

**Curriculum for BSS Honors in Social Welfare  
(Session: 2020-2021 and 2021-2022)**



**Institute of Social Welfare and Research (ISWR)  
University of Dhaka, Dhaka-1205, Bangladesh  
Website: [www.iswr.du.ac.bd](http://www.iswr.du.ac.bd),  
E-mail: [iswrdu.ad@gmail.com](mailto:iswrdu.ad@gmail.com)**

## Required Courses and Credits for Bachelor Degree in Social Welfare (Session 2020-2021)

### BSS Hon's 1<sup>st</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 101	Introduction to Social Welfare and Social Work			4
BSS 102	History and Philosophy of Social Welfare			4
BSS 103	Economics and Development			4
BSS 104	Psychology and Human Behavior			4
BSS 105	English Language and Academic Writing			4
<b>Total</b>				20

### BSS Hon's 2<sup>nd</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 201	Bangladesh Studies: History and Heritage			4
BSS 202	Human Growth: Physiological and Behavioral Aspects			4
BSS 203	Social Work with Families and Children			4
BSS 204	Society and Culture			4
BSS 205	Youth Welfare			2
BSS 206	Seminar			1
BSS 207	Viva-Voce			1
<b>Total</b>				20

### BSS Hon's 3<sup>rd</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 301	Public Health Issues and Services			4
BSS 302	Demographic Issues: Policy, Planning, and Services			4
BSS 303	Human Rights, Social Justice, and Social Welfare			4
BSS 304	Disability and Social Work			4
BSS 305	Social Problem Analysis and Social Welfare Services			4
<b>Total</b>				20

### BSS Hon's 4<sup>th</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 401	Voluntarism and NGOs in Bangladesh			4
BSS 402	Disaster Management and Rehabilitation			4
BSS 403	Gender Issues and Women Development			4
BSS 404	Crime, Victim and Correctional Supports			4
BSS 405	Seminar			1
BSS 406	Comprehensive			2
BSS 407	Viva-Voce			1
<b>Total</b>				20

### BSS Hon's 5<sup>th</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 501	Social Action, Social Legislation, and Social Change			4
BSS 502	Rural and Urban Development in Bangladesh			4
BSS 503	Globalization and Social Work			4
BSS 504	Social Policy and Planning			4
BSS 505	Project Designing and Management			4
<b>Total</b>				20

### BSS Hon's 6<sup>th</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 601	Social Case Work			4
BSS 602	Social Group Work			4
BSS 603	Community Social Work			4
BSS 604	Organizational Behavior			4
BSS 605	Seminar			1
BSS 606	Comprehensive			2
BSS 607	Viva-Voce			1
<b>Total</b>				20

### BSS Hon's 7<sup>th</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 701	Social Research			4
BSS 702	Statistics in Social Research			4
BSS 703	Human Resource Management			4
BSS 704	Counseling and Psychiatric Social Work			4
BSS 705	Field Education			4
<b>Total</b>				20

### BSS Hon's 8<sup>th</sup> Semester

Course No.	Course Title	Hours/Week		Credits
		Theory	Lab	
BSS 801	Practice Research			4
BSS 802	Field Practicum			8
BSS 803	Seminar			2
BSS 804	Comprehensive			4
BSS 805	Viva- Voce (Theoretical and Practical)			2
<b>Total</b>				20

**Grand Total Credits: 20+20+20+20+20+20+20+20=160 (Includes Theoretical and Practical Courses)**

**Mapping of Course with Program Learning Outcomes (PLOs)**

BSS Hon's 1 <sup>st</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 101	√									
BSS 102		√								
BSS 103										√
BSS 104									√	
BSS 105					√					
BSS Hon's 2 <sup>nd</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 201	√									
BSS 202									√	
BSS 203	√									
BSS 204	√									
BSS 205							√			
BSS 206					√					
BSS 207					√					
BSS Hon's 3 <sup>rd</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 301							√			
BSS 302				√	√					
BSS 303	√							√		
BSS 304	√							√		
BSS 305	√					√				
BSS Hon's 4 <sup>th</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 401										√
BSS 402			√							
BSS 403							√	√		
BSS 404	√	√	√						√	
BSS 405					√					
BSS 406										√
BSS 407					√					
BSS Hon's 5 <sup>th</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 501				√						
BSS 502		√								√
BSS 503	√	√								
BSS 504				√	√					
BSS 505						√				

BSS Hon's 6 <sup>th</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 601	√		√							
BSS 602	√		√							
BSS 603	√		√		√					
BSS 604	√		√			√				√
BSS 605					√					
BSS 606										√
BSS 607					√					
BSS Hon's 7 <sup>th</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 701				√						
BSS 702				√						
BSS 703										√
BSS 704									√	
BSS 705		√								
BSS Hon's 8 <sup>th</sup> Semester										
Course No	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
BSS 801				√						
BSS 802		√								
BSS 803					√					
BSS 804										√
BSS 805					√					

**BSS (Honors) in Social Welfare**  
**Session: 2020-2021 and 2021-2022**

<b>Course No: BSS 101</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 1<sup>st</sup> Semester</b>
<b>Course Title: Introduction to Social Welfare and Social Work</b>			<b>Course Type: Theory</b>

**Rationale**

The main rationale of this course is to introduce to the students about the concepts, historical background, and evolution of social work theories, social work ethics, methods and scope of social work practice at both globally and in Bangladesh. This course will help the new students to build a positive attitude, knowledge and behavior to the social welfare and social work education. This course would be useful to get an overall objectives, scope and importance of social work education.

**Course Learning Objectives**

This course has the following objectives-

- to introduce the students about the concepts of social welfare and social work, its differences, scope and related concepts;
- to develop knowledge of origin of social welfare and social work;
- to acquaint students about the knowledge and skill based social work practice;
- to understand about some social work theories and methods;
- to help students to know the possible scope of social work practice at both global and Bangladesh perspective.

**Course Contents**

1. Concepts related to Social Work and Social Welfare, Social Service, Social Problem, Social Security, Social Change, Social Reform, Social Control, and Social Development.
2. Emergence of Social Work as a Profession, Purposes and Functions of Social Work, Professional Code of Ethics for Social Workers.
3. Knowledge, Skill and Value Base of Social Work: (a) Knowledge Base: Generalist Social Work Knowledge, Specific Field-Oriented Knowledge (b) Skill Base: Basic Helping Skill, Observation Skill, Communication Skill, Empathy Skill, Methods of Skill development- Case Recording, Supervision, Consultation, (c) Value Base: Code of Ethics.
4. Evolution of Theories in Social Work: Psychoanalytic Theory, Communication Theory, System Theory; Use of Theories and Approaches in Social Work Practice.
5. Social Work Practice Methods: Working with Individuals, Groups, and Communities.
6. Social Work Practice with Special Populations, Social Work with other Disciplines and Professions.
7. Social Work Throughout the World- Both in Developed and Developing Countries; Challenges and Opportunities of Social Work Practice in Asia-Pacific Region and Bangladesh, in Particular.

**Course Learning Outcomes (CLOs)**

- CLO1: Students will learn the conceptual definitions of various aspects related to social work and able to understand the scope and differences between these concepts.
- CLO2: Students will learn the social work profession with its characteristics, purposes and functions and obtain knowledge regarding knowledge base, skill base, and value base of professional social work.

- CLO3: Students will be able to know theories and its application in social work practice, important theories related to social work practice, and the important approaches of social work practice and help the students to understand how theoretical knowledge can be used in practice.
- CLO4: Students will understand from these contents about different social work methods that can be adopted for the clients in the individual, group, and community context.
- CLO5: This content will help the learners about the special types of client/special population groups and these contents will further help the students to practice this in their professional life.
- CLO6: Students will find some aspects and scope to practice social work in both developed and developing countries and find some aspects and scope to practice social work in Bangladesh.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2		√					√			
CLO3		√					√			
CLO4	√			√					√	
CLO5										
CLO6										√

#### Learning outcome, teaching strategy and assessment strategies against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
1. Concepts: social work, professional social work, social welfare, social service, social problem, social security, social change, social reform, social control, and social development.	<ul style="list-style-type: none"> <li>• Students will learn the conceptual definitions of various aspects related to social work</li> <li>• Students will be able to understand the scope and differences between these Concepts</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
2. Emergence of social work as a profession, characteristics, purposes and functions of professional social work, professional ethics of social workers.	<ul style="list-style-type: none"> <li>• Students will learn the rationale the origin of social work profession with its characteristics, purposes and functions</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Lesson Plans, Demonstration	Group Discussion, Question and Answer, Home Work, Presentation
3. Knowledge, skill and value bases of social work: (a) Knowledge base: generalists social	<ul style="list-style-type: none"> <li>• Students will obtain knowledge regarding knowledge base, skill base, and value base of</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment

work knowledge, specific field-oriented knowledge;(b)Skill base: basic helping skill, observation skill, communication skill, and empathy skill; (c) Methods of skill development: case recording, supervision, and consultation; (c)Value Base: social work values, code of ethics in professional social work.	<p>professional social work.</p> <ul style="list-style-type: none"> <li>Students will improve their skills to use social work methods with different examples</li> </ul>		
4. Theories and approaches related to social work practice: concepts of theories; necessity of theories in social work practice; some important theories related to social work—Psychoanalytic Theory, Communication Theory, and System Theory; approaches in social work practice.	<ul style="list-style-type: none"> <li>Students will be able to know theories and its application in social work practice, important theories related to social work practice, and the important approaches of social work practice.</li> <li>This will help the students to understand how theoretical knowledge can be used in practice.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation
5. Social work practice methods: working with individuals, groups, and communities.	<ul style="list-style-type: none"> <li>Students will learn from these contents about different social work methods that can be adopted for the clients in the individual context, group context, and even community context.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Tutorial Quiz test
6. Social work practice with special populations, social work with other disciplines and professions.	<ul style="list-style-type: none"> <li>This content will help to the learners about the special types of client/special population groups.</li> <li>The knowledge from these contents will further help the students to practice this in their professional life.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Quiz Test, Assignment
7. Social work practice in developed and developing Countries in the world; challenges and opportunities of social work practice in Asia-Pacific region with a special reference to Bangladesh.	<ul style="list-style-type: none"> <li>Students will find some aspects and scope to practice social work in both developed and developing countries</li> <li>Students will find some aspects and scope to practice social work in Bangladesh</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Final Exam



### **Suggested Reading Materials**

- Barker, Robert L., 1995. *The Social Work Dictionary*. Washington DC : NASW Press.
- Deweese, Marty., 2006. *Contemporary Social Work Practice*. New York: McGraw Hill.
- Edwards, Richard L., 1995. *Encyclopedia of Social Work*. Washington: NASW Press.
- Farley, O. William; Lorenzo Smith, Larry and Boyle, Scott W., 2009. *Introduction to Social Work*. 11<sup>th</sup>ed. Boston : Pearson/Allyn and Bacon.
- Kirst-Ashman, Karen K., 2009. *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives* . Belmont, CA : Thomson Brooks/Cole.
- Korea Association of Social Workers, Korean Council on Social Welfare Education and Asian and Pacific Association for Social Work Education (organized by).,2009. *Proceedings of Seoul International Social Work Conference: Social Work Education and Practice Development in the Asia Pacific Region*. Seoul: Ministry of Health, Welfare and Family Affairs.
- Morales, Armando and Sheafor, Bradford W., 2006. *Social Work: A Profession of Many Faces*. Boston: Allyn and Bacon.
- Payne, Malcolm., 2005. *Modern Social Work Theory*. London: Palgrave Macmillan.
- Sowers, Karen M. and William S. Rowe., 2007. *Social Work Practice and Social Justice*. Belmont: Thomson.
- Watts, Thomas, D. Watts(ed)., 1995. *International Handbook on Social Work Education*. New York:
- Zastrow, Charles., 2008. *Introductions to Social Work and Social Welfare*. Belmont: Thomson.

<b>Course No: BSS 102</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 1<sup>st</sup> Semester</b>
<b>Course Title: History and Philosophy of Social Welfare</b>			<b>Course Type: Theory</b>

**Rationale:** This course offers the historical background and philosophical ground of knowledge of social welfare. The contents include growth and development of social welfare in UK, then USA and finally in Indian sub-continent including Bangladesh. With this spectrum, this course makes and link how social welfare was grounded within industrial revolution and how the role of social work has been shifted. This course includes a number of aspects such as the meaning and importance of social philosophy, Greek and Roman social thoughts and two political thoughts e.g., individualism and socialism. Upon completion of this course, the students will be able to understand the background scenarios, philosophical aspects and political thoughts in social welfare and can compare with its current context of social welfare.

### **Course Learning Objectives**

This course has the following objectives-

1. To introduce the students to the social welfare knowledge from historical perspective.
2. To provide the growth of social welfare in UK, USA, Indian Sub-continent and Bangladesh,
3. To provide knowledge about industrial revolution and its impacts on social welfare,
4. To provide knowledge about social philosophy including Greek thoughts and its application in social welfare,
5. To inform the students about two significant political thoughts such as individualism and socialism and find out the role of these two thoughts in social welfare.

### **Course Contents**

- 1) Conceptual Perspective of Social Welfare; Models of Social Welfare.
- 2) Industrial Revolution: Impact of Industrial Revolution on Socio-economic Aspect of Society; Impact of Industrial Revolution on Social Welfare and Social Work Education.
- 3) Growth and Development of Social Welfare in England: Early Charities and Development of Organized Welfare Efforts in England; the Poor Laws and Poor Law Revision; Social Reform and Charity Organization; The Poor Law Commission of 1905; the Beveridge Report and Social Security System in England.
- 4) Social Welfare in USA: Early Approaches; Charity Organization; The Settlement House Movement; The Great Depression and Its Impact on Social Services; The Permanent Social Security Program.
- 5) Social Welfare Activities in Undivided India: Ancient, Medieval, and British Period, Historical Perspective of Social Welfare in Bangladesh.
- 6) Social Philosophy: Meaning, Scope and Utility of the Study of Social Philosophy by Social Workers.
- 7) Greek Social Thought: Socrates, Plato, Aristotle.
- 8) a) Individualism; b) Socialism.

**Course Learning Outcomes (CLOs)**

- CLO1: Students will be able to get a better understanding of the social welfare knowledge from historical perspective.
- CLO2: Students can be able to learn the growth of social welfare in UK, USA, Indian Sub-continent and Bangladesh.
- CLO3: Students will be able to know the knowledge about industrial revolution and its impacts on social welfare.
- CLO4: Students will get knowledge about social philosophy including Greek thoughts and its application in social welfare and social work.
- CLO5: Student will be able to know about the two significant political thoughts such as individualism and socialism and find out the role of these two thoughts in social welfare.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 102	PLO1	PLO2	PLO3	PLO 4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2	✓				✓					
CLO3	✓						✓			
CLO4	✓	✓		✓						
CLO5	✓									✓

**Learning outcome, teaching strategy and assessment strategies against course contents**

Course Content	Learning Outcomes	Teaching Strategy	Assessment strategy
Conceptual Perspective of Social Welfare; Models of Social Welfare.	<ul style="list-style-type: none"> <li>• Students will be able to define social welfare and its scope clearly</li> <li>• Students will learn some models of social welfare which are frequently used in social welfare education.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
Industrial Revolution: Impact of Industrial Revolution on Socio-economic Aspect of Society; Impact of Industrial Revolution on Social Welfare and Social Work Education.	<ul style="list-style-type: none"> <li>• Students will be able to define industrial revolution and its determinants</li> <li>• Students will know diverse impacts of industrial revolution on social welfare and will identify how social welfare scope, contents and working nature has been changed.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.

Growth and Development of Social Welfare in England: Early Charities and Development of Organized Welfare Efforts in England; the Poor Laws and Poor Law Revision; Social	<ul style="list-style-type: none"> <li>Students will know how social welfare has been evolved in England.</li> <li>They will know different events such as poor laws, charity, and Beverage Report and its role in social welfare</li> </ul>	Lecture, PowerPoint Presentation , Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
Reform and Charity Organization; The Poor Law Commission of 1905; the Beveridge Report and Social Security System in England.			
Social Welfare in USA: Early Approaches; Charity Organization; The Settlement House Movement; The Great Depression and Its Impact on Social Services; The Permanent Social Security Program.	<ul style="list-style-type: none"> <li>Students will know how social welfare has been evolved in USA.</li> <li>They will know different events such as Charity Organization; The Settlement House Movement; The Great Depression and Its Impact on Social Services; The Permanent Social Security Program poor laws, charity and their role in social welfare</li> </ul>	Lecture, PowerPoint Presentation , Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
Social Welfare Activities in Undivided India: Ancient, Medieval, and British Period, Historical Perspective of Social Welfare in Bangladesh.	<ul style="list-style-type: none"> <li>Students will understand how social welfare has been evolved in Undivided India including Bangladesh.</li> <li>They would be able to compare the events of this history with its current Situation</li> </ul>	Lecture, PowerPoint Presentation , Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
Social Philosophy: Meaning, Scope and Utility of the Study of Social Philosophy by Social Workers.	<ul style="list-style-type: none"> <li>Students can define the concept social philosophy and can identify its scope in social welfare</li> <li>Students will be able to use this philosophical knowledge in social welfare education</li> </ul>	Lecture, PowerPoint Presentation , Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.

a) Greek Social Thought: Socrates, Plato, Aristotle.	<ul style="list-style-type: none"> <li>Students will know two philosophical thoughts e.g., Greek and Roman</li> <li>Students will understand the philosophy of Socrates, Plato, and Aristotle and can distinguish its importance in social welfare.</li> <li>Students will understand the philosophy of Cicero, Seneca, Marcus, and Aurelius and can distinguish its importance in social welfare.</li> </ul>	Lecture, PowerPoint Presentation , Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
a) Individualism; b) Socialism.	<ul style="list-style-type: none"> <li>Students will know two political thoughts e.g., Individualism and Socialism with its clear contents and scope</li> <li>Students will be able to use this political thoughts in social welfare Education</li> </ul>	Lecture PowerPoint	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.

### Suggested Reading Materials

Bogardus, SE., 1960. *The Development of Social Thought*. Bombay: Allied Pacific.

Bruno, FJ., 1984. *Trends in Social Work*. NY: Columbia University Press.

Friedlander, W.A. and Apte, Robert, Z., 199. *Introduction to Social Welfare*. India: Prentice Hall.

Macarov, David.,1995. *Social Welfare-Structure and Practice*. California: Sage Publication.

Morales, A, and Sheafor, B., 1986. *Social Work: A Profession of Many Faces, 4<sup>th</sup> ed*. Boston: Allyn and Bacon.

Mullaly, Bob., 2007. *The New Structural Social Wor : Ideology, Theory, Practice*. Canada: OUP.

**Timms, Noel (ed.), 1980. *Social Welfare : Why and How?*. Boston : Routledge & Kegan Paul.**

উদ্দিন, মুহাম্মদ আয়েশ। ১৯৭৮। রাষ্ট্র চিন্তা পরিচিতি: পে-টো থেকে মার্কস। ২য় সংস্করণ। ঢাকা: আইডিয়াল লাইব্রেরী।

গুহ, শ্রীবিভূষণ। ১৯৬৩। সমাজ দর্শন। কলিকাতা: নলেজ হোম।

Course No: BSS 103	Credits: 4	Hours: 60	BSS Hon's 1 <sup>st</sup> Semester
Course Title: Economics and Development			Course Type: Theory

**Rationale:** This course offers a number of aspects of the economics and its core components so that the students can understand and apply this in social welfare education. The prime thrust is to introduce the knowledge of economics as many of our social problems are related with poor economic conditions. The students will get opportunity to learn the core concepts of economics such as utility, demand and supply, production, division of labour, money and banking, market and wage, and their contextual situation in Bangladesh.

### Course Learning Objectives

- To provide introduction about the concepts of economics and related issues such as utility, demand and supply, production, division of labour;
- To provide basic understanding of economics such as money and banking, national income, market and wage and welfare economics; and
- To provide opportunities to gather knowledge about the feature of Bangladesh economies such as agriculture, industry, trade, foreign aid and assistance, and market economy

### Course Learning Outcomes (CLOs)

- CLO1:** Students will be able to understand the meaning of economics along with its nature, scope and importance.
- CLO2:** Students will be able to clarify the concepts, types and functions of money and banking
- CLO3:** Students will learn about the various issues related to national income and its measurement system
- CLO 4:** Students will get idea about the types of market and different wage theories
- CLO 5:** Students will understand about the economic features of Bangladesh

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 103	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2		√	√							
CLO3								√		
CLO4				√						

CLO5										✓
------	--	--	--	--	--	--	--	--	--	---

**Learning outcome, teaching strategy and assessment strategies against course contents**

<b>Course contents</b>	<b>Learning outcomes</b>	<b>Teaching strategy</b>	<b>Assessment strategy</b>
<b>Economics:</b> Definition, Nature, Scope of Economics: Importance and Relevance of Studying Economics by the Social Worker.	<ul style="list-style-type: none"> <li>Students will be able to define economies along with its nature, scope and characteristics.</li> <li>Students will be able to understand the relationships of economics with social work</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm
<b>Related issues of Economics:</b> Utility Analysis, Demand and Supply, Consumer's Surplus, Factors of Production, and Division of Labor	<ul style="list-style-type: none"> <li>Students will learn the various concepts related to Economics such as Utility Analysis, Demand and Supply, Consumer's Surplus, Factors of Production, and Division of Labor</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm
<b>Money and Banking:</b> Concepts, types, Functions, Value of money and its measurement, Credit control by central bank	<ul style="list-style-type: none"> <li>Students will be able to understand the concepts, types and functions of money and banking</li> <li>Students will learn the techniques of measuring the value of money</li> <li>Students will get an idea about the credit control system of central bank</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>National Income:</b> Meaning and Measurement, importance and difficulties of estimating National Income.	<ul style="list-style-type: none"> <li>Students will be able to define the meaning of national income and its measurement methods</li> <li>Students will realize the importance of measuring national income and clearly find out the gaps for estimating national income in a country</li> </ul>	Lecture Power Point Handouts	Assignment Midterm Final Exam.
<b>Market and Wages:</b> Meaning, Types, Labor Market, Employment and Wages, Theories of Wages.	<ul style="list-style-type: none"> <li>Students will be able to define market and wage with its types and nature</li> <li>Students will understand the main wage theories and its</li> </ul>	Lecture Power Point Handouts	Final Exam.

	application in labour market		
<b>Welfare Economics:</b> Concepts, Features and its Application.	<ul style="list-style-type: none"> <li>Students will learn the meaning of welfare economics and its application in Bangladesh.</li> </ul>	Lecture Power Point Handouts	Final Exam.
<b>Features of Bangladesh Economy:</b> Agriculture, Industry, Trade, Foreign Aid and Assistance, and Market Economy.	<ul style="list-style-type: none"> <li>Students will be familiarized with the various features of Bangladesh economy</li> <li>Students will learn the different aspects of foreign aid and market economy.</li> </ul>	Lecture Power Point Handouts	Final Exam.

### Suggested Reading Materials

Bobb, Maurice. *Economic Growth and Underdeveloped Countries*. London: Lawrence & Wishart; 1993.  
 Bobm, Peter. *Social Efficiency: A Concise Introduction to Welfare Economics*, 2<sup>nd</sup> ed. London: Macmillan; 1992.

Daintith, John (ed.). *Dictionary of Economics*. New Delhi: Arnold Associates; 1988.

Dewett, K.K. *Modern Economic Theory*. New Delhi: Premier; 1966.

GoB. *Bangladesh Economic Review-2017*. Dhaka: Ministry of Planning; 2017.

GoB. *PRSP*. Dhaka: Planning Commission, Ministry of Planning; 2005.

GoB. *The Fifth Five Year Plan (1997-2002)*. Dhaka: Ministry of Planning; 1998.

Hassan, Syed Fakhrul. *Introduction to Welfare Economics*. Bombay: Asia Publishing; 1963.

Pigou, A.C. *The Economics of Welfare*. London: Macmillan; 1960.

Robinson, John & Eatwedl, John. *An Introduction to Modern Economics*. London: McGraw-Hill; 1973.

Samuelson, B.A. *Economics: An Introductory Analysis*. New York: McGraw-Hill; 1955. Stonier & Haque. *A Text Book of Economic Theory*. New York: Longman; 1960.

রহমান, আনিসুর || (২০০৩) | আর্থনিক অর্থশাস্ত্র | ঢাকা: প্রতিপাবলিশার্স

রহমান, আনিসুর || (২০০৩) | বাংলাদেশের অর্থনীতি | ঢাকা: প্রতিপাবলিশার্স



<b>Course No: BSS 104</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 1<sup>st</sup> Semester</b>
<b>Course Title: Psychology and Human Behavior</b>			<b>Course Type: Theory</b>

**Rationale:** This course includes a number of basic aspects of psychology and human behaviors. These include definition of psychology and its branches, motivation, learning, memory, emotion, intelligence, personality, perception, attitude, and mass communication and collective behavior. These basic concepts and tools of psychology and human behavior are very useful to the undergraduate students. The main rationale of this course is to provide an understanding about these concepts so that students can achieve skills to assess the psychological and behavioral problems at individual, family, group and community level. This is widely acknowledged that the central part of the client problems is related with psychology and human behavior.

### Course Learning Objectives:

- The main objective of this course is to provide better understandings and learning to the students about the basic concepts and ideas of psychology and human behavior.
- To introduce the students to the basic concepts and related aspects of psychology and human behavior issues, problems in Bangladesh.
- To provide knowledge about the foundation of human behavior with a number of elements such as motivation, learning, perception, emotion, memory, intelligence, personality, attitude and communication.
- This course will help the students to assess the psychological and behavioral problems of the individual, family, group and community as a whole.

### Course contents

1. **Introduction:** Definition of Psychology, Psychology as Basic and Applied Science, Methods of Psychology, Branches of Psychology Related to Social Work.
2. **Motivation and Motives:** Motivational Cycles, Types of Motivation, Influence of Motives on Human Behavior.
3. **Learning:** Definition of Learning, Factors Affecting Learning. Types of Learning-Avoidance, Perceptual and Cognitive Learning.
4. **Memory and Forgetting:** Types of Memory, Process and Systems of Memory, Causes of Forgetting and Different Theories of Forgetting.
5. **Emotion:** Relation between Feelings and Emotion, Bodily Changes in Emotion, Constructive and Destructive Impacts of Emotion, Theories of Emotion.
6. **Intelligence:** Determinants of Intelligence, Nature and Measurement of Intelligence Scales.
7. **Personality:** Types of Personality, Determinants of Personality, Assessment of Personality.
8. **Perception:** Process of Perception, Perceptual Organization, Attention.
9. Interpretation of Illusion, hallucination and perceptual Set.
10. **Attitude:** Nature of Attitude, Attitude Change and Measurement of Attitude.
11. **Mass Communication and Collective Behavior:** Public opinion, formation and assessment of public opinion, propaganda and mass persuasion, techniques and principles of propaganda.

### Course learning outcome (CLOs)

**CLO 1:** Student will be able to learn about meaning, concept and application of psychology

**CLO 2:** Student will understand the relationships with other branches of psychology and related disciplines.

**CLO 3:** Students will be able to understand motivation, motivation cycle, learning, different types of learning.

**CLO 4:** Students will understand the interconnection between memory formation and forgetting events  
Students will be provided with some examples and techniques to improve memory as well as to forget their memories

**CLO 5:** Students will be able to understand emotion, feelings and related theories.

**CLO 6:** Students will learn the concept and nature of intelligence, different scales used in intelligence measurement, students will know the ways and techniques to increase intelligence level

**CLO 7:** Students will be able to understand the concept and types of personality; different scales to assess and measure personality; ways and techniques to increase personality level

**CLO 8:** Students will be able to understand the concept and process of perception; the concepts of illusion and hallucination; Students will know how the illusion and hallucination forms among human behaviors; Students will also be able to provide some examples how the illusion and hallucination forms among human behavior

**CLO 9:** Students will learn about the definition, types, characteristics, and nature of attitude; measure attitude; the conditions that can change attitude of human beings; students will be able to provide some examples of the events how their attitudes changes in their life

**CLO 10:** Students will learn about the definition, types, and characteristics of mass communications and collective behaviors; students will also learn the concepts and techniques of public opinions, propaganda and mass persuasion; students will participate in a mass persuasion event.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	CLO 1	CLO 2	CLO3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9	CLO 10
PLO1	√									
PLO2		√	√	√						
PLO3							√			
PLO4		√						√		
PLO5									√	√

**Learning outcome, teaching strategy and assessment strategies against course contents**

<b>Course contents</b>	<b>Learning outcomes</b>	<b>Teaching strategy</b>	<b>Assessment strategy</b>
<b>Introduction:</b> Definition of Psychology, Psychology as Basic and Applied Science, Methods of Psychology, Branches of Psychology Related to Social Work.	<ul style="list-style-type: none"> <li>• Students will learn about the meaning and contents of psychology and relationships with other branches of psychology and related disciplines.</li> <li>• Students will be able to comprehend the contents and its application with other disciplines or other branches of psychology</li> <li>• Students will be able to give some examples how the contents of other disciplines are useful in psychology and human behaviors.</li> </ul>	Lecture Power Point Handouts	Assignment, group discussion, question and answer, presentation
<b>Motivation and Motives:</b> Motivational Cycles, Types of Motivation, Influence of Motives on Human Behavior.	<ul style="list-style-type: none"> <li>• Students will be able to understand the concept of motivation, its types, motivation cycle and how motives control human behaviours.</li> <li>• Students will be able to show some examples from their life experiences how motives control their behaviours.</li> </ul>	Lecture Power Point Handouts Brainstorming from life experiences	Assignment, group discussion, question and answer, presentation
<b>Learning:</b> Definition of Learning, Factors Affecting Learning. Types of Learning-Avoidance, Perceptual and Cognitive Learning.	<ul style="list-style-type: none"> <li>• Student will learn the concept of learning and its types</li> <li>• Students will be able to understand how different factors affect on learning behaviours</li> <li>• Students will be able to understand different types of learning and they will provide some examples from their own life experiences or from neighbors.</li> </ul>	Lecture Power Point Handouts	Assignment, group discussion, question and answer, presentation
<b>Memory and Forgetting:</b> Types of Memory, Process and Systems of Memory, Causes of Forgetting and Different Theories of Forgetting.	<ul style="list-style-type: none"> <li>• Students will learn the concepts of memory and forgetting, process and system of memory, causes of forgetting and its different theories</li> <li>• Students will understand the interconnection between memory formation and forgetting events</li> <li>• Students will provide some examples and techniques to improve memory as well as to forget their memories</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, question and answer, presentation

<b>Emotion:</b> Relation between Feelings and Emotion, Bodily Changes in Emotion, Constructive and Destructive Impacts of Emotion, Theories of Emotion.	<ul style="list-style-type: none"> <li>• Students will learn the concept, types and theories of emotion.</li> <li>• Students will be able to understand the differences relationships and differences between feelings and emotion</li> <li>• Students will know how emotion and feelings can change over time and conditions.</li> </ul>	Lecture PowerPoint Handouts	Midterm exam
<b>Intelligence:</b> Determinants of Intelligence, Nature and Measurement of Intelligence Scales.	<ul style="list-style-type: none"> <li>• Students will learn the concept and nature of intelligence</li> <li>• Students will know different scales used intelligence measurement</li> <li>• Students will know the ways and techniques to increase intelligence level</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, question and answer, presentation
<b>Personality:</b> Types of Personality, Determinants of Personality, Assessment of Personality.	<ul style="list-style-type: none"> <li>• Students will be able to understand the concept and types of personality</li> <li>• Students will know different scales to assess and measure personality</li> <li>• Students will know the ways and techniques to increase personality level</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, question and answer, presentation
<b>Perception:</b> Process of Perception, Perceptual Organization, Attention.	<ul style="list-style-type: none"> <li>• Students will be able to understand the concept and process of perception</li> <li>• Students will understand the concepts of</li> </ul>	Lecture Power Point Handouts	Assignment, group discussion, question and answer, presentation
Interpretation of Illusion, Hallucination and Perceptual Set.	<p>illusion and hallucination</p> <ul style="list-style-type: none"> <li>• Students will know how the illusion and hallucination forms among human behaviours</li> <li>• Students will be able to provide some examples how the illusion and hallucination forms among human behaviours</li> </ul>		
<b>Attitude:</b> Nature of Attitude, Attitude Change and Measurement of Attitude.	<ul style="list-style-type: none"> <li>• Students will learn about the definition, types, characteristics, and nature of attitude</li> <li>• Students will be able to measure attitude</li> <li>• Students will learn the conditions that can change attitude of human beings</li> <li>• Students will be able to provide some examples of the events how their attitudes changes in their life</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, question and answer, presentation

<b>Mass Communication and Collective Behavior:</b> Public Opinion, Formation and Assessment of Public Opinion, Propaganda and Mass Persuasion, Techniques and Principles of Propaganda.	<ul style="list-style-type: none"> <li>• Students will learn about the definition, types, and characteristics of mass communications and collective behaviours</li> <li>• Students will also learn the concepts and techniques of public opinions, propaganda and mass persuasion</li> <li>• Students will participate in a mass persuasion event</li> </ul>	Lecture PowerPoint Handout Field participation	Final Exam
--	--	---	------------

### Suggested Reading Materials

Crider, A. B. et al., 1983. *Psychology*. London: Scott Foresmen.

Krech, D. Cruchfield & Ballachey, E. L., 1962. *Individual in Society: A Text Book of Social Psychology*. New York: McGraw-Hill.

Lindgren, H. C., 1969. *An Introduction to Social Psychology*. New York: John Wiley.

Mackean, Don and Brian, Jonet., 1999. *Introduction to Human and Social Biology*. London: John Murray.

Sargent, S.S. & Williamsen R. C., 1996. *Social Psychology*. New York:

Ronald Press. Secord, Paul R. & Backman, Carl W., 1964. *Social Psychology*. New York: McGraw-Hill.

আখতার, হুমিদা। ১৯৮৭। আধুনিক সমাজমনোবিজ্ঞান। ঢাকা: রাফায়েল শাহরিয়ার।

সরকার, নীহাররঞ্জন। ১৯৯৯। মনোবিজ্ঞান ও জীবন। ঢাকা: জ্ঞানকোষ।

<b>Course No: BSS 105</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 1<sup>st</sup> Semester</b>
<b>Course Title: English Language and Academic Writing</b>			<b>Course Type: Theory</b>

## **Rationale**

The course has a two-fold focus. First, it is designed to enhance students' language skills of listening, speaking, reading and writing. Second, it focuses on developing students' academic writing in English using academic conventions and avoiding plagiarism. The course includes writing paragraphs, formal essays and letters as well as writing more critical and academic pieces, involving students in activities such as pair work, group work, class discussions, to mention a few.

