



Examination Scheme & Syllabus
for
Bachelor of Social Work
Semester-III

(Effective from the session: 2022-23)



Faculty of Arts & Humanities
Shri Rawatpura Sarkar University, Raipur
BSW
Semester-(III)

Examination Scheme **(Effective from the session: 2022-23)**

Program Objective:-

To assist with students' development of understanding and integration of social work theories and practice.

To develop student's professional social work values and ethics.

For students to apply systems concepts to practice across the micro and macro continuum.

For students to demonstrate constructive critical thinking skills.

To allow students to demonstrate an understanding of social work concepts and the planned changed process based in systems theory.

Provide opportunities for students to serve in social work settings.

For students to develop the ability to communicate effectively and professionally in oral and written formats.

Program Specific Objective: -

The Mission Statement of the BSW program attempts to integrate the mission of the university as well as the social work program. The mission of the Department of Social Work is to prepare social workers in a faith context for entry level generalist social work practice in a global, diverse setting and/or to pursue graduate level education. The Department aims to prepare students to integrate knowledge, skills, and values into practice by fulfilling the following goals.

To equip social workers with generalist knowledge, values, and skills and to prepare competent professionals for entry level social work practice with diverse systems within a global context.

To prepare social workers who understand a Christian worldview (which values social and economic justice while also respecting and appreciating diversity).

Prepare students with strategies of advocacy and social change that advance social and economic justice.

Foster the student's social work identity including professional use of supervision and consultation, self-awareness, and an appreciation for the profession's history and values.

To prepare students with critical thinking skills in areas of practice, research, and ethics to help ensure success in graduate social work programs.

PROGRAMME OUTCOME:

. To assist students with their professional development and professional identity.

Students will develop and understanding of working with people of diversity; including age, race, ethnicity, religion, and sexual orientation without discrimination.

Assist students with an understanding of working toward social justice and advocacy.

Provide students an opportunity to demonstrate an understanding of a bio-psycho-social-spiritual.



Faculty of Arts & Humanities

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BSW Semester-(III) Examination Scheme

S.N.	Course Code	Th/P.	Subject	Types of Course	Teaching hrs. per week			TC	Examination Scheme				Total Marks
					L	T	P		Theory		Practical		
									EX	IN	EX	IN	
1	ABA11-301	Th	Working with community	Core	4	1		5	70	30			100
2	ABA11-302	Th	Social work with youth	Core	4	1		5	70	30			100
3	ABA11-303	Th	Disability and social	Core	4	1		5	70	30			100
4	ABA11-304P	Pr	Practical related to ABA11-101	Practical			5	5			70	30	100
5	ABA11-253	Th	Gender and Development	GE	3	1		4	70	30			100
	Total contacts hrs. Per week 24		Total credit -24						500				



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Course Title	Working with community				
Course Code	ABA11-301				
Course Credits	L	T	P	TC	
	4	1		5	
Prerequisites	Social work is a practice based profession that promotes social change development and the empowerment of people and community.				
Course Objective	This course is a social work methods course on community practice. It endeavors to enable the learners to acknowledge the significance of the community as a context as also an important means for social transformation and change.				
Course Contents	<p>UNIT – I</p> <ul style="list-style-type: none"> • Characteristics of Rural, Urban and Tribal communities • Frameworks for community analysis : As a system; site of power and conflict • Contexts and challenges for 21st century communities; Issues of Identity, Inclusion and Exclusion; Gated Communities. <p>UNIT – II</p> <ul style="list-style-type: none"> • Community Practice: concept, definitions and scope as method • History and evolution of Community Practice • Social Justice, Human Rights, Values, and Community Practice <p>UNIT – III.</p> <ul style="list-style-type: none"> • Theoretical perspectives for practice • Principles and steps in community practice • Discovering and documenting the life, needs and strengths of a community <p>UNIT – IV</p> <ul style="list-style-type: none"> • Organizing and mobilizing communities: Role of Social Capital • Tools for designing community interventions: Community Profiling, PLA, LFA, Problem Analysis, Stakeholder Analysis, Force Field Analysis and Strategic Planning <p>Models of community practice</p> <ul style="list-style-type: none"> • Consensus and Conflict approaches for community practice and social change• <p>UNIT – V</p> <p>. Understanding Community-Based Organizations: structure, goals and politics of nonprofit T</p>				



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	<ul style="list-style-type: none">• community-based organizations Skills for community practitioners• Good Practices of community participation and empowerment :
Course outcomes	Apply knowledge and skills related to community understanding, assessment, organizing ,• planning, development and progressive social change Critically analyze practice interventions locating their ideological.
Text Books	Concept, Methods and Fields C.N SHANKAR RAO : Sociology of Indian Society. FRIEDLANDER, W.A : Concepts and Methods of Social Work. WADIA, A.R : History and Philosophy of Social Work in Ind
Reference Books	London, 1969. Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta,1977



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Course Title	Social work with youth.			
Course Code	ABA11-302			
Course Credits	L	T	P	TC
	4	1		5
Prerequisites	The primary goal of social workers is extremely public service through helping needy people address manage and resolve various social problems and Social justice.			
Course objectives	To understand and solve the internal problems of the individual.			
Course Contents	<p>UNIT – I</p> <p>Demographic profile of Youth in the Asian and Pacific region, Definition- types of youth. Youth in India, Youth welfare- need and importance.</p> <p>UNIT – II</p> <p>The period of youth in the life cycle – Emotional problems of the Youth- Parent youth conflicts – youth unrest.; Youth in the context of Education, Religion and politics – The influence of poverty and unemployment on youth..</p> <p>.UNIT – III</p> <p>Problems of urban and rural youth. Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism – special problems of female youth – Youth and mass media.</p> <p>UNIT – IV</p> <p>National youth policy,– National youth welfare organizations, Government programmers NCC,NSS, and NYK ; Youth movement - youth hostels and youth clubs ; Leadership training for youth Counseling services, Social work interventions with youth Global and Regional level initiative towards Youth issues. Role of Social Workers in Youth welfare</p> <p>.UNIT –V</p> <p>The involvement of youth in social services – Role of youth in National Development and social change.</p> <p>Youth and Modernization; Identity of Youth and related problems. Role of youth against the social evils.</p>			
Course outcomes	1. To acquaint students to the complexities and multifaceted issues and problems of youth			



