

**BHAKTA KAVI NARSINH MEHTA
UNIVERSITY, JUNAGADH**



**SYLLABUS
FOR
BACHELOR OF SOCIAL WORK**

SEMESTER - III
(Effective from June, 2019)

SEMESTER - III

Semester	Sr. No.	CORE, ELECTIVE	Title of Paper	Credit	Internal Marks	External/Practical Marks	Total Marks
III	1	Core	Compulsory English	4	30	70	100
	2	Core	Social Work Research	4	30	70	100
	3	Core	Indian Social Problems	4	30	70	100
	4	Elective	Disaster Management	4	30	70	100
	OR						
	4	Elective	Women and child Welfare	4	30	70	100
	5	Core	Field Work Rural Based	6	--	100	100

<p>Bhakta Kavi Narsinh Mehta University, Junagadh Courses for Choice based Credit system to be implemented from June - 2019 B.S.W. Semester - III</p>		
Paper No –1 Compulsory English		Credit-4
<p>Objectives :</p> <ul style="list-style-type: none"> ○ To strengthen the written and spoken English proficiency of the students. ○ To encourage learners in working with variety of groups by improving communication skills. 		
UNIT	Subjects	Teaching Method
Unit – I	<p>Proficiency in English grammar:</p> <ul style="list-style-type: none"> • Types of sentence 	Lecture and Group Discussion
Unit – II	<p>Proficiency in English grammar:</p> <ul style="list-style-type: none"> • Active and Passive voices 	Lecture and Group Discussion
Unit – III	<p>Proficiency in English composition:</p> <ul style="list-style-type: none"> • Creative writing Paragraph (with key words) 	Lecture and Group Discussion
Unit – IV	<p>Prescribed Text:</p> <ul style="list-style-type: none"> • Pathways to English : A Course for Intermediate, Learners Cambridge Uni. press (chapters 1 to 5) Long question answer, Objective type of questions 	Lecture and Group Discussion

References:

SR.

NO.

BOOK NAME

AUTHOR NAME

- | | | |
|----|---------------------------------|---------------------|
| 1. | Spoken English & Broken English | G.B.Shaw |
| 2. | A Practical English Grammer | Thomas and Martinet |
| 3. | English Grammer& Composition | Wrenn& Martine |

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Paper No –2 Social Work Research		Credit-4
Objectives : <ul style="list-style-type: none"> ○ Understand the need for Scientific Approach to human inquiry in place of ○ common sense approach ○ Conduct simple interviews including use of observation skills. ○ Develop ability to use library and documentation for secondary data. 		
UNIT	Subjects	Teaching Method
Unit – I	Social Work Research: Meaning, definition and purpose of research, scope and Its importance	Lecture and Group Discussion
Unit – II	Research Proposal & Step: Components of Research Proposal, Steps of Research	Lecture and Group Discussion
Unit – III	Type of Data and Tools of Data: Primary and secondary data, Tools: Questionnaire, Schedule, Interview, Observation etc....	Lecture and Group Discussion
Unit – IV	Sampling & Data Analysis, Tabulation Chart: Types of Sample, Types of Table, Types of Chart	Lecture and Group Discussion

References:

SR.

NO.

BOOK NAME

AUTHOR NAME

- | | |
|--|----------------------------------|
| 1. Methods and Techniques of social Research | Willkindon and Bhandarkar |
| 2. echniques of social Research | Agnihotri. B. |
| 3. Indian journal of social Work | Tata Institute of social Science |
| 4. Social work Research | Lal Das D.K. |
| 5. Research in Social Work, | Reid, William J. and Smith, |
| 6. Methods in Social Research | Goode, W.J. and Hatt, P.K. 1952 |
| 7. Secondary Methods of Social Work | Dr. Ravi Dhanani |

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Paper No –3 Social Problems and Social Work

Credit-4

Objectives :

- To understand the basic concepts in Social Administration, Action and Counseling.
- To acquaint the student with the process of Social Administration, Action and Counseling.
- To develop students attitude and skills to practice of social Administration, Action and Counseling.

UN IT	Subjects	Teachi ng Metho d
Unit – I	SocialProblems: Concept, Causes and Types of Social Problems Role of Social Worker to eradicate Social Problems International agencies to resolve social problems: ILO, UNISEF, WHO	Lecture and Group Discuss ion
Unit – II	Povertyandunemployment: Meaning, TypesandCauses. Programmesfor alleviatingpovertyandunemployment., Populationproblems:Causes,Characteristics&preventiveprogrammesCommunalism. Casteismandterrorism	Lecture and Group Discuss ion
Unit – III	SubstanceAbuse:Causes,Types,preventivemeasuresSuicide: Definition, Causes, Preve ntiveMeasuresandCrisisIntervention. AIDS; psychosocial&medicolegalaspects	Lecture and Group Discuss ion
Unit – IV	Crime: Concept,&prevention Violenceagainstwomenand prostitution HumanTrafficking.MigrationandDisplacement	Lecture and Group Discuss ion