## **Course Learning Objectives**

The course has the following objectives:

- To develop students' confidence in listening, speaking, reading and writing in English
- To enhance learners' understanding of the nature and conventions of academic writing
- To enable students to analyze the structure, language and style of academic texts
- To enable students to write academic paragraphs, essays, reports, and research papers using appropriate conventions of referencing and citation

## **Course Contents**

### **PART I: GRAMMAR AND READING**

1. Forms of sentences; conversion of sentences; negative and question forms; wh-questions; tag questions, etc
2. Prefixes and suffixes
3. Use of articles; use of prepositions
4. Patterns of verbs; Subject-verb agreement
5. Review of tenses: Present, past and future (Simple, continuous, perfect, and perfect continuous)
6. Use of capital letters and punctuations
7. Voice: Active and passive
8. Speech: Direct and indirect
9. Conditional sentences
10. Correction of errors

### **PART II: ACADEMIC WRITING**

1. Meaning of academic writing; Purpose of academic writing; Orientation of writing: Writer oriented, reader-oriented and process-oriented; Common types of academic writing: Notes, reports, projects, essays, dissertation/thesis, and research papers; Key elements of writing: Definition, argument, cohesion, reference, comparison, examples, statement, number and percentage, problem and solution, and style

2. Paraphrasing; Quotation; Plagiarism
3. Format of short and long writing: Introduction, body, conclusion, references, etc; Features of effective academic writing: Critical thinking, pre-writing, writing, revising, using evidence, and using formal language
4. Paragraph writing; Meaning of texts; Features and structures of the causal analysis texts, problem solving texts, argumentative texts; Summarizing texts
5. Referencing and citation; Bibliography and list of references; Important referencing styles: Author-Date/Parentetical (e.g. APA, MLA, Harvard, and Chicago) and numbered (i.e., Oxford)
6. Some Important Genres:
  - a. Writing letters: Informal and formal including job application
  - b. Writing cover letters and resumes
  - c. Writing dialogues and interviews
  - d. Writing project papers and class assignments
  - e. Writing research proposals
  - f. Writing literature review
  - g. Writing research papers/ seminar papers
  - h. Writing reports

#### **Course Learning Outcomes (CLOs)**

- CLO1: Students will be able to read texts using appropriate reading strategies
- CLO2: Students will be able to write with accuracy at the sentence, and paragraph levels
- CLO3: Students will be able to generate ideas, plan and develop a sequence of paragraphs into academic essays, reports and papers
- CLO4: Students will be able to construct topic sentences and supporting details to craft a coherent paragraph
- CLO5: Students will be able to establish connections between developing paragraphs in essays and reports, and different sub-sections in research articles, etc.
- CLO6: Students will be able to write informal and formal letters following proper conventions
- CLO7: Students will be able to differentiate between academic and non-academic writing
- CLO8: Students will be able to use techniques of paraphrasing, summarizing, synthesizing and citing sources effectively
- CLO9: Students will be able to use proper referencing techniques to avoid plagiarism.

#### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 105	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2				√						

CLO3				√						
CLO4										
CLO5				√						
CLO6										
CLO7										
CLO8										
CLO9				√						

### Learning outcome, teaching strategy and assessment strategies against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
1. Forms of sentences; conversion of sentences; negative and question forms; wh-questions; tag questions, etc; Prefixes and suffixes; Use of articles; use of prepositions; Patterns of verbs; Subject-verb agreement; Review of tenses: Present, past and future (Simple, continuous, perfect, and perfect continuous); Use of capital letters and punctuations; Voice: Active and passive; Speech: Direct and indirect; Conditional sentences; Correction of errors	<ul style="list-style-type: none"> <li>Students will learn to apply their grammatical knowledge to speak and write correct English</li> </ul>	Lecture, PowerPoint, Handouts, Books	Group Discussion, Question and Answer, Quiz, Home Work Mid-term and final examinations
2. Meaning of academic writing; Purpose of academic writing; Orientation of writing: Writer oriented, reader-oriented and process-oriented; Common types of academic writing: Notes, reports, projects, essays, dissertation/thesis, and research papers; Key elements of writing: Definition, argument, cohesion, reference, comparison, examples, statement, number and percentage, problem and solution, and style	Students will learn to apply conventions of academic writing in producing writings in different genres.	Lecture, PowerPoint Presentation, Handouts	Group Discussion, Question and Answer, Home Work, Presentation
3. Paraphrasing; Quotation; Plagiarism	Students will learn to paraphrase texts and quote from various sources to use in their own writing.	Lecture, PowerPoint Presentation, Handouts	Group Discussion, Question and Answer,



	Students will learn to avoid plagiarism in academic writing.		Assignment
4. Format of short and long writing: Introduction, body, conclusion, references, etc; Features of effective academic writing: Critical thinking, pre-writing, writing, revising, using evidence, and using formal language	Students will learn to apply conventions of academic writing in producing writings in different genres. Students will learn about different formats of academic writing.	Lecture, PowerPoint Presentation, Handouts	Group Discussion, Question and Answer, Assignment, Mid Term presentation
5. Paragraph writing; Meaning of texts; Features and structures of the causal analysis texts, problem solving texts, argumentative texts; Summarizing texts	Students will learn to write paragraphs of different types following academic structures.	Lecture, PowerPoint Presentation, Handouts	Group Discussion, Question and Answer, Quiz
6. Referencing and citation; Bibliography and list of references; Important referencing styles: Author-Date/Paranthetical (e.g. APA, MLA, Harvard, and Chicago) and numbered (i.e., Oxford)	Students will learn to prepare lists of references at the end of their academic writing following different referencing styles.	Lecture, PowerPoint Presentation, Handouts, Books	Group Discussion, Question and Answer, Quiz, Assignment
7. Writing letters: Informal and formal including job application Writing cover letters and resumes Writing dialogues and interviews Writing project papers and class assignments Writing research proposals Writing literature review Writing research papers/ seminar papers Writing reports	Students will learn to write informal and formal letters and applications, research reports and papers.	Lecture, PowerPoint Presentation, Handouts, Books	Group Discussion, Question and Answer, Final Exam

### Suggested Reading Materials

American psychological Association. (2010). *APA Manual* (Publication manual of the American Psychological Association) (6<sup>th</sup> ed.). Washington, DC.

Bailey, S. (2015). *Academic writing: A handbook for international students (4th edition)*. Abingdon: Routledge.

- Ballenger, B. (2014). *The curious researcher: A guide to writing research papers (8th edition)*. New York: Pearson.
- Bjork, L & Raisen, C. (2004). *Academic Writing: A University Writing Course*. Lund: Student literature.
- Booth, W. C., Colomb, G.G., & Williams, J.M. (2008). *The craft of research (3rd edition)*. Chicago: University of Chicago Press.
- Cunningham, S. and Moor, P. (Eds.) (2005). *New cutting edge intermediate students' book*. UK: Pearson.
- Harris, J. (2017). *Rewriting: How to do things with texts*. Utah: Utah State University Press.
- Heffernan, J. A. W., Lincoln, J. E., & Atwill, J. (2001). *Writing: A college handbook (5th edition)*. London: W. W. Norton and Company.
- Leech, G. & Svartvik, J. A. (1993). *Communicative Grammar of English*. Singapore: Longman.
- Murphy, R. (2004). *Intermediate English Grammar*. Cambridge: Cambridge University Press.
- Neville, C. (2007). *The Complete Guide to Referencing and Avoiding Plagiarism*. Maidenhead: Open University Press.
- University of Canberra Library and Academic Skills Program. (2010). *A guide to referencing with examples in the APA & Harvard styles*. Canberra.
- Hornby, A. S. (1992). *Oxford Learner's Dictionary of Current English*. London: Oxford University Press.
- Soars, J. and Soars, L. (Eds.) (2016). *New headway: Intermediate student's book (4th edition)*. Oxford: Oxford University Press.
- Sohn, D. A. (1989). *Writing by Doing: Learning to Write Effectively*, 2<sup>nd</sup> Edition. Illinois: NTC Publishing.
- Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, MI: University of Michigan Press.
- Swan, M. (1989). *Basic English Usage*. London: Oxford University Press.

<b>Course No: BSS 201</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Bangladesh Studies: History and Heritage</b>			<b>Course Type: Theory</b>

**Rational:** This course offers to the students to know the history, culture and heritage of Bangladesh. This course will unfold opportunities to the students to get the background information about Bangladesh with its culture and heritage. This course will prepare them to understand their own context and culture that reinforce in social problems. This course intends to introduce the students with the historical and evolutionary development of Bangladesh such as Renaissance of Bengal, anthropological origin of Bangladeshi people along with some personalities who contributed much for the development of Bangladeshi culture and society.

**Objectives:** The prime objective of this course is to provide an introduction about the historical background focusing on the movements that took place during the British and Pakistan regimes. In addition, students will be familiar with liberation war of Bangladesh. The other objectives of this course are to provide opportunities to gather knowledge about the Constitution of Bangladesh and its different amendments, components of rural and urban culture and life. In this connection, this course will let the students know about indigenous knowledge, traditions and cultures of the rural and marginalized segments of population living in Bangladesh.

#### **Course learning objectives**

- To provide knowledge on the characteristics of Bangladesh population, their origin, characteristics and contribution of noted personalities in reforming society;
- To let the students know about the different movements towards independence of Bangladesh;
- To provide basic understanding about Bangladesh Constitution and its different amendments;
- To provide knowledge on financial aspects of Bangladesh like foreign direct investment and foreign aid;
- To let the students know about the foreign relations policy of Bangladesh and
- To give a brief understanding on the culture and folk culture of Bangladesh and the role of social work in changing society.

#### **Course Contents**

1. People of Bangladesh: Origin, Anthropological Identity and Characteristics, Emergence of Middle Class, Renaissance of Bengal and Contribution of Noted Personalities.
2. The Pakistan Movement and the Birth of Pakistan, Language Movement, 1948-52, United Front (Jukta front) Elections-1954, Six Point Program-1966.
3. Struggle for Independence and War of Liberation in 1971; Different Sectors of Liberation War and the Birth of Bangladesh.
4. The Constitution of Bangladesh: Its Features and Different Amendments.

5. Foreign Direct Investment: Concept, Importance, Classification, Incentives for Attracting Foreign Investors and Limitations.
6. Foreign Aid: Definition, Importance, Classification of Foreign Aid, Sources and Problems of Foreign Aid to Bangladesh.
7. Foreign Policy: Concept, Importance of Foreign Policy, Objectives of Foreign Policy of Bangladesh, Constitutional Provisions to Formulate Foreign Policy of Bangladesh.
8. Culture of Bangladesh: Basic Characteristics, Urban and Rural Cultural Differences, Folk Culture and Its Features, Role of Social Work in Changing Culture.

**Course learning outcomes (CLOs):**

- CLO 1: Student will understand the characteristics of Bangladesh population, their origin, characteristics and contribution of noted personalities in reforming society;
- CLO 2: Students will be able to understand the different movements towards independence of Bangladesh;
- CLO 3: Students will be able understand about Bangladesh Constitution and its different amendments;
- CLO 4: Students will learn about financial aspects of Bangladesh like foreign direct investment and foreign aid;
- CLO 5: Students will understand the foreign policy of Bangladesh and
- CLO 6: Students will understand the culture and folk culture of Bangladesh and the role of social work in changing society.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 201	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6
<b>CLO 1</b>	√					
<b>CLO 2</b>		√				
<b>CLO 3</b>	√	√				
<b>CLO 4</b>				√		
<b>CLO 5</b>					√	
<b>CLO 6</b>						√

**Learning outcome, teaching strategy and assessment strategies against course contents**

<b>Course Contents</b>	<b>Learning Outcomes</b>	<b>Teaching strategy</b>	<b>Assessment strategy</b>
People of Bangladesh: Origin, Anthropological Identity and Characteristics, Emergence of Middle Class, Renaissance of Bengal and Contribution of Noted Personalities.	<ul style="list-style-type: none"> <li>Students will know the background of the culture of Bangladesh particularly its anthropological identity;</li> <li>Students will know the emergence of middle class and renaissance of Bengal;</li> <li>Students will know some noted personalities and their contribution on our traditional identity;</li> <li>Students would be able to apply these knowledge to our current socioeconomic condition and they will be able to compare these historical identities with the current situation;</li> </ul>	Lecture Power Point	Assignment Midterm Final Exam.
The Pakistan Movement and the Birth of Pakistan, Language Movement, 1948-52, United Front ( <i>Jukta front</i> ) Elections-1954, Six Point Program-1966.	<ul style="list-style-type: none"> <li>Students will be able to understand the socio economic, cultural and political realities on- - The Pakistan Movement and the Birth of Pakistan;</li> </ul>	Lecture Power Point	Assignment Midterm Final Exam.
	<ul style="list-style-type: none"> <li>- Language Movement, 1948-52;</li> <li>- United Front (<i>Juktafront</i>) Elections-1954;</li> <li>- Six Point Program-1966.</li> </ul>		
Struggle for Independence and War of Liberation in 1971; Different Sectors of Liberation War and the Birth of Bangladesh.	<ul style="list-style-type: none"> <li>Students will be able to understand the socioeconomic, cultural and political realities about the struggle for independence and War of Liberation 1971;</li> <li>Students will know the name and political significance of the different sectors of Liberation War;</li> </ul>	Lecture Power Point	Midterm Final Exam.
The Constitution of Bangladesh: Its Features and Different Amendments.	<ul style="list-style-type: none"> <li>Students will understand the objectives, articles and its importance of the Constitution of Bangladesh;</li> <li>Students would be able to understand the political, socioeconomic and rights based consequences of the amendments of the constitution.</li> </ul>	Lecture Power Point	Final Exam.

Culture of Bangladesh and Its Basic Characteristics. Urban and Rural Cultural Differences, Sub- cultural Issues. Cultural Conflict; Role of Social Work in Changing Culture.	<ul style="list-style-type: none"> <li>• Students will be able to get idea about the culture and its characteristics;</li> <li>• Students can understand the sub-culture, rural and urban culture with their characteristics;</li> <li>• Students will be able to know the socio economic and political causes of cultural conflicts;</li> <li>• Students will understand the intermediate factors/determinants of cultural changes (both negative and positive) and can define the role of social work.</li> </ul>	Lecture Power Point	Final Exam.
Folk Culture of Bangladesh and Its Special Features: their Influence on the Life and Behavior of Common People. Conflict in Folk-cultures with the Modern One.	<ul style="list-style-type: none"> <li>• Students will be able to understand the folk culture and its consequences on the life of the common people in Bangladesh;</li> <li>• Students can clearly distinguish the differences between folk culture and modern culture.</li> </ul>	Lecture Power Point	Final Exam.
Ethnicity and Race: Ethnic Communities, Minorities and Race in Rural Societies. Indigenous and Marginalized Communities in Bangladesh; Social Work Intervention for Indigenous and Marginalized Peoples in Bangladesh.	<ul style="list-style-type: none"> <li>• Students will be able to understand different ethnic groups and their life styles and cultures</li> <li>• Students will understand the importance of the ethnic culture as a national heritage in Bangladesh</li> <li>• Students can clearly provide some examples about the deterioration and marginalization of the cultural heritage of the ethnic groups in social work point of view</li> </ul>	Lecture Power Point	Final Exam.

### Suggested Reading Materials

Bernard, H. W., 1973. *Child Development and Learning*. Boston: Allyn and Bacon.

Chaney, M. S., 1954. *Nutrition*. 6<sup>th</sup> ed. Boston: Houghton Mifflin Co.

Coleman, J. C., 1960. *Personality Dynamics and effective Behavior*. Chicago: Foresman & Co.

Coleman, J. C., 1972. *Abnormal Psychology & Modern Life*. 4<sup>th</sup> ed. Bombay: D. B Tara Porevala Sons.

Hall, C. S and Lindsey., 1970. *Theories of Personality*. Newyork: John Willy.

Hurlock, E.B., 1974. *Child Development*. 6<sup>th</sup>ed. New York: Mcgraw Hill Co.

Hurlock, E.B., 1974 *Personality Development*. New York: Mcgraw Hill Co.

Lazaerus, R.S., 1963. *Personality and Adjustment*. Englewood Cliffs: Prentice Hall Inc.

Maloney, C., 1986. *Behavior and Poverty*. Dhaka: UPL.

- Makellar, P., 1986. *Abnormal Psychology*. London: Routledge.
- Morgan, C. T & Stellare., 1965. *Physiology Psychology*. New York: McGraw Hill Co.
- Mussen, P. H., 1979. *Child Development and Personality*. 5<sup>th</sup>ed. New York: Harper and Raw.
- Schneiders, A.A., 1965. *Personality Dynamics & Mental Health*. New York: Rinehart & Winston.
- Stein, H. D and Colward., 1958. *Social Perspective on Behavior*. USA: The Free Press.
- Stone, L. J and Church, J., 1968. *Childhood and Adolescence: A Psychology of the Growing Person*. 2<sup>nd</sup>ed, New York: Random House.
- Zimbaro, P. O and Ruch, F. L., 1979. *Essentials of Psychology and Life*. 10<sup>th</sup>ed. New York: Foresman and Co.
- ইসলাম, মো: নূরুল। ২০১১। *সামাজিক পরিবেশে মানবীয় বৃদ্ধি ও বিকাশ*। ঢাকা: তাসমিয়া পাবলিকেশন্স।
- সরকার, শীহা রজন। ১৯৯১। *মনোবিজ্ঞান ও জীবন*। ৮ম সংস্করণ। গুনকোষ, প্রকাশনী।
- সরকার, আবদুল হাকিম। ২০০৪। *দল সমাজ কর্ম অনুশীলন*। ঢাকা: কলে-। প্রকাশনী।
- সরকার, আবদুল হাকিম। ২০০২। *বাংলা ভাষা শিক্ষা*। ২য় সংস্করণ। ঢাকা: ইমা প্রকাশনী।

<b>Course No: BSS 202</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Human growth: Physiological and behavioral aspects</b>			<b>Course Type: Theory</b>

**Rationale of course:** This course is about the psychological and behavioral aspects of human growth. This course includes a number of topics i.e., process of human growth, influence of heredity and environment factors on development, biological bases of behavior, nutrition, personality theories, psychogenetic disorders and adjustment in the line of social work practices with individual, group and community. The main motivation of this course is to provide learning to the students so that they can realize the basic concepts and related intermediate factors of human growth. This course will offer to the students to discern a number of complex issues of human growth and behavior so that they can understand the role of heredity as well as the role of environmental factors towards to develop human growth and behaviors.

### **Course learning objectives**

- To introduce the students the basic concepts and related aspects of human growth, development and behavior;
- to introduce the students with the biological as well as environmental and social factors of human growth and behaviors;
- to provide basic understanding about the process of human growth;
- to provide learning about biological factors such as genetics and nervous system;
- to deliver learning about environment, sociological and psychological factors;
- to afford the opportunities so that the students know the importance of psychological and behavioral aspects of human growth, and they can apply these to social work practices with individual, group and community;
- To familiarize students with the scopes and practices of human behavior in social work practice
- To describe the basic organization of health care and nutrition system in Bangladesh

### **Course contents**

- 1. Process of Human Growth:** Principles of Development, Stages of Development, Physical, Intellectual, Social and Emotional Development.
- 2. Influence of Heredity and Environment Factors on development**
  - a) Genetic and other Biological Factors, Birth Hazards and other Development Hazards
  - b) Psychological and Emotional Factors, Psychological Deprivation in Childhood, Parent-child Relationship, Child abuse and its impact on Behavior.
  - c) Social and Situational/ environment factors- Gender difference, Family disorganization, Residential Institutions and Poverty.
  - **Biological Bases of Behavior:** Structure and Functions of the Nervous System; Influence of Endocrine Glands on Behavior, Homeostasis and its Relation
  - It Learning outcome, teaching strategy and assessment strategies against course contents



**3. Biological Bases of Behavior:** Structure and Functions of the Nervous System; Influence of Endocrine Glands on Behavior, Homeostasis and its Relation to Behavior.

**4. Nutrition:** Influence of Proteins, Carbohydrates, Fats, Vitamins and Minerals on Growth and Behavior; Balance Diet, Impact of Feeding Practices in Bangladesh; Malnutrition, and Causes of Malnutrition in Bangladesh.

**5. Theories of Personality:** Freud's Psychoanalytic Theory, Erikson's Theory of Psychological development, Dollard and Miller's Theory of Learning, Implications of these Theories in Understanding Human Behavior.

**6. Disorder of Psychogenic Origin:**

- a). a) Psychoneurosis- Anxiety, Phobia, Obsessive-compulsive Disorders
- b) Psychosomatic-disorders; and
- c) The Functional Psychoses, Manic Depressive, Mood Disorder, Schizophrenia, Paranoid Reaction.

**7. Adjustment:** Meaning of Adjustment and Mental Health, Determinants of Adjustment, Process of Adjustment, Problems of Adjustment. Level of Stress, Source of Stress, Reaction of Stress, Impact of Stress.

**8. Use and Importance of the Knowledge of Human Growth and Behavior in Social Work Practice** (e.g. Social, Case Work, group Work, and Comprehensive Care).

**Course Learning Outcomes (CLOs):**

**CLO 1:** Student will understand the process of human growth, its principles, stages of different development of human beings.

**CLO 2:** Students will be able to explain the importance of early years, genetic and biological factors and hazards.

**CLO 3:** Student will be able to define scope of psychological and emotional factors, parent child relationship, child abuse and its consequences.

**CLO 4:** Student will learn about the social and environmental factors of development, i.e. poverty, gender differences and family disorganization.

**CLO 5:** Students will define the biological factors and its function, i.e. nervous system, endocrine system and homeostasis.

**CLO 6:** Students will be able to identify the elements of nutrition, importance of balanced diet, features of food practices and malnutrition in Bangladesh.

**CLO 7:** Students will be able to analyze and explain the major theories of personality and its implication.

**CLO 8:** Students will be able to identify different types of organ and functional disorders

**CLO 9:** Students will understand the meaning of adjustment, its processes and strategies/determinants.

Students will be very clear how mental health and level of stress is related with adjustment with its level and impacts

**CLO 10:** Students will find some aspects to use the contents of the course within the scope of social welfare with the individual, group, family and community level.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2		√								
CLO 3	√	√								
CLO 4				√						
CLO 5					√					
CLO 6						√				
CLO 7							√			
CLO 8								√		
CLO 9									√	
CLO 10										√

	Learning Outcomes	Teaching strategy	Assessment strategy
<b>1. Process of Human Growth:</b> Principles of Development, stages of Development, Physical, Intellectual, Social and Emotional Development.	<ul style="list-style-type: none"> <li>Students will understand the process of human growth with its principles and major stages</li> <li>Students will know growth of physical, social and emotional development</li> </ul>	Lecture Power Point Handouts	Assignment, group discussion, tutorials, quiz test
<b>2. Influence of Heredity and Environment Factors on Development</b>			Assignment, group discussion, tutorials, quiz test

a) Genetic and other Biological Factors, Birth Hazards and other Development Hazards.	<ul style="list-style-type: none"> <li>Students will be able to explain the importance of the early years and the interaction between maturational processes and genetic and biological factors, birth hazards and the effects on various areas of development.</li> </ul>	Lecture PowerPoint Handouts	Assignment Midterm Final Exam.
b) Psychological and Emotional Factors, Psychological Deprivation in Childhood, Parent-child Relationship, Child abuse and its impact on Behavior	<ul style="list-style-type: none"> <li>Students will be able to define the scope of psychological and emotional factors</li> <li>Students will know the ways and importance of parents-children relationship and can provide some examples about this.</li> <li>Students will understand the factors and causes of child abuse and its consequences on child behaviours and they will mention some examples about this from their own family, neighbours and community</li> </ul>	Lecture PowerPoint Handouts	Assignment Midterm Final Exam.
c) Social and Situational/ environment factors- Gender difference, Family disorganization, Residential Institutions and Poverty.	<ul style="list-style-type: none"> <li>Students will learn about the social and environmental factors of development</li> <li>Students will know the causal and interacting factors e.g. poverty of gender differences and family disorganization</li> </ul>	Lecture PowerPoint Handouts	Assignment Midterm Final Exam.
<b>3. Biological Bases of Behavior:</b> Structure and Functions of the Nervous System; Influence of Endocrine Glands on Behavior, Homeostasis and its Relation to Behavior.	<ul style="list-style-type: none"> <li>Students will define the biological factors and its functions e.g. nervous system, endocrine and homeostasis of human behavior</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, tutorials, quiz test .
<b>4. Nutrition:</b> Influence of Proteins, Carbohydrates, Fats, Vitamins and Minerals on Growth and Behavior; Balance Diet, Impact of Feeding Practices in Bangladesh; Malnutrition, and Causes of Malnutrition in Bangladesh.	<ul style="list-style-type: none"> <li>Students will be able to identify the elements of nutrition</li> <li>Students can explain these elements such as proteins, carbohydrate, fats, vitamins and minerals of these determine and help for human growth</li> <li>They will understand the elements and importance of balanced food</li> <li>Students will be able to explain the features of food practices in Bangladesh with the causes of malnutrition</li> </ul>	Lecture PowerPoint Handouts	Midterm Exam.

<b>5. Theories of Personality:</b> Freud's Psychoanalytic Theory, Erikson's Theory of Psychological development, Dollard and Miller's Theory of Learning, Implications of these Theories in Understanding Human Behavior.	<ul style="list-style-type: none"> <li>Students will be able to analyze and explain the major theories of personality and implications of these theories in understanding human behaviour.</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, tutorials, quiz test
<b>6. Disorders of Psychogenic Origin:</b>			
a) Psychoneurosis- Anxiety, Phobia, Obsessive-compulsive Disorders;	<ul style="list-style-type: none"> <li>Students will be able to identify the difference between organic and functional disorders.</li> <li>They can clearly recognize the characteristics of specific anxiety disorders such as phobia, obsessive-compulsive (mood, paranoid and schizophrenic disorders)</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, tutorials, quiz test
b) Psychosomatic-disorders; and	<ul style="list-style-type: none"> <li>Students will be able to know and explain the factors, causes and consequences of the psychosomatic disorders.</li> </ul>	Lecture PowerPoint Handouts	
c) The Functional Psychoses, Manic Depressive, Mood Disorder, Schizophrenia, Paranoid Reaction.	Students will be able to know and explain the factors, causes and consequences and its differences of Functional Psychoses, Manic Depressive, Mood Disorder, Schizophrenia, Paranoid Reaction the characteristics of specific	Lecture PowerPoint Handouts	
<b>7. Adjustment:</b> Meaning of Adjustment and Mental Health, Determinants of Adjustment, Process of Adjustment, Problems of Adjustment. Level of Stress, Source of Stress, Reaction of Stress, Impact of Stress.	<ul style="list-style-type: none"> <li>Students will understand the meaning of adjustment, its processes and strategies/determinants</li> <li>Students will be very clear how mental health and level of stress is related with adjustment with its level and impacts</li> </ul>	Lecture PowerPoint Handouts	Assignment, group discussion, tutorials, quiz test

8. Use and Importance of the Knowledge of Human Growth and Behavior in Social Work Practice (e.g. Social, Case Work, group Work, and Comprehensive Care).	<ul style="list-style-type: none"> <li>Students will find some aspects to use the contents of the course within the scope of social welfare with the individual, group, family and community level.</li> </ul>	Lecture Power Point Handouts	Final Exam.
---	--	---------------------------------------	-------------

### Suggested Reading Materials

Bernard, H. W., 1973. *Child Development and Learning*. Boston: Allyn and Bacon. Chaney, M. S., 1954. *Nutrition*. 6<sup>th</sup> ed. Boston: Houghton Mifflin Co.

Coleman, J. C., 1960. *Personality Dynamics and effective Behavior*. Chicago: Foresman & Co.

Coleman, J. C., 1972. *Abnormal Psychology & Modern Life*. 4<sup>th</sup> ed. Bombay: D. B Tara Porevala Sons.

Hall, C. S and Lindsey., 1970. *Theories of Personality*. New york: John Willy.

Hurlock, E.B., 1974. *Child Development*. 6<sup>th</sup>ed. New York: Mcgraw

Hill Co. Hurlock, E.B., 1974 *Personality Development*. New York: Mcgraw Hill Co.

Lazaerus, R.S., 1963. *Personality and Adjustment*. Englewood Cliffs: Prentice

Hall Inc. Maloney, C., 1986. *Behavior and Poverty*. Dhaka: UPL.

Makellar, P., 1986. *Abnormal Psychology*. London: Routledge.

Morgan, C. T &Stellare., 1965. *Physiology Psychology*. New York: Mcgraw Hill Co.

Mussen, P. H., 1979. *Child Development and Personality*. 5<sup>th</sup>ed. New York: HarparandRaw.

Schneiders, A.A., 1965. *Personality Dynamics & Mental Health*. New York: Rinchart&

Winston. Stein, H. D and Colward., 1958. *Social Perspective on Behavior*. USA: The Free Press.

Stone, L. J and Church, J., 1968. *Childhood and Adolescence: A Psychology of the Growing Person*. 2<sup>nd</sup>ed, New York: Random House.

Zimbaro, P. O and Ruch, F. L., 1979. *Essentials of Psychology and Life*. 10<sup>th</sup>ed. New York: Foresman and Co.

ইসলাম, মো:নূরুল। ২০১১। *সামাজিক পরিবেশে মানবীয় বৃদ্ধি ও বিকাশ*। ঢাকা: তাসমিয়া পাবলিকেশন্স।

সরকার, নীতি। ১৯৯১। *মনোবিজ্ঞান ও জীবন*। ৮ম সংস্করণ। জ্ঞানকোষ, প্রকাশনী।

সরকার, আবদুল হাকিম। ২০০৪। *দল সমাজ কর্ম অনুশীলন*। ঢাকা: কলে-। প্রকাশনী।

সরকার, আবদুল হাকিম। ২০০২। *কার্যক্রম নির্দেশিকা*। ২য় সংস্করণ। ঢাকা: ইমাপ্রকাশনী।

<b>Course No: BSS 203</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Social Work with Families and Children</b>			<b>Course Type: Theory</b>

### **Rationale**

The justification of this course is to make the students familiar with a specialized field of Social Work that is known as family and child social work. It is intended that by pursuing this course the students will obtain primary idea about ins and outs of family and child social work. The learners will acquire knowledge, orientation and spirit to work in this field as social worker.

### **Course Learning Objectives (CLOs)**

- To make the students able to know about family and children.
- To helping the students to realize the importance of wellbeing of a family and its members for the betterment of the society.
- To helping the students familiar with various aspects of family and child social work.
- To making the students knowledgeable about methods and strategies of family social work.
- To giving orientation to the students to be dedicated social worker with a special intention to work for the wellbeing of families and children.

### **Course Contents**

1. Family as a Social System: Concept, structure and functions of family; Family needs and problems; Family Relationships: Husband-wife relationship, parents-children relationship, and siblings' relationship; Family integration; Family disorganization; Role and status of parents in the family with a special reference to Bangladesh; Social change and the family with a special reference to Bangladesh.
2. Concept of child; Phases of child development; Needs of Children: Basic as well as physical, psychological and social; problems of children due to unfulfillment of the needs; Concept, types and causes of child maltreatment (e.g., abuse and neglect); Measures to protect the child from maltreatment.
3. Child Welfare: Concept, features and scope; Child wellbeing indicators; Types of Child Care: Care in the family; Out of home care—institutional & non-institutional; Institutional care as a total substitute and partial substitute; Community based care; Preventive, curative and developmental care. Social Work Practices in Promoting Child Wellbeing: Methods, skills and processes.
4. Family Welfare/Wellbeing: Concept, features and scope; Family wellbeing indicators; Social Work Practices in Promoting Family Wellbeing: Methods, skills and processes.
5. Laws and Policies Supportive to the Wellbeing of Families and Children: International laws; Legal provisions available in Bangladesh--Constitutional as well as other important legal provisions; Family and child related policies in Bangladesh.
6. Evolution of family and child welfare services in the USA, UK and Bangladesh. Important Existing Family and Child Welfare Programs in Bangladesh (all government programs and some important non-government and private programs).

### **Course Learning Outcomes (CLOs)**

- Students will learn about different basic concepts related to family and child welfare.
- Students will know about the concept of child. They will know about the phases of child development, children's need and problems. Students will also know about children's maltreatment.
- Students will be familiar with various aspects of child welfare including concepts, features, indicators, scopes and types. They will also know about the social work practices involved in child welfare.

- Students will be familiar with various aspects of family welfare including concepts, features, indicators, scopes and types. They will also know about the social work practices involved in family welfare.
- Students will obtain knowledge about various national and international legal and policy provisions that are supportive to family and child wellbeing.
- Students will be familiar with the history of child and family welfare services in developed and developing countries. They will also know about the existing services in Bangladesh.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 203	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2	✓									
CLO3	✓									
CLO4					✓					
CLO5										
CLO6										✓

#### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
1.Family as a Social System: Concept, structure and functions of family; Family needs and problems; Family Relationships: Husband-wife relationship, parents-children relationship, and siblings' relationship; Family integration; Family disorganization; Role and status of parents in the family with a special reference to Bangladesh; Social change and the family with a special reference to Bangladesh.	<ul style="list-style-type: none"> <li>Students will learn about different basic concepts related to family and child welfare.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Assignment Midterm Final Exam
2.Concept of child; Phases of child development; Needs of Children: Basic as well as physical, psychological and social; problems of children due to unfulfillment of the needs; Concept, types and causes of child maltreatment (e.g., abuse and neglect); Measures to protect the child from maltreatment.	<ul style="list-style-type: none"> <li>Students will know about the concept of child. They will know about the phases of child development, children's need and problems. Students will also know about children's maltreatment.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Assignment Midterm Final Exam
3.Child Welfare: Concept, features and scope; Child wellbeing indicators; Types	<ul style="list-style-type: none"> <li>Students will be familiar with various aspects of</li> </ul>	Lecture, PowerPoint	Assignment Midterm

of Child Care: Care in the family; Out of home care—institutional& non-institutional; Institutional care as a total substitute and partial substitute; Community based care; Preventive, curative and developmental care. Social Work Practices in Promoting Child Wellbeing: Methods, skills and processes.	child welfare including concepts, features, indicators, scopes and types. They will also know about the social work practices involved in child welfare.	Presentation, Handouts, Reading References	Final Exam
4. Family Welfare/Wellbeing: Concept, features and scope; Family wellbeing indicators; Social Work Practices in Promoting Family Wellbeing: Methods, skills and processes.	<ul style="list-style-type: none"> <li>Students will be familiar with various aspects of family welfare including concepts, features, indicators, scopes and types. They will also know about the social work practices involved in family welfare.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam
5. Laws and Policies Supportive to the Wellbeing of Families and Children: International laws; Legal provisions available in Bangladesh--Constitutional as well as other important legal provisions; Family and child related policies in Bangladesh.	<ul style="list-style-type: none"> <li>Students will obtain knowledge about various national and international legal and policy provisions that are supportive to family and child wellbeing.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam.
6. Evolution of family and child welfare services in the USA, UK and Bangladesh. Important Existing Family and Child Welfare Programs in Bangladesh (all government programs and some important non-government and private programs).	<ul style="list-style-type: none"> <li>Students will be familiar with the history of child and family welfare services in developed and developing countries. They will also know about the existing services in Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam.