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	<p>2. To discuss problems and need of youth</p> <p>3. To understand social work intervention with youth</p>
Text Books	<p>Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth Mouton, The Hague, 1976 Ross, Aileen D. Student Unrest in India- A Comparative Approach , McGill Queen’s University Press, London, 1969. Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta,1977</p>
Reference Book	<p>Gore, M.S.(1977) : Indian Youth: Process of Socialization, Vishay Yuma Kendra, Delhi, Havighurst, R. J.: Youth; University of Chicago Press, Chicago,1975.</p>



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Course Title	Disability and social work.				
Course Code	ABA11-303				
Course Credits	L	T	P	TC	
	4	1		5	
Prerequisites	Understand and develop insight about sociological concepts for social work education and practice				
Course objectives	To acquaint students to the complexities and multifaceted issues and problems of youth				
Course Contents	<p>UNIT – I</p> <p>1.Impairment, Handicap, disability & differently able meaning nature and type.</p> <p>2Models of disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models</p> <p>.3Incidence and prevalence of disability: National and international perspectives, extent of disability in India.</p> <p>.</p> <p>UNIT – II</p> <p>.1 Needs and problems of persons with disability movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer.</p> <p>.2 Institutional and non-institutional services for various groups, social institution in different phases- ancient, medieval, modern and contemporary India and worldwide.</p> <p>UNIT – III</p> <p>Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability.</p> <p>Causation of disabilities, disabled people in the society and societal responses.</p> <p>UNIT – IV</p> <p>Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion o Prevention of disease-causing disability and safety measures to avoid disability. o Rehabilitation- concept nature and efforts by government and nongovernmental</p> <p>UNIT-V</p>				



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	Human rights and person with disability- UN Declaration of human rights of disabled persons Human rights violations and protection of rights of differently able Mainstreaming: Philosophy and strategies. Influencing societal attitudes: Empowerment ideology as social work intervention. .
Course outcomes	To discuss problems and need of youth . To understand social work intervention with youth
Text Books	Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardworthcongage Learning, publication., Canada.
Reference book	Karna, G.N.(1999),United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi: Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New• Delhi: Mittal Publishers.



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Course Title	FIELD WORK				
Course Code	ABA11-304P				
Course Credits	L	T	P	TC	
		1	3	4	
Course objectives	FIELD WORK 1-NGOVISIT 2-OLD-AGE HOME VISIT 3-FIELD WORK VISIT 4-VILLAGE VISIT 5-GROUP DISCUSSION.				
Course Contents	Fieldwork plays a pivotal role and provides the basis to apply the theoretical content covered in the classroom , to real-life situations as part of a student's preparation to become a professional social worker. ...				
Course outcomes	Field work gives students the opportunity to take responsibility for addressing people's problems.				

Course Title	Gender and Development				
Course Code	ABA11-253				
Course Credits	L	T	P	TC	
	4	1		5	



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Prerequisites	The course is important for a professional social worker from the point of creating engendered perspectives and sensitivity towards issues concerning women and men. It further reaffirms the belief in importance of grassroots experiences and narratives while dealing with women and men.
Course objectives	<ul style="list-style-type: none"> • Understand the social construction of gender • Develop gender perspectives in analyzing social realities • Understand gender and development approaches and strategies with specific reference to India
Course Contents	<p>Unit I: Conceptualizing Gender</p> <ul style="list-style-type: none"> • Gender as a social construct; • Gender identity, equity, discrimination. • Feminism: Feminist thought and feminist theories • Globalization and gender concerns. <p>Unit II: Manifestations of Gender Disparity</p> <ul style="list-style-type: none"> • Indicators of women’s status and development: Education, health, ownership of property, employment and livelihood, political participation rights, gender dimensions of poverty • Gender based violence: Theoretical perspectives. <p>Unit III: Gender Perspectives in Development</p> <ul style="list-style-type: none"> • Paradigm shift from welfare to rights-based approach • Approaches to Women and Development: WID, WAD, GAD Women’s movements: Indian and international women’s movements; Women in anticolonial struggles, women in social movements (Telangana, Chipko, NBA) • Gender analysis tools and frameworks: Gender budgeting, gender mainstreaming. <p>Unit IV: Mechanisms Addressing Issues and Best Practices</p> <ul style="list-style-type: none"> • Constitutional and legislative safeguards, policies and programme • Institutional mechanisms: National Commission for Women, Rastriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centers. <p>UNIT V-women’s issues,</p> <ul style="list-style-type: none"> • Best practices to address disparity, violence and safety issues • Emerging role of women’s organizations and social worker in addressal of women’s issues.
Course outcomes	<ol style="list-style-type: none"> 1. Understand the concept of gender and the social construction of femineity and masculinity 2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
Text Books	Aggarwal, Bina. 1994. A field of one’s own: Gender and land rights in South Asia, Delhi: Cambridge University



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**Reference
Books**

Gandhi, N. & Shah, N. 1993. Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali for women.