-style-type: none"> Power point presentation Student participation Practice 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test
8. Index Number and Its Application in Social Research	<ul style="list-style-type: none"> Know about Index number and its application in Social research and gain skill to use Index Number in social research 	<ul style="list-style-type: none"> Power point presentation Student participation Practice 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test
9. Time Series and Its Application in Social Research	<ul style="list-style-type: none"> Know about the usage and gain skill to use Time series in social research 	<ul style="list-style-type: none"> Power point presentation Student participation Practice 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test

Suggested Readings:

- Johnson, R. A. and Tsui, K. (1998). *Statistical Reasoning and Method*. New York, USA: John Wiley & Sons, Inc.
- Basil P. Korin: *Statistical Concepts for the Social Sciences*-----
- Wingback, R. W (1995). *Statistics for Social Workers*. New York, USA: Longman Publishers.
- Lillian Cohen: *Statistics for Social Scientists*,

MSW 5106: Approaches to Qualitative Research

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Participation	
MSW 5106	Approaches to Qualitative Research	Theory	3	70	20	10	100

Course description

This course has been developed for beginners who are currently involved in research and are interested to apply qualitative methods in their area of work. Throughout the course, basic philosophy of applying qualitative perspectives along with pertinent issues of qualitative research methods and applicability of various instruments of gathering qualitative data in systematic, scientific and ethical ways will be discussed. In addition, field visits will be arranged to gather first-hand experiences on data collection, data management and analysis. Software for qualitative data analysis and generating references will be briefly demonstrated. Given the increasing consideration to qualitative research, this course is intended to orient students towards understanding and exploring the complexities of meanings and interpretations.

Course Objective

This course is designed to demystify the process of qualitative research which will expose students to a range of techniques and approaches associated with qualitative research-from writing a research proposal, collecting data and analyzing the results, to writing up the research report.

Justification of Course in the Program Entity

If we examine the historical development of social work, it can easily be seen that it has always endeavored to produce and to be based on scientific knowledge. Social work as a profession always interested to explore the causes of social problem and their implications on society and its people. In this regard social research is the only way to fulfill this objective.

Text Books

- Sultan, M. & Gomes, M. (2011). *Collected Readings for EDU 504: Research Method 1: Reading Research and Writing Reports*.
- Hossen, A. (n.d.). *The Landscape of Qualitative Research*. Unpublished Book.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
1. Scientific Methods: Definition; Characteristics; Social research as a form of scientific inquiry.	<ul style="list-style-type: none"> To familiar with the concept of science and scientific methods 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
2. Qualitative Research: The emergence of Qualitative research; Characteristics of Qualitative research; Integrating qualitative and quantitative trends	<ul style="list-style-type: none"> Student will understand the basic philosophical difference between quantitative and qualitative schools of thoughts, their distinctiveness and ways to integration 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
3. Major Research Paradigm: Empirical inquiry/Positivism; Interpretive Inquiry/Post positivism; Liberatory /Critical inquiry	<ul style="list-style-type: none"> Student will be familiar themselves with the philosophical underpinnings of different paradigms or worldview 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
4. Writing Research Proposal: Title; Reviewing Literature; Rationale; Objectives/Research questions; Theoretical underpinnings; methodological understanding	<ul style="list-style-type: none"> Student will be able to know different steps of research proposal will be able to prepare a research proposal independently 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
5. Types of Qualitative Research: Phenomenology; Ethnography; Grounded Theory; Case Study	<ul style="list-style-type: none"> Student will get an critical understanding about different qualitative research approach and their implications on respective research 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	
6. Techniques of Data Collection: Interview; Observation; Focus Group Discussion; Formulation of questionnaire	<ul style="list-style-type: none"> Student will be able to know different data collection tools and their advantages and disadvantages and be able to construct different tools independently 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
7. Rigors in qualitative Research: Credibility; Dependability; confirmability; transferability; Strategies for Enhancing Rigor in Qualitative research; prolonged engagement; Triangulation; Peer debriefing; Member checking; Negative case analysis; Auditing.	<ul style="list-style-type: none"> Student will be able to know about the rigors' that qualitative researcher follow and maintain during conducting qualitative research 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
8. Ethics in Qualitative Research: Ethical concerns; Ethical guidelines for Research with humans; Institutional Review Board	<ul style="list-style-type: none"> Student will understand what are the ethical protocol or standard that suppose to follow in the qualitative research 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
9. Fieldwork in Qualitative Research: Positionality; Reflexivity; Dichotomy of insider and outsider; Research ethics and dilemma in the field; Leaving the field; lesson learned.	<ul style="list-style-type: none"> Be able to know the techniques of qualitative field work and ethics that suppose to be maintain during field research 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
10. Data Analysis and Interpretation in Qualitative Research: Diversity in qualitative analysis; Generic processes; Ethics in qualitative data analysis; Strategies to deal with the risks.	<ul style="list-style-type: none"> To be able understand common data analysis techniques used by contemporary qualitative research field 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer Field practice 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam Presentation
11. Writing Report in Qualitative Research: Guidelines; Styles; Formatting; Presentation of findings;	<ul style="list-style-type: none"> Student will be able to write a research report independently 	<ul style="list-style-type: none"> Class Lecture Group Discussion Question & answer 	<ul style="list-style-type: none"> Mid-semester Semester final Open book exam

		• Field practice	• Presentation
12. Referencing and Disseminating of research findings	• To understand the different referencing style specifically how to follow and write APA style	• Class Lecture • Group Discussion • Question & answer • Field practice	• Mid-semester • Semester final • Open book exam • Presentation

Suggested Readings

1. Catherine, M. & Gretchen, B. (1999). *Designing Qualitative Research*. Thousand Oaks. London & New Delhi: SAGE Publications.
2. Creswell, J. (1994), *Research Design: Qualitative, Quantitative and Mixed Approaches*, Thousand Oaks, London & New Delhi: SAGE Publications.
3. Gretchen, B. & Sharon, F. (2003). *Learning in the Field: An Introduction to Qualitative Research*. Thousand Oaks, London & New Delhi: SAGE Publication.
4. Herbert, J. & et. al. (2005). *Qualitative Interviewing: The Art of Hearing Data*. London, UK: Thousand Oaks,.
5. Michael, P. (2002). *Qualitative Research & Evaluation Methods*. Thousand Oaks, London.
6. Neuman, W. (2008). *Social Research Methods, Qualitative and Quantitative Approaches*. Pearson Publication.
7. Ritchie, J. & Lewis J. (2003), *Qualitative Research Practice, A Guide for Social Science Students and Researchers*, Sage Publications.