### Suggested Readings

- Children's Bureau. 2016. *The Child and Family Practice Model*. California: Los Angeles County (Pomona and Wateridge Offices).
- Childwelfare.gov. 2018. Family Support Services - Child Welfare Information Gateway. Retrieved from <https://www.childwelfare.gov/topics/supporting/support-services/>
- Chowdhry, D. P. 1980. *Child Welfare Development*, Delhi: Atma Ram and Sons.
- Chowdhry, D. P. 1981. *A Hand Book of Child Welfare*, Delhi: Atma Ram and Sons.
- Crosson-Tower, Cynthia. 2009. *Exploring Child Welfare: A Practice Perspective*, New York: Pearson Education.
- Dahl, G., Kostøl, A., & Mogstad, M. 2013. *Family Welfare Cultures*. Cambridge, Mass.
- Kadushin, A. and Martin, J. 1988, *Child Welfare Services*, New York: Macmillan, in F.J. Turner (ed.) *International Social Work*, Vol. 38, No.2, April 1995, p.117.
- Khoda, F. 1999. Institutional Care for Children: A Critical Discussion. *The Journal of Social Development*, 14(1), 57-70.
- Petr, Christopher G. 1998. *Social Work with Children and their Families: Pragmatic Foundations*. New York: Oxford University Press. ISBN 0-19-510607-5.
- Rao, S. (2011). *Sociology*. New Delhi: S C and Company Ltd.



Zastrow, C. 2000. *Introduction to Social Work and Social Welfare*. Belmont, CA: Wadsworth Publishing Company.

### **Further Reading**

Akbar, M. A. 1965. *Elements of Social Welfare*, Dhaka: n.p.

Bowley, A. H. 1960. *The Problems of Family Life* (2<sup>nd</sup> Ed.). Edinburg: E & S Livingstone Ltd.

Fredericksen, H. 1957. *The Child and His Welfare*. London: W H Freeman and Com.

O'Hagan, K. 2006. *Competence in Social Work Practice: A Practical Guide for Students and Professionals* (2nd Ed.). London: Jessica Kingsley Publishers.

Whittaker, J. K. 1985. "Group and Institutional Care: An Overview" in J. Laired and A Hartman (ed.), *A Hand Book of Child Welfare: Content, Knowledge and Practice*, 1985, p.618, New York: The Free Press.

Zietz, D, 1959, *Child Welfare: Principles and Methods*, New York: John Wiley & Sons, Inc.

<b>Course No: BSS 204</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Society and Culture</b>			<b>Course Type: Theory</b>

**Rationale:** This course offers an overview of culture and society of Bangladesh. Students are provided with the cross disciplinary concepts, competencies and knowledge to encourage a process of independent thinking that may be used to explain the social structure, patterns of peoples' behavior of different cultures, expound the array of kinship, illustrate the nature of social mobility and social control, solve problems and actively contribute to local, national and global levels of society. Society and Culture is a concept based course that promotes students' awareness of the changes within societies and cultures, cultural continuities, multiculturalism, cultural diversity. This course also facilitates the intercultural understanding of students and contributes greatly to the ethos of lifelong learning. It provides them with skills to critically analyze complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. However, student's comprehension about the nature of power and authority, cultural conflict, technology, social mobility, social control, kinship pattern, and social structure will enable them to look social work context from both Bangladesh and global context.

### Course Learning Objectives

This course has the following objectives-

- To introduce the students with the sociological concepts of society, social change, family, marriage, norms, values, and social situation;
- To transmit the knowledge about transformation of primitive society to industrial society;
- To acquaint students with the prevalent cultural diversity, cultural lag, evolving consequences of cultural differences like cultural conflict, ethnocentrism and their impact on societies;
- To demonstrate the salient factors affecting social life, socialization process, social structure and modern slavery;
- To make the student understand about some sociological theories and their implications in social work;
- To help students to realize the kinship pattern, nature of social mobility in rural and urban settings, and racial context of Bangladesh.

### Course Contents

1. Sociological Concepts: Society, Social Change, Family, Marriage, Norms, and Values, Understanding Social Situation.
2. Types of Human Society: Hunting, Fishing, Pastoral, Agricultural Societies, Characteristics of Primitive Society, Magic, Religion.
3. Culture and Society: Cultural Diversity, Ethnocentrism, Cultural Lag and Cultural Conflict.
4. Factors Affecting Social Life: Geography, Heredity, Culture, Group or Social Factors.
5. Socialization and Class Structure: Classification of Socialization, Definition and Classification of Social Structure, Kinship and Classification of Kinship, Slavery, Caste, Estate; Theories of Durkheim, August Comte, Karl Marx, Max Weber and Others.
6. Social Mobility in Urban and Rural Area: Social Mobility in Urban and Rural Setting; Social Control: Concepts, Techniques, Types and Agencies of Social Control.
7. Races of Mankind: Concepts, Origin and Classification of Races; Racial Classification of Bangladeshi People.

## Course Learning Outcomes (CLOs)

- CLO1: Students will be able to define the sociological concepts such as society, social change, family, marriage, norms, and values and understand the nature, types and functions of these core concepts.
- CLO2: Students will learn about the historical evolution and types of human society particularly hunting, fishing, pastoral, agricultural and primitive society and will be able to distinguish these societies with their advantages and disadvantages and will also understand the composition of magic and religion.
- CLO3: Students will learn about the culture and cultural diversity with its importance in social welfare and obtain knowledge about the concept of ethnocentrism, cultural conflict, cultural lag, and their causes and consequences on societies.
- CLO4: Students will learn how the geography, heredity and culture determine and affect social life
- CLO5: Students will be able to understand the process of socialization, pattern of social structure and kinship, nature of slavery, caste and estate and how kinship, slavery, caste and estate affect social life and will know sociological theories and how those theories can be applied in social work practice.
- CLO6: The content will help the learners to comprehend about the concept of social mobility and social control, their importance, and their implication in both rural and urban settings.
- CLO7: Students will be able to critically analyze the indigenous culture and society through the knowledge of race and racial classification of Bangladeshi people.

## Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3	√		√		√		√			√
CLO4							√			
CLO5		√			√		√	√		
CLO6			√		√					
CLO7			√		√					

Course contents	Learning Outcome	Teaching Strategy	Assessment Strategy
Sociological Concepts : Society, Social Change, Family, Marriage, Norms, and Values, Understanding Social Situation.	<ul style="list-style-type: none"> <li>Students will be able to define the sociological concepts such as society, social change, family, marriage, norms, and values and will understand the nature, types and functions of these core concepts.</li> </ul>	Lecture Power Point Presentation Handouts	Midterm Assignment
Types of Human Society: Hunting, Fishing, Pastoral, Agricultural Societies, Characteristics of Primitive Society, Magic, Religion.	<ul style="list-style-type: none"> <li>Students will learn about the historical evolution and types of human society particularly hunting, fishing, pastoral, agricultural and primitive society and will be able to distinguish these societies with their advantages and disadvantages and will also understand the composition of magic and religion.</li> </ul>	Lecture Power Point Presentation Handouts Book References	Assignment Midterm Final Exam
Culture and Society: Cultural Diversity, Ethnocentrism, Cultural Lag and Cultural Conflict	<ul style="list-style-type: none"> <li>Students will learn about the culture and cultural diversity with its importance in social welfare and obtain knowledge about the concept of ethnocentrism, cultural conflict, cultural lag, and their causes and consequences on societies</li> </ul>	Lecture Power Point Presentation Handouts Soft copies of Literatures	Final Exam Group Discussion
Factors Affecting Social Life: Geography, Heredity, Culture, Group or Social Factors	<ul style="list-style-type: none"> <li>Students will learn how the geography, heredity and culture determine and affect social life.</li> </ul>	Lecture Power Point Presentation Handouts	Final Exam Assignment
Socialization and Class Structure: Classification of Socialization, Definition and Classification of Social Structure, Kinship and Classification of Kinship, Slavery, Caste, Estate; Theories of Durkheim, August Comte, Karl Marx, Max Weber and Others.	<ul style="list-style-type: none"> <li>Students will be able to understand the process of socialization, pattern of social structure and kinship, nature of slavery, caste and estate and how kinship, slavery, caste and estate affect social life and will know sociological theories and how those theories can be applied in social work practice as well.</li> </ul>	Lecture Power Point Presentation Handouts	Final Exam Class presentation
Social Mobility in Urban	<ul style="list-style-type: none"> <li>The content will help the learners to</li> </ul>	Lecture Power	Final Exam

and Rural Area: Social Mobility in Urban and Rural Setting; Social Control:  Concepts , Techniques, Types and Agencies of Social Control	comprehend about the concept of social mobility and social control, their importance, and their implication in both rural and urban settings.	Point Presentation Handouts Book References	
Races of Mankind: Concepts, Origins and Classification of Races, Racial Classification of Bangladeshi People	<ul style="list-style-type: none"> <li>Students will be able to critically analyze the indigenous culture and society through the knowledge of race and racial classification of Bangladeshi people.</li> </ul>	Lecture, PowerPoint Presentation Book References, Soft copies of Literatures	Final Exam, Question Answer

### Suggested Readings

- Ahmad, M. (1999). *Bottom-Up: NGO Sector in Bangladesh*. Dhaka: CDL.
- DuBois, B.; Miley, K.K.(1996).*Social Work: An Empowering Profession*(2<sup>nd</sup> ed.). London: Allyn and Bacon.
- Government of Bangladesh. (2010). *Activities of the Department of Social Services at a Glance*. Dhaka: Department of Social Services, Ministry of Social Welfare.
- Grant, J.J.; Pirtle, W.G. (1976).*Social Problems: As Human Concerns*. San Francisco: Boyd @ Fraser Publishing Company.
- Lauer, R. H. and Lauer, J. C. (2000).*Troubled Times: Readings in Social Problems*. Los Angeles: Calif Roxbury Pub.
- Merton, R. K. and Nisbet, R. A. (1968). *Contemporary Social Problems*. New York: Prentice Hall.
- Nordskog, J.E.; Mcdonagh, E.C.; Vincent, M.J. (1956).*Analyzing Social Problems* (Revised ed.). New York: Henry Holt and Company, INC.
- Raab, E. and Selznick, G. J. (1995). *Major Social Problems*. New York: Harper and Row.
- Sullivan, T. J. and Thomson, K. S. (1991).*Introduction to Social Problems*. New York: Macmillan.
- Zastrow, C. (1996).*Social Problems: Issues and Solutions*. Chicago: Nelson Hall.

<b>Course No: BSS 205</b>	<b>Credits: 2</b>	<b>Hours: 30</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Youth Welfare</b>			<b>Course Type: Theory</b>

**Rationale:** The course introduces the students about the various perspectives of youth welfare. This course provides clear understanding about different concepts of youth, youth culture, youth power, youth development, needs and problems of youth with focusing on youth welfare. The students will be able to know different perspectives of youth, policies and programs for the youth, challenges of youth and important aspects in youth development through this course.

### **Course Learning Objectives (CLOs):**

The course has following objectives-

The objective of this course is to provide a clear understanding to the students about youth welfare and to make the students able to-

- \*know about the cultural, comparative and biographic aspects and rights of youth;
- \*know about the structure of youth population from global and local perspectives;
- \*analyze the policies and programs of youth in South Asia region and Bangladesh;
- \*realize the difficult situations of youth in the context of Bangladesh;
- \*learn the important aspects in youth development with focusing to ethical education, social responsibility, physical and mental development, voluntary activities, family life orientation.

### **Course Contents**

1. Concepts: youth, youth culture, youth empowerment, youth development, youth welfare, needs and problems of youth.
2. Perspectives of youth: rights of youth, theories or approaches of youth development, structure of youth population, importance of youth development.
3. Policies and programs for the youth: national youth policy, five year plan, department of youth, programs for the youth in Bangladesh, youth programs in the South Asia region
4. Youth in difficult situations: out of school, youth victims, youth in disability.
5. Important aspects of youth development: ethical education, social responsibility building through leadership training, physical development and mental health education, work oriented education and job searching training, voluntary community well being activities, family life orientation related education.

### **Course Learning Outcomes (CLOs)**

CLO1: Students will be able to learn different concepts relating to youth and youth welfare.

CLO2: Students will be able to know different perspectives of youth, rights of youth and theories or approaches of youth, structure of youth population and importance of youth development.

CLO3: Students will be able to know about policies and programs for the youth in Bangladesh and south asia region.

CLO4: Students will be able to explore different difficult situation of youth in the world.

CLO5: Students will be able to know various important aspects of youth development.

## Mapping of Course Learning Outcomes (CLOS) with Program Learning Outcomes (PLOs)

Course no. 205	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	√									
CLO2		√					√			
CLO3			√							
CLO4								√		
CLO5										√

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Concepts: youth, youth culture, youth empowerment, needs and problems of youth, youth development and youth welfare	Students will be able to know different concepts related youth welfare	Lecture, power points and handout	Assignment, group discussions, home work
Perspectives of youth: rights of youth, theories or approaches of youth development, structure of youth population, importance of youth development	Students could gain knowledge about youth from global and local perspectives	Lecture, power points and hand outs	Assignment, group discussions, home work
Policies and programs for the youth: national youth policy, five year plan, department of youth, programs for the youth in Bangladesh, youth programs in the south asia region.	Students will be able to critically analyze policy and programs of youth in Bangladesh	Lecture, power point presentations and handout	Assignment and midterm exam
Youth in difficult situations: out of school, youth victims, youth in disability	Students will be able to know the challenges of youth population and generate self – awareness	Lecture, power points presentation and hand out	Assignment, group discussions, home work
Important aspects of youth development: ethical education, social responsibility building through leadership training, physical development and mental health education, work oriented education and job searching training, voluntary community	Students will be able to develop themselves through learning important aspects of life.	Lecture, power point presentation and handout	Assignment, home work, group discussions, question answer

well being activities, family life orientation related education.			
---	--	--	--

### Suggested Reading Materials

- Benson, Peter L., Scales, Peter C., & Hailton, Stephen F. (2007). Positive Youth Development: Theory, Research and Application. Handbook of Child Psychology.
- Cahill, Helen. (2015). Approaches to Understanding Youth Well-being. Handbook of Children and Youth Studies. Springer Publisher. Singapore.
- Cooper, T. (2012). Models of Youth Work: A framework for positive skeptical reflection. Youth and Policy, 98-117
- Iwasaki, Yoshitaka. (2015). The Role of Youth Engagement in Positive Youth Development and Social Justice Youth Development for High Risk, Marginalized Youth International Journal of Adolescence and Youth. vol- 21. Issue 3. Page-267-278
- Shek Daniel TL, Dou, Diya, Zhu, Xiaoqin and Chai, Wenyu. (2019). Positive Youth Development: Current Perspectives. Adolescent Health, Medicine and Therapeutic. China.
- Feixa, C., & Nofre, J. (2012). Youth Cultures. In Sociopedia. Sage Publisher. London.
- Kehily, Mary J. (ed). (2007). Understanding Youth: Perspectives, Identities and Practices. Sage Publisher. London.
- Lerner, R., Lerner, J., & Benson, J. (2011). Positive Youth Development. Elsevier. Amsterdam.
- United Nations. (2020). Youth Social Entrepreneurship and the 2030 Agenda. World Youth Report. Department of Economic and Social Affairs. New York.



<b>Course No: BSS 206</b>	<b>Credits: 1</b>	<b>Hours: 15</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Seminar</b>			<b>Course Type: Presentation</b>

[Students will be divided into different groups. Each group will be assigned to a teacher where they will select a small topic to develop a paper with their group participation. Finally, this paper will be presented in the seminar]

<b>Course No: BSS 207</b>	<b>Credits: 1</b>	<b>Hours: N/A</b>	<b>BSS Hon's 2<sup>nd</sup> Semester</b>
<b>Course Title: Viva-Voce</b>			<b>Course Type: Theoretical</b>

[Students will attend the Viva-Voce in front to the exam committee after finishing their exams of this semester and it is compulsory for them. There are no particular contents/topics for this viva-Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the course curriculum].

<b>Course No: BSS 301</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 3<sup>rd</sup> Semester</b>
<b>Course Title: Public Health Issues And Services</b>			<b>Course Type: Theory</b>

### **Rationale:**

The designated course will provide substantial knowledge with regard to the basic concept of public health and public health-related issues. This course is of high importance because public health is a significant field of social work practice. This course includes fundamental aspects of public health, such as social and community medicine, personal hygiene and environmental sanitation, indicators and determiners of public health, communicable disease, maternal and child mortality, food and nutrition, and health education. The above all are major issues of social work activities particularly in the fields of hospital social work or community social work in Bangladesh. This course will be a good opportunity for students to get theoretical as well as practical knowledge regarding public health issues, problems and services in Bangladesh. Basically, this course will contribute to exploring the influence of psycho-physical, social and cultural factors on the health status of individuals and community people. While students will get an excellent understanding of health topics from a number of perspectives of Bangladesh, they will be able to understand the multifaceted aspects of public health especially in the fields of community health, personal hygiene, dietary and nutritional condition, child and maternity health concerns and services, communicable and non-communicable disorders and their prevention or control. Studying the designated course will equip the students with conceptual as well as real-life situation knowledge combined with opportunities to work in public health settings that will help develop students' ability to foster positive changes in the lives of people in the whole country.

### **Course Learning Objectives:**

The course has the following objectives:

- To introduce the students to the basic concepts and related aspects of public health issues, problems and services prevailing in Bangladesh.
- To provide knowledge about (i) concepts and meanings of health, public health, community and social medicine, indicators and determinants of public health; (ii) communicable diseases, maternal and child mortality, food and nutrition; and (iii) health education and its application in social work practice.
- To explain the societal, behavioral, biological and socioeconomic causes of disease.
- To understand the factors that affect major health problems in populations.
- To impart strategic knowledge to the students about how to deal with communicable disorders.
- To educate the students with regard to the concept of health education and its importance, process and limitations in Bangladesh.
- To make students acquainted with examples of successful activities in public health settings.
- To familiarize students with the scope and practices of public health in social work practice
- Describe the basic organization of health care and public health systems and the

contributions of health professionals.

- To help students in solving public health problems with creativity, curiousness and evidence-based methods.
- To orient the students with how to play social work roles in public health activities in Bangladesh.

### **Course Contents:**

1. Concept of health, public health, community medicine and social medicine.
2. Indicators of public health, determinants of health, personal hygiene, environmental sanitation.
3. Health problems and services in Bangladesh, health administration in Bangladesh.
4. Communicable diseases: concept, host-agent-environment, disease spectrum, iceberg of disease, reservoir of infection, route of transmission of disease, control of communicable diseases.
5. Maternal and child health (MCH): problems and services in Bangladesh, the Expanded Program on Immunization (EPI).
6. Food and nutrition: concepts, classification, balanced diet, nutritional problems, nutritional and dietary condition in Bangladesh
7. Health education: concept, contents, principles, process, and limitations.
8. Role of the social worker in public health services/activities in Bangladesh.

### **Course Learning Outcomes (CLOs)**

- **CLO-1:** Students will be able to get a better understanding of basic concepts, such as physical health, public health, community medicine and social medicine along with their elements.
- **CLO-2:** Students can be able to identify the main indicators and determinants of public health and know the main measures and precautions of personal hygiene and environmental sanitation
- **CLO-3:** Students will be able to get ideas of the emerging conditions of personal hygiene and environmental sanitation from within their own community.
- **CLO-4:** Students will get knowledge about the structure of public health administration and existing public health services and limitations of health services in Bangladesh
- **CLO-5:** Students will be able to know the concepts of communicable diseases and some related issues such as Host-Agent-Environment, Disease Spectrum, Iceberg of Disease, and Reservoir of Infection and the ways to prevent communicable diseases in Bangladesh.
- **CLO-6:** Students will understand maternal and child health concerns and the Expanded Program on Immunization (EPI) along with its success and limitations.
- **CLO-7:** Students will get a clear orientation about food and nutritional status, dietary practice and conditions in Bangladesh.
- **CLO-8:** Students will learn about the meaning of health education, principles and processes to provide health education in the community, health education services being provided by the government and non-government organizations and limitations of health education in Bangladesh.
- **CLO-9:** Students will be able to figure out some practice areas of public health and services

where social work knowledge and skills can be applied.

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS -301	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10
CLO1	✓						✓			
CLO2		✓								
CLO3	✓				✓					
CLO4		✓								
CLO5			✓		✓			✓		✓
CLO6						✓				
CLO7		✓					✓			
CLO8								✓		
CLO9								✓		✓

### **Learning Outcome, Teaching Strategy and Assessment Strategies against Course Contents**

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Concept of Health, Public Health, Community Medicine and Social Medicine.	<ul style="list-style-type: none"> <li>Students will be able to know the basic concepts, such as health, public health, community medicine and social medicine</li> </ul>	Lecture Power Point Handouts	Midterm Assignment Group discussion/ Tutorial Final Exam
Indicators of Public Health, Determinants of Health, Personal Hygiene, Environmental Sanitation.	<ul style="list-style-type: none"> <li>Students can be acquainted with major indicators and determinants of public health.</li> <li>They will know the main measures and precautions of personal hygiene and environmental sanitation.</li> <li>Students will be able to get some examples of personal hygiene and environmental sanitation from their own community</li> </ul>	Lecture Power Point Handouts	

Health Problems and Services in Bangladesh, Health Administration in Bangladesh.	<ul style="list-style-type: none"> <li>Students will know about the structure of public health administration</li> <li>They will know the existing public health services and identify the limitations of health services in Bangladesh</li> </ul>	Lecture Power Point Handouts	Assignment Midterm Group discussion / Tutorial Final Exam.
Communicable Diseases: Concept, Host-Agent-Environment, Disease Spectrum, Iceberg of Disease, Reservoir of Infection, Route of Transmission of Disease, Control of Communicable Diseases.	<ul style="list-style-type: none"> <li>Students will be able to know the concept of communicable diseases with the routes of transmission.</li> <li>They will know some related concepts of communicable diseases such as host-agent-environment, disease spectrum, iceberg of disease, and reservoir of infection. Also they will learn the ways to prevent communicable diseases in Bangladesh.</li> </ul>	Lecture PowerPoint Handouts	Assignment Midterm Final Exam.
Maternal and Child Health (MCH): Problems and Services in Bangladesh, the Expanded Program on Immunization (EPI).	<ul style="list-style-type: none"> <li>Students will understand the maternal and child health along with their importance in Bangladesh</li> <li>They will get knowledge about the Expanded Program on Immunization (EPI) with its success and limitations.</li> <li>Students will be able to have some examples of maternal and child health programs from their own community</li> </ul>	Lecture Power Point Handouts Community visit (EPI) and reporting	Assignment Midterm Group discussion/ Tutorial Final Exam.
Food and Nutrition: Concepts, Classification, Balanced Diet, Nutritional Problems, Nutritional and Dietary Condition in Bangladesh.	<ul style="list-style-type: none"> <li>Students will get a clear about food and nutrition, balanced diet and dietary condition in Bangladesh.</li> <li>Students will be able to develop a dietary plan and provide some examples on balanced dietary practices from their own experience</li> </ul>	Lecture PowerPoint Handouts	Assignment Midterm Group discussion/ Tutorial Final Exam
Health Education: Concept, Contents, Principles, process,, Limitations	<ul style="list-style-type: none"> <li>Students will learn about the health education, contents of health education, and principles and process.</li> <li>Students will get ideas about the process of providing health education in the community along with some limitations of health education in Bangladesh</li> <li>They will know about the existing health education services rendered by GO-NGOs</li> </ul>	Lecture PowerPoint Handouts Participate in a community for counseling	Assignment Midterm Group discussion/ Tutorial Final Exam.

Role of Social Worker in Public Health Activities in Bangladesh.	<ul style="list-style-type: none"> <li>Students will be able to understand some public health issues and services where social work knowledge can be applied.</li> </ul>	Lecture PowerPoint Handouts	
--	--	-----------------------------------	--

### **Suggested Reading Materials**

Alauddin, M.(1980). Socio-economic Determinants of Fertility. Dhaka: ISWR, DU.

Bhende, Asha A. and Tara, Kanitkar (1982).Principles of Population Studies. Bombay: Himalaya.

Diehl, Harold S., (1964). Healthful Living – A Textbook of Personal and Community Health. New York: McGraw Hill.

Here, David., (1975).Society and Population. India: Prentice Hall.

Islam, M. R. and Faruque, C.J. (2015). Safe Motherhood Promotion in Bangladesh: Evidence from a NGO's Local Level Health Monitoring and Advocacy Project, Journal of Family Medicine and Community Health. 2(2):1033.

Islam, M. R. and Hajar, A. B. S. (2013).Methodological Challenges on Community Safe Motherhood: A Case Study on Community Level Health Monitoring and Advocacy Programme Bangladesh. Revista de Cercetare si Interventie Social, 42, 101-119.

Lucas, David. et al., (1980).Beginning Population Studies. Australia: Australian National University.

Park, K.(2003). Textbook of Preventive and Social Medicine. India: Banarsidas Bhanot.

Rashid, K. M; Rahman, Mahmudur and Hyder, Sayeed(2007).Textbook of Community Medicine and Public Health. Dhaka: RHM.

Roy, Santilal(1962). A Handbook of Preventive and Social Medicine. Calcutta: Academic Publishers.

<b>Course No: BSS 302</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 3<sup>rd</sup> Semester</b>
<b>Course Title: Demographic Issues: Policy, Planning and Services</b>			<b>Course Type: Theory</b>

**Rationale:** The main rationale of this course is to provide understanding for the social work students regarding population size, composition and distributions, theories of population and population problems, population policy and planning, nature and characteristics; and in changes in these aspects through time and the causes of these changes. These contents would be useful to social work students as they are interested in to work with the people in order to bring positive changes towards human resource development. This is an important module where the students will learn the basic tools and techniques of demographic data collection and population theories so that they can be able to understand the different strategies to address population problems. This course will make bridge between social work students and policy planner.

### **Course Learning Objectives**

1. To provide understanding regarding the basic issues related to demography and the consequences of population problems.
2. To provide idea about basic concepts of demography such as fertility, mortality, and migration with their indicators.
3. To introduce the basic tools and techniques of demographic data collection. such as census, demographic sample survey registration system and population register successfully.
4. To provide understanding the different theories related to population such as Early Philosophers, Mercantilist, Malthusian, Optimum, Marxist and Demographic Transition Theory.
5. To explore the nature, characteristics and features of population policy in Bangladesh.
6. To provide understanding the history and achievements of family planning programs of Bangladesh in controlling population problems.
7. To inform the population programs and role of NGOs in controlling population in Bangladesh such as FPAB, BSTC and RSDP with their limitations.

### **Course Contents**

**Population and Demography:** Meaning, Scope and Importance of Demography, Nature and Characteristics of Bangladesh Population, Difficulties and Importance of Demographic Study in Bangladesh; Need of Demographic Studies for Social Worker and Role of Social Workers in Dealing with Population Problem in Bangladesh.

**Basic Concepts of Demography:** Fertility, Mortality, Nuptiality, and Migration.

**Methods of Demographic Data Collection:** Population Census, Demographic Sample Survey, Vital Registration System, and Population Register.

**Theories of Population:** Early Philosophers, Mercantilist, Malthusian, Optimum, Marxist and Demographic Transition Theory.

**Population Policy in Bangladesh:** Historical Evolution, Objectives and Characteristics of Population Policy, Role of Population Policy in Controlling Population of Bangladesh.

**Family Planning Program in Bangladesh:** History, Achievements, Problems and Prospects; Family Planning Strategies and their Outcomes.

**Role of NGOs in Population Control in Bangladesh:** Family Planning Association of Bangladesh (FPAB), Population Services and Training Center (PSTC) and Rural Service Delivery Program (RSDP).

**Demographic Studies and social work:** Scope and Role of Social Workers in Dealing with Population Problem in Bangladesh.

#### Course Learning Outcomes (CLOs)

- CLO1: Students will be able to get a better understanding regarding the basic issues related to demography and the consequences of population problems.
- CLO2: Students can be able to learn basic concepts of demography such as fertility, mortality, and migration with their indicators.
- CLO3: Students will be able to know the basic tools and techniques of demographic data collection such as census, demographic sample survey registration system and population register successfully.
- CLO4: Students will get knowledge about the different theories related to population such as Early Philosophers, Mercantilist, Malthusian, Optimum, Marxist and Demographic Transition Theory.
- CLO5: Student will be able to know the nature, characteristics and features of population policy in Bangladesh.
- CLO6: Students will be able to know the history and achievements of family planning programs of Bangladesh in controlling population problems.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 102	PLO1	PLO2	PLO3	PLO 4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	√									
CLO2	√									
CLO3	√			√						
CLO4	√	√								
CLO5	√			√						
CLO6				√						√

#### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
<b>Population and Demography:</b> Meaning, Scope and Importance of Demography, Nature and Characteristics of Bangladesh Population, Difficulties and Importance of Demographic Study in Bangladesh.	<ul style="list-style-type: none"> <li>• Students will be able to understand the meaning and scope of population science and demography with its differences</li> <li>• Students will understand the importance of studying population science particularly in Bangladesh with its limitation</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.



<b>Basic Concepts of Demography:</b> Fertility, Mortality, and Migration.	<ul style="list-style-type: none"> <li>• Student will get idea about basic concepts of demography such as fertility, mortality, and migration with their indicators</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.
<b>Methods of Demographic Data Collection:</b> Population Census, Demographic Sample Survey, Vital Registration System, and	<ul style="list-style-type: none"> <li>• Students will learn about the basic tools and techniques of demographic data collection. They will be able to use the tools such as census, demographic sample survey registration system and population register successfully.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.
<b>Theories of Population:</b> Early Philosophers, Mercantilist, Malthusian, Optimum, Marxist and Demographic Transition Theory.	<ul style="list-style-type: none"> <li>• Students will familiarize with the different theories related to population such as Early Philosophers, Mercantilist, Malthusian, Optimum, Marxist and Demographic Transition Theory.</li> <li>• Students will learn the relevancy and significance of the population theories for a specific country special reference to Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.
<b>Population Policy in Bangladesh:</b> Historical Evolution, Objectives and Characteristics of Population Policy, Role of Population Policy in Controlling Population of Bangladesh.	<ul style="list-style-type: none"> <li>• Students will able to explore the nature, characteristics and features of population policy in Bangladesh</li> <li>• They will know the role of these policies to address population problems in Bangladesh</li> <li>• Students will be able to find some limitations of this policy</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Final Exam.

<b>Family Planning Program in Bangladesh:</b> History, Achievements, Problems and Prospects; Family Planning Strategies and their Outcomes.	<ul style="list-style-type: none"> <li>Students will understand the history and achievements of family planning programs of Bangladesh in controlling population problems.</li> <li>Students will be able to critically review the family planning programmes in Bangladesh with its importance and limitations.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
<b>Role of NGOs in Population Control in Bangladesh:</b> Family Planning Association of Bangladesh (FPAB), Population Services and Training Center (PSTC) and Rural Service Delivery Program (RSDP).	<ul style="list-style-type: none"> <li>The students will learn the programs and role of NGOs in controlling population in Bangladesh.</li> <li>Students will know the structure and activities of FPAB, BSTC and RSDP with their limitations</li> </ul>		Group Discussion, Question and Answer, Assignment, Mid Term presentation . Final Exam.
<b>Demographic Studies and social work:</b> Scope and Role of Social Workers in Dealing with Population Problem in Bangladesh.	<ul style="list-style-type: none"> <li>Students will be able to identify some aspects of population and demographic issues and services where social work knowledge can be utilized</li> <li>Students will be able to provide some examples to utilize social work knowledge in particular aspects of demographic issues in Bangladesh</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.

### Suggested Readings

- Alauddin, M.(1980). *Socio-economic Determinants of Fertility in Bangladesh*. Dhaka University: ISWR.
- Noman, Aysha.(1983). *Status of Women and Fertility in Bangladesh*, Dhaka: UPL.
- GoB. *Population Census, 2011*.(2012). Dhaka: Bangladesh Bureau of Statistics.
- Cox, Peter R. *Demography*. (1993).New Delhi: University Book Stall.
- Heer, David.(1975). *Society and Population*. New Delhi: Prentice Hall.
- Lucas, David and Others.(1980). *Beginning Population Studies*. Australia: Australian National University.
- Mia, A.; Alauddin, M. and Islam, H.(1985). *Impact Study of Mothers Club*. Dhaka: ISWR.
- NIPORT, Bangladesh Demographic and Health Survey-2014.(2014).Dhaka:NIPORT.
- Raj, Hans.(1990). *Fundamental of Demography*, 4<sup>th</sup> ed. New Delhi: Surjeet Publication.
- Shrivastava O.S.(1983). *A Text Book of Demography*. New Delhi: Vikash Publishing House.
- Siegel, Jacob S. and Swanson, David (ed.). (2004). *The Methods and Materials of Demography*, 2nd ed. Boston : Elsevier/Academic Press.
- UNESCAP. (1981).*Population of Bangladesh: ESCAP Country*. Monograph Series No. 8. Bangkok. 1981

<b>Course No: BSS 303</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 3<sup>rd</sup> Semester</b>
<b>Course Title: Human Rights, Social Justice and Social Welfare</b>			<b>Course Type: Theory</b>

**Rationale:** This course outlines the conceptual framework of human rights and social justice for social welfare students. The main rationale of this course is to provide understanding these concepts and human rights instruments in Bangladesh and global context. This is an important module where the students will learn the basic laws and instruments practiced by the government and non- government human rights organizations. This course will make bridge between social work students and human rights organizations.

### **Course Learning Objective:**

This course has the following objectives;

- To prepare the social work students to make understood the conceptual analysis of human rights and social justice;
- To provide the leanings about the relationship between these concepts and social welfare so that the students can be able to become a good human rights practitioner;
- To make acquainted with the legal and constitutional rights;
- To provide knowledge about women rights, children rights and human rights organizations;
- To help the students to know the role of Government and Non-Government Organizations for the protection and promotion of human rights.