Reference Books

No	BOOK NAME	Author Name
1	SocialProblemsinIndia	RamAhuja
2	EncyclopediaofSocialProblemsandSocialChange	RanjithRajadhyaksha
3	Social Problems - Society in Crisis.	Daniel J.Curran, Claire.M.Renzetti
4	EconomicsofChildLabour	K.P.Kannan
5	Childlabourandlaw- MythandRealityofChildWelfare	P.L.MehtaandS.S.Jaswal
6	PopulationandPoverty– CurrentstatusandFutureapproaches	M.Walter
7	IndianSocialProblems	GRMadan

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Paper No –4 (Elec.) Disaster Management		Credit-4
<p>Objectives :</p> <ul style="list-style-type: none"> • To understand the Disaster Management and its importance • To understand the environmental hazards and its techniques of prevention. • To sensitize students about the environmental issues and motivate to work for environmental Conservation. 		
UNIT	Subjects	Teaching Method
Unit – I	<p>Disaster:</p> <ul style="list-style-type: none"> • Meaning, Types and Characteristics of Disaster 	Lecture and Group Discussion
Unit – II	<p>Disaster and Social Organization:</p> <ul style="list-style-type: none"> • Role of Government and NGOS in Disaster Management 	Lecture and Group Discussion
Unit – III	<p>Environmental Hazards:</p> <ul style="list-style-type: none"> • Global Warming – As a Worldwide Problem, • Impact of Global Warming and Issues 	Lecture and Group Discussion
Unit – IV	<p>Environmenatal Movement:</p> <ul style="list-style-type: none"> • Narmada BachaoAndolan • ChipkoAandolan 	Lecture and Group Discussion

References

1. Bryant Edwards (2005). *Natural Hazards*, Cambridge University Press, U.K.
2. Carter, W. Nick, (1991). *Disaster Management*, Asian Development Bank, Manila.
3. Central Water Commission, (1987), *Flood Atlas of India*, New Delhi, CWC.
4. Central Water Commission, 1989, *Manual of Flood Forecasting*, New Delhi.
5. Government of India, 1997, *Vulnerability Atlas of India*, New Delhi.
6. Sahni, Pardeep et.al. (eds.) 2002, *Disaster Mitigation Experiences and Reflections*, New Delhi.
7. Prentice Hall of India.
8. RinaSonowal, Burton, I., R. W. Kates, and G. F. White. 1993. *The Environment as*
9. *Hazard*, 2nd Edition. Guilford Press, New York.
10. Burton, I., R. W. Kates, and G. F. White. 1993. *The Environment as Hazard*, 2nd Edition.
11. Guilford Press. New York.

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Paper No –4(Elec.)Women and Child Welfare

Credit-4

Objectives :

- Facilitate a critical analysis of the mass media, in terms of the modes in which it reproduces the dominant power relations in society Be they of gender class race or any other.
- Work towards alternative, participatory uses of the media, with specific reference to campaigns
- Facilitate the acquisition of media skills related to visual design, street theatre and other low-cost participatory media.
- Allow for the practical application of these media skills through the process of designing and conducting a campaign.

UNIT	Subjects	Teaching Method
Unit – I	Meaning and Concept: Meaning and Concept of Child, child labour, child delinquency, women empowerment.	Lecture and Group Discussion
Unit – II	Government Schemes: <ul style="list-style-type: none"> • Integrated child development scheme • Integrated child Protection scheme 	Lecture and Group Discussion
Unit – III	Legal System and Social Work System: <ul style="list-style-type: none"> • Domestic Violence • POCSO Act • Juvenile Justice Act 	Lecture and Group Discussion
Unit – IV	Women Development: <ul style="list-style-type: none"> • Women programs in India 	Lecture and Group Discussion

References:

SR. NO.	BOOK NAME	AUTHOR NAME
1.	Marriage and Working Women in India	KapurPremila: 1970
2.	Conflict between Adolescent girls and Parents	KapurPremila: 1982
3.	Poverty Class & Health Care in India New Delhi	Benerji D: 1989
4.	Prostitution in India	Mukharji S.K.: 1986
5.	Revolution and Counter Revolution	Karl Marx (1971)
6.	Women and Society	Desai N &Krishnaraj (1987)
7.	Empowering Rural Women: Issues	Samanta R.K.(2005)

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Paper No – 5 Field Work (Rural Based)

Credit-6

UNIT	Subjects	Teaching Method
Unit – I	<p>Rural Area:</p> <ul style="list-style-type: none"> • Visit The Particular Village • To Take The Basic Information About The Village • Find Out The Problems Of Village Community (Education, Health, Population, Poverty, Unemployment, Sanitation Etc.) • To Take The Visit Of Government Agency (Panchayat Office, Primary School, Gram Panchayat Etc.) • To Know About Ngo Which Is Working In The Village • To Know The Working Systems Of Government In The Village • To Know About Various Schemes Of Government • Use Various Methods Of Social Work 	<p>Orientation</p> <p>Guidance by faculty members</p> <p>Critical analysis of observations</p>