MSS 2nd Semester

MSW 5201: Contemporary Social Problems of Bangladesh

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Attendance	
MSW 5201	Contemporary Social Problems of Bangladesh	Theoretical	4	70	20	10	100

Course description

Contemporary Social Problems of Bangladesh is a compulsory course for students of MSS program. The course carries 4 credits and 60 hours of teaching. Among the total 60 hours, 48 hours class teaching and another 12 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

This course creates an opportunity for the students to understand social problem, the existing social problems in Bangladesh as well as the ways to combat those problems. The specific course objectives are:

1. To provide an idea towards social problem and major social problems of Bangladesh;
2. Help to explore the causes and consequences of existing social problems of Bangladesh;
3. To orientate and help to analyze different measures of government and non-government organization to combat social problems;
4. Help to realize what will be the roles of social worker to combat those problems.

Justification of Course in the Program Entity:

Social problem is an integral part of our social life. It impairs our entire life but it is unavoidable. So, it is necessary to assess the actual situation, explore the causes, consequences as well as identify the way forwards to combat those problems. This course helps to the students of social work to analyze these problems in depth by analyzing the socio-economic, theoretical perspectives and also guides them to solve or reduce those problems in practical fields. So, it is logical to include this course in this program.

Text Books:

1. Mooney, Linda A., David Knox, Caroline, Schacht (2007). *Understanding Social Problems*, Australia, Brazil, Canada, Mexico, Singapore, Spain, UK, USA: Thomson Wadsworth.

2. Sullivan, T. k. and Thompson, S. K. (1991). *Introduction to Social Problems*, New York: Macmillan Publishing Company, Toronto, Canada: Collier Macmillan Canada.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes: students will be able to	Teaching-learning strategy	Assessment Strategy
1. Social Problems of Bangladesh: Nature, general causes, social policy and social problems in Bangladesh; major social problems of Bangladesh and measures to combat those problems.	<ul style="list-style-type: none"> • Conceptualize the concepts of social problem • Understand existing social problems 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
2. Poverty: Definition and extent, causes and dimensions; poverty reduction efforts of the government and Non- government organizations.	<ul style="list-style-type: none"> • Analyze poverty from different dimensions • Know and evaluate existing measures against poverty 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
3. Population Explosion: Trends, causes and consequences.	<ul style="list-style-type: none"> • Know why population explosion is a problem and what will be done to overcome this problem 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
4. Illiteracy: Definition, extent, causes and consequences, programmes to eradicate illiteracy in Bangladesh.	<ul style="list-style-type: none"> • Realize the trend of illiteracy and how to reduce it • Analyze the existing measures against illiteracy 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
5. Corruption: Definition and meaning, roots, types, causes, and implications of corruption; Anticorruption programs in Bangladesh.	<ul style="list-style-type: none"> • Understand corruption as social evils and its dreadfulness in social life • Analyze the effectiveness of anticorruption programs 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
6. Child Related Social Problems: Characteristics of Bangladesh children, child abuse, child labour, child trafficking; juvenile delinquency.	<ul style="list-style-type: none"> • Realize the child situation and problems that are harmful for their development • Know and evaluate the functional and constitutional measures to eliminate those problems 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
7. Women Related Social Problems: Women in Bangladesh, gender discrimination, dowry, women oppression, violence against women, women trafficking, and prostitution.	<ul style="list-style-type: none"> • Orientate the diversified social problems related to women • Know what are the efforts to combat those problems 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
8. Youth Related Social Problems: General characteristics of Bangladesh youth, unemployment and underemployment, terrorism, drug addiction.	<ul style="list-style-type: none"> • Explore the youth situation, their problems and way forwards to reduce these problems 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
9. Elderly Problems: Elderly population of Bangladesh, elderly as an emerging issue.	<ul style="list-style-type: none"> • Realize why is elderly a social problem and what are the challenges • Know how to face these challenges 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation

			<ul style="list-style-type: none"> • Verbal test
10. Health Related Social Problems: Illness, malnutrition, sexually transmitted diseases (STDs).	<ul style="list-style-type: none"> • Analyze the common health situation and problems of Bangladeshi people • Know how to prevent and combat these problems 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
11. Beggary: Definition, nature, extent, causes and consequences.	<ul style="list-style-type: none"> • Analyze beggary as a barrier of development • Know and evaluate the existing measures and their effectiveness 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Assignment/ presentation • Verbal test
12. Slum: Definition, nature, extent, lifestyle of the slum dwellers, causes and consequences of slum.	<ul style="list-style-type: none"> • Understand slum as a negative consequence of urbanization • Know the alternative ways to solve this problem 	<ul style="list-style-type: none"> • Class lecture • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test

Suggested Readings:

1. Freeman, H. E. and Jones, W. C. (1970). *Social Problems: Causes and Controls*. Chicago, USA: Rand McNally & Company.
2. Government of Bangladesh (GoB). (2018). *Bangladesh Economic Review 2018*. Dhaka, Bangladesh: Planning Department, Ministry of Planning, Government of the People's Republic of Bangladesh.
3. Government of Bangladesh (GOB). (2015). *Seventh Five Year Plan FY2016 -FY2020, Accelerating Growth, Empowering Citizens*, Dhaka: General Economic Division (GED), Bangladesh Planning Commission, Govt. of Bangladesh.
4. Government of Bangladesh (GOB), (2012). *Population and Housing Census 2011*. National report, vol.-4, Socio-Economic and Demographic Report, Dhaka: Bangladesh Bureau of Statistics, Ministry of Planning, Govt. of Bangladesh.
5. National Institute of Population Research and Training (NIPORT). (2015). *Bangladesh Demographic and Health Survey 2014*, Dhaka: NIPORT, Ministry of Health and Family Welfare.
6. Zastrow, C. (2008). *Introduction to Social Work and Social Welfare*, (9th edition), USA: Thomson Brooks/Cole.

MSW 5202: Social Work Practice with Disadvantaged Groups

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semesters	Class Performance	
MSW 5202	Social Work Practice with Disadvantaged Groups	Theory	4	70	20	10	100

Course Description

Social Work Practice with Disadvantaged Groups is a compulsory course for the students of MSS programme. The course carries 4 credits and 60 hours of teaching. Among the total 60 hours, 48 hours class teaching and another 12 hours individual guidance and contact of the students with the respective course teacher.