### **Course Contents**

- a. **Human Rights and Social Justice:** Concept, Types, and Philosophical Base;
- b. **Development of Human Rights:** Review in Historical Perspective;
- c. **Types of Human Rights:** Economic, Social and Political Rights;
- d. **Social Welfare and Human Rights:** Legal Aids and Human Rights;
- e. **Human Rights and Fundamental Rights in Bangladesh:** Concept, Constitutional Provision of Human Rights in Bangladesh; Women Rights;
- f. **Role of UN in upholding Human Rights:** Universal Declaration of Human Rights (UDHR) with special reference to Article-12(Confidentiality); Article-16(Marriage and Family); Article-22(Social Security); and Article-25(Basic Human Needs);
- g. **Human Rights and Children:** UN Convention on the Rights of the Child(CRC) 1989
- h. **Role of NGOs in promoting human rights with special reference to Bangladesh:** Bangladesh Society for the Enforcement of Human, Human Rights Commission, Institute of Democratic Rights; Bangladesh Jatiyo Ain-Jibi Samity, Ain O Shalish Kendra (ASK), BLAST, Amnesty International;
- i. **Role of Government Organization in the protection and Promotion of Human Rights in Bangladesh.**

### Course Learning Outcomes (CLOs)

- CLO1: Students will learn the conceptual definitions of human rights and social justice
- CLO2: Students will learn the historical development stages of human rights at global and Bangladesh context
- CLO3: Students will be able to know the legal and constitutional rights of Bangladesh
- CLO4: Students will understand the rights of women and children;
- CLO5: It will help the students about the roles of government and non-government human rights organizations in protecting and promoting human rights;

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 303	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2		√					√			
CLO3		√					√			
CLO4	√			√					√	
CLO5										

### Learning outcome, teaching strategy and assessment strategies against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
<b>Human Rights and Social Justice:</b> Concept, Types, and Philosophical Base	<ul style="list-style-type: none"> <li>• Students will learn the conceptual definition of human rights,</li> <li>• Students will be able to comprehend the concept of social justice so that they can understand this area by their own language.</li> <li>• Students will be able to understand the philosophical base of human rights and social justice.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work

<b>Human Rights: Types and Historical Development</b>	<ul style="list-style-type: none"> <li>Students will make their clarification about the different types of human rights,</li> <li>Student will be able to understand the chronological development stages of human rights,</li> <li>Students will also be able to understand the importance of human rights issues in terms of time and countries.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
<b>Social Welfare and Human Rights: Legal Rights and Human Rights</b>	<ul style="list-style-type: none"> <li>Student will be able to make relationship between Social Welfare and Human Rights with example(s).</li> <li>Student will also be able to make relationship between Legal Rights and Human Rights with example(s).</li> <li>Students will understand the importance of legal rights for social welfare and human rights.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
<b>Human Rights and Fundamental Rights: Concept, Constitutional Provision and Women Rights</b>	<ul style="list-style-type: none"> <li>Students will learn the concept of fundamental rights and women rights.</li> <li>Students will learn the constitutional provision of human rights and fundamental rights.</li> <li>Students will understand the situation of human rights and fundamental rights.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
Human Rights and United Nations:	<ul style="list-style-type: none"> <li>Students will learn the background of United Nations and UDHR.</li> <li>Students will understand the importance of different articles relating to social welfare.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
Human Rights and Children:	<ul style="list-style-type: none"> <li>Students will be able to understand the concept of child rights, major child rights issues.</li> <li>Students will get orientation about the CRC and domestic child rights instruments.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book	Group Discussion, Question and Answer Home Work

		References	
<b>Human Rights Organizations:</b> Role of NGOs in protecting and promoting human rights.	<ul style="list-style-type: none"> <li>Students will understand the management process of human rights organizations.</li> <li>Students will understand the practical roles of these organizations in protecting and promoting human rights in Bangladesh</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
<b>Government Organization:</b> Bangladesh National Human Rights Commission	<ul style="list-style-type: none"> <li>Students will understand the management process of national human rights organization.</li> <li>Students will understand the role of Bangladesh National Human Rights Commission in protecting and promoting human rights in Bangladesh</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work

### Suggested Reading Materials

- BBS, *Bangladesh National Population Census-2011*. Dhaka: Ministry of Planning. BBS, *Bangladesh Economic Review-2011*. Dhaka: Ministry of Planning.
- Bogue, D. J., *Principles of Demography*. New York, John Wiley.
- Cox, Peter R., 1993. *Demography*. New Delhi: University Book Stall.
- Heer, David., 1975. *Society and Population*. New Delhi: Prentice Hall.
- Islam, M. R. (2013). Brighter future of child domestic workers in Bangladesh: government initiatives and challenges. *Elixir International Journal*, 60, 16498-16503
- Islam, M. R., & Cojocar, S. (2016). Migrant domestic workers in Asia: Transnational variations and policy concerns, *International Migration*. 54(1), 48-63 (Wiley).
- Islam, M. R., Nath, B., Cojocar, S., & Islam, M. R. (2015). Child rights practice among the indigenous communities in Bangladesh. *Asian Social Work and Policy Review*, 9(3), 195-209 (Wiley).
- Islam, M. R., & Mungai, N. W. (2016). Forced evictions in Bangladesh: a human rights issue. *International Social Work*. 59(4), 494-507 (Sage).
- Lucas, David. et al., 1980. *Beginning Population Studies*. Australia: Australian National University.
- Mia, A.; Alauddin, M. and Islam, H., 1985. *Impact Study of Mothers Club*. Dhaka: ISWR.
- Nalasami, P. R., SitiHajar A.B., JalZabdi Y., Haris A. W., Noralina, O., & Islam, M. R. (2015). Implementation of child rights in children's homes in Malaysia. *Asian Social Work and Policy Review*. 9(3), 232-244 (Wiley).
- Noman, Aysha., 1983. *Status of Women and Fertility in Bangladesh*, Dhaka: UPL.
- NurSaadah, M. A., SitiHajar A. B., & Islam, M. R. (2014). Coping strategies among

- mothers of chronically ill children: A case study in Malaysia. *Journal of Social Services Research*, 40(2), 160-177 (Routledge).
- Raj, Hans., 1990. *Fundamental of Demography*, 4<sup>th</sup> ed. New Delhi: Surjeet Pub.
- Shrivastava O.S., 1983. *A Text Book of Demography*. New Delhi: Vikash Publishing House.
- Siegel, Jacob S. and Swanson, David (ed.). *The Methods and Materials of Demography*, 2<sup>nd</sup> ed. Boston : Elsevier/Academic Press.
- Shong. T. S., SitiHajar, A. B., & Islam, M. R. (2018). Poverty and delinquency: A qualitative study on selected juvenile offenders in Malaysia. *International Social Work*. doi: 10.1177/0020872818756172(Sage).
- UNESCAP., 1981. *Population of Bangladesh: ESCAP Country*. Monograph Series No. 8. Bangkok.
- সালাহউদ্দিন, এটি.এম. ১৯৮২। আধুনিক জনবিজ্ঞান। ঢাকা: বুক সোসাইটি।

<b>Course No: BSS 304</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 3<sup>rd</sup> Semester</b>
<b>Course Title: Disability and Social Work</b>			<b>Course Type: Theory</b>

**Rationale:** The course explores the meaning of disability along with its types and nature, gender significance of disability and disability situation in Bangladesh. The course critically examines various risk factors of disability and services provided in this regard. It focuses on the relevant legislation and policy in global and country context and the role of GOs and NGOs working with disability. This course will give some insights among the students to look how social work education can be an instrumental strategy to work with the persons with disabilities. This course is intended to prepare the students with knowledge and understanding of disability in order to enhance their knowledge and skills as professional social workers.

### **Course Learning Objectives**

The specific objectives of this course are:

- i) to provide understanding and learning to the students about the meaning of disability, its types, nature, and causes;
- ii) to give better understanding about the significance of disability issue with its status regarding demographic and socioeconomic condition;
- iii) to examine the status of disabled women and girls in Bangladesh in terms of their education, health, economic and cultural status, marriage and motherhood.
- iv) to provide knowledge on the policies and legislations related to disability and the role of GOs-NGOs to uphold the condition of the persons with disabilities;
- v) to help the students to identify the scope and application of social work knowledge to work with the persons with disabilities.

### **Course Learning Outcomes (CLOs)**

- **CLO 1:** Students will learn the meaning, types, causes of disability with its contents and scope;
- **CLO2:** Students will be able to understand the significance of disability as gender issue and to find out its social, psychological and emotional dimensions through the experiences of women with disabilities;
- **CLO3:** Students will be introduced with some GOs and NGOs working in this field of disability and their services provided for PWDs
- **CLO4:** Students will be able to understand the acts, policies and conventions related to the PWDs and their implication in Bangladesh;
- **CLO5:** Students will be able to apply social work knowledge in the field of disability and to develop their skills as social workers.



### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 103	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	✓						✓			
CLO2	✓									
CLO3						✓		✓		✓
CLO4										✓
CLO5		✓	✓							

### Learning outcomes, Teaching strategy, Assessment strategy against Course contents

Course contents	Learning outcome	Teaching strategy	Assessment strategy
<b>Disability:</b> Concept, Causes and Risk Factors of Disability, Types of Disability, Model of Disability	<ul style="list-style-type: none"> <li>Students will understand the meaning, types, causes of disability with its contents and scope</li> <li>Students will learn some models of disability</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>Developmental Disabilities:</b> Concept, Nature, Causes, Types, Services and Support (Treatment), Child Autism.	<ul style="list-style-type: none"> <li>Students will learn the concept, types, nature and causes of developmental disability</li> <li>Students will be able to know the services and treatment provided for them</li> <li>Students will get an idea about child autism</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>Learning Disability:</b> Concept, Signs, Causes and Risk Factors, Types of Learning Disability, Treatment and Intervention (Preventive and Supportive).	<ul style="list-style-type: none"> <li>Students will learn the meaning, causes, types and signs of learning disability</li> <li>Students will know about the preventive and supportive treatment of learning disability</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>Gender and Disability:</b> Women and Girls with Disability, Psycho-social Issues of Women with Disabilities, Disability Rights and Women Rights	<ul style="list-style-type: none"> <li>Students will be able to understand the significance of disability as gender issue</li> <li>Students will be able to find out the problems of WWDs in Bangladesh</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.

<b>Disability in Bangladesh:</b> Prevalence, Socio-Economic Problems of the PWD, Disability and Poverty, Government and Non- Government Initiatives for the PWDs, Community Based Rehabilitation (CBR), Services and Organizations: National Foundation of Disability Development, ERCPH, HEED Bangladesh, NFOWD, Center for the Rehabilitation of the Paralyzed (CRP)	<ul style="list-style-type: none"> <li>Students will understand the demographic, socioeconomic condition of PWDs in Bangladesh</li> <li>Students will get idea about the initiatives and Services taken for PWDs</li> <li>Students will be introduced with some GOs and NGOs working in this field</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>Legislation and Policy:</b> Constitutional Rights, The National Policy on Disability-1995, The Rights and Protection of Persons with Disabilities Act, 2013, The Neuro-Developmental Disability Protection Trust Act, 2013.	<ul style="list-style-type: none"> <li>Students will be able to understand the acts and policies related to the PWDs and their implication</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>International Commitments:</b> Disability Rights Movement, Programs for the PWDs in SAARC Countries, UN Declaration on the Rights of Disabled Person- 1975, Salamanca Statement,1994, Convention on the Rights of Persons with Disability(CRPD).	<ul style="list-style-type: none"> <li>This content will help to the learners about the history of Disability Rights Movement.</li> <li>Students will be able to know the conditions PWDs in SAARC Countries,</li> <li>Students will find some aspects of the UN Convention, Declaration and Decision relevant to disability</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.
<b>Social Work Practice with Disability:</b> Use of Social Work Methods, Knowledge, Skill, Values, Approaches and Strategies with Disability Issues, Role of Social Worker in Disability	<ul style="list-style-type: none"> <li>Students will be able to learn the scope and areas of disability issue in social work practice.</li> <li>Students will improve their skills to apply social work in the field of disability</li> </ul>	Lecture Discussion Power Point Handouts	Assignment Midterm Final Exam.

### Suggested Reading Materials

Ambrosino, Rosalie. et al., *Social Work and Social Welfare*. Australia: Thomson Learning, 2001.

Akber, Md. Ali., *Survey of the Disabled Freedom Fighters of Bangladesh*. Dhaka: Bangladesh Freedom Fighters Welfare Trust, 1973.

Bedi, M.S., *Socially Handicapped Children- A Study of their Institutional Services*. Jodhpur: Jain Brothers, 1978.

- Gruewald, Kari., *Mentally Handicapped Towards Normal Living*. London: Hutchinson, 1978.
- Kohil, A.S., *Social Services to Disabled*. New Delhi: Anmol Publications Pvt.Ltd. 1997.
- Kessler, H.S., *Rehabilitation of the Physically Handicapped*. New York: ColombiaUniversity Press. 1953.
- Mannan, Bashira., *Family and Social Life of Disables*. Dhaka: JatiyaGranthaProkashan, 1996.
- Markwick, Anne. et al., *Learning Disabilities*. London: Butterworth Heinemann, 2003.
- Mehta, D.S., *Handbook of Disabled in India*. New Delhi: Allied Publisher, 1983.
- Mia, Islam and Ali., *Situation of the Physically Handicapped Children in Bangladesh*. A Field Study of Institute of Social Welfare and Research; (n.d), 1973.
- Oliver, Michael., *Social Work with Disabled People*. London: Macmillan Publisher, 1983.
- Taylor, I.W., *International Society for Rehabilitation for the Disabled*. New York; ISRD. 1970.
- Titumir, Rashed Al Mahmud and Hossain, Jakir, *Disability in Bangladesh: Practice, Knowledge, Attitudes and Practices*, UnnayanOnneshan, 2005.
- Mannan, Bashira.(1996). *Family and Social Life of Disables*. Dhaka: JatiyaGranthaProkashan; 1996.
- Markwick, Anne et. al.(2003). *Learning Disabilities*. London: Butterworth Heinemann.
- NFOWD. *State of the Rights of Persons with Disabilities in Bangladesh 2011*. Disability Rights Watch Group, National Forum of Organisations working with the Disabled.
- Timm, Rev.Fr.R.W(ed.).(2008). *Disability and Human Rights in Bangladesh*. Action on Disability and Development(CDD), Dhaka
- Rahman, Nafeesur(ed.).(2005). *National and International Commitments Towards Establishing the Rights and Privileges of Persons With Disabilities*. Dhaka: Handicap International.
- Taylor, I.W.(1070). *International Society for Rehabilitation for the Disabled*. New York.
- Mehta, D.S. (1983). *Handbook of Disabled in India*. New Delhi: Allied Publisher.
- AlurSathi (1999), Women with disability, Action Aid Disability News. Vol.no.1 and 2, 11-14.
- Dias, Lidwin( 1982) Women and Disability- A Triple Disadvantages, Perspectives in Social Work, Vol. 19, Pp 19-26
- Simcock, P., & Castle, R. (2016). *Social Work and Disability (Social Work in Theory and Practice)*. Cambridge: Polity Press.
- Oliver, Michael.(1983). *Social Work with Disabled People*. London: Macmillan Publisher.
- নন্দ, বিশ্বপদ ওজামান, সারাওয়াতারা । (২০০৫) । ব্যতিক্রমধর্মী শিশু । মা ওলবদা ইসলাম, মো. তাজুল । (২০১৩) ।  
 অটিজম-মৃগীরোগবুদ্ধি প্রতিবন্ধিতা-আচরণসমস্যা । এশিয়াপাবলিকেশনস, ঢাকা

<b>Course No: BSS 305</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 3<sup>rd</sup> Semester</b>
<b>Course Title: Social Problem Analysis and Social Welfare Services</b>			<b>Course Type: Theory</b>

### **Rationale**

This course will provide learning on different tools and techniques of social problem analysis. Students will get the theoretical aspects of these tools and techniques and then they would be able to analyze social problems in Bangladesh. In addition, the students will get an overall understanding about the concepts, characteristics, causes and impacts of different social problems in Bangladesh and finally this course will provide learning about the services both government and nongovernment available in Bangladesh. The students also apply the techniques, tools, and strategies to solve the social needs and problems.

### **Course Learning Objectives (CLOs)**

This course has three specific objectives-

- To provide Students the theoretical understanding about different tools and techniques of social problem analysis;
- To introduce the Students about the concepts, characteristics, causes and consequences of different social problems in Bangladesh with applying the tools and techniques of social problem analysis;
- To help the students for understanding different existing policies, application of social work methods and strategies in social problem solving process; and
- To deliver the knowledge to Students regarding range of services are available in Bangladesh at both government and non-governmental level.

### **Course Contents**

1. Social Problem: Concept, Features, Causes, Approaches to Social Problem Analysis, Use of Social Research and Statistics in analyzing Social Problems.
2. Some Basic Issues Relating to Social Problems: Cultural Conflict, Role –Status Conflict, Class Conflict, Discrimination to distribute Societal Resources cum Opportunities, Family Disorganization.
3. Major Social Problems in Bangladesh: Poverty, Drug Addiction, Slum, Urban Problems, Corruption, Child Labor, and Trafficking.
4. Social Service: Concept, objectives, Social Service Programs run by the Department of Social Services in Bangladesh, NGOs Interventions to Combat Social Problems.
5. Role of Social Agencies in controlling Social Problems: Family, Religion, State and Politics.
6. Some Welfare Programs: Child, Family, and Youth Welfare.
7. Social Problem and Social Policy: Concept of Social Policy, Dimensions of Social Policy, Ways to make a Social Policy Controlling Social Problems.
8. Social Problems and Social Work: Concept of Social Work, Social Work Strategies to Combat Social Problems, Dimensions of Social Work to Analysis Social Problems, Social Welfare Attitude to Person in Problems.

**Course Learning Outcomes (CLOs)**

**CLO 1:** Students will learn the conceptual definitions, characteristics, approaches of social problems with its causes and consequences as well as be able to use the application of social research and statistics in social problem analysis Process.

**CLO 2:** Students will be able to define some basic concepts related to social problem analysis such as cultural conflict, role-status discrepancies, family disorganization, and unequal distribution of resources.

**CLO 3:** Students will know the concepts, characteristics, causes and consequences of major social problems such as Poverty, unemployment, drug addiction, slum, urban problems, corruption, Child Labour, and Trafficking in Bangladesh

**CLO 4:** Students will be able to identify the role, activities and services providing by the Department of Social Services in Bangladesh, NGOs.

**CLO 5:** Students will be able to indicate the role of social agencies such as family, religion, state and politics as well as be able to mention the names and activities of the welfare programs of child, family, and youth in Bangladesh with its demerits and limitations

**CLO 6:** Students can be analyze to define social policy with its objective and dimension as well as know the strategies of social work and will be able to use these strategies to solve social problems.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	✓		✓							
CLO2										
CLO3										
CLO4						✓	✓			
CLO5	✓			✓						✓
CLO6				✓						✓

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
Social Problem: Concept, Features, Causes, Approaches to Social Problem Analysis, Use of Social Research and Statistics in analysing Social Problems.	<ul style="list-style-type: none"> <li>Students will learn the conceptual definitions and characteristics of social problems with its causes</li> <li>Students will understand to use the approaches to social problem analysis to assess its causes and consequences</li> <li>Student will be able to use the application of social research and statistics in social problem analysis process</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Quiz Test</li> <li>Presentation</li> </ul>

Some Basic Issues Relating to Social Problems: Cultural Conflict ,Role –Status Conflict, Class Conflict, Discrimination to distribute Societal Resources cum Opportunities, Family Disorganization.	<ul style="list-style-type: none"> <li>• Students will be able to define some basic concepts related to social problem analysis such as cultural conflict, role-status discrepancies, family disorganization, and unequal distribution of resources.</li> <li>• Students will cite some problems and will be able to find and relate these causes with those problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentation s</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Tutorial Exam</li> <li>○ Group Discussion</li> <li>○ Home Work</li> </ul>
Major Social Problems in Bangladesh: Poverty, Drug Addiction, Slum, Urban Problems, Corruption, Child Labour, and Trafficking.	Students will know the concepts, characteristics, causes and consequences of major social problems such as Poverty, Drug Addiction, Slum, Urban Problems, Corruption, Child Labour, and Trafficking in Bangladesh	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentation s</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Class test</li> <li>○ Group presentation</li> </ul>
Social Service: Concept, objectives, Social Service Programs run by the Department of Social Services in Bangladesh, NGOs Interventions to Combat Social Problems.	<ul style="list-style-type: none"> <li>• Students will be able to identify the role, activities and services providing by the Department of Social Services in Bangladesh, NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	Mid Term Exam
Role of Social Agencies in controlling Social Problems: Family, Religion, State and Politics.	<ul style="list-style-type: none"> <li>• Students will be able to indicate the role of social agencies such as family, religion, state and politics</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Homework</li> <li>○ Quiz Test</li> </ul>

Welfare Programs for Child, Family, and Youth Welfare in Bangladesh	<ul style="list-style-type: none"> <li>Students will be able to mention the names and activities of the welfare programs of child, family, and youth in Bangladesh with its demerits and limitations</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book, Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Group Discussion</li> </ul>
Social Problem and Social Policy: Concept and dimensions of Social Policy, role of social policy to solve social problems in Bangladesh	<ul style="list-style-type: none"> <li>Students would be able to define social policy with its objective and dimension</li> <li>Students will be capable to use these dimensions to solve social problems.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial Exam</li> <li>Presentation</li> </ul>
Social Problems and Social Work: Concept of Social Work, Social Work Strategies to Combat Social Problems	<ul style="list-style-type: none"> <li>Students will be able to know the scope and functions of social work</li> <li>Students will know the strategies of social work and will be able to use these strategies to solve social problems</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Home work</li> <li>Tutorial Exam</li> <li>Final Exam.</li> </ul>

### Suggested Reading Materials

- Ahmad, Mohiuddin., 1999. *Bottom-Up: NGO Sector in Bangladesh*. Dhaka: CDL.
- DuBois, B.; Miley, K.K., 1996. *Social Work: An Empowering Profession* (2<sup>nd</sup> ed.), London: Allyn and Bacon.
- Grant, J.J.; Pirtle, W.G., 1976. *Social Problems: As Human Concerns*, San Francisco: Boyd @ Fraser Publishing Company.
- Nordskog, J.E.; Mcdonagh, E.C.; Vincent, M.J., 1956. *Analyzing Social Problems* (Revised ed.), New York: Henry Holt and Company, INC.
- GoB., 2010. *Activities of the Department of Social Services at a Glance*. Dhaka: Department of Social Services, Ministry of Social Welfare.
- Lauer, Robert H. and Lauer, Jeanette C. (eds.), 2000. *Troubled Times: Readings in Social Problems*. Los Angeles: Calif Roxbury Pub.
- Merton, R. K. and Nisbet, R. A., 1968. *Contemporary Social Problems*. New York: Prentice Hall.
- Raab, Earl and Selznick, Gertrude Joeger., 1995. *Major Social Problems*. New York: Harper and Row.
- Sullivan, Thomas J. and Thomson, Kenrick S., 1991. *Introduction to Social Problems*. New York: Macmillan.
- Zastrow, Charles., 1996. *Social Problems: Issues and Solutions*. Chicago: Nelson Hall.

<b>Course No: BSS 401</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Voluntarism and NGOs in Bangladesh</b>			<b>Course Type: Theory</b>

**Rationale:** This course outlines the conceptual framework of voluntarism and voluntary associations for social welfare students. The main rationale of this course is to provide understanding the historical development of voluntary activities in Bangladesh and global context. This is an important module where the students will learn the roles of government and non-government organizations in running the voluntary activities. This course will make bridge between social work students and NGOs working with voluntary activities.

### **Course Learning Objective:**

This course has the following objectives;

- To prepare the social work students to make understood the conceptual analysis of voluntary association and voluntary activities;
- To provide the leanings about the social welfare legislations in Bangladesh;
- To make acquainted with the government regulatory body for co-coordinating voluntary social welfare organizations;
- To provide knowledge about the functions and roles of national and international voluntary organizations/NGOs so that the students can practice this as a professional social worker.
- To help the students to know the new debate on NGOs and Government as Development Partner in Bangladesh.

### **Course Contents**

1. **Voluntarism:** Concept, Historical Perspective, Voluntary Organization, Voluntarism in Bangladesh;
2. **Legislations relating to Voluntary Social Work/Welfare Agencies:** Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961; The Foreign Donations ( Voluntary Activities) Regulation Ordinance 1978; The Foreign Contributions ( Regulations) Ordinance 1982
3. **National Council of Social Welfare:** Historical Background, Composition and Functions, Grants-in Aid Program of the Government for Voluntary Agencies;
4. **Important National NGOs in Bangladesh:** Background, Compositions, Role, Contribution and Future Prospects in National Development; BRAC, Grameen Bank, Proshika, Bangladesh Probin Hitoishy Shangstha, RDRS, ESDO;
5. **Voluntary Social Work at International Level:** International Voluntary Agencies working in Bangladesh- CARE, World Vision, Bangladesh Red Crescent Society; Impact of International Voluntary Agencies on the Voluntary Social Work in Bangladesh.
6. **NGOs and Government as Development Partner in Bangladesh;** Leadership Pattern of Voluntary Social Welfare Agencies, NGO Affairs Bureau: Background, Organogram and Functions.



**Course Learning Outcomes (CLOs)**

- CLO1: Students will learn the conceptual orientations of voluntary organization and voluntary activities;
- CLO2: Students will learn the historical development stages of voluntary activities and voluntarism in Bangladesh;
- CLO3: Students will be able to know the social welfare legislations relating to voluntary agencies in Bangladesh;
- CLO4: Students will understand the government regulatory body to coordinate and strengthen the initiatives of voluntary organizations;
- CLO5: It will help the students about the roles and functions of national and international voluntary organizations in voluntary social work;
- CLO6: Students will understand the role of NGOs with the government as development partner in Bangladesh.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 303	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2		√					√			
CLO3		√					√			
CLO4	√			√					√	
CLO5										
CLO6										√

### Learning outcome, teaching strategy and assessment strategies against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
<b>Voluntarism:</b> Concept, History, Voluntarism in Bangladesh	<ul style="list-style-type: none"> <li>Students will learn the conceptual definition of voluntarism, voluntary association, and development stages of voluntarism in Global and Bangladesh context.</li> <li>Students will comprehend the differences between government organization and voluntary association.</li> <li>Students will understand the voluntary activities at different level in Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
Legislations relating to Voluntary Social Welfare Agencies	<ul style="list-style-type: none"> <li>Students will make their clarification about the different social welfare legislations.</li> <li>Students will also be able to understand the importance of social welfare legislations in establishing and developing voluntary associations.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
Bangladesh National Council of Social Welfare(BNCSW)	<ul style="list-style-type: none"> <li>Student will be able to understand the background, composition and function of BNCSW.</li> <li>Student will also learn the concept of grant-in aid, objectives, principles and fields of grants-in aid distribution.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer Home Work
National NGOs: BRAC, GB, Proshika, RDRS, ESDO, BAAIGM	<ul style="list-style-type: none"> <li>Student will be able to understand the emergence of NGOs in Bangladesh.</li> <li>Students will learn the background, composition and functions of specific NGOs.</li> <li>Students will understand about the role of NGOs in rural development, women empowerment, rural poverty alleviation in Bangladesh.</li> </ul>	Lecture Power Point Handouts, Annual Report	Group Discussion, Question and Answer Home Work

International NGOs: CARE, World Vision and Bangladesh Red Crescent Society	<ul style="list-style-type: none"> <li>• Student will be able to understand the emergence of INGOs and working situation in Bangladesh.</li> <li>• Students will learn about the background, composition and functions of specific INGOs.</li> <li>• Students will understand about the role of INGOs in Child Welfare, Health, Disaster Management, Education, poverty alleviation in Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer  Home Work
NGOs and Government as Development Partner	<ul style="list-style-type: none"> <li>• Student will be able to understand the relationship of NGOs with Government in development.</li> <li>• Students will learn about the leadership pattern of NGOs.</li> <li>• Students will understand the background, organ gram and functions of NGOs Affairs Bureau.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer  Home Work

### Suggested Reading Materials

Annual Reports. *Relevant Records and Documents of Different NGOs and Government of Bangladesh.*

Aves, G.M., 1969. *The Voluntary Workers in the Social Services*. London: Bedford Square Press of NCSS.

Batten, T.R., 1959. *Voluntary Action and Social Progress*. London: The British Council.

Chowdhury, D. Paul., 1971. *Voluntary Social Welfare in India*. New Delhi: Sterling Publishing.

Chowdhury, S. R., Wahab, H. A., & Islam, M. R. (2018). The role of faith-based NGOs in social development: Invisible empowerment. *International Social Work*. doi: 10.1177/0020872818767260 (Sage).

GoB., 2010. *Bangladesh Economic Review 2010*. Dhaka: Ministry of Planning.

Islam, M. R. (2016). *NGOs, Social Capital and Community Empowerment in Bangladesh*. London: Palgrave Macmillan.

Islam, M. R. (2017). NGO community empowerment projects in Bangladesh: How do these fit the local context. *Local Economy*. 32(7), 763-777 (Sage).

Islam, M. R. (2017). Non-governmental organizations and community development in Bangladesh. *International Social Work*. 60(2), 479-493 (Sage).

Islam, M. R. (2015). NGOs' social capital development practice for social welfare in Bangladesh. *Global Social Welfare*. 2(4), 167-176 (Springer).

Islam, M. R. (2014a). Improving development ownership among the vulnerable people:

- Challenges of NGOs' community empowerment projects in Bangladesh. *Asian Social Work and Policy Review*, 8(3), 193-209 (Wiley).
- Islam, M. R. (2014b). NGOs' role for social capital and community empowerment in community development: Experience from Bangladesh. *Asian Social Work and Policy Review*, 8(3), 261-274 (Wiley).
- Islam, M. R., & Morgan, W. J. (2012). Agents of community empowerment? The possibilities and limitations of non-governmental organizations in Bangladesh. *Journal of Community Positive Practices*, 12(4), 703-725.
- Islam, M. R., & Morgan, W. J. (2012). Non-governmental organizations in Bangladesh: Their contribution to social capital development and community empowerment. *Community Development Journal*, 47(3), 369-385 (Oxford University Press).
- Morales, A. and Sheafor, B.W., 2004. *Social Work: A Profession of Many Faces*. Boston: Pearson.
- NGO Affairs Bureau., 1990. *Guide to NGOs in Bangladesh*. Dhaka: NGO Affairs Bureau, GoB.
- NGO Affairs Bureau., 1992. *NGOs in Bangladesh*. Dhaka: NGO Affairs Bureau, GoB.
- Sen. A. C., 1971. *Introducing Voluntary Agencies in India*. New Delhi: R. Gupta for Impex.
- Wahab, H. A., Bunyau, W., & Islam, M. R. (2018). Microcredit for rural poverty alleviation and social wellbeing: A study in Sabah, Malaysia. *Asian Social Work and Policy Review*, 12(1), 4-16 (Wiley).

<b>Course No: BSS 402</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Disaster Management and Rehabilitation</b>			<b>Course Type: Theory</b>

**Rationale:** This course has included a number of aspects of disaster management and rehabilitation. This is well agreed that Bangladesh is one of the most vulnerable in terms of its climate change and disasters. Every year, Bangladesh faces different types of natural and human induced disasters such as flood, cyclone, river erosion, drought, industrial accidents, road accidents, riots etc. This course outlines the tools and techniques of disaster management policies, programs, administrative actions and the operations are undertaken to address natural or man-made disasters through preparedness, mitigation, response and recovery. The main rationale of this course is to provide understanding these tools and techniques of disaster management and rehabilitation in general and then offer them to address the issues, problems and vulnerabilities to use indigenous as well as modern tools and techniques of the disaster management. This course will make bridge between social work students and the community people and disaster management organization as well.

### **Course Learning Objectives**

The objectives of the course are as follows:

- to provide learning to the students about various types of disasters and to prepare them to acquire knowledge about disaster management so that they can make initiatives for the community people;
- to educate the students about the modern as well as indigenous tools and techniques of disaster management with its policies, programs, administrative actions through preparedness, mitigation, response, recovery and rehabilitation; and
- to make awareness among the students to reduce or avoid the potential losses from hazards, assure prompt and appropriate assistance to the victims of a disaster, and achieve a rapid and effective recovery.

### **Course Contents**

**Concept and nature of hazard and disaster, types of disaster:** flood, cyclone, river erosion, water salinity, drought, tsunami, industrial accidents, environmental pollution, communal/political riots etc.

**Disaster management:** Meaning, objectives, disaster management cycle: preparedness, response, mitigation, disaster impact, recovery and prevention

**Vulnerability and risk management:** concepts, risk assessment, geographical extent and intensity, gender perspective in hazard analysis and management.

**Climate change and global warming:** concept, causes of climate change, impact of climate change and global warming

**Disaster Preparedness and Mitigation:** a) Basic concepts of preparedness b) Forecast and warning system c) Coping mechanisms: indigenous and modern d) Use of neighborhood and Community groups to face Disaster e) Primary health care. f) Temporary shelter g) Preparedness at different levels: family, community, local, national, and international g) Rescue, relief and h) rehabilitation

**Mitigation Approaches:** Community Participatory Approach, Sustainable Development Infrastructure, Partnership Building and Networking, Disaster Relief and Rehabilitation, Disaster Management Training and Education, Role of Media in Disaster Reduction, Institutional Capacity Building and Raising Disaster Fund, International Co- operation and Exchange of Ideas.

Role of the Government and NGOs in Disaster Management

### **Course Learning Outcomes (CLOs)**

- CLO1:** Students will learn the concept, nature and types of hazards and disasters and also learn the causes and consequences of different disasters such as flood, cyclone, river erosion, water salinity, drought, tsunami, industrial accidents, environmental pollution communal/political riots etc.
- CLO2:** Students will understand the concept of disaster management, its objectives and functions and would be able to understand the modern and indigenous tools and techniques of disaster management cycle: preparedness, response, mitigation, disaster impact, recovery and prevention.
- CLO3:** Students will learn the concept of vulnerability, its types and techniques to design vulnerability mapping.
- CLO4:** Students will learn the tools and techniques of risk and hazard assessment to address of disasters.
- CLO5:** Students will understand about the concepts of climate change and global warming and the causes and consequences of climate change and global warming in Bangladesh.
- CLO6:** Students will learn the basic concept of preparedness, tools and techniques to address the disaster.
- CLO7:** Students would be able to prepare a project on disaster preparedness and mitigation approaches.
- CLO8:** Students will understand the scope and importance of disaster relief and rehabilitation, disaster management training and education, role of media in disaster reduction, institutional capacity building and raising disaster fund, international co-operation and exchange of ideas.
- CLO9:** Students will understand the disaster management policies, programs, plans, acts and administrative actions of government and NGOs to address the disaster in Bangladesh.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2		√					√			
CLO3		√					√			
CLO4	√			√					√	
CLO5	√				√					
CLO6		√		√						√
CLO7		√		√						
CLO8		√								√
CLO9										√

### Learning outcome, teaching strategy and assessment strategies against course contents

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Concept and nature of hazard and disaster, types of disaster, flood, cyclone, river erosion, water salinity, drought, tsunami, industrial accidents, environmental pollution, communal/political riots etc.	<ul style="list-style-type: none"> <li>Students will learn the concept, nature and types of hazards and disasters and also learn the causes and consequences of different disasters such as flood, cyclone, river erosion, water salinity, drought, tsunami, industrial accidents, environmental pollution communal/political riots etc.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Home Work

Disaster management: Meaning, objectives, disaster management cycle: preparedness, response, mitigation, disaster impact, recovery and prevention	<ul style="list-style-type: none"> <li>Students will understand the concept of disaster management, its objectives and functions and would be able to understand the modern and indigenous tools and techniques of disaster management cycle: preparedness, response, mitigation, disaster impact, recovery and prevention</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Lesson Plans, Demonstration	Group Discussion, Question and Answer, Home Work, Presentation
Vulnerability and risk management: concepts, risk assessment, geographical extent and intensity, gender perspective in hazard analysis and management.	<ul style="list-style-type: none"> <li>Students will learn the concept of vulnerability, its types and techniques to design vulnerability mapping.</li> <li>Students will learn the tools and techniques of risk and hazard assessment to address of disasters.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment
Climate change and global warming: concept, causes of climate change, impact of climate change	<ul style="list-style-type: none"> <li>Students will understand about the concepts of climate change and global warming and the causes and consequences of climate change and global warming in Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation
Disaster Preparedness and Mitigation: a) Basic concepts of preparedness. b) Forecast and warning system. c) Coping mechanisms: indigenous and modern. d) Use of neighborhood and Community groups to face Disaster. e) Primary health care. f) Temporary shelter.	<ul style="list-style-type: none"> <li>Students will learn the basic concept of preparedness, tools and techniques to address the disaster.</li> <li>Students would be able to prepare a project on disaster preparedness and mitigation approaches.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Tutorial Quiz test



<p>g) Preparedness at different levels: family, community, local, national, and international.</p> <p>h) Rescue, relief and</p> <p>i) Rehabilitation.</p>			
<p>Mitigation Approaches: Community Participatory Approach, Sustainable Development Infrastructure, Partnership Building and Networking, Disaster Relief and Rehabilitation, Disaster Management Training and Education, Role of Media in Disaster Reduction, Institutional Capacity Building and Raising Disaster Fund, International Co- operation and Exchange of Ideas.</p>	<p>• Students will understand the scope and importance of disaster Relief and Rehabilitation, Disaster Management Training and Education, Role of Media in Disaster Reduction, Institutional Capacity Building and Raising Disaster Fund, International Co- operation and Exchange of Ideas.</p>	<p>Lecture, PowerPoint Presentation, Handouts, Book References</p>	<p>Group Discussion, Question and Answer, Quiz Test, Assignment</p>
<p>Role of the Government and NGOs in Disaster Management.</p>	<p>•Students will understand the disaster management policies, programs, plans, acts and administrative actions of government and NGOs to address the disaster in Bangladesh.</p>	<p>Lecture, PowerPoint Presentation, Handouts, Book References</p>	<p>Group Discussion, Question and Answer, Final Exam</p>

### Suggested Reading Materials

Asian Disaster Preparedness Center., 2002. *Regional Workshop on Best Practices in Disaster Mitigation*. Indonesia: UNDP.

Carter, W. Nick., 1992.*Disaster Management: A Disaster Manager's Handbook*. India: Sage Publication Bangladesh Disaster Preparedness Center and PACT- Bangladesh., 1993.*Disaster Management: Handbook for Bangladesh*. Dhaka: BDPC & PACT.

GoB.1998.*Special Workshops and Seminar for Natural Disaster Reduction and National Disaster Preparedness*. Dhaka: Disaster Management Bureau, Ministry of Disaster Management and Relief

- Islam, Md. Rabiul. 2010. Vulnerability and Coping Strategies of Women in Disaster: A Study on Coastal Areas of Bangladesh, *The Arts Faculty Journal* Vol.4 July 2010-June 2011 pp.147-169, University of Dhaka.
- Islam, M. R., & Khan, N. A. (2018). Threats, vulnerability, resilience, and displacement among the climate change and natural disaster-affected people in South East Asia: An overview. *Journal of the Asia Pacific Economy*. 23(2), 297-323(Routledge).
- Islam, M. R. (2018). Climate change, natural disasters and socioeconomic livelihood vulnerabilities: Migration decision among the char land people in Bangladesh. *Social Indicators Research*. 136(2), 575-593(Springer).
- Islam, M. R. & Shamsuddoha, M. (2017). Socioeconomic consequences of climate induced human displacement and migration in Bangladesh. *International Sociology*. 32(3), 277-298(Sage).
- Islam, Nabiul., 2008. *Impact of Flood in Urban Bangladesh*. Dhaka: AHDPH.
- Nizamuddin, K. (edited)., 2001. *Disaster in Bangladesh: Selected Readings*. Dhaka: Disaster Research Training and Management Center, University of Dhaka.
- Saha, Dr. Subrota Kumar., 2007. *Environment Impact Assessment for Changing World*. Dhaka: AHDPH.

<b>Course No: BSS 403</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Gender Issues and Women Development</b>			<b>Course Type: Theory</b>

### Rationale

The designated course is an attempt to provide a comprehensive overview of some concepts, ideas, contexts, and development approaches related to gender, gender and development, empowerment, inequality, discrimination and so forth. Through the study of this course, students can be able to understand how women development in terms of economic, social, cultural, political progress is taking place in Bangladesh. This course includes some theoretical approaches and development perspectives that can be used to analyze the multiple aspects of women development in the society. The main rationale of this course is to equip the students with profound knowledge and understanding about gender and development, gender discrimination, women empowerment and inequality within the context of society and culture of Bangladesh. Moreover, this course will help the students to learn how to measure some development-related variables such as gender equality, gender equity, empowerment, discrimination and deprivation. Students will be able to be familiar with development initiatives undertaken by government and nongovernment organizations at home and abroad along with some challenges to overall women development.

### Course Learning Objectives

The main objective of this course is to prepare the students with conceptual and theoretical knowledge about gender, gender development and its related issues as well as it follows other relevant objectives such as-

- to facilitate the students' knowledge development significantly about women development paradigm, gender and development aspects, gender related issues, different approaches, feminism patriarchy; theories and present challenges to the women development
- to acquaint with the national constitution initiatives international conventions, and initiatives laid down for upholding women rights as well as this course also highlights GO and NGO activities directed towards women development along with some challenges to overall development of female community;
- to gain intensive understanding as to the changing condition of women's life, particularly participation in labour force, education, politics, administration, health and reproductive issues; and
- to give better orientation and knowledge about women abuse in terms of bio-psycho-social mistreatments along with their causes and impacts on the lives of disadvantaged women.
- to offer the knowledge regarding policy, planning and programs required for women development for the students' comprehensive learning about women development.
- to give clear understanding with regard to social legislations associated with marriage, divorce, family violence, labor welfare and constitutional legal rights of women in Bangladesh;

### Course Contents

1. **Women Development:** Concept and Issues, Historical Background of Women Development in Bangladesh and Abroad, Barriers and Challenges to Women Development.
2. **Basic Concepts of Gender:** Concept of Gender and Sex, Gender as a Development Issue, Gender Mainstreaming; Gender Analysis Framework, Intra-Household Bargaining Power, Gender Equity & Equality, Different Measurement of Gender Equality.
3. **Theory and Approaches to Women Development:** WID, WAD, GAD; Women Development Approaches: Welfare Approaches; Anti Poverty Approaches; Skill Based Approaches; Equity Approaches; Empowerment Approach; Concept of Feminism: Origin and Different Theories of Feminism; Concept of Patriarchy and Its Origin

4. **Women and Empowerment:** Concept, Types, Dimensions, Impact of GO/ NGO Activities on Women Empowerment, Challenges to Women Empowerment.
5. **Basic Issues of Women's Situation:** Changing Status of Women in Bangladesh, Women and Reproductive Health; Women Participation in Labour force, Women in Politics. Violence against Women: Nature, Causes, Problems of Disadvantaged Women.
6. **Global and National Actions for Advancement of Women:** International and UN Conferences and Conventions, Constitutional Guarantees, National Women's Development Policy; Planning and Programs in Women Development,
7. **Legislations relating to the Women in Bangladesh:** Marriage, Family and Divorce Related Legislations; Violence-Related Legislations; Labor Welfare Related Legislations.

#### Course Learning Outcomes (CLOs)

**CLO1:**Students will be able to learn the meaning of different gender issues, gender development including socio-economic and political, human rights as well as to identify some contextual, economic, social, cultural, political factors that create barriers to women development in Bangladesh;

**CLO 2:**This content will help the students to know the basic concepts of gender and sex in the context of Bangladeshi culture, gender analysis framework, gender development and issues related to power and ability in decision making process with some examples of gender discrimination and deprivation from their own community;

**CLO 3:**This course will help the students to equip the concepts and knowledge about theory and approaches to women development such as WID, WAD and GAD, different approaches in feminism and patriarchy;

**CLO 4:**Students will learn about the women empowerment and its indicators as well as to determine the challenges of women empowerment in globally and within the context of Bangladesh and to know the GO-NGO initiatives to overcome the challenges;

**CLO 5:**This content helps the students to know basic issues of women in Bangladesh including women and reproductive health, women participation in development activities and politics, women violence and causes of the disadvantages of women; and

**CLO 6:**Student will get good understanding about the UN conventions and SDGs, and Constitutional Guarantees, National Women's Development Policy, National Budget, Planning and Programs in Women Development.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√		√							
CLO2							√			
CLO3		√								
CLO4				√	√					
CLO5							√	√	√	
CLO6					√		√			

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Women development: concept and issues, historical background of women development in Bangladesh and abroad, barriers to women development.	<ul style="list-style-type: none"> <li>Students will be able to learn the meaning of gender and women development including its characteristics and features, importance and historical backgrounds of political, human rights issues.</li> <li>They can be able to identify some contextual economic, social, cultural, political factors that barriers of women development in Bangladesh</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Quiz Test</li> <li>Question-Answer</li> <li>Class Attendance</li> </ul>
Basic concept of gender and sex, gender as a development issue, gender mainstreaming; gender analysis framework, intra-household bargaining power, gender equity & equality, different measurement of gender equality.	<ul style="list-style-type: none"> <li>This content will help the students to know the basic concept of gender and sex in general and within the context of Bangladeshi culture</li> <li>Students will learn the gender analysis framework</li> <li>Students will be able to learn how to assess gender development and the issues related to power and capacity in decision making process, and equality in terms of enjoying human rights.</li> <li>Students will be able to mention some examples of gender discrimination and deprivation from their own community.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Presentation</li> <li>Surprise test</li> </ul>
Theory and approaches to women development: WID, WAD, GAD; women development approaches: welfare approaches; anti-poverty approaches; skill- based approaches; equity approach; empowerment approach;	<ul style="list-style-type: none"> <li>This content will help the students to equip the concepts and knowledge about theory and approaches of women development such as WID, WAD and GAD with its scope</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Tutorial Examination</li> <li>Question answer</li> <li>Group Discussion</li> </ul>

feminism: origin and is different theories	<ul style="list-style-type: none"> <li>and indicators</li> <li>Students will learn the scope and theme of the development approaches such as welfare approaches; anti-poverty approaches; skill-based approaches; equity approaches; empowerment approach; feminism</li> <li>Students will be able to indicate the limitations of these approaches</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan</li> </ul>	
Women and empowerment: concept, types, dimensions, impact of GO/ NGO activities on women empowerment, challenges to women empowerment.	<ul style="list-style-type: none"> <li>Students will learn about the women empowerment and its indicators</li> <li>Students determine to overcome the challenges</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	Mid Term Exam.
Basic issues of women's situation: changing status of women in Bangladesh, women and reproductive health; women participation in labour force, women in politics. Violence against women: nature, causes, problems of disadvantaged women.	<ul style="list-style-type: none"> <li>This content helps the students to know basic issues of women in Bangladesh including women and reproductive health, women violence and causes of the disadvantages of women</li> <li>They will know the areas and ways of women participation in women development activities including politics</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Practical Work</li> <li>Question answer</li> </ul>
Global and National Actions for Advancement of Women: International and UN Conferences and Conventions, SDGs, Constitutional Guarantees, National Women's Development Policy; Planning and Programs in Women Development	<ul style="list-style-type: none"> <li>The content will help the students to know the global and national scope of action for advancement of women</li> <li>Student will get good understanding about the UN conventions and SDGs, and Constitutional Guarantees, National Women's Development</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Class Test</li> <li>Tutorial Examination</li> </ul>

	Policy; Planning and Programs in Women Development,		
Gender in development agenda: gender and PRSP; gender budgeting. Legislations relating to the women in Bangladesh: marriage, family and divorce related legislations; violence-related legislations; labor welfare related legislations.	<ul style="list-style-type: none"> <li>• This contents will provide knowledge about the inclusion of women</li> <li>• Student will know about the women development related laws, policies and services with its limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Home Work</li> <li>○ Final Exam.</li> </ul>

### Suggested Reading Materials

Bangladesh Bureau of Statistics (BBS), Ministry of Planning “Gender Statistics of Bangladesh 2018” May, 2019.  
[www.bbs.gov.bd](http://www.bbs.gov.bd)

*Encyclopedia of Women Development and Family Welfare*. Anmol Publications Pvt. Ltd. ( n.d.).

General Economic Division (GED), Bangladesh Planning Commission, Ministry of Planning “Scope of Gender Responsive Adaptive Social protection in Bangladesh” July 2020. [www. Socialprotection.gov.bd](http://www.Socialprotection.gov.bd)

Hasan, Sadik., 2007. *Women in Bangladesh Local Government: A Study of Gram Sarker*. Dhaka: Md. Aynul Hossain.

Hossain, Selina and Masuduzzaman., 2006. *Gender Biswakosh (Encyclopedia of Gender, Vol.-1 and 2)*. Dhaka: Mowla Brothers.

Mahtab, Nazmunnessa., 2008. *Women in Bangladesh*. Dhaka: A.H. Publishing House.

Mahtab, Nazmunnessa., 2012. *Women, Gender and Development: Contemporary Issues*. Dhaka: A.H. Publishing House.

Naz, Farzana., 2006. *Pathways to Women’s Empowerment in Bangladesh*. Dhaka: A.H. Development Published House.

Sarkar, Litika and Mayya, B. Silvara., *Women and Law: Contemporary Problems*. Dhaka: Academic Publishers;

হাসানউজ্জামান, আল-মাসুদ (সম্পাদিত)। ২০০৮। *বাংলাদেশের নারী : বর্তমান অবস্থান ও উন্নয়ন প্রসঙ্গ*, দি ইউনিভার্সিটি প্রেস লিমিটেড, ঢাকা।

রানা, নিশাত জাহান। ২০০৯। *জেন্ডার কোষ*। ঢাকা: যুক্ত, ঢাকা, বাংলাদেশ।

রফিকুল হুদা চৌধুরী এবং ডাঃ জাফরুল্লাহ চৌধুরী (২০০৯), *বাংলাদেশে মাতৃ মৃত্যুহার কমানো সম্ভবঃ গণস্বাস্থ্য কেন্দ্রের অভিজ্ঞতা*। গণপ্রকাশনী ; ঢাকা, বাংলাদেশ।

সেলিনা হোসেন ও মাসুদুজ্জামান, (২০০৬), *“জেন্ডার বিশ্বকোষ ১ম ও ২য় খন্ড”* মাওলা ব্রাদার্স, ঢাকা, বাংলাদেশ।

<b>Course No: BSS 404</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Crime, Victim, and Correctional Supports</b>			<b>Course Type: Theory</b>

### **Rationale**

This course has included a number of aspects of crime and society in general and shows how these aspects can be practiced in Bangladesh. The aspects such as the patterns and types of crime, development of crime in industrial settings, needs of community policing for crime prevention, jail and open system, and the punishment system would be prime learning areas of this course. This course will be useful in general the field of crime is an important area of work for social work students. This course will be particularly useful for those who are interested in planning to work on this particular field in the future.

### **Course Learning Objectives**

The objective of this course is to provide learning to the students about different aspects of crime and with the relation in society. To provide a wide range of knowledge on the patterns and types of crime, development of crime in industrial settings, needs of community policing for crime prevention, jail and open system, and the punishment system. The objective is to use this knowledge to understand social problems, human behavior and they can participate in prevention procedures.

### **Course Contents**

1. Concept and Evolution of Crime: Crime, Evolution of Crime, Features of Crime, Elements of Crime, Types of Crime; Crime Related Concepts such as Sin, Deviance, Immorality; Criminal Law.
2. Crime Studies: Criminology and Its Branches, Objectives and Necessity of Studying Criminology, Scope of Criminology.
3. Patterns of Crime : (a) Traditional Classification of Crime (b) Discussion on some special patterns of crime such as crime Against Women, Rape, Trafficking (human and drug); Political Crime ; Urban and Rural Crime .
4. Development and Crime: Industrialization and Crime; Urbanization and Crime; Modernization and Crime; Globalization and Crime; Environmental Issues and Crime.
5. Victim and Victimology: Concept of Victim, Types of Victim, Victimology- Concept, Scope, and Branches.
6. Community Policing: Conceptual Description, Components of Community Policing, Purposes of Community Policing, Characteristics of Community Policing, Principles of Community policing, Challenges of Community Policing, How to make Community Policing Effective; After-care system in Rehabilitation for Offenders.
7. Jail and Open Prison: Concept of Jail, Types of Jail; Open Prison, Concept of Open Prison, Nature of Open Prison, Objectives of Open Prison, Characteristics of Open Prison, Advantages of Open Prison, Eligibility of Open Prison, Open Prison vs Normal Prison.
8. Punishment, Correction and Crime Prevention: Concept and Theories of Punishment; Concept of Correction, Purposes of Correction, Guidelines and Program of Correction System in Bangladesh; Community-Based Correctional Programs (probation: concept, elements, purposes, types, and duties of a probation officer), Concept of Parole, Determinants and Conditions of Parole, Educational Qualification and Responsibilities of a Parole Officer; Measures of Preventing Crime.



### Course Learning Outcomes (CLOs)

**CLO 1:** Students will learn about basic concepts of crime, types of crime, branches of criminology and the background information of crime;

**CLO2:** Students will know the concept of community policing with its functions and importance in Bangladesh as well as understand the working scope, functions and role of community policing for crime preventions, after care and rehabilitations;

**CLO3:** Students will be able to know about the jail and open prison systems with its scope of work and objectives as well as advantages and disadvantages;

**CLO4:** Students will understand about punishment, correction and prevention with these comparative advantages and limitations; and

**CLO5:** Students will discuss to with some examples about the application of these procedures in Bangladesh as well as be aware about the parole system, role of parole officer and its working scope in Bangladesh.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2		√	√							
CLO3						√				
CLO4									√	
CLO5										√

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Concept and Evolution of Crime: Crime, Evolution of Crime, Features of Crime, Elements of Crime, Types of Crime; Crime Related Concepts such as Sin, Deviance, Immorality; Criminal Law.	<ul style="list-style-type: none"> <li>Students will learn about the back ground information and the crime and its context in the society</li> <li>Students will be able to define the basic concepts related to crime</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Home Work</li> <li>Group Discussion</li> </ul>
Crime Studies: Criminology and Its Branches, Objectives and Necessity of Studying Criminology, Scope of Criminology	<ul style="list-style-type: none"> <li>Students will understand different</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial Examination</li> <li>Surprise Test</li> </ul>
Patterns of Crime : (a) Traditional Classification of Crime (b) Discussion on some	<ul style="list-style-type: none"> <li>Students will know different types and patterns of crime</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Presentation</li> <li>Assignment</li> </ul>

special patterns of crime such as crime Against Women, Rape, Trafficking (human and drug); Political Crime ; Urban and Rural Crime	<ul style="list-style-type: none"> <li>Students will be understand the definitions of crime and its differences</li> </ul>	<ul style="list-style-type: none"> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	
Development and Crime: Industrialization and Crime; Urbanization and Crime; Modernization and Crime; Globalization and Crime; Environmental Issues and Crime	<ul style="list-style-type: none"> <li>Students will know development of</li> <li>Students will consults about these with some crimes</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Tutorial Exam</li> <li>- Mid Term exam</li> </ul>
Community Policing: Conceptual Description, Components of Community Policing, Purposes of Community Policing, Characteristics of Community Policing, Principles of Community policing, Challenges of Community Policing, How to make Community Policing Effective; After-care system in Rehabilitationfor Offenders	<ul style="list-style-type: none"> <li>Students will know the concept of community policing with its functions and importance in Bangladesh</li> <li>Students will understand the working scope, functions and role of community policing for crime preventions, after care and rehabilitations</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Home Work</li> <li>• Quiz Test</li> <li>• Question answer</li> </ul>
Jail and Open Prison: Concept of Jail, Types of Jail; Open Prison, Concept of Open Prison, Nature of Open Prison, Objectives of Open Prison, Characteristics of Open Prison, Advantages of Open Prison, Eligibility of Open Prison, Open Prison vs Normal Prison.	<ul style="list-style-type: none"> <li>Students will be able to know about the jail and open prison systems with its scope of work and objectives</li> <li>Students will be able to participate in group discussion about the application of these two systems in Bangladesh with its advantages disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Tutorial Examination</li> </ul>
Punishment, Correction and Crime Prevention: Concept and Theories of Punishment; Concept of Correction, Purposes of Correction, Guidelines and Program of Correction System in Bangladesh; Community–Based	<ul style="list-style-type: none"> <li>Students will understand about punishment, correction and prevention with these comparative advantages and limitations</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment</li> <li>- Tutorial Exam</li> <li>- Final Examination</li> </ul>

Correctional Programs (probation: concept, elements, purposes, types, and duties of a probation officer), Concept of Parole, Determinants and Conditions of Parole, Educational Qualification and Responsibilities of a Parole Officer; Measures of Preventing Crime	<ul style="list-style-type: none"> <li>• Students will discuss to with some examples about the application of these procedures in Bangladesh</li> <li>• Students will be aware about the parole system, role of parole officer and its working scope in Bangladesh</li> </ul>	• Lesson Plan	
--	---	---------------	--

### Suggested Reading Materials

- Abadinsky, H., 1977. *Probation and Parole: Theory and Practice*. London: Prentice Hall International, Inc.
- Ahuja, R., 1996. *Sociological Criminology*. Calcutta: New Age International (P) Limited.
- Bohm, R. M & Haley, K. N., 2002. *Introduction to Criminal Justice*. 3<sup>rd</sup>ed. New York: Glencoe McGraw –Hill.
- Diana, L., 1970. *What is probation?* In Carter, R. M & Wilkins, L. T., *Probation and parole: selected readings*. New York: John Wiley and Sons, Inc.
- Galliher, J. F & McCartney, J. L., 1977. *Criminology: Power, Crime, and Criminal Law*. Ontario: The Dorsey Press.
- Gibbons, D.C., 1978. *Society, Crime, and Criminal Careers: An Introduction to Criminology*. 3<sup>rd</sup>ed. New Delhi: Prentice-Hall of India Private Limited.
- Goodey, J., 2005. *Victims and Victimology: Research, Policy and Practice*, Pearson Education Limited, Edinburgh Gate, Harlow Essex CM20 2JE, England.
- Haque, M. T., 2013. Probation in Bangladesh: A Roadway to Juvenile Correction. *Social Science Review*. The Dhaka University Studies, Part-D, Vol. 31, No. 1, Faculty of Social Sciences, University of Dhaka.
- Haque, M. T & Sarker, A. H., 2012. After-Care Services in Bangladesh: Process and Practice. *Social Science Review*. The Dhaka University Studies, Part-D, Vol. 29, No. 1, Faculty of Social Sciences, University of Dhaka.
- Sarker, A. H., 2001. *Juvenile Delinquency: Dhaka City Experience*. Dhaka: Human Nursery For Development.
- Sarker, A. H., 1991. Concept of Probation: Practices and Procedures, *The Dhaka University Studies*. Vol- 54, No. 2, December.
- Sarker, A. H., 1989. Probation in Bangladesh: Problems and Prospects, *The Dhaka University Studies*. Part- F, Vol. 1, No. 1.

<b>Course No: BSS 405</b>	<b>Credits: 1</b>	<b>Hours: 15</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Seminar</b>			<b>Course Type: Presentation</b>

[Students will be divided into different groups. Each group will be assigned to a teacher where they will select a small topic to develop a paper with their group participation. Finally, this paper will be presented in the seminar]

<b>Course No: BSS 406</b>	<b>Credits: 2</b>	<b>Hours: N/A</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Comprehensive</b>			<b>Course Type: Theoretical</b>

[This course will cover all courses in the Third and Fourth Semesters.]

<b>Course No: BSS 407</b>	<b>Credits: 1</b>	<b>Hours: N/A</b>	<b>BSS Hon's 4<sup>th</sup> Semester</b>
<b>Course Title: Viva-Voce</b>			<b>Course Type: Theoretical</b>

[Students will attend the Viva-Voce in front to the exam committee after finishing their all courses of this semester and it is compulsory for them. There are no particular contents/topics for this viva- Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the contents of the course curriculum].

<b>Course No: BSS 501</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 5<sup>th</sup> Semester</b>
<b>Course Title: Social Action, Social Legislation, and Social Change</b>			<b>Course Type: Theory</b>

### **Rationale:**

Social Action, Social Legislation, and Social Change is a course that presents the social action, social legislation and social changes related issues with its conceptual ground following global and Bangladesh perspectives. As per the statements, this course includes some important aspects such as role of social action, major social legislations in Bangladesh and the theories and perspectives of social change. This course includes the development aspects of social change gathering the societal views, observations and functional structure of mass people of the community. This course would be important learning that prepares the students about their awareness with different social actions, social legislations and the nature of changes. That will be the outcome of this course that presents the concerning issues of social actions, social legislations and social change.

### **Course Learning Objectives:**

This course has the following objectives-

- To provide knowledge about the basic concepts of social action, social legislations and social changes;
- To discuss the knowledge of major social reforms and legislation in Bangladesh;
- To present the existing social changes in Bangladesh with its importance;
- To assess the level of social changes that influenced the life and rituals of mass people;
- To build up the conceptual quality among concerning students how to make definition and related discussion frame.

### **Course Contents**

1. Social Action: Meaning, Scope, Principles, Strategies and Models of Social Action, Relationship with Social Reform, Social Reform Movement and Social Legislation and Other Methods of Social Work.
2. Role of Social Action: Human Condition Promotion of the Disadvantaged Groups-Women, Children, Older People, and the Disabled, Major Social Reforms in the Fields of Socio-economic Change and Development in Bangladesh.
3. Social Legislation: Meaning, Objectives and Importance, Process of Formulation of Social Legislation.
4. Major Social Legislations in Bangladesh-
  - a) Legislation Relating to Family and Women:  
The Muslim Family Laws Ordinance 1961, The Dowry Prohibition Act 1980, The Cruelty to Women and Children (Special Provision) Act 1983, The Women and Children (Special Provision) Act 1995, The Women and Children Repression Prevention (Amendment) Act, 2003.
  - b) Legislation Relating to Children:

The Children Employment Act 1938, The Probation of Offenders Ordinance 1960, and The Children Act 1974.

c) Legislation Relating to Social Security:

The Workmen's Compensation Act 1923, The Provident Fund Act 1925, Maternity Benefit Act 1939.

5. Social Change: Meaning, Theories of Social Change-Evolutionary Theory, Functionalist Theory and Conflict Theory, Factors Contributing to Social Change-Environmental and Population Pressures, Cultural Innovation, Cultural Diffusion and Practices and Technology. Resistance to Social Change-Economic and Cultural; and Technological Factors, Process of Social Change-Planned and Unplanned. Relationship with Modernization and Social Development.

### Course Learning Outcomes (CLOs)

- CLO1: Students will learn the conceptual definitions of different aspects related to social actions, social legislation, and social change.
- CLO2: Students will be able to explain the theoretical dimensions of social action and social change of Bangladesh.
- CLO3: The legislative aspects and its execution of social legislation has been adopted by the students through class room discussion.
- CLO4: Students will learn about the existing theories of modernization and its relation with social change.
- CLO5: Students will learn such type of quality to assess the country's perceptions regarding social problems that would be addressed through social awareness and actions.
- CLO6: Students will be capable to find out the practical and theoretical gap of existing social programs that has been implemented to change the social atmosphere.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√				√					
CLO2		√				√			√	
CLO3		√					√			
CLO4	√			√					√	
CLO5										
CLO6					√				√	

### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
<b>1. Social Action:</b> Meaning, Scope, Principles, Strategies and Models of Social Action, Relationship with Social Reform, Social Reform Movement and Social Legislation and Other Methods of Social Work.	<ul style="list-style-type: none"> <li>The students will be able to understand the conceptual orientations about the concept of social action.</li> <li>The students will learn different concepts which related to social action such as social reform, social movement and its relation to social work.</li> </ul>	Lecture, PowerPoint Presentation , Handouts, Book References	Group Discussion, Question and Answer Home Work/home assignment, Class Room Debate
<b>2. Role of Social Action:</b> Human Condition Promotion of the Disadvantaged Groups- Women, Children, Older People, and the Disabled, Major Social Reforms in the Fields of Socio-economic Change and Development in Bangladesh.	<ul style="list-style-type: none"> <li>Students will learn about the role and functional actions of social action for the marginalized people of the society.</li> <li>Students will be capable to understand the socio-economic change and development of the grass root people who are deprived from the basic services and away from front site of development.</li> </ul>	Lecture, PowerPoint Presentation , Lesson Plans, Demonstration, Handouts, Book References	Group Discussion, Question and Answer Home Work/home assignment, Class Room Debate
<b>3. Social Legislation:</b> Meaning, Objectives and Importance, Process of Formulation of Social Legislation.	<ul style="list-style-type: none"> <li>The students will learn about the concept of social legislations and its process of formulation as well as importance and utility for the society.</li> </ul>	Lecture, PowerPoint Presentation, Lesson Plans, Demonstration , Handouts, Book References	Group Discussion, Question and Answer, Home Work/home assignment, Class Room Debate, Open book examination

<p><b>4. Major Social Legislations in Bangladesh-</b></p> <p>d) Legislation Relating to Family and Women: The Muslim Family Laws Ordinance 1961, The Dowry Prohibition Act 1980, The Cruelty to Women and Children (Special Provision) Act 1983, The Women and Children (Special Provision) Act 1995, The Women and Children Repression Prevention (Amendment) Act, 2003.</p> <p>e) Legislation Relating to Children: The Children Employment Act 1938, The Probation of Offenders Ordinance 1960, and The Children Act 1974.</p> <p>f) Legislation Relating to Social Security: The Workmen's Compensation Act 1923, The Provident Fund</p>	<ul style="list-style-type: none"> <li>Students will learn about the major social legislations that are practiced in Bangladesh to resolve the social and community disputes and to control the disorganized social situation such as dowry related cases, prevent child victimization, women and children protections, and social security and safety related demands.</li> </ul>	<p>Lecture, PowerPoint Presentation Lesson Plans, Demonstration, Handouts, Book References</p>	<p>Group Discussion, Question and Answer, Home Work/home assignment, Class Room Debate, Open book examination</p>
--	--	--	---



Act 1925, Maternity Benefit Act 1939.			
5. Social Change: Meaning, Theories of Social Change-Evolutionary Theory, Functionalist Theory and Conflict Theory, Factors Contributing to Social Change- Environmental and Population Pressures, Cultural Innovation, Cultural Diffusion and Practices and Technology. Resistance to Social Change- Economic and Cultural; and Technological Factors, Process of Social Change- Planned and Unplanned. Relationship with Modernization and Social Development.	<ul style="list-style-type: none"> <li>Students will get the perceptions of social change theory, impact of modernization on society and human behavior.</li> <li>The students will be capable to interpret the society related components and issues.</li> </ul>	Lecture, PowerPoint Presentation, Lesson Plans, Demonstration, Handouts,	Group Discussion, Question and Answer, Home Work/home assignment, Class Room Debate, Open book examination

### Suggested Readings

- Burrowes, Robert, J., 1996 .*The Strategy of Nonviolent Defense: A Gandhian Approach*. Albany: State University of New York Press.
- Dayal, Parmeshwari., 1986. *Gandhian Approach to Social Work* .Ahmedabad: Gujarat
- Vidyapith. Gandhi, P.K. (ed.), 1985. *Social Action Through Law: Partnership for Social Justice*. New Delhi:
- Government of India. 1987. *Encyclopedia of Social Work in India*.Vol.-III.New Delhi: Delhi Press.
- Ganggrade, K.D., 1978. *Social Legislation in India*.Vol.- 2. New Delhi: Concept Publishing Co.
- Giddens, Anthon. 2001. *Sociology*.4<sup>th</sup> ed. Cambridge: Polity Press.
- Guptadash, B.N., 1980. *Raja Rammohon Roy: The Last Phase*. New Delhi: Upal Publishing House.

- Halim, M. Abdul., 1993. *Social Welfare Legislation in Bangladesh*. Dhaka: Oihik.
- Milne Wallis, Timmon., 1987. *Satyagraha: the Gandhian Approach to Nonviolent Social Change*. Northampton: Pittenbruach Press.
- Moore, E. Wilbert., 1978. *Social Change*. 2<sup>nd</sup>ed. New Delhi: Prentice Hall.
- Munim, F.K.M., 1975. *Rights of the Citizen under Constitution and Law*. Dhaka: Bangladesh Institute of Law and National Affairs.
- Newman, David M., 2004. *Sociology: Exploring the Architecture of Everyday Life*. 5<sup>th</sup>ed. New Delhi: Sage.
- Roger, N. Buldwin., 1966. *Social Action*. Bombay: Asian Publishing House. Schaefar, Richard, T., 2003. *Sociology*. 8<sup>th</sup>ed. New York: McGraw-Hill.
- Siddiqui ,H.Y. (ed.), 1984. *Social Work and Social Action: A Developmental Perspective* . New Delhi :Harnam Publications.
- Taylor-Gooby, P., 1991. *Social Change, Social Welfare and Social Science*. Hemel Hempstead: Harvester Wheat sheaf.
- Youndahl, Benjamin E., 1966. *Social Action and Social Work*. New York: Association Press.