Course Objectives

This course provides an opportunity for the participants to understand the disadvantaged groups of Bangladesh, their problems and how to deal with the problems. The objectives of this course are:

- 1) To introduce the students to the concept of disadvantaged groups;
- 2) To provide the students with an understanding of the problems of disadvantaged groups in the light of ecosystem model;
- 3) To give the students an opportunity to understand the intervention strategies to deal with the problems of disadvantaged groups;

Justification of Course in the Program Entity

This course is an introduction to the disadvantaged groups of Bangladesh, their problems and intervention strategies to deal with their problems. Many people of Bangladesh like other parts of the world are being disadvantaged because of social structure. But it is immensely needed to bring them in mainstream of development. In doing so, their problems have to be analyzed using ecosystem model for policy formulation since the problems are emerged from society where social workers can play pivotal role in this regard as they are acquainted with social structure and the nature of psychosocial problems. This course is designed to provide the students

with required knowledge to deal with the problems of disadvantaged groups using ecosystem model. After completion the course the students will be efficient enough to work with disadvantaged groups. Thus, the rationale of studying this course for the students of social work lies here.

Text-books

Dubois, B., & Miley, K. K. (1992). *Social Work: An Empowering Profession*. Boston, USA: Allyn and Bacon.

Morales, A., & Sheafor, B. W. (1998). *Social Work: A Profession of Many Faces* (8th Edition), Boston, USA: Allyn and Bacon.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes: Students will be able to	Teaching-learning strategy	Assessment Strategy
1 Overview of Disadvantaged Groups: Ecosystems model, disadvantaged groups women, the elderly, minorities, the homeless, people with disability, trauma victims, etc.	<ul style="list-style-type: none"> Understand the concept of ecosystems model; Explain levels of ecosystems model; Describe the condition of various disadvantaged groups. 	<ul style="list-style-type: none"> Classroom lecture Group discussion Question answering 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test
2. Social Work Practice with Women: Women; women in Bangladesh society; Ecosystem perspective– cultural factors, environmental-cultural factors, the family, the individual; intervention strategies– micro and macro practice with women; emerging issues and trends.	<ul style="list-style-type: none"> Explain the socioeconomic status of women in Bangladesh; Evaluate initiatives undertaken for development of women; Analyze the problems of women in the light of ecosystem model; Apply micro and macro practice of social work to deal with women's problems. 	<ul style="list-style-type: none"> Classroom lecture Group activities Question answering 	<ul style="list-style-type: none"> Assignment Semester Final Verbal test
3. Social Work Practice with Elderly: The elderly; the elderly in Bangladesh society; Ecosystem model analysis– historical factors, environmental-structural, culture, family issues, individual issues; intervention strategies– micro and macro practice with the elderly; emerging issues and trends	<ul style="list-style-type: none"> Understand the problems of elderly in Bangladesh; Analyze the present condition of elderly in the perspective of ecosystem model; Apply micro and macro practice of social work to deal with problems of elderly 	<ul style="list-style-type: none"> Classroom lecture Group activities Question answering 	<ul style="list-style-type: none"> Group presentation Semester Final Verbal test
4. Social Work Practice with People with Disabilities: Defining disability; disability in Bangladesh society— extent, causes and consequences; disability and the minority model; Societal response to disability; Social workers and people with disability; The ecosystem model and people with disability; Emerging issues for social work practice with people with disability.	<ul style="list-style-type: none"> Understand the concept of disability; Analyze the causes and consequences of disability; Realize the disability and minority model; Understand ecosystem model and people with disability; and apply social work knowledge to deal with disability; Identify the emerging issues for social work practice with people with disability. 	<ul style="list-style-type: none"> Classroom lecture Group discussion Question answering 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test
5. Social Work Practice in Rural Areas: Characteristic of rural Bangladesh– the land, the economy, the people, the communities; Social welfare in rural areas; implications for social work practice in rural areas— micro and macro practice with women; emerging issues and trends	<ul style="list-style-type: none"> Understand the characteristics of rural Bangladesh; Describe the social condition and welfare services in Bangladesh. Apply micro and macro practice of social work to deal with problems of rural Bangladesh 	<ul style="list-style-type: none"> Classroom lecture Group discussion Question answering 	<ul style="list-style-type: none"> Mid Semester Semester Final Verbal test
6. Social Security and Safety Net Programs for Disadvantaged Groups: Old Age Allowance Program, Abashan/Ashrayan Project, Stipend Program for the students with Disabilities, Honorarium (Allowance) for the Distressed Freedom Fighters, Vulnerable Group Development (VGD), and Vulnerable Group Development for Ultra-poor (VGDUP), Allowances for Widow and Husband's Deserted	<ul style="list-style-type: none"> Understand the concept of social security and social safety net. Evaluate the efficacy of social safety net program of Bangladesh. 	<ul style="list-style-type: none"> Classroom lecture Group activities Question answering 	<ul style="list-style-type: none"> Group presentation Semester Final Verbal test

Destitute Women, Fund for Rehabilitation of the Acid-Burnt Women and the Physically Handicapped, Allowance for the Insolvent Physically Challenged Citizens			
7. NGO Services for Disadvantaged Groups: Education, skill training, employment support, health and family welfare, safe drinking water, hygiene and sanitation, facilitation of income generation for the poor and the disadvantaged, rights awareness and community capacity building for development and improved quality of life.	<ul style="list-style-type: none"> Analyze the effectiveness of programs run by NGOs for welfare of the disadvantaged groups. 	<ul style="list-style-type: none"> Classroom lecture Group discussion Question answering 	<ul style="list-style-type: none"> Semester Final Verbal test
8. Role of UN Bodies and International Partners: Contributions of UNICEF, UNESCO, UNFPA, INGO and other external donor country Governments or aid giving organizations like DFID, CIDA, SIDA, JICA and AUS AID.	<ul style="list-style-type: none"> Understand the role of UN Bodies and international Partners in the wellbeing of disadvantaged groups; Propose some measures have to be taken for betterment of the disadvantaged groups. 	<ul style="list-style-type: none"> Classroom lecture Group discussion Question answering 	<ul style="list-style-type: none"> Semester Final Verbal test

Suggested Readings

Coulshed, V., & Orame, J. (2006). *Social Work Practice* (4th Edition). New York, NY: Palgrave Macmillan
 Hill, M. (1999). *Effective Ways of Working with Children and Their Families*. London, UK: Jessica Kingsley.
 Perry, D. A. (2003). *Moving Forward: Toward Decent Work for People with Disabilities*, Bangkok: ILO.
 Wilson, G. (2000). *Understanding Old age*. London, UK: Sage Publications.