<b>Course No: BSS 502</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 5<sup>th</sup> Semester</b>
<b>Course Title: Rural and Urban Development in Bangladesh</b>			<b>Course Type: Theory</b>

**Rationale:** This course outlines the basic features and problems of rural and urban community development in Bangladesh. The main rationale of this course is to provide understanding the policies, programs, tools and techniques of rural and urban development. This is an important module where the students will learn the basic knowledge about the rural and urban community so that they can be able to think diversified social welfare programs to address the problems. This course will make bridge between social work students, community workers, NGO workers and other development practitioners.

### **Course learning objectives**

**The objectives of the course are as follows:**

- to provide the learning to the social work students about the features and problems of rural and urban community in Bangladesh;
- to introduce the students about some developmental models and theories of rural and urban development;
- to offer the students about social structure and major institutions of rural and urban community such as social stratification, land tenure system, local power structure, local and urban government; and
- to provide the knowledge about development policies and programs of government and NGOs to address the rural and urban problems.

### **Course Contents**

**Rural Community in Bangladesh:** Definition and Characteristics of Community, The Feature of Rural Community in Bangladesh and Major Socio-economic Problems.

**Rural Social Structure and Institutions in Bangladesh and Impacts on Rural Lives:** Social Stratification, Land Tenure System, Local Power Structure and Local Government

**Rural Development in Bangladesh:** Early Experiences, V-AID, Program, Camilla Approach, GO and NGO Approaches and Areas of Rural Development, BRDB, BRAC and RSS

**Urban Community in Bangladesh:** Features and Characteristics, Socio- economic Problems of Urban Community in Bangladesh.

**Urbanization:** Nature and Characteristics, Theories of Urban Growth and Ecological Process, Urbanization as Development Process.

**Urban Development in Bangladesh:** GO and NGO Approaches and Areas of Urban Development, Interventions of USS for Urban Development.

### Course Learning Outcomes (CLOs)

**CLO1:** Students will learn the concept of community and its features of rural community in Bangladesh and will be able to identify the problems of their own community.

**CLO2:** Students will know the social structure and major institutions of rural and urban community such as social stratification, land tenure system, local power structure and local government.

**CLO3:** Students will know the functions and importance of these structure and institutions with its limitations

**CLO4:** Students will learn the early experiences and initiatives of rural development.

**CLO5:** Students will be able to understand the functions and importance of GO and NGO approaches and initiatives of rural development

**CLO6:** Students will learn the features and characteristics, socio- economic problems of urban community in Bangladesh.

**CLO7:** Students will learn the concept of urbanization with its characteristics and importance and to understand the different theories and models of rural and urban development in Bangladesh with its limitations.

**CLO8:** Students will be able to understand GO and NGO approaches to urban development.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√	√								
CLO2		√	√				√			
CLO3		√					√			
CLO4	√			√					√	
CLO5										
CLO6						√	√			√
CLO7					√					
CLO8										

## Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Rural Community in Bangladesh: Definition and Characteristics of Community, The Feature of Rural Community in Bangladesh and Major Socio-economic Problems.	<ul style="list-style-type: none"> <li>Students will learn the concept of community and its features of rural community in Bangladesh and will be able to identify the problems of their own community.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Home Work
Rural Social Structure and Institutions in Bangladesh and Impacts on Rural Lives: Social Stratification, Land Tenure System, Local Power Structure and Local Government	<ul style="list-style-type: none"> <li>Students will know the social structure and major institutions of rural community such as social stratification, land tenure system, local power structure and local government.</li> <li>Students will know the functions and importance of these structure and institutions with its limitations.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Lesson Plans, Demonstration	Group Discussion, Question and Answer, Assignment
Rural Development in Bangladesh: Early Experiences, V-AID, Program, Comilla Approach, GO and NGO Approaches and Areas of Rural Development, BRDB, BRAC and RSS.	<ul style="list-style-type: none"> <li>Students will learn the early experiences and initiatives of rural development.</li> <li>Students will be able to understand the functions and importance of GO and NGO approaches and initiatives of rural development</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation
Urban Community in Bangladesh: Features and Characteristics, Socio-economic Problems of Urban Community in Bangladesh.	<ul style="list-style-type: none"> <li>Students will learn the Features and Characteristics, Socio- economic Problems of Urban Community in Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Tutorial Quiz test
Urbanization: Nature and Characteristics, Theories of Urban Growth and Ecological Process, Urbanization as Development Process.	<ul style="list-style-type: none"> <li>Students will learn the concept of urbanization with its characteristics and importance and to understand the different theories and models of urban development in Bangladesh.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Quiz Test, Assignment

Urban Development in Bangladesh: GO and NGO Approaches and Areas of Urban Development, Interventions of USS for Urban Development.	<ul style="list-style-type: none"> <li>Students will be able to understand GO and NGO Approaches</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Final Exam
--	---	---	---

### Suggested Reading Materials

Bebbington. A., *New States, New NGOs? Crises and Transitions among Rural Development NGOs in the Andean Region*, World Development; 25(11).

Ginsberg, Leon H. (ed)., 2005. *Social Work in Rural Communities*. 4/e. Alexandria Va: Council on Social Work Education (CSWE).

GoB., 2020-2025 *Eighth Five Year Plan*. Dhaka: Ministry of Planning.

Gottdiener, Mark and Hutchison, Ray., 2006. *The New Urban Sociology*. 3<sup>rd</sup> ed. Colorado: Westview Press.

Islam, M. R. (2014a). Improving development ownership among the vulnerable people:

Challenges of NGOs' community empowerment projects in Bangladesh. *Asian Social Work and Policy Review*, 8(3), 193-209 (Wiley).

Islam, M. R., & Morgan, W. J. (2012). Non-governmental organizations in Bangladesh: Their contribution to social capital development and community empowerment. *Community Development Journal*. 47(3), 369-385 (Oxford University Press).

More, Wilbert E. and Smelser, Neil J., 1996. *Urbanization in Newly Developing Countries*. USA: Prentice Hall.

Quddus, Md. Abdul (ed)., 1996. *Rural Development in Bangladesh: Strategies and Experience*. Comilla: BARD.

Siddiqui, Kamal., 2005. *Local Government in Bangladesh*.

<b>Course No: BSS 503</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 5<sup>th</sup> Semester</b>
<b>Course Title: Globalization and Social Work</b>			<b>Course Type: Theory</b>

**Rationale:** This course has included a number of aspects such as globalization, its theories, and dimension, commitment to development index, global human conditions and crisis, international social work and its policies towards to protect human crisis and security in the line of NGOs. Globalization and the new waves of technological innovation coupled with global interdependence among the individuals, groups and nations are having a tremendous effect on social work education and practice throughout the world. With increasing global social problems, social work professionals need to be engaged in finding solution to problems and advocacy on issues at local, regional and global levels, challenging inequalities and injustice, involving in socio-political action to impact on social policies and economic development. The effect of globalization, global migration, ethnic diversity and multiculturalism have made globalization incumbent for social work educators and practitioners to play prime roles in the understanding and clarification of the implications of globalization for the welfare of individual, families, communities and nations.

### Course Learning Objectives

This course has the following objectives-

- To provide a versatile and multidisciplinary knowledge and skills in order to develop the ability of social work students;
- To analyze the cross- cultural/cross-national phenomena of global interdependency, advocates for the vulnerable constituents of global population, and to design policies for social development at both local and international levels;
- To equip graduates with the capacity for critical understanding and clarifying the processes and implication of globalization, its various aspects, and implement the required plans and programs in an interdependent world;
- To produce qualified social workers who will contribute to reflect on development of international social work theories and practices, examine the challenges to social work education, and discuss on diversification of social work.

### Course Contents

1. Globalization: Concept, Dimensions of globalization, Theories Relating to Globalization, Impact of and Challenges to globalization.
2. Commitment to Development Index (CDI): Components, Methods of Constructing Commitment to Development Index, Problems and Importance.
3. Social Work in Global Context: Global Perspectives in Social Work Values, Ethics and Practice; Professional Growth and scope of Social Work/Welfare in globalized world; Global Interdependence and social work.

4. Human Condition and Human Behavior in Global Perspectives with Reference to Developed and Developing Countries Including Bangladesh.
5. International Organizations and Their Functions: Non-Government Organizations (NGOs) in the Global Market; Global Model for Ethnic Diversity and Population at Risk.
6. Understanding Global Policies: Global Issues in Social Welfare Policy; Changing Social Welfare Services and Actions in Globalized Society.

### Course Learning Outcomes (CLOs)

- CLO1:** Students will understand the theoretical assumptions underlying globalization's conceptual frameworks, and critically analyze the consequences of globalization in relation to social rights and vulnerabilities.
- CLO2:** Students will know how international policies and behavior have repercussions for people of lower income countries and will be able to examine how the policies of richest countries emphasize their responsibilities toward development of others and promote common good.
- CLO3:** Students will learn about how social work education, practice and professional environment are being shaped by global interdependence along with the knowledge of complex nature of social work values and ethics due to different social and cultural contexts, argue for universalism or cultural relativism, and search for alternative values
- CLO4:** Students will learn the responsibility and reciprocity for capturing the dynamic process of transaction between person and environment along with changing world economic, social and technological systems and will be able to critically analyze the issues of human condition and behavior in global perspective.
- CLO5:** Students will be familiar with the international organizations that deal with international issues related to social welfare activities and will learn about the role and functions of the organizations that engaged in social development, enhancement of social welfare, and sponsorship of professional exchanges for professional action in interdependent world.
- CLO6:** Students will be capable of influencing global social policies of world bodies and will be able to emphasize on policy action in international social work arena, and adopt services and actions in Bangladesh in tune with global policy.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√		√							
CLO2										
CLO3		√								
CLO4		√					√			



CLO5				√		√				√
CLO6				√		√				

### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning Outcome	Teaching Strategy	Assessment Strategy
Concepts, theories and dimensions of globalization and its impact	<ul style="list-style-type: none"> <li>Students will understand the theoretical assumptions underlying globalization's conceptual frameworks; Students will understand global interdependence to address local and global problems</li> <li>Students will be able to critically analyze consequences of globalization in relation to social               <ul style="list-style-type: none"> <li>rights and vulnerabilities</li> </ul> </li> </ul>	Lecture Power point Handout	Midterm Final exam Class presentation, Question Answer
Commitment to Development Index: concept, methods of constructing CDI, importance and problem	<ul style="list-style-type: none"> <li>Students will know how international policies and behavior have repercussions for people of lower income countries;</li> <li>Students will be able to examine how the policies of richest countries emphasize their responsibilities toward development of others and promote common good.</li> </ul>	Lecture Power Point Handouts Soft copies of Literatures	Midterm, Final Exam, Group Discussion, Tutorial
Professional growth and scope of social work education and practice in global context; global perspectives in social work values and ethics.	<ul style="list-style-type: none"> <li>Students will learn about how social work education, practice and professional environment are being shaped by global interdependence;</li> <li>Students will be able to understand the complex nature of social work values and ethics due to different social and cultural contexts.</li> </ul>	Lecture Power Point Handouts	Assignment Final Exam Class presentation Group Discussion

Human condition and human behavior in global perspectives with reference to developed and developing countries including Bangladesh	<ul style="list-style-type: none"> <li>• Students will learn the concepts of interdependence, responsibility and reciprocity for capturing the dynamic process of transaction between person and environment along with changing world economic, social and technological systems;</li> <li>• Students will be able to critically analyze the issues of human condition and behavior in global perspective.</li> </ul>	Lecture Power Point Handouts, Soft copies of literatures	Final Exam Group Discussion, Question and Answer, Mid Term presentation
NGOs in global market and global model for ethnic diversity and population at risk	<ul style="list-style-type: none"> <li>• Students will be familiar with the international organizations that deal with international issues related to social welfare activities;</li> <li>• Students will learn about the role and functions of the organizations that engaged in social development, enhancement of social welfare, and sponsorship of professional exchanges for professional action in interdependent world.</li> </ul>	Lecture Power Point Handouts, Book references	Assignment Final Exam, Tutorial, Group Discussion
Global Issues in social welfare policy, changing social welfare services and actions in globalized society	<ul style="list-style-type: none"> <li>• Students will be capable to influence global social policies of world bodies and adopt services and actions in international social work arena as well as in Bangladesh in tune with global policy.</li> </ul>	Lecture Power Point Handouts Book References	Group Discussion, Question and Answer, Final Exam

### Suggested Reading Materials

Aghion, P. and Williamson, J. (2001). *Growth, Inequality and Globalization: Theory, History and Policy*.

Cambridge: Oxford University Press.

Ahmadi, N. (2003). *Globalization of Consciousness and new challenges for International Social Work*.

- International Journal of Social Welfare* Vol 12. 14-23. Oxford: Backwell Publishing.
- Bangladesh Economic Association.(2002). *Bangladesh Journal of Political Economy*. Vol. XVI, No. 1. Dhaka: June.
- Baylis, J. and Steve, S.(2005). *The Globalization of World Politics*. Oxford : OUP.
- Day, P.(2006). *New History of Social Welfare*. Boston: Allyn and Bacon.
- Devadass, B., Subramanian, A., Gonsalvez, j. (2014). Influence on Globalization on Social Work Educator's Knowledge, Attitude and Practice of Social Work Education. *IOSR Journal of Humanities and Social Sciences*, Vol 19, Issue 9, Ver. II. 71-84. [www.iosrjournals.org](http://www.iosrjournals.org)
- Dominelli, L. (2010) Globalization, Contemporary Challenges, and Social Work. *International Social work*. 53 (5) 599-612.
- Estes, R. (n.d.) United States-Based Conceptualization of International Social Work Education. CSWE Global Commission.
- Haugerud, A., Stone, M. & Little, P.(Eds.) (2002). *Commodities and Globalization*. USA: Rowman and Littlefield Publishers.
- Healy, L. (2001). *International Social Work. Professional Action in an Interdependent World*. New York: Oxford University Press.
- Inglis, C. (1996). Multiculturalism: New Policy Responses to Diversity. *MOST Policy Paper 4*. Vietnam: MOST Publications.
- Islam, M. R. (2016). NGOs, community empowerment and community development in Bangladesh. London: Palgrave Macmillan.
- Islam, M. R., Wahab, H. A., Burmester, C. F., & Chowdhury, S. R. (2018). 'Cultural Globalization: A critical analysis of Identity Crises in the developing economies' in N. Faghih (ed.), *Globalization in Developing Economies*, Netherlands: Springer
- Jean, L. (2011). Multiculturalism. *The Canadian Encyclopedia*. Canada: Historic Canada.
- Kalam, A.(2002). *Globalization and Bangladesh in the New Century*. Dhaka: Palok Publishes.
- Lyons, K. (2006). Globalization and Social Work: International and Local Implications. *The British Journal of Social Work*, Volume 36, Issue 3, 365-380. Oxford: Oxford University Press.
- Mandle, J.(2003). *Globalization and the Poor*. Cambridge: CUP.
- Mary, N. (1997). Linking Social Welfare Policy and Global Problems: Lessons Learned from an Advanced Seminar. *Journal of Social Work Education*. Vol. 33, No. 3. 587-597. Oxford shire: Taylor and Francis.

- Mitchell, I., Kappeli, A., Robinson, L., Mckee, C., Baker, A. (2018). *Commitment to Development Index 2018*. Center for Global Development
- Misgley, J. (2006) International Social Work, Globalization and the Challenge of a Unipolar World. *The Journal of Sociology & Social Welfare*, vol 33, Issue 4. 11-17. Western Michigan University.
- Prigoff, A. (2002). *Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action*. New York: Wadsworth Publishing.
- Ramanathan, C. and Link, R. (2004). *All Our Future: Principles and Resources for Social Work Practice in a Global Era*. New York: Thomson.
- Rotabi, K., Gammonley, D., Gamble, D., Well, M. (2007). Integrating Globalization into the Social work Curriculum. *The Journal of Sociological & Social Welfare*. Vol. 34, Issue 2. 165-185. USA: Western Michigan University.
- Rowe, B. (Ed.). (n.d.) *Social Work and Globalization*. Ottawa: Canadian Association of Social Workers
- Sewpaul, V., & Jones, D. (2004). Global Standards for Social Work Education and Training. *The Board of Social work Education*, Vol 23, No. 5. 493-513. UK: Carfax Publishing.
- Sowers, Karen (Ed.) (2008). *Comprehensive Handbook of Social Work and Social welfare*. New Jersey: John Wiley.

<b>Course No: BSS 504</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 5<sup>th</sup> Semester</b>
<b>Course Title: Social Policy and Planning</b>			<b>Course Type: Theory</b>

### **Rationale:**

The mentioning course has been designed to discuss among the students about the social policy and planning. In the context of social development, the importance of social policy and planning is very much significant sharing the conceptual tools and approaches for ensuring social progress. These types of conceptual inputs will make different types of understanding among the students to study the community and related affairs. This course includes various models of social policy and planning, social problem addressing policy, implementation approaches of social plan, and research based public perceptions. The mentioning course highlights the social policy related components of Bangladesh context. This education promotes the students to assess and understand the society and community structure.

### **Course Learning Objectives:**

This course has the following objectives-

- To provide the conceptual knowledge of social policy, social planning and social changes;
- To discuss the models of social policy following the global and Bangladesh context;
- To present the constitutional status of social policy and planning which promotes social progress and advancements of Bangladesh community;
- To assess the level of social welfare program in community to develop the quality of life and affairs of mass people; and
- To build up a process in class room how to formulate the social policy and implementation approaches as well for solving the community problems.

### **Course Contents**

1. Social Policy: Meaning, features and goals; Differences between social policy and public policy; Factors influencing social policy; Process of social policy formulation; Principles of social policy; Link between social wellbeing and social policy.
2. Social Policy Models: Techniques of social policy model; Policy Analysis: Methods and stages of social policy analysis; Policy practice framework skills of the social worker for policy practice; Functions of policy practitioners; Means of understanding social policy; Tools of social policy implementation.
3. Social Policy and the Constitution of Bangladesh: Provisions linked to social policies; Strengths and weaknesses of the provisions. Problems of social policy formulation and implementation in developing countries with a special reference to Bangladesh.
4. Some Important Social Policies in Bangladesh: Social welfare policy, education policy, health policy, population policy, and women development policy.
5. Concepts of Plan and Planning; Types of planning; Pre-requisites of effective planning; Methods, steps and process of plan formulation; Plan formulation process at national level in Bangladesh.
6. Sources and methods of financing development plan; Problems of resources allocation in development plan.
7. Meaning of program planning; Program planning in Bangladesh; Social welfare program planning in Bangladesh; Problems of plan formulation in Bangladesh.

**Course Learning Outcomes (CLOs)**

- CLO1: Students will learn about the concept of social policy and planning with a reference to Bangladesh.
- CLO2: Social models and techniques have been discussed in the class room to teach how to practice for changing the community affairs.
- CLO3: Students will be able to learn the constitutional status about social policy and planning.
- CLO4: Students will learn about the social welfare program, and existing challenges to implement the social policy and planning.
- CLO5: Students will learn different types of social policy in broad context such as health policy, education policy, women development policy.
- CLO6: Students will be able to describe the composition of social policy and access the community demand and learn how to serve or recover the community need and affairs.
- **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 504	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1			√	√						
CLO2			√				√			
CLO3		√				√				
CLO4	√			√					√	
CLO5							√			
CLO6										√

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
Social Policy: Meaning, features and goals; Differences between social policy and public policy; Factors influencing social policy; Process of social policy formulation; Principles of social policy; Link between social wellbeing and social policy.	<ul style="list-style-type: none"> <li>• The students will learn about the concept of social policy with its goal and objectives.</li> <li>• The process of making social policy and relation between social policy and social work will be discusses as</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quiz Test</li> <li>• Presentation</li> </ul>

	well.		
Social Policy Models: Techniques of social policy model; Policy Analysis: Methods and stages of social policy analysis; Policy practice framework skills of the social worker for policy practice; Functions of policy practitioners; Means of understanding social policy; Tools of social policy implementation.	<ul style="list-style-type: none"> <li>Students will be aware about the aspect of model of social policy.</li> <li>Social policy related dimensions will be explained gathering different types of affairs such as implementation frame, means of implementations and required skills to implement.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>
Social Policy and the Constitution of Bangladesh: Provisions linked to social policies; Strengths and weaknesses of the provisions. Problems of social policy formulation and implementation in developing countries with a special reference to Bangladesh.	<ul style="list-style-type: none"> <li>Students will study about the concept of social policy and constitutional status.</li> <li>Students will learn social policy related challenges and prospects.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>
Some Important Social Policies in Bangladesh: Social welfare policy, education policy, health policy, population policy, and women development policy.	<ul style="list-style-type: none"> <li>Students will learn some social policy that is concerned for Bangladesh.</li> <li>Education policy, health policy and women development related policy will</li> </ul>	<ul style="list-style-type: none"> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> <li>Class Lecture</li> <li>Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>

	be interpreted.		
Concepts of Plan and Planning; Types of planning; Pre-requisites of effective planning; Methods, steps and process of plan formulation; Plan formulation process at national level in Bangladesh.	<ul style="list-style-type: none"> <li>Students will learn about the concept of plan and planning.</li> <li>The methods of making planning, implementation level, and effectiveness within the community will be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>
Sources and methods of financing development plan; Problems of resources allocation in development plan.	<ul style="list-style-type: none"> <li>The financial sources of developing plan and resources allocations will be identified and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>
Meaning of program planning; Program planning in Bangladesh; Social welfare program planning in Bangladesh; Problems of plan formulation in Bangladesh.	<ul style="list-style-type: none"> <li>The student will be able to present the meaning of program planning, program planning in Bangladesh, and social welfare programs in the context of Bangladesh.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>

### Suggested Readings

Dahiya, S. B. (e.d.). 1982. *Development Planning Models*. New Delhi: Inter-India.

Hall, A., & Midgley, J. (Eds.). 2004. *Social Policy for Development*. London, UK: Sage.

Jansson, Brauce, S. 1994. *Social Policy from Theory to Practice: Comparative Analysis*. London.

Kraft, M. E. & Furlong, S.R. 2018. *Public Policy: Politics, Analysis, and Alternatives*. California: Thousand Oaks.

Livingstone, Arthur. 1969. *Social Policy in Developing Countries*. London: Routledge and Kegan Paul.



Midgley, J., & Livermore, M. 2009. *The Handbook of Social Policy* (2nd Ed.). Thousand Oaks, Calif: Sage Publications, Inc.

Sharma and Shastri. 1984 *Social Planning: Concepts and Techniques*. Luknow: Print House.

### **Further Reading**

Chowdhury, D. P. 1979. *Social Welfare Administration*. Delhi: AtmaRamand Sons.

Hardiman, M., &Midgley, J. 1989. *The Social Dimensions of Development: Social Policy and Planning In the Third World* (2nd Ed.). Brookfield, Vermont: Gower Publishing Company Limited.

Midgley, J., & Tang, K.-L. 2010. *Social Policy and Poverty in East Asia: The Role of Social Security*. London, NY: Routledge.

Trecker, H. B., 1950. *Group Process in Administration*. New York: Woman's Press.

<b>Course No: BSS 505</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 5<sup>th</sup> Semester</b>
<b>Course Title: Project Designing and Management</b>			<b>Course Type: Theory</b>

**Rationale:** This course outlines the project tools and techniques of project designing and management for social welfare students. The main rationale of this course is to provide understanding these tools and techniques of project designing and management in general and then offer them to design social service project and welfare management. This is an important module where the students will learn the basic tools and techniques of project designing and management theories so that they can be able to think different social welfare projects by using their learning's. This course will make bridge between social work students and industries.

#### **Course Learning Objectives:**

- To provide understanding about different concepts such as project, social welfare project, project life cycle, project designing, project management, and project supervision and evaluation.
- To prepare the students so that they can design different types of project designing.
- To provide understanding about the management process, theories of management and different types of management.
- To acquire about the project monitoring and supervision.

#### **Course Contents**

1. **Project Concept:** Types, steps and life cycle
2. **Project designing:** a) **Logical Framework:** Concept, designing of logical framework and importance; b) **Network Analysis:** Concept, objectives, components, tools and techniques of Network Analysis, Critical Path Methods (CPM) as a network Analysis
3. **Project Appraisal/ Feasibility Study of Project Designing:** Concept, types, financial, economical, technical and managerial appraisal, appraisal of service sector project.
4. **Project Management:** Concept, characteristics, importance, project manager and his/her qualities.
5. **Social Welfare Management Process:** Goal setting, planning, controlling, staffing, directing, supervising and co-coordinating.
6. **Important Theories:** Models and approaches of management related to social welfare management system: Theory X and Theory Y, Human Resource Approach, Abraham Maslow's Hierarchy of Needs, the Supportive Model, Structural Approach, the Seven-S Framework, Management by Objective (MBO).
7. **Monitoring for Social Welfare Project:** Concept, characteristics, types, steps, techniques and importance.
8. **Project Evaluation:** Concept, Types, steps and techniques, application of evaluation techniques in service sector projects in Bangladesh

### Course Learning Outcomes (CLOs)

CLO1: Student will be understanding the basic concepts of project management such as project, social welfare project, project life cycle, project designing, project management, and project supervision and evaluation.

CLO2: Students will be able design different types of project e.g., Logical Framework and Networking Analysis.

CLO3: Students will be understanding the management processes, theories and types of management. In the same time, they would be able to use these processes, theories and types in the organization level particularly in social welfare organizations.

CLO4: Students will know the concepts and different techniques of monitoring and supervision and its importance and application in social welfare organizations.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 505	PLO1	PLO2	PLO3	PLO 4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1					✓					
CLO2					✓					
CLO3						✓				
CLO4						✓				

### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
<b>Project Concept:</b> Types, steps and life cycle	<ul style="list-style-type: none"><li>Students will learn the conceptual definition of project and scope of project.</li><li>Students will be able to comprehend the concept of project so that they can understand this area by their own language.</li><li>Students will be able to give some examples of the project.</li></ul>	Lecture Power Point Handouts	Midterm.

<b>Project designing: a) Logical Framework:</b> Concept, designing of logical framework and importance;	<ul style="list-style-type: none"> <li>• Student will be able to design the log frame with all components with example(s).</li> <li>• The students will design this log frame with diverse examples from local community and national agendas.</li> <li>• Students will also be able to understand the importance of log frame in terms to include and exclude the components with the change of the project title.</li> </ul>	Lecture Power Point Handouts	Assignment Midterm Final Exam.
<b>Project designing: b) Network Analysis:</b> Concept, objectives, components, tools and techniques of Network Analysis, Critical Path Methods (CPM) as a network Analysis	<ul style="list-style-type: none"> <li>• Student will be able to design the Network Analysis with all components with example(s).</li> <li>• The students will design this analysis with diverse examples from local community and national agendas.</li> <li>• Students will also be able to understand the importance of Network Analysis in terms to include and exclude the components with the change of the project title.</li> </ul>	Lecture Power Point Handouts	Assignment Midterm Final Exam.
<b>Project Appraisal/ Feasibility Study of Project Designing:</b> Concept, types, financial, economical, technical and managerial appraisal, appraisal of service sector project.	<ul style="list-style-type: none"> <li>• Students will learn the concept, types and tools of project appraisal particularly in social service projects.</li> <li>• Students will learn some aspects related with project appraisal e.g., Project Appraisal Criteria/Investment criteria, Discounting Criteria-Net Present Value (NPV), Benefits cost Ratio (BCR), Internal Rate of Return(IRR), Non-Discounting Criteria.-payback Period, Accounting Rate of Return(ARR)</li> </ul>	Lecture PowerPoint Handouts	Assignment Midterm Final Exam.
<b>Project Management:</b> Concept, characteristics, importance, project manager and his/her qualities	<ul style="list-style-type: none"> <li>• Students will learn the concept of project management and its characteristics</li> <li>• Students will learn the human,</li> </ul>	Lecture PowerPoint Handouts	Midterm Final Exam

	<p>social, psychological and technical qualities of a manager</p> <ul style="list-style-type: none"> <li>• Students will be able the importance of distinct human, social and psychological qualities that need to deal in the management process of social welfare organizations.</li> </ul>		
<p><b>Social Welfare Management Process:</b> Goal setting, planning, controlling, staffing, directing, supervising and co-coordinating.</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand the nature, types and management process from global and Bangladesh contexts.</li> <li>• Students will be able to consult different social welfare management system and process of the national and international organizations working in Bangladesh</li> </ul>	<p>Lecture PowerPoint Handouts</p>	<p>Midterm Final Exam.</p>
<p><b>Important Theories:</b> Models and approaches of management related to social welfare management system: Theory X and Theory Y, Human Resource Approach, Abraham Maslow's Hierarchy of Needs, the Supportive Model, Structural Approach, the Seven-S Framework, Management by Objective (MBO).</p>	<ul style="list-style-type: none"> <li>• Students will understand these management theories with its definitions, characteristics, components and limitations and advantages.</li> <li>• Students will understand the practical applications of these theories in social welfare organizations.</li> </ul>	<p>Lecture PowerPoint Handouts</p>	<p>Final Exam.</p>

<b>Monitoring for Social Welfare Project:</b> Concept, characteristics, types, steps, techniques and importance.	<ul style="list-style-type: none"> <li>Students will learn about the definition, types, characteristics, steps and techniques of monitoring particularly in social welfare organizations.</li> <li>Students may visit an industry or welfare organization to observe the techniques of supervision</li> </ul>	Lecture PowerPoint Handouts Field visit	Final Exam.
<b>Project Evaluation:</b> Concept, Types, steps and techniques, application of evaluation techniques in service sector projects in Bangladesh	<ul style="list-style-type: none"> <li>Students will learn about the definition, types, characteristics, steps and techniques of project particularly in social welfare organizations.</li> <li>Students may visit an industry or welfare institution to observe the evaluation techniques.</li> </ul>	Lecture PowerPoint Handout Field visit	Final Exam

### Suggested Readings:

Brown, J. T. (2008). *The handbook of program management: How to facilitate project success with optimal program management*. New York: McGraw-Hill.

Frame, J. D. (2003). *Managing projects in organizations: How to make the best use of time, techniques, and people*. 3<sup>rd</sup> edition, Jossey-Bass,.

Goel, B.B., (2002). *Project management- Principles and techniques*. New Delhi: Deep and Deep.

Hamiduzzaman, M. (2014). Planning and Managing of Development Projects in Bangladesh: Future Challenges for Government and Private Organizations. *Journal of Public Administration and Policy Research*, 6(2), 16-24.

Kerzner, H., & Kerzner, H. R. (2017). *Project management: a systems approach to planning, scheduling, and controlling*. John Wiley & Sons.

Koontz, H. (2009). *Project management: A systems approach to planning, scheduling, and controlling*. 10th ed. Hoboken, NJ : John Wiley & Sons

Lester, A. (2017). *Project management, planning and control: managing engineering, construction and manufacturing projects to PMI, APM and BSI standards*. 7<sup>th</sup> edition, Oxford: Elsevier.

Ministry of Planning (undated). *Project Management*. Dhaka: Planning Commission, Peoples' Republic of Bangladesh.

NORAD (1999). *A logical framework approach (LFA)*. Norway: NORAD.

Turner, J. R. (2014). *Handbook of project-based management* (Vol. 92). New York, NY: McGraw-hill.

সুতানা, ড. মাহবুব, ওইসলাম, শেখতোহীদুল। ২০০৯। *পদ্ধতি: নকশা ও ব্যবস্থাপনা*। ঢাকা: নির্মিতা প্রকাশন।

<b>Course No: 601</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Social Case Work</b>			<b>Course Type: Theory</b>

### **Rationale**

This course has included a number of aspects of social case work, one of the basic methods in social work practice. This course will provide solid learning step by step how a social worker will deal with, consult, manage and can participate in problem solving process to a client as social case worker. This course includes the contents such as client and rapport building and his/her psycho-social aspects of problems, case recording and case management, and then way out a problem solving procedure. This course will help a students to prepare him/her an efficient social case worker so that s/he would be able to work with different settings for case work practice.

### **Course Learning Objectives**

The objectives of this course are–

- to provide knowledge and understanding about the importance and scope of social case work practice;
- to provide understanding about the problem solving procedures such as study, assessment, and supports;
- to understand about problem assessment methods;
- to provide knowledge about case recording and case management procedure and
- to identify the practical field to practice social case work in Bangladesh.

### **Course Contents**

1. Social Case Work as a Social Work Method. Definition, Elements, Objectives, Principles, and Scope.
2. Understanding Psycho-Social Problem of a Client, Clients' Environment and Role in Relation to their Family and Society.
3. Steps Involved in Problem-Solving Process in Social Case Work, Psycho-Social Study, Diagnostic Assessment, Psycho-Social Treatment, Evaluation and Follow-up.
4. Case Study and Data-Collection Methods: Interview and other Direct and Indirect Methods.
5. Rapport Building: Objectives and Principles, Transference and Counter Transference of Ideas and Views.
6. Change Process in Case Work Practice: Basic Helping and Artistic Skills, Approaching the Non-voluntary and Alcoholic Clients.
7. Case Work Recording: Skills, Types and Its importance in Developing Indigenous Reading Materials.
8. Preventive Aspects of Case Work Service.
9. Practice Fields of Social Case Work in Bangladesh.

### **Course Learning Outcomes (CLOs)**

**CLO 1:** Understand the concepts, elements, objective, principle, scope of social casework;

**CLO 2:** Introduce the students about client's psychosocial problems, clients environment, family and society how his/her problems are linked as well as know the main steps of problem solving procedure;

**CLO 3:** Understand the data collection methods and techniques with its advantages and limitations as well as the importance, principles and techniques of rapport building with the client;

**CLO 4:** Know about the basic skills and approaches of the change process in case work as well as know modern and indigenous skills of case recording; and

**CLO 5:** Identify some preventive aspects and fields of social case work practice with its scope and limitations.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2	√	√								
CLO3				√						
CLO4					√					
CLO5										√

Course Contents	Learning Outcomes	Teaching Strategy	Assessment Strategy
Social Case Work as a Social Work Method. Definition, Elements, Objectives, Principles, and Scope	<ul style="list-style-type: none"> <li>Understand the concepts, elements, objective and principle of social casework</li> <li>Identify the scope of social case work</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Home Work</li> <li>Group Discussion</li> </ul>
Understanding Psycho-Social Problem of a Client, Clients' Environment and Role in Relation to their Family and Society	<ul style="list-style-type: none"> <li>Introduce about the understanding client of his/her psychosocial problems</li> <li>Identify clients environment, family and society how his/her problems are linked</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial Examination,</li> <li>Surprise Test</li> </ul>
Steps Involved in Problem-Solving Process in Social Case Work, Psycho-Social Study, Diagnostic Assessment, Psycho-Social Treatment, Evaluation and Follow-up.	<ul style="list-style-type: none"> <li>Know the main steps of problem solving procedure</li> <li>Use this procedure with an example</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Presentation</li> <li>Assignment</li> </ul>
Case Study and Data-Collection Methods: Interview and other Direct and Indirect Methods.	<ul style="list-style-type: none"> <li>Understand the data collection methods and techniques with</li> <li>Can use this methods with some examples</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial Exam</li> <li>Mid Term exam</li> </ul>



		<ul style="list-style-type: none"> <li>• Lesson Plan</li> </ul>	
Rapport Building: Objectives and Principles, Transference and Counter Transference of Ideas and Views.	<ul style="list-style-type: none"> <li>• Understand the importance and techniques of rapport building with the client</li> <li>• Know main principles and rapport and can be able to use these with examples</li> <li>• Basic requirement to create an congenial atmosphere for rapport building</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Home Work</li> <li>- Quiz Test</li> <li>- Question answer</li> </ul>
Change Process in Case Work Practice: Basic Helping and Artistic Skills, Approaching the Non-voluntary and Alcoholic Clients.	<ul style="list-style-type: none"> <li>• Know about the basic skills and approaches of the change process in casework</li> <li>• Able to apply these with some problems</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Group Discussion</li> <li>- Tutorial Examination</li> </ul>
Case Work Recording: Skills, Types and Its importance in Developing Indigenous Reading Materials	<ul style="list-style-type: none"> <li>• Understand the basic skills and importance of these skills of case recording</li> <li>• Know modern and indigenous skills of case recording</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Homework</li> <li>- Presentation</li> <li>- Assignment</li> </ul>
Preventive Aspects of Case Work Service.	<ul style="list-style-type: none"> <li>• Will indentify limitation</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>- Tutorial Examination,</li> <li>- Surprise Test</li> </ul>

		<ul style="list-style-type: none"> <li>• Lesson Plan</li> </ul>	
Practice Fields of Social Case Work in Bangladesh.	<ul style="list-style-type: none"> <li>• Identify some fields to practice social casework</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment</li> <li>- Tutorial Exam</li> <li>- Final Examination</li> </ul>

### Suggested Reading Materials

- Biestel, F.R., 1957. *The Case Work Relationship*. Chicago: Loyol University Press.
- Bradford, W. Sheafar. et al., 1988. *Techniques and Guidelines for Social Work Practice*. London: Allen Bacon Inc.
- Breakwel, Glynis M., 1990. *Interviewing*. London: The British Psychological and Routledge Ltd.
- Friedlander, W.A., 1977. *Concepts and Methods of Social Work*. 2<sup>nd</sup>ed. New York: Prentice Hall.
- Garrett, A., 1970. *Interviewing: Its Principles and Methods*. New York: Family Service Association of America.
- Gordem, R.I., 1975. *Interviewing: Strategies Techniques and Tactics Revised*. Homewood: The Dorsey Press.
- Hamilton, G., 1951. *Theory and Practice of Social Case Work*. 2<sup>nd</sup>ed. New York: Columbia University.
- Hollis, F., 1966. *Case Work: A Psycho Social Therapy*. New York: Random House.
- Hussain, N. &Alauddin, M., 1970. *Introduction to Social Work Methods*. Dhaka: College of Social Welfare and Research Centre.
- Noughusband, Eillen., 1960. *New Development in Case Work*. London: GerogeAllen and Unwin.
- Perian, H. H., 1960. *Social Case Work: A Problem Solving Process*. Chicago: University of Chicago.
- ইসলাম, মো: নুরুল। ২০০৮। *ব্যক্তি সমাজকর্ম পদ্ধতি*। ঢাকা: তাসমিয়া পাবলিকেশন্স।
- ইসলাম, মো: নুরুল। ২০১০। *দল সমাজকর্ম পদ্ধতি*। ঢাকা: তাসমিয়া পাবলিকেশন্স।
- সরকার, আবদুলহাকিম। *ব্যক্তি সমাজকর্ম নির্দেশিকা*। ২য় সংস্করণ। ঢাকা: ঈমা প্রকাশনী।
- সরকার, আবদুলহাকিম। ২০০৩। *সাক্ষাৎকার সম্পর্কোন্ময়ন ও সমাধান*। ঢাকা: কলৌল প্রকাশনী।

<b>Course No: 602</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Social Group Work</b>			<b>Course Type: Theory</b>

### Rationale

The main rationale of the course is to provide clear understanding about social group and social group work to the students. The students will be able to understand group work strategy, group dynamics, group work proceedings. This course will help the students for achieving social group work knowledge. The students would be able to know the group work practice fields in Bangladesh. As a student of social work young people should know how to work in a group or with a group. So this course will help the students to understand the group work process in different organizations in Bangladesh.

### Course Learning Objectives

This course has the following objectives-

- To introduce students about the nature and types and significance of groups;
- To help students know about the objectives and function of social group work;
- To explore different group work practice field in Bangladesh and
- To know about the group work strategies and program planning and development.

### Course Contents

1. Concepts of Social Group, Nature, Types, Significance for Individual and Social Development.
2. Concepts of Social Group Work, Objectives, Principles, History of Group Work, Social Group Work and Social Work Practice
3. Group work Process and Group Process, Group dynamics, Functions of social group work, Leadership Roles, Functions, and Guidelines
4. Group work strategies: Objectives, Program Planning and Development, Group Work Recording, objectives, and Importance
5. Group Work Practice Fields in Bangladesh: Major NGOs Approaches in Social Group Work Practice
6. Therapeutic Groups: Starting and Leading Therapy Groups, Client Centered Therapy, Reality Therapy, Rational Therapy, Behavior Therapy, Family Therapy, Termination and Evaluation.

#### Course Learning Outcomes (CLOs)

CLO1: Students will learn about the concepts of social group and social group work with its nature, types, objectives and functions.

CLO2: Students will be able to learn about the group work process and group process with group dynamics

CLO3 : Students will know about the group work strategies with program planning and development.

CLO4: Students will know about the group work practice field with different therapeutic group strategies.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course no. BSS 602	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	√								

CLO2		√							
CLO3				√				√	
CLO4							√		√

#### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning outcomes	Teaching Strategy	Assessment Strategy
Concepts of Social Group, Nature, Types, Significance for Individual and Social Development	Students will be able to know the concepts of social group	Lecture, Power point presentation, Handouts	Group discussions, Question and answer, Assignment
Concepts of Social Group Work, Objectives, Principles, History of Group Work, Social Group Work and Social Work Practice	Students will be able to know the concepts and objectives, functions of social group work.	Lecture, Power point presentation, Handouts	Group discussions, Question and answer, Assignment
Group work Process and Group Process, Group dynamics, Functions of social group work, Leadership Roles, Functions, and Guidelines	Students will be able to know about the group and group work process, group dynamics, group leadership roles.	Lecture, Power point presentation, Handouts	Group discussions, Question and answer, Assignment
Group work strategies: Objectives, Program Planning and Development, Group Work Recording, objectives, and Importance	Students will be able to know the group work strategies, program, planning and recording.	Lecture, Power point presentation, Handouts	Group discussions, Question and answer, Assignment
Group Work Practice Fields in Bangladesh: Major NGOs Approaches in Social Group Work Practice	Students will be able to know about different group work practice in Bangladesh	Lecture, Power point presentation, Handouts	Group discussions, Question and answer, Assignment
Therapeutic Groups: Starting and Leading	Students will be able to know various group	Lecture, Power point presentation,	Group discussions, Question and answer,

Therapy Groups, Client Centered Therapy, Reality Therapy, Rational Therapy, Behavior Therapy, Family Therapy, Termination and Evaluation.	therapy techniques	Handouts	Assignment
---	--------------------	----------	------------

### **Suggested Reading Materials**

Zastrow, Charles. (1997). Social Work with Groups. Nelsonhall Publisher. Chicago.

Toseland, Ronald, W. (2017). An Introduction to Group Work Practice. Pearson Publiser. Chicago.

Konopka, Gisela. (1972). Social Group Work: A Helping Process. Prentice Hall, New York.

Trecker, H. B. & Trecker, A. R., (1965). How to Work with Groups. Association Press. New York.

<b>Course No: BSS 603</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Community Social Work</b>			<b>Course Type: Theory</b>

**Rationale:** This course includes some tools and techniques of community social work practice. This course introduces to the students about two approaches such as community organization and community development. Students will get broad idea about the major indicators or domains of community development practice. After successfully completing this course, students will be able to critically examine the role and functions of community social work through enabling them to make community planning, ensuring participation, partnership and empowerment. Students will be able to understand the social work practice in community setting through learning the nature, types, principles, values, methods and strategies of community social work. They will be able to delineate and develop proficiency in the major tasks of government and non-government in community developmental social work practices in both rural and urban settings.

**Course Learning Objectives:** This course has four objectives:

- 1) To provide basic ideas of two approaches such as community organization and community development with its scope, types, methods, principles and indicators
- 2) To offer elaborate knowledge about different indicators/domains of community development so that students can utilize this knowledge in social work practice; and
- 3) To provide some practical experiences from GO-NGOs' activities with their limitations.

### **Course Contents**

1. **Community Social Work:** concept, types and philosophy
2. **Community Organization:** Concept, objectives, methods and principles
3. **Community Development:** Concept, objectives, methods and principles
4. **Community Planning:** Concept, process and importance
5. **Community Participation:** concept, types, methods, ladder and paradoxes.
6. **Community Partnership:** Concept, types, conditions for effective partnership and barriers of effective partnership
7. **Community Empowerment:** Concept, objectives, domains and importance.
8. **Community Social Work Practice in Bangladesh:** Governmental and Non-Governmental initiatives.

**Course Learning Outcomes (CLOs)**

CLO1: Student will understand the concept, types and philosophy of community social work.

CLO2: Student will understand the concept, objectives, methods and principles of community organizations.

CLO3: Student will understand the concept, objectives, methods and principles of community development.

CLO4: Students will know the concept of community planning, its process and importance of community planning.

CLO5: Students will understand the concept of community participation, its, types, methods, ladder and paradoxes of community participation in the local context.

CLO6: Students will know the meaning, types, conditions for effective partnership in particular focus to SDG 17.

CLO7: Students will understand the meaning, objectives, domains and importance of community empowerment. They will be able to implement this in local context.

CLO8: Students will know different governmental and non-governmental social welfare activities and community social work practice in Bangladesh at both urban and rural settings

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 101	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	✓	✓	✓							
CLO2	✓	✓	✓							
CLO3	✓	✓	✓							
CLO4				✓						
CLO5			✓		✓		✓	✓		
CLO6							✓			
CLO7		✓	✓					✓		✓
CLO8							✓			✓

## Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning Outcomes	Teaching Strategy	Teaching assessment
<b>Community Social Work:</b> Concept, types and philosophy	<ul style="list-style-type: none"> <li>Students will be able to understand the concept, nature and philosophical base of community social work</li> <li>Students will be able to mention some community work examples from their own community</li> </ul>	Lecture, Power Point and Handouts	Mid-term
<b>Community Organization:</b> Concept, objectives, methods and principles.	<ul style="list-style-type: none"> <li>Students will gain knowledge of conceptual framework of community organization with its purpose and different methods and principles.</li> <li>Students can mention some examples of the principles that are (not) practicing in the community</li> </ul>	Lecture, Power Point and Handouts	Mid-term Assignment
<b>Community Development:</b> Concept, objectives, methods and principles.	<ul style="list-style-type: none"> <li>Students will gain knowledge of conceptual framework of community development with its purpose and different methods and principles.</li> <li>Students can mention some examples of the principles that are (not) practicing in the community</li> </ul>	Lecture, Power Point and Handouts	Mid-term Assignment Final exam
<b>Community Planning:</b> Concept, process and importance.	<ul style="list-style-type: none"> <li>Students will learn the process of making a plan for community through gaining knowledge about the concept and importance of it.</li> <li>Students will prepare a community planning based on a particular community activity</li> </ul>	Lecture, Power Point and Handouts	Mid-term Assignment Final exam
<b>Community Participation:</b> Concept, types, methods, ladder and paradoxes.	<ul style="list-style-type: none"> <li>Students will be able to understand the concept, techniques and importance of community participation</li> <li>Students would be able to cite some barriers of community participation</li> </ul>	Lecture, Power Point and Handouts	Final Exam



<b>Community Partnership:</b> Concept, types, conditions for effective partnership and barriers of effective partnership	<ul style="list-style-type: none"> <li>Students will be able to understand the concept, types and conditions of community partnership</li> <li>Students would be able to cite some barriers of community partnership</li> </ul>	Power Point and Handouts	Final Exam
<b>Community Empowerment:</b> Concept, objectives, domains and importance.	<ul style="list-style-type: none"> <li>Students will be able to know the concept, objectives and domains of community empowerment</li> <li>Students will be able to cite some examples about the importance of community empowerment</li> </ul>	Lecture, Power Point and Handouts	Final Exam
<b>Community Social Work Practice in Bangladesh:</b> Governmental and Non-Governmental Initiatives.	<ul style="list-style-type: none"> <li>Students will be able to understand the realities, challenges and prospects of community social work practice in Bangladesh.</li> <li>Students will mention the main activities of GO-NGO initiatives</li> </ul>	Lecture, Power Point and Handouts	Final Exam

#### **Suggested Readings:**

- Chaskin, Robert J., Brown Prudence, Venkatesh Sudhir & Vidal Avis. (2001). Building Community Capacity. Walter Gruyter: New York.
- Defilippis, James & Saegert Susan. (2012). The Community Development Reader. Taylor & Francis: UK.
- Hardcastle, David A., Powers, Patricia A, & Wenocur Stanley. (2012). Community Practice: Theories and Skills for Social Workers. Oxford University Press: New York.
- Henderson, Paul & Vercseg Ilona. (2010). Community Development and Civil Society. Policy Press: UK.
- Hoe, K. C., Haris, A. W., Siti Hajar, A. B., & Islam, M. R. (2017). Community participation for rural poverty alleviation: A case of the Iban community in Malaysia. *International Social Work*. doi: 10.1177/0020872816673890 (Sage).
- Islam, M. R. (2016). *NGOs, Social Capital and Community Empowerment in Bangladesh*. London: Palgrave Macmillan.
- Islam, M. R., & Morgan, W. J. (2012). Agents of community empowerment? The possibilities and limitations of non-governmental organizations in Bangladesh. *Journal of Community Positive Practices*, 12(4), 703-725.
- Islam, M. R., & Morgan, W. J. (2012). Non-governmental organizations in Bangladesh: Their contribution to social capital development and community empowerment. *Community Development Journal*. 47(3), 369-385 (Oxford University Press).
- Islam, M. R. (2014a). Improving development ownership among the vulnerable people:

- Challenges of NGOs' community empowerment projects in Bangladesh. *Asian Social Work and Policy Review*, 8(3), 193-209(Wiley).
- Islam, M. R. (2014b). NGOs' role for social capital and community empowerment in community development: Experience from Bangladesh. *Asian Social Work and Policy Review*. 8(3), 261-274 (Wiley).
- Islam, M. R. (2017). Non-governmental organizations and community development in Bangladesh. *International Social Work*. 60(2), 479-493 (Sage).
- Islam, M. R. (2017). NGO community empowerment projects in Bangladesh: How do these fit the local context. *Local Economy*. 32(7), 763-777 (Sage).
- Islam, M. R., Abd Wahab, H., & Anggum, L. (2020). The influence of leadership quality towards community cohesion in Iban community in Malaysia. *Heliyon*, 6(2), e03370.
- Kenny, Sue, McGrath Brian & Phillips Rhonda. (2018). *The Routledge Handbook of Community Development*. Routledge: New York.
- Kirst-Ashman, Karen K. (2008). *Human behavior, Communities, Organizations, and Groups in the Macro Social Environment*. Thomson Brooks: USA.
- Lee, Seung Jong, Kim Yunji & Phillips Rhonda. (2015). *Community Well-Being and Community Development*. Springer Publications: New York.
- Minkler, Meredith. (2012). *Community Organizing and Community Building for Health and Welfare*. Rutgers University Press: New Jersey.
- Phillips, Rhonda and Pittman Robert H. (2018). *An Introduction to Community Development*. Taylor & Francis: New York.
- Sarkissian, Wendy & Hurford Dianna. (2010). *Creative Community Planning*. Earthscan: Washington.
- Pitchford, Michael. (2010). *Making Spaces for Community Development*. John laing: UK.
- Pawar, Manohar. (2010). *Social and Community Development Practice*. Sage Publications: Los Angeles.
- Wates, Nick. (2000). *The Community Planning Handbook*. Earthscan: UK.
- White, Vicky & Harris John. (2001). *Developing Good Practice in Community Care*. Jessica Kingsley Publishers: London.

<b>Course No: BSS 604</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Organization Behaviour</b>			<b>Course Type: Theory</b>

### **Rationale**

This course is about the organization behavior combined with many components of social, psychological, cultural and environmental aspects of organization. This course provides a comprehensive idea of individual and group behavior in organizations. Its rationale is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees' work. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development.

### **Course Learning Objectives**

This course aims to improve student's knowledge of human behavior in organization and the ability to lead people to achieve more effectively toward increased organizational performance. Upon complete of this course, students will be able to:

- Understand individual behavior in organizations, including diversity, attitudes, job satisfaction, psychological state, personality, values, perception, decision making, and motivational theories;
- Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations; and
- Understand the organizational system, including organizational structures, culture, human resources, and change.

### **Course Contents**

1. Organizational Behavior: Meaning, Historical Development of Organizational Behavior, Contributing Disciplines to the Organizational Behavior Field, Challenges and Opportunities for Organizational Behavior.
2. Foundation of Individual Behavior: Biographical Characteristics, Abilities: Intellectual Abilities and Dimensions of Intellectual Ability, Physical Abilities and Basic Physical Abilities; Learning and Theories of Learning.
3. Values, Attitudes, and Job Satisfaction: Meaning of Values, Types, and Values Across Cultures; Attitudes: Meaning, Components, Types, and Major Job Attitudes; Job Satisfaction: Meaning and Measuring Job Satisfaction, Effect of Job Satisfaction on Employee Performance, Causes of Employee Dissatisfaction.
4. Personality and Emotions: Personality: Meaning, Determinants, and Measuring Personality, Personality Traits, The Myers-Briggs Type Indicator, The Big Five Personality Model, Type A and B Personality, Proactive Personality, Achieving Personality Fit; Emotions: Meaning and Dimension of Emotions, External Constraints on Emotions.
5. Conflict and Negotiation: Conflict: Concept, Transition in Conflict Thought, Functional Versus Dysfunctional Conflict, The Conflict Process, Conflict Management Technique; Negotiation: Meaning, The Negotiation Process, Issues in Negotiation; Bargaining: Meaning, Strategies, and Process.
6. Organizational Culture: Meaning, Characteristics, Socialization Types, Functions, Culture as a Liability, Creating and Sustaining Culture, How Employees Learn Culture, Creating an Ethical and Positive Organizational Culture.

7. Organizational Change and Stress Management: Forces for Change, Planned Change, Resistance to Change, Sources of Resistance to Change, Overcoming Resistance to Change, Approaches to Managing Organizational Change (Lewin's Three Steps Model), Stress: Meaning, Model of Stress, Managing Stress and Consequences of Stress Management.

### Course Learning Outcomes (CLOs)

CLO 1: Students can explain the concept of Organizational Behaviour (historical development, approaches, models, challenges and opportunities), basic organizational behavior principles, and analyze how these influence behavior in the workplace;

CLO 2: Students will be able to know the foundation of individual behaviour, values, attitudes, job satisfaction, performance, personalities and emotions, quality of work life;

CLO 3: Students will be able to delimit the scope of organizational behaviour such as conflict and negotiation, bargaining with its theoretical perspective in Bangladesh;

CLO 4: Student will be able to enlighten the necessity of learning organizational behaviour for social welfare students in Bangladesh as well as able to develop a conceptual understanding of OC theories and to provide with skills to put those ideas and theories into social welfare administration practice; and

CLO 5: Students will understand about organizational change and its importance in globalized organizational settings as well as the importance of the employee participation, workplace conflict and organizational culture, organizational change and stress management.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1		√								
CLO2		√				√				
CLO3									√	
CLO4										√
CLO5						√				

### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course Content	Learning Outcomes	Teaching strategy	Assessment strategy
<b>Organizational Behavior:</b> Meaning, Historical Development of Organizational Behavior, Contributing Disciplines to the Organizational Behavior Field, Challenges and Opportunities for Organizational Behavior.	<ul style="list-style-type: none"> <li>Students can explain the concept of Organizational Behaviour (historical development, approaches, models, challenges and opportunities),</li> <li>Students will make list and define basic organizational behavior principles, and analyze how these influence behavior in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Home Work</li> <li>Group Discussion</li> </ul>

<b>Foundation of Individual Behavior:</b> Biographical Characteristics, Abilities: Intellectual Abilities and Dimensions of Intellectual Ability, Physical Abilities and Basic Physical Abilities; Learning and Theories of Learning.	<ul style="list-style-type: none"> <li>Students will be able to know the foundation of individual behaviour, values, attitudes and job satisfaction, personalities and emotions, quality of work life.</li> <li>Students can be able to describe the goals and objectives</li> <li>Organizational Behaviour in a social welfare based organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial Examination</li> <li>Surprise Test</li> </ul>
<b>Values, Attitudes, and Job Satisfaction:</b> Meaning of Values, Types, and Values Across Cultures; Attitudes: Meaning, Components, Types, and Major Job Attitudes; Job Satisfaction: Meaning and Measuring Job Satisfaction, Effect of Job Satisfaction on Employee Performance, Causes of Employee Dissatisfaction.	<ul style="list-style-type: none"> <li>Students will achieve excellence in organizational management in an agency based organization.</li> <li>They would be able to understand the purpose, techniques and aspects of attitude in organization, job satisfaction, measure performance and causes of job dissatisfaction.</li> <li>They will be able to analyze individual human behavior in the workplace as influenced by personality, values, perceptions, and motivations.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Presentation Assignment</li> </ul>
<b>Personality and Emotions:</b> Personality Meaning, Determinants, and Measuring Personality, Personality Traits, The Myers-Briggs Type Indicator, The Big Five Personality Model, Type A and B Personality, Proactive Personality, Achieving Personality Fit; Emotions: Meaning and Dimension of Emotions, External Constraints on Emotions.	<ul style="list-style-type: none"> <li>Students will be able to clarify the nature and features of Organizational Behaviour in a social welfare based context.</li> <li>They would be able to introduce a wide breadth of theories and applications of OB dealing with such topics as perception, motivation, decision making, team dynamics, negotiation, conflict management, leadership.</li> <li>They will outline the elements of group behavior including group dynamics, communication, leadership, power &amp; politics and conflict&amp; negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial Exam</li> <li>Mid Term exam</li> </ul>

<p><b>Conflict and Negotiation:</b>  Conflict: Concept, Transition in Conflict Thought, Functional Versus Dysfunctional Conflict, The Conflict Process, Conflict Management Technique;  Negotiation: Meaning, The Negotiation Process, Issues in Negotiation; Bargaining: Meaning, Strategies, and Process.</p>	<ul style="list-style-type: none"> <li>• Students will be able to delimit the scope of organizational behaviour such as conflict and negotiation with its theoretical perspective in Bangladesh.</li> <li>• Students will understand the behaviour of individuals and groups as part of the social and technical system in the work place.</li> <li>• They will be able to examine individual and group behaviour, communication, conflict and various management styles, motivational techniques and coordination in the work environment and apply these concepts to the development of an organization's human resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Home Work</li> <li>• Quiz Test</li> <li>• Question answer</li> </ul>
<p><b>Organizational Culture (OC):</b>  Meaning, Characteristics, Socialization Types, Functions, Culture as a Liability, Creating and Sustaining Culture, How Employees Learn Culture, Creating an Ethical and Positive Organizational Culture.</p>	<ul style="list-style-type: none"> <li>• Student will be able to enlighten the necessity of learning organizational behaviour for social welfare students in Bangladesh.</li> <li>• Students will be able to develop a conceptual understanding of OC theories and to provide with skills to put those ideas and theories into social welfare administration practice.</li> <li>• They will explain organizational culture and describe its dimensions and to examine various organizational designs.</li> <li>• They will understand to enhance critical thinking and analysis skills through the use of management case studies, personal application papers and small group exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Tutorial Examination</li> </ul>

<p><b>Organizational Change and Stress Management:</b> Forces for Change, Planned Change, Resistance to Change, Sources of Resistance to Change, Overcoming Resistance to Change, Approaches to Managing Organizational Change (Lewin's Three Steps Model), Stress: Meaning, Model of Stress, Managing Stress and Consequences of Stress Management.</p>	<ul style="list-style-type: none"> <li>• Students will understand about organizational change and its importance in globalised organizational settings</li> <li>• Students will be able to understand the importance of the employee participation, workplace conflict and organizational culture as well as the organizational change and stress management.</li> <li>• This will help students understand different behavioural characteristics from a group or individual in social welfare setting, where students learn to interpret and solve problems through stress management process</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Tutorial Exam</li> <li>• Final Examination</li> </ul>
--	---	--	--

### Suggested Reading Materials

Davis, K., 1982. *Human Behaviour at Work: Organizational Behavior*. New Delhi: Tata McGraw-Hill.

Luthans, F., 2011. *Organizational Behavior: An Evidence- Based Approach*. Twelfth Edition, Singapore: The McGraw-Hill Companies.

Newstrom, J. W., 2007. *Organizational Behavior: Human Behavior at Work*. Twelfth Edition, New Delhi: Tata McGraw Hill Education Private Limited.

Robbins, S. P., 2000. *Organizational Behavior, Ninth Edition*. New Delhi: Prentice- Hall of India private Limited.

Robbins, S. P. et al., 2009. *Organizational Behavior*. 13th Edition. New Delhi: Pearson Prentice Hall.

<b>Course No: BSS 605</b>	<b>Credits: 1</b>	<b>Hours: 15</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Seminar</b>			<b>Course Type: Presentation</b>

[Students will be divided into different groups. Each group will be assigned to a teacher where they will select a topic to develop a paper with their group participation. Finally, this paper will be presented in the seminar]

<b>Course No: BSS 606</b>	<b>Credits: 2</b>	<b>Hours: N/A</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Comprehensive</b>			<b>Course Type: Theoretical</b>

[This course will cover all courses in the Fifth and Sixth Semesters.]

<b>Course No: BSS 607</b>	<b>Credits: 1</b>	<b>Hours: N/A</b>	<b>BSS Hon's 6<sup>th</sup> Semester</b>
<b>Course Title: Viva-Voce</b>			<b>Course Type: Theoretical</b>

[Students will attend the Viva-Voce in front to the exam committee after finishing their all courses of this semester and it is compulsory for them. There are no particular contents/topics for this viva- Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the contents of the course curriculum].



<b>Course No: 701</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 7<sup>th</sup> Semester</b>
<b>Course Title: Social Research</b>			<b>Course Type: Theory</b>

### Rationale

Justification of this course is to make the students familiar with social research basics. By gaining basic conceptual, theoretical, methodological and practical knowledge of social research students will be able to conduct research individually. Another intention of this course is to motivate the students to do scientific research which is necessary for the improvement of the society.

### Course Learning Objectives

- To help the students to learn the basics of social research and social work research.
- Providing theoretical knowledge that is required in knowledge building.
- Helping the students to know the required approaches, methods and techniques in conducting social research.
- Helping the students to conduct research practically.

### Course Contents

1. Basic Concepts: research, purpose of research, science and scientific method, concept, indicator, variable, fact, hypothesis and assumption, theory, social research and social work research.
2. Knowledge Building: knowledge, scientific knowledge, belief and truth, reality, epistemology and ontology. Philosophical and Theoretical basics of Research: pragmatism, positivism, realism and interpretivism.
3. Major Types of Social Research: basic, applied, qualitative, quantitative, mixed, primary and secondary.
4. Steps of Social Research: i) problem identification, ii) showing knowledge through literature review, iii) drawing hypothesis (if applicable), iv) making a research plan or design, v) collecting, processing and analyzing data, vi) discussing and finalizing the findings, vii) writing a report and disseminating the findings.
5. Major Approaches and Methods of Social Research:-- i) Approaches (main methods): survey, case study, evaluation, action, ethnography; ii) Data collection techniques: interview, focus group discussion (FGD), observation, document collection; iii) Data collections tools: questionnaire, interview guide and interview schedule; iv) Population and unit of analysis; v) Sample and sampling techniques; vi) Data analysis techniques: primary idea to analyze quantitative and qualitative data; and vii) Ethics in social research.
6. Research Proposal: concept and important steps of research proposal; preparing a proposal on a topic. Research Design: concept and important types of design; details of longitudinal, cross-sectional, and experimental designs.
7. Necessity of social inquiry and social work inquiry. Problems of social research and social work research in Bangladesh.

### Course Learning Outcomes (CLOs)

- Students will learn the conceptual definitions of various aspects of the basics of social research.
- Students will be familiar with the philosophical and theoretical views that guide the researchers to produce reliable knowledge by using valid methods.
- Students will obtain knowledge regarding different types of social research.

- Students will be able to know the steps that are required to follow in doing a social research. Knowledge that will be gained from these contents will also create an image in the mind of the students about the final task of a researcher after the completion of the research report.
- Students will learn from these contents what approaches, methods and techniques are required to conduct a research.
- Students will also know about the ethical issues that are required to be followed in a research by the researchers.
- The contents will be helpful to prepare a research proposal. Students will know about the differences between proposal and design. They will also know about the main types of research design.
- Students will be capable to conduct a research, know the necessity of research in the field of social work.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 701	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2				✓						
CLO3				✓						
CLO4				✓						
CLO5				✓						
CLO6				✓						
CLO7				✓						

#### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
1. Basic Concepts: research, purpose of research, science and scientific method, concept, indicator, variable, fact, hypothesis and assumption, theory, social research and social work research.	<ul style="list-style-type: none"> <li>Students will learn the conceptual definitions of various aspects of the basics of social research.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Assignment Midterm Final Exam
2. Knowledge Building: knowledge, scientific knowledge, belief and truth, reality, epistemology and	<ul style="list-style-type: none"> <li>Students will be familiar with the philosophical and theoretical views that guide the</li> </ul>	Lecture, PowerPoint Presentation, Handouts,	Assignment Midterm Final Exam

ontology. Philosophical and Theoretical Basics of Research: pragmatism, positivism, realism and interpretivism.	researchers to produce reliable knowledge by using valid methods.	Reading References	
3. Major Types of Social Research: basic, applied, qualitative, quantitative, mixed, primary and secondary.	<ul style="list-style-type: none"> <li>Students will obtain knowledge regarding different types of social research.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Assignment Midterm Final Exam
4. Steps of Social Research: i) problem identification, ii) showing knowledge through literature review, iii) drawing hypothesis (if applicable), iv) making a research plan or design, v) collecting, processing and analyzing data, vi) discussing and finalizing the findings, vii) writing a report and disseminating the findings.	<ul style="list-style-type: none"> <li>Students will be able to know the steps that are required to follow in doing a social research.</li> <li>Knowledge that will be gained from these contents will also create an image in the mind of the students about the final task of a researcher after the completion of the research report.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam
5. Major Approaches and Methods of Social Research:-- i) Approaches (main methods): survey, case study, evaluation, action, ethnography; ii) Data collection techniques: interview, focus group discussion (FGD), observation, document collection; iii) Data collections tools: questionnaire, interview guide and interview schedule; iv) Population and unit of analysis; v) Sample and sampling techniques; vi) Data analysis techniques: primary idea to analyze quantitative and qualitative data; and vii) Ethics in social research.	<ul style="list-style-type: none"> <li>Students will learn from these contents what approaches, methods and techniques are required to conduct a research.</li> <li>Students will also know about the ethical issues that are required to be followed in a research by the researchers.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam.
6. Research Proposal: concept and important steps of research proposal; preparing a proposal on a topic. Research Design: concept and important types of design; details of longitudinal, cross-sectional, and experimental	<ul style="list-style-type: none"> <li>The contents will be helpful to prepare a research proposal.</li> <li>Students will know about the differences between proposal and design.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam

designs.	<ul style="list-style-type: none"> <li>They will also know about the main types of research design.</li> </ul>		
7. Necessity of social inquiry and social work inquiry. Problems of social research and social work research in Bangladesh.	<ul style="list-style-type: none"> <li>Students will be capable to conduct a research, know the necessity of research in the field of social work.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Reading References	Final Exam

### Suggested Readings

- Babbie, E. 2008. *The basics of social research* (4th ed.). Belmont, California: Thomson Wadsworth.
- Blaikie, N. 2010. *Designing social research: The logic of anticipation* (2nd Ed.). Cambridge, England: Polity.
- Bryan, A. 2012. *Social research methods* (4th ed.). New York: Oxford University Press.
- Creswell, J. W. 2013. *Qualitative inquiry & research design: Choosing among five approaches* (3rd Ed.). Los Angeles: AGE.
- Crotty, M. 1998. *The foundations of social research: Meaning and perspective in the research process*. London: Sage.
- Islam, M. R. (Ed.). 2019. *Social Research: A handbook for students in developing countries*. England: Cambridge Scholars Publishing.
- Khoda, F. 2019. Epistemology and ontology: What and why in social research. In Islam, M. R. (Ed.), *Social Research: A handbook for students in developing countries*. England: Cambridge Scholars Publishing.
- Matthews, B., & Ross, L. 2010. *Research methods: A practical guide for the social sciences* (1st Ed.). London: Pearson.
- Yin, R. K. 2012. *Applications of case study research* (3rd Ed.). London, UK: SAGE.

### Further Readings

- Akanda, M. A. S. 2018. *Research methodology: A complete direction for learners*. Dhaka: Academic Publishers.
- Islam, M. N. 2007. *Shamajikgobeshona [Social research]*. Dhaka: Tasmia Publications.
- Islam, M. R. & Faruque, C. J. (Eds.). 2017. *Qualitative research: Tools and techniques*. Dhaka: AH Development Publishing House.
- Neuman, W. L. 2003. *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn and Bacon.
- Padgett, D. K. 1998. *Qualitative methods in social work research: Challenges and rewards*. London, UK: Sage Publications.
- Sarker, P. C. 2014. *Qualitative research in multidisciplinary perspective*. Dhaka: Centre for Research, Prime University.
- Silverman, D. 2013. *Doing qualitative research: A practical hand book* (4th Ed.). London, UK: SAGE.
- Sufian, A. J. M. 2009. *Methods and techniques of social research*. Dhaka: UPL.
- Taher, M. A. 2008. *Shamajikgobeshonaporichity [Introduction to social research]*. Dhaka: AnuProkashona.

<b>Course No: BSS 702</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 7<sup>th</sup> Semester</b>
<b>Course Title: Statistics in Social Research</b>			<b>Course Type: Theory</b>

**Rationale:** This course offers the tools and techniques of statistics that are very essential for social work students to understand the use of research findings in social research. It provides an overview of Population and Sample, Scopes and Limitations of Statistics, sampling and data collection techniques, data processing and measurement, and use of tools such as correlation, regression and Chi-square test in social research.

### **Course learning objectives**

- To introduce the students the basic concepts statistics, limitations and use of statistics in social research;
- To let the students know about sample and sampling and its different techniques used in research;
- To provide basic understanding about data processing and presentation;
- To give learning on the measurements of central tendency and their application in social research;
- To provide understanding on the measurements of dispersion and uses in social research;
- To let the students understand about correlation, its classification and importance in research work;
- To give a conceptual clarification on probability and the tests of hypothesis.

### **Course contents**

1. Basic Concepts of Statistics: Population and Sample, Scopes and Limitations of Statistics, Use of Statistics in Social Research and Social Work Practice.
2. Sampling: Types of Sampling, Techniques, Advantages and Limitations of Sampling.
3. Data Processing and Presentation: Variables, Data Classification, Tabulation, Frequency Distribution and Graphical Representation of Data.
4. Measures of Central Tendency: Mean, Median and Mode, their Application in Social Research.
5. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Quartile Deviation, the Variance, Co-efficient of Variation, Moments, and Skewness and Kurtosis.
6. Correlation and Regression.
7. Concepts of Probability, Test of Hypothesis and Chi-Square Test.

**Course learning outcomes (CLOs):**

**CLO 1:** Student will understand the basic concepts statistics, limitations and use of statistics in social research;

**CLO 2:** Students will be able to know about sample and sampling and its different techniques used in research;

**CLO 3:** Student will be able understand about data processing and presentation;

**CLO 4:** Student will learn the measurements of central tendency and their application in social research;

**CLO 5:** Student will understand the measurements of dispersion and uses in social research;

**CLO 6:** Student will be able to know about correlation, its classification and importance in research work;

**CLO 7:** Student will able to know the concepts related to probability and the tests of hypothesis.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 702	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7
<b>CLO 1</b>	√						
<b>CLO 2</b>		√					
<b>CLO 3</b>			√				
<b>CLO 4</b>				√			
<b>CLO 5</b>					√		
<b>CLO 6</b>						√	
<b>CLO 7</b>							√

**Learning outcomes, Teaching Strategy and Assessment Strategy against course contents:**

Course contents	Learning Outcome	Teaching Strategy	Assessment Strategy
Basic Concepts of Statistics: Population and Sample, Scopes and Limitations of Statistics, Use of Statistics in Social Research and Social Work Practice	<ul style="list-style-type: none"> <li>Students will learn about the Population and Sample</li> <li>Students will be able to identify Scopes and Limitations of Statistics;</li> <li>Students will be able to use of Statistics in Social Research and Social Work Practice;</li> </ul>	Lecture Power Point Handouts	Midterm Final Exam

Sampling: Types of Sampling, Techniques, Advantages and Limitations of Sampling.	<ul style="list-style-type: none"> <li>• Students will learn about the types of Sampling;</li> <li>• Students will understand the techniques of sampling and they will be capable to use techniques of sampling;</li> <li>• Students will be able to mentions major advantages and limitations of sampling;</li> </ul>	Lecture Power Point Handouts	Assignment Final Exam Class Presentation
Data Processing and Presentation: Variables, Data Classification, Tabulation, Frequency Distribution and	<ul style="list-style-type: none"> <li>• Students will be able to know the tools and techniques of data process such as Data Classification, Tabulation, Frequency Distribution; Graphical Representation of</li> </ul>	Lecture Power Point Handouts	Final Exam Assignment Midterm
Graphical Representation of Data.	<p>Data with its limitation</p> <ul style="list-style-type: none"> <li>• Students will use these tools in particular course of action</li> </ul>		
Measurement of Central Tendency: Mean, Median and Mode, their Application in Social Research.	<ul style="list-style-type: none"> <li>• Students will learn about the concept of Mean, Median and Mode;</li> <li>• Students will be able to apply these</li> </ul>	Lecture Power Point Handouts	Final Exam
Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Quartile Deviation, the Variance, Co-efficient of Variation, Moments, and Skewness and Kurtosis.	<ul style="list-style-type: none"> <li>• Students will be able to learn different tools and techniques of the measurement of dispersion such as Range, Mean Deviation, Standard Deviation, Quartile Deviation, the Variance, Co-efficient of Variation, Moments, and Skewness and Kurtosis;</li> <li>• Students will be able to use these tools in some course of actions</li> </ul>	Lecture Power Point Handouts	Final Exam Assignment

Correlation and Regression	<ul style="list-style-type: none"> <li>• Students will be able to explain the necessity of Correlation and Regression;</li> <li>• Students will be able to Coefficient of correlation, Determination of correlation between two related Variables with the help of Scatter diagram;</li> <li>• Students will be able to calculation of correlation between two related Variables. Probable error, limits of Correlation. Significance of Correlation;</li> <li>• Calculation of Regression line. Determination of Standard error.</li> </ul>	Lecture Power Point Handouts	Final Exam Class presentation
Concepts of Probability, Test of Hypothesis and Chi-Square Test.	<ul style="list-style-type: none"> <li>• Students will be familiar with Concepts of Probability;</li> <li>• Students will be able to use Chi-Square Test with some problems;</li> <li>• Students will be able to use Test of Hypothesis with some problems</li> </ul>	Lecture Power Point Handouts	Final Exam

### Suggested Reading Materials

Gupta, SP and Gupta, MP., 1990. *Business Statistics*. New Delhi: Sultan Chand and Sons.

Kothari, C.R., 1988. *Research Methodology: Methods and Techniques*. New Delhi: Wiley.

Levin, Jack ; Fox, James Alan and Forde, David R., 2010. *Elementary Statistics in Social Research, 11th ed.* Boston : Allyn & Bacon Pearson.

Mostafa, M G., 1972. *Methods of Statistics*. Dhaka: Anwari Publication.

Penn, Roger and Berridge, Damon (eds.), 2009. *Social Statistics*. Thousand Oaks, CA : SAGE Publications.

Wagner III, William E., 2007. *Using SPSS for Social Statistics and Research Methods*. California : Pine Forge Press.

আলী, মো: আশরাফ । ১৯৭৬ । *পরিসংখ্যান পদ্ধতি* । ঢাকা: বাঙলা একাডেমী ।

ইসলাম, মো: নুরুল । ২০০৮ । *সামাজিক গবেষণায় পরিসংখ্যান* । ঢাকা: তাসমিয়া পাবলিকেশন্স ।



<b>Course No: BSS 703</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 7<sup>th</sup> Semester</b>
<b>Course Title: Human Resource Management</b>			<b>Course Type: Theory</b>

**Rationale:** The designated course is designed to familiarize with the concept, meaning and principles of Human Resource Management (HRM). It provides an opportunity for the students to understand the concept of Job Analysis: Job Description, Job Specification, Job Evaluation, Promotion, Dismissal, Retirement of Personnel, Line and Staff Functions. It also provides an in-depth knowledge regarding Human Resource Planning: Concept, Needs, Component and Analysis- Short Range and Long Range. In addition, this course will help the students to have sound understanding Human Resource Management and Development: Training and Development, Training Policy, Training Modules, Methods of Training and Training Evaluation. Performance Appraisal: Concept, Objectives, Importance, Methods of Performance Appraisal, Performance Appraisal in Bangladesh. Therefore, this course is designed to acquaint the Concept, Types and Role of Executive, Need for Executive Development, Executive Development Process, Role and Development Procedure of Executive and Personnel in Social Work Agency.

### **Course Learning Objectives**

1. To provide an intensive understanding for the students about the issues related with organization management and HRM.
2. To provide understanding regarding the basic issues of human resource management such as: Job Analysis: Job Description, Job Specification, Job Evaluation, Promotion, Dismissal, Retirement of Personnel, Line and Staff Functions.
3. To provide idea about human resource planning: Concept, Needs, Component and Analysis- Short Range and Long Range.
4. To introduce the human resource management and Development issues such as: Training and Development, Training Policy, Training Modules, Methods of Training and Training Evaluation.
5. To provide understanding on the concept performance appraisal and its objectives, importance, methods of performance appraisal.
6. To provide understanding the executive and personnel career development, types and role of executive, importance executive development and the process of executive development.
7. To provide the understanding of the meaning, objectives and techniques of supervision and to familiarize the functions of supervision including to apply this as education process.

### **Course Contents**

1. Human Resource Management: Concept, Scope and Functions of Human Resource Management, Process of Recruitment, Selection, Appointment and Placement.
2. Job Analysis: Job Description, Job Specification, Job Evaluation, Promotion, Dismissal, Retirement of Personnel, Line and Staff Functions.
3. Human Resource Planning: Concept, Needs, Component and Analysis- Short Range and Long Range.
4. Human Resource Management and Development: Training and Development, Training Policy, Training Modules, Methods of Training and Training Evaluation.

5. Performance Appraisal: Concept, Objectives, Importance, Methods of Performance Appraisal, Performance Appraisal in Bangladesh.
6. Executive and Personnel Career Development: Concept, Types and Role of Executive, Need for Executive Development, Executive Development Process, Role and Development Procedure of Executive and Personnel in Social Work Agency.
7. Supervision: Supervision as an Administrative Process, Objectives, Techniques and Functions of Supervision, Supervision as Educational and Evaluative Process.

### Course Learning Outcomes (CLOs)

- CLO1: Students will be able to get a better understanding on the concept of human resource management, process of recruitment, selection, appointment and placement.
- CLO2: Students can be able to learn regarding different tools of job analysis such as job description, job specification, and job evaluation.
- CLO3: Students will be able to know the design of human resource planning with its importance and application in social welfare organizations
- CLO4: Students will get knowledge about the concept training and development, training policy, training modules, methods of training and training Evaluation.
- CLO5: Student will be able to know techniques of performance appraisal with its objectives and importance. They will also be able to apply to measure the performance appraisal in social welfare organizations the nature, characteristics and features of population policy in Bangladesh.
- CLO6: Students will get wide knowledge on the concepts, types and role of executive and personal career development. They will be able to identify the executive development process and some experiences about the techniques of supervision after observing from an industry.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course No: BSS 102	PLO1	PLO2	PLO3	PLO 4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	√									
CLO2		√								
CLO3	√			√						
CLO4	√	√			√					
CLO5	√			√		√				
CLO6				√						√

### Learning outcomes, Teaching Strategy and Assessment Strategy against course contents

Course Content	Learning Outcomes	Teaching strategy	Assessment strategy
<b>Human Resource Management:</b> Concept, Scope and Functions of Human Resource Management, Process of Recruitment, Selection, Appointment and Placement.	<ul style="list-style-type: none"> <li>This content is an attempt to provide an opportunity for the students to understand the concept of human resource management, process of recruitment, selection, appointment and placement.</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.
<b>Job Analysis:</b> Job Description, Job Specification, Job Evaluation, Promotion, Dismissal,	<ul style="list-style-type: none"> <li>Students will understand about different tools of job analysis such as job description, job specification, and job evaluation</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.
Retirement of Personnel, Line and Staff Functions.	<ul style="list-style-type: none"> <li>Students will learn the concepts and importance of promotion, dismissal and the functions of line staff.</li> </ul>		Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
<b>Human Resource Planning:</b> Concept, Needs, Component and Analysis- Short Range and Long Range.	<ul style="list-style-type: none"> <li>Students will know to design human resource planning with its importance and application in social welfare organizations</li> <li>Students will be able to make a short and long range planning</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.

<b>Human Resource Management and Development:</b> Training and Development, Training Policy, Training Modules, Methods of Training and Training Evaluation.	<ul style="list-style-type: none"> <li>• This content will facilitate an understanding of the concept, methods and strategies for HRM.</li> <li>• This will help the students to prepare a training module with its proper methods</li> <li>• Students will be able to evaluate the impact, limitations and success of training module</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
<b>Performance Appraisal:</b> Concept, Objectives, Importance, Methods of Performance Appraisal, Performance Appraisal in Bangladesh.	<ul style="list-style-type: none"> <li>• Students will learn the techniques of performance appraisal with its objectives and importance</li> <li>• Students will be able to apply this in the performance appraisal in social welfare organizations</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation, Final Exam.
<b>Executive and Personnel Career Development:</b> Concept, Types and Role of Executive, Need for Executive Development, Executive Development Process, Role and Development Procedure of Executive and Personnel in Social Work Agency.	<ul style="list-style-type: none"> <li>• Students will get wide knowledge on the concepts, types and role of executive and personal career development</li> <li>• Students will be able to identify the executive development process</li> <li>• Students will mention some examples about the characteristics and process of executive development in social welfare organization</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.

<b>Supervision:</b> Supervision as an Administrative Process, Objectives, Techniques and Functions of Supervision, Supervision as Educational and Evaluative Process.	<ul style="list-style-type: none"> <li>• Students will understand the meaning, objectives and techniques of supervision</li> <li>• They will understand the functions of supervision including to apply this as education process</li> <li>• Students will tell some experiences about the techniques of supervision after observing from an industry</li> </ul>	Lecture, PowerPoint Presentation, Handouts, Book References	Group Discussion, Question and Answer, Assignment, Mid Term presentation Final Exam.
--	--	---	--

### Suggested Reading Materials

- C. B. Momoria., 1986. *Personnel Management*. India: Himalaya Publishing House.
- Decenzo, David A. and Robbins, Stephen P., 2002. *Personnel/Human Resource Management*. 3/e. NewDelhi: Prentice - Hall of India.
- Derek, Torington and Lurn, Hall., 1995. *Personnel Management HRM in Action*.
- Dessler, Gary., 2009. *A Framework For Human Resource Management*. 5th ed. N.J: Pearson/Prentice Hall.
- Dessler, Gary., 2009. *Fundamentals of Human Resource Management: Content, Competencies, and Applications*. N.J. : Prentice Hall.
- Flippo, E. B., 1968. *Principles of Personnel Management*. Tokyo: McGraw Hill Book.
- Heneman, Herbert G. et al., 1986. *Personnel/Human Resource Management*. IRWIM.
- Newman, William, H., 1986. *Administration Action: The Techniques of Organization and Management*.
- Williamson, N., 1961. *Supervision: New Pattern and Process*. New York: Association Press.
- Yoder, Dale., 1949. *Personnel Management and Industrial Relations*. N. J. : Prentice-Hall.
- আহমদ, ইকবাল। ১৯৯৩। কর্মী ব্যবস্থাপনা। ঢাকা: বাংলা একাডেমী।
- হোসেন, মকবুল; হক, জহিরুল এবং সাহা, অভিনয় চন্দ্র। ১৯৮৯। আর্থিক ব্যবস্থাপনা। ঢাকা: বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।

<b>Course No: 704</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 7<sup>th</sup> Semester</b>
<b>Course Title: Counseling and Psychiatric Social Work</b>			<b>Course Type: Theory</b>

### **Rationale:**

The designated course is designed to provide a comprehensive overview of many rich arrays of ideas, contexts, and practices that constitute the contemporary counseling service profession as a specialized discipline of high demand in global societies. Through the study of this professional course, the students can easily be able to know a good number of core topics such as key concepts, the therapeutic process, therapeutic techniques, models and procedure to be applied for resolution of the problems that diverse people in the society are experiencing in personal, familial and community life. This course will describe how counselors develop a positive empathetic rapport with clients and use basic interpersonal skills to strengthen working relationships. The students will be able to comprehend the efficacy of good quality rapport that counselors may discover and appreciate clients' strengths and various positive aspects and also understand clients' symptoms and assess their needs and readiness to change. The main rationale of this course is to provide the students with profound knowledge and understanding about the use of tools and techniques of professional counseling that is necessary for the people living in a high-paced changing society in this globalized society where they are experiencing daily pains and sufferings in body, mind and soul. This is an important module where the students can learn humanistic philosophical virtues (attributes and qualities), the nature of human psycho-behavioral and social problems, the basic therapeutic tools and techniques so that they can be able to help the people with multifaceted needs and problems, and by their professional knowledge and skill-based assistance, the people in problem-situations can regain normality in the personal and social life with having the fullest capacity of resolving own problems by themselves.

### **Course Learning Objectives:**

The course has the following objectives:

- The prime objective of this course is to equip the students with conceptual, theoretical and practice-based methodological knowledge about counseling and psychiatric social work.
- This course will contribute a lot to prepare the social work students with knowledge-based skills and standard ethical education to help clients who are experiencing a wide variety of bio-psycho-social and economic problems, and need adaption to all the undesirable situations in personal, family and social life.
- This course is designed to make students fully capable of rendering services as expert counselors by making themselves specialized social work practitioners.
- Knowledge gained through the course study will help the clients regardless of their sex and gender identity, economic and social position, psychosomatic make-up to be

more adaptive in their lives and play effective roles in social functioning.

- The study of the course will help students to enhance skills to promote psycho-physical strength, intellectual ability, problem-solving skills and coping abilities in order to attain and enjoy a better quality of life for the clients.
- The study of this course will help students to build their career with the strong pursuit of doing well-being for persons in problems through the study of a variety of therapeutic approaches, theories and techniques of the counseling profession.
- This course will provide theoretical as well as practice-based knowledge combined with opportunities to work in mental health environments (settings) and develop students' ability to foster positive changes in the lives of client systems.
- 

#### **Course Contents:**

1. Counseling: concept, goals, practice fields, steps followed in counseling service; functions of counseling as a sub-discipline of social work profession and emerging demand of practicing social work in Bangladesh.
2. Counseling process: counselor-client relationship; steps in the counseling process; factors affecting the counseling process, assessment, formulation and treatment strategy, plan of case management.
3. Counseling model: biochemical model; environmental model, classical conditioning model, cognition model, behavioral model, psycho-analytical model.
4. Psychiatric social work: concept, characteristics, objectives, growth as a field of social work. Psychiatric social work in Bangladesh: scope, problems and prospects.
5. Therapeutic approaches in counseling: person/client-centered counseling therapy; psychoanalytic therapy (Freudian); behavioral therapy; cognitive therapy; rational emotive behavior therapy; gestalt therapy, existential counseling and therapy.
6. Adapting the counseling to sub-specialism (client presenting problems): a) family and married couples; b) working with children and their parents; c) working with the aged people; d) counseling with the case of substance abuser; e) counseling for the post-trauma stress disorder; f) working with the disabled people.
7. Ethical issues in counseling and psychotherapy: value issues inherent in the counseling process. skills and competency of counselor in social work practice
8. Services, challenges and barriers to counseling services in Bangladesh.

#### **Course Learning Outcomes (CLOs)**

- **CLO-1:** Students will be able to get a better understanding of basic concepts, goals, practice fields, functions of counseling applied in the social work profession.
- **CLO-2:** Students can be able to get a clear idea of counseling process largely associated with counselor-client relationship; steps used in counseling process; case assessment, formulation and case management.

- **CLO-3:** Students will be acquainted with the use of counseling models such as biochemical model; environmental model, classical conditioning model, cognition model, behavioral model, psycho-analytical model.
  - **CLO-4:** Students will get an advanced understanding with regard to the concept of psychiatric social work and its characteristics, objectives, growth as a field of social work practice.
  - **CLO-5:** Students will get orientation as to how to apply therapeutic approaches in counseling that are person/client-centered counseling therapy; psychoanalytic therapy (Freudian); behavioral therapy; cognitive therapy; rational emotive behavior therapy; gestalt therapy, existential counseling and therapy.
- CLO-6:** Students will get the knowledge of applying counseling approaches to resolve the problems of family and married couples; children and their parents; older people; substance abusers; the post-trauma stress disorder and disabled people.
- CLO-7:** Students will get a clear orientation of ethical knowledge and values to be maintained in counseling process.
- CLO-8:** Students will learn the ways of maintaining ethics and values to be exercised while rendering counseling services to the client systems.
- CLO-9:** Students will be able to enhance skills and competency as an expert counselor through evidence based social work practice

#### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcome (PLOs)**

Course No. BSS- 704	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10
CLO1	✓									
CLO2		✓								
CLO3			✓							
CLO4				✓					✓	
CLO5				✓						✓
CLO6						✓				✓
CLO7	✓									
CLO8							✓	✓		✓
CLO9									✓	✓



**Learning Outcomes, Teaching Strategy and Assessment Strategy Against Course Contents:**

<b>Course Contents</b>	<b>Learning Outcomes</b>	<b>Teaching Strategy</b>	<b>Assessment Strategy</b>
Counseling: Concept, goals, practice fields, steps followed in counseling service; functions of counseling as a sub- discipline of social work profession and emerging demand of practicing social work in Bangladesh.	<ul style="list-style-type: none"> <li>Students will learn the concept and meaning of counseling, and its application areas.</li> <li>Students will be able to understand how to practice counseling as a specialized approach of social work to serve people with bio-psychosocial, economic, mental and spiritual health and relational problems.</li> </ul>	Lecture PowerPoint Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Exam Course Final Exam
Counseling Process: Counselor-Client Relationship; Steps in the Counseling Process; Factors Affecting the Counseling Process, Assessment, Formulation and Treatment Strategy Plan of Case Management	<ul style="list-style-type: none"> <li>Students will know the counseling process with its steps and factors</li> <li>They will be able to identify the essential factors that affect on counseling</li> <li>They will find the application of counseling in formulation of assessment and treatment plan</li> </ul>	Lecture PowerPoint Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Exam Course Final Exam
Counseling Model: Biochemical Model; Environmental Model, Classical Conditioning, Cognition Model, Behavioral Model, Psycho-Analytical Model	<ul style="list-style-type: none"> <li>Students will be able to understand different models of counseling with contents, theme and limitations</li> <li>Students will find some examples in social work practices where they can use these models</li> </ul>	Lecture PowerPoint Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Course Final Exam
Psychiatric Social Work: Concept, Characteristics, Objectives, Growth as a Field of Social Work. Psychiatric Social Work in Bangladesh: Scope, Problems and Prospects.	<ul style="list-style-type: none"> <li>Students will be able to understand the scope to think about psychiatric social work practices with its scope in Bangladesh</li> <li>Students will find some examples and working areas where this discipline can be practiced</li> <li>Students will be able to mention some limitations/disadvantages of psychiatric social work</li> </ul>	Lecture Power Point Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Course Final Exam

	practice in Bangladesh		
Therapeutically Approaches in Counseling: Person/Client Centered Counseling Therapy; Psychoanalytic Therapy (Freudian); Behavioral Therapy; Cognitive Therapy; Rational Emotive Behavior Therapy; Gestalt Therapy, Existential Counseling and Therapy	<ul style="list-style-type: none"> <li>Students will understand the therapeutic approach in counseling with its objectives and application</li> <li>Students will learn different models and approaches to therapeutic counseling with its limitations</li> <li>Students will find some examples in social welfare services where these approaches/models can be practiced</li> </ul>	Lecture Power Point Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Course Final Exam
Adapting the Counseling to Sub-Specialism (Client Presenting Problems): a) Family and Married Couples. b) Working with Children and their Parents. Working with the Aged People; d) Counseling with the Case of Substance Abuser; e) Counseling for the Post-Trauma Stress Disorder; f) Working with the Disabled People.	<ul style="list-style-type: none"> <li>Students will know the tools and techniques of counseling to deal problems of family and married couples, working children and aged people, substance misusers, post-trauma stress disordered and disabled people</li> <li>Students will be able to learn their personal experiences from their own community work</li> </ul>	Lecture Power Point Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Course Final Exam
Ethical Issues in Counseling and Psychotherapy: Value Issues Inherent in the Counseling Process. Skills and Competency of Counselor in Social Work Practice	<ul style="list-style-type: none"> <li>Students will mention the ethical and value based skills in counseling</li> <li>They will develop some of these skills so that they can be able to practice this in their career</li> </ul>	Lecture Power Point Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Course Final Exam
Services, Challenges and Barriers to Counseling Services in Bangladesh.	<ul style="list-style-type: none"> <li>Students will mention the challenges and barriers of counseling in Bangladesh</li> </ul>	Lecture Power Point Use Handouts Discussion	Assignment Midterm Exam Group discussion/ Tutorial Course Final Exam

**Suggested Readings:**

- Bentley, Kia J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. USA: Thomson Learning.
- Butler, Alan and Prichard, Colir(1983).Social Work and Mental Illness. London: Macmillan Press Ltd.
- Corey, Gerald (2009). Theory and Practice of Counseling and Psychotherapy. USA: Thomson Brooks.
- Corney, Roslyn and Jenkins, Rachel (Eds.)(2005).Counseling in General Practice. New York. Routledge.
- Feltham, Colin and Hortor, Lan. (2002). Hand Book of Counseling and Psychotherapy. New Delhi: SAGE Publications.
- Goldenberg,Herbert. (2002). Counseling Todays Families. 4<sup>th</sup> Edition. USA: Brooks Cole.
- John Sommers-flanagan and Rita Sommers-flanagan. (2004). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques. New Jersey: John Wiley & Sons, Inc.
- Levi, Michael L. (2006). Psychiatry Concise on Connect Clinical Practice. Oxford Redcliff Publishing.
- Lover Michael (1993).Social Work Disabled People and Disabling Environment. London: Jessica Kinsley Publishers.
- McLeod, John (2003). An Introduction to Counseling (3rd Ed.). London: Open University Press.
- Miller, Lisa (2006). Counseling Skills for Social Work. London: SAGE Publications Inc.
- Payne, Malcolm. (1991). Modern Social Work Theory. London: Macmillan Press.
- Person, Richard E. (1970).Counseling and Social Support Perspectives and Practice. New Delhi: SAGE Publications.
- Sally Aldridge and Sally Rigby (Ed.)(2004).Counseling Skills in Context. London: Replika Press Private Limited.
- Thompson, Neli. (2004). Understanding Social Work papering for Practice: London: Macmillan Press Ltd.

<b>Course No: BSS 705</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 7<sup>th</sup> Semester</b>
<b>Course Title: Field Education</b>			<b>Course Type: Theory</b>

### **Rationale:**

The course has been designed to introduce the field practice of social work education. The discipline of social work has recognized as profession in many countries which promotes social well-being for the problematic people and for all who need social services and assistance. Through this course, the students will learn about the concept of field work affairs. In the field work dimensions, the course will be a guideline for the students to make conclude of social work education finally. The students will be capable to identify the problems and challenges of persons, groups, and community.

### **Course Learning Objectives:**

This course has the following objectives-

- To present the conceptual meaning of field work of social work education with its objectives, background, and prospects;
- To explain the field placement and nature of job in a social work agency;
- To discuss about the models of field work and related theories for recovering the problems of persons, groups and community; and
- To show the ethical ground of field work in front of the students that will be followed in the duration of field intern.

### **Course Contents**

1. Field Work: Meaning, Objectives, Types and Scope, Historical Background, Problems and Prospects of Field Work in Bangladesh.
2. Field Practice in Social Work: Criteria of Field Placement, Orientation Visit, Concurrent Fieldwork, Block Placement, Nature of Students' Performance.
3. Field Work as a Link between Theory and Practice, Field Work Analysis Model, Use of Client Centered Theory in Field Practicum, Indigenization in Social Work.
4. Field Work Practice in Different Settings: Field Work Practices in NGOs and Government Programs– Medical & Non-Medical, Psychiatric, Correctional and Community Settings.
5. Code of Ethics in Fieldwork Practice, Ethical Objectives and Principles, Different Ethical Standard and Responsibilities of Social Workers to the Clients, Colleagues, Settings, Legal and Ethical Concern of Field Work with Special Reference to Bangladesh.
6. Field Work Supervision: Concept, Objectives, Methods, and Problems of Supervision in Bangladesh.
7. Procedures of Field Work Practice, Placement, Formulation of Assignment, Case Management, Preparing Case Study, Supervising and Monitoring Daily Work, Process Recording, Report Writing and Field Work Evaluation.

### **Course Learning Outcomes (CLOs)**

- **CLO1:** The students will learn the concept of field work education with its traits and background.
- **CLO2:** The field placement of social work education will be discussed and that will assist the students to learn how to work in a social organization.
- **CLO3:** The students will learn the models and theories of field work education of social work aspect.

- **CLO4:** The students will study about the concept of problem solving process in both medical and non-medical settings.
- **CLO5:** The code of ethics will be presented in front of students to share the ethical manner for work and to maintain the organizational culture of assigning agency.
- **CLO6:** The students will study about supervision and monitoring techniques and approaches.
- **CLO7:** The student will be knowledgeable how to maintain the process record and report writing.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**

Course No: BSS 705	PLO 1	PLO 2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1			√	√						
CLO2	√		√				√			
CLO3		√				√	√			
CLO4	√			√					√	
CLO5			√							
CLO6										√
CLO7		√					√			

Course contents	Learning outcomes	Teaching strategy	Assessment strategy
Field Work: Meaning, Objectives, Types and Scope, Historical Background, Problems and Prospects of Field Work in Bangladesh.	<ul style="list-style-type: none"> <li>• The students will learn the meaning the field work of social work education with its objectives and background.</li> <li>• The students will be introduced by the course instructor that how the field work of social work education has been evolved and</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>

	grow out in globally.		
Field Practice in Social Work: Criteria of Field Placement, Orientation Visit, Concurrent Fieldwork, Block Placement, Nature of Students' Performance.	<ul style="list-style-type: none"> <li>The students will learn about the field work such as placement, orientation, and types of field work.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>
Field Work as a Link between Theory and Practice, Field Work Analysis Model, Use of Client Centered Theory in Field Practicum, Indigenization in Social Work.	<ul style="list-style-type: none"> <li>The students will learn about the theory and techniques of field work as well as model of practice.</li> <li>The students will study the indigenization aspects regarding problems and challenges that are faced by the people of Bangladesh community.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> </ul>
Field Work Practice in Different Settings: Field Work Practices in NGOs and Government Programs– Medical & Non-Medical, Psychiatric, Correctional and Community Settings.	<ul style="list-style-type: none"> <li>The students will learn how to practice field work in different settings such as medical and non-medical.</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Class Lecture</li> <li>Power point presentations</li> <li>Reference book,</li> <li>Questions and answer</li> <li>Handouts</li> <li>Lesson Plan</li> </ul>

Code of Ethics in Fieldwork Practice, Ethical Objectives and Principles, Different Ethical Standard and Responsibilities of Social Workers to the Clients, Colleagues, Settings, Legal and Ethical Concern of Field Work with Special Reference to Bangladesh.	<ul style="list-style-type: none"> <li>• Code of ethics and required principles will be studied in the class room. Through this, the students will learn how to practice the education of social work ethically.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>
Field Work Supervision: Concept, Objectives, Methods, and Problems of Supervision in Bangladesh.	<ul style="list-style-type: none"> <li>• The students will learn about the concept of supervision with its methods, objectives, and facing challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>
Procedures of Field Work Practice, Placement, Formulation of Assignment, Case Management, Preparing Case Study, Supervising and Monitoring Daily Work, Process Recording, Report Writing and Field Work Evaluation.	<ul style="list-style-type: none"> <li>• The students will learn process recording, case management, monitoring tools, and evaluation approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Power point presentations</li> <li>• Reference book,</li> <li>• Questions and answer</li> <li>• Handouts</li> <li>• Lesson Plan</li> </ul>

### **Suggested Reading Materials**

Momen, M. A (ed.), 1970. *Field Work Manual*. Dhaka: CSWRC.

Raj, Bhanti., 1986. *Field Work in Social Work Perspectives*. Dhaka: Himashu Publications.

Rogers, Gayla (ed.), 1995. *Social Work Field Education: Views and Visions*. Dubuque, Iowa: Kendall/Hunt Pub.

Royse, David; Dhooper, Surjit Singh and Rompf, Elizabeth Lewis., 2010. *Field Instruction : A Guide for Social Work Students*. 6th ed. Boston: Allyn & Bacon.

Singh, R. R., 1985. *Field Work in Social Work Education*. New Delhi: Concept Publishing House.



## EIGHTH SEMESTER

<b>Course No: BSS 801</b>	<b>Credits: 4</b>	<b>Hours: 60</b>	<b>BSS Hon's 8<sup>th</sup> Semester</b>
<b>Course Title: Practice Research</b>			<b>Course Type: Practical</b>

[Participation in research laboratory work on a chosen practical research project, the project is expected to start at the very beginning and the students in a group are expected to identify a research problem, design the study, collect and analyze data and finally present a report].

<b>Course No: BSS 802</b>	<b>Credits: 8</b>	<b>Hours: 420</b>	<b>BSS Hon's 8<sup>th</sup> Semester</b>
<b>Course Title: Field Practicum</b>			<b>Course Type: Practical</b>

[Field Practicum consists of supervised program in problem-solving activities with the recipients of social welfare services, which enables students to learn to apply and experience social work skills necessary for professional practice. The education experience in field work is designed to integrate practice with the theoretical knowledge. The minimum required time for field work is at least 420 hours in approved social welfare or development agencies to be spread over 60 working days beyond final report writing].

<b>Course No: BSS 803</b>	<b>Credits: 2</b>	<b>Hours: 130</b>	<b>BSS Hon's 8<sup>th</sup> Semester</b>
<b>Course Title: Seminar</b>			<b>Course Type: Presentation</b>

[Students will be divided into different groups. Each group will be assigned to a teacher where they will select a small topic to develop a paper with their group participation. Finally, this paper will be presented in the seminar]

<b>Course No: BSS 804</b>	<b>Credits: 4</b>	<b>Hours: N/A</b>	<b>BSS Hon's 8<sup>th</sup> Semester</b>
<b>Course Title: Comprehensive</b>			<b>Course Type: Theoretical</b>

[This course will cover all courses in the seventh and eighth Semesters.]

<b>Course No: BSS 805</b>	<b>Credits: 2</b>	<b>Hours: N/A</b>	<b>BSS Hon's 8<sup>th</sup> Semester</b>
<b>Course Title: Viva-Voce (Theoretical and Practical)</b>			<b>Course Type: Theoretical and Practical</b>

[Students will attend the Viva-Voce in front to the exam committee after finishing their all courses of this semester and it is compulsory for them. There are no particular contents/topics for this viva- Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the contents of the course curriculum. The concerned Examination Committee will also ask questions on field practicum].