*Addition reading materials will be provided by the course instructor.

MSW 5203: Internship/Field Practicum

MSW 5203: Internship/Field Practicum

Full Marks = 100 (Report = 70 Continuous Assessment = 30)

Credit: 4

Internship/Field work practicum shall be a closely supervised program consisting problem-solving activities with the recipients of social work services, which enables students to apply theoretical knowledge of social work and to acquire social work skills necessary for professional social work practice. The minimum time for field work shall be at least 420 hours in a social agency spread over 60 working days beyond final report writing. Students shall be placed in groups in social agencies under the supervision of two supervisors, i.e., internal supervisor and external supervisor. A teacher of the department shall be assigned as the internal supervisor and qualified agency personnel shall work as the external supervisor. Each student shall prepare and submit a field work report after completion of field practicum in due time. Marks distribution for Internship/Field Work Practicum shall be as follows:

1. Internship/Field Work Report (As Semester final script)	70
2. Performance in the field and Oral test during 'Supervisory Conference'	20
3. Attendance in supervisory meeting (Attendance)	10
Total Marks=	100

MSW 5204: Viva-voce on Theory Courses

MSW 5204: Viva-Voce on Theory Courses

Full Marks=50

Credit:2

After the written examinations of this Semester, students shall have to face Viva-voce examination to be taken by the respective examination committee on their theory courses of the MSS programme.

MSW 5205: Viva-voce on Internship / Field Practicum

MSW 5205: Viva-Voce on Internship / Field Practicum

Full Marks = 50

Credit:2

The concerned Examination Committee will arrange viva voce examination on Internship / Field Practicum after submission of report. The viva voce examination is to be held along with viva-voce on theoretical course.

MSW 5211: Dissertation/Thesis

(Semester Final = 70 Continuous Assessment = 30)

Credit: 4

Students of 'Thesis Group' shall submit four (4) copies of Dissertation to the Chairman of the respective Examination Committee. Copies of Dissertation shall have to be type-written or printed and bound in cloth. Dissertation must be submitted within four (4) months from the date of last written examination or before the date decided by the Department. Dissertation shall be evaluated as per University rules. Number distribution of Dissertation shall be as follows:

1. Dissertation (As Semester final script)	60
2. Assignments during research (such as proposal preparation, questionnaire preparation, etc.)	20
3. Attendance in supervisory sittings (Attendance)	10
Total Marks=	100

MSW 5221: Medical Social Work

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			
				Semester Final Exam.	Continuous Assessment		Total
					Two Mid Semester	Participation	
MSW 5221	Medical Social Work	Theoretical	3	70	20	10	100

Course Description

Medical Social Work is a compulsory course for students of MSS programme. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objectives

This course provides an opportunity for the students to understand the client and how to deal with the psycho-social problems in medical setting. The objectives of this course are:

- 1) To introduce the students to medical social work as a field of social work practice;
- 2) To give the students an opportunity to understand the teamwork in the medical to deal with the problems of client;
- 3) To provide the students with an understanding of the problems of of Patients in medical setting;
- 4) To introduce the students about the basic concept and related issues of medical social work.
- 5) To make the students to able to apply the skills and strategies of social work in medical setting.
- 6) To introduce the students with the medical social work process.

Justification of Course in the Program Entity

Social work profession helps people scientifically. So, it requires a scientific knowledge base. The course Medical Social Work ultimately builds a scientific knowledge base on medical setting. It also helps to understand and critically review different skills, process and strategies which are essential for practicing social work in medical setting.

Text Books

1. Stroup, H. H. (1999). Social Work: An Introduction to the Field, second edition. New York: American Book Company, P. 222-223.
2. Goldstine, D. (1952). Readings in the Theory and practice of Medical social Work, Chicago: The University of Chicago Press.
3. Compton, B. & Galaway, B. (2001) Social Work Process. Boston: Brooks Cole Publishing Company.

Detail Course Content and Teaching-learning & Assessment Strategy

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
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1. Medical Social Work: History, Concepts, objectives, Scope, and uses of Medical Social Work.	• Understand the history, concepts, objectives, scope, and uses Medical Social Work.	• Presentation • Student participation • Group Discussion • Turn and Talk	• Mod Semester • Semester Final • Verbal test
2. Medical Social Work as a Field: Distinguishing Characteristics of Medical setting, interrelation and administration of hospital social service department and social service agency.	• Understand Medical Social Work as a Field.	• Power point presentation • Student participation • Fish Bowl	• Mod Semester • Semester Final • Verbal test
3. Teamwork in the Medical Setting: Concept, Uses of teamwork in Medical Setting; Problem-solving Approach of Team work in Medical setting	• Understand teamwork approach in medical setting.	• Presentation • Student participation • Parctical	• Mod Semester • Semester Final • Verbal test
4. Patients and Their Problems: Problems; Relationship between health needs and social service needs.	• Know the problems of the patients	• Presentation • Student participation • Group Discussion • Turn and Talk	• Mod Semester • Semester Final • Verbal test
5. Basic Concept and Related Issues of Medical Social Work: Meaning of disease and disability to patients, family and community: health and effect of social inequality; Socio-economic problems affecting adequate performance of the patient's role in Health care; Emotional elements of illness; understanding and reducing stress	• Know the Basic Concept and Related Issues of Medical Social Work	• Presentation • Student participation • Practical classes • Fish Bowl	• Mod Semester • Semester Final • Verbal test
6. Skills and Strategies of Social worker in medical Setting: Skills and Practice strategies necessary for medical social work practice; Functions and role of Medical Social Worker: Pretreatment role, on treatment role, Role after releasing; Acute care; Ambulatory and Long Term care; Activities of Medical Social Worker.	• Know the Skills and Strategies of Social worker in medical Setting	• Presentation • Student participation • Question Answering	• Mod Semester • Semester Final • Verbal test
7. Medical social work process: Interviewing technique; Assessment; Case management; Case recording: types, practice issues, Supervision, Documentation and Record keeping; uses .problems and solutions.	• Know the Medical social work process	• Presentation • Student participation	• Mod Semester • Semester Final • Verbal test
8. Medical Social Work in Bangladesh: Services; Patient Welfare Society; Problems, Prospects and challenges of Medical Social Work.	• Know the problems, challenges and prospects of Medical Social Work in Bangladesh	• Presentation • Student participation • Question Answering • Paper work	• Mod Semester • Semester Final • Verbal test

Suggested Readings

1. DuBois, B. & Miley, K. K. (1992) Social Work: An Empowering Profession. Boston, USA: Allyn and Bacon.
2. Dziegielewska, S. F. (2013). The Changing Face of Health Care Social Work: Opportunities and Challenges for Professional Practice.
3. Kirst-Ashman, K. K. (2015). Introduction to Social Work & Social Welfare: Critical Thinking Perspectives, Fifth edition, Cengage Learning, Australia. p.387-394.
4. Kagle, J. D. (1991) Social Work Records, Second Edition, Waveland press INC. p.1-15, 140-159
5. Segal, E. A., Gerdes, K. E. & Steiner (2010) Professional Social Work. Australia: Cengage Learning.
6. Rahman, M. H. (2001). Social Work and Social Development, First Edition, Dhaka, Bangladesh: Gatidhara,.
7. Website of Department of Social Services; <http://www.dss.gov.bd/>

MSW 5222: Psychiatric Social Work

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			
				Semester Final Exam.	Continuous Assessment		Total
					Two Mid Semester	Attendance	
MSW 5222	Psychiatric Social Work	Theoretical	3	70	20	10	100

Course Description

Psychiatric social work is an optional course for the students of MSS programme. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours of class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

This course will provide an opportunity for the students to understand the basics of human behaviour, mental health and psychiatry related issues and apply this knowledge in their academic field and daily life. The specific course objectives are as follows:

1. To introduce the students to the concept of psychiatric social work, its growth and development;
2. To encourage the students to explore the normal and abnormal behaviour and treatment process;
3. To give the student an opportunity to know the existing mental health situation in Bangladesh;
4. To identify the existing policies and program related mental health in Bangladesh;
5. To make the students able to understand the problems and prospects of psychiatric social work in Bangladesh.

Justification of Course in the Program Entity

Psychiatric Social Work is a special branch of professional Social Work that deals with the abnormal state of mental processes and behaviours and their treatment (diagnosis-treatment-evaluation-prevention) using social work knowledge, skills and values. Psychiatric Social Work has a primary focus on *Mental, emotional, psychological and behavioural* well-being of individual's couples, families and groups. Thus, this course has been included so that the students can acquire the necessary knowledge and skills for solving the psychosocial problems they face in professional practice.

Suggested Readings

1. Stroup, H. H. (1960). *Social Work: An Introduction to the Field* (2nd ed.). New York: American Book Company.
2. Monzur, A. (2008). *Abnormal Psychology*. Gankosh Publication, Dhaka
3. American Psychiatric Association. (1994) *Diagnostic and Statistical Manual of Mental Disorders* (4th ed.). Washington, DC: APA

Detail Course Content and Teaching-learning & Assessment Strategy

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Psychiatric Social Work: Basic concepts, scope and nature of Psychiatric Social Work. Growth and development of Psychiatric Social Work as a field of study and profession in developed countries and in Bangladesh.	• Understand basics of psychiatric social work, its growth and development	• Classroom Lecture • Group Discussion • Student participation	• Mid Semester • Semester Final • Verbal test
2. Normal and Abnormal Behavior: Concepts of normal and abnormal behavior, nature, symptoms, etiology and patterns of abnormal behavior. Substance-use disorders, Personality disorders, Mood disorders and Schizophrenia.	• Able to understand the normal and abnormal behavior and treatment process	• Classroom Lecture • Group Discussion • Student participation	• Mid Semester • Semester Final • Verbal test
3. Perspectives of abnormal behavior: Psychodynamic perspective, Behavioral perspective, Family system perspective, Socio-cultural perspective, Biological perspective, Psycho-social perspective to observe, explain and assess abnormal behavior.	• Understand perspectives of abnormal behavior	• Classroom Lecture • Group Discussion • Student participation	• Mid Semester • Semester Final • Verbal test

4. Social Work processes in practicing psychiatric settings: Approaches and therapies of Social Work and related disciplines to assess, treat, rehabilitate and adjust psychiatric clients. Function and role of Psychiatric Social Worker in the clinic, hospital and community settings.	<ul style="list-style-type: none"> • Able to know different social work processes in practicing psychiatric field • Functions and role of psychiatric social workers in different field. 	<ul style="list-style-type: none"> • Classroom Lecture • Group Discussion • Student participation. 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test.
5. Abnormal behavior patterns in Bangladesh: Attitudes and ideas of abnormal behavior. Policy and programs to serve and rehabilitate abnormal behaviors associated with GO and NGO institutions.	<ul style="list-style-type: none"> • Understand the existing mental health situation in Bangladesh • Existing policies and program related mental health in Bangladesh 	<ul style="list-style-type: none"> • Classroom Lecture • Group Discussion • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
6. Psychiatric Social Work Practice in Bangladesh: Problems and prospects of Psychiatric Social Worker to rehabilitate and adjust psychiatric patients in Bangladesh.	<ul style="list-style-type: none"> • To know the problems and prospects of psychiatric social work practice in Bangladesh 	<ul style="list-style-type: none"> • Classroom Lecture • Group Discussion • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test

Suggested Reading

1. Coleman, J. C. (1976). *Abnormal Psychology in Modern Life*. Scott, Foresman And Co.
2. Haque, M. S. (2018). Practice of Psychiatric Social Work in Mental Health Settings in Bangladesh: An Overview. *Bangladesh Journal of Social Work*, 3(1), 59.
3. Butrer, A. & and Pritechard, C. (1983). *Social Work and Mental Illness*. Red Globe Press. Macmillan Education UK.
4. *Encyclopedia of Mental Health* (2nd ed.). (2015). Howard Friedman Academic Press.
5. Lindsay, S.J.E., & Powell, G.E. (eds) (1987). *The Handbook of Clinical Adult Psychology* (3rd ed), Rutledge, London

MSW5241: Industrial Relations

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			
				Semester Final Exam.	Continuous Assessment	Total	
					Two Mid Semester	Attendance	
MSS 5241	Industrial Relations	Theoretical	3	70	20	10	100

Course Description

Industrial Relations is an optional course for students of MSS programme. The course carries 3 credits and 60 hours of teaching. Among the total 60 hours, 48 hours class teaching and another 12 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

After completion of this course, students will be able to understand the problems of an industry and how to solve these problems by trade union using collective bargaining and apply this knowledge in their academic field and daily life. The specific course objectives are:

1. Understand the concept of industrial relations and the necessity of sound industrial relations in an industry.
2. Explore the causes and consequences of industrial disputes and its solution methods.
3. Know the role of trade union in maintaining industrial peace and in boosting up production.
4. Comprehend the legislative measures adopted by Bangladeshi government and know the ILO Convention in protection the legal rights of the working class.

Justification of Course in the Program Entity

Industrial Relations is a necessary discipline for the students of social work that enhances their knowledge and skills in practice field. Industrial relations primarily focus on settlement system of industrial disputes by using collective bargaining, necessity of trade union in protection the rights of the employee in an industry. Thus, this course has been included so that the students can acquire the essential knowledge and skill for solving the psychosocial problems they face in professional practice in an industry.

Text Books:

- 1) Dr. Abdul Awal Khan and Dr. M. A. Taher, Human Resource Management and Industrial Relations, 3rd Edition, Abir Publication, 2009
- 2) Nirmal Singh and S. K. Bhatia, Industrial Relations and Collective Bargaining, (Theory and Practice), Deep and Deep Publication Pvt. Ltd, 2000
- 3) Michael Salamon, Industrial Relations (Theory and Practice), 1st Edition, Prentice Hall, 1987

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Industrial Relations: definition features, history, importance, essentials of sound industrial relations, causes of poor industrial relations, Theories and approaches of industrial relations.	• Know industrial relations, causes of poor industrial relations and importance of a sound industrial relations.	• Power point presentation • Student participation	• Mod Semester • Semester Final • Verbal test
2. Industrial Disputes: Definition, manifestations, causes and methods of settling up industrial disputes and process of mitigating industrial disputes.	• Know meaning, causes and settling methods of industrial disputes.	• Power point presentation • Student participation	• Mod Semester • Semester Final • Verbal test
3. Collective Bargaining: Definition, importance and agencies of collective bargaining, process of collective bargaining, problems of collective bargaining in the context of Bangladesh, Role of CBA.	• Understand agencies, process and importance of collective bargaining. Role of CBA. Problems of collective bargaining in Bangladesh.	• Power point presentation • Student participation	• Mod Semester • Semester Final • Verbal test
4. Trade Union: Definition of trade union and trade unionism, growth of trade union movement in the west, formation, registration, functions of trade union, Historical background of trade union movement in Bangladesh, role of trade union.	• Know registration process and functions of trade union, role of trade union in collective bargaining process.	• Power point presentation • Student participation	• Mod Semester • Semester Final • Verbal test
5 ILO and Labour Standards: Origin, objectives and functions of the ILO, ILO conventions and recommendations, ratification of ILO conventions by the government of Bangladesh, role of ILO.	• Understand objectives, functions and convention of ILO, ratification of ILO conventions by Bangladesh.	• Power point presentation • Student participation	• Mod Semester • Semester Final • Verbal test
6. Legislative measures: Legislative measures relating to industrial relations in Bangladesh, labour administration in Bangladesh, labour court and labour tribunal in Bangladesh.	• Know legislative measures relating to industrial relations in Bangladesh.	• Power point presentation • Student participation	• Mod Semester • Semester Final • Verbal test

 Suggested Readings:

1. Ahmed Kamruddin : Labour Movement in East Pakistan.
2. Dair Voder Herbert and G. Heneman : Labour Economics and Industrial Relations.
3. David A Morse : Origin and the Evolution of the ILO.
4. Eugene V Sehneider : Industrial Sociology.
5. Huda : Industrial Guide.
6. ILO : Industrial Relations Law
7. Sidney & Webb : The History of Trade Unionism.
8. Smelser : Social Change in the Industrial Revolution.
1. Wilensky, Harold I and Lebeaux, Charls N., 1958: Industrial Society and Social Welfare
9. Saxena R.C. & Saxena, S.R., 1984: Labour Problems and Social Welfafre
10. Karasa, H., 1978: Social Security and National Development

MSW 5242: Labor Welfare

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Participation	
MSW 5242	Labor Welfare	Theory	3	70	20	10	100

Course structure

Labor Welfare is a compulsory course for students of MSW (Masters) program. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

After completion of this course students will be able to understand the basics components of policy and planning and conduct learn to formulate policy in his field of interest. The specific course objectives are:

1. Understand the concept of Labor Welfare
2. Understand the working conditions of laborer.
3. Understand different types of labor policies.
4. Understand social welfare policy for workers
5. Able to identify different problems in workplace.

Text Books

1. Ahmad, K. (1969). Labour Movement in East Pakistan. Progoti Publishers.
2. Dair Voder Herbert and G. Heneman : Labour Economics and Industrial Relations.
3. Saxena R.C. & Saxena, S.R.,(1984): Labour Problems and Social Welfare
4. Smelser, N. J. (2013). Social change in the industrial revolution: An application of theory to the British cotton industry.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Concept of Labor Welfare: components of labor welfare, labor legislation and labor welfare provisions; labor policies of the government of Bangladesh.	<ul style="list-style-type: none"> Know labor and able to differentiate between legislation & policy 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
2. Industrial Revolution: Industrial revolution; its impact on family and society, industrial revolution and labor problems.	<ul style="list-style-type: none"> Know industrial revolution and its impacts. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
3. Situation of Labor Market in Bangladesh: Unemployment, under payment and under-employment. Causes and consequences of massive unemployment and under employment in Bangladesh; Child labor abuses.	<ul style="list-style-type: none"> Familiar with different term of job status Identify causes and consequences of labor market 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
4. Working conditions: importance of good working condition. Legislative measures for maintaining good working conditions in Mills and Factories of Bangladesh	<ul style="list-style-type: none"> Know working condition of Bangladesh. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
5. Wages: concepts of wage; wage theories; payment of wage ordinance, constitution, powers and functions of minimum wage board.	<ul style="list-style-type: none"> Know concept and theory of wage Able to define the role of wage board. 	<ul style="list-style-type: none"> Power point presentation Student participation 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test
6. Social Security: concept and background of social security; Review of social security measures in Indo-Bangladesh subcontinent - types of social security; The	<ul style="list-style-type: none"> Know about the history in Indian subcontinent. Know about different 	<ul style="list-style-type: none"> Power point presentation Student 	<ul style="list-style-type: none"> Mod Semester Semester Final Verbal test

Workmen's Compensation Act 1923, The Maternity Benefit Act 1939, The Bengal Tea Maternity Benefit Act 1951. The Provident Fund Act, 1952. The Factories Act 1965. The Benevolent Fund, Group Insurance etc. Domestic Workers Protection and Welfare policy 2015.	acts and policies regarding social security.	participation	
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Suggested Readings

1. David A Morse: Origin and the Evolution of the ILO.
2. Eugene V Sehneider : Industrial Sociology.
3. ILO : Industrial Relations Law
5. Love Jim, 2000: Strategies for Industrialization: The case of Bangladesh
6. Robert D Beiter : Labour Economics and Industrial Relations.
7. Stock Maurice, 1948 : The Meaning of Social Security
8. Wilensky, Harold I and Lebeaux, Charls N., 1958 : Industrial Society and Social Welfare
9. <https://mole.gov.bd/>

MSW-5251: Family and Child Welfare

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Participation	
MSW 5251	Family and Child Welfare	Theory	3	70	20	10	100

Course Description

'Family and Child Welfare' is an optional course for the MSS 2nd semester program under the pair-5 course. Course MSW 5252 titled 'Women Welfare' is compulsory for the students who will take this course 'Family and Child Welfare'. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 9 hours individual guidance and contact of the students with the respective course teacher.

Course Objective

After completion of this course students will be able to understand the basics concepts on family welfare and child welfare. They will know the needs of family and children; state, convention, legislations and services for the welfare of family and children and the state of GO/NGO-backed child welfare services in Bangladesh. The specific course objectives are:

1. To understand basic concepts of family and child welfare;
2. To understand family needs and functions, family disorganizations, needs of children, principles and needs of child development;
3. To understand the international state of child rights and state of children in Bangladesh;
4. To understand the general child welfare services and the existing child welfare services in Bangladesh; and
5. To understand the role of social worker in the field of child and family welfare.

Justification of Course in the Program Entity

On the impact of industrialization and urbanization, there are a lot of complex socio-economic and emotional problem. The most victims of these problems are the families and children. Therefore, 'family and child welfare' is became one of the core specialized social work services specially in developed and developing countries. On the other hand, to be a professional social worker, post graduate students should have some basic knowledge on any special social work services like family and child welfare. On this perspective, this specialized course offered to the MSS 2nd semester students as one of the optional course. This course will provide necessary knowledge about the basic concepts on family and child welfare with its nature, elements, philosophy and importance. It will also provide the fundamental concepts and characteristics on family and children. It will also help to understand the welfare and write perspective by assessing the UN CRC and the legal provisions for the child and family in Bangladesh. It will help to know the state of children in Bangladesh, the general child welfare services and the existing specific child welfare services run by the government and NGOs in Bangladesh. Students will also know the role of a social worker in the field of family and child welfare. Henceforth, this course is a very justified course for the program entity.

Text Books

1. Fredericksen, Hazel. (1984). *The Child and His Welfare*, 2nd ed. Sun Francisco, USA: W.H. Freeman.
2. Larid, A. and Hartman, A. (eds). (1985) *A Handbook of Child Welfare: Context, Knowledge and Practice*,
3. Chowdhury, D. P. (1980). *Child Welfare & Development*, Delhi, India: Atma Ram and Sons,.
4. Zastrow, C. H. (2003). *The Practice of Social Work Applications of Centralistic and Advanced Content*, (3rd Edition), Australia: Thomson, Brooks.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes	Teaching-learning strategy	Assessment Strategy
1. Basic Concept of Family & Child Welfare: Definition, objectives, principles, philosophy, elements & importance of family & child welfare services in modern society.	<ul style="list-style-type: none"> • Know the basic conception on family and child welfare; • Understand the importance of family and child welfare in modern age specially in Bangladesh. 	<ul style="list-style-type: none"> • Power point presentation • Student participation in the class 	<ul style="list-style-type: none"> • Mid Semester Exam. • Semester Final Exam • Verbal test
2. The Family- functions, basic & specific needs of family; Level of family needs; problems of family- family disorganization, family violence, couple conflict.	<ul style="list-style-type: none"> • Know the sociological concepts on family including family needs and functions; • Understands some of the basic family problems e.g. family disorganization & violence, etc. 	<ul style="list-style-type: none"> • Power point presentation • Student participation in the class 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test
3. The Children- Basic and specific needs of children, principles of child development, socialization of the child & its importance, problems of children, child abuse & neglect.	<ul style="list-style-type: none"> • Know the sociological concepts on child and the need; • Understands the principles of child development and the process of child development; • Understand some of the basic problems of children including child abuse & neglect. 	<ul style="list-style-type: none"> • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test
4. U.N. Convention on the Rights of the Children (CRC) and its implementation in Bangladesh.	<ul style="list-style-type: none"> • Know the provisions of the UN CRC, and • Understand the implementation status of CRC in Bangladesh. 	<ul style="list-style-type: none"> • Power point presentation • Student participation. 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test.
5. The State of Children in Bangladesh: General state of children in Bangladesh; Child mortality and malnutrition, Children in especially difficult circumstances: Disabled children, Street children and Child labour, Abuse of children.	<ul style="list-style-type: none"> • Know the present general status of children in Bangladesh; • Able to Know the status of the children in specially difficult circumstances in Bangladesh e.g. the disabled children, street & working children, etc. 	<ul style="list-style-type: none"> • Power point presentation • Student participation 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test
6. Child Welfare Services: Characteristics; Classification of child welfare services: Agency services and family substitution services. The child outside his own family; a) <i>The agency services:</i> maternal and child health center, day care centers, school social services etc. b) <i>Institutions as total & partial substitute of family.</i>	<ul style="list-style-type: none"> • Able to know the characteristics and classification of child welfare services in contemporary countries of the world; • Will know the nature of different categories of child welfare services e.g. the agency and partial family substitute services. 	<ul style="list-style-type: none"> • Power point presentation • Student participation. 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test.
7. Legislations relevant to child & family welfare in Bangladesh.	<ul style="list-style-type: none"> • Know the legislations related to family welfare in Bangladesh; • Understand the provisions of child welfare legislations of Bangladesh. 	<ul style="list-style-type: none"> • Power point presentation • Student participation • Practice 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test
8. Child Welfare Services in Bangladesh (a) <i>Institutional Care:</i> Institution as a total substitute and as a partial substitute of family; structure and functioning of the institutional care.	<ul style="list-style-type: none"> • Know the general description of the child welfare services in Bangladesh as classified by institutional care. • Know the general description of the 	<ul style="list-style-type: none"> • Power point presentation • Verbal test • Practice 	<ul style="list-style-type: none"> • Mid Semester Exam • Semester Final Exam • Verbal test

(b) Preventive and Development Services: Adoption and foster care; Maternal and child health care; Day care; Work opportunities and income maintenance; Community health and education services; School social work; Problems and services for Differentially Able persons (DAP).	child welfare services in Bangladesh as classified by Preventive and Development Services.		
9. Role of Social Worker in the field of child & family welfare.	<ul style="list-style-type: none"> Understand the ideal role of social worker in the family welfare setting; Understand the ideal role of social worker in the child welfare setting. 	<ul style="list-style-type: none"> Power point presentation Verbal test Practice 	<ul style="list-style-type: none"> Mid Semester Exam Semester Final Exam Verbal test

Suggested Readings

- Bowley A. H. (1960). *The Problems of the Family Life, 2nd edition*, Edinburgh: E & S Livingstone.
- Chowdhury, D. Paul (1980). *Child Welfare and Development*, Delhi: Atma Ram and Sons,.
- Halim, M. A. (1993). *Social Welfare Legislations in Bangladesh*. Dhaka: Oihik.
- Hampton, R. L. et. al. (eds.) (1993). *Family Violence: Prevention and Treatment*, London, Sage Publications, New Delhi, London.
- Hurlock, E. B. (1978). *Child Development (6th Edn.)* New York: McGraw-Hill.
- Kirst-Ashman, K. K. (2017). *Introduction to Social Work & Social Welfare: Critical Thinking Perspectives (Fifth Edition)*. Australia: CENGAGE Learning.
- Rahman, G. S. (1994). *Laws Relating to Children in Bangladesh*. Dhaka: Bangladesh Shishu Academy.
- Younghusband, E. (1965). *Social Work with Families: Readings in Social Work*. London, United Kingdom: George Allen end Unwin,.
- Zastrow, C. (2000). *Introduction to Social Work and Social Welfare (seventh Edition)*. Belmont: Wadsworth Publishing Company.

MSW 5252: Women Welfare

Course No.	Course Title	Course Type	No. of Credits	Evaluation (Marks Distribution)			Total
				Semester Final Exam.	Continuous Assessment		
					Two Mid Semester	Performance	
MSW 5252	Women Welfare	Theory	3	70	20	10	100

Course structure

Women Welfare is a compulsory course for students of MSS program. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, 36 hours class teaching and another 09 hours individual guidance and contact of the students with the respective course teacher.

Course Objectives

This course provides an opportunity for the students to realize and analyze the problems of women and present scenario of them. The objectives of the course-

- To realize the social attitude towards women which are behind hindrances to equality.
- To realize gender concept.
- To understand the importance of empowerment and role of empowerment in National development.
- To identify possible steps to establish equality and equity and gender development.

Justification of Course in the Program Entity

The main objective of Social Work is to secure for each human living the economic necessities, a decent standard of health and living conditions, equal opportunities with his fellow citizen and the highest possible degree of self respect and freedom of thought and action without interfering with the same right of others. The majority of the world poorest billion people are women and around Bangladesh, it is women who are disproportionately affected by poverty and discrimination. Women are not allowed to make decisions about their households' income and tradition and culture forbid them to leave their homes for work. Women are struggling for equality, dignity and respect. Half of the total population is women and no socio-economic, political and cultural development is possible without the welfare and empowerment of women. To realize the situation of women and possible steps to solve the problems of women is the main purpose of this course.

Texts:

1. Connell, R.W.(2005) *Masculinities*, 2nd ed. University of California Press, California.
2. Connell,R.W.(1987) *Gender and Power*, 1st Publication, University of California Press, California.

Detail Course Content and Teaching-learning & Assessment Strategy:

Course Content	Learning outcomes: Students will be able to	Teaching-learning strategy	Assessment Strategy
1. Basic concepts: Sex and Gender, women's welfare and emancipation.	Understand the concept of Sex and Gender, women's welfare and emancipation.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
2. Women in different religions: Islam, Hinduism, Christianity, Buddhism.	Understand the concept of women in Islam, Hinduism, Christianity, Buddhism.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
3. Women in traditional society: Ancient, medieval and modern Indo-bangla sub-continent, suttee, child marriage, infanticide, widowhood, polygamy, etc.	Explain condition of women in ancient, medieval and modern Indo-bangla sub-continent.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
4. Role and status of women in Bangladesh: Social, political, legal; Changing role and status of women in developed and under-developed countries: U.K., U.S.A, India and Bangladesh, etc.	Critically analyze in social, political, legal and changing role and status of women in developed and under-developed countries: U.K., U.S.A, India and Bangladesh, etc.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
5. Women oppression: Women self-consciousness, feminine movements, difference of human rights and women rights.	Understand about women oppression.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
6. Women rights and women emancipation in Bengal-Bangladesh: Raja Rammohan Roy, Iswar Chandra Vidyasagar, Rabindranath Tagore, Begum Rokeya, Begum Samsunnahar Mahmud, etc.	Critically analyze the initiative of women emancipation.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
7. Women empowerment: definition, empowerment in different disciplines, components and dimensions of empowerment, Women empowerment with special reference in Bangladesh.	Critically analyze women empowerment.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test
8. Role and function of Ministry of Women and Children Affairs and NGOs for protection of women from oppression within the family and outside the family and all-round welfare of the women in the society.	Critically analyze role and function of Ministry of Women and Children Affairs and NGOs.	<ul style="list-style-type: none"> • Class lecture delivery • Student participation 	<ul style="list-style-type: none"> • Mid Semester • Semester Final • Verbal test

Suggested Readings

1. Connell, R. W. (2000). *The Men And The Boys*, 1st Publication, St. Leonards, Australia.
2. Charlton, K. (1999). *Women, Religion and Education in Early Modern England*, Routledge Publication, London.
3. Davis, R.L.(2008). *Domestic Violence: Intervention, Prevention, Policies and Solutions*, 1st Published by CRC Press, New York.
4. Hunt, M. E. (2004). *A Guide for Women in Religion*, palgrave Macmillan, New York.
5. Hird, Myra, J. (2004). *Sex, Gender and Science*, Palgrave Macmillan, New